

About Section 2: In this chapter children will work to strengthen listening and speaking skills in the target language. They will participate in TPR storytelling. Students will listen to a story and use props and actions to understand the story. They will learn to identify and match oral language of animals and nature vocabulary through stories and acting. Students will also play games and participate in felt board, graphing and sorting activities. Children will demonstrate understanding using movements, gestures and short answers. Learners should be able to produce simple one-word responses and may start to combine language with multiword responses. Students will also practice asking simple questions. They may show more sophistication and attempt short story narration.

Where this fits in: This chapter is designed for beginning to advanced-beginning level students who have some working knowledge of the target language. In this chapter children listen to the target language and begin to explore speaking in simple ways through storytelling, acting and games. The teacher should provide gestures, visual clues, modeling and use of props to help learners recognize the target language of animals and nature vocabulary.

Expectations for the end of this section: Most students will recognize the names of farm animals and nature words. Children will demonstrate listening and comprehension using movements. Students will also be able to follow simple directions so they may participate in the actions and sequence connected with a storytelling and story retelling.

OBJECTIVES & STANDARDS

LESSON / TEACHING CARD NUMBER

		6	7	8	9	10
• 8	Follows one- and two-step oral directions	[shaded]			[shaded]	
• 19	Answers questions with one- or two-word responses		[shaded]			
• 28	Acts out songs and stories using gestures and movements	[shaded]		[shaded]		
• 25	Finds pictures and objects that match oral descriptions		[shaded]			
• 26	Role plays in response to stories and read aloud	[shaded]				
• 29	Retells short narrative stories through pictures	[shaded]				
• 13	Names classroom and everyday objects, including animals				[shaded]	
	<p><i>To connect with children’s learning experiences, look for:</i></p> <ul style="list-style-type: none"> • Comprehending and responding to books and other texts • Interactions during read-alouds and book conversations • Exploring and recognizing spatial relationships • Speaking clearly • Using language to express thoughts and needs 					