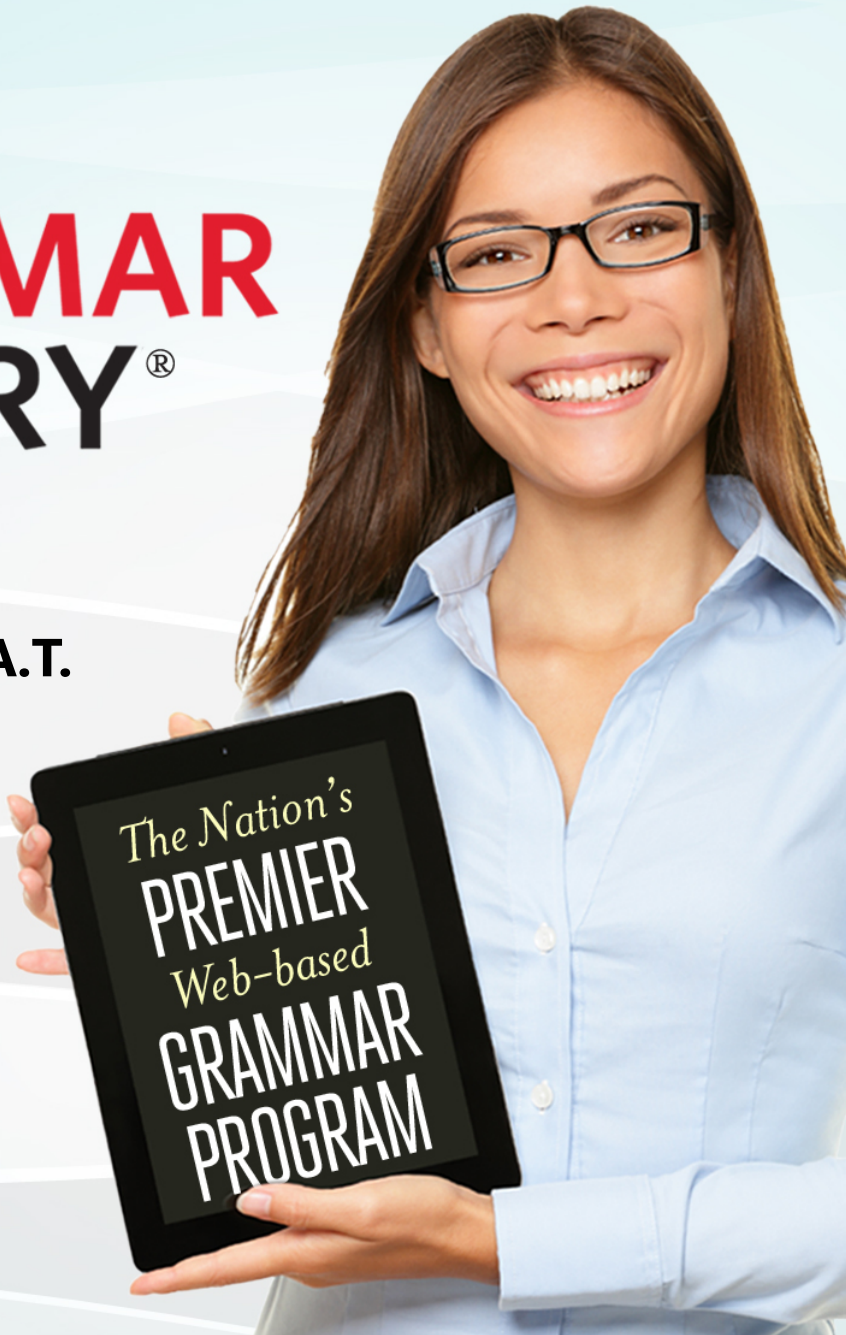


GRAMMAR GALLERY®

Presenter:
Patrice Gotsch, M.A.T.
Co-Author



***Roberta sends her regards
from sunny New Mexico!***



Program Authors

Grammar Gallery was developed by Roberta Stathis, Ph.D., and Patrice Gotsch, M.A.T. in 2010.

Roberta lives in Las Cruces, New Mexico, and Patrice lives in Alexandria, Virginia.

Roberta and Patrice are the founders of The Teacher Writing Center, the publisher of Grammar Gallery.

We are both ESL teachers who have taught children and adults.

Why did we develop Grammar Gallery?

- We believe that systematic grammar instruction integrated into content-area topics enables students to develop academic language proficiency (BICS and CALP).
- A program accessible through the Internet can be continually updated and responsive to educator needs.
- A cost-effective program would allow areas with lower EL populations to provide targeted instruction.
- We wanted a program flexible enough for experienced teachers and structured enough for paraprofessionals.



Suggestion from a South Dakota Educator!

Farm Life is a topic in **Level 1** of the Main Gallery.

George **harvests** his crops in the fall.



Molly **sews** clothes for her family.



The store **sells** homemade pies.



Jane **uses** technology to help manage her crops.



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Grammar Gallery introduces **Farm Life**

English language development lessons
Specially designed for students living
in rural communities

 farm	 farmer
 land	 livestock

Available Fall 2019

www.grammargallery.org

Contact us at grammargallery@gmail.com or (877) 848-0947 to learn more.



The worksheet includes a table with the following content:

NAME	DATE		
	<input type="checkbox"/> to drive <input type="checkbox"/> to walk	<input type="checkbox"/> to water <input type="checkbox"/> to grow	<input type="checkbox"/> to plow <input type="checkbox"/> to graze
	The farmer _____		
	The crops _____		
	They _____ in the field.		
	The livestock _____		
	She _____ the garden.		
	He _____ a tractor.		
	_____ a horse.		

A Teacher-Delivered Program Accessed through the Internet

Grammar Gallery is a teacher-delivered program accessed through the Internet. It is not a self-paced program.

We believe that the teacher plays a critical role in the instruction of English learners.

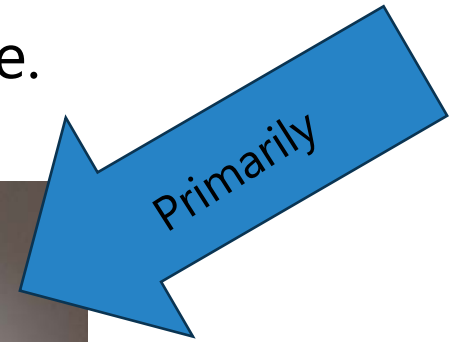
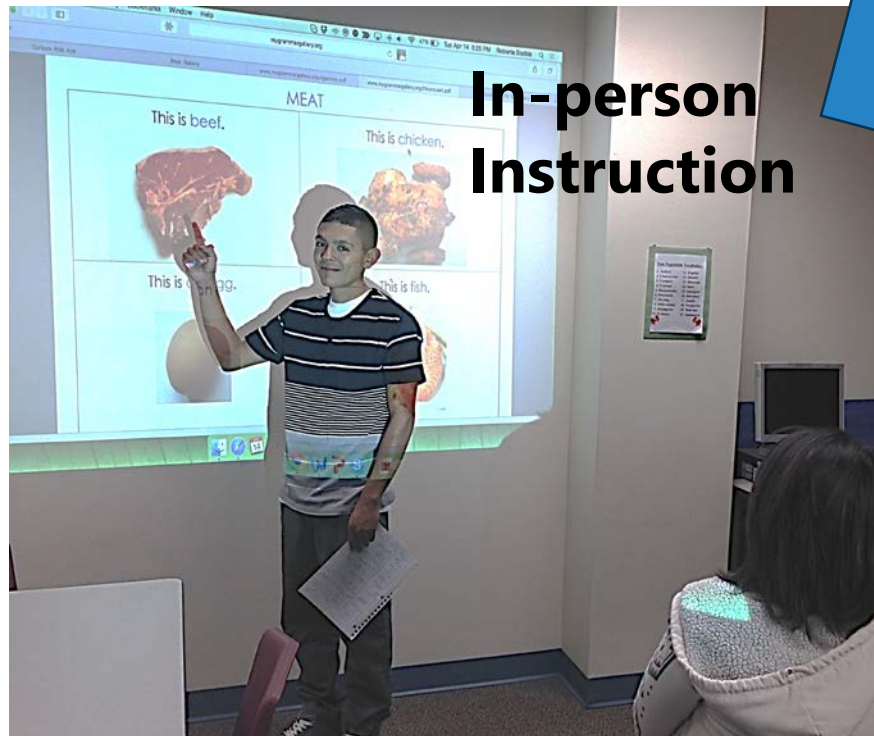


Important

Can Be Used in Face-to-Face or Virtual Instruction

Grammar Gallery is used in both **in-person** and **virtual instruction**.

All materials are accessed through a password-protected website.



