

AllSorts.

Program Overview



Welcome to *All Sorts*[®]

Celebrating the Diversity of Every Learner

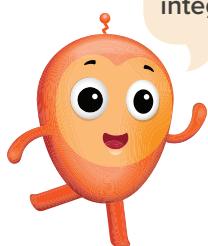
All Sorts is a fun, flexible supplemental program designed for K–5 students who are new to the English language. Organized around engaging themes to encourage self-expression, the program addresses four domains of language—reading, writing, speaking, and listening—in every unit.

All Sorts **cultivates curiosity, celebrates diversity, and champions fun** while building and reinforcing key language skills so that every student can contribute rich insights to their classroom community.

Each mascot in *All Sorts* represents one aspect of language.

They provide clear signposts so that teachers and learners understand each lesson's objective.

I'm Gio, and I'll show your students some super integrated learning lessons.



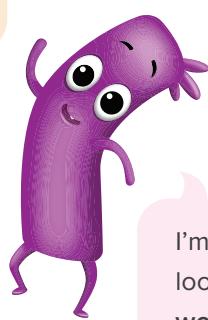
I'm Bud, and I'll be their helpful grammar guide.



I'm Hob, and we'll listen and speak together.



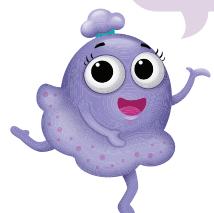
I'm A-J. Together we'll look at **letters** and the **words** they make.



I'm Fizz, the **vocabulary** expert! I'll help them learn as many words as I know.



I'm Cha-Cha, and I hope your students love **stories** as much as I do.



I'm Tang, and I'm ready to **read** with your students.

