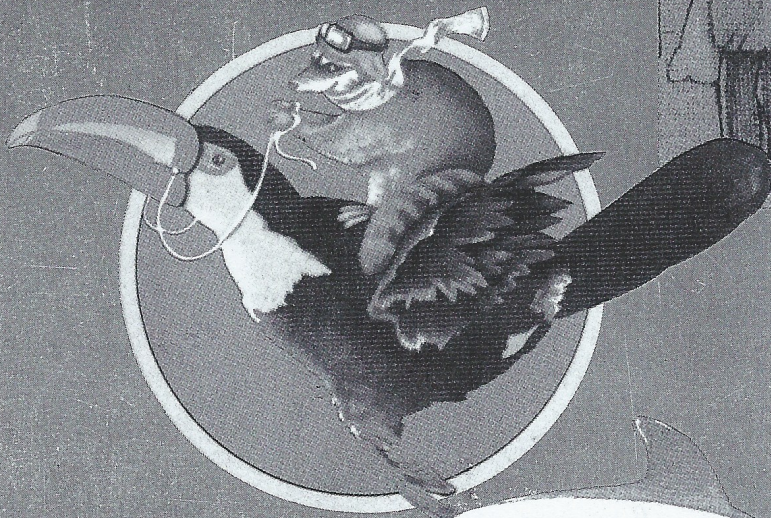
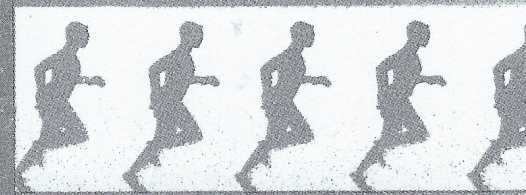


THE RIVERSIDE READING PROGRAM

Defining Time

**Teacher's
Manual**



Levels 11-13



ORAL LANGUAGE TRANSITION PROGRAM

Defining Time

Oral Language
Transition Program

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Teacher's Manual
Levels 11-13

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About the Program

The teaching of reading is a complex process even under ideal circumstances, but teaching reading to a child in a language other than his or her first language is especially difficult. Students entering school with limited English proficiency (LEP) often cannot cope with the English language curriculum. The traditional approach, focusing on the reading and writing processes as fundamental, has failed to meet the needs of such students. LEP students need a special instructional approach that emphasizes listening and speaking in order to develop the basic skills they need in English.

Because the LEP student (for example, the Spanish-dominant student) has not been immersed in oral English in the home environment, he or she does not possess the language readiness that is essential for success in beginning English reading. This, then, must be provided by the student's classroom teacher. To do this, classroom teachers of LEP students need a set of materials to structure the teaching/learning process.

To meet this need, the Oral Language Transition Program has been developed to accompany The Riverside Reading Program. Not only does the Oral Language Transition Program prepare the way for general instruction in English, but it also prepares the LEP student for the specific vocabulary, concepts, and skills needed for success in reading with The Riverside Reading Program.

The LEP Learner and Language Skills

Teaching English as a second language requires a global approach that is both systematic and varied. All aspects of language, from the smallest unit to long passages and stories, should be treated.

Distinguishing the **sounds** of English is basic to listening skills, and pronouncing the sounds is fundamental to speaking the language. Although some sounds will be common to both English and the LEP student's first language, others must be learned. Practice with the sounds of the new language should be an integral part of any plan to meet the needs of the LEP learner.

Words of the new language are essential to relabeling familiar concepts learned in the first language and to the acquisition of new concepts in the second language. Vocabulary, then, should be introduced gradually and meaningfully so that students can identify and recall the names for objects, people, places, animals, feelings, events, and ideas.

A person speaking a second language must at first work to internalize the natural **sentence** patterns of the new language to communicate effectively. Hearing newly learned vocabulary in various common sentence patterns will lead to eventual automatic use of appropriate word order.

Developing the ability of the LEP student to grasp the **meaning** of longer passages and stories is the major goal of a program presenting English as a second language. This process combines all the skills already mentioned and adds comprehension skills such as main idea, sequence, and so on.

All the components of language—sounds, words, sentences, and meanings—should be gradually presented and reinforced in order that the learner listens and speaks—and eventually reads and writes—the second language in much the same way that a first language is learned. This can be accomplished through the use of the components of the Oral Language Transition Program at the intermediate level: Sounding Time, Defining Time, Chanting Time, and Story Time.

