



Shurley
Instructional
Materials, Inc.

Introducing...

Stepping Stones to English,
our newest curriculum
specifically designed
for Spanish-to-English
language learners.

Stepping Stones

to English

La Gramática: Transición
del Español al Inglés



Shurley English has always kept the learner at the center of all of its brain-compatible, multi-sensory strategies...

Grammar Definitions: Jingles

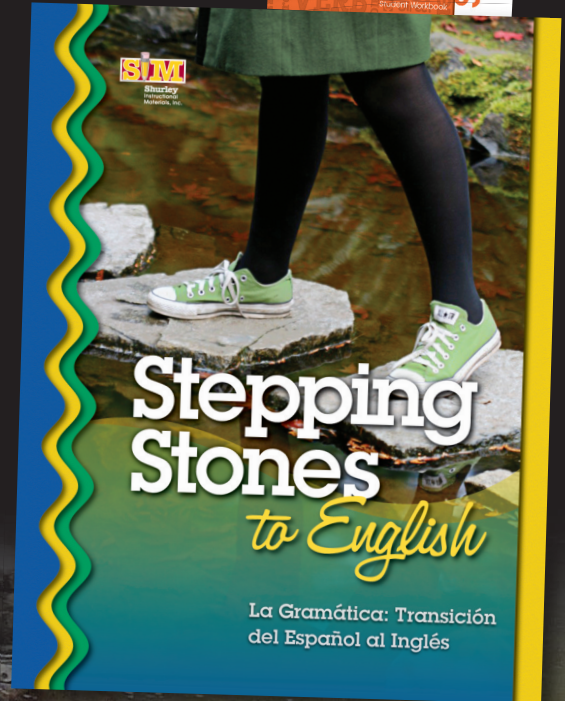
Grammar Exploration: The Question and Answer Flow

Grammar/Writing Connection: Sentence Composition

Academic Vocabulary Development

And now, our specialized curriculum, *Stepping Stones to English*, provides sound, direct instruction of the Shurley method in Spanish first and then with an **Integrated Language Phase**.

Instruction begins in Spanish so that students fully comprehend the Shurley method. Then, English is gradually introduced to help students gain confidence for the transition phase of the program. When students have completed all the learning and transition phases, they will have acquired the essential English skills they need for success in the regular classroom.



The Stepping Stones to English curriculum consists of four main phases of instruction

PHASE 1

Chapters 1–4: A Spanish language introduction

In the first four chapters, students are taught only in Spanish and truly become Spanish Language Learners. Students learn grammar definitions in jingle form and explore the parts of speech through the Question and Answer Flow. While in their native language, students begin building confidence in how the parts of speech work together to form sentences and begin developing their own sentences with grammatical accuracy.

Capítulo 3

Lección 2

Script: Ahora, recitaremos el Flujo de Preguntas y Respuestas. Primeramente, leeremos la oración juntos. Después, respondamos juntos. Comiencen.

Employs a unique Question and Answer Flow process to analyze the parts of speech

AGREGAR LOS ADVERBIOS AL FLUJO DE PREGUNTAS Y RESPUESTAS

Ejemplo: **Perritos ladraron fuertemente afuera hoy.**

- ¿Qué ladraron fuertemente afuera hoy?
perritos - Núcleo de Sujeto (Write NS above *perritos*)
- ¿Qué se dice de perritos?
perritos ladraron - Verbo (Write V above *ladraron*)

Script: Para encontrar el adverbio, vayan al verbo y hagan una pregunta de adverbio.

- ¿Cómo ladraron? **fuertemente - Adverbio** (Write Adv above *fuertemente*)
- ¿Dónde ladraron? **afuera - Adverbio** (Write Adv above *afuera*)
- ¿Cuándo ladraron? **hoy - Adverbio** (Write Adv above *hoy*)
- Núcleo de Sujeto, Verbo, Patrón 1 (Write NS V P1 in the blank.)