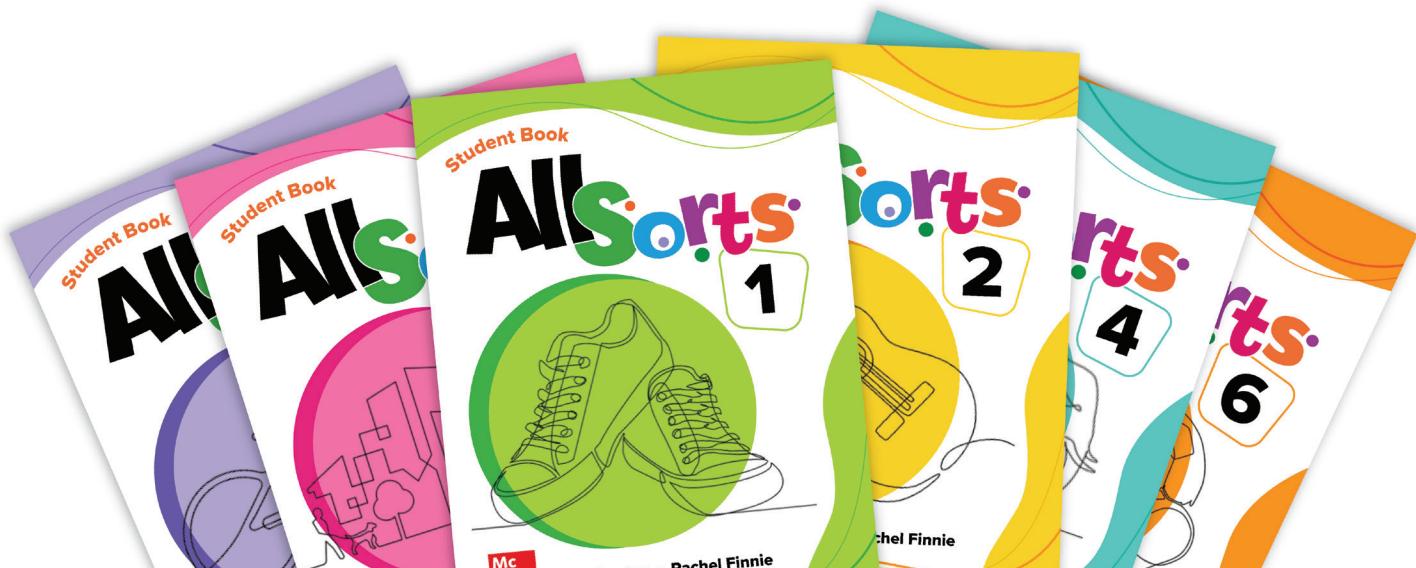




Fun, Flexible English Language Learning

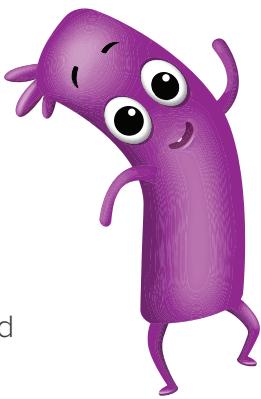
Celebrating Curiosity and Building Fluency

To support multimodal instruction, *All Sorts* features a variety of different activity types. Across six levels, each containing 10 units, students read stories, sing songs, solve puzzles, watch videos, and play games—all while building vocabulary and grammar skills that empower them to communicate with and learn alongside their peers.



Active Learning for All Students

All Sorts® brings English language learning to life through engaging activities that encourage students to draw from their own interests and experiences as they read about, listen to, and discuss topics that matter to them.



4

All Sorts of

Animals

1 Look and find.
2 Listen, point, and say.

3 Listen and number.

a	chicken		<input type="checkbox"/>	b	frog		<input type="checkbox"/>
c	horse		<input type="checkbox"/>	d	baby		<input type="checkbox"/>
e	bird		<input type="checkbox"/>	f	sheep		<input type="checkbox"/>
g	spider		<input type="checkbox"/>	h	fish		<input type="checkbox"/>
i	cow		<input type="checkbox"/>	j	donkey		<input type="checkbox"/>

4 Read and trace. Then match.

- 1 It's a **baby bird**
- 2 It's a **baby sheep**
- 3 It's a **baby horse**
- 4 It's a **baby cow**

5 Look, think, and write.

- 1 It's a donkey.
- 2 It's a _____.
- 3 It's a _____.
- 4 It's a _____.

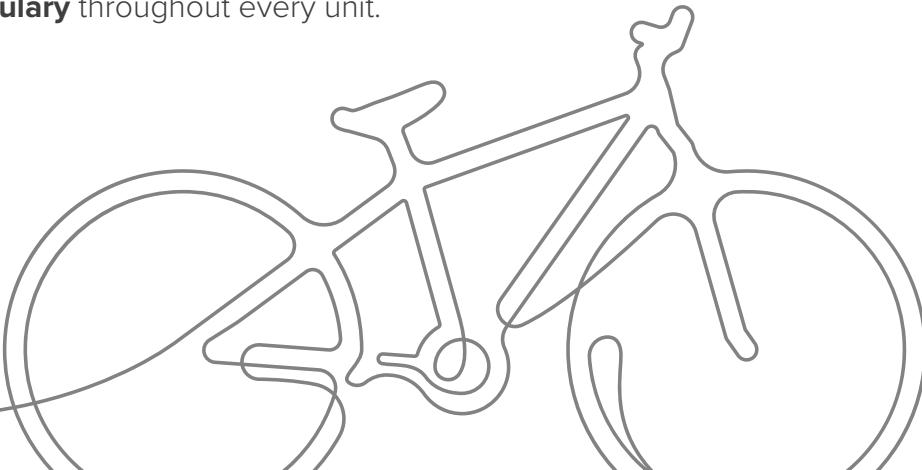
What's it?

46

47

Vocabulary

Thematic activities cultivate rich **vocabulary** throughout every unit.



Integrated Learning: Science

1 Look, read, and trace.

What do animals need?

