Preface to the Supplemental Guide

The Supplemental Guide is designed as a companion to the series of Tell It Again! Read-Aloud Anthologies, of which there is one per domain. This introduction to the Supplemental Guide provides information about the guide’s purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the Tell It Again! Read-Aloud Anthologies.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, and special educators, as well as teachers seeking an additional resource for classroom activities. The use of this guide is flexible and versatile and is to be determined by the unique circumstances and specific needs of classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the Supplemental Guide as their primary guide in the Listening and Learning strand. Teachers may also choose to begin a domain by using the Supplemental Guide as their primary guide before transitioning to the Tell It Again! Read-Aloud Anthology, or may choose individual activities from the Supplemental Guide to augment the content covered in the Tell It Again! Read-Aloud Anthology. Such teachers might use the Vocabulary Instructional Activities and some of the Modified Read-Alouds during small group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students’ English language learning needs.

Supplemental Guide Contents

The Supplemental Guide contains modified domain-based read-alouds, Vocabulary Charts for each lesson, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities.

Modified Read-Alouds
The modified read-alouds in the Supplemental Guide, like the read-alouds in the corresponding Tell It Again! Read-Aloud Anthologies, are content-rich and designed to build students’ listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the Tell It Again! Read-Aloud Anthologies appear in the corresponding Supplemental Guide. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language and engage students in extended dialogue about the text. Nonetheless, students who listen to the Supplemental Guide read-alouds will learn about the same core content from the Core Knowledge Sequence as students who listen to the Tell It Again! Read-Aloud Anthologies. Please refer to the Calendar and “Lesson Match-up” in the Introduction to each domain to see how lessons in the Supplemental Guide correlate with lessons in the corresponding Anthology.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. The lessons are designed to be meaningful and interactive in nature, allowing students to use the context-area knowledge and vocabulary acquired as they communicate ideas and concepts with their peers and teachers in a collaborative and supportive environment. Maximizing time for student conversation by structuring these interactions so that students can engage in collaborative discussions with their peers is an important catalyst to oral language development, especially when done in a meaningful and supportive manner.

### Vocabulary Charts

<table>
<thead>
<tr>
<th>Type of Words</th>
<th>Tier 3 Domain-Specific Words</th>
<th>Tier 2 General Academic Words</th>
<th>Tier 1 Everyday-Speech Words</th>
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<tbody>
<tr>
<td>Understanding</td>
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<td>Multiple Meaning</td>
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<td>Phrases</td>
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<tr>
<td>Cognates</td>
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Vocabulary Charts at the beginning of each lesson categorize words into Tier 1, Tier 2, and Tier 3 words. Tier 1 words are words that are likely in the basic repertoire of native English speaking students, words like baby, climb, and jacket. Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas, words like analysis, create, and predict. Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject, words like photosynthesis, alliteration, and democracy. Be aware that English Language Learners and students with limited oral language skills do not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to these students’ successful mastery of content (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, 32–35).

In addition, the Vocabulary Chart shows whether the chosen words are vital to understanding the lesson (labeled Understanding), have multiple meanings or senses (labeled Multiple Meaning), are clusters of words that often appear together (labeled as Phrases), or have a Spanish word that sounds similar and has a similar meaning (labeled as Cognates). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade-levels and content areas. Teachers should be aware of these words and their functions and model the use of these words as much as possible before, during, and after each individual lesson, as well as to connect lessons. The Vocabulary Chart could also be a good starting point and reference for keeping track of students’ oral language development and retention of domain-related and academic vocabulary. These words are not
meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their group of students.

**Supplemental Guide Activities**

For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary and the English language. The icon, \( \text{icon} \), appears in the *Tell It Again! Read-Aloud Anthology* to indicate that there is a Multiple Meaning Word Activity, Syntactic Awareness Activity, or Vocabulary Instructional Activity from the *Supplemental Guide*.

