Newcomer Book
Teaching Guide

Essential Vocabulary and Language Instruction for Newcomers

• Understanding School Language
• Understanding Instructions
• Making Requests

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ISBN 978-0-545-13052-3

Resource Links
SAM Keyword: Newcomer Teaching Guide
# Table of Contents

Effective Instruction for Newcomers .................................................. 2  
Using the *READ 180* Newcomer Book ........................................... 4  
Answer Key .................................................................................. 6  
English/Spanish Cognates ................................................................. 14
Effective Instruction for Newcomers

**Set up newcomers for success by providing instruction in essential foundational skills, vocabulary, and basic school language.**

**Who Are Newcomers?**

Newcomers are students who are recent arrivals to the United States and have been determined to lack enough proficiency in English to participate in mainstream classrooms (Francis et al., 2006). These are students who have been enrolled in U.S. schools for a period of three years or less. Newcomers may arrive at a school at any time during the school year and will need to fit into academic learning as quickly as possible (Calderón, 2006).

**Adolescent Newcomers**

Among newcomers, there are significant differences in terms of the amount and degree of formal schooling, level of literacy in the native language, and school readiness. The term “adolescent newcomers” refers to English language learners who are currently enrolled in grades 6 or above, and who have attended an English-speaking school for fewer than three years.

**Instructional Focus**

- **Concept and Vocabulary Development** Effective vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples, and providing ample practice (Feldman & Kinsella, 2004). Using a variety of visuals is an effective strategy to make concepts and vocabulary accessible to newcomers.

- **Language and Literacy Development** While simultaneously developing conversational ability and basic reading skills, newcomers must quickly begin to develop oral and written academic language skills for success in content-area classrooms (Francis et al., 2006). Teachers need to provide explicit instruction in language and literacy skills (e.g., vocabulary instruction) within the context of meaningful purposes for reading and writing.

- **Partner Reading** As a first step, a newcomer can sit with two English-proficient partners and listen during partner reading (Calderón, 2007). Once the newcomer understands the protocol, the second step is to shadow read (the newcomer reads after each partner in a soft voice). The third step in the process allows the newcomer to read on his own, with the help of the two partners. This three-step scaffolding process helps newcomers pick up English more quickly and stay connected to the content covered in the classroom.

- **Monitoring Progress** Effective assessment of newcomers focuses on multiple skills and includes different sources of information, such as the Unit Reviews provided in the *Newcomer Book*. Data should serve to identify students’ difficulties as well as strengths. Within the classroom, teachers may need to use multiple measures and instruments to serve these purposes (Francis et al., 2006).
READ 180: From Theory to Practice

The READ 180 Newcomer Book and System 44 software combine to systematically meet the needs of newcomers.

Newcomer Book

The READ 180 Newcomer Book provides instruction in:

- Concept and vocabulary development essential for newcomers.
- Oral practice to develop listening and speaking skills.
- Language development that focuses on essential grammar skills.
- Survival vocabulary and language.
- Language for obtaining necessities, making requests, and understanding instructions.

Further Reading

Look up these professional resources to learn more about addressing the educational needs of newcomers.

Using the **READ 180 Newcomer Book**

**These routines can be used with all lessons of the Newcomer Book to help newcomers acquire new vocabulary and develop listening, speaking, reading, and writing skills.**

1. **Concepts and Vocabulary**
   - **Teach** new concepts and vocabulary by using the photographs and labels in the **Newcomer Book**. Direct students’ attention to a photograph. **SAY:** *This is a lesson about the objects in the classroom.* Point to objects in the photograph and read each label. **SAY:** *This is a desk.* Have students repeat the names of the objects. Point to objects in the classroom, such as computer, bookshelf, chairs, and windows, and say what they are. Write labels on the board. **SAY:** *This is a computer.* Teach the vocabulary words using the same technique. Use the glossary on pages 58–61 of the **Newcomer Book** to provide definitions for each word.
   - **Model** answering yes/no questions as you point to objects in the classroom or the photograph. **SAY:** *Is this a desk? Yes, this is a desk.* Nod your head and point your thumb up to signal “yes” to students. Point to another object and ask again. **SAY:** *Is this a desk? No, this is not a desk. This is a computer.* Shake your head and point your thumb down to signal “no” to students.
   - **Guided Practice** Read the sentences aloud while students listen. Read each sentence again and have students repeat after you several times. Then read each sentence and omit the last word. **SAY:** *There are many things in your___.* Have students say the missing word (classroom).