	NS	V	Adv	Adv	Adv
NS V	Perritos	ladraron	fuertemente	afuera	hoy.
P1					

Indicates teacher-only information in blue print

Displays the same page-by-page content in the Teacher's Manual and the Student Book

Provides realia in appropriate locations

Capítulo 3

Lección 2

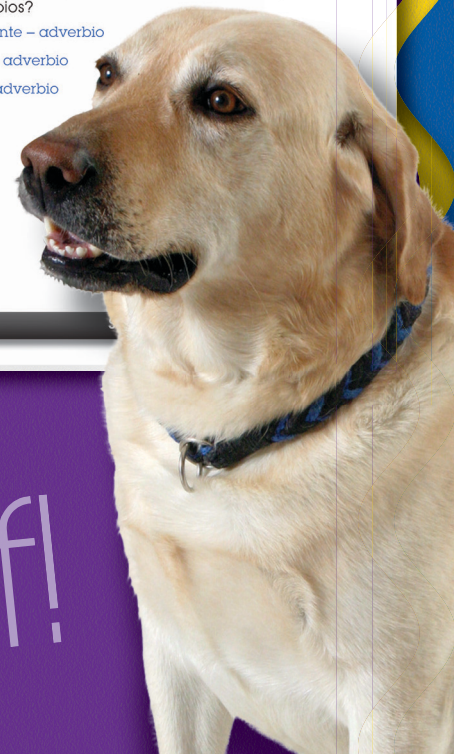
Discusión Oral: Adverbios

Script: Usen la Canción del Adverbio y el ejemplo en la página 32 para ayudarles a contestar estas preguntas acerca de los adverbios.

- ¿Adónde vas para encontrar un adverbio?
al verbo, adjetivo, u otro adverbio
- ¿Adónde vas **primero** para encontrar el adverbio?
al verbo
- ¿Cuál es el verbo en el ejemplo?
ladraron
- ¿Qué pregunta haces después de ir al verbo *ladraron*?
Haz una de las preguntas de adverbios. Nombra las preguntas de adverbios.
¿Cómo? ¿Cuándo? ¿Dónde? ¿Qué tan?
- ¿Cómo sabes cuál pregunta de adverbio hacer? Fíjate en cada palabra que aparece después del verbo. Esas palabras te guiarán. Nombra estas palabras.
fuertemente, afuera, hoy
- ¿Cuál preguntas de adverbio usarías para identificar **fuertemente, afuera, y hoy** como adverbios?
¿Cómo ladraron? fuertemente - adverbio
¿Dónde ladraron? afuera - adverbio
¿Cuándo ladraron? hoy - adverbio

Clarifies learning goals and expectations for students

Woof
Woof!
Woof!



PHASE 2

Chapters 5–6: A bilingual approach

Beginning in Chapter 5, all materials in the text are presented in both Spanish and English to begin the shift from Spanish Language Learner to English Language Learner. Educators are taught to present the material in both languages so that students become exposed to all of the same methodology and pedagogical approaches that have been utilized in the first four chapters.

Capítulo **5**
Lección **4**

Tarea 12

Nombre: _____ Fecha: _____

Ejercicio 1: Clasifica cada oración.
(19 puntos)

1. **NS V** Los bebés lloraron hoy.
PI

2. **NS V** Tres bebés hambrientos lloraron hoy.
PI

3. **NS V** Un pájaro marrón pequeño voló calladamente.
PI

Ejercicio 2: Completa cada oración al escribir la letra correcta al lado del número.
(5 puntos)

B 1. La pregunta de verbo es **A** *un, una, unos, unas, el, la, los, y las.*

E 2. Las preguntas de sujeto son **B** *qué se dice del sujeto*

A 3. Los adjetivos artículo son **C** *cómo, cuándo, dónde, y qué tan.*

C 4. Las preguntas de adverbio son **D** *qué clase y cuántos*

D 5. Las preguntas de adjetivo son **E** *quién y*

Ejercicio 3: Escribe las calificaciones para las categorías gramaticales que han aprendido hasta hoy. (Accept answers in any order.)
(4 puntos)

1. **N** 2. **V** 3. **Adj** 4. **Adv**

ATRÁS

Chapter **5**
Lesson **4**

Worksheet 12

Name: _____ Date: _____

Exercise 1: Classify each sentence.
(20 points)