Accessing Grammar Gallery

<https://www.grammargallery.org>

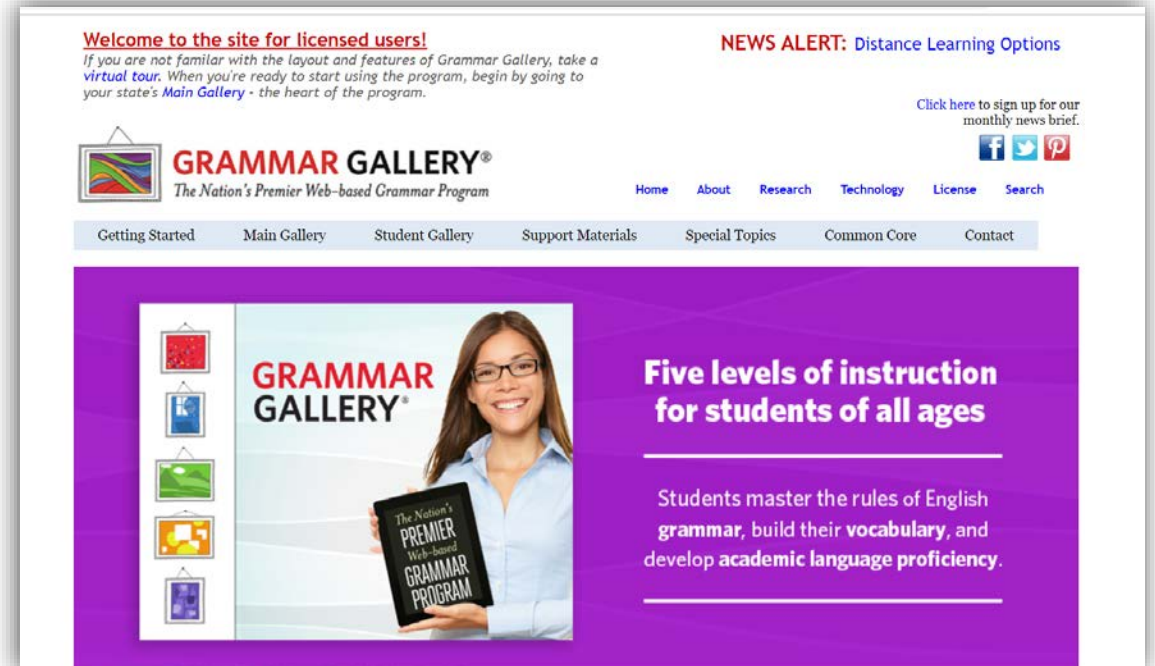
Anyone can access



The screenshot shows the homepage of the Grammar Gallery website. At the top left is the logo for Grammar Gallery, described as "The Nation's Premier Web-based Grammar Program". To the right of the logo is a navigation menu with links for Home, About, Directory, What's New?, and Contact. Further right are social media icons for Facebook, Twitter, and Pinterest, and a "LICENSED USER LOGIN" button. Below the navigation is a secondary menu with links for Virtual Tour, Program Information, Purchasing, Common Core, Lessons & Resources, Testimonials, and Free Trial. The main content area features a large green banner with a photograph of a teacher pointing at a whiteboard in a classroom. The text on the banner reads: "GRAMMAR GALLERY is the perfect complement to interactive whiteboards and electronic tablets." Below this, it states: "The program is delivered through the Internet and adaptable to low and high technology educational contexts." At the bottom of the banner are four buttons: "START A FREE TRIAL", "TAKE A VIRTUAL TOUR", "PURCHASE THE PROGRAM", and "CONTACT US".

<https://www.mygrammargallery.org/>

Only licensed users can access



The screenshot shows the homepage of the MyGrammarGallery website, which is a restricted access page for licensed users. At the top left is the Grammar Gallery logo. To the right is a "NEWS ALERT: Distance Learning Options" section with a link to "Click here to sign up for our monthly news brief." Below the logo is a navigation menu with links for Home, About, Research, Technology, License, and Search. A secondary menu below that includes links for Getting Started, Main Gallery, Student Gallery, Support Materials, Special Topics, Common Core, and Contact. The main content area features a large purple banner with a photograph of a smiling woman holding a tablet displaying the Grammar Gallery program. The text on the banner reads: "GRAMMAR GALLERY Five levels of instruction for students of all ages" and "Students master the rules of English grammar, build their vocabulary, and develop academic language proficiency." At the bottom of the banner are four buttons: "START A FREE TRIAL", "TAKE A VIRTUAL TOUR", "PURCHASE THE PROGRAM", and "CONTACT US".

Who can use Grammar Gallery?

Grammar Gallery is designed for **K-12 students at the beginning to advanced levels** of English language proficiency.



Elementary



Middle



High



Organized by language level. Suggestions for adaptation for grade levels.

Audience Participation

What words or phrases come to mind when you think about **grammar instruction for English learners?**



The Site for Licensed Users

Welcome to the site for licensed users!
If you are not familiar with the layout and features of Grammar Gallery, take a [virtual tour](#). When you're ready to start using the program, begin by going to your state's [Main Gallery](#) - the heart of the program.

NEWS ALERT: [Distance Learning Options](#)

[Click here](#) to sign up for our monthly news brief.



 **GRAMMAR GALLERY®**
The Nation's Premier Web-based Grammar Program

[Home](#) [About](#) [Research](#) [Technology](#) [License](#) [Search](#)

[Getting Started](#) [Main Gallery](#) [Student Gallery](#) [Support Materials](#) [Special Topics](#) [Common Core](#) [Contact](#)



GRAMMAR GALLERY®

Five levels of instruction for students of all ages

Students master the rules of English **grammar**, build their **vocabulary**, and develop **academic language proficiency**.



Grammar Gallery is very intuitive and doesn't require any special training, but we do offer online [virtual inservices](#) that are accessible any time.



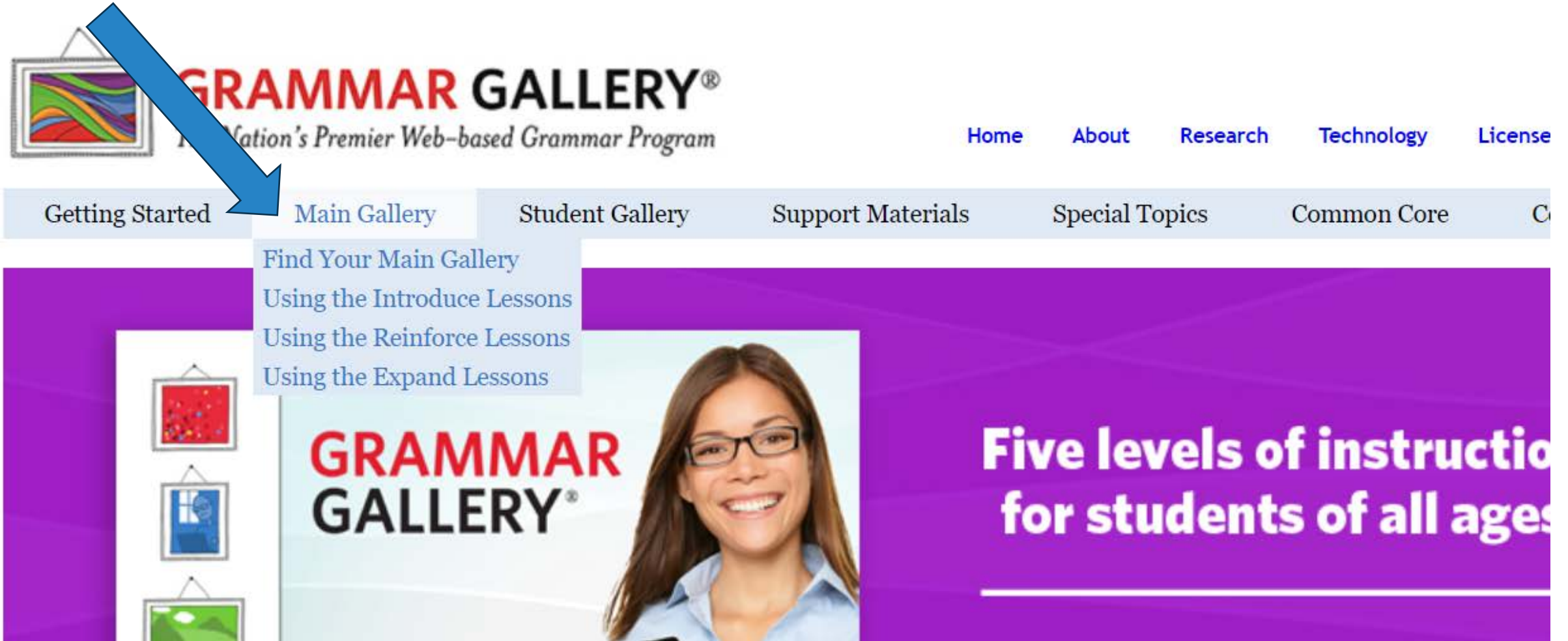
More than 20,000 full-color photographs and illustrations captivate students on interactive whiteboards and electronic



Grammar Gallery is organized into five color-coded levels. Each level covers six engaging topics and includes 180 resources, for a total of 900 resources. [Click here to learn more.](#)

We'll look at the materials first, and then we'll go to the live website to see how to access these materials.

The Main Gallery: The Heart of the Program



GRAMMAR GALLERY®
The Nation's Premier Web-based Grammar Program

Home About Research Technology License

Getting Started **Main Gallery** Student Gallery Support Materials Special Topics Common Core C

- Find Your Main Gallery
- Using the Introduce Lessons
- Using the Reinforce Lessons
- Using the Expand Lessons

GRAMMAR GALLERY®

**Five levels of instruction
for students of all ages**

The image shows a screenshot of the Grammar Gallery website. At the top, there is a logo for 'GRAMMAR GALLERY®' with the tagline 'The Nation's Premier Web-based Grammar Program'. To the right of the logo are navigation links: 'Home', 'About', 'Research', 'Technology', and 'License'. Below this is a horizontal navigation bar with several menu items: 'Getting Started', 'Main Gallery', 'Student Gallery', 'Support Materials', 'Special Topics', 'Common Core', and 'C'. A blue arrow points from the top left towards the 'Main Gallery' menu item. A dropdown menu is open under 'Main Gallery', listing four options: 'Find Your Main Gallery', 'Using the Introduce Lessons', 'Using the Reinforce Lessons', and 'Using the Expand Lessons'. Below the navigation bar is a large purple banner. On the left side of the banner, there are three small framed images. In the center, there is a photo of a smiling woman with glasses. To the right of the photo, the text reads 'GRAMMAR GALLERY®' and 'Five levels of instruction for students of all ages'.

The Main Gallery – Organized by Language Level

MAIN GALLERY

Get exclusive freebies and program updates in our monthly news brief. Sign up here!