2. **Oral Practice**
   - **Teach** students to read and speak English by using the chant or dialogue. Read aloud the chant or dialogue for them. **SAY:** *My name is___. This is your___.* (desk, chair). Read each sentence of the chant or dialogue again and have students repeat after you.
   - **Model** how to partner read with a student. Read one line of the chant or dialogue, then have a student read the next line. Divide students in pairs and have them partner read while you listen.
   - **Guided Practice** Read the instructions aloud. Show students how to complete the first sentence. Write the first sentence on the board with a blank: **I sit at my___.** during class. Fill in the blank with the word desk. Have students complete the rest of the sentences on their own. After they have finished, help them to read the completed sentences chorally.

3. **Language Development**
   - **Teach** students language and grammar. Read the instructions and the words given in the chart. Read all the question words aloud and provide examples for each question word in a sentence and an answer. **SAY:** *What? What is this? This is a desk.* **SAY:** *Who? Who am I? I am Ms. (Mr.) ____.

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**Further Reading**

Look up these professional resources to learn more about addressing the educational needs of newcomers.


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The *READ 180 Newcomer Book* in Action

**Strategies to support newcomers are integrated throughout.**

### Concepts and Vocabulary routine

- Teaches essential words and concepts.

### Oral Practice routine

- Develops listening and speaking skills, based on teacher modeling and partner work.

### Language Development routine

- Focuses on basic language and grammar skills.

### Implementation Tips for Using the Newcomer Routines

- **✓ Make instruction concrete**, connecting to visuals, physical movements, and texts.
- **✓ Provide daily opportunities for practice.**
- **✓ Tell students what you are doing**, observing, and thinking.
- **✓ Systematically encourage students to talk.**
- **✓ Provide corrective feedback. Mirror intended message in correct English.**
- **✓ Systematically assess performance and adjust instruction.**

### Language Development (continued)

- **Model** how to complete the first sentence. Write the sentence on the board with a blank: ____ does class start? Fill in the blank with the word *When*. Have students complete the rest of the sentences on their own. After they have finished, ask them to read the completed sentences chorally.

- **Guided Practice** Show students how to write a complete sentence using the patterns learned in this lesson. Write: *Where is your classroom?* Write other sentences using this same pattern. Ask students to write four more sentences on their own, on a separate piece of paper, using question words. Have students read their sentences aloud.
Unit 1, Lesson 1

**Read and Speak** Take turns reading with a partner.

My name is Kim, K-I-M. My phone number is 555-1468.

My name is Luis, L-U-I-S. My phone number is 555-9372.

**Language Development**

<table>
<thead>
<tr>
<th>Read and Write</th>
<th>Learn to use numbers and places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is your name Kim?</td>
<td>2. Is your phone number 555-1468?</td>
</tr>
<tr>
<td>3. Where is your name?</td>
<td>4. Where is your phone number?</td>
</tr>
<tr>
<td>5. What is your name?</td>
<td>6. What is your phone number?</td>
</tr>
</tbody>
</table>

**Read and Speak** Take turns reading with a partner.

This is the classroom.

Where is the coach?

This is the principal.

Where is the librarian?

This is the nurse.

Complete these sentences. Use vocabulary words.

1. The __________ is in the classroom.
2. The __________ is in the main office.
3. The __________ is in the library.
4. The __________ is in the health office.
5. The __________ is in the gym.

Complete these sentences. Use nouns.

1. Where is the coach? The coach is in the __________.
2. Where is the principal? The principal is in the __________.
3. Where is the librarian? The librarian is in the __________.
4. Where is the teacher? The teacher is in the __________.
5. Where are you? I am in the __________.

Now write four more sentences. Use nouns.

Example: The student is in the classroom.

**Unit 1, Lesson 2**

**Read and Speak** Take turns reading with a partner.

Luis: Hello, my name is Luis. What's your name?

Luis: My name is Luis. It is nice to meet you, Luis.

Luis: I am fine, thank you. How are you?

Luis: Very well, thank you.

Luis: It is nice to meet a new friend.

Complete the following sentences. Use vocabulary words.

1. Hello, my ____________ is Luis.
2. It is nice to ____________ you.
3. Hello, my name is Luis.
4. It is nice to meet a new ____________.
5. Thank you, it is nice to meet you.

**Read and Write** Learn to use am, are, and is.

1. I am
2. You are
3. He, she, it is

Complete these sentences. Use am, are, and is.

1. What is your name?
2. My name is Lin.
3. How are you?
4. I am fine, thanks.
5. It is nice to meet you.

Now write four more sentences. Use am, are, and is.

Example: Hello, my name is Ming.

**Unit 1, Lesson 3**

**Read and Speak** Take turns reading with a partner.

Susana: Hi, Luis. The teacher is in the classroom.

Susana: Where is the teacher?

Luis: The teacher is in the classroom.

Luis: And where is the principal?

Hi, Luis. The teacher is in the classroom.