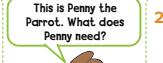
energy from food clean water

shelter light from the Sun

clean air

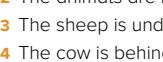
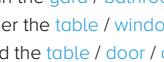
2 Look, think, and write. Then say.

air food shelter Sun water

1   shelter

2  

3  

4  

5  

Age-appropriate **Integrated Learning** features give students the opportunity to explore cross-curricular subjects including science, social studies, and math while building their English language skills.

Reading

1 Look at the photos in the blog. Ask and answer with your partner.

Is playing the piano an easy hobby? No, it isn't. You have to practice a lot.

2 Read and write Boy, Girl, or Both.



I love playing the piano. People say it's a difficult instrument, but **luckily** I play the piano really well. I started playing when I was five years old. It was difficult because my fingers were small. I go to piano lessons after school on Tuesdays, but I also practice at home every day. I always play new songs **carefully**, so I don't make any mistakes. I enjoy singing songs. My sister loves singing to my music, but she sings **loudly**. I don't like it because you can't hear the piano I usually ask her to sing **quietly**. Our family loves music because it's relaxing and fun!

1 This child thinks it is an exciting hobby. **Boy**
 2 This child says they play very well.
 3 This child started their hobby when they were younger.
 4 This child practices every day.
 5 This child plays carefully.
 6 This child does their activity after school.
 7 This child goes to competitions.
 8 This child enjoys singing.
 9 Their family enjoys this hobby, too.

3 Look at the blog again. Tell your partner which activity you want to do and why.

4

54

Stories offer new perspectives in a wide variety of genres.

Listening and Speaking

1 Follow the lines and match. Then say.

1 silly sheep a 

2 funny cow b 

3 angry farmer c 

4 ugly spider d 

2 Listen, look, and circle.



1 Uncle Pete is a teacher / **farmer** student.
 2 The animals are in the **yard** / bathroom / kitchen.
 3 The sheep is under the **table** / window / door.
 4 The cow is behind the **table** / door / chair.
 5 The spider is next to the **door** / window / floor.

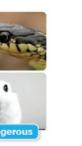
3 Look at Exercise 2. Point, ask, and answer.

What's this? This is a dog. What are those? Those are birds.

Listening and Speaking activities provide continuous language and skills development.

Grammar

4 Look at the pictures. Write sentences.

1  **small** 2  **long** 3  **tall** 4  **beautiful** 5  **dangerous**

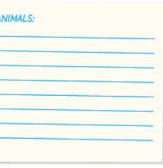
1 The seal is **smaller than the dolphin**. 2 The snake is .
 3 The giraffe is . 4 The bird is .
 5 The snake is .

5 Listen and complete. Then listen and chant.

A house is *** than a mouse.** My English is *** my math.**
 A flower is *** a tree.** But we can all agree.
 My mom is *** my dad.** my art is *** everyone's,**
 And everyone is *** me!** and no one is *** me!**

6 Choose two animals and write a funny comparison. Then talk to your partner.

ANIMALS: 

4

49

Students learn **grammar** inductively with photos, songs, chants, and discussion opportunities.

Goodbye

Objective

By the end of this lesson, students should be able to listen to and understand a story about different vacation activities, order the story pictures, and ask and answer questions with “Do you...? / Have you...?”

Listen and number.

Initiation

Al. Bill
five. I
write on
go with
sing a
I have
the pi-

We

Al. Oh
look
memor-
pictur-
pens.
short

Execution

4
of the
the re-
the as
which
studie-
ame-
the W
Acres

Welcome

Objective

By the end of this lesson, students should be able to correctly identify and use vocabulary from the previous level.

Initial Assessment

Books closed. Play the game Picture Dictation. Give directions to draw a school, such as, “Draw a house with a roof and windows. Add a door. Add a flag on the flag pole. Inside the rectangle draw eight small squares... Ensure students draw the picture on the back of their book. Allow them to check their drawings with a partner to guess what it is.

