Offline Resources for English Learners

For use with the Fast ForWord® programs
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About the resources

The Fast ForWord programs provide a solid base for students to learn about and practice the English language. However, students who are not familiar with English idioms, cultural references, and vocabulary may have a few extra hurdles when learning the English language. With this in mind, Scientific Learning has developed a set of English Learner offline resources to supplement the Fast ForWord programs.

Where can I find the resources?

Download the offline resources from MySciLEARN Help.

What resources are provided?

The offline resources include individual, leveled lessons for the Fast ForWord programs that provide targeted instruction for English Learners. The lessons are based on the SIOP® Model, with added differentiation for the Fast ForWord exercises.

Many of the lessons provide writing tasks, including work with graphic organizers (for example, diagrams, tables, concept webs).

A few Fast ForWord lessons include flash cards to support vocabulary development.

Which of the programs have resources?

Most of the Fast ForWord program exercises have resources, while the few exercises that focus on sounds or nonsense words do not. Those exercises can be supported through classroom instruction in early literacy/pre-literacy skills, which is not exclusive to English Learners. Some of the longer and more complex exercises have multiple lessons, and a few lessons include flash cards to support vocabulary development.

Reading Readiness does not have resources, as it teaches early literacy skills such as phoneme/grapheme identification and onset-rime. If your student is having challenges with the exercises in Reading Readiness, you can try using typical early literacy classroom instructional practices.

Tip: You can use the Fast ForWord English learner resources with the Foundations I and Foundations II programs.

Which students will benefit from the resources?

The offline resources were written with English Learners in mind, but are certainly not limited to those students. Feel free use them with any Fast ForWord student that might benefit from a little extra practice. For example:

- Students who are new to our programs
- Students receiving intervention alerts in the Results reports
About this guide

• Students classified as pre-emergent, emergent, beginning, developing, expanding, or bridging in English language
• Students being considered or progress-monitored for special education services
• Students receiving services for special education, speech language pathology, or occupational therapy

Which staff members can use the resources?
The offline resources were designed for these instructors, but any qualified instructor can use the offline resources with their Fast ForWord students. For example:

• General education classroom teachers
• ELS teachers or ELL coordinators
• Special educators
• Speech language pathologists
• Occupational therapists
• School social workers or psychologists

When should I use the resources?
The offline resources are appropriate for any of these environments:

• Readers Workshop
• Writers Workshop
• Guided Reading
• ESL pullouts
• ELD/English Language Development blocks
• Intervention blocks
• Special education classes
• Occupational therapy sessions
• School psychologist/social worker sessions (with IEP or parent and administrator approval)

How to use the resources
The lessons and flash cards can be incorporated into your instruction in a variety of ways. While each lesson is written for a 10 to 30 minute mini-lesson or class session, you can adapt the lessons as needed to meet your student or scheduling needs.

Each lesson includes the following components:

• Standards. Lists the “Can Do Descriptors” for the lesson, taken directly from the WIDA standards framework. To learn more see https://www.wida.us/standards/can_dos.
• Targeted English Language Proficiency. Lists the WIDA language proficiency levels targeted in the lesson: Entering, Emerging, Developing, Expanding, Bridging, and/or Reaching.
• Objectives. Provides the goals of the lesson; specifically language and content objectives.
• Key Vocabulary. Identifies important vocabulary words.
• **Materials.** Lists the items needed for the lesson.
• **Motivation.** Provides a context for the lesson.
• **Presentation.** Includes the actual lesson content to be presented to your students.
• **Practice/Application.** Outlines group or individual activities designed to reinforce the presentation content.
• **Review/Assessment.** Includes prompts for getting your students started on the Scientific Learning program.
• **ELD Differentiation (Fast ForWord only).** Provides scaffolds at the language proficiency levels of the lesson. The differentiation is not part of the SIOP model, but is included to help you adapt the lessons as needed. For example, if you feel that a student may not be adequately challenged by a lesson, you can use the differentiation to help you craft a modified lesson plan for that student.
• **Extension.** Provides extra activities to further challenge students.

Throughout the lesson you’ll see specific instructions for you (in plain text) and for your students (in bold text, to be read aloud to your students). The student instruction scripts are written in a casual tone to reflect a classroom environment. Here’s an example:

> **Learning new words is something good readers do to help understand stories. Why is it important to understand what we read?** Give students time to think and respond.

You may also notice some text in parentheses at the top of a section. The authors of SIOP include these familiar research-based terms to help you identify those sections.

### Best practices for the classroom

Research shows the efficacy of providing native language support across the four language domains (reading, writing, listening, speaking), and we recommend using it where applicable and available.

In addition, the following supports can help boost student success, both with our products and in your classroom instruction. Feel free to incorporate and adapt these strategies as you see fit.

• Create word walls/cognate walls in your classroom
• Incorporate visuals and/or realia (real life objects) into your lessons
• Provide explicit vocabulary instruction
• Try some Total Physical Response (TPR) activities
• Preview essential learnings and key vocabulary from the Scientific Learning programs
• Expand your use of language scaffolding based on the techniques provided in the lessons or from other resources
• Celebrate student success by incorporating classroom motivation systems for activity in the programs
More resources

MySciLEARN provides several methods for getting help.

MySciLEARN Help
Use the Help link at the top of any page in MySciLEARN to access MySciLEARN Help, which provides user-specific help topics and downloadable PDF guides.

MySciLEARN Toolbox
MySciLEARN Toolbox provides access to all program training information, including teacher materials, video tutorials, and staff training. Access it from http://help.scilearn.com/toolbox.

Knowledge base
Our knowledge base provides troubleshooting articles and tips on using the software. Go to http://scilearn.force.com/Support.

Support
If you need further assistance or have more questions, contact Scientific Learning Customer Support.

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1 Fast ForWord Foundations I

This chapter includes the offline lessons for the Fast ForWord Foundations I program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

What’s in this chapter

- Foundations I - Introduction ................................................................. 11
- Foundations I - Robo-Dog (1) ............................................................... 14
- Foundations I - Robo-Dog (2) ............................................................... 25
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STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Use L1 to support L2.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.
Categorize content-based examples from oral directions.

Speaking: Describe pictures, events, objects, or people using phrases or short sentences.
Discuss stories, issues, and concepts.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to listen to and comprehend basic directions in Fast ForWord Foundations I using teacher support, key words, and modeling.

CONTENT – Students will be able to have some understanding of the commands and terminology used in each of the programs through teacher modeling and exploring on their own.

KEY VOCABULARY

Space Commander
Ele-Bot
Sky Gym
Hoop Nut
Whalien Match
Moon Ranch
Robo-Dog

keyboard
mouse
buttons
computer screen
log in
website
MATERIALS

- Flash cards or printouts of the names of the Foundations I exercises (with characters if possible)
- Flash cards or word wall with key words listed with visual examples
- Computer for teacher and computers for each student with working headphones and an internet connection
- Printed and enlarged initial screens for each of the exercises, preferably in color (print your screen while viewing the exercise demos, check the Fast ForWord user manuals or help, or project the initial screen from your computer)
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

The Fast ForWord Foundations I program can be used with students who are at various stages of English language learning. This introductory activity can be adapted to fit any of the Foundations I exercises, but it is critical to do it BEFORE students start the exercises on the computer, especially if they have little or no English knowledge.

Today we will explore a new program called Fast ForWord Language. This program will help us with reading, speaking, listening, and writing in English.

The skills we'll learn in this program will help us become strong readers in English. Why should we get better at reading in English?

Give students wait time to respond (10-25 seconds), or Think-Pair-Share their responses for more in-depth responses.

Follow along with me and then we will explore together. When we finish you will have some time to explore on your own.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Look at the screen here. What do you see?

Give students wait time to respond (10-25 seconds).

What do you think I do here?

Have students Think-Pair-Share responses.

Let's take a look.

Model the activity for students, describing aloud what's happening on the screen.
Introduce or review some key vocabulary about computers here where appropriate. Now is a good time to introduce classroom and individual goal setting for each activity. If you want to build additional buy-in, have students come up with a class story about each character and why they are doing what they are doing. See if you can set a goal around each exercise for the class.

Show only one or two exercises for each mini-lesson.

**ELD Differentiation**

**Entering, Emerging:** Introduce the lesson and model the activity in students’ native language where possible. If that’s not doable, as in the case of a group of students that speak several different languages, use key words in your descriptions written on the board. Point or direct students to repeat those words as you do the action in the product.

Give students time to process your words and actions by moving slowly and speaking intentionally (without overanunciating). Anticipate areas where students might get confused in the lesson and provide key vocabulary to explain any potentially confusing parts of the exercise.

**Developing, Expanding:** Before modeling, have students guess what the student does with each exercise. Ask some guiding questions about what students should do for each exercise and what each exercise teaches to get students thinking **before** modeling the exercise. Encourage students to get creative with their guesses.

Spend less time modeling, having students participate along with you as soon as you see them understanding the exercise. Build in some time at the end of the lesson to allow students to talk about the challenges and fun they had with the exercise.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Now let’s practice some together. Using your login information, log in on the computer in front of you. You will need headphones soon, but not yet. When you finish logging in, touch your nose to let me know you are ready to continue (or some other command that works for you).

Have students do the first part of the exercise with you. Answer any questions they have and clarify any potentially confusing steps.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Have students continue working on the Fast ForWord program until their time is up.

**EXTENSION**

1. If students quickly get the hang of an exercise and there is time, introduce another.
LESSON TOPIC: Robo-Dog (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading:  Use L1 to support L2 (e.g., cognates).
          Use bilingual dictionaries and glossaries/Use English dictionaries and glossaries.

Writing:  Draw content-related pictures.
          Fill in graphic organizers, charts, and tables.

Listening:  Follow multi-step oral commands/instructions.
           Use learning strategies described orally.

Speaking:  Ask for clarification (e.g., self-monitor).
           Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to listen to, say, read, and write new words in English using a Frayer Model.

CONTENT – Students will be able to use new vocabulary in a Frayer Model to comprehend the words in the Robo-Dog exercise in Fast ForWord Foundations I

KEY VOCABULARY

Robo-Dog word list (page 7)

MATERIALS

- Flash cards or printouts of the Robo-Dog words (select 15-25 for this lesson)
- Whiteboard and markers
- Spanish/English dictionaries
- Frayer Model graphic organizer (page 6)
- Whiteboard or clearly visible surface for writing
- Student logins for the Fast ForWord program
**MOTIVATION**

*(Building Background)*

Emergent bilinguals need exposure to the Robo-Dog vocabulary before using Robo-Dog.

> Before playing Robo-Dog today, we need to practice some new words in English. You will see these words in Robo-Dog. Let’s say Robo-Dog.

Everyone practices saying Robo-Dog

> Learning these words will not only help you in Robo-Dog, but will build your vocabulary in English. You will be able to use these words in speaking, listening, reading, and writing.

> That way your English development continues to grow. We need to grow our English so that we can become proficient readers.

> Why do you think we should be proficient readers? What does being a reader help us do?

Give students wait time to respond (10-25 seconds). Have students Think-Pair-Share responses for more thought out answers.

> Now it’s time to learn some new words. This sheet will help us learn them. This sheet is called a Frayer Model [pronounced FRAY-er]. Let’s say that together.

Write “Frayer Model” on the board/somewhere clearly visible. Show students a blank Frayer Model graphic organizer.

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

We will walk through the different parts of the Frayer Model and then we will do one together. To start, we write our new word in the middle box. Today’s first new word is “bee.”

Model writing “bee” in the center box.

> What is a bee?

Give students a minute to come up with some words to describe a bee. Show a picture of a bee. If “bee” is too easy, select a word from the higher tiered Robo-Dog word list.

> We will write that definition here. Let’s say ‘definition’ together.

Point to the word “definition” on the page in the first box.

> A definition is what a word means. We learn it by reading in a dictionary (hold up dictionary) or coming up with a definition. Can someone tell us what a bee is?
Give students some time to describe “bee.” Have students Think-Pair-Share their ideas to get thoughts and words flowing. If they do not have the words, feel free to introduce your own words or a short definition. Give students an opportunity to clearly hear you and understand.

**So here, we write ‘A bug with six legs and yellow and black stripes. It stings. It makes honey.’**

Write whatever definition students create.

For younger students, you can simply give a short definition and have them write it. Model writing the definition. For older students, model using the dictionary by looking up the word and reading the definition aloud. For more of a challenge, have students practice paraphrasing the definition to write in the first box.

**Now we come to the second box. In the second box we need a picture.**

Point to the label at the top of the box that says “Picture.”

**Let’s draw a bee. What does a bee look like?**

Have students use words to describe a bee and then take 2-3 minutes to draw. Model drawing the bee with students. For older students or students who are proficient writers, you can simply have students write a sentence in English using the word “bee.” The label on the second box can read “Sentence” rather than “Picture” (or both).

**Now, in the third box it asks us for an example.**

Point to the word “example” on the page.

**We need an example of a bee. What is an example of a kind of bee?**

If students can’t think of a kind of bee, offer bumble bee or honey bee, maybe even a famous character who is a bee, etc.

**Let’s draw that example here.**

Model drawing the example the students come up with. Again for older students or for students who like a challenge, have them write the words (for example, “honey bee”) rather than draw the picture.

**A non-example is something that a bee is not. What is not a bee? This can be anything that is not a bee.**

Have students come up with something that is not a bee—you and me, other insects, etc.

**Let’s draw that here.**

Model drawing the non-example, again taking just a few minutes.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now that we all know what to do, it’s your turn to practice learning new words with this Frayer Model. Using this word list, pick two more words to learn today. Complete a Frayer Model for both of those words. You can use your brain, a partner, the dictionary, or me (the teacher) to help you come up with a definition for each word.

Hold off on using the dictionary for younger learners. For more independent or older students, have them use the dictionary.

We have 10 minutes for 2 more Frayer Models (add or subtract the number of Frayer Models students can complete in the given time frame as needed).

ELD Differentiation

Entering, Emerging: If the words in the Robo-Dog word list are difficult for students to identify, have students pick their own words from somewhere in the classroom. This gives students an opportunity to practice the concept of a Frayer Model without the pressure of working with unfamiliar words. Once students are familiar with the process of a Frayer Model, have them move on to unknown words from the word list.

Developing, Expanding: To challenge students, have them complete Frayer Models on words that are not nouns. Allow students to choose their word(s) and get them approved by the teacher before beginning working. Have students construct sentences with their new words on the back of their Frayer Models.

Make this task more challenging by using more difficult prompts on the Frayer Model, in place of those that come easily to students. For example, in place of a picture or a sentence with the word, have students write a story of 3-5 sentences related to the word, such as a fairy tale or an origin story myth of how it came to be. Other examples: What does this word make you think of?, What is a synonym/antonym of this word? What is this word in a different language?

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now let’s take a couple of minutes to talk about the new words we learned. What can you tell us about your new words?

Have students share what new words they learned (about 3-5 minutes).

Now that we have learned all these new words, it’s time to practice them in Fast ForWord. Today you will practice Robo-Dog. Let’s log in and begin working in Robo-Dog.

Have students work on the Fast ForWrd program until their time is up.
EXTENSION

1. For older students, select the Robo-Dog word list or a group of words that fit the instructional need of your students. For more challenging words the content specific vocabulary is a good challenge, for beginning language learners or younger students, select a different group of words.

2. If students easily pass through the Frayer Model with the word list you start with, begin the next session with higher-tiered words.

3. If students want more, have them complete more than 1 or 2 Frayer Models.

4. Alternatively, have them practice writing sentences with the new words, practice saying those sentences with a partner, and pair with a partner to come up with a story about one or more of the words and write it out.

5. Have students use a dictionary to come up with sentences for the words they choose. Have them write a story incorporating their new words.
Supplemental Material: Frayer Model graphic organizer
### Supplemental Material: Word list

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### Math Vocabulary: Number Sense

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## Supplemental Material: Word list

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STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Follow multi-step oral directions.

Speaking: Communicate in social situations.
Repeat words, short phrases, memorized chunks.
Describe pictures, events, objects, or people using phrases or short sentences.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to listen to, say, read, and write new words in English using a game called “Is it true?!?”

CONTENT – Students will be able to use sentences about pictures to comprehend the words in the Robo-Dog exercise in Fast ForWord Foundations I.

KEY VOCABULARY

Robo-Dog word list (page 5)

MATERIALS

• Flash cards or printouts of the Robo-Dog pictures (select 20-30 for this lesson)
• Other images from other sources
• Whiteboard or other writing surface clearly visible to students
• Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Emergent bilinguals need exposure to the Robo-Dog vocabulary before using Robo-Dog.

Before playing Robo-Dog today, we are going to play a little game. This game will help you understand the directions in Robo-Dog. Let’s say ‘Robo-Dog.’

Everyone practices saying Robo-Dog.

Learning these directions will not only help you in Robo-Dog, but will build your vocabulary in English. You will be able to use these words in speaking, listening, reading, and writing. That way your English development continues to grow.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

The game we’ll play today is called ‘Is It True!’ Let’s say that together: Is It True. Now, true means real. False means not true, or not correct. What does ‘true’ mean?

Give students wait time to respond (10-25 seconds).

What does ‘false’ mean?

Give students wait time to respond (10-25 seconds).

For example, if I say, ‘the sky is blue,’ is that true or false?

Give students wait time to respond.

Now, what if I say, ‘the sky is green?’ Is that true or false?

Give students wait time to respond. Explain the concept of true and false in students’ native language if needed.

What are some other things that are true? What are some things that are false?

Give students time to form statements of things that are true and false (use frames below if needed).

The ___________ is ______.

Pandas are ____________.

I like ____________.

I don’t like ____________.

Two plus two is ____________.
Show students a picture from the Robo-Dog word list and make a few simple statements about the picture or object. Model the student role of deciding whether your statement was true or false. Use native language support as needed. Write key words from your question on a whiteboard or similar surface for students to see as you ask the question to give students added support in understanding your question. Alternatively, articulate the question in English, in students’ native language, and again in English for a different kind of scaffold.

**PRACTICE/APPLICATION**

*Guided Practice, Interaction, Strategies, Feedback*

Play the student role along with students and gradually have students take over the student role. For added challenge, have students articulate why the statement is true or false. As students get comfortable with the activity and if it is appropriate, break off students into pairs and have them make statements with their own set of cards to play Is It True!? with a partner.

**ELD Differentiation**

Entering, Emerging: It’s OK if students’ English production is minimal. Allow students time to formulate ideas and provide sentence stems for the game, building off of the sentence frames from earlier or creating your own as you go along. For example:

- I see ___________.
- There is ___________.
- There are ___________.
- One thing I can see is ___________.
- This picture has _________________.
- Two things in this picture are _____________.
- It looks like _________________.
- _________________ is one thing I can find.
- _________________ is something I can see.
- What is happening in this picture is _____________.
- What is not happening here is _______________.
- It doesn’t look like _________________.

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Developing, Expanding: Have students play the game using different pictures, and challenge students to increase the difficulty in their statements. Model varied sentence structures to add complexity students can draw on in creating their statements. For example:

Although, ______________, it’s actually ______________.
Even though I think ______________, this is really ______________.
This image reflects ________________.
Included in this image is ________________.
It may seem that ____________, but instead ____________________.
As far as _________________ goes, ____________________.
Wherever there is _______________ there is also ________________.
________________ is the case as long as ____________________________.
As you can see, ____________________.
Despite the fact that ____________, there ____________________.
When I first saw this, I thought _____________, but actually ____________.

If students quickly work through pictures, have them choose one to write about using that image as the story starter.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now let’s take a few minutes to talk about the new words we learned. Can you tell us about your new words?

Have students share what new words they learned (about 3-5 minutes).

Now that we have learned all these new words, it’s time to practice them in Fast ForWord. Today you will practice Robo-Dog. Let’s log in and begin working in Robo-Dog.

Have students work on the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students draw pictures of vocabulary words without showing the picture, forming a Pictionary element to the game.

2. Have students write out some questions for each card for their neighbor and have neighbors switch papers and answer the questions in writing or speaking about pictures they share.
## Supplemental Material: Word list

### Group 1

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### Supplemental Material: Word list

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#### Group 6 (continued)

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### Math Vocabulary: Number Sense

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<tr>
<td>zero</td>
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</tr>
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<td>one</td>
<td>zero</td>
<td>ten</td>
<td>one hundred</td>
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<td>ten</td>
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### Math Vocabulary: Arithmetic and Geometry

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### Science Vocabulary: Life Sciences

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LESSON TOPIC: Ele-Bot (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Answer questions about explicit information in texts.
Find details that support main ideas.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.

Speaking: Answer simple content-based questions.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to articulate details about a picture(s) in speaking and writing.

CONTENT – Students will be able to use sentences about pictures to comprehend the commands in the Ele-Bot exercise on Fast ForWord Foundations I.

KEY VOCABULARY

Ele-Bot sentence structures and vocabulary (coming soon)

MATERIALS

• Printouts of 5-10 pictures of humans and/or animals doing things; the pictures should range from having one main event happening to having several things going on in the picture

• Whiteboard or other writing surface clearly visible to students with an oversized “What does it mean?” graphic organizer layout for the teacher to model

• “What does it mean?” graphic organizer and pencils for each student (page 5)

• Student logins for the Fast ForWord program
Lesson Topic: Ele-Bot (Lesson 1)

MOTIVATION

(Building Background)

Emergent bilinguals need exposure to the sentence structures and cognitive demand of Ele-Bot before working in Ele-Bot.

Before playing Ele-Bot today, we are going to play a little game. This game will help you understand the directions in Ele-Bot. Let’s say ‘Ele-Bot.’

Everyone practices saying Ele-Bot.

Ele-Bot helps us with our memory and with learning how to say things in English. It helps teach us listening skills so that we become good listeners in the classroom and in life. Why is this important?

Give students wait time to respond (10-25 seconds). Have students share out their thoughts using teacher support as needed.

We’re going to write about some pictures we see today. This will help us to understand the questions we get asked in Ele-Bot.

Show students one of the printed pictures.

What do you see?

Give students wait time to articulate what they see using complete sentences, restating their words as needed to help students form complete sentences.

What are some other things that are true?

Give students time to form statements. Encourage students to get creative. Ask increasingly challenging questions to give students a thinking task if listening in English is a strength for them.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Show students a new picture and make a few simple statements about the picture. Model the student role of writing out responses on the enlarged graphic organizer, thinking aloud. Use native language support as needed. Alternatively, articulate the response in English, then in students’ native language, then again in English. Either way, model getting inventive with your observations and responses on your graphic organizer.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Play the student role along with students and gradually have students take over the student role for the picture they have. Encourage students to get creative with their sentences. You may give each student their own picture once students are familiar with this task, but to start use the same picture for each student’s graphic organizer and complete the activity together until students get comfortable.

To support students, have students share their sentences aloud with a partner first, then write them. As students get comfortable with the activity and if it is appropriate, break off students into pairs and have them work on a new picture with a partner or alone.

ELD Differentiation

Entering, Emerging: Have students look at a picture and draw it on the space in their graphic organizer before talking about the image. Point out some key parts of the picture and the names of those parts in English and have students practice saying those words in English. Students may interpret them into their native language in speaking where appropriate.

Pair students up for this activity and have them describe and talk about the picture in their native language first. Then, have them form sentences together and write the sentences as a team. Grammar and spelling are less important with this activity, rather, the key is getting students using words in English in speaking and writing.

Provide 2-3 sentence frames verbally and written on the board in English with each picture and/or with each question on the graphic organizer.

Developing, Expanding: Give students key words they must incorporate into their sentences. Have students pair up with a partner for support for the few questions on the graphic organizer, then gradually move to working on their own if needed.

Have students use their native language to talk about the picture first, then interpret into English and finally writing.

For more of a challenge, have students use sentence frames for question responses on the graphic organizer that are more complex than sentences the students would typically form independently.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now let’s take a few minutes to talk about our pictures.

Have students share what their pictures have and the statements they wrote about them.

Now that we can notice little things about pictures, it’s time to practice these skills in Fast ForWord. Today you will practice Ele-Bot. Let’s log in and begin working in Ele-Bot.

Have students work in the program until their time is up.
EXTENSION

1. Have students draw pictures for other students to answer questions about.

2. Have students write 3 ways the picture could be interpreted differently on the back of their graphic organizers. Alternatively, ask students to write about different aspects of the picture to push other critical thinking skills. For example: “If you were in the picture, what would you be doing and where would you be? Why?”; “If you could add or take away any thing in this picture, what would it be and why?”; etc.
Supplemental Material: “What does it mean?” graphic organizer

Name: _______________________________

Place the illustration inside this box

1. Who are the characters inside this illustration?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

2. What are the characters doing?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

3. Where is this illustration happening?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

4. Why is this illustration happening?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

5. Write three sentences using the characters in the illustration and explain how their actions can be interpreted in three different ways.
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.

Listening: Follow multi-step oral commands/instructions.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to form complete sentences in English.

CONTENT – Students will be able to use sentences about pictures to comprehend the commands in the Ele-Bot exercise in Fast ForWord Foundations I.

KEY VOCABULARY

Ele-Bot sentence structures and vocabulary (coming soon)

MATERIALS

- A block or ball for passing with students
- Printouts of 10-15 pictures that warrant conversations (for example, people, cities, landscapes, dramatic scenes, etc.)
- Whiteboard or other writing surface clearly visible to students
- Printouts of “What does it mean” graphic organizer for students (page 5)
- Student logins for Fast ForWord Foundations I
**MOTIVATION**

*(Building Background)*

Emergent bilinguals need exposure to the sentence structures before working in Ele-Bot.

**Before playing Ele-Bot today, we are going to play a game. This game will help you understand the directions in Ele-Bot. Can you say Ele-Bot?**

Everyone practices saying Ele-Bot. Following I-do, We-do, You-do format as needed.

**This game will help us make sentences in English. Why should we practice making sentences? Why is it important we know the building blocks of sentences?**

Give students wait time to respond as needed (10-25 seconds). Give verbal sentence frames as needed. For example:

- **We should know how to make sentences because __________.**
- **It’s important we can build sentences in order to __________.**
- **It helps us to ______________.**

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

**Sentences in any language have two things: a subject and a predicate. How many things do sentences have?**

Give students wait time to respond as needed (10-25 seconds).

**Let’s practice saying ‘subject.’ Subject. Subject. Let’s practice saying ‘predicate.’ Predicate. Predicate. A subject is the focus of the sentence. The predicate is what the subject thinks, does, or is.**

Write these on the board. For example: “I play.” Write “I play” on the board.

- **‘I play’ is a complete sentence because it has a subject: ‘I’, and a predicate: ‘play.’**

  **Who is the subject?**

Give students wait time to respond as needed (10-25 seconds).

**What do I do?**

Give students wait time to respond as needed (10-25 seconds).

**So, what is the subject?**

Give students wait time to respond as needed (10-25 seconds).

**What is the predicate?**
Give students wait time to respond as needed (10-25 seconds).

I'm going to say a few more things and you give me a thumbs up (show) if it is a sentence or thumbs down (show) if it is not a sentence. What do you do for a sentence?

Give students wait time after each sentence and model answering the first few until students catch on.

- I play.
- You play.
- We play.
- I.
- You.
- We.
- Let's eat.
- Let's eat pizza.
- You like soccer.
- He likes movies.
- She likes going to school.
- He likes playing outside.
- We.
- Play.
- He.
- The dog.
- The mom.
- The family.
- They.
- The cat is tired.
- The dog ran.
- The girl is running.
- The girl.
- Running.
- Wish.
- Clean.
- We wish we had no homework.

Have students show you thumbs up and thumbs down.

Continue with your own sentences for as long as students take to grasp the general idea. As soon as students have the general idea, move on to the next portion of the lesson.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Now that we know what sentences need to have, let's build some sentences. To help us talk, let's look at some pictures and build sentences about them. Whoever has the ball adds to the sentence and we'll go around and build sentences together.

To play, someone says a word and passes the ball/block. Then the next person says a word to add to the sentence, then that person passes the block/ball and the next person adds a word to the sentence. Then we see how many times we can pass the block/ball.

Model starting a sentence about a picture and passing the block/ball around and having each student add on to the sentence. Model as long as needed for students to catch on (a sentence or two for 2-4 pictures).
**ELD Differentiation**

**Entering, Emerging:** Give students the opportunity to say or point to the subject and predicate as appropriate; don’t aim for perfect pronunciation of those words, rather use that portion of the lesson as practice saying words in English. However, students are not required to practice saying the words at all. The essential learning is that students get the concept that sentences have two parts. Spend extra time on the thumbs up/thumbs down activity for choosing if a sentence is complete or not.

One way to support this activity is to write the word or words on the board as you say them. Put punctuation at the end of complete and incomplete sentences so students must use what they know about complete sentences to determine if they are correct or not.

Alternatively, explain this concept and do the activity in students’ native language first, if possible.

First discuss the picture in students’ native language, then have students participate in building sentences in English. Go back to the concept of complete sentence and model complete sentences as needed. Spend additional time modeling the student role of each activity as needed.

**Emerging, Developing:** Write the sentences on the board as they are completed for each picture. Have students read the sentence while the teacher points to each word. Have students repeat after the teacher as needed. Occasionally start sentences with words that require more complex grammatical structures to be correct.

Use your judgement modeling activities. Continue with the next task when you notice students grasping the concept.

**Expanding, Bridging:** Have students see if they can come up with more than one sentence for each picture. Start sentences requiring more complex sentence structures to be grammatically correct. Reiterate that sentences need a subject and predicate as needed.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Have students explain what a subject and predicate are. Allow students to articulate it in their native language or with verbal sentence frames where appropriate. For assessment through another medium, have students say or write a complete sentence about the last book they read or fun thing they did.

*Now that we can build sentences, it’s time to practice these skills in Fast ForWord. Today you will practice Ele-Bot. Let’s log in and begin working in Ele-Bot.*

Have students work in the program until their time is up.

**EXTENSION**

1. Have students draw pictures for other students to answer questions about.
2. For added challenge have students form paragraphs about pictures, with each student making one sentence.
3. Alternatively, say a part of speech as the sentence builds and have students say a word that matches that part of speech.
Supplemental Material: “What does it mean?” graphic organizer

Name: _______________________________

Place the illustration inside this box

1. Who are the characters inside this illustration?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

2. What are the characters doing?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

3. Where is this illustration happening?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

4. Why is this illustration happening?
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

5. Write three sentences using the characters in the illustration and explain how their actions can be interpreted in three different ways.
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Follow multi-step oral directions.

Speaking: Communicate in social situations.
Repeat words, short phrases, memorized chunks.
Describe pictures, events, objects, or people using phrases or short sentences.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to listen to, comprehend, and say basic directions with common prepositions in English using vocabulary words and flash cards.

CONTENT – Students will be able to use what they know about following directions to succeed in the Space Commander exercise within Fast ForWord Foundations I.

KEY VOCABULARY

on
between
beside
away from
touch
big
little
(and any additional key words from commands chosen at teacher’s discretion)
MATERIALS

- Everyday objects like books to represent small and big squares and balls to represent small and big circles. If you have no objects, you can use paper cutouts, attached, or cut out circles and squares in 2 sizes—small and big—on paper and color them blue, green, red, yellow, and leave some white
- Flash cards with the key vocabulary written or those words written on the board in large print
- Space Commander directional prompts (page 5)
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Today, we will learn how to use words in English to describe where things are. This will help you with an activity in Fast ForWord. In school, we have to move things around all the time, like books and chairs. We use words to help us know where to put things.

Today we will practice moving around using English words to help us know what to do. Why do you think it’s important to know how to hear and say different things for moving things around? Why should we be able to understand when we need to do something?

Give students wait time to respond (10-25 seconds).

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Right now, let’s practice moving around. When we move, we will use words in English to help us explain what we are doing. Before we get started, let’s review some key words. As we read these words, think about what you know about the word. Maybe you have heard it before. Think about what the word means.

Go through the list of words either on the board or the flash cards saying each word once alone, saying it with students, and then having students say the word, in I-do, We-do, You-do format. Model this behavior as needed until students grasp the idea for the remainder of the vocabulary words.

Now that we know what these words sound like, let’s listen carefully to the following directions.

Student 1, please stand up.

Student stands (if student doesn’t stand, model by calling your own name and standing up). You may use “good job” or “great work” or some other response after students complete each direction correctly.

Student 2, move to the front of the room.

Again, if Student 2 doesn’t understand, model the behavior.
**Student 3, stand BESIDE Student 2.**

Show flash card that reads “beside”. Have everyone practice saying “beside” by repeating after the teacher. Stand beside Student 2 to model for Student 3. Place the “beside” flash card on the board.

**Student 4, stand BETWEEN Student 2 and Student 3.**

Show flash card that says “between.” Place the “between” flash card on the board next to “beside.” Have students practice saying “between.” Model here as well. Continue modeling each behavior as needed.

**Student 5, TOUCH this desk.**

Show the flash card for “touch.” Have everyone practice saying “touch.”

Repeat this for “away from,” “on,” “big,” “little,” and the other key words on the board/flash cards (“Student X, touch the BIG book”).

Once you have gone through all the flash cards once (or words on the board once), set them on the blackboard or somewhere visible to have students refer to them throughout the lesson. Repeat these words with new commands or using different students until your students understand the words and directions.

Have some fun with this activity and allow students to give directions if they so choose. Then have students say them to a partner. The partner follows the directions and after a few turns, students switch roles so both get an opportunity to say directions.

---

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Now that you have had some practice with some new words, we will practice them with some objects we use every day. This is like the activity you will do on Fast ForWord.

Just like with one another, we will practice moving objects using directions. I’ll start and then we’ll do it together.

‘Touch the big red circle.’

Model touching the big red circle.

Have students repeat the direction after you, saying it and doing the action. Feel free to model again as needed and give verbal praise or some other reward as appropriate as students complete the actions correctly.

Ok great, let’s try another one.

‘Touch the big blue square.’
Now have students repeat the direction and complete the action with you saying the prompt only.

‘Touch the small white circle.’
‘Touch the small red square.’
‘Move the big blue circle away from the big green square.’

Continue with your own commands until students feel comfortable saying it and complete the action.

If students feel comfortable and there is time, have them give basic directions to a partner just as you did here. Remind students to check the words on the board to know what words to use in their directions. They may also use the additional commands.

**ELD Differentiation**

**Entering, Emerging:** Alongside explicit modeling, give students think time to process each command before acting out, which can range from a few seconds to about 30 seconds. If students do not act or speak by then, rephrase the command using different words, define the key word with examples, or model or point to the action as you say the command.

**Developing, Expanding:** Encourage students to get creative with their commands and prepositions. Add to the list of key words by adding them to the list on the board or written on an index card to add to the flash card deck as students work. Words to add: “except for,” “along with,” “instead of,” “before,” “after,” “cover,” “in addition to,” “through,” “in place of,” and so on.

For even more of a challenge, add increasingly complex prepositions/transitional phrases.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now that we have practiced saying directions and moving things around, it is your turn to practice your English in Fast ForWord. When you get to Space Commander today, remember what we practiced.

Have students work on the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students practice writing by making up a few commands and writing them out.

2. Have students practice forming compound and complex sentences using the key words.

3. Have students imagine what they would do if they were President of the United States. What would their first commands be? Have students write responses to that prompt, thinking about the definition of commands and what they would like to see as president. Encourage students to get creative (Free pizza every Wednesday! New toys for every child every month!).
Supplemental Material: Directional prompts

Touch the green circle.
Touch the yellow square.
Touch the blue square.
Touch the white circle.
Touch the red circle.
Touch the blue circle.
Touch the green square.

Touch the yellow circle.
Touch the red square.
Touch the white square.
Touch the little green circle.
Touch the big red circle.
Touch the big white circle.
Touch the big red square.

Put the green square between the red circle and the blue circle.
Cover the green circle with the blue square.
Cover—with the green circle—the blue square.
Touch the green circle and the blue square.
Touch the green circle and the blue square.
Put the white square away from the yellow square.
Touch the squares, except the yellow one.
Put the white square beside the red circle.
Put the blue circle between the yellow square and the white square.
Except for the blue one, touch the circles.
Touch the red circle—No!—the green square.
Instead of the yellow square, touch the white circle.
Along with the yellow circle, touch the green circle.
First, touch the yellow square, then, touch the blue circle.
After touching the yellow square, touch the blue circle.
Put the red circle beside the yellow square.
First, touch the blue square, then touch the white circle.
Before touching the white circle, touch the blue circle.
Put the yellow square on the red square.

Touch the little yellow circle.
Touch the big green circle.
Touch the big green square.
Touch the little white circle.
Touch the little blue square.
Touch the big red square.
2 Fast ForWord Foundations II

This chapter includes the offline lessons for the Fast ForWord Foundations II program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

What's in this chapter

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LESSON TOPIC: Paint Match

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Follow multi-step oral directions.

Speaking: Communicate in social situations.
Repeat words, short phrases, memorized chunks.
Describe pictures, events, objects, or people using phrases or short sentences.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to hear small differences in sounds in English through a listening game.

CONTENT – Students will be able to use what they know of word pronunciation and sound-letter relationships to succeed in the Paint Match exercise in Fast ForWord Foundations II.

KEY VOCABULARY

Paint Match word list (page 4)

MATERIALS

• Paint Match word list (page 4)
• Index cards with one word written on it each from the Paint Match word list
• Index cards with a picture or short definition of each word from the Paint Match word list on each
• Student logins for the Fast ForWord program
Lesson Topic: Paint Match

MOTIVATION

(Building Background)

Emergent bilinguals need exposure to letter-sound activities before interacting with Paint Match.

Before playing Paint Match today, we are going to play a little game. This game will help you understand the words in Paint Match. Can you say Paint Match?

Everyone practices saying Cosmic Reader.

Paint Match is a game that helps us learn how to say and spell new words in English. Practicing on Paint Match will help you with listening and hearing words in English. Before we get started, why do you think it’s important that we can hear words in English? What does hearing different words help us to do?

Give students wait time to respond (10-25 seconds).

Explain how Paint Match works. Model if appropriate and available; use the Exercise Demos within MySciLEARN.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

I’m going to say a few words and your job is to clap when you hear the target word. The target word is a word I’m going to tell you. I’ll give you an example:

The target word is ‘colors.’ When you hear the word ‘colors,’ clap.

Or, tap your head, or your nose, whatever you’d like students to do.

Hot dog, clean, class, outside, colors, working, fun, game, toy, rotten, colors, listening, walk, ride, plants, indoor, TV, colors, chair, house, silly, pepper, ball, bounce, glue, colors.

At each colors, clap to model the student behavior (or whatever signal you want students to do).

Now let’s try it together again. The target word is ‘fellow.’

Say a group of random words similar to above and drop in “fellow” every now and then. Do this again with a different word as students get acquainted with the activity.

Only spend as much time modeling and explaining the game as needed for students to fully understand the rules. As soon as you notice students grasping the game, begin playing.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Repeat this activity with words from the Paint Match word list, working up to words that sound very similar to the target word. This hones students’ listening skills for individual letter sound differences in words.

ELD Differentiation

Entering, Emerging: Explain and model the game and/or the first portion of the lesson in students’ naive language where possible. Additionally, begin the game with single-syllable high frequency words spoken at a very slow pace. Spend some extra time in this format modeling the student behavior. As you see students grasping the game rules and participation, you may gradually increase the difficulty of the game in one or more of the following ways:

1. Pacing: slow down/speed up the length of time between words.

2. Word difficulty: single-syllable high frequency words, to two-syllable, Tier 1 and Tier 2 vocabulary, eventually moving up to Tier 3 multi-syllable vocabulary

3. Language: change the language of a word to have students identify English or students’ first language.

Developing, Expanding: Pair off students with a partner and have them keep score, or have students decide how they want to play using the three modes of difficulty above. Explain the concept of syllables if students are not already familiar and practice clapping out syllables. Encourage students to get creative with the words and sound associations they build. Allow students to use the paint match word list or the word list from another Fast ForWord exercise (from the Reading series) for more of a challenge.

REVIEW/ASSESSMENT

(Review Objectives with vocabulary, assess learning)

Now that we know all these new words, it’s time to practice them in Paint Match in Fast ForWord.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Pair students off and give each student a set of words from the class word wall or subject-specific vocabulary to play the game. One student listens for the target word while the other student lists words. Then students switch roles.

2. Have students practice writing and saying the target word before beginning the activity.

3. After each target word is mastered, have students write a sentence using the word or defining the word before moving on to the next.
Lesson Topic: Paint Match

Supplemental Material: Word List

big
bit
dig
dip
kick
kid
kit
pick
pig
pit
tick
tip
buck
bud
but
cup
cut
duck
dug
pub
pup	
tub
tuck		
tug
back
bag
bat
cab
cap
cat
gap
pack
pat	
tack

tag

tap

big
bit
dig
dip
kick
kid
kit
pick
pig
pit
tick
tip
buck
bud
but
cup
cut
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dug
pub
pup	
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tug
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bag
bat
cab
cap
cat
gap
pack
pat	
tack

tag

tap

beat
meat
neat
seat
feat
heat
peat
pleat
cleat
wheat
dock
hock
dock
lock
mock
sock
tock
rock
ock

chair
stair
stare
care
mare
rare
share
blare
derar
dear
gear
near
ear

pat
pet
pit
pup
pop
pip
pep
luck
lock
lick
lack

buck
bud
but
cup
cut
duck
dug
pub
pup	
tub
tuck		
tug
back
bag
bat
cab
cap
cat
gap
pack
pat

beat
meat
neat
dare
care
mare

big
bit

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Sort/group pre-taught words/phrases.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Use L1 to support L2.

Listening: Classify/sort content-related visuals per oral descriptions.
Categorize content-based examples from oral directions.

Speaking: Describe situations from modeled sentences.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to sort words according to their semantically related pair using puzzle pieces in reading and listening.

CONTENT – Students will be able to use new words they learn to successfully complete Polar Planet in Fast ForWord Foundations II.

KEY VOCABULARY

Polar Planet word list (page 4)

MATERIALS

Puzzle pieces (to make: write a word from the Polar Planet word list on one half of an index card and a semantically related word on the other half (synonym or similar) and cut an odd line through the center of the card like a puzzle piece; repeat for all words, changing the cut each time so that students can match them together like puzzle pieces)

Student logins for the Fast ForWord program
Lesson Topic: Polar Planet

MOTIVATION

(Building Background)

We will learn some new words today. These words will help you be successful in an exercise called Polar Planet. Not only that, these words will help you form sentences and ideas in English. Your listening skills and speaking skills will grow after playing Polar Planet. Now, why do you think it’s important to grow our listening and speaking skills?

Give students wait time to respond (10-25 seconds).

To help us learn the new words, we are going to do some puzzles. Let’s talk about what a puzzle is before we begin. What is a puzzle?

Have students Think-Pair-Share their responses. Give students the sentence frames below in writing and speaking if needed.

A puzzle is ____________.

A puzzle has ____________.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we are going to learn some new words using puzzles. We can see here that there are many words. They all have a match. The word that it matches is a word that means the same or a similar thing.

I’ll show you what we need to do, and then we’ll do it together.

Model thinking aloud to fit to words together from the pile of puzzle pieces.

Now let’s do one together.

Find the match to another puzzle piece with students’ help, clarifying where needed and articulating why words match or don’t match. Do this until students fully understand what to do and gradually allow students to take on the task themselves. Have students work in pairs if appropriate.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Give pairs or individual students their own piles of words to solve or have students work through a big pile together. Once students have matched all the puzzle pieces, have them talk about what the words mean. Give definitions and examples where appropriate and have students practice saying the words.
ELD Differentiation

Entering, Beginning: Have students do this task first in their first language or with high frequency single and double-syllable words in English (for example: am, are, I, me, he, she, we, us, they, them...). Spend a bit more time modeling if need be, and allow students plenty of opportunity to make incorrect matches. Openly discuss the meanings of the words together before introducing a harder deck of words. Have students guess the meaning of words in pairs in speaking as they find word pairs.

Another way to scaffold this game for emergent bilinguals is to play this game with L1 and L2 translations. Write the same word in two languages and remove the puzzle piece cut (instead just cutting in a straight line) for more of a challenge. Have students match the words in English and their L1. Discuss the linguistic similarities with cognates or common endings or conjugations as students work. Encourage students to find patterns in the words across languages.

Developing, Expanding: With students working in pairs, have students discuss the meanings of each word pair they match and record their guesses as to the definitions together on a sheet of paper. At the end of the lesson, have students review one another’s definitions or share out a few in the whole group and talk about the correct definitions and examples. As students master those words, introduce decks of increasingly difficult words. For competitive students or students needing incentives to engage, award students with prizes at the end of the lesson, giving points for correct definitions or overall number of correct pairs.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now that we can say some new words in English, it’s time to practice these skills in Fast ForWord. Today you will practice Polar Planet. Let’s log in and begin working on Polar Planet.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students say or act out definitions of the words as they review them.

2. Have students come up with their own word pairs and create their own puzzle cards, saying the words and talking about what they mean using complete sentences.

3. Rather than writing synonyms, experiment with rhyming pairs, antonyms, etc. for students with different learning needs.

4. Have students write out short definitions or examples of the words on the back of the cards they pick out from the set of words they put together to create their own set of flash cards.
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Supplemental Material: Word list

big  jig  dig  pig  puck  luck  buck  duck
bad  mad  fad  pad  pest  rest  best  nest
bat  sat  pat  cat  tip  hip  dip  rip
tug  nut  putt  cut  tap  map  gap  cap
tug  jug  dug  bug
but  put  bat  sat  top  mop  pop  cop
bad  fad  bad  sad
big  pig
dab  gab  cab  test  rest  best  pest
dub  rub  tub  cub  kit  fit  pit  lit
dug  mug  bug  jug  cab  lab  gab  tab
dot  got  pot  cat  mat  bat  pat
dash  bash  cash  cod  sod  mod  pod
dock  sock  tock  jock  cot  pot  dot  got
gab  lab  cab  jab  cut  nut  but  hut
gap  map  tap  cap  bib  bin  bid  big
got  hot  dot  pot  dab  dash  dad  dan
gash  gash  cash  cash  cab  cash  cap  cat
gush  lush  hush  rush  cub  cud  cup  cut
gust  must  bust  dust  bed  best  bet  beg
pig  wig  big  rig  ked  kept  keg  ken
pat  hat  bat  sat  dog  dock  doc  dot
pet  net  get  jet  tap  tack  tag  tan
pop  hop  top  cop  top  tock  tot  tom
pack  rack  back  lack  pet  peck  peg  pen
pick  sick  tick  kick  pot  posh  pop  pod
LES SON TOPIC: Tomb Trek

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Sort/group pre-taught words/phrases.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Use L1 to support L2.

Listening: Classify/sort content-related visuals per oral descriptions.
Categorize content-based examples from oral directions.

Speaking: Describe situations from modeled sentences.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to pronounce and define new words in English using a matching game and teacher support.

CONTENT – Students will be able to use what they know of word pronunciation and sound-letter relationships to succeed in the Tomb Trek exercise in Fast ForWord Foundations II.

KEY VOCABULARY

Tomb Trek word list (page 5)

MATERIALS

- Index cards with one word written on it each from the Tomb Trek word list
- Index cards with a picture or short definition or picture of each word from the Tomb Trek word list.
- Whiteboard or other writing surface clearly visible
- Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Emergent bilinguals need exposure to letter-sound activities before interacting with them in Tomb Trek.

Before playing Tomb Trek today, we are going to play a little game. This game will help you understand the words in Tomb Trek. Can you say Tomb Trek?

Everyone practices saying Tomb Trek.

Tomb Trek teaches us new words in English. Knowing these words helps our spelling and listening skills. Why do you think we should have strong spelling and listening skills?

Give students wait time to respond (10-25 seconds), or have them Think-Pair-Share their responses.

Lay out all the Tomb Trek flash cards for students to see. Read them aloud. Have students say the word with you, then have them say it aloud alone. Practice several times to give students an opportunity to get pronunciation relatively correct.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Place 5-10 word cards upright on one side of the table with their matches facedown on the other side.

Today we are going to match the word with its definition or its picture. All of the words here:

Point to Tomb Trek words pile

have their own picture or definition from this pile:

Point to other pile.

Model lifting a picture/definition card and finding its match in the corresponding pile. Remove the two cards by placing them off to the side. Think aloud, reading the definition or explaining the picture. Practice saying the word just like students would do.

Model as many times as needed for students to comprehend the nature of the task. Then, have students do the next couple of cards along with you.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students continue working through the rest of the deck together with the teacher and then give each pair of students their own set.

Ensure that as soon as students find the correct match they say the word and articulate the definition or describe the picture to the group/their partner. Do this until students have completed all the words in the word lists.

ELD Differentiation

Entering, Emerging: Introduce the lesson and activity in students’ native language where possible. Introduce the game with words and definitions in students’ native language to get them comfortable with the nature of the game where possible. Alternatively, introduce the game with several high frequency words in English that students probably already are familiar with. This gives students the opportunity to learn the nature of the game without the pressure of having to pronounce and discuss unknown words. For words with picture definitions, have students describe what the object is and what it is used for in place of a definition. Further, rather than have students read the definition, have them describe what the word means using their own language or give an example of the word.

Have students work with high frequency words and single-syllable vocabulary until they feel comfortable defining more complex words and their language production in speaking is at an appropriate level.

Introduce the following sentence frames to help students talk about unknown words as needed:

- I think this word means ____________.
- This means ____________.
- An example of this is ____________.
- One example I can think of for this word is ____________.
- This word is a ________________.
- This word means ________________.

If students are shy about pronouncing words, walk through the word list before beginning the game and say the word aloud, then with students, then have students say it for each word. When they get to the definition in the game, they already know how to say the word.

Rather than writing a short definition or picture, write the word in students’ native language and have students match words in two languages.
(Review Objectives with Vocabulary, Assess Learning)

Now that we know all these new words, it’s time to practice them in Fast ForWord. Today you will practice Tomb Trek. Let’s log in and begin working on Tomb Trek.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students use the word in a sentence with every turn.

2. Rather than pictures or short definitions, write synonyms or antonyms or rhyming words on the corresponding deck.

3. Add more words to the deck as students learn new words.

4. Have students translate the definition/picture into their native language in speaking or writing.
### Supplemental Material: Word list

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LESSON TOPIC: Cosmic Reader (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Answer questions about explicit information in texts.
Find details that support main ideas.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.

Speaking: Answer simple content-based questions.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to identify key sentences in a piece of writing using question words in English.

CONTENT – Students will be able to use sentences about stories to comprehend the commands in the Cosmic Reader exercise within Fast ForWord Foundations II.

NOTE: This lesson will last more than one session

KEY VOCABULARY

Unfamiliar vocabulary from Cosmic Reader stories per student proficiency levels in reading (page 5)

MATERIALS

• Printout of the story below clearly visible for all students, or copies for each student with highlighters or pencils for underlining/highlighting
• Whiteboard or other writing surface clearly visible
• Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Emergent bilinguals need exposure to literal comprehension activities about stories before interacting with them in Cosmic Reader.

**Cosmic Reader will help us do many things. Cosmic Reader teaches listening skills, helps us practice following directions, and reading skills we need to be good readers. Why do you think it's important to be good readers?**

Give students wait time to respond (10-25 seconds).

**Before playing Cosmic Reader today, we are going to play a little game. This game will help you understand the exercise.**

Lay out all the flash cards for students to see. Read them aloud.

**After we read today we will practice answering these questions.**

**But first, let's read.**

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Place the cards face down in a pile on a table in front of you. Read the first story aloud for students slowly. Then, read the story again with students, pausing to explain any unfamiliar vocabulary and give examples.

After reading together, model what students will do: pull out a card and ask a question about the story to a neighbor using that question word. The student on the receiving end of the question must find the sentence in the story that answers that question (or simply answer the question if the question requires thinking beyond the text).

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students take turns drawing cards, creating questions, and picking a student to answer. For students who need help, probe the student to think about what he or she heard in the paragraph and point to a sentence that would help answer the question.

After two or three rounds of questions for the first story, move on to the second story.
Entering, Emerging: Have students answer questions about one paragraph at a time. Provide sentence frames for students to build on if they are still emerging in speaking in English. Examples below:

- What did ______?
- Who did ____________?
- When did ______?
- What does ____________?
- What is ______?
- Where is ____________?
- Name ____________.
- What happened before ______?
- What happened after ______?
- Why did the main character ____________?
- How did the main character ____________?
- How did he/she feel when ______?
- What did the author mean by ____________?
- What did the character learn about ____________?
- What would you do if ____________?
- What did you learn about ____________?
- What are the reasons why ____________?

Another way to support emergent bilinguals is to conduct the first part of the lesson in students’ native language and then move to English after students fully understand the task. Alternatively, check for understanding often as you work if native language support is not available and explicitly model and think aloud the student role several times before having students do it with you. Support students practicing with the teacher until they are comfortable to participate without teacher support. Depending on how much support students need, the lesson might last across two to three days. That is normal and appropriate for entering and beginning English speakers.

When students finish with the activity, have students talk about endings for each of the stories. Write students’ ideas on the board or some other easily visible surfaces. Have students write a couple of sentences summarizing their endings and draw a picture to support the ending they came up with. Students can brainstorm endings together as a group or in pairs or individually. Sentence writing can be done as a group, in pairs, or individually.

Developing, Expanding: Have students finish the stories writing their own endings. Before writing, give students time to talk about their ideas in a whole group discussion or in Think-Pair-Share format. Students may draw pictures to support their stories. Alternatively, students may first write their ending in their native language and then in English if students are writing in both languages.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now that we can notice important details about stories, it’s time to practice these skills on Fast ForWord. Today you will practice Cosmic Reader. Let’s log in and begin working in Cosmic Reader.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students write out their questions and answers to the questions in their native language and then English or just in English.

2. Have students read a paragraph from a different text without teacher support and play the game with one another without teacher support.

3. Add the above question stems to the deck.

4. Have students translate the story/ies into their native language in speaking or writing.
Chapter 1

Chicken Licken was eating lunch one day, when something fell on her head.

“Ow!” she said. “What was that?” She looked up. All she saw was the sky.

“The sky is falling!” said Chicken Licken. “I should tell somebody!” She ran till she saw Squirmy Wormy.

“The sky is falling!” said Chicken Licken.

“Dig for your life!” said Squirmy Wormy, and wiggled into a hole.

Chicken Licken tried to wiggle in after him. But the hole was too small. She saw Crowy Joey sitting in a tree.

“The sky is falling!” said Chicken Licken.

“Fly for your life!” said Crowy Joey.

He flapped his wings and flew away. Chicken Licken tried to fly, but her wings were too small. She ran all the way to Henny Penny’s house.

Chapter 2

Chicken Licken knocked on the door. Henny Penny was counting sheep.

“Go away,” she said. “I’m trying to sleep.”

Chicken Licken knocked again.

“Come back later,” shouted Henny Penny. “I’m laying an egg.”

Chicken Licken knocked again.

“I’m not buying anything!” shouted Henny Penny.

“I’m not selling anything!” shouted Chicken Liken. “The sky is falling!”

Henny Penny jumped up so fast she almost knocked over the fish bowl.

“Call 9-1-1!” she cried. She ran to her desk and picked up the telephone.
Chapter 3

Henny Penny dialed 9-1-1. Ducky Lucky answered.
“What’s the problem?” he asked.
“Chicken Licken said the sky is falling!” shouted Henny Penny.
“Stay calm, Ma’am,” said Ducky Lucky. He called his assistant, Holey Moley, who was tickling an ant. “Take notes,” he said. “Any injuries, Ms. Penny?”
“Any injuries?” asked Henny Penny.
“My head hurts,” said Chicken Licken.
“Her head hurts,” said Henny Penny.
“Her head hurts,” said Ducky Lucky.
‘Her head hurts,’ Holey Moley wrote in his notebook.
“What’s your address?” said Ducky Lucky.
“One Egg Lane,” said Henny Penny.
“One Egg Lane,” said Ducky Lucky.
‘One Egg Lane,’ wrote Holey Moley.
Ducky Lucky called police headquarters. Officer Loosey Goosey answered.
“Goosey here.”
“This is Ducky Lucky at 911 Dispatch. Chicken Licken was hit by falling sky near the home of Henny Penny, One Egg Lane. With head injuries.”
“I’ll get right on it,” said Officer Goosey.

Chapter 4

Officer Goosey called his deputies together. “Listen up!” he said. “Ducky Lucky reports that Henny Penny reports that Chicken Licken reports the sky is falling. We have injuries. Take extreme care.”

An ambulance was rushed to One Egg Lane. Officer Goosey followed in his police car with lights flashing. More police cars followed. Egg Lane was blocked off in all directions. Chicken Licken was rushed to the hospital.

Dr. Foxy Loxy took x-rays and performed tests. Henny Penny sat in the waiting room, counting fish in the fish tank to pass the time. She heard the news on the radio.

“Chicken Licken and Henny Penny filed a false report that the sky was falling. Officer Goosey, who found only a small acorn, says charges may be brought against Ms. Licken and Ms. Penny. More news at eleven.”

Dr. Loxy came into the waiting room and gave Henny a hug. “Good news,” she said. “Chicken Licken is going to be just fine.”

Henny stomped out the door. “Not when I get through with her!” she said.
Supplemental Material: “Chicken Licken” content

Listening comprehension

The sheep leaps higher.
The desk is messier.
The chicken is eating lunch.
The worm is wiggling into a hole.
The crow is flying away.
The chicken is jumping.
Holey Moley wrote a word.
Chicken Licken has some bumps.
Chicken Licken has a bump.
Ducky Lucky quacks at some ants.

Language comprehension

The fish flies.
The sheep eat lunch.
The fish swims upside down.
The fish blows bubbles.
The fish flies.
The sheep digs a hole.
The hole is dug for the worm.
The sandwich is made for the chicken.
The birdhouse is made for the crow.
The tablecloth is laid down for the chicken.
The acorns are juggled for the crow.
The picnic basket is carried for the worm.
The fish are singing.
The fish are dancing.
The fish are strumming.
The crow is flying with the chicken.
The birdhouse is falling with the branch.
The fish fly.
The fish cry.
The sheep leap.
The sheep sleep.
The fish jump.
The sheep dig a hole.
Who is more frightened?
Who is more ticklish?
The ant is being tickled by the mole.
The duck is being telephoned by the hen.
The duck is being telephoned by the ant.
The hen who is wearing glasses is tickling the ant.
The mole who is wearing a hat is tickling the ant.
The chicken who is yellow is feeding the fish.
The leaf that is brown is resting on the acorn.
The sheep that is walking is leading the chicken.
Foxy Loxy is examining Chicken Licken.
The acorn is sitting on a leaf.
The chicken that is chasing the worm is running.
The worm that is chasing the chicken is running.
The crow who is hugging the chicken is scared.
The chicken who is hugging the crow is scared.
The crow that is chasing the chicken is flying.
The hen that is leaping over the sheep is frowning.
The mole is chasing the ant who is little.
The mole is drawing the duck who is awake.
The duck is drawing the mole who is asleep.
The fish is watching the fish that is big.
The fish is watching the fish that is big.
The acorn is sitting on a leaf.
The chicken that is chasing the worm is running.
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Following directions

Touch the brown chicken and the yellow worm.
Touch the brown worm and the yellow chicken.
Touch the red worm and the white chicken.
Touch the white crow and the red crow.
Touch the yellow house and the red chicken.
Touch the large yellow house and the small red hammer.
Touch the small white house and the large brown hammer.
Touch the small yellow house and the large red hammer.
Remove the small brown house and the large yellow hammer.
Remove the large brown house and the large brown hammer.
Touch the brown chicken—No!—the red crow.
Remove the yellow house—No!—the brown worm.
Remove all of the worms, except for the white one.
Add all of the large houses.
Add all of the small houses, except the yellow one.
Put the small red house between the brown chicken and the yellow worm.
Put the red worm between the large brown house and the yellow chicken.
Put the small red house between the red chicken and the white worm.
Put the yellow house between the brown crow and the yellow worm.
Put the yellow worm between the brown crow and the yellow house.
Touch the red chicken and the yellow plane.
Touch the red plane and the yellow chicken.
Touch the blue plane and the blue chicken.
Touch the blue plane and the red plane.
Touch the white sheep and the yellow plane.
Touch the large yellow crayon and the small red rattle.
Touch the small white crayon and the large blue rattle.
Touch the small yellow crayon and the large red rattle.
Remove the small blue crayon and the large yellow rattle.
Remove the large blue crayon and the large blue rattle.
Touch the yellow crayon—No!—the blue chicken.
Remove the red sheep—No!—the white plane.
Remove all of the crayons, except for the yellow one.

Add all of the large crayons.
Add all of the small crayons, except the blue one.
Put the small red crayon between the blue sheep and the yellow plane.
Put the red plane between the large blue crayon and the yellow chicken.
Put the small red crayon between the yellow sheep and the blue plane.
Put the yellow crayon between the blue plane and the yellow sheep.
Put the yellow sheep between the white crayon and the red plane.
Touch the green hen and the blue mole.
Touch the green mole and the blue hen.
Touch the red duck and the blue hen.
Touch the blue mole and the red mole.
Touch the yellow gloves and the red hen.
Touch the small red gloves and the large yellow feather.
Touch the small blue gloves and the large green feather.
Touch the small yellow gloves and the large red feather.
Remove the small green gloves and the large yellow feather.
Remove the large green gloves and the large green feather.
Touch the yellow mole—No!—the red hen.
Remove the yellow gloves—No!—the green duck.
Remove all of the ducks, except for the red one.
Add all of the small gloves.
Add all of the small gloves, except the green one.
Put the small red gloves between the green hen and the yellow duck.
Put the red duck between the large green gloves and the yellow hen.
Put the small red gloves between the yellow hen and the green duck.
Put the yellow gloves between the green mole and the yellow duck.
Put the yellow duck between the green mole and the blue gloves.
Touch the blue chicken and the yellow fox.
Touch the blue fox and the yellow chicken.
Touch the purple fox and the green chicken.
Touch the green goose and the purple goose.
Touch the yellow leaf and the purple chicken.
Supplemental Material: “Chicken Licken” content

Touch the large yellow leaf and the small purple acorn.
Touch the small green leaf and the large blue acorn.
Touch the small yellow leaf and the large blue acorn.
Remove the small blue leaf and the large yellow acorn.
Remove the large blue leaf and the large blue acorn.
Touch the yellow leaf—No!—the blue fox.
Remove the purple fox—No!—the green goose.
Remove all of the foxes, except for the yellow one.
Add all of the large leaves.
Add all of the small leaves, except for the blue one.

Put the small purple leaf between the blue chicken and the yellow fox.
Put the purple fox between the large blue leaf and the yellow chicken.
Put the small purple leaf between the purple chicken and the green fox.
Put the yellow leaf between the blue goose and the yellow fox.
Put the yellow fox between the blue goose and the yellow leaf.
Chapter 1

This is the story of three pigs. I’m the wolf in the story. I’m the good one. The three pigs are big and bad. I don’t hate pigs. Most pigs are cool. I don’t hunt them—or eat them. I’m a vegetarian. So they should have been nice, right? Wrong. It happened like this.

There were three pigs: Pinky Pig, her sister Paddle Pig and her brother Punk Pig. They came to build a house next door. That’s cool. I like neighbors. I just don’t like noise. So one day I was eating peas and listening to music. But I couldn’t hear it. The pigs were next door yelling—about what kind of house to build. Punk Pig did not like to work.

“Let’s use straw, sisters,” he said. “We’ll be done by noon.”

“Straw, my curly tail!” said Paddle Pig. “If it rains we’ll drown. Let’s use sticks. They float.”

“It’s not a boat!” shouted Pinky Pig. “We need a house that won’t blow over. We’ll use bricks.”

“No, straw!”

“Sticks, sticks!”

“Bricks, I tell you!”

It was driving me crazy, I went over there. “I’m your neighbor, the Wolf,” I said. “I don’t want to interfere, but would you please decide?”


Chapter 2

Punk Pig made a straw house. He threw it together and tied it with a rope. “Finished!” he said to the other pigs. Then he rolled in the mud. Paddle Pig made a stick house. She hammered all day—hammered her Hand (“OW!”), and her foot (“YOW!”). Finally she got it built. Then she paddled her boat around the pond.

Pinky Pig made a brick house. She worked all day and all night. She dropped some bricks and fell off the ladder. She made so much noise, even the sheep couldn’t sleep (they tried counting pigs). But in the morning Pinky Pig was finished. And very proud of herself.

“I have the best house of all,” she said. Punk Pig thought he had the best house. Paddle Pig thought she had the best house. The pigs started yelling again. It was driving me crazy. I went over there.
Chapter 3

“Excuse me, but all the houses are nice,” I said.

“Oh, it's you,” said Paddle Pig. “Since you’re so interested in our business, try and blow that straw house down!”

“Yes, blow it down,” said Pinky Pig. “Go ahead and try,” said Punk Pig. I wanted to be a good neighbor. So I huffed. I puffed. I blew. The straw house went down—whoosh! Paddle Pig said, “Nice going.” Pinky Pig said, “Nice blowing.” And she hugged me. (What had I gotten myself into?)

“That stick house is no better,” said Punk Pig. “Blow it down, Wolf.”

“Go for it!” said Pinky Pig. “Go ahead and try,” said Paddle Pig.

“Well, okay,” I said. “But NO hugging.” I huffed again. I puffed again. And blew the stick house right to the ground—clatter—thunk!

“My house is a zero!” said Paddle Pig. “You’re my hero!” said Pinky Pig. And she hugged me. She HUGGED me! AGAIN! I’m a patient guy, but that was too much. I’m a wolf, see? I don’t like being hugged.

“I ought to blow down your house, too, Pinky Pig.”

Chapter 4

The three pigs ran inside the brick house and locked the door.

Pinky Pig shouted, “Don’t threaten me, Wolf! You’ll never blow this house down.”

“We’ll see about that,” I said. I huffed—I puffed—I blew. Nothing happened. I huffed again—and puffed again—and BLEW as HARD as I could. The house never moved. Okay. So it was brick.

It could have been a mess after that. But the sheep sisters from next door ate the straw. The beaver from down the street took the sticks. And the pigs stayed together in the brick house.

They didn’t argue after that, so the neighborhood was quiet again.

Of course they hate me. They call me a home wrecker. They throw things at me from their window. Like tomatoes and eggs. But that’s cool. I’m a patient wolf. And like I said—I’m a vegetarian.
**Supplemental Material: “Big Bad Pigs” content**

**Listening comprehension**

The wolf is taller.
The pig is dressier.
Pinky Pig is climbing up the ladder.
Paddle Pig is hammering her hand.
The wolf is blowing down the house.
The wolf is eating the tomatoes.
The wolf is eating a pea.
Paddle Pig’s sailor suit has some stripes.
Punk Pig wears an earring.
The wolf is cooking some carrots.

Paddle Pig hammered her hand.
Pinky Pig climbed up the ladder.
Paddle Pig jumped into the pond.
Punk Pig rolled in the mud.
Punk Pig piled up the straw.
The pig tied her boat to the dock.
She is carrying straw.
She is juggling sticks.
He is hugging the wolf.
They are jumping in straw.

**Language comprehension**

The wolf will eat the tomatoes.
The wolf will fall in the mud.
The house will fall down.
The boat will sink.
Paddle Pig will jump into the pond.
Punk Pig will roll in the mud.
What is on the ladder?
Who is in the mud?
Who is in the bucket?
What is on the roof?
It’s the straw that the pig holds.
It’s the boat that the wolf carries.
It’s the pig that the wolf blows over.
It’s the sheep that the pig stops.
It’s the pig that the boat carries.
It’s the wolf that the sheep stops.
The box has none.
Paddle Pig balances none.
The pig that is in the boat does not have a hammer.
The pig that is not smiling is dropping a brick.
The pig that does not have a hat is sitting in the mud.
The pig that is on the ladder does not have a bucket.
The pig drops some.
The wolf eats some.
The fish paddles the boat.
The sheep shaves.

The fish fishes.
The fish crashes.
The sheep reads in bed.
The sheep chase the pig.
The sheep is reading in bed.
The fish is jumping over the pig.
The sheep is asleep.
The fish is in a dish.
The brick house is built for Pinky Pig.
The sticks are carried for Paddle Pig.
The straw is tied together for Punk Pig.
The fish is caught for Paddle Pig.
The ladder is held for Pinky Pig.
The music is played for the wolf.
The sheep are eating straw.
The fish are rowing the boat.
The beaver are stacking sticks.
The sheep are chasing the pig.
The pig is falling with the ladder.
The beaver is running with the pig.
The sheep creep.
The fish paddle the boat.
The fish fish.
The sheep weep.
The sheep sleep.
The sheep count pigs.
Who is more angry?
Who is more furry?
The pig is being carried by the boat.
The pig is being blown down by the wolf.
The boat is being carried by the pig.
The pig is being chased by the wolf.
The wolf is being blown down by the pig.
It’s the pig that the wolf carries.
What is the brick hitting?  (the mud)
Whom is the wolf rowing in the boat?  (Paddle Pig)
What is the rope holding?  (straw)
Whom is Paddle Pig chasing?  (a fish)
Which is the baby’s pig?
Which is the wolf’s coat?
Which is the giant pig?
Which is the wolf’s rug?
Which is the pig’s tail?
Which is the wolf pack?
The pig that is chasing the fish that is frightened is happy.
The pig that is wearing the hat that is little is big.
The pig that is carrying the wolf that has a hat has a jacket.
The wolf that is watching the pig on the roof is on the ground.
The fish that is chasing the pig that is happy is frightened.
The wolf that is carrying the pig that has a hat has a jacket.
The sheep riding the wolf is pointing.
The pig leaping over the sheep is laughing.
The sheep leaping over the pig is weeping.
The fish chasing the pig is frightened.
The pig carrying the wolf is wearing a jacket.
The wolf carrying the sheep is sneezing.
The fish is not being caught by the pig.
The pig is not being carried by the wolf.
The pig is not being struck by the falling bucket.
The sheep is not being covered by the straw.
The sheep is not being watched by the wolf.
The wolf is not being carried by the boat.
The wolf sees the pigs shouting.
The pig is holding the brick.

The pig is using the paddle.
The wolf is covering his ears.
The wolf who is running is waving at the beaver.
The pig who is happy is hugging the wolf.
The beaver who is running is waving at the wolf.
The fish that is yellow is chasing the beaver.
The boat that is muddy is carrying the pig.
The sheep who is smiling is drawing the wolf.
The hammer is breaking the brick.
Pinky Pig is sitting on the roof.
The pig that is scaring the fish is swimming.
The pig that is scaring the fish is jumping.
The pig that is resting on the mud is purple.
The mud that is resting on the pig is yellow.
A pig that is sitting in mud is on the hat.
The hat that has a pig on it is in the mud.
The wolf is watching the sheep that is sleeping.
The pig has a hat that is muddy.
The pig is jumping over the fish that is paddling.  (the boat)
The boat carries a pig that is muddy.
The stick hits a brick that is breaking.
The wolf is carrying the pig who is wearing a jacket.
The stick that the brick is hitting is breaking.
The beaver that the blue fish is chasing is chasing the yellow fish.
The pig that the wolf is watching is hammering her hand.
The yellow fish that the beaver is chasing is chasing the blue fish.
The wolf that the sheep is watching is sleeping.
The wolf that the pig is watching is hammering a nail.
The sheep is pulling the pig that the wolf is pushing.
The sheep is pulling the wolf that the pig is pushing.
The beaver is swimming under the pig that the fish is jumping over.
The fish is landing on the pig that the boat is carrying.
The fish is swimming under the beaver that the pig is jumping over.
The yellow fish is leading the blue fish that the beaver is following.
Following directions

Touch the brown pig and the blue bug.
Touch the pink bug and the green pig.
Touch the green baby and the pink baby.
Touch the blue radio and the pink pig.
Touch the large blue radio and the small pink vase.
Touch the small green radio and the large brown vase.
Touch the small blue radio and the large pink vase.
Remove the small brown radio and the large blue vase.
Remove the large brown radio and the large brown vase.
Touch the brown pig—No!—the pink baby.
Remove the blue radio—No!—the brown bug.
Remove all of the bugs, except for the green one.
Add all of the large radios.
Add all of the small radios, except the blue one.
Put the small pink radio between the brown pig and the blue bug.
Put the pink bug between the large brown radio and the blue pig.
Put the small pink radio between the pink pig and the green bug.
Put the blue radio between the brown baby and the blue bug.
Put the blue bug between the brown baby and the green radio.
Touch the red pig and the brown ladder.
Touch the red ladder and the brown pig.
Touch the blue ladder and the blue pig.
Touch the blue ladder and the red ladder.
Touch the green sheep and the brown ladder.
Touch the large brown brick and the small red bucket.
Touch the small green brick and the large blue bucket.
Touch the small brown brick and the large red bucket.
Remove the small blue brick and the large brown bucket.
Remove the large blue brick and the large blue bucket.
Touch the brown brick—No!—the blue pig.
Remove the red sheep—No!—the green ladder.

Remove all of the bricks, except for the brown one.
Add all of the large bricks.
Add all of the small bricks, except the blue one.
Put the small red brick between the blue sheep and the brown ladder.
Put the red ladder between the large blue brick and the brown pig.
Put the small red brick between the brown sheep and the blue ladder.
Put the brown brick between the blue ladder and the brown sheep.
Put the brown sheep between the green brick and the red ladder.
Touch the green wolf and the blue fish.
Touch the green fish and the blue wolf.
Touch the pink bug and the blue wolf.
Touch the blue fish and the pink fish.
Touch the brown brick and the pink wolf.
Touch the small pink brick and the large brown hammer.
Touch the small blue brick and the large green hammer.
Touch the small brown brick and the large pink hammer.
Remove the small green brick and the large brown hammer.
Remove the large green brick and the large green hammer.
Touch the brown fish—No!—the pink wolf.
Remove the brown brick—No!—the green bug.
Remove all of the bugs, except for the pink one.
Add all of the small bricks.
Add all of the small bricks, except the green one.
Put the small pink brick between the green wolf and the brown bug.
Put the pink bug between the large green brick and the brown wolf.
Put the small pink brick between the brown wolf and the green bug.
Put the brown brick between the green fish and the brown bug.
Put the brown bug between the green fish and the blue brick.
Touch the blue wolf and the brown sheep.
Touch the blue sheep and the brown wolf.
Touch the red sheep and the green wolf.
Touch the green pig and the red pig.
Touch the brown tomato and the red wolf.
Touch the large brown tomato and the small red egg.
Touch the small green tomato and the large blue egg.
Touch the small brown tomato and the large blue egg.
Remove the small blue tomato and the large brown egg.
Remove the large blue tomato and the large blue egg.
Touch the brown tomato—No!—the blue sheep.

