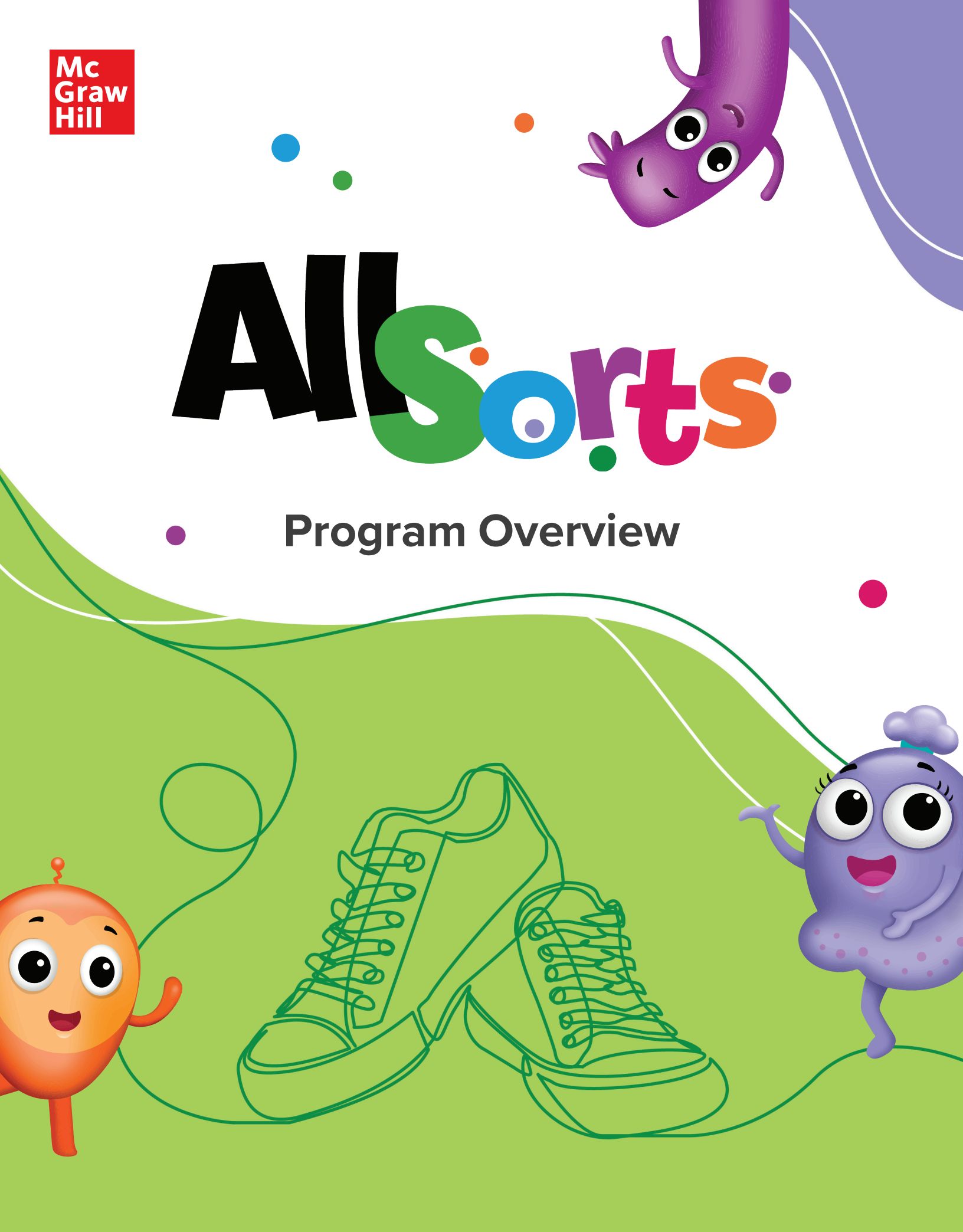


# AllSorts

- 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.

