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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 phonics, vocabulary, word usage, comprehension, 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 first-grade classroom and is geared for students who have reached an intermediate level of language proficiency.

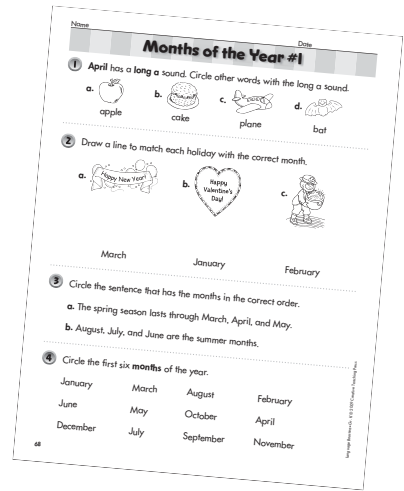
While all students will benefit from repeated practice with the language skills and content themes presented, *Language Boosters* offers a variety of features to specifically support your English Language Learners. The 100 practice pages are presented in progressive order; align with language arts, math, 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, boldfaced letters and words for emphasis, 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 vowel/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 syntax 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 grapheme.	
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 grade-appropriate 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 consistent standard English grammatical forms; however, some rules may not be followed; use content-related vocabulary in 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 genres in 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.

Practice Pages

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

- 1 Letters and Sounds—letter identification and letter/sound match
- 2 Vocabulary—everyday and academic words
- 3 Comprehension—reading simple sentences, understanding words in context, and completing sentences with correct word choices
- 4 Cognitive and Written Language—responses to language, including personal connections

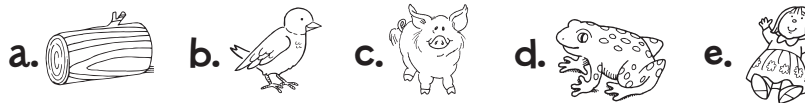


Letters and Sounds

Identifying and manipulating letters and sounds are basic skills that young children need to learn to support reading and writing development. In order for children to learn and internalize these skills, they need lots of exposure to them.

Language Boosters activity pages provide children with valuable practice that is developmentally appropriate to reinforce letter recognition, uppercase and lowercase letter formation, beginning and ending sounds, and short and long vowel sounds.

The word dog ends with the **og** sound. Circle three pictures that end the same as dog.



school

family

shapes

vowels

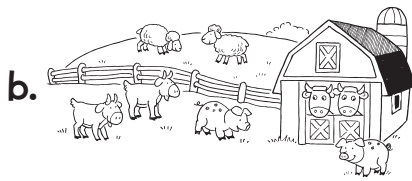
Vocabulary

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.

For additional learning support, *Language Boosters* introduces vocabulary using strong pictorial support and within context when applicable, to aid in children's acquisition of meaningful vocabulary that can be applied to support reading and writing skills.

Jenny went to the farm on Monday.
She went to the zoo on Friday.

Circle the picture that shows where
Jenny went on Monday.



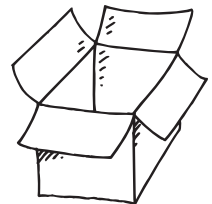
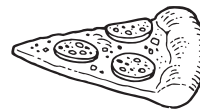
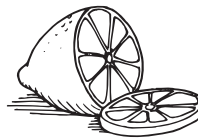
Comprehension

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.

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 ordering words alphabetically, identifying rhyming words, sorting by category, and responding to open-ended questions.

Color things you can taste.



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 concepts, 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 Ocean Animals (page 97) or Transportation (page 104) students might take turns saying the names of objects on each page. 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.

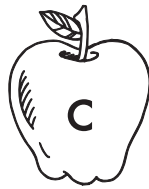
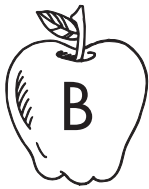
Have students working in groups of four each take responsibility for one of the questions on each page, sharing answers with group mates, and consulting each other when stuck on a question. Small groups might also work clockwise in a circle, stating the names of objects presented on a page, or answering questions such as, “What fruits do you like?” (page 77) or “What do you like to do at the beach?” (page 105).

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 (pages 91–92) you might call out items and say *Stand up if this is clothing or Sit down if this is not clothing.*

Letter A

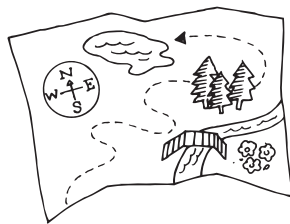
1 Color each apple with **A** or **a** on it.



