Topic 1

What English do I know?

Marco’s First Day
by Robert Hill

My Backpack
by Suzanne Harris
It is the first day of school. Marco is sad. My English is not good! he thinks.
Summary
In “Marco’s First Day,” it is the first day of school for Marco, and he’s sad. He thinks his English isn’t good enough. He also thinks he won’t understand or be able to talk to others. However, he soon realizes this isn’t true because he understands much more than he thought he would. This makes him very happy.

Genre: Fiction
Fiction is a story that is made up, or not true. It can be about people or animals. “Marco’s First Day” is about a young boy’s first day at a new school.

Reading Strategy Focus
Identifying Characters
What is it? Characters are the people, animals or creatures that the story is about.
What will students do? Students will identify the characters in the story and in the pictures.
Why is it important? It is vital to reading comprehension that students develop the ability to identify characters.
The characters in this story are: Marco, Anna, Ms. Baker and the other children in the school.

Key Words
first (adj.) coming before all others in time, order or importance
good (adj.) able to do something well; skillful
happy (adj.) feeling full of joy
sad (adj.) feeling unhappy
say (v.) to express in words; to speak
think (v.) to use your mind
Lesson 1

Teaching Resources
 Compass Starter Reading Log page 10
 Topic 1 Fiction Flashcards
 Topic 1 Fiction Worksheet page 18
 Note cards or strips of construction paper with students’ names on them
 A storybook
 Crayons

Reading Strategy
 Identifying Features of a Storybook
 A storybook is an anthology of stories for children. Students can distinguish one story from another by identifying the title page, which contains the title of the story and the name of the author.

Lead in to the Lesson (15 min.)
  • Go around the classroom and have students say their names for the class to repeat.
  • Distribute the note cards or construction paper strips with their names on them.
  • Form small groups. Have students take turns saying their names again, this time while showing their name signs to the rest of the group.

Know Your Students
 If the majority of students are able to write their names, consider handing out blank note cards or strips of construction paper and having students write their names on them.

Reading Strategy (15 min.)
  • Show the front cover of a storybook to the class. Ask: What is this? (A book.) Point to the title and say: This is the title of the book. Point to the author’s name and say: This is the author. He/She wrote the book.
  • Explain that every story has a title and an author.
  • Show the Compass Starter Reading Log. Say: This is a storybook. It has many stories.
  • Have students open their books to page 10. Ask: What’s the title of the story? (“Marco’s First Day”) Who is the author? (Robert Hill.)
  • Explain that the title of a story is usually in big letters at the top of the first page and that the author’s name is usually under the title.

Know Your Students
 If many of your students are emerging readers and unable to read the title and name of the author, read both to the class and have students identify which is the title and which is the name of the author.

Teach the Key Words (25 min.)
  • Direct students’ attention to the Key Word list on page 10. Say: These are some new words in the story.
  • Use the flashcards to elicit or teach the Key Words. As you teach a word, display it on the board and write its name next to it.
  • Read the words aloud and have students repeat them chorally.
  • Make gestures or give relevant examples to help students understand the words; for example:
    - first: This is the first story in this book.
    - good: Point to something in the classroom, such as a student’s picture, and say: This is a good picture. I like it.
    - happy: Make a happy face.
    - sad: Make a sad face and look down.
    - say: Point to your mouth as you speak. Say: I am speaking. I am saying words.
    - think: Point to your head and look up. Say: Hmmm. I’m thinking.
  • Hand out crayons and the worksheet. Read the instructions for activity 1. Have students draw and color the Key Words. Monitor and help as needed.

Take the Lesson Further (5 min.)
  • Form pairs or small groups. Have students share and describe their pictures from activity 1.
Lesson 2

Lead in to the Lesson (15 min.)

Reading Strategy

- Use the flashcards to review the Key Words. Show the pictures to elicit the words, then show the written words and read them aloud for students to repeat chorally.
- Form pairs. Point out the Key Word list on page 10. Tell students to take turns finding pictures for the words in the story. Monitor and help as needed.

1 Point to the boy. Who is he? (15 min.)

Reading Strategies

- Have students look at pages 10 and 11. Say: Pictures tell part of the story. Ask: Who do you see? (Students and teachers.) Where are they? (At school.) Are all the students happy? (No, not all of them.) Say: Pictures tell part of the story, and the title also gives us information. Point to the title. Ask: What is it? (“Marco’s First Day.”) Do you think this story is about a girl named Anna or a boy named Marco? (A boy named Marco.)
- Point to the boy on page 10. Have students point, too. Ask: Who is he? (Marco.)

Video Topic 1 “Marco’s First Day” (5 min.)

- Play the video for Topic 1. Tell students to watch, listen and follow along.