1. **SN V** The babies cried today.
PI

2. **SN V** Three hungry babies cried loudly today.
PI

3. **SN V** A little brown bird flew very quietly.
PI

Exercise 2: Complete each sentence by writing the correct letter beside each number.
(5 points)

B 1. The verb question is **A** *a, an, and the.*

E 2. The subject questions are **B** *what is being said about the subject.*

A 3. The article adjectives are **C** *how, when, and where.*

C 4. The adverb questions are **D** *what kind, which one, and how many.*

E 5. The adjective questions are **E** *who and what.*

Exercise 3: Write the labels for the four parts of speech that you have studied so far.
(4 points) (Accept answers in any order.)

1. **N** 2. **V** 3. **Adj** 4. **Adv**

OVER

S-89 Stepping Stones to English Stepping Stones to English **E-89**

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Utilizes spiraled instruction to allow for consistent reinforcement of key grammatical features

Features side-by-side translations during the Integrated Language Phase



PHASE 3

Chapters 7–12: An intensive transition from Spanish to English

Starting in Chapter 7, Spanish language materials begin to be replaced by English materials. Students begin to rely less and less on the Spanish materials they have been using and begin to make a transition, with teacher assistance, to English-only instruction.

Helpful teacher tips provided throughout the book

Capítulo 7

COMENZAR Lección 4

Script: Repasaremos las palabras de vocabulario del Capítulo 7 al recitarlas juntas. Comiencen. (Recite the vocabulary words two or three times in a rhythmic manner with your students. Take time to recite both English and Spanish lists.)

Práctica de Vocabulario

Palabras de Vocabulario del Capítulo 7

- SUSTANTIVOS:** bus, Carla, flores, pasto, selva, camino, piscina, víbora, tienda, calle, sol, pista
- VERBOS:** subieron
- ADVERBIOS:** cuidadosamente
- ADJETIVOS:** pequeño, cansado
- PREPOSICIONES:** por, alrededor de, en, encima de, a, debajo de

Provides fully scripted lessons for the teacher to insure the instructional integrity of all aspects of the program

Canciones

Practice Sentence Jingle/Canción 2 in the Jingle Section. Continue learning English jingles.

Clasificar las Oraciones

Teacher Instructions: 1. Write or display the sentences for oral participation on the board. 2. Classify these sentences with your students to reinforce the concepts your students are learning.

Script: Ahora, clasificaremos las Oraciones de Práctica. Leeremos cada oración y recitaremos el Flujo de Preguntas y Respuestas juntos mientras que yo califique las partes. No se olviden de decir tanto las preguntas COMO las respuestas. Comiencen.

Usa el Flujo de Preguntas y Respuestas para clasificar estas oraciones de forma oral con tu maestro/a.

Oraciones de Práctica

PARTICIPACIÓN ORAL

- _____ Las abejas volaron alrededor de las flores.
- _____ Las tres abejas volaron lentamente alrededor de las flores.
- _____ Children ate.

Challenges ELLS to participate in spoken English with gradually increasing degrees of complexity and reduced cognitive load

Chapter 7

START Lesson 4

Script: We will review the Chapter 7 vocabulary words by reciting them together. Begin. (Recite the vocabulary words two or three times in a rhythmic manner with your students.)

Vocabulary Time

Chapter 7 Vocabulary Words

- bus, Carla, flowers, grass, jungle, path, pool, snake, store, street, sun, track, tree
- rode
- carefully
- ADJECTIVES: small, tired
- PREPOSITIONS: across, around, at, down, in, on, to, under

Jingles

Practice Sentence Jingle 2 in the Jingle Section.

Classifying Sentences

Teacher Instructions: 1. Write or display the sentences for oral participation on the board. 2. Classify these sentences with your students to reinforce the concepts your students are learning.

