Co**gnates-Based ESL Theme 1: Personal Information**

1a

information national origin

race nickname

social security number

date of birth gender answer

ask title

**Personal Information Story**

**Anecdote (short narrative-story)**

Title: A Great Lesson to Learn

Marie Cassy Joseph is a 35-year-old woman from Hinche, Haiti. She just arrived in the United States with her husband and two children, Jonas 6 years old and Lucie 9 years old. As they went through US Customs in New York, the agents told the family that they were randomly selected for a longer interview. Agent Michael asked Marie to fill out a form that has some personal information for her to answer. Her husband, Joe used to take some English course online while he was in Chile.

He said to his lovely wife Marie, “Honey, do not worry, I can help with that. While I was living in Chile, I learned some English online.” Marie was very happy that her husband took some English classes while he was in Chili. Finally, Joe said to Marie“ you see honey, we can continue learning English anywhere we go.

honey

finally

U.S. Customs agent

wonderful husband

lovely wife

How many children do Marie Cassy and Joe have? \_\_\_\_\_\_\_\_.

What do US Custom agents want Marie to do? \_\_\_\_\_\_\_\_\_\_\_.

Can you help Marie answer the questions by completing the

Exercise on page 47 in the workbook?

"Now, let us play a game called, “Vocabulary Storytelling.” Class reviews the story. Each student takes turns adding a sentence to the story, using one of the vocabulary words in each sentence.

* **Vocabulary Building Exercises- Word Association**

Match each vocabulary word from the story with its matching definition below.

|  |  |
| --- | --- |
| 1. customs |  |
| 2. online |  |
| 3. happy |  |
| 4. arrived |  |
| 5. learning |  |
| 6. fill-out |  |
| 7. help |  |
| 8. courses |  |

**Definitions**

a. To arrive at or reach a destination.

b. A set of lessons or studies on a particular subject.

c. To complete a form by providing necessary information.

d. Assistance or support.

e. Feeling or showing joy or contentment.

f. A place at the border where travelers' bags are checked for restricted items.

g. To gain knowledge or skills through study, experience, or teaching.

h. Connected to or accessible via the internet.

* **Make Your Own Vocabulary Storytelling**

Work with a partner and take turns creating a story using the vocabulary words from the anecdote. Each person adds a sentence to the story, using one of the vocabulary words. Try to create a good story using the words.

**For example:**

Person 1: Marie arrived in the United States with her family.

Person 2: At US Customs, agent Ross randomly selected Marie Cassy for an interview.

Person 1: Agent Michael asked Marie to fill out a form with personal information.

Person 2: Joe was happy to help, thanks to the English courses he took online.

Person 1: While living in Chile, Joe continued learning English.

Person 2: He said to Marie, "You see honey, we can continue learning English anywhere we go."

Continue the story, alternating sentences and using vocabulary words to build a complete and interesting story.

**If needed, use another piece of paper to complete your story.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cognates-Based ESL Theme 2: Numbers/Money**

2a

memorized figured out pattern groceries

Tenths place count forward count backward

**Reading: Numbers Chart Story**

**Title: To Itemize or not Itemize**

Jacques went to the supermarket to buy groceries. He bought three apples, five pears, and seven oranges.

How many pieces of fruits did he buy?\_\_\_\_\_\_\_\_

Jacques later went to the corner store and bought a dozen eggs, a loaf of bread, and a gallon of milk.

**how many** (when you can itemize or count)

**how much** (when you cannot itemize or count)

**dozen a loaf**

**a gallon half a gallon**

How many eggs did he buy?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

How many gallons of milk did he buy? \_\_\_\_\_\_\_.

How much milk did he buy?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

How much bread did he buy?\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Cognates based Theme: Numbers/Money**

**2b**

took turns aloud clapped Got it right.

so much/ so many to signal understand proud of

**2b**

**Reading: Numbers Chart Story:**

**Title: Forward and Backward**

"Today, we'll learn how to count forward and backward using this number chart," Mr. Gerome explained.

He highlighted a number in the chart, and the students quickly noticed that each of the numbers he highlighted had two parts: A number on the ones place. and a number on the tenths place.

"The ones place is the number on the right, and the tenths place is the number on the left," Mr. Gerome said.

