

for Spanish-speaking students

Attainment's

# Mi Primera Lección en Inglés

My First Lesson in English



I look down



I look at the book



I look at a rock

David Kinney



## Win/Mac CD Instructions

Also included with this book is a CD containing this complete book in PDF form for you to review and print out pages from your computer. This PDF (portable document format) requires Acrobat Reader to access.

- If you have Acrobat Reader software already on your computer, open Acrobat Reader, then open the MPL.pdf on the CD.
- To install Acrobat Reader for Windows, run ARINSTALL.EXE. After installation, open Acrobat Reader, then open MPL.pdf.
- To install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open MPL.pdf.



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## How to Use This Book

The best language teachers I've had here and in other countries intuitively understood the need to employ all the multi-sensory components of language. These include seeing, hearing, reading, and writing language. Engaging all of them simultaneously and in combination allows students to learn more quickly and effectively. This book is designed to make it easier to read, write, speak, and listen to language in every lesson. Repetition across this spectrum of multi-sensory language components allows for language immersion and maximum skill acquisition. Herein, I have chosen to focus mostly on verbs because they are action words that rapidly create many language opportunities. Key personal pronouns are introduced and a select but limited vocabulary development is presented. Nearly 200 photographs of verbs-in-action help drive the learning home. Every chapter has the same format, which is as follows:

### Objective

Each chapter or lesson begins with a clear, detailed, and unambiguous statement of its objective. For example, in Chapter One, the verb 'lift' is presented as follows: "To learn the verb 'lift' in the present tense and practice it with eight common vocabulary words." A clear and simple objective helps you develop a lucid lesson plan.

### Background Knowledge

Here, you check for and then build background knowledge around the main verb in the lesson. If students are given the background for each lesson's verb, they will feel less frustrated by the process of being immersed in a second language.

Begin to build background knowledge by asking students in English if they know what the verb means. A script is provided for this. Then, you repeat this instruction in Spanish to make sure all students understand it, since your students will have varying levels of English competency, starting with very little or none. A Spanish script is provided for this as well and for other instructions in every chapter.

### Spanish Scripting

Every chapter includes numerous examples of Spanish scripting. This is to expedite instructor direction given during ongoing class time because it is assumed many, if not most, students are primarily, if not exclusively, Spanish speaking.

As students increase their English comprehension, you will be able to fade the use of Spanish scripting. Do that as quickly as is possible, though it will differ for each student. The class, and this book, is for English Language Learners and they should be given as much English as they can handle. You will have the best sense of this as they progress in this program. Also, note that this program can be used with other ELL students besides Spanish speaking. Just ignore the Spanish scripting.

Mi Primera Lección en Inglés

### Instructional Sequence

**Background Knowledge**  
We will learn the verb "put" in the present tense. Ask the students if they can tell you what "put" means. Say, "Vamos a mirar al verbo 'poner' en inglés. ¿Quién sabe qué quiere decir 'poner'?"  
Write "I put" and the expressions it is used with on the chalkboard. Point to "I put on my shoes," and ask a student if they can explain the meaning of the sentence. Point to "I put on my jacket," and ask a different student to explain the sentence. You can follow through this process with all the variations of expressions provided in this chapter if their attention holds up. If it doesn't, give them a little more assistance. Show them how "to put" appears in each sentence and explain how the phrases finish the sentences (e.g., "I put . . . on my hat."). To build more background knowledge, turn the sentences into questions like: "Do you put your backpack on the seat?" or "When do you put on your shoes?"

**Modeling**  
Read the following story to the students as modeling. It is important for them to see the words when you read. Make sure everyone is attentive to the words as you read. Say, "Voy a leerles un párrafo. El párrafo tiene las palabras que vamos a estudiar en esta lección. Presten atención mientras leo por favor."  
**Story:** Every morning when I get up I put on my shoes. If I go outside I put on my jacket. If it is very sunny I put on my hat. When I go to school, I put my backpack on the seat. Then I put myself in the seat. At school I put my pencil case in my backpack. I put my pencil and my eraser in the pencil case.

**Writing Vocabulary**  
After background knowledge has been built for your students, instruction for each lesson modeled, and the students have seen, heard, and read the words featured in each chapter, it is time to add writing to their reading and vocabulary enrichment. Look at the vocabulary with the class. Point to the word list on the next page starting with "I put" and ask different students to try to read each one. Pay attention while they read in case they get stuck. If no one volunteers to read, read the phrase yourself.  
After the students pronounce these words, ask them to write the words. You can either photocopy this page and hand it out to students to copy from, or if you have already written the words on the chalkboard or overhead, simply have them copy the words on a piece of paper. After they have completed this assignment, ask them to write a complete sentence with each word. Say, "Escriban una frase completa con cada palabra."