Remove the red sheep—No!—the green pig.
Remove all of the sheep, except for the brown one.
Add all of the large tomatoes.
Add all of the small tomatoes, except for the blue one.
Put the small red tomato between the blue wolf and the brown sheep.
Put the red sheep between the large blue tomato and the brown wolf.
Put the small red tomato between the red wolf and the green sheep.
Put the brown tomato between the blue pig and the brown sheep.
Put the brown sheep between the blue pig and the brown tomato.
Chapter 1

Once upon a time, there was a little girl. She sometimes wore a red cape and hood her Granny had made, so everyone called her Little Red. But then Little Red decided she was too old to wear a silly cape. It was not cool. So, she hid the cape in the back of her closet. One day, her mother came into her room with a basket of treats.

“Granny has a cold,” she said. “Be a dear and take this basket to her. And wear that cape she made for you.” Little Red was not happy.

“I don’t like that cape!” she said. “I don’t want to wear it. And, besides, I can’t go to Granny’s house, now, I’ll miss my favorite show!” Her mother put her foot down. “You will go, and you will wear your red cape,” she said. “Or no TV for a very long time.”

Little Red grumbled, “OK.” She pulled out the red cape and put it on. “It could use a little ironing,” said her mother. “But never mind. Go straight to Granny’s.” Little Red walked out the door carrying the basket for Granny.

Chapter 2

Little Red walked through the woods to get to Granny’s. The woods were cool. There were birds chirping in the trees. Fish jumping in the stream. And deer munching on leaves. It was all very scenic. All except for the scraggly wolf leaning against a tree.

“Hey there,” said the wolf. “What’s in the basket?”

“I can’t talk to you,” said Little Red. “And what are you doing here, anyway?”

“I’m part of the story,” said the wolf. “Don’t you read?”

“Of course I read,” said Little Red. “I’m always reading.”

“And I’m always hungry,” said the wolf. “So you’re taking the basket to Granny’s house, right?”

“Right,” said Little Red.

“I could help you out,” said the wolf. “If you help me.”

“How’s that?” asked Little Red. The wolf whispered his plan in the little girl’s ear.

“You’re very clever,” smiled Little Red.

“I’m a wolf,” smiled the wolf.
Chapter 3

Granny was in bed, sneezing, when she heard a knock at the door. She didn’t look so good. Her hair was messy. Her house was dusty. And the goldfish was hungry. But after all, Granny was sick.

“Who is it?” she said.

“It’s Little Red,” said a voice.

“Come in, child,” said Granny. Little Red came inside, carrying the basket. The hood was pulled down clear to her nose.

“How lovely to see you,” said Granny. “And what a nice basket of treats you brought.”

“It’s from my dear mother,” said Little Red. “It’s lovely to see you, too.”

“My, you’ve gotten tall,” said Granny.

“Well,” said Little Red. “I’m a growing girl.”

“And I can hardly see you. Take off the hood, dear.”

“Oh, I love it too much to take it off,” said Little Red.

“And your nose,” said Granny. “It’s very—long.” Little Red began to cry. “Do you think it’s ugly, Granny?”

“Oh, no, dear, it’s a lovely nose,” said Granny. It was the longest little girl nose she had ever seen.

Chapter 4

“Let’s dig into that basket,” she said, changing the subject. Little Red seemed to like that idea – a lot. They sat at the kitchen table and dug in. There was vegetable soup, fresh hot bread and chocolate chip cookies. They ate everything. Then they both felt better.

But Granny was still sick, and—‘Ah ah ah—CHOO!’ She sneezed. Little Red’s hood blew right off her head. “You’re not Little Red,” cried Granny. “You’re a dog!”

“Actually—I’m a wolf,” said the wolf. Granny seemed fine with that. “You are welcome to stay.”

“Don’t mind if I do,” said the wolf.

The wolf moved into Granny’s spare room. He dusted and cleaned and kept the goldfish fed. Granny and the wolf became great friends. When visitors came, he wore the cape and hood, and Granny called him ‘Little Red’.

So no one ever knew there was a wolf in the house. They did think, though, that Little Red had the longest little girl nose they had ever seen.
**Supplemental Material: “Little Red” content**

**Listening comprehension**

- The boots are older.
- The basket is bigger.
- Little Red is crawling under the bed.
- Little Red is uncovering the basket.
- Little Red is putting on the cape.
- Little Red is crying.
- Little Red has a ribbon in her hair.
- Little Red’s cape has some patches.
- Little Red’s mother has a basket.
- Little Red’s bed has some dolls on it.

- Little Red uncovered the basket.
- Little Red handed the basket to Granny.
- Granny sprinkled food for the goldfish.
- Little Red cried.
- Little Red knocked over the trash can.
- Little Red crawled under the bed.
- She is eating a cookie.
- She is sneezing.
- He is dusting.
- They are wearing boots.

**Language comprehension**

- Little Red will knock over the trash can.
- Little Red will crawl under the bed.
- The basket will fall.
- The mother will take off her glasses.
- Granny will sprinkle food for the goldfish.
- Little Red will put on the cape.
- What is on the chair? (the red cape)
- Who is in the doorway? (Little Red’s mother)
- Who is on the bed? (Little Red)
- What is in the basket? (treats)
- It’s the empty basket that the box holds.
- It’s Little Red that the cape covers.
- It’s the mother that the little girl scolds.
- It’s the bed that the blanket covers.
- It’s the blanket that the bed covers.
- It’s the girl that the fish bowl holds.
- The cape has none. (buttons)
- The basket has none. (treaties—varying objects, can be wrapped)
- The girl that is wearing a cape does not have a basket.
- The wolf that is not wearing a jacket is wearing boots.
- The girl that is frowning is not running.
- The wolf that is not chasing the bird is drooling.
- Granny’s nightcap has some. (flowers)
- Granny’s kitchen sink has some. (dirty dishes)
- The deer eats leaves.

- The deer leaps over the log.
- The fish jumps in the stream.
- The fish feeds the fish.
- The fish swims in the bowl.
- The deer eats pizza.
- The deer is at the door.
- The fish is swimming in the bowl.
- The deer is peering in the window.
- The fish is in the tunnel.
- The cape is made for Little Red.
- The basket is carried for Granny.
- The boots are tied for Little Red.
- The bed is made for Little Red.
- The house is cleaned for Granny.
- The tea is poured for Little Red.
- The deer are eating pizza.
- The fish are wearing glasses.
- The deer are wearing boots.
- The fish are out of water.
- Little Red is walking with the wolf.
- The wolf is running with the basket.
- The deer rear up.
- The deer drink root beer.
- The fish wish. (using a wishbone)
- The fish wash a dish.
- The deer eat leaves.
The fish jump in the stream.
Whose hair is more fluffy?
Which desk is more dusty?
The goldfish is being fed by Granny.
Little Red is being held by the basket.
The pillow is being sat on by Little Red.
The basket is being held by Granny.
Granny is being fed by the goldfish.
Granny is being sat on by the wolf.
What is Little Red holding? (the bird)
Whom is the bird watching? (the wolf, with binoculars)
Whom is the basket holding?
To whom is the wolf whispering? (Little Red)
Which is the baby’s goldfish?
Which is the wolf’s button?
Which is the goldfish bowl?
Which is the wolf’s drawing?
Which is the little red wagon?
Which is the wolf’s fish?
The wolf that is washing the dish that is dirty is clean.
The fish that is following the snail that is purple is orange.
The basket that is sitting on the table that is round is square.
The wolf that is sitting in the chair that is short is tall.
The basket that is sitting on the table that is square is round.
The wolf that is sitting in the chair that is tall is short.
The plate sitting on the cup is striped.
The goldfish chasing the snail is big.
The basket on top of the napkin is yellow.
The napkin on top of the basket is blue.
The wolf sitting on Granny wears a cape.
The wolf leading the girl wears glasses.
The fish is not being caught by Granny.
Little Red is not being followed by Granny.
The fish bowl is not being struck by the falling basket.
The snail is not being followed by the goldfish.
The basket is not being held by the wolf.
The bird is not being chased by the drooling wolf.

Supplemental Material: “Little Red” content

Little Red is kicking the rock.
The wolf is behind the tree.
Little Red dances with the wolves.
The wolf holds the baskets.
The cups that are green are below the plates.
Granny, who is in a cap, is sitting on the wolf’s lap.
Granny, who is eating a cookie, is pouring tea for the wolf.
The wolf who is eating bread is pouring tea for Granny.
The bed that is blue is on top of the quilt.
The quilt that is pink is on top of the bed.
Little Red is giving the basket to Granny.
Granny is hugging Little Red.
The cup that is sitting on the plate is flowered.
The quilt that is on top of the bed is pink.
The quilt that is on top of the bed is blue.
The cup that is sitting on the plate is striped.
The wolf that is leading the girl is wearing a cape.
The girl that is leading the wolf is wearing glasses.
The wolf is holding the basket that is yellow.
The fish is leaping over the deer that is sleeping.
The wolf is following the girl wearing a cape.
The bird is landing on the leaf that is green.
The basket is holding the wolf that is gray.
The deer is leaping over the fish that is eating.
The snail that the fish is chasing has spots.
The snail that the fish is chasing has stripes.
Granny, whom the wolf is watching, is drinking tea.
The fish that the deer is leaping over is sleeping.
The wolf, whom Granny is watching, is sneezing.
The plates that are stacked below the cups are blue.
The napkin is on top of the wolf that the basket is holding.
Granny is catching the snail that the fish is following.
The wolf is dusting the tablecloth that the table is on top of.
The wolf is watching the deer that Granny is hugging.
Granny is catching the fish that the snail is following.
The napkin covers the wolf that the basket is holding.
Following directions

Touch the brown cape and the blue socks.
Touch the red socks and the green cape.
Touch the green shoes and the red shoes.
Touch the blue basket and the red cape.
Touch the brown cape—No!—the red shoes.
Remove the blue basket—No!—the brown socks.
Remove all of the socks, except for the green ones.
Add all of the large baskets.
Add all of the small baskets, except for the blue one.
Touch the large blue basket and the small red doll.
Touch the small green basket and the large brown doll.
Touch the small blue basket and the large red doll.
Remove the small brown basket and the large blue doll.
Remove the large brown basket and the large brown doll.
Put the small red basket between the brown cape and the blue socks.
Put the red socks between the large brown basket and the blue cape.
Put the small red basket between the red cape and the green socks.
Put the blue basket between the brown shoes and the blue socks.
Put the blue socks between the brown shoes and the green basket.
Touch the orange jacket and the grey basket.
Touch the orange basket and the grey jacket.
Touch the blue basket and the blue jacket.
Touch the blue basket and the orange basket.
Touch the green dish and the grey basket.
Touch the grey fish—No!—the blue jacket.
Remove the orange dish—No!—the green basket.
Remove all of the fish, except for the grey one.
Add all of the large fish.
Add all of the small fish, except for the blue one.
Touch the large grey fish and the small orange log.
Touch the small green fish and the large blue log.
Touch the small grey fish and the large orange log.
Remove the small blue fish and the large grey log.
Remove the large blue fish and the large blue log.
Put the small orange fish between the blue dish and the grey basket.
Put the orange basket between the large blue fish and the grey jacket.
Put the small orange fish between the grey dish and the blue basket.
Put the grey fish between the blue basket and the grey dish.
Put the grey dish between the green fish and the orange basket.
Touch the yellow fish and the blue nightcap.
Touch the yellow nightcap and the blue fish.
Touch the pink deer and the blue fish.
Touch the blue nightcap and the pink nightcap.
Touch the red snail and the pink fish.
Touch the red nightcap—No!—the pink fish.
Remove the red snail—No!—the yellow deer.
Remove all of the deer, except for the pink one.
Add all of the small snails.
Add all of the small snails, except for the yellow one.
Touch the small pink snail and the large red boots.
Touch the small blue snail and the large yellow boots.
Touch the small red snail and the large pink boots.
Remove the small yellow snail and the large red boots.
Remove the large yellow snail and the large yellow boots.
Put the small pink snail between the yellow fish and the red deer.
Put the pink deer between the large yellow snail and the red fish.
Put the small pink snail between the red fish and the yellow deer.
Put the red snail between the yellow nightcap and the red deer.
Put the red deer between the yellow nightcap and the blue snail.
Touch the yellow flowers and the brown snail.
Touch the yellow snail and the brown flowers.
Lesson Topic: Cosmic Reader (Lesson 1)

Supplemental Material: “Little Red” content

Touch the grey snail and the green flowers.
Touch the green cookie and the grey cookie.
Touch the brown teapot and the grey flowers.
Touch the brown teapot—No!—the yellow snail.
Remove the grey snail—No!—the green cookie.
Remove all of the snails, except for the brown one.
Add all of the large teapots.
Add all of the small teapots, except for the yellow one.
Touch the large brown teapot and the small grey teacup.
Touch the small green teapot and the large yellow teacup.
Touch the small brown teapot and the large yellow teacup.
Remove the small yellow teapot and the large brown teacup.
Remove the large yellow teapot and the large yellow teacup.
Put the small grey teapot between the yellow flowers and the brown snail.
Put the grey snail between the large yellow teapot and the brown flowers.
Put the small grey teapot between the grey flowers and the green snail.
Put the brown teapot between the yellow cookie and the brown snail.
Put the brown snail between the yellow cookie and the brown teapot.
LESSON TOPIC: Cosmic Reader (Lesson 2)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
  - Use bilingual dictionaries and glossaries/Use English dictionaries and glossaries.

Listening: Follow multi-step oral commands/instructions.
  - Classify/sort content-related visuals per oral descriptions.
  - Use learning strategies described orally.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
  - Ask for clarification (e.g., self-monitor).
  - Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to write sentences about singular and plural nouns using realia.

CONTENT – Students will be able to comprehend the commands in the Cosmic Reader exercise within Fast ForWord Foundations II.

KEY VOCABULARY

singular
plural
-es
-s
more than one
one
objects
form
MATERIALS

- Whiteboard or other writing surface clearly visible
- Pieces of paper and pencils for students
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Emergent bilinguals need exposure to various types of nouns to succeed at following directions in Cosmic Reader.

Cosmic Reader will help us do many things in the classroom. Cosmic Reader teaches listening skills, helps us practice following directions, and reading skills we need to be good readers. Why is it important that we think about what makes us good readers? What does being a good reader help us do?

Give students wait time to respond (10-25 seconds).

Before playing Cosmic Reader today, we are going to play a little game. This game will help you understand the directions in Cosmic Reader. Can you say Cosmic Reader?

Everyone practices saying Cosmic Reader.

Model talking about your weekend, other weekends, one student, many students, one cookie, dozens of cookies, etc. Be overly obvious about your singular and plural differentiations, saying a sentence about one and then immediately a sentence about several.

What is something you notice about what I’m saying?

Guide students to the thinking that there is sometimes one of something and other times more than one of something.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We call that singular and plural.

Write singular and plural on the board. Have students practice saying singular and plural.

Singular means one. What does singular mean?

Give wait time, repeat the sentence if needed.

Plural means more than one. What does plural mean?
Give wait time, repeating the sentence if needed.

We are going to write about one of something and more than one of something today.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Practice/Application, Feedback)*

Let’s take a moment and pick something in this room. What is your favorite object in this room?

Have students choose an object one at a time and say a sentence about it. Then write that sentence on the board while students write it on a piece of paper in front of them. Ask students to come up with a sentence about many of that same object. Encourage students to get creative.

Repeat this for several objects around the classroom or that students think of.

**ELD Differentiation**

**Entering, Emerging:** Conduct the lesson in students’ native language where possible. If that is not possible, have students come up with examples of singular and plural in their native languages and explain the words to the group. Instead of writing sentences, have students simply say the sentences. Provide some simple sentence frames in speaking and have them written on the board if needed. Examples below:

- I like this object because __________.
- This is my favorite object because ______________.
- I like to play with ___________ because __________________.
- ___________ helps me to ______________.

**Developing:** Instead of having students copy the sentence off the board, have students each come up with their own sentence in speaking and writing about each student’s favorite object, sharing a singular and plural sentence with a partner for each student’s object and then writing it on their papers.

For further challenge, have students link sentences to create a story, or, select several objects from around the room and have students write a story using the singular and plural about the objects (there can be one of each or more than one of some—the more random you make the objects, the more interesting the stories can be).

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now that we know the difference between singular and plural, it’s time to practice these skills on Fast ForWord. Today you will practice Cosmic Reader. Let’s log in and begin working in Cosmic Reader.

Have students work on the Fast ForWord program until their time is up.
EXTENSION

1. Have students complete a T-chart of words with their singular and plural forms, singular on one side, plural on the other.

2. Read a short story and have students replace all the singular nouns with the plural form and vice versa. Talk about how the story makes sense and doesn’t make sense and why it’s important to pay attention to that in students’ own writing.
Chapter 1

Chicken Licken was eating lunch one day, when something fell on her head.

“Ow!” she said. “What was that?” She looked up. All she saw was the sky.

“The sky is falling!” said Chicken Licken. “I should tell somebody!” She ran till she saw Squirmy Wormy.

“The sky is falling!” said Chicken Licken.

“Dig for your life!” said Squirmy Wormy, and wiggled into a hole.

Chicken Licken tried to wiggle in after him. But the hole was too small. She saw Crowy Joey sitting in a tree.

“The sky is falling!” said Chicken Licken.

“Fly for your life!” said Crowy Joey.

He flapped his wings and flew away. Chicken Licken tried to fly, but her wings were too small. She ran all the way to Henny Penny’s house.

Chapter 2

Chicken Licken knocked on the door. Henny Penny was counting sheep.

“Go away,” she said. “I’m trying to sleep.”

Chicken Licken knocked again.

“Come back later,” shouted Henny Penny. “I’m laying an egg.”

Chicken Licken knocked again.

“I’m not buying anything!” shouted Henny Penny.

“I’m not selling anything!” shouted Chicken Liken. “The sky is falling!”

Henny Penny jumped up so fast she almost knocked over the fish bowl.

“Call 9-1-1!” she cried. She ran to her desk and picked up the telephone.


Chapter 3

Henny Penny dialed 9-1-1. Ducky Lucky answered.
“What’s the problem?” he asked.
“Chicken Licken said the sky is falling!” shouted Henny Penny.
“Stay calm, Ma’am,” said Ducky Lucky. He called his assistant, Holey Moley, who was tickling an ant. “Take notes,” he said. “Any injuries, Ms. Penny?”
“Any injuries?” asked Henny Penny.
“My head hurts,” said Chicken Licken.
“Her head hurts,” said Henny Penny.
“Her head hurts,” said Ducky Lucky.
‘Her head hurts,’ Holey Moley wrote in his notebook.
“What’s your address?” said Ducky Lucky.
“One Egg Lane,” said Henny Penny.
“One Egg Lane,” said Ducky Lucky.
‘One Egg Lane,’ wrote Holey Moley.
Ducky Lucky called police headquarters. Officer Loosey Goosey answered.
“Goosey here.”
“This is Ducky Lucky at 911 Dispatch. Chicken Licken was hit by falling sky near the home of Henny Penny, One Egg Lane. With head injuries.”
“I’ll get right on it,” said Officer Goosey.

Chapter 4

Officer Goosey called his deputies together. “Listen up!” he said. “Ducky Lucky reports that Henny Penny reports that Chicken Licken reports the sky is falling. We have injuries. Take extreme care.”

An ambulance was rushed to One Egg Lane. Officer Goosey followed in his police car with lights flashing. More police cars followed. Egg Lane was blocked off in all directions. Chicken Licken was rushed to the hospital.

Dr. Foxy Loxy took x-rays and performed tests. Henny Penny sat in the waiting room, counting fish in the fish tank to pass the time. She heard the news on the radio.

“Chicken Licken and Henny Penny filed a false report that the sky was falling. Officer Goosey, who found only a small acorn, says charges may be brought against Ms. Licken and Ms. Penny. More news at eleven.”

Dr. Loxy came into the waiting room and gave Henny a hug. “Good news,” she said. “Chicken Licken is going to be just fine.”

Henny stomped out the door. “Not when I get through with her!” she said.
Supplemental Material: “Chicken Licken” content

Listening comprehension

- The sheep leaps higher.
- The desk is messier.
- The chicken is eating lunch.
- The worm is wiggling into a hole.
- The crow is flying away.
- The chicken is jumping.
- Holey Moley wrote a word.
- Chicken Licken has some bumps.
- Chicken Licken has a bump.
- Ducky Lucky quacks at some ants.

Language comprehension

- Foxy Loxy placed a bandage on Chicken Licken.
- Henny Penny knocked over the fish bowl.
- Loosey Goosey jumped into his police car.
- Henny Penny opened the door.
- The worm wiggled into a hole.
- The chicken jumped.
- She is shouting.
- They are taking notes.
- He is taking notes.
- They are swimming.

- The fish flies.
- The sheep eat lunch.
- The fish swims upside down.
- The fish blows bubbles.
- The fish flies.
- The sheep digs a hole.
- The hole is dug for the worm.
- The sandwich is made for the chicken.
- The birdhouse is made for the crow.
- The tablecloth is laid down for the chicken.
- The acorns are juggled for the crow.
- The picnic basket is carried for the worm.
- The fish are singing.
- The fish are dancing.
- The fish are drumming.
- The fish are strumming.
- The crow is flying with the chicken.
- The birdhouse is falling with the branch.
- The fish fly.
- The fish cry.
- The sheep leap.
- The sheep sleep.
- The fish jump.
- The sheep dig a hole.
- Who is more frightened?
- Who is more ticklish?
- The ant is being tickled by the mole.
- The duck is being telephoned by the hen.
Supplemental Material: “Chicken Licken” content

The duck is being telephoned by the ant.  
Henny Penny is being hugged by Chicken Licken.  
The duck is being fanned by the ant.  
The worm is being hugged by the crow.  
What is the acorn sitting on? (leaf)  
Whom is Holey Moley chasing? (Ducky Lucky)  
What is the caterpillar holding? (leaf)  
Whom is Loosey Goosey carrying? (Chicken Licken)  
Which is the fish’s dinner?  
Which is the chicken’s sandwich?  
Which is the baby chicken?  
Which is the giant’s egg?  
Which is the fishbowl?  
Which is the crow’s bar?  
The egg that sitting on the hen that is brown is white.  
The fish chasing the fish that is big is black.  
The chicken that is leading the sheep that is walking is jumping.  
The chicken who is watching the sheep that is jumping is sitting.  
The acorn that rests on the leaf that is brown is green.  
The chicken that is chasing the crow that is running is flying.  
The sheep leaping over the hen is laughing.  
The hen sitting on the egg is white.  
The hen hugging Chicken Licken is crying.  
The big fish chasing the little fish is orange.  
The egg sitting on the hen is brown.  
The little fish chasing the big fish is orange.  
The chicken is not being examined by the fox.  
The chicken is not being struck by the acorn.  
The fish is not being watched by the hen.  
The acorn is not being struck by the leaf.  
The duck is not being chased by the mole.  
The hen is not being leaped over by the sheep.  
The chicken sees the clouds in the sky.  
Chicken Licken finds the worm on the ground.  
The chicken sees the worm wiggling into the hole.  
The crow flaps his wings.  

The mole who is wearing glasses is tickling the ant.  
The hen who is frightened is shouting at the duck.  
The mole who is wearing a hat is tickling the ant.  
The chicken who is yellow is feeding the fish.  
The leaf that is brown is resting on the acorn.  
The sheep that is walking is leading the chicken.  
Foxy Loxy is examining Chicken Licken.  
The acorn is sitting on a leaf.  
The chicken that is chasing the worm is running.  
The worm that is chasing the chicken is running.  
The crow who is hugging the chicken is scared.  
The chicken who is hugging the crow is scared.  
The crow that is chasing the chicken is flying.  
The hen that is leaping over the sheep is frowning.  
The mole is chasing the ant who is little.  
The mole is drawing the duck who is awake.  
The duck is drawing the mole who is asleep.  
The chicken is following the sheep that is leaping.  
The acorn is sitting on the leaf that is brown.  
The chicken that is chasing the worm is running.  
The fish that the hen is watching is blowing bubbles.  
The duck that the hen is shouting at is tickling the mole.  
The chicken that the goose is carrying is frightened.  
The acorn that the leaf is covering is brown.  
The crow that the chicken is chasing is running.  
The hen that the fish is watching is blowing her nose.  
The duck is holding up the mole that the ant is fanning.  
The hen is shouting at the duck that the mole is tickling.  
The duck is holding up the ant that the mole is fanning.  
The sheep leaps over the fish that the chicken is catching.  
The hen is shouting at the mole that the duck is tickling.  
The sheep leaps over the chicken that the fish is catching.
Following directions

Touch the brown chicken and the yellow worm.
Touch the brown worm and the yellow chicken.
Touch the red worm and the white chicken.
Touch the white crow and the red crow.
Touch the yellow house and the red chicken.
Touch the large yellow house and the small red hammer.
Touch the small white house and the large brown hammer.
Touch the small yellow house and the large red hammer.
Remove the small brown house and the large yellow hammer.
Remove the large brown house and the large brown hammer.
Touch the brown chicken—No!—the red crow.
Remove the yellow house—No!—the brown worm.
Remove all of the worms, except for the white one.
Add all of the large houses.
Add all of the small houses, except the yellow one.
Put the small red house between the brown chicken and the yellow worm.
Put the red worm between the large brown house and the yellow chicken.
Put the small red house between the red chicken and the white worm.
Put the yellow house between the brown crow and the yellow worm.
Put the yellow worm between the brown crow and the yellow worm.
Put the red chicken and the yellow plane.
Touch the red plane and the yellow chicken.
Touch the blue plane and the blue chicken.
Touch the blue plane and the red plane.
Touch the white sheep and the yellow plane.
Touch the large yellow crayon and the small red rattle.
Touch the small white crayon and the large blue rattle.
Touch the small yellow crayon and the large red rattle.
Remove the small blue crayon and the large yellow rattle.
Remove the large blue crayon and the large blue rattle.
Touch the yellow crayon—No!—the blue chicken.
Remove the red sheep—No!—the white plane.
Remove all of the crayons, except for the yellow one.

Add all of the large crayons.
Add all of the small crayons, except the blue one.
Put the small red crayon between the blue sheep and the yellow plane.
Put the red plane between the large blue crayon and the yellow chicken.
Put the small red crayon between the yellow sheep and the blue plane.
Put the yellow crayon between the blue plane and the yellow sheep.
Put the yellow sheep between the white crayon and the red plane.
Touch the green hen and the blue mole.
Touch the green mole and the blue hen.
Touch the red duck and the blue hen.
Touch the blue mole and the red mole.
Touch the yellow gloves and the red hen.
Touch the small red gloves and the large yellow feather.
Touch the small blue gloves and the large green feather.
Touch the small yellow gloves and the large red feather.
Remove all of the ducks, except for the red one.
Add all of the small gloves.
Add all of the small gloves, except the green one.
Put the small red gloves between the green hen and the yellow duck.
Put the red duck between the large green gloves and the yellow hen.
Put the small red gloves between the yellow hen and the green duck.
Put the yellow gloves between the green mole and the yellow duck.
Put the yellow duck between the green mole and the blue gloves.
Touch the blue chicken and the yellow fox.
Touch the blue fox and the yellow chicken.
Touch the purple fox and the green chicken.
Touch the green goose and the purple goose.
Touch the yellow leaf and the purple chicken.
Supplemental Material: “Chicken Licken” content

Touch the large yellow leaf and the small purple acorn.
Touch the small green leaf and the large blue acorn.
Touch the small yellow leaf and the large blue acorn.
Remove the small blue leaf and the large yellow acorn.
Remove the large blue leaf and the large blue acorn.
Touch the yellow leaf—No!—the blue fox.
Remove the purple fox—No!—the green goose.
Remove all of the foxes, except for the yellow one.
Add all of the large leaves.
Add all of the small leaves, except for the blue one.

Put the small purple leaf between the blue chicken and the yellow fox.
Put the purple fox between the large blue leaf and the yellow chicken.
Put the small purple leaf between the purple chicken and the green fox.
Put the yellow leaf between the blue goose and the yellow fox.
Put the yellow fox between the blue goose and the yellow leaf.
Chapter 1

This is the story of three pigs. I’m the wolf in the story. I’m the good one. The three pigs are big and bad. I don’t hate pigs. Most pigs are cool. I don’t hunt them—or eat them. I’m a vegetarian. So they should have been nice, right? Wrong. It happened like this.

There were three pigs: Pinky Pig, her sister Paddle Pig and her brother Punk Pig. They came to build a house next door. That’s cool. I like neighbors. I just don’t like noise. So one day I was eating peas and listening to music. But I couldn’t hear it. The pigs were next door yelling—about what kind of house to build. Punk Pig did not like to work.

“Let’s use straw, sisters,” he said. “We’ll be done by noon.”

“Straw, my curly tail!” said Paddle Pig. “If it rains we’ll drown. Let’s use sticks. They float.”

“It’s not a boat!” shouted Pinky Pig. “We need a house that won’t blow over. We’ll use bricks.”

“No, straw!”

“Sticks, sticks!”

“Bricks, I tell you!”

It was driving me crazy, I went over there. “I’m your neighbor, the Wolf,” I said. “I don’t want to interfere, but would you please decide?”


Chapter 2

Punk Pig made a straw house. He threw it together and tied it with a rope. “Finished!” he said to the other pigs. Then he rolled in the mud. Paddle Pig made a stick house. She hammered all day—hammered her Hand ("OW!") and her foot ("YOW!"). Finally she got it built. Then she paddled her boat around the pond.

Pinky Pig made a brick house. She worked all day and all night. She dropped some bricks and fell off the ladder. She made so much noise, even the sheep couldn’t sleep (they tried counting pigs). But in the morning Pinky Pig was finished. And very proud of herself.

“I have the best house of all,” she said. Punk Pig thought he had the best house. Paddle Pig thought she had the best house. The pigs started yelling again. It was driving me crazy. I went over there.
Chapter 3

“Excuse me, but all the houses are nice,” I said.

“Oh, it’s you,” said Paddle Pig. “Since you’re so interested in our business, try and blow that straw house down!”

“Yes, blow it down,” said Pinky Pig. “Go ahead and try,” said Punk Pig. I wanted to be a good neighbor. So I huffed. I puffed. I blew. The straw house went down—woosh! Paddle Pig said, “Nice going.” Pinky Pig said, “Nice blowing.” And she hugged me. (What had I gotten myself into?)

“That stick house is no better,” said Punk Pig. “Blow it down, Wolf.”

“Go for it!” said Pinky Pig. “Go ahead and try,” said Paddle Pig.

“Well, okay,” I said. “But NO hugging.” I huffed again. I puffed again. And blew the stick house right to the ground—clatter—thunk!

“My house is a zero!” said Paddle Pig. “You’re my hero!” said Pinky Pig. And she hugged me. She HUGGED me! AGAIN! I’m a patient guy, but that was too much. I’m a wolf, see? I don’t like being hugged.

“I ought to blow down your house, too, Pinky Pig.”

Chapter 4

The three pigs ran inside the brick house and locked the door.

Pinky Pig shouted, “Don’t threaten me, Wolf! You’ll never blow this house down.”

“We’ll see about that,” I said. I huffed—I puffed—I blew. Nothing happened. I huffed again—and puffed again—and BLEW as HARD as I could. The house never moved. Okay. So it was brick.

It could have been a mess after that. But the sheep sisters from next door ate the straw. The beaver from down the street took the sticks. And the pigs stayed together in the brick house.

They didn’t argue after that, so the neighborhood was quiet again.

Of course they hate me. They call me a home wrecker. They throw things at me from their window. Like tomatoes and eggs. But that’s cool. I’m a patient wolf. And like I said—I’m a vegetarian.
Supplemental Material: “Big Bad Pigs” content

**Listening comprehension**

- The wolf is taller.
- The pig is dressier.
- Pinky Pig is climbing up the ladder.
- Paddle Pig is hammering her hand.
- The wolf is blowing down the house.
- The wolf is eating the tomatoes.
- The wolf is eating a pea.
- Paddle Pig’s sailor suit has some stripes.
- Punk Pig wears an earring.
- The wolf is cooking some carrots.
- Paddle Pig hammered her hand.
- Pinky Pig climbed up the ladder.
- Paddle Pig jumped into the pond.
- Punk Pig rolled in the mud.
- Punk Pig piled up the straw.
- The pig tied her boat to the dock.
- She is carrying straw.
- She is juggling sticks.
- He is hugging the wolf.
- They are jumping in straw.

**Language comprehension**

- The wolf will eat the tomatoes.
- The wolf will fall in the mud.
- The house will fall down.
- The boat will sink.
- Paddle Pig will jump into the pond.
- Punk Pig will roll in the mud.
- What is on the ladder?
- Who is in the mud?
- Who is in the bucket?
- What is on the roof?
- It’s the straw that the pig holds.
- It’s the boat that the wolf carries.
- It’s the pig that the wolf blows over.
- It’s the sheep that the pig stops.
- It’s the pig that the boat carries.
- It’s the wolf that the sheep stops.
- The box has none.
- Paddle Pig balances none.
- The pig that is in the boat does not have a hammer.
- The pig that is not smiling is dropping a brick.
- The pig that does not have a hat is sitting in the mud.
- The pig that is on the ladder does not have a bucket.
- The pig drops some.
- The wolf eats some.
- The fish paddles the boat.
- The sheep shaves.
- The fish fishes.
- The fish crashes.
- The sheep reads in bed.
- The sheep chase the pig.
- The sheep is reading in bed.
- The fish is jumping over the pig.
- The sheep is asleep.
- The fish is in a dish.
- The brick house is built for Pinky Pig.
- The sticks are carried for Paddle Pig.
- The straw is tied together for Punk Pig.
- The fish is caught for Paddle Pig.
- The ladder is held for Pinky Pig.
- The music is played for the wolf.
- The sheep are eating straw.
- The fish are rowing the boat.
- The beaver are stacking sticks.
- The sheep are chasing the pig.
- The pig is falling with the ladder.
- The beaver is running with the pig.
- The fish paddle the boat.
- The fish fish.
- The sheep weep.
- The sheep sleep.
- The sheep count pigs.
Who is more angry?
Who is more furry?
The pig is being carried by the boat.
The pig is being blown down by the wolf.
The boat is being carried by the pig.
The pig is being chased by the wolf.
The wolf is being blown down by the pig.
It’s the pig that the wolf carries.
What is the brick hitting? (the mud)
Whom is the wolf rowing in the boat? (Paddle Pig)
What is the rope holding? (straw)
Whom is Paddle Pig chasing? (a fish)
Which is the baby’s pig?
Which is the wolf’s coat?
Which is the giant pig?
Which is the wolf’s rug?
Which is the pig’s tail?
Which is the wolf pack?
The pig that is chasing the fish that is frightened is happy.
The pig that is wearing the hat that is little is big.
The pig that is carrying the wolf that has a hat has a jacket.
The wolf that is watching the pig on the roof is on the ground.
The fish that is chasing the pig that is happy is frightened.
The wolf that is carrying the pig that has a hat has a jacket.
The sheep riding the wolf is pointing.
The pig leaping over the sheep is laughing.
The sheep leaping over the pig is weeping.
The fish chasing the pig is frightened.
The pig carrying the wolf is wearing a jacket.
The wolf carrying the sheep is sneezing.
The fish is not being caught by the pig.
The pig is not being carried by the wolf.
The pig is not being struck by the falling bucket.
The sheep is not being covered by the straw.
The sheep is not being watched by the wolf.
The wolf is not being carried by the boat.
The wolf sees the pigs shouting.
The pig is holding the brick.
The pig is using the paddle.
The wolf is covering his ears.
The wolf who is running is waving at the beaver.
The pig who is happy is hugging the wolf.
The beaver who is running is waving at the wolf.
The fish that is yellow is chasing the beaver.
The boat that is muddy is carrying the pig.
The sheep who is smiling is drawing the wolf.
The hammer is breaking the brick.
Pinky Pig is sitting on the roof.
The pig that is scaring the fish is swimming.
The pig that is scaring the fish is jumping.
The pig that is resting on the mud is purple.
The mud that is resting on the pig is yellow.
A pig that is sitting in mud is on the hat.
The hat that has a pig on it is in the mud.
The wolf is watching the sheep that is sleeping.
The pig has a hat that is muddy.
The pig is jumping over the fish that is paddling. (the boat)
The boat carries a pig that is muddy.
The stick hits a brick that is breaking.
The wolf is carrying the pig who is wearing a jacket.
The stick that the brick is hitting is breaking.
The beaver that the blue fish is chasing is chasing the yellow fish.
The pig that the wolf is watching is hammering her hand.
The yellow fish that the beaver is chasing is chasing the blue fish.
The wolf that the sheep is watching is sleeping.
The wolf that the pig is watching is hammering a nail.
The sheep is pulling the pig that the wolf is pushing.
The sheep is pulling the wolf that the pig is pushing.
The beaver is swimming under the pig that the fish is jumping over.
The fish is landing on the pig that the boat is carrying.
The fish is swimming under the beaver that the pig is jumping over.
The yellow fish is leading the blue fish that the beaver is following.
Lesson Topic: Cosmic Reader (Lesson 2)

**Supplemental Material: “Big Bad Pigs” content**

**Following directions**

Touch the brown pig and the blue bug.
Touch the brown bug and the blue pig.
Touch the pink bug and the green pig.
Touch the green baby and the pink baby.
Touch the blue radio and the pink pig.
Touch the large blue radio and the small pink vase.
Touch the small green radio and the large brown vase.
Touch the small blue radio and the large pink vase.
Remove the small brown radio and the large blue vase.
Remove the large brown radio and the large brown vase.
Touch the brown pig—No!—the pink baby.
Remove the blue radio—No!—the brown bug.
Remove all of the bugs, except for the green one.
Add all of the large radios.
Add all of the small radios, except the blue one.
Put the small pink radio between the brown pig and the blue bug.
Put the pink bug between the large brown radio and the blue pig.
Put the small pink radio between the pig and the green bug.
Put the blue radio between the brown baby and the blue bug.
Put the blue bug between the brown baby and the green radio.
Touch the red pig and the brown ladder.
Touch the red ladder and the brown pig.
Touch the blue ladder and the blue pig.
Touch the blue ladder and the red ladder.
Touch the green sheep and the brown ladder.
Touch the large brown brick and the small red bucket.
Touch the small green brick and the large blue bucket.
Touch the small brown brick and the large red bucket.
Remove the small blue brick and the large brown bucket.
Remove the large blue brick and the large blue bucket.
Touch the brown brick—No!—the blue pig.
Remove the red sheep—No!—the green ladder.

Remove all of the bricks, except for the brown one.
Add all of the large bricks.
Add all of the small bricks, except the blue one.
Put the small red brick between the blue sheep and the brown ladder.
Put the red ladder between the large blue brick and the brown pig.
Put the small red brick between the brown sheep and the blue ladder.
Put the brown brick between the blue ladder and the brown sheep.
Put the brown sheep between the green brick and the red ladder.
Touch the green wolf and the blue fish.
Touch the green fish and the blue wolf.
Touch the pink bug and the blue wolf.
Touch the blue radio and the pink fish.
Touch the brown brick and the pink wolf.
Touch the small pink brick and the large brown hammer.
Touch the small blue brick and the large green hammer.
Touch the small brown brick and the large pink hammer.
Remove the small green brick and the large brown hammer.
Remove the large green brick and the large green hammer.
Touch the brown fish—No!—the pink wolf.
Remove the brown brick—No!—the green bug.
Remove all of the bugs, except for the pink one.
Add all of the small bricks.
Add all of the small bricks, except the green one.
Put the small pink brick between the green wolf and the brown bug.
Put the pink bug between the large green brick and the brown wolf.
Put the small pink brick between the brown wolf and the green bug.
Put the brown brick between the green fish and the brown bug.
Supplemental Material: “Big Bad Pigs” content

Put the brown bug between the green fish and the blue brick.
Touch the blue wolf and the brown sheep.
Touch the blue sheep and the brown wolf.
Touch the red sheep and the green wolf.
Touch the green pig and the red pig.
Touch the brown tomato and the red wolf.
Touch the large brown tomato and the small red egg.
Touch the small green tomato and the large blue egg.
Touch the small brown tomato and the large blue egg.
Remove the small blue tomato and the large brown egg.
Remove the large blue tomato and the large blue egg.
Touch the brown tomato—No!—the blue sheep.

Remove the red sheep—No!—the green pig.
Remove all of the sheep, except for the brown one.
Add all of the large tomatoes.
Add all of the small tomatoes, except for the blue one.
Put the small red tomato between the blue wolf and the brown sheep.
Put the red sheep between the large blue tomato and the brown wolf.
Put the small red tomato between the red wolf and the green sheep.
Put the brown tomato between the blue pig and the brown sheep.
Put the brown sheep between the blue pig and the brown tomato.
Supplemental Material: “Little Red” story text

Chapter 1

Once upon a time, there was a little girl. She sometimes wore a red cape and hood her Granny had made, so everyone called her Little Red. But then Little Red decided she was too old to wear a silly cape. It was not cool. So, she hid the cape in the back of her closet. One day, her mother came into her room with a basket of treats.

“Granny has a cold,” she said. “Be a dear and take this basket to her. And wear that cape she made for you.” Little Red was not happy.

“I don’t like that cape!” she said. “I don’t want to wear it. And, besides, I can’t go to Granny’s house, now, I’ll miss my favorite show!” Her mother put her foot down. “You will go, and you will wear your red cape,” she said. “Or no TV for a very long time.”

Little Red grumbled, “OK.” She pulled out the red cape and put it on. “It could use a little ironing,” said her mother. “But never mind. Go straight to Granny’s.” Little Red walked out the door carrying the basket for Granny.

Chapter 2

Little Red walked through the woods to get to Granny’s. The woods were cool. There were birds chirping in the trees. Fish jumping in the stream. And deer munching on leaves. It was all very scenic. All except for the scraggily wolf leaning against a tree.

“Hey there,” said the wolf. “What’s in the basket?”

“I can’t talk to you,” said Little Red. “And what are you doing here, anyway?”

“I’m part of the story,” said the wolf. “Don’t you read?”

“Of course I read,” said Little Red. “I’m always reading.”

“And I’m always hungry,” said the wolf. “So you’re taking the basket to Granny’s house, right?”

“Right,” said Little Red.

“I could help you out,” said the wolf. “If you help me.”

“How’s that?” asked Little Red. The wolf whispered his plan in the little girl’s ear.

“You’re very clever,” smiled Little Red.

“I’m a wolf,” smiled the wolf.
Chapter 3

Granny was in bed, sneezing, when she heard a knock at the door. She didn’t look so good. Her hair was messy. Her house was dusty. And the goldfish was hungry. But after all, Granny was sick.

“Who is it?” she said.

“It’s Little Red,” said a voice.

“Come in, child,” said Granny. Little Red came inside, carrying the basket. The hood was pulled down clear to her nose.

“How lovely to see you,” said Granny. “And what a nice basket of treats you brought.”

“It’s from my dear mother,” said Little Red. “It’s lovely to see you, too.”

“My, you’ve gotten tall,” said Granny.

“Well,” said Little Red. “I’m a growing girl.”

“And I can hardly see you. Take off the hood, dear.”

“Oh, I love it too much to take it off,” said Little Red.

“And your nose,” said Granny. “It’s very—long.” Little Red began to cry. “Do you think it’s ugly, Granny?”

“Oh, no, dear, it’s a lovely nose,” said Granny. It was the longest little girl nose she had ever seen.

Chapter 4

“Let’s dig into that basket,” she said, changing the subject. Little Red seemed to like that idea – a lot. They sat at the kitchen table and dug in. There was vegetable soup, fresh hot bread and chocolate chip cookies. They ate everything. Then they both felt better.

But Granny was still sick, and—‘Ah ah ah—CHOO!’ She sneezed. Little Red’s hood blew right off her head. “You’re not Little Red,” cried Granny. “You’re a dog!”

“Actually—I’m a wolf,” said the wolf. Granny seemed fine with that. “You are welcome to stay.”

“Don’t mind if I do,” said the wolf.

The wolf moved into Granny’s spare room. He dusted and cleaned and kept the goldfish fed. Granny and the wolf became great friends. When visitors came, he wore the cape and hood, and Granny called him ‘Little Red’.

So no one ever knew there was a wolf in the house. They did think, though, that Little Red had the longest little girl nose they had ever seen.
Supplemental Material: “Little Red” content

Listening comprehension

The boots are older.
The basket is bigger.
Little Red is crawling under the bed.
Little Red is uncovering the basket.
Little Red is putting on the cape.
Little Red is crying.
Little Red has a ribbon in her hair.
Little Red’s cape has some patches.
Little Red’s mother has a basket.
Little Red’s bed has some dolls on it.

Language comprehension

Little Red will knock over the trash can.
Little Red will crawl under the bed.
The basket will fall.
The mother will take off her glasses.
Granny will sprinkle food for the goldfish.
Little Red will put on the cape.
What is on the chair? (the red cape)
Who is in the doorway? (Little Red’s mother)
Who is on the bed? (Little Red)
What is in the basket? (treats)
It’s the empty basket that the box holds.
It’s Little Red that the cape covers.
It’s the mother that the little girl scolds.
It’s the bed that the blanket covers.
It’s the blanket that the bed covers.
It’s the girl that the fish bowl holds.
The cape has none. (buttons)
The basket has none. (treats—varying objects, can be wrapped)
The girl that is wearing a cape does not have a basket.
The wolf that is not wearing a jacket is wearing boots.
The girl that is frowning is not running.
The wolf that is not chasing the bird is drooling.
Granny’s nightcap has some. (flowers)
Granny’s kitchen sink has some. (dirty dishes)
The deer eats leaves.

Little Red uncovered the basket.
Little Red handed the basket to Granny.
Granny sprinkled food for the goldfish.
Little Red cried.
Little Red knocked over the trash can.
Little Red crawled under the bed.
She is eating a cookie.
She is sneezing.
He is dusting.
They are wearing boots.

The deer leaps over the log.
The fish jumps in the stream.
The fish feeds the fish.
The fish swims in the bowl.
The deer eats pizza.
The deer is at the door.
The fish is swimming in the bowl.
The deer is peering in the window.
The fish is in the tunnel.
The cape is made for Little Red.
The basket is carried for Granny.
The boots are tied for Little Red.
The bed is made for Little Red.
The house is cleaned for Granny.
The tea is poured for Little Red.
The deer are eating pizza.
The fish are wearing glasses.
The deer are wearing boots.
The fish are out of water.
Little Red is walking with the wolf.
The wolf is running with the basket.
The deer rear up.
The deer drink root beer.
The fish wish. (using a wishbone)
The fish wash a dish.
The deer eat leaves.
Lesson Topic: Cosmic Reader (Lesson 2)

The fish jump in the stream.
Whose hair is more fluffy?
Which desk is more dusty?
The goldfish is being fed by Granny.
Little Red is being held by the basket.
The pillow is being sat on by Little Red.
The basket is being held by Granny.
Granny is being fed by the goldfish.
Granny is being sat on by the wolf.
What is Little Red holding? (the bird)
Whom is the bird watching? (the wolf, with binoculars)
Whom is the basket holding?
To whom is the wolf whispering? (Little Red)
Which is the baby’s goldfish?
Which is the wolf’s button?
Which is the goldfish bowl?
Which is the wolf’s drawing?
Which is the little red wagon?
Which is the wolffish?
The wolf that is washing the dish that is dirty is clean.
The fish that is following the snail that is purple is orange.
The basket that is sitting on the table that is round is square.
The wolf that is sitting in the chair that is short is tall.
The basket that is sitting on the table that is square is round.
The wolf that is sitting in the chair that is tall is short.
The plate sitting on the cup is striped.
The goldfish chasing the snail is big.
The basket on top of the napkin is yellow.
The napkin on top of the basket is blue.
The wolf sitting on Granny wears a cape.
The wolf leading the girl wears glasses.
The fish is not being caught by Granny.
Little Red is not being followed by Granny.
The fish bowl is not being struck by the falling basket.
The snail is not being followed by the goldfish.
The basket is not being held by the wolf.
The bird is not being chased by the drooling wolf.

Little Red is kicking the rock.
The wolf is behind the tree.
Little Red dances with the wolves.
The wolf holds the baskets.
The cups that are green are below the plates.
Granny, who is in a cap, is sitting on the wolf’s lap.
Granny, who is eating a cookie, is pouring tea for the wolf.
The wolf who is eating bread is pouring tea for Granny.
The bed that is blue is on top of the quilt.
The quilt that is pink is on top of the bed.
Little Red is giving the basket to Granny.
Granny is hugging Little Red.
The cup that is sitting on the plate is flowered.
The quilt that is on top of the bed is pink.
The quilt that is on top of the bed is blue.
The cup that is sitting on the plate is striped.
The wolf that is leading the girl is wearing a cape.
The girl that is leading the wolf is wearing glasses.
The wolf is holding the basket that is yellow.
The fish is leaping over the deer that is sleeping.
The wolf is following the girl wearing a cape.
The bird is landing on the leaf that is green.
The basket is holding the wolf that is gray.
The deer is leaping over the fish that is eating.
The snail that the fish is chasing has spots.
The snail that the fish is chasing has stripes.
Granny, whom the wolf is watching, is drinking tea.
The fish that the deer is leaping over is sleeping.
The wolf, whom Granny is watching, is sneezing.
The plates that are stacked below the cups are blue.
The napkin is on top of the wolf that the basket is holding.
Granny is catching the snail that the fish is following.
The wolf is dusting the tablecloth that the table is on top of.
The wolf is watching the deer that Granny is hugging.
Granny is catching the fish that the snail is following.
The napkin covers the wolf that the basket is holding.
Following directions

Touch the brown cape and the blue socks.
Touch the brown socks and the blue cape.
Touch the red socks and the green cape.
Touch the green shoes and the red shoes.
Touch the blue basket and the red cape.
Touch the brown cape—No!—the red shoes.
Remove the blue basket—No!—the brown socks.
Remove all of the socks, except for the green ones.
Add all of the large baskets.
Add all of the small baskets, except for the blue one.
Touch the large blue basket and the small red doll.
Touch the small green basket and the large brown doll.
Touch the small blue basket and the large red doll.
Remove the small brown basket and the large blue doll.
Remove the large brown basket and the large brown doll.
Put the small red basket between the brown cape and the blue socks.
Put the red socks between the large brown basket and the blue cape.
Put the small red basket between the red cape and the green socks.
Put the blue basket between the brown shoes and the blue socks.
Put the blue socks between the brown shoes and the green basket.
Touch the orange jacket and the grey basket.
Touch the orange basket and the grey jacket.
Touch the blue basket and the blue jacket.
Touch the blue basket and the orange basket.
Touch the green dish and the grey basket.
Touch the grey fish—No!—the blue jacket.
Remove the orange dish—No!—the green basket.
Remove all of the fish, except for the grey one.
Add all of the large fish.
Add all of the small fish, except for the blue one.
Touch the large grey fish and the small orange log.
Touch the small green fish and the large blue log.
Touch the small grey fish and the large orange log.
Remove the small blue fish and the large grey log.
Remove the large blue fish and the large blue log.
Put the small orange fish between the blue dish and the grey basket.
Put the orange basket between the large blue fish and the grey jacket.
Put the small orange fish between the grey dish and the blue basket.
Put the grey fish between the blue basket and the grey dish.
Put the grey dish between the green fish and the orange basket.
Touch the yellow fish and the blue nightcap.
Touch the yellow nightcap and the blue fish.
Touch the pink deer and the blue fish.
Touch the blue nightcap and the pink nightcap.
Touch the red snail and the pink fish.
Touch the red nightcap—No!—the pink fish.
Remove the red snail—No!—the yellow deer.
Remove all of the deer, except for the pink one.
Add all of the small snails.
Add all of the small snails, except for the yellow one.
Touch the small pink snail and the large red boots.
Touch the small blue snail and the large yellow boots.
Touch the small red snail and the large pink boots.
Remove the small yellow snail and the large red boots.
Remove the large yellow snail and the large yellow boots.
Put the small pink snail between the yellow fish and the red deer.
Put the pink deer between the large yellow snail and the red fish.
Put the small pink snail between the red fish and the yellow deer.
Put the small pink snail between the red fish and the yellow deer.
Put the red snail between the yellow nightcap and the red deer.
Put the red snail between the yellow nightcap and the blue snail.
Touch the yellow flowers and the brown snail.
Touch the yellow snail and the brown flowers.
Supplemental Material: “Little Red” content

Touch the grey snail and the green flowers.
Touch the green cookie and the grey cookie.
Touch the brown teapot and the grey flowers.
Touch the brown teapot—No!—the yellow snail.
Remove the grey snail—No!—the green cookie.
Remove all of the snails, except for the brown one.
Add all of the large teapots.
Add all of the small teapots, except for the yellow one.
Touch the large brown teapot and the small grey teacup.
Touch the small green teapot and the large yellow teacup.
Touch the small brown teapot and the large yellow teacup.

Remove the small yellow teapot and the large brown teacup.
Remove the large yellow teapot and the large yellow teacup.
Put the small grey teapot between the yellow flowers and the brown snail.
Put the grey snail between the large yellow teapot and the brown flowers.
Put the small grey teapot between the grey flowers and the green snail.
Put the brown teapot between the yellow cookie and the brown snail.
Put the brown snail between the yellow cookie and the brown teapot.
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Follow multi-step oral directions.

Speaking: Communicate in social situations.
Repeat words, short phrases, memorized chunks.
Describe pictures, events, objects, or people using phrases or short sentences.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to listen to, comprehend, and say basic directions with common prepositions in English using vocabulary words and flash cards.

CONTENT – Students will be able to use what they know about following directions to succeed in the Cosmic Reader exercise in Fast ForWord Foundations II.

KEY VOCABULARY

on
between
beside
away from
touch
big
little
(plus additional key words from commands chosen at teacher’s discretion)
**MATERIALS**

- Everyday objects like books to represent small and big squares and balls to represent small and big circles. If you have no objects, you can use paper cutouts, attached, or cut out circles and squares in 2 sizes—small and big—on paper and color them blue, green, red, yellow, and leave some white

- Other common objects in the classroom that vary in size and shape

- Flash cards with the key vocabulary written or those words written on the board in large print

- Additional directional prompts

- Student logins for the Fast ForWord program

**MOTIVATION**

*(Building Background)*

Today, we will learn how to use words in English to describe where things are. This will help you in a Fast ForWord activity. In school, we have to move things around all the time like books and chairs. We use words to help us know where to put things. Today we will practice moving around using English words to help us know what to do.

Why do you think it’s important to know how to hear and say different things for moving things around? Why should we be able to understand when we need to do something?

Give students wait time to respond (10-25 seconds).

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Right now, let’s practice moving around. When we move, we will use words in English to help us explain what we are doing. Before we get started, let’s review some key words. As we read these words, think about what you know about the word. Maybe you have heard it before. Think about what the word means.

Go through the list of words either on the board or the flash cards saying each word once alone, saying it with students, and then having students say the word, in I-do, We-do, You-do format. Model this behavior as needed until students grasp the idea for the remainder of the vocabulary words.

Now that we know what these words sound like, let’s listen carefully to the following directions.

**Student 1, please stand up.**

Student stands (if student doesn’t stand, model by calling your own name and standing up). You may use “good job” or “great work” or some other response after students complete each direction correctly.

**Student 2, move to the front of the room.**

Again, if Student 2 doesn’t understand, model the behavior.
Student 3, stand BESIDE Student 2.

Show flash card that reads “beside.” Have everyone practice saying “beside” by repeating after the teacher. Stand beside Student 2 to model for Student 3. Place the “beside” flash card on the board.

Student 4, stand BETWEEN Student 2 and Student 3.

Show flash card that reads “between.” Place the “between” flash card on the board next to “beside.” Have students practice saying “between.” Model here as well. Continue modeling each behavior as needed.

Student 5, TOUCH this desk.

Show the flash card for “touch.” Have everyone practice saying “touch.”

Repeat this for “away from,” “on,” “big,” “little,” and the other key words on the board/flash cards (“Student X, touch the BIG book”).

Once you have gone through all the flash cards once (or words on the board once), set them on the blackboard or somewhere visible to have students refer to them throughout the lesson. Repeat these words with new commands or using different students until your students understand the words and directions.

Have some fun with this activity and allow students to give directions if they so choose. Then have students say them to a partner. The partner follows the directions and after a few turns, students switch roles so both get an opportunity to say directions.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now that you have had some practice with some new words, we will practice them with some objects we use every day. This is like the activity you will do on Fast ForWord.

Just like with one another, we will practice moving objects using directions. I’ll start and then we’ll do it together.

Touch the big red circle.

Model touching the big red circle.

Have students repeat the direction after you—saying it and doing the action. Feel free to model again as needed and give verbal praise or some other reward as appropriate as students complete the actions correctly.

Ok great, let’s try another one.

Touch the big blue square.
Now have students repeat the direction and complete the action with you saying the prompt only.

**Touch the small white circle.**

**Touch the small red square.**

**Move the big blue circle away from the big green square.**

Continue with your own commands until students feel comfortable saying it and completing the action. Move beyond these shapes to common classroom objects.

If students feel comfortable and there is time, have them give basic directions to a partner just as you did here. Remind students to check the words on the board to know what words to use in their directions. They may also use the additional commands.

**ELD Differentiation**

**Entering, Emerging:** Alongside explicit modeling, give students think time to process each command before acting out, which can range from a few seconds to about 30 seconds. If students do not act or speak by then, rephrase the command using different words, define the key word with examples, or model or point to the action as you say the command.

**Developing, Expanding:** Encourage students to get creative with their commands and prepositions. Add to the list of key words by adding them to the list on the board or written on an index card to add to the flash card deck as students work. Move away from the objects to other objects in the room. Words to add: “except for,” “along with,” “instead of,” “before,” “after,” “cover,” “in addition to,” “through,” “in place of,” … For even more of a challenge, add increasingly complex prepositions/transitional phrases.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now that we have practiced saying directions and moving things around, it is your turn to practice your English in Fast ForWord. When you get to Cosmic Reader today, remember what we practiced.

Have students work on the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students practice writing by making up a few commands and writing them out.

2. Have students practice forming compound and complex sentences using the key words.

3. Have students imagine what they would do if they were President. What would their first commands be? Have students write responses to that prompt, thinking about the definition of commands and what they would like to see as president. Encourage students to get creative (Free pizza every Wednesday! New toys for every child every month!)
Chapter 1

Chicken Licken was eating lunch one day, when something fell on her head.

“Ow!” she said. “What was that?” She looked up. All she saw was the sky.

“The sky is falling!” said Chicken Licken. “I should tell somebody!” She ran till she saw Squirmy Wormy.

“The sky is falling!” said Chicken Licken.

“Dig for your life!” said Squirmy Wormy, and wiggled into a hole.

Chicken Licken tried to wiggle in after him. But the hole was too small. She saw Crowy Joey sitting in a tree.

“The sky is falling!” said Chicken Licken.

“Fly for your life!” said Crowy Joey.

He flapped his wings and flew away. Chicken Licken tried to fly, but her wings were too small. She ran all the way to Henny Penny’s house.

Chapter 2

Chicken Licken knocked on the door. Henny Penny was counting sheep.

“Go away,” she said. “I’m trying to sleep.”

Chicken Licken knocked again.

“Come back later,” shouted Henny Penny. “I’m laying an egg.”

Chicken Licken knocked again.

“I’m not buying anything!” shouted Henny Penny.

“I’m not selling anything!” shouted Chicken Licken. “The sky is falling!”

Henny Penny jumped up so fast she almost knocked over the fish bowl.

“Call 9-1-1!” she cried. She ran to her desk and picked up the telephone.
Chapter 3

Henny Penny dialed 9-1-1. Ducky Lucky answered.
“What’s the problem?” he asked.
“Chicken Licken said the sky is falling!” shouted Henny Penny.
“Stay calm, Ma’am,” said Ducky Lucky. He called his assistant, Holey Moley, who was tickling an ant. “Take notes,” he said. “Any injuries, Ms. Penny?”
“Any injuries?” asked Henny Penny.
“My head hurts,” said Chicken Licken.
“Her head hurts,” said Henny Penny.
“Her head hurts,” said Ducky Lucky.
‘Her head hurts,’ Holey Moley wrote in his notebook.
“What's your address?” said Ducky Lucky.
“One Egg Lane,” said Henny Penny.
“One Egg Lane,” said Ducky Lucky.
‘One Egg Lane,’ wrote Holey Moley.
Ducky Lucky called police headquarters. Officer Loosey Goosey answered.
“Goosey here.”
“This is Ducky Lucky at 911 Dispatch. Chicken Licken was hit by falling sky near the home of Henny Penny, One Egg Lane. With head injuries.”
“I'll get right on it,” said Officer Goosey.

Chapter 4

Officer Goosey called his deputies together. “Listen up!” he said. “Ducky Lucky reports that Henny Penny reports that Chicken Licken reports the sky is falling. We have injuries. Take extreme care.”

An ambulance was rushed to One Egg Lane. Officer Goosey followed in his police car with lights flashing. More police cars followed. Egg Lane was blocked off in all directions. Chicken Licken was rushed to the hospital.

Dr. Foxy Loxy took x-rays and performed tests. Henny Penny sat in the waiting room, counting fish in the fish tank to pass the time. She heard the news on the radio.

“Chicken Licken and Henny Penny filed a false report that the sky was falling. Officer Goosey, who found only a small acorn, says charges may be brought against Ms. Licken and Ms. Penny. More news at eleven.”

Dr. Loxy came into the waiting room and gave Henny a hug. “Good news,” she said. “Chicken Licken is going to be just fine.”

Henny stomped out the door. “Not when I get through with her!” she said.
Listening comprehension

- The sheep leaps higher.
- The desk is messier.
- The chicken is eating lunch.
- The worm is wiggling into a hole.
- The crow is flying away.
- The chicken is jumping.
- Holey Moley wrote a word.
- Chicken Licken has some bumps.
- Chicken Licken has a bump.
- Ducky Lucky quacks at some ants.

Foxy Loxy placed a bandage on Chicken Licken.
Henny Penny knocked over the fish bowl.
Loosey Goosey jumped into his police car.
Henny Penny opened the door.
The worm wiggled into a hole.
The chicken jumped.
She is shouting.
They are taking notes.
He is taking notes.
They are swimming.

Language comprehension

- The sheep will jump over Henny Penny.
- Henny Penny will build a nest.
- The egg will fall out of the nest.
- Henny Penny will knock over the fish bowl.
- The worm will wiggle into a hole.
- The chicken will eat lunch.
- What is in the sky? (sandwich)
- Who is digging a hole? (Chicken Licken)
- Who is in the hole? (Squirmy Wormy)
- What is on the branch? (Chicken Licken's sandwich..?)
- It's the worm that the chicken follows.
- It's the dirt that the leaf covers.
- It's the crow that the chicken hugs.
- It's the chicken that the crow leaves.
- It's the worm that the crow hugs.
- It's the worm that the dirt covers.
- The nest has none. (eggs)
- The hen counts none. (sheep)
- The chicken that is little is not eating.
- The worm that is not in the hole is wearing a hat.
- The crow that is not happy is flying.
- The chicken that is running is not happy.
- The egg has some. (spots)
- Henny Penny's nest has some. (eggs)
- The sheep leaps.
- The fish swims.
- The sheep sleeps.
- The fish jumps

- The fish flies.
- The sheep eat lunch.
- The fish swims upside down.
- The fish blows bubbles.
- The fish flies.
- The sheep digs a hole.
- The hole is dug for the worm.
- The sandwich is made for the chicken.
- The birdhouse is made for the crow.
- The tablecloth is laid down for the chicken.
- The acorns are juggled for the crow.
- The picnic basket is carried for the worm.
- The fish are singing.
- The fish are dancing.
- The fish are drumming.
- The fish are strumming.
- The crow is flying with the chicken.
- The birdhouse is falling with the branch.
- The fish fly.
- The fish cry.
- The sheep leap.
- The sheep sleep.
- The fish jump.
- The sheep dig a hole.
- Who is more frightened?
- Who is more ticklish?
- The ant is being tickled by the mole.
- The duck is being telephoned by the hen.
The duck is being telephoned by the ant.
Henny Penny is being hugged by Chicken Licken.
The duck is being fanned by the ant.
The worm is being hugged by the crow.
What is the acorn sitting on? (leaf)
Whom is Holey Moley chasing? (Ducky Lucky)
What is the caterpillar holding? (leaf)
Whom is Loosey Goosey carrying? (Chicken Licken)
Which is the fish’s dinner?
Which is the chicken’s sandwich?
Which is the baby chicken?
Which is the giant’s egg?
Which is the fishbowl?
Which is the crow’s bar?
The egg that sitting on the hen that is brown is white.
The fish chasing the fish that is big is black.
The chicken that is leading the sheep that is walking is jumping.
The chicken who is watching the sheep that is jumping is sitting.
The acorn that rests on the leaf that is brown is green.
The chicken that is chasing the crow that is running is flying.
The sheep leaping over the hen is laughing.
The hen sitting on the egg is white.
The hen hugging Chicken Licken is crying.
The big fish chasing the little fish is orange.
The egg sitting on the hen is brown.
The little fish chasing the big fish is orange.
The chicken is not being examined by the fox.
The chicken is not being struck by the acorn.
The fish is not being watched by the hen.
The acorn is not being struck by the leaf.
The duck is not being chased by the mole.
The hen is not being leaped over by the sheep.
The chicken sees the clouds in the sky.
Chicken Licken finds the worm on the ground.
The chicken sees the worm wiggling into the hole.
The crow flaps his wings.
The mole who is wearing glasses is tickling the ant.
The hen who is frightened is shouting at the duck.
The mole who is wearing a hat is tickling the ant.
The chicken who is yellow is feeding the fish.
The leaf that is brown is resting on the acorn.
The sheep that is walking is leading the chicken.
Foxy Loxy is examining Chicken Licken.
The acorn is sitting on a leaf.
The chicken that is chasing the worm is running.
The worm that is chasing the chicken is running.
The crow who is hugging the chicken is scared.
The chicken who is hugging the crow is scared.
The crow that is chasing the chicken is flying.
The hen that is leaping over the sheep is frowning.
The mole is chasing the ant who is little.
The mole is drawing the duck who is awake.
The duck is drawing the mole who is asleep.
The chicken is following the sheep that is leaping.
The crow is chasing the chicken that is flying.
The sheep leaps over the chicken that is fishing.
The fish that the hen is watching is blowing bubbles.
The duck that the hen is shouting at is tickling the mole.
The chicken that the goose is carrying is frightened.
The acorn that the leaf is covering is brown.
The crow that the chicken is chasing is running.
The hen that the fish is watching is blowing her nose.
The duck is holding up the mole that the ant is fanning.
The hen is shouting at the duck that the mole is tickling.
The duck is holding up the ant that the mole is fanning.
The sheep leaps over the fish that the chicken is catching.
The hen is shouting at the mole that the duck is tickling.
The sheep leaps over the chicken that the fish is catching.
**Supplemental Material: “Chicken Licken” content**

**Following directions**

Touch the brown chicken and the yellow worm.
Touch the brown worm and the yellow chicken.
Touch the red worm and the white chicken.
Touch the white crow and the red crow.
Touch the yellow house and the red chicken.
Touch the large yellow house and the small red hammer.
Touch the small white house and the large brown hammer.
Touch the small yellow house and the large red hammer.
Remove the small brown house and the large yellow hammer.
Remove the large brown house and the large brown hammer.
Touch the brown chicken—No!—the red crow.
Remove the yellow house—No!—the brown worm.
Remove all of the worms, except for the white one.
Add all of the large houses.
Add all of the small houses, except the yellow one.
Put the small red house between the brown chicken and the yellow worm.
Put the red worm between the large brown house and the yellow chicken.
Put the small red house between the red chicken and the white worm.
Put the yellow house between the brown crow and the yellow worm.
Put the yellow worm between the brown crow and the yellow house.
Touch the red chicken and the yellow plane.
Touch the red plane and the yellow chicken.
Touch the blue plane and the blue chicken.
Touch the blue plane and the red plane.
Touch the white sheep and the yellow plane.
Touch the large yellow crayon and the small red rattle.
Touch the small white crayon and the large blue rattle.
Touch the small yellow crayon and the large red rattle.
Remove the small blue crayon and the large yellow rattle.
Remove the large blue crayon and the large blue rattle.
Touch the yellow crayon—No!—the blue chicken.
Remove the red sheep—No!—the white plane.
Remove all of the crayons, except for the yellow one.

Add all of the large crayons.
Add all of the small crayons, except the blue one.
Put the small red crayon between the blue sheep and the yellow plane.
Put the red plane between the large blue crayon and the yellow chicken.
Put the small red crayon between the yellow sheep and the blue plane.
Put the yellow crayon between the blue plane and the yellow sheep.
Put the yellow sheep between the white crayon and the red plane.
Touch the green hen and the blue mole.
Touch the green mole and the blue hen.
Touch the red duck and the blue hen.
Touch the blue mole and the red mole.
Touch the yellow gloves and the red hen.
Touch the small red gloves and the large yellow feather.
Touch the small blue gloves and the large green feather.
Touch the small yellow gloves and the large red feather.
Remove the small green gloves and the large yellow feather.
Remove the large green gloves and the large green feather.
Touch the yellow mole—No!—the red hen.
Remove the yellow gloves—No!—the green duck.
Remove all of the ducks, except for the red one.
Add all of the small gloves.
Add all of the small gloves, except the green one.
Put the small red gloves between the green hen and the yellow duck.
Put the red duck between the large green gloves and the yellow hen.
Put the small red gloves between the yellow hen and the green duck.
Put the yellow gloves between the green mole and the yellow duck.
Put the yellow duck between the green mole and the blue gloves.
Touch the blue chicken and the yellow fox.
Touch the blue fox and the yellow chicken.
Touch the purple fox and the green chicken.
Touch the green goose and the purple goose.
Touch the yellow leaf and the purple chicken.
Supplemental Material: “Chicken Licken” content

Touch the large yellow leaf and the small purple acorn.
Touch the small green leaf and the large blue acorn.
Touch the small yellow leaf and the large blue acorn.
Remove the small blue leaf and the large yellow acorn.
Remove the large blue leaf and the large blue acorn.
Touch the yellow leaf—No!—the blue fox.
Remove the purple fox—No!—the green goose.
Remove all of the foxes, except for the yellow one.
Add all of the large leaves.
Add all of the small leaves, except for the blue one.

Put the small purple leaf between the blue chicken and the yellow fox.
Put the purple fox between the large blue leaf and the yellow chicken.
Put the small purple leaf between the purple chicken and the green fox.
Put the yellow leaf between the blue goose and the yellow fox.
Put the yellow fox between the blue goose and the yellow leaf.
Chapter 1

This is the story of three pigs. I’m the wolf in the story. I’m the good one. The three pigs are big and bad. I don’t hate pigs. Most pigs are cool. I don’t hunt them—or eat them. I’m a vegetarian. So they should have been nice, right? Wrong. It happened like this.

There were three pigs: Pinky Pig, her sister Paddle Pig and her brother Punk Pig. They came to build a house next door. That’s cool. I like neighbors. I just don’t like noise. So one day I was eating peas and listening to music. But I couldn’t hear it. The pigs were next door yelling—about what kind of house to build. Punk Pig did not like to work.

“Let’s use straw, sisters,” he said. “We’ll be done by noon.”

“Straw, my curly tail!” said Paddle Pig. “If it rains we’ll drown. Let’s use sticks. They float.”

“It’s not a boat!” shouted Pinky Pig. “We need a house that won’t blow over. We’ll use bricks.”

“No, straw!”

“Sticks, sticks!”

“Bricks, I tell you!”

It was driving me crazy, I went over there. “I’m your neighbor, the Wolf,” I said. “I don’t want to interfere, but would you please decide?”


Chapter 2

Punk Pig made a straw house. He threw it together and tied it with a rope. “Finished!” he said to the other pigs. Then he rolled in the mud. Paddle Pig made a stick house. She hammered all day—hammered her Hand (“OW!”), and her foot (“YOW!”). Finally she got it built. Then she paddled her boat around the pond.

Pinky Pig made a brick house. She worked all day and all night. She dropped some bricks and fell off the ladder. She made so much noise, even the sheep couldn’t sleep (they tried counting pigs). But in the morning Pinky Pig was finished. And very proud of herself.

“I have the best house of all,” she said. Punk Pig thought he had the best house. Paddle Pig thought she had the best house. The pigs started yelling again. It was driving me crazy. I went over there.
Chapter 3

“Excuse me, but all the houses are nice," I said.

“Oh, it's you," said Paddle Pig. “Since you're so interested in our business, try and blow that straw house down!”

“Yes, blow it down," said Pinky Pig. “Go ahead and try," said Punk Pig. I wanted to be a good neighbor. So I huffed. I puffed. I blew. The straw house went down—whoosh! Paddle Pig said, “Nice going.” Pinky Pig said, “Nice blowing.” And she hugged me. (What had I gotten myself into?)

“That stick house is no better," said Punk Pig. “Blow it down, Wolf.”

“Go for it!” said Pinky Pig. “Go ahead and try,” said Paddle Pig.

“Well, okay," I said. “But NO hugging." I huffed again. I puffed again. And blew the stick house right to the ground—clatter—thunk!

“My house is a zero!” said Paddle Pig. “You’re my hero!” said Pinky Pig. And she hugged me. She HUGGED me! AGAIN! I’m a patient guy, but that was too much. I’m a wolf, see? I don’t like being hugged.

“I ought to blow down your house, too, Pinky Pig.”

Chapter 4

The three pigs ran inside the brick house and locked the door.

Pinky Pig shouted, “Don’t threaten me, Wolf! You’ll never blow this house down.”

“We’ll see about that," I said. I huffed—I puffed—I blew. Nothing happened. I huffed again—and puffed again—and BLEW as HARD as I could. The house never moved. Okay. So it was brick.

It could have been a mess after that. But the sheep sisters from next door ate the straw. The beaver from down the street took the sticks. And the pigs stayed together in the brick house.

They didn’t argue after that, so the neighborhood was quiet again.