The Sounds: Sounding Time

Sounding Time focuses on recognition and pronunciation of the sounds of the English language, especially those that pose problems to the nonnative speaker such as /sh/, /v/, and so on. At the intermediate level of the program, this component is intended for remedial work, for individual students to practice sounds that pose particular difficulty for them.

The Words: Defining Time

Defining Time introduces the LEP student to vocabulary through sentences presented orally by the teacher. The Defining Time sentences present vocabulary items in context, as well as defining the items in simple words. The words introduced are all the instructional words from The Riverside Reading Program for Levels 11, 12, and 13, as well as additional words from the selections in those levels that may cause difficulty for LEP students. Also, idioms, the meanings of which typically pose special difficulty for students learning English as a second language, are presented.

The Teacher's Manual contains lists of Defining Time vocabulary for each lesson, as well as a sample lesson explaining how to present vocabulary.

The Sentences: Chanting Time

Chanting Time teaches common sentence patterns in English and gives special emphasis to sentences that convey the overall meaning of selections from The Riverside Reading Program. For the intermediate level of the Oral Language Transition Program, the selections are from Levels 11, 12, and 13 of the reading program (the primary level material contains chants for Levels 1-10). Chanting Time provides a pleasurable mode for the kind of repetition required in teaching sentence patterns. In addition, because the chants are based on the reading selections, mastering them will aid in reading comprehension.

The Teacher's Manual for Levels 11-13 contains lists of sentences to chant, as well as an explanation of how to create chants from them.

The Meanings: Story Time

Comprehension is the focus of Story Time, which is made up of recordings of stories and articles from The Riverside Reading Program Student Editions. For the intermediate level of the Oral Language Transition Program, the taped selections are from Levels 11, 12, and 13. There are twelve audiocassettes for each level (the primary program has taped selections for Levels 5-10). It is expected that the LEP student will benefit from repeated opportunities to listen to and talk about the tapes.

The Teacher's Manual for Story Time provides lessons designed to develop basic comprehension skills.

Classroom Management

For the most effective use of the Oral Language Transition Program, a special classroom area should be set aside for the use of LEP students. Students with limited English proficiency need to spend at least an hour a day on oral language activities. One way to divide the hour is to have students spend twenty minutes with Defining Time, ten minutes with Chanting Time, and thirty minutes with Story Time. For more information about using the Oral Language Transition Program, see the Program Manual that accompanies it.

Teaching Structure

The lesson outline for presenting Defining Time vocabulary should follow a consistent, direct-instruction plan similar to models developed by Madeline Hunter and other educators. The lesson plan includes these steps:

Focus

Sometimes called “anticipatory set,” this brief introduction provides an opportunity to motivate students and to encourage their interest in the lesson, in this case, the importance of learning new words. Some techniques that might be used are these:

1. Say a sentence that includes some of the words in the lesson and let students try to figure out the meanings of the words from the context.
2. Focus students’ attention by asking *What’s the longest word you know?* or another attention-getting question.
3. Read a paragraph or a brief story that contains difficult words. Then repeat the paragraph, replacing the difficult words with simple words. Help students see that even difficult words can be explained in simple words.
4. Play word games, such as word-association games, games in which students think of as many words as possible beginning with a certain letter within an allotted amount of time or think of a possible meaning for a difficult word, and so on.

Stated Objective

This part of the lesson explains the lesson objective. Tell students that they will listen to and repeat sentences that will help them to understand the meanings of words.

Modeling (Explanation)

This part of the lesson involves demonstrating to students how you as the teacher apply and practice the skill of understanding words from context. Read the first item in the Learn New Words section for the selection on which the students are working in the Oral Language Transition Program. Explain how the context clues in the sentence or sentences help you to understand the meaning of the word in dark type.

Guided Practice

In this part of the lesson, students practice the skill with the teacher’s guidance. Read the second item in the Learn New Words section, and have students repeat the sentences. Help students to understand the meaning of the word in dark type from the way it is used in the context sentences. Continue until five to eight items from the Defining Time lesson have been presented. Have students repeat the sentences until they can say them with facility, even if some prompting is necessary.