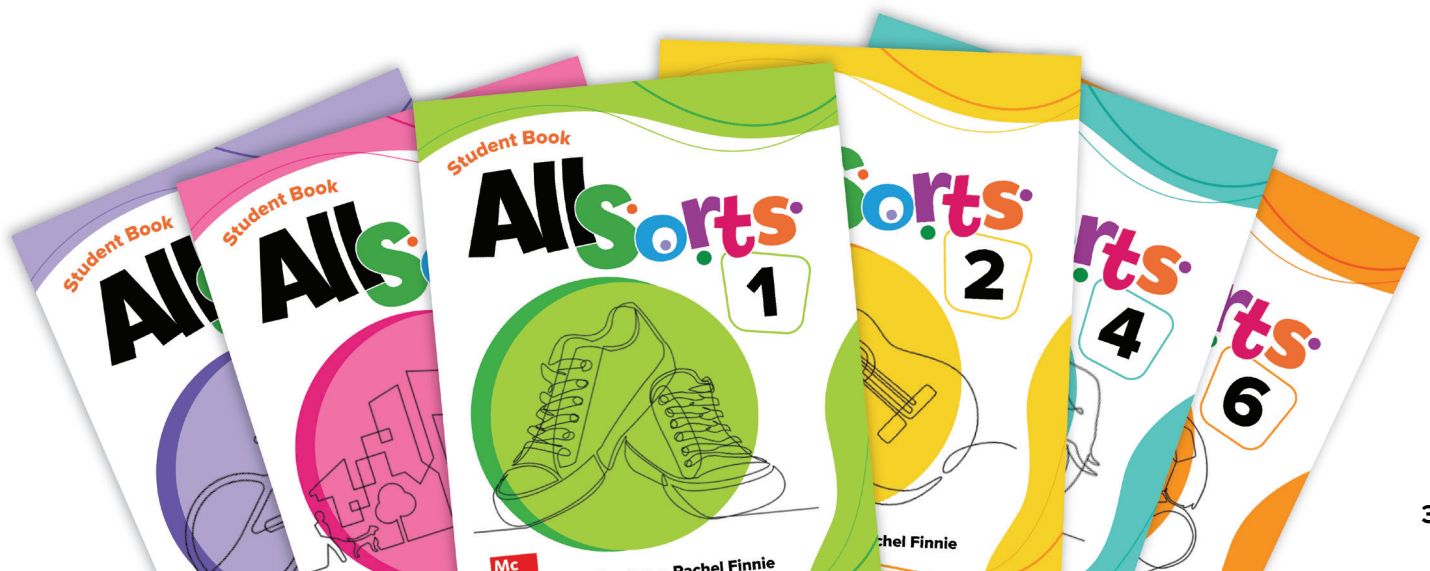




# Fun, Flexible English Language Learning

## Celebrating Curiosity and Building Fluency

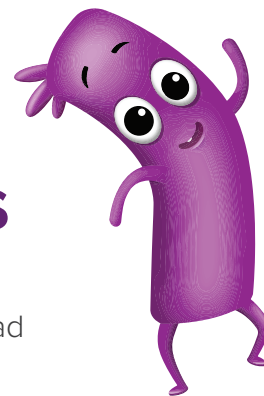
To support multimodal instruction, *All Sorts* features a variety of different activity types. Across six levels, each containing 10 units, students read stories, sing songs, solve puzzles, watch videos, and play games—all while building vocabulary and grammar skills that empower them to communicate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



## All Sorts of Animals

4

**1 Look and find.**

**2 Listen, point, and say.**

baby

bird

chicken

cow

donkey

fish

frog

horse

sheep

spider

**4** What's your favorite animal?

### Vocabulary

**3 Listen and number.**

|           |          |
|-----------|----------|
| a chicken | b frog   |
| c horse   | d baby   |
| e bird    | f sheep  |
| g spider  | h fish   |
| i cow     | j donkey |

**4 Read and trace. Then match.**

- It's a **baby bird** a
- It's a **baby sheep** b
- It's a **baby horse** c
- It's a **baby cow** d

**5 Look, think, and write.**

- It's a donkey.
- It's a \_\_\_\_\_.
- It's a \_\_\_\_\_.
- It's a \_\_\_\_\_.

**4** What is it?

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





### Integrated Learning: Science

1 Look, read, and trace.

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 This is Penny the Parrot. What does Penny need? \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

### Listening and Speaking

1 Follow the lines and match. Then say.

1 silly sheep   2 funny cow   3 angry farmer   4 ugly spider

a   b   c   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.

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.