Susana: Hello, Susana. Where is the teacher?

Susana: The teacher is in the classroom.

Complete these sentences. Use question words.

1. Where is the teacher? The teacher is in the __________.
2. Where is the principal? The principal is in the main office.
3. Where is the nurse? The nurse is in the health office.
4. Where is the librarian? The librarian is in the __________.
5. Where is the coach? The coach is in the __________.

Complete the following sentences. Use vocabulary words.

1. I use a ____________ to read stories.
2. I use a ____________ to write on.
3. I can use a ____________ to read and write.
4. My teacher writes on the ____________.

**Read and Write** Learn to use question words.

1. Who is your favorite class?
2. What is your name?
3. Where is the cafeteria?
4. What is your teacher?
5. Who is your best friend?

Complete these sentences. Use question words.

1. Who is your best friend?
2. Where is the cafeteria?
3. What is your teacher?
4. Who is your favorite class?
5. When does class start?

Now write four more sentences. Use question words.

Example: Where is your classroom?
Unit 1, Lesson 5

**2. Read and Speak** Take turns reading with a partner.

This is what we do in school.

We eat our food.

We put away our bags.

We raise our hands.

Complete the following sentences. Use vocabulary words.

1. If you have a question, please ________ your hand.
2. Please ________ your book.
3. Please ________ for your turn.
4. Please ________ at the door.
5. Please ________ your pencil.

**Language Development**

3. Read and Write Learn to use verbs.

Open your books. Raise your hand.

Write the answer. Listen to me.

Stop talking. Show your work.

Complete these sentences. Use verbs.

1. Please ________ your homework.
2. Please ________ talking during class.
3. Always ________ your hand in class.
4. ________ your notebooks.
5. ________ to your teacher.

Now write four more sentences. Use verbs.

Example: Listen to your classmates.

Unit 1, Lesson 6

**2. Read and Speak** Take turns reading with a partner.

Julie: What time is it?

Ana: Look at the clock. It’s eleven thirty.

Julie: It’s 11:30 a.m. It’s almost noon.

Ana: What time does class start?

Julie: Class starts at one fifteen.

Ana: After 1:15 p.m., we’ll be in class.

**Language Development**

3. Read and Write Learn to use at, before, and after.

At nine a.m. at midnight

Before eight thirty before six p.m.

After two forty-five after noon

Complete these sentences. Use at, before, and after.

1. I wake up ________.
2. I usually go to sleep ________.
3. Class will start ________.
4. I will call you ________.
5. She was home ________.

Now write four more sentences. Use at, before, and after.

Example: I am always hungry before noon.

Unit 1 Review

**Vocabulary**

Fill in the circle next to the correct definition of the underlined word.

1. Please raise your hand if you have a question.
   - put up
   - put away
   - open
   - shake

2. We use the alphabet to write words.
   - numbers
   - paper
   - letters
   - board

3. I put my books in my desk.
   - computer
   - classroom
   - where you sit
   - office

4. Shake hands when you meet a new friend.
   - say "Thank you"
   - say "Hello"
   - very well
   - ask

5. The librarian works in the library.
   - person who takes care of books
   - teacher
   - person who works in an office

6. I go to sleep before midnight.
   - 12 p.m.
   - midnight
   - 12 a.m.
   - clock

**Language Development**

Circle the word that best completes each sentence.

1. ________ were you late to class?
   - Why
   - What

2. My teacher is in his ________
   - classroom
   - library

3. ________ your textbook to page 20.
   - Open
   - Write

4. He ________ a new student.
   - are
   - is

5. I will wait for you ________ school is over.
   - at
   - after

**Writing**

On a separate sheet of paper, write five sentences about school.

Use classroom, library, principal, textbook, and line up.
This is Julio's family.

Carlos is Julio's little brother.

Elena is Julio's big sister.

Roberto is Julio's father.

This is Julio's family.

Complete the following sentences. Use vocabulary words.
1. There are __________ people in Julio's family.
2. Elena is Julio's __________.
3. Carlos is Julio's __________.
4. Maria is Julio's __________.
5. Roberto is Julio's __________.

Now write four more sentences. Use adjectives.

Complete these sentences. Use adjectives.
1. There are __________ people in Julio's family.
2. Carlos is Julio's __________ brother.
3. Elena is Julio's __________ sister.
4. Julio is Elena's __________ brother.
5. Julio has __________ relatives.

Now write four more sentences. Use adjectives.

Example: This is my little cousin.

### Unit 2, Lesson 2

### Oral Practice

2. Read and Speak Take turns reading with a partner.

Today, I feel happy.

I want to smile.

Yesterday, I felt sad.

I did not want to smile.

I feel happier today.

It's good to understand your emotions.