Independent Practice

Do an activity in which students get another chance to work with the Defining Time sentences, this time on their own. This could be one of the activities listed in the Additional Activities section that follows, such as drawing a picture to illustrate the meaning of a new word, thinking of their own sentence in which the word is used, giving a definition of the word in their own words, and so on.

Evaluation

This section of the lesson gives an opportunity for a final check of students’ grasp of the skill and provides a review of the words in the lesson. Some possible activities are the following:

1. After each item in the Defining Time lesson has been repeated by students, say each word in dark type. Have volunteers tell the meaning of each word.
2. Divide the class in two groups. Give the Defining Time Word. Have one group say the first part of the Defining Time example; the second group responds with the second part. For example, present the word *ordinary*; one group says “It was an ordinary day,” and the second group responds, “It was a day like all the other days.”
3. Present a new context sentence with the Defining Word missing. Have students supply the missing word.

About Defining Time

Defining Time introduces students of limited English proficiency to vocabulary items presented in context. In Defining Time, a vocabulary item is typically presented in a simple context, and the meaning of the item is explained in a separate sentence or clause by the use of simpler words, paraphrases, or synonyms. The definition clues for each item are given in a context that matches the way the item is used in the reading selection.

The vocabulary included in Defining Time consists of each instructional word from the selections in The Riverside Reading Program for Levels 11, 12, and 13 (there are no instructional words for Independence Builder lessons or Strategy Lessons). The instructional words are found in the Learn New Words sections in the textbooks. For teacher reference and for use as further practice, the sample sentence from the textbook is listed *after* the simpler context sentences, which should be used for initial presentation of the item to LEP students.

Defining Time also has a section called Additional Vocabulary, which presents words from the reading selection, other than those in Learn New Words, that may cause LEP students difficulty or that are essential for understanding the story. Additional Vocabulary also includes a section titled Idioms, which defines idioms, figurative phrases, or slang words that are unique to English and that may cause comprehension difficulties for LEP students.

The vocabulary sentences in Defining Time lend themselves to a variety of classroom presentations. Some presentation methods are described in the Teaching Structure and Instructional Approaches sections that follow. Typically the teacher will model the Defining Time sentences for the students, who will then repeat them until they are internalized.

Rationale and Goals of Defining Time

Students who are not fluent native speakers of English are limited in spoken vocabulary and are often designated "at risk" of failure in traditional classrooms. Instruction that allows such students to master appropriate vocabulary is needed if they are to become fluent and articulate.

The ultimate goal of any language development program is the promotion of clear and fluent communication, both receptively and expressively. The specific goals of Defining Time, within this larger context, are these:

1. To help students to acquire a large repertoire of vocabulary words useful in both everyday and school contexts
2. To give students opportunities to encounter words in context orally and learn their meanings. This oral mastery of the words facilitates students' understanding the words when they are encountered in written form (typically in the story in The Riverside Reading Program).
3. To help students realize that the key to unlocking the meaning of words is often found in the surrounding context
4. To help students appreciate the power and control over language that learning new words gives them

Sample Lesson

“A Colorful Symphony”

(Level 13, Text Pages 61-71)

Focus

What would you think I meant if I said this sentence: “On a somber winter afternoon, the gaunt cat made its solitary way through a profusion of broken bottles”? Let students respond. Now listen to this sentence: “On a gloomy, dark winter afternoon, a thin, bony cat walked by itself through many broken bottles.” Guide students to see that “difficult” words can be explained by simpler words; for example, *gaunt* means thin and bony.

Stated Objective

Today we will listen to and repeat sentences that will help us to understand *somber*, *gaunt*, *solitary*, *profusion* and other words.

Modeling (Explanation)

Read the sentences for the first Learn New Words item. The first sentence I read uses the word *arc*. The second sentence I read means the same as the first sentence but uses the words *curved from one side to another*. I can tell that *arc* must mean *curved from one side to another*. Have students repeat the sentences.

Guided Practice

Read the sentences for the second Learn New Words item and have students repeat them. Ask *What does gaunt mean?* Help students to notice that the second sentence uses the words **thin** and **bony** to restate the idea in the first sentence and that the last sentence uses the word **pale** in association with **gaunt**. Help students to understand that **gaunt** must mean thin, bony, and unhealthy-looking. Have students repeat the sentences again.

Continue to read the first eight items in the Learn New Words section and to have students repeat them. Ask students to tell the meaning of each word in dark type. Help students to see how the context sentences help to define the words.

