

### Books for ELD Lessons

The language objective of each lesson can be pulled from each phase of the unit. Below are optional ideas for each book. It is not necessary to do everything described, but the most impact on language development will happen with ample time spent on each book, studying the language of the text in depth.

<b>Title and Author:</b> Silly Sally by A. Wood	Gr K-1, level A
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"><li>• rhyming words</li><li>• direction words (backwards, forward, upside down, etc.)</li></ul>	
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"><li>• Main Idea</li><li>• GO: Main Idea and Supporting details</li></ul>	
<b>Writing About the Text:</b> <ul style="list-style-type: none"><li>• Main Idea: What makes Sally silly?</li></ul>	
<b>Writing From the Text:</b> <ul style="list-style-type: none"><li>• Create a poem with rhyming words modeled after Silly Sally</li></ul>	

<b>Title and Author:</b> The Very Hungry Caterpillar by E. Carle	Gr. K-1, Level A
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"><li>• days of the week</li><li>• numbers 1-5</li></ul>	
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"><li>• Sequencing</li><li>• GO: Time Line</li><li>• GO: Cause and Effect</li></ul>	
<b>Writing About the Text:</b> <ul style="list-style-type: none"><li>• Sequence pictures from the story and write the cause and effect captions to summarize.</li><li>• Use First, Next, Then and Last prompts for captions.</li></ul>	
<b>Writing From the Text:</b> <ul style="list-style-type: none"><li>• Write about a time you got sick and what made you better using sequencing words.</li></ul>	

<b>Title and Author:</b> The Jacket I Wear in the Snow by S. Neitzel	Gr. K-1, Level A
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"><li>• Clothing</li><li>• this/these</li><li>• review of body parts</li></ul>	
<b>Text Structure and Graphic Organizer:</b>	

<ul style="list-style-type: none"> <li>Label a picture of the dressed boy.</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>I identify the body part for each clothing article.</li> <li>This/These is/are _____ on my _____. (This is a scarf on my neck.)</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>Describe how you dress to keep warm in the snow using clothing, colors, body parts and this/these.</li> </ul>

<b>Title and Author:</b> A Busy Year by L. Lionni <span style="float: right;">Gr. 1-2</span>
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>months of the year</li> <li>seasons</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>Sequencing</li> <li>GO: Time Line</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>Retelling what happened each month.</li> <li>Beginning prepositional clause with comma: "In January, _____."</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>Describe 6 important events that happen every year. (birthday, school, Ramadan, etc.)</li> <li>Beginning prepositional clause with comma: "In January, _____."</li> </ul>

<b>Title and Author:</b> Llama, Llama Red Pajama by A. Wood <span style="float: right;">Gr. 1-2</span>
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>rhyiming words</li> <li>feelings</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>GO: Problem Solution</li> <li>Summarize information on organizer with prompt: When he is scared he, _____.</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>Rewrite the story without the rhyme in prose</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>When I am scared, I _____.</li> </ul>

<b>Title and Author:</b> A Pig is Big by D. Florian <span style="float: right;">Gr. 1-3</span>
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>rhyiming words</li> <li>big, bigger</li> </ul>

<ul style="list-style-type: none"> <li>• street, neighborhood, city, state, country, continent, world, universe</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>• Ordering from smallest to biggest</li> <li>• Question formation and Answering: What's bigger than a ____? A ____ is bigger than a ____.</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>• Comparing size of things: A ____ is bigger than a _____. If students are ready: A ____ is bigger than a ____ but a ____ is bigger than that.</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>• Where are you in the universe? Students write about their place in the universe starting with themselves, going from smallest to biggest, adding specific locations. I am me, in room 4 in my school called Riley Elementary. Riley Elementary is on a street called California Avenue. California Avenue is in a neighborhood called Glendale. Glendale is in a city called Salt Lake, etc.</li> </ul>

