



Learning Destinations

Program Overview



Pearson



Pearson Global Schools Web Site

- Access to samples, free trials, and demos to evaluate resources online
- Full component listings, along with downloadable structure charts and overview videos
- Write your own product review and tell us what you think about our resources

Enjoy the Ride and the Destination!

Learning Destinations ©2018 is a complete, all-in-one solution to teach Language Arts and Science for students ages 3–12.

New and Engaging Reading Selections

- 50% new reading selections with culturally appropriate contexts
- More Latin American authors
- Strong visuals that support the text

Updated Digital Resources

- New photos to capture students' attention
- Improved design to engage students with course content
- New layout providing a seamless link between the print and the digital components

Modern and Motivating Look

- All digital resources now available in one place
- Strong assessment tools to improve learning outcomes
- Online resources clearly labeled for ease of access



Primary

Learning Destinations is a language arts and science program designed to motivate and engage, while providing the necessary foundation that will inspire confidence in each student as a reader, writer, and scientist. Teachers will feel confident with a personalized program built to guide the implementation of a reading, language arts, and science series; through rigor, relevance, text complexity, persuasive, informational writing science process skills, and inquiry.

Learning Destinations builds knowledge that is deep and transferable. Paired Selections strengthen understanding in science and social studies. They also focus on genre and on New Literacies for 21st-Century Skills development.

Clear presentation of contents



Big questions to spark students' interest

BQ How are people and animals important to one another?
BIG QUESTION

Clear lesson objectives to promote learner autonomy

Animal Friends

- Share ideas about how people help animals.
- Discuss the kinds of jobs there are in which people help animals.
- Read the question. Draw pictures to show the answer, and complete the sentence.

W2

Oral Vocabulary

Let's Talk!

Animal Friends

- Share ideas about how people help animals.
- Discuss the kinds of jobs there are in which people help animals.
- Read the question. Draw pictures to show the answer, and complete the sentence.



Who helps animals?

_____ help/helps animals

RO
RESOURCES ONLINE
CONCEPT TALK VIDEO

50

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RO

RESOURCES ONLINE
CONCEPT TALK VIDEO

W6

Oral Vocabulary

Let's Talk!

Wild Friends

- Share information about wild animals from all around the world.
- Discuss what we can learn about animals by watching them.
- Read the question and complete the sentence.



What can we learn about wild animals by watching them?

We learn _____

RO
RESOURCES ONLINE
CONCEPT TALK VIDEO

52

53

Oral vocabulary section to promote the sharing of ideas

PHONICS

A systematic approach to teaching phonemic awareness, phonics, word study

Phonics

Short a

Words I Can Blend

P a t
c a n
t a g
D a d
s a t

Sentences I Can Read

1. Pat can tag me.
2. Dad sat.

RO
RESOURCES ONLINE
SOUND-SPELLING CARDS

Envision It!
Sounds to Know

Phonemic Awareness



Let's Listen!

Sounds

- Find five things that contain the short /a/ sound.
- Find five things that end with the sound /k/.
- Find something that rhymes with *luck*. Say each sound in the word.
- Find one thing that rhymes with *pant*.

RO

RESOURCES ONLINE
SOUND-SPELLING CARDS

Comprehension and skill strategy pre-taught in upper primary

Comprehension Skill

Sequence

- Events in a story occur in a certain order, or sequence. The sequence of events can be important to understanding the story.



I Can Read

Mrs. Koch's fourth-grade class walked to the library, just as they did every afternoon. At the door, their mouths dropped open. Hanging everywhere were bats—upside-down, black bats. It took a few seconds before they realized the bats were paper. "Why all the bats?" they asked Mr. Egan, the librarian.

Mr. Egan laughed. "We had some excitement this morning." He went on to explain.

"The day started quietly. I checked in some books. Then a kindergarten class arrived for Story Hour. They sat in a circle while I began reading *Stellaluna*. Remember that story? It's about a little fruit bat. Well, suddenly, the children yelled, 'Stellaluna! It's Stellaluna!' I love it when kids get excited about a story, but this was ridiculous! Then I saw they were pointing up. A bat had gotten into the library! I was able to trap it in a box and take it outside. The kids made paper bats to take its place."

The fourth graders looked around hopefully. But there were no bats—no real ones, anyway. They all sighed. Sometimes little kids have all the luck.

Skill Which grade is mentioned first in the story?
 Why do you suppose this should not be the first event on your graphic organizer?

Skill What timeword clues tell you that Mr. Egan is going to talk about events that happened earlier in the day?

Strategy Give a brief summary about the important events in paragraph three.

Your Turn! Need a Review? See the *Envision IT! Handbook* for help with sequencing and summarizing.

Ready to Try It? Use what you've learned about sequencing as you read *The Recyclers*.



Diverse topics with strong focus on Latin America



Critical-thinking questions at the end of every story

Think Critically

1. Answer.
How is being an astronaut different from other kinds of jobs? It's different because _____

How is it the same? _____

It's the same because _____

Text to World

2. Discuss.
Why do you think the author asks whether you would like to fly in space someday?

3. Discuss.
What is the most important thing the author wanted you to know? How can you tell it apart from the topic?

Main Idea and Detail

4. Answer.
Find a heading on one of the pages and write it below. What does the heading say?

Text Structure

5. Look Back and Write.
Look back at pages 68–69. Do all astronauts do the same jobs? Provide evidence to support your answer.

