

- Sing the alphabet song with your students. Encourage students to sing it quickly, slowly, softly, loudly and lots of other ways.

Suggested Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.sesameworkshop.org/sesamestreet/
The Sesame Workshop site provides this Sesame Street page, with a wealth of engaging games, stories, and art and music activities for children.
- www.tesol.org/assoc/k12standards/it/01.html
TESOL (Teachers of English to Speakers of Other Languages) offers these *ESL Standards for Pre-K-12 Students*.
- www.ncele.gwu.edu/
The National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs is funded by the United States Department of Education, and contains helpful resources for the education of linguistically and culturally diverse students.

TEACHER'S GUIDE

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COMPLETE LIST OF TITLES

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Teacher's Guides Included
and Available Online at:



800-843-3620



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ESL for Children

Food & Eating 1

Vegetable Soup
Do You Like It?

Grades Pre-K-4

We live in a society that becomes more diverse by the day, thanks to new people arriving in America. They bring their unique cultures, experiences and languages with them. As a result, more and more students from non-English-speaking backgrounds are entering our classrooms and requiring English language instruction. The field of ESL, or English as a Second Language, attempts to meet this growing challenge by preparing students who are in the process of learning English to communicate effectively with those around them. For both English immersion and bilingual education programs, *Sesame English: ESL for Children* provides a useful tool for facilitating language learning for young ESL students, through the use of a fun and engaging communicative approach.



Sesame English

The *Sesame English* curriculum was designed to introduce conversational English to non-English-speaking children in a fun, exciting and interesting context. Four different categories of language are woven together within each episode: expressions, vocabulary, action-responses and structures. Expressions are practical phrases used in everyday conversation, like “excuse me” or “good night.” Vocabulary includes useful, high-frequency words, like “mother” and “water.” Action-responses are phrases that elicit a physical response, like “come in” or “look at me.” Structures are conventions of language like “I’m + [adjective],” such as “I’m scared” or “I’m hungry.” *Sesame English* also presents letters of the alphabet and numbers from 1 to 20. Tingo, the star of the series, makes learning English fun for children.

Program Summary — Vegetable Soup

Tingo is cooking some very spicy vegetable soup. After taking a taste, he is desperate for a drink of water. The plumber informs him that there is no water because of a broken pipe. When Niki comes home, she finds the soup on the stove and takes a taste — now she’s thirsty too! When the pipes are finally fixed, Niki and Tingo gulp down glasses of water...while the plumber adds more pepper to the soup!

Categories of Language

Structures:

- It’s + adjective. (Example: It’s hot.)
- Letter O
- I need + article + noun.
- I want + article + noun.
- I’m + adjective
- “No” as adjective
- Numbers: 1-11

Expressions:

- Sorry.

Action-Responses:

- Give me some + noun, please.
(Example: Give me some water, please.)

Vocabulary:

- broccoli
- drink
- hot
- onion
- orange juice
- pepper
- soup
- spicy
- thirsty
- tomato
- water
- carrot
- food
- orange (noun)

Activities

- Share *Growing Vegetable Soup* by Lois Ehlert (Harcourt Brace Jovanovich, 1987) with your students. Discuss with students where each of the ingredients originated, and how it ended up in the soup (e.g., grown in a garden, shipped in a truck, bought in a grocery store). Students can also plant seeds to grow tomato plants, and track the growth of the plants over time in pictures and words in a “growth journal.”
- Cook vegetable soup with your students. Make sure to identify the ingredients that you use in the soup. You can even take a poll of students’ favorite ingredients. After cooking, encourage students to describe how they think the soup tastes. *(Continued)*

- As a class, share your favorite family dishes. Take turns describing them for the class (e.g., “It’s sweet,” “It’s spicy,” “It’s hot.”). Students can then bring in family recipes for inclusion in a class book.
- Present a range of snacks to your students. Encourage each student to pick one, by saying “I want...” (e.g., “I want an orange.”) or “Give me some ____, please.” (e.g., “Give me some cookies, please.”). Once students take a taste of their chosen snack, they can describe it for the class (e.g., “It’s sweet.”).
- Make a chart of items that begin with the letter “O.” On the poster, record each item with a picture and a word.

Program Summary — Do You Like It?

While Niki’s band is experimenting with several different versions of a song, Tingo is making a surprise snack for them in the kitchen. He has all of the ingredients he wants to use, but is not sure what to make. After toying with several possibilities, he decides to make a cake. Although the band members can’t agree on which version of the song they like, they all agree that they like Tingo’s cake!

Categories of Language

Structures:

- A lot (Example: I like it a lot.)
- Really (Example: I really like it.)
- To like (negative):
I don’t like + noun/pronoun.
- ...too (meaning “also”)
(Example: I like it too.)
- Letter A
- To like (positive)
- The alphabet
- Number 3

Expressions:

- Do you like it?
- I don’t like it.
- I like it.
- What do you think?
- You don’t like it?
- Sorry.

Activities

- Share images of different works of art and play different pieces of music for your students. Encourage them to discuss if they like each piece, using phrases such as “I like it” and “I don’t like it,” and to describe why.
- Share *Eight Animals Bake a Cake* by Susan Middleton Elya (G. P. Putnam’s Sons, 2002) with your students. Then you can bake a cake with your class, making sure to clearly identify ingredients. You can even make a class chart of the steps to follow when making a cake, using pictures and labels.
- Discuss with students the snacks that they like a lot. Make a class bar graph that displays data about your students’ favorite snacks. You can help students to interpret the data collected, answering questions such as which are the most and the least favorite snacks. *(Continued)*