LANGUAGE LEVEL 1: ENTERING

TOPICS	GRAMMATICAL FORMS									
	Noun	Regular Plurals	Imperative	Present Progressive	Simple Present	Subject Pronouns	Possessive Adjectives	Prepositions	Adjectives	Comparisons
People	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
School	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Transportation	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Parts of the House	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Animals	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Numbers & Shapes	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Farm Life	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Name	Name	Comment	Narrate	Explain	Id-Name	Id-Name	Describe	Describe	Explain	

LANGUAGE FUNCTIONS

LEVEL 1 SUPPORT MATERIALS						
Level 1 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the Introduce Lesson	Using the Reinforce Lesson	Extension Activities	Flexible Frames



LANGUAGE LEVEL 2: BEGINNING

TOPICS	GRAMMATICAL FORMS									
	Noun & Article	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Food	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Clothes & Accessories	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Human Body	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Electronics & Appliances	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Land & Resources	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Name	Name	Id-Verb	Narrate	Ask	Id-Name	Express	Describe	Identify	Describe	

LANGUAGE FUNCTIONS

LEVEL 2 SUPPORT MATERIALS						
Level 2 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the Introduce Lesson	Using the Reinforce Lesson	Using the Expand Lesson	Extension Activities



LANGUAGE LEVEL 3: DEVELOPING

TOPICS	GRAMMATICAL FORMS									
	Noun	Sequence Words	Simple Past	Present Perfect	Future Progressive	Possessive Pronouns	Demonstrative Pronouns	Comparatives & Superlatives	Comparisons	Contractions
Nature	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Sports & Exercise	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Entertainment	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Seasons & Weather	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Holidays	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
The Solar System	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Name	Sequence	Describe	Explain	Narrate	Id-Name	Id-Name	Compare	Connect	Describe	

LANGUAGE FUNCTIONS

LEVEL 3 SUPPORT MATERIALS						
Level 3 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the Introduce Lesson	Using the Reinforce Lesson	Using the Expand Lesson	Extension Activities



LANGUAGE LEVEL 4: EXPANDING

TOPICS	GRAMMATICAL FORMS									
	Noun	Specialized Prepositions	Adverb Clauses	Present Verb	Present Perfect Progressive	Past Perfect	Past Perfect Progressive	Gerunds	Relative Pronouns	Indefinite Pronouns
Government	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Occupations	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Geography	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Exploration & Travel	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Money	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Research & Inquiry	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Name	Analyze	Describe	Summarize	Advise	Narrate	Explain	Narrate	Persuade	Id-Name	

LANGUAGE FUNCTIONS

LEVEL 4 SUPPORT MATERIALS						
Level 4 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the Introduce Lesson	Using the Reinforce Lesson	Using the Expand Lesson	Extension Activities



LANGUAGE LEVEL 5: BRIDGING/REACHING

TOPICS	GRAMMATICAL FORMS									
	Noun	Quoted Speech	Future Perfect	Future Perfect Progressive	Yes/No Questions	Relative Voice	Conditionals	Relative Pronouns	Adjective Clauses	Specialized Adverbs
Science	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Mathematics	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Art & Music	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Literature	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
History	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Economics	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
Name	Define	Label	Predict	Narrate	Ask	Explain	Hypothesize	Interpret	Describe	

LANGUAGE FUNCTIONS

LEVEL 5 SUPPORT MATERIALS						
Level 5 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the Introduce Lesson	Using the Reinforce Lesson	Using the Expand Lesson	Extension Activities

The Main Gallery includes 900 downloadable resources organized by language proficiency level.

The Main Gallery

The Main Gallery is organized by language proficiency level, topic, and grammatical form and function.

On the right, you can see the resources included in Level 2 of the Main Gallery. Each level is set up the same way.

LANGUAGE LEVEL 2

GRAMMATICAL FORMS										
TOPICS	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Human Body	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Electronics & Appliances	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Land & Resources	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
	Name	Name	Predict/ Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
LANGUAGE FUNCTIONS										

LEVEL 2 SUPPORT MATERIALS									
Level 2 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the Introduce Lesson	Using the Reinforce Lesson	Using the Expand Lesson	Extension Activities	Flexible Frames	Picture Prompts	Common Core Alignment

The Main Gallery



- Each **INTRODUCE** lesson focuses on **oral language**.
- Each **REINFORCE** lesson focuses on **reading**.
- Each **EXPAND** lesson focuses on **writing**.

TOPICS	Nouns & Articles	Plurals
Family	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce	Introduce Reinforce

INTRODUCE LESSONS

Focus on oral language

Lesson Plan

20-MINUTE STRUCTURED LANGUAGE PRACTICE   GRAMMAR GALLERY

Language Level: 2
Topic: Land & Resources
Language Function: Describe
Grammatical Form(s): Prepositions (*through, in, into, around*)

BEFORE INSTRUCTION: Review Teacher Talk for background information and tips for teaching prepositions. You may use the corresponding Student Reference Sheet in the [Grammar Library](#) to introduce students to the target grammatical form.

STEP 1: TEACHER MODELS AND STUDENTS REPEAT (2 minutes)
Project the Overview Chart onto the wall or a screen, or if you're working with a small group, show students a printout. Read each statement twice, pointing to the picture and emphasizing the target language form. Read the statement a third time and have students repeat after you.





STEP 2: TEACHER LEADS STUDENT PRACTICE (4 minutes)
Project the first page of Sentence Frames onto the wall or a screen, or if you're working with a small group, show students a printout. Call on student volunteers to identify the missing words in the first sentence. Write the completed sentence on the board or on the printout. Have the class read the sentence aloud. Follow this process with the remaining Sentence Frames.

STEP 3: STUDENTS PRACTICE IN PAIRS (6 minutes)
Organize students in pairs and give each pair a copy of the "Now You Try!" worksheet or project the worksheet onto the wall or a screen and have students copy it. Review the directions with students and make sure they understand what to do. Circulate around the room and help students as needed. Review the answers with the class. Have student volunteers read each sentence aloud.

STEP 4: STUDENTS APPLY LEARNING IN SMALL GROUPS (8 minutes)
Organize students into small groups and give each group a variety of pictures from magazines or other sources. Have them make oral statements based on the pictures and/or people and items in the classroom. Each sentence should include one of the target prepositions or other prepositions. Provide a model for students to follow. Circulate around the room and help students as needed. Call on groups to share the oral statements they created. Use [Gallery Talk: Land & Resource](#) to have students practice academic discourse using the Level 2 grammatical forms and functions. See the [Extension Activities](#) for additional ideas.

Every INTRODUCE lesson is set up the same way. It includes a lesson plan and an overview chart that presents the target grammatical form in sentences focused on the target topic.

Overview Chart

OVERVIEW CHART	LAND & RESOURCES	PREPOSITIONS
The road goes through the neighborhood. 	Many different kinds of birds live in this habitat. 	
Lexi is putting soil into the pot. 	The boat is sailing around the island. 	

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INTRODUCE LESSONS

Focus on oral language


The INTRODUCE lesson also includes sentence frames and a student worksheet so students can practice and apply what they have learned.

Sentence Frames

SENTENCE FRAMES LAND & RESOURCES PREPOSITIONS



The boat is sailing
around the
island.



Many different kinds of
birds live in this
habitat.


Student Worksheet

NOW YOU TRY! LAND & RESOURCES PREPOSITIONS


NAME: _____ DATE: _____

DIRECTIONS: Complete each sentence with a word from the box.


through in into around




Henry is pouring water into the pot.



Many different kinds of fish live in this habitat.



The road goes through the neighborhood.



The boat is sailing around the island.

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INTRODUCE LESSONS

Focus on oral language

Teacher Talk

TEACHER TALK

LAND & RESOURCES

PREPOSITIONS

PREPOSITION

What is it? A preposition is a part of speech; it is used before a noun or pronoun to show time (e.g., before school), place/location (e.g., in the box), direction (e.g., to the store), or possession (e.g., the arm of the chair)

How is it used? We use prepositions in sentences and phrases to show the relationship of a noun or pronoun to another word or words in a sentence.

What are some examples? *I'm going to the store. The cat is in the box. They are leaving at seven o'clock. He is walking by the school. The dog is under the tree. I am going with my friends. Hold the handle of the suitcase.*

How do I help my students practice it? Write the names of target place/location prepositions on individual index cards. Place a box on a table that is positioned in front of the class. Organize the class into two teams. Call a member from team one to the front of the class. Hand the student an index card and a pencil (or other object). The student is to place the pencil in a location specified by the preposition written on the index card. Then the students on team one guess the preposition. If the team guesses correctly, team one gets a point. Then it is team two's turn. Make sure all students have a chance to position the pencil (or other object).

Special Notes ...A prepositional phrase is a phrase that begins with a preposition. For example: *in the box* is a prepositional phrase. Prepositional phrases are often used as adjectives or adverbs.

The Teacher Talk page includes an explanation of the target grammatical form, including what it is, how it's used, examples, how to help students practice it, and special notes.

If the target form you are presenting in a lesson is unfamiliar to you, review the Teacher Talk resource **BEFORE** beginning instruction.

Moving from INTRODUCE to REINFORCE

LANGUAGE LEVEL 2

GRAMMATICAL FORMS										
TOPICS	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Human Body	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Electronics & Appliances	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Land & Resources	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
	Name	Name	Predict/ Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
LANGUAGE FUNCTIONS										

LEVEL 2 SUPPORT MATERIALS									
Level 2 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the <i>Introduce</i> Lesson	Using the <i>Reinforce</i> Lesson	Using the <i>Expand</i> Lesson	Extension Activities	Flexible Frames	Picture Prompts	Common Core Alignment

REINFORCE LESSONS

Focus on reading

Every REINFORCE resource includes a lesson plan, a fiction or non-fiction reading, academic vocabulary, critical thinking questions and a comprehension check.