Warming Up

Al. Below, open their books to page 4. Pratice them to look at the picture and say if it looks like their school. Then have them name what they see. Next, ask, “What do you do at school?” Encourage them to name the actions they do at school, such as learn, read, play, and so on. Invite them to identify any of these actions in the picture.

Note to teacher:

Whenever you see the instruction, Open books to page x, follow these steps:

Open your books to the relevant pages, hold your book up and point to the page numbers in the bottom corners. Draw students' attention to the pictures and the headings on the page. Ask students to say and what they understand. Where necessary, point out the key features that they need to know.

Exercise

1 Clarify the meaning of “Welcome book” if necessary. Encourage them to open their books to page 1 and read them all. As they find each new word, encourage them to create new speech bubbles that say, “Hello.” Then, in pairs, invite students to read their new words to each other. Encourage them to find and circle the items individually before checking in pairs. Encourage them to put all sentence cards in the correct order. Ask them to read the words in the school or “There’s” the place. During whole-class feedback, encourage them to answer simple questions, such as, “Do you have a garden? Where is the clock in the room? Are there ducks near your house?”

Welcome, All Sorts!

W

Continuous Assessment

Play the game Cover Me. Tell students you will describe the picture on pages 4 and 5, explaining “That you can see...” and “That you can’t see...” Encourage them to guess what they have to correct as soon as they notice a mistake. To do so, a representative of the team has to touch the correct part of the classmate’s body on the board. The first to touch gives the correction. Describe the picture very briefly, making a few mistakes for students to correct. The team with the most correct ones wins.

G 126

W 129

Listening and Speaking

1 Look at the picture and answer the questions.

1 What time is it?

2 Where are the children?

3 What are they talking about?

2 Listen and complete Amelia's and Asher's after-school schedule.

DAY: **1**

2

3:45

4:15

5:00

6

AMELIA

ASHER

Moth club

3

4

5

6

Art club

Art club

8:00 8:15 8:30 8:45 8:50

8:00 8:15 8:30 8:45 8:50

8:00 8:15 8:30 8:45 8:50

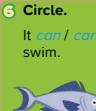
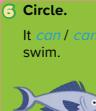
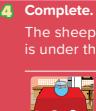
8:00 8:15 8:30 8:45 8:50

8:00 8:15 8:30 8:45 8:50

8:00 8:15 8:30 8:45 8:50

8:00 8:15 8:30 8:45 8:50

Unique **Welcome and Goodbye Units** present unit questions to promote inquiry, exploration, and review for key concepts.

 Unit Review	
1 Play and answer.	
	1 Answer. What are these? 
7 Answer. What's that? 	6 Circle. It <u>can</u> / <u>can't</u> swim. 
8 Complete. M is for <u> </u>	9 Complete. Animals need and <u> </u>
2 Write the missing letter. don <u> </u> ey chic <u> </u> en	3 Complete. The frog <u> </u> jump. It <u> </u> fly. 
5 Answer. Who is this? 	4 Complete. The sheep is under the 
 Return	
Project My Pet Puppet Think and draw. Then make an animal puppet.	
   You need:       	

Unit reviews in game format help summarize and synthesize learning.

Thematic end-of-unit projects
encourage creativity and collaboration
as students design, craft, draw, and write
about what they're learning.

3 Talk with a classmate about your schedule.

Language Learning Mindset

Read and check (✓).