<b>Title and Author:</b> Benny's Pennies by P. Brisson Gr. 1-3
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• rhyming words</li> <li>• should, would, buy, sell, shopper, deal, bought, gift, thoughtful (from text) by, sale, sail</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>• GO: Story Map (Beg/mid/end)</li> <li>• Summarize information on organizer with sequencing words: I n the beginning...Then...The story ended with...</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>• Describe Benny's personality and use evidence from the text.</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>• Interview five people to find out if they had \$5 what they would buy. Practice asking questions: I f you had \$5 what would you buy? _____ (interviewee) would buy____.</li> </ul>

<b>Title and Author:</b> Who Sank the Boat? by P. Allen Gr. 1-2
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• rhyming words</li> <li>• weight, lightest, sank, heaviest, float</li> <li>• No, it wasn't. Yes, it was. : spend one day having students act things out (like writing on the board) and ask students "Was it ____ that wrote on the board?" Have students answer.</li> <li>• Using commas in a list (Rule: one less comma than objects) : spend one day having students write a sentence about sets of objects you've grouped. Have the objects have something in common (The crayon, marker, and pencil are blue.).</li> </ul>
<b>Text Structure and Graphic Organizer:</b>

<ul style="list-style-type: none"> <li>• GO: Cause and Effect</li> <li>• When _____ (cause), _____ (effect).</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>• Sequence the events of the story and end with the cause and effect statement.</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>• Have students work in teams to make a boat out of tinfoil. Have students put the boats in water and then begin to add marbles to see whose boat can hold the most weight. When all the boats sink but the last, have students count the number of marbles. Have students retell what they did from making the boat to sinking the boat using vocabulary words.</li> </ul>

<b>Title and Author:</b> Ten Flashing Fireflies by P. Sturges Gr. 1-2
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• capture, jar, flashing, burning, bright, blinking, twinkling, sparkling, fiery, flickering, glowing, golden,</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>• GO: growing pattern</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>• Retell story</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>• Have students inspect an object(s) and brainstorm all the words that describe the quality of the object (similar to all the vocabulary words describing the glowing bugs). For example, a stuffed animal that is really soft, fluffy, furry, hairy, smooth, etc. Then students can write a story about the stuffed animal using the list of words they brainstormed.</li> </ul>

<b>Title and Author:</b> Let's Go Visiting by S. Williams Gr. 1-2
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>• color words</li> <li>• let's, visit, foal, calf, kitten, piglet, duckling, puppy, curl, hay (You may also teach singular and plural forms of each animal—calf and puppy as irregular. You may also teach the adult form of animal.)</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>• GO: growing pattern</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>• for plural practice: The boy played with ____ (#) _____(animal in plural form), not just one ____ (animal in singular form.)</li> <li>• for adult animal practice: The boy played with _____ (baby animal) which is a young _____ (adult animal).</li> </ul>
<b>Writing From the Text:</b>

- Students can write about their favorite animal or place to visit.

<b>Title and Author:</b> One Monday Morning by U. Shulevitz	Gr. 1-4
<b>Vocabulary Focus:</b>	
<ul style="list-style-type: none"> <li>• In that case (idiom) : give students a scenario and have them create the “in that case” (It is raining outside, in that case I should bring my umbrella. My friend is sad, in that case I will sing her a silly song.)</li> <li>• days of the week</li> </ul>	
<b>Text Structure and Graphic Organizer:</b>	
<ul style="list-style-type: none"> <li>• GO: growing pattern</li> </ul>	
<b>Writing About the Text:</b>	
<ul style="list-style-type: none"> <li>• Have students describe what the boy was doing each time he wasn't home.</li> </ul>	
<b>Writing From the Text:</b>	
<ul style="list-style-type: none"> <li>• Text to self connection: Have students look at the first two and last two pictures (with no text) and together describe where the boy's story came from (the boy's imagination looking at playing cards on a rainy day). Then have students write about what they daydream on rainy days. OR give each a few objects (like the boy's playing cards) and have them make up their own stories using the objects.</li> </ul>	