Reading

Lesson Plan

30-MINUTE WRITING LESSON

GRAMMAR GALLERY

Language Level: 2; Suggested Grade Levels: 2-Adult
Topic: Land & Resources
Grammatical Form: Prepositions
Writing Focus: Narrative Writing

BEFORE INSTRUCTION: 1) Arrange for a projector or make copies of the *Writing Rules resource* and *Writing Practice Worksheet*. You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the *Student Gallery*. 2) Have students read *Grow Tomatoes*. 3) Introduce the Writing Rules resources *Parts of a Paragraph* and *The Writing Process: Part 1* and *Part 2* and complete the corresponding lessons before beginning this lesson.

STEP 1: TEACHER INTRODUCES TARGET WRITING TASK

- Review with students the Writing Rules resource ("Narrative Writing") if this is the first time you are introducing this topic.
- Discuss the types of narrative writing and ask students if they have read or written texts similar to the examples shown. Then read aloud the sample paragraph on page 2. Ask: **What type of narrative is this?** [a personal narrative] **What are other types of narratives?** [biographical narrative and imaginary narrative] **Are narratives fiction or nonfiction?** [personal and biographical narratives are nonfiction; imaginary narratives are fiction]

STEP 2: TEACHER INTRODUCES WRITING ACTIVITY

- Ask students to explain what "Grow Tomatoes" is about. [It provides instructions on how to grow tomatoes at home] Tell students they will have an opportunity to write a narrative paragraph about growing fruits and vegetables. The story can be a real or make-believe. Review the directions on the Writing Practice Worksheet and make sure students understand what to do. Model how to put a check mark in the box next to each step after they complete it. Read the question next to each step aloud and explain any unfamiliar vocabulary to students.
- Ask students what kind of prewriting activities would help them write a narrative. [story mapping; outlining]

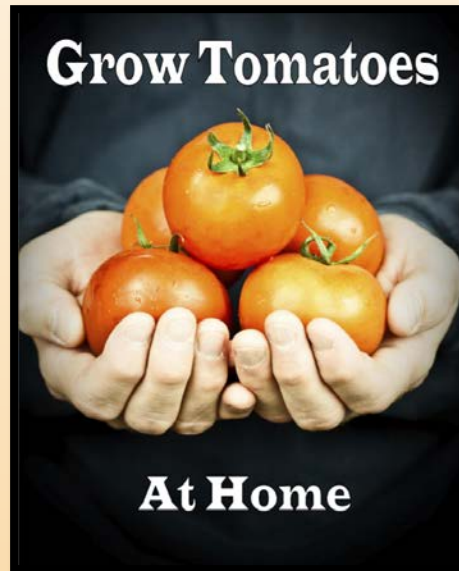
STEP 3: STUDENTS COMPLETE WRITING ACTIVITY

- Have students complete *Step 1: Prewriting* in class. Circulate around the classroom as they are working and provide corrective feedback as needed.
- Have students complete *Step 2: Drafting* for homework. Remind students to include at least one preposition in their paragraph. If you will be using the *rubric* to grade the paragraphs, share it with students so they understand the grading standard.

STEP 4: STUDENTS REVIEW EACH OTHER'S WORK

- Have students work on *Step 3: Revising* when they come back to class. Have them share their work with a partner as part of this step. Partners should provide at least one suggestion.
- Have students complete *Step 4: Proofreading* and *Step 5: Publishing* in subsequent classes and for homework. If possible, allow students to display their final papers on classroom bulletin boards or share them electronically on a class blog or web site. Provide each student with feedback on his/her work.
- As a class, review students' answers to the questions on the Writing Practice Worksheet.

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Do you like fresh tomatoes? Would you like to grow them at home? Then follow these steps!

You will need:

- A package of tomato seeds
- A large plastic pot for planting
- Potting soil
- A small shovel
- Water
- A positive attitude

Instructions:

1. Put the soil in the shovel to dig a hole.
2. Sprinkle the seeds in the hole with more soil.
3. Pour some water on top. The water may collect at the bottom of the hole.
4. Put the pot in a sunny place. Water the tomatoes every day.

Your tomato plant will grow. Soon you'll have fresh tomatoes!

Growing plants takes hard work and patience, so have a positive attitude when doing it.

During what other situations does it help to have a positive attitude?

Academic Vocabulary Focus, Critical Thinking Questions, & Comprehension Check

Academic Vocabulary Focus

This reading includes an important academic vocabulary word.

Word	Part of Speech	Meaning(s)
positive	adjective	optimistic, upbeat, encouraging

Growing plants takes hard work and patience, so have a positive attitude when doing it.

During what other situations does it help to have a positive attitude?

Think Critically

EXCHANGE INFORMATION & IDEAS

1. How are steps 1-4 related to one another? Do you have to do them in the order they are listed? Why or why not?

OFFER OPINIONS

2. Do you think the tomatoes someone grows at home will be better than those from a grocery store? Why or why not?

PRESENT TO THE CLASS

3. Prepare a short speech telling someone how to grow tomatoes at home.

Language Support

Here are some ways to answer the critical thinking questions:

How are steps 1-4 related to one another? Do you have to do them in the order they are listed? Why or why not?

Steps 1-4 are related to one another because _____ [will/ones in the photograph] because _____.

Do you think the tomatoes someone grows at home will be better than those from a grocery store? Why or why not?

I think the tomatoes someone grows at home [will/ones in the photograph] because _____.

Prepare a short speech telling someone how to grow tomatoes at home.

This is how you grow tomatoes. First, _____, Second, _____, Last, _____.

Your Knowledge Name: _____ Date: _____

1. What does "fine" mean in the following sentence that appears in instruction #3? That's fine.
 strange
 easy to do
 not a problem
2. What do you need in order to grow tomatoes?
 a large home
 potting soil
 two shovels
3. Where should the tomato plant be placed?
 in the sun
 around the water
 through the soil
4. Who would find these instructions helpful?
 a person interested in eating tomatoes
 a person interested in growing tomatoes
 a person interested in cooking tomatoes
5. Look at the picture. The little girl wants to plant a tree. Write two sentences with instructions for her. Include through, in, into, around, or another preposition in one of your sentences.

REINFORCE LESSONS

Focus on reading



Grow Tomatoes

At Home

Do you like fresh tomatoes? Would you like to grow them at home? Then follow these steps!

You will need:

- A package of tomato seeds
- A large plastic pot for planting
- Potting soil
- A small shovel
- Water
- A positive attitude

Instructions:

1. Put the soil **into** the pot. Then, use your shovel to dig a small hole **in** the soil.
2. Sprinkle the seeds **in** the hole. Cover the hole with more soil.
3. Pour some water **around** the soil. Some water may come out **through** the hole at the bottom of the pot. That's fine.
4. Put the pot **in** the sun. You will need to water the tomato plant often.

Your tomato plant should grow **in** several days. Soon you'll have fresh tomatoes!

The REINFORCE lessons continue with a focus on the same grammatical form and vocabulary. In this reading about growing tomatoes, you can see the target prepositions in blue.


REINFORCE LESSONS

Focus on reading

Academic Vocabulary Focus



This reading includes an important academic vocabulary word.

Word	Part of Speech	Meaning(s)	Used in a Sentence
positive	adjective	optimistic, upbeat, or encouraging	 <p>When I'm having a bad day, I like being with people who are supportive and <u>positive</u>.</p>

Growing plants takes hard work and patience, so it's important to have a positive attitude when doing it.

During what other situations does it help to have a positive attitude?



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Think Critically



EXCHANGE INFORMATION & IDEAS

1. How are steps 1-4 related to one another? Do you have to complete steps 1-4 in the order they are listed? Why or why not?

OFFER OPINIONS

2. Do you think the tomatoes someone grows at home will look like the ones in the photograph? Why or why not?

PRESENT TO THE CLASS

3. Prepare a short speech telling someone how to grow tomatoes.

Language Support

Here are some ways to answer the critical thinking questions.

How are steps 1-4 related to one other? Do you have to complete steps 1-4 in the order they are listed? Why or why not?

Steps 1-4 are related to one another because _____. You [have to/do not have to] complete steps 1-4 in the order they are listed because _____.

Do you think the tomatoes someone grows at home will look like the ones in the photograph? Why or why not?

I think the tomatoes someone grows at home [will/will not] look like the ones in the photograph because _____.

Prepare a short speech telling someone how to grow tomatoes.

This is how you grow tomatoes. First, _____. Second, _____. Third, _____. Last, _____.

Your Knowledge Name: _____ Date: _____

1. What does "fine" mean in the following sentence that appears in instruction #3? *That's fine.*

- strange
- easy to do
- not a problem

2. What do you need in order to grow tomatoes?

- a large home
- potting soil
- two shovels

3. Where should the tomato plant be placed?

- in the sun
- around the water
- through the soil

4. Who would find these instructions helpful?

- a person interested in eating tomatoes
- a person interested in growing tomatoes
- a person interested in cooking tomatoes

5. Look at the picture. The little girl wants to plant a tree. Write two sentences with instructions for her. Include *through, in, into, around,* or another preposition in one of your sentences.



Moving from REINFORCE to EXPAND

LANGUAGE LEVEL 2

GRAMMATICAL FORMS										
TOPICS	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Human Body	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Electronics & Appliances	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Land & Resources	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
	Name	Name	Predict/ Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
LANGUAGE FUNCTIONS										

LEVEL 2 SUPPORT MATERIALS									
Level 2 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the <i>Introduce</i> Lesson	Using the <i>Reinforce</i> Lesson	Using the <i>Expand</i> Lesson	Extension Activities	Flexible Frames	Picture Prompts	Common Core Alignment

EXPAND LESSONS

Focus on writing

Each EXPAND resource includes a lesson plan, a writing reference sheet, and a writing activity.

Lesson Plan

30-MINUTE READING LESSON GRAMMAR GALLERY

Language Level: 2; Suggested Grade Levels: 2-Adult
Topic: Land & Resources
Reading: [Grow Tomatoes at Home](#)
Genre: Instructions (nonfiction); Theme: following directions/rules, gardening
Grammatical Form: Prepositions; Academic Vocabulary Focus: positive

BEFORE INSTRUCTION: Arrange for a projector or make copies of the reading. You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the [Student Gallery](#).

