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Introduction

Language Boosters provides 100 practice pages designed to support students' language proficiency through repeated exposure to fundamental components of language instruction, including vocabulary, word usage, comprehension, multiple meaning words, and cognitive and written language. In addition, practice pages focus on common academic content themes to aid cross-curricular learning and align with language arts, math, science, and social studies curricula.

Research-Based Instruction and the Importance of Language Proficiency

As research has shown, word knowledge is the bridge to reading success and a key predictor of overall achievement in school. *Language Boosters* provides expert instruction in mastering the fundamentals of language proficiency to help all students develop the understanding and confidence necessary to learn the English language.

In addition, *Language Boosters* features word-building strategies that target intentional and systematic vocabulary instruction designed around meaningful everyday and academic topics. This research-based format is recognized as especially effective for English Language Learners who are not exposed to rich sources of word knowledge and indirect learning.

Support for English Language Learners

State standards require all students, regardless of language proficiency levels, to meet academic content standards. *Language Boosters* guides students toward meeting those challenging standards in the second-grade classroom and is geared for students who have reached an intermediate level of language proficiency.

While all students will benefit from repeated practice with the language skills and content themes presented, *Language Boosters* offers a variety of features to specifically support your English Language Learners. The 100 practice pages are presented in progressive order; align with language arts, math, science, and social studies curricula; and are based on the most current proficiency standards for English Language Development (see reference chart on page 112). Each practice page features repetition and predictability of skills and tasks through consistent wording of directions, repeating question formats, simple sentence structure, and numerous illustrations for strong visual reference.

English Language Development Proficiency Criteria		
Strategies and Applications for Intermediate ELD Level		
English Language Arts Substrand	K-2	3-5
Word Analysis: Decoding and Word Recognition	Recognize several typical consonants and basic word formation rules in phrases, simple sentences, or simple text. Recognize common abbreviations and simple prefixes and suffixes when attached to known vocabulary.	Recognize some common root words and affixes when attached to known vocabulary. Use knowledge of English morphemes, phonics, and spelling to decode and interpret the meaning of unfamiliar words in text.
Word Analysis: Concepts About Print	Recognize all uppercase and lowercase letters of the alphabet. Identify front and back cover and title page of a book. Follow words left to right and top to bottom on the printed page. Identify letters, words, and sentences by graph one.	
Vocabulary and Concept Development	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors. Use decoding skills to read more complex words independently. Classify words according to categories of words. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. Describe common objects and events in both general and specific language. Apply knowledge of content-related vocabulary to reading.	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors. Use decoding skills to read more complex words independently. Classify words according to categories of words. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. Describe common objects and events in both general and specific language. Apply knowledge of content-related vocabulary to reading.
Reading Comprehension	Ask and answer questions by using phrases or simple sentences.	Ask and answer questions by using phrases or simple sentences. Point out text features, such as title, table of contents, and chapter headings.
Writing: Organization and Focus	Produce independent writing that is understood but may include inconsistent use of standard grammatical forms. Write simple sentences appropriate for core content areas.	Produce independent writing that is understood but may include inconsistent use of standard grammatical forms. Begin to use a variety of genre writing. Use more complex vocabulary and sentences appropriate for core content areas.
English-Language Conventions: Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Use standard word order but may have some inconsistent grammatical forms.	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Use standard word order but may have some inconsistent grammatical forms.

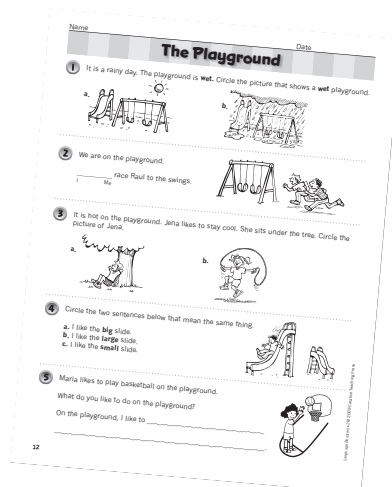
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*Language proficiency criteria taken from the 2002 California ELD Standards

Practice Pages

The five questions on each practice page follow the same consistent format:

