

About Section 3: In this section, students continue to develop listening skills. They learn to identify and match the oral language of table settings, food, food etiquette, shopping and ordering foods through role-playing, following directions and playing games. They will sort objects by attributes and participate in chants, songs and art activities to help acquire language. Students show comprehension through physical responses, movements and role-plays. The teacher encourages students to respond through hand gestures and yes- and-no responses. Learners will begin to develop speaking ability and produce responses of one or more words. Some learners may also begin to ask and answer simple questions in the target language.

Where this fits in: This section is designed for beginning level students who have some experience and knowledge in the target language. The target language includes the topic of food and eating to help students develop listening skills to apply in their classroom environment. The teacher provides visual cues, gestures and modeling and uses props and toys with hands-on activities to show students how to follow directions and apply the language through physical responses and listening activities.

Expectations for the end of this section:

- **Most students will** understand how to follow two-step oral directions and will show comprehension using physical responses.
- **Most children will** identify the target language of foods, table settings, food-related commands and actions, and market and restaurant-related vocabulary.
- **Some students will have made more progress and will** understand and respond to simple either/or and yes/no questions with gesturing and single-word answers using the target language of classroom commands, foods, and table settings.
- **Some students will have progressed further and will** understand and follow two-step directions that include more vocabulary such as with questioning and answering. They will be able to use the language to give directions, respond to another or ask for objects and items related to the target language of study using one or more word.

OBJECTIVES & STANDARDS

LESSON / TEACHING CARD NUMBER

		11	12	13	14	15
• 10	Matches oral language to body parts					
• 11	Develops an increasing ability to count in sequence to 10					
• 14	Responds with gestures to songs and chants modeled by the teacher					
• 15	Identifies colors through sorting objects					
• 16	Recognizes repeating patterns					
• 17	Recognizes attributes of same and different					
• 18	Begins to develop speaking abilities					