Of course they hate me. They call me a home wrecker. They throw things at me from their window. Like tomatoes and eggs. But that’s cool. I’m a patient wolf. And like I said—I’m a vegetarian.
**Listening comprehension**

- The wolf is taller.
- The pig is dressier.
- Pinky Pig is climbing up the ladder.
- Paddle Pig is hammering her hand.
- The wolf is blowing down the house.
- The wolf is eating the tomatoes.
- The wolf is eating a pea.
- Paddle Pig's sailor suit has some stripes.
- Punk Pig wears an earring.
- The wolf is cooking some carrots.

- Paddle Pig hammered her hand.
- Pinky Pig climbed up the ladder.
- Paddle Pig jumped into the pond.
- Punk Pig rolled in the mud.
- Punk Pig piled up the straw.
- The pig tied her boat to the dock.
- She is carrying straw.
- She is juggling sticks.
- He is hugging the wolf.
- They are jumping in straw.

**Language comprehension**

- The wolf will eat the tomatoes.
- The wolf will fall in the mud.
- The house will fall down.
- The boat will sink.
- Paddle Pig will jump into the pond.
- Punk Pig will roll in the mud.
- What is on the ladder?
- Who is in the mud?
- Who is in the bucket?
- What is on the roof?
- It's the straw that the pig holds.
- It's the boat that the wolf carries.
- It's the pig that the wolf blows over.
- It's the sheep that the pig stops.
- It's the pig that the boat carries.
- It's the wolf that the sheep stops.
- The box has none.
- Paddle Pig balances none.
- The pig that is in the boat does not have a hammer.
- The pig that is not smiling is dropping a brick.
- The pig that does not have a hat is sitting in the mud.
- The pig that is on the ladder does not have a bucket.
- The pig drops some.
- The wolf eats some.
- The fish paddles the boat.
- The sheep shaves.

- The fish fishes.
- The fish crashes.
- The sheep reads in bed.
- The sheep chase the pig.
- The sheep is reading in bed.
- The fish is jumping over the pig.
- The sheep is asleep.
- The fish is in a dish.
- The brick house is built for Pinky Pig.
- The sticks are carried for Paddle Pig.
- The straw is tied together for Punk Pig.
- The fish is caught for Paddle Pig.
- The ladder is held for Pinky Pig.
- The music is played for the wolf.
- The sheep are eating straw.
- The fish are rowing the boat.
- The beaver are stacking sticks.
- The sheep are chasing the pig.
- The pig is falling with the ladder.
- The beaver is running with the pig.
- The sheep creep.
- The fish paddle the boat.
- The fish fish.
- The sheep weep.
- The sheep sleep.
- The sheep count pigs.
Who is more angry?
Who is more furry?
The pig is being carried by the boat.
The pig is being blown down by the wolf.
The boat is being carried by the pig.
The pig is being chased by the wolf.
The wolf is being blown down by the pig.
It's the pig that the wolf carries.
What is the brick hitting? (the mud)
Whom is the wolf rowing in the boat? (Paddle Pig)
What is the rope holding? (straw)
Whom is Paddle Pig chasing? (a fish)
Which is the baby's pig?
Which is the wolf's coat?
Which is the giant pig?
Which is the wolf's rug?
Which is the pig's tail?
Which is the wolf pack?
The pig that is chasing the fish that is frightened is happy.
The pig that is wearing the hat that is little is big.
The pig that is carrying the wolf that has a hat has a jacket.
The wolf that is watching the pig on the roof is on the ground.
The fish that is chasing the pig that is happy is frightened.
The wolf that is carrying the pig that has a hat has a jacket.
The sheep riding the wolf is pointing.
The pig leaping over the sheep is laughing.
The sheep leaping over the pig is weeping.
The fish chasing the pig is frightened.
The pig carrying the wolf is wearing a jacket.
The wolf carrying the sheep is sneezing.
The fish is not being caught by the pig.
The pig is not being carried by the wolf.
The pig is not being struck by the falling bucket.
The sheep is not being covered by the straw.
The sheep is not being watched by the wolf.
The wolf is not being carried by the boat.
The wolf sees the pigs shouting.
The pig is holding the brick.
The pig is using the paddle.
The wolf is covering his ears.
The wolf who is running is waving at the beaver.
The pig who is happy is hugging the wolf.
The beaver who is running is waving at the wolf.
The fish that is yellow is chasing the beaver.
The boat that is muddy is carrying the pig.
The sheep who is smiling is drawing the wolf.
The hammer is breaking the brick.
Pinky Pig is sitting on the roof.
The pig that is scaring the fish is swimming.
The pig that is scaring the fish is jumping.
The pig that is resting on the mud is purple.
The mud that is resting on the pig is yellow.
A pig that is sitting in mud is on the hat.
The hat that has a pig on it is in the mud.
The wolf is watching the sheep that is sleeping.
The pig has a hat that is muddy.
The pig is jumping over the fish that is paddling. (the boat)
The boat carries a pig that is muddy.
The stick hits a brick that is breaking.
The wolf is carrying the pig who is wearing a jacket.
The stick that the brick is hitting is breaking.
The beaver that the blue fish is chasing is chasing the yellow fish.
The pig that the wolf is watching is hammering her hand.
The yellow fish that the beaver is chasing is chasing the blue fish.
The wolf that the sheep is watching is sleeping.
The wolf that the pig is watching is hammering a nail.
The sheep is pulling the pig that the wolf is pushing.
The sheep is pulling the wolf that the pig is pushing.
The beaver is swimming under the pig that the fish is jumping over.
The fish is landing on the pig that the boat is carrying.
The fish is swimming under the beaver that the pig is jumping over.
The yellow fish is leading the blue fish that the beaver is following.
**Following directions**

Touch the brown pig and the blue bug.
Touch the pink bug and the green pig.
Touch the green baby and the pink baby.
Touch the blue radio and the pink pig.
Touch the large blue radio and the small pink vase.
Touch the small green radio and the large brown vase.
Remove the small brown radio and the large blue vase.
Remove the large brown radio and the large brown vase.
Touch the brown pig—No!—the pink baby.
Remove the blue radio—No!—the brown bug.
Remove all of the bugs, except for the green one.
Add all of the large radios.
Add all of the small radios, except the blue one.
Put the small pink radio between the brown pig and the blue bug.
Put the pink bug between the large brown radio and the blue pig.
Put the small pink radio between the pink pig and the green bug.
Put the blue radio between the brown baby and the blue bug.
Put the blue bug between the brown baby and the green radio.
Touch the red pig and the brown ladder.
Touch the red ladder and the brown pig.
Touch the blue ladder and the blue pig.
Touch the blue ladder and the red ladder.
Touch the green sheep and the brown ladder.
Touch the large brown brick and the small red bucket.
Touch the small green brick and the large blue bucket.
Touch the small brown brick and the large red bucket.
Remove the small blue brick and the large brown bucket.
Remove the large blue brick and the large blue bucket.
Touch the brown brick—No!—the blue pig.
Remove the red sheep—No!—the green ladder.

Remove all of the bricks, except for the brown one.
Add all of the large bricks.
Add all of the small bricks, except the blue one.
Put the small red brick between the blue sheep and the brown ladder.
Put the red ladder between the large blue brick and the brown pig.
Put the small red brick between the brown sheep and the blue ladder.
Put the brown brick between the blue ladder and the brown sheep.
Put the brown sheep between the green brick and the red ladder.
Touch the green wolf and the blue fish.
Touch the green fish and the blue wolf.
Touch the pink bug and the blue wolf.
Touch the blue fish and the pink fish.
Touch the brown brick and the pink wolf.
Touch the small pink brick and the large brown hammer.
Touch the small blue brick and the large green hammer.
Touch the small brown brick and the large pink hammer.
Remove the small green brick and the large brown hammer.
Remove the large green brick and the large green hammer.
Touch the brown fish—No!—the pink wolf.
Remove the brown brick—No!—the green bug.
Remove all of the bugs, except for the pink one.
Add all of the small bricks.
Add all of the small bricks, except the green one.
Put the small pink brick between the green wolf and the brown bug.
Put the pink bug between the large green brick and the brown wolf.
Put the small pink brick between the brown wolf and the green bug.
Put the brown brick between the green fish and the brown bug.
Put the brown bug between the green fish and the blue brick.
Touch the blue wolf and the brown sheep.
Touch the blue sheep and the brown wolf.
Touch the red sheep and the green wolf.
Touch the green pig and the red pig.
Touch the brown tomato and the red wolf.
Touch the large brown tomato and the small red egg.
Touch the small green tomato and the large blue egg.
Touch the small brown tomato and the large blue egg.
Remove the small blue tomato and the large brown egg.
Remove the large blue tomato and the large blue egg.
Touch the brown tomato—No!—the blue sheep.

Remove the red sheep—No!—the green pig.
Remove all of the sheep, except for the brown one.
Add all of the large tomatoes.
Add all of the small tomatoes, except for the blue one.
Put the small red tomato between the blue wolf and the brown sheep.
Put the red sheep between the large blue tomato and the brown wolf.
Put the small red tomato between the red wolf and the green sheep.
Put the brown tomato between the blue pig and the brown sheep.
Put the brown sheep between the blue pig and the brown tomato.

Supplemental Material: “Big Bad Pigs” content
Chapter 1

Once upon a time, there was a little girl. She sometimes wore a red cape and hood her Granny had made, so everyone called her Little Red. But then Little Red decided she was too old to wear a silly cape. It was not cool. So, she hid the cape in the back of her closet. One day, her mother came into her room with a basket of treats.

“Granny has a cold,” she said. “Be a dear and take this basket to her. And wear that cape she made for you.” Little Red was not happy.

“I don’t like that cape!” she said. “I don’t want to wear it. And, besides, I can’t go to Granny’s house, now, I’ll miss my favorite show!” Her mother put her foot down. “You will go, and you will wear your red cape,” she said. “Or no TV for a very long time.”

Little Red grumbled, “OK.” She pulled out the red cape and put it on. “It could use a little ironing,” said her mother. “But never mind. Go straight to Granny’s.” Little Red walked out the door carrying the basket for Granny.

Chapter 2

Little Red walked through the woods to get to Granny’s. The woods were cool. There were birds chirping in the trees. Fish jumping in the stream. And deer munching on leaves. It was all very scenic. All except for the scraggily wolf leaning against a tree.

“Hey there,” said the wolf. “What’s in the basket?”

“I can’t talk to you,” said Little Red. “And what are you doing here, anyway?”

“I’m part of the story,” said the wolf. “Don’t you read?”

“Of course I read,” said Little Red. “I’m always reading.”

“And I’m always hungry,” said the wolf. “So you’re taking the basket to Granny’s house, right?”

“Right,” said Little Red.

“I could help you out,” said the wolf. “If you help me.”

“How’s that?” asked Little Red. The wolf whispered his plan in the little girl’s ear.

“You’re very clever,” smiled Little Red.

“I’m a wolf,” smiled the wolf.
Chapter 3

Granny was in bed, sneezing, when she heard a knock at the door. She didn’t look so good. Her hair was messy. Her house was dusty. And the goldfish was hungry. But after all, Granny was sick.

“Who is it?” she said.

“It’s Little Red,” said a voice.

“Come in, child,” said Granny. Little Red came inside, carrying the basket. The hood was pulled down clear to her nose.

“How lovely to see you,” said Granny. “And what a nice basket of treats you brought.”

“It’s from my dear mother,” said Little Red. “It’s lovely to see you, too.”

“My, you’ve gotten tall,” said Granny.

“Well,” said Little Red. “I’m a growing girl.”

“And I can hardly see you. Take off the hood, dear.”

“Oh, I love it too much to take it off,” said Little Red.

“And your nose,” said Granny. “It’s very—long.” Little Red began to cry. “Do you think it’s ugly, Granny?”

“Oh, no, dear, it’s a lovely nose,” said Granny. It was the longest little girl nose she had ever seen.

Chapter 4

“Let’s dig into that basket,” she said, changing the subject. Little Red seemed to like that idea – a lot. They sat at the kitchen table and dug in. There was vegetable soup, fresh hot bread and chocolate chip cookies. They ate everything. Then they both felt better.

But Granny was still sick, and—‘Ah ah ah—CHOO!’ She sneezed. Little Red’s hood blew right off her head. “You’re not Little Red,” cried Granny. “You’re a dog!”

“Actually—I’m a wolf,” said the wolf. Granny seemed fine with that. “You are welcome to stay.”

“Don’t mind if I do,” said the wolf.

The wolf moved into Granny’s spare room. He dusted and cleaned and kept the goldfish fed. Granny and the wolf became great friends. When visitors came, he wore the cape and hood, and Granny called him ‘Little Red’.

So no one ever knew there was a wolf in the house. They did think, though, that Little Red had the longest little girl nose they had ever seen.
Supplemental Material: “Little Red” content

Listening comprehension

The boots are older.
The basket is bigger.
Little Red is crawling under the bed.
Little Red is uncovering the basket.
Little Red is putting on the cape.
Little Red is crying.
Little Red has a ribbon in her hair.
Little Red's cape has some patches.
Little Red's mother has a basket.
Little Red's bed has some dolls on it.

Language comprehension

Little Red will knock over the trash can.
Little Red will crawl under the bed.
The basket will fall.
The mother will take off her glasses.
Granny will sprinkle food for the goldfish.
Little Red will put on the cape.
What is on the chair? (the red cape)
Who is in the doorway? (Little Red's mother)
Who is on the bed? (Little Red)
What is in the basket? (treats)
It's the empty basket that the box holds.
It's Little Red that the cape covers.
It's the mother that the little girl scolds.
It's the bed that the blanket covers.
It's the blanket that the bed covers.
It's the girl that the fish bowl holds.
The cape has none. (buttons)
The basket has none. (treaties—varying objects, can be wrapped)
The girl that is wearing a cape does not have a basket.
The wolf that is not wearing a jacket is wearing boots.
The girl that is frowning is not running.
The wolf that is not chasing the bird is drooling.
Granny's nightcap has some. (flowers)
Granny's kitchen sink has some. (dirty dishes)
The deer eats leaves.
Supplemental Material: “Little Red” content

The fish jump in the stream.
Whose hair is more fluffy?
Which desk is more dusty?
The goldfish is being fed by Granny.
Little Red is being held by the basket.
The pillow is being sat on by Little Red.
The basket is being held by Granny.
Granny is being fed by the goldfish.
Granny is being sat on by the wolf.
What is Little Red holding? (the bird)
Whom is the bird watching? (the wolf, with binoculars)
Whom is the basket holding?
To whom is the wolf whispering? (Little Red)
Which is the baby’s goldfish?
Which is the wolf’s button?
Which is the goldfish bowl?
Which is the wolf’s drawing?
Which is the little red wagon?
Which is the wolf fish?
The wolf that is washing the dish that is dirty is clean.
The fish that is following the snail that is purple is orange.
The basket that is sitting on the table that is round is square.
The wolf that is sitting in the chair that is short is tall.
The basket that is sitting on the table that is square is round.
The wolf that is sitting in the chair that is tall is short.
The plate sitting on the cup is striped.
The goldfish chasing the snail is big.
The basket on top of the napkin is yellow.
The napkin on top of the basket is blue.
The wolf sitting on Granny wears a cape.
The wolf leading the girl wears glasses.
The fish is not being caught by Granny.
Little Red is not being followed by Granny.
The fish bowl is not being struck by the falling basket.
The snail is not being followed by the goldfish.
The basket is not being held by the wolf.
The bird is not being chased by the drooling wolf.

Little Red is kicking the rock.
The wolf is behind the tree.
Little Red dances with the wolves.
The wolf holds the baskets.
The cups that are green are below the plates.
Granny, who is in a cap, is sitting on the wolf’s lap.
Granny, who is eating a cookie, is pouring tea for the wolf.
The wolf who is eating bread is pouring tea for Granny.
The bed that is blue is on top of the quilt.
The quilt that is pink is on top of the bed.
Little Red is giving the basket to Granny.
Granny is hugging Little Red.
The cup that is sitting on the plate is flowered.
The quilt that is on top of the bed is pink.
The quilt that is on top of the bed is blue.
The cup that is sitting on the plate is striped.
The wolf that is leading the girl is wearing a cape.
The girl that is leading the wolf is wearing glasses.
The wolf is holding the basket that is yellow.
The fish is leaping over the deer that is sleeping.
The wolf is following the girl wearing a cape.
The bird is landing on the leaf that is green.
The basket is holding the wolf that is gray.
The deer is leaping over the fish that is eating.
The snail that the fish is chasing has spots.
The snail that the fish is chasing has stripes.
Granny, whom the wolf is watching, is drinking tea.
The fish that the deer is leaping over is sleeping.
The wolf, whom Granny is watching, is sneezing.
The plates that are stacked below the cups are blue.
The napkin is on top of the wolf that the basket is holding.
Granny is catching the snail that the fish is following.
The wolf is dusting the tablecloth that the table is on top of.
The wolf is watching the deer that Granny is hugging.
Granny is catching the fish that the snail is following.
The napkin covers the wolf that the basket is holding.
Following directions

Touch the brown cape and the blue socks.
Touch the brown socks and the blue cape.
Touch the red socks and the green cape.
Touch the green shoes and the red shoes.
Touch the blue basket and the red cape.
Touch the brown cape—No!—the red shoes.
Remove the blue basket—No!—the brown socks.
Remove all of the socks, except for the green ones.
Add all of the large baskets.
Add all of the small baskets, except for the blue one.
Touch the large blue basket and the small red doll.
Touch the small green basket and the large brown doll.
Touch the small blue basket and the large red doll.
Remove the small brown basket and the large blue doll.
Remove the large brown basket and the large brown doll.
Put the small red basket between the brown cape and the blue socks.
Put the red socks between the large brown basket and the blue cape.
Put the small red basket between the red cape and the green socks.
Put the blue basket between the brown shoes and the blue socks.
Put the blue socks between the brown shoes and the green basket.
Touch the orange jacket and the grey basket.
Touch the orange basket and the grey jacket.
Touch the blue basket and the blue jacket.
Touch the blue basket and the orange basket.
Touch the green dish and the grey basket.
Touch the grey fish—No!—the blue jacket.
Remove the orange dish—No!—the green basket.
Remove all of the fish, except for the grey one.
Add all of the large fish.
Add all of the small fish, except for the blue one.
Touch the large grey fish and the small orange log.
Touch the small green fish and the large blue log.

Touch the small grey fish and the large orange log.
Remove the small blue fish and the large grey log.
Remove the large blue fish and the large blue log.
Put the small orange fish between the blue dish and the grey basket.
Put the orange basket between the large blue fish and the grey jacket.
Put the small orange fish between the grey dish and the blue basket.
Put the grey fish between the blue basket and the grey dish.
Put the grey dish between the green fish and the orange basket.
Touch the yellow fish and the blue nightcap.
Touch the yellow nightcap and the blue fish.
Touch the pink deer and the blue fish.
Touch the blue nightcap and the pink nightcap.
Touch the red snail and the pink fish.
Touch the red nightcap—No!—the pink fish.
Remove the red snail—No!—the yellow deer.
Remove all of the deer, except for the pink one.
Add all of the small snails.
Add all of the small snails, except for the yellow one.
Touch the small pink snail and the large red boots.
Touch the small blue snail and the large yellow boots.
Touch the small red snail and the large pink boots.
Remove the small yellow snail and the large red boots.
Remove the large yellow snail and the large yellow boots.
Put the small pink snail between the yellow fish and the red deer.
Put the pink deer between the large yellow snail and the red fish.
Put the small pink snail between the red fish and the yellow deer.
Put the red snail between the yellow nightcap and the red deer.
Put the red deer between the yellow nightcap and the blue snail.
Touch the yellow flowers and the brown snail.
Touch the yellow snail and the brown flowers.
Supplemental Material: “Little Red” content

Touch the grey snail and the green flowers.
Touch the green cookie and the grey cookie.
Touch the brown teapot and the grey flowers.
Touch the brown teapot—No!—the yellow snail.
Remove the grey snail—No!—the green cookie.
Remove all of the snails, except for the brown one.
Add all of the large teapots.
Add all of the small teapots, except for the yellow one.
Touch the large brown teapot and the small grey teacup.
Touch the small green teapot and the large yellow teacup.
Touch the small brown teapot and the large yellow teacup.

Remove the small yellow teapot and the large brown teacup.
Remove the large yellow teapot and the large yellow teacup.
Put the small grey teapot between the yellow flowers and the brown snail.
Put the grey snail between the large yellow teapot and the brown flowers.
Put the small grey teapot between the grey flowers and the green snail.
Put the brown teapot between the yellow cookie and the brown snail.
Put the brown snail between the yellow cookie and the brown teapot.
3 Fast ForWord Literacy

This chapter includes the offline lessons for the Fast ForWord Literacy program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

What's in this chapter

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<thead>
<tr>
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<tr>
<td>Literacy - Introduction</td>
<td>139</td>
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<td>Literacy - Star Pics (1)</td>
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<td>Literacy - Stellar Stories (1)</td>
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LESSON TOPIC: Literacy

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases. Use L1 to support L2.

Listening: Follow multi-step oral directions. Complete content-related tasks or assignments based on oral discourse. Categorize content-based examples from oral directions.

Speaking: Describe pictures, events, objects, or people using phrases or short sentences. Discuss stories, issues, and concepts. Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to listen to and comprehend basic directions in the Fast ForWord Literacy exercises using teacher support, key words, and modeling.

CONTENT – Students will be able to have some understanding of the commands and terminology used in each of the programs through teacher modeling and exploring on their own.

KEY VOCABULARY

Star Pics keyboard
Space Racer mouse
Galaxy Goal buttons
Spin Master computer screen
Lunar Tunes log in
Stellar Stories website
Lesson Topic: Literacy

MATERIALS

- Flash cards or printouts of the names of the exercises in Literacy (with the characters if possible)
- Flash cards or word wall with key words listed with visual examples
- Computer for teacher and for each student with working headphones and internet connection
- Printed and enlarged initial screens for each of the exercises, preferably in color (print your screen while viewing the exercise demos, check the Fast ForWord user manuals or help, or project the initial screen from your computer)
- Student logins for Fast ForWord Literacy

MOTIVATION

(Building Background)

Fast ForWord Literacy programs can be used with students who are at various stages of English language learning. This introductory activity can be adapted to fit any of the Fast ForWord Literacy exercises, but is critical to do it BEFORE students get on the computer, especially if they have little or no English language development.

Today we will explore a new program called Fast ForWord Literacy. This program will help us with reading, speaking, listening, and writing in English.

The skills we learn in this program will help us become strong readers in English. Why should we get better at reading in English?

Give students wait time to respond (10-25 seconds), or Think-Pair-Share their responses for more in-depth responses.

Follow along with me and then we will explore together. When we finish you will have some time to explore.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Look at the screen here. What do you see?

Give students wait time to respond (10-25 seconds).

What do you think I do here?

Have students Think-Pair-Share responses.

Let's take a look.

Model the activity for students, describing aloud what's happening on the screen.
Introduce or review some key vocabulary about computers here where appropriate.

Now is a good time to introduce classroom and individual goal setting for each activity. If you want to build additional buy-in, have students come up with a class story about each character and why they are doing what they are doing. See if you can set a goal around each exercise for the class. Show only one or two exercises for each mini-lesson.

**ELD Differentiation**

*Entering, Emerging:* Introduce the lesson and model the activity in students’ native language where possible. If that’s not doable—as in the case of a group of students that speak several different languages—use key words in your descriptions written on the board. Point or direct students to repeat those words as you do the action in the product.

Give students time to process your words and actions by moving slowly and speaking intentionally (without overanunciating). Anticipate areas where students might get confused in the lesson and provide key vocabulary to explain any potentially confusing parts of the exercise.

*Developing, Expanding:* Before modeling, have students guess what the student does with each exercise. Ask some guiding questions about what students should do for each exercise and what each exercise teaches to get students thinking before modeling the exercise. Encourage students to get creative with their guesses.

Spend less time modeling, having students participate along with you as soon as you see them understanding the exercise. Build in some time at the end of the lesson to allow students to talk about the challenges and fun they had with the exercise.

**PRACTICE/APPLICATION**

*Guided Practice, Interaction, Strategies, Feedback*

Now let’s practice some together. Using your login information, log in on the computer in front of you. You will need headphones soon, but not yet. When you finish logging in, put your hands down to let me know you are ready to continue.

Or use some other command that works for you.

Have students do the first part of the exercise with you. Answer any questions they have and clarify any potentially confusing steps.

**REVIEW/ASSESSMENT**

*Review Objectives with Vocabulary, Assess Learning*

Have students continue working on the Fast ForWord program until their time is up.

**EXTENSION**

1. If students quickly get the concept of an exercise and there is time, introduce another.
LESSON TOPIC: Star Pics (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use bilingual dictionaries and glossaries/Use English dictionaries and glossaries.

Writing: Draw content-related pictures.
Fill in graphic organizers, charts, and tables.

Listening: Follow multi-step oral commands/instructions.
Classify/sort content-related visuals per oral descriptions.
Use learning strategies described orally.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to define and explain new vocabulary using a graphic organizer.

CONTENT – Using the Frayer Model, students will be able to visually explain their understanding of a word.

KEY VOCABULARY

Star Pics word list (page 5)

MATERIALS

- Paper, pencils
- Blank Frayer Model graphic organizer for students, and a large version for teacher (page 4)
- Dictionaries/Thesauri
- Student logins for the Fast ForWord program
**MOTIVATION**

*(Building Background)*

The vocabulary used in Star Pics is broken up into phonemic and semantic groups. This activity will help students use the words in the correct context by creating graphic organizers for each word.

**Good readers build their understanding of new words, so today we will use something called a Frayer Model to help build our understanding of new words in English. Why do you think it is important to always be learning new words?**

Give students wait time to respond (10-25 seconds).

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Display example of the Frayer Model.

**This is a way to organize our thoughts as well as information about something. For the purpose of this activity, we are going to use this model to display our understanding of different words.**

Model by writing “antlers” in the center circle, and have the students do the same with their practice model.

Next, find the definition of antlers from the dictionary and write it in the appropriate spot, followed by filling in the other 3 spots with the help of student volunteers. Be sure to explicitly model this behavior, answering questions about how to use the dictionary/thesaurus where relevant.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Have the students begin by making their own Frayer Models and filling them in with words from the word list they do not yet know.

As students work, check-in individually to make sure they understand how to complete each area of the model. Collect up to three examples to see if the students understand.
ELD Differentiation

Entering, Emerging: Present the first half of the lesson and introduce the task in students’ native language where possible. Alternatively, complete the Frayer Model for a high frequency word students will know to get them comfortable with the activity before venturing onto more challenging words. Team students up into pairs or do work as a group until students feel comfortable to work on their own.

Developing, Expanding: Replace the Frayer Model boxes with more demanding tasks, such as, “Use the word in a sentence,” “write a short story about how the word came to be,” or, “in what situations would this word be used in speaking or writing?” As soon as students complete a word’s Frayer Model, have students use that word in a story about the characters in other Fast ForWord exercises or from a book or movie students like.

Encourage students to talk about their work with a partner to share ideas and create strong stories. Alternatively, you could have students write stories in their native language and then in English.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

It’s time to practice these skills in Fast ForWord. Today you will practice Star Pics. Let’s log in and begin working in Star Pics.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Complete a ‘Frayer Model Wall’ by having the students color and design one word to place on the bulletin board.

2. Have students incorporate their native language in writing or speaking into the activity through adding a box for the word in students’ native language, have them write out the definition or synonyms in the students’ native language, and/or have students find cognates if they exist and add them to a “cognate wall”.

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Supplemental Material: Frayer Model graphic organizer
### Supplemental Material: Word list

#### Group 1

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### Group 5

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### Group 5 (continued)

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### Group 6

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### Group 6 (continued)

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</table>
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Writing: Draw content-related pictures.
Fill in graphic organizers, charts, and tables.
Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.
Listening: Follow multi-step oral commands/instructions.
Classify/sort content-related visuals per oral descriptions.
Use learning strategies described orally.
Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use comic strips to demonstrate understanding of new words in English.

CONTENT – Using the comic strip form students will be able to tell a short story using the vocabulary given correctly.

KEY VOCABULARY

Stellar Stories vocabulary list (page 6)

MATERIALS

- Printed words for students taken from word list (page 6)
- Various examples of comic strips, both actual and blank templates (page 8)
- Student logins for the Fast ForWord program
**MOTIVATION**

*(Building Background)*

The vocabulary used in Star Pics is broken up into phonemic and semantic groups. This activity will help students use the words in the correct context by creating short stories in the form of comic strips.

*Good readers build their understanding of new words, so today we will build our understanding of new words in English through comic strips. Who knows what a comic strip is?*

Give students time to talk about comic strips. Show examples if appropriate.

*Why is it important that we build our understanding of new words? What does knowing how to say and spell and use new words help us do?*

Have students Think-Pair-Share their responses.

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Start the lesson by sharing with the group of students various examples of comic strips/books from your library. Read through a few strips with the students to make sure that everyone understands typical comic book reading conventions concerning layout and order (right to left, top to bottom).

*Today you’re going to make your own comic strips, but before you do, let’s practice writing stories using the words we have. It’s important to keep in mind all the things we know about good writing, including character traits, setting, and storyline. We’ll start with story writing in pairs.*

Pair students off for writing partners.

*Using the first word list, use as many words as you can from the list in a story no longer than 7 sentences. Use all you know about good writing to come up with an interesting story. It can be either fiction or nonfiction.*

Give students roughly 10-15 minutes to write their stories.
Now that you have your stories written and your writing brain is limbered up and ready to go, I’m going to pass around some blank comic strips. On these, you have a couple of options.

You can a) pare down your story and put it into the comic strip, b) add on to your story by writing the comic strip and continue with the same writing, or c) write something different using the skills you practiced writing your first story. With any of these choices, though, you must use words from the second word list on your handout in front of you.

Before we get started, what are some key differences between comic strips and stories? What are some challenges cartoonists have working with comic strips?

Give students Think-Pair-Share time to respond to the guiding question above.

Now that we know what our challenges are, let’s get working.

Give students the option of working in pairs or individually on the comic strip where appropriate.

**ELD Differentiation**

**Emerging:** Present the lesson and activity in students’ native language to start where possible. Alternatively, introduce and model the activity with high frequency words in English before moving onto the word list to get students comfortable with story writing and comic strips.

It’s normal for the lesson to run across 2 to 3 mini-lessons. Don’t worry too much about grammar and spelling for the stories; another lesson can use those stories as the jumping off point for editing and proofreading writing. Using a Venn Diagram or other graphic organizer to compare prose with comics is a good support for students still working with producing English consistently in speaking and writing.

If appropriate, have students translate the words from the word list into their native language first and write a story in students’ native language first, then in English.

**Developing, Expanding:** Have students work in pairs for more scaffolding for language support or individually for more of a challenge. Have students read one another’s work and help correct spelling and grammar in the comic strips or stories if there is time. Encourage students to create another comic strip for more words from the second word list and then moving onto the third, etc.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Collect students’ work and have them log in and begin working on Star Pics.

It’s time to practice these skills in Fast ForWord. Today you will practice Star Pics. Let’s log in and begin working in Star Pics.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have the students make complex stories by joining word lists and making 6 panel comics.

2. Have students create their own word list for their favorite subject and pass it to a partner. The partner then creates a comic using as many of those words as possible while still having the comic strip make sense.

3. For students who struggle to get engaged, provide a prize for the most vocabulary words used either in students’ stories or comic strips. Tally only the words that make sense in the story/comic.
### Stellar Stories Vocabulary: Verbs

<table>
<thead>
<tr>
<th>Verb</th>
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<tbody>
<tr>
<td>arrive</td>
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### Science Vocabulary: Anatomy, Animals, and Planets

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<td>leaf</td>
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<tr>
<td>lens</td>
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</table>
Math Vocabulary: Numbers, Comparisons, and Graphs

- bar graph
- billion
- circle graph
- column
- decimal
- dozen
- equal
- greater than
- hundredth
- integer
- less than
- line graph
- median
- million
- mixed number
- number line
- pair
- percent
- row
- table
- tenth
- thousand
- unequal
- zero

Science Vocabulary: Geology, Ecology, and Astronomy

- atmosphere
- cloud
- constellation
- core
- crust
- dew
- dissolve
- earth
- eclipse
- equator
- fog
- frost
- gas
- hail
- horizon
- hurricane
- lava
- liquid
- meteor
- minerals
- moon
- orbit
- planet
- ridge
- satellite
- smog
- solid
- volcano

Science Vocabulary: General Concepts, Scientists, Tools, and Processes

- absorb
- astronaut
- astronomer
- atom
- balance
- battery
- biologist
- boil
- breathe
- cell
- chemist
- concave
- condense
- convex
- decay
- digest
- evaporate
- expand
- funnel
- hibernate
- magnet
- microscope
- molecule
- nucleus
- pendulum
- revolve
- switch
- taste
### Math Vocabulary: Arithmetic Operations and Fractions

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<td>more</td>
<td>sum</td>
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</table>
Supplemental Material: Comic strip template
Supplemental Material: Comic strip template
Supplemental Material: Comic strip template
LESSON TOPIC: Stellar Stories (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8
Listening: Complete content-related tasks or assignments based on oral discourse.
  Follow multi-step oral directions.
Speaking: Communicate in social situations.
  Repeat words, short phrases, memorized chunks.
  Describe pictures, events, objects, or people using phrases or short sentences.
  Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to compare and contrast images and determine true and false statements in English in speaking and listening.

CONTENT – Students will be able to comprehend passages and basic literal comprehension questions in the Stellar Stories exercise in Fast ForWord Literacy.

KEY VOCABULARY

- large
- blue
- small
- yellow
- green
- blue
- book
- one

- plural
- red
- ball
- hat
- large
- cow
- small
- pig
MATERIALS

- Sentence strips with true/false statements about an associated picture
- 25-30 pictures of objects on index cards or some other form that correlate to the sentence strips statements
- Example pictures and statements on sentence strips
- Sentence frames from Presentation section, written somewhere clearly visible for students to use while talking

MOTIVATION

(Building Background)

This lesson, along with Stellar Stories itself, focus on the following areas that will help your students' progress in many other areas as well: Improve listening and comprehension skills through having students following directions and in being very perceptive. This lesson will also improve the knowledge and correct use of English language conventions as well as improve students' vocabulary skills.

In order to comprehend stories, we must first listen. We comprehend stories for many reasons: they teach us things, they entertain us, they cause us to think. Today, we'll do an activity that helps us get started on improving our listening skills.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Picture: one large yellow ball and one small blue ball
Sentences:
- The ball is large and blue.
- The ball is small and yellow.
- The ball is large and yellow.

Picture: one green book
Sentences:
- The books are green.
- The book is blue.
- The book is green.

Picture: one red hat and one green ball
Sentences:
- The hat is not red.
- The ball is not red.
- The ball is not green

Picture: two large cows and one small pig
Sentences:
- The cows are small.
- The pigs are small.
- The cows are large
1. Explain that you will be reading the sentences aloud:

   I will read a total of 3 sentences that may or may not be true about the picture we see here.

2. Show first picture. Read the sentences below the picture aloud two or three times.

   What do you see in the picture and what did you hear in the sentences?

   Which are true and which are not true?

   Why?

3. Have students Think-Pair-Share their responses to determine which sentences are true and which are false.

4. Give students the following sentence frames to answer the questions:

   This statement is true because _________________________.

   This statement is false because _________________________.

   That statement is true because _________________________.

   That statement is false because _________________________.

   I don’t see _________________________.

   I agree with you because _________________________.

   I disagree with you because ______________.

5. Continue presenting the rest of the sample pictures and sentences, then move on to the others.

Sample pictures

• 1 person cooking, 3 people cleaning
• 1 animal running, 2 animals sitting
• 2 illustrations with subtle differences between the two
• 2 illustrations, 1 is missing a few things
• 2 photographs that are similar or of the same thing
• 2 photographs of different things

Sample sentences

• The car is blue and the balloon is yellow.
• The car is not blue and the balloon is not yellow.
• There are 2 spoons and 1 bowl.
• There are 2 bowls and 1 spoon.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

When students are comfortable with speaking about the pictures and talking about their reasoning behind why the sentences are true or false, move to giving students a bit more independence:

Give each student one picture or one sentence strip. Have students work together with one another to find their match. Once they have found their match, have students read the sentence together. Then, give those pairs a set of their own picture cards and sentence frames to sort: true statements and false statements for each picture.

Have students use the language they used in the intro activity to complete this activity with one another. Emphasize that students must talk with one another to work together, so you should be hearing students talking.

ELD Differentiation

Entering, Emerging: Have students describe the picture in their native language first, then in English, then read the sentences aloud with students.

Alternatively, model the student behavior for the first few pictures, then have students do the activity with you, reading the sentence frames in speaking along with the teacher to answer the questions.

Have students translate the sentence frames and statements into their native language where possible before practicing them in English.

As students become comfortable with the language structures in speaking, show students images with increasingly subtle differences in ways other than color (examples given above). This challenges students to use grammatical structures and vocabulary beyond high frequency and Tier 1 words.

Developing, Expanding: At your discretion, add or remove the sentence frames for students to use in speaking about the images. As students are comfortable, give them piles of increasingly complex pictures and statements to work through on their own. Have students translate or interpret into their native language if possible or relevant. Encourage students to branch out with their vocabulary and sentence structures in speaking by modeling at the beginning of the lesson and recording them on a whiteboard or other easily visible surface.

Rather than using written statements to describe each picture, have students come up with their own 1 true and 2 untrue statements about the picture and write them down as they work.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Informally assess the students as they begin to make their own true/false statements in groups. As an “exit-ticket” have each student make their own true statement and two untrue statements about a picture students have not yet seen. Then have the students start using the Fast ForWord program.

It’s time to practice these skills in Fast ForWord. Today you will practice Star Pics. Let’s log in and begin working in Star Pics.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students use newspapers or magazines to create their own “picture” with 3-4 correlating sentence strips. Have them break into pairs and practice finding the true and untrue statements.
Lesson Topic: Stellar Stories (Lesson 1)

**Supplemental Material: “It Happened One Night” story text**

**Round One**

On Saturday, Billy and Rueben had lunch together. They went to their favorite spot. The Fish Shack, for fried fish. They were discussing their favorite subject – cars. Maria, Billy’s girlfriend, showed up. She walked over and dumped a giant soda in Billy’s lap.

“Hey, what was that for?” Billy shouted. “That’s for taking my best friend Allison to the movies last night,” Maria replied. “Uh oh,” Billy thought, “How did she find out?” Billy tried to cover by claiming it wasn’t a date. Maria wasn’t interested in listening. Rueben didn’t look too pleased either, since Allison was his girlfriend. Finally, Billy caved in and explained. He and Allison didn’t really go to the movies. They were actually planning surprise birthday party for Rueben. When Maria and Rueben heard the real story they both apologized. “Let’s go to the movies tonight,” suggested Billy. “Cool. Then we’ll go to Moe’s and plan my surprise party together,” added Rueben. Maria joked, “I’ll buy the soda.”

**Round Two**

Later that day, Billy went home and asked if he could borrow his dad’s car. At first his dad said no since Billy always returned the car on empty. “But, Dad,” Billy pleaded. Eventually Billy promised to return the car with a full tank. His dad handed him the keys.

Billy watched TV before heading over to Maria’s house. He was late, and Maria was waiting outside. After passing Wild Willie’s Toy Store, the car sputtered and rolled to a stop right in front of the Fish Shack. Billy looked at the gas gauge and he couldn’t believe his eyes. He was out of gas.

Billy wasn’t too happy. And neither was Maria. The evening was starting off on the wrong foot. Billy suggested, “We can walk to the gas station. It’s only a few blocks away. We can still make it to the movies if we hurry. Or we could have dinner at the Fish Shack instead.” At first Maria said she didn’t want to walk. Her shoes were uncomfortable and her backpack was too heavy. But she realized that walking to the gas station was certainly better than sitting in the car alone. So off they went.

Just before they reached the gas station, a blue muscle car with jacked-up wheels raced past them. It smashed into a green convertible and skidded into the front of the gas station. The blue muscle car was pretty banged up. The front window was shattered and the doors were jammed shut. The driver crawled through the window and started to run. Still shaky from the crash, he accidentally ran into Billy and Maria, knocking them both down. When Maria fell, she dropped her backpack. The driver grabbed it and kept running.
Round Three

Just as Billy pulled himself up, the blue muscle car burst into flames. People were running all over the place. Alarms were going off and the sounds of sirens filled the air. Luckily, Maria wasn't hurt but she was upset that her backpack was gone. “That has my life in it. My wallet, my license, my money and my pager!” she cried. Now Billy was really upset. His knee hurt, his lip was busted and he didn’t know what to do. But he had to get his girlfriend’s backpack and fast. Just then, Billy's brother Michael drove up on his motorcycle. “Dude, what happened?” Michael asked Billy. Billy jumped on the back of the bike. He told Michael that Maria’s backpack had been stolen.

“We have to get it back!” he shouted.

“Did you get a good look at the guy?” Michael asked. Billy remembered that the guy was wearing a red T-shirt and a blue hat. Michael and Billy were speeding down 7th Street when Billy yelled, “Hey, turn left! Turn left! He’s running down that alley!” As they turned into the alley, they caught a glimpse of the thief getting into a black sedan. “That’s him!” cried out Billy. “Follow that black car!” Michael went full throttle on his motorcycle and they roared after the car.

Round Four

The black sedan sped out of the alley, weaving in and out of traffic. But Michael and Billy were right behind it. They were determined to recover the backpack. Suddenly, the sedan made a quick U-turn into oncoming traffic. It was heading straight for a bus filled with innocent people. It would take a miracle to avoid disaster. Michael pulled hard on the brakes. He and Billy covered their eyes. They couldn’t bear to watch. But the bus driver swerved and somehow missed the black sedan.

The car screeched and fishtailed into a fire hydrant. The hydrant blew and water went everywhere. In the middle of all the confusion, Billy headed for the black car. He ran through broken glass, puddles of water and frightened pedestrians. When he got to the car he yanked the door open and grabbed Maria’s backpack. The cops arrived moments later. They arrested the thief and then came over to make sure Michael and Billy were okay. “Fine, now that I’ve got my girlfriend’s backpack,” replied Billy. “And if we hurry I think we can still make it to the late show!”
Round One

Going to the marine park was Diego’s favorite thing to do since he was little. He had gone to the park often because his father worked there as a janitor. The summer that Diego turned 16, his father suggested that he apply for a job. Diego imagined that he would work with the animals. Instead he was hired to work the cash register in the gift shop.

On his first day, Diego stopped by the seal tank on his way to the gift shop. The seals were playing a basketball game with a giant red ball. One of the seals jumped up on a rock and started clapping her flippers. “Thanks for the vote of confidence,” Diego said. Diego arrived at work 2 minutes late. His boss yelled at him. “You’re late, and it’s only your first day. This better not happen again.” The shop opened at 8:00. Diego needed to organize all the T-shirts before the visitors came through. T-shirts sold more than anything else in the gift shop. That night, Diego felt disappointed. He wasn’t learning anything about marine life. Instead, he saw a lot of walrus key chains and killer whale pens. The only dolphins he saw were stuffed animals, and although he learned how to make change, it wasn’t much fun. And his boss was grumpy. His father told him it was better than cleaning, but Diego wasn’t so sure. Diego set two alarm clocks so he wouldn’t be late again.

Round Two

Diego was allowed an hour lunch break. On his 2nd day, he went to sit in the bleachers to eat his sandwich. Maybe the dolphins would be rehearsing for the afternoon show, and he could get a sneak preview.

Suddenly, Diego heard someone behind him. “Hey.” Diego turned around. He saw a girl who looked like she worked there. “Are you new?” she asked. “Yeah.” He said. “My name’s Rani.” She said. She sat down to eat beside him. When they finished eating their sandwiches, she told him that she knew all the secret passages in the marine park. “Do you want to go see the dolphin training tank?” she asked. “Are you kidding? That’s the reason I got a job here in the first place,” Diego said.

He followed her up to a door marked “Restricted Access.” The minute they went through the door, they were blasted with the smell of fish. At the dolphin training tank, it really smelled. They had to be careful not to fall because the floor was wet and slippery. At the edge of the tank was a big bucket of dead fish.

“Watch this,” said Rani. She threw a fish up in the air, and one of the dolphins jumped up out of the water. It caught the fish and came down making a giant splash that sloshed all over the floor. Diego picked up a fish and stood at the edge of the tank. A dolphin put her head over the side. Diego nodded and held the fish out. The dolphin nodded back. Diego nodded again and threw the fish to the dolphin. “That dolphin is named Frieda,” said Rani. Then, all of a sudden, they heard a voice ask, “What are you two kids doing?”
Lesson Topic: Stellar Stories (Lesson 1)

Supplemental Material: “The Tank of Dr. Wong” story text

Round Three

Dr. Susan Wong was the park's marine biologist, and she turned out to be cool. When they told her that they were interested in learning about the ocean, she convinced them to visit the tide pool. It was a strange place full of animals that looked more like vegetables. Dr. Wong said that barnacles stand on their head and eat with their feet. The glue that barnacles use to stick to things is as strong as any glue you can buy in a store.

Diego picked up a green starfish and one of its arms fell off. Diego was scared he had hurt it, but Dr. Wong said that it happened all the time. “Some starfish can grow up to nine or ten arms. Even if a starfish loses an arm, it can grow the arm back,” said Dr. Wong. Rani picked up a hermit crab. “Don’t move, and the crab will come out of its shell,” said Dr. Wong. The crab peeked out. Rani could hardly keep still, because the crab tickled as it explored her hand. Diego spotted a purple sea squirt. When Diego tried to take a closer look, it squirted water in his face.

Suddenly, Diego remembered the time. “Oh no, what time is it?” he asked. Rani looked at her watch and told him that lunch was almost over. Dr. Wong asked if they wanted to come after work and help her take care of the dolphins. They both agreed, and Diego ran back to the gift shop. He didn’t want to get fired on his second day for being late again.

Round Four

“How would you like to get in the tank with the dolphins?” asked Dr. Wong. Dr. Wong wanted them to scrub the sides of the dolphin tank. Diego and Rani put on wet suits. The wet suits were cold and uncomfortable. Diego felt funny walking around in his and wearing it was like having squishy wet noodles next to his skin.

Diego and Dr. Wong grabbed some brushes and jumped into the tank first. As soon as they were in the water, the dolphins swam around them making strange noises. “The dolphins like to get comfortable with the people who take care of them,” said Dr. Wong. “If they like you, they might invite you to swim with them.” Diego touched a passing dolphin. It was Frieda. Diego thought that Frieda smiled at him, but remembered that dolphins always smile. Frieda swam up beside him. She seemed to nod at him. Carefully, Diego grabbed Frieda’s dorsal fin and held his breath. Suddenly, he was moving fast through water. Diego remembered to breathe out through his nose. Big air bubbles trailed out behind him, and his legs flew back. The water became like the wind. Frieda swam along the surface of the water and blew air out of her blowhole near Diego's face. For the first time that day, Diego stopped caring about time. Then suddenly it was over, and Frieda swam back to Dr. Wong.

Diego could see Rani anxiously waiting for her turn by the edge of the tank. Diego got out of the water shaking. Rani said, “That looked pretty cool.” “Yeah,” said Diego. “That’s definitely the best part of the job.” Diego grabbed a fish from the bucket and nodded to Frieda. Frieda nodded back, and Diego threw the fish.
Supplemental Material: “Something About Sally” story text

Round One

Sally got home from school late on Tuesday. She was having one of those days, you know the kind, when nothing seems to go right. She got a C on her history paper and a C on a math test. She forgot her lunch on the bus. And to make matters even worse, today was the day she had to stay late to catch up on schoolwork. Needless to say, Sally wasn’t in the best of moods.

So when she got home from school and saw an envelope with her name on it she figured it was probably an overdue library book fine. But when she opened it up a giant blue and gold elephant-shaped card fell out along with a bunch of temporary wild animal tattoos. “Wow, this is cool. It’s an invitation to a costume party this Saturday,” Sally exclaimed. According to the invitation, only those people in costume would be allowed in. And, the theme was Wild and Exotic Animals. Plus there was going to be a costume contest, dancing, and music by the spotted Zebras-playing some very endangered sounds.

Sally was so excited she forgot how bad her day had been. She grabbed the phone from her little brother and immediately called her three best friends Thea, Rufus and Kris. Luckily, they all had been invited too. Since, the party was only a few days away, Sally and her friends decided to meet after school the next day to work on their costumes.

Round Two

Rufus, Thea, Kris and Sally met at the Aardvark Café right after school. First they got some chili cheese fries to help them think. Then they decided to split up: Sally and Thea checked out the second hand clothing stores, Rufus scavenged the streets for discarded items and Kris hit the zoo for inspiration.

When they finished they hooked up at Sally’s house to show off their treasures. Kris had collected a bunch of pamphlets and brochures from the zoo. Rufus had found a stack of old wildlife magazines and a TV antenna. Sally and Thea came back with vintage clothes, wild hats, feathers and lots of funny looking props. They dumped everything on the bed and started sorting through it. “Now comes the fun part figuring out what to be,” said Sally. “I was thinking I might go as a stinkbug,” said Rufus. “You are so weird,” said Kris. Sally said she was considering going as a zebra. “I will even dye my hair black and white!” she laughed. “Not bad,” commented Rufus. “What about you, Thea?” he continued. “I can’t decide between a squid and a moose,” Thea said, while modeling antlers made from coat hangers and scarves. They all looked at Kris. “I think these feathers would make a great quail!” she said.
Round Three

On Saturday afternoon everyone met at Sally’s house to put on their costumes. Sally had dyed her hair black and white so she could look like a zebra. Rufus had used the antenna from the TV to go as a stinkbug. Thea looked pretty good as a moose and Kris looked funny as a quail. They decided the fastest way to get to the party would be to take the bus.

When they climbed aboard they were met by lots of really strange looks. It was pretty funny. Luckily, they were only on the bus for three stops. The party was in the public garden behind Bernie’s Exotic Pet Shop. The dance stage glowed with strings of lights and the picnic area was bright with tiki torches. The place was packed. Sally had never seen so many crazy costumes. She saw a guy dressed from head to toe like a leopard and a woman with a snake wrapped around her waist. There was also a fountain with colorful lights and fish, in one corner of the garden. This was one of the coolest and strangest parties Sally had ever been to. The music was just starting up as they made their way through the crowd.

Round Four

“It’s time for the Wild and Exotic Costume Contest,” the street-level D.J. announced. “And the lucky winner gets an all-expense-paid trip for four to a wild animal park in San Diego.” The crowd went nuts. All Sally could think about was trying to get to the stage before the contest started. As she rushed past a leopard she tripped and flew into the fountain. Water splashed over the quail who was laughing. The leopard toppled backwards into a herd of moose. The moose collapsed into a grumbling heap. There were antlers everywhere. By the time Sally struggled to her feet it was too late. The contest was over. Rufus was on stage getting wild applause for his stinkbug outfit. “Well, it looks like we have a winner,” the D.J. said pointing to Rufus. “So, who are you taking with you to San Diego, Mr. Stinkbug?” Rufus paused for a moment. “I don’t know. I guess whoever bugs me the most.”
Supplemental Material: “It Happened One Night” directional prompts

Touch the orange soda and the purple hat.
Touch the orange hat and the purple soda.
Touch the red hat and the green soda.
Touch the green car and the red car.
Touch the purple backpack and the red soda.
Touch the large purple backpack and the small red menu.
Touch the small green backpack and the large orange menu.
Touch the small purple backpack and the large red menu.
Remove the small orange backpack and the large purple menu.
Remove the large orange backpack and the large orange menu.
Touch the orange soda—No!—the red car.
Remove the purple backpack—No!—the orange hat.
Remove all of the hats, except for the green one.
Add all of the large backpacks.
Add all of the small backpacks, except the purple one.
Put the small red backpack between the orange soda and the purple hat.
Put the red hat between the large orange backpack and the purple soda.
Put the small red backpack between the red soda and the green hat.
Put the purple backpack between the orange car and the purple hat.
Put the purple hat between the orange car and the green backpack.
Touch the red backpack and the brown car.
Touch the red car and the brown backpack.
Touch the blue car and the blue backpack.
Touch the blue car and the red car.
Touch the white key and the brown car.
Touch the large brown bumper sticker and the small red shoe.
Touch the small white bumper sticker and the large blue shoe.
Touch the small brown bumper sticker and the large red shoe.
Remove the small blue bumper sticker and the large brown shoe.
Remove the large blue bumper sticker and the large blue shoe.
Touch the brown bumper sticker—No!—the blue backpack.
Remove the red key—No!—the white car.
Remove all of the bumper stickers, except for the brown one.
Add all of the large bumper stickers.
Add all of the small bumper stickers, except the blue one.
Put the small red bumper sticker between the blue key and the brown car.
Put the red car between the large blue bumper sticker and the brown backpack.
Put the small red bumper sticker between the brown key and the blue car.
Put the brown bumper sticker between the blue car and the brown key.
Put the brown key between the white bumper sticker and the red car.
Touch the green motorcycle and the blue skateboard.
Touch the green skateboard and the blue motorcycle.
Touch the black plate and the blue motorcycle.
Touch the blue skateboard and the black skateboard.
Touch the white hat and the black motorcycle.
Touch the small black hat and the large white car.
Touch the small blue hat and the large green car.
Touch the small white hat and the large black car.
Remove the small green hat and the large white car.
Remove the large green hat and the large green car.
Touch the white skateboard—No!—the black motorcycle.
Remove the white hat—No!—the green plate.
Remove all of the plates, except for the black one.
Add all of the small hats.
Add all of the small hats, except the green one.
Put the small black hat between the green motorcycle and the white plate.
Put the black plate between the large green hat and the white motorcycle.
Put the small black hat between the white motorcycle and the green plate.
Put the white hat between the green skateboard and the white skateboard.
Put the white skateboard between the green skateboard and the blue skateboard.
Touch the white motorcycle and the black car.
Touch the white car and the black motorcycle.
Touch the yellow bus and the red bus.
Touch the black handcuffs and the red motorcycle.
Touch the large black handcuffs and the small red fire hydrant.
Touch the small yellow handcuffs and the large white fire hydrant.
Touch the small black handcuffs and the large white fire hydrant.
Remove the small white handcuffs and the large black fire hydrant.
Remove the large white handcuffs and the large white fire hydrant.
Touch the black handcuffs—No!—the white car.
Remove the red car—No!—the yellow bus.
Remove all of the cars, except for the black one.
Add all of the large handcuffs.
Add all of the small handcuffs, except the white ones.
Put the small red handcuffs between the white motorcycle and the black car.
Put the red car between the large white handcuffs and the black motorcycle.
Supplemental Material: “It Happened One Night” directional prompts

Put the small red handcuffs between the red motorcycle and the yellow car.
Put the black handcuffs between the white bus and the black car.
Put the black car between the white bus and the black handcuffs.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

- Touch the yellow ball and the white price tag.
- Touch the yellow price tag and the white ball.
- Touch the red price tag and the blue ball.
- Touch the blue key chain and the red key chain.
- Touch the white T-shirt and the red ball.
- Touch the large white T-shirt and the small red alarm clock.
- Touch the small blue T-shirt and the large yellow alarm clock.
- Touch the small white T-shirt and the large red alarm clock.
- Remove the small yellow T-shirt and the large white alarm clock.
- Remove the large yellow T-shirt and the large yellow alarm clock.
- Touch the yellow ball—No!—the red key chain.
- Remove the white T-shirt—No!—the yellow price tag.
- Remove all of the price tags, except for the blue one.
- Add all of the large T-shirts.
- Add all of the small T-shirts, except the white one.
- Put the small red T-shirt between the yellow ball and the white price tag.
- Put the red price tag between the large yellow T-shirt and the white ball.
- Put the small red T-shirt between the red ball and the blue price tag.
- Put the white T-shirt between the yellow key chain and the white price tag.
- Put the white price tag between the yellow key chain and the blue T-shirt.
- Touch the red sandwich and the yellow squid.
- Touch the red squid and the yellow sandwich.
- Touch the blue squid and the blue sandwich.
- Touch the blue squid and the red squid.
- Touch the grey dolphin and the yellow squid.
- Touch the large yellow bucket and the small red penguin.
- Touch the small grey bucket and the large blue penguin.
- Touch the small yellow bucket and the large red penguin.
- Remove the small blue bucket and the large yellow penguin.
- Remove the large blue bucket and the large blue penguin.
- Touch the yellow bucket—No!—the blue sandwich.
- Remove the red dolphin—No!—the grey squid.
- Remove all of the buckets, except for the yellow one.
- Add all of the large buckets.
- Add all of the small buckets, except the blue one.
- Put the small red bucket between the blue dolphin and the yellow squid.
- Put the red squid between the large blue bucket and the yellow sandwich.
- Put the small red bucket between the yellow dolphin and the blue squid.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Put the yellow bucket between the blue squid and the yellow dolphin.
Put the yellow dolphin between the grey bucket and the red squid.
Touch the orange starfish and the blue sea squirt.
Touch the orange sea squirt and the blue starfish.
Touch the grey seal and the blue starfish.
Touch the blue sea squirt and the grey sea squirt.
Touch the yellow crab and the grey starfish.
Touch the small grey crab and the large yellow fish.
Touch the small blue crab and the large orange fish.
Touch the small yellow crab and the large grey fish.
Remove the small orange crab and the large yellow fish.
Remove the large orange crab and the large orange fish.
Touch the yellow sea squirt—No!—the grey starfish.
Remove the yellow crab—No!—the orange seal.
Remove all of the seals, except for the grey one.
Add all of the small crabs.
Add all of the small crabs, except the orange one.
Put the small grey crab between the orange starfish and the yellow seal.
Put the grey seal between the large orange crab and the yellow starfish.
Put the small grey crab between the yellow starfish and the orange seal.
Put the yellow crab between the orange sea squirt and the yellow seal.
Put the yellow seal between the orange sea squirt and the blue crab.
Touch the white dolphin and the green bucket.
Touch the white bucket and the green dolphin.
Touch the red bucket and the yellow dolphin.
Touch the yellow hoop and the red hoop.
Touch the green fish and the red dolphin.
Touch the large green fish and the small red wet suit.
Touch the small yellow fish and the large white wet suit.
Touch the small green fish and the large white wet suit.
Remove the small white fish and the large green wet suit.
Remove the large white fish and the large white wet suit.
Touch the green fish—No!—the white bucket.
Remove the red bucket—No!—the yellow hoop.
Remove all of the buckets, except for the green one.
Add all of the large fish.
Add all of the small fish, except the white one.
Put the small red fish between the white dolphin and the green bucket.
Put the red bucket between the large white fish and the green dolphin.
Put the small red fish between the red dolphin and the yellow bucket.
Put the green fish between the white hoop and the green bucket.
Put the green bucket between the white hoop and the green fish.
Touch the brown cape and the blue socks.
Touch the brown socks and the blue cape.
Touch the red socks and the green cape.
Touch the green shoes and the red shoes.
Touch the blue basket and the red cape.
Touch the brown cape—No!—the red shoes.
Remove the blue basket—No!—the brown socks.
Remove all of the socks, except for the green ones.
Add all of the large baskets.
Add all of the small baskets, except for the blue one.
Touch the large blue basket and the small red doll.
Touch the small green basket and the large brown doll.
Touch the small blue basket and the large red doll.
Remove the small brown basket and the large blue doll.
Remove the large brown basket and the large brown doll.
Put the small red basket between the brown cape and the blue socks.
Put the red socks between the large brown basket and the blue cape.
Put the small red basket between the red cape and the green socks.
Put the blue basket between the brown shoes and the blue socks.
Put the blue socks between the brown shoes and the green basket.
Touch the orange jacket and the grey basket.
Touch the orange basket and the grey jacket.
Touch the blue basket and the blue jacket.
Touch the blue basket and the orange basket.
Touch the green dish and the grey basket.
Touch the grey fish—No!—the blue jacket.
Remove the orange dish—No!—the green basket.
Remove all of the fish, except for the grey one.
Add all of the large fish.
Add all of the small fish, except for the blue one.
Touch the large grey fish and the small orange log.
Touch the small green fish and the large blue log.
Touch the small grey fish and the large orange log.
Remove the small blue fish and the large grey log.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Remove the large blue fish and the large blue log.
Put the small orange fish between the blue dish and the grey basket.
Put the orange basket between the large blue fish and the grey jacket.
Put the small orange fish between the grey dish and the blue basket.
Put the grey fish between the blue basket and the grey dish.
Put the grey dish between the green fish and the orange basket.
Touch the yellow fish and the blue nightcap.
Touch the yellow nightcap and the blue fish.
Touch the pink deer and the blue fish.
Touch the blue nightcap and the pink nightcap.
Touch the red snail and the pink fish.
Touch the red nightcap—No!—the pink fish.
Remove the red snail—No!—the yellow deer.
Remove all of the deer, except for the pink one.
Add all of the small snails.
Add all of the small snails, except for the yellow one.
Touch the small pink snail and the large red boots.
Touch the small blue snail and the large yellow boots.
Touch the small red snail and the large pink boots.
Remove the small yellow snail and the large red boots.
Remove the large yellow snail and the large yellow boots.
Put the small pink snail between the yellow fish and the red deer.
Put the pink deer between the large yellow snail and the red fish.
Put the small pink snail between the red fish and the yellow deer.
Put the red snail between the yellow nightcap and the red deer.
Put the red deer between the yellow nightcap and the blue snail.
Touch the yellow flowers and the brown snail.
Touch the yellow snail and the brown flowers.
Touch the grey snail and the green flowers.
Touch the green cookie and the grey cookie.
Touch the brown teapot and the grey flowers.
Touch the brown teapot—No!—the yellow snail.
Remove the grey snail—No!—the green cookie.
Remove all of the snails, except for the brown one.
Add all of the large teapots.
Add all of the small teapots, except for the yellow one.
Touch the large brown teapot and the small grey teacup.
Touch the small green teapot and the large yellow teacup.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Touch the small brown teapot and the large yellow teacup.
Remove the small yellow teapot and the large brown teacup.
Remove the large yellow teapot and the large yellow teacup.
Put the small grey teapot between the yellow flowers and the brown snail.
Put the grey snail between the large yellow teapot and the brown flowers.
Put the small grey teapot between the grey flowers and the green snail.
Put the brown teapot between the yellow cookie and the brown snail.
Put the brown snail between the yellow cookie and the brown teapot.
The store is cleaned for the boss.
The boxes are carried for Diego.
The breakfast is made for the sister.
The breakfast is made with the sister.
The blocks are balanced with the seal.
The walrus that is following the seal is grey.
The woman who is smiling at the seal is juggling.
The starfish that is crawling over the eel is spotted.
It’s the diver whom the seal splashes.
It’s the diver whom the octopus holds.
It’s the kelp that the diver holds.
It’s the eel that the fish chases.
The cashier helps the customer.
Diego’s boss is looking at the clock.
The dolphin jumps through the hoops.
Diego jumps over the puddle.
The walrus poses.
The porcupinefish puffs up.
The squid sleeps.
The killer whale splashed Diego.
Diego ate his sandwich.
The trainer will fall.
Which is the cat’s fish?
Which is the baby penguin.
The trainer watching the seal is balancing a ball.
The seal watching the trainer is balancing on a ball.
The fish eat.
The walrus pose.
The boy who is underwater is tickling the girl.
The seal that is not on the chair has a cup and saucer.
The crab that does not have a small shell is big.
The sleeping penguin is kissed by the girl.
The dolphin is splashed by the smiling boy.
The doctor will squeeze the sea squirt.
The fish that is swimming above the eel that is striped is big.
The diver who is watching the seal that is inside the tank is outside the tank.
The diver who is watching the seal that is outside the tank is inside the tank.
The eel that is swimming below the fish that is small is striped.
The fish that is above the eel that is spotted is small.
The squid is chasing the fish that is swimming.
The man is performing with the seal that is wearing a collar.
The seal is studying the doctor who is holding the cage.
The girl is photographing the boy whom the whale is spraying.
The girl is photographing the whale that the boy is spraying.
The ball is hitting the water.
Whom is Diego following?
Diego is swimming with Frieda.
The jellyfish is floating in the water.
The starfish is sticking to the rock.
The walrus is floating
The trainer fell in the pool.
The fish are eating some kelp.
The shrimp are crawling.
The porcupinefish are puffing up.
The dolphin that is kissing the diver is entangled by the kelp.
The seal that the woman is smiling at is balancing.
The kelp that the starfish is sticking to is hidden by the rock.
The trainer whom the dolphin is watching is catching a hoop.
The crab is not being chased by the shrimp.
The whale is not being sprayed by the boy.
The girl who is happy is not reading the invitation.
The girl who is reading the invitation is not happy.
The city bus that is not full of people is passing the zoo.
The girl who is talking on the phone is not sitting.
The city bus that is full of people is not passing the zoo.
The girl who is not sitting is not talking on the phone.
Sally will grab the invitation from her baby brother.
The baby will play with the elephant card.
Sally is going into her house.
Sally left her lunch on the city bus.
The girl is running with her friend.
The girl who is hugging the baby brother is laughing.
The baby who is hugging the big sister is crying.
The girl who is waving to the boy is running.
The boy who is talking to the mother is frowning.
The mother who is talking to the boy is laughing.
It’s the boy whom the girl calls.
It’s the baby brother whom the girl grabs.
It’s the invitation that the baby brother grabs.
It’s the mother whom the boy calls.
It’s the girl whom the boy sees.
Kris wants the hat with the feathers.
Sally reads the cards.
Look at the dancers.
She is wearing the dress with the flower.
Kris wants the hat with the feather.
She is throwing the streamer.
The zoo has some.
The moose drinks juice.
The quail jumps up.
The moose laughs.
The fish jumps out of the water.
The quail takes a break.
The moose drink juice.
The quail jump up.
The quail take a break.
The fish squirm in Sally’s hair.
Sally will leave her lunch on the city bus.
Supplemental Material: “Something About Sally” directional prompts

Sally will eat the grapes.
The baby is playing with the elephant card.
Sally grabbed the invitation from her baby brother.
The elephant card fell out of the envelope.
Which is the quail’s poster?
The boy waving to the girl is walking.
The girl walking toward the boy is smiling.
The moose looking at the stinkbug is happy.
The leopard that is holding a cup of juice is smiling at the moose.
The moose that is holding a sandwich is smiling at the leopard.
The stinkbug is being photographed by the quail.
The zebra is being photographed by the quail.
The stinkbug is being leaned on by the zebra.
He drinks a cup of water.
The leopard that is drinking a cup of juice that is big is small.
The zebra that is drinking the lemonade that is pink is pink.
The girl who is hugging the baby who is happy is crying.
The baby who is hugging the girl who is happy is laughing.
The stinkbug is following the zebra that the quail is leading.
The stinkbug is leading the quail that the zebra is following.
The stinkbug is photographing the zebra that the quail is pointing at.
The zebra is photographing the quail that the stinkbug is pointing at.
The stinkbug is pointing at the zebra that the quail is photographing.
The moose is clapping for the zebra that the DJ is crowning.
The DJ is clapping for the moose that the zebra is crowning.
The leopard holds a cup of juice.
The moose has a sandwich.
The quail follows the zebra.
What are the streamers resting on?
The moose is laughing.
The quail is resting.
The fish is in the zebra’s hair.
The moose are drinking juice.
The moose are laughing.
The fish are in the zebra’s hair.
The fish are jumping.
The D.J. will crown the winner.
The zebra is falling into the fountain.
Supplemental Material: “Something About Sally” directional prompts

The moose is pulling the zebra from the fountain.
The D.J. crowned the winner.
The moose pulled the zebra from the fountain.
The zebra that the stinkbug is helping up is dry.
The stinkbug that the zebra is helping up is wet.
The zebra that the quail is following is yelling and waving.
The stinkbug that the zebra is photographing is holding the crown.
The zebra that the moose is photographing is standing still.
The moose that the zebra is photographing is dancing.
The stinkbug is not being photographed by the zebra.
The zebra is not being followed by the quail.
The moose is not being watched by the stinkbug.
The quail and the zebra are not being watched by the leopard.
The stinkbug is not being leaned on by the zebra.
The quail is not being followed by the zebra.
Touch the orange table and the purple phone.
Touch the orange phone and the purple table.
Touch the red phone and the green table.
Touch the green bus and the red bus.
Touch the purple envelope and the red table.
Touch the large purple envelope and the small red elephant.
Touch the small green envelope and the large orange elephant.
Touch the small purple envelope and the large red elephant.
Remove the small orange envelope and the large purple elephant.
Remove the large orange envelope and the large orange elephant.
Touch the orange table—No!—the red bus.
Remove the purple envelope—No!—the orange phone.
Remove all of the phones, except for the green one.
Add all of the large envelopes.
Add all of the small envelopes, except for the purple one.
Put the small red envelope between the orange table and the purple phone.
Put the red phone between the large orange envelope and the purple table.
Put the small red envelope between the red table and the green phone.
Put the purple envelope between the orange bus and the purple phone.
Put the purple phone between the orange bus and the green envelope.
Touch the red magazine and the green purse.
Touch the red purse and the green magazine.
Supplemental Material: “Something About Sally” directional prompts

Touch the purple purse and the purple magazine.
Touch the purple purse and the red purse.
Touch the orange giraffe and the green purse.
Touch the large green feather and the small red hat.
Touch the small orange feather and the large purple hat.
Touch the small green feather and the large red hat.
Remove the small purple feather and the large green hat.
Remove the large purple feather and the large green hat.
Touch the green feather—No!—the purple magazine.
Remove the red giraffe—No!—the orange purse.
Remove all of the feathers, except for the green one.
Add all of the large feathers.
Add all of the small feathers, except the purple one.
Put the small red feather between the purple giraffe and the green purse.
Put the red purse between the large purple feather and the green magazine.
Put the small red feather between the green giraffe and the purple purse.
Put the green feather between the purple purse and the green giraffe.
Put the green giraffe between the orange feather and the red purse.
Touch the green drums and the purple ice cream.
Touch the green ice cream and the purple drums.
Touch the red tiki torch and the purple drums.
Touch the purple ice cream and the red ice cream.
Touch the orange glass and the red drums.
Touch the small red glass and the large orange mask.
Touch the small purple glass and the large green mask.
Touch the small orange glass and the large red mask.
Remove the small green glass and the large orange mask.
Remove the large green glass and the large green mask.
Touch the orange ice cream—No!—the red drums.
Remove the orange glass—No!—the green tiki torch.
Remove all of the tiki torches, except for the red one.
Add all of the small glasses.
Add all of the small glasses, except the green one.
Put the small red glass between the green drums and the orange tiki torch.
Put the red tiki torch between the large green glass and the orange drums.
Put the small red glass between the orange drums and the green tiki torch.
Put the orange glass between the green ice cream and the orange tiki torch.
Put the orange tiki torch between the green ice cream and the purple glass.
Supplemental Material: “Something About Sally” directional prompts

Touch the green crown and the orange antlers.
Touch the green antlers and the orange crown.
Touch the red antlers and the purple crown.
Touch the purple fish and the red fish.
Touch the orange piano and the red crown.
Touch the large orange piano and the small red picnic table.
Touch the small purple piano and the large green picnic table.
Touch the small orange piano and the large green picnic table.
Remove the small green piano and the large orange picnic table.
Remove the large green piano and the large green picnic table.
Touch the orange piano—No!—the green antlers.
Remove the red antlers—No!—the purple fish.
Remove all of the antlers, except for the orange ones.
Add all of the large pianos.
Add all of the small pianos, except the green one.
Put the small red piano between the green crown and the orange antlers.
Put the red antlers between the large green piano and the orange crown.
Put the small red piano between the red crown and the purple antlers.
Put the orange piano between the green fish and the orange antlers.
Put the orange antlers between the green fish and the orange piano.
LESSON TOPIC: Stellar Stories (Lesson 2)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Answer questions about explicit information in texts. Find details that support main ideas.

Listening: Follow multi-step oral directions. Complete content-related tasks or assignments based on oral discourse.

Speaking: Answer simple content-based questions. Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to identify key sentences in a piece of writing using question words in English.

CONTENT – Students will be able to use sentences about stories to comprehend the commands in the Cosmic Reader exercise in Fast ForWord Literacy.

NOTE: This lesson will last more than one session.

KEY VOCABULARY

It Happened One Night

discussing showed up dumped lap claiming pleased planning apologized borrow handing me heading over sputtered start off on the wrong foot instead muscle car jacked up skidded burst sirens upset alley glimpse full throttle determined recover u-turn screeched fishtailed pedestrians yanked
Tank of Dr. Wong
marine
stopped by
on the way
vote of confidence
grumpy
allowed
secret passages
blasted
sloshed
barnacles
sea squirt
scrub
dorsal fin
surface
blowhole
anxious

Something About Sally
moods
overdue
temporary
endangered
scavenged
discarded
inspiration
hooked up
vintage
props
stinkbug
quail
tiki torches
all expense paid trip
go nuts
topped
heap

MATERIALS
- Printout of the story below clearly visible for all students, or copies for each student with highlighters or pencils for underlining/highlighting
- Flash cards with the question words written on one side:
  * Who?
  * What?
  * When?
  * Where?
  * Why?
  * How?
- Whiteboard or other writing surface clearly visible
- Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Emergent bilinguals need exposure to literal comprehension activities about stories before interacting with them in Stellar Stories.

Stellar Stories will help us do many things. Stellar Stories teaches listening skills, helps us practice following directions, and reading skills we need to be good readers. Why do you think it's important to be good readers?

Give students wait time to respond (10-25 seconds).

Before playing Stellar Stories today, we are going to play a little game. This game will help you understand the exercise.

Lay out all the flash cards for students to see. Read them aloud.

After we read today we will practice answering these questions. But first, let's read.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Place the cards face down in a pile on a table in front of you. Read the first story aloud for students slowly. Then, read the story again with students, pausing to explain key vocabulary and give examples.

After reading together, model what students will do: pull out a card and ask a question about the story to a neighbor using that question word. The student on the receiving end of the question must find the sentence in the story that answers that question (or simply answer the question if the question requires thinking beyond the text).