STEP 1: REVIEW TARGET GRAMMATICAL FORM AND ENGAGE STUDENTS IN A PRE-READING ACTIVITY

- Review the target grammatical form using the [Introduce](#) lesson and resource or the [Student Reference Sheet](#).
- Write on the board: *The title of this instruction sheet is _____.* Point to the title and say: **The title of this instruction sheet is "Grow Tomatoes at Home."** Write the title in the blank and have students read the completed sentence aloud. Tap into students' prior knowledge and experience with gardening. Call on students to describe/discuss the photograph associated with the text.
- Review the target prepositions (in blue).

STEP 2: READ THE TEXT ALOUD AND HAVE STUDENTS CHIME IN

- Without stopping, read the text aloud once. Call on volunteers to answer questions that demonstrate their understanding of the text: **According to these instructions, how long will it take your tomato plant to grow?** [several days]
- For the second reading, pause when you get to the prepositions in blue and have students (in unison) read them. Encourage students to ask questions about anything they don't understand.
- Ask students to read the text a third time in pairs.

STEP 3: STUDENTS DISCUSS TEXT AND FOCUS ON CRITICAL THINKING & ACADEMIC VOCABULARY

- Have students use information from the photograph and the text to demonstrate understanding: **What does the photograph show?** [two hands holding ripe tomatoes] **How does this photograph help you understand the text?** [it shows what the instructions will help you learn to grow] **Do you think the tomatoes someone grows at home will look exactly like these tomatoes? Why or why not?** [answers will vary, but probably not—the tomatoes pictured are too perfect]
- Engage students in one or more of the "Think Critically" activities. Read the question(s) you assign and help students understand any unfamiliar vocabulary or sentence structures. Have students work on the activities with a partner or in small groups. The gray text box after the questions includes sentence frames students can use if they need scaffolding to answer the questions. Circulate around the room and provide support as needed.
- Review the Academic Vocabulary chart as a class, asking volunteers to add to the definition and create additional sample sentences. Direct students' attention to the photograph below the chart. Ask students to describe the picture. Read the sentence and question aloud. Have volunteers share their answers with the class.

STEP 4: STUDENTS ANSWER COMPREHENSION QUESTIONS INDEPENDENTLY

- Review the "Check Your Knowledge" section with the class, and then have students complete the assessment independently. Review the answers with the class, allowing students to peer check the responses.
- Use the assessment results to determine what students have learned and what areas require additional instruction.

Writing Reference Sheet

WRITING RULES NARRATIVE WRITING GRAMMAR GALLERY

Below is an example of a personal narrative.

Honor Roll

The topic—**Making honor roll in fifth grade was an achievement in my life. It wasn't easy, but**—the first sentence in this paragraph—establishes the situation and introduces the narrator.

On my first report card in fifth grade, I got Cs. My teacher told me that I needed all As on the honor roll. I asked her what I could do. She gave me great suggestions, and I studied more than I ever had before. I spent my homework, and even did extra credit. I was learning more and more. *One day, my teacher had a special announcement.* "My stomach was growling. Suddenly, she held up a ribbon that said 'Honor Roll' and told me to come to the front of the class. I stood up. 'I did it!' I thought. My teacher handed me the ribbon and shook my hand. 'You did it! You worked hard and your work paid off, and I've never felt so proud of you.'

The conclusion—the last sentence of this paragraph—summarizes the story and provides closure for the reader.

Transitions and sentence starters

WRITING RULES NARRATIVE WRITING GRAMMAR GALLERY

What is narrative writing?
In narrative writing, the writer tells a story. The story can be *nonfiction* (the story really happened) or *fiction* (the story is made up).

What are examples of narrative writing?
Narrative writing can include:

- Biographical Narratives - nonfiction**
Sample writing prompt: *Share an important experience from the life of Cleopatra, the queen of ancient Egypt.*
- Personal Narratives - nonfiction**
Sample writing prompt: *Write about a memorable event from your own life.*
- Imaginative Narratives - fiction**
Sample writing prompt: *Use your imagination to write a creative story that includes a plot, setting, and one or more characters.*

What should be included in narrative paragraph?

- Beginning:** In the beginning, you should include an introduction that explains the situation, introduces the story narrator and/or characters, and gets your reader interested in the story. Your topic sentence goes in the beginning section.
- Middle:** In the middle, you should tell the story. This is the body of the paragraph. The body may include a sequence of events, dialogue, and/or description that conveys actions, thoughts, and feelings in an engaging way. Be sure to use transitional words and phrases to help the reader follow the sequence of events.
- End:** In the end, you should give a conclusion that ends or summarizes the story.

Beginning
↓
Middle
↓
End

Writing Activity

Writing Practice Worksheet Narrative Writing: Land & Resources GRAMMAR GALLERY

NAME: _____ DATE: _____

The article [Grow Tomatoes](#) provides instructions for growing tomatoes. Here is your assignment:

- Write a narrative paragraph about growing fruits and vegetables. It can be a real or make-believe story. Be creative!
- Follow each step in the writing process below. After you complete a step, check it off and answer the question next to the step.
- Make sure you include a topic sentence, details, and a conclusion.
- Include at least one preposition (e.g., *through*) in your paragraph.

Step 1: Prewriting **What kind of prewriting activity did you complete?**
Examples: Story Mapping; Outlining

Step 2: Drafting **Where did you write your first draft?**
Examples: in my classroom; in my bedroom; at the library

Step 3: Revising **What is one change you made to your story?**
Examples: I added more details. I revised the conclusion.


Step 4: Proofreading **What kind of corrections did you make to your story?**
Examples: I capitalized a proper name. I fixed a punctuation error.

Step 5: Publishing **How did you publish your story?**
Examples: I used a computer printer. I wrote it with a pen.

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EXPAND LESSONS

Focus on writing



Writing Practice Worksheet Narrative Writing and Resources GRAMMAR GALLERY

NAME: _____ DATE: _____

The article [Grow Tomatoes](#) provides instructions for growing tomatoes. Here is your assignment:

1. Write a narrative paragraph about growing fruits and vegetables. It can be a real or make-believe story. Be creative!
2. Follow each step in the writing process below. After you complete a step, check it off and answer the question next to the step.
3. Make sure you include a topic sentence, details, and a conclusion.
4. Include at least one preposition (e.g., *through*) in your paragraph.

Step 1: Prewriting **What kind of prewriting activity did you complete?**
Examples: Story Mapping; Outlining

Step 2: Drafting **Where did you write your first draft?**
Examples: in my classroom; in my bedroom; at the library

These resources address writing standards and the integrated use of language, and focus on the same grammatical form and vocabulary students learned in the corresponding INTRODUCE and REINFORCE lessons.

LET'S VISIT www.mygrammargallery.org

Welcome to the site for licensed users!

If you are not familiar with the layout and features of Grammar Gallery, take a [virtual tour](#). When you're ready to start using the program, begin by going to your state's [Main Gallery](#) - the heart of the program.

NEWS ALERT: [Distance Learning Options](#)

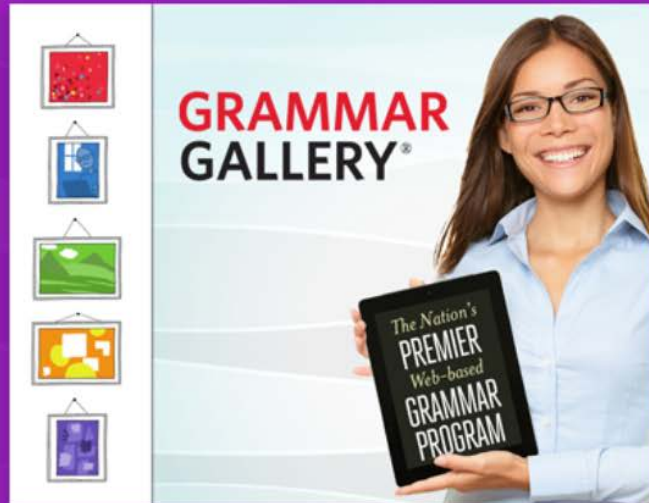
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Five levels of instruction for students of all ages

Students master the rules of English **grammar**, build their **vocabulary**, and develop **academic language proficiency**.

Let's see where you would find these resources on the site for licensed users.

SUPPLEMENTAL MATERIALS

What else is included in the Grammar Gallery program? Good question!

Licensed users have access to a wide range of supplemental materials that integrate the same topics, forms, and functions found in the Main Gallery.

Let's take a look at some of them.



The screenshot shows the Grammar Gallery website interface. At the top, the logo reads "GRAMMAR GALLERY® The Nation's Premier Web-based Grammar Program". A navigation bar includes links for Home, About, Research, Technology, License, and Directory. Below this is a secondary menu with "Getting Started", "Main Gallery", "Student Gallery", "Support Materials", "Special Topics", "Common Core", and "Contact". A large blue arrow points to the "Support Materials" menu item, which is expanded to show a list of options: "Word Lists, Index & Graphic Organizers", "Assessment", "Memes & Extension Activities", "Flexible Frames", "Picture Prompts", "Gallery Talk", "Task Cards", "Wise Words", and "Idiom Room". The "Word Lists, Index & Graphic Organizers & More" section is highlighted, with a description: "Grammar Gallery integrates rich social and academic vocabulary into every level of the program. Target vocabulary is recycled throughout the materials. Even on Coxhead's Academic Word List is integrated into Grammar Gallery. This page includes target word lists, graphic organizers, forms, checklists, alignments, and other reference materials to aid lesson planning." To the right of this text is a preview image of a chalkboard with the word "GEOGRAPHY" and a list of terms: "mesa", "river", "compass", "equator", "canal", "continent", "desert". Below the main content area, there are three boxes: "LEVEL 1 Target Word List" with a red star icon, "LEVEL 2" with a green star icon, "Graphic Organizers" with a colorful abstract icon, and "Master Index" with a blue information icon.