TEST PRACTICE Extended Response

Envision it! Number the pictures in order and retell the story.

Retell



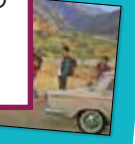
72

73

Visuals to help students retell the story

Think Critically

Envision It! Retell



Discuss Both Alonso from *What the Storm Brought* and Angel Macías face challenging situations. Alonso must save another person's life, and Angel must play a very good team in the Little League World Series final. Compare how Alonso and Angel respond to these challenges. Do they respond with confidence or fear? *Text to Text*

Write A good biographer must select which details to include about the subject's life. Gareth Vaughan wrote about Angel's personal life. Do you think it was important to include this information? State why or why not. *Think Like an Author*

Underline Angel Macías and *Los Pequeños Gigantes* is full of facts and opinions. Reread pages 144 and 145. Then underline as many statements of fact and statements of opinion as you can find. *Fact and Opinion*

RO RESOURCES ONLINE STORY SORT

148

Discuss What information about Angel Macías would you like to know that the author did not tell you? How might you find the answers that you're looking for? *Questioning*

Look Back and Write Look back at page 137. What "unique ability" does the author refer to?

TEST PRACTICE Extended Response

I Can Read

Further Reading

Satchel Paige by Lisa Cline-Ransome

Kid Athletes: True Tales of Childhood from Sports Legends by David Stabler



Use the Practice Notebook to record your independent reading.

149

My Cat Pat

Say the word for each picture.

Write a on the line if you hear the short a sound.



1 b _____ g	2 f _____ n	3 m _____ p	4 m _____ p
5 c _____ n	6 m _____ n	7 d _____ g	8 v _____ n

Write a word for each picture.

1 _____	2 _____
----------------	----------------

H+S
HOME AND SCHOOL

Home Activity

Your child has reviewed words with the short a sound heard in cat. Work with your child to make words that rhyme with cat and man.

Phonics Short a

My Cat Pat

Read the words in the box.

Pick a word to finish each sentence.

Write it on the line.

my on way in come

- We go that _____ to the
- The can _____ to me.
- This is _____
- The is _____ my
- The is _____ my

Home Activity

This week your child identified and read the words in, on, my, way, and come. Write each word on a card. Have your child read each word and then use it in a sentence.

H+S
HOME AND SCHOOL

A New Life
in the New World

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

- platforms built on the shore or out from it; piers
- to look over hastily
- a smell
- moving from one place to settle in another
- another word for dock

Check the Words You Know

- _____ docks
- _____ migrating
- _____ scan
- _____ scent
- _____ wharf
- _____ yearned

Directions Choose the word from the box that best completes each statement. Write the word on the line shown to the left.

- Josh _____ for home while he was on a long journey.
- Tanya could smell the _____ of the ocean in the air.
- Like the wharf in our hometown, these _____ are filled with sailors.
- The people _____ to the West had to bring enough supplies to last the whole trip.
- I had to _____ the pages of the manual to find the diagram.

Write a Journal Entry

On a separate sheet of paper, write a journal entry you might make after discovering a new part of the world. Use as many vocabulary words as you can.

H+S
HOME AND SCHOOL

Home Activity

Your child identified and used vocabulary words from A New Life in the New World. With your child, imagine you are walking along a busy waterfront. Write a short story together about your imaginary walk. Use as many vocabulary words as you can.

78 Vocabulary

Imperative and Exclamatory Sentences

An **imperative sentence** gives a command or makes a request. It usually begins with a verb and ends with a period. The subject (you) is not shown. An **exclamatory sentence** shows strong feeling or surprise. It ends with an exclamation mark. An **interjection** also shows strong feeling and ends with an exclamation mark. An interjection is a word or group of words, not a complete sentence.

Imperative Sentence	Wake up, Caleb.
Exclamatory Sentences	It was exciting!
Interjections	Brrr!

Directions Read each sentence. Write C if the end punctuation is correct. Write NC if the end punctuation is not correct.

- It was very busy down on the wharf? _____
- Get up, Caleb _____
- Hurry up! _____
- That's all very well, but what about now! _____
- Put it with the rest of the luggage! _____

Directions Write a word or phrase that will make these sentences the kind named in ().

- _____ was the largest fish I've ever seen! (exclamatory)
- _____ about the adventures of Caleb and his family. (imperative)
- _____ go near the snake! (exclamatory)
- _____ plant the right seeds. (imperative)
- _____ the crops regularly. (imperative)

Home Activity

Your child learned about imperative and exclamatory sentences. With your child, listen to a favorite television show and have your child identify examples of imperative and exclamatory sentences. Have your child write two declarative and two interrogative sentences about something he or she did today.

H+S
HOME AND SCHOOL

Conventions Imperative and Exclamatory Sentences 79



Dad had the bag at the van.
Jack ran back!