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Practice/Application, Feedback)

Have students take turns drawing cards, creating questions, and picking a student to answer. For students who need help, probe the student to think about what he or she heard in the paragraph and point to a sentence that would help answer the question. After two or three rounds of questions for the first story or first round, move on to the second story or round.
**ELD Differentiation**

**Entering, Emerging:** Have students answer questions about one round at a time. Provide sentence frames for students to build on if they are still emerging in speaking in English. Examples below:

- What did _______________?
- Who did _______________?
- When did _______________?
- What does _______________?
- What is _______________?
- Where is _______________?
- Name _______________.
- What happened before _______________?
- What happened after _______________?
- Why did the main character _______________?
- How did the main character _______________?
- How did he/she feel when _______________?
- What did the author mean by _______________?
- What did the character learn about _______________?
- What would you do if _______________?
- What did you learn about _______________?
- What are the reasons why _______________?

Another way to support emergent bilinguals is to conduct the first part of the lesson in students’ native language and then move to English after students fully understand the task. Alternatively, check for understanding often as you work if native language support is not available and explicitly model and think aloud the student role several times before having students do it with you. Support students practicing with the teacher until they are comfortable to participate without teacher support. Depending on how much support students need, the lesson might last across two to three days. That is normal and appropriate for entering and beginning English speakers.

When students finish with the activity, have students talk about alternate endings for each of the stories. Write students’ ideas on the board or some other easily visible surfaces. Have students write a couple of sentences summarizing their endings and draw a picture to support the ending they came up with. Students can brainstorm alternate endings together as a group or in pairs or individually. Sentence writing can be done as a group, in pairs, or individually.

**Developing, Expanding:** Start with the sentence frames above as needed and gradually remove them as students show proficiency in correctly phrasing their own questions about the stories.

Have students write out their alternate endings in English. Before writing, give students time to talk about their ideas in a whole group discussion or in Think-Pair-Share format. Alternatively, students may first write their alternate ending in their native language and then in English if students are writing in both languages.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now that we can notice important details about stories, it’s time to practice these skills on Fast ForWord. Today you will practice Stellar Stories. Let’s log in and begin working in Stellar Stories.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students write out their questions and answers to the questions in their native language and then English or just in English.

2. Have students read a paragraph from a different text without teacher support and play the game with one another without teacher support.

3. Add the above question stems to the deck.

4. Have students translate the story/ies into their native language in speaking or writing.
Lesson Topic: Stellar Stories (Lesson 2)

Supplemental Material: "It Happened One Night" story text

Round 1

On Saturday, Billy and Rueben had lunch together. They went to their favorite spot, The Fish Shack, for fried fish. They were discussing their favorite subject – cars. Maria, Billy’s girlfriend, showed up. She walked over and dumped a giant soda in Billy’s lap.

“Hey, what was that for?” Billy shouted.

“That’s for taking my best friend Allison to the movies last night,” Maria replied.

“Uh oh,” Billy thought, “How did she find out?” Billy tried to cover by claiming it wasn’t a date. Maria wasn’t interested in listening. Rueben didn’t look too pleased either, since Allison was his girlfriend. Finally, Billy cave in and explained. He and Allison didn’t really go to the movies. They were actually planning a surprise birthday party for Rueben. When Maria and Rueben heard the real story they both apologized.

“Let’s go to the movies tonight,” suggested Billy.

“Cool. Then we’ll go to Moe’s and plan my surprise party together,” added Rueben.

Maria joked, “I’ll buy the soda.”

Round 2

Later that day, Billy went home and asked if he could borrow his dad’s car. At first his dad said no since Billy always returned the car on empty. “But, Dad,” Billy pleaded. Eventually Billy promised to return the car with a full tank. His dad handed him the keys.

Billy watched TV before heading over to Maria’s house. He was late, and Maria was waiting outside. After passing Wild Willie’s Toy Store, the car sputtered and rolled to a stop right in front of the Fish Shack. Billy looked at the gas gauge and he couldn’t believe his eyes. He was out of gas.

Billy wasn’t too happy. And neither was Maria. The evening was starting off on the wrong foot. Billy suggested, “We can walk to the gas station. It’s only a few blocks away. We can still make it to the movies if we hurry. Or we could have dinner at the Fish Shack instead.” At first Maria said she didn’t want to walk. Her shoes were uncomfortable and her backpack was too heavy. But she realized that walking to the gas station was certainly better than sitting in the car alone. So off they went.

Just before they reached the gas station, a blue muscle car with jacked-up wheels raced past them. It smashed into a green convertible and skidded into the front of the gas station. The blue muscle car was pretty banged up. The front window was shattered and the doors were jammed shut. The driver crawled through the window and started to run. Still shaky from the crash, he accidentally ran into Billy and Maria, knocking them both down. When Maria fell, she dropped her backpack. The driver grabbed it and kept running.
Lesson Topic: Stellar Stories (Lesson 2)

Supplemental Material: "It Happened One Night" story text

Round 3

Just as Billy pulled himself up, the blue muscle car burst into flames. People were running all over the place. Alarms were going off and the sounds of sirens filled the air. Luckily, Maria wasn’t hurt but she was upset that her backpack was gone. “That has my life in it. My wallet, my license, my money and my pager!” she cried. Now Billy was really upset. His knee hurt, his lip was busted and he didn’t know what to do. But he had to get his girlfriend’s backpack and fast. Just then, Billy’s brother Michael drove up on his motorcycle.

“Dude, what happened?” Michael asked Billy. Billy jumped on the back of the bike. He told Michael that Maria’s backpack had been stolen. “We have to get it back!” he shouted.

“Did you get a good look at the guy?” Michael asked. Billy remembered that the guy was wearing a red T-shirt and a blue hat. Michael and Billy were speeding down 7th Street when Billy yelled, “Hey, turn left! Turn left! He’s running down that alley!” As they turned into the alley, they caught a glimpse of the thief getting into a black sedan. “That’s him!” cried out Billy. “Follow that black car!” Michael went full throttle on his motorcycle and they roared after the car.

Round 4

The black sedan sped out of the alley, weaving in and out of traffic. But Michael and Billy were right behind it. They were determined to recover the backpack. Suddenly, the sedan made a quick U-turn into oncoming traffic. It was heading straight for a bus filled with innocent people. It would take a miracle to avoid disaster. Michael pulled hard on the brakes. He and Billy covered their eyes. They couldn’t bear to watch. But the bus driver swerved and somehow missed the black sedan.

The car screeched and fishtailed into a fire hydrant. The hydrant blew and water went everywhere. In the middle of all the confusion, Billy headed for the black car. He ran through broken glass, puddles of water and frightened pedestrians. When he got to the car he yanked the door open and grabbed Maria’s backpack. The cops arrived moments later. They arrested the thief and then came over to make sure Michael and Billy were okay. “Fine, now that I’ve got my girlfriend’s backpack,” replied Billy. “And if we hurry I think we can still make it to the late show!”
Round 1

Going to the marine park was Diego’s favorite thing to do since he was little. He had gone to the park often because his father worked there as a janitor. The summer that Diego turned 16, his father suggested that he apply for a job. Diego imagined that he would work with the animals. Instead he was hired to work the cash register in the gift shop.

On his first day, Diego stopped by the seal tank on his way to the gift shop. The seals were playing a basketball game with a giant red ball. One of the seals jumped up on a rock and started clapping her flippers. “Thanks for the vote of confidence,” Diego said. Diego arrived at work 2 minutes late. His boss yelled at him. “You’re late, and it’s only your first day. This better not happen again.” The shop opened at 8:00. Diego needed to organize all the T-shirts before the visitors came through. T-shirts sold more than anything else in the gift shop. That night, Diego felt disappointed. He wasn’t learning anything about marine life. Instead, he saw a lot of walrus key chains and killer whale pens. The only dolphins he saw were stuffed animals, and although he learned how to make change, it wasn’t much fun. And His boss was grumpy. His father told him it was better than cleaning, but Diego wasn’t so sure. Diego set two alarm clocks so he wouldn’t be late again.

Round 2

Diego was allowed an hour lunch break. On his 2nd day, he went to sit in the bleachers to eat his sandwich. Maybe the dolphins would be rehearsing for the afternoon show, and he could get a sneak preview.

Suddenly, Diego heard someone behind him. “Hey.” Diego turned around. He saw a girl who looked like she worked there. “Are you new?” she asked. “Yeah.” He said. “My name’s Rani.” She said. She sat down to eat beside him. When they finished eating their sandwiches, she told him that she knew all the secret passages in the marine park. “Do you want to go see the dolphin training tank?” she asked. “Are you kidding? That’s the reason I got a job here in the first place,” Diego said.

He followed her up to a door marked “Restricted Access.” The minute they went through the door, they were blasted with the smell of fish. At the dolphin training tank, it really smelled. They had to be careful not to fall because the floor was wet and slippery. At the edge of the tank was a big bucket of dead fish.

“Watch this,” said Rani. She threw a fish up in the air, and one of the dolphins jumped up out of the water. It caught the fish and came down making a giant splash that sloshed all over the floor. Diego picked up a fish and stood at the edge of the tank. A dolphin put her head over the side. Diego nodded and held the fish out. The dolphin nodded back. Diego nodded again and threw the fish to the dolphin. “That dolphin is named Frieda,” said Rani. Then, all of a sudden, they heard a voice ask, “What are you two kids doing?”
Round 3

Dr. Susan Wong was the park’s marine biologist, and she turned out to be cool. When they told her that they were interested in learning about the ocean, she convinced them to visit the tide pool. It was a strange place full of animals that looked more like vegetables. Dr. Wong said that barnacles stand on their head and eat with their feet. The glue that barnacles use to stick to things is as strong as any glue you can buy in a store.

Diego picked up a green starfish and one of its arms fell off. Diego was scared he had hurt it, but Dr. Wong said that it happened all the time. “Some starfish can grow up to nine or ten arms. Even if a starfish loses an arm, it can grow the arm back,” said Dr. Wong. Rani picked up a hermit crab. “Don’t move, and the crab will come out of its shell,” said Dr. Wong. The crab peeked out. Rani could hardly keep still, because the crab tickled as it explored her hand. Diego spotted a purple sea squirt. When Diego tried to take a closer look, it squirted water in his face.

Suddenly, Diego remembered the time. “Oh no, what time is it?” he asked. Rani looked at her watch and told him that lunch was almost over. Dr. Wong asked if they wanted to come after work and help her take care of the dolphins. They both agreed, and Diego ran back to the gift shop. He didn’t want to get fired on his second day for being late again.

Round 4

“How would you like to get in the tank with the dolphins?” asked Dr. Wong. Dr. Wong wanted them to scrub the sides of the dolphin tank. Diego and Rani put on wet suits. The wet suits were cold and uncomfortable. Diego felt funny walking around in his and wearing it was like having squishy wet noodles next to his skin.

Diego and Dr. Wong grabbed some brushes and jumped into the tank first. As soon as they were in the water, the dolphins swam around them making strange noises.

“The dolphins like to get comfortable with the people who take care of them,” said Dr. Wong. “If they like you, they might invite you to swim with them.” Diego touched a passing dolphin. It was Frieda. Diego thought that Frieda smiled at him, but remembered that dolphins always smile. Frieda swam up beside him. She seemed to nod at him. Carefully, Diego grabbed Frieda’s dorsal fin and held his breath. Suddenly, he was moving fast through water. Diego remembered to breathe out through his nose. Big air bubbles trailed out behind him, and his legs flew back. The water became like the wind. Frieda swam along the surface of the water and blew air out of her blowhole near Diego’s face. For the first time that day, Diego stopped caring about time. Then suddenly it was over, and Frieda swam back to Dr. Wong.

Diego could see Rani anxiously waiting for her turn by the edge of the tank. Diego got out of the water shaking. Rani said, “That looked pretty cool.” “Yeah,” said Diego. “That’s definitely the best part of the job.” Diego grabbed a fish from the bucket and nodded to Frieda. Frieda nodded back, and Diego threw the fish.
Supplemental Material: "Something About Sally" story text

Round 1

Sally got home from school late on Tuesday. She was having one of those days, you know the kind, when nothing seems to go right. She got a C- on her history paper and a C on a math test. She forgot her lunch on the bus. And to make matters even worse, today was the day she had to stay late to catch up on schoolwork. Needless to say, Sally wasn’t in the best of moods.

So when she got home from school and saw an envelope with her name on it she figured it was probably an overdue library book fine. But when she opened it up a giant blue and gold elephant-shaped card fell out along with a bunch of temporary wild animal tattoos. “Wow, this is cool. It’s an invitation to a costume party this Saturday,” Sally exclaimed. According to the invitation, only those people in costume would be allowed in. And, the theme was Wild and Exotic Animals. Plus there was going to be a costume contest, dancing, and music by the spotted Zebras-playing some very endangered sounds.

Sally was so excited she forgot how bad her day had been. She grabbed the phone from her little brother and immediately called her three best friends Thea, Rufus and Kris. Luckily, they all had been invited too. Since, the party was only a few days away, Sally and her friends decided to meet after school the next day to work on their costumes.

Round 2

Rufus, Thea, Kris and Sally met at the Aardvark Café right after school. First they got some chili cheese fries to help them think. Then they decided to split up: Sally and Thea checked out the second hand clothing stores, Rufus scavenged the streets for discarded items and Kris hit the zoo for inspiration.

When they finished they hooked up at Sally’s house to show off their treasures. Kris had collected a bunch of pamphlets and brochures from the zoo. Rufus had found a stack of old wildlife magazines and a TV antenna. Sally and Thea came back with vintage clothes, wild hats, feathers and lots of funny looking props.

They dumped everything on the bed and started sorting through it. “Now comes the fun part figuring out what to be,” said Sally. “I was thinking I might go as a stinkbug,” said Rufus. “You are so weird,” said Kris. Sally said she was considering going as a zebra. “I will even dye my hair black and white!” she laughed. “Not bad,” commented Rufus. “What about you, Thea?” he continued. “I can’t decide between a squid and a moose,” Thea said, while modeling antlers made from coat hangers and scarves. They all looked at Kris. “I think these feathers would make a great quail!” she said.
Round 3

On Saturday afternoon everyone met at Sally’s house to put on their costumes. Sally had dyed her hair black and white so she could look like a zebra. Rufus had used the antenna from the TV to go as a stinkbug. Thea looked pretty good as a moose and Kris looked funny as a quail. They decided the fastest way to get to the party would be to take the bus.

When they climbed aboard they were met by lots of really strange looks. It was pretty funny. Luckily, they were only on the bus for three stops. The party was in the public garden behind Bernie’s Exotic Pet Shop. The dance stage glowed with strings of lights and the picnic area was bright with tiki torches. The place was packed. Sally had never seen so many crazy costumes. She saw a guy dressed from head to toe like a leopard and a woman with a snake wrapped around her waist. There was also a fountain with colorful lights and fish, in one corner of the garden. This was one of the coolest and strangest parties Sally had ever been to. The music was just starting up as they made their way through the crowd.

Round 4

“It’s time for the Wild and Exotic Costume Contest,” the street-level D.J. announced. “And the lucky winner gets an all-expense-paid trip for four to a wild animal park in San Diego.” The crowd went nuts. All Sally could think about was trying to get to the stage before the contest started. As she rushed past a leopard she tripped and flew into the fountain. Water splashed over the quail who was laughing. The leopard toppled backwards into a herd of moose. The moose collapsed into a grumbling heap. There were antlers everywhere. By the time Sally struggled to her feet it was too late. The contest was over. Rufus was on stage getting wild applause for his stinkbug outfit. “Well, it looks like we have a winner,” the D.J. said pointing to Rufus. “So, who are you taking with you to San Diego, Mr. Stinkbug?” Rufus paused for a moment. “I don’t know. I guess whoever bugs me the most.”
Supplemental Material: “It Happened One Night” directional prompts

Touch the orange soda and the purple hat.
Touch the orange hat and the purple soda.
Touch the red hat and the green soda.
Touch the green car and the red car.
Touch the purple backpack and the red soda.
Touch the large purple backpack and the small red menu.
Touch the small green backpack and the large orange menu.
Touch the small purple backpack and the large red menu.
Remove the small orange backpack and the large purple menu.
Remove the large orange backpack and the large orange menu.
Touch the orange soda—No!—the red car.
Remove the purple backpack—No!—the orange hat.
Remove all of the hats, except for the green one.
Add all of the large backpacks.
Add all of the small backpacks, except the purple one.
Put the small red backpack between the orange soda and the purple hat.
Put the red hat between the large orange backpack and the purple soda.
Put the small red backpack between the red soda and the green hat.
Put the purple backpack between the orange car and the purple hat.
Put the purple hat between the orange car and the green backpack.
Touch the red backpack and the brown car.
Touch the red car and the brown backpack.
Touch the blue car and the blue backpack.
Touch the blue car and the red car.
Touch the white key and the brown car.
Touch the large brown bumper sticker and the small red shoe.
Touch the small white bumper sticker and the large blue shoe.
Touch the small brown bumper sticker and the large red shoe.
Remove the small blue bumper sticker and the large brown shoe.
Remove the large blue bumper sticker and the large blue shoe.
Touch the brown bumper sticker—No!—the blue backpack.
Remove the red key—No!—the white car.
Remove all of the bumper stickers, except for the brown one.
Add all of the large bumper stickers.
Add all of the small bumper stickers, except the blue one.
Put the small red bumper sticker between the blue key and the brown car.
Put the red car between the large blue bumper sticker and the brown backpack.
Put the small red bumper sticker between the brown key and the blue car.
Put the brown bumper sticker between the blue car and the brown key.
Supplemental Material: “It Happened One Night” directional prompts

Put the brown key between the white bumper sticker and the red car.
Touch the green motorcycle and the blue skateboard.
Touch the green skateboard and the blue motorcycle.
Touch the black plate and the blue motorcycle.
Touch the blue skateboard and the black skateboard.
Touch the white hat and the black motorcycle.
Touch the small black hat and the large white car.
Touch the small blue hat and the large green car.
Touch the small white hat and the large black car.
Remove the small green hat and the large white car.
Remove the large green hat and the large green car.
Touch the white skateboard—No!—the black motorcycle.
Remove the white hat—No!—the green plate.
Remove all of the plates, except for the black one.
Add all of the small hats.
Add all of the small hats, except the green one.
Put the small black hat between the green motorcycle and the white plate.
Put the black plate between the large green hat and the white motorcycle.
Put the small black hat between the white motorcycle and the green plate.
Put the white hat between the green skateboard and the white skateboard.
Put the white skateboard between the green skateboard and the blue skateboard.
Touch the white motorcycle and the black car.
Touch the white car and the black motorcycle.
Touch the yellow bus and the red bus.
Touch the black handcuffs and the red motorcycle.
Touch the large black handcuffs and the small red fire hydrant.
Touch the small yellow handcuffs and the large white fire hydrant.
Touch the small black handcuffs and the large white fire hydrant.
Remove the small white handcuffs and the large black fire hydrant.
Remove the large white handcuffs and the large white fire hydrant.
Touch the black handcuffs—No!—the white car.
Remove the red car—No!—the yellow bus.
Remove all of the cars, except for the black one.
Add all of the large handcuffs.
Add all of the small handcuffs, except the white ones.
Put the small red handcuffs between the white motorcycle and the black car.
Put the red car between the large white handcuffs and the black motorcycle.
Put the small red handcuffs between the red motorcycle and the yellow car.
Put the black handcuffs between the white bus and the black car.
Put the black car between the white bus and the black handcuffs.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Touch the yellow ball and the white price tag.
Touch the yellow price tag and the white ball.
Touch the red price tag and the blue ball.
Touch the blue key chain and the red key chain.
Touch the white T-shirt and the red ball.
Touch the large white T-shirt and the small red alarm clock.
Touch the small blue T-shirt and the large yellow alarm clock.
Touch the small white T-shirt and the large red alarm clock.
Remove the small yellow T-shirt and the large white alarm clock.
Remove the large yellow T-shirt and the large yellow alarm clock.
Touch the yellow ball—No!—the red key chain.
Remove the white T-shirt—No!—the yellow price tag.
Remove all of the price tags, except for the blue one.
Add all of the large T-shirts.
Add all of the small T-shirts, except the white one.
Put the small red T-shirt between the yellow ball and the white price tag.
Put the red price tag between the large yellow T-shirt and the white ball.
Put the small red T-shirt between the red ball and the blue price tag.
Put the white T-shirt between the yellow key chain and the white price tag.
Put the white price tag between the yellow key chain and the blue T-shirt.
Touch the red sandwich and the yellow squid.
Touch the red squid and the yellow sandwich.
Touch the blue squid and the blue sandwich.
Touch the blue squid and the red squid.
Touch the grey dolphin and the yellow squid.
Touch the large yellow bucket and the small red penguin.
Touch the small grey bucket and the large blue penguin.
Touch the small yellow bucket and the large red penguin.
Remove the small blue bucket and the large yellow penguin.
Remove the large blue bucket and the large blue penguin.
Touch the yellow bucket—No!—the blue sandwich.
Remove the red dolphin—No!—the grey squid.
Remove all of the buckets, except for the yellow one.
Add all of the large buckets.
Add all of the small buckets, except the blue one.
Put the small red bucket between the blue dolphin and the yellow squid.
Put the red squid between the large blue bucket and the yellow sandwich.
Put the small red bucket between the yellow dolphin and the blue squid.
Put the yellow bucket between the blue squid and the yellow dolphin.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Put the yellow dolphin between the grey bucket and the red squid.
Touch the orange starfish and the blue sea squirt.
Touch the orange sea squirt and the blue starfish.
Touch the grey seal and the blue starfish.
Touch the blue sea squirt and the grey sea squirt.
Touch the yellow crab and the grey starfish.
Touch the small grey crab and the large yellow fish.
Touch the small blue crab and the large orange fish.
Touch the small yellow crab and the large grey fish.
Remove the small orange crab and the large yellow fish.
Remove the large orange crab and the large orange fish.
Touch the yellow sea squirt—No!—the grey starfish.
Remove the yellow crab—No!—the orange seal.
Remove all of the seals, except for the grey one.
Add all of the small crabs.
Add all of the small crabs, except the orange one.
Put the small grey crab between the orange starfish and the yellow seal.
Put the grey seal between the large orange crab and the yellow starfish.
Put the small grey crab between the yellow starfish and the orange seal.
Put the yellow crab between the orange sea squirt and the yellow seal.
Put the yellow seal between the orange sea squirt and the blue crab.
Touch the white dolphin and the green bucket.
Touch the white bucket and the green dolphin.
Touch the red bucket and the yellow dolphin.
Touch the yellow hoop and the red hoop.
Touch the green fish and the red dolphin.
Touch the large green fish and the small red wet suit.
Touch the small yellow fish and the large white wet suit.
Touch the small green fish and the large white wet suit.
Remove the small white fish and the large green wet suit.
Remove the large white fish and the large white wet suit.
Touch the green fish—No!—the white bucket.
Remove the red bucket—No!—the yellow hoop.
Remove all of the buckets, except for the green one.
Add all of the large fish.
Add all of the small fish, except the white one.
Put the small red fish between the white dolphin and the green bucket.
Put the red bucket between the large white fish and the green dolphin.
Put the small red fish between the red dolphin and the yellow bucket.
Put the green fish between the white hoop and the green bucket.
Put the green bucket between the white hoop and the green fish.
Touch the brown cape and the blue socks.
Touch the brown socks and the blue cape.
Touch the red socks and the green cape.
Touch the green shoes and the red shoes.
Touch the blue basket and the red cape.
Touch the brown cape—No!—the red shoes.
Remove the blue basket—No!—the brown socks.
Remove all of the socks, except for the green ones.
Add all of the large baskets.
Add all of the small baskets, except for the blue one.
Touch the large blue basket and the small red doll.
Touch the small green basket and the large brown doll.
Touch the small blue basket and the large red doll.
Remove the small brown basket and the large blue doll.
Remove the large brown basket and the large brown doll.
Put the small red basket between the brown cape and the blue socks.
Put the red socks between the large brown basket and the blue cape.
Put the small red basket between the red cape and the green socks.
Put the blue basket between the brown shoes and the blue socks.
Put the blue socks between the brown shoes and the blue basket.
Touch the orange jacket and the grey basket.
Touch the orange basket and the grey jacket.
Touch the blue basket and the blue jacket.
Touch the blue basket and the orange basket.
Touch the green dish and the grey basket.
Touch the grey fish—No!—the blue jacket.
Remove the orange dish—No!—the green basket.
Remove all of the fish, except for the grey one.
Add all of the large fish.
Add all of the small fish, except for the blue one.
Touch the large grey fish and the small orange log.
Touch the small green fish and the large blue log.
Touch the small grey fish and the large orange log.
Remove the small blue fish and the large grey log.
Remove the large blue fish and the large blue log.
Put the small orange fish between the blue dish and the grey basket.
Put the orange basket between the large blue fish and the grey jacket.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Put the small orange fish between the grey dish and the blue basket.
Put the grey fish between the blue basket and the grey dish.
Put the grey dish between the green fish and the orange basket.
Touch the yellow fish and the blue nightcap.
Touch the yellow nightcap and the blue fish.
Touch the pink deer and the blue fish.
Touch the blue nightcap and the pink nightcap.
Touch the red snail and the pink fish.
Touch the red nightcap—No!—the pink fish.
Remove the red snail—No!—the yellow deer.
Remove all of the deer, except for the pink one.
Add all of the small snails.
Add all of the small snails, except for the yellow one.
Touch the small pink snail and the large red boots.
Touch the small blue snail and the large yellow boots.
Touch the small red snail and the large pink boots.
Remove the small yellow snail and the large red boots.
Remove the large yellow snail and the large yellow boots.
Put the small pink snail between the yellow fish and the red deer.
Put the pink deer between the large yellow snail and the red fish.
Put the small pink snail between the red fish and the yellow deer.
Put the red snail between the yellow nightcap and the red deer.
Put the red deer between the yellow nightcap and the blue snail.
Touch the yellow flowers and the brown snail.
Touch the yellow snail and the brown flowers.
Touch the grey snail and the green flowers.
Touch the green cookie and the grey cookie.
Touch the brown teapot and the grey flowers.
Touch the brown teapot—No!—the yellow snail.
Remove the grey snail—No!—the green cookie.
Remove all of the snails, except for the brown one.
Add all of the large teapots.
Add all of the small teapots, except for the yellow one.
Touch the large brown teapot and the small grey teacup.
Touch the small green teapot and the large yellow teacup.
Touch the small brown teapot and the large yellow teacup.
Remove the small yellow teapot and the large brown teacup.
Remove the large yellow teapot and the large yellow teacup.
Put the small grey teapot between the yellow flowers and the brown snail.
Put the grey snail between the large yellow teapot and the brown flowers.
Put the small grey teapot between the grey flowers and the green snail.
Put the brown teapot between the yellow cookie and the brown snail.
Put the brown snail between the yellow cookie and the brown teapot.
The store is cleaned for the boss.
The boxes are carried for Diego.
The breakfast is made for the sister.
The breakfast is made with the sister.
The blocks are balanced with the seal.
The walrus that is following the seal is grey.
The woman who is smiling at the seal is juggling.
The starfish that is crawling over the eel is spotted.
It’s the diver whom the seal splashes.
It’s the diver whom the octopus holds.
It’s the kelp that the diver holds.
It’s the eel that the fish chases.
The cashier helps the customer.
Diego’s boss is looking at the clock.
The dolphin jumps through the hoops.
Diego jumps over the puddle.
The walrus poses.
The porcupinefish puffs up.
The squid sleeps.
The killer whale splashed Diego.
Diego ate his sandwich.
The trainer will fall.
Which is the cat’s fish?
Which is the baby penguin.
The trainer watching the seal is balancing a ball.
The seal watching the trainer is balancing on a ball.
The fish eat.
The walrus pose.
The boy who is underwater is tickling the girl.
The seal that is not on the chair has a cup and saucer.
The crab that does not have a small shell is big.
The sleeping penguin is kissed by the girl.
The dolphin is splashed by the smiling boy.
The doctor will squeeze the sea squirt.
The fish that is swimming above the eel that is striped is big.
The diver who is watching the seal that is inside the tank is outside the tank.
The diver who is watching the seal that is outside the tank is inside the tank.
The eel that is swimming below the fish that is small is striped.
The fish that is above the eel that is spotted is small.
The squid is chasing the fish that is swimming.
The man is performing with the seal that is wearing a collar.
The seal is studying the doctor who is holding the cage.
The girl is photographing the boy whom the whale is spraying.
The girl is photographing the whale that the boy is spraying.
The ball is hitting the water.
Whom is Diego following?
Diego is swimming with Frieda.
The jellyfish is floating in the water.
The starfish is sticking to the rock.
The walrus is floating.
The trainer fell in the pool.
The fish are eating some kelp.
The shrimp are crawling.
The porcupinefish are puffing up.
The dolphin that is kissing the diver is entangled by the kelp.
The seal that the woman is smiling at is balancing.
The kelp that the starfish is sticking to is hidden by the rock.
The trainer whom the dolphin is watching is catching a hoop.
The crab is not being chased by the shrimp.
The whale is not being sprayed by the boy.
Supplemental Material: “Something About Sally” directional prompts

The girl who is happy is not reading the invitation.
The girl who is reading the invitation is not happy.
The city bus that is not full of people is passing the zoo.
The girl who is talking on the phone is not sitting.
The city bus that is full of people is not passing the zoo.
The girl who is not sitting is not talking on the phone.
Sally will grab the invitation from her baby brother
The baby will play with the elephant card.
Sally is going into her house.
Sally left her lunch on the city bus.
The girl is running with her friend.
The girl who is hugging the baby brother is laughing.
The baby who is hugging the big sister is crying.
The girl who is waving to the boy is running.
The boy who is talking to the mother is frowning.
The mother who is talking to the boy is laughing.
It’s the boy whom the girl calls.
It’s the baby brother whom the girl grabs.
It’s the invitation that the baby brother grabs.
It’s the mother whom the boy calls.
It’s the girl whom the boy sees.
Kris wants the hat with the feathers.
Sally reads the cards.
Look at the dancers.
She is wearing the dress with the flower.
Kris wants the hat with the feather.
She is throwing the streamer.
The zoo has some.
The moose drinks juice.
The quail jumps up.
The moose laughs.
The fish jumps out of the water.
The quail takes a break.
The moose drink juice.
The quail jump up.
The quail take a break.
The fish squirm in Sally’s hair.
Sally will leave her lunch on the city bus.
Sally will eat the grapes.
Supplemental Material: “Something About Sally” directional prompts

The baby is playing with the elephant card.
Sally grabbed the invitation from her baby brother.
The elephant card fell out of the envelope.
Which is the quail’s poster?
The boy waving to the girl is walking.
The girl walking toward the boy is smiling.
The moose looking at the stinkbug is happy.
The leopard that is holding a cup of juice is smiling at the moose.
The moose that is holding a sandwich is smiling at the leopard.
The stinkbug is being photographed by the quail.
The zebra is being photographed by the quail.
The stinkbug is being leaned on by the zebra.
He drinks a cup of water.
The leopard that is drinking a cup of juice that is big is small.
The zebra that is drinking the lemonade that is pink is pink.
The girl who is hugging the baby who is happy is crying.
The baby who is hugging the girl who is happy is laughing.
The stinkbug is following the zebra that the quail is leading.
The stinkbug is leading the quail that the zebra is following.
The stinkbug is photographing the zebra that the quail is pointing at.
The zebra is photographing the quail that the stinkbug is pointing at.
The stinkbug is pointing at the zebra that the quail is photographing.
The moose is clapping for the zebra that the DJ is crowning.
The DJ is clapping for the moose that the zebra is crowning.
The leopard holds a cup of juice.
The moose has a sandwich.
The quail follows the zebra.
What are the streamers resting on?
The moose is laughing.
The quail is resting.
The fish is in the zebra’s hair.
The moose are drinking juice.
The moose are laughing.
The fish are in the zebra’s hair.
The fish are jumping.
The D.J. will crown the winner.
The zebra is falling into the fountain.
The moose is pulling the zebra from the fountain.
The D.J. crowned the winner.
The moose pulled the zebra from the fountain.
The zebra that the stinkbug is helping up is dry.
The stinkbug that the zebra is helping up is wet.
The zebra that the quail is following is yelling and waving.
The stinkbug that the zebra is photographing is holding the crown.
The zebra that the moose is photographing is standing still.
The moose that the zebra is photographing is dancing.
The stinkbug is not being photographed by the zebra.
The zebra is not being followed by the quail.
The moose is not being watched by the stinkbug.
The quail and the zebra are not being watched by the leopard.
The stinkbug is not being leaned on by the zebra.
The quail is not being followed by the zebra.
Touch the orange table and the purple phone.
Touch the orange phone and the purple table.
Touch the red phone and the green table.
Touch the green bus and the red bus.
Touch the purple envelope and the red table.
Touch the large purple envelope and the small red elephant.
Touch the small green envelope and the large orange elephant.
Touch the small purple envelope and the large red elephant.
Remove the small orange envelope and the large purple elephant.
Remove the large orange envelope and the large orange elephant.
Touch the orange table—No!—the red bus.
Remove the purple envelope—No!—the orange phone.
Remove all of the phones, except for the green one.
Add all of the large envelopes.
Add all of the small envelopes, except the purple one.
Put the small red envelope between the orange table and the purple phone.
Put the red phone between the large orange envelope and the purple table.
Put the small red envelope between the red table and the green phone.
Put the purple envelope between the orange bus and the purple phone.
Put the purple phone between the orange bus and the green envelope.
Touch the red magazine and the green purse.
Touch the red purse and the green magazine.
Touch the purple purse and the purple magazine.
Touch the purple purse and the red purse.
Touch the orange giraffe and the green purse.
Supplemental Material: “Something About Sally” directional prompts

Touch the large green feather and the small red hat.
Touch the small orange feather and the large purple hat.
Touch the small green feather and the large red hat.
Remove the small purple feather and the large green hat.
Remove the large purple feather and the large purple hat.
Touch the green feather—No!—the purple magazine.
Remove the red giraffe—No!—the orange purse.
Remove all of the feathers, except for the green one.
Add all of the large feathers.
Add all of the small feathers, except the purple one.
Put the small red feather between the purple giraffe and the green purse.
Put the red purse between the large purple feather and the green magazine.
Put the small red feather between the green giraffe and the purple purse.
Put the green feather between the purple purse and the green giraffe.
Put the green giraffe between the orange feather and the red purse.
Touch the green drums and the purple ice cream.
Touch the green ice cream and the purple drums.
Touch the red tiki torch and the purple drums.
Touch the purple ice cream and the red ice cream.
Touch the orange glass and the red drums.
Touch the small red glass and the large orange mask.
Touch the small purple glass and the large green mask.
Touch the small orange glass and the large red mask.
Remove the small green glass and the large orange mask.
Remove the large green glass and the large green mask.
Touch the orange ice cream—No!—the red drums.
Remove the orange glass—No!—the green tiki torch.
Remove all of the tiki torches, except for the red one.
Add all of the small glasses.
Add all of the small glasses, except the green one.
Put the small red glass between the green drums and the orange tiki torch.
Put the red tiki torch between the large green glass and the orange drums.
Put the small red glass between the orange drums and the green tiki torch.
Put the orange glass between the green ice cream and the orange tiki torch.
Put the orange tiki torch between the green ice cream and the purple glass.
Touch the green crown and the orange antlers.
Touch the green antlers and the orange crown.
Touch the red antlers and the purple crown.
Touch the purple fish and the red fish.
Supplemental Material: “Something About Sally” directional prompts

Touch the orange piano and the red crown.
Touch the large orange piano and the small red picnic table.
Touch the small purple piano and the large green picnic table.
Touch the small orange piano and the large green picnic table.
Remove the small green piano and the large orange picnic table.
Remove the large green piano and the large green picnic table.
Touch the orange piano—No!—the green antlers.
Remove the red antlers—No!—the purple fish.
Remove all of the antlers, except for the orange ones.
Add all of the large pianos.
Add all of the small pianos, except the green one.
Put the small red piano between the green crown and the orange antlers.
Put the red antlers between the large green piano and the orange crown.
Put the small red piano between the red crown and the purple antlers.
Put the orange piano between the green fish and the orange antlers.
Put the orange antlers between the green fish and the orange piano.
LESSON TOPIC: Stellar Stories (Lesson 3)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.

Listening: Follow multi-step oral commands/instructions.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to form complete sentences in English.

CONTENT – Students will be able to use sentences about pictures to comprehend the commands in the Stellar Stories exercise in Fast ForWord Literacy.

KEY VOCABULARY

Stellar Stories sentence structures and vocabulary

MATERIALS

- A block or ball for passing with students
- Pictures of many different things, including people, earth, landscapes, dramatic scenes, etc. (pictures that warrant conversation)
- Whiteboard or other writing surface clearly visible to students
- Student logins for the Fast ForWord program
**MOTIVATION**

*(Building Background)*

Emergent bilinguals need exposure to the sentence structures before working in Stellar Stories.

*Before playing Stellar Stories today, we are going to play a little game. This game will help you understand the directions in Stellar Stories. Can you say Stellar Stories?*

Everyone practices saying Stellar Stories, following *I-do, We-do, You-do* format as needed.

*This game will help us make sentences in English.*
*Why should we practice making sentences?*
*Why is it important we know the building blocks of sentences?*

Give students wait time to respond as needed (10-25 seconds). Give verbal sentence frames as needed. For example:

*We should know how to make sentences because ___________.*
*It’s important we can build sentences in order to ___________.*
*It helps us to ___________.*

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

*Sentences in any language have two things: a subject and a predicate. How many things do sentences have?*

Give students wait time to respond as needed (10-25 seconds).


A subject is the focus of the sentence. The predicate is what the subject thinks, does, or is.

Write these on the board.

*For example: “I play.” Write “I play” on the board. “I play” is a complete sentence because it has a subject, ‘I’, and a predicate: ‘play.’

*Who is the subject?*

Give students wait time to respond as needed (10-25 seconds).

*What do I do?*

Give students wait time to respond as needed (10-25 seconds).

*So, what is the subject?*
Give students wait time to respond as needed (10-25 seconds).

**What is the predicate?**

Give students wait time to respond as needed (10-25 seconds).

I’m going to say a few more things and you give me a thumbs up (show) or thumbs down (show). If it is a sentence it gets a thumbs up, if it is not a sentence, it gets a thumbs down. What do you do for a sentence?

Have students show you thumbs up and thumbs down.

Give students wait time after each sentence and model answering the first few until students catch on.

- I play.
- You play.
- We play.
- I.
- You.
- We.
- Let’s eat.
- Let’s eat pizza.
- You like soccer.
- He likes movies.
- She likes going to school.
- He likes playing outside.
- We.
- Play.

He.
The dog.
The mom.
The family.
They.
The cat is tired.
The dog ran.
The girl is running.
The girl.
Running.
Wish.
Clean.
We wish we had no homework.

Continue with your own sentences for as long as students take to grasp the general idea. As soon as students have the general idea, move on to the next portion of the lesson.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now that we know what sentences need to have, let’s build some sentences. To help us talk, let’s look at some pictures and build sentences about them.

Whoever has the ball adds to the sentence and we’ll go around and build sentences together.

To play, someone says a word and passes the ball/block. Then the next person says a word to add to the sentence, then that person passes the block/ball and the next person adds a word to the sentence. Then we see how many times we can pass the block/ball.

Model starting a sentence about a picture and passing the block/ball around and having each student add on to the sentence. Model as long as needed for students to catch on (a sentence or two for 2-4 pictures).

ELD Differentiation

Entering, Emerging: Give students the opportunity to say or point to the subject and predicate as appropriate; don’t shoot for perfect pronunciation of those words, rather use that portion of the lesson as practice saying words in English. However, it’s not required students practice saying the words at all. The essential learning is that students get the concept that sentences have two parts. Spend extra time on the thumbs up/thumbs down activity for choosing if a sentence is complete or not.

One way to support this activity is to write the word or words on the board as you say them. Put punctuation at the end of complete and incomplete sentences so students must use what they know about complete sentences to determine if they are correct or not.

Alternatively, explain this concept in students’ native language first if possible. Do the activity in students’ native language first if possible.

First discuss the picture in students’ native language, then have students participate in building sentences in English. Go back to the concept of complete sentence and model complete sentences as needed. Spend additional time modeling the student role of each activity as needed.

Emerging, Developing: Write the sentences on the board as they are completed for each picture. Have students read the sentence while the teacher points to each word. Have students repeat after the teacher as needed. Occasionally start sentences with words that require more complex grammatical structures to be correct. Use your judgement modeling activities—continue on with the next portion as soon as you notice students grasping the concept.

Expanding, Bridging: Have students see if they can come up with more than one sentence for each picture. Start sentences requiring more complex sentence structures to be grammatically correct. Reiterate that sentences need a subject and predicate as needed.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students explain what a subject and predicate are. Allow students to articulate it in their native language or with verbal sentence frames where appropriate. For assessment through another medium, have students say or write a complete sentence about the last book they read or fun thing they did.

Now that we can build sentences, it’s time to practice these skills in Fast ForWord. Today you will practice Stellar Stories. Let’s log in and begin working in Stellar Stories.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have students draw pictures for other students to answer questions about.

2. For added challenge have students form paragraphs about pictures. Each student makes a sentence about the picture.

3. Alternatively, say a part of speech as the sentence builds and have students say a word that matches that part of speech.
Lesson Topic: Stellar Stories (Lesson 3)

Supplemental Material: “It Happened One Night” story text

Round One

On Saturday, Billy and Rueben had lunch together. They went to their favorite spot. The Fish Shack, for fried fish. They were discussing their favorite subject – cars. Maria, Billy’s girlfriend, showed up. She walked over and dumped a giant soda in Billy’s lap.

“Hey, what was that for?” Billy shouted. “That’s for taking my best friend Allison to the movies last night,” Maria replied. “Uh oh,” Billy thought, “How did she find out?” Billy tried to cover by claiming it wasn’t a date. Maria wasn’t interested in listening. Rueben didn’t look too pleased either, since Allison was his girlfriend. Finally, Billy cave in and explained. He and Allison didn’t really go to the movies. They were actually planning surprise birthday party for Rueben. When Maria and Rueben heard the real story they both apologized. “Let’s go to the movies tonight,” suggested Billy. “Cool. Then we’ll go to Moe’s and plan my surprise party together,” added Rueben. Maria joked, “I’ll buy the soda.”

Round Two

Later that day, Billy went home and asked if he could borrow his dad’s car. At first his dad said no since Billy always returned the car on empty. “But, Dad,” Billy pleaded. Eventually Billy promised to return the car with a full tank. His dad handed him the keys.

Billy watched TV before heading over to Maria’s house. He was late, and Maria was waiting outside. After passing Wild Willie’s Toy Store, the car sputtered and rolled to a stop right in front of the Fish Shack. Billy looked at the gas gauge and he couldn’t believe his eyes. He was out of gas.

Billy wasn’t too happy. And neither was Maria. The evening was starting off on the wrong foot. Billy suggested, “We can walk to the gas station. It’s only a few blocks away. We can still make it to the movies if we hurry. Or we could have dinner at the Fish Shack instead.” At first Maria said she didn’t want to walk. Her shoes were uncomfortable and her backpack was too heavy. But she realized that walking to the gas station was certainly better than sitting in the car alone. So off they went.

Just before they reached the gas station, a blue muscle car with jacked-up wheels raced past them. It smashed into a green convertible and skidded into the front of the gas station. The blue muscle car was pretty banged up. The front window was shattered and the doors were jammed shut. The driver crawled through the window and started to run. Still shaky from the crash, he accidentally ran into Billy and Maria, knocking them both down. When Maria fell, she dropped her backpack. The driver grabbed it and kept running.
Round Three

Just as Billy pulled himself up, the blue muscle car burst into flames. People were running all over the place. Alarms were going off and the sounds of sirens filled the air. Luckily, Maria wasn’t hurt but she was upset that her backpack was gone. “That has my life in it. My wallet, my license, my money and my pager!” she cried. Now Billy was really upset. His knee hurt, his lip was busted and he didn’t know what to do. But he had to get his girlfriend’s backpack and fast. Just then, Billy’s brother Michael drove up on his motorcycle. “Dude, what happened?” Michael asked Billy. Billy jumped on the back of the bike. He told Michael that Maria’s backpack had been stolen.

“We have to get it back!” he shouted.

“Did you get a good look at the guy?” Michael asked. Billy remembered that the guy was wearing a red T-shirt and a blue hat. Michael and Billy were speeding down 7th Street when Billy yelled, “Hey, turn left! Turn left! He’s running down that alley!” As they turned into the alley, they caught a glimpse of the thief getting into a black sedan. “That’s him!” cried out Billy. “Follow that black car!” Michael went full throttle on his motorcycle and they roared after the car.

Round Four

The black sedan sped out of the alley, weaving in and out of traffic. But Michael and Billy were right behind it. They were determined to recover the backpack. Suddenly, the sedan made a quick U-turn into oncoming traffic. It was heading straight for a bus filled with innocent people. It would take a miracle to avoid disaster. Michael pulled hard on the brakes. He and Billy covered their eyes. They couldn’t bear to watch. But the bus driver swerved and somehow missed the black sedan.

The car screeched and fishtailed into a fire hydrant. The hydrant blew and water went everywhere. In the middle of all the confusion, Billy headed for the black car. He ran through broken glass, puddles of water and frightened pedestrians. When he got to the car he yanked the door open and grabbed Maria’s backpack. The cops arrived moments later. They arrested the thief and then came over to make sure Michael and Billy were okay. “Fine, now that I’ve got my girlfriend’s backpack,” replied Billy. “And if we hurry I think we can still make it to the late show!”
Supplemental Material: “The Tank of Dr. Wong” story text

Round One

Going to the marine park was Diego’s favorite thing to do since he was little. He had gone to the park often because
his father worked there as a janitor. The summer that Diego turned 16, his father suggested that he apply for a job.
Diego imagined that he would work with the animals. Instead he was hired to work the cash register in the gift shop.

On his first day, Diego stopped by the seal tank on his way to the gift shop. The seals were playing a basketball game
with a giant red ball. One of the seals jumped up on a rock and started clapping her flippers. “Thanks for the vote of
confidence,” Diego said. Diego arrived at work 2 minutes late. His boss yelled at him. “You’re late, and it’s only your
first day. This better not happen again.” The shop opened at 8:00. Diego needed to organize all the T-shirts before
the visitors came through. T-shirts sold more than anything else in the gift shop. That night, Diego felt disappointed.
He wasn’t learning anything about marine life. Instead, he saw a lot of walrus key chains and killer whale pens. The
only dolphins he saw were stuffed animals, and although he learned how to make change, it wasn’t much fun. And
His boss was grumpy. His father told him it was better than cleaning, but Diego wasn’t so sure. Diego set two alarm
clocks so he wouldn’t be late again.

Round Two

Diego was allowed an hour lunch break. On his 2nd day, he went to sit in the bleachers to eat his sandwich. Maybe
the dolphins would be rehearsing for the afternoon show, and he could get a sneak preview.

Suddenly, Diego heard someone behind him. “Hey,” Diego turned around. He saw a girl who looked like she worked
there. “Are you new?” she asked. “Yeah.” He said. “My name’s Rani.” She said. She sat down to eat beside him. When
they finished eating their sandwiches, she told him that she knew all the secret passages in the marine park. “Do you
want to go see the dolphin training tank?” she asked. “Are you kidding? That’s the reason I got a job here in the first
place,” Diego said.

He followed her up to a door marked “Restricted Access.” The minute they went through the door, they were blasted
with the smell of fish. At the dolphin training tank, it really smelled. They had to be careful not to fall because the
floor was wet and slippery. At the edge of the tank was a big bucket of dead fish.

“Watch this,” said Rani. She threw a fish up in the air, and one of the dolphins jumped up out of the water. It caught
the fish and came down making a giant splash that sloshed all over the floor. Diego picked up a fish and stood at
the edge of the tank. A dolphin put her head over the side. Diego nodded and held the fish out. The dolphin nodded
back. Diego nodded again and threw the fish to the dolphin. “That dolphin is named Frieda,” said Rani. Then, all of a
sudden, they heard a voice ask, “What are you two kids doing?”
Round Three

Dr. Susan Wong was the park’s marine biologist, and she turned out to be cool. When they told her that they were interested in learning about the ocean, she convinced them to visit the tide pool. It was a strange place full of animals that looked more like vegetables. Dr. Wong said that barnacles stand on their head and eat with their feet. The glue that barnacles use to stick to things is as strong as any glue you can buy in a store.

Diego picked up a green starfish and one of its arms fell off. Diego was scared he had hurt it, but Dr. Wong said that it happened all the time. “Some starfish can grow up to nine or ten arms. Even if a starfish loses an arm, it can grow the arm back,” said Dr. Wong. Rani picked up a hermit crab. “Don’t move, and the crab will come out of its shell,” said Dr. Wong. The crab peeked out. Rani could hardly keep still, because the crab tickled as it explored her hand. Diego spotted a purple sea squirt. When Diego tried to take a closer look, it squirted water in his face.

Suddenly, Diego remembered the time. “Oh no, what time is it?” he asked. Rani looked at her watch and told him that lunch was almost over. Dr. Wong asked if they wanted to come after work and help her take care of the dolphins. They both agreed, and Diego ran back to the gift shop. He didn’t want to get fired on his second day for being late again.

Round Four

“How would you like to get in the tank with the dolphins?” asked Dr. Wong. Dr. Wong wanted them to scrub the sides of the dolphin tank. Diego and Rani put on wet suits. The wet suits were cold and uncomfortable. Diego felt funny walking around in his and wearing it was like having squishy wet noodles next to his skin.

Diego and Dr. Wong grabbed some brushes and jumped into the tank first. As soon as they were in the water, the dolphins swam around them making strange noises. “The dolphins like to get comfortable with the people who take care of them,” said Dr. Wong. “If they like you, they might invite you to swim with them.” Diego touched a passing dolphin. It was Frieda. Diego thought that Frieda smiled at him, but remembered that dolphins always smile. Frieda swam up beside him. She seemed to nod at him. Carefully, Diego grabbed Frieda’s dorsal fin and held his breath. Suddenly, he was moving fast through water. Diego remembered to breathe out through his nose. Big air bubbles trailed out behind him, and his legs flew back. The water became like the wind. Frieda swam along the surface of the water and blew air out of her blowhole near Diego’s face. For the first time that day, Diego stopped caring about time. Then suddenly it was over, and Frieda swam back to Dr. Wong.

Diego could see Rani anxiously waiting for her turn by the edge of the tank. Diego got out of the water shaking. Rani said, “That looked pretty cool.” “Yeah,” said Diego. “That’s definitely the best part of the job.” Diego grabbed a fish from the bucket and nodded to Frieda. Frieda nodded back, and Diego threw the fish.
Round One

Sally got home from school late on Tuesday. She was having one of those days, you know the kind, when nothing seems to go right. She got a C on her history paper and a C on a math test. She forgot her lunch on the bus. And to make matters even worse, today was the day she had to stay late to catch up on schoolwork. Needless to say, Sally wasn’t in the best of moods.

So when she got home from school and saw an envelope with her name on it she figured it was probably an overdue library book fine. But when she opened it up a giant blue and gold elephant-shaped card fell out along with a bunch of temporary wild animal tattoos. “Wow, this is cool. It’s an invitation to a costume party this Saturday,” Sally exclaimed. According to the invitation, only those people in costume would be allowed in. And, the theme was Wild and Exotic Animals. Plus there was going to be a costume contest, dancing, and music by the spotted Zebras-playing some very endangered sounds.

Sally was so excited she forgot how bad her day had been. She grabbed the phone from her little brother and immediately called her three best friends Thea, Rufus and Kris. Luckily, they all had been invited too. Since, the party was only a few days away, Sally and her friends decided to meet after school the next day to work on their costumes.

Round Two

Rufus, Thea, Kris and Sally met at the Aardvark Café right after school. First they got some chili cheese fries to help them think. Then they decided to split up: Sally and Thea checked out the second hand clothing stores, Rufus scavenged the streets for discarded items and Kris hit the zoo for inspiration.

When they finished they hooked up at Sally’s house to show off their treasures. Kris had collected a bunch of pamphlets and brochures from the zoo. Rufus had found a stack of old wildlife magazines and a TV antenna. Sally and Thea came back with vintage clothes, wild hats, feathers and lots of funny looking props. They dumped everything on the bed and started sorting through it. “Now comes the fun part figuring out what to be,” said Sally. “I was thinking I might go as a stinkbug,” said Rufus. “You are so weird,” said Kris. Sally said she was considering going as a zebra. “I will even dye my hair black and white!” she laughed. “Not bad,” commented Rufus. “What about you, Thea?” he continued. “I can’t decide between a squid and a moose,” Thea said, while modeling antlers made from coat hangers and scarves. They all looked at Kris. “I think these feathers would make a great quail!” she said.
Round Three

On Saturday afternoon everyone met at Sally’s house to put on their costumes. Sally had dyed her hair black and white so she could look like a zebra. Rufus had used the antenna from the TV to go as a stinkbug. Thea looked pretty good as a moose and Kris looked funny as a quail. They decided the fastest way to get to the party would be to take the bus.

When they climbed aboard they were met by lots of really strange looks. It was pretty funny. Luckily, they were only on the bus for three stops. The party was in the public garden behind Bernie’s Exotic Pet Shop. The dance stage glowed with strings of lights and the picnic area was bright with tiki torches. The place was packed. Sally had never seen so many crazy costumes. She saw a guy dressed from head to toe like a leopard and a woman with a snake wrapped around her waist. There was also a fountain with colorful lights and fish, in one corner of the garden. This was one of the coolest and strangest parties Sally had ever been to. The music was just starting up as they made their way through the crowd.

Round Four

“It’s time for the Wild and Exotic Costume Contest,” the street-level D.J. announced. “And the lucky winner gets an all-expense-paid trip for four to a wild animal park in San Diego.” The crowd went nuts. All Sally could think about was trying to get to the stage before the contest started. As she rushed past a leopard she tripped and flew into the fountain. Water splashed over the quail who was laughing. The leopard toppled backwards into a herd of moose. The moose collapsed into a grumbling heap. There were antlers everywhere. By the time Sally struggled to her feet it was too late. The contest was over. Rufus was on stage getting wild applause for his stinkbug outfit. “Well, it looks like we have a winner,” the D.J. said pointing to Rufus. “So, who are you taking with you to San Diego, Mr. Stinkbug?” Rufus paused for a moment. “I don’t know. I guess whoever bugs me the most.”
Supplemental Material: “It Happened One Night” directional prompts

Touch the orange soda and the purple hat.
Touch the orange hat and the purple soda.
Touch the red hat and the green soda.
Touch the green car and the red car.
Touch the purple backpack and the red soda.
Touch the large purple backpack and the small red menu.
Touch the small green backpack and the large orange menu.
Touch the small purple backpack and the large red menu.
Remove the small orange backpack and the large purple menu.
Remove the large orange backpack and the large orange menu.
Touch the orange soda—No!—the red car.
Remove the purple backpack—No!—the orange hat.
Remove all of the hats, except for the green one.
Add all of the large backpacks.
Add all of the small backpacks, except the purple one.
Put the small red backpack between the orange soda and the purple hat.
Put the red hat between the large orange backpack and the purple soda.
Put the small red backpack between the red soda and the green hat.
Put the purple backpack between the orange car and the purple hat.
Put the purple hat between the orange car and the green backpack.
Touch the red backpack and the brown car.
Touch the red car and the brown backpack.
Touch the blue car and the blue backpack.
Touch the blue car and the red car.
Touch the white key and the brown car.
Touch the large brown bumper sticker and the small red shoe.
Touch the small white bumper sticker and the large blue shoe.
Touch the small brown bumper sticker and the large red shoe.
Remove the small blue bumper sticker and the large brown shoe.
Remove the large blue bumper sticker and the large blue shoe.
Touch the brown bumper sticker—No!—the blue backpack.
Remove the red key—No!—the white car.
Remove all of the bumper stickers, except for the brown one.
Add all of the large bumper stickers.
Add all of the small bumper stickers, except the blue one.
Put the small red bumper sticker between the blue key and the brown car.
Put the red car between the large blue bumper sticker and the brown backpack.
Put the small red bumper sticker between the brown key and the blue car.
Put the brown bumper sticker between the blue car and the brown key.
Supplemental Material: “It Happened One Night” directional prompts

Put the brown key between the white bumper sticker and the red car.
Touch the green motorcycle and the blue skateboard.
Touch the green skateboard and the blue motorcycle.
Touch the black plate and the blue motorcycle.
Touch the blue skateboard and the black skateboard.
Touch the white hat and the black motorcycle.
Touch the small black hat and the large white car.
Touch the small blue hat and the large green car.
Touch the small white hat and the large black car.
Remove the small green hat and the large white car.
Remove the large green hat and the large green car.
Touch the white skateboard—No!—the black motorcycle.
Remove the white hat—No!—the green plate.
Remove all of the plates, except for the black one.
Add all of the small hats.
Add all of the small hats, except the green one.
Put the small black hat between the green motorcycle and the white plate.
Put the black plate between the large green hat and the white motorcycle.
Put the small black hat between the white motorcycle and the green plate.
Put the white hat between the green skateboard and the white skateboard.
Put the white skateboard between the green skateboard and the blue skateboard.
Touch the white motorcycle and the black car.
Touch the white car and the black motorcycle.
Touch the yellow bus and the red bus.
Touch the black handcuffs and the red motorcycle.
Touch the large black handcuffs and the small red fire hydrant.
Touch the small yellow handcuffs and the large white fire hydrant.
Touch the small black handcuffs and the large white fire hydrant.
Remove the small white handcuffs and the large black fire hydrant.
Remove the large white handcuffs and the large white fire hydrant.
Touch the black handcuffs—No!—the white car.
Remove the red car—No!—the yellow bus.
Remove all of the cars, except for the black one.
Add all of the large handcuffs.
Add all of the small handcuffs, except the white ones.
Put the small red handcuffs between the white motorcycle and the black car.
Put the red car between the large white handcuffs and the black motorcycle.
Supplemental Material: “It Happened One Night” directional prompts

Put the small red handcuffs between the red motorcycle and the yellow car.
Put the black handcuffs between the white bus and the black car.
Put the black car between the white bus and the black handcuffs.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Touch the yellow ball and the white price tag.
Touch the yellow price tag and the white ball.
Touch the red price tag and the blue ball.
Touch the blue key chain and the red key chain.
Touch the white T-shirt and the red ball.
Touch the large white T-shirt and the small red alarm clock.
Touch the small blue T-shirt and the large yellow alarm clock.
Touch the small white T-shirt and the large red alarm clock.
Remove the small yellow T-shirt and the large white alarm clock.
Remove the large yellow T-shirt and the large yellow alarm clock.
Touch the yellow ball—No!—the red key chain.
Remove the white T-shirt—No!—the yellow price tag.
Remove all of the price tags, except for the blue one.
Add all of the large T-shirts.
Add all of the small T-shirts, except the white one.
Put the small red T-shirt between the yellow ball and the white price tag.
Put the red price tag between the large yellow T-shirt and the white ball.
Put the small red T-shirt between the red ball and the blue price tag.
Put the white T-shirt between the yellow key chain and the white price tag.
Put the white price tag between the yellow key chain and the blue T-shirt.
Touch the red sandwich and the yellow squid.
Touch the red squid and the yellow sandwich.
Touch the blue squid and the blue sandwich.
Touch the blue squid and the red squid.
Touch the grey dolphin and the yellow squid.
Touch the large yellow bucket and the small red penguin.
Touch the small grey bucket and the large blue penguin.
Touch the small yellow bucket and the large red penguin.
Remove the small blue bucket and the large yellow penguin.
Remove the large blue bucket and the large blue penguin.
Touch the yellow bucket—No!—the blue sandwich.
Remove the red dolphin—No!—the grey squid.
Remove all of the buckets, except for the yellow one.
Add all of the large buckets.
Add all of the small buckets, except the blue one.
Put the small red bucket between the blue dolphin and the yellow squid.
Put the red squid between the large blue bucket and the yellow sandwich.
Put the small red bucket between the yellow dolphin and the blue squid.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Put the yellow bucket between the blue squid and the yellow dolphin.
Put the yellow dolphin between the grey bucket and the red squid.
Touch the orange starfish and the blue sea squirt.
Touch the orange sea squirt and the blue starfish.
Touch the grey seal and the blue starfish.
Touch the blue sea squirt and the grey sea squirt.
Touch the yellow crab and the grey starfish.
Touch the small grey crab and the large yellow fish.
Touch the small blue crab and the large orange fish.
Touch the small yellow crab and the large grey fish.
Remove the small orange crab and the large yellow fish.
Remove the large orange crab and the large orange fish.
Touch the yellow sea squirt—No!—the grey starfish.
Remove the yellow crab—No!—the orange seal.
Remove all of the seals, except for the grey one.
Add all of the small crabs.
Add all of the small crabs, except the orange one.
Put the small grey crab between the orange starfish and the yellow seal.
Put the grey seal between the large orange crab and the yellow starfish.
Put the small grey crab between the yellow starfish and the orange seal.
Put the yellow crab between the orange sea squirt and the yellow seal.
Put the yellow seal between the orange sea squirt and the blue crab.
Touch the white dolphin and the green bucket.
Touch the white bucket and the green dolphin.
Touch the red bucket and the yellow dolphin.
Touch the yellow hoop and the red hoop.
Touch the green fish and the red dolphin.
Touch the large green fish and the small red wet suit.
Touch the small yellow fish and the large white wet suit.
Touch the small green fish and the large white wet suit.
Remove the small white fish and the large green wet suit.
Remove the large white fish and the large white wet suit.
Touch the green fish—No!—the white bucket.
Remove the red bucket—No!—the yellow hoop.
Remove all of the buckets, except for the green one.
Add all of the large fish.
Add all of the small fish, except the white one.
Put the small red fish between the white dolphin and the green bucket.
Put the red bucket between the large white fish and the green dolphin.
Put the small red fish between the red dolphin and the yellow bucket.
Put the green fish between the white hoop and the green bucket.
Put the green bucket between the white hoop and the green fish.
Touch the brown cape and the blue socks.
Touch the brown socks and the blue cape.
Touch the red socks and the green cape.
Touch the green shoes and the red shoes.
Touch the blue basket and the red cape.
Touch the brown cape—No!—the red shoes.
Remove the blue basket—No!—the brown socks.
Remove all of the socks, except for the green ones.
Add all of the large baskets.
Add all of the small baskets, except for the blue one.
Touch the large blue basket and the small red doll.
Touch the small green basket and the large brown doll.
Touch the small blue basket and the large red doll.
Remove the small brown basket and the large blue doll.
Remove the large brown basket and the large brown doll.
Put the small red basket between the brown cape and the blue socks.
Put the red socks between the large brown basket and the blue cape.
Put the small red basket between the red cape and the green socks.
Put the blue basket between the brown shoes and the blue socks.
Put the blue socks between the brown shoes and the green basket.
Touch the orange jacket and the grey basket.
Touch the orange basket and the grey jacket.
Touch the blue basket and the blue jacket.
Touch the blue basket and the orange basket.
Touch the green dish and the grey basket.
Touch the grey fish—No!—the blue jacket.
Remove the orange dish—No!—the green basket.
Remove all of the fish, except for the grey one.
Add all of the large fish.
Add all of the small fish, except for the blue one.
Touch the large grey fish and the small orange log.
Touch the small green fish and the large blue log.
Touch the small grey fish and the large orange log.
Remove the small blue fish and the large grey log.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Remove the large blue fish and the large blue log.
Put the small orange fish between the blue dish and the grey basket.
Put the orange basket between the large blue fish and the grey jacket.
Put the small orange fish between the grey dish and the blue basket.
Put the grey fish between the blue basket and the grey dish.
Put the grey dish between the green fish and the orange basket.
Touch the yellow fish and the blue nightcap.
Touch the yellow nightcap and the blue fish.
Touch the pink deer and the blue fish.
Touch the blue nightcap and the pink nightcap.
Touch the red snail and the pink fish.
Touch the red nightcap—No!—the pink fish.
Remove the red snail—No!—the yellow deer.
Remove all of the deer, except for the pink one.
Add all of the small snails.
Add all of the small snails, except for the yellow one.
Touch the small pink snail and the large red boots.
Touch the small blue snail and the large yellow boots.
Touch the small red snail and the large pink boots.
Remove the small yellow snail and the large red boots.
Remove the large yellow snail and the large yellow boots.
Put the small pink snail between the yellow fish and the red deer.
Put the pink deer between the large yellow snail and the red fish.
Put the small pink snail between the red fish and the yellow deer.
Put the red snail between the yellow nightcap and the red deer.
Put the red deer between the yellow nightcap and the blue snail.
Touch the yellow flowers and the brown snail.
Touch the yellow snail and the brown flowers.
Touch the grey snail and the green flowers.
Touch the green cookie and the grey cookie.
Touch the brown teapot and the grey flowers.
Touch the brown teapot—No!—the yellow snail.
Remove the grey snail—No!—the green cookie.
Remove all of the snails, except for the brown one.
Add all of the large teapots.
Add all of the small teapots, except for the yellow one.
Touch the large brown teapot and the small grey teacup.
Touch the small green teapot and the large yellow teacup.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Touch the small brown teapot and the large yellow teacup.
Remove the small yellow teapot and the large brown teacup.
Remove the large yellow teapot and the large yellow teacup.
Put the small grey teapot between the yellow flowers and the brown snail.
Put the grey snail between the large yellow teapot and the brown flowers.
Put the small grey teapot between the grey flowers and the green snail.
Put the brown teapot between the yellow cookie and the brown snail.
Put the brown snail between the yellow cookie and the brown teapot.
The store is cleaned for the boss.
The boxes are carried for Diego.
The breakfast is made for the sister.
The breakfast is made with the sister.
The blocks are balanced with the seal.
The walrus that is following the seal is grey.
The woman who is smiling at the seal is juggling.
The starfish that is crawling over the eel is spotted.
It’s the diver whom the seal splashes.
It’s the diver whom the octopus holds.
It’s the kelp that the diver holds.
It’s the eel that the fish chases.
The cashier helps the customer.
Diego’s boss is looking at the clock.
The dolphin jumps through the hoops.
Diego jumps over the puddle.
The walrus poses.
The porcupinefish puffs up.
The squid sleeps.
The killer whale splashed Diego.
Diego ate his sandwich.
The trainer will fall.
Which is the cat’s fish?
Which is the baby penguin.
The trainer watching the seal is balancing a ball.
The seal watching the trainer is balancing on a ball.
The fish eat.
The walrus pose.
The boy who is underwater is tickling the girl.
The seal that is not on the chair has a cup and saucer.
The crab that does not have a small shell is big.
The sleeping penguin is kissed by the girl.
The dolphin is splashed by the smiling boy.
The doctor will squeeze the sea squirt.
The fish that is swimming above the eel that is striped is big.
The diver who is watching the seal that is inside the tank is outside the tank.
The diver who is watching the seal that is outside the tank is inside the tank.
The eel that is swimming below the fish that is small is striped.
The fish that is above the eel that is spotted is small.
The squid is chasing the fish that is swimming.
The man is performing with the seal that is wearing a collar.
The seal is studying the doctor who is holding the cage.
The girl is photographing the boy whom the whale is spraying.
The girl is photographing the whale that the boy is spraying.
The ball is hitting the water.
Whom is Diego following?
Diego is swimming with Frieda.
The jellyfish is floating in the water.
The starfish is sticking to the rock.
The walrus is floating
The trainer fell in the pool.
The fish are eating some kelp.
The shrimp are crawling.
The porcupinefish are puffing up.
The dolphin that is kissing the diver is entangled by the kelp.
The seal that the woman is smiling at is balancing.
The kelp that the starfish is sticking to is hidden by the rock.
The trainer whom the dolphin is watching is catching a hoop.
The crab is not being chased by the shrimp.
The whale is not being sprayed by the boy.
Supplemental Material: “Something About Sally” directional prompts

The girl who is happy is not reading the invitation.
The girl who is reading the invitation is not happy.
The city bus that is not full of people is passing the zoo.
The girl who is talking on the phone is not sitting.
The city bus that is full of people is not passing the zoo.
The girl who is not sitting is not talking on the phone.
Sally will grab the invitation from her baby brother.
The baby will play with the elephant card.
Sally is going into her house.
Sally left her lunch on the city bus.
The girl is running with her friend.
The girl who is hugging the baby brother is laughing.
The baby who is hugging the big sister is crying.
The girl who is waving to the boy is running.
The boy who is talking to the mother is frowning.
The mother who is talking to the boy is laughing.
It’s the boy whom the girl calls.
It’s the baby brother whom the girl grabs.
It’s the invitation that the baby brother grabs.
It’s the mother whom the boy calls.
It’s the girl whom the boy sees.
Kris wants the hat with the feathers.
Sally reads the cards.
Look at the dancers.
She is wearing the dress with the flower.
Kris wants the hat with the feather.
She is throwing the streamer.
The zoo has some.
The moose drinks juice.
The quail jumps up.
The moose laughs.
The fish jumps out of the water.
The quail takes a break.
The moose drink juice.
The quail jump up.
The quail take a break.
The fish squirm in Sally’s hair.
Sally will leave her lunch on the city bus.
Supplemental Material: “Something About Sally” directional prompts

Sally will eat the grapes.
The baby is playing with the elephant card.
Sally grabbed the invitation from her baby brother.
The elephant card fell out of the envelope.
Which is the quail’s poster?
The boy waving to the girl is walking.
The girl walking toward the boy is smiling.
The moose looking at the stinkbug is happy.
The leopard that is holding a cup of juice is smiling at the moose.
The moose that is holding a sandwich is smiling at the leopard.
The stinkbug is being photographed by the quail.
The zebra is being photographed by the quail.
The stinkbug is being leaned on by the zebra.
He drinks a cup of water.
The leopard that is drinking a cup of juice that is big is small.
The zebra that is drinking the lemonade that is pink is pink.
The girl who is hugging the baby who is happy is crying.
The baby who is hugging the girl who is happy is laughing.
The stinkbug is following the zebra that the quail is leading.
The stinkbug is leading the quail that the zebra is following.
The stinkbug is photographing the zebra that the quail is pointing at.
The zebra is photographing the quail that the stinkbug is pointing at.
The stinkbug is pointing at the zebra that the quail is photographing.
The moose is clapping for the zebra that the DJ is crowning.
The DJ is clapping for the moose that the zebra is crowning.
The leopard holds a cup of juice.
The moose has a sandwich.
The quail follows the zebra.
What are the streamers resting on?
The moose is laughing.
The quail is resting.
The fish is in the zebra’s hair.
The moose are drinking juice.
The moose are laughing.
The fish are in the zebra’s hair.
The fish are jumping.
The D.J. will crown the winner.
The zebra is falling into the fountain.
Supplemental Material: “Something About Sally” directional prompts

The moose is pulling the zebra from the fountain.
The D.J. crowned the winner.
The moose pulled the zebra from the fountain.
The zebra that the stinkbug is helping up is dry.
The stinkbug that the zebra is helping up is wet.
The zebra that the quail is following is yelling and waving.
The stinkbug that the zebra is photographing is holding the crown.
The zebra that the moose is photographing is standing still.
The moose that the zebra is photographing is dancing.
The stinkbug is not being photographed by the zebra.
The zebra is not being followed by the quail.
The moose is not being watched by the stinkbug.
The quail and the zebra are not being watched by the leopard.
The stinkbug is not being leaned on by the zebra.
The quail is not being followed by the zebra.
Touch the orange table and the purple phone.
Touch the orange phone and the purple table.
Touch the red phone and the green table.
Touch the green bus and the red bus.
Touch the purple envelope and the red table.
Touch the large purple envelope and the small red elephant.
Touch the small green envelope and the large orange elephant.
Touch the small purple envelope and the large red elephant.
Remove the small orange envelope and the large purple elephant.
Remove the large orange envelope and the large orange elephant.
Touch the orange table—No!—the red bus.
Remove the purple envelope—No!—the orange phone.
Remove all of the phones, except for the green one.
Add all of the large envelopes.
Add all of the small envelopes, except the purple one.
Put the small red envelope between the orange table and the purple phone.
Put the red phone between the large orange envelope and the purple table.
Put the small red envelope between the red table and the green phone.
Put the purple envelope between the orange bus and the purple phone.
Put the purple phone between the orange bus and the green envelope.
Touch the red magazine and the green purse.
Touch the red purse and the green magazine.
Supplemental Material: “Something About Sally” directional prompts

Touch the purple purse and the purple magazine.
Touch the purple purse and the red purse.
Touch the orange giraffe and the green purse.
Touch the large green feather and the small red hat.
Touch the small orange feather and the large purple hat.
Touch the small green feather and the large red hat.
Remove the small purple feather and the large green hat.
Remove the large purple feather and the large purple hat.
Touch the green feather—No!—the purple magazine.
Remove the red giraffe—No!—the orange purse.
Remove all of the feathers, except for the green one.
Add all of the large feathers.
Add all of the small feathers, except the purple one.
Put the small red feather between the purple giraffe and the green purse.
Put the red purse between the large purple feather and the green magazine.
Put the small red feather between the green giraffe and the purple purse.
Put the green feather between the purple purse and the green giraffe.
Put the green giraffe between the orange feather and the red purse.
Touch the green drums and the purple ice cream.
Touch the green ice cream and the purple drums.
Touch the red tiki torch and the purple drums.
Touch the purple ice cream and the red ice cream.
Touch the orange glass and the red drums.
Touch the small red glass and the large orange mask.
Touch the small purple glass and the large green mask.
Touch the small orange glass and the large red mask.
Remove the small green glass and the large orange mask.
Remove the large green glass and the large green mask.
Touch the orange ice cream—No!—the red drums.
Remove the orange glass—No!—the green tiki torch.
Remove all of the tiki torches, except for the red one.
Add all of the small glasses.
Add all of the small glasses, except the green one.
Put the small red glass between the green drums and the orange tiki torch.
Put the red tiki torch between the large green glass and the orange drums.
Put the small red glass between the orange drums and the green tiki torch.
Put the orange glass between the green ice cream and the orange tiki torch.
Put the orange tiki torch between the green ice cream and the purple glass.
Supplemental Material: “Something About Sally” directional prompts

Touch the green crown and the orange antlers.
Touch the green antlers and the orange crown.
Touch the red antlers and the purple crown.
Touch the purple fish and the red fish.
Touch the orange piano and the red crown.
Touch the large orange piano and the small red picnic table.
Touch the small purple piano and the large green picnic table.
Touch the small orange piano and the large green picnic table.
Remove the small green piano and the large orange picnic table.
Remove the large green piano and the large green picnic table.
Touch the orange piano—No!—the green antlers.
Remove the red antlers—No!—the purple fish.
Remove all of the antlers, except for the orange ones.
Add all of the large pianos.
Add all of the small pianos, except the green one.
Put the small red piano between the green crown and the orange antlers.
Put the red antlers between the large green piano and the orange crown.
Put the small red piano between the red crown and the purple antlers.
Put the orange piano between the green fish and the orange antlers.
Put the orange antlers between the green fish and the orange piano.
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
  Apply learning strategies to new situations.
  Follow multi-step oral directions.