Independent Practice

Have students think of two sentences, each of which has one of the words from the lesson. Have students present their sentences to you individually or in small groups. While students are presenting, have the rest of the class draw a picture to illustrate one of the words.

Evaluation

Read each of these sentences. Have students complete each sentence with one of the new words.

1. In the lecture hall, the speaker stood at a _____. (podium)
2. The dancer _____ across the stage. (pirouetted)
3. The students listened _____ as the teacher explained the new computer program. (inquisitively)
4. A part of a circle is called an _____. (arc)
5. In the beautiful garden there was a _____ of flowers. (profusion)
6. The singer played a guitar to accompany his _____. (serenade)
7. Early this morning the parking lot contained only one _____ car. (solitary)
8. After a long illness the man was thin and _____. (gaunt)

Classroom Management

In the overall structure of the Oral Language Transition Program, the Defining Time words for a story should be presented either before or in the same class session in which students listen to the tape for the selection in the Story Time component and do the chant in the Chanting Time component. (See the Program Manual for the Oral Language Transition Program for information on how to manage the overall program.)

Instructional Approaches

The following approaches are general strategies for teaching vocabulary. These approaches help the teacher address students' different learning styles. Some are particularly suited to initial presentation of words and others are more suitable as follow-up activities. They are intended to supplement the suggestions in the lesson plans for Guided Practice, Independent Practice, and Evaluation.

1. Personalization

The teacher focuses on personal characteristics directly related to those of students by

- relating a personal quality to the meaning of the new word. For example, *Thoughtfully* means in a caring way. *She thoughtfully left out an extra blanket for me.*
- relating a personal experience to the meaning of a new word. For example, *Danny and I went jogging down the forest path. We ran slowly down the path.*
- relating a personal viewpoint to the meaning of a new word. For example, *It is cruel not to feed an animal that is hungry. Cruel* means not kind. This approach is particularly suited to the initial presentation of words in Guided Practice.

2. Demonstration

The teacher does activities that show the meaning of the vocabulary item by

- doing an action or series of actions to demonstrate the concept. For example, *To shudder* means to shake with fear or cold. *The thought of that storm makes me shudder.*
- doing an experiment to illustrate the concept. For example, *When you turn around and around, you get dizzy. To feel dizzy* means to feel as if you are going to fall. This approach is particularly suited to the initial presentation of vocabulary items (as in Guided Practice).

3. Dramatization

Students can use the words in the program in

- skits or plays. For example, these sentences might suggest a skit. *Veronica showed us how desperate she was when her sister was lost. She was so afraid that she didn't know what to do.*
- simulations or games. For example, these sentences might suggest a game. *Rhythms* are actions or sounds that repeat over and over. *Your heartbeat has rhythms, and music has rhythms.*
- pretending situations. For example, use sentences such as *Susan, can you amble like an elephant? Yes, I can walk very slowly.* This is particularly suitable for follow-up activities.

4. Illustration

The teacher can ask students to

- find pictures that illustrate new words. For example, *Find a picture of sneakers. Sneakers* are light canvas shoes with rubber soles.
- classify pictures. For example, *Put all the pictures that show positive feelings in one group. Put pictures showing negative feelings in another group.*
- draw pictures. For example, *Draw a picture of something that is fragile. Something fragile* can break very easily.

Additional Activities

Activities such as the following can be used as Independent Practice activities or as Evaluation activities:

1. Students draw pictures that illustrate Defining Time words.
2. Students dramatize the meanings of Defining Time words through charades.
3. Students make up and tell brief stories using the Defining Time words.
4. Students make up skits using the Defining Time words.
5. Students make up sentences with Defining Time words.
6. Students play a board game using Defining Time words. For example, a student throws dice, moves forward on the board according to the number thrown, and says a sentence for the word on the square on which he or she lands to avoid going backward a certain number of squares on the board.
7. Students create a chant or rap using the Defining Time words.
8. Students find dictionary definitions for Defining Time words.
9. Students describe a person or place using a Defining Time word.
10. Students write sentences using Defining Time words.
11. Students copy dictionary definitions for Defining Time words.
12. Students pick word cards from a box, making up sentences for each word drawn.
13. Students cut out magazine pictures to illustrate Defining Time words.
14. Students respond with Defining Time words as the teacher reads synonyms or antonyms.
15. Students provide synonyms or antonyms for Defining Time words.
16. Students find partners who are holding the word cards for the Defining Time sentences they have been assigned.
17. Students supply vocabulary words missing from Defining Time sentences that the teacher reads.
18. Students say as many Defining Time words as possible to describe a person or place.
19. Students make sentences more specific by adding Defining Time words.
20. Students play a bean bag game with word cards, reciting sentences for each word card the bean bag lands on.