**Listening and Speaking** activities provide continuous language and skills development.

### 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**.

**BOARD GAMES ARE FANTASTIC!** My favorite hobby is playing board games. I think they are exciting. When I was young, I played games like snakes and ladders. I played happily with my brothers and grandparents. I learned a lot of games, and they weren't difficult. We enjoyed playing board games together. Now I love playing difficult games like chess. I always think before I make a move because it's important to play carefully. After school, I play chess at chess club. I enjoy playing in competitions on the weekends. My brothers go to sports competitions. They love running quickly and usually win their races.

**I LOVE THE PIANO!** 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 my 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.

### 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 <sup>1</sup> \_\_\_\_\_ a mouse.   My English is <sup>6</sup> \_\_\_\_\_ my math.

A flower is <sup>2</sup> \_\_\_\_\_ a tree.   But we can all agree

My mom is <sup>3</sup> \_\_\_\_\_ my dad.   my art is <sup>7</sup> \_\_\_\_\_ everyone's,

And everyone is <sup>4</sup> \_\_\_\_\_ me!   and no one is <sup>5</sup> \_\_\_\_\_ me!

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

ANIMALS: \_\_\_\_\_

**Stories** offer new perspectives in a wide variety of genres.

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 seasons activities, order the story pictures, and ask and answer questions with 'Do you...?' and 'Can you...?'

**Init**  
All the things I can do in the park

**Wa**  
All the things I can do in the park

**Exe**  
All the things I can do in the park

**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 picture, such as: Draw a rectangle. At the top of the rectangle draw a small triangle pointing up. Inside the rectangle draw eight small squares. Ensure students don't know what they are drawing beforehand. Allow them to check their drawings with a partner to guess what it is.

**Warm-Up**  
All Have students open their books to page 4. Invite them to look at the picture and say if it looks like their school. Then have them name what they see. Read, ask, What do you do at school? Invite students to brainstorm different actions they do at school, such as learn, read, play, and so on. Invite them to identify only a few of the actions in the picture.

**Note to teacher:**  
Whenever you see the instruction, Open books to page xx, follow these steps:  
• Open your book 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 what students can see and what they understand. Where necessary, point out the key features that they need to know.

**Exercises**  
1 Clarify the meaning of "Welcome back" if necessary. Ask where the All Sorts are. Give students some time to find them all. As they find each new insect, have them create new speech bubbles that say "Hello". Then, in pairs, invite students to read the words in the boxes to their partner. Have them read and circle the items individually before checking in pairs. Encourage them to use full sentences when showing their partner, such as: The clock is in the school or There's the plane. During whole-class feedback, personalize the activity by asking simple questions, such as: Do you have a guitar? Where is the clock in this room? Are there desks near your house?

**Continuous Assessment**  
Play the game Connect Me. Tell students you will describe the picture on pages 4 and 5, explaining "that your memory is not very good." Divide the class into two teams. Explain that they have to correct you as soon as they notice a mistake. To do so, a representative of the team has to walk to the front of the class and touch the board. The first to touch gives the correction. Describe the picture very slowly, making a few "mistakes" for students to correct. The team with the most corrections wins.

**Listening and Speaking**

1 Look at the picture and answer the questions.

Where is the tennis club?

What time is it?

Where are the children?

What are they talking about?

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

September

DAY: 1

|      | AMELIA   | ASHER     |
|------|----------|-----------|
| 3:45 |          | Moth club |
| 4:15 |          |           |
| 5:00 | Art club | Art club  |

Unit, term, and end-of-year tests provide assessment and benchmark data.

**Project**

**Create a video game.**

Work in groups and:

- decide what happens in the video game.
- design your game characters.
- create a storyboard for your game.
- write your story for each frame in the storyboard.
- present your game to your class.

**Unit Review**

1 Play and answer.

**Start**

1 Answer. What are these?  
don\_\_ey  
chic\_\_en

2 Write the missing letter.  
don\_\_ey  
chic\_\_en

3 Complete. The frog \_\_\_\_ jump. It \_\_\_\_ fly.

7 Answer. What's that?

6 Circle. It can / can't swim.

5 Answer. Who is this?

4 Complete. The sheep is under the \_\_\_\_.

8 Complete. M is for \_\_\_\_.

9 Complete. Animals need \_\_\_\_ and \_\_\_\_.

10 Answer. Can you run? Can you swim?

**Return**

**Project**

**My Pet Puppet**  
Think and draw. Then make an animal puppet.

**You need:**

57 4

**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:

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

What time do you have soccer?  
I have soccer at four o'clock.