The ESL students were excited to practice counting. Karen went first and started at number 37. “37, 38, 39, 40,” she counted as she moved forward in the chart.

Next, it was Romane’s turn. He decided to count backward. “100, 99, 98, 97,” he said, moving backward on the chart.

The students took turns, and soon they were all experts at counting forward and backward using the numbers chart.

**Retelling:** Tell the first part of the Number Chart Story in your own words.

* **Do Your Own Forward and Backward Move:** The Number Chart Story

"Now, let's play a game," Mr. Gerome said, handing out small cards with numbers written on them.

Each student had to find the matching number on the chart and then count five numbers forward and five numbers backward from that number. They took turns reading their numbers aloud, and the class clapped each time they got it right.

Cognates-Based ESL Theme **Numbers Chart**

Numbers charts count forward columns

highlight ones place tenths place

count forward count backward

**2c**

**Reading: Numbers Chart**

**Title: A Great Tool for Learning**

The MOC ESL class is looking forward to an exciting day. The students have been learning about numbers. The objective was to learn how to use a special tool called a numbers chart to help students understand numbers. Mr. Gerome placed a large numbers chart on the board, and the class started watching to see what he was going to do. The chart had rows and columns filled with numbers from 1 to 100.

"Today, we'll learn how to count forward and backward using this numbers chart," Mr. Gerome explained.

He highlighted a number in the chart, and the students quickly noticed that each number had two parts: the ones place and the tenths place.

"The ones place is the number on the right, and the tenths place is the number on the left," Mr. Gerome said.

The ESL students were excited to practice counting. Karen went first and started at number 37. “37, 38, 39, 40,” she counted as she moved forward in the chart.

Next, it was Romane’s turn. He decided to count backward. “100, 99, 98, 97,” he said, moving backward on the chart.

The students took turns, and soon they were all experts at counting forward and backward using the numbers chart.

**Retelling:** Tell the first part of the Number Chart Story: A Great Tool for Learning in your own words.

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Cognates-Based ESL Theme Numbers Chart

**2d**

great lesson skill patterns

exciting skip count multiplication

times table subject areas skip count

etcetera (etc.) called on him

**Reading: Skip Counting Story**

**Title: “I Will Learn Everything”**

Today is another exciting day with the numbers chart. The MOC ESL class is looking forward to another great lesson. Ms. Nixon is doing the lesson today. The students are going to learn how to skip count using the numbers chart. Ms. Nixon says, “ This skill will help you with your multiplication times table. We will start looking at patterns to help us.” Ms. Nixon asks the students to start in the first row. She asked them what they noticed as they moved from left to right in the first row. Carlo, one of the students, raised his hand. Ms. Nixon called on him. He asked, “ We’re supposed to be learning to speak English why are we learning Math?”

Ms. Nixon answered: “Because learning English is more than just speaking. It is learning to read, write, listen and speak in all the subject areas, like science, literature, technology, history, Math, etcetera.

Carlos said: “Oh, I see. Keep going! I will learn everything.”

**Retelling:** Tell the first part of the Skip Counting Story 2a in your own words.

**Activity:** Skip counting (Part 2)

"Now, let's play a game," Ms. Nixon said, handing out small cards with numbers written on them.

Each student had to skip two numbers on the chart to get to the next number. They took turns reading their numbers aloud, and the class clapped each time they got it right.

The students were having so much fun that they did not even realize how much they were learning. Ms. Nixon was proud of her class for learning the numbers chart and using it to practice skip count by 2, 5, 10.

* **Write Your Own skip counting Move:** The Skip Counting Story

Students practice skip counting using the numbers chart. And answer questions about patterns.

1) 2, 4, 6, 8, \_\_\_\_. We are counting by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) 5, 10, 15, \_\_\_\_. She is counting by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3) 4, 6, \_\_, 10, 12. They are skip counting by\_\_\_\_\_\_\_\_\_\_.

4) 3, 5, 7, \_\_\_, 11. I am counting by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5) 10, 15,\_\_\_\_, 25. I am counting by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6) Yes or No. Do you see Patterns in Numbers? \_\_\_\_\_\_\_\_.

7) Yes or No. Are there patterns around the room?\_\_\_\_\_.