Decodable Story Jack and Dad Pack
Target Skill Short a, Final -ck

4

Name _____

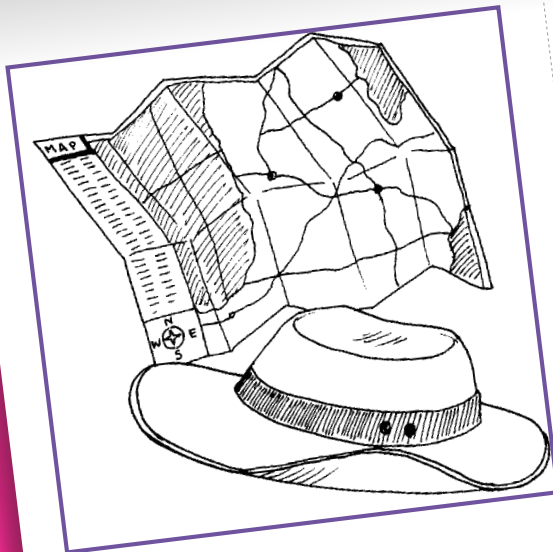
Jack and Dad Pack

Short a Words	Final -ck	High-Frequency Words
at	Jack	I
cap	back	said
ran	sack	the
bag	pack	look
Dad		
sat		
and		
had		
van		
bat		
hat		
can		
map		



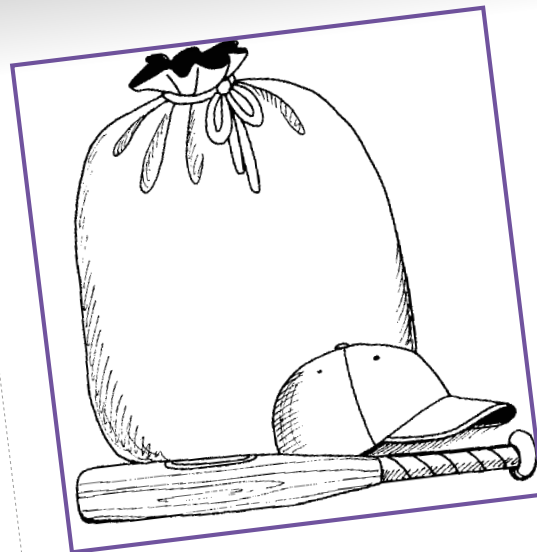
Jack and Dad sat.
“I can pack the bag,” said Dad.
“I can pack the sack,” said Jack.

1



“I can pack the map,” said Dad.
“I can pack the hat.”

2



“I can pack the bat and cap,”
said Jack.
“Look at the sack!” said Dad.

3

Science in **Learning Destinations** enables students to connect to science concepts in a unique way that makes learning more personal, relevant, and engaging.

It is based on the **most meaningful research and best practices from academic research**, from some of the most highly regarded experts in science education. What results is a program rooted in sound learning approaches, teaching strategies, and ideas to engage all learners, to maximize their learning, so they can apply their thinking.

Lesson 1

What are the parts of an ecosystem?



UNLOCK BQ BIG QUESTION

I will know some ecosystems in which organisms live and interact.

Envision It!

Tell how you think the living things in this picture interact with the nonliving things.

Words to Know

ecosystem population
habitat community

My Planet Diary

VOICES FROM History

Can you name an animal that lives in the lowland rain forests of Africa? Chimpanzees! African rain forests provide all the things these animals need to live. These things include water, shelter, fruits, nuts, seeds, and insects to eat. Scientist Jane Goodall made a career of studying chimpanzees in their natural surroundings. She once said, "It can be exhausting climbing high, far and fast, around 3 p.m. you feel very weary because of spending a lot of the day on your stomach, crawling, with vines catching your hair."

Why might Jane Goodall have continued her research despite the hard work it took?

Ecosystems

There are many parts to an ecosystem. An **ecosystem** is all the living and nonliving things in an area and their interactions. Ecosystems can be large, like a desert, or small, like a puddle. What kind of ecosystem are you in right now? Your classroom is an ecosystem. The organisms in an ecosystem live in a habitat. A **habitat** is a place that provides all the things an organism needs to live. These things include food, water, and shelter.

Ecosystems contain biotic and abiotic factors. Biotic factors are all the living organisms in an ecosystem. Abiotic factors are the nonliving parts in an ecosystem. Air; water, soil, temperature, and sunlight are some abiotic factors.

1. Main Idea and Details Complete the graphic organizer below. Write the details about ecosystems.

Main Idea

There are many parts to an ecosystem.

Detail

Ecosystems can be large or small.

Detail



The fish are biotic factors in this ocean habitat. Water is an abiotic factor.



Jane Goodall began her chimpanzee research in 1960.

RO resource organizer

My Planet Diary

RO resource organizer

Envision It!

Teach literacy through science by integrating reading, writing, and comprehension skills

Strong images that support learning

Kinds of Ecosystems

There are several different ecosystems in North America, such as tundra, rain forest, desert, grassland, and forest. Many factors, such as climate and soil, make ecosystems different. Some ecosystems are cold and dry, while others are warm and wet. Some ecosystems have sandy soil while others have fertile soil. The kinds of plants and animals that live in an area depend on the climate and soil. Organisms can survive only in environments in which their needs are met. In any environment, some kinds of plants and animals survive better than others.

For example, you may think that nothing can live in a desert ecosystem, but deserts have many organisms living there. Cacti and lizards live in deserts. Sandy soil is used as a hiding place for the desert horned lizard. The lizard can quickly become invisible by throwing sand over its body.

- 3. Main Idea and Details** Read the first paragraph again. **Underline** the main idea. **Circle** the details.
- 4. CHALLENGE** How might a grassland change if very little precipitation falls on the area for several years?