Speaking: Communicate in social situations.
  Repeat words, short phrases, memorized chunks.
  Describe pictures, events, objects, or people using phrases or short sentences.
  Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to listen to, comprehend, and say basic directions with common prepositions in English using vocabulary words and flash cards.

CONTENT – Students will be able to follow basic directions using common prepositions in English using movement and everyday objects.

KEY VOCABULARY

on
between
beside
away from
touch
big
little

(plus additional key words from commands at teacher's discretion)
MATERIALS

- Everyday objects like books to represent small and big squares and balls to represent small and big circles. If you have no objects, you can use paper cutouts, attached, or cut out circles and squares in 2 sizes—small and big—on paper and color them blue, green, red, yellow, and leave some white

- Flash cards with the key vocabulary written or those words written on the board in large print

- Additional directional prompts

- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Today, we will learn how to use words in English to describe where things are. This will help you on an activity in Fast ForWord. In school, we have to move things around all the time like books and chairs. We use words to help us know where to put things. Today we will practice moving around using English words to help us know what to do.

Why do you think it’s important to know how to hear and say different things for moving things around? Why should we be able to understand when we need to do something?

Give students wait time to respond (10-25 seconds).

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Right now, let’s practice moving around. When we move, we will use words in English to help us explain what we are doing. Before we get started, let’s review some key words. As we read these words, think about what you know about the word. Maybe you have heard it before. Think about what the word means.

Go through the list of words either on the board or the flash cards saying each word once alone, saying it with students, and then having students say the word, in I-do, We-do, You-do format. Model this behavior as needed until students grasp the idea for the remainder of the vocabulary words.

Now that we know what these words sound like, let’s listen carefully to the following directions.

Student 1, please stand up.

Student stands (if student doesn’t stand, model by calling your own name and standing up). You may use “good job” or “great work” or some other response after students complete each direction correctly.

Student 2, move to the front of the room.

Again, if Student 2 doesn’t understand, model the behavior.
**Student 3, stand BESIDE Student 2.**

Show flash card that reads “beside”. Have everyone practice saying “beside” by repeating after the teacher. Stand beside Student 2 to model for Student 3. Place the “beside” flash card on the board.

**Student 4, stand BETWEEN Student 2 and Student 3.**

Show flash card that says “between.” Place the “between” flash card on the board next to “beside.” Have students practice saying “between.” Model here as well. Continue modeling each behavior as needed.

**Student 5, TOUCH this desk.**

Show the flash card for “touch.” Have everyone practice saying “touch.”

Repeat this for “away from,” “on,” “big,” “little,” and the other key words on the board/flash cards (“Student X, touch the BIG book”).

Once you have gone through all the flash cards once (or words on the board once), set them on the blackboard or somewhere visible to have students refer to them throughout the lesson. Repeat these words with new commands or using different students until your students understand the words and directions.

Have some fun with this activity and allow students to give directions if they so choose. Then have students say them to a partner. The partner follows the directions and after a few turns, students switch roles so both get an opportunity to say directions.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Now that you have had some practice with some new words, we will practice them with some objects we use every day. This is like the activity you will do on Fast ForWord.

Just like with one another, we will practice moving objects using directions. I’ll start and then we’ll do it together.

**Touch the big red circle.**

Model touching the big red circle.

Have students repeat the direction after you—saying it and doing the action. Feel free to model again as needed and give verbal praise or some other reward as appropriate as students complete the actions correctly.

 Ok great, let’s try another one.

**Touch the big blue square.**
Now have students repeat the direction and complete the action with you saying the prompt only.

**Touch the small white circle.**

**Touch the small red square.**

**Move the big blue circle away from the big green square.**

Continue with your own commands until students feel comfortable saying it and completing the action.

If students feel comfortable and there is time, have them give basic directions to a partner just as you did here. Remind students to check the words on the board to know what words to use in their directions. They may also use the additional commands.

**ELD Differentiation**

**Entering, Emerging:** Alongside explicit modeling, give students think time to process each command before acting out, which can range from a few seconds to about 30 seconds. If students do not act or speak by then, rephrase the command using different words, define the key word with examples, or model or point to the action as you say the command.

**Developing, Expanding:** Encourage students to get creative with their commands and prepositions. Add to the list of key words by adding them to the list on the board or written on an index card to add to the flash card deck as students work. Words to add: “except for,” “along with,” “instead of,” “before,” “after,” “cover,” “in addition to,” “through,” “in place of,” and so on. For even more of a challenge, add increasingly complex prepositions/transitional phrases.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now that we have practiced saying directions and moving things around, it is your turn to practice your English in Fast ForWord. When you get to Stellar Stories today, remember what we practiced.

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students practice writing by making up a few commands and writing them out.

2. Have students practice forming compound and complex sentences using the key words.

3. Have students imagine what they would do if they were President. What would their first commands be? Have students write responses to that prompt, thinking about the definition of commands and what they would like to see as president. Encourage students to get creative (Free pizza every Wednesday! New toys for every child every month!).
Round One

On Saturday, Billy and Rueben had lunch together. They went to their favorite spot, The Fish Shack, for fried fish. They were discussing their favorite subject—cars. Maria, Billy’s girlfriend, showed up. She walked over and dumped a giant soda in Billy’s lap.

“Hey, what was that for?” Billy shouted. “That’s for taking my best friend Allison to the movies last night,” Maria replied. “Uh oh,” Billy thought, “How did she find out?” Billy tried to cover by claiming it wasn’t a date. Maria wasn’t interested in listening. Rueben didn’t look too pleased either, since Allison was his girlfriend. Finally, Billy gave in and explained. He and Allison didn’t really go to the movies. They were actually planning surprise birthday parties for Rueben. When Maria and Rueben heard the real story they both apologized. “Let’s go to the movies tonight,” suggested Billy. “Cool. Then we’ll go to Moe’s and plan my surprise party together,” added Rueben. Maria joked, “I’ll buy the soda.”

Round Two

Later that day, Billy went home and asked if he could borrow his dad’s car. At first his dad said no since Billy always returned the car on empty. “But, Dad,” Billy pleaded. Eventually, Billy promised to return the car with a full tank. His dad handed him the keys.

Billy watched TV before heading over to Maria’s house. He was late, and Maria was waiting outside. After passing Wild Willie’s Toy Store, the car sputtered and rolled to a stop right in front of the Fish Shack. Billy looked at the gas gauge and he couldn’t believe his eyes. He was out of gas.

Billy wasn’t too happy. And neither was Maria. The evening was starting off on the wrong foot. Billy suggested, “We can walk to the gas station. It’s only a few blocks away. We can still make it to the movies if we hurry. Or we could have dinner at the Fish Shack instead.” At first Maria said she didn’t want to walk. Her shoes were uncomfortable and her backpack was too heavy. But she realized that walking to the gas station was certainly better than sitting in the car alone. So off they went.

Just before they reached the gas station, a blue muscle car with jacked-up wheels raced past them. It smashed into a green convertible and skidded into the front of the gas station. The blue muscle car was pretty banged up. The front window was shattered and the doors were jammed shut. The driver crawled through the window and started to run. Still shaky from the crash, he accidentally ran into Billy and Maria, knocking them both down. When Maria fell, she dropped her backpack. The driver grabbed it and kept running.
Round Three

Just as Billy pulled himself up, the blue muscle car burst into flames. People were running all over the place. Alarms were going off and the sounds of sirens filled the air. Luckily, Maria wasn't hurt but she was upset that her backpack was gone. “That has my life in it. My wallet, my license, my money and my pager!” she cried. Now Billy was really upset. His knee hurt, his lip was busted and he didn’t know what to do. But he had to get his girlfriend’s backpack and fast. Just then, Billy’s brother Michael drove up on his motorcycle. “Dude, what happened?” Michael asked Billy. Billy jumped on the back of the bike. He told Michael that Maria’s backpack had been stolen.

“We have to get it back!” he shouted.

“Did you get a good look at the guy?” Michael asked. Billy remembered that the guy was wearing a red T-shirt and a blue hat. Michael and Billy were speeding down 7th Street when Billy yelled, “Hey, turn left! Turn left! He’s running down that alley!” As they turned into the alley, they caught a glimpse of the thief getting into a black sedan. “That’s him!” cried out Billy. “Follow that black car!” Michael went full throttle on his motorcycle and they roared after the car.

Round Four

The black sedan sped out of the alley, weaving in and out of traffic. But Michael and Billy were right behind it. They were determined to recover the backpack. Suddenly, the sedan made a quick U-turn into oncoming traffic. It was heading straight for a bus filled with innocent people. It would take a miracle to avoid disaster. Michael pulled hard on the brakes. He and Billy covered their eyes. They couldn’t bear to watch. But the bus driver swerved and somehow missed the black sedan.

The car screeched and fishtailed into a fire hydrant. The hydrant blew and water went everywhere. In the middle of all the confusion, Billy headed for the black car. He ran through broken glass, puddles of water and frightened pedestrians. When he got to the car he yanked the door open and grabbed Maria's backpack. The cops arrived moments later. They arrested the thief and then came over to make sure Michael and Billy were okay. “Fine, now that I’ve got my girlfriend’s backpack,” replied Billy. “And if we hurry I think we can still make it to the late show!”
Lesson Topic: Stellar Stories (Lesson 4)

Supplemental Material: “The Tank of Dr. Wong” story text

Round One

Going to the marine park was Diego’s favorite thing to do since he was little. He had gone to the park often because his father worked there as a janitor. The summer that Diego turned 16, his father suggested that he apply for a job. Diego imagined that he would work with the animals. Instead he was hired to work the cash register in the gift shop.

On his first day, Diego stopped by the seal tank on his way to the gift shop. The seals were playing a basketball game with a giant red ball. One of the seals jumped up on a rock and started clapping her flippers. “Thanks for the vote of confidence,” Diego said. Diego arrived at work 2 minutes late. His boss yelled at him. “You’re late, and it’s only your first day. This better not happen again.” The shop opened at 8:00. Diego needed to organize all the T-shirts before the visitors came through. T-shirts sold more than anything else in the gift shop. That night, Diego felt disappointed. He wasn’t learning anything about marine life. Instead, he saw a lot of walrus key chains and killer whale pens. The only dolphins he saw were stuffed animals, and although he learned how to make change, it wasn’t much fun. And His boss was grumpy. His father told him it was better than cleaning, but Diego wasn’t so sure. Diego set two alarm clocks so he wouldn’t be late again.

Round Two

Diego was allowed an hour lunch break. On his 2nd day, he went to sit in the bleachers to eat his sandwich. Maybe the dolphins would be rehearsing for the afternoon show, and he could get a sneak preview.

Suddenly, Diego heard someone behind him. “Hey.” Diego turned around. He saw a girl who looked like she worked there. “Are you new?” she asked. “Yeah.” He said. “My name’s Rani.” She said. She sat down to eat beside him. When they finished eating their sandwiches, she told him that she knew all the secret passages in the marine park. “Do you want to go see the dolphin training tank?” she asked. “Are you kidding? That’s the reason I got a job here in the first place,” Diego said.

He followed her up to a door marked “Restricted Access.” The minute they went through the door, they were blasted with the smell of fish. At the dolphin training tank, it really smelled. They had to be careful not to fall because the floor was wet and slippery. At the edge of the tank was a big bucket of dead fish.

“Watch this,” said Rani. She threw a fish up in the air, and one of the dolphins jumped up out of the water. It caught the fish and came down making a giant splash that sloshed all over the floor. Diego picked up a fish and stood at the edge of the tank. A dolphin put her head over the side. Diego nodded and held the fish out. The dolphin nodded back. Diego nodded again and threw the fish to the dolphin. “That dolphin is named Frieda,” said Rani. Then, all of a sudden, they heard a voice ask, “What are you two kids doing?”
Round Three

Dr. Susan Wong was the park’s marine biologist, and she turned out to be cool. When they told her that they were interested in learning about the ocean, she convinced them to visit the tide pool. It was a strange place full of animals that looked more like vegetables. Dr. Wong said that barnacles stand on their head and eat with their feet. The glue that barnacles use to stick to things is as strong as any glue you can buy in a store.

Diego picked up a green starfish and one of its arms fell off. Diego was scared he had hurt it, but Dr. Wong said that it happened all the time. “Some starfish can grow up to nine or ten arms. Even if a starfish loses an arm, it can grow the arm back,” said Dr. Wong. Rani picked up a hermit crab. “Don’t move, and the crab will come out of its shell,” said Dr. Wong. The crab peeked out. Rani could hardly keep still, because the crab tickled as it explored her hand. Diego spotted a purple sea squirt. When Diego tried to take a closer look, it squirted water in his face.

Suddenly, Diego remembered the time. “Oh no, what time is it?” he asked. Rani looked at her watch and told him that lunch was almost over. Dr. Wong asked if they wanted to come after work and help her take care of the dolphins. They both agreed, and Diego ran back to the gift shop. He didn’t want to get fired on his second day for being late again.

Round Four

“How would you like to get in the tank with the dolphins?” asked Dr. Wong. Dr. Wong wanted them to scrub the sides of the dolphin tank. Diego and Rani put on wet suits. The wet suits were cold and uncomfortable. Diego felt funny walking around in his and wearing it was like having squishy wet noodles next to his skin.

Diego and Dr. Wong grabbed some brushes and jumped into the tank first. As soon as they were in the water, the dolphins swam around them making strange noises. “The dolphins like to get comfortable with the people who take care of them,” said Dr. Wong. “If they like you, they might invite you to swim with them.” Diego touched a passing dolphin. It was Frieda. Diego thought that Frieda smiled at him, but remembered that dolphins always smile. Frieda swam up beside him. She seemed to nod at him. Carefully, Diego grabbed Frieda’s dorsal fin and held his breath. Suddenly, he was moving fast through water. Diego remembered to breathe out through his nose. Big air bubbles trailed out behind him, and his legs flew back. The water became like the wind. Frieda swam along the surface of the water and blew air out of her blowhole near Diego’s face. For the first time that day, Diego stopped caring about time. Then suddenly it was over, and Frieda swam back to Dr. Wong.

Diego could see Rani anxiously waiting for her turn by the edge of the tank. Diego got out of the water shaking. Rani said, “That looked pretty cool.” “Yeah,” said Diego. “That’s definitely the best part of the job.” Diego grabbed a fish from the bucket and nodded to Frieda. Frieda nodded back, and Diego threw the fish.
Lesson Topic: Stellar Stories (Lesson 4)

Supplemental Material: “Something About Sally” story text

Round One

Sally got home from school late on Tuesday. She was having one of those days, you know the kind, when nothing seems to go right. She got a C on her history paper and a C on a math test. She forgot her lunch on the bus. And to make matters even worse, today was the day she had to stay late to catch up on schoolwork. Needless to say, Sally wasn’t in the best of moods.

So when she got home from school and saw an envelope with her name on it she figured it was probably an overdue library book fine. But when she opened it up a giant blue and gold elephant-shaped card fell out along with a bunch of temporary wild animal tattoos. “Wow, this is cool. It’s an invitation to a costume party this Saturday,” Sally exclaimed. According to the invitation, only those people in costume would be allowed in. And, the theme was Wild and Exotic Animals. Plus there was going to be a costume contest, dancing, and music by the spotted Zebras-playing some very endangered sounds.

Sally was so excited she forgot how bad her day had been. She grabbed the phone from her little brother and immediately called her three best friends Thea, Rufus and Kris. Luckily, they all had been invited too. Since, the party was only a few days away, Sally and her friends decided to meet after school the next day to work on their costumes.

Round Two

Rufus, Thea, Kris and Sally met at the Aardvark Café right after school. First they got some chili cheese fries to help them think. Then they decided to split up: Sally and Thea checked out the second hand clothing stores, Rufus scavenged the streets for discarded items and Kris hit the zoo for inspiration.

When they finished they hooked up at Sally’s house to show off their treasures. Kris had collected a bunch of pamphlets and brochures from the zoo. Rufus had found a stack of old wildlife magazines and a TV antenna. Sally and Thea came back with vintage clothes, wild hats, feathers and lots of funny looking props. They dumped everything on the bed and started sorting through it. “Now comes the fun part figuring out what to be,” said Sally. “I was thinking I might go as a stinkbug,” said Rufus. “You are so weird,” said Kris. Sally said she was considering going as a zebra. “I will even dye my hair black and white!” she laughed. “Not bad,” commented Rufus. “What about you, Thea?” he continued. “I can’t decide between a squid and a moose,” Thea said, while modeling antlers made from coat hangers and scarves. They all looked at Kris. “I think these feathers would make a great quail!” she said.
Supplemental Material: “Something About Sally” story text

Round Three

On Saturday afternoon everyone met at Sally’s house to put on their costumes. Sally had dyed her hair black and white so she could look like a zebra. Rufus had used the antenna from the TV to go as a stinkbug. Thea looked pretty good as a moose and Kris looked funny as a quail. They decided the fastest way to get to the party would be to take the bus.

When they climbed aboard they were met by lots of really strange looks. It was pretty funny. Luckily, they were only on the bus for three stops. The party was in the public garden behind Bernie’s Exotic Pet Shop. The dance stage glowed with strings of lights and the picnic area was bright with tiki torches. The place was packed. Sally had never seen so many crazy costumes. She saw a guy dressed from head to toe like a leopard and a woman with a snake wrapped around her waist. There was also a fountain with colorful lights and fish, in one corner of the garden. This was one of the coolest and strangest parties Sally had ever been to. The music was just starting up as they made their way through the crowd.

Round Four

“It’s time for the Wild and Exotic Costume Contest,” the street-level D.J. announced. “And the lucky winner gets an all-expense-paid trip for four to a wild animal park in San Diego.” The crowd went nuts. All Sally could think about was trying to get to the stage before the contest started. As she rushed past a leopard she tripped and flew into the fountain. Water splashed over the quail who was laughing. The leopard toppled backwards into a herd of moose. The moose collapsed into a grumbling heap. There were antlers everywhere. By the time Sally struggled to her feet it was too late. The contest was over. Rufus was on stage getting wild applause for his stinkbug outfit. “Well, it looks like we have a winner,” the D.J. said pointing to Rufus. “So, who are you taking with you to San Diego, Mr. Stinkbug?” Rufus paused for a moment. “I don’t know. I guess whoever bugs me the most.”
Supplemental Material: “It Happened One Night” directional prompts

Touch the orange soda and the purple hat.
Touch the orange hat and the purple soda.
Touch the red hat and the green soda.
Touch the green car and the red car.
Touch the purple backpack and the red soda.
Touch the large purple backpack and the small red menu.
Touch the small green backpack and the large orange menu.
Touch the small purple backpack and the large red menu.
Remove the small orange backpack and the large purple menu.
Remove the large orange backpack and the large orange menu.
Touch the orange soda—No!—the red car.
Remove the purple backpack—No!—the orange hat.
Remove all of the hats, except for the green one.
Add all of the large backpacks.
Add all of the small backpacks, except the purple one.
Put the small red backpack between the orange soda and the purple hat.
Put the red hat between the large orange backpack and the purple soda.
Put the small red backpack between the red soda and the green hat.
Put the purple backpack between the orange car and the purple hat.
Put the purple hat between the orange car and the green backpack.
Touch the red backpack and the brown car.
Touch the red car and the brown backpack.
Touch the blue car and the blue backpack.
Touch the blue car and the red car.
Touch the white key and the brown car.
Touch the large brown bumper sticker and the small red shoe.
Touch the small white bumper sticker and the large blue shoe.
Touch the small brown bumper sticker and the large red shoe.
Remove the small blue bumper sticker and the large brown shoe.
Remove the large blue bumper sticker and the large blue shoe.
Touch the brown bumper sticker—No!—the blue backpack.
Remove the red key—No!—the white car.
Remove all of the bumper stickers, except for the brown one.
Add all of the large bumper stickers.
Add all of the small bumper stickers, except the blue one.
Put the small red bumper sticker between the blue key and the brown car.
Put the red car between the large blue bumper sticker and the brown backpack.
Put the small red bumper sticker between the brown key and the blue car.
Put the brown bumper sticker between the blue car and the brown key.
Supplemental Material: “It Happened One Night” directional prompts

Put the brown key between the white bumper sticker and the red car.
Touch the green motorcycle and the blue skateboard.
Touch the green skateboard and the blue motorcycle.
Touch the black plate and the blue motorcycle.
Touch the blue skateboard and the black skateboard.
Touch the white hat and the black motorcycle.
Touch the small black hat and the large white car.
Touch the small blue hat and the large green car.
Touch the small white hat and the large black car.
Remove the small green hat and the large white car.
Remove the large green hat and the large green car.
Touch the white skateboard—No!—the black motorcycle.
Remove the white hat—No!—the green plate.
Remove all of the plates, except for the black one.
Add all of the small hats.
Add all of the small hats, except the green one.
Put the small black hat between the green motorcycle and the white plate.
Put the black plate between the large green hat and the white motorcycle.
Put the small black hat between the white motorcycle and the green plate.
Put the white hat between the green skateboard and the white skateboard.
Put the white skateboard between the green skateboard and the blue skateboard.
Touch the white motorcycle and the black car.
Touch the white car and the black motorcycle.
Touch the yellow bus and the red bus.
Touch the black handcuffs and the red motorcycle.
Touch the large black handcuffs and the small red fire hydrant.
Touch the small yellow handcuffs and the large white fire hydrant.
Touch the small black handcuffs and the large white fire hydrant.
Remove the small white handcuffs and the large black fire hydrant.
Remove the large white handcuffs and the large white fire hydrant.
Touch the black handcuffs—No!—the white car.
Remove the red car—No!—the yellow bus.
Remove all of the cars, except for the black one.
Add all of the large handcuffs.
Add all of the small handcuffs, except the white ones.
Put the small red handcuffs between the white motorcycle and the black car.
Put the red car between the large white handcuffs and the black motorcycle.
Supplemental Material: “It Happened One Night” directional prompts

Put the small red handcuffs between the red motorcycle and the yellow car.
Put the black handcuffs between the white bus and the black car.
Put the black car between the white bus and the black handcuffs.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Touch the yellow ball and the white price tag.
Touch the yellow price tag and the white ball.
Touch the red price tag and the blue ball.
Touch the blue key chain and the red key chain.
Touch the white T-shirt and the red ball.
Touch the large white T-shirt and the small red alarm clock.
Touch the small blue T-shirt and the large yellow alarm clock.
Touch the small white T-shirt and the large red alarm clock.
Remove the small yellow T-shirt and the large white alarm clock.
Remove the large yellow T-shirt and the large yellow alarm clock.
Touch the yellow ball—No!—the red key chain.
Remove the white T-shirt—No!—the yellow price tag.
Remove all of the price tags, except for the blue one.
Add all of the large T-shirts.
Add all of the small T-shirts, except the white one.
Put the small red T-shirt between the yellow ball and the white price tag.
Put the red price tag between the large yellow T-shirt and the white ball.
Put the small red T-shirt between the red ball and the blue price tag.
Put the white T-shirt between the yellow key chain and the white price tag.
Put the white price tag between the yellow key chain and the blue T-shirt.
Touch the red sandwich and the yellow squid.
Touch the red squid and the yellow sandwich.
Touch the blue squid and the blue sandwich.
Touch the blue squid and the red squid.
Touch the grey dolphin and the yellow squid.
Touch the large yellow bucket and the small red penguin.
Touch the small grey bucket and the large blue penguin.
Touch the small yellow bucket and the large red penguin.
Remove the small blue bucket and the large yellow penguin.
Remove the large blue bucket and the large blue penguin.
Touch the yellow bucket—No!—the blue sandwich.
Remove the red dolphin—No!—the grey squid.
Remove all of the buckets, except for the yellow one.
Add all of the large buckets.
Add all of the small buckets, except the blue one.
Put the small red bucket between the blue dolphin and the yellow squid.
Put the red squid between the large blue bucket and the yellow sandwich.
Put the small red bucket between the yellow dolphin and the blue squid.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Put the yellow bucket between the blue squid and the yellow dolphin.
Put the yellow dolphin between the grey bucket and the red squid.
Touch the orange starfish and the blue sea squirt.
Touch the orange sea squirt and the blue starfish.
Touch the grey seal and the blue starfish.
Touch the blue sea squirt and the grey sea squirt.
Touch the yellow crab and the grey starfish.
Touch the small grey crab and the large yellow fish.
Touch the small blue crab and the large orange fish.
Touch the small yellow crab and the large grey fish.
Remove the small orange crab and the large yellow fish.
Remove the large orange crab and the large orange fish.
Touch the yellow sea squirt—No!—the grey starfish.
Remove the yellow crab—No!—the orange seal.
Remove all of the seals, except for the grey one.
Add all of the small crabs.
Add all of the small crabs, except the orange one.
Put the small grey crab between the orange starfish and the yellow seal.
Put the grey seal between the large orange crab and the yellow starfish.
Put the small grey crab between the yellow starfish and the orange seal.
Put the yellow crab between the orange sea squirt and the yellow seal.
Put the yellow seal between the orange sea squirt and the blue crab.
Touch the white dolphin and the green bucket.
Touch the white bucket and the green dolphin.
Touch the red bucket and the yellow dolphin.
Touch the yellow hoop and the red hoop.
Touch the green fish and the red dolphin.
Touch the large green fish and the small red wet suit.
Touch the small yellow fish and the large white wet suit.
Touch the small green fish and the large white wet suit.
Remove the small white fish and the large green wet suit.
Remove the large white fish and the large white wet suit.
Touch the green fish—No!—the white bucket.
Remove the red bucket—No!—the yellow hoop.
Remove all of the buckets, except for the green one.
Add all of the large fish.
Add all of the small fish, except the white one.
Put the small red fish between the white dolphin and the green bucket.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Put the red bucket between the large white fish and the green dolphin.
Put the small red fish between the red dolphin and the yellow bucket.
Put the green fish between the white hoop and the green bucket.
Put the green bucket between the white hoop and the green fish.
Touch the brown cape and the blue socks.
Touch the brown socks and the blue cape.
Touch the red socks and the green cape.
Touch the green shoes and the red shoes.
Touch the blue basket and the red cape.
Touch the brown cape—No!—the red shoes.
Remove the blue basket—No!—the brown socks.
Remove all of the socks, except for the green ones.
Add all of the large baskets.
Add all of the small baskets, except for the blue one.
Touch the large blue basket and the small red doll.
Touch the small green basket and the large brown doll.
Touch the small blue basket and the large red doll.
Remove the small brown basket and the large blue doll.
Remove the large brown basket and the large brown doll.
Put the small red basket between the brown cape and the blue socks.
Put the red socks between the large brown basket and the blue cape.
Put the small red basket between the red cape and the green socks.
Put the blue basket between the brown shoes and the blue socks.
Put the blue socks between the brown shoes and the green basket.
Touch the orange jacket and the grey basket.
Touch the orange basket and the grey jacket.
Touch the blue basket and the blue jacket.
Touch the blue basket and the orange basket.
Touch the green dish and the grey basket.
Touch the grey fish—No!—the blue jacket.
Remove the orange dish—No!—the green basket.
Remove all of the fish, except for the grey one.
Add all of the large fish.
Add all of the small fish, except for the blue one.
Touch the large grey fish and the small orange log.
Touch the small green fish and the large blue log.
Touch the small grey fish and the large orange log.
Remove the small blue fish and the large grey log.
Remove the large blue fish and the large blue log.
Put the small orange fish between the blue dish and the grey basket.
Put the orange basket between the large blue fish and the grey jacket.
Put the small orange fish between the grey dish and the blue basket.
Put the grey fish between the blue basket and the grey dish.
Put the grey dish between the green fish and the orange basket.
Touch the yellow fish and the blue nightcap.
Touch the yellow nightcap and the blue fish.
Touch the pink deer and the blue fish.
Touch the blue nightcap and the pink nightcap.
Touch the red snail and the pink fish.
Touch the red nightcap—No!—the pink fish.
Remove the red snail—No!—the yellow deer.
Remove all of the deer, except for the pink one.
Add all of the small snails.
Add all of the small snails, except for the yellow one.
Touch the small pink snail and the large red boots.
Touch the small blue snail and the large yellow boots.
Touch the small red snail and the large pink boots.
Remove the small yellow snail and the large red boots.
Put the small pink snail between the yellow fish and the red deer.
Put the pink deer between the large yellow snail and the red fish.
Put the small pink snail between the red fish and the yellow deer.
Put the red snail between the yellow nightcap and the red deer.
Put the red deer between the yellow nightcap and the blue snail.
Touch the yellow flowers and the brown snail.
Touch the yellow snail and the brown flowers.
Touch the grey snail and the green flowers.
Touch the green cookie and the grey cookie.
Touch the brown teapot and the grey flowers.
Touch the brown teapot—No!—the yellow snail.
Remove the grey snail—No!—the green cookie.
Remove all of the snails, except for the brown one.
Add all of the large teapots.
Add all of the small teapots, except for the yellow one.
Touch the large brown teapot and the small grey teacup.
Touch the small green teapot and the large yellow teacup.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

Touch the small brown teapot and the large yellow teacup.
Remove the small yellow teapot and the large brown teacup.
Remove the large yellow teapot and the large yellow teacup.
Put the small grey teapot between the yellow flowers and the brown snail.
Put the grey snail between the large yellow teapot and the brown flowers.
Put the small grey teapot between the grey flowers and the green snail.
Put the brown teapot between the yellow cookie and the brown snail.
Put the brown snail between the yellow cookie and the brown teapot.
The store is cleaned for the boss.
The boxes are carried for Diego.
The breakfast is made for the sister.
The breakfast is made with the sister.
The blocks are balanced with the seal.
The walrus that is following the seal is grey.
The woman who is smiling at the seal is juggling.
The starfish that is crawling over the eel is spotted.
It’s the diver whom the seal splashes.
It’s the diver whom the octopus holds.
It’s the kelp that the diver holds.
It’s the eel that the fish chases.
The cashier helps the customer.
Diego’s boss is looking at the clock.
The dolphin jumps through the hoops.
Diego jumps over the puddle.
The walrus poses.
The porcupinefish puffs up.
The squid sleeps.
The killer whale splashed Diego.
Diego ate his sandwich.
The trainer will fall.
Which is the cat’s fish?
Which is the baby penguin.
The trainer watching the seal is balancing a ball.
The seal watching the trainer is balancing on a ball.
The fish eat.
The walrus pose.
The boy who is underwater is tickling the girl.
The seal that is not on the chair has a cup and saucer.
Supplemental Material: “The Tank of Dr. Wong” directional prompts

The crab that does not have a small shell is big.
The sleeping penguin is kissed by the girl.
The dolphin is splashed by the smiling boy.
The doctor will squeeze the sea squirt.
The fish that is swimming above the eel that is striped is big.
The diver who is watching the seal that is inside the tank is outside the tank.
The diver who is watching the seal that is outside the tank is inside the tank.
The eel that is swimming below the fish that is small is striped.
The fish that is above the eel that is spotted is small.
The squid is chasing the fish that is swimming.
The man is performing with the seal that is wearing a collar.
The seal is studying the doctor who is holding the cage.
The girl is photographing the boy whom the whale is spraying.
The girl is photographing the whale that the boy is spraying.
The ball is hitting the water.
Whom is Diego following?
Diego is swimming with Frieda.
The jellyfish is floating in the water.
The starfish is sticking to the rock.
The walrus is floating.
The trainer fell in the pool.
The fish are eating some kelp.
The shrimp are crawling.
The porcupinefish are puffing up.
The dolphin that is kissing the diver is entangled by the kelp.
The seal that the woman is smiling at is balancing.
The kelp that the starfish is sticking to is hidden by the rock.
The trainer whom the dolphin is watching is catching a hoop.
The crab is not being chased by the shrimp.
The whale is not being sprayed by the boy.
Supplemental Material: “Something About Sally” directional prompts

The girl who is happy is not reading the invitation.
The girl who is reading the invitation is not happy.
The city bus that is not full of people is passing the zoo.
The girl who is talking on the phone is not sitting.
The city bus that is full of people is not passing the zoo.
The girl who is not sitting is not talking on the phone.
Sally will grab the invitation from her baby brother
The baby will play with the elephant card.
Sally is going into her house.
Sally left her lunch on the city bus.
The girl is running with her friend.
The girl who is hugging the baby brother is laughing.
The baby who is hugging the big sister is crying.
The girl who is waving to the boy is running.
The boy who is talking to the mother is frowning.
The mother who is talking to the boy is laughing.
It’s the boy whom the girl calls.
It’s the baby brother whom the girl grabs.
It’s the invitation that the baby brother grabs.
It’s the mother whom the boy calls.
It’s the girl whom the boy sees.
Kris wants the hat with the feathers.
Sally reads the cards.
Look at the dancers.
She is wearing the dress with the flower.
Kris wants the hat with the feather.
She is throwing the streamer.
The zoo has some.
The moose drinks juice.
The quail jumps up.
The moose laughs.
The fish jumps out of the water.
The quail takes a break.
The moose drink juice.
The quail jump up.
The quail take a break.
The fish squirm in Sally’s hair.
Sally will leave her lunch on the city bus.
Sally will eat the grapes.
The baby is playing with the elephant card.
Sally grabbed the invitation from her baby brother.
The elephant card fell out of the envelope.
Which is the quail’s poster?
The boy waving to the girl is walking.
The girl walking toward the boy is smiling.
The moose looking at the stinkbug is happy.
The leopard that is holding a cup of juice is smiling at the moose.
The moose that is holding a sandwich is smiling at the leopard.
The stinkbug is being photographed by the quail.
The zebra is being photographed by the quail.
The stinkbug is being leaned on by the zebra.
He drinks a cup of water.
The leopard that is drinking a cup of juice that is big is small.
The zebra that is drinking the lemonade that is pink is pink.
The girl who is hugging the baby who is happy is crying.
The baby who is hugging the girl who is happy is laughing.
The stinkbug is following the zebra that the quail is leading.
The stinkbug is leading the quail that the zebra is following.
The stinkbug is photographing the zebra that the quail is pointing at.
The zebra is photographing the quail that the stinkbug is pointing at.
The stinkbug is pointing at the zebra that the quail is photographing.
The moose is clapping for the zebra that the DJ is crowning.
The DJ is clapping for the moose that the zebra is crowning.
The leopard holds a cup of juice.
The moose has a sandwich.
The quail follows the zebra.
What are the streamers resting on?
The moose is laughing.
The quail is resting.
The fish is in the zebra’s hair.
The moose are drinking juice.
The moose are laughing.
The fish are in the zebra’s hair.
The fish are jumping.
The D.J. will crown the winner.
The zebra is falling into the fountain.
The moose is pulling the zebra from the fountain.
The D.J. crowned the winner.
The moose pulled the zebra from the fountain.
The zebra that the stinkbug is helping up is dry.
The stinkbug that the zebra is helping up is wet.
The zebra that the quail is following is yelling and waving.
The stinkbug that the zebra is photographing is holding the crown.
The zebra that the moose is photographing is standing still.
The moose that the zebra is photographing is dancing.
The stinkbug is not being photographed by the zebra.
The zebra is not being followed by the quail.
The moose is not being watched by the stinkbug.
The quail and the zebra are not being watched by the leopard.
The stinkbug is not being leaned on by the zebra.
The quail is not being followed by the zebra.
Touch the orange table and the purple phone.
Touch the orange phone and the purple table.
Touch the red phone and the green table.
Touch the green bus and the red bus.
Touch the purple envelope and the red table.
Touch the large purple envelope and the small red elephant.
Touch the small green envelope and the large orange elephant.
Touch the small purple envelope and the large red elephant.
Remove the small orange envelope and the large purple elephant.
Remove the large orange envelope and the large orange elephant.
Touch the orange table—No!—the red bus.
Remove the purple envelope—No!—the orange phone.
Remove all of the phones, except for the green one.
Add all of the large envelopes.
Add all of the small envelopes, except the purple one.
Put the small red envelope between the orange table and the purple phone.
Put the red phone between the large orange envelope and the purple table.
Put the small red envelope between the red table and the green phone.
Put the purple envelope between the orange bus and the purple phone.
Put the purple phone between the orange bus and the green envelope.
Touch the red magazine and the green purse.
Touch the red purse and the green magazine.
Supplemental Material: “Something About Sally” directional prompts

Touch the purple purse and the purple magazine.
Touch the purple purse and the red purse.
Touch the orange giraffe and the green purse.
Touch the large green feather and the small red hat.
Touch the small orange feather and the large purple hat.
Touch the small green feather and the large red hat.
Remove the small purple feather and the large green hat.
Remove the large purple feather and the large green hat.
Touch the green feather—No!—the purple magazine.
Remove the red giraffe—No!—the orange purse.
Remove all of the feathers, except for the green one.
Add all of the large feathers.
Add all of the small feathers, except the purple one.
Put the small red feather between the purple giraffe and the green purse.
Put the red purse between the large purple feather and the green magazine.
Put the small red feather between the green giraffe and the purple purse.
Put the green feather between the purple purse and the green giraffe.
Put the green giraffe between the orange feather and the red purse.
Touch the green drums and the purple ice cream.
Touch the green ice cream and the purple drums.
Touch the red tiki torch and the purple drums.
Touch the purple ice cream and the red ice cream.
Touch the orange glass and the red drums.
Touch the small red glass and the large orange mask.
Touch the small purple glass and the large green mask.
Touch the small orange glass and the large red mask.
Remove the small green glass and the large orange mask.
Remove the large green glass and the large green mask.
Touch the orange ice cream—No!—the red drums.
Remove the orange glass—No!—the green tiki torch.
Remove all of the tiki torches, except for the red one.
Add all of the small glasses.
Add all of the small glasses, except the green one.
Put the small red glass between the green drums and the orange tiki torch.
Put the red tiki torch between the large green glass and the orange drums.
Put the small red glass between the orange drums and the green tiki torch.
Put the orange glass between the green ice cream and the orange tiki torch.
Put the orange tiki torch between the green ice cream and the purple glass.
Supplemental Material: “Something About Sally” directional prompts

- Touch the green crown and the orange antlers.
- Touch the green antlers and the orange crown.
- Touch the red antlers and the purple crown.
- Touch the purple fish and the red fish.
- Touch the orange piano and the red crown.
- Touch the large orange piano and the small red picnic table.
- Touch the small purple piano and the large green picnic table.
- Touch the small orange piano and the large green picnic table.
- Remove the small green piano and the large orange picnic table.
- Remove the large green piano and the large green picnic table.
- Touch the orange piano—No!—the green antlers.
- Remove the red antlers—No!—the purple fish.
- Remove all of the antlers, except for the orange ones.
- Add all of the large pianos.
- Add all of the small pianos, except the green one.
- Put the small red piano between the green crown and the orange antlers.
- Put the red antlers between the large green piano and the orange crown.
- Put the small red piano between the red crown and the purple antlers.
- Put the orange piano between the green fish and the orange antlers.
- Put the orange antlers between the green fish and the orange piano.
This chapter includes the offline lessons for the Fast ForWord Literacy Advanced program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

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LESSON TOPIC: Laser Match

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Follow multi-step oral directions.

Speaking: Communicate in social situations.
Repeat words, short phrases, memorized chunks.
Describe pictures, events, objects, or people using phrases or short sentences.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use new words in English in context to reinforce their understanding of beginning sounds of words.

CONTENT – Students will be able to use what they know of phonemes to have success in the Laser Match exercise in Fast ForWord Literacy Advanced.

KEY VOCABULARY

Laser Match word list (page 5)

MATERIALS

• Laser Match flash cards, or printouts of Laser Match word list with pictures or short definitions added (page 5)
• List of various locations (library, grocery store, park, etc.)
• Whiteboard or some other clearly visible writing surface
• Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Fast ForWord Literacy Advanced programs can be used with students at various stages of English language learning. This introductory activity is to be used before students complete the Laser Match game in order to help them understand the words being used. Print word lists for the students or have them available on flashcards. Also, make sure that the students have a large list of various locations to go along with the vocabulary. Once set up, this activity can be done quickly during a transition or during free-time.

When we read, one thing that helps us understand the words is to read aloud—sounding out the words. Why do you think sounding out words helps us read new words?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we will play a game called ‘Alphabet Storytelling’ which will help us with the vocabulary used in the Laser Match game in Literacy Advanced. This game will not only help us with vocabulary, but with quickly recognizing the words’ beginning sounds.

We are going to choose the first item using Alphabetical Order. What is alphabetical order?

Give students wait time (10-25 seconds) to respond.

So, to start the game, I’ll say, “I’m going to the computer store to get a C (computer), two D (disks), and three packages of E (envelopes).”

Then ask the students to repeat the sentence with you, listing the items in alphabetical order.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Once students get the idea of the activity, have students pick a location and then come up with 2 or 3 things they will do or get in that location using the word lists. Correct students as needed at the beginning until students get comfortable and fully understand the task.
**ELD Differentiation**

**Entering, Emerging:** Model the student role a few times, picking a location and picking words from the list. Work with students on best usage of the word in a sentence, since the words below aren’t necessarily all one category of nouns or a particular set of objects.

If students are struggling with the game, explain the game in students’ native language and model the game if possible. Otherwise, write out your example sentences and underline the beginning letter sounds, being very explicit about which order words are to go in. If students are still working on mastering the alphabet in English, have students write down the alphabet on the back side of one of their handouts, either alone or with teacher support and group check it together.

Once students feel comfortable with the concept of alphabetical order and the rules of the game, record some sentence frames on the board students can use to play the game. Some examples are below:

- I’m going to ______________ and I’m bringing ______________, ______________, and ______________.
- I’m going to ______________ and I have to use ______________, get a ______________, and it will be ______________.

One potential challenge students will have will be tying words together into a complete coherent sentence. Once they’ve found a word that starts with f and g and h, the speaker has to formulate how these words can relate. Coach students in this as they create sentences and allow students to make mistakes.

**Developing, Expanding:** Model the game for as many times as necessary for students to grasp the concept. Once students understand the rules of the game, challenge them to write out their statements or connect them together, building a story about things they do or get in the same place. This can be done in the whole group or with partners.

Have students interpret their sentences into their native language in writing for added challenge if appropriate, and have students share their sentences with a different partner or with the whole group.

Have students add words to the wordlist on the back of their copy and locations on their locations handout. Encourage students to get creative with their words and locations, having students work the alphabet backwards, or if they are speakers of another language with a roman-based alphabet, work through alphabetical order of their native language.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Informal observation: listen-in to small groups as they share their examples to the other students. Record any students that seem to be having difficulty to work with at another time. You could also have students write out three examples to turn in as an exit-slip. Have students begin working in Laser Match.

*Now let’s work on these skills in Fast ForWord. When you get to Laser Match today, remember what we practiced.*

Have students work on the Fast ForWord program until their time is up.
EXTENSION

1. Have students incorporate their sentences into a story.

2. Have students use dictionary or thesauri to fill their sentences with random words. Have students do a Frayer Model or read the definition of the word before incorporating it into their sentence. For example, if a student needs a word that starts with “r” and chooses the word “reception” from the dictionary, the student has to read the definition and use the word in a sentence. This will ensure comprehension of the meaning before incorporating it into their sentence in the game.
<table>
<thead>
<tr>
<th>big</th>
<th>pick</th>
<th>neat</th>
<th>wheat</th>
<th>bit</th>
</tr>
</thead>
<tbody>
<tr>
<td>buck</td>
<td>pub</td>
<td>hock</td>
<td>clock</td>
<td>pat</td>
</tr>
<tr>
<td>back</td>
<td>pack</td>
<td>make</td>
<td>brake</td>
<td>peck</td>
</tr>
<tr>
<td>bit</td>
<td>pig</td>
<td>seat</td>
<td>cheat</td>
<td>bat</td>
</tr>
<tr>
<td>bud</td>
<td>pup</td>
<td>jock</td>
<td>shock</td>
<td>pet</td>
</tr>
<tr>
<td>bag</td>
<td>pat</td>
<td>sake</td>
<td>shake</td>
<td>pack</td>
</tr>
<tr>
<td>dig</td>
<td>pit</td>
<td>feat</td>
<td>big</td>
<td>but</td>
</tr>
<tr>
<td>but</td>
<td>tub</td>
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<td>wake</td>
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</table>
LESSON TOPIC: Meteor Ball

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8
Reading: Use L1 to support L2 (e.g., cognates).
Use bilingual dictionaries and glossaries/Use English dictionaries and glossaries.
Writing: Draw content-related pictures.
Fill in graphic organizers, charts, and tables.
Listening: Follow multi-step oral commands/instructions.
Classify/sort content-related visuals per oral descriptions.
Use learning strategies described orally.
Speaking: Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use background knowledge with their native language to learn new words in English.

CONTENT – Students will be able to use what they know about words in English to succeed in the Meteor Ball exercise in Fast ForWord Literacy Advanced.

KEY VOCABULARY

Meteor Ball word list (page 5)

MATERIALS

- Meteor Ball word list printed for students (page 5)
- Concept maps printed for students (choose one to use), and an enlarged teacher copy (page 6)
- Dictionaries
Lesson Topic: Meteor Ball

**MOTIVATION**

*(Building Background)*

Introduce the purpose of concept mapping, which visually illustrates the relationships between concepts and ideas.

- *We are going to be using concept maps to help build connections between new English words with your first language. This will help you integrate new concepts with older concepts (new words/meanings with old).*

- *Why do you think it’s important to connect what you already know with new words or new things?*

Give students wait time to respond, or have students Think-Pair-Share their responses.

- *Today we are going to learn about a new graphic organizer that will help us organize and understand new English words in relation to the words we already know in our first language.*

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

- Let’s make a concept map together. I’ll do one on the board, and you follow along and do one, too. For our first word, we are going to use the word ‘luck.’

Write the word in the main circle on the concept map, and have students write it on their printouts.

- *Now, let’s write the definition of the word ‘luck’ in English, making sure that it comes off to the right.*

- *What does ‘luck’ mean?*

Have students Think-Pair-Share their responses or give wait time for students to respond (10-25 seconds).

Draw a line from the word luck, and using either the dictionary or the students’ definition, write the definition of “luck” in the concept bubble.

- *Next, we are going to write the word in our native language. What is the first language you learned to speak?*

Have students share out responses.

- The ___________ word for luck is ________.

- *Let’s write this directly below the English version.*

Wait for students to write this on their printouts.

- *Now below that, let’s write the definition in our native language.*

Insert written form of definition of “luck” in students’ native language here.
Next, let’s use the word in a sentence in our native language.

Example: Que suerte que encontré trabajo en la misma tienda donde trabajan a mis amigos.

For our last step, let’s write this same sentence in English.

Example: “What luck that I found work at the same store as my friends.”

Great! We’ve a completed concept map for the word ‘luck’. Now that we know how they work, we’re going to create a concept map for the Meteor Ball words that are unfamiliar to us.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Using our vocabulary list in front of you, choose three words that you don’t really know. Starting with one of these words, use the dictionary or a thesaurus to find the definition or similar words. Write that definition onto your concept map and then complete the rest of the chart.

If you have trouble writing your sentence in your native language in English I’ll be here to help as well as your neighbors. We’ll help one another come up with sentences and translate them as we work. Once you have completed your chart, share with your neighbor and check for mistakes.

While students are completing the lists independently, and as they share, make note of any students that are having difficulty and help accordingly.

Have the students complete a concept map for each word that is unfamiliar to them from the Meteor Ball word list.

**ELD Differentiation**

**Entering, Emerging:** Have students practice pronunciation for each new word in English as they work and as you model to get students comfortable with practicing pronunciation. Have students draw a picture in place of a definition if they are still working on how to use a dictionary or thesaurus. Have students use bilingual dictionaries where possible for forming sentences in English and their native language.

If students are not writers in their first language, have students say a sentence in their native language and then interpret it into English in speaking and leave that portion of the concept map blank or remove it altogether. If appropriate, challenge students to write out the sentences in English they were able to translate from their L1.

Alternatively, conduct the lesson in students’ native language. Have students draw pictures and use teacher and student support to build sentences. Scaffold appropriately for students given their writing in English and their native language. If the task needs to be spoken as a whole and then written, or not written at all, that works as well. The goal is that students are using what they already know about language to create new language in English, in speaking or writing or both.
Lesson Topic: Meteor Ball

To help scaffold from language to language, add some bubbles to the concept map for students to complete before moving to English (select 1 or 2 as needed or relevant for students)

1. Cognates in English
2. Drawing of what the word means
3. Other words in L1 that are like this word
4. Part of speech
5. Other words in L1 or English that are related to this word that you know (emotions, art, nature, cleaning, travel, animals, etc.)

Developing, Expanding: Add extra bubbles to the concept map for English or native language writing as relevant and appropriate:

1. Synonyms
2. Antonyms
3. Part of speech
4. Other words in L1 or English that are related to this word that you know (emotions, art, nature, cleaning, travel, animals, etc.)
5. Etymology (roots of a word from a mother language/similarities with L1, for example: competencia, competition have the same affix compet-)

Encourage students to talk about the responses they write and allow students to check one another’s work as they go where desired.

For added challenge, have students combine the words they completed concept maps for into a story using those words in English.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Collect concept maps for review.

Now that we know these words in English, let’s log in to Literacy Advanced and begin working on Meteor Ball.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students collect words from other mediums throughout the day and come together to share the lists of unknown words they have collected. Have students complete concept maps on those words.
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<thead>
<tr>
<th>Phonetic Symbols</th>
<th>Words</th>
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<tbody>
<tr>
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LESSON TOPIC: Lunar Leap

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Follow multi-step oral directions.

Speaking: Communicate in social situations.
Repeat words, short phrases, memorized chunks.
Describe pictures, events, objects, or people using phrases or short sentences.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use a game called Zip Zap Zoom to practice saying new words in English quickly, recognizing differences in sound between the words.

CONTENT – Students will be able to use what they know about sounds in words to succeed in the Lunar Leap exercise in Fast ForWord Literacy Advanced.

KEY VOCABULARY

Lunar Leap word list (page 4)

MATERIALS

- Lunar Leap word list (page 4)
- “Zip-Zap-Zoom” game directions, written for students (Presentation section page 2)
- Enough space in the room for the students to stand in a circle
- Student logins for the Fast ForWord program
Lesson Topic: Lunar Leap

MOTIVATION

(Building Background)

Lunar Leap is a game that focuses on having students listen to the changing phonetic elements within natural speech, often in a rapid manner.

To help you build your skills in listening quickly to beginning sounds of words we will play a fun game called Zip-Zap-Zoom. This game will test your ability to differentiate various words.

Words have different sounds at the beginning, in the middle, and at the end of each word. This game will help us tell the difference between sounds with words. Why do you think it’s important to be able to understand and recognize sound differences in words?

Give students time to Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

First, let’s watch a video to see how it’s played.

Have the class watch a video on how to play the game: https://www.youtube.com/watch?v=t-7jmKiSKUk

Zip-Zap-Zoom directions:

Have your students get in a circle.

Let’s practice saying the words “Zip, Zap, Zoom.”

Do this 3 or 4 times. Write it on the board if it is not already there and point to the words as you say them.

Imagine that I have a bolt of energy in my hands. To start the game, I will send the bolt out of energy out of my body with a strong forward motion straight to someone else in the circle...

Use hands, body, eyes, and voice to make contact across the circle.

...and say, “Zip.” Then that person takes the energy and passes it immediately to someone else saying, “Zap.” That person passes it on to another person using the word, “Zoom.” The game continues and “Zip, Zap, Zoom” is repeated as the energy moves around the circle.

Encourage students to use their whole body to send energy and to make eye contact. They can send the energy to whomever they want but the goal is to include all players. Spend some time going slowly to practice the concept behind the game.

If there is a mistake, encourage students to simply resume playing without discussion. The group challenge is to go very quickly and stay consistent in rhythm; if students struggle, pause the game, discuss strategy and try again.
For competitive students or students who need a bit more help getting engaged, break off students into two groups and have them play amongst themselves (no fewer than 5 students to a team), and keep tally of stops in the game. The team with the fewest “drops” of the energy (mistakes) at the end of a certain amount of time can get a prize.

**PRACTICE/APPLICATION**

(Guided Practice, Interaction, Strategies, Feedback)

Once students have mastered the activity using “Zip, Zap, Zoom” have them start using the words from the Lunar Leap game.

**ELD Differentiation**

**Entering, Emerging:** Model the game a few times before beginning playing. Allow students to pick the words from the list below they want to use. Write out the directions clearly and read the directions aloud before beginning.

**Developing, Expanding:** As soon as students appear to have grasped the concept with zip zap zoom, have students use words from the word list, and as soon as they master them, pick a new set of three words. For a different take, have students pick single-syllable words in their native language to use for the game.

**REVIEW/ASSESSMENT**

(Review Objectives with Vocabulary, Assess Learning)

Use informal assessment to see if students are able to quickly make the correct action with the correct word sound.

Now that we can hear and understand new word sounds, it’s time to practice what we know with Lunar Leap. Have students log in to Fast ForWord and begin working in Lunar Leap.

Have students work on the Fast ForWord program until their time is up.

**EXTENSION**

1. Have the students create their own word lists. Students could also add more difficult actions to make focusing on the word sound more difficult (hop on one foot, etc.).
### Initial Sound Change

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<th>Target Word</th>
<th>Alternate Response 1</th>
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### Initial Sound Change (continued)

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Lesson Topic: Galaxy Theater (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Follow text read aloud (e.g., tapes, teacher, paired-readings).

Writing: Complete pattern sentences.

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Use learning strategies described orally.

Speaking: Convey content through high frequency words/phares.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use the parts of speech to form stories in English in reading, writing, and speaking.

CONTENT – Students will be able to use what they know about complete sentences in English to understand the stories and commands in the Galaxy Theater exercise in Fast ForWord Literacy Advanced.

KEY VOCABULARY

fill-it-in
noun
verb
adjective
adverb
onomatopoeia
prepositional phrase
indirect object
parts of speech
Lesson Topic: Galaxy Theater (Lesson 1)

MATERIALS

- Pencils for students
- White erasable board, chalkboard, or an overhead projector
- Chalk or dry erase marker
- T-chart of parts of speech (page 4)
- “Fab Giibs” Fill-It-Ins (page 5)

MOTIVATION

(Building Background)

Galaxy Theater is an exercise in Literacy Advanced that helps us with our reading skills. It helps us with listening and being able to comprehend basic facts in stories. It also helps us follow directions and pay attention to what we hear and read.

In this activity, we’ll use what we know about reading in English to support our work with writing. In writing, we have something called the parts of speech. The parts of speech are the things that we use in forming sentences in any language.

The reason we practice activities like this is to help us get familiar with the English language and thus have success in reading, writing, listening, and speaking—whether we are on the playground or in the classroom.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We will review the main parts of speech (noun, pronoun, verb, adjective, adverb) and then we will do a writing activity to help practice what we know about what makes up sentences.

What are the main parts of speech? What do we already know?

If students are unfamiliar, start with defining the terms above. Provide examples in speaking and write them on the board or somewhere clearly visible.

List some examples for students to record on their T-charts and then have students add a couple of their own examples for each.

Then, think aloud completing a Fill-It-In below with the parts of speech. Read your story aloud when you finish with students.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students complete the next Fill-It-In with you. Have them offer adjectives and nouns, etc. that go in the blank lines. Do this once more if students need a bit more practice. Once students are ready, have them either work in pairs or work individually completing their own Fill-It-In.

ELD Differentiation

Entering, Emerging: Students should have a copy of all the parts of speech, their definitions, and some examples in writing in front of them. This can be printed before class or written out together as a group during the T-chart portion of the lesson. Spend some extra time on the t-chart portion having students practice forming sentences with each part of speech before moving onto Fill-It-Ins.

Alternatively, have students compare and contrast the parts of speech in English with that of their native language and have students come up with examples of each in English and their L1.

Spend the length of one mini-lesson on the t-chart activity and the next couple on the Fill-It-Ins. Have students use their handouts or T-charts as reference as they work. Encourage students to work together on the fill-its if desired.

Rather than have students read and write in English, read the Fill-it-In aloud and have students create this as speaking practice. Write their words on the board or other writing surface and then have students practice reading the words.

Developing, Expanding: Once students feel comfortable with the task, have students come up with their own Fill-It-In. First do the activity as a class, then have them work in pairs, then individually. If possible and appropriate, have students create a Fill-It-In in their native language before doing one in English.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students read their work aloud to enjoy the Fill-It-In and encourage students to continue getting creative with their use of the parts of speech in writing. Then have students log on and begin working on the Galaxy Theater exercise.

Now it’s time to practice in Fast ForWord. Today you will practice Galaxy Theater. Let’s log in and begin working on Galaxy Theater.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. If desired, teachers can initiate a contest to find the funniest story. The story must still make sense and follow the rules for parts of speech.
<table>
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Lesson Topic: Galaxy Theater (Lesson 1)

When the moon is _______________ and the sky is _______________ you can see all the _______________ in the galaxy. It’s not easy to see everything, but if you _______________, you can make out _______________ with its _______________ rings and _______________. Astrophysicists work hard to _______________ all the _______________ that there are in outer space, but there is still a lot we don’t know. For example, where are _______________ from? What do they _______________? Why do they _______________?

Maybe you’ll be able to _______________ all the _______________ in our galaxy one day. Until then, happy _______________!

Fab Glibs

WORD EXERCISE #1

When the moon is _______________ and the sky is _______________ you can see all the _______________ in the galaxy.

It’s not easy to see everything, but if you _______________, you can make out _______________ with its _______________ rings and _______________. Astrophysicists work hard to _______________ all the _______________ that there are in outer space, but there is still a lot we don’t know. For example, where are _______________ from? What do they _______________? Why do they _______________?

Maybe you’ll be able to _______________ all the _______________ in our galaxy one day. Until then, happy _______________!

Fast ForWord®

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Fab Glibs

WORD EXERCISE #2

They say never give a _______________ to a _______________.

Once you do that, it will want a _______________. Then you’ll

have to _______________. And when you do that, you’ll

have to _______________. It’ll get all _______________ and want a

________________________. If you do that, it will

use what you have to make a _______________. This will all _______________

so fast, and you’ll have to _______________ to get it out the door!
There once was a __________________ who was more afraid of others than they were of him. He wanted to hide from __________________ and __________________ by himself, but the other __________________ didn’t __________________. They __________________ him to get out and __________________ others. He hated seeing __________________! They were always so __________________! Once, when he was all alone, he saw a __________________ creeping into the room. He __________________ and __________________ away! He couldn’t imagine getting so __________________ to a __________________! One day __________________ decided to stand up to the other __________________. He thought and thought, and finally, he __________________ a solution. He would __________________ the __________________! He worked day and night to make it happen. Finally, the evening came when his plan would come to fruition. __________________ all the __________________ in the neighborhood couldn’t __________________ what they saw! The timid __________________ had overcome his fears and __________________ the __________________.
My favorite time of day is when I ___________ the ___________ to school. I can ___________ through the ___________ as the world seems to slide right under me. I ___________ ___________ to the ___________ of ___________ nearby. It helps me clear my ___________ before the day ___________. Sometimes I like to ___________ ___________ instead of ___________. That can be more fun. The best part is when I ___________ under ___________ and ___________ ___________. It makes it ___________ to go ___________. I like how I get to school, but my parents hate it!
What’s your favorite holiday? Mine is my birthday. Why, you ask?

Because I get to _______________ _______________!

Last year my best friend _______________ got me a _______________

_______________! We _______________ until we _______________.

_______________! It was cool because it _______________

and _______________, and it was _______________ and _______________. One of my friends from school, _______________
to come over, so we all _______________ until it is time to go.

Our Parents don’t seem to mind because we are _______________

and _______________. The other best part about birthdays is the

_______________ _______________. It’s my favorite part because I can

_______________ and _______________!

What about you?
Fab Glibs

WORD EXERCISE #6

When I wake up on the weekend, the first thing I do is _______________ _______________. Then I like to _______________ my _______________ to _______________. We usually _______________ and _______________ with our friends. If the weather is _______________, we will _______________ _______________ with _______________ and _______________. If we are _______________ sometimes our parents will let us _______________ with _______________ and _______________ _______________. Only if we’re lucky, though. One weekend, my friends and I were _______________ when we saw a _______________ _______________ and followed it into the _______________. We lost it soon after that, but not before we found a _______________ _______________. We _______________ until the sun set and had to go home. It was one of my favorite weekends ever.
Lesson Topic: Galaxy Theater (Lesson 1)

Aliens like to _______________ _______________. I know because my dad is a  _______________. He works with aliens every _________________. He says they like to _______________ and _______________. He says they also like to _______________ with _______________. I’ve never seen one up close, but they’re on TV all the time. I have a hard time ________________ what they _______________. They _______________ and _______________ when they talk and it sounds _________________. Sometimes, when the ________________ is _________________. I like to ________________ about if ________________ were ________________ and _________________. If I were an alien I would _______________ and _______________. What would you do if you were an alien?

Fab Glibs

WORD EXERCISE #7

VERB     PLURAL NOUN
NOUN
NOUN          VERB
ADVERB      VERB
VERB
VERB                     ADJECTIVE
NOUN      ADJECTIVE
VERB       PLURAL NOUN
ADJECTIVE     ADJECTIVE    NOUN
VERB            VERB
PLURAL NOUN
Fab Glibs

WORD EXERCISE #8

Snow is my favorite. It is _______________ and fun to _______________. I love to _______________ snowmen and _______________ igloos, and make the _______________. When I get cold I _______________ to the house and _______________ a nice hot cup of _______________. Then I get to _______________ with my _______________ watch _______________ about _______________, _______________ and _______________! _____________ the snow fall outside makes me think of _______________.

One thing I’ll do is _______________ a _______________ and put a bunch of _______________ on it to make it _______________. It warms the whole _______________ where we live! My brother _______________ hates it when that happens but I _______________ doing it! My dog _______________ likes to watch and then _______________ with me!

However, the best part of snow is always the same: no school!
It was a dark and stormy night, when _______________ PROPER NOUN was all alone in _______________ NOUN and _______________ NOUN the _______________ ADJECTIVE. The rain hit the _______________ NOUN and _______________ NOUN the _______________ NOUN. Tonight was the night that _______________ PROPER NOUN was going to exact her revenge on none other than _______________ PROPER NOUN, the _______________ ADJECTIVE villain! _______________ PROPER NOUN had _______________ VERB everyone when he _______________ VERB the _______________ NOUN and _______________ VERB to _______________ VERB. He didn't like _______________ ADJECTIVE NOUN and wanted to make sure everyone knew how he felt. What was _______________ PROPER NOUN to do? It's not _______________ ADJECTIVE PROPER NOUN being the _______________ PROPER NOUN. Not even for the strongest girl in the _______________ NOUN! Even though she did _______________ VERB the evil _______________ NOUN last year, she wasn't all _______________ ADJECTIVE. She liked to _______________ VERB with _______________ ADJECTIVE NOUN and _______________ NOUN with friends. Perhaps this would be the last time she needed to fight. Perhaps this would be the _______________ VERB she needed to get back to being _______________ ADJECTIVE NOUN.
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).

Writing: Draw content-related pictures.
Fill in graphic organizers, charts, and tables.
Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Listening: Follow multi-step oral commands/instructions.
Classify/sort content-related visuals per oral descriptions.
Use learning strategies described orally.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to write a news article about Galaxy Theater using guiding questions and native language support.

CONTENT – Students will be able to use what they know about finding details to succeed in the Galaxy Theater activity in Fast ForWord Literacy Advanced.

KEY VOCABULARY

description
adjective
beginning
middle
end
galaxy
theater
space
recommend
Lesson Topic: Galaxy Theater (Lesson 2)

MATERIALS

- List of guiding questions somewhere clearly visible or a copy for each student
- Paper and pencils for students
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Great readers pay attention to details in their reading. Great reporters and journalists do the same thing. So today, to help us learn how to pay close attention to details in stories, we’ll play the role of reporter or journalist and write about the Galaxy Theater.

Before we begin, why do you think it’s important for readers to pay attention to the details in what they read? Why do you think reporters and journalists have to do the same?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As reporters, you have been asked to write a description of the new Galaxy Theater that just opened on your planet. Use your imagination to think about what a space theater might look like.

Give students 10-25 seconds of think time, just using their imaginations.

Now, we have here some questions that will help us form our ideas about the new theater. As I read these questions, be thinking about the answers to those questions for the theater you’ll be describing.

1. Where/on what planet is the Galaxy Theater located?
2. Are there other buildings close to the theater? What kind of buildings?
3. What do you see when you walk up to the doors of the theater? Or, can you fly your space mobile right to the front entrance? If so, where would you park your space mobile?
4. When you walk through the entrance doors, what do you see? Are there any unusual designs or colors in the theater?
5. Is there a concession stand? What does it have for sale? What does it look like?
6. Are there seats for space creatures to sit in?
7. Is there one screen for watching movies or are there more screens? What do the screens look like?
8. Would you recommend other space creatures taking time to go to the Galaxy Theater? Why or why not?

9. What movies are showing?

Have students re-read the questions to themselves.

Now that you’ve had a chance to think about the answers to these questions on your own, share what you think you will be writing about with the person next to you. Take turns answering questions one through five.

Have students share their responses for 1-5 with a neighbor. Have students share out their responses (or that of their neighbor for a listening activity). Then, have students change partners and take turns explaining their answers to questions 6-8. Have students share some responses (or that of their neighbor) in the larger group.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now that we have a good idea of what we are going to write about as journalists, it’s time to get us started. To help us ensure we will include all details, I’m going to give you some time to sketch out what your galaxy theater looks like based on your answers to the questions we just discussed.

Give students colored pencils and paper to begin working (about 10 minutes for this activity).

Once you finish your sketch, go ahead and begin using your answers to the questions above in a journal article describing the theater. Remember, you are a journalist, so be as specific as possible and give readers only the facts.

ELD Differentiation

Entering, Emerging: Have students discuss their responses to the questions above in their native language first if possible. If that’s not possible, give students the following sentence frames posted somewhere clearly visible to help with their discussion:

My Galaxy theater has ____________________.

My Galaxy theater is located on ________________.

On that planet, there are a lot of ____________________.

There are also a great deal of ____________________.

When you walk in, you can see ____________________.

The walls are ____________________.

The concession stand looks like a ________________. It has _________________. They sell ________________.
Lesson Topic: Galaxy Theater (Lesson 2)

There are _____ screens.

The screen rooms have ____________ and they look like _____________.

The best part of it is _________________.

The most interesting part of the theater is _________________.

Give students extra time to talk using these sentence frames with one another and model using them before getting students talking if appropriate.

Allow students to use these sentence frames in their newspaper articles. Add on to this list as students work if new sentence frames suit what students want to say.

Developing, Expanding: Encourage students to use descriptive language in their writing and have students proofread their work before turning it in. If sketching is unnecessary (if students seem to have a solid grasp of what their Theater looks like, etc.) then skip the sketching portion and have students go right into their newspaper article writing.

If familiar, have students use new words for descriptive writing they don’t normally use utilizing a dictionary or thesaurus. If you use a writing rubric to support writing instruction in general, incorporate that into this lesson.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now that our articles are written, it’s time to turn them into the newspaper and see which ones get published.

Collect students’ work. Then begin working in the Galaxy Theater exercise.

Now it’s time to practice in Fast ForWord. Today you will practice Galaxy Theater. Let’s log in and begin working on Galaxy Theater.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students talk about what else they might see in space in the world they described for their Galaxy Theater. Encourage students to write about these details, and maybe even develop a story about something that happens in their world.

2. Have a discussion about sci-fi books and movies that students love and why they love them. Open their minds to the idea that they can create their own sci-fi work with their own world and characters, etc. That’s the fun of being a writer!

3. Have students share their newspaper articles with the group.

4. Have students first write their newspaper articles in their native language and then in English. Hold a discussion where students talk about words in their writing that are similar in both languages or how there are different ways of saying the same thing.
Supplemental Material: Directional prompts

Touch the orange drum and the purple box.
Touch the orange box and the purple drum.
Touch the red box and the green drum.
Touch the green truck and the red truck.
Touch the purple rake and the red drum.
Touch the large purple rake and the small can of red paint.
Touch the small green rake and the large can of orange paint.
Touch the small purple rake and the large can of red paint.
Remove the small orange rake and the large can of purple paint.
Remove the large orange rake and the large can of orange paint.
Touch the orange drum—No!—the red truck.
Remove the purple rake—No!—the orange box.
Remove all of the boxes, except for the green one.
Add all of the large rakes.
Add all of the small rakes, except the purple one.
Put the small red rake between the orange drum and the purple box.
Put the red box between the large orange rake and the purple drum.
Put the small red rake between the red drum and the green box.
Put the purple rake between the orange truck and the purple box.
Put the purple box between the orange truck and the green rake.
Touch the red beverage cup and the yellow car.
Touch the yellow car and the blue beverage cup.
Touch the blue car and the blue beverage cup.
Touch the blue car and the red car.
Touch the brush with purple paint and the yellow car.
Touch the large purple bass guitar and the small yellow drum.
Touch the small yellow bass guitar and the large blue drum.
Touch the small purple bass guitar and the large red drum.
Remove the small blue bass guitar and the large yellow drum.
Remove the large blue bass guitar and the large blue drum.
Touch the purple bass guitar—No!—the blue beverage cup.
Remove the brush with red paint—No!—the red car.
Remove all of the bass guitars, except for the purple one.
Add all of the large bass guitars.
Add all of the small bass guitars, except the blue one.
Put the small red bass guitar between the brush with blue paint and the purple car.
Put the red car between the large blue bass guitar and the purple beverage cup.
Put the small red bass guitar between the brush with yellow paint and the blue car.
Supplemental Material: Directional prompts

Put the purple bass guitar between the blue car and the brush with purple paint.
Put the brush with yellow paint between the blue bass guitar and the red car.
Touch the green microphone and the blue keyboard.
Touch the green keyboard and the blue microphone.
Touch the purple passion flower and the blue microphone.
Touch the blue keyboard and the green keyboard.
Touch the white bass guitar and the white microphone.
Touch the small purple bass guitar and the large blue smiley face.
Touch the small blue bass guitar and the large green smiley face.
Touch the small white bass guitar and the large purple smiley face.
Remove the small green bass guitar and the large green smiley face.
Remove the large green bass guitar and the small green smiley face.
Touch the white keyboard —No!—the purple microphone.
Remove the white bass guitar—No!—the green passion flower.
Remove all of the passion flowers, except for the purple one.
Add all of the small bass guitars.
Add all of the small bass guitars, except the green one.
Put the small purple bass guitar between the green microphone and the white passion flower.
Put the blue passion flower between the large green bass guitar and the white microphone.
Put the small purple bass guitar between the white microphone and the green passion flower.
Put the white bass guitar between the green keyboard and the white passion flower.
Touch the white microphone and the blue drum.
Touch the white drum and the blue microphone.
Touch the red drum and the yellow microphone.
Touch the yellow keyboard and the red keyboard.
Touch the blue smiley-face and the red microphone.
Touch the large yellow smiley-face and the small red bass guitar.
Touch the small yellow smiley-face and the large white bass guitar.
Touch the small red microphone and the small blue drum.
Remove the small white smiley-face and the large yellow bass guitar.
Remove the large white smiley-face and the large white bass guitar.
Touch the blue smiley-face—No!—the white drum.
Remove the red drum—No!—the yellow keyboard.
Remove all of the drums, except for the blue one.
Add all of the large smiley-faces.
Add all of the small smiley-faces, except the white ones.
Put the small red smiley-face between the white microphone and the red drum.
Put the red drum between the large white smiley-face and the blue microphone.
Put the small red smiley-face between the red microphone and the yellow drum.
Put the blue smiley-face between the white keyboard and the yellow drum.
Put the blue drum between the white keyboard and the blue smiley-face.

Touch the purple pillow and the green bed.
Touch the purple bed and the green pillow.
Touch the yellow bed and the brown pillow.

Touch the brown alarm clock and the yellow alarm clock.
Touch the green balloon and the brown pillow.
Touch the large green balloon and the small yellow flower.
Touch the small brown balloon and the large purple flower.
Touch the small green balloon and the large yellow flower.
Remove the small purple balloon and the large green flower.
Remove the large purple balloon and the large purple flower.
Touch the purple pillow—No!—the yellow alarm clock.
Remove the green balloon—No!—the brown bed.
Remove all of the beds, except for the brown one.

Add all of the large balloons.
Add all of the small balloons, except the green one.
Put the small yellow balloon between the purple pillow and the green bed.
Put the yellow bed between the large purple balloon and the green pillow.
Put the small yellow balloon between the yellow pillow and the brown bed.
Put the green balloon between the brown alarm clock and the green bed.
Put the green bed between the purple alarm clock and the brown balloon.

Touch the white bumper car and the orange circus tent.
Touch the red circus tent and the blue bumper car.
Touch the white circus tent and the white bumper car.
Touch the red unicycle and the orange circus tent.

Touch the blue handkerchief and the red bumper car.
Touch the large blue unicycle and the small red juggling pins.
Touch the small orange unicycle and the large white juggling pins.
Touch the small blue unicycle and the large orange unicycle.
Remove the large blue juggling pins and the small white unicycle.
Remove the large orange unicycle and the small orange juggling pins.
Touch the blue unicycle—No!—the white bumper car.
Remove the white handkerchief—No!—the orange circus tent.
Remove all of the unicycles, except for the blue one.