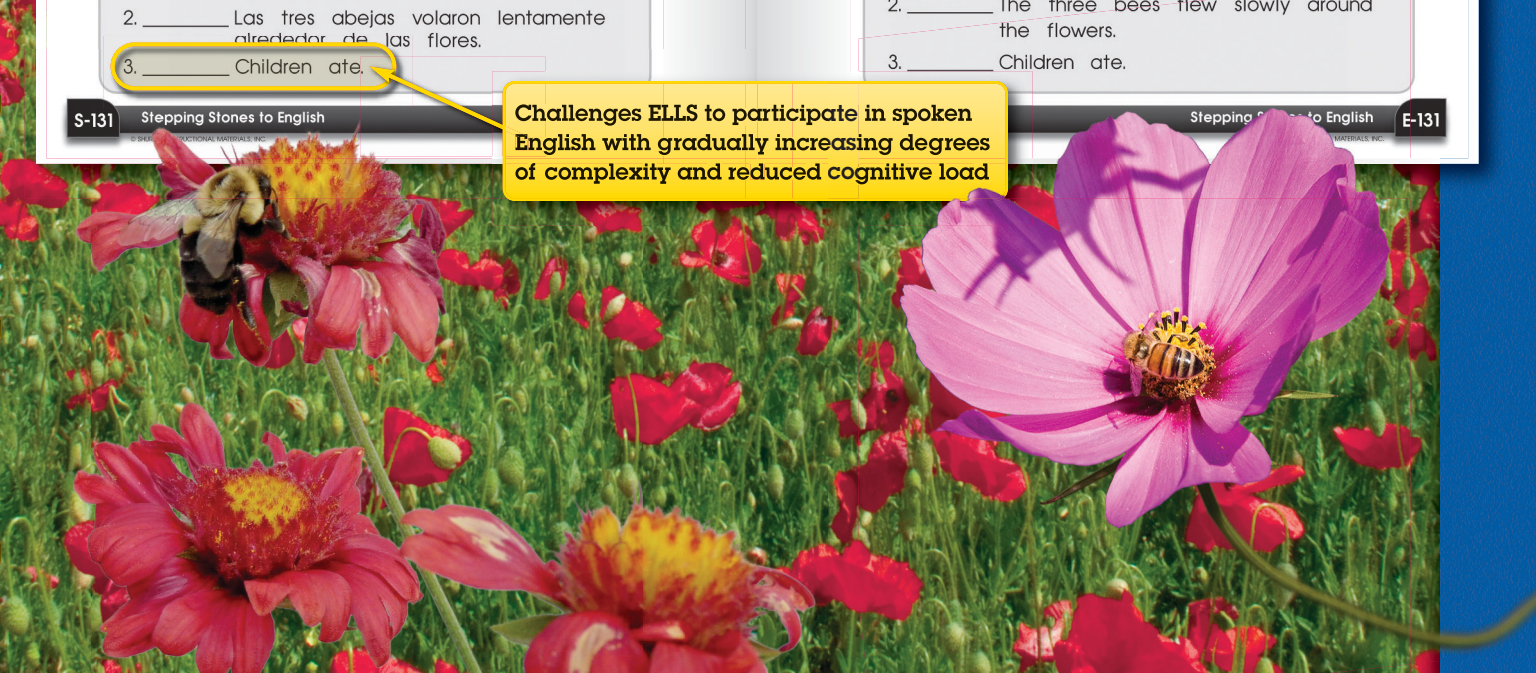
Script: Now, we will classify the Practice Sentences. We will read each sentence and recite the Question and Answer Flow together while I label the parts. Remember to say the questions AND answers. Begin.

Use the Question and Answer Flow to classify these sentences orally with your teacher.

Practice Sentences

ORAL PARTICIPATION

- _____ The bees flew around the flowers.
- _____ The three bees flew slowly around the flowers.
- _____ Children ate.



PHASE 4

Chapters 13–15: An English language primer

By the time the teacher has reached Chapters 13, 14, and 15, materials are presented only in English. Students are preparing to participate in the standard Shurley English curriculum that their English-only peers are using in the classroom.

ACTIVITY

Crossword

Use the definitions to complete the crossword puzzle.