8) Yes or No. Are there patterns in nature?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cognates-Based ESL Theme Numbers Chart

**2e**

money currency pennies

dime nickels quarters

half-dollars coins how much

how many countable not countable

**Reading: Counting Money Story**

**Title: “Hello, I can Use Patterns to Count Money?”**

When Juliette read the title of the reading, **“Hello,** **I can use Patterns to Count Money**?” She could not believe it ,using a numbers chart to count money was unheard of. She guessed if they could learn to do that, they could learn anything. Juliette asked Mr. Nelson who her partner would be. She wanted to know who was going to be her learning partner for today.

count money unheard of

learn anything partner

screamed Hooray!

Mr. Nelson started thinking out loud. “Let’s see.

if a penny is one cent, I can count by one.

If a nickel is five cents, I can count by five cents.

What if a dime is ten cents?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What if a quarter is twenty-five cents?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The students screamed, “We can use patterns to count money. Hooray!

* **Do Your Own Money Pattern Move!**

Students practice using coins and the number charts to count money.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cognates-Based ESL Theme **Days of the Week**

**3a**

Say clap segment syllables second

fifth Sixth seventh ordinal number third

cardinal number weekend weekdays fourth

a week third first

**Reading: Days of the Week**

**Title: “Pascalie’s Best Day Ever.”**

It all started on a bright Monday morning. As Pascalie entered her classroom, her teacher, Miss Olaire , said, "Today, we have a special activity planned! We'll learn how to clap and break words into parts called syllables." Pascalie was excited to learn something new.

Miss Olaire gave each student cards with colorful words. They took turns clapping and counting the parts of the words. Pascalie felt proud when she got it right every time.

As the days went by, they did more fun activities. On Tuesday, they learned about numbers. Melisa and her friends lined up and Miss Olaire’s called out numbers for them to stand on. They had so much fun while learning about the order of things.

By Wednesday, they were learning about the days of the week. Melisa found it interesting to know the difference between weekdays and the weekend. She happily shared with her family what she learned at home.

On Thursday, Miss Roberts taught them about "first," "second," "third," and so on. They played games and had races to understand these terms. Melisa felt happy when she came second in a running race.

Finally, Friday came, and it was time to celebrate all they had learned. Miss Olaire organized a small party for the class. They enjoyed delicious snacks. They also shared stories about their favorite activities from the week. That day became Pascalie’s best day ever. From that day on, Learning had become an adventure. And so, with a big smile on her face, Pascalie looked forward to more wonderful days ahead**.**

celebrate organized enjoyed delicious

look forward snack big smile on her face

wonderful day

**Vocabulary Classification:** Group the vocabulary words in the story “Pascalie’s Best Day Ever” based on the number of syllables.

**One Syllable Two Syllables Three Syllables**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Retelling:** Tell the beginning, Middle and ending of the story, Pascalie’s Best Day Ever.

* **Write Your Own story about your best day ever.** Use some or all of the words from the word bank to create your story.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cognates-Based ESL Theme **Months of the Year**

parents adored discussions decided

holiday season unique adored delight

often wondered charm favorite around the corner

**3b**

**Reading: Months of the Year**

**Title: “There’s Always Something to Do!”**

There once lived a little girl who was born in a town called Dorset in Vermont, USA. Her parents called her Carmelle, but her godmother wanted her name to be Marie. After many discussions, they decided to call her Marie Carmelle. Her birthday was on December 18th, and she loved the holiday season because her birthday was just around the corner!

Marie Carmelle adored all the months of the year, each one bringing its own special charm. She often thinks about, "Which is my favorite month?" and every time, she would have a different answer because each month had something unique to offer.

In January, the world would be covered in a soft blanket of snow, and Marie Carmelle would delight in playing in the snow.

under bright blue sky new baby animals adored

brightly spend days at beach

vacations waves sandcastles

often wondered charm favorite around the corner

As spring approached, Lily would look forward to April, when the flowers would bloom in vibrant colors. She loved visiting the park with her family, having picnics

under the bright blue sky and seeing the new baby animals. "When is the best time to be outside? Definitely in April!" she would say.

Summer was full of excitement, and July was Marie Carmelle’s favorite. The sun would shine brightly, Marie Carmelle and her family would go on vacations to exciting places. They would spend days at the beach, playing in the waves, and building sandcastles. "Where does the time fly in July? It is always too short!" she would say.