1 Tundra
A tundra is a cold region. The ground beneath the surface is frozen all year. Some grasses can grow, but trees cannot. Arctic foxes, caribou, and other animals thrive in these areas.



caribou

2 Rain Forests
Not all rain forests are tropical. The mild and rainy climate of the Pacific Northwest supports temperate rain forests. They are home to organisms such as spotted owls, banana slugs, and Douglas fir trees.



northern spotted owl

3 Desert
The driest ecosystem is a desert. Some plants and animals have adapted to the limited water supply. Cacti, coyotes, and lizards are desert organisms.



desert horned lizard

4 Grassland
Grasslands, as their name suggests, are covered with grasses. They receive a medium amount of rain. Grasshoppers, prairie chickens, and bison are animals that live in grasslands in North America.



grasshopper

5 Wetlands
In wetlands, the ground is covered with water for at least part of the year. Water lilies and cypress trees grow in some wetlands. Different kinds of animals, such as insects, raccoons, and alligators, live in wetlands, too.



raccoon

FIGURE 2
What Happened Here?
While you were hiking, some hungry animals turned your campsite upside down.

Interpret Diagrams in the table on the next page, check off the clues that relate to the organisms that were in the area. Using the clues, see if you can determine the order in which the organisms visited the campsite.

Something ate all of the chicken out of the salad.

Something ate the tomatoes, lettuce, and carrots on the ground.

Something ate the apples and beef jerky from inside the tent.

Something ate strawberries, even some of the moldy ones.

Clues	Bear	Mold	Rabbit	Wolf
Can easily reach the table top				
Grows on food and breaks it down				
Small enough to enter and exit tent				
Gets energy from meat				
Strong enough to open cooler				
Not a picky eater				
Gets energy from plants				

Consumers Some members of an ecosystem, like the organisms listed in **Figure 2**, cannot make their own food. An organism that obtains energy by feeding on other organisms is a **consumer**.

Consumers are classified by what they eat. Consumers that eat only plants are **herbivores**. Some familiar herbivores are caterpillars, rabbits, and deer. Consumers that eat only animals are **carnivores**. Wolves, walrus, and snakes are some examples of carnivores. Consumers that eat both plants and animals are **omnivores**. Crows, bears, and humans are omnivores.

Some carnivores are scavengers. A **scavenger** is a carnivore that feeds on the bodies of dead organisms. Scavengers include catfish and vultures.

Decomposers If an ecosystem had only producers and consumers, the raw materials of life, such as carbon and nitrogen, would stay locked up in wastes and the bodies of dead organisms. However, there are organisms in ecosystems that prevent this from happening. **Decomposers** break down biotic wastes and dead organisms and return the raw materials to the ecosystem.

You can think of decomposers as nature's recyclers. While obtaining energy for their own needs, decomposers return simple molecules to the environment. These molecules can be used again by other organisms. Mushrooms, bacteria, and mold are common decomposers.

Assess Your Understanding

1a. Describe An organism's energy role is determined by how it _____ obtains and how it _____ with other organisms.

b. Apply Concepts What is the main source of energy for all three energy roles? Why?

I get it! Now I know that the energy roles in an ecosystem are _____

Got It?

I need extra help with _____

Go to **MY SCIENCE CONNECTION** online for help with this subject.

Vocabulary Prefixes The prefix **omni-** means "all" or "every." How does this prefix help you understand what omnivores eat?

Ecosystems and Biomes

Assess Your Understanding

1a. Describe An organism's energy role is determined by how it _____ obtains

and how it _____ with other organisms.

b. Apply Concepts What is the main source of energy for all three energy roles? Why?

I get it! Now I know that the energy roles in an ecosystem are _____

A variety of assessment tools to help teachers and students measure progress and adapt instruction

Clear development of instructions per week and day

Oral Vocabulary Routine

Teach Amazing Words

- 1 Introduce the Word** Relate the word *cuddle* to the book. A dog is a friend you can *cuddle*. Supply a child-friendly definition: *When you cuddle something, you hold it close and love it.* Have children say the word.
- 2 Demonstrate** Provide examples to show meaning. *It's fun to cuddle a teddy bear. When you cuddle a puppy, you make it feel loved.*
- 3 Apply** Have children demonstrate their understanding. *Tell us about something or someone you like to cuddle. Show us how you look when you cuddle.*

See p. 113 to teach *tickle*.

W1 WEEK **D2 DAY**

Let's Read!

Objectives

- Discuss the concept to develop oral vocabulary.
- Build oral vocabulary.

Today at a Glance

- Oral Vocabulary**
cuddle, tickle
- Phonemic Awareness**
Segment and Blend Phonemes
- Phonics and Spelling**
Short a: a
Consonant Pattern -ck
- Fluency**
Paired Reading
- High-Frequency Words**
Pat, Ann
- Comprehension**
Character and Setting
Monitor and Clarify
- Vocabulary**
Words for Location
- Conventions**
Sentences
- Writing**
Realistic Fiction
- Handwriting**
Letter A and a/Letter Size
- Research and Inquiry**
Research Skill: Selecting Books

38 Animals, Taste and Wild

Content Knowledge

BQ Question of the Week
What do pets need?