Complete these sentences. Use comparatives.
1. I hope you feel __________ than you did yesterday.
2. She felt __________ after losing the race.
3. I feel __________ than I did yesterday.
4. Being happy is the __________ feeling I know.
5. It's __________ to understand your emotions.

Complete these sentences. Use comparatives.
1. I hope you feel __________ than you did yesterday.
2. She felt __________ after losing the race.
3. I feel __________ than I did yesterday.
4. Being happy is the __________ feeling I know.
5. It's __________ to understand your emotions.

Complete these sentences. Use comparatives.
1. I hope you feel __________ than you did yesterday.
2. She felt __________ after losing the race.
3. I feel __________ than I did yesterday.
4. Being happy is the __________ feeling I know.
5. It's __________ to understand your emotions.

Complete these sentences. Use comparatives.
1. I hope you feel __________ than you did yesterday.
2. She felt __________ after losing the race.
3. I feel __________ than I did yesterday.
4. Being happy is the __________ feeling I know.
5. It's __________ to understand your emotions.
Unit 2, Lesson 5

2. Read and Speak

Luis: Are you thirsty?

Susana: Yes. I am very thirsty. I need some water, please.

Luis: Yes, of course. Are you hungry, too?

Susana: I am a little hungry. Can I have an apple?

Luis: Yes. I will bring you an apple and water.

Susana: Thank you very much. That would be nice.

Complete the following sentences. Say them.

1. There are seven ________ in a week.

2. There are ________ ________ in a year.

3. Every ________ ________ has twelve months.

4. There are 52 ________ ________ in a year.

5. The calendar shows all the ________ of the year.

Complete the following sentences. Use vocabulary words.

1. I look at the ________ to see what day it is.

2. There are seven ________ in a week.

3. Every ________ ________ has twelve months.

4. There are 52 ________ ________ in a year.

5. The calendar shows all the ________ of the year.

Complete these sentences. Use vocabulary words.

1. My birthday is ________ January.

2. The party is ________ February 10th.

3. School starts again ________ February 10th.

4. I will see you ________ the summer.

5. She will see you ________ June.

Now write four more sentences. Use vocabulary words. Example: I like to eat sandwiches.

3. Read and Write

Learn to use pronouns.

<table>
<thead>
<tr>
<th>Singular Pronouns</th>
<th>Plural Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me, my, mine</td>
<td>we, us, ours</td>
</tr>
<tr>
<td>you, your, yours</td>
<td>you, your, yours</td>
</tr>
<tr>
<td>he, his, his</td>
<td>they, their, theirs</td>
</tr>
<tr>
<td>she, her, hers</td>
<td>she, her, hers</td>
</tr>
</tbody>
</table>

Complete these sentences. Use pronouns.

1. My sister likes fruit. She ________ apples.

2. My brother likes milk. He ________ drinks milk all the time.

3. My friends and I are hungry. We ________ want to eat.

4. My cousins like apples and oranges. They ________ like fruit.

5. You and I need to eat. We ________ are hungry.

Now write four more sentences. Use pronouns. Example: He likes to eat sandwiches.

4. Language Development

Complete the blanks with ________ , ________ , and ________ .

1. My friends and I are hungry.

2. Yesterday, I ________ something good cooking.

3. My friend has ________ relatives.

4. I like my English class ________ than my Math class.

5. I need to buy ________ new coat.

6. My birthday is ________ January.

Complete the blanks with ________ , ________ , and ________ .

1. I will see you ________ two weeks.

2. School starts again ________ February 10th.

3. The party is ________ February 10th.

4. I will see you ________ the summer.

5. She will see you ________ June.

Now write four more sentences. Use ________ and ________ .

Example: We will see you on Thursday.

Unit 2, Lesson 6

2. Read and Speak

Take turns reading with a partner.

Ms. Jackson: How many days are there in a week?

Luis: There are seven days in a week.

Ms. Jackson: How many months are there in a year?

Luis: There are twelve months in a year.

Complete the following sentences. Use vocabulary words.

1. I look at the ________ to see what day it is.

2. There are seven ________ in a week.

3. Every ________ ________ has twelve months.

4. There are 52 ________ ________ in a year.

5. The calendar shows all the ________ of the year.

Complete three sentences. Use ________ and ________ .

1. My birthday is ________ January.

2. The party is ________ February 10th.

3. School starts again ________ February 10th.

4. I will see you ________ the summer.

5. She will see you ________ June.

Now write four more sentences. Use ________ and ________ .

Example: We will see you on Thursday.

Read and Write

Complete the blanks with ________ , ________ , and ________ .

Then read the paragraph out loud.