Yagua Days

(Text Pages 12-23)

Learn New Words

1. The cat is **beneath** the table. The cat is under the table.
 - Several apples were lying **beneath** the apple tree.
2. The toys were in a **cluster** on the floor. The toys were all together in a group.
 - At the top of the tree was a **cluster** of bananas.
3. **Coconuts** are a large round fruit. Coconuts have a hard shell and are smooth and white inside.
 - Those large, hard-shelled objects are **coconuts**.
4. We want to **congratulate** the winner of the race, to tell her we are happy that she won.
 - We lined up to **congratulate** the winning players.
5. It was **drizzling** when I went outside. I could feel the light rain on my face.
 - It wasn't **drizzling** when I left the house, so I didn't take an umbrella with me.
6. The **judge** picks the winner of the painting contest. The judge decides which painting is the best.
 - Who will be the **judge** for the poetry contest?
7. The mountain climbers rested on a **ledge**. A ledge is a flat, narrow place on the side of a mountain or a rock.
 - Two climbers were moving slowly along a narrow **ledge** on the side of the cliff.
8. Where the key was put is a **mystery**. No one knows where the key is.
 - What happened to the lost car is a **mystery**.
9. **Panel trucks** carry things from one place to another. Panel trucks have tops and sides.
 - The coconuts were loaded onto **panel trucks**.
10. The sidewalk was very **slippery**. When Marcia ran on the wet sidewalk, she slipped.
 - The rain made the road very **slippery**.
11. A **tractor** pulls other things. Farmers use tractors for work on their farms.
 - The plow was pulled by a **tractor**.

12. A **tunnel** is a narrow road that goes under the ground. Cars can pass through a tunnel.
 - Go through the **tunnel** to get across the river.

Additional Vocabulary

Words

1. **Belly-flopped** means fell on one's stomach. I belly-flopped into the lake.
2. The child was **gripping** his mother's hand. He was holding it very tightly.
3. **Groves** are places where many trees grow. There are many orange groves nearby.
4. When you have **hiked**, you have taken a long walk. We hiked through the forest.
5. A **jeep** is used for driving where there are no roads. Take the jeep into the desert.
6. A **mane** is the hair that grows on the neck of a horse or a lion. I grabbed the mane of my horse when it started to run.
7. A **plow** is a machine that farmers use to cut the ground. After plowing, they can plant seeds.
8. The boat **skimmed** smoothly over the lake. It moved quickly over the top of the water.
9. My uncle is **stocky**. A stocky person is short and round.
10. **Teasing** means making fun of. I was teasing my brother because he was an ant in the play.
11. A **winding** road is not straight. It goes one way and then another.
12. **Zip** means move quickly. I can zip to the store on my bike.

Idioms

1. **Take care of** means watch someone to be sure the person is okay. Take care of my sister.
2. **What's the matter?** means what's wrong? What's the matter with your foot?

Nothing Ever Happens Around Here

(Text Pages 24-32)

Learn New Words

1. My little brothers usually **behave**. They don't do bad things that get them into trouble.
 - Our teacher told us to **behave** on the field trip.
2. **Burglars** go into other people's houses to take things.
 - The **burglars** hid the stolen money in an underground tunnel between the buildings.
3. The girl walked **casually** to the front of the room. She didn't seem to be in a hurry.
 - Showing no excitement, he walked **casually**.
4. **Fortunately**, I found my lost storybook under the bed. I was really lucky.
 - **Fortunately**, I did not fall on the slippery ice.
5. **Marigolds** are small yellow flowers. Many people grow marigolds in their gardens.
 - Those yellow and orange flowers are **marigolds**.
6. The sound of the school bell **mingled** with the sound of the children playing. The two sounds were heard together.
 - The people at the party **mingled** with each other.
7. It was an **ordinary** day at school. It was a day like all the other days.
 - A birthday never seems like an **ordinary** day.
8. The three-dollar bill was **phony**. It was not a real bill.
 - The burglar gave a **phony** name to the police.
9. My favorite **possessions** are my skates and my bike. These are the best things that I have.
 - My room is too small for my **possessions**.
10. In many games, you use **rackets** to hit the ball. A racket has a long handle, and it has a flat, round top with strings that go across one another.
 - We need a net, a ball, and two **rackets**.
11. When I walk and do not lift up my feet, I make a **shuffling** noise with my feet.
 - My slippers make a **shuffling** noise when I walk.