Pets

Expand the concept To reinforce concepts and to focus children's attention, have them sing "Please Get Me a Pet" from the Sing with Me Big Book. *What does the girl think she is now old enough to do? (take responsibility for caring for a pet)*

Build Oral Language

Introduce amazing words Display the Big Book *A Kid's Best Friend*. Read the title and identify the author. Explain that in the story, the author uses some Amazing Words. Read the story and have children listen for the words *cuddle* and *tickle*.

Talk about sentences and words Reread this sentence from the Big Book. *A friend for cuddling and feeding and caring for each other on cold mornings and hot afternoons.*

- Have children repeat the sentence with you. *What does a friend for cuddling mean?* (a friend to hold closely in your arms or lap)
- **Team Talk** *What other word could we use in place of cuddling?* Have children share their suggestions.
- After children have tried other words, ask: *Why do you think the author chose the word cuddling?* (It is an interesting word and a good way to describe a way that dogs make good friends.)

A kid's best friend is a dog with big floppy ears, a wagging tail, and a wet nose... with a big tongue and sloppy kisses to lick and tickle your face clean.

- Point to and read *sloppy kisses to lick and tickle your face clean. What does tickle mean?* (to touch someone lightly and make them giggle) Have children discuss what other parts of a dog the sentence tells about.
- **Team Talk** *Turn to your partner and talk about the other ways to describe a dog.*

Go Digital: Concept Talk Video, Sing with Me Animations

Build Oral Vocabulary (Optional) Amazing Words

Oral Vocabulary Routine


Teach Amazing Words

- 1 Introduce the Word** Relate the word *cuddle* to the book. A dog is a friend you can *cuddle*. Supply a child-friendly definition: *When you cuddle something, you hold it close and love it.* Have children say the word.
- 2 Demonstrate** Provide examples to show meaning. *It's fun to cuddle a teddy bear. When you cuddle a puppy, you make it feel loved.*
- 3 Apply** Have children demonstrate their understanding. *Tell us about something or someone you like to cuddle. Show us how you look when you cuddle.*

See p. 113 to teach *tickle*.

Anchored Talk

- In the song "Please Get Me a Pet," what does the girl say songbirds need? (**seeds**) Seeds are one kind of food that pets need. Let's add seeds for birds to our map.
- In yesterday's Read Aloud story, "A Hamster for Ana," what did Ana give Harry the hamster to eat? (**carrots**) What did she give him to drink? (**water**) Let's add carrots and water for hamsters to our map.
- What are some other things that pets eat and drink?



ELL Preteach Concepts Use the Day 2 instruction on ELL Poster 1.

ELL Poster 1

30-35 mins

Whole Group!

Amazing Words

needs	tickle
responsibility	faithful
shelter	fetch
cuddle	heel

Differentiated Instruction

Strategic Intervention

Sentence Production If children pronounce *le* in *cuddle* or *tickle* as short *u*, pronounce each word carefully and have children repeat it after you. Then have them say their sentence again.

ELL English Language Learners

Physical Response Teach the words *cuddle* and *tickle* by demonstrating with a stuffed animal. Then have children repeat, using the animal themselves and saying each word in a sentence as they act it out.

Module 1 39

Objectives

- Discuss the concept to develop oral vocabulary.
- Build oral vocabulary.

Clearly defined learning objectives

New ELL posters

Amazing Words

You've learned **000** words so far.

You'll learn **008** words this week!

needs	tickle
responsibility	faithful
shelter	fetch
cuddle	heel

Easy to locate vocabulary goals

W1
WEEK

D1
DAY

Let's Read!

Objectives

- Introduce concepts: what pets need.
- Share information and ideas about the concept.

Today at a Glance

- Oral Vocabulary: needs, responsibility, shelter
- Phonemic Awareness: Distinguish /a/
- Phonics and Spelling: Short a: a
- Fluency: Oral Reading
- High-Frequency Words: come, in, my, cat, way
- Comprehension: Character and Setting
- Conventions: Sentences
- Writing: Story; Introduce
- Research and Inquiry: Identify and Focus on Topic

20 Animals, Tame and Wild

Content Knowledge

BQ Question of the Week
What do pets need?

Street Rhymes!

I will feed Puppy today,
And give him a drink in a tray.
I'll give Puppy a hug,
And his leash a small tug,
And then we will go out and play.

- To introduce this week's concept, read aloud the poem several times and ask children to join you.

Pets

Concept talk To help children gain knowledge and understanding, tell them that this week they will talk, sing, read, and write about taking care of pets. Write the Question of the Week, *What do pets need?*, and track the print as you read it.

Build Oral Language

Talk about pets Have children turn to pages 8-9 in their Student Edition. Read the title and look at the photos. Use these questions to guide discussion and create the "What do pets need?" concept map.

- The dog's owners made something to shelter, or protect, their dog. *What did they build for their pet? (a doghouse)* All pets need some kind of shelter. Let's add *Pets need shelter* and *doghouse* to our map.
- The girl is showing responsibility by taking care of her cat. *What is she doing? (feeding the cat)* All pets have to eat. Let's add *Pets need food* to our map.
- How is the girl taking care of her rabbit? *(by hugging it)* Yes, she's showing love and affection by hugging it. Let's add *Pets need love* to our map.

40-45 mins

Whole Group!

Amazing Words

You've learned **000** words so far.