These three types of activities are integrated into the lessons of the *Supplemental Guide* to create a purposeful and systematic setting for English language learning. Read-alouds of stories and nonfiction texts build on previously taught words and ideas, so each read-aloud helps the language and knowledge needed for the next most complex text within and across domains. The *Supplemental Guide* focuses on oral language in the earlier grades, addresses the language learning needs of students with limited English language skills who may also be exposed to the kind of academic language found in written texts outside of a school setting.

**Multiple Meaning Word Activities**

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of words and a realization that many content words (i.e., nouns, verbs, adjectives, adverbs) have multiple meanings associated with them. Students with strong oral language may be able to navigate through different meanings of words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students’ attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

**Syntactic Awareness Activities**

Syntactic Awareness Activities call students’ attention to sentence structure. During the early elementary grades, students would not be expected to read or write lengthy sentences but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students’ awareness of the structure of written language, word order and interrelations between words, and grammar in order to construct and analyze sentences. Developing students’ oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

**Vocabulary Instructional Activities**

Vocabulary Instructional Activities are included to build students’ general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students’ learning of Tier 2 words and in deepening their knowledge of academic words and their connections to other words and concepts. Vocabulary knowledge students possess is intricately connected to reading comprehension as it encompasses all the words students must know to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

**English Language Learners and Students with Disabilities**

The purpose of the *Supplemental Guide* is to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

**English Language Learners**

A main purpose of the *Supplemental Guide* is to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthologies* and to grant ELLs access to the core content presented in the Anthologies. When teaching ELLs, it is important to keep in mind that they are a
heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a simple chart showing the basic stages of second language acquisition, proper expectations for student behavior and performance, and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

<table>
<thead>
<tr>
<th>Language Acquisition Stage</th>
<th>Comprehension and Production</th>
<th>Accommodations and Support Strategies</th>
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<tr>
<td>Preproduction (&quot;The Silent Period&quot;)</td>
<td>• Produces little or no English • May refuse to say or do anything • Responds in non-verbal ways • Has a minimal receptive vocabulary in English</td>
<td>• Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., “Show me…” or “Circle the…” ) • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use small group activities • Use charades and linguistic guessing games • Use role playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: • Yes/no questions, • Either/or questions, • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary</td>
</tr>
<tr>
<td>Early Production</td>
<td>• Responds with one- or two-word phrases and words • Understands basic phrases and words • Uses abundant fillers, e.g., “er” and “um” when speaking • Includes frequent long pauses when speaking • Has basic level of English vocabulary (common words and phrases)</td>
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### Speech Emergence (Low Intermediate)

- Speaks in short phrases and simple sentences
- Makes multiple grammatical errors
- Begins to use context to infer the meanings of unknown words heard or read
- Can produce some narratives and understand some details of a story
- Uses many fillers, e.g., “um” and “like” when speaking
- Repeats individual phrases multiple times
- Has a much larger receptive than expressive vocabulary in English

### Intermediate Fluency (High Intermediate)

- Engages in conversations
- Produces connected narrative
- Makes few grammatical errors
- Uses some fillers when speaking
- Shows good comprehension
- Has and uses expanded vocabulary in English

### Advanced Fluency

- Uses English that nearly approximates the language of native speakers
- Understands most conversations and can maintain a two-way conversation
- Uses more complex grammatical structures, such as conditionals and complex sentences.
- Has and uses an enriched vocabulary in English

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. forthcoming)
Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity’s instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small group instruction, individual seatwork, collaborative learning, and hands-on instruction). Make sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies.** These are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.

- **Spatial Organizers.** These assist student understanding and recall of information using charts, diagrams, graphs, and other graphic organizers.

- **Peer Mediation.** Peer tutoring and cooperative learning groups can assist in assignment completion and enhance collaboration within the classroom.

- **Hands-On Learning.** Hands-on activities offer students opportunities to gain understanding of material by completing experiments and activities that reinforce content.