<b>Title and Author:</b> Goggles by EJ Keats	Gr. 1-2
<b>Vocabulary Focus:</b>	
<ul style="list-style-type: none"> <li>• nouns: goggles, pipe, hole, fence, pocket, fist, step, bully</li> </ul>	
<b>Text Structure and Graphic Organizer:</b>	
<ul style="list-style-type: none"> <li>• GO: sequencing</li> </ul>	
<b>Writing About the Text:</b>	
<ul style="list-style-type: none"> <li>• Summarize (not retell) the story focusing on the characters.</li> </ul>	
<b>Writing From the Text:</b>	
<ul style="list-style-type: none"> <li>• GO: text to self connections</li> <li>• Describe the similarities and differences between self and characters.</li> </ul>	

<b>Title and Author:</b> The Important Book by Margaret Wise Brown	Gr. 2-3
(You could limit the number of pages you read, depending on the proficiency level of your students as each follows the same format.) describing words, text structure main idea, supporting details Gr. 1-2	
<b>Vocabulary Focus:</b>	
<ul style="list-style-type: none"> <li>• characteristics, compare, important, more important, most important, and any other words from the pages you are going to read that students need to know</li> </ul>	
<b>Text Structure and Graphic Organizer:</b>	

<ul style="list-style-type: none"> <li>GO: Rating Organizer (4 rows in a table: object, important, more important and most important)</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>In own words write about the important things about one of the objects from the book.</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>GO: Rating Organizer (4 rows in a table: object, important, more important and most important)</li> <li>The most important thing about ____ is _____. It ____ and ____ but the most important thing about ____ is _____.</li> </ul>

<b>Title and Author:</b> Fortunately by R. Charlip <span style="float: right;">Gr. 2-3</span>
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>lucky, unlucky, fortunately, unfortunately, related events, before, after</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>related events</li> <li>GO: sequencing related events</li> <li>GO: T-Chart for fortunate and unfortunate</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>Summarize (not retell) the story.</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>Rewrite the story using your own fortunate and unfortunate events.</li> </ul>

<b>Title and Author:</b> Chato's Kitchen by G. Soto <span style="float: right;">Gr. 3-4</span>
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>Content: genre, fantasy, realistic, character, animal relationships</li> <li>Text: neighbor,</li> </ul>
<b>Text Structure and Graphic Organizer:</b> <ul style="list-style-type: none"> <li>GO: Character traits</li> </ul>
<b>Writing About the Text:</b> <ul style="list-style-type: none"> <li>Explain why the story ended the way it did based on what animals the characters were.</li> </ul>
<b>Writing From the Text:</b> <ul style="list-style-type: none"> <li>Rewrite the ending by changing Chorizo into another animal.</li> </ul>

<b>Title and Author:</b> What do you do When Someone Wants to Eat You? by S. Jenkins Gr. 4-6
<b>Vocabulary Focus:</b> <ul style="list-style-type: none"> <li>species, trait, survival, behavior, environment, structure, danger, threaten, defend, protect, escape, predator, enemy, attacker (many of these are from the science core)</li> </ul>

for 5<sup>th</sup> grade)

**Text Structure and Graphic Organizer:**

- GO: 3 Column: change in structure, environment, behavior
- Summarize details on organizer

**Writing About the Text:**

- True, false, false: have students write 3 sentences describing the protective behavior of a given animal, 2 will be false and 1 will be true.

**Writing From the Text:**

- Using all the information they've learned on survival of the species, students describe how the human species can survive in a variety of scenarios. You can give partners a context and they do a role play to explain how they would survive (i.e. If you're in the forest and a bear comes to me, I freeze (behavior). If I'm going to be mountain climbing where snakes live, I wear thick, tall boots (structural). If I am swimming and a jelly fish wants to zap me, I get out of the ocean (environment).) Giving them the "If \_\_\_\_\_, then \_\_\_\_\_." prompts works on cause/effect.