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## How to Use This Book

Each chapter introduces new English words that help you make the featured verbs into sentences and expands student vocabulary. Use these words to help students build background knowledge. For example, in Chapter One pair "I lift" with "the pencil," which is part of its vocabulary, to make a sentence. Then reverse the sentences by turning them into questions: "Do you lift the pencil?" "Do you lift the notebook?" You will find the vocabulary words under the heading Writing Vocabulary on the second page of the Instructional Sequence.

As you look at each lesson, the questions for building background knowledge are easy to design. They are simple questions using the same language as the lessons to model the language for the student and give them a scaffold for understanding how each verb is used in the lesson. It is very helpful for students to see this scaffolding as you read the modeled words. To facilitate this, write the questions on the chalkboard or an overhead if you have one. Sometimes, if they are paying particularly close attention that day, the students will allow for the background knowledge sections to be extended. When I see this happening in my class, I extend the questions and conversation to build more background knowledge. I think of question words like who, what, why, when, and where. As you know, it is always easier when students are willing and attentive.

By using the different parts of language (reading, writing, speaking, listening), the scaffolding provides multiple opportunities to help comprehension. Because people learn in different ways and have different skill levels for each part of language (one person reads well, whereas another writes well), the scaffolding supports different learning styles and allows the learning styles of each student to influence comprehension in multiple ways.

### Modeling

Instructors initiate the modeling component of each lesson by reading several scripted sentences in Spanish that ask students to pay close attention and explain the modeling process. Having focused them, you then read a paragraph in English that emphasizes the main verb of the lesson and some of its vocabulary through multiple exemplars. As you read these exemplars in English, use an overhead or write on a chalkboard the English text you are reading so students can see the words while you are speaking them. This helps reinforce their learning of the verbs, pronouns, and new vocabulary. Giving students chalkboard or overhead visuals of the words they are trying to read provides multi-sensory stimulation to their brains and is an aid to those with different learning styles for whom seeing the written word is essential.

Mi Primera Lección en Inglés

#### Instructional Sequence

##### Background Knowledge

We will learn the verb "put" in the present tense. Ask the students if they can tell you what "put" means. Say, "Vamos a mirar al verbo 'poner' en inglés. ¿Quién sabe qué quiere decir 'poner'?"

Write "I put" and the expressions it is used with on the chalkboard. Point to "I put on my shoes," and ask a student if they can explain the meaning of the sentence. Point to "I put on my jacket," and ask a different student to explain the sentence. You can follow through this process with all the variations of expressions provided in this chapter if their attention holds up. If it doesn't, give them a little more assistance. Show them how "to put" appears in each sentence and explain how the phrases finish the sentences (e.g., "I put . . . on my hat."). To build more background knowledge, turn the sentences into questions like: "Do you put your backpack on the seat?" or "When do you put on your shoes?"

##### Modeling

Read the following story to the students as modeling. It is important for them to see the words when you read. Make sure everyone is attentive to the words as you read. Say, "Voy a leerles un párrafo. El párrafo tiene las palabras que vamos a estudiar en esta lección. Presten atención mientras leo por favor."

**Story:** Every morning when I get up I put on my shoes. If I go outside I put on my jacket. If it is very sunny I put on my hat. When I go to school, I put my backpack on the seat. Then I put myself in the seat. At school I put my pencil case in my backpack. I put my pencil and my eraser in the pencil case.

##### Writing Vocabulary

After background knowledge has been built for your students, instruction for each lesson modeled, and the students have seen, heard, and read the words featured in each chapter, it is time to add writing to their reading and vocabulary enrichment. Look at the vocabulary with the class. Point to the word list on the next page starting with "I put" and ask different students to try to read each one. Pay attention while they read in case they get stuck. If no one volunteers to read, read the phrase yourself.

After the students pronounce these words, ask them to write the words. You can either photocopy this page and hand it out to students to copy from, or if you have already written the words on the chalkboard or overhead, simply have them copy the words on a piece of paper. After they have completed this assignment, ask them to write a complete sentence with each word. Say, "Escriban una frase completa con cada palabra."

## How to Use This Book

After reading the paragraph provided, you can again turn the sentences into questions to quiz your students. Ask students, "Who can show me how to lift?" "What do you lift." "Do you lift your book?" The more ways you present the key words to students, the faster they will acquire them.