- **Explicit instruction.** This instructional approach uses clear and direct teaching using small steps, guided and independent practice, using explicit feedback.

- **Visual Strategies.** Visuals represent content in a concrete manner to increase focus, communication, and expression (e.g., picture/written schedules, storymaps, task analyses, etc. (Rao and Gagie 2006).

References


The Five Senses: Supplemental Guide | I Use My Skin to Touch

At a Glance

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<tr>
<td>Reviewing the Read-Aloud</td>
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<td>Presenting the Interactive Read-Aloud 15 minutes</td>
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<td>Discussing the Read-Aloud 10 minutes</td>
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Reviewing the Read-Aloud 10 minutes

Five Senses Review

- Show image 1A-1: Five photos demonstrating senses
  - Invite students to come up to the picture one at a time and point to a picture and say the sense and its associated body part: sight (eyes), hearing (ears), taste (tongue), smell (nose), and touch (skin/hands).
  - Then use Image Cards 1–5 to review each of the senses. Alternatively, you may have students use their Response Cards for The Five Senses to answer questions. As you show each image card, ask: “What body part is this and how do you use it?”

What Have We Learned?

- Show image 6A-1: Hands on grass
  - Remind students that they are learning about the sense of touch.
  - Have students say sense of touch while touching a part of their body that has skin.
  - Remind them that they do not only touch with their hands but with any part of the body that is covered with skin.

- Show image 6A-3: Nerves diagram
  - Class Question: How do you know if what you touch is hard or soft, hot or cold?
    - Encourage them to use the words: skin, nerves, brain, and texture.
    - If they have a hard time telling how they know the texture of what they touch, explain to them that their skin is able to feel because it contains nerves run throughout their bodies and send messages to the brain about what they are feeling, whether it is hot or cold, hard or soft.

- The Five Senses Chart
  - Give each student The Five Senses Chart. Instruct students to draw or find pictures from The Five Senses Image Sheet to put in the row for the sense of touch.
  - Prompt students be asking: “Which body parts are used for the sense of touch? What can you do with the sense of touch?”
  - After students have finished filling in the row for the sense of touch, have them discuss with their partner or home language peers what they put in that row.

Making Connections

- Have students share with their partner if they know how to say skin in a different language.
- Have students share with their partner if they know how to say touch in a different language.
- Ask for volunteers to share how they say skin and touch in a different language.
**Vocabulary review**

**Touch**
1. You have heard the word *touch* before, like in this sentence, “The sense of *touch* is something you use almost all the time.”
2. *Touch* is to sense by feeling something with your skin.
3. Taking turns with your partner, use the word *touch* or *touched* in a sentence. Talk about something you like to touch or something that you actually touched today. Each person gets three turns.

**Sensitive**
1. You have heard the word *sensitive* before, like in this sentence, “If you go outside in the snow wearing only a t-shirt, then all the nerves under your skin will become very *sensitive*, and you will feel cold.”
2. *Sensitive* means able to feel something strongly and quickly.
3. Taking turns with your partner, tell each other about something sensitive, like a little baby is sensitive towards loud noises, or an open wound on your knee is sensitive to water. Each person gets three turns.

**Purpose for Listening**
Ask students to identify the main topic, or idea, of this lesson. Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about the sense of touch.

By the end of the lesson, students should be able to:
- Provide simple explanations about how the skin works
- Describe some ways the sense of touch protects people from harm
- Describe how the sense of touch helps people learn about their world

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**Presenting the Interactive Read-Aloud**

15 minutes

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. Keep in mind the Core Content Objectives for this lesson as well as “The Big Idea” that *The five senses help humans learn about their world. It is important to take care of your body.*

**I Use My Skin to Touch**

**Show image 6A-1: Hands on grass**

The sense of *touch* is something you use almost all the time. You are using your sense of *touch* right now.