- Across:**
- tells what the sentence is about
 - noun or pronoun that shows ownership
 - noun or pronoun after a preposition
- Down:**
- shows that in a sentence related
 - modifies a noun or pronoun

Provides answers, on full sized-pages, within the teacher's manual for all activities, extra practices, and assessment worksheets

- possessive
- preposition
- object
- subject

Teaching Note: Work part of the crossword puzzle with your students to make sure they understand the process.

Engages student interest with fun activities throughout the book

Script: We will review the Chapter 13 vocabulary words by reciting them together. Begin. (Recite the vocabulary words two or three times in a rhythmic manner with your students.)

Vocabulary Time

Chapter 13 Vocabulary Words

- POSSESSIVE NOUNS:** dad's, Emma's, grandfather's, grandmother's, John's, mom's
- NOUNS:** animals, book, bunny, carrots, class, furniture, garden, library, movie
- HELPING VERBS:** WAS
- VERBS:** dancing, eating, going, reading
- ADVVERBS:** noisily, sadly, well
- ADJECTIVES:** city, pink

Chapter 13 Checkup

Name: _____ Date: _____

Exercise 1: Classify each sentence. (41 points)

- SN V** Did **PV** Carla's friends **PN** /play **V** (in the snow?) **OP** **Int**
- SN V** She **SP** /was **HV** talking **V** (to Bradley's teacher) **PN** **OP** **Adv** yesterday. **D**
- SN V** Sam's **PN** mom **SN** /went **V** (to his school) **P** (for a meeting). **OP** **P** **A** **OP**

Exercise 2: List the nouns and the noun jobs from Sentence 2. (2 points)

Noun Job _____ **Noun** _____

OP 1. teacher

Exercise 3: Write the labels for the six parts of speech that you have studied. (6 points) (Accept answers in any order.)

- N**
- V**
- Adj**
- Adv**
- P**
- Pro**

Exercise 4: Use the sentence below to find each answer. (4 points)

Are your parents going to the school play? †

- Choose the part of speech for the word *school*.
 noun verb adjective adverb preposition pronoun
- Choose the part of speech for the word *going*.
 noun verb adjective adverb preposition pronoun
- Choose the two words that are *nouns* in the sentence.
 your parents school play

Supplies teachers with ongoing formative assessments for quick and easy monitoring

Stepping Stones *to English*

- ◆ Utilizes proven methods of learning and teaching
- ◆ Clarifies learning goals and expectations for students
- ◆ Presents concepts logically and systematically
- ◆ Employs a unique Q&A Flow process to analyze parts of speech
- ◆ Gives immediate feedback
- ◆ Supplies a systematic review of concepts
- ◆ Offers targeted daily practice
- ◆ Promotes student/teacher interaction
- ◆ Benefits different ability levels

We go beyond traditional ELL curriculums as *Stepping Stones to English*...

Provides a Gradual Release of Responsibility

which allows students to achieve both competence and independence as they make the cognitive leap from Spanish instruction to English instruction.

Utilizes Spiraled Instruction as a key feature to allow for consistent reinforcement of key grammatical skills.

Paves a pathway to English Literacy and equips ELLs to thrive in any academic setting.



The Student Workbook

In order to complete the course, each student will require a consumable workbook. Each workbook contains definitions, practices, and checkups.

Student Workbooks are not copy masters and may not be duplicated.

ISBN #978-1-58561-235-2

The Teacher's Manual

This comprehensive manual includes everything the teacher needs to plan, manage, and implement the program. It includes instructional strategies and scripted lessons so that the teacher can easily facilitate students' transition into English. Students' English literacy gets a jumpstart in this program so that they can be integrated seamlessly into any classroom setting. Includes the Jingle Time audio CD.

ISBN #978-1-58561-234-5

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1 800 566-2966

ELLs will gain confidence with both their first language and English in a systematic, logical approach that increases exposure to standard English. Students progress through an already proven method of learning, the Shurley English curriculum.

Stepping Stones *to English*

SHURLEY ENGLISH

Your students will love the fast-paced, interactive environment that Stepping Stones to English brings to your classroom. Your students will be confident language learners who are ready for the rigors of an academic English classroom.



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Materials, Inc.

366 SIM Drive Cabot, AR 72023 1 800 566-2966 www.shurley.com