Each class is different. The makeup of each combination of students is different, and each teacher has to determine which of these methods is working best for each student in each classroom. Adjust your teaching and use this book accordingly.

## Writing Vocabulary

After background knowledge has been built, instruction for each lesson modeled, and the students have seen, heard, and read the verb and its attendant vocabulary, it is time to add writing to their reading and vocabulary enrichment. Some students will be able to write and create sentences, some will struggle at first until they have a little more vocabulary to draw from. In time, it will be easy for all of them.

Begin by looking at the listed vocabulary words with your class. For example, under the pronoun/verb heading in Chapter One, "Lift," the vocabulary includes, "the pencil, the notebook, the eraser, the chalk, the book, the folder, and the pen." Point to the word list starting with "I lift" and ask different students to try to read each one. If necessary, provide the Spanish translations so they fully grasp what you're telling them. Pay attention while students read in case they get stuck. If no one volunteers to read, read the phrase yourself. "I lift the pencil." Then ask a student to read it.

After the students pronounce these words, ask them to write the words. You can photocopy this page and hand it out to students to copy from, since space is provided on the page. Or if you have already written the words on the chalkboard or overhead, point to the words and ask students to copy them on a piece of paper. After they have completed this assignment, ask them to write a complete sentence with each word. Say, "**Escriban una frase completa con cada palabra.**"

When students have been able to experience the new vocabulary with scaffolding as presented during modeling, they are ready to read the "student book" which accompanies each lesson.

Mi Primera Lección en Inglés

### Instructional Sequence

#### Background Knowledge

We will learn the verb "put" in the present tense. Ask the students if they can tell you what "put" means. Say, "Vamos a mirar al verbo 'poner' en inglés. ¿Quién sabe qué quiere decir 'poner'?"

Write "I put" and the expressions it is used with on the chalkboard. Point to "I put on my shoes," and ask a student if they can explain the meaning of the sentence. Point to "I put on my jacket," and ask a different student to explain the sentence. You can follow through this process with all the variations of expressions provided in this chapter if their attention holds up. If it doesn't, give them a little more assistance. Show them how "to put" appears in each sentence and explain how the phrases finish the sentences (e.g., "I put . . . on my hat."). To build more background knowledge, turn the sentences into questions like: "Do you put your backpack on the seat" or "When do you put on your shoes?"

#### Modeling

Read the following story to the students as modeling. It is important for them to see the words when you read. Make sure everyone is attentive to the words as you read. Say, "Voy a leerles un párrafo. El párrafo tiene las palabras que vamos a estudiar en esta lección. Presten atención mientras leo por favor."

**Story:** Every morning when I get up I put on my shoes. If I go outside I put on my jacket. If it is very sunny I put on my hat. When I go to school, I put my backpack on the seat. Then I put myself in the seat. At school I put my pencil case in my backpack. I put my pencil and my eraser in the pencil case.

#### Writing Vocabulary

After background knowledge has been built for your students, instruction for each lesson modeled, and the students have seen, heard, and read the words featured in each chapter, it is time to add writing to their reading and vocabulary enrichment. Look at the vocabulary with the class. Point to the word list on the next page starting with "I put" and ask different students to try to read each one. Pay attention while they read in case they get stuck. If no one volunteers to read, read the phrase yourself.

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# How to Use This Book

## Hand Out the Student Book

Begin by reading the directions. Pass out the **Student Books**. You can either photocopy them, or print out directly from your PDF on CD. Students begin by taking the **Picture Walk** with a partner and discussing what is happening in each picture, reading the simple sentences to each other.

When students have finished looking at and discussing the book with their partners, reunite the class and discuss using pictures from the story. If students understand enough English, ask these questions in English. If not, ask them in Spanish. Spanish scripting is provided for this.

## Cloze Procedure

The second page of the Student Book is a cloze exercise. Direct students to follow the directions on the page. An answer block is provided on the right. Students select the right answer and write it in the space provided.


## Group Activity and Questions


The third and fourth pages include a small group activity that students can perform together with your oversight, and a question page that asks students to write their answers in complete sentences.


Mi Primera Lección en Inglés


**Student Book**


**Put**


1. I put on my shoes. 


2. I put on my jacket. 


3. I put on my hat. 

4. I put my pencil in the case. 

5. I put my eraser in the case. 

6. I put my pencil case in my backpack. 

7. I put my backpack on the seat. 

8. I put myself on the seat. 

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Mi Primera Lección en Inglés

**Student Book**

**Group Activity**

With your group, you need to communicate and find out who does the following things. When you decide who does each thing, put a mark in the column of the person who does them. Say, "Con su grupo, hablen para decidir quién hace cada cosa. Cuando deciden quién hace qué cosa, pongan una marca en la columna de la persona que lo hace."