PRE-CHECK AND POST-CHECK ASSESSMENTS

PRE-CHECK LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

PART 1 DIRECTIONS: Fill in the circle next to the word or phrase that correctly completes the sentence.

- Open _____ and take out the milk.
 - the refrigerator
 - a refrigerators
 - an refrigerator
- We live in a nice _____.
 - water
 - dairy
 - neighborhood
- Every week, our _____ get together for dinner.
 - familys
 - family's
 - families
- Carrots and _____ are vegetables.
 - eggs
 - oranges
 - corn
- I _____ a bathing suit to the beach tomorrow.
 - will wear
 - will wears
 - wear

PRE-CHECK LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

PART 2 DIRECTIONS: Read each passage. Then answer the questions.

What is your most important electronic device? My cell phone is most important to me. It is a "smart phone." I can call, text, and send emails on it. I can surf the web and listen to music. My teacher lets students use their smart phones to do research in class. When we finish our work, she even lets us listen to music. She makes us use headphones so we don't disturb the other students. I love my cell phone. It is the best electronic device!

- Which of the following means about the same as *surf* in this paragraph?
 - ride waves
 - look at different sites
 - send a message
- Which of the following means about the same as *disturb* in this paragraph?
 - wake up
 - change
 - bother
- Which of the following is another example of an electronic device?
 - a computer
 - an email
 - a notebook
- Why do you think this teacher lets students listen to music when they finish their work?
 - to teach students about different kinds of music
 - to reward students for finishing their work
 - to help students who are struggling in class
- What is the purpose of the paragraph above?
 - to tell a story
 - to give an opinion
 - to provide information

STUDENT ASSESSMENT OF LEARNING LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

Item #	Grammatical Form	Correct	Incorrect	If you got the item wrong, did you make a careless mistake or did you not understand?
1	Nouns & Articles			
2	Nouns & Articles			
3	Plurals			
4	Plurals			
5	Simple Future			
6	Simple Future			
7	Past Progressive			
8	Past Progressive			
9	Questions			
10	Questions			
11	Object Pronouns			
12	Object Pronouns			
13	Modals			
14	Modals			
15	Prepositions			
16	Prepositions			
17	Possessive Nouns			
18	Possessive Nouns			
19	Adverbs			
20	Adverbs			

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Student Name: _____ PRE-CHECK SCORE: _____ Date administered: _____
Date Student Regan Level 2: _____ POST-CHECK SCORE: _____ Date administered: _____

LANGUAGE LEVEL 2

Teacher Directions: Use this form to record information about a student's progress in the Grammar Gallery program. Introduced Practiced Not Mastered

TOPICS	GRAMMATICAL FORMS									
	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>
	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>
Food	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>
	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>
Clothes & Accessories	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>
	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>
Human Body	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>
	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>
Electronics & Appliances	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>
	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>
Land & Resources	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>	P <input type="checkbox"/>
	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>
	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>	M <input type="checkbox"/>

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LANGUAGE FUNCTIONS

Name	Name	Predict/Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
------	------	-----------------	---------	-----	---------	---------	----------	----------	----------

GALLERY TALK

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Gallery Talk

Gallery Talk includes fine art, historical photographs, and level-appropriate student resources that provide a springboard for academic discussions in your classroom. Each Gallery Talk file features a piece of fine art or a historical photograph related to the target topic. Gallery Talk addresses the CCSS Speaking & Listening standards and integrates the target forms and vocabulary at each level. Gallery Talk is integrated into all Introduce lessons in the [Main Gallery](#). Click the icon below to download the Gallery Talk lesson aligned to the topic shown. Academic conversation reference sheets are available in the grid below.

Level 1 Academic Conversations	Level 2 Academic Conversations	Level 3 Academic Conversations	Level 4 Academic Conversations	Level 5 Academic Conversations
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LEVEL 1

People Food Transportation Parts of the House Animals

LEVEL 2

Family Food Clothes & Accessories Human Body Electronics & Appliances Land & Resources

GALLERY TALK: LAND & RESOURCES GRAMMAR GALLERY

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IDIOM ROOM

IDIOMS

SEASONS & WEATHER

LEVEL 1

Susan is **under the weather**.



under the weather = feeling sick

IDIOMS

SEASONS & WEATHER

LEVEL 2

NAME: _____ DATE: _____

Joe asked Ken to play a video game, ¹ but Ken had to **take a rain check**.



take a rain check = to get something or do something at a later time

² *Tomas invited a few friends over for dinner. He bought all the ingredients he needed to make pasta with vegetables. He also planned to serve his famous strawberry cake for dessert. Unfortunately, in the afternoon, Tomas started feeling sick. He texted his friends and said he would have to take a rain check.*

What did Tomas mean? Explain your answer to a partner.

³ Who is most likely to take a rain check for the beach?

- A. Paulo, who loves swimming
- B. Cecilia, who doesn't have a bathing suit
- C. Walter, who likes to surf
- D. Sonya, who enjoys picnics by the water

⁴ On a separate piece of paper, complete

this sentence: *My friend asked me to _____, but I had to take a rain check because _____.*

WISE WORDS

Leonardo da Vinci
"Renaissance man"
could do more than
see some of

"Water is the
driving force
of all nature."

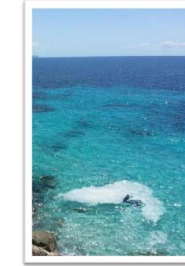
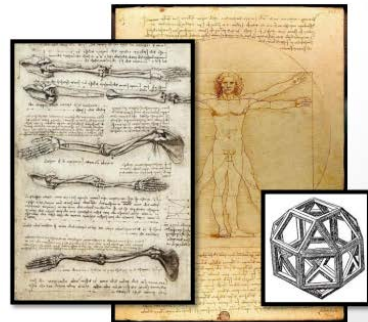


~ Leonardo da Vinci

ART



MATH & SCIENCE



What do you see in all the pictures?



Mona Lisa



The Last Supper

TASK CARDS

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Task Cards: Prepositions

<p>Task Card 1 Write a sentence about the picture. Use one of the following prepositions in your sentence: <i>under, next to, behind, between.</i></p> 	<p>Task Card 2 Write a sentence about the picture. Use one of the following prepositions in your sentence: <i>beside, in the middle of, below, above.</i></p> 
<p>Task Card 3 Write a sentence about the picture. Use one of the following prepositions in your sentence: <i>around, on, on the left, on the right, over.</i></p> 	<p>Task Card 4 Write a sentence about the picture. Use one of the following prepositions in your sentence: <i>across, on top of, through, into.</i></p> 
<p>Task Card 5 Write a sentence about the picture. Use one of the following prepositions in your sentence: <i>during, before, after.</i></p> 	<p>Task Card 6 Write a sentence about the picture. Use one of the following prepositions in your sentence: <i>in, on, at.</i></p> 

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Task Cards: Prepositions

<p>Task Card 7 Complete the sentence with a preposition. The cheese, milk, and butter are _____ the refrigerator.</p>	<p>Task Card 8 Complete the sentence with prepositions. My cell phone is _____ my desk. It is _____ my computer.</p>
<p>Task Card 9 Complete the sentence with a preposition. You should always wash your hands _____ eating.</p>	<p>Task Card 10 Complete the sentence with a preposition. It is very cold today, so I am wearing a shirt _____ my sweater.</p>
<p>Task Card 11 Complete the sentence with a preposition. Monkeys, jaguars, sloths, and other animals live _____ the rainforest.</p>	<p>Task Card 12 Complete the sentence with a preposition. The flowers are _____ the two trees in our backyard.</p>

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NEWCOMER MATERIALS

15-MINUTE STRUCTURED LANGUAGE PRACTICE GRAMMAR GALLERY

LESSON PLAN

STEP 1: MODELING with Overview Charts (3 minutes)

- Show Overview Chart 1, point to the picture on the left, and say: **This is a telephone.** Some people have telephones in their homes. Break up the word telephone (shown under the picture) and help students sound it out. Explain that the "ph" makes an /f/ sound. Point to the word phone in telephone and say: **We also call this a phone.** Have students repeat phone after you. Point to the picture on the right and say: **This is a cell phone.** People carry their cell phones with them. Show students your cell phone. If you are working with older students, ask them to show their cell phones. Have students repeat cell phone after you. Point out that the "c" in cell makes the /j/ sound.
- Show Overview Chart 2 and say: **This is phone number.** Read the phone number aloud. Review each part of the phone number shown on the Overview Chart. Say: **We use a phone number to call people on the phone.**
- Using Overview Chart 3, read each question and answer twice, pointing to and emphasizing who is speaking as you read the question and answer. Read the question and answer a third time and have students repeat after you. Follow this same process with Overview Chart 4.

STEP 2: GUIDED PRACTICE with School Overview Chart (5 minutes)

- Read the first part of the sentence on the Overview Chart aloud. Have students repeat the sentence after you.
- If you are able, write each student's phone number in the blank space on the Overview Chart. Have students practice saying their phone number aloud. Have the student read the complete sentence aloud.
- Show Sentence Frame 4 and read the question aloud. Have students write their phone number in the blank space.
- Write your school's phone number on the Overview Chart. Have students read the question aloud. Have students write their phone number in the blank space as students say it, and have them repeat the sentence.

STEP 3: PRACTICE (4 minutes)

- Organize students in pairs and ask each pair to write their phone number in the blank space.
- After a few minutes, ask students to change partners. Continue until students have had a partner.

STEP 4: APPLY with Review (5 minutes)

- Give each student a copy of the Review worksheet. Have students read each question on the sheet and answer the question.
- Call on students to orally answer the questions.

REVIEW SCHOOL MONTHS OF THE YEAR

NAME: _____ DATE: _____

Practice writing the days of the week.

Sunday _____

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Pick one day and write the date.

This is _____

OVERVIEW CHART 3 PERSONAL INFORMATION ADDRESS



What is your phone number?