You'll learn **008** words this week!

needs tickle
responsibility faithful
shelter fetch
cuddle heel

ELL
English Language Learners

Language Production Have children point to and name the pet in each photo on Student Edition pp. 8-9, first in their home language and then in English. If needed, have them repeat the names after you while pointing to the pictures. Ask questions about the pets.

ELL Support Additional ELL support and modified instruction are provided in the ELL Handbook and in the ELL Support Lessons on pp. D1•12-D1•2.

Go Digital: Concept Talk Video

W1
Oral Vocabulary

Let's Talk!
Amazing Words

RO
Read On

Student Edition pp. 8-9

Connect to reading Read the question on the page, children complete the sentence. Explain that this week, children will read about a pet cat that likes to run and play. Let's add *Pets need to play and exercise* to our map.

What do pets need?

```

graph TD
    A[What do pets need?] --- B[Pets need shelter.]
    A --- C[Pets need food.]
    A --- D[Pets need love.]
    A --- E[Pets need to play and exercise.]
    B --- B1[doghouse]
    
```

ELL Preteach Concepts Use the Day 1 instruction on ELL Poster 1.

ELL Poster 1

Module 1 **21**



English Language Learners

Language Production Have children point to and name the pet in each photo on Student Edition pp. 8-9, first in their home language and then in English. If needed, have them repeat the names after you while pointing to the pictures. Ask questions about the pets.

Support for English Language Learners

EXTRA COMPONENTS

Posters

ELL Handbook

Decodable
Practice Readers

Online Science Resources

Science Exam View

Big Books
Levels 1 and 2

Sing with Me Audio
Levels 1 and 2

Sing with Me Big Book
Levels 1 and 2



An Amazing Ride... An Incredible Destination

NEW PLATFORM



Reading Program
Activities

Science Program
Activities

Link to
Downloadable
Audio Material

Link to Assessments
with Differentiated
Learning

Extra Digital Components

Big Question Video
eDecodable Books
Animations
Leveled eReaders
Word Games

Teacher Resources

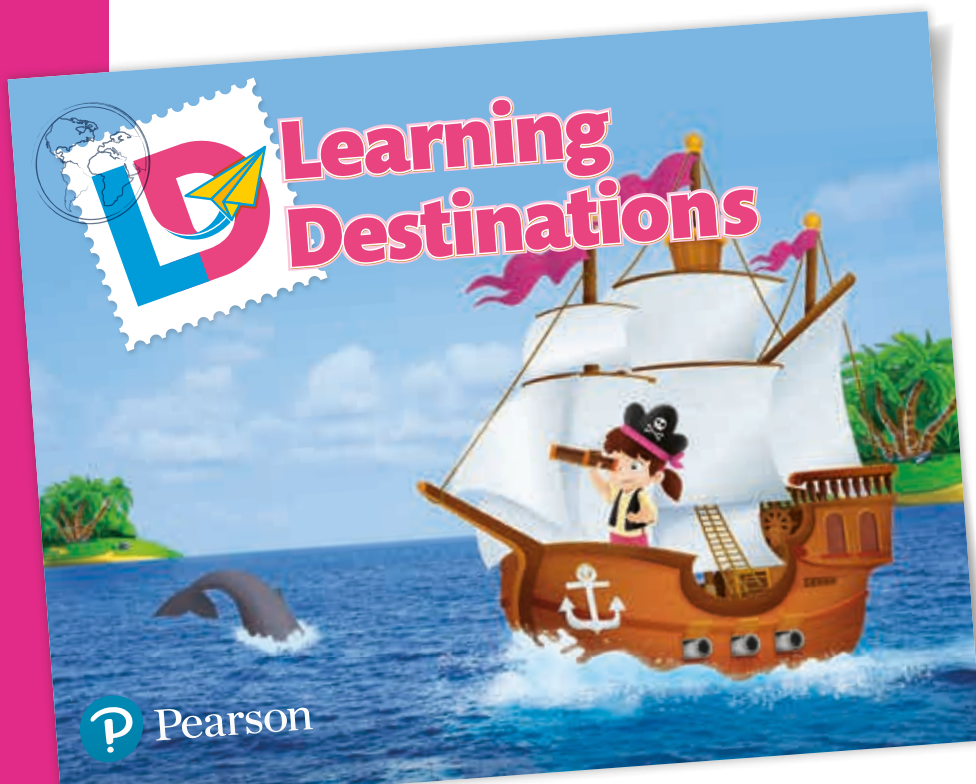
Anytime Anywhere, On Any Device

Preschool

Start Them off on The Right Path!

Learning Destinations K ©2018 (3 levels) is a comprehensive program for 3 to 5 year olds that gives children the best start to their own learning journey. It helps create an environment in which young learners can experiment, explore, and interact through the use of books, songs, stories, and conversations.

The program provides comprehensive English Language Development lessons; integrated math, science, and social studies for cross-curricular teaching; interactive technology resources for making lessons engaging, topical Big Books in a range of different genres that tie in with key concepts for vocabulary exposure and development; as well as a variety of resources for home-school connection.



K1 AND K2

Unit 1. Our Nature



BQ How do we help others?

BQ How do you help others?



Name the characters one by one and have children point to them. Then name the characters again and guide children to mention some of their needs (food, shelter).

Point to the characters from the Little Red Hen and have your child name them (dog, duck, cat, hen).