A schedule tells me:

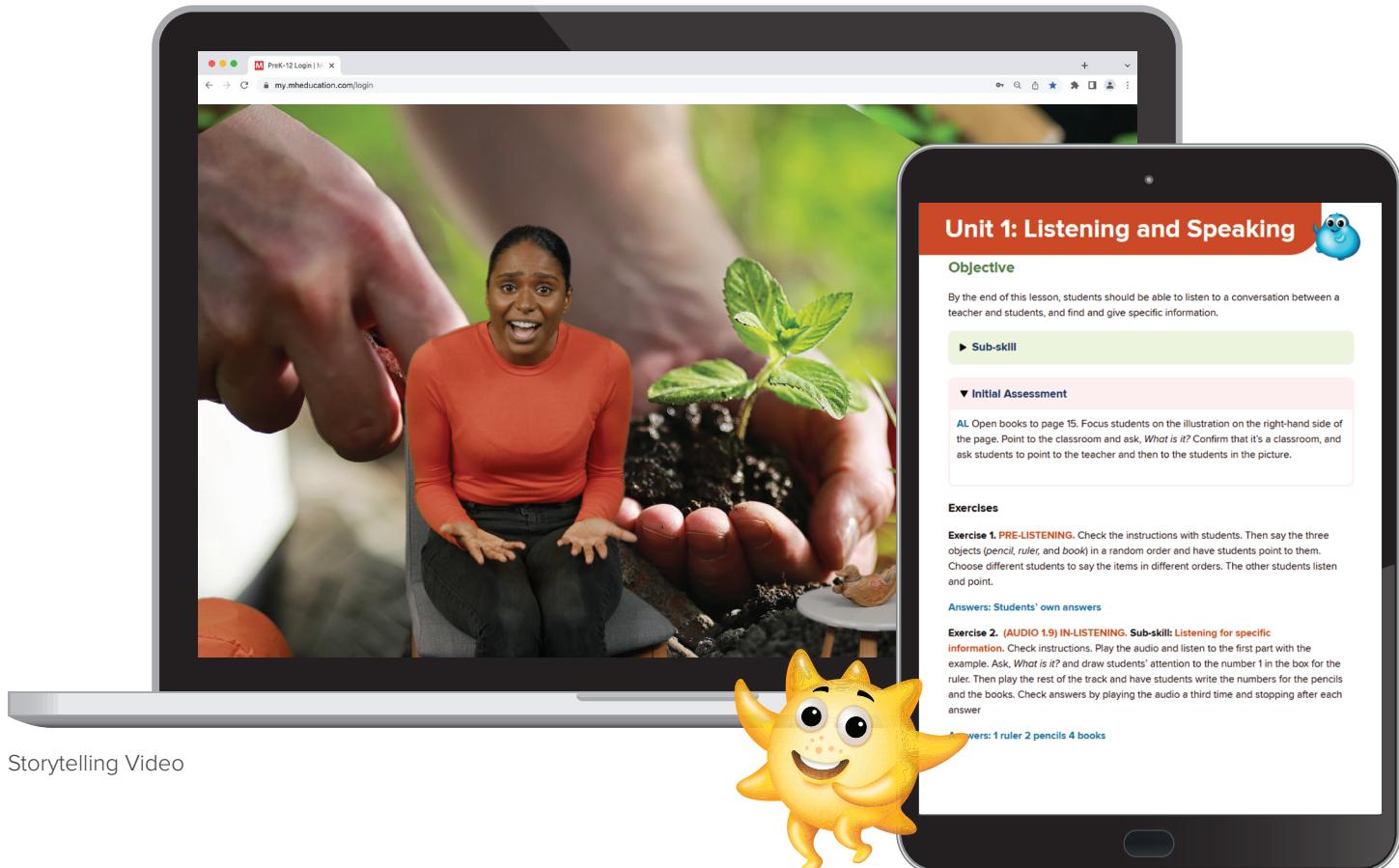
- 1 the subjects I study at school.
- 2 the activities I have each day.
- 3 the tasks I have to complete.
- 4 what time I have to be somewhere.
- 5 where I have to go.

Language Learning Mindset activities let students build conversation skills by talking about their own lives and experiences.