Know Your Students

The video shows a narrator—in this case, the author of the story—reading his story to a group of children. The narrator pauses periodically to ask questions. As this is the first time students hear the story, they may not be ready to answer the questions posed by the narrator. However, hearing the responses children give in the video can support your students’ reading comprehension. Depending on your students’ current comprehension level, you may have students simply watch and listen, or you may encourage them to answer the questions as they listen.

2 Listen and follow. (15 min.)

- Play track 2. Have students follow the story on pages 10-15. Pause the track at the end of each page and have students identify the characters. For example, pause the track at the end of page 11. Ask: Who is Marco? (Students should point to the boy on page 10.) Pause the track at the end of page 12. Ask: Who says “hello” to Marco? (Anna.) Pause the track at the end of page 13. Ask: Who says “hello” to Marco? (Two boys.) Pause the track at the end of page 14. Ask: Who is the woman? (His teacher.) What’s her name? (Ms. Baker.)

Know Your Students

Students may need guidance to know how to listen and follow the story. Tell students to read the words as they listen. When it’s time to turn the page, there will be a pause. Model looking at your book and following the text with your finger. When you hear the pause, point to your ear and model turning the page in the book. If necessary, agree with students on a gesture to remind them to turn the pages.

Take the Lesson Further (5 min.)

- Write happy and sad on the board.
- Have students think about their first day at school and stand in front of the word (happy or sad) that expresses how they felt.
Lesson 3

Teaching Resources
- Compass Starter Reading Log pages 10-15
- Audio Track 2
- Topic 1 Fiction Flashcards
- Topic 1 Fiction Worksheet page 19
- Sheets of paper (1 per student)
- Crayons

Reading Strategy Focus
- Identifying Characters

Reading Strategies
- Identifying Characters' Feelings
  Identifying characters' feelings helps students to empathize with the characters and understand their actions in the story. Students can identify characters' feelings by looking at the pictures and by finding words that express feelings in the story.

Using Pictures

Lead in to the Lesson (15 min.)
- Display the flashcards on the board.
- Use the flashcards to review the meanings of the Key Words. Have students act out the feelings and actions.
- Elicit any other words for feelings students may know. Write them on the board. Have students act them out.

Read and Discuss the Story (20 min.)

Reading Strategies
- Play track 2. Have students listen and follow the story on pages 10-15.
- Pause at the end of page 11. Ask: Who is the story about? (Marco.) How does Marco feel? (Sad.)
- Ask: How do we know he’s sad? Point to Marco on page 10, and to the text “Marco is sad.” on page 11. Say: The picture shows us Marco is sad, and the story says he is.
- Have students identify Marco, the other characters and how they feel at the end of pages 13 and 15. Encourage students to look at the pictures and read the story for the answers. (Page 13: Marco—happy, the boys—happy. Page 15: Ms. Baker—happy, Marco—happy.)

Take the Lesson Further (20 min.)
- Elicit the feelings Marco expressed in the story. Say: In the story, Marco has different feelings. He feels... Have students finish the sentence for you.
- Say: At the end of the story, Marco is very happy. Ask: When do you feel very happy? Elicit a few ideas.
- Hand out sheets of paper and crayons. Tell students to draw a picture of when they are very happy.
- Display the pictures around the classroom. Encourage students to describe their pictures.
Lesson 4

**Teaching Resources**
- Compass Starter Reading Log pages 10-15
- Audio Track 2
- Topic 1 Fiction Worksheet page 19
- A copy of the story
- Crayons

**Reading Strategy**
**Identifying Characters’ Feelings**

**Art Connection**
Drawing pictures about the theme or main idea of a story is a way to create a multisensory connection to the story. It also serves to further engage students and make the story or text more memorable.

**Lead in to the Lesson (10 min.)**
- Elicit the characters in the story. (Marco, Anna, the boys, Ms. Baker.)
- Say the name of a character. Tell students to act out a feeling, for example, you say: Anna. Students act out happy.
- Continue the activity until students have acted out feelings for all the characters.

**Read and Discuss the Story (15 min.)**
- Display the pages of the story in random order on the board.
- Have students help you put the story events in order.
- Play track 2. Have students follow the story on pages 10-15 and confirm the order of events.

**Reading Strategy (10 min.)**
- Direct students’ attention to the story events on the board. Ask: When is Marco sad? (At the beginning of the story.) Why is he sad? (Answers will vary.) When is Marco happy? (At the end of the story.) Why is he happy? (Answers will vary.)

**Know Your Students**
Most students will not be able to fully express themselves when answering the Why questions. Consider allowing them to answer as best they can in English and then completing their ideas in their first language. You could then translate what they said into English. The purpose of the Why questions is to begin developing critical thinking skills, most specifically making simple inferences based on prior knowledge.