Things we put on	You	Your Dad	Your Mom
Shoes			
Jacket			
Hat			
Pencil in case			
Eraser in case			
Backpack on seat			
Myself on seat			
Pencil case in backpack			

When the group finishes this exercise, you can extend their learning by asking them questions based on their answers above. Ask them who does the things they have checked in the boxes. These questions work well here to strengthen the verb and the vocabulary. The more you vary the questions, the more they learn.

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**Questions**

With your partner, read the questions and write answer sentences. Say, "Con su pareja, lean las preguntas y escriban frases completas."

- When do you put on your shoes?
- Do you put on your jacket every day?
- Is your pencil in the pencil case?
- Do you put your backpack on the seat?
- Who put the eraser in the pencil case?

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## Pretest

This pretest is to measure whether or not the English Language Learner (ELL) has dominion over the verbs in the lesson. If the student misses any of the questions or has a hard time answering the following 25 questions, they can begin working in the textbook at the lesson which utilizes the same verb. The test is short answer to let the student show how well he or she understands the verb and the language around the verb. Tell students that the verb should be used in each answer. Each question can be answered with a short sentence using the verb.

1. What do you lift?

---

---

---

2. Who do you talk to?

---

---

---

3. What do you put on?

---

---

---

4. What do you look at?

---

---

---



# Pretest

5. Who do you help?

---

---

---

6. Do you cut anything?

---

---

---

7. Do you wash anything?

---

---

---

8. What do you see?

---

---

---

9. What do you come home for?

---

---

---

## Pretest

10. What do you listen to?

---

---

---

11. What do you throw?

---

---

---

12. What do you jump over?

---

---

---

13. Where do you sit down?

---

---

---

14. Where do you walk to?

---

---

---

# Pretest

15. What kinds of games do you play?

---

---

---

16. Do you turn on anything?

---

---

---

17. Where do you go?

---

---

---

18. Where are you going?

---

---

---

19. What do you do?

---

---

---

## Pretest

20. What kinds of things do you do?

---

---

---

21. What are some more things you do?

---

---

---

22. Name still more things you do?

---

---

---

23. Does your friend like to talk?

---

---

---

24. What do dogs do?

---

---

---



Pretest

25. Do you play baseball?

---

---

---

Notes

# Lift

## Objective

To learn the verb "lift" in the present tense and practice it with eight common vocabulary words.



## Instructional Sequence

### Background Knowledge

We will learn the verb "lift" in the present tense. Ask the students if they can tell you what "lift" means. Say, "**Vamos a mirar al verbo 'levantar' en inglés. ¿Quién sabe qué quiere decir 'levantar'?**"

Write "I lift" and the expressions it is used with in this chapter on the chalkboard. Use "I lift" along with the expressions below it to make sentences. Point to "I lift the pencil," and ask a student if he or she can explain the meaning of the sentence. Point to "I lift the notebook" and ask a different student to explain the sentence. You can follow through this process with all the variations of expressions provided in this chapter if their attention holds up. If it doesn't, give them a little more assistance. Show them how "I lift" starts each sentence and how the phrases finish the sentences (e.g., "I lift . . . the pencil."). To build more background knowledge, turn the sentences into questions like: "Do you lift the book?" or "Do you lift the eraser?"

### Modeling

Read the following story to the students as modeling. It is important for them to see the words when you read. Make sure everyone is attentive to the words as you read. Say, "**Voy a leerles un párrafo. El párrafo tiene las palabras que vamos a estudiar en esta lección. Presten atención mientras leo por favor.**"

**Story:** When I come to school I do many things. During the day I lift my pencil to write. I lift my notebook to place it so that I can write in it. If I make a mistake, I use the eraser to erase it. When I write on the chalkboard, I lift the chalk so that I can write. If the teacher asks me to get out my book, I lift my book out of the desk. When I put things in my folder, I lift my folder out of my desk. Sometimes I use my pen. When I use my pen, I lift it and hold it in my fingers.

### Writing Vocabulary

After background knowledge has been built for your students, instruction for each lesson modeled, and the students have seen, heard, and read the words featured in each chapter, it is time to add writing to their reading and vocabulary enrichment. Look at the vocabulary with the class. Point to the word list on the next page starting with "I lift" and ask different students to try to read each one. Pay attention while they read in case they get stuck. If no one volunteers to read, read the phrase yourself.