Age-Appropriate number of activities

Well-Sequenced flow of activities

Integrated Math and science pages

Phonological Awareness

Listen for Sounds in the Environment

Listen **Point** **Say**



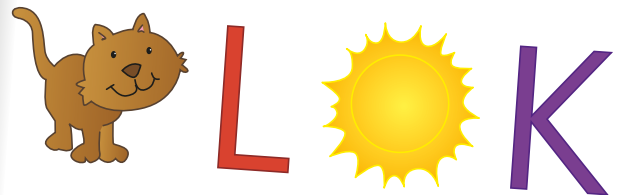
Make animal noises and have children point to the corresponding animals. Then, have them name each animal.

Have your child close his or her eyes. Together, identify different sounds around the house.

Alphabet Knowledge

Recognize Letters

Find **Circle**



Have children find the letters and circle each one.

With your child, search your house for letters.

Science

Animals need food

Find **Trace**



Have children find what things the bee and the cow can eat and trace the lines with their fingers. Then, have them trace the lines with a red crayon.

Have your child point to food items in your house that an animal can eat.

BQ How do you help others?

Develop Concept

Listen **Point** **Color**



Describe what the Little Red Hen is doing in each scene on the left-hand side of the page and have children point to the corresponding scene.

Ask your child why does the hen want to bake bread? Guide him or her to understand that animals need food.



K3

K3 builds on K1 and K2 and prepares students for Grade 1

Phonemic Awareness

Identify Initial Sounds

Look Point Listen Say

BQ How do families have fun together?



Point to the picture of a pumpkin. Say the word and its initial sound /p/. Then have children repeat after you. Next have children look for other objects that begin with p.

Say some words. Have your child say if they begin with the /p/ sound or not.

Vocabulary

Vocabulary strand to promote oral and written communication

Vocabulary

Learn Words for Places

Look Say



zoo



park



museum



swimming pool

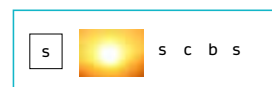
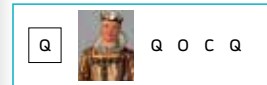
Have children look at the pictures. Then have them name the different places.

Walk with your child around your neighborhood and have him or her identify the park, the museum, the zoo, and/or a swimming pool.

Letter Recognition

Identify Qq, Rr, and Ss

Look Say Circle



Have children look at the letters in the boxes and name them. Then ask them to circle the letters in each row that match the one in the box.

Help your child name different objects that begin with Qq, Rr, or Ss.

Systematic teaching of high-frequency words

High-Frequency Words

Write *the, little*

Look Glue Read Write

the little

The girl is _____.



_____ dog is little.



_____ cat is little.



The penguin is _____.



Have children glue on the cutouts and then read the sentences, and complete them with the words *the* or *little*.

Have your child use *the* and *little* in other sentences.

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Instructions for Parents to support Home-School connection

Have your child use *the* and *little* in other sentences.

Math

Count from 16 to 20

Count Glue

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Have children count the lollipops. Next have them glue number 16. Repeat with numbers 17 to 20.

Have your child count 16, 17, 18, 19, and 20 household items.

Science

Identify Living Things

Look Circle

Have children find and circle the living things.

Have your child name as many living things as he or she can think of.

TEACHER'S EDITION INSTRUCTIONS K1, K2, AND K3

Exactly know where you are in your instruction sequence

Make It Easier!

Review numbers 1–6. Write the numbers on the board and have children say them. Then count six objects as a class.

Instruction suggestions

W1
WEEK

D1
DAY

Learning Goals

- Content Knowledge**
 - Build Oral Language
- Phonological Awareness**
 - Rhyming Words
- Letter Recognition**
 - Letters Aa
- Handwriting**
 - A and a
- Text-Based Comprehension**
 - Characters
- Writing**
 - Wonderful, Marvelous Mel
- Listening and Speaking**
 - Follow Directions
- Math**
 - Cardinal Numbers

Materials

- Class Audio CD**
 - Track 1: A Bus Comes Along Every Day
 - Ollie Puppet
 - Alphabet Card: Aa
 - Concept Word Cards: first, second, third, fourth, fifth, sixth
 - Picture Cards: bat, boat, can, cap, cat, dog, fox, man, map, mask, nap, top
 - Big Book Hip, Hop, Hurray!
 - Song Poster 1: A Bus Comes Along Every Day
 - Student's Edition pp. 5–8, 20
 - Classroom Attendance Chart
 - Name Cards (children's names)

E L L

Support Vocabulary

Start by talking through the scene in the poster to assess background knowledge and provide vocabulary. *It is raining. Where are the children? Let's count them. What are they doing?*

Begin the Day

Checking in Routine

Attendance Chart

- Welcome children as they arrive. Show them where and how to put away their belongings. Help them sign in by finding their name cards and matching them to their names on the attendance chart. Encourage children to sign in every day.

Sing and Move: A Bus Comes Along Every Day

Have Ollie display Song Poster 1. Have Ollie point to and repeat the words of the first line chorally to help children start learning the song. Have Ollie play the audio and help children follow the lyrics.

Get Ready to Read

Content Knowledge: Getting to School Together

Talk Introduce the Ollie Puppet. This is Ollie. Say Hello to Ollie. Ollie is going to tell us about our book. To explore the module concept of All Together Now, have children open their books to p. 5 and describe what the family is doing. Have Ollie explain that this week they will listen, talk, sing, read, and write about how we work, play, and go to school together. Write the Big Question (How do children get to school?) on the board and have Ollie read it. Have Ollie point to each word as he reads. Have Ollie point to Poster 1 and ask questions: Where are the children? What are they doing? Why does the bus come along every day? How do you go to school?