- ❶ Vocabulary—everyday and academic words
- ❷ Word Usage—grammar, syntax, mechanics, and other language conventions
- ❸ Comprehension—context clues, word meaning, recall, and making inferences
- ❹ Synonyms, Antonyms, and Multiple-Meaning Words—homographs and homophones
- ❺ Cognitive and Written Language—responses to language, including personal connections

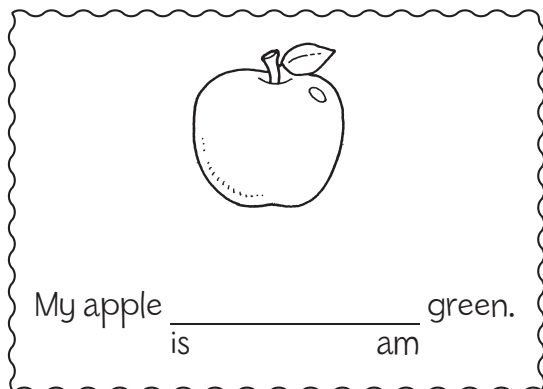


Vocabulary

These are specifically targeted words that students encounter in everyday (social) and curriculum-related (academic) settings. Academic vocabulary is more difficult to master because it is generally not specifically taught or used outside the classroom and draws on new vocabulary not typically encountered in everyday settings.

manners
family
nocturnal
sphere

For additional learning support, *Language Boosters* provides a two-step scaffolding strategy to introduce academic vocabulary while building content knowledge. When introduced the first time, each academic vocabulary word appears in **boldface** with its definition. When presented the second time, the word usually appears with a definition prompt. When used subsequently, it appears without any additional support.



Word Usage

It is important for all students to understand and practice the often complex rules that govern the English language, such as sentence word order and necessary grammar and spelling rules. In addition to supporting questions in this category with helpful illustrations for visual reference, *Language Boosters* features short and simple sentences so as not to overwhelm the English Language Learner.

Comprehension

Exposure to and use of words in numerous contexts promotes word learning and reading comprehension. To support the English Language Learner, *Language Boosters* features simple sentence structure and strong picture and language clues for questions in this category to help students gather meaning from words within context and to reinforce comprehension.

Monday	Tuesday	Wednesday	Thursday	Friday
P.E.	Music	P.E.	Music	P.E.

Mara goes to P.E. on Monday. She goes to music class on Tuesday.

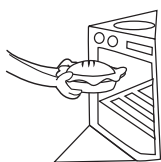
Mara goes to _____ on Wednesday.
P.E. music class

Synonyms, Antonyms, and Multiple-Meaning Words

It is important for all students to understand the need for using words that provide dimension, clarity, precision, and enrichment in the English language. This is particularly true for the English Language Learner, who may be relying on a limited amount of word knowledge to convey meanings or ideas. When describing a friend, for example, learning synonyms for the word *nice* enables students to describe more specific characteristics, such *kind*, *happy*, and *friendly*.

Cognitive and Written Language

A student's cognitive language typically exceeds his or her ability to produce oral or written language. This is especially true for English Language Learners, who may comprehend far more than the limited English that they are able to produce. It is important to provide students with multiple opportunities to interact with and respond to words and picture clues in a variety of ways to develop cognitive and written language proficiency. Consequently, the last question on each *Language Boosters* practice page features cognitive and written-language opportunities, such as identifying rhyming words, sequencing events, alphabetizing words, or responding to open-ended questions.



a. _____ last



b. _____ first



c. _____ next

How to Use This Book

Use *Language Boosters* as a supplement to your English Language Arts or English Language Development curriculums to accentuate learning for both native English speakers and English Language Learners. Use the pages in order of appearance to make the most of the built-in scaffolding for the introduction of vocabulary, skills, and tasks. Or choose pages that fit with current themes or topics of study. Please note that students completing pages out of order may need additional instructional support. Present the practice pages using any of the instructional methods suggested below to aid in the development of listening, speaking, reading, and writing skills.

Individual Work

Depending on the ability levels of your students, have them complete pages individually for additional reinforcement with language skills or have them use pages together with guidance from a teacher or teaching assistant to work through the problems at a comfortable pace.

Paired Learning

Pairing students of differing ability levels or pairing a native English speaker with an English Language Learner can be an effective learning strategy. If working on a page such as Time to Play (page 57) or Plants (page 82), students might take turns saying the names of objects on each page or finding antonyms. When one student gets stuck, his or her partner is there to lend support.