Add all of the large handkerchiefs.
Supplemental Material: Directional prompts

Add all of the small unicycles, except the white one.
Put the small white unicycle between the white handkerchief and the orange circus tent.
Put the red circus tent between the large white unicycle and the blue bumper car.
Put the small white unicycle between the red handkerchief and the blue circus tent.
Put the blue bumper car between the white unicycle and the blue handkerchief.
Put the red handkerchief between the orange unicycle and the white circus tent.
Touch the gray bag of peanuts and the black pretzel.
Touch the gray pretzel and the black bag of peanuts.
Touch the purple umbrella and the black bag of peanuts.
Touch the purple pretzel and the green pretzel.
Touch the green elephant and the black bag of peanuts.
Touch the small purple elephant and the large black rollercoaster car.
Touch the small black elephant and the large gray rollercoaster car.
Touch the small purple elephant and the large purple rollercoaster car.
Remove the small gray elephant and the large green rollercoaster car.
Remove the large gray elephant and the large gray rollercoaster car.
Touch the green pretzel —No!—the purple bag of peanuts.
Remove the green elephant—No!—the gray umbrella.
Remove all of the umbrellas, except for the black one.
Add all of the small rollercoaster cars.
Add all of the small elephants, except the gray one.
Put the small purple elephant between the gray bag of peanuts and the green umbrella.
Put the black umbrella between the large gray elephant and the purple bag of peanuts.
Put the small purple elephant between the green bag of peanuts and the gray umbrella.
Put the green elephant between the gray pretzel and the green umbrella.
Put the green umbrella between the gray pretzel and the black elephant.
Touch the yellow bow tie and the brown tuxedo jacket.
Touch the yellow tuxedo jacket and the white bow tie.
Touch the purple tuxedo jacket and the white tuxedo jacket.
Touch the white seal and the brown bow tie.
Touch the brown alarm clock and the brown bow tie.
Touch the large white alarm clock and the small brown house.
Touch the small purple alarm clock and the large yellow house.
Touch the small white alarm clock and the large yellow house.
Remove the small yellow alarm clock and the small purple house.
Remove the large white alarm clock and the small yellow house.
Touch the brown alarm clock —No!—the yellow tuxedo jacket.
Remove the brown tuxedo jacket —No!—the purple seal.
Remove all of the tuxedo jackets, except for the purple one.
Supplemental Material: Directional prompts

Add all of the large alarm clocks.
Add all of the small houses, except the yellow one.
Put the small brown alarm clock between the yellow bow tie and the purple tuxedo jacket.
Put the brown tuxedo jacket between the large yellow alarm clock and the brown bow tie.
Put the small white alarm clock between the brown bow tie and the white tuxedo jacket.
Put the brown alarm clock between the yellow tuxedo jacket and the purple seal.
Put the purple tuxedo jacket between the yellow seal and the brown alarm clock.
Touch the red tuna sandwich and the yellow fig cookie.
Touch the red fig cookie and the yellow tuna sandwich.
Touch the white fig cookie and the purple tuna sandwich.
Touch the purple backpack and the white backpack.
Touch the yellow bicycle and the purple tuna sandwich.
Touch the large yellow bicycle and the small white backpack.
Touch the small purple bicycle and the large red backpack.
Remove the small red bicycle and the large yellow backpack.
Remove the large red bicycle and the large red backpack.
Touch the red tuna sandwich—No!—the white backpack.
Remove the yellow bicycle—No!—the purple fig cookie.
Remove all of the fig cookies, except for the purple one.
Add all of the large bicycles.
Add all of the small bicycles, except the yellow one.
Put the small white bicycle between the red tuna sandwich and the yellow fig cookie.
Put the white fig cookie between the large red bicycle and the yellow tuna sandwich.
Put the small white bicycle between the white tuna sandwich and the purple fig cookie.
Put the yellow bicycle between the purple backpack and the yellow fig cookie.
Put the yellow fig cookie between the red backpack and the purple bicycle.
Touch the orange tub and the blue towel.
Touch the green towel and the brown tub.
Touch the orange towel and the orange tub.
Touch the green Frisbee and the blue towel.
Touch the brown dog brush and the green tub.
Touch the large brown Frisbee and the small green dog brush.
Touch the small blue Frisbee and the large orange dog brush.
Touch the small brown Frisbee and the large blue Frisbee.
Remove the small orange Frisbee and the large orange dog brush.
Remove the large blue Frisbee and the small blue dog brush.
Touch the brown Frisbee—No!—the orange tub.
Supplemental Material: Directional prompts

Remove the orange dog brush—No!—the blue towel.
Remove all of the Frisbees, except for the brown one.
Add all of the large dog brush brushes.
Add all of the small Frisbees, except the orange one.
Put the small orange Frisbee between the orange dog brush and the blue towel.
Put the green towel between the large orange Frisbee and the brown tub.
Put the small orange Frisbee between the green dog brush and the brown towel.
Put the brown Frisbee between the orange Frisbee and the brown dog brush.
Put the green dog brush between the blue Frisbee and the orange towel.
Touch the white prize ribbon and the dog with the red Frisbee.
Touch the dog with the white Frisbee and the red prize ribbon.
Touch the gray trophy and the red prize ribbon.
Touch the dog with the yellow Frisbee and the dog with the white Frisbee.
Touch the yellow kibble bag and the red prize ribbon.
Touch the small gray kibble bag and the large red trophy.
Touch the large red kibble bag and the small white kibble bag.
Touch the small gray kibble bag and the large gray trophy.
Remove the small white kibble bag and the large yellow trophy.
Remove the large white kibble bag and the small gray trophy.
Touch the dog with the yellow Frisbee —No!—the gray prize ribbon.
Remove the yellow kibble bag—No!—the white trophy.
Remove all of the trophies, except for the red one.
Add all of the small trophies.
Add all of the small kibble bags, except the white one.
Put the small gray kibble bag between the white prize ribbon and the yellow trophy.
Put the red trophy between the large white kibble bag and the gray prize ribbon.
Put the small red kibble bag between the yellow prize ribbon and the white trophy.
Put the yellow kibble bag between the dog with the white Frisbee and the yellow trophy.
Put the yellow trophy between the dog with the white Frisbee and the red kibble bag.
Touch the green microphone and the blue television camera.
Touch the green television camera and the brown microphone.
Touch the brown Frisbee and the blue Frisbee.
Touch the blue lunch box and the blue microphone.
Touch the large brown lunch box and the small blue lunch bag.
Touch the small purple lunch box and the large green lunch bag.
Touch the small brown lunch box and the large green lunch bag.
Remove the small green lunch box and the small purple lunch bag.
Remove the large brown lunch box and the small green lunch bag.
Supplemental Material: Directional prompts

Touch the blue lunch box —No!— the green television camera.
Remove the blue television camera —No!— the purple Frisbee.
Remove all of the television cameras, except for the purple one.
Add all of the large lunch boxes.
Add all of the small lunch bags, except the green one.
Put the small blue lunch box between the green microphone and the purple television camera.
Put the blue television camera between the large green lunch box and the blue microphone.
Put the small brown lunch box between the blue microphone and the brown television camera.
Put the blue lunch box between the green Frisbee and the purple television camera.
Put the purple television camera between the green Frisbee and the blue lunch box.
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
  Apply learning strategies to new situations.
  Follow multi-step oral directions.

Speaking: Communicate in social situations.
  Repeat words, short phrases, memorized chunks.
  Describe pictures, events, objects, or people using phrases or short sentences.
  Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to listen to, comprehend, and say basic directions with common prepositions in English using vocabulary words and flash cards.

CONTENT – Students will be able to use what they know about directions to succeed in the Galaxy Theater exercise in Fast ForWord Literacy Advanced.

KEY VOCABULARY

on
between
beside
away from
touch
big
little
(plus additional key words from commands at teacher’s discretion)
Lesson Topic: Galaxy Theater (Lesson 3)

MATERIALS

- Everyday objects like books to represent small and big squares and balls to represent small and big circles. If you have no objects, you can use paper cutouts, attached, or cut out circles and squares in 2 sizes—small and big—on paper and color them blue, green, red, yellow, and leave some white

- Other common objects in the classroom that vary in size and shape

- Flash cards with the key vocabulary written or those words written on the board in large print

- Additional directional prompts

- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Today, we will learn how to use words in English to describe where things are. This will help you on an activity in Fast ForWord. In school, we have to move things around all the time like books and chairs. We use words to help us know where to put things. Today we will practice moving around using English to help us know what to do.

Why do you think it’s important to know how to hear and say different things for moving things around? Why should we be able to understand when we need to do something?

Give students wait time to respond (10-25 seconds).

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Right now, let's practice moving around. When we move, we will use words in English to help us explain what we are doing. Before we get started, let's review some key words. As we read these words, think about what you know about the word. Maybe you have heard it before. Think about what the word means.

Go through the list of words either on the board or the flash cards saying each word once alone, saying it with students, and then having students say the word, in I-do, We-do, You-do format. Model this behavior as needed until students grasp the idea for the remainder of the vocabulary words.]

Now that we know what these words sound like, let's listen carefully to the following directions.

Student 1, please stand up.

Student stands (if student doesn’t stand, model by calling your own name and standing up). You may use “good job” or some other response after students complete each direction correctly.

Student 2, move to the front of the room.
Again, if Student 2 doesn’t understand, model the behavior.

**Student 3, stand BESIDE Student 2.**

Then show flash card that reads “beside.” Have everyone practice saying “beside” by repeating after the teacher. Stand beside Student 2 to model for Student 3. Place the “beside” flash card on the board.

**Student 4, stand BETWEEN Student 2 and Student 3.**

Show flash card that says “between.” Place the “between” flash card on the board next to “beside.” Have students practice saying “between.” Model here as well. Model each behavior as needed.

**Student 5, TOUCH this desk.**

Show the flash card for “touch.” Have everyone practice saying “touch.”

Repeat this for “away from,” “on,” “big,” “little,” and the other key words on the board/flash cards (“Student X, touch the BIG book”).

Once you have gone through all the flash cards once (or words on the board once), set them on the blackboard or somewhere visible to have students refer to them throughout the lesson. Repeat these words with new commands or using different students until your students understand the words and directions.

Have some fun with this activity and allow students to give directions if they so choose. Then have students say them to a partner. The partner follows the directions and after a few turns, students switch roles so both get an opportunity to say directions.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Now that you have had some practice with some new words, we will practice them with some objects we use every day. This is like the activity you will do on Fast ForWord.

Just like with one another, we will practice moving objects using directions. I'll start and then we'll do it together.

**Touch the big red circle.**

Model touching the big red circle.

Have students repeat the direction after you—saying it and doing the action. Feel free to model again as needed and give verbal praise or some other reward as appropriate as students complete the actions correctly.

**Ok great, let's try another one.**

**Touch the big blue square.**
Now have students repeat the direction and complete the action with you saying the prompt only.

**Touch the small white circle.**

**Touch the small red square.**

**Move the big blue circle away from the big green square.**

Continue with your own commands until students feel comfortable saying it and completing the action. Move beyond these shapes to common classroom objects.

If students feel comfortable and there is time, have them give basic directions to a partner just as you did here. Remind students to check the words on the board to know what words to use in their directions. They may also use the additional commands.

### ELD Differentiation

**Entering, Emerging:** Alongside explicit modeling, give students think time to process each command before acting out, which can range from a few seconds to about 30 seconds. If students do not act or speak by then, rephrase the command using different words, define the key word with examples, or model or point to the action as you say the command.

**Developing, Expanding:** Encourage students to get creative with their commands and prepositions. Add to the list of key words by adding them to the list on the board or written on an index card to add to the flash card deck as students work. Move away from the objects to other objects in the room. Words to add: “except for,” “along with,” “instead of,” “before,” “after,” “cover,” “in addition to,” “through,” “in place of,” and so on. For even more of a challenge, add increasingly complex prepositions/transitional phrases.

### REVIEW/ASSESSMENT

*(Review Objectives with vocabulary, assess learning)*

Now that we have practiced saying directions and moving things around, it is your turn to practice your English in Fast ForWord. When you get to Galaxy Theatre today, remember what we practiced.

Have students work on the Fast ForWord program until their time is up.

### EXTENSION

1. Have students practice writing by making up a few commands and writing them out.

2. Have students practice forming compound and complex sentences using the key words.

3. Have students imagine what they would do if they were President. What would their first commands be? Have students write responses to that prompt, thinking about the definition of commands and what they would like to see as president. Encourage students to get creative (Free pizza every Wednesday! New toys for every child every month!).
Supplemental Material: Directional prompts

Touch the orange drum and the purple box.
Touch the orange box and the purple drum.
Touch the red box and the green drum.
Touch the green truck and the red truck.
Touch the purple rake and the red drum.
Touch the large purple rake and the small can of red paint.
Touch the small green rake and the large can of orange paint.
Touch the small purple rake and the large can of red paint.
Remove the small orange rake and the large can of purple paint.
Remove the large orange rake and the large can of orange paint.
Touch the orange drum—No!—the red truck.
Remove the purple rake—No!—the orange box.
Remove all of the boxes, except for the green one.
Add all of the large rakes.
Add all of the small rakes, except the purple one.
Put the small red rake between the orange drum and the purple box.
Put the red box between the large orange rake and the purple drum.
Put the small red rake between the red drum and the green box.
Put the purple rake between the orange truck and the purple box.
Put the purple box between the orange truck and the green rake.
Touch the red beverage cup and the yellow car.
Touch the yellow car and the blue beverage cup.
Touch the blue car and the blue beverage cup.
Touch the blue car and the red car.
Touch the brush with purple paint and the yellow car.
Touch the large purple bass guitar and the small yellow drum.
Touch the small yellow bass guitar and the large blue drum.
Touch the small purple bass guitar and the large red drum.
Remove the small blue bass guitar and the large yellow drum.
Remove the large blue bass guitar and the large blue drum.
Touch the purple bass guitar—No!—the blue beverage cup.
Remove the brush with red paint—No!—the red car.
Remove all of the bass guitars, except for the purple one.
Add all of the large bass guitars.
Add all of the small bass guitars, except the blue one.
Put the small red bass guitar between the brush with blue paint and the purple car.
Put the red car between the large blue bass guitar and the purple beverage cup.
Put the small red bass guitar between the brush with yellow paint and the blue car.
Supplemental Material: Directional prompts

Put the purple bass guitar between the blue car and the brush with purple paint.
Put the brush with yellow paint between the blue bass guitar and the red car.
Touch the green microphone and the blue keyboard.
Touch the green keyboard and the blue microphone.
Touch the purple passion flower and the blue microphone.
Touch the blue keyboard and the green keyboard.
Touch the white bass guitar and the white microphone.
Touch the small purple bass guitar and the large blue smiley face.
Touch the small blue bass guitar and the large green smiley face.
Touch the small white bass guitar and the large purple smiley face.
Remove the small green bass guitar and the large green smiley face.
Remove the large green bass guitar and the small green smiley face.
Touch the white keyboard —No!—the purple microphone.
Remove the white bass guitar—No!—the green passion flower.
Remove all of the passion flowers, except for the purple one.
Add all of the small bass guitars.
Add all of the small bass guitars, except the green one.
Put the small purple bass guitar between the green microphone and the white passion flower.
Put the blue passion flower between the large green bass guitar and the white microphone.
Put the small purple bass guitar between the large green bass guitar and the purple microphone.
Put the white bass guitar between the green keyboard and the white passion flower.
Put the white passion flower between the green keyboard and the blue bass guitar.
Touch the white microphone and the blue drum.
Touch the white drum and the blue microphone.
Touch the red drum and the yellow microphone.
Touch the yellow keyboard and the red keyboard.
Touch the blue smiley-face and the red microphone.
Touch the large yellow smiley-face and the small red bass guitar.
Touch the small yellow smiley-face and the large white bass guitar.
Touch the small red microphone and the small blue drum.
Remove the small white smiley-face and the large white bass guitar.
Remove the large white smiley-face and the large yellow bass guitar.
Touch the blue smiley-face—No!—the white drum.
Remove the red drum—No!—the yellow keyboard.
Remove all of the drums, except for the blue one.
Add all of the large smiley-faces.
Add all of the small smiley-faces, except the white ones.
Put the small red smiley-face between the white microphone and the red drum.
Lesson Topic: Galaxy Theater (Lesson 3)

Supplemental Material: Directional prompts

Put the red drum between the large white smiley-face and the blue microphone.
Put the small red smiley-face between the red microphone and the yellow drum.
Put the blue smiley-face between the white keyboard and the yellow drum.
Put the blue drum between the white keyboard and the blue smiley-face.
Touch the purple pillow and the green bed.
Touch the purple bed and the green pillow.
Touch the yellow bed and the brown pillow.
Touch the brown alarm clock and the yellow alarm clock.
Touch the green balloon and the brown pillow.
Touch the large green balloon and the small yellow flower.
Touch the small brown balloon and the large purple flower.
Touch the small green balloon and the large yellow flower.
Remove the small purple balloon and the large green flower.
Remove the large purple balloon and the large purple flower.
Touch the purple pillow—No!—the yellow alarm clock.
Remove the green balloon—No!—the brown bed.
Remove all of the beds, except for the brown one.
Add all of the large balloons.
Add all of the small balloons, except the green one.
Put the small yellow balloon between the purple pillow and the green bed.
Put the yellow bed between the large purple balloon and the green pillow.
Put the small yellow balloon between the yellow pillow and the brown bed.
Put the green balloon between the brown alarm clock and the green bed.
Put the green bed between the purple alarm clock and the brown balloon.
Touch the white bumper car and the orange circus tent.
Touch the red circus tent and the blue bumper car.
Touch the white circus tent and the white bumper car.
Touch the red unicycle and the orange circus tent.
Touch the blue handkerchief and the red bumper car.
Touch the large blue unicycle and the small red juggling pins.
Touch the small orange unicycle and the large white juggling pins.
Touch the small blue unicycle and the large orange unicycle.
Remove the large blue juggling pins and the small white unicycle.
Remove the large orange unicycle and the small orange juggling pins.
Touch the blue unicycle—No!—the white bumper car.
Remove the white handkerchief—No!—the orange circus tent.
Remove all of the unicycles, except for the blue one.
Add all of the large handkerchiefs.
Supplemental Material: Directional prompts

Add all of the small unicycles, except the white one.
Put the small white unicycle between the white handkerchief and the orange circus tent.
Put the red circus tent between the large white unicycle and the blue bumper car.
Put the small white unicycle between the red handkerchief and the blue circus tent.
Put the blue bumper car between the white unicycle and the blue handkerchief.
Put the red handkerchief between the orange unicycle and the white circus tent.
Touch the gray bag of peanuts and the black pretzel.
Touch the gray pretzel and the black bag of peanuts.
Touch the purple umbrella and the black bag of peanuts.
Touch the purple pretzel and the green pretzel.
Touch the green elephant and the black bag of peanuts.
Touch the small purple elephant and the large black rollercoaster car.
Touch the small black elephant and the large gray rollercoaster car.
Touch the small purple elephant and the large purple rollercoaster car.
Remove the small gray elephant and the large green rollercoaster car.
Remove the large gray elephant and the large gray rollercoaster car.
Touch the green pretzel—No!—the purple bag of peanuts.
Remove the green elephant—No!—the gray umbrella.
Remove all of the umbrellas, except for the black one.
Add all of the small rollercoaster cars.
Add all of the small elephants, except the gray one.
Put the small purple elephant between the gray bag of peanuts and the green umbrella.
Put the black umbrella between the large gray elephant and the purple bag of peanuts.
Put the small purple elephant between the green bag of peanuts and the gray umbrella.
Put the green elephant between the gray pretzel and the green umbrella.
Put the green umbrella between the gray pretzel and the black elephant.
Touch the yellow bow tie and the brown tuxedo jacket.
Touch the yellow tuxedo jacket and the white bow tie.
Touch the purple tuxedo jacket and the white tuxedo jacket.
Touch the white seal and the brown bow tie.
Touch the brown alarm clock and the brown bow tie.
Touch the large white alarm clock and the small brown house.
Touch the small purple alarm clock and the large yellow house.
Touch the small white alarm clock and the large yellow house.
Remove the small yellow alarm clock and the small purple house.
Remove the large white alarm clock and the small yellow house.
Touch the brown alarm clock—No!—the yellow tuxedo jacket.
Remove the brown tuxedo jacket—No!—the purple seal.
Remove all of the tuxedo jackets, except for the purple one.
Lesson Topic: Galaxy Theater (Lesson 3)

Supplemental Material: Directional prompts

Add all of the large alarm clocks.
Add all of the small houses, except the yellow one.
Put the small brown alarm clock between the yellow bow tie and the purple tuxedo jacket.
Put the brown tuxedo jacket between the large yellow alarm clock and the brown bow tie.
Put the small white alarm clock between the brown bow tie and the white tuxedo jacket.
Put the brown alarm clock between the yellow tuxedo jacket and the purple seal.
Put the purple tuxedo jacket between the yellow seal and the brown alarm clock.
Touch the red tuna sandwich and the yellow fig cookie.
Touch the red fig cookie and the yellow tuna sandwich.
Touch the white fig cookie and the purple tuna sandwich.
Touch the purple backpack and the white backpack.
Touch the yellow bicycle and the purple tuna sandwich.
Touch the large yellow bicycle and the small white backpack.
Touch the small purple bicycle and the large red backpack.
Touch the small yellow bicycle and the large white backpack.
Remove the small red bicycle and the large yellow backpack.
Remove the large red bicycle and the large red backpack.
Touch the red tuna sandwich—No!—the white backpack.
Remove the yellow bicycle—No!—the purple fig cookie.
Remove all of the fig cookies, except for the purple one.
Add all of the large bicycles.
Add all of the small bicycles, except the yellow one.
Put the small white bicycle between the red tuna sandwich and the yellow fig cookie.
Put the white fig cookie between the large red bicycle and the yellow tuna sandwich.
Put the small white bicycle between the white tuna sandwich and the purple fig cookie.
Put the yellow bicycle between the purple backpack and the yellow fig cookie.
Put the yellow fig cookie between the red backpack and the purple bicycle.
Touch the orange tub and the blue towel.
Touch the green towel and the brown tub.
Touch the orange towel and the orange tub.
Touch the green Frisbee and the blue towel.
Touch the brown dog brush and the green tub.
Touch the large brown Frisbee and the small green dog brush.
Touch the small blue Frisbee and the large orange dog brush.
Touch the small brown Frisbee and the large blue Frisbee.
Remove the small orange Frisbee and the large orange dog brush.
Remove the large blue Frisbee and the small blue dog brush.
Touch the brown Frisbee—No!—the orange tub.
Supplemental Material: Directional prompts

Remove the orange dog brush—No!—the blue towel.
Remove all of the Frisbees, except for the brown one.
Add all of the large dog brush brushes.
Add all of the small Frisbees, except the orange one.
Put the small orange Frisbee between the orange dog brush and the blue towel.
Put the green towel between the large orange Frisbee and the brown tub.
Put the small orange Frisbee between the green dog brush and the brown towel.
Put the brown Frisbee between the orange Frisbee and the brown dog brush.
Put the green dog brush between the blue Frisbee and the orange towel.
Touch the white prize ribbon and the dog with the red Frisbee.
Touch the dog with the white Frisbee and the red prize ribbon.
Touch the gray trophy and the red prize ribbon.
Touch the dog with the yellow Frisbee and the dog with the white Frisbee.
Touch the yellow kibble bag and the red prize ribbon.
Touch the small gray kibble bag and the large red trophy.
Touch the large red kibble bag and the small white kibble bag.
Touch the small gray kibble bag and the large gray trophy.
Remove the small white kibble bag and the large yellow trophy.
Remove the large white kibble bag and the small gray trophy.
Touch the dog with the yellow Frisbee —No!—the gray prize ribbon.
Remove the yellow kibble bag—No!—the white trophy.
Remove all of the trophies, except for the red one.
Add all of the small trophies.
Add all of the small kibble bags, except the white one.
Put the small gray kibble bag between the white prize ribbon and the yellow trophy.
Put the red trophy between the large white kibble bag and the gray prize ribbon.
Put the small red kibble bag between the yellow prize ribbon and the white trophy.
Put the yellow kibble bag between the dog with the white Frisbee and the yellow trophy.
Put the yellow trophy between the dog with the white Frisbee and the red kibble bag.
Touch the green microphone and the blue television camera.
Touch the green television camera and the brown microphone.
Touch the brown Frisbee and the blue Frisbee.
Touch the blue lunch box and the blue microphone.
Touch the large brown lunch box and the small blue lunch bag.
Touch the small purple lunch box and the large green lunch bag.
Touch the small brown lunch box and the large green lunch bag.
Remove the small green lunch box and the small purple lunch bag.
Remove the large brown lunch box and the small green lunch bag.
Supplemental Material: Directional prompts

Touch the blue lunch box —No!—the green television camera.
Remove the blue television camera —No!—the purple Frisbee.
Remove all of the television cameras, except for the purple one.
Add all of the large lunch boxes.
Add all of the small lunch bags, except the green one.
Put the small blue lunch box between the green microphone and the purple television camera.
Put the blue television camera between the large green lunch box and the blue microphone.
Put the small brown lunch box between the blue microphone and the brown television camera.
Put the blue lunch box between the green Frisbee and the purple television camera.
Put the purple television camera between the green Frisbee and the blue lunch box.
This chapter includes the offline lessons for the Fast ForWord Reading Level 1 program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

What's in this chapter

- Reading Level 1 - Bear Bags .......................................................... 311
- Reading Level 1 - Magic Rabbit ......................................................... 319
- Reading Level 1 - Quail Mail .............................................................. 327
- Reading Level 1 - Bedtime Beasties ................................................. 331
- Reading Level 1 - Buzz Fly ............................................................... 346
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Sort/group pre-taught words/phrases.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Use L1 to support L2.

Listening: Classify/sort content-related visuals per oral descriptions.
Categorize content-based examples from oral directions.

Speaking: Describe situations from modeled sentences.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to define key vocabulary used in Bear Bags in speaking.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Bear Bags exercise in Fast ForWord Reading Level 1.

KEY VOCABULARY

Bear Bags word list (page 5)

MATERIALS

- Sets of 3 words randomly chosen from Bear Bags word list, copied onto sentence strip paper
- Pencils and paper for writing
- Pictures of the words (tub, tin, gear, gate) printed or somewhere clearly visible
- Sentence frames written somewhere clearly visible (see page 3)
- Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

What are some things you like to do when you see a word in class that you don’t know?

Have students share out strategies or thoughts they have when they want to figure out unknown words. If students don’t have a great deal to contribute, have them think about words they hear in other places like movies or watching TV in English or their native language. What do they do when they don’t know a word? Do they ignore it and keep watching, use the images on the screen to help them figure it out, or if they’re reading, use the pictures…?

Give students wait time to respond and allow students to share in English or their native language where appropriate.

When we read, one thing good readers do is think about what words mean. That way, they can fully understand the whole story. When we read we learn new information or are told a story, and the way we learn the new information or understand the story is by understanding what the words mean.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we’ll play a game to help us learn what words mean.

Show a picture with a set of 3 words and have students guess what the picture shows. For example, show students a picture of a bathtub with the words “did, rip, tub” and have students guess if the picture is a did, a rip, or a tub. Have students pronounce the word once they’ve correctly guessed it.
PRACTICE/APPLICATION

( Guided Practice, Interaction, Strategies, Feedback )

Repeat this a few times for a few different words to model the student behavior. Then, do a few with students. Finally, have students do the activity without teacher support. Repeat this for all the words on the word lists.

Not all words are nouns, so for words that can be easily shown through an action, replace the image with an action and have students do the action, then guess the word. To make the game more complex, show two sets of 3 words, where students must select what the picture shows from the list of 6 words.

ELD Differentiation

Entering, Emerging, Developing: If appropriate, begin by assigning 2 words from the word list to a sentence strip. Then, have students practice pronouncing each of the words before deciding which word matches the picture. Practice I-do, We-do, You-do vocabulary with each word ([me]Hen, [us]hen, [you]hen). If needed, have students use these sentence frames to play the game:

- The word that matches this picture is _______________.
- I think the right word is _______________.
- This picture is _______________.
- This action is _______________.
- This looks like a _______________.
- I think it’s _______________.

Direct students to the sentence frames as they speak to encourage speaking in complete sentences. As students get more familiar with the task and the vocabulary, move to 3 words per sentence strip. Before moving on to the next picture/set of words, have students work on oral language development by describing the picture using the following sentence frames.

- This picture has a _______________.
- I see the color(s) _______________.
- I think this is a _______________.
- It looks like a _______________.
- One thing you can do with it is _______________.
- This is good for _______________.
- The object is (big/small).
- I think this picture is a _______________.

If relevant, introduce the task and student role in students’ native language before moving to English. Have students do a few in their native language to get comfortable with the tasks. Encourage students to interpret their L1 statement into English (with teacher support). Model the student role as many times as needed for clear understanding.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Choose 2-5 words students identified and learned in the lesson and ask them to explain what each word means, speaking with a partner or with the whole group.

It's time to practice these skills in Fast ForWord. Today you will practice Bear Bags. Let's log in and begin working in Bear Bags.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have students write out their own definitions or orate their own definitions of the words as they learn them in the lesson activity.

2. Alternatively, have students write a story using some of the words students learned that day.

3. Have students translate the words into their native language, if they know them, as students guess new words correctly throughout the activity.

4. Have students write out the word they guessed correctly in English and their native language as they play.
Lesson Topic: Bear Bags

Supplemental Material: Word list

### Level 1

**Phonetically Dissimilar Alternate Responses**

#### Initial Consonants

Word Pairs: for each group of target letters listed below, 20 word pairs are presented.

<table>
<thead>
<tr>
<th>Category (G, T, M, S)</th>
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<th>Target Sound</th>
<th>Target Sound</th>
<th>Target Sound</th>
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<td>tug</td>
<td>men</td>
<td>sag</td>
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<td>t</td>
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<td>tag</td>
<td>man</td>
<td>set</td>
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<td>gum</td>
<td>top</td>
<td>mug</td>
<td>sit</td>
</tr>
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<td>s</td>
<td>gag</td>
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<td>met</td>
<td>sip</td>
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<td>gab</td>
<td>tin</td>
<td>mat</td>
<td>sap</td>
</tr>
<tr>
<td>t</td>
<td>gut</td>
<td>ten</td>
<td>map</td>
<td>sad</td>
</tr>
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<td>m</td>
<td>gap</td>
<td>tan</td>
<td>mad</td>
<td>sat</td>
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<td>s</td>
<td>gate</td>
<td>tape</td>
<td>mud</td>
<td>sum</td>
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<td>game</td>
<td>time</td>
<td>make</td>
<td>same</td>
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<tr>
<td>t</td>
<td>gave</td>
<td>take</td>
<td>mine</td>
<td>side</td>
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<th>Target Sound</th>
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<td>not</td>
<td>wig</td>
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<td>but</td>
<td>kid</td>
<td>nod</td>
<td>wed</td>
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<td>n</td>
<td>bat</td>
<td>kin</td>
<td>nab</td>
<td>wet</td>
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<td>w</td>
<td>bug</td>
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<td>nag</td>
<td>win</td>
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<td>b</td>
<td>bag</td>
<td>kale</td>
<td>nap</td>
<td>wit</td>
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<td>k</td>
<td>bad</td>
<td>kite</td>
<td>nut</td>
<td>wave</td>
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<td>n</td>
<td>big</td>
<td>run</td>
<td>name</td>
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<td>w</td>
<td>bake</td>
<td>note</td>
<td>wag</td>
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<td>i</td>
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<th>Target Sound</th>
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<td>cab</td>
<td>red</td>
<td>fit</td>
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<td>c</td>
<td>dad</td>
<td>can</td>
<td>rip</td>
<td>fed</td>
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<td>r</td>
<td>dot</td>
<td>cat</td>
<td>rag</td>
<td>fan</td>
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<td>f</td>
<td>dig</td>
<td>cap</td>
<td>run</td>
<td>fig</td>
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<tr>
<td>s</td>
<td>dip</td>
<td>cop</td>
<td>ran</td>
<td>fat</td>
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<tr>
<td>t</td>
<td>den</td>
<td>cut</td>
<td>rat</td>
<td>fog</td>
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<td>f</td>
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<td>fin</td>
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<tr>
<td>i</td>
<td>dime</td>
<td>cone</td>
<td>rim</td>
<td>fun</td>
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<tr>
<td>e</td>
<td>date</td>
<td>cake</td>
<td>rake</td>
<td>fade</td>
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<tr>
<td>d</td>
<td>dude</td>
<td>came</td>
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<th>Target Sound</th>
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<tbody>
<tr>
<td>p</td>
<td>pit</td>
<td>lot</td>
<td>hot</td>
<td>jog</td>
</tr>
<tr>
<td>r</td>
<td>pin</td>
<td>let</td>
<td>hit</td>
<td>jig</td>
</tr>
<tr>
<td>h</td>
<td>pen</td>
<td>lit</td>
<td>him</td>
<td>jap</td>
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<td>pan</td>
<td>lap</td>
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<td>lip</td>
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<td>led</td>
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<td>jog</td>
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<td>pet</td>
<td>live</td>
<td>hug</td>
<td>jot</td>
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<td>j</td>
<td>pop</td>
<td>like</td>
<td>hat</td>
<td>jet</td>
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<td>e</td>
<td>pup</td>
<td>lone</td>
<td>hope</td>
<td>joke</td>
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<tr>
<td>j</td>
<td>pipe</td>
<td>log</td>
<td>hide</td>
<td>jug</td>
</tr>
</tbody>
</table>
### FINAL CONSONANTS
Word Pairs: for each group of target letters listed below, 20 word pairs are presented.

<table>
<thead>
<tr>
<th>CATEGORY (G, M, B, T)</th>
<th>CATEGORY (D, N, P, G)</th>
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<td>Target Sound</td>
<td>Target Sound</td>
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<tr>
<td>fg</td>
<td>dim</td>
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<tr>
<td>dog</td>
<td>gum</td>
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<tr>
<td>bag</td>
<td>ham</td>
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<tr>
<td>log</td>
<td>him</td>
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<tr>
<td>rug</td>
<td>hum</td>
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<tr>
<td>tag</td>
<td>jam</td>
</tr>
<tr>
<td>bug</td>
<td>mom</td>
</tr>
<tr>
<td>hug</td>
<td>ram</td>
</tr>
<tr>
<td>dig</td>
<td>rim</td>
</tr>
<tr>
<td>big</td>
<td>sum</td>
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### LONG AND SHORT VOWELS
Word Pairs: for each group of target letters listed below, 25 word pairs are presented.

<table>
<thead>
<tr>
<th>CATEGORY (SHORT A, LONG A, SHORT I, LONG I)</th>
<th>CATEGORY (SHORT E, SHORT O, LONG O, SHORT U)</th>
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<td>Target Sound</td>
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<tr>
<td>ram</td>
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<tr>
<td>jab</td>
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<td>hat</td>
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<td>man</td>
<td>lake</td>
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<tr>
<td>map</td>
<td>bake</td>
</tr>
<tr>
<td>rat</td>
<td>sum</td>
</tr>
</tbody>
</table>

### MIXED
Word Chains: 20 chains of 10 words selected from all the words previously presented; the target letter may be a beginning or final consonant, or vowel. (No breaks of the 20 chains/10 words.)
### Lesson Topic: Bear Bags

#### Supplemental Material: Word list

**PHONETICALLY SIMILAR ALTERNATE RESPONSES**

**INITIAL CONSONANTS**
Word Pairs: for each group of target letters listed below, 20 word pairs are presented.

<table>
<thead>
<tr>
<th>CATEGORY (B, P, C, T)</th>
<th>CATEGORY (D, G, K, J)</th>
<th>CATEGORY (F, H, S, W)</th>
<th>CATEGORY (M, N, L, R)</th>
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<td>Target Sound: f</td>
<td>Target Sound: m</td>
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<td>Target Sound: p</td>
<td>Target Sound: g</td>
<td>Target Sound: h</td>
<td>Target Sound: n</td>
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<td>Target Sound: c</td>
<td>Target Sound: k</td>
<td>Target Sound: s</td>
<td>Target Sound: l</td>
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<tr>
<td>Target Sound: t</td>
<td>Target Sound: j</td>
<td>Target Sound: w</td>
<td>Target Sound: r</td>
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<table>
<thead>
<tr>
<th>Target</th>
<th>Target</th>
<th>Target</th>
<th>Target</th>
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<tbody>
<tr>
<td>did</td>
<td>got</td>
<td>keg</td>
<td>jog</td>
</tr>
<tr>
<td>dad</td>
<td>gum</td>
<td>kid</td>
<td>jig</td>
</tr>
<tr>
<td>dot</td>
<td>gag</td>
<td>kin</td>
<td>jag</td>
</tr>
<tr>
<td>dig</td>
<td>gab</td>
<td>kit</td>
<td>jam</td>
</tr>
<tr>
<td>dip</td>
<td>gut</td>
<td>kale</td>
<td>jop</td>
</tr>
<tr>
<td>den</td>
<td>gap</td>
<td>kete</td>
<td>jug</td>
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<td>dim</td>
<td>get</td>
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<tr>
<td>dude</td>
<td>gave</td>
<td>joke</td>
<td>joke</td>
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</table>

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## Supplemental Material: Word list

### Final Consonants

Word Pairs: for each group of target letters listed below, 20 word pairs are presented.

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<th>CATEGORY (D, M, P, T)</th>
<th>CATEGORY (M, N, B, G)</th>
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<td>did</td>
<td>jam</td>
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<td>mom</td>
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<tr>
<td>mud</td>
<td>ram</td>
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<td>nod</td>
<td>rim</td>
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<tr>
<td>bed</td>
<td>sum</td>
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</table>

### Long and Short Vowels

Word Pairs: for each group of target letters below, 25 word pairs are presented.

<table>
<thead>
<tr>
<th>CATEGORY (SHORT A, SHORT O, SHORT I)</th>
<th>CATEGORY (LONG A, SHORT E, SHORT U, LONG O)</th>
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</thead>
<tbody>
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<td>Target Sound</td>
<td>Target Sound</td>
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<tr>
<td>ram</td>
<td>log</td>
</tr>
<tr>
<td>jab</td>
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</tr>
<tr>
<td>bat</td>
<td>not</td>
</tr>
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<td>bag</td>
<td>got</td>
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<td>job</td>
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<tr>
<td>man</td>
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<tr>
<td>map</td>
<td>fog</td>
</tr>
<tr>
<td>rat</td>
<td>mom</td>
</tr>
</tbody>
</table>

### Mixed

Word Chains: Chains of 10 words selected from all the words previously presented; the target letter may be a beginning or final consonant, or a vowel.

**Fast ForWord®**

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Lesson Topic: Magic Rabbit

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading:
- Use context clues and illustrations to determine meaning of words/phrases.
- Sort/group pre-taught words/phrases.
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
- Use L1 to support L2.

Listening:
- Classify/sort content-related visuals per oral descriptions.
- Categorize content-based examples from oral directions.

Speaking:
- Describe situations from modeled sentences.
- Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to define key vocabulary used in Magic Rabbit in speaking.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Magic Rabbit exercise in Fast ForWord Reading Level 1.

KEY VOCABULARY

Magic Rabbit word list (page 5)

MATERIALS

- Sets of 3 words randomly chosen from Magic Rabbit word list, copied onto sentence strip paper
- Pencils and paper for writing
- Pictures of the words (tub, tin, gear, gate, etc.) printed or somewhere clearly visible
- Sentence frames from ELD Differentiation somewhere clearly visible
- Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

What are some things you like to do when you see a word in class that you don’t know?

Have students share out strategies or thoughts they have when they want to figure out unknown words. If students don’t have a great deal to contribute, have them think about words they hear in other places like movies or watching TV in English or their native language. What do they do when they don’t know a word? Do they ignore it and keep watching, use the images on the screen to help them figure it out, or if they’re reading, use the pictures…?

Give students wait time to respond and allow students to share in English or their native language where appropriate.

When we read, one thing good readers do is think about what words mean. That way, they can fully understand the whole story. When we read we learn new information or are told a story, and the way we learn the new information or understand the story is by understanding what the words mean.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we’ll play a game to help us learn what words mean.

Show a picture and have students guess what the picture shows from the set of three words where the correct answer lies. For example, you have a word set with: “did, rip, tub.” Show students a picture of a bathtub and have students guess if the picture is a did, a rip, or a tub. Have students pronounce the word once they’ve correctly guessed it.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Repeat this a few times for a few different words to model the student behavior. Then, do a few with students. Finally, have students do the activity without teacher support. Repeat this for all the words on the word lists.

Not all words are nouns, so for words that can be easily shown through an action, replace the image with an action and have students do the action, then guess the word. To make the game more complex, show 2 sets of 3 words, where students must select what the picture shows from the list of 6 words.

ELD Differentiation

Entering, Emerging, Developing: If appropriate, begin by designating 2 words from the word list to each sentence strip. Then, have students practice pronouncing each of the words before deciding which word matches the picture. Practice I-do, We-do, You-do vocabulary practice with each word ([me]Hen, [us]hen, [you]hen). If needed, have students use sentence frames here to play the game:

- The word that matches this picture is _______________.
- I think the right word is _______________.
- This picture is _______________.
- This action is _______________.
- This looks like a _______________.
- I think it’s _______________.

Direct students to the sentence frames as they speak to encourage speaking in complete sentences. As students get more familiar with the task and the vocabulary, move to three words per sentence strip. Finally, have students work on oral language development by describing the picture with sentence frames below before moving on to the next picture/set of words.

- This picture has a _______________.
- I see the color(s) _______________.
- I think this is a _______________.
- It looks like a _______________.
- One thing you can do with it is _______________.
- This is good for _______________.
- The object is (big/small).
- I think this picture is a _______________.

If relevant, introduce the task and student role in students’ native language before moving to English. Have students do a few in their native language to get comfortable with the tasks. Encourage students to interpret their L1 statement into English (with teacher support). Model the student role as many times as needed for clear understanding.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Choose 2-5 words students identified and learned in the lesson and ask them to explain what it means in speaking with a partner or in the whole group. When done, have students work in the Fast ForWord program.

Now it’s time to practice these skills in Fast ForWord. Today you will practice Magic Rabbit. Let’s log in and begin working on Magic Rabbit.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have students write out their own definitions or orate their own definitions of the words as they learn them in the lesson activity.

2. Alternatively, have students write a story using some of the words students learned that day.

3. Have students translate the words into their native language if they know them as students guess new words correctly throughout the activity.

4. Have students write out the word they guessed correctly in English and their native language as they play.
## PHONETICALLY DISSIMILAR ALTERNATE RESPONSES

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### Supplemental Material: Word list

#### Final Consonants

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#### Short Vowels

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# Supplemental Material: Word list

## PHONETICALLY SIMILAR ALTERNATE RESPONSES

### INITIAL CONSONANTS

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LESSON TOPIC: Quail Mail

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Sort/group pre-taught words/phrases.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Use L1 to support L2.

Listening: Classify/sort content-related visuals per oral descriptions.
Categorize content-based examples from oral directions.

Speaking: Describe situations from modeled sentences.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use background knowledge to categorize new words in English through the use of pictures and teacher support.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Quail Mail exercise in Fast ForWord Reading Level 1.

KEY VOCABULARY

Quail Mail flash cards (from word list in Reading Level 1 Teacher Manual, available in MySciLEARN Help)

MATERIALS

• Pencils and paper for writing
• Flash cards for the Quail Mail word list (or a selection of 25-30 flash cards for the purpose of this activity) and a list of the flash cards somewhere clearly visible in random order for students to see
• Categories written on sentence strip paper (hidden from view to start)
• Sentence frames written on a board or somewhere clearly visible (see page 2)
• Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Today we’re going to learn some new words to help us be successful in Quail Mail. When we work with many new words like we do in Quail Mail, we sometimes have to use what we already know to do what it asks us.

Good readers use what is called background knowledge to understand new things in the books they read or the words they see. Let’s say that together: background knowledge. Now you try it: background knowledge.

Background knowledge is what we already know.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Let’s look at these words in front of us. We have words here that have things in common. As we say them, think about if you’ve heard this word before. Think about what you know about these words. Maybe you’ve heard one of these before. Think about how you know the word and what you think it means. Let’s say them together first.

Read through the list of words with students in I do-We do-You do order.

Now that we’ve read all these words, you’re going to use what you remember of these words—your background knowledge—to group them into piles.

Put all the flash cards on the table in a pile in front of students.

Work together to put all these words into separate piles. Put words that are alike together. I will not tell you how the objects are alike. You’ll try this in a team first, then we’ll talk about it.

To help you group words together, you can use these sentence frames:

I know this word means ___________.

These two words are the same because ________________.

I remember that this is ________________.

I know this means ___________ because _______________.

This word is like this one because _______________________.

_________ is like _______________ because they both _______________

I think this word goes over here.

I think this pile is all alike because _________________.

These words are different because _________________.

I heard this word one time when _________________.

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Fast ForWord®
PRACTICE/APPLICATION

*(Guided Practice, Interaction, Strategies, Feedback)*

Have students work together to put all words into piles. Do not give students any clues, like how many categories there are or any hints as to what the categories are. If students separate words into many more piles than there are categories, that’s okay. Let them work through it. Encourage students to use their background knowledge to think about what words mean as they work.

Confirm when students are finished. When students are finished, give them the name of the categories of the flash cards you used. For example, “Animals on a farm,” “Clothes,” or “Things on Someone’s Head.”

Now that students have the categories, have them work together to reorganize the words into those categories. If they got it correct the first time, move on to the extension activities.

ELD Differentiation

**Entering, Emerging:** Introduce the activity and categories in students’ native language where possible. If using English, spend some time describing some categories and giving examples. You may pull examples from the word list to show students, and then remove them from the pile for students to sort.

When giving the students directions, model the sentence frames for students using a couple of words in the pile and have students say it with you, then alone. Give students extra time to practice pronunciation and saying the sentence frame with a few words. Remove the words you and the students used to learn the sentence frames from the pile students are to sort.

If possible, give students the words they’ll be working with in a list in students’ native language on the board or somewhere clearly visible. Encourage students to interpret the words into their native language in speaking while they work if it helps students. Allow students to use their native language to compare words and characteristics as they work if appropriate.

**Developing, Expanding:** Have students interpret the words into their native language as they work if that helps students. Only provide the sentence frames above if students need them—if they are not producing language in speaking as they work.

REVIEW/ASSESSMENT

*(Review Objectives with Vocabulary, Assess Learning)*

Now it’s time to practice these skills in Fast ForWord. Today you will practice Quail Mail. Let’s log in and begin working on Quail Mail.

Have students work in the Fast ForWord program until their time is up.
EXTENSION

1. Have students pick a few words from the list and draw a picture of the words (combining the objects into one picture) or writing a story using those couple of words. For more of a challenge, have students use as many words as possible.

2. Have students write sentences about how they already knew the meanings of some of the words using the sentence frames, or for added challenge, without the sentence frames.
LESSON TOPIC: Bedtime Beasties

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Use L1 to support L2.

Writing: Copy words, phrases, and short sentences.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.
Use learning strategies described orally.

Speaking: Ask for clarification (e.g., self-monitor).
Answer simple content-based questions.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use teacher support and primary resources to learn the meanings of new words in English.

CONTENT – Students will be able to use new vocabulary to comprehend passages in the Bedtime Beasties exercise in Fast ForWord Reading Level 1.

(Note: This lesson will last for more than one session.)

KEY VOCABULARY

Bedtime Beasties word list (page 5)
MATERIALS

- Copy of story for each student (page 5)
- Highlighters for each student
- Whiteboard or other clearly visible surface for the teacher to write
- Graphic organizer for students and a copy for the teacher to model (page 15)
- Computer or tablet with internet access per student or per pair of students
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Emergent bilinguals need exposure to the new vocabulary and sayings in English before working in Bedtime Beasties.

**Before playing Bedtime Beasties today, we are going to learn some new words. These words will help you understand the stories in Bedtime Beasties. Can you say Bedtime Beasties?**

Everyone practices saying Bedtime Beasties.

**In Bedtime Beasties, you have to listen carefully to the sentence and fill in the blank with the correct word. Today we’re going to learn some new words by reading a story.**

**Learning new words is something good readers do to help understand stories. Why is it good to understand what we read?**

Give students time to think and respond about why it's important to understand what we read.
PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Show students a story and have them follow along as you read the story aloud. Then, have students read the story with you, highlighting words they don’t know as they read.

When the story is complete, have students share 3-5 of their unknown words with a partner or the group. Model this activity with a student before pairing students off and support them in the beginning of their conversations. Have students explain and give examples for the words they already know using the sentence frames below:

I think _______________ means _______________.

I know that word. It means _______________.

One example of _______________ is _______________.

One example I can think of is _______________.

For example, Student A highlights “chicken,” and student B knows the word “chicken”. When Student A shares his word, Student B says, “I know that word. It means ______________.”

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

After students finish sharing their words and learning from a peer, bring students together and collect all the words students weren’t able to define. Compile a list on a whiteboard or some other clearly visible surface and pass out the graphic organizer included with this lesson. Walk through the example on the graphic organizer and model looking a word up in the dictionary and searching for its definition on the internet.

After asking the teacher, looking it up, or learning it from another student, students should write their unfamiliar word along with its definition on their graphic organizer. Then, use the word in a sentence and sketch or draw a picture if applicable.

Have students continue to ask questions for clarification and use the graphic organizer to complete words from the list until the students fully understand their role. Once students feel comfortable, have them pair off into new pairs or groups and work together to complete the graphic organizer for the rest of the words on the board.

Once students have learned all the words from the story, have students re-read the story if there is time. Repeat this for each story included in the lesson. All of the words from the stories come from Bedtime Beasties and students will see them in the exercise.
ELD Differentiation

**Entering, Emerging:** Have students say the words aloud and create definitions in speaking together, as opposed to writing the definition or working alone. In that space have students write the word in their L1 if appropriate and possible. Introduce the lesson and model the graphic organizer in students’ L1 if appropriate and possible. Add or remove columns to the graphic organizer as appropriate for time and as students’ reading and writing proficiency in English dictates.

**Developing, Expanding:** After modeling and completing a few with students, have students work independently where dictionary and computer/tablet supplies permit. If reading levels permit, have students read the story below and complete the graphic organizer independently or with a partner. Finally, have students write a summary of the story once students complete the graphic organizer to practice writing about reading. This can be done in students’ L1 or English.

REVIEW/ASSESSMENT

*(Review Objectives with vocabulary, assess learning)*

Now that we know these new words, it’s time to practice these skills in Fast ForWord. Today you will practice Bedtime Beasties. Let’s log in and begin working in Bedtime Beasties.

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Have students come up with a new ending to the story they read.

2. Have students practice looking up new words on their own with a book or with a selection in Reading Assistant (if they are using the Reading Assistant program).

3. Have students add a column to the graphic organizer. Have students translate the words and their definitions into their native language if appropriate and possible.

4. After students complete the graphic organizer for the words on the board, have students use them in a story they write on their own in their native language or in English.
Word list

- draw
- woods
- beehive
- soup
- boil
- pieces
- airplane
- pair of
- ticket
- wear
- sandal
- head cool
- lots of
- class play
- crown

Story

Last summer, my family and I went camping in the woods. The place we were going was far from our house. We had to take an airplane and then a car. I like to draw, so I drew pictures in my notebook on the trip. We got to the campsite and started setting up. My mom boiled some beans to make soup. It wasn’t very good.

I forgot to pack my hiking boots. I had to wear a pair of sandals the whole time. It didn’t matter because we found a big lake. We went swimming! I was glad I brought a hat to keep my head cool. On one of our hikes, we came upon a beehive with lots of bees. We tiptoed away. I wondered how much honey was inside it.

The last day we were there, we met another family. We spent all day together. We made up a game that we were fairies at a fairy school. We even put on a class play. I was a prince and wore a crown of leaves. Our parents pretended to buy tickets and everything. It was a great trip.

(ATOS 2.9)
Supplemental Material: Story 2

Word list

hold
plates
first thing
diamond shape
flat
frame
tiny
spot
4th of July
brass
marching songs
sprayed
picnic
fireworks
cheered
float
stream
fluttered
took a ride
crew of sailors
landed

Story

The first thing my family did on the 4th of July was take a ride on a boat. We floated down the stream with a bunch of sailors. We came to a big lake and landed on a big beach. We ate our picnic lunch on paper plates. My dad held the camera while we all posed for pictures in the clear water. It was a tiny spot to find. It was the perfect place to watch the fireworks and hear the marching songs of the parade.

The boat was shaped like a diamond. It had a flat bottom with a frame like a canoe. The steering wheel was made of brass. It made me think of adventures at sea. We left when the sun started to set. The sailors barely missed crashing into a big rock. We cheered. The water sprayed us all as we screamed. My heart fluttered with fear. Fortunately, we made it home safe and sound.

(ATOS 3.7)
Supplemental Material: Story 3

Word list
- cat's paw
- bite
- part
- washcloth
- circus
- gasoline
- hay
- oats
- measuring cup
- pour
- sun comes up
- towards
- instrument
- pleases the ear
- baked
- tomatoes
- polite

Story

I live on a farm with horses and cows and dogs and cats. I wake up when the sun comes up and head towards the barn to feed the horses. They like to eat hay and oats. After that I put gasoline into the tractor and a cat's paw touches my leg. It's my cat Bill. He loves riding the tractor. This morning I'm going out to the garden. I have to pick the tomatoes and use a washcloth to clean them off.

This morning my mom baked biscuits for breakfast and it's only polite to eat what Mom makes me. I get out the measuring cup and pour the flour. Mom likes it when I help. Dad is waking up while Fran is playing the guitar. She loves that instrument. For all the playing she does, it never pleases the ear. I take a big bite of a biscuit and grab my bag for school.

(ATOS 3.6)
Word list
ripe
remove
waist
contains
leave
silly
herd
sea of stripes
hump
inside
far
wander
wriggle
squirm
leak
peek

Story

Far away the whale just looked like a big hump in the water. I took a peek with my binoculars. When we got closer it looked like a sea of stripes with the water and the rest of the whale herd. This is the time of year when whales come here and eat. They like the ripe plants and algae in this part of the ocean.

Mom removed our lunches from inside the picnic basket and we watched the whales as we ate. Whales never leave their mothers, and a single whale meal contains around 5000 pounds of food!

Soon the whales went down. They wandered far into the deep water. Small fish squirm and wriggle around the boat. We can see from above the water. They don’t want to be in the way, the captain tells us.

It was time to leave, but we didn’t want to go. The boat was old, the captain told us, and he needed to patch it up to keep out leaks. He is always working on his boat, he says. I kept my binoculars close by my waist while we watched the sunset. It was a wonderful day of whale watching that I will never forget.

(ATOS 4.4)
Lesson Topic: Bedtime Beasties

Supplemental Material: Story 5

Word list
- forgot
- museum
- shining
- heard
- snow
- skip
- polite

Story
My class went on a field trip to the museum. I love field trips! But there was snow on the ground, and we heard that many exhibits were closed. Then, my teacher forgot our tickets. The museum guide was polite, but we needed our tickets. Luckily Jose’s mom knew the guide. She let us skip the ticket booth! We saw so many interesting things. There was shining gold armor and jewelry from pirate ships. There were statues and paintings. Nothing was closed like Marcy had said. It was one of the most amazing field trips in my life.

(ATOS 3.6)

Supplemental Material: Story 6

Word list
- fur
- grizzly bear
- sail
- ship
- hungry
- ghost story
- scratches
- hoped
- tightly

Story
Tom’s dad took everyone on a camping trip. There were ghost stories and furry grizzly bears. There were stories about pirates and sailing ships around the campfire. But above all other things, Tom hoped there would be s’mores. When the time came he grabbed his stick tightly. He was ready for s’more! That evening, the scratches on his back from the bug bites bothered him. He was so hungry he didn’t care.

(ATOS 4.1)
Supplemental Material: Story 7

Word list
- gorillas
- hurry
- beach
- far
- skunk
- sweet

Story

Peter the Gorilla loved the beach. He loved the crashing waves and the salty water. The ice cream truck in the parking lot sold sweet treats for a hot day. He always made the far walk to get an ice cream cone.

Peter was playing in the sand one day when a skunk hurried up the shore from the water. Peter rubbed his eyes. A skunk?! What was a skunk doing in the ocean?

As he ran by, he yelled “I’m okay! I’m okay! Just almost drowned, but I’m okay.” The lifeguard must not have seen him in the water. His fur is so dark!

(ATOS 3.0)
### Word list

- winter
- spelling bee
- monkey
- huge
- elephant
- leaning on
- rolls off
- sour
- crept
- seemed
- spider's web
- colored wax
- whole world
- decided
- vine
- igloo

### Story

The huge elephant passed the winter in an igloo, when the whole world was covered in ice. After many months it warmed up. One day he saw a spider's web on a branch and decided to go exploring. After walking a short time he came across a monkey. He crept closer and closer to the tiny monkey leaning on a tree and shouted, “Hello there monkey! What are you doing?” The monkey screamed and ran into the bushes. “Weird,” thought the elephant. He kept walking. He walked for what seemed like hours.

He came across a nest. The nest was made of bright green leaves. They looked like colored wax. Rain rolls off the leaves and onto the ground. In the nest was a big blue bird. It saw the elephant and screamed! It flew off into the trees. “Weird,” thought the elephant. He kept walking.

Soon he came upon an elementary school. The students were in the gym hosting a spelling bee. The curious elephant walked up to the window and looked in. The students saw the elephant and screamed. The elephant wondered why the students ran away. He was a friendly guy. “Weird,” thought the elephant. He kept walking.

After a while he came across a pond. He bent down to get a drink of water, and that’s when he saw it. While the elephant was sleeping someone came and painted his face with bright colors in a sour expression. He looked like a crazy elephant!

(ATOS 3.2)
Supplemental Material: Story 9

Word list
- furry
- bites
- sandals
- bake
- sugar
- eggs
- flour
- batter
- dressed

Story

Mom and Cindy baked on Sunday. They had eggs, flour, sugar, and butter. They mixed it all together to make a batter. Then they put it in the oven. Cindy got dressed for a tea party. She put on her best pair of sandals. Once the desserts were out of the oven, Cindy and Mom had some bites. Mmm! It was delicious. Cindy and Mom sat down for the tea party with Cindy’s furry stuffed animals and a delicious dessert.

(ATOS 3.0)

Supplemental Material: Story 10

Word list
- hike
- weird
- ship
- branch
- ripe
- packed
- dressed

Story

I went for a hike with my friend John yesterday. We packed a lunch. We made sure to dress for the weather. We hiked over a hill and saw the ocean. There was a ship on the water we could see from where we were. We also found a cool rock and saw some pretty birds. After a while we sat. We had a snack under a big tree branch. I had a ripe banana and John had trail mix. Soon it started to rain. We walked quickly to finish the hike. We had raincoats, but it was cold. It was weird to be sunny and warm one minute and rainy and cold a few minutes later. It was still really fun.

(ATOS 3.0)
Supplemental Material: Story 11

Word list
life
tab
cave
stuck
stick
nap
muddy
jog
wall

Story

Henry was a scaredy cat. He never wanted to do anything dangerous. He went through life worrying about getting wet, running too fast, or eating too much.

Henry’s teacher announced a contest the school was having. All of Henry’s classmates signed up. You had to run through an obstacle course, and in the end, you could win a family vacation to Disney World. Henry wanted to go to Disney World more than anyone he knew! He had to win this contest.

Henry had to get brave.

The day of the contest came. The obstacle course was ready. Everybody was excited. Henry was so nervous he could barely touch his breakfast. The teachers shouted, “Go!” and everyone started running.

They ran to a cave and found a box. You had to pull on the tab to open it. In it was the next step: climb the wall. Henry hit a huge muddy puddle and got stuck in the cave! Everyone ran past as he struggled to get out.

The last one to the wall, he ran as fast as he could and jumped all the way to the top. He made it! Everyone was still in the lead. He hopped down off the wall ready to win.

After a short time, other students got tired and started walking. They were out of breath! Henry jogged passed them and made it to the next challenge: using a stick to get over a steep hill. Everyone was holding the stick and walking over the hill. Henry used it like a hiking stick to pull himself up. He made it over the hill faster than anyone else.

He raced for the finish line and won! That afternoon, he took a nap. He needed all the rest he could get because his family was going to Disney World!

(ATOS 3.7)
Supplemental Material: Story 12

Word list

sand
bare feet
cards
hot dog
balloon
neck
jar
hopscotch
roll in
hike

Story

In Santa Cruz you can see the boardwalk and the shore at the same time. You can have your bare feet in the sand while you eat a hot dog from the carnival. You can roll in the water and hike to the theme park. You can guess how many jelly beans are in the jar. Then you can buy a balloon from a clown. The pavement has hopscotch. The vendors sell you baseball cards. You can turn your neck up to see the rides rise high above your head.

(ATOS 4.8)
<table>
<thead>
<tr>
<th>Unfamiliar Word</th>
<th>Where did I learn it?</th>
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<tbody>
<tr>
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</tbody>
</table>

**Definition**

**Sentence**

**Picture**
Lesson Topic: Buzz Fly

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Use L1 to support L2.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.
Use learning strategies described orally.

Speaking: Ask for clarification (e.g., self-monitor).
Paraphrase and summarize ideas orally.
Answer simple content-based questions.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use new words through group definitions in speaking and listening.

CONTENT – Students will be able to use new vocabulary to comprehend passages in the Buzz Fly exercise in Fast ForWord Reading Level 1.

KEY VOCABULARY

Buzz Fly vocabulary and expressions/idioms list (page 4)

MATERIALS

- Buzz Fly vocabulary and expressions/idioms list (page 4)
- Copies of the stories from Buzz Fly projected for all students to see, with questions blacked out or covered up with pieces of paper, sticky notes, etc.
- Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Emergent bilinguals need exposure to the new vocabulary and sayings in English before working in Buzz Fly.

**Before playing Buzz Fly today, we are going to learn some new words. These words will help you understand the stories in Buzz Fly. Can you say Buzz Fly?**

Everyone practices saying Buzz Fly.

**In Buzz Fly, you have to listen carefully to the story because the horse asks you questions about it.**

**Today we’re going to learn some new words by reading the story. Learning new words is something good readers do to help understand stories. Why is it good to understand what we read? Give students time to think and respond about why it’s important to understand what we read.**

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Show students the story and point out each vocabulary word from the list below. Model using context clues to figure out what the words might mean. As you say each new word have students practice saying the new word with you, then without the teacher.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Hold up the next story and have students work out the possible meanings of words along with you. Probe students to share their thinking through Think-Pair-Share opportunities with guiding questions like below:

**Hmm…what do you think this word might mean? Let’s look at the sentence again.**

**What clues do we have to tell us what this word could mean?**

**What other words in the sentence help us to guess what this word means?**

Have students clearly articulate the meanings of words with a partner as you move through content.

To ensure understanding, have students come up with a class definition for each new word students learn before moving on to the next and record the definition on a whiteboard or somewhere clearly visible.

As students get comfortable with the activity and if it is appropriate, break off students into pairs and have them work on a new story with a partner or alone.
**Lesson Topic: Buzz Fly**

**ELD Differentiation**

**Entering, Emerging:** Along with coming up with a group definition, have students draw the meaning of the word if appropriate. For words where pictures don’t apply – as in with verbs or adjectives – work as a group to create an action or movement to represent the word and practice it a couple of times before moving on. Further, give examples of the meaning of words and illustrate where appropriate before working with students to create a group definition. Where appropriate and possible, have students draw connections between words in their L1 and English, creating definitions first in their L1 and then translating it to English. Students may use their L1 as context for knowing what a word means.

Feel free to get creative with having students define words: look them up in the dictionary, look them up on the internet; have students guess the meanings and then look up the word to see who gets points, have students work in teams to come up with group definitions and the most accurate gets points, time students to see who can find and paraphrase a definition first, etc. This approach works well for students needing more support to stay engaged in the lesson.

With a game-like approach, emphasize correct definitions over grammatical and syntactical accuracy in speaking. With a faster moving game students will inevitably produce less than perfect speech; this is natural and should not hinder progress of the game. If speech is so choppy that it impedes meaning, recast the student’s response or give them a verbal sentence frame to use in organizing what they’d like to say. This helps maintain the flow of the lesson while giving the student opportunity to practice forming sentences and ideas in speaking.

Use native language support where appropriate and possible for students to fully understand the task.

**Developing, Expanding:** Encourage students to work together to find definitions, adopting a more game-like approach as described above. Have students work through the stories and words together with supports like a dictionary, thesaurus, and computer with internet access. Have students write down their definitions and award points as appropriate for correct definitions. Where appropriate and possible, have students draw connections between words in their L1 and English, creating definitions first in their L1 and then translating it to English. Students may use their L1 as a clue to knowing what a word means.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

**Now that we can use context clues to learn new words, it’s time to practice these skills in Fast ForWord. Today you will practice Buzz Fly. Let’s log in and begin working on Buzz Fly.**

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have pre-emergent students draw pictures to represent what words mean as opposed to forming definitions.

2. Have students write down their own definitions of words based on class discussion and then share their definitions with a partner or group.

3. Have students come up with their own stories using key vocabulary from a few stories in Buzz Fly.

4. Have students create their own comprehension questions from the story for partners to answer either in speaking or writing.
### Supplemental Material: Vocabulary list (by story)

#### Story 1
- **Vocabulary**
  - hog
  - frog
  - jog
  - fog
  - dog
  - log
  - hop
  - top
  - flop
- **Expressions/idioms**
  - What's his beef?
  - He's a ham
  - Can't see a thing
  - Ran off

#### Story 2
- **Vocabulary**
  - woods
  - pals
  - bird
  - flowers
  - leaves
  - sticks
  - grass
- **Expressions/idioms**
  - make believe

#### Story 3
- **Vocabulary**
  - air
  - hair
  - alone
  - apples
  - pie
- **Expressions/idioms**
  - you're back
  - pie for two
  - one full week

#### Story 4
- **Vocabulary**
  - scared
  - deer
- **Expressions/idioms**
  - time for bed
  - go right to sleep
  - made fun of
### Story 5

**Vocabulary**
- camel
- count
- mad
- sad
- cried
- pals
- bumps

**Expressions/idioms**
- oh dear
- comes next
- head in the sand

### Story 6

**Vocabulary**
- winter
- night
- candle light
- quite

**Expressions/idioms**
- by day
- grown ups

### Story 7

**Vocabulary**
- hippo
- hike
- baboon
- leopard
- lake
- cricket
- moose
- mountain
- fed
- fountain
- turtle
- rat
- rooster
- ranch
- bluebird
- branch
- dome

**Expressions/idioms**
- hi honey

### Story 8

**Vocabulary**
- pollywog
- puddle
- seems
- splashed about
- hopped out

**Expressions/idioms**
- middle of the street
- my my
- say there
- fine day
- hurray
- you bet
<table>
<thead>
<tr>
<th>Story 9</th>
<th>Story 10</th>
<th>Story 11</th>
<th>Story 12</th>
</tr>
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<td><strong>Vocabulary</strong></td>
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<td>yuck</td>
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<td>sells</td>
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<td>anywhere</td>
<td>pigs</td>
<td>float</td>
<td>freeze</td>
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<td>turtles</td>
<td>bats</td>
<td>boat</td>
<td>peas</td>
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<td>roof</td>
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<td>one place to another</td>
<td>stay fresh</td>
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<td></td>
<td>milk cows</td>
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<td>soon after</td>
</tr>
<tr>
<td></td>
<td>in town</td>
<td></td>
<td>of course</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>last longer</td>
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## Supplemental Material: Vocabulary list (by story)

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<td>forest</td>
<td>face (of a clock)</td>
<td>bridges</td>
<td>satellites</td>
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<tr>
<td>plants</td>
<td>hands (of a clock)</td>
<td>parts</td>
<td>machines</td>
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<td>shade</td>
<td>point</td>
<td>ferry</td>
<td>rockets</td>
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<td>seeds</td>
<td>gears</td>
<td>trips (excursion)</td>
<td>gas</td>
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<td>monkey</td>
<td>lock</td>
<td>simple</td>
<td>burn (gas)</td>
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<td>pendulum</td>
<td>creek</td>
<td>forces</td>
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<td><strong>Expressions/idioms</strong></td>
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<td>where the real work goes on</td>
<td>as if the won’t work</td>
<td>outer space</td>
<td>other side of the world</td>
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<tr>
<td>just as long</td>
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<td>by themselves</td>
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### Lesson Topic: Buzz Fly

#### Supplemental Material: Vocabulary list (by story)

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<td><strong>Vocabulary</strong></td>
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<td>since</td>
<td>scarecrow</td>
<td>ravenous</td>
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<td>pumpkin</td>
<td>bean</td>
<td>appetite</td>
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<td>tap</td>
<td>slice</td>
<td>patch (garden)</td>
<td>bite</td>
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<tr>
<td>hit</td>
<td>city</td>
<td>leaned</td>
<td>plate</td>
</tr>
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<td>mitt</td>
<td>tuna</td>
<td>garden</td>
<td>jam</td>
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<td>heap</td>
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<td><strong>Expressions/idioms</strong></td>
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<td>let’s play ball</td>
<td>on holiday</td>
<td>hey you</td>
<td>more please</td>
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<tr>
<td>nearly as good</td>
<td>to your health</td>
<td>tired of</td>
<td>don’t care</td>
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<td>drat</td>
<td>digs in</td>
<td>felt silly</td>
<td>time for supper</td>
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<td>you’re out (baseball)</td>
<td>not sure</td>
<td>at once</td>
<td>having fits</td>
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<td>batter up</td>
<td></td>
<td>so long</td>
<td>chewed up</td>
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<td>come close</td>
<td></td>
<td></td>
<td>to the ground</td>
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<tr>
<td>home run</td>
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<td></td>
<td>lucky break</td>
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</table>
### Supplemental Material: Vocabulary list (by story)

#### Story 21

**Vocabulary**
- camping
- woods
- sturdy
- plenty
- cupboard
- hardly
- plenty

**Expressions/idioms**
- pots and pans

#### Story 22

**Vocabulary**
- ordinary
- munch
- hay
- hoof
- flap
- glen
- leap
- hip (cool)
-booed
- brooded
- rude

**Expressions/idioms**
- by no means
- stand around all day
- big cheese
- act a fool
- what’s the matter
- cheers me up
- be gone
- take a bow

#### Story 23

**Vocabulary**
- quiet
- feeling
- each

**Expressions/idioms**
- take a nap
- lie down
- counting sheep
- fall asleep
- at last
- down below
- get up (awaken)

#### Story 24

**Vocabulary**
- pals
- a lot
- may
- closely
- fans
- yell

**Expressions/idioms**
- just as many
### Supplemental Material: Vocabulary list (by story)

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<td>vote</td>
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<td>fit</td>
<td>country</td>
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<td>mostly</td>
<td>power</td>
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<td>part of the body</td>
<td>beyond</td>
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<td>imagine</td>
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<td>decide</td>
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<td>make way</td>
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<td></td>
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<td>collects</td>
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<td>branches of government</td>
<td>take a trip</td>
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<td>from all over</td>
<td>government</td>
<td>go looking</td>
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<td>fall out</td>
<td>very much</td>
<td>picks up (trash)</td>
<td>fast as you can</td>
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<td>make way</td>
<td>understand what the</td>
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<td>in order to</td>
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<td>fuss is</td>
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<td>the rest of</td>
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</table>
This chapter includes the offline lessons for the Fast ForWord Reading Level 2 program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

What's in this chapter

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- Reading Level 2 - Leaping Lizards ................................................................. 381
- Reading Level 2 - Ant Antics ................................................................. 387
- Reading Level 2 - Dog Bone ................................................................. 398
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.

Listening: Follow multi-step oral commands/instructions.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to build sentences in English using key vocabulary.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Bear Bags: More Lunch exercise in Fast ForWord Reading Level 2.

KEY VOCABULARY

Bear Bags: More Lunch word list (page 4)

MATERIALS

- 20-30 words from word list copied onto sentence strip paper and cut into individual words (like flash cards)
- Pencils and paper for writing
- Common articles, pronouns, adverbs, conjugations and high frequency words not found in the word lists on sentence strips cut into the individual words like flash cards (ex: a, an, at, the, we, they, he, around, in, -ed, -ing, am, was, etc.); consider duplicates if you’d like students to build sentences in pairs or individually
- Student logins for the the Fast ForWord program
Lesson Topic: Bear Bags: More Lunch

**MOTIVATION**

*(Building Background)*

What are some things you like to do when you see a word in class that you don’t know?

Have students share out strategies or thoughts they have when they want to figure out unknown words. If students don’t have a great deal to contribute, have them think about words they hear in other places like movies or watching TV in English or their native language. What do they do when they don’t know a word? Do they ignore it and keep watching, use the images on the screen to help them figure it out, or if they’re reading, use the pictures?

Give students time to respond and allow students to share in English or their native language where appropriate.

When we read, one thing good readers do is think about what words mean as they read. That way, they can fully understand the whole story. When we read we learn new information or are told a story, and the way we learn the new information or understand the story is by understanding what the words mean. Today we’ll build our own meaning through sentences in a game called “Build It Up.”

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Today we’ll play “Build It Up” to help us learn what words mean.

Model building a sentence with the words on sentence strips in a pile. Read the sentence aloud. Use whatever words you need to make a sentence. Define new words as needed and have students ask for teacher support, ask a neighbor, or look up a new word in the dictionary or thesaurus as they build their own sentences. Model this behavior.

To start, consider showing only a certain number of cards at a time to support building sentences along with meaning. For example, from the Bear Bags: More Lunch Word List, show 25-30 words as opposed to 50-60 words. Once students have the meanings understood for 25-30 words, add words or replace words students have mastered in speaking and reading.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Build a few sentences with students using words from the pile of words to choose from. Spread them out as needed for students to use. Continue to have students participate in looking up words or asking neighbors for support learning new words from the pile. (Students’ first instinct is to avoid using any words they don’t already know. You can avoid this by picking a word or two and requiring that students build a sentence with it before moving on to other words or sentences. If giving students words to build sentences is too free-form an activity, choose a flash card from the pile and have students build a sentence with it together, then change the word to a new word students probably don’t know and have them practice building a sentence with that word. Do this for 5 or 10 words.)

Then, have students work in pairs or for added challenge, individually, to build sentences in English. Model and require that students read the sentence aloud before deconstructing it and building a new sentence. Have students record their sentences on a piece of paper as they work for added practice with correct grammar and spelling. Correct grammar and pronunciation where appropriate.
**ELD Differentiation**

**Entering, Emerging:** Provide copies of the words translated into students’ native language where possible and have students practice building sentences first in their L1. As students get comfortable with the task, have students transition to English sentences. In any event, spend time modeling the student role and explicitly thinking aloud for what words could go together or sound right in a sentence.

**Developing:** Model the student role explicitly thinking aloud and encouraging students to form sentence structures that make sense. If students would like more of a challenge, have students add their own words (or have you add words) to the pile to make the sentences interesting (i.e. “dragon,” “glared,” “furiously,” “kindness,” “confused,” etc.).