15 1

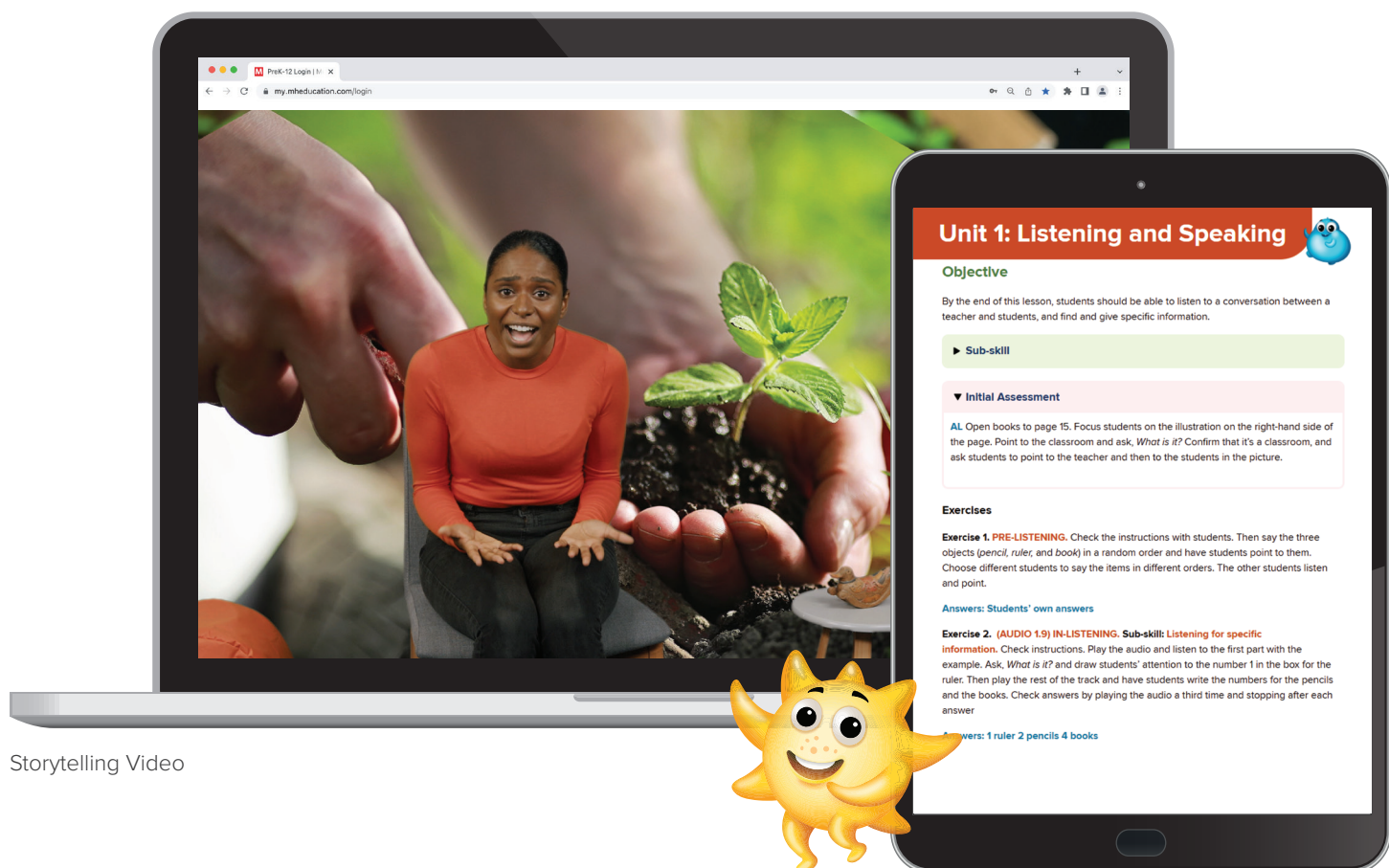
**Language Learning Mindset activities** let students build conversation skills by talking about their own lives and experiences.

**Unit reviews** in game format help summarize and synthesize learning.

# 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



## Empowering Multilingual Learners to Find Their Voice in English



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