Then came October, with its beautiful fall foliage. Marie Carmelle loved jumping into piles of colorful leaves and picking pumpkins at the farm. "Why is autumn so cozy and wonderful?" she would think.

finally piles of colorful leaves decided

picking pumpkin cozy spending time fall foliage.

spirit of giving cherish approached autumn

Finally, December would arrive, bringing the joy of the holiday season. With her birthday just a week away, Marie Carmelle would help her family decorate the Christmas tree and bake delicious cookies. She loved the spirit of giving and spending time with loved ones. "December is the most wonderful time of the year!" she would proclaim.

Throughout the year, Marie would enjoy different activities, from sledding in winter to swimming in summer, from planting flowers in spring to jumping in leaves in autumn. Each month offered something special to cherish.

As her birthday approached on December 18th, Marie Carmelle felt grateful for all the wonderful experiences she had throughout the year. She knew that no matter the month, there would always be fun things to do and memorable moments to create with family and friends.

grateful wonderful experiences memorable decided

family friends moments

spending time approached throughout

**Recounting the Story:** Retell the story, remembering key events and details in the order they happened. Be sure to have a clear beginning, middle, and ending.

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Cognates-Based ESL Theme **Occupations, Colors, Shapes**

**4a**

bus driver farmer field trip

occupation teacher kind-hearted adventure

boarded backpacks greeted excitement

skill patterns chatter in addition to

**Reading: Occupations**

**Title: “The Kindhearted Bus Driver of the City of East Orange”**

In East Orange lived a kind-hearted bus driver named Albert. He had been driving the school bus for the East Orange School District for 20 years. In addition to bringing children to school every day, he loves taking children on exciting field trips. One sunny morning, Albert prepared the bus for a special adventure to Becky's farm with Ms. Lauren's class.

As the children boarded the bus with their backpacks, Albert greeted each of them with a warm smile. "Good morning, everyone! Are you ready for a fun day at the farm?" he asked cheerfully.

The bus ride was filled with laughter and chatter as Albert shared interesting facts about farms and animals. "Did you know that farms grow delicious fruits and vegetables, and they're also home to many animals?" he asked, capturing the children's attention.

Finally, the bus arrived at Becky's farm, a great place with rolling hills and a big red barn. The children could not wait to explore. Albert led them off the bus and introduced them to the friendly farmer, Becky. "Kids, this is Farmer Becky. She takes care of all the animals and plants on the farm," Albert said proudly.

Explore capturing rolling hills

red barn Children’s attention introduced

explore teacher kind-hearted

boarded backpacks greeted

Becky greeted the children with a warm welcome and led them on a tour of the farm. They saw rows of colorful flowers and rows of vegetables growing in the sun. The children were amazed to see how plants turned into the food they ate.

Next, they visited the farm's veterinarian, where they met Dr. Johnson. He showed them how he took care of the farm animals when they were sick. The children watched as Dr. Johnson gave a check-up to a white sheep, and they learned how important it was to take care of animals just like people.

The highlight of the day was when Albert and the children visited the animals in the barn. They met cows, pigs, chickens, and even a curious goat named Bella. Albert explained, "Bella loves to say hello to visitors. Just be gentle when you pet her!"

A tour rows of vegetables amazed

warm welcome Children’s attention introduced

explore veterinarian check-up

important to pet her visitor

The children giggled as Bella nuzzled their hands, and they were in awe of all the different animals they saw. Albert watched with a smile, happy to see the children enjoying themselves.

At the end of the day, as the children boarded the bus to head back to school, Albert asked, "Did you all have a great time at the farm?" The children cheered and nodded enthusiastically. "Thank you, Albert, for taking us on this amazing trip!" one child said.

Albert smiled; his heart full of joy. He knew that field trips like these created special memories for the children, and he was grateful to be a part of their learning adventure.

And so, Albert drove the bus back to school, listening to the children's stories of their day at the farm. He was thankful for the opportunity to share the magic of farms, animals, and new experiences with Ms. Lauren's class.

**Retelling:** Tell the beginning, Middle and ending of the story, **“The Kindhearted Bus Driver of the City of East Orange**

* **Write Your Own story about a kindhearted person you know.** Use some or all of the words from the word bank to create your story.

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