Soon my big ________ ________ will go away to college. This makes me feel ________ , because I will miss him. I will get him a present. I will hide it in the pocket of his ________ ________ , so that he finds it later!

Practice Grammar

Circle the word that best completes each sentence.

1. ________ is my big brother.

   (He, She)

2. I need to buy ________ ________ new coat.

   (a, an)

3. I like my English class ________ than my Math class.

   (better, best)

4. My friend has ________ relatives.

   (many, much)

5. Yesterday, I ________ something good cooking.

   (smelled, smell)

6. I will see you ________ two weeks.

   (in, on)

Writing

On a separate sheet of paper, write five sentences about things you like to eat and drink. Use ________ , ________ , ________ , and ________ .

Vocabulary

Fill in the circle next to the correct definition of the underlined word.

1. I wear ________ to keep my feet warm and dry.

   (a) pants    (b) open    (c) things you wear on your feet

2. Juice is good when you feel thirsty.

   (a) want to drink    (b) food    (c) hungry    (d) happy

3. There are twelve months in a year.

   (a) seven days    (b) 52 weeks    (c) 53 days    (d) calendar

4. There are four people in my family.

   (a) mother    (b) a group of related people    (c) mother’s brother    (d) father

5. When I feel happy, I want to smile.

   (a) look happy    (b) feel    (c) emotions    (d) sad

6. I use my ears to hear.

   (a) touch    (b) sense sound with your ears    (c) emotions    (d) feel

Resource Links
2. Read and Speak

Take turns reading with a partner.

Example:

Luis: I'm good with math problems.

Susan: My town is small.

Unit 3, Lesson 2

2. Read and Speak

Take turns reading with a partner.

Luis: I'll meet you at the library. Where do you live?

Susan: I live at 325 East First Street.

Luis: What's the address for the library?

Susan: The library is at 97 West Second Street.

Luis: Can you draw a map or give me directions to get there?

Susan: Just walk three blocks down, then turn right. You'll find it.

Unit 3, Lesson 3

2. Read and Speak

Take turns reading with a partner.

Luis: I need to buy food.

Susan: What's the best place to buy school supplies?

Luis: Can't do it.

Susan: I think the store is the best place to buy school supplies.

Luis: I don't know where you live.

Susan: My city is big.

Luis: My town is small.

Susan: Where do you live?

Luis: I live near the school.

Susan: I don't know your address.

Luis: Watch three blocks down, then turn right. You'll find it.

Susan: I need money to buy books.

Luis: He's good with maps.
Unit 3 Review: Your School and Community

Vocabulary

Fill in the circle next to the correct definition of the underlined word.

1. I live in a city with many parks and tall buildings.
   a. map  b. large place with many people  c. find

2. I want to buy a new notebook at the store.
   a. save money  b. place where you buy things  c. expensive

3. My uncle has a job selling cars.
   a. in the city  b. worker  c. what you do to earn money

4. Luis likes to solve math problems.
   a. measure  b. find the right answer  c. experiment

5. Can you give me directions to your house?
   a. way to get to a place  b. cleaning of an area  c. find

6. How much money will that cost?
   a. buy something  b. what you use to pay for things  c. need  d. price

Language Development

Circle the word that best completes each sentence.

1. They ______ live here any more.
   a. don’t  b. don’t”  c. doesn’t

2. How ______ does that shirt cost?
   a. much  b. many  c. much

3. _______ your town a fun place to live?
   a. how  b. how many  c. How

4. She really likes _______ new job.
   a. her  b. his  c. she’s

5. Susan likes science class _______ good at it.
   a. Not well  b. well  c. not as

6. We _______ to visit our grandparents.
   a. want”  b. wants  c. want

Writing

On a separate sheet of paper, write five sentences about your city, town, or suburb. Use street, buildings, people, shopping, and city, town, or suburb.
Unit 4, Lesson 1

**2. Read and Speak** Take turns reading with a partner.

In fall, the weather is cool. We can see the leaves change color. In winter, the weather is cold. It snows in some places. In spring, the weather is windy. We can fly a kite. In summer, the weather is hot. We can go to the beach. Fall, winter, spring, and summer. There are the seasons of the year.

Complete the following sentences. Use vocabulary words.

1. In _________, the weather is windy.
2. In _________, the school year starts.
3. In _________, the weather is hot.
4. In _________, the weather is cold.
5. The year has four _________.

**Language Development**

**3. Read and Write** Learn to use indefinite pronouns.

<table>
<thead>
<tr>
<th>anyone</th>
<th>anything</th>
</tr>
</thead>
<tbody>
<tr>
<td>everyone</td>
<td>nobody</td>
</tr>
<tr>
<td>nothing</td>
<td>someone</td>
</tr>
</tbody>
</table>

Complete the following sentences. Use indefinite pronouns.