12. The boss is **supervising** the work. The boss tells the workers what to do and checks that they do it right.
 - One person is **supervising** the work.

Additional Vocabulary

Words

1. **Clover** is a low green plant with three leaves. The hill is covered with clover.
2. I heard the **drone** of the motorboat. It made a low humming noise.
3. The dog's face was **peeping** out from under the bushes. I could see only its face.
4. The **realtor** bought our old house and sold us a new one.
5. To **reap** is to gather the vegetables or fruits that grow from the planting of seeds.
6. She **stashed** her peanuts so that she could eat them later. She put them in a secret place.
7. Father **swatted** at the ball. He swung at it with a powerful, slapping hit.

Idioms

1. When **someone's mind is on** something, it means that person is thinking of something. I was doing homework, but my mind was on playing.
2. I **figure on** going shopping today. I plan to go.
3. Dave **got the credit** for saving the kitten. Dave got the praise.
4. To **have nerve** is to be very brave or sure of oneself. I'm not afraid of high places, but I don't have the nerve to climb a tall tree.
5. To **make sense** means you can understand something. That story doesn't make sense to me at all.
6. The dog made sure we were **out of the way** before it ate the food. It made sure we were gone.

The Mystery of the Stone Statues

(Text Pages 33-47)

Learn New Words

1. At the circus, the **audience** laughed at the clowns. The people who came to see the circus laughed at the clowns.
 - At the end of the play, the **audience** applauded.
2. **Beakers** are glass cups used by scientists.
 - The scientist poured water into the **beakers**.
3. A **detective** is a special police officer. A detective gets information to find out who did the crime.
 - That police **detective** solves burglaries.
4. The robber wore a **disguise**. His mask and clothes changed the way he looked.
 - Nobody recognized me in my **disguise**.
5. A **document** is a paper with important information. The paper that tells when you were born is a document.
 - The Bill of Rights is one **document** on display.
6. If there is a fire, we will **exit**, or go out, through the back door.
 - The audience can **exit** through any door.
7. A **laboratory** is the place where a scientist works.
 - Scientists work in a **laboratory** most of the time.
8. Water is a **liquid**, and so are milk and juice.
 - The red **liquid** mingled with the blue to make purple.
9. A **magazine** has stories about many different things. There is a new copy of a magazine every week or month.
 - At the meeting, **magazine** reporters mingled with newspaper reporters.
10. The clown **pantomimes** asking for directions. She doesn't use any words, but we can tell from what she does that she is asking for directions.
 - My favorite act is the clown who **pantomimes** driving a tractor.
11. Jenna is the **president** of our club. She is the leader of our club meetings.
 - We elected a new **president** for our club.

Additional Vocabulary

Words

1. The **elbow** is the part of the body between the upper arm and the lower arm; it bends.
2. A **folder** is a heavy piece of paper folded in the middle. It is used to hold loose papers.
3. The sound of someone walking in the hall frightened us. We could hear **footsteps**.
4. The things that go into a **formula** are always the same. Do you have a formula for making soap?
5. **Hide-and-seek** is a game where one person hides and another person tries to find the one who is hiding.
6. The **narrator** told the story in a quiet voice. He explained what was happening.
7. Brandon is very **nosy**. He is always asking questions about other people's business.
8. I hear someone **rapping**. Someone is knocking on the door.
9. I could not bend the **rigid** bar of metal. It was as stiff as stone.
10. He has a **snoopy** sister. She is very nosy.
11. Amanda sat on a **stool** resting her back against the wall. A stool is a low seat without arm rests or a back.

Idioms

1. To **break up** means to stop something that is going on. We had to break up the fight between the two cats.
2. **Never mind** means don't think about it. Never mind your glasses—where is my coat?