



ACKNOWLEDGEMENTS

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