1. Can _________ please help me?
2. _________ wants to be inside today.
3. Do you know _________ about swimming?
4. There is _________ to do today.
5. Does _________ like winter?

Now write four more sentences. Use indefinite pronouns.

Example: Nobody likes the hot summer weather.

---

Unit 4, Lesson 2

**2. Read and Speak** Take turns reading with a partner.

Lin: How do you get around?
Lucas: I ride my bike.
Lin: How does she get around?
Lucas: She drives a car.
Lin: How do they get around?
Lucas: They take the bus. How do you get around?

Complete the following sentences. Use vocabulary words.

1. They take the _________ to school.
2. There are many kinds of _________.
3. I ride my _________ to work.
4. She drives a _________ every day.
5. I take a _________ to visit my cousins.

**Language Development**

**3. Read and Write** Learn to use adverbs.

<table>
<thead>
<tr>
<th>carefully</th>
<th>quietly</th>
</tr>
</thead>
<tbody>
<tr>
<td>easily</td>
<td>slowly</td>
</tr>
</tbody>
</table>

Complete the following sentences. Use adverbs.

1. Please drive _________.
2. I can _________.
3. She opened the door _________.
4. They _________ ride their bikes to school.
5. He often talks too _________.

Now write four more sentences. Use adverbs.

Example: The bus goes slowly down the busy street.

---

Unit 4, Lesson 3

**2. Read and Speak** Take turns reading with a partner.

Julie: There are five regions in the United States.
Julie: My cousin lives in the Southeast. She lives in the state of Florida.
Julie: I have friends in the Midwest and the Southwest.
Lin: I have friends in many places, too!

Complete the following sentences. Use vocabulary words.

1. What _________ do you live in?
2. I live in the _________.
3. The five regions are the West, the Midwest, the Southwest, the Southeast, and the _________.
4. Florida is in the _________.
5. California is in the _________.

**Language Development**

**3. Read and Write** Learn to use prepositional phrases.

<table>
<thead>
<tr>
<th>at</th>
<th>in</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>the airport</td>
<td>this region</td>
<td>the Midwest</td>
</tr>
</tbody>
</table>

Complete the following sentences. Use prepositional phrases.

1. I saw him _________ the airport.
2. I like living _________ this region.
3. The plane flew _________ the air.
4. We met her _________ the bus stop.
5. You live _________ another state.

Now write four more sentences. Use prepositional phrases.

Example: I traveled through the South.

---

Unit 4, Lesson 4

**2. Read and Speak** Take turns reading with a partner.

Ms. Jackson: What important Americans do you know about?
Lin: I know about George Washington. He helped lead the country to independence.
Julie: I know about Susan B. Anthony. She opened the door for women's rights.
Julie: I know about César Chávez. He worked for the rights of farmworkers.
Julie: I know about Martin Luther King, Jr. He worked for equal rights.

Complete the following sentences. Use vocabulary words.

1. We celebrate the birthdays of American _________.
2. We remember _________ who helped the United States.
3. George Washington is an important part of American _________.
4. César Chávez worked for _________.
5. Paintings and statues are _________ symbols.

**Language Development**

**3. Read and Write** Learn to use proper nouns.

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan B. Anthony, Jane Addams</td>
<td>United States of America, Washington, D.C.</td>
<td>Declaration of Independence, Civil Rights Movement</td>
</tr>
</tbody>
</table>

Classify and categorize. Find four proper nouns and four common nouns on this page. Write them below.

<table>
<thead>
<tr>
<th>Proper Nouns</th>
<th>Common Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Jackson</td>
<td>president</td>
</tr>
<tr>
<td>women</td>
<td>Answers will vary</td>
</tr>
<tr>
<td>César Chávez</td>
<td>farmworkers</td>
</tr>
<tr>
<td>United States</td>
<td>rights</td>
</tr>
</tbody>
</table>

Now write four sentences. Use proper nouns.

Example: George Washington was our first president.
Unit 4, Lesson 5

2. Read and Speak
Take turns reading with a partner.
Ms. Jackson: What are the three branches of government?
Luis: They are the legislative, the executive, and the judicial branches.
Ms. Jackson: The legislative branch makes the laws.
Luis: And the judicial branch explains the laws.
Ms. Jackson: Complete the following sentences. Use vocabulary words.
1. The President is the head of the executive branch.
2. The judicial branch is also called Congress.
3. The President is the head of the executive branch.
4. The legislative branch is also called Congress.
5. The U.S. government has three branches, or parts.