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Choose 2-5 words students learned through the activity and ask them to explain what it means in speaking with a partner or in the whole group.

*Now that we know these new words, it’s time to practice these skills in Fast ForWord. Today you will practice Bear Bags: More Lunch. Let’s log in and begin working in Bear Bags: More Lunch.*

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students interpret or translate the sentences into their native language.

2. Alternatively, have students write a story using the sentence or sentences they created as a story prompt.

3. To add colorful language to sentences, add proper nouns, unique objects, and playful verbs to the pile for students to use.

4. For competitive students, have them race to see who can come up with the most sentences and who can come up with the longest sentences. Be sure to have enough of each article, pronoun, and verb tense for students to do this.

5. Remove and add cards when appropriate to continue vocabulary growth for students
## Lesson Topic: Bear Bags: More Lunch

### Supplemental Material: Word list

### Phonetically Dissimilar Alternate Responses

#### Initial Consonants

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####PL, GR, SN, CH

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# Supplemental Material: Word list

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### Supplemental Material: Word list

#### Long Vowels

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# Supplemental Material: Word list

## PHONETICALLY SIMILAR ALTERNATE RESPONSES

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**Fast ForWord**

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### Supplemental Material: Word list

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# Supplemental Material: Word list

**LONG VOWELS**

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LESSON TOPIC: Magic Bird

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.

Listening: Follow multi-step oral commands/instructions.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to build sentences in English using key vocabulary.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Magic Bird exercise in Fast ForWord Reading Level 2.

KEY VOCABULARY

Magic Bird word list (page 4)

MATERIALS

• 20-30 words from word list copied onto sentence strip paper and cut into individual words (like flash cards)
• Pencils and paper for writing
• Common articles, pronouns, adverbs, conjugations and high frequency words not found in the word lists on sentence strips cut into the individual words like flash cards (ex: a, an, at, the, we, they, he, around, in, -ed, -ing, am, was, etc.); consider duplicates if you’d like students to build sentences in pairs or individually
MOTIVATION

(Building Background)

What are some things you like to do when you see a word in class that you don’t know?

Have students share out strategies or thoughts they have when they want to figure out unknown words. If students don’t have a great deal to contribute, have them think about words they hear in other places like movies or watching TV in English or their native language. What do they do when they don’t know a word? Do they ignore it and keep watching, do they use the images on the screen to help them figure it out, or if they’re reading, do they use the pictures, etc.?

Give students time to respond and allow students to share in English or their native language where appropriate.

When we read, one thing good readers do is think about what words mean as they read. That way, they can fully understand the whole story. When we read we learn new information or are told a story, and the way we learn the new information or understand the story is by understanding what the words mean. Today we’re going to build our own meaning through sentences in a game called Build It Up.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we’ll play Build It Up to help us learn what words mean.

Model building a sentence with the words on sentence strips in a pile. Read the sentence aloud. Use whatever words you need to make a sentence. Define new words as needed and have students ask for teacher support, ask a neighbor, or look up new words in the dictionary/thesaurus as they build their own sentences. Model this behavior.

To start, consider including only a certain number of cards at a time to support building sentences along with meaning. For example, from the word list, include 25-30 words as opposed to 50-60 words. Once students understand the meanings of 25-30 words, add or replace words students have mastered in speaking and reading.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Build a few sentences with students using words from the pile of words to choose from. Spread them out as needed for students to use. Continue to have students participate in looking up words or asking neighbors for support learning new words from the pile. (Students’ first instinct is to avoid using any words they don’t already know. You can avoid this by choosing a word or two and requiring that students build a sentence with it before moving on to other words or sentences. If giving students words to build sentences is too free-form an activity anyway, pick a flash card from the pile and have students build a sentence with it together, then change the word to a new word students probably don’t know and have them practice building a sentence with that word. Do this for 5 or 10 words).

Then, have students work in pairs or for added challenge, individually, to build sentences in English. Model and require that students read the sentence aloud before deconstructing it and building a new sentence. Have students record their sentences on a piece of paper as they work for added practice with correct grammar and spelling. Correct grammar and pronunciation where appropriate.
**Lesson Topic: Magic Bird**

**ELD Differentiation**

Entering, Emerging: Provide copies of the words translated into students’ native language where possible and have students practice building sentences first in their L1. As students get comfortable with the task, have students transition to English sentences. In any event, spend time modeling the student role and explicitly thinking aloud for what words could go together or sound right in a sentence.

Developing: Model the student role explicitly thinking aloud and encouraging students to form sentence structures that make sense. If students would like more of a challenge, have students add their own words (or have you add words) to the pile to make the sentences interesting (i.e. “dragon,” “glared,” “furiously,” “kindness,” “confused,” etc.).

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Choose 2-5 words students learned through the activity and ask them to explain what it means in speaking with a partner or in the whole group.

*Now that we know these new words, it’s time to practice these skills in Fast ForWord. Today you will practice Magic Bird. Let’s log in and begin working in Magic Bird.*

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students interpret or translate the sentences into their native language.

2. Alternatively, have students write a story using the sentence or sentences they created as a story prompt.

3. To add colorful language to sentences, add proper nouns, unique objects, and playful verbs to the pile for students to use.

4. For competitive students, have them race to see who can come up with the most sentences and who can come up with the longest sentences. Be sure to have enough of each article, pronoun, and verb tense for students to do this.

5. Remove and add cards when appropriate to continue vocabulary growth for students.
## Supplemental Material: Word list

### LEVEL 1: Initial Consonants and Consonant Blends. Easily Discriminated Alternate Response

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Supplemental Material: Word list

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### Supplemental Material: Word list

**LEVEL 2: Final Consonants and Consonant Blends, Easily Discriminated Alternate Responses**

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**CATEGORY (FT, NG, ZZ, MP)**

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**CATEGORY (LT, CK, SH, ND)**

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**Fast ForWord**
### Supplemental Material: Word list

#### Lesson Topic: Magic Bird

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**LEVEL 3: Long Vowels**

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**CATEGORY (AI, O_E, EE, I)**

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**CATEGORY (AY, I_E, EA, U)**

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**Supplemental Material: Word list**

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</tr>
<tr>
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### Supplemental Material: Word list

#### CATEGORY (CL, GL, CR, GR)

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#### CATEGORY (FL, SL, FR, SW)

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#### CATEGORY (TR, DR, ST, SK)

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#### CATEGORY (SM, SN, SP, SC)

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<td>platter</td>
<td>scatter</td>
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<td>smear</td>
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<td>snap</td>
<td>blend</td>
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<td>scout</td>
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<tr>
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**Supplemental Material: Word list**

**CATEGORY (SH, TH, CH, SW)**

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<tr>
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**LEVEL 6: Final Consonants and Consonant Blends, Alternate Responses That Are Hard to Discriminate**

**CATEGORY (FF, LL, LF, FT)**

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<td>snip</td>
<td>sniff</td>
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<td>doll</td>
</tr>
<tr>
<td>cut</td>
<td>cuff</td>
<td>drip</td>
<td>drill</td>
</tr>
<tr>
<td>grunt</td>
<td>gruff</td>
<td>shack</td>
<td>shall</td>
</tr>
<tr>
<td>hug</td>
<td>huff</td>
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<td>dull</td>
</tr>
<tr>
<td>punt</td>
<td>puff</td>
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<td>skill</td>
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<tr>
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<td>stuff</td>
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<td>spell</td>
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<tr>
<td>stick</td>
<td>stiff</td>
<td>spin</td>
<td>spill</td>
</tr>
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<td></td>
<td></td>
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<td>tell</td>
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<tr>
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**CATEGORY (X, CK, CH, SH)**

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<td>buck</td>
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<td>mint</td>
<td>mix</td>
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**CATEGORY (NG, NK, ND, NT)**

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<td>bank</td>
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<tr>
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<td>drink</td>
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## Supplemental Material: Word list

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<td>mess</td>
<td>band</td>
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<td>less</td>
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<td>kit</td>
<td>kiss</td>
<td>clock</td>
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<td>must</td>
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### LEVEL 7: *Long Vowel*

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<td>grape</td>
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<td>game</td>
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<td>date</td>
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<tr>
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### CATEGORY: (EE, AY, U, E, U)

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**Note:** The above table includes words that correspond to the specified vowel sounds as per the lesson topic "Magic Bird."
### Supplemental Material: Word list

#### CATEGORY [EA, OA, AI, E]

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#### LEVEL 8: Morphological Endings

#### CATEGORY [ING, -D, S]

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</table>

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### Supplemental Material: Word list

**LEVELS 9 AND 10: Word Families, mixed**

**STIMULUS**

<table>
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<th>ake</th>
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| eer | steer | deer | peer | cheer |      |      |      |      |      |      |
|EEP | sleep | sleep | creep | sweep | steep | deep | jeep | keep |      |      |
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| uff | cuff | goff | huff | puff | stuff | fluff |      |      |      |      |
| ell | bell | shell | spell | tell | fell | sell | smell | swell | well | yell |
| ill | drill | skill | spill | chill | bill | dill | fill | hill | still | will |
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LESSON TOPIC: Leaping Lizards

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Use L1 to support L2.

Writing: Copy words, phrases, and short sentences.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.
Use learning strategies described orally.

Speaking: Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to understand rules in writing in English using a game called Tell It!.

CONTENT – Students will be able to use their understanding of writing conventions to succeed in the Leaping Lizards exercise in Fast ForWord Reading Level 2.

NOTE: This lesson is written to last for 15-20 minute sessions over five days. This task is challenging for students across grade levels and language proficiency levels to start. Encourage students to be patient with themselves. If student engagement is needed, award prizes to students with perfect work/the fewest errors at the end of the day or week.

KEY VOCABULARY

Relevant words from Tell It! paragraphs (page 4)

MATERIALS

- Tell It! paragraphs written somewhere clearly visible that can be removed from view and brought back, on chart paper for example
- Pencils, pens, paper or journals for writing
- Student logins for the Fast ForWord program
**MOTIVATION**

*(Building Background)*

Emergent bilinguals need exposure to the new vocabulary and sayings in English before working in Leaping Lizards.

Before playing Leaping Lizards today, we are going to learn some new things about English. These things will help you understand the activities in Leaping Lizards. Let’s say “Leaping Lizards.”

Everyone practices saying Leaping Lizards.

In Leaping Lizards, you have to listen carefully to the sentence and put the correct punctuation or letter in the sentence where it belongs. Reading with punctuation is something good readers do to help them understand stories. Why is it important to understand what we read?

Give students time to think and respond about why it’s important to understand what we read.

Today we’re going to learn some new things about writing in English from an activity called ‘Tell It!’

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Show students the first story and point out vocabulary words, spelling, and punctuation for the students to remember. Read the story aloud once, then have students read it with you, then have students read it aloud.

Remove the story from view. Read the story aloud in whole, slow sentences, one at a time as students write what you say. Give students wait time to write, but not so much that all are waiting on one student. The object of this activity is to build listening skills and writing speed at the same time as vocabulary and punctuation accuracy.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Read the story aloud once more through for students to check their work before moving to correcting. The first few times you do this activity you might have to read it a third time. The third time is usually when students have finished all their writing and they listen to you to go back and fix any errors they made, add words or punctuation.

It is perfectly acceptable for students to not complete the passage. This will be the case earlier on and for slower writers, and that’s okay. Remind them to be patient with themselves and the process. If most students did not complete the passage, try slowing down in and experiment with saying each sentence twice. You may attempt to break out the sentences by phrases, but maintain prosody in your voice.

Part of this process is teaching students where pauses naturally occur in writing and how punctuation supports that. If you are speaking in phrases that sound choppy, modify your approach.

You can differentiate this activity in a myriad of ways: by slowing down or speeding up your rate of speech, by varying the wait time for students to write, by chunking sentences into phrases while maintaining prosody (modeling prosody important here, as mentioned above), and by shortening or extending the length of what you say (for example, saying one and a half sentences rather than one).
When students finish writing, have them put their pencils away and take out a pen. Put the original story/set of sentences back into view for students. Have students correct their writing. Take each mini-lesson to emphasize a different aspect of the writing according to these guidelines:

- Day 1: Spelling
- Day 2: Punctuation
- Day 3: Capitalization
- Day 4: Mechanics – verb tense, syntax, and morphology
- Day 5: Comprehension/meaning

Each paragraph/set of sentences will take a week for students to master. Repeat for all paragraphs.

**ELD Differentiation**

**Entering, Emerging, Developing:** Launch this lesson and activity in students’ native language if possible, and begin by conducting this activity with a “beginning” passage translated into students’ native language. Spend some time emphasizing the importance of the five categories above in students’ native language in writing, as it impacts writing across languages.

Alternatively, model the student role in English or students’ native language with a different passage before introducing the passage students will write. For students still working on writing skills, introduce one sentence at a time and teach with one-sentence-length tasks, varying the length of the sentence as students grow in their mastery of this task and English writing rules.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now that we can use what we know in spelling and punctuation to practice in Fast ForWord. Today you will practice Leaping Lizards. Let’s log in and begin working on Leaping Lizards.

Have students work on the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students draw pictures to represent the passage.
2. Have students translate or interpret the passage into their own language through speaking or writing.
3. Have students write different endings to the passages, or have students write about the main character.
4. Have students create their own comprehension questions from the passage for partners to answer in speaking.
Lesson Topic: Leaping Lizards

Supplemental Material: Tell It! paragraphs

Beginner

1. Have you ever seen a snake? Between colorful grasses they hide. They like warm sun and rats to eat.
2. One common snake is called a garter snake. Not much is known about how many different species there are.
3. Garter snakes sometimes get close to humans because they live in many parts of North America—in forests, grasslands, coastlines, and prairies. If you ever find one, it won’t bother you if you don’t bother it.
4. Larissa was standing in a meadow when she saw the most beautiful butterfly. It was marked with bright blue and black wings. She wanted to see where it went.
5. Larissa was a runner. She followed it for a long while. The butterfly was big and grew smaller the further away it flew. Before long it was just a spot.
6. Walking home, she wished she could have a butterfly of her own, and together they could become friends. Having a butterfly for a friend would be amazing!
7. In the beginning, Mark hated school. He hated being away from home. He hated having to do work. He hated having to make friends. He didn’t even like recess.
8. He didn’t want to spend a second at stinky school. Every day he would sleep late, eat breakfast, and run around the rooms of his house so he didn’t have to get dressed. Yet one day, his mother had a plan.
9. One morning Mark tasted a delicious breakfast. Mom held his hand and went walking with him to school. She tells the teacher he’s not feeling well. They leave. Why is mother being so helpful?
10. Mother and Mark played all day. She gave him hugs and they played games. All he wanted was to spend some time with Mom! The next day Mark went to school and was ready to make friends.

11. Plants sit in the sun until someone waters them to grow. Either they get nutrients or they die. Shorter plants can grow tall.
12. One moment plants are small, and the next they are more full than ever. Lisa, a student in my class, loves plants. She has several plants.
13. Lisa is thoughtful with how she cares for her plants. Often she will water them and then check on them later to make sure they are okay.
14. She uses cleaner to keep her garden tidy. Lisa made her garden. She decorated it with pretty letters that spell the words, “Lisa's Garden” in the front.
15. I just had the worst day. I broke my pencil, forgot my favorite book, and the teacher told me to go inside from recess. Stan took my jacket. The teacher didn’t believe me.
16. I’m stuck sitting in the classroom with Stan. I didn’t even get a good lunch! At least dad could have packed me something good to eat!
17. I opened my lunch and saw a hot dog with no bun and a whole orange. I can’t peel a whole orange. What’s worse, Ms. Spitz is giving us a quiz in math later. We have to add many digits.
18. I’m not ready for the math test! The best part about this day will be getting home. I will be done with my test fast. Tonight will be much better.
19. Nouns, verbs, and adjectives are all parts of speech. They describe what a word is in a sentence.
20. They are words composed of syllables, and they make up the things we say. A noun is a person, place, or thing. A verb is an action or a thing one does.
21. An adjective describes how something is. For example, in the sentence: “The quick brown fox jumps over the lazy dog,” there are parts of speech.
22. What are the nouns? The nouns are “fox” and “dog.” What are the verbs? There is only one. It is “jumps.”
23. What are the adjectives? The adjectives are “quick,” “brown,” and “lazy.” Now you try: what are the parts of speech in the sentence, “Cherries are dark and delicious”? 

Fast ForWord®

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Lesson Topic: Leaping Lizards

Supplemental Material: Tell It! paragraphs

**Intermediate**

1. Have you ever seen a snake? Between colorful grasses they hide. They like warm sun and rats to eat. One common snake is called a garter snake. Not much is known about how many different species there are.

2. Garter snakes sometimes get close to humans because they live in many parts of North America—in forests, grasslands, coastlines, and prairies. If you ever find one, it won’t bother you if you don’t bother it. One important thing to remember is to stay calm. Most usually slide away quickly.

3. Larissa was standing in a meadow when she saw the most beautiful butterfly. It was marked with bright blue and black wings. She wanted to see where it went. Larissa was a runner. She followed it for a long while.

4. The butterfly was big and grew smaller the further away it flew. Before long it was just a spot. Walking home, she wished she could have a butterfly of her own, and together they could become friends. Having a butterfly for a friend would be amazing!

5. In the beginning, Mark hated school. He hated being away from home. He hated having to do work. He hated having to make friends. He didn’t even like recess. He didn’t want to spend a second at stinky school. Every day he would sleep late, eat breakfast, and run around the rooms of his house so he didn’t have to get dressed.

6. Yet one day, his mother had a plan. He tasted a delicious breakfast. Then she held his hand and went walking with him to school. She tells the teacher he’s not feeling well. They leave. Why is mother being so helpful? They went home.

7. Mother and Mark played all day. She gave him hugs and they played games. All he wanted was to spend some time with Mom! The next day Mark went to school and was ready to make friends. He was ready to learn!

8. Plants sit in the sun until someone waters them to grow. Either they get nutrients or they die. Shorter plants can grow tall. One moment they are small, and the next they are more full than ever. Lisa, a student in my class, loves plants.

9. Lisa has several plants. She is thoughtful with how she cares for her plants. Often she will water them and then check on them an hour later to make sure they are okay. She uses cleaner to keep her garden tidy. Lisa made her garden. She decorated it with pretty letters that spell the words, “Lisa’s Garden” in the front.

10. I just had the worst day. I broke my pencil, forgot my favorite book, and the teacher told me to go inside from recess. Stan took my jacket. The teacher didn’t believe me. Now I’m stuck sitting in the classroom with Stan.

11. I didn’t even get a good lunch! At least dad could have packed me something good to eat! I opened my lunch and saw a hot dog with no bun and a whole orange. I can’t peel a whole orange. What’s worse, Ms. Spitz is giving us a quiz in math later.

12. We have to add many digits. I’m not ready! The best part about this day will be getting home. I’m done trying to have a good day. Tonight will be much better.

13. Nouns, verbs, and adjectives are all parts of speech. They describe what a word is in a sentence. They are words composed of syllables, and they make up the things we say. A noun is a person, place, or thing. A verb is an action or a thing one does.

14. An adjective describes how something is. For example, in the sentence: “The quick brown fox jumps over the lazy dog,” there are parts of speech. What are the nouns? The nouns are “fox” and “dog.”

15. What are the verbs? There is only one. It is “jumps.” What are the adjectives? The adjectives are “quick,” “brown,” and “lazy.” Now you try: what are the parts of speech in the sentence, “Cherries are dark and delicious”?
Supplemental Material: Tell It! paragraphs

Advanced

1. Have you ever seen a snake? Between colorful grasses they hide. They like warm sun and rats to eat. One common snake is called a garter snake. Not much is known about how many different species there are. They sometimes get close to humans because they live in many parts of North America—in forests, grasslands, coastlines, and prairies. If you ever find one, it won’t bother you if you don’t bother it. One important thing to remember is to stay calm. Most usually slide away quickly.

2. Larissa was standing in a meadow when she saw the most beautiful butterfly. It was marked with bright blue and black wings. She wanted to see where it went. Larissa was a runner. She followed it for a long while. The butterfly was big and grew smaller the further away it flew. Before long it was just a spot. Walking home, she wished she could have a butterfly of her own, and together they could become friends.

3. In the beginning, Mark hated school. He hated being away from home. He hated having to do work. He hated having to make friends. He didn’t even like recess. He didn’t want to spend a second at stinky school. Every day he would sleep late, eat breakfast, and run around the rooms of his house so he didn’t have to get dressed.

4. Yet one day, his mother had a plan. He tasted a delicious breakfast. Then she held his hand and went walking with him to school. She tells the teacher he’s not feeling well. They leave. Why is mother being so helpful? They went home. Mother and Mark played all day. She gave him hugs and they played games. All he wanted was to spend some time with Mom! The next day Mark went to school and was ready to make friends. He was ready to learn!

5. Plants sit in the sun until someone waters them to grow. Either they get nutrients or they die. Shorter plants can grow tall. One moment they are small, and the next they are more full than ever. Lisa, a student in my class, loves plants. She has several. She is thoughtful with how she cares for her plants.

6. Often she will water them and then check on them an hour later to make sure they are okay. She uses cleaner to keep her garden tidy. Lisa made her garden. She decorated it with pretty letters that spell the words, “Lisa’s Garden” in the front.

7. I just had the worst day. I broke my pencil, forgot my favorite book, and the teacher told me to go inside from recess. Stan took my jacket. The teacher didn’t believe me. Now I’m stuck sitting in the classroom with Stan. I didn’t even get a good lunch! At least dad could have packed me something good to eat! I opened my lunch and saw a hot dog with no bun and a whole orange. I can’t peel a whole orange. What’s worse, Ms. Spitz is giving us a quiz in math later. We have to add many digits. I’m not ready! The best part about this day will be getting home. I’m done trying to have a good day. Tonight will be much better.

8. Nouns, verbs, and adjectives are all parts of speech. They describe what a word is in a sentence. They are words composed of syllables, and they make up the things we say. A noun is a person, place, or thing. A verb is an action or a thing one does. An adjective describes how something is. For example, in the sentence: “The quick brown fox jumps over the lazy dog,” there are parts of speech. What are the nouns? The nouns are “fox” and “dog.” What are the verbs? There is only one. It is “jumps.” What are the adjectives? The adjectives are “quick,” “brown,” and “lazy.” Now you try: what are the parts of speech in the sentence, “Cherries are dark and delicious”?
Lesson Topic: Ant Antics

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.

Listening: Follow multi-step oral commands/instructions.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to form sentences about pictures that are true and false.

CONTENT – Students will be able to use new vocabulary to comprehend passages in the Ant Antics exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

Create your own list as needed, based on the pictures you choose to include in the lesson

MATERIALS

- Pictures (page 5)
- Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

Emergent bilinguals need exposure to varying sentence structures to understand the sentences in Ant Antics.

Before playing Ant Antics today, we are going to practice making sentences. These sentences will help you understand the activity in Ant Antics. Can you say ‘Ant Antics?’

Everyone practices saying Ant Antics.

In Ant Antics, you have to read each sentence carefully because you need to click the sentence that correctly describes the picture you see. Sometimes it gets tricky.

Reading carefully is something good readers do to help understand stories. Why is it important to understand what we read?

Give students time to think and respond about why it’s important to understand what we read.

Today we’re going to learn some new sentence structures by practicing making our own.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Start by showing the first picture below and say a sentence about the picture that is false. Ask students if you are correct. Say another sentence that is also false. Ask again if you are correct. Say a sentence that is true. Ask students if you are correct.

Be sure to model sentences with details about the picture that students might not catch at first. Ant Antics tests students on their ability to compare two or more objects in a picture, so be as detailed as possible with your statement without giving too much away. For example, with the first picture:

1. No birds fly. (false)
2. Two birds fly. (false)
3. One bird flies away. (true)
4. Two birds have blue wings. (false)
5. The bird takes off. (true)
6. The birds take off. (false)

Today you will play a game: you will examine a picture and write a sentence about the picture that is false or true. Then you’ll pass your sentence to the person next to you and that person has to figure out if the statement is true or false. You will exchange with your partner on either side of you.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

1. Hold up a picture.

2. Have students write a single sentence—true or false—about the picture.

3. Students pass it to the student on the left.

4. Students on the left write “true” or “false.”

5. Students pass the sentences and answers to the teacher.

6. Read a sentence aloud to the students.

7. Have the class answer whether it is true or false. Discussion happens here if needed. Most likely you will need to encourage students to play around with writing about one and more than one in their sentences, and correct students on their sentence structures. Don’t worry about spelling or punctuation—the goal of this activity is to get students comparing and contrasting details in pictures and forming complete sentences about it. Continue with this process until you have discussed each student’s sentence.

8. Have students write another true or false sentence about the picture and pass it to the student on the right. Repeat steps 4-8.

9. Show a new picture and repeats steps 2-8.

ELD Differentiation

Entering, Emerging: Instead of writing, have students say a statement about the picture. Model this several times with the first couple of pictures and have students take turns creating their own sentences. If students feel more comfortable, have them create sentences about the picture in their native language first and then transition to English as they get more comfortable with the task. Encourage students to get creative with their sentences and provide verbal sentence frames or recasting to ensure clear sentences.

Repeat students’ statements after they make them a couple of times and give the group wait time (10-25 seconds) to respond if the statement is true or false. If needed, define any vocabulary in the statement other students might not know.

To help with students creating sentences, write some key words on the board to use with each new picture—words that identify the object(s) in the picture and anything overtly noticeable in the picture.

Developing, Expanding: Encourage students to get creative with their statements in writing. Start the lesson and model the student role in students’ native language if possible and appropriate. Have students play a couple of practice rounds of writing sentences about a picture below before following the steps above exactly.
REVIEW/ASSESSMENT

(Review Objectives with vocabulary, assess learning)

Now that we can compare and contrast pictures using sentences in English, let's practice what we know in Ant Antics.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have students draw pictures to represent some key words for pre-emergent students, for example: “red, umbrella, daytime”, “jeans, cleaning, house,” and so on.

2. Have students come up with their own stories using the pictures as their guide and inspiration.

3. Have students create their own questions about the pictures for partners to answer either in speaking or writing.
Supplemental Material: Pictures
Supplemental Material: Pictures
LESSON TOPIC: Dog Bone

STANDARDS

WIDA Grade Level Cluster 6-8

Reading:  Use L1 to support L2 (e.g., cognates).
          Use bilingual dictionaries and glossaries.
          Use English dictionaries and glossaries.

Writing:  Draw content-related pictures.
          Complete graphic organizers/forms with personal information.

Listening: Follow multi-step oral commands/instructions.
           Classify/sort content-related visuals per oral descriptions.
           Use learning strategies described orally.
           Complete content-related tasks or assignments based on oral discourse.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
          Ask for clarification (e.g., self-monitor).
          Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use new words to understand stories in Dog Bone using Frayer Models and team work to compose spoken definitions.

CONTENT – Students will be able to use new vocabulary to comprehend passages in the Dog Bone exercise in Fast ForWord Reading Level 2.

KEY VOCABULARY

Dog Bone key vocabulary from the stories (page 6)
**MATERIALS**

- Whiteboard or writing surface for the teacher
- Dictionaries in English and students’ native language if available
- Frayer Models for the appropriate language proficiency (page 5)
- Dog Bone story vocabulary and guiding questions (page 6)
- Student logins for the Fast ForWord program

**MOTIVATION**

*(Building Background)*

Emergent bilinguals need exposure to the new vocabulary and sayings in English before working in Dog Bone.

**Before playing Dog Bone today, we are going to learn some stories with new words. We'll spend some time learning those new words.**

**Learning new words is something good readers do to help understand stories. Why is it good to understand what we read? Give students time to think and respond about why it’s important to understand what we read.**

Use the guiding questions for the story you are teaching.

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Use the key vocabulary for the story you are teaching, written somewhere clearly visible.

Model presenting the meaning of a key word from the list using a Frayer Model you complete with student support. Think aloud as you work so students understand clearly what to do. Answer any clarifying questions the students may have around the meaning of the word.

Have students come up with a definition for the word you presented without your support. They may use the Frayer Model you completed as support and you can explain aspects of the Frayer Model, but may not contribute directly to the student definition of the word. Copy the definition students come up with onto a white board or somewhere clearly visible.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students choose words or phrases from the word list from a story and complete a Frayer Model using a dictionary to look up the terms. Alternatively, assign each student a couple of words to build Frayer Models on and have them present their Frayer Models to the other students.

After each student presents, have the other students define the words they just learned orally in a group definition. Record the group definition somewhere clearly visible like a whiteboard. For example, Kim was given “trapped” and “sing-song” to compose Frayer Models. Tom was given two other words, and Lisi two different words.

When Kim presents his Frayer Models, students can ask clarifying questions or just listen and look. When Kim finishes presenting, the teacher asks Tom and Lisi to come up with a group definition for each word. Kim can clarify misunderstanding using his Frayer Models as visual support for the definition of the word, but Kim cannot contribute to the group definition of “trapped” and “sing-song.”

Then Tom presents his two words. Kim and Lisi come up with a group definition for each of those words. Then Lisi presents, and now it’s Tom and Kim’s turn to come up with a definition for each of the words Lisi presented.

ELD Differentiation

Entering, Emerging: Introduce the activity and guiding questions in students’ native language where possible and have students respond first in their L1 and then in English. Model the student role explicitly and show a completed Frayer Model if available. If this is students’ first pass with Frayer Models, spend some time completing one together before having students work in pairs or individually. Allow students an opportunity to ask clarifying questions.

Select the word each student will use to complete their Frayer Model and model using a dictionary before sending students off to work individually. Alternatively, you could have students work in pairs and present together.

If students need something a bit more engaging, have students create a poster that represents the word and have students include: the native language translation, a picture, the definition in English and their L1 where possible. Have students present their posters to the group. With a poster the required writing is not as extensive and gives students creative liberty to play with what a word means. Add or remove criteria to be included in the poster as students get more comfortable with the activity.

Developing, Expanding: Introduce the activity and guiding questions and have students respond first in their L1 and then in English. Model the student role explicitly and show a completed Frayer Model if available. If this is students’ first pass with Frayer Models, spend some time completing one together before having students work in pairs or individually. Allow students an opportunity to ask clarifying questions. Please see the “Extension” portion of this lesson for additional ways to enrich this activity with students.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Repeat the Motivation through Practice/Application activities for the next story or two, according to what students will see that day in the Dog Bone exercise.

Now that we know these new words, it’s time to practice these skills in Fast ForWord. Today you will practice Dog Bone. Let’s log in and begin working in Dog Bone.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Select a more challenging Frayer Model graphic organizer for students to use.

2. Have students write definitions of the words in their native language if applicable.

3. Give a timer to students so that they may only present their Frayer Model for a certain amount of time before they stop presenting.

4. Give students the ability to ask 3 clarifying questions to the presenter before coming up with their definition.

5. Have students write out a group definition instead of orally creating one.
Supplemental Material: Frayer Model graphic organizer
**Supplemental Material: Gary the Goose**

**Key vocabulary**
- woods
- nearby
- fly south
- worried
- wise
- trust
- bad news
- silly goose
- prepared
- deal

**Guiding questions**
- When is a time you missed your best friend?
- Who is your best friend?
- Have you ever seen a cave?
- Have you ever been on a trip or vacation? Did you miss your friends? What did you do on your trip?

**Supplemental Material: Charisse Writes a Story**

**Key vocabulary**
- skinny
- secret
- notices

**Guiding questions**
- Have you ever tried to do something you really wanted to do and you couldn’t do it?
- Have you ever had to practice to get good at something? What was it? How did you practice?
- Let’s take a minute and think: How did you know if you were left handed or right handed when you write? What happened that you knew you were writing with the correct hand?
**Supplemental Material: The Little Land**

**Key vocabulary**
- pleasant
- according
- clover tops
- overhead
- hums
- to and fro
- parcels
- made of

**Guiding questions**
- Do you ever daydream? Daydreaming is when you close your eyes and imagine you are somewhere else.
- What do you daydream about?
- Where do you imagine you go?
- What’s the wildest thing you have ever imagined or pretended to do?

**Supplemental Material: Foreign Lands**

**Key vocabulary**
- trunk
- abroad
- adorned
- dimpling
- tramping
- grown up
- onward
- dine

**Guiding questions**
- Have you ever climbed a tree?
- What do you see when you climb a tree?
- My favorite part about climbing trees was always being able to see as far as I could. What is your favorite part about climbing trees?
**Lesson Topic: Dog Bone**

**Supplemental Material: Come and Eat Your Meat**

**Key vocabulary**
- wonder
- narrow

**Guiding questions**
- What do you think living 100 years ago would be like?
- What would be different?
- Let’s think about all the ways that life would be different.

**Supplemental Material: Kijoo Wants to Play**

**Key vocabulary**
- peeks
- pretends
- invented
- busy
- explain

**Guiding questions**
- Do you have any older brothers or sisters?
- What do you like about having older brothers or sisters?
- What do you not like about having them? Do they sometimes ignore you?
- What do you do without them and what do you like to do with them?
Supplemental Material: The Moon

Key vocabulary
- thieves
- harbours
- fork of a tree
- yowling
- cuddle
- shall arise

Guiding questions
- What is the moon?
- What do you like about the moon?
- What do you know about the moon?
- What is your favorite thing to do when the moon is really bright?

Supplemental Material: The Library

Key vocabulary
- borrow
- subject
- mess
- impossible

Guiding questions
- Do you have a library card?
- Do you visit the public library?
- What is a difference between the library and a bookstore?
- How do they organize books at a library?
- What do you think libraries looked like before books were organized?
Lesson Topic: Dog Bone

Supplemental Material: Computers

Key vocabulary
- although
- command
- respond
- decide
- itself

Guiding questions
- Do you know how a computer works?
- What are some things a computer can do?
- What do you like to do on computers?

Supplemental Material: Bread

Key vocabulary
- basic
- yeast
- packet

Guiding questions
- What is your favorite kind of bread?
- What kind of breads do you eat?
- What kind of bread does your family eat at home?
- What other kinds of bread are there?
- Do you know how to make bread?
**Supplemental Material: Dinosaur Bones**

**Key vocabulary**
- cliff
- a sight
- realized
- skeleton
- museum

**Guiding questions**
- Have you ever seen a dinosaur? In movies or books?
- What is a dinosaur?
- Who studies dinosaurs?
- What do they do when they find a dinosaur?

**Supplemental Material: The Pie and the Patty-Pan**

**Key vocabulary**
- invited
- rim
- my dear
- polite
- postman
- dreadfully

**Guiding questions**
- Have you ever had to eat something you didn’t want to?
- What did you do? How did you handle eating it?
Lesson Topic: Dog Bone

Supplemental Material: Squirrel Nutkin

Key vocabulary
- hollow
- hazel
- rafts
- oar

Guiding questions
- Have you ever seen a squirrel? What do squirrels look like?
- What do they eat?
- What do you like/don’t like about squirrels?

Supplemental Material: Art

Key vocabulary
- in this manner
- just for fun
- thousands
- tents
- beads
- scenes

Guiding questions
- What do you like about art?
- What are some kinds of art you know?
- What can artists do very well?
- What was considered art a long time ago, before we had canvasses and paints?
**Supplemental Material: Fantasy Characters**

**Key vocabulary**
- riddles
- stuffed
- hunted
- tools
- mystery

**Guiding questions**
- What’s your favorite fairy tale or fantasy story?
- What are some things that are in fantasies or fairy tales that don’t exist in real life?

**Supplemental Material: Peter Cottontail**

**Key vocabulary**
- sand bank
- fir tree
- currant buns
- naughty
- behave

**Guiding questions**
- Do you have a brother or sister that doesn’t follow the rules sometimes? Or, are you the one who doesn’t like to follow rules?
- When is a time that your parents told you not to do something and you did it anyway? What happened?
**Key vocabulary**

- yucky
- spill
- individual
- experiment
- escape
- realize

**Guiding questions**

Have you ever had a time when you wish you could just be on your own and not have to worry or rely on anyone else?

Do you ever wonder what life is like if you didn’t have parents that told you what you had to do and you could do whatever you wanted and didn’t have to take care of your little sister or brother?

What would you do if you could be on your own?

**Supplemental Material: Light**

**Key vocabulary**

- seem
- during
- gradually

**Guiding questions**

What do you like more, daytime or night? Why?

What do you like about the day?

What do you like about nighttime?
This chapter includes the offline lessons for the Fast ForWord Reading Level 3 program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

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STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Sort/group pre-taught words/phrases.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Use L1 to support L2.

Listening: Classify/sort content-related visuals per oral descriptions.
Categorize content-based examples from oral directions.

Speaking: Describe situations from modeled sentences.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use background knowledge to categorize new words in English through the use of pictures and teacher support.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Scrap Cat exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

Scrap Cat flash cards (from word list in Reading Level 3 Teacher Manual, available in MySciLEARN Help)
MATERIALS

- Pencils and paper for writing
- Flash cards for the Scrap Cat word list (or a selection of 25-30 flash cards for the purpose of this activity) and a list of the flash cards somewhere clearly visible in random order for students to see
- Sentence frames from Presentation section, written on a board or somewhere clearly visible
- Categories written on sentence strip paper (hidden from view to start)
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Today we’re going to learn some new words to help us be successful in Scrap Cat. When we work with many new words like we do in Scrap Cat, we sometimes have to use what we already know to do what it asks us.

Good readers use what is called background knowledge to understand new things in the books they read or the words they see. Let’s say that together: “background knowledge” Now you try it: “background knowledge”

Background knowledge is what we already know.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Let’s look at these words in front of us. We have words here that have things in common. As we say them, think about if you’ve heard this word before. Think about what you know about these words. Maybe you’ve heard one of these before. Think about how you know the word and what you think it means. Let’s say them together first.

Read through the list of words with students in I-do-We do-You-do order.

Now that we’ve read all these words, you’re going to use what you remember of these words—your background knowledge—to group them into piles.
Put all the flash cards on the table in a pile in front of students.

Work together to put all these words into separate piles. Put words that are alike together. I will not tell you how the objects are alike. You’ll try this in a team first, then we’ll talk about it.

To help you group words together, you can use these sentence frames:

I know this word means ____________.

These two words are the same because ____________.

I remember that this is ________________.

I know this means _____________ because ____________.

This word is like this one because ____________________.

_________ is like ______________ because they both ____________.

I think this word goes over here.

I think this pile is all alike because ________________.

These words are different because ________________.

I heard this word one time when ________________.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students work together to put all words into piles. Do not give students any clues, like how many categories there are or any hints as to what the categories are. If students separate words into many more piles than there are categories, that’s okay. Let them work through it. Encourage students to use their background knowledge to think about what words mean as they work.

Confirm when students are finished. When students are finished, give them the name of the categories of the flash cards you used. For example, “Animals on a farm,” “Clothes,” or “Things on Someone’s Head.”

Now that students have the categories, have them work together to reorganize the words into those categories. If they got it correct the first time, move on to the extension activities.
**ELD Differentiation**

*Entering, Emerging:* Introduce the activity and categories in students’ native language where possible. If using English, spend some time describing some categories and giving examples. You may pull examples from the word list to show students, and then remove them from the pile for students to sort.

When giving the students directions, model the sentence frames for students using a couple of words in the pile and have students say it with you, then alone. Give students extra time to practice pronunciation and saying the sentence frame with a few words. Remove the words you and the students used to learn the sentence frames from the pile students are to sort.

If possible, give students the words they’ll be working with in a list in students’ native language on the board or somewhere clearly visible. Encourage students to interpret the words into their native language in speaking while they work if it helps students. Allow students to use their native language to compare words and characteristics as they work if appropriate.

*Developing, Expanding:* Have students interpret the words into their native language as they work if that helps students. Only provide the sentence frames above if students need them (if they are not producing language in speaking as they work).

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now it’s time to practice these skills in Fast ForWord. Today you will practice Scrap Cat. Let’s log in and begin working on Scrap Cat.

Have students work on the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students choose a few words from the list and draw a picture of the words (combining the objects into one picture) or writing a story using those couple of words. For more of a challenge, have students use as many words as possible.

2. Have students write sentences about how they already knew the meanings of some of the words using the sentence frames, or for added challenge, without the sentence frames.
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading:  Use context clues and illustrations to determine meaning of words/phrases.
         Use L1 to support L2.

Listening:  Follow multi-step oral directions.
           Complete content-related tasks or assignments based on oral discourse.
           Use learning strategies described orally.

Speaking:  Ask for clarification (e.g., self-monitor).
          Answer simple content-based questions.
          Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use a game called Bazoo! to learn new words in English.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Canine Crew exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

Canine Crew word list (page 7)

MATERIALS

• Canine Crew word list (page 7)
• Canine Crew flash cards
• Sentence frames from ELD Differentiation, written somewhere clearly visible
• Student logins for the Fast ForWord program
Lesson Topic: Canine Crew

MOTIVATION

(Building Background)

When we write in English it is important to remember how to spell the words correctly so that our readers understand what we say. We will practice learning and spelling some new words today, but before we get started, let’s think: What can be challenging about spelling words in English?

Give students wait time and have them share what they find hard about writing words in English. This can be certain spelling patterns, or how letter sounds change, or letters in words that aren’t pronounced, etc. Encourage students to open up and real challenges they have and give wait time as needed.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Now, I’m going to say a word and then we’ll say it together and then you’ll say it. After that, we’ll say the letters of the word, then, we’ll guess what it means. After we guess what it means, I’ll either tell you, show you, or have you look up the word to find its meaning.

If you already know what a word means, say: ‘Bazoo!’ And then you tell us what the word means. If you are correct, you get a point. If you are not correct, another student has an opportunity to say what the word means.

1. Model saying a few words from the word list (below) or presenting words from the flash cards and saying “Bazoo!” to give the correct definition.

2. After saying the word, give students 10-15 seconds to think about how they might know the word.

3. If nobody yells Bazoo! in time, give the definition as described above.

4. Repeat words frequently early on to give students an opportunity to practice saying “bazoo!”, articulating definitions, and racking up points.

5. For added support, you may have students give an example of the word if articulating definitions is something students are still working on.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students play Bazoo! until time is up. Tally up points and award prizes per needs for student engagement/investment.
Lesson Topic: Canine Crew

**ELD Differentiation**

**Entering, Emerging:** Have students draw pictures of what words mean or practice saying the definition after you provide students with the definition. Alternatively, have students hunt the definition down on their own using a bilingual dictionary, English dictionary, thesaurus, or internet-enabled computer or tablet. Have students work together to come up with group definitions for words and record them on a group poster or have students record them on paper or in a journal for the next round.

The game will start slow and pick up as students learn new words. To get students comfortable, intermingle the words from the list with high frequency words students hear and use every day. To start, you could have students give the equivalent word in their native language rather than a definition or example in English. Provide the sentence frames below if needed to support students’ speaking in defining or explaining the words they know:

| _________ means that __________.                  |
| An example of _________ is _____________.        |
| The definition of _________ is _________________.|
| ________________ is when a person _______________.|
| ________________ is what you say when _______________.|
| ________________ is another way to say _______________.|

To create a more game-like atmosphere, have students touch a buzzer-like object or other stationary object on the table when they yell out Bazoo!

Keep score and offer prizes or awards to build student engagement. You may also break students off into teams and have students come together to see if they can provide a definition or example for a word.

**Developing, Expanding:** Have students use complete sentences for their definitions. Keep score to engage students and provide prizes where applicable. To create a more game-like atmosphere, have students touch a buzzer-like object or other stationary object on the table when they yell out Bazoo!

You may also break students off into teams and have students come together to see if they can provide a definition or example for a word. For added challenge and where possible, have students write out their definitions in English or their native language and encourage students to keep them handy in case the word is called out again.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Now it’s time to practice these skills in Fast ForWord. Today you will practice Canine Crew. Let’s log in and begin working on Canine Crew.

Have students work in the Fast ForWord program until their time is up.
1. Have the teacher earn a point for every word the teacher defines to add a challenging element to the game.

2. Have students compete for highest number of points for a prize. Empower students with dictionaries if appropriate to practice looking words up in a dictionary. Add a timer for students/to engage students who may otherwise be unengaged.
see/sea
feet/feat
too/two
you/yew
for/four
I/eye
be/bee
or/oar
one/won
by/bye
sent/cent
there/their
tied/tide
steak/stake
tacks/tax
due/dew
so/sow
some/sum
wood/would
way/weigh
sun/son
its/it's
new/knew
no/now
peace/piece
threw/through
right/write
hear/here
heard/heard
hi/high
made/maid
bear/bare
shown/shone
oh/owe
week/weak
attendants/attendance
berry/bury
choose/chews
scent/cent
whose/who's
cheap/cheep
fair/fare
flower/flour
groan/grown
guest/guessed
hare/hair
find/fined
he'll/heal
fourth/forth
higher/hire
lessen/lesson
mane/main
throne/thrown
pail/pale
pause/paws
rap/wrap
side/sighed
stare/stair
steal/steel
tale/tail
in/inn
great/grate
oar/oare
not/knot
read/reed
need/knead
muscle/mussel
prey/pray
morning/mourning
beach/beech
course/course
pear/pair
alter/altar
aloud/allowed
overseas/oversees
beat/beet
broad/bred
ceiling/sealing
chili/chilly
creak/creek
fowl/foul
reign/rein
hall/haul
waist/waste
peek/peak
pier/peer
heed/he'd
loan/lone
male/mail
massed/mast
canine crew
to/from
in/out
he/she
on/off
with/without
after/before
one/several
all/none
there/here
up/down
same/different
useful/useless
good/bad
more/less
go/come
no/yes
first/last
now/then
find/lose
long/short
day/night
get/give
part/whole
over/under
new/old
little/big
work/play
live/die
back/front
most/least
vanish/appear
strength/weakness
### Supplemental Material: Word list

- alive/dead
- ancient/modern
- argue/agree
- bare/covered
- bent/straight
- bitter/sweet
- steal/provide
- brief/long
- silence/sound
- cheap/expensive
- chilly/warm
- command/obey
- continue/interrupt
- curse/bless
- destroy/create
- hire/fire
- individual/group
- let/prevent
- liquid/solid
- loose/tight
- mix/separate
- panic/calm
- union/separation
- private/public
- student/teacher
- reduce/increase
- servant/master
- shame/honor
- profit/loss
- adore/hate
- advance/retreat
- allow/forbid
- amuse/bore
- beautiful/ugly
- brave/cowardly
- break/repair
- busy/idle
- constant-variable
- deep/shallow
- rare/common
- greedy/generous
- rapid/slow
- gloomy/cheerful
- polite/rude
- height/width
- hero/coward
- discourage/encourage
- tame/wild
- knowledge/ignorance
- maintain/discontinue
- male/female
- marvelous/terrible
- melt/freeze
- moist/dry
- offend/please
- often/seldom
- particular/general
- polish/dull
- canine crew
- and/too
- have/own
- by/near
- but/although
- use/apply
- many/lots
- give/present
- some/few
- make/build
- like/enjoy
- look/see
- more/greater
- go/advance
- most/greatest
- number/amount
- people/humans
- first/earliest
- call/telephone
- after/beyond
- find/discover
- thing/article
- did/accomplished
- come/arrive
- little/tiny
- good/positive
- work/labor
- take/rob
- only/just
- know/understand
- place/position
- also/furthermore
- own/possess
- said/announced
- live/exist
- increase/gain
- contract/agreement
- make/create
- like/prefer
- owns/possesses
- look/observe
- more/additional
- write/author
- disappear/vanish
- around/surrounding
- people/individuals
- first/primary
- call/invite
- now/immediately
- find/locate
- long/lengthy
- sad/gloomy
- small/brief
- part/separate
- right/correct
- new/unused
- sound/tone
- take/seize
- only/merely
- opinion/judgment
- very/unusually
- many/numerous
- kind/charitable
- make/assemble
- call/summon

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Supplemental Material: Word list

- immediately/promPTly
- gloomy/bleak
- change/alter
- get/acquire
- part/divide
- try/strain
- take/grab
- only/sole
- work/grind
- different/contrary
- live/endure
- give/contribute
- most/superior
- just/virtuous
- sentence/judgment
- great/magnificent
- benefit/assist
- correct/remedy
- same/constant
- tell/reveal
- form/outline
- thin/slight
- completion/outcome
- large/vast
- comparable/similar
- ask/request
- canine crew
- chop/crop
- actor/tractor
- clip/flip
- vote/boat
- laid/paid
- ark/park
- wink/stink
- meek/squeak
- mole/roll
- beef/leaf
- toad/rode
- teen/clean
- clear/deer
- deal/peel
- pail/rail
- pain/gain
- thick/pick
- lawn/gone
- middle/riddle
- quart/sort
- meter/heater
- spread/bread
- knight/fright
- stair/dare
- yarn/barn
- yank/thank
- swish/dish
- fruit/hoot
- mule/school
- crowd/loud
- acre/baker
- aim/blame
- alive/arrive
- angle/tangle
- ash/smash
- aside/decide
- assure/secure
- astray/display
- attend/depend
- greyhound/playground
- awake/mistake
- aware/compare
- bait/straight
- bang/sprang
- banner/manner
- bitter/litter
- mussel/rustle
- blind/signed
- brag/flag
- brain/chain
- brief/chief
- broad/flawed
- burn/churn
- style/I’ll
- cattle/that’ll
- cease/piece
- cheese/keys
- double/bubble
- fault/salt
- fume/broom
- sword/bored
- adore/explore
- conceal/reveal
- affection/perfection
- ascend/depend
- bodyguard/boulevard
- breakers/ acres
- carnation/formation
- shower/flour
- freeze/seize
- fuse/news
- freight/mate
- quiver/river
- knapsack/backpack
- mumble/stumble
- mutter/stutter
- howl/foul
- twinkle/ wrinkle
- peasant/ pheasant
- praise/blaze
- sage/rage
- thicket/picket
- thistle/whistle
- tingle/single
- renew/review
- whence/fence
- yonder/wander
- rye/sly
- wilderness/watercress
- flipper/skipper
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.

Listening: Follow multi-step oral commands/instructions.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use stories to practice beginning, middle, and ending sounds of key words.

CONTENT – Students will be able to use their knowledge of letter sounds to succeed in the exercise Chicken Dog in Fast ForWord Reading Level 3.

KEY VOCABULARY

Chicken Dog word list (page 5)

MATERIALS

- Chicken Dog word list (page 5)
- Highlighters
- Printouts of example sentences for students where necessary
- Student logins for the Fast ForWord program
**MOTIVATION**

*(Building Background)*

The basic elements of reading and understanding English are spelling and letter-sound correspondences. For a reminder, what are letter-sound correspondences?

Give students wait time to respond (10-25 seconds).

*Why is it important to know these?*

Have students Think-Pair-Share their responses. Have students brainstorm why it’s important to read and understand what you read, be it English or any other language.

*Chicken Dog, as well as this activity, focuses on building on your knowledge of vowel, consonant, and sound groups.*

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Using the word list from Chicken Dog, give your students one of the words; “queen” for example, as well as a location (“castle” or whatever you’d like).

Next, have your students tell a story (or say a sentence) using the word and location that you gave. In the story, have students include two other words that also begin with the same sound as the first word “queen” (or middle sound, ending sound, whichever category needs work). For example:

“I am a queen at the castle, and I will go on a quest to find a cucumber.”

Think aloud with a couple more examples. Have students practice this along with you as many times as needed until it is clear students understand the activity.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Break off students into pairs or maintain a whole group setting for students to begin creating their own stories. This is primarily a speaking activity to be done in a group or with partners, but consider having students draw pictures or write their stories.

You may decide how long student stories should be and whether you would like stories to have certain parts that students must include, for example: all stories must have a character, a setting, and a series of events (or whatever criteria you would like). You may also give students the option of choosing the target word from the list for their stories or if you’d like to pick the words based on the sounds and concepts students need practice with.
**Emerging:** Before the start of this lesson, create a handout for students with two main parts:

1. A selection of high frequency words and/or nouns from the word list below. Next to it or below, a list of locations (feel free to use some creativity here; this will make a more engaging experience).

2. Write five to ten sentences using a word and location from the list you created, including another word with the same beginning sound as the target word somewhere in the sentence.

Introduce this handout by previewing it with students. Then, model a think aloud for identifying the beginning sound in the target word by highlighting the letter or letters that make up the sound. In the example here, the beginning sound consists of /qu/. Model saying that sound aloud, reading and re-reading the sentence, and highlighting that same sound in another word in the sentence (quest). You may also use the location’s beginning sound and another word (castle, cucumber). Handouts should look like this:

* I am a queen at the castle, and I will go on a quest to find a cucumber.

Then, model a sentence more, and then another as needed to show what students are to do. Then, complete some sentences with students. Allow students to lead the discussion/activity in speaking. Finally, have students work individually or in partners to complete the rest of the sentences on the handout you created. Practice reading the sentences aloud with students and require that they read them aloud as they work to help them.

Finally, have students use the word list on the handout to create their own sentences in speaking, adding words with beginning sounds.

If you anticipate students will struggle with finding words to use in their own sentences, using the word list below as well as some high frequency vocabulary, add a word bank to the handout for students to use in building their own sentences in speaking.

Alternatively, introduce and model the activity in students’ native language and then transition to English in speaking.

**Developing, Expanding:** Consider launching the activity with the written handout as described above, using highlighters to introduce the concept of beginning word sounds. As students get comfortable in reading and speaking, add a challenging element to the activity by transitioning to middle and ending word sounds.

Adding another element of challenge, have students tell stories rather than formulate single sentences. Have students use a concept map or illustration to help them plan their story.

Students can compete by tallying how many words they use that have the target sound. Award prizes where appropriate to ensure student engagement, utilizing timers so long as students are still producing language either in speaking or writing.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now it’s time to practice these skills in Fast ForWord. Today you will practice Chicken Dog. Let’s log in and begin working on Chicken Dog.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have students comb the Chicken Dog word list to find all the beginning or middle or ending word sounds identified by the instructor. (ex: “Find all the words with a beginning word sound /p/.”)

2. Have students comb the Chicken Dog word list to write a story on their own using a certain set of words to practice a given set of sounds.
Supplemental Material: Word list

been, believe, both, came, cost, could, days, done, door
face, found, future, get, given, going hands, heard, high
join, juice, justice, kilometer, kind, kitchen, leave, longer, large
modern, most, make, next, nothing, near
position, put, people
rather, real, right, several, some, system, too, toward, turned
very, view, volume, were, world, women, years, young, yours
zero, zipper, zone
abib, bathtub, job, nab, asked, had, head, period
big, bug, flag, frog
am, from, problem, room, can, situation, human, upon, group, keep, top, up
perhaps, this, us, various, against, great, without, yet
about, above, probably, education, became, local
already, idea, president, before, life, therefore
age, figure, together, ahead, behind, somehow
majesty, major, project, looked, making, taken
military, political, value, members, family, human
money, national, united, department, open, type
different, experience, period, music, position, reason
total, united, sometimes, having, individual, never
away, following, power, blazing, citizen, horizon
action, began, example, family, has best, economic, help, them, well
history, if, important, little, public, modern, often, college, got, upon
just, much, number, run, study
blue, black, blanket, clock, clear, close flight, flower, fly
glad, gloves, globe, place, plan, play sleep, slow, sly
branch, breakfast, brought, crash, creek, crop dragon, dress, dropped
free, from, front, grab, great, group, present, problem, provide
tractor, tricycle, true, scare, scarlet, scout, skin, skateboard, skeleton
small, smoke, smooth, snap, sneak, snowstorm, special, spin, sponge
state, still, students, swallow, sweets, swim
ax, fix, mailbox, relax buzz, fizz, fuzz, jazz, cliff, off, puff, stuff
all, full, small, tell, process, business, less, miss, always, does, his, seems
minutes, socks, states, students, areas, lines, themselves, things
possible, problem, table, across, piecrust, scarecrow
company, important, umpire, experience, once, since
calendar, individual, under, into, until, center
armadillo, information, watermelon, course, personal, university
certain, party, started, history, question, system
able, case, state, name, place delete, extreme, here, theme, these
five, like, outside, quite, wife, alone, close, home, those, whole
excuse, flute, perfume, rule, use
queen, question, quite, center, certain, city, general, genius, giraffe
scramble, scrap, screwdriver, spray, sprinkle, spruce, splash, splendid, split
strawberry, street, strong, square, squeak, squid, shriek, shrub, shrug
three, thrill, through
bump, camp, jump, stomp, and, around, mind, second
craft, gift, left, swift, felt, result, salt, wilt
government, important, point, want, elf, golf, himself, itself
first, interest, last, west, honk, thank, think, chipmunk
along, among, something,
Supplemental Material: Word list

following
subtract, lobster, electric, department, children, conclude
increase, handsome, ingredient, control, country, entrance
government, courtroom, display, destroy, footstep, explode
again, complain, certain, jail, said
always, play, says, today, way
board, raincoat, overload, roads, soap
early, great, increased, least, really
between, queen, seen, street, three
change, check, child, chin, church
shall, she, short, should, show
than, the, their, this, though
thing, think, thought, through, three
what, white, who, whole, why
pharmacy, pheasant, phone, photo, physical
wrist, wreath, wrinkle, written, wrong
knock, knee, knife, known, knuckle
back, clock, thick
yolk, stalk, chalk
peaches, approached, punching
blackberry, cracker, knuckle
bridge, fudge, lodging
throughout, weight, might
folksong, talking, walkway
freshwater, friendship, mushroom
anything, either, further
amphibian, elephant, telephone
cry, my, reply, type, why
autumn, because, daughter, fault, haul
awful, crawling, law, lawn, saw, few, screwdriver, grew, new, nephew
amateur, sleuth, feud, maneuver, neutral
balloon, room, school, smooth, soon
amount, house, our, outside, sound
down, however, now, power, town
broil, coin, point, poison, voice boy, destroy, enjoy, royal, toy
occupy, raccoon, soccer
address, fiddle, pudding
different, effect, office
bragging, struggle, suggest
million, really, usually
community, immediate, command
annual, cannot, channel
opposite, peppermint, supper
missing, necessary, possible
better, little, matter

Fast ForWord®
LESSON TOPIC: Chicken Dog (Lesson 2)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Use L1 to support L2.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.
Use learning strategies described orally.

Speaking: Ask for clarification (e.g., self-monitor).
Answer simple content-based questions.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use a game called Bazoo! to learn new words in English.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Chicken Dog exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

Chicken Dog word list (page 6)

MATERIALS

• Chicken Dog word list (page 6)
• Chicken Dog flash cards
• Sentence frames, written somewhere clearly visible (page 3)
• Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

When we write in English it is important to remember how to spell the words correctly so that our readers understand what we say. We will practice learning and spelling some new words today, but before we get started, let’s think: What can be challenging about spelling words in English?

Give students wait time and have them share what they find hard about writing words in English. This can be certain spelling patterns, or how letter sounds change, or letters in words that aren’t pronounced, etc. Encourage students to open up and real challenges they have and give wait time as needed.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Now, I’m going to say a word and then we’ll say it together and then you’ll say it. After that, we’ll say the letters of the word, then, we’ll guess what it means. After we guess what it means, I’ll either tell you, show you, or have you look up the word to find its meaning.

If you already know what a word means, say ‘Bazoo!’ Then you tell us what the word means. If you are correct, you get a point. If you are not correct, another student has an opportunity to say what the word means.

1. Model saying a few words from the word list (below) or presenting words from the flash cards and saying “Bazoo!” to give the correct definition.

2. After saying the word, give students 10-15 seconds to think about how they might know the word.

3. If nobody yells Bazoo! in time, give the definition as described above.

4. Repeat words frequently early on to give students an opportunity to practice saying “bazoo!”, articulating definitions, and racking up points.

5. For added support, you may have students give an example of the word if articulating definitions is something students are still working on.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students play Bazoo! until time is up. Tally up points and award prizes per needs for student engagement/investment.
ELD Differentiation

Entering, Emerging: Have students draw pictures of what words mean or practice saying the definition after you provide students with the definition. Alternatively, have students hunt the definition down on their own using a bilingual dictionary, English dictionary, thesaurus, or internet-enabled computer or tablet. Have students work together to come up with group definitions for words and record them on a group poster or have students record them on paper or in a journal for the next round.

The game will start slow and pick up as students learn new words. To get students comfortable, intermingle the words from the list with high frequency words students hear and use every day. To start, you could have students give the equivalent word in their native language rather than a definition or example in English. Provide the sentence frames below if needed to support students’ speaking in defining or explaining the words they know:

_________ means that __________.

An example of ___________ is ______________.

The definition of __________ is ________________.

________________ is when a person ________________.

________________ is what you say when ________________.

________________ is another way to say ________________.

To create a more game-like atmosphere, have students touch a buzzer-like object or other stationary object on the table when they yell out Bazoo!

Keep score and offer prizes or awards to build student engagement. You may also break students off into teams and have students come together to see if they can provide a definition or example for a word.

Developing, Expanding: Have students use complete sentences for their definitions. Keep score to engage students and provide prizes where applicable. To create a more game-like atmosphere, have students touch a buzzer-like object or other stationary object on the table when they yell out Bazoo!

You may also break students off into teams and have students come together to see if they can provide a definition or example for a word. For added challenge and where possible, have students write out their definitions in English or their native language and encourage students to keep them handy in case the word is called out again.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now it’s time to practice these skills in Fast ForWord. Today you will practice Chicken Dog. Let’s log in and begin working on Chicken Dog.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have the teacher earn a point for every word the teacher defines to add a challenging element to the game.

2. Have students compete for highest number of points for a prize. Empower students with dictionaries if appropriate to practice looking words up in a dictionary. Add a timer for students/to engage students who may otherwise be unengaged.
Supplemental Material: Word list

been, believe, both, came, cost, could days, done, door

face, found, future, get, given, going, hands, heard, high

join, juice, justice, kilometer, kind, kitchen, leave, longer, large

modern, most, make next, nothing, near, position, put, people

rather, real, right, several, some, system too, toward, turned

very, view, volume, were, world, women years, young, yours

zero, zipper, zone

abib, bathtub, job, nab asked, had, head, period big, bug, flag, frog

am, from, problem, room, can, situation, human, upon group, keep, top, up

perhaps, this, us, various, against, great, without, yet

about, above, probably, education, became, local

already, idea, president, before, life, therefore

age, figure, together, ahead, behind, somehow

majesty, major, project, looked, making, taken

military, political, value, members, family, human

money, national, united, department, open, type

different, experience, period, music, position, reason

total, united, sometimes, having, individual, never

away, following, power blazing, citizen, horizon

action, began, example, family, has best, economic, help, them, well

history, if, important, little, public modern, often, college, got, upon

just, much, number, run, study

blue, black, blanket clock, clear, close flight, flower, fly

glad, gloves, globe, place, plan, play sleep, slow, sly

branch, breakfast, brought crash, creek, crop, dragon, dress, dropped

free, from, front, grab, great, group, present, problem, provide

tractor, tricycle, true scare, scarlet, scout, skin, skateboard, skeleton

small, smoke, smooth, snap, sneak, snowstorm, special, spin, sponge

state, still, students, swallow, sweets, swim

ax, fix, mailbox, relax buzz, fizz, fuzz, jazz cliff, off, puff, stuff

all, full, small, tell, process, business, less, miss, always, does, his, seems

minutes, socks, states, students areas, lines, themselves, things

possible, problem, table, across, piecrust, scarecrow

company, important, umpire experience, once, since

calendar, individual, under, into, until, center

armadillo, information, watermelon, course, personal, university
certain, party, started, history, question, system
able, case, state, name, place, delete, extreme, here, theme, these
five, like, outside, quite, wife, alone, close, home, those, whole
excuse, flute, perfume, rule, use
queen, question, quite center, certain, city, general, genius, giraffe
scramble, scrap, screwdriver spray, sprinkle, spruce, splash, splendid, split
strawberry, street, strong, square, squeak, squid, shriek, shrub, shrug
three, thrill, through
bump, camp, jump, stomp and, around, mind, second
craft, gift, left, swift felt, result, salt, wilt
government, important, point, want, elf, golf, himself, itself
first, interest, last, west honk, thank, think, chipmunk
along, among, something, following
subtract, lobster, electric, department, children, conclude
increase, handsome, ingredient, control, country, entrance
Supplemental Material: Word list

government, courtroom, display, destroy, footstep, explode
again, complain, certain, jail, said, always, play, says, today, way
board, raincoat, overload, roads, soap early, great, increased, least, really
between, queen, seen, street, three
change, check, child, chin, church shall, she, short, should, show
than, the, their, this, though thing, think, thought, through, three
what, white, who, whole, why pharmacy, pheasant, phone, photo, physical
wrist, wreath, wrinkle, written, wrong, knock, knee, knife, known, knuckle
back, clock, thick, yolk, stalk, chalk
peaches, approached, punching blackberry, cracker, knuckle
bridge, fudge, lodging, throughout, weight, might
folksong, talking, walkway, freshwater, friendship, mushroom
anything, either, further, amphibian, elephant, telephone
cry, my, reply, type, why autumn, because, daughter, fault, haul
awful, crawling, law, lawn, saw few, screwdriver, grew, new, nephew
amateur, sleuth, feud, maneuver, neutral, balloon, room, school, smooth, soon
amount, house, our, outside, sound, down, however, now, power, town
broil, coin, point, poison, voice boy, destroy, enjoy, royal, toy
occupy, raccoon, soccer address, fiddle, pudding
different, effect, office, bragging, struggle, suggest
million, really, usually, community, immediate, command
annual, cannot, channel, opposite, peppermint, supper
missing, necessary, possible, better, little, matter
anything, every, many, only, probably book, good, look, stood, took
are, art, car, far, party, her, mother, other, over, later
birthday, first, girl, shirt, stir, for, important, more, morning, story
nature, during, further, surface, turn
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.

Listening: Follow multi-step oral commands/instructions.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to form sentences about pictures that are true and false.

CONTENT – Students will be able to use new vocabulary to comprehend passages in the Twisted Pictures exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

Create your own list as needed, based on the pictures you choose to include in the lesson

MATERIALS

- Pictures (page 5)
- Student logins for the Fast ForWord program
Lesson Topic: Twisted Pictures (Lesson 1)

MOTIVATION

(Building Background)

Emergent bilinguals need exposure to varying sentence structures to understand the sentences in Twisted Pictures.

Before playing Twisted Pictures today, we are going to practice making sentences. These sentences will help you understand the activity in Twisted Pictures. Can you say Twisted Pictures?

Everyone practices saying Twisted Pictures.

In Twisted Pictures, you have to read each sentence carefully because you need to click the sentence that correctly describes the picture you see. Sometimes it gets tricky.

Reading carefully is something good readers do to help understand stories. Why is it important to understand what we read?

Give students time to think and respond about why it’s important to understand what we read.

Today we’re going to learn some new sentence structures by practicing making our own.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Start by showing the first picture and say a sentence about the picture that is false. Ask students if you are correct. Say another sentence that is also false. Ask again if you are correct. Say a sentence that is true. Ask students if you are correct.

Be sure to model sentences with details about the picture that students might not catch at first. Twisted Picture tests students on their ability to compare two or more objects in a picture, so be as detailed as possible with your statement without giving too much away. For example, here are some sentences for the first picture:

- No birds fly. (false)
- Two birds fly. (false)
- One bird flies away. (true)
- Two birds have blue wings. (false)
- The bird takes off. (true)
- The birds take off. (false)

Today you will play a game: you will examine a picture and write a sentence about the picture that is false or true. Then you’ll pass your sentence to the person next to you and that person has to figure out if the statement is true or false. You will exchange with your partner on either side of you.
Lesson Topic: Twisted Pictures (Lesson 1)

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

1. Hold up a picture.

2. Have students write a single sentence—true or false—about the picture.

3. Students pass it to the student on the left.

4. Students on the left write “true” or “false.”

5. Students pass the sentences and answers to the teacher.

6. Read a sentence aloud to the students.

7. Have the class answer whether it is true or false. Discussion happens here if needed. Most likely you will need to encourage students to play around with writing about one and more than one in their sentences, and correct students on their sentence structures. Don’t worry about spelling or punctuation—the goal of this activity is to get students comparing and contrasting details in pictures and forming complete sentences about it. Continue with this process until you have discussed each student’s sentence.

8. Have students write another true or false sentence about the picture and pass it to the student on the right. Repeat steps 4-8.

9. Show a new picture and repeats steps 2-8.

ELD Differentiation

Entering, Emerging: Instead of writing, have students say a statement about the picture. Model this several times with the first couple of pictures and have students take turns creating their own sentences. If students feel more comfortable, have them create sentences about the picture in their native language first and then transition to English as they get more comfortable with the task. Encourage students to get creative with their sentences and provide verbal sentence frames or recasting to ensure clear sentences.

Repeat students’ statements after they make them a couple of times and give the group wait time (10-25 seconds) to respond if the statement is true or false. If needed, define any vocabulary in the statement other students might not know.

To help with students creating sentences, write some key words on the board to use with each new picture. Include words that identify the object(s) in the picture, and anything overtly noticeable in the picture.

Developing, Expanding: Encourage students to get creative with their statements in writing. Launch the lesson and model the student role in students’ native language if possible and appropriate. Have students play a couple of practice rounds of writing sentences about a picture below before following the steps above exactly.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Now that we can compare and contrast pictures using sentences in English, let’s practice what we know in Twisted Pictures.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Have students draw pictures to represent some key words for pre-emergent students, for example: “red, umbrella, daytime”, “jeans, cleaning, house”, and so on.

2. Have students come up with their own stories using the pictures as their guide and inspiration.

3. Have students create their own questions about the pictures for partners to answer either in speaking or writing.
Supplemental Material: Pictures
Supplemental Material: Pictures
Supplemental Material: Pictures

Lesson Topic: Twisted Pictures (Lesson 1)
Lesson Topic: Twisted Pictures (Lesson 2)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
                     Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Writing:   Fill in graphic organizers, charts, and tables.
Listening: Follow multi-step oral commands/instructions.
Speaking:  Connect ideas in discourse using transitions (e.g., “but”, “then”).
                     Ask for clarification (e.g., self-monitor).
                     Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use a graphic organizer and visuals to create various syntactic structures in speaking and writing.

CONTENT – Students will be able to use what they know of syntactic structures to succeed in the Twisted Pictures exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

Create your own list as needed, based on the pictures you choose to include in the lesson

MATERIALS

- Picture books/magazines/pictures from some other medium
- Graphic organizer for each student and model copy for teacher (page 5)
- Pencils
- Whiteboard or other clearly visible writing surface
- Student logins for the Fast ForWord program
Lesson Topic: Twisted Pictures (Lesson 2)

MOTIVATION

(Building Background)

This lesson will rely mainly on conversation with you and your students, however a graphic organizer is also provided to record your thoughts. By using picture books (or magazines, etc.) from your classroom library the connections to vocabulary and syntax will be more authentic.

Today we will practice something called syntactic structures. Syntactic structures are all the ways sentences can be formed to say the same thing. Let’s practice saying that: syntactic structures. Syntactic structures. For example: I’m going to the store in a few minutes; In a few minutes I’m going to go to the store; I am planning on going to the store in a few minutes. Why do you think it is important to know and understand many different syntactic structures?

Have students Think-Pair-Share their response.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

From our picture books/magazines/internet today we’re going to create sentences with varying syntactic structures. Let’s look at this picture (show picture) here. What sentences can we say about this picture?

After modeling several—saying the same thing a few different ways—have students create sentences in speaking in English about the picture. Record the sentences students create on the board.

Now that we have some sentences about this picture, let’s change the syntactic structure. So earlier we talked about syntactic structure being the ways you can say something. So now let’s change the ways you can say the same things we have here.

Model changing the syntactic structure of the first sentence on the board/writing surface). Ensure you are saying the same thing as the sentence. Then model changing the same sentence into a question.

Now, let’s try it with these other statements.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students think aloud to re-say the statements on the board in different ways. Correct or support students where needed in terms of what is still grammatically correct and what is not.

Once students have come up with a different way to say the sentence and/or turned the same statements into questions, show the next picture and have students work in pairs to come with two sentences about the picture saying the same thing two different ways, as practiced with the first. Have students either say or write their sentences or both for each picture.

Once students feel comfortable with that, introduce the graphic organizer and have students work together (or individually for more of a challenge) in answering the questions about pictures given to the students.
ELD Differentiation

Entering, Emerging: Follow the lesson as written in Practice/Application, allowing students ample time to think about their sentences and launching the activity using the sentence frames below. Spend some extra time using the sentence frames below to practice varying syntactic structures in speaking before moving to the pictures. If possible, create some sentence frames that accommodate various syntactical structures about the pictures you will show. Use these with the activity before modeling and encouraging students to begin creating their own sentences.

- Yesterday, I ________________.
- I ______________________ yesterday.
- Did you know that yesterday I ____________________?
- One time I saw ________________.
- I saw ______________________ one time.
- Didn’t I see ________________ one time?
- Is there always ________________ on Fridays?
- There is always ___________________ on Fridays.
- On Fridays there is always ________________.
- I always notice that there is ____________________ on Fridays.

Additionally, if possible and relevant, have students begin the activity by doing it in the native language first, coming up with two different syntactic structures for 1 picture. Then have students move to English. If students are growing writers and eager to practice, have students write their sentences in their L1 and then practice saying them in English.

Developing, Expanding: Follow the lesson as written above, encouraging students to speak and using the above sentence frames where needed. Students should be practicing writing in English, and feel free to incorporate native language support in writing if that helps students practice with syntactic structures in English.

Students might not need extensive practice prior to moving to the graphic organizer, but provide as much support as needed for students to feel comfortable with the activity before moving on to the handout. If students like more of a challenge, have them complete the handout individually about the same picture and award points for creativity and mechanics and syntactic structural variance.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Collect handouts and have students start working on Twisted Pictures.

**Now it’s time to practice these skills in Fast ForWord. Today you will practice Twisted Pictures. Let’s log in and begin working on Twisted Pictures.**

Encourage students to take their time with the activity and read every sentence carefully before making a selection. Remind students that it’s okay to slow down and focus (it’s better to be right and slow than fast and wrong).

EXTENSION

1. Choose a picture and have students create their own plots based on just that picture and write a story. Students can share their plot with another student, who can be given the task of drawing another picture and writing their own paragraph that complements the original.

2. Have students create various syntactic structures using English and their native language, and any other language they are learning.