My phone number is 714-998-1425.

OVERVIEW CHART 3 SCHOOL DAYS OF THE WEEK

Monday

Weekly Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------



SENTENCE FRAMES 1 SCHOOL MONTHS OF THE YEAR

2019

January	February	March	April
May	June	July	August
September	October	November	December

What month is it?

It is _____.

OVERVIEW CHART 1 DAILY LIFE FORMAL GREETINGS



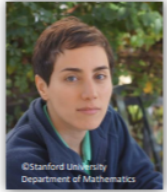
Good morning.

Good morning.

ACADEMIC VOCABULARY SERIES

ACADEMIC VOCABULARY FOCUS: *achieve*

GRAMMAR
GALLERY



◀ Maryam Mirzakhani is an Iranian-American mathematician and professor at Stanford University. In August 2014, she became the first woman in 78 years to win the "Nobel Prize of Mathematics." The award recognizes what Mirzakhani has **achieved**, especially in the field of geometry.

Word	Part of Speech	Meaning	Word History	Other Forms
achieve	verb	1) to successfully complete or accomplish something; 2) to reach a goal	from the Latin <i>ad caput</i> , meaning "to come to a head"	achievement (noun)

Choose one meaning of this word and draw/insert a picture of it.	Name other words that mean about the same thing.
achieve	
Name other words that have the opposite meaning.	Write a sentence or question that includes this word.

Fast Fact

Each year, the Grammy Lifetime Achievement Award is presented to performers who "have made creative contributions of outstanding artistic significance to the field of recording." Winners include Michael Jackson, Dolly Parton, The Rolling Stones, Aretha Franklin, and Elvis Presley. Do you think it's important to recognize the achievements of entertainers? Why or why not?

ACADEMIC VOCABULARY FOCUS: *passive*

GRAMMAR
GALLERY



◀ These people are protesting a government policy, using **passive** resistance. They are not using violence. Gandhi, Martin Luther King, Jr., and Cesar Chavez all believed in passive resistance rather than violent protests.

Word	Part of Speech	Meaning	Word History	Other Forms
passive	adjective	1) without energy, not active; 2) acted upon by influences	from the Latin <i>passivus</i> , meaning "capable of feeling"	passiveness, passivity, passivist (noun); passively (adv)

Choose one meaning of this word and draw/insert a picture of it.	Name other words that mean about the same thing.
passive	
Name other words that have the opposite meaning.	Write a sentence or question that includes this word.

Figurative Language

If a person is **passive-aggressive**, he/she expresses negative or aggressive feelings in an indirect or passive way. The person isn't outwardly hostile but shows displeasure indirectly. For example, a passive-aggressive person might call a friend's engagement ring "cute" or say, "maybe you can get a bigger diamond later." Psychologists say people act passive-aggressively because they don't feel they can be open and honest. Have you ever experienced passive-aggressive behavior from someone? What happened? How did you respond?

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ACADEMIC VOCABULARY FOCUS: *chart*

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GALLERY

A noun — names a person, place or thing



◀ This **chart** provides information about nouns. A noun names a person, place, or thing.

Word	Part of Speech	Meaning	Word History	Other Forms
chart	noun verb	a sheet of information 1) to make a map of an area; 2) to keep track of	chart comes from the Latin <i>charta</i> , meaning "paper, card, map"	charter (noun)

Choose one meaning of this word and draw/insert a picture of it.	Name other words that mean about the same thing.
chart	
Name other words that have the opposite meaning.	Write a sentence or question that includes this word.

Figurative Language

If something is **off the charts**, it's much better than what is expected or typical. *Jody's dance performance was off the charts. Everyone stood and applauded when she finished. What have you done that was off the charts?*

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ACADEMIC SUPPORT



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Academic Support

Use the resources below to help students develop critical academic vocabulary and skills.

TEST-TAKING VOCABULARY	ACADEMIC SKILLS		LITERARY, BIBLICAL, AND MYTHOLOGICAL ALLUSIONS	ACADEMIC VOCABULARY
<u>analyze</u>	PowerPoint Presentation: <u>Writing a Summary</u>	Reference Sheet: <u>Writing a Summary</u>	<u>Achilles' Heel</u>	Click here to access the Academic Vocabulary Series.
<u>develop</u>	PowerPoint Presentation: <u>Starting an Academic Conversation</u>	Reference Sheet: <u>Starting an Academic Conversation</u>	<u>Hercules</u>	
<u>characterize</u>	PowerPoint Presentation: <u>Continuing an Academic Conversation</u>	Reference Sheet: <u>Continuing an Academic Conversation</u>	<u>The Midas Touch</u>	
<u>compare</u>	PowerPoint Presentation: <u>Thinking (and</u>	Reference Sheet: <u>Thinking (and</u>	<u>Pollyanna</u>	

TEST-TAKING VOCABULARY

TEST TERMS

GRAMMAR GALLERY

analyze

PRONUNCIATION: (AN-l-ahyz)

PART OF SPEECH: verb

DEFINITION: to study or examine closely



Researchers study data and **analyze** trends.

DISCUSS WITH A PARTNER

You wouldn't need a magnifying glass to analyze the trend shown in this graph. Why do you think the artist included a magnifying glass in the cartoon?

Here's how to analyze a written work:

1. Review the text completely. What is it about? What is the thesis or main idea?
2. Examine each part of the text separately and think about how the parts relate to each other.
3. Make a judgment about the text. You are like a judge, and a judge must have evidence to support an opinion or a decision.

TEST TERMS

GRAMMAR GALLERY

NAME: _____

DATE: _____

Some test questions will ask you to **analyze** a literary passage. Remember to:

- ✓ Read the test question and the possible answers.
- ✓ Read the passage carefully.
- ✓ Eliminate responses you know are incorrect.
- ✓ Refer back to the passage and consider the remaining answers.
- ✓ Choose the best answer.

Now You Try!

Excerpt from *The Gift of the Magi* by O Henry

- (1) "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."
- (2) "Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it." Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled. "Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs."

1. What is dialogue?

- an agreement to exchange gifts
- a conversation between characters in a novel or story
- a character's inner thoughts in a novel or story
- a comparison between two things that are not alike

2. Why is this dialogue significant?

- It shows that Della and Jim are foolish.
- It reveals the extent of Della and Jim's love for one another.
- It is important for the reader to know how Della feels about gifts.
- It shows you must give presents at Christmas.

3. Which adjective best describes Jim and Della's actions?

- careless
- conceited
- greedy
- unselfish

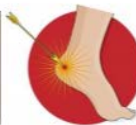
ALLUSION ACTIVITIES

UNDERSTANDING ALLUSIONS

GRAMMAR GALLERY

Achilles' Heel

Alicia has a good job and earns a large salary, but she is always in debt. Shopping is her Achilles' heel. When people use the phrase "Achilles' heel," they are referring to a mythical Greek warrior from the Trojan War. This is called an allusion—an indirect reference to something else.



The ancient Greeks told many stories about gods and goddesses. These Greek myths explain their ideas about how the world began and why natural events occur. These myths often focus on the ideals of ancient Greek society—courage, honesty, selflessness, and strength.

The *Iliad* is one of the best known Greek myths. It tells about the Trojan War, a war between the Greeks and the city of Troy. Achilles, a Greek warrior, was one of the heroes of this war.

Achilles had a definite advantage in combat. According to Greek myth, no arrow or spear could penetrate any part of his body, except his heel. When he was a baby, the story goes, Achilles was dipped into the River Styx. This action protected his entire body from harm, except for his heel, which was left unprotected when he was being dipped.

In the *Iliad*, Achilles kills one of the greatest Trojan warriors in fierce one-on-one combat outside the gates of Troy. At the end of the Trojan War, however, a Trojan prince shoots an arrow into his heel, killing Achilles. The phrase "Achilles' heel" refers to a person's fatal flaw or greatest weakness.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

myth: _____ conflict: _____

DETERMINE What is the main idea of this text? Write your ideas below.

DISCUSS Everyone has an Achilles' heel. What is yours? Discuss with a partner.

UNDERSTANDING ALLUSIONS

GRAMMAR GALLERY

The Midas Touch

Carolina wanted to earn money. She knew her friend Franco was just the person to help her. Once his neighbor paid him \$25 to collect the pecans that had fallen off his tree, and then Franco sold the pecans for \$40 to a bakery. "Franco has the Midas touch," Carolina said. The "Midas touch" is an allusion to a legendary king who was given the power to turn anything he touched to gold. This is called an allusion—an indirect reference to something else.



The ancient Greeks told many stories about gods, goddesses, and the regular people they interacted with. Some of these Greek myths teach lessons about life. One of the stories is about Midas, a legendary king in ancient times. According to the myth, Midas had done a favor for one of the gods. In return, the god said he would grant Midas any wish. Midas replied, "I want the power to turn anything I touch to gold." "Are you sure?" asked the god. "Yes, that's the power I want." And, his wish was granted.

Midas touched some fruit, and it turned to pure gold. Then he touched a chair, and it turned to gold. He was delighted with his new power. He called out to his daughter, "Come, see what I can do." He took her hand, but she seemed very heavy all of a sudden. When he looked at her, he realized he had turned her into gold. Eventually, the god agreed to take away this power, but "the Midas touch" has come to describe anyone who has the ability to make money with ease.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

grant: _____ eventually: _____

DETERMINE What is the main idea of this text? Write your ideas below.

DISCUSS What do you think is the lesson this myth teaches? Have you or someone you know ever wished for something and then regretted it? Discuss with a partner.

UNDERSTANDING ALLUSIONS

GRAMMAR GALLERY

David and Goliath

The insurance company refused to pay Greg's medical bills for his broken arm. The company said the accident was Greg's fault, so he should pay the bills. When Greg's friend Angel heard about the situation, he said, "That's too bad, but there's nothing you can do." Greg said, "Oh, I'm going to fight this." Angel said, "Good luck. You're definitely David fighting Goliath." "David and Goliath" is an allusion to a story in the Bible. An allusion is an indirect reference to something or someone else.