**CLASS QUESTION:** How are you using your sense of *touch* right now?

You should be able to tell whether you are sitting on something hard or soft and whether you are cold or warm.

**Show image 6A-2: Hands**

Remember that every sense has its own body part.

**INTERACTIVE OPPORTUNITY:** With your partner, review each of the five senses and its body part.
- Allow forty-five seconds for students to review the five senses and their associated body parts. Call on two partner pairs to share with the class.

You can *touch* with every part of your body that is covered with skin.

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1 Do you remember the different meanings for skin?
Your skin is able to feel because it contains nerves. Nerves are like tiny wires running through your whole body that carry messages to your brain.

- Point to the nerves running through the body and to the brain in the picture.

**Class Question:** What kinds of messages do nerves send to your brain about the things you touch?

Some parts of your body have more nerves. We say those parts are more sensitive. Your fingertips are very, very sensitive, which makes them especially good for feeling things.

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- Point to the nerves running through the body and to the brain in the picture.

**Class Question:** What kinds of messages do nerves send to your brain about the things you touch?

You can use your sense of touch to feel the texture of things. To describe texture, we use words like soft and hard, dry and wet, rough and sharp.

**Interactive Opportunity:** Use this picture of porcupine quills, leather, glass jar, and carpet to explain to your partner their different textures.

- Allow forty-five seconds for students to talk. Encourage them to use soft, smooth, bumpy, rough or sharp.

**Class Question:** What are some things that are soft?

- My teddy bear is soft. Answers may vary.

**Interactive Opportunity:** Now tell your partner one thing that hurts, tickles, and itches.

- Allow forty-five seconds for students to talk. Call on two partner pairs to share their answers.

**Class Question:** Have you ever gotten bit by a mosquito? How did it feel?

**Class Question:** Have you ever had an injury? What happened? How did you feel?

- Call on a few students to answer.

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**Class Question:** Have you ever gotten bit by a mosquito? How did it feel?
3. **Inferential** What are some things that are bumpy?
   • My tongue is bumpy. Answers may vary.

4. **Inferential** What are some things that are sharp?
   • The scissors are sharp. Answers may vary.

5. **Inferential** How can the sense of touch keep you safe and protect your body from harm?
   • My sense of touch lets me know whether something can hurt me. If it burns me or causes pain, I learn to avoid touching that thing in the future.

Please continue to model the Think Pair Share process for students, as necessary, and scaffold students in their use of the process.

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. **Evaluative** Think Pair Share. If you closed your eyes and felt something, what kinds of things could you notice about the object from touch alone?
   • Pass around a bag with a familiar object inside and let students feel it without looking at it.
   
   Remember, you can only use your sense of touch. Your partner can ask you questions about the object, but you may not look at it. If you think you know what the object is, raise your hand.
   • Answers may vary. Students will probably provide adjectives describing texture; acknowledge these responses, using the word texture. Also point out that you can tell other things from touching something like its temperature—hot or cold, or its shape—circular or square. If time allows, you may do this with several familiar objects.

7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

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**Word Work: Texture**

1. In the read-aloud today you heard, “We use our sense of touch to feel the texture of things.”

2. Say the word **texture** with me three times.

3. **Texture** means the way things feel when you touch them.

4. I like to feel the sheets on my bed because they have a smooth, soft texture.

5. Tell me about the texture of things that you like to feel and describe their texture. Try to use the word **texture** when you tell about it.
   • Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I like to feel a _____ because it has a _____ texture.”

6. What’s the word we’ve been talking about?

   The **Texture** follow up. Directions: Use an adjective, or describing word, with the word **texture** to describe how each of the following objects feels. Try to answer in a complete sentence.

   1. a bunny’s fur
      • That is a soft texture.

   2. a rock
      • That is a hard texture.

   3. your cheek
      • That is a smooth texture.

   4. sandpaper
      • That is a rough texture.

   5. a piece of tape
      • That is sticky texture.