3. Have students ask and answer questions to one another about the pictures to practice comprehension and paying close attention to detail.
Lesson Topic: Twisted Pictures (Lesson 2)

Supplemental Material: “What does it mean?” graphic organizer

Name: _______________________________

Place the illustration inside this box

1. Who are the characters inside this illustration?
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________

2. What are the characters doing?
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________

3. Where is this illustration happening?
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________

4. Why is this illustration happening?
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
   d. __________________________________________________________

5. Write three sentences using the characters in the illustration and explain how their actions can be interpreted in three different ways.
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Writing: Fill in graphic organizers, charts, and tables.
Listening: Follow multi-step oral commands/instructions.
Classify/sort content-related visuals per oral descriptions.
Use learning strategies described orally.
Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to build imaginative stories using listening and reading and writing skills in their native language and English.

CONTENT – Students will be able to comprehend the main idea and details from the stories in the Book Monkeys exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

Book Monkeys vocabulary list (page 4)

MATERIALS

• Pencils, paper or journals for writing
• Concept maps for each student, and teacher model copy (page 10), and story starters (page 6)
• Whiteboard or chalkboard or some other clearly visible writing surface to model writing a paragraph/short story
• Student logins for the Fast ForWord program
**MOTIVATION**

*(Building Background)*

**Good readers and writers use their imaginations to help them build meaning and understand a story or write a story. Why is it important to understand what we read?**

Give students time to think and respond about why it’s important to understand what we read.

**PRESENTATION**

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Book Monkeys passages are all about a fictional place called Animal City. The passages range across fiction and nonfiction. With this activity, students will use the fiction reading passages used in Book Monkeys as story starters for their own stories about life in Animal City.

**Today we are going to practice writing our own stories using some of the passages from an exercise in Reading 3 called Book Monkeys. These passages are about things that happen in a place called Animal City. Let’s take a minute to think about the kinds of things we might see in a place called Animal City.**

Give students 10-25 seconds to think about what they imagine Animal City to be like.

**As we read, think about what exists in Animal City.**

Read the first story starter aloud to students. Then, have students read the story starter with you. Think aloud about what you envision is also in this world where goats play donkeys. For example:

**Hmm, this is really interesting. If I were to add on to this story as a writer, I’m thinking about what would also be in this world where donkeys play goats in soccer. If donkeys play goats in soccer, then I would think deer are the referees… I bet the field is bigger than the soccer fields humans use… and I bet the goal boxes are bigger, too. Hmm..**

Continue this thinking aloud, modeling adding features to your concept map.

Model moving your ideas from the concept map to a paragraph, getting as imaginative as you can. Use descriptive language in your ideas, and model incorporating them into your writing. Have students read the paragraph aloud with you.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Have students do the same for the next story starter about Animal City. Encourage students to be imaginative and that the more original ideas, the better. Give students 3-5 minutes to brainstorm and talk about their ideas. Then, walk them through their concept maps (each branch can represent a topic or subject or paragraph).

Finally, have students transfer the content of their concept maps onto paper and pencil into complete sentences.
**ELD Differentiation**

_**Emerging, Developing, Expanding:** Have students Think-Pair-Share their ideas about Have students complete concept maps for 1 class session and start their own stories in the next class session. If appropriate, have students translate the reading into their L1 and then brainstorm adding on in their L1 and transferring to English for their concept map. Continue to model brainstorming for as long as it takes for students to feel comfortable brainstorming. Students may brainstorm in their first language in their head and in speaking and write in English or any combination thereof.

Where possible, have students first write their paragraph in their first language and then translate it to English with partner, dictionary, and teacher support. Alternatively, provide a few creative words somewhere clearly visible students can use to inspire their thinking. A few commonly used words in creative writing are below. Finally, have students use other resources or partners in the classroom to support their writing, be it a rubric or thesaurus or teacher’s aide.

Once students have a paragraph or so for the story starter below, have students pick another and branch off from there. Alternatively, have students incorporate more than one story starter into their concept map.

**REVIEW/ASSESSMENT**

_(Review Objectives with Vocabulary, Assess Learning)_

Collect and review student’s paragraphs and/or concept maps to measure student understanding and language development in writing. Have students share out their paragraphs or stories at the end of class to practice reading aloud.

**Now it’s time to practice these skills in Fast ForWord. Today you will practice Book Monkeys. Let’s log in and begin working on Book Monkeys.**

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students answer questions about their own stories (probing questions about setting or characters or plot) or have students take turns asking questions about another student’s writing. This builds students literal comprehension skills in reading and listening.

2. Have students compare and contrast Animal City to another book or movie where animals live freely using a Venn Diagram.

3. Have students read all the story starters and write a separate story about some of the main themes, having students pull out the characters, setting, and themes overall.
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<th>Adjective</th>
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Supplemental Material: More challenging vocabulary

- **articulate**: the ability to speak fluently and coherently; synonyms include eloquent, fluent, persuasive, and expressive.

- **bossy**: enjoys giving out orders to others, domineering; synonyms include pushy, overbearing and controlling.

- **careful**: avoiding danger, or doing things with thought and attention; synonyms include cautious, alert, wary, diligent, scrupulous, deliberate, and attentive.

- **defiant**: showing resistance and disobedience; synonyms include resistant, obstinate, uncooperative, and noncompliant.

- **energetic**: showing an excessive amount of activity or vitality; synonyms include spirited, animated, bouncy, bubbly, and active.

- **frustrated**: expressing distress or annoyance especially because of a character’s inability to change or complete something; synonyms include defeated, disappointed, and crushed.

- **giving**: being of a generous nature; synonyms include generous.

- **honest**: free of deceit and untruthfulness, sincere; synonyms include truthful, sincere, frank, open, and straight.

- **imaginative**: having or showing creativity or inventiveness; synonyms include creative, inspired, inventive, and resourceful.

- **joyful**: feeling, expressing, or causing great pleasure and happiness; synonyms include happy, cheerful, jolly, and joyous.

- **kind**: having or showing a friendly, generous, and considerate nature; synonyms include loving, affectionate, caring, and good-natured.

- **lazy**: unwilling to work or use energy; synonyms include inactive, sluggish, idle, and lethargic.

- **messy**: untidy or dirty; synonyms include dirty, grubby, and grimy.

- **nervous**: a person who is easily agitated or alarmed, tends to be anxious or high strung; synonyms include anxious, edgy, and neurotic.

- **obnoxious**: a person who is annoying to others around him; synonyms include unpleasant, nasty, repugnant, and insufferable.

- **prim**: someone who acts stiffly formal and respectable, someone who shows disapproval of anything seen as improper; synonyms include proper, formal, stuffy, and prudish.

- **reliable**: someone who can be trusted and consistently performs well; synonyms include dependable, genuine, and trustworthy.

- **stubborn**: someone unwilling to change their attitude or position on something especially when shown good arguments or reasons against their position; synonyms include obstinate, strong-willed, and inflexible.

- **tricky**: someone who is crafty, deceitful, or sly; synonyms include sharp, calculating, slick, and slippery.

- **unique**: a person who is unlike any other or goes against the grain of society; synonyms include individual, special, and distinctive.
Supplemental Material: More challenging vocabulary

- **vain:** a person who has a high opinion of their appearance, abilities, or worth; synonyms include conceited, narcissistic, egotistic, and self-obsessed.

- **wild:** a person who is uncontrolled or unrestrained in their actions; synonyms include unrestrained, unruly, disorderly, and rowdy.

Sources: [https://blog.udemy.com/descriptive-adjectives](https://blog.udemy.com/descriptive-adjectives), [http://supereasystorytelling.com/creative-writing-words-lists.html](http://supereasystorytelling.com/creative-writing-words-lists.html)

Supplemental Material: Story starters

1. Today I’m going to the big soccer game. The Daring Donkeys are playing the Great Goats. Both teams run very fast. The donkeys are very good at kicking with their back feet. The goats are great at using their heads to send the ball flying. Whoever wins today will be the city champions!

2. The Animal City swimming pool is a popular place. Everyone is welcome as long as they act nicely. In hot weather you might see dogs, ducks, alligators, and even a hippopotamus swimming together. In the winter the pool is full of polar bears, seals, and penguins. Hot or cold, you won’t see lions, panthers, or house cats. Most cats don’t like getting wet!

3. Most big cities are busy by day and much quieter at night. Animal City is very active at night. That’s because many animals come out only at night. These nighttime animals sleep all day. Once it gets dark, bats, owls, hamsters, and many others wake up. They will stay awake until the sun comes up again.

4. My friend Roger is a fennec fox. He comes from the desert in Africa and has huge ears. His big ears help him hear very, very well. He can hear tiny bugs moving under the sand. Roger has a very special job in Animal City. He goes from house to school to music hall tuning pianos.

5. We just saw a show called “Mice on Ice.” We joined the crowd at the ice-skating rink. On the ice were hundreds of mice in beautiful costumes. They wore tiny ice skates and did spins and jumps to music. At the end, they formed a long line holding each other’s tails. As they raced across the ice, the crowd clapped and clapped.

6. Let’s visit the Farm-Animal Food Market. There is a large department with seeds for chickens, ducks, and geese. There is a room full of dried oats for the horses. There are piles of different grasses for the cows and sheep. Most farm animals like the fruit and vegetable department. Because pigs will eat rotten food, there is a smelly room just for them.

7. Spring is a special time in Animal City. That’s because so many animals have their babies in spring. You can see new lambs playing in flocks of sheep. In the parks, you can watch calves following their mother cows. You can hear baby birds chirping from nests high in the trees. I especially like watching foals learning to run like stallions and mares.

8. All people need fresh water to live. That is why most large cities are near fresh water. Cities near a lake or river have a steady supply of fresh water close-by. Those in the desert or near the saltwater ocean may not. These cities must get fresh water from other places. Their water is carried to them through pipes from freshwater rivers and lakes.
Supplemental Material: Story starters

9. Most tall buildings have elevators. Elevators carry people and things between floors. First, you press a button to choose whether to go up or down. When the elevator arrives, get in and choose the number for the floor you want. A bell rings to signal that you have arrived at the right floor. I like elevators because I’d rather not climb hundreds of stairs!

10. Cities often honor important people and events. They might build a monument to help people remember a special time. Some monuments honor war heroes. Other monuments honor important leaders, such as presidents. Most have a sign telling you what the monument is for. When you look at the monument and read the sign, you are learning about a city’s history.

11. If you like baseball, you might enjoy living in a big city. Almost every large city in America has its own baseball team. If you buy a ticket, you can visit the ballpark. You can sit with other fans and cheer for your favorite team. Chicago and New York have two teams each! I guess people in those cities are crazy about baseball.

12. Big cities usually have several large highways. It takes many years to plan and build them. First, the city government uses a map to decide where the highway should go. Next, they buy all the necessary land. Then, hundreds of workers remove anything on that land. Over several years, the new road is built. When it is finished, cars, trucks, and buses will use it every day.

13. Many animals work together at the City Flower Garden. First, dogs and foxes dig all the holes for the plants. Then birds drop seeds into the holes. Raccoons water the seeds so they will grow. Sheep and cows especially like eating grass.

14. The city needs a leader to be in charge. Every four years, the animals vote for mayor. This year, a tiger won and now she runs the city. She is very smart and strong. All the animals like her even though she has sharp teeth!

15. The city has busses and trains. They take the animals from place to place. A lot of the slower animals ride on them. You might ride with a hen, a turtle, or some pigs. Fast animals would rather run or fly.

16. Many snakes are good at climbing trees. That is why they fix the city’s streetlights. When a light breaks, a snake is called to that street. The snake ascends the light pole. Soon the city night is bright again.

17. A building is on fire! Quickly someone calls the fire department. Here come the elephants, racing to the scene. They shoot water from their trunks and soon the fire goes out. The animals are lucky to have elephant heroes.

18. In a zoo, animals live in cages and glass houses. Our city does not have a zoo. If people visit our city, they will see all kinds of animals. They might even think that Animal City is a giant zoo. Except, of course, the animals are running free.

19. The streets in a big city can get very dirty. Most cities have special trucks called street sweepers to clean up the litter. These trucks have large brushes that remove the litter from the street. All the cars must move off the street when it is being cleaned.

20. Many cities have theaters where you can watch a play. If you buy a ticket, you can see actors work on stage. Actors wear costumes and pretend to be someone else. They might sing, dance, or make you laugh. When the play is over, you clap to show you enjoyed it.
Lesson Topic: Book Monkeys

Supplemental Material: Story starters

21. Big ships come to the city harbor. The ships are bringing necessary supplies. The ships come across oceans and rivers. The ships dock at the city’s harbor and unload their cargo. Everyone in the city is thankful for this cargo. Now they have things they need to live and work.

22. A taxi is a car that takes someone from place to place. Each taxi has a meter that keeps track of how long the ride took. The taxi driver starts the meter as soon as the rider gets in the car. When the cab gets to the right address, the driver stops the meter. The rider must pay the amount the meter shows.

23. The blues band is playing in the park tonight. They are expecting a huge crowd because the concert is free. Some of the animals bring chairs so they will feel comfortable. They like to arrive early to get a good spot. Other animals bring blankets. They will lie out under the stars as the music plays. Giraffes and elephants usually stand in the back because they are so tall.

24. Many artists live in the city. Some of them like to mold things out of clay. Others like to draw or paint. A gorilla named John is famous for his paintings. He stands in his studio wearing a plastic suit and gloves. He reaches into cans and throws paint of all colors. The paint splashes against big pieces of paper.

25. The city streets are crowded and busy. Sometimes the cars and trucks are backed up for miles! No one likes all that traffic. You hear a lot of honking horns and squeaking brakes. You also hear angry barking and growling! When drivers aren’t careful, there may be a crash. To avoid trouble, many animals walk.

26. Martha is a canary who loves to sing. She is studying to improve her voice. Living in a big city gives her an advantage. There are many teachers and schools to help Martha. Every Thursday, she goes to see Master Mockingbird. He is an expert singer. With his teaching, Martha will become a great singer, too.

27. Every home and business in the city needs water. The water travels from the city’s lakes through pipes. The pipes lie under the city’s streets in tunnels. These tunnels were dug by moles. Thousands of moles spent many years digging. They worked day and night to complete the task. Every thirsty animal is grateful to those moles.

28. Bob is a bear who hates to cook. Life in the city is perfect for Bob. When he is hungry, he goes out to eat. The city has many places to dine. Bob’s favorite meal is salmon with honey. He goes to a restaurant and orders three plates full! The cook works quickly to feed that hungry bear.

29. Every city needs a government to help it run smoothly. The government is elected by the citizens of the city. The members of the government make important decisions every day. They create a budget to decide how to spend the city’s money. For example, the budget tells how much money goes to fix roads, schools, and hospitals. When more money is needed, the government raises taxes.

30. Just imagine the amount of mail arriving in a city each day! Now consider all the mail leaving the city. The postal service is very busy. The postal workers have to sort the mail to get it to the right address. They must transport all the mail from place to place. It takes a lot of work just to get one letter through. A single letter may travel on four trucks and several airplanes!

31. Every city takes pride in its tall buildings. Special buildings, new and old, give the city a certain look. When you see a postcard of a city, you may recognize it by its skyline. You know the city by the shape and outline of the buildings. Only the skyline of Chicago has the huge, black Sears Tower. The city of Seattle is known for the Space Needle. These landmarks make each city individual.
32. If you like watching sports, a city is great! You can see a big league baseball team play on their home field. You might go to an indoor arena. Many cities have hockey, basketball, and football teams. Sports fans fill the arena to cheer for their favorite team. If you buy a ticket, you can join the crowd. Indoors or outdoors, you can see a game throughout the year.
Supplemental Material: Concept map

Goats and Monkeys play soccer

Animal City
LESSON TOPIC: Hog Hat Zone (Lesson 1)

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues.
  Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
  Follow text read aloud (e.g., tapes, teacher, paired-readings).

Writing: Complete pattern sentences.

Listening: Complete content-related tasks or assignments based on oral discourse.
  Apply learning strategies to new situations.
  Use learning strategies described orally.

Speaking: Convey content through high frequency words/phrases.
  Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use the parts of speech to fill in the blank word(s) for many passages with varying sentence structures.

CONTENT – Students will be able to use what they know about the parts of speech and context clues to succeed in the Hog Hat Zone exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

noun
adjective
pronoun
auxiliary
verb
tense
clause
possessive
context clue
MATERIALS

- “Fill-in-the-blanks” story worksheets for students, and a copy for the teacher to model (page 5)
- Pencils/writing utensils for students
- Key vocabulary and a short definition and examples written on a board or somewhere clearly visible
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Hog Hat Zone presents paragraphs excerpted from classic literature that are missing morphologically important words. The missing words follow the progression of students’ acquisition of pronouns, plural and possessive nouns, auxiliary verbs, third person singular and past tense verbs, derivational affixes (prefixes and suffixes that change a word’s meaning or part of speech) and contractions.

Understanding these morphologically important words and how they are spelled in English is crucial for understanding the links between words, the meaning of a sentence, and the relationships between sentences.

In order to succeed in Hog Hat Zone and in this activity, we have to learn something called the parts of speech. Parts of speech are the names we give to the words we use every day. For example, the word ‘sun’ is a noun. A noun is a part of speech. A noun is any word that identifies a person, place, or thing.

Why should we know the parts of speech?

Give students wait time to brainstorm why we should know the parts of speech.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Let’s look at some vocabulary that will help us succeed in Hog Hat Zone.

Walk through the words on the board, reading the definitions aloud and talking through the examples. Encourage students to come up with other examples. Give students think time to share out their examples.

To get us practicing what we just learned, let’s look at our handouts. What does this first activity ask us to do?

Give students wait time to respond (10-25 seconds).

Rephrase or repeat student responses back to them to confirm.

Let’s read the first paragraph and see what we can come up with. As we’re reading, what reading strategy could we use to help us understand what goes in the blank? I’ll give you a hint: it’s on the board.
Give students wait time to respond, confirming students’ understanding of context clues.

Complete the first fill in the blank activity along with students. Model thinking aloud using context clues and the terms you introduced with students to get to the right answer.

**PRACTICE/APPLICATION**

(Guided Practice, Interaction, Strategies, Feedback)

Have students complete the next paragraph along with you as well, allowing students to struggle a little and work together to come up with the answers toward the end. Allow students to be incorrect as you will go through this together at the end of the lesson.

Have students work together or in pairs to complete the final portion of the fill in the blank activity.

Now that we’ve practiced using context clues and what we know about the parts of speech, let’s check our work.

Have students share out their responses and why they chose their answers. Correct responses where needed.

**ELD Differentiation**

**Emerging:** Have students work together on filling in the blanks, spending a bit of extra time at the beginning of the lesson sharing examples of the parts of speech and other key vocabulary terms. Draw pictures where relevant. It is not imperative students be able to define and explain these terms on their own, however they should spend some time discussing them with teacher support.

In addition, have students fill in the blanks for handouts with Tier 1 and Tier 2 vocabulary, getting students comfortable with the activity and language demands. Many can be found online, or you can create your own.

Alternatively, create a couple of fill-in-the-blank paragraphs with students about a topic being taught in your classroom currently and see if students can work together to fill in the blanks. Spend a lesson session or several on this before moving to the handouts below.

Or, have students complete fill-in-the-blanks in their native language before moving to English, and then follow the directions here to scaffold up to the handouts below.

**Developing, Expanding:** Have students complete the handouts below in pairs and then move on to more challenging Hog Hat Zone passages. Additionally, you may have students write their own fill-in-the-blank stories for another student to complete. Do this all together first to get students comfortable with the task and ensure they are correctly following syntactic structures in sentences in English.

As always, this task can be completed in students’ native language where appropriate and possible before moving to English.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Use anecdotal notes to track student performance.

Now it’s time to practice these skills in Fast ForWord. Today you will practice Hog Hat Zone. Let’s log in and begin working on Hog Hat Zone.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. See the “ELD Differentiation” adaptions on page 3.
REMEMBER! A pronoun is a word that can stand for a noun and take its place in a sentence. These words can all act as pronouns in sentences: he, she, I, it, me, you, him, her, his, hers, that, those

Directions: Read each sentence. Circle the pronoun that best completes the meaning of each sentence.

Aunt Emma dropped _________(her, his) work and walked to the window. _________ (She, he, it) saw Tom fall off _________ (his, her) bicycle. The handlebars flew from _________ (his, her) bicycle and landed in the bushes. Tom sat on the ground, stunned, as _________ (he, she) looked at _________ (his, her) bicycle.

The Blue Dolphin was a quick little sailboat, and _________ (it, her) cost considerably more than Sandra wanted to spend. Sandra loved to go sailing in _________ (her, it) old sailboat but now wanted a larger boat like the Blue Dolphin. _________ (His, Her) father offered to help Sandra pay for the Blue Dolphin if Sandra was willing to work for _________ (him, his, hers) on Saturdays at the Fish Market Restaurant.
Instructions for Swinging Water

You can make water whirl around in circles without spilling it all over ______ (you, it, us) and everyone else. I will tell you how to do ______ (he, she, it). All ______ (she, he, you) need is a piece of cardboard, some string, and a plastic cup of water. If ______ (me, they, you) are afraid to try ______ (her, it, him) with water, ______ (he, you, she), can use a few pennies in the cup instead. ______ (It, I, She) prefer a plastic cup because if you happen to drop ______ (it, her, them), it won’t break. Oh, and if ______ (he, you, she) want to use the water, go outside. Your parents will not be happy if this experiment fails, and ______ (she, he, you) don’t want to have to explain this all to ______ (him, her, them). I tried this the first time in my room. My sister was there, and ______ (they, we, I) spilled water all over ______ (it, her, them). ______ (He, She, It) was very angry and told my mom. ______ (She, He, We) scolded ______ (him, us, me) and told me to go outside next time.

I did, but this time, ______ (he, I, they) splashed water on the cat, and ______ (it, she, he) hates water! So, ______ (they, we, I) had to find a place in the park to try it. I told my friends about my experiment and ______ (we, they, you) came to watch ______ (her, him, me) spin the water. It worked this time, and ______ (she, he, they) all laughed and clapped and wanted to try ______ (them, him, it), too. If ______ (he, you, she) want to try it, go to this website to find more fun experiments to do: http://www.tryscience.org. There, they even tell you how to do ______ (him, her, them) in Spanish and Chinese and Arabic!
STANDARDS

WIDA Grade Level Clusters 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use bilingual dictionaries and glossaries/Use English dictionaries and glossaries.

Listening: Follow multi-step oral commands/instructions.
Classify/sort content-related visuals per oral descriptions.
Use learning strategies described orally.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to identify and write words with the same syllables as common words.

CONTENT – Students will be able to use what they know about affixes to succeed in Hog Hat Zone.

KEY VOCABULARY

Word list from Practice/Application (page 3)

MATERIALS

- Board or other clearly visible writing surface; markers
- Pencils and paper for students
- Dictionaries (English or bilingual)
- Student logins for the Fast ForWord program
MOTIVATION

(Building Background)

In order to succeed in Hog Hat Zone and in this activity, we have to learn something called syllables. Who knows what a syllable is?

Give students 10-25 seconds to respond.

Syllables are parts of words, and many words share many of the same parts. Let’s practice saying that together: syllable.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we are going to have a quick competition to see who can break a large word down into many different smaller words. For example, let’s look at the word ‘education.’

Write this word on the board.

Who can tell me the different syllables of this word?

Give students wait time to respond, and then clap it out with students.

What other words do we know that might start with edu-? Or have the -tion on the end?

Give students wait time to respond or have them Think-Pair-Share their responses. Write the words students list on the board. If students are unable to come up with other words, give a couple of examples, like: educated, vacation, and preparation.

Let’s try another: awaken. First, what are our syllables?

Clap out the syllables with students.

What are some other words we have in English that share parts with the word ‘awaken?’

Record student responses on the board. Repeat this activity for as long as it takes for students to get comfortable with the task. Have students use dictionaries if they’d like.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now it’s time to play a game. I’m going to give you a word and you and a partner will have 60 seconds...

(or 2 minutes or 1 minute and 30 seconds—whatever works)

...to record as many words that share syllables with that word as possible. After 60 seconds, I’m going to read out the next word and the 60 seconds starts again. Whoever has the most correct words that share syllables with the origin word at the end wins the game.

Have students label their papers Round 1 to Round 5 at the top. At the same time, write Round 1 through Round 5 on the board. Be prepared to write the word on the board right after saying it and start the timer after you finish writing it on the board. Repeat the word once or twice more before beginning the timer.

Select your words from this list. Mix them around or add words as you see fit.

Round 1: believe, costly, establish, careful, unknown, biology, microscope, universal

Round 2: hopeless, supposedly, imaginary, discovery, measurement

Round 3: describe, unimportant, misguided, outside, appeared, musical

Round 4: influence, famous, inspired, surfaced, explorers, selfishness, politics

Round 5: promising, metaphorically, including, immediate, solidified, confusion, mountain

ELD Differentiation

Emerging: Do not launch this activity without first previewing and modeling it in students’ native language. If this is not possible, spend some extra time modeling and thinking aloud and have students work with the teacher to do several over a few mini-lesson sessions before doing this in pairs or individually. Do not use a timer to start, and give students words you’ve already worked with to begin. Once students get comfortable working in partners or independently, move to other more unfamiliar words.

Developing, Expanding: Where possible, introduce this lesson and rules of the game in students’ native language. If this is not possible, spend some extra time modeling and thinking aloud and have students work with the teacher to do several over a few mini-lesson sessions before doing this in pairs or individually. Do not use a timer to start, and give students words you’ve already worked with to begin. Once students get comfortable working in partners or independently, move to other more unfamiliar words. Add to the word list above where appropriate to increase or decrease the complexity of the game.
REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Collect student work and award prizes as necessary and available.

**Now it’s time to practice these skills in Fast ForWord. Today you will practice Hog Hat Zone. Let’s log in and begin working on Hog Hat Zone.**

Have students work on the Fast ForWord program until their time is up.

EXTENSION

1. Take some time and explain the meanings of different affixes on words. For example, the prefix re- typically applies to doing something again. As you move through the game, pause before starting the timer to talk about the meaning of the target word and the different syllables.
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Follow text read aloud (e.g., tapes, teacher, paired-readings).

Writing: Complete pattern sentences.

Listening: Complete content-related tasks or assignments based on oral discourse.
Apply learning strategies to new situations.
Use learning strategies described orally.

Speaking: Convey content through high frequency words/phrases.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to complete Fill-It-Ins using familiar sentence structures and vocabulary.

CONTENT – Students will be able to use their comprehension of new vocabulary to succeed in the Hog Hat Zone exercise in Fast ForWord Reading Level 3.

KEY VOCABULARY

noun | proper noun | preposition | article | verb | pronoun | adjective | adverb | phrase | clause | singular | plural | infinitive
MATERIALS

- Pencils and paper for writing
- Story worksheets for students (page 4)
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

What are some things you like to do when you see a word in class that you don’t know?

Have students share out strategies or thoughts they have when they want to figure out unknown words. If students don’t have a great deal to contribute, have them think about words they hear in other places like movies or watching TV in English or their native language. What do they do when they don’t know a word? Do they ignore it and keep watching, use the images on the screen to help them figure it out, or if they’re reading, use the pictures? Explain what you sometimes do when you hear a word you don’t know (for example, I like to look up the definition online when I hear or see a word I don’t know).

Give students time to respond and allow students to share in English or their native language where appropriate.

When we read, one thing good readers do is think about what words mean as they read. That way, they can fully understand the whole story. When we read we learn new information or are told a story, and the way we learn the new information or understand the story is by understanding what the words mean. Today we’re going to build our own meaning through an activity called Fill-It-In.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Model completing a sentence from the story worksheets with the correct word or words using context clues thinking aloud. Read the sentence aloud. Define new words as needed including the key vocabulary.

PRACTICE/APPLICATION

(Guided practice, Interaction, Strategies, Feedback)

Complete a few sentences with students, modeling correct grammar and spelling. Then, have students work in pairs or for added challenge, individually, to complete the paragraphs on the story worksheets. Model and require that students read the sentence aloud before using context clues and completing the sentence. Correct grammar and pronunciation where appropriate.
**ELD Differentiation**

Emerging, Developing, Expanding: Introduce the lesson and activity in students’ native language where possible and appropriate.

If students are struggling with the demand of the task, spend some time modeling writing sentences and have students work with definitions of the Key Vocabulary through speaking or writing sentences of their own, defining the words and providing examples of each.

Additionally, have students define the key vocabulary in speaking or writing in their native language, or provide examples of each in their native language where appropriate.

Model this activity emphasizing the use of context clues as long as it takes for students to comprehend the task and work with students for a couple of sessions as needed for students to grasp the concepts. Encourage students to get creative with their work and check students’ work either as a group or by passing it to the student adjacent and having them check their work. Model checking work and walk through each blank space with students together to ensure understanding.

**REVIEW/ASSESSMENT**

(Review Objectives with Vocabulary, Assess Learning)

Now it’s time to practice these skills in Fast ForWord. Today you will practice Hog Hat Zone. Let’s log in and begin working on Hog Hat Zone.

Have students work on the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students write their own paragraphs with blanks for a partner to fill in. Be sure to have a different student spell and grammar check the paragraph beforehand.

2. Have students add on to the paragraphs from the story worksheets with their own sentences for a partner to complete.
Lesson Topic: Hog Hat Zone (Lesson 3)

Supplemental Material: Story worksheets

Genre

A genre _______________ is the label we use for books and movies. For _______________, some books are fantasy while others _______________ science fiction. Another way to _______________ science fiction is sci-fi. Sci-fi usually has characters with magic _______________ and takes _______________ in space or in another world. Sci-fi movies and books are entertaining _______________ the reader can imagine he/she is there.

Another _______________ is comedy. Movies that are comedies are often _______________ and make people laugh. Have you _______________ read a book that is funny? That’s probably got _______________ in the title of the genre. For example, one time _______________ read a book about space that was so funny, I _______________ fell on the floor laughing. One type _______________ comedy is romantic comedy. Another way _______________ say romantic comedy is rom-com. Rom-Coms are popular because _______________ tell stories about love.

One _______________ many people don’t oft  en think _______________ is called classic fiction. Classic fiction is made _______________ of many books that authors wrote _______________ long time ago. They _______________ stories from Shakespeare all the _______________ up to the 20th century. One classic fiction story is called Lord of the Flies. Lord of the Flies is _______________ a group of children that end up _______________ an island and become their own colony. A colony is a _______________ of people that live separated from others, creating their _______________ society and sometimes, civilization. _______________ you imagine having your own society on an island _______________ away from adults? How _______________ you live? What would you do for _______________?

Classic _______________ can be classic for many reasons. One reason a piece of literature can be _______________ classic is how it affects society at the _______________. For example, the book 1984 was considered _______________ controversial when it was released, but became a classic because of its message and popularity. It has _______________ to define “dystopian novel.”
Lesson Topic: Hog Hat Zone (Lesson 3)

Supplemental Material: Story worksheets

One genre that has become quite ____________ (adjective) among young readers is fantasy. Fantasy fiction include book series like Twilight, Harry Potter, ____________ (fantasy fiction series) and others. ____________ (quantity) young readers cling to these books because of sheer entertainment, great stories, or a connection ____________ (preposition) the characters. One aspect of fantasy fiction that separates it from other ____________ (noun) of fiction is that there is ____________ (adverb) one or more elements of magic, like talking animals, or witches, ____________ (fantasy element) or superpowers. These elements would never ____________ (verb, infinitive) found in realistic fiction or historical fiction.

Our Very Own Fantasy Fiction

______________ slept peacefully with the ____________ above. In the distance one could see thousands of ____________, tiny speckles from the view of the ____________ where ____________ sleeps now. In the morning, the ____________ will give way to the ____________ and the sky will be a bright ____________. On ____________’s mind is not the sky, but instead the ____________. It is coming up and he/she has to be ready. One thing ____________ thinks about a lot is ____________. Every time this happens, it feels like ____________. What is ____________ to do?

Luckily, Pado has the magic ____________ needs. He is skilled at fighting ____________ and uses his powers only for ____________. He is able to ____________ in a moment. He is very patient and likes to help.

After many months of working together, the day came. They were ____________. It felt like forever waiting for ________________. One wrong turn and ____________! It could be over. With great concentration, they ____________ and ____________. Out of nowhere ____________ came ____________ and ____________. How unexpected! All of a sudden ____________ and ____________. Who could have won? ______ _________.

______________________________.
Lesson Topic: Hog Hat Zone (Lesson 3)

Supplemental Material: Story worksheets

My Own Writing

Genre: ____________________

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

In your writing include and label the following parts of speech:

3 nouns
3 pronouns
3 adjectives
3 adverbs
4 prepositions
2 clauses
2 proper nouns
4 verbs
This chapter includes the offline lessons for the Fast ForWord Reading Level 4 program. For specific details on each of the Fast ForWord programs, see the Fast ForWord Program user guide in MySciLEARN Help.

What's in this chapter

- Reading Level 4 - Hoof Beat ................................................................. 480
- Reading Level 4 - Jitterbug Jukebox ..................................................... 485
- Reading Level 4 - Stinky Bill's Billboard ........................................... 493
- Reading Level 4 - Lulu's Laundry Line ................................................. 500
- Reading Level 4 - Book Monkeys Book Two ....................................... 505
- Reading Level 4 - Goat Quotes ............................................................ 513
LESSON TOPIC: Hoof Beat

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).

Writing: Fill in graphic organizers, charts, and tables.

Listening: Follow multi-step oral commands/instructions.
Classify/sort content-related visuals per oral descriptions.
Use learning strategies described orally.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Ask for clarification (e.g., self-monitor).
Explain and compare content-based concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to sort and write vocabulary words using syllable structures.

CONTENT – Students will be able to use what they know of letter sounds and spelling to succeed in the Hoof Beat exercise in Fast ForWord Reading Level 4.

KEY VOCABULARY

Hoof Beat word list (page 4)

MATERIALS

- Copies of activity worksheet for students (page 5)
- Pencils
- Independent reading material
- Index cards with vocabulary on one side
- Student logins for the Fast ForWord program
MOTIVATION

*(Building Background)*

Today we are going to be breaking down words into their syllable parts based on the structure of their vowel and consonants. Why do you think we should know how to do this? Why is this important as readers to be able to know how to do?

Have students Think-Pair-Share their responses.

PRESENTATION

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

Explain the differences between Closed Syllable (CVC), Vowel Vowel Team (VW), Controlled “r” (VR) words, giving examples of each (not from the list). Pass out worksheet and pencils to students.

Today we’re going to work together to categorize the words we have here in front of us into categories. Our categories are what?

Give students wait time to respond.

PRACTICE/APPLICATION

*(Guided Practice, Interaction, Strategies, Feedback)*

Let’s start together.

Model a few words that match and say the words aloud, having students then say it with you, then on their own aloud. It is important students practice these subtle pronunciation differences.

Now that we know what to do, let’s find all the words whose spelling patterns match and write them on our sheets.

Have students work together or alone depending on English or reading proficiency level.

ELD Differentiation

Emerging, Developing: Introduce this activity in students’ native language and think about ways to model this with words from students’ first language. Tonal languages may not have a corresponding activity in terms of phonological differences, but other languages from a Latin-based alphabet may.

Encourage students to use what they know of letters and phonemes in their first language to support them in this activity. Model as needed until you can see students are comfortable with the activity. If this is easy for students, increase the difficulty by changing the category criteria:

- Morphological: root words vs. words with prefixes or suffixes
- Syntactic: parts of speech (noun, verb, adjective, adverb, etc.)
Lesson Topic: Hoof Beat

Have students use the following sentence frames to encourage speaking during the activity:

This word goes here.

__________ is like ______________, so it goes here.

_____________ goes in the ______________ column.

I think ____________ looks like ______________.

_____________ matches ________________.

These two words go in the ______________ column.

This word goes here.

That word goes there.

What fits here?

What is an example of ______________?

What am I missing?

I am missing ______________.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Collect the completed worksheets from the students and check for understanding.

Now it’s time to practice these skills in Fast ForWord. Today you will practice Hoof Beat. Let’s log in and begin working on Hoof Beat.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. Use more advanced multi-syllable words with the students.

2. Have students come up with their own categories and sort the words according to them.

3. Have students add words they know to the columns.

4. Have students work together to create categories and sort words using the semantic vocabulary from Hoof Beat.
stain  
esteam  
stairs  
stay  
away  
always  
aware  
awake  
boat  
boot  
both  
bait  
mean  
main  
mane  
men  
brain  
brown  
brawn  
brine  
spray  
sprain  
spry  
stray  
coast  
cost  
cats  
coarse  
each  
ease  
itch  
ache  
street  
straight  
striped  

seat  
agreed  
argued  
egret  
again  
sauce  
says  
saws  
seize  
autumn  
awful  
atom  
author  
drawn  
drown  

drain  
draw  
lawn  
loan  
loon  
lean  
boot  
bout  
booth  
bought  

noose  
nose  
pool  
pole  
poll  
pill  
haul  
hail  
hill  
heal  
parts  
ports  
pants  
packs  
wonder  

where  
wear  
we’re  
first  
fist  
fished  
feast  
score  
scare  
scar  
scorn  
turtle  
title  
turnip  
turret
## HOOF BEAT – CHOOSE ONE... ACTIVITY SHEET

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Closed Syllable (CVC)</th>
<th>Vowel Vowel Team (VV)</th>
<th>Controlled r (VR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>mean</td>
<td>girl</td>
</tr>
</tbody>
</table>

<p>| |</p>
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<th></th>
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</table>
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Listening: Complete content-related tasks or assignments based on oral discourse.
Follow multi-step oral directions.

Speaking: Communicate in social situations.
Repeat words, short phrases, memorized chunks.
Describe pictures, events, objects, or people using phrases or short sentences.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use their background knowledge of vocabulary and spelling rules to listen and spell aloud in a game environment.

CONTENT – Students will be able to use what they know of spelling rules in English to succeed in the Jitterbug Jukebox exercise in Fast ForWord Reading Level 4.

KEY VOCABULARY

Jitterbug Jukebox word list (page 4)

MATERIALS

• Jeopardy board, categories, and word list (page 4)

• Word board: The teacher makes up a clue about a word from the selected category as the game is played. These can be as direct or sly as you choose (if you’d rather be prepared beforehand, write out a clue on an index card with the corresponding word below it on the same side of the card) Keep your own copy of the word lists below and cross out words as you play. Alternatively, to help you decide which words to use when, highlight words that you’d like to use for given point amounts before you begin the game.

• Timer
MOTIVATION

(Building Background)

In order to help build spelling skills to avoid highly misspelled words, fast-paced games of repetition will help immensely! The categories included in this activity are:

Choose 4 to 6 from the categories list and read them aloud.

Today we’ll use these categories to practice spelling words in English with a game called Jitterbug Jeopardy. Raise your hand if you’ve ever seen the show ‘Jeopardy.’

Give students wait time.

In Jeopardy, contestants answer clues in the form of a question for the chance to earn money and win the game. Today, we’ll play for points, and the contestant with the most points at the end of the game wins this:

Insert prize here.

Before we begin, why do you think it is important to build spelling skills in English or any language?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Ok, to start, I’ll model what you will do.

Begin the lesson by modeling the teacher and student role.

Student: -ght long vowels for 3 please.

Teacher: A word that means ‘to see.’

Student: What is sight? S-i-g-h-t.

I’ll model again:

Student: Soft /g/ for 4 please.

Teacher: A word that means how old you are.

Student: What is age? A-g-e.

You’ll have 20 seconds to respond with your answer. Let’s play a few practice rounds.

Play some practice rounds with students until they get comfortable with the structure.
**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

As students play, keep track of points and use a timer to keep on target with the 20-second limit. The students with the most points at the end of the game wins!

**ELD Differentiation**

*Emerging, Developing:* Provide a copy for each student of the word list for each of the categories you will use for the game (below). If possible, introduce the spelling rules and vocabulary words (word list) in students’ native language and discuss the concept of spelling rules using an example from students’ L1.

Ensure students are familiar with all spelling rules and vocabulary before beginning to keep score.

*Expanding, Bridging:* Consider providing a copy for each student of the word list for each of the categories you will use for the game (below). If possible, introduce the spelling rules and vocabulary words (word list) in students’ native language and discuss the concept of spelling rules using an example from students’ L1. Ensure students are familiar with all spelling rules and vocabulary before beginning to keep score.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

*Now it’s time to practice these skills in Fast ForWord. Today you will practice Jitterbug Jukebox. Let’s log in and begin working on Jitterbug Jukebox.*

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have the students create their own Jeopardy words or clues or categories and have them take turns playing the host.

2. Host the game using words from students’ native language first, then transition to English spelling rules.

3. Have students write down all of their responses and at the end, incorporate all of their correct answers into a story or few sentences about something creative.
### 2nd Grade Vocabulary

| Blame | Hope | Name
|-------|------|-----|
| Came  | Inside | Rate
| Case  | Late | Same
| Close | Life | Share
| Fire  | Like | Side
| Give  | Made | Take
| Here  | Make | Time
| Home  | More | Wife

### 3rd Grade Vocabulary

| Bagpipe | Grave | Artichoke | Scrape
|---------|-------|-----------|-------|
| Cane | Hare | Concrete | Spike
| Crane | Hike | Explore | Spike
| Entire | Pale | Explore | Wade
| Explode | Scale | Globe | Indicate
| Fame | Slope | Indicate | Delineate
| Fate | Spare | Inspire | Interfere
| Flame | Twine | Interfere | Relate
| Frame | Wire | Interfere | Relate

### 4th Grade Vocabulary

| Age | Large | Bulge | Rage
|-----|-------|-------|-----|
| Cage | Magic | Energy | Register
| Charge | Page | Plunge |

### Before [i], [e], or [y], - [g] Is Usually Soft

| 2nd Grade Vocabulary | 3rd Grade Vocabulary | 4th Grade Vocabulary
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Large</td>
<td>Bulge</td>
</tr>
<tr>
<td>Cage</td>
<td>Magic</td>
<td>Energy</td>
</tr>
<tr>
<td>Charge</td>
<td>Page</td>
<td>Plunge</td>
</tr>
</tbody>
</table>

### At the End of a Multisyllable Word, [y] Sounds Like Long [e]

| 2nd Grade Vocabulary | 3rd Grade Vocabulary | 4th Grade Vocabulary
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any</td>
<td>Party</td>
<td>Activity</td>
</tr>
<tr>
<td>Body</td>
<td>Simply</td>
<td>Colony</td>
</tr>
<tr>
<td>Directly</td>
<td>Study</td>
<td>Copy</td>
</tr>
<tr>
<td>Exactly</td>
<td></td>
<td>Empty</td>
</tr>
</tbody>
</table>

### At the End of a One-Syllable Word, [e] Is Long

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>He, She, We</td>
</tr>
</tbody>
</table>

### Initial [kn] Makes the /N/ Sound

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knee</td>
<td>Kneecaps</td>
</tr>
<tr>
<td>Knife</td>
<td></td>
</tr>
</tbody>
</table>

### Initial [wr] Makes the /R/ Sound

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong</td>
<td>Wrap</td>
</tr>
<tr>
<td>Write</td>
<td>Written</td>
</tr>
</tbody>
</table>

### Initial Sound

<table>
<thead>
<tr>
<th>Initial Sound</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>[kn]</td>
<td>Knee, Knob</td>
</tr>
<tr>
<td>[wr]</td>
<td>Wrack, Writer</td>
</tr>
</tbody>
</table>
### Supplemental Material: Word list

#### [i] makes a long sound when followed by [ld] or [ght]

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
<th>4th Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>night</td>
<td>delight</td>
</tr>
<tr>
<td>child</td>
<td>right</td>
<td>midnight</td>
</tr>
<tr>
<td>fright</td>
<td>sight</td>
<td>slight</td>
</tr>
<tr>
<td>light</td>
<td>tight</td>
<td>upright</td>
</tr>
</tbody>
</table>

#### Final [mb] makes the /m/ sound

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
<th>4th Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>dumb</td>
<td>crumb</td>
<td>limb</td>
</tr>
<tr>
<td>lamb</td>
<td>thumb</td>
<td>numb</td>
</tr>
</tbody>
</table>

#### To add [-ed, -ing, -er, -le] to a CVC word, double the final consonant

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
<th>4th Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>chopped</td>
<td>jogged</td>
<td>bragging</td>
</tr>
<tr>
<td>clapper</td>
<td>skipping</td>
<td>netted</td>
</tr>
<tr>
<td>fitting</td>
<td></td>
<td>upper</td>
</tr>
</tbody>
</table>

#### At the end of a one-syllable word, [y] sounds like long [i]

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
<th>4th Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>by</td>
<td>my</td>
<td>thy</td>
</tr>
<tr>
<td>cry</td>
<td>shy</td>
<td>thy</td>
</tr>
<tr>
<td>dry</td>
<td>sky</td>
<td>thy</td>
</tr>
<tr>
<td>fly</td>
<td>try</td>
<td>thy</td>
</tr>
</tbody>
</table>

#### [o] makes a long sound when followed by [ld]

<table>
<thead>
<tr>
<th>2nd Grade Vocabulary</th>
<th>3rd Grade Vocabulary</th>
<th>4th Grade Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>bold</td>
<td>hold</td>
<td>untold</td>
</tr>
<tr>
<td>cold</td>
<td>old</td>
<td>unfold</td>
</tr>
<tr>
<td>fold</td>
<td>sold</td>
<td>handhold</td>
</tr>
<tr>
<td>gold</td>
<td>told</td>
<td>marigold</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mold</td>
</tr>
<tr>
<td></td>
<td></td>
<td>scold</td>
</tr>
</tbody>
</table>
### Supplemental Material: Word list

#### [I] BEFORE [E]

<table>
<thead>
<tr>
<th>2nd GRADE VOCABULARY</th>
<th>3rd GRADE VOCABULARY</th>
<th>4th GRADE VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>chief</td>
<td>brief</td>
<td>fierce</td>
</tr>
<tr>
<td>field</td>
<td>niece</td>
<td>pier</td>
</tr>
<tr>
<td>piece</td>
<td>thief</td>
<td>shriek</td>
</tr>
<tr>
<td></td>
<td>priest</td>
<td>yield</td>
</tr>
</tbody>
</table>

#### [Q] IS FOLLOWED BY [U] AND SOUNDS LIKE/KW/

<table>
<thead>
<tr>
<th>2nd GRADE VOCABULARY</th>
<th>3rd GRADE VOCABULARY</th>
<th>4th GRADE VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>quail</td>
<td>quite</td>
<td>consequence</td>
</tr>
<tr>
<td>queen</td>
<td>quite</td>
<td>quake</td>
</tr>
<tr>
<td>quit</td>
<td>quest</td>
<td>quiver</td>
</tr>
<tr>
<td></td>
<td>squid</td>
<td></td>
</tr>
</tbody>
</table>

#### THE PLURAL [-S] CAN SOUND LIKE /S/ OR /Z/

<table>
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#### THE PAST TENSE [-ED] CAN SOUND LIKE /T/ OR /D/

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Supplemental Material: Sample Jeopardy categories

- silent e
- -ght long vowel sound
- final -mb
- double the final consonant
- /y/ sounds like /i/
- i before e
- /y/ sounds like /e/
- soft /g/
- kn– sounds like /n/
- ends in –old
- sounds like /kw/
- ends in –s and sounds like /z/
- past tense
- wr– sounds like /r
### Jeopardy!

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**STANDARDS**

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use L1 to support L2 (e.g., cognates).
Use bilingual dictionaries and glossaries.
Use English dictionaries and glossaries.
Identify multiple meanings of words in context (e.g., “cell”, “table”).

Writing: Fill in graphic organizers, charts, and tables.

Listening: Follow multi-step oral commands/instructions.
Complete content-related tasks or assignments based on oral discourse.

Speaking: Connect ideas in discourse using transitions (e.g., “but”, “then”).
Explain and compare content-based concepts.

**TARGETED ENGLISH LANGUAGE PROFICIENCY**

Emerging, Developing, Expanding

**OBJECTIVES**

LANGUAGE – Students will be able to write sentences using a word in all its meanings.

CONTENT – Students will be able to use what they know of multiple word meanings to succeed in the Stinky Bill’s Billboard exercise in Fast ForWord Reading Level 4.

**KEY VOCABULARY**

Stinky Bill’s Billboard word list (page 6)

**MATERIALS**

- Copies of graphic organizers for students, and teacher copy for modeling (page 4)
- Word list (page 6)
- Pencils
- Dictionaries (bilingual in students’ L1 where possible), thesauri
Lesson Topic: Stinky Bill’s Billboard

MOTIVATION

(Building Background)

There are many vocabulary words that have multiple meanings. You can use the same word with the same spelling and have totally different meanings. It is important to know all the different meanings so that when we read sentences with these words in them we can understand what they say.

Why do you think it may be important to know all the possible meanings of a word?

Have students Think-Pair-Share their responses.

Today we’re going to create something called a multiple meaning map. This map helps us identify all the different meanings of words.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

To get us started, let’s look here. In the center of the map we have the word ‘hand.’ There are four boxes around this center box. The different meanings are placed in the outside boxes. Sentences with the four different meanings are written at the bottom of the page. It’s our job to match the sentence to the correct meaning above. Hmm…

Model thinking aloud to correctly match the sentences to the corresponding definitions of the word “hand.”

Repeat modeling this activity on a blank form with the words “bat” and “puzzle.” However, rather than matching sentences, construct and write sentences that correspond to the correct definition below.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Do this a couple of times with students on their own handouts, having students think aloud along with you. Try this with the words “dig” and “sandwich.”

Gradually prompt students to take over writing out definitions and creating sentences. It’s entirely possible students only know one or two meanings of a word. Additionally, there may not be four usages or definitions for a given word.

Now, let’s pick a word from our word list and see how many meanings it has.

Have students each choose a word and create their own multiple meaning map. If students don’t know more than one meaning, have them look it up in the dictionary and ask for clarification where needed. This may need to be modeled.
ELD Differentiation

Emerging, Developing, Expanding: Provide students with the word list and dictionaries to start. Discuss the concept of multiple meanings in students’ native language if possible or give an example from students’ native language. Model using the dictionary and rephrasing/simplifying/shortening the definition for the graphic organizer before students work with you.

Rephrasing and shortening definitions in a second language is challenging, so model this several times, and only permit this if students have a strong grasp of the language. If not, have students simply record the definitions on their graphic organizers and share with the teacher or another student for clarification as the review/wrap-up portion of the lesson before or after attempting to craft a sentence in English with the associated meaning on the graphic organizer.

Alternatively, rather than write a definition, students could use a thesaurus and write a synonym, or draw a picture, or do a random word association—whatever works best for students to comprehend the various meanings of a given word.

Where appropriate, break up the lesson over several sessions to give students time to get comfortable with the task. Encourage students to get creative with their sentences in writing and don’t worry too much about punctuation and spelling. The big learning is that students understand all possible meanings of a given word.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Collect students’ work and analyze for comprehension of the task and the new vocabulary.

Now it’s time to practice these skills in Fast ForWord. Today you will practice Stinky Bill’s Billboard. Let’s log in and begin working on Stinky Bill’s Billboard.

Have students work in the Fast ForWord program until their time is up.

EXTENSION

1. In addition to writing multiple meanings, have students reserve a box on their multiple meanings map for the same word in their native language if possible.

2. Have students pick a few words and pull them together into a short story with a creative theme, a couple of paragraphs long. For added challenge have students incorporate as many words as possible they they learned from the word list into their stories.
STINKY BILL’S BILLBOARD – WHAT DOES THIS MEAN? WORKSHEET

Multiple Meaning Map

1. Body part
2. Pointer on the face of a clock

hand

3. Cards to play with
4. Audience applause

1. At the table, I was dealt a hand. __________

2. After my performance, I was given a hand. __________

3. When I fell, I broke my hand. __________

4. Are the hands, telling the correct time? ___
Lesson Topic: Stinky Bill's Billboard

Supplemental Material: Multiple meaning maps

1. Body part
2. Pointer on the face of a clock
3. Cards to play with
4. Audience applause
## Supplemental Material: Word list

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### Supplemental Material: Word list

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STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Use L1 to support L2.

Writing: Fill in graphic organizers, charts, and tables.

Listening: Follow multi-step oral directions.
Complete content-related tasks or assignments based on oral discourse.
Categorize content-based examples from oral directions.

Speaking: Describe pictures, events, objects, or people using phrases or short sentences.
Discuss stories, issues, and concepts.
Ask for clarification (e.g., self-monitor).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use context clues and reading fluency to determine correct punctuation in writing in English.

CONTENT – Students will be able to use what they know of correct punctuation structures to succeed in the Lulu’s Laundry Line exercise in Fast ForWord Reading Level 4.

KEY VOCABULARY

sentence abbreviation
comma parentheses
question mark apostrophe
period contraction
colon italics
semicolon quotation marks
exclamation mark
Lesson Topic: Lulu’s Laundry Line

MATERIALS

- Punctuate! activity worksheets printed for students (page 5)
- Pencils
- Key vocabulary on a board or written somewhere clearly visible with visual aid or short definition

MOTIVATION

(Building Background)

Punctuation must be directly taught, even to native speakers of English. And for students who learned to write with a different base alphabet it may take more time to master.

Quick reviews of punctuation rules is still be necessary. Reading correctly punctuated text is essential for modeling usage, but the “rules of punctuation” still have to be studied and learned as a distinct skill.

Today we will spend some time practicing what we know about punctuation.

Questions for discussion:

- What is punctuation?
- Why do we use it?
- Why is it important?
- Why is it important that we know how to use it, in reading? In writing?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

To get us started, let’s look at some common punctuation and their definitions.

Discuss the key vocabulary on the board and have students think of examples in writing or speaking to demonstrate their familiarity or what they know of the vocabulary. To get students talking, ask the following guiding questions:

- When have you seen ___________ in writing?
- What do you do when you see _____________?
- What does ______________ mean we do as readers?
- Have you ever seen ______________?
- What does this help us do as we read?

After asking a question, give students wait time before eliciting responses from students. For high quality responses, have students Think-Pair-Share their answers.
PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Let’s look at a paragraph that is missing punctuation to get us thinking.

Model the first couple of sentences with each handout, one at a time. Then, have students do a couple with you, then have them complete the work on their own. Spend as much time working together as needed for students to feel comfortable with the activity. Re-articulate punctuation and mechanics rules where needed.

The directions for each handout vary slightly. You may have students complete all of these, one per lesson, or just one you choose. Alternatively, print some additional cloze paragraphs and have students continue to hone their skills in editing for punctuation, grammar, and mechanics.

• First page: Punctuation marks at the end of each sentence are missing. Fill in the blank spaces with either a period, a question mark, or an exclamation mark.

• Second page: Act like an editor and correct what’s wrong. Capitalize when needed. Sometimes you will need to use quotes, too.

• Last page: Rewrite these sentences with the correct contractions. Example: I am going to the store tomorrow. I’m going to the store tomorrow.

ELD Differentiation

Emerging, Developing: Before you start, read the story or sentences aloud together on the handout(s). Introduce and model the task in students’ native language where possible. Spend time explaining issues of punctuation relative to students’ native language (either in their L1 or English) before transitioning to this task of English punctuation rules. Allow students extra time where appropriate to complete the task, offering relevant support and guidance as needed.

Expanding: Before you start, read the story or sentences aloud together on the handout(s). Introduce the task in students’ native language where possible. Spend time explaining issues of punctuation relative to students’ native language (either in their L1 or English) before transitioning to this task of English punctuation rules.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Collect the worksheets and track trends in knowledge gaps. Review concepts the students may be struggling with.

Now it’s time to practice these skills in Fast ForWord. Today you will practice Lulu’s Laundry Line. Let’s log in and begin working on Lulu’s Laundry Line.

Have students work in the Fast ForWord program until their time is up.
1. Rewrite (or have the students rewrite) paragraphs from their independent reading, newspapers, magazines, etc. with the punctuation missing (making sure to keep the original as the original correct copy) and have students complete, adding in the correct punctuation.

2. Have students write their own punctuation-free paragraphs about a topic or story of their choice and have a partner complete the task. Have a third student act as proofreader for each paragraph once it is completed.

3. Have students practice this activity in their native language, leaving out punctuation and having a partner fill it in correctly.
Name: _______________________________

REMEMBER:
• Use a period to close or end a telling sentence. (.)
• Use a question mark to close an asking sentence. (?)
• Use an exclamation mark to close a sentence that shows surprise or excitement. (!)

Directions: Read the paragraph below. Punctuation marks at the end of each sentence are missing. Fill in the blank spaces with either a period, a question mark, or an exclamation mark.

Sam and Mark crossed the highway to the cliff s above the ocean beach__ They carried their surfboards on their heads__ They stopped suddenly in amazement when they reached the edge of the cliff__ The waves were huge__ What a surprise__ They had not realized the wind had grown so strong in such a short time__ “Do you think it is safe for us to go surfing this afternoon__” questioned Sam__
STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Answer questions about explicit information in texts. Find details that support main ideas.

Listening: Follow multi-step oral directions. Complete content-related tasks or assignments based on oral discourse.

Speaking: Answer simple content-based questions. Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to ask and answer comprehension questions about a paragraph using flash cards with question word stems.

CONTENT – Students will be able to use their comprehension of passages about Animal City to succeed in the Book Monkeys: Book Two exercise in Fast ForWord Reading Level 4.

KEY VOCABULARY

who
what
when
where
why
how

(plus key words from paragraphs as needed, see page 6)
MATERIALS

- Paragraphs, written somewhere clearly visible for students (page 6)
- Question word flash cards face down
- Question stems from ELD Differentiation section (page 4)
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Open a group discussion using the following questions:

What do you know about cities?

Do we live in a city?

What is living in a city like?

What do people do for fun in the city?

What do people do for work in the city?

How is a city different than other places?

What do you like/dislike about living in the city? Or: What do you think you would like or dislike about living in the city?

Give students wait time to talk and probe their thinking to elicit language from students.

Asking and answering questions is something good readers do to help understand stories. Why is it good to understand what we read?

Give students time to think and respond about why it’s important to understand what we read.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we’re going to read about a place called Animal City. What do you think a place called Animal City would be like? Have students talk about what an Animal City would be like. Encourage students to get creative.

As we read, we’re going to ask one another questions about Animal City using these 5 question words: what are question words?
Give students an opportunity to brainstorm and guess at the definition of question words.

**Question words are words we use when we ask questions. In English, there are 6 common question words:**
Who, what, when, where, why, and how?

**Many questions in English start with one of these words. Today, we'll practice reading and using these words to ask questions about Animal City.**

Show students first paragraph and read aloud, then have students read with you, then have students read on their own. Define any words that students may be unfamiliar with and give examples.

Model drawing a question card, asking a question, giving students 10-20 seconds of wait time, and then saying a student’s name who then must answer the question you asked aloud. The key is to:

1. Come up with a question using the question word you drew from the deck,
2. The question is about the paragraph everyone just read, and
3. Give all students think time to come up with a response before choosing a student to answer.

Each student will do this activity, so be sure to model exactly how you’d like students to follow suit.

Next, have everyone read the second paragraph. Don’t worry too much about student pronunciation, so long as they are familiar with most of the words and can pronounce most words correctly. If students are still struggling with the level of text of the passage, have students practice their fluency and comprehension in class or on Reading Assistant before coming back to this activity.

**PRACTICE/APPLICATION**

*(Guided Practice, Interaction, Strategies, Feedback)*

Have students read the paragraph first by the teacher, then as a group, then just students. Each student takes a turn drawing a question card, asking a question about the paragraph students just read, giving everyone think time to formulate their answers, and calling on another student (or teacher) to answer the question. For each paragraph, have up to 5 students take a turn asking a question.

Encourage students to get creative with their questions and give examples to start (some sentence frames are below). Once the question is correctly answered, have the student put the card back in the pile. If the first student called upon does not answer within 15-20 seconds move to the next student to keep the game going. If students overall are struggling to answer, have the student repeat the question or write each question on a clearly visible surface and read it aloud.

Keep score if desired to offer prizes at the end of a lesson or a week as needed for student motivation.
**ELD Differentiation**

**Entering, Emerging, Developing:** If students are struggling with the demand of the task, spend some time modeling asking questions and have students practice responding to the questions with one another on a book or movie all students are familiar with.

Read the passage to students and define any potentially challenging vocabulary in speaking and writing with examples and visuals where possible. Write the following question stems on the board or some other clearly visible surface to support speech production during the activity, modeling a few and pointing to the words as you read:

- How does the character, ________, do ______________________?
- How does the author help us understand ______________________?
- What clues in the story tell us ________________________?
- What do you think the author means by ________________?
- What is ____________________?
- What does ______________ mean?
- Where is the story taking place?
- Where do the _________________ live?
- Where in the text does it tell us ________________?
- Why is ________________?
- Why does ________________?
- Why is _______________ doing _______________?
- When does the _______________ do ______________?
- When is _________________?
- Who is ________________?
- Who does the author tell us is ______________?

To support student thinking, for each question asked and only where needed (if students overall are struggling to respond even after think time), write each question on the board or other clearly visible surface and read it aloud pointing to the words as you read. Define any potentially challenging words in the question with examples or a native language translation where possible and appropriate.

Keep score to build student engagement or tally best or complete sentence responses for extra points.

**Expanding:** Encourage students to ask questions that require that readers think beyond the text, having students infer or draw conclusions, answer if-then scenarios, and potentially even opinion questions, requiring students to support their opinions with evidence in the text. See below in “Extension” for activities for enrichment.
Now it’s time to practice these skills in Fast ForWord. Today you will practice Book Monkeys: Book Two. Let’s log in and begin working on Book Monkeys: Book Two.

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students write their own paragraphs and questions for a partner to answer.

2. Have students add on to the paragraphs below with their own sentences or rest of the story for a creative writing activity.

3. Have students think about the paragraph and come up with their own question using a key word you point out: it could be a word from the story or a reading comprehension strategy term like “context clues”, “text-to-self connection”, “compare”, or “main idea”. Then have students either say or pose the question in writing to a partner and have the partners answer either in speaking or writing.

4. Alternatively, print out the paragraphs below and cut them out. Have students read the paragraphs in pairs (or individually for more of a challenge) and categorize each paragraph as fiction or nonfiction or some other set of categories.
Today I’m going to the big soccer game. The Daring Donkeys are playing the Great Goats. Both teams run very fast. The donkeys are very good at kicking with their back feet. The goats are great at using their heads to send the ball flying. Whoever wins today will be the city champions!

The Animal City swimming pool is a popular place. Everyone is welcome as long as they act nicely. In hot weather you might see dogs, ducks, alligators, and even a hippopotamus swimming together. In the winter the pool is full of polar bears, seals, and penguins. Hot or cold, you won’t see lions, panthers, or house cats. Most cats don’t like getting wet!

Most big cities are busy by day and much quieter at night. Animal City is very active at night. That’s because many animals come out only at night. These nighttime animals sleep all day. Once it gets dark, bats, owls, hamsters, and many others wake up. They will stay awake until the sun comes up again. My friend Roger is a fennec fox. He comes from the desert in Africa and has huge ears. His big ears help him hear very, very well. He can hear tiny bugs moving under the sand. Roger has a very special job in Animal City. He goes from house to school to music hall tuning pianos.

We just saw a show called “Mice on Ice.” We joined the crowd at the ice-skating rink. On the ice were hundreds of mice in beautiful costumes. They wore tiny ice skates and did spins and jumps to music. At the end, they formed a long line holding each other’s tails. As they raced across the ice, the crowd clapped and clapped.

Let’s visit the Farm-Animal Food Market. There is a large department with seeds for chickens, ducks, and geese. There is a room full of dried oats for the horses. There are piles of different grasses for the cows and sheep. Most farm animals like the fruit and vegetable department. Because pigs will eat rotten food, there is a smelly room just for them.

Spring is a special time in Animal City. That’s because so many animals have their babies in spring. You can see new lambs playing in flocks of sheep. In the parks, you can watch calves following their mother cows. You can hear baby birds chirping from nests high in the trees. I especially like watching foals learning to run like stallions and mares.

All people need fresh water to live. That is why most large cities are near fresh water. Cities near a lake or river have a steady supply of fresh water close-by. Those in the desert or near the saltwater ocean may not. These cities must get fresh water from other places. Their water is carried to them through pipes from freshwater rivers and lakes.

Most tall buildings have elevators. Elevators carry people and things between floors. First, you press a button to choose whether to go up or down. When the elevator arrives, get in and choose the number for the floor you want. A bell rings to signal that you have arrived at the right floor. I like elevators because I’d rather not climb hundreds of stairs!

Cities often honor important people and events. They might build a monument to help people remember a special time. Some monuments honor war heroes. Other monuments honor important leaders, such as presidents. Most have a sign telling you what the monument is for. When you look at the monument and read the sign, you are learning about a city’s history.
If you like baseball, you might enjoy living in a big city. Almost every large city in America has its own baseball team. If you buy a ticket, you can visit the ballpark. You can sit with other fans and cheer for your favorite team. Chicago and New York have two teams each! I guess people in those cities are crazy about baseball.

Big cities usually have several large highways. It takes many years to plan and build them. First, the city government uses a map to decide where the highway should go. Next, they buy all the necessary land. Then, hundreds of workers remove anything on that land. Over several years, the new road is built. When it is finished, cars, trucks, and busses will use it every day.

Many animals work together at the City Flower Garden. First, dogs and foxes dig all the holes for the plants. Then birds drop seeds into the holes. Raccoons water the seeds so they will grow. Sheep and cows especially like eating grass.

The city needs a leader to be in charge. Every four years, the animals vote for mayor. This year, a tiger won and now she runs the city. She is very smart and strong. All the animals like her even though she has sharp teeth!

The city has busses and trains. They take the animals from place to place. A lot of the slower animals ride on them. You might ride with a hen, a turtle, or some pigs. Fast animals would rather run or fly.

Many snakes are good at climbing trees. That is why they fix the city’s streetlights. When a light breaks, a snake is called to that street. The snake ascends the light pole. Soon the city night is bright again.

A building is on fire! Quickly someone calls the fire department. Here come the elephants, racing to the scene. They shoot water from their trunks and soon the fire goes out. The animals are lucky to have elephant heroes.

In a zoo, animals live in cages and glass houses. Our city does not have a zoo. If people visit our city, they will see all kinds of animals. They might even think that Animal City is a giant zoo. Except, of course, the animals are running free.

The streets in a big city can get very dirty. Most cities have special trucks called street sweepers to clean up the litter. These trucks have large brushes that remove the litter from the street. All the cars must move off the street when it is being cleaned.

Many cities have theaters where you can watch a play. If you buy a ticket, you can see actors work on stage. Actors wear costumes and pretend to be someone else. They might sing, dance, or make you laugh. When the play is over, you clap to show you enjoyed it.

Big ships come to the city harbor. The ships are bringing necessary supplies. The ships come across oceans and rivers. The ships dock at the city’s harbor and unload their cargo. Everyone in the city is thankful for this cargo. Now they have things they need to live and work.

A taxi is a car that takes someone from place to place. Each taxi has a meter that keeps track of how long the ride took. The taxi driver starts the meter as soon as the rider gets in the car. When the cab gets to the right address, the driver stops the meter. The rider must pay the amount the meter shows.
The blues band is playing in the park tonight. They are expecting a huge crowd because the concert is free. Some of the animals bring chairs so they will feel comfortable. They like to arrive early to get a good spot. Other animals bring blankets. They will lie out under the stars as the music plays. Giraffes and elephants usually stand in the back because they are so tall.

Many artists live in the city. Some of them like to mold things out of clay. Others like to draw or paint. A gorilla named John is famous for his paintings. He stands in his studio wearing a plastic suit and gloves. He reaches into cans and throws paint of all colors. The paint splashes against big pieces of paper.

The city streets are crowded and busy. Sometimes the cars and trucks are backed up for miles! No one likes all that traffic. You hear a lot of honking horns and squeaking brakes. You also hear angry barking and growling! When drivers aren’t careful, there may be a crash. To avoid such trouble, many animals walk.

Martha is a canary who loves to sing. She is studying to improve her voice. Living in a big city gives her an advantage. There are many teachers and schools to help Martha. Every Thursday, she goes to see Master Mockingbird. He is an expert singer. With his teaching, Martha will become a great singer, too.

Every home and business in the city needs water. The water travels from the city’s lakes through pipes. The pipes lie under the city’s streets in tunnels. These tunnels were dug by moles. Thousands of moles spent many years digging. They worked day and night to complete the task. Every thirsty animal is grateful to those moles.

Bob is a bear who hates to cook. Life in the city is perfect for Bob. When he is hungry, he goes out to eat. The city has many places to dine. Bob’s favorite meal is salmon with honey. He goes to a restaurant and orders three plates full! The cook works quickly to feed that hungry bear.

Every city needs a government to help it run smoothly. The government is elected by the citizens of the city. The members of the government make important decisions every day. They create a budget to decide how to spend the city’s money. For example, the budget tells how much money goes to fix roads, schools, and hospitals. When more money is needed, the government raises taxes.

Just imagine the amount of mail arriving in a city each day! Now consider all the mail leaving the city. The postal service is very busy. The postal workers have to sort the mail to get it to the right address. They must transport all the mail from place to place. It takes a lot of work just to get one letter through. A single letter may travel on four trucks and several airplanes!

Every city takes pride in its tall buildings. Special buildings, new and old, give the city a certain look. When you see a postcard of a city, you may recognize it by its skyline. You know the city by the shape and outline of the buildings. Only the skyline of Chicago has the huge, black Sears Tower. The city of Seattle is known for the Space Needle. These landmarks make each city individual.

If you like watching sports, a city is great! You can see a big league baseball team play on their home field. You might go to an indoor arena. Many cities have hockey, basketball, and football teams. Sports fans fill the arena to cheer for their favorite team. If you buy a ticket, you can join the crowd. Indoors or outdoors, you can see a game throughout the year.
LESSON TOPIC: Goat Quotes

STANDARDS

WIDA Grade Level Clusters 3-5, 6-8

Reading: Use context clues and illustrations to determine meaning of words/phrases.
Sort/group pre-taught words/phrases.
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.
Use L1 to support L2.

Listening: Classify/sort content-related visuals per oral descriptions.
Categorize content-based examples from oral directions.

Speaking: Describe situations from modeled sentences.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to create adjective clauses to combine sentences.

CONTENT – Students will be able to use what they know about adjective clauses to succeed in the Goat Quotes exercise in Fast ForWord Reading Level 4.

KEY VOCABULARY

paraphrase  lived
adjective clauses  extremely
edgy  every-day
messy  creepy
bored  prows
large  carefree
knock  calm
running  chubby
Lesson Topic: Goat Quotes

MATERIALS

- Chart paper containing example sentences and sentences for students to use, 1 sentence for each chart paper sheet; tape/adhesive
- Sentences written on a board or other clearly visible surface
- More examples of adjective clauses, if appropriate
- Student logins for the Fast ForWord program

MOTIVATION

(Building Background)

Adjective clauses are parts of sentences that aren’t always required but that give us additional information. For example:

- My sister, who lives in Salt Lake City, was here last weekend for a visit.
- The house, which has been on the market for months, was sold last week to the highest bidder.
- The squirrel’s tree, loaded with acorns, is where a family of birds lives.
- Standing near the drinking fountain, where she normally is, you’ll find Alice waiting for class to begin.
- At noon, and only on Sundays, the ice cream man comes by my house.

What is the adjective clause in these sentences? Let’s think.

Show students the adjective clause.

Why do you think it’s important to understand this and how sentences work like this?

Have students Think-Pair-Share their responses.
Today we will spend some time working with adjective clauses. In this lesson, I’m going to give each of you (or pairs) one sentence. You will work together to combine your sentences into one with an adjective clause. Each of your sentences has only one correct pair.

Give each student an 8.5 x 11 piece of paper containing one sentence.

Before we begin, let’s look at an example.

Share the first example with students and model putting it together, thinking aloud. Have students do the second example with you.

Note: The carat (^) shows the teacher where the clause should go.

Example 1

1a The boy ^ was running toward him.

1b It was the boy who had waved to his friend earlier.

Answer: The boy, who had waved to his friend earlier, was running toward him.

Example 2

1a. John ^ had seen the man knock on the door.

1b. It was John who lived across the street.

Answer: John, who lived across the street, had seen the man knock on the door.
Now that we know what to do, I'm going to give you your own sentences and you'll work together to find your match and combine them into one sentence. When you find your match, tape your posters together and write the correct sentence on the board or on your chart paper.

1a. In front of the statue ^ April saw the hot dog stand.
1b. It was the stand which was there every day.

2a. The light from the lamp was blinking, so he checked the light bulb ^ and saw that it could not be removed until later.
2b. It was the light which was extremely hot.

3a. The dogs love to be inside in the summer ^.
3b. It is cooler inside.

4a. The moldy sandwich ^ was immediately thrown away.
4b. This sandwich belongs to Jacob.

5a. Playgrounds ^ can be dangerous for young kids.
5b. Playgrounds sometimes have old equipment.

6a. Pretty days ^ are perfect for walks in the park.
6b. Pretty days happen some places more often than others.

7a. The penguin ^ swims underwater for long periods to catch dinner.
7b. Fish is the food of choice for penguins.

8a. The hardest thing about school ^ is that there is a great deal of homework.
8b. School lasts most of the day.
Lesson Topic: Goat Quotes

**ELD Differentiation**

**Emerging, Developing:** Model this activity in students’ native language where possible before transitioning to English. Where appropriate and possible, begin the activity in students’ native language, comparing the two language structures in writing on the board or somewhere clearly visible. Giving students an opportunity to compare and contrast grammatical forms across languages builds background knowledge and cognitive functions.

Have students dissect the first examples from the Motivation portion of the lesson into parts of speech before getting into further examples of adjective clauses so that students go into the activity with confidence in their background knowledge of grammar forms. Provide more examples where appropriate, and for further challenge, have students create their own sentences with an adjective clause at the conclusion of the lesson.

**Expanding, Bridging:** Have students write out some examples of their own sentence pairs and trade with a partner to combine the two into one sentence as shown in the examples. Where appropriate and possible, begin the activity in students’ native language, comparing the two language structures in writing on the board or somewhere clearly visible. Giving students an opportunity to compare and contrast grammatical forms across languages builds background knowledge and cognitive functions.

**REVIEW/ASSESSMENT**

*(Review Objectives with Vocabulary, Assess Learning)*

Have students read their sentences aloud with the adjective clause to the group.

*Now it’s time to practice these skills in Fast ForWord. Today you will practice Goat Quotes. Let’s log in and begin working on Goat Quotes.*

Have students work in the Fast ForWord program until their time is up.

**EXTENSION**

1. Have students find examples of adjective clauses in their independent reading.