A story in the Bible* describes an epic battle between a giant warrior and a young shepherd boy. According to the story, two groups of people were at war—the Philistines and the Israelites. Each group sent one person to fight a battle that would decide the outcome of the war.

The Philistines sent Goliath into this battle. Goliath was said to be more than nine feet tall and the Philistine's strongest warrior. The Israelites sent David, a shepherd whose only experience was in taking care of sheep and goats. David was the underdog in this contest, and everyone expected Goliath to kill the young boy. However, David shot a stone from his slingshot, which hit Goliath's forehead, killing him immediately.

The story of David and Goliath has become synonymous with a contest between a smaller, weaker challenger and a larger, stronger opponent.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

warrior: _____ shepherd: _____

DETERMINE What is the main idea of this text? Write your ideas below.

DISCUSS Do you agree that Greg was in a David and Goliath fight? Who is Goliath? Who do you think will win this fight? Discuss with a partner.

*The story of David and Goliath appears in the Hebrew Bible and the New Testament of the Christian Bible.



ACADEMIC SKILL BUILDERS

AUGUST RESOURCE
Retelling
 Academic Support Resources for the Common Core State Standards
 GRAMMAR GALLERY

Retelling fictional stories

If your teacher asks you to retell a fictional story such as "Little Red Riding Hood," you should focus on the setting, characters, and plot.

Setting: where the story takes place
Characters: who is in the story
Plot: the order of events



"Little Red Riding Hood" takes place at the grandmother's cottage in the woods. The story is about a wolf who tries to eat Little Red Riding Hood.

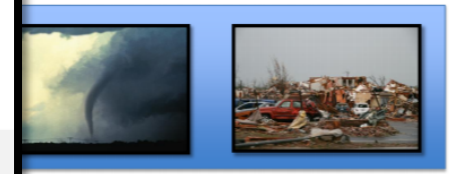
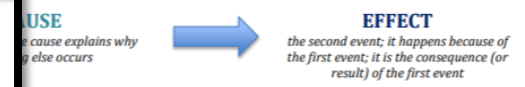
- When you are retelling a story or event:
- first
 - second
 - third
 - next
 - then
 - after that
 - last
 - finally

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JULY RESOURCE
Understanding Cause and Effect
 Academic Support Resources for the Common Core State Standards
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Understanding Cause and Effect

When we talk about "cause and effect," we are referring to the relationship between two events. The first event is the cause. It tells the reason why the second event occurred. The second event is the effect. It is the consequence of the first event. The effect tells what happened as a result of the first event.



The tornado caused widespread damage to our town.
 cause effect

Words and phrases often signal that what you are listening to or reading about is a relationship: *if, then, because, since, so, as a result, resulting from, therefore, leading to, due to*

When my flowers will grow.
 School segregation was controversial, U.S. Marshals had to protect Ruby Bridges.
 It rained all night, we can't get to school this morning.
 The problems were very easy to solve. As a result, all the students passed the test.

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JANUARY RESOURCE
Writing a Summary
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Writing a Summary

A **summary** is a short version of a longer text. It **tells** the main idea of the longer reading, but leaves out most details. A summary is often only 3-5 sentences, but it can be as long as several paragraphs.

Example

Longer Reading → Summary (Shorter Version)

Exploring in Hawaii
 Hawaii Volcanoes National Park, Maui, and the Na Pali Coast

What?
 Hawaii Volcanoes National Park is well known as one of the most beautiful and scenic places in the world. It is a great place to visit for anyone who loves nature and outdoor activities. The park features several active volcanoes, including Kilauea and Mauna Loa, and offers a variety of hiking trails and scenic views. Maui is a beautiful island with a rich history and culture. The Na Pali Coast is a stunning coastline with dramatic cliffs and white sand beaches. It is a great place to visit for anyone who loves nature and outdoor activities.

Why?
 Hawaii Volcanoes National Park is a great place to visit for anyone who loves nature and outdoor activities. Maui is a beautiful island with a rich history and culture. The Na Pali Coast is a stunning coastline with dramatic cliffs and white sand beaches. It is a great place to visit for anyone who loves nature and outdoor activities.

How?
 Hawaii Volcanoes National Park is a great place to visit for anyone who loves nature and outdoor activities. Maui is a beautiful island with a rich history and culture. The Na Pali Coast is a stunning coastline with dramatic cliffs and white sand beaches. It is a great place to visit for anyone who loves nature and outdoor activities.

Where?
 Hawaii Volcanoes National Park is located on the island of Hawaii. Maui is located in the state of Hawaii. The Na Pali Coast is located on the island of Kauai.

When?
 Hawaii Volcanoes National Park is a great place to visit for anyone who loves nature and outdoor activities. Maui is a beautiful island with a rich history and culture. The Na Pali Coast is a stunning coastline with dramatic cliffs and white sand beaches. It is a great place to visit for anyone who loves nature and outdoor activities.

Who?
 Hawaii Volcanoes National Park is a great place to visit for anyone who loves nature and outdoor activities. Maui is a beautiful island with a rich history and culture. The Na Pali Coast is a stunning coastline with dramatic cliffs and white sand beaches. It is a great place to visit for anyone who loves nature and outdoor activities.

This one-page flyer identifies three places to visit in Hawaii - Hawaii Volcanoes National Park, Maui, and the Na Pali Coast. It provides information about where each place is located and tells why you should visit it.

When you write a summary ...

DO:

- ✓ Write about the main ideas.
- ✓ Use your own words and key words from the text.
- ✓ Keep it short (usually 3-5 sentences)!

Other names for a summary:

- > abstract
- > executive summary
- > précis

DON'T:

- ✗ Include the details.
- ✗ Add your opinion.


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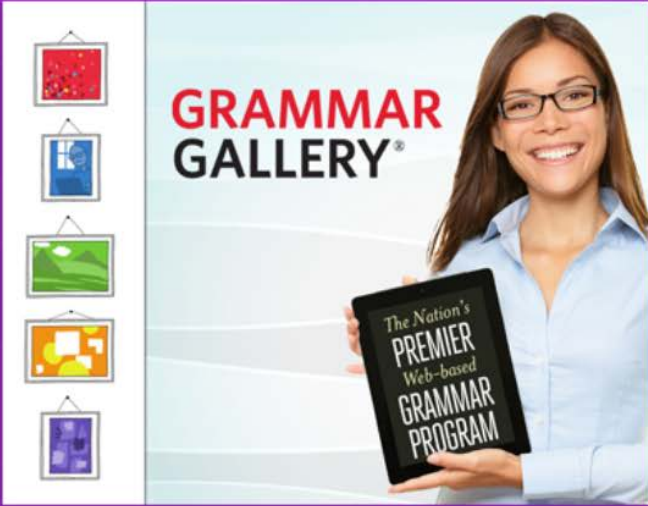
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Five levels of instruction for students of all ages

Students master the rules of English **grammar**, build their **vocabulary**, and develop **academic language proficiency**.

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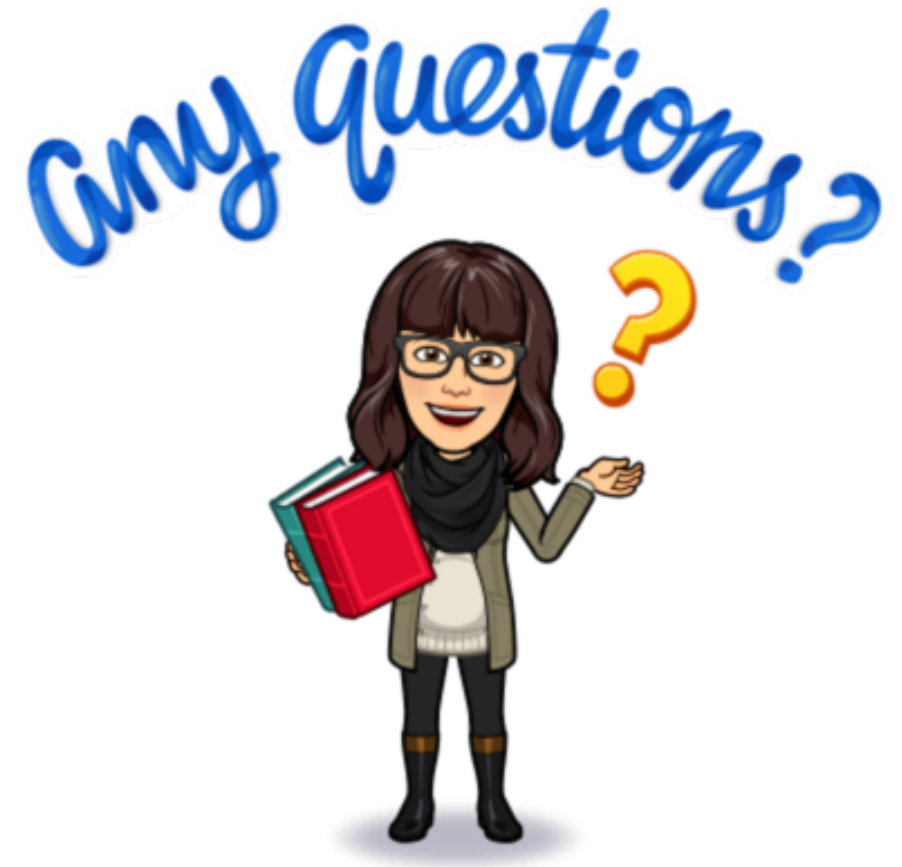
FINAL NOTES and Q & A

I encourage everyone to sign up for a free trial.

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We know education dollars are limited, and we believe it's important for you to fully explore the program to make sure it meets your needs.

I also want to mention that Grammar Gallery does NOT collect any student data.





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Dakota TESOL Virtual Tour

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supporting English
learners!**

Please stay in touch.