After the students pronounce these words, ask them to write the words. You can either photocopy this page and hand it out to students to copy from, or if you have already written the words on the chalkboard or overhead, simply have them copy the words on a piece of paper. After they have completed this assignment, ask them to write a complete sentence with each word. Say, "**Escriban una frase completa con cada palabra.**"



## Instructional Sequence

### Lift:

the pencil	_____
the notebook	_____
the eraser	_____
the chalk	_____
the book	_____
the folder	_____
the pen	_____
the mittens	_____

### Hand Out the Student Book

Pass out the books and ask the students to do a picture walk through the student book. Look at the pictures and discuss with your partner what is happening in the book.

When the students have finished looking at and discussing the book with their partners, reunite the class and discuss the pictures from the story. If students understand enough English, ask these questions in English. If not, ask them in Spanish.

What did you see in the story? Say, “¿Qué vieron en el cuento?”

What is going to happen? Say, “¿Qué va a pasar?”

What happens after that? Say, “¿Qué pasa después de eso?”

Why does this happen? Say, “¿Por qué ocurre esto?”

What do you think is going to happen at the end of the story? Say, “¿Qué piensan que va a pasar al final del cuento?”

What is this? What happens here? Say, “¿Qué es esto? ¿Qué pasa aquí?”

After doing the picture walk and discussing it, read the book to the students.

With time, they will be reading alone and with partners. You have the best sense for how much English your students can handle.

# Student Book

## Lift

1. I lift the pencil.



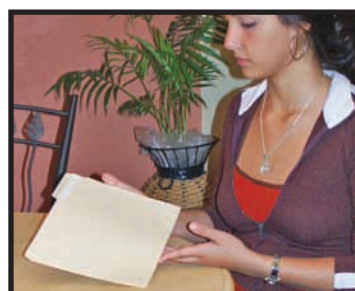
5. I lift the book.



2. I lift the notebook.



6. I lift the folder.



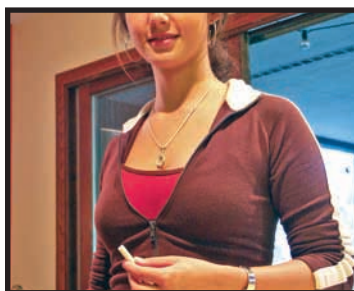
3. I lift the eraser.



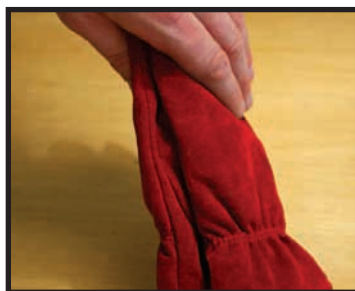
7. I lift the pen.



4. I lift the chalk.



8. I lift the mittens.



## Student Book

## Cloze Procedure

Each sentence is missing a word. Read the sentences with your partner and figure out which is the missing word. Write the missing word in the blank. The answers are listed below. Say, “Cada frase falta una palabra. Lean las frases con su pareja y averigüen la palabra que falta. Escriban la palabra que falta en el espacio. Las respuestas están escritas abajo.”

1. I lift the \_\_\_\_\_ .
2. I \_\_\_\_\_ the notebook.
3. I lift \_\_\_\_\_ eraser.
4. I lift the \_\_\_\_\_ .
5. I lift my mittens off the \_\_\_\_\_ .
6. I lift my eraser that \_\_\_\_\_ down.
7. I lift my pen from my \_\_\_\_\_ .
8. I lift my \_\_\_\_\_ out of my backpack.

## Answers:

the  
floor  
folder  
pencil  
chalk  
fell  
desk  
lift

## Student Book

### Group Activity

With your group, you need to communicate and find out who does the following things. When you decide who does each thing, put a mark in the column of the person who does them. Say, “Con su grupo, hablen para decidir quién hace cada cosa. Cuando deciden quién hace qué cosa, pongan una marca en la columna de la persona que lo hace.”

Things that we lift	I lift	My Father lifts	My friend lifts
the pencil			
the notebook			
the eraser			
the chalk			
the book			
the folder			
the pen			
Mittens			

When the group finishes this exercise, you can extend their learning by asking them questions based on their answers above. Ask them who does the things they have checked in the boxes. These questions work well here to strengthen the verb and the vocabulary. The more you vary the questions, the more they learn.