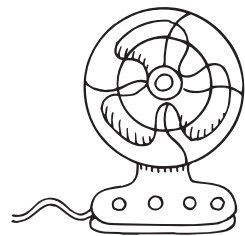
2 Trace the letter **a** in each word.



cat



map



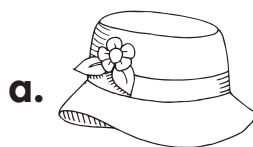
fan

3 Trace the letter **a** in **ant**.

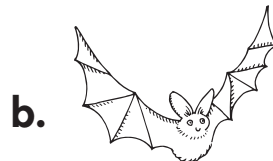
The ant is black.



4 **A** is for **animal**. A  is an animal. Circle the picture of the animal.



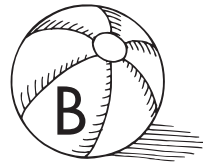
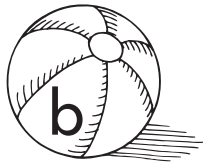
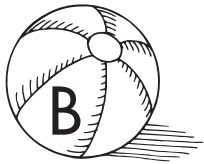
hat




bat

Letter B

1 Color each ball with **B** or **b** on it.



2  begins with **b**. Trace the letter **b** in the word.

ball

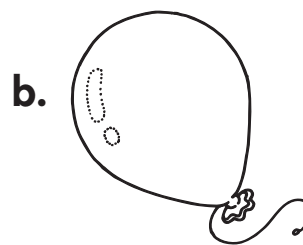
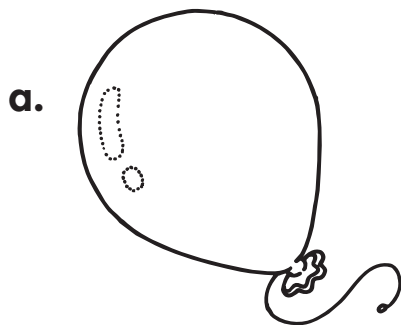
3 Trace the letter **b** in **boy** and **bear**.



boy

bear

4 **B** is for **big** and **balloon**. Circle the picture of the big balloon.



Letter C

1 Color each cloud with **C** or **c** on it.



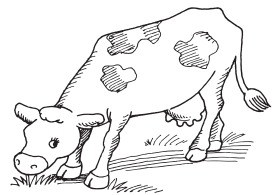
2 Trace the letter **c** in each word.



cake



cup



cow

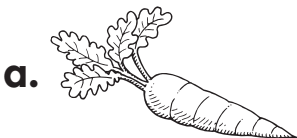
3 Trace the letter **c** in **cat** and **car**.



cat

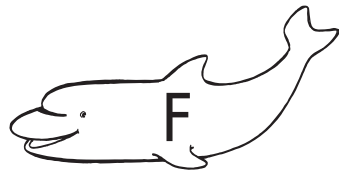
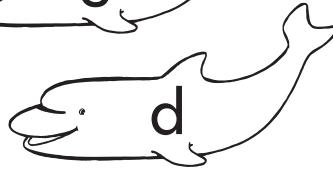
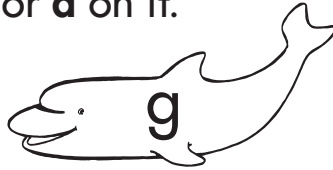
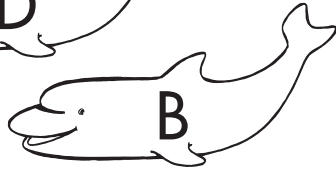
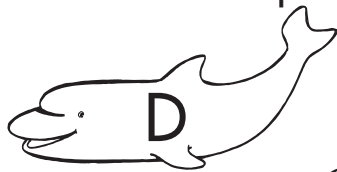
car

4 **C** is for **candy**. Circle the picture of the candy.



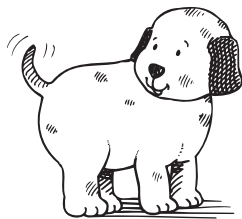
Letter D

- 1 Color each dolphin with **D** or **d** on it.



- 2 Circle the word that names each picture.

a.



dog doll

b.



dog doll

- 3 Trace the letter **d** in **dog**.

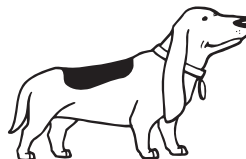
I love my d o g



- 4 **D** is for **duck**. Trace the letter **d** in the word. Circle the picture of the duck.

 d u c k

a.



b.