Build Oral Language • Introduce Concept Words

Have Ollie say, *One way in which we work and play together is by taking turns.* Have Ollie hand out this week's Concept Word Cards to six children and ask them to line up in order at the front. Have Ollie ask the class to count the children. Have Ollie say, *We are going to learn six words that help us talk about taking turns.* Listen as I say each word: *first, second, third, fourth, fifth, sixth.* Point to the child who is first and say, *(Ana) is first.* Repeat for the remaining ordinal numbers. Repeat with new volunteers. Write *first* and *second* on the board. Have children repeat the words after you.

Phonological Awareness: Rhyming Words

Teach Today we will learn about rhyming words. Listen as I say some rhyming words: *fig, dig, wig, big.* Say the words with me: *fig, dig, wig, big.* These words rhyme because the middle and ending parts of the words sound the same.

Model Have children look at p. 6 of their books. Explain that they will look for pictures of rhyming words. I see a paint can. What do you see that rhymes with can? I see a pan. Pan has the same middle and ending parts as can.

Guide Practice Help children name words in the picture (*can/man/pan/fan, coat/boat, nap/top*). Guide them to say the words that have the same middle and ending parts.

Discriminate Rhyming Words To identify rhyming words, I say the words and listen to their middle and ending parts. I say the words *big, cat, jig.* I listen to the middle and ending parts. The words *big* and *jig* have the same middle and ending parts, so *big* and *jig* are rhyming words. Display Picture Cards *cat, dog, and bat.* Let's say the words together as we listen to their middle and ending parts. Say the words several times and have children identify the rhyming words *cat* and *bat.* Continue with these sets of Picture Cards: *cap, map, boat, can, mask, man, fox, top, nap.*

Review Say three words and have children identify the words that rhyme. Listen: *cab, jam, tab, vet, cap, nap; bed, hop, map; mouse, house, mom.*

Letter Recognition Aa

Introduce Hold up the Aa Alphabet Card. Point to the uppercase and lowercase letters. This is uppercase letter A. What is this letter? This is lowercase letter a. Remind children that letter a is the first letter of the alphabet.

Model Write A Bus Comes Along Every Day on the board. Point to the first A. This is uppercase A. Point to Along. This word begins with uppercase letter A. Point to the a in Day. This word has a lowercase letter a in it. These words are the title of the song.

Guide Practice Have children turn to p. 7. Point to the top row. These pink letters are uppercase A and lowercase a. Display Song Poster 1. Point to an uppercase A and a lowercase a on the poster. Then have children come up and point to each uppercase A and lowercase a on the poster.

On Their Own Have children look around the classroom for examples of uppercase A and lowercase a. As each letter is found, have the class say the name of the letter.

Apply • Blend Sounds Say the word at. Have children say the word with you. Now say /b/ and ask children what the word would be if you put /b/ and /a/ together. Blend the sounds with children to make the word bat. Repeat the blending several times so that children understand how to blend the sounds together.

Model When I say the word bat, it begins with /b/. If I want to make a new word that begins with /h/, I say /h/ and /a/ to make the word hat. Have children blend the sounds with you and repeat several times.

Guide Practice Let's make some more words. When I say a new sound, I add the sound to /a/ to make a word. Use the following sounds: /m/, /k/, /p/, /r/, /s/. Have children blend the sounds and say the new words.

Handwriting Aa

Introduce/Model Write A on the board. This is uppercase A. We use uppercase letters at the beginning of sentences and for the first letter in a person's name. Write Ann on the board. This is the name Ann. I use an uppercase letter at the beginning of name. Ann begins with uppercase A. Watch as I trace the uppercase A with my finger.

Guide Practice Use your finger to make an uppercase A in the air. Now write it on your hand.

Introduce/Model Repeat the procedure for lowercase a with the word ant.

Guide Practice Then have children write a row of uppercase A and a row of lowercase a on p. 8 of their books.

Read and Comprehend

Text-Based Comprehension: Characters

Read Remind children of the Big Question, *How do children get to school?* Have children listen as you read about "At the Bus Stop."

Center Time

Small Groups pp. 140–141

Make It Easier!

Review numbers 1–6. Write the numbers on the board and have children say them. Then count six objects as a class.

Make It Harder!

Have children write the numbers or the corresponding words in their notebooks.

E L L

Support Phonological Awareness

Some children may have difficulty identifying and pronouncing some English sounds. Isolate the sounds in the rhyming word parts and help them listen to and say the sounds. Have the class name several items in the picture before asking them to identify rhyming words on their own.

Hip, Hop, Hurray!

Learning goals and materials specified for easy and quick class planning

E L L

Support Phonological Awareness

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Supports diverse learners

EXTRA COMPONENTS K1, K2, AND K3

Big Books

Word and Picture Cards

Concept Word Cards

Sound-Spelling Cards

Picture Vocabulary Cards

Puppet

Songs (Available Digitally)

Interactive Flipbooks



Leo's Cave
Cara Norris-Ramirez



Poster 1

Class Audio CD



baby



city



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the **Ride** and the
Destination!



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