Additional Resources

With full-color print material and extensive teaching support, *All Sorts*® provides everything your students need to embark on a fun and fulfilling language learning journey:

- **Flashcards** for Levels 1–3 provide visual representation of new vocabulary terms to reinforce learning during games and activities.
- Using **voice narration audio files and music**, students can sing along to karaoke tracks and chants as they build new vocabulary and practice grammar skills.
- Four **storytelling videos** per level—each with corresponding activity sheets and teaching notes—reinforce the importance of narrative to language learning.
- The **Teacher Guide** offers comprehensive teaching support, including scripted exercises, audio scripts, and answer keys.
- **Downloadable rubrics** provide extra support for teachers as they assess both writing and project work.



Storytelling Video

Unit 1: Listening and Speaking 

Objective
By the end of this lesson, students should be able to listen to a conversation between a teacher and students, and find and give specific information.

Sub-skill

Initial Assessment
AL Open books to page 15. Focus students on the illustration on the right-hand side of the page. Point to the classroom and ask, *What is it?* Confirm that it's a classroom, and ask students to point to the teacher and then to the students in the picture.

Exercises
Exercise 1. PRE-LISTENING. Check the instructions with students. Then say the three objects *pencil, ruler, and book* in a random order and have students point to them. Choose different students to say the items in different orders. The other students listen and point.

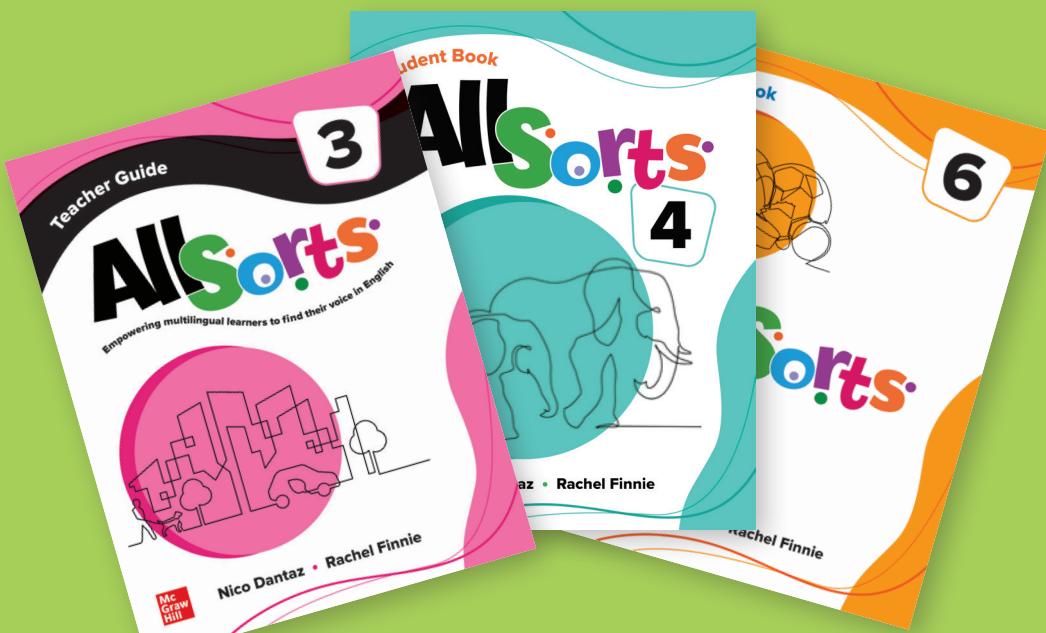
Answers: Students' own answers

Exercise 2. (AUDIO 1.9) IN-LISTENING. Sub-skill: Listening for specific information. Check instructions. Play the audio and listen to the first part with the example. Ask, *What is it?* and draw students' attention to the number 1 in the box for the ruler. Then play the rest of the track and have students write the numbers for the pencils and the books. Check answers by playing the audio a third time and stopping after each answer.

Answers: 1 ruler 2 pencils 4 books

All Sorts®

Empowering Multilingual Learners
to Find Their Voice in English



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