Small Group Activities

It has been found that language learners working in groups (cooperative learning) will achieve more, retain more in long-term memory, and use higher-level reasoning strategies more frequently when they learn information cooperatively.

Have students working in groups of five each take responsibility for one of the questions on each page, sharing answers with group mates, and consulting each other when stuck on a question. Small groups might also work clockwise in a circle, stating the names of objects presented on a page, or answering questions such as, “What fruits do you like?” (page 39) or “What do you like to do at the beach?” (page 58).

Large Group Activities

Present large-group lessons using a transparency, document camera, or scanned practice page for use with your interactive white board to work through problems together with the class. Incorporate total physical response (TPR), a technique by which students demonstrate comprehension and answer questions through physical motions. Giving a “thumbs-up” or standing up might represent a yes answer, while “thumbs-down” or sitting down might represent a *no* answer. For example, when learning about clothing (page 37) you might point or call out items on the page and say *Stand up if this is summer clothing* or *Sit down if this is winter clothing*.

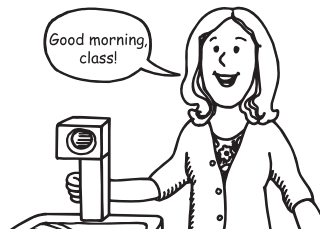
Hello and Goodbye

- 1** I greet my friends when I see them. I greet my teacher in the morning.
When you greet someone, you say:



- 2** Our teacher _____ nice.
is are

She always says, "Good morning, class."



- 3** It is the end of the day. It is time to go home. What do you say to your friends?



- 4** Draw a line from each sentence to the correct picture.

1. Amy waves to her friends.



2. The ocean has big waves.



- 5** Write two other ways to say hello and goodbye.

Hello _____

Goodbye _____

The First Day of School

- 1** There are many rules at school. Here is one rule at school: Wait for your turn to talk.
A rule is:

a. a direction you must follow



b. a direction you do not follow



- 2** Sarah has two best _____ at school.
friend friends

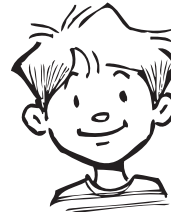


- 3** Max cried on the first day of school. How did he feel?

a. sad



b. happy



- 4** Find a word in Sentence A that means the same as a word in Sentence B. Circle the two words.

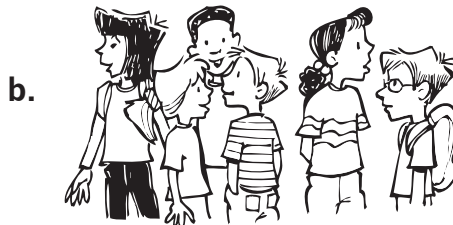
A. I am happy on the first day of school.
B. I am glad to see my friends.



- 5** Write the name of someone who sits next to you in class.

In My Classroom

- 1** The students lined up in a straight row at the door. Circle the picture that shows a row.

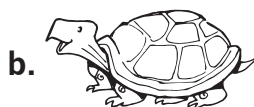


- 2** Circle the name of a person in the sentence below:

Carmen works at her desk.



- 3** Lisa's class has a pet turtle. She likes to feel its hard shell. Circle the picture of the students' pet.



- 4** The students are quiet today. The opposite of *quiet* is:

a. silent

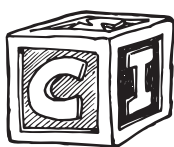
b. loud



- 5** Circle two words that rhyme with *clock*.



bag



block



sock



flag

School Supplies

- 1** Martin loves to color with crayons. Circle the picture that shows Martin.



- 2** Jenny and Regina are friends.

_____ read books together.
We They



- 3** Angel is doing his art project. His fingers are sticky. What is Angel using?



- 4** Find a word in Sentence A that sounds like a word in Sentence B. Circle the two words.

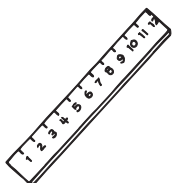
A. I always write
with a pencil.



B. He kicked with
his right foot.



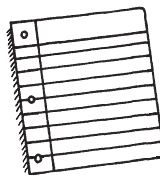
- 5** Circle two things you use at school.



ruler



cart



paper



rake