3. Read and Write
Learn to use conjunctions.
and
or
but
state and national government
executive or judicial branch
Congress but not the President

Complete the following sentences. Write them.
1. I want to see the White House, but I don't have time.
2. The President and the Vice President are part of the executive branch.
3. The Supreme Court is in the judicial branch.
4. There are seven continents.
5. The continents are the largest areas of land on Earth.

Now write four sentences. Use conjunctions in them.
Example: I want to visit the White House and the Capitol.

Unit 4, Lesson 6

2. Read and Speak
Take turns reading with a partner.
Ms. Jackson: Has anyone ever been to Australia?
Luis: I haven't. Has anyone ever been to Africa?
Susana: I used to live in South America. Now I live in North America.
Ms. Jackson: I live in Asia. Asia is a large continent. Europe is a smaller continent.

Complete the following sentences. Use vocabulary words.
1. There are seven continents on Earth.
2. A continent is a large area of land.
3. The continents are the largest areas of land on Earth.
4. The continents are found in both hemispheres of the Earth.
5. We live in the Western Hemisphere.

On a separate piece of paper, combine these sentences.
1. Asia is big. Africa is big. Asia and Africa are big.
2. Europe is in the north. Asia is in the north.
3. South America is a continent. Australia is a continent. South America and Australia are continents.
4. There are seven continents. There are many countries. Australia is a continent.
5. She lived in South America. She lived in Asia. She lived in South America and in Asia.

Now write four sentences. Combine two sentences to make one.
Example: I want to visit Mexico.
I want to visit Mexico and Guatemala.
I want to visit Mexico.
I want to visit Mexico and Guatemala.
I want to visit Guatemala.

Read and Speak
Complete the blanks with government, continents, and history.
Then read the paragraph out loud.

In school, we are learning about many things. We learned the names of the seven continents in English. We are studying important events in the history of the United States. We also learned about the three branches of government. I like learning things in school!

Practice Grammar
Circle the word that best completes the sentence.

1. He was late to class because he walked too slowly.
   A. slowly  B. quietly

2. The executive and judicial branches are two of the branches of government.
   A. but  B. and

3. Her teacher's name is Ms. Ramos.
   A. Ms. Ramos  B. Ms. Ramos

4. I met my cousin through at the airport.
   A. or  B. and

5. Can anyone name the four seasons?
   A. no one  B. anyone

Writing
On a separate sheet of paper, combine these sentences. The world is big. It has lots of land.
Then write four more sentences about the world. Use land, area, hemisphere, and continents.
**English/Spanish Cognates**

English/Spanish **cognates** are words that have similar form, meaning, and function in both languages. Explicit instruction of English/Spanish cognates will help your Spanish-speaking students learn English more quickly. Use cognates to show Spanish speakers the many words in English they can easily understand.

**False cognates** are words that look and sound alike in both languages but have very different meanings, such as *librería*, which is Spanish for *bookstore*, and *library*, for which the translation is *biblioteca*. False cognates should be taught explicitly in order to avoid misunderstandings when teaching English to Spanish speakers.

<table>
<thead>
<tr>
<th>Unit and Lesson</th>
<th>English</th>
<th>Spanish Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1, Lesson 1:</strong> Alphabet and Numbers</td>
<td>alphabet, letter, number, zero</td>
<td>alfabeto, letra, número, cero</td>
</tr>
<tr>
<td><strong>Unit 1, Lesson 2:</strong> What’s Your Name?</td>
<td>complete, concept, example, language, oral, practice, turn, vocabulary</td>
<td>completar, concepto, ejemplo, lenguaje, oral, práctica, turno, vocabulario</td>
</tr>
<tr>
<td><strong>Unit 1, Lesson 3:</strong> People and Places at School</td>
<td>cafeteria, office, school, student, use</td>
<td>cafetería, oficina, escuela, estudiante, usar</td>
</tr>
<tr>
<td><strong>False cognate:</strong> library (<em>biblioteca</em>)</td>
<td></td>
<td>librería (<em>bookstore</em>)</td>
</tr>
<tr>
<td><strong>Unit 1, Lesson 4:</strong> The Classroom</td>
<td>class, computer, paper</td>
<td>clase, computadora, papel</td>
</tr>
<tr>
<td><strong>Unit 1, Lesson 5:</strong> What We Do in Class</td>
<td>action, example, verb</td>
<td>acción, ejemplo, verbo</td>
</tr>
<tr>
<td><strong>Unit 1, Lesson 6:</strong> What Time Is It?</td>
<td>class, letter, usually</td>
<td>clase, letra, usualmente</td>
</tr>
</tbody>
</table>
## English/Spanish Cognates (continued)