**Take the Lesson Further (20 min.)**
**Art Connection**
- Hand out crayons. Tell students to think about their first day at school. Ask: How did you feel on your first day of school?
- Direct students’ attention to activity 3. Have them draw a picture of their first day at school.
- Form small groups. Encourage students to share their pictures and describe them.
**Lesson 5**

**Teaching Resources**
- Compass Starter Reading Log pages 10-17
- Audio Track 2
- Ice pop sticks (2 per student)
- Scissors and glue

**Comprehension (60 min.)**

**Lead in to the Lesson**
- Form pairs. Have students use the pictures in their books to help them retell the story.

**Manage Your Class**
If students are easily distracted or have difficulty retelling the story, consider conducting the activity in a whole-class dynamic.

1 **Identifying Characters**

   **Listen and follow again.**
   - Mark (✓) the people in the story. 2
   - Have students look at the pictures of the characters on page 16. Play track 2.
   - Ask: Which characters are in the story?
   - Tell students to mark the boxes next to the characters in the story.
   - **Answers:** Pictures 1, 2 and 4

   **Match the people with their names.**
   - Direct students’ attention to the green boxes with characters’ names.
   - Read the instructions. If necessary, guide students through the activity.
   - **Answers:** Picture 1: Ms. Baker  Picture 2: Marco  Picture 4: Anna

2 **Circle the correct pictures.**

   - Write the words happy and sad on the board.
   - Have students act out both feelings.
   - Read the instructions.
   - Read item 1. Point to the two options. Elicit the correct answer.
   - Guide students through items 2 and 3. For item 3, act out the two pictures for more clarity.
   - **Answers:** 1. picture 2  2. picture 1  3. picture 2

3 **Number the pictures in the correct order.**

   - Form pairs or small groups. Tell students to find the pictures in the story. Have them number the pictures in the correct order.
   - **Answers:** 1, 4, 3, 2

4 **Read the question. Circle the correct answer.**
   - Read the question aloud: Why is Marco sad?
   - Point to the options. If necessary, direct students’ attention to page 11 and read the first part of the story aloud.
   - Have students circle the correct answer.
   - **Answer:** c

5 **Active Reading**

   Cut out the pictures on page 175. Attach each picture to an ice pop stick.
   - Hand out ice pop sticks, scissors and glue.
   - Read the instructions to the class.
   - Have students cut out the faces and glue them to the ice pop sticks.

   **Listen and follow again. Hold up the happy or sad face.**
   - Play track 2. Have students follow the story. Tell them to hold up the happy or sad face when appropriate.

6 **Read and answer.**

   - Read the question aloud: What new English words do you know?
   - Have students write words in English. Monitor and help as needed.
   - Form small groups. Have students share their words. Encourage them to explain or act out any words their classmates don’t know.
   - Congratulate students for learning so many new words.

**Reading Strategy Focus**

**Identifying Characters**

**Know Your Students**
If your students are emerging writers, have them call out all the words in English they have learned. You can make a list of them on the board.
Lesson 6

Connect to Me (20 min.)

Lead in to the Lesson
• Write I and draw a heart after it on the board.
• Elicit the meaning of the heart. (Love.) Point to the beginning of the sentence on the board and say: This means “I love...”
• Have students look at the pictures in the story. Say: Find “I love...” in the pictures. Ask: Where is “I love...”? (On Anna's T-shirt.) What does she love? (Dogs.)
• Elicit ideas about things students love. Ask: What do you love? (Answers will vary.)

1 Make your T-shirt. Draw a picture.
• Direct students’ attention to the Connect to Me activity on page 24.
• Read the instructions.
• Hand out crayons. Have students draw a picture of something they love on the T-shirt.

Art Connection (35 min.)
• Hand out sheets of construction paper to the students.
• Say: We are going to create a picture of something you love. Tell students this can be a different thing or the same thing as they drew on page 24, but bigger and in more detail.
• Tell students that they should make their pictures as colorful and bright as possible.
• Have students draw pictures of what they love and decorate it, or have them make a 3-D model of it using the given craft supplies. Monitor and help as needed.
• Display students’ pictures or 3-D models around the classroom.
• Encourage students to describe their pictures or models.

Manage Your Class
An alternative Art Connection activity could be having students create their own T-shirts based on the drawings of things they love. (Please see the optional materials in the Teaching Resources entry at the top of this lesson.)

Teaching Resources
Compass Starter Reading Log pages 10-15, 24
Crayons
Construction paper (1 sheet per student)
Yarn, buttons, string and sequins
Scissors and glue
White T-shirts (1 per student, optional)
Fabric paints (optional)
Paintbrushes (1 per student, optional)
Small cups of water (optional)

Art Connection
Drawing or creating pictures with different materials about the theme or main idea of a story is a way to create a multisensory connection to the story. It also serves to further engage students and make the story or text more memorable.