<table>
<thead>
<tr>
<th>Unit and Lesson</th>
<th>English</th>
<th>Spanish Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2, Lesson 1:</strong></td>
<td>article, pants, sweater</td>
<td>artículo, pantalones, suéter</td>
</tr>
<tr>
<td><strong>What Do I Wear?</strong></td>
<td>use, used</td>
<td>usar, usado</td>
</tr>
<tr>
<td><strong>Unit 2, Lesson 2:</strong></td>
<td>adjective, family</td>
<td>adjetivo, familia</td>
</tr>
<tr>
<td><strong>What Are the Parts of</strong></td>
<td>compare, different, emotion</td>
<td>comparar, diferente, emoción, sorprendido</td>
</tr>
<tr>
<td><strong>Your Body?</strong></td>
<td>emotion, surprised</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2, Lesson 3:</strong></td>
<td>cereal, chocolate, hamburger</td>
<td>cereal, chocolate, hamburgesa, pizza, sándwich</td>
</tr>
<tr>
<td><strong>What Is a Family?</strong></td>
<td>sandwhich</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2, Lesson 4:</strong></td>
<td>calendar, day, month</td>
<td>calendario, día, mes</td>
</tr>
<tr>
<td><strong>How Do You Feel?</strong></td>
<td>January, February, March,</td>
<td>enero, febrero, marzo, abril, mayo,</td>
</tr>
<tr>
<td></td>
<td>April, May, June, July,</td>
<td>junio, julio, agosto, septiembre,</td>
</tr>
<tr>
<td></td>
<td>August, September, October,</td>
<td>octubre, septiembre, noviembre,</td>
</tr>
<tr>
<td></td>
<td>November, December</td>
<td>diciembre</td>
</tr>
<tr>
<td><strong>Note:</strong> Spanish</td>
<td>speakers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will need to learn that months are capitalized in English.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2, Lesson 5:</strong></td>
<td>animal, drama, experiment,</td>
<td>animal, drama, experimento, favorito,</td>
</tr>
<tr>
<td><strong>Are You Hungry or Thirsty?</strong></td>
<td>favorite, map, math, music,</td>
<td>mapa, matemáticas, música, planta,</td>
</tr>
<tr>
<td></td>
<td>plant, problem, science</td>
<td>problema, ciencia</td>
</tr>
<tr>
<td><strong>Unit 2, Lesson 6:</strong></td>
<td>negative</td>
<td>negativo</td>
</tr>
<tr>
<td><strong>Days and Months</strong></td>
<td>False cognate: directions</td>
<td>direcciones (addresses)</td>
</tr>
<tr>
<td></td>
<td>(instrucciones)</td>
<td></td>
</tr>
</tbody>
</table>

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**Resource Links**

**SAM Keyword:** Newcomer Teaching Guide
<table>
<thead>
<tr>
<th>Unit and Lesson</th>
<th>English</th>
<th>Spanish Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3, Lesson 3:</strong> City or Town?</td>
<td>city, suburbs</td>
<td>ciudad, suburbios</td>
</tr>
<tr>
<td><strong>Unit 3, Lesson 4:</strong> What Do You Need?</td>
<td>correct, order, subject, verb</td>
<td>correcto, orden, sujeto, verbo</td>
</tr>
<tr>
<td><strong>Unit 3, Lesson 5:</strong> How Much Is It?</td>
<td>cent, cost, credit, dollar, fragment, price</td>
<td>centavo, costo, crédito, dólar, fragmento, precio</td>
</tr>
<tr>
<td><strong>Unit 3, Lesson 6:</strong> Workers in Your Community</td>
<td>community, construction, doctor, musician, police, possessive pronoun</td>
<td>comunidad, construcción, doctor, músico, policía, pronombre posesivo</td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 1:</strong> What Season Is It?</td>
<td>color, different, indefinite pronoun</td>
<td>color, diferente, pronombre indefinido</td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 2:</strong> How Do You Get Around?</td>
<td>adverb, bus, car, motorcycle, train, transportation</td>
<td>adverbio, bus, carro, motocicleta, tren, transporte</td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 3:</strong> What Region Do You Live In?</td>
<td>airport, area, connected, east, north, prepositional phrases, region, south, state</td>
<td>aeropuerto, área, conectado, este, norte, frases preposicionales, región, sur, estado</td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 4:</strong> Important Americans</td>
<td>American, history, important, individual, president</td>
<td>americano, historia, importante, individuo, presidente</td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 5:</strong> How Does Our Government Work?</td>
<td>conjunction, executive, government, judicial, legislative</td>
<td>conjunción, ejecutivo, gobierno, judicial, legislativo</td>
</tr>
<tr>
<td><strong>Unit 4, Lesson 6:</strong> Our World</td>
<td>areas, continents, globe, hemisphere, visit</td>
<td>área, continente, globo terráqueo, hemisferio, visitar</td>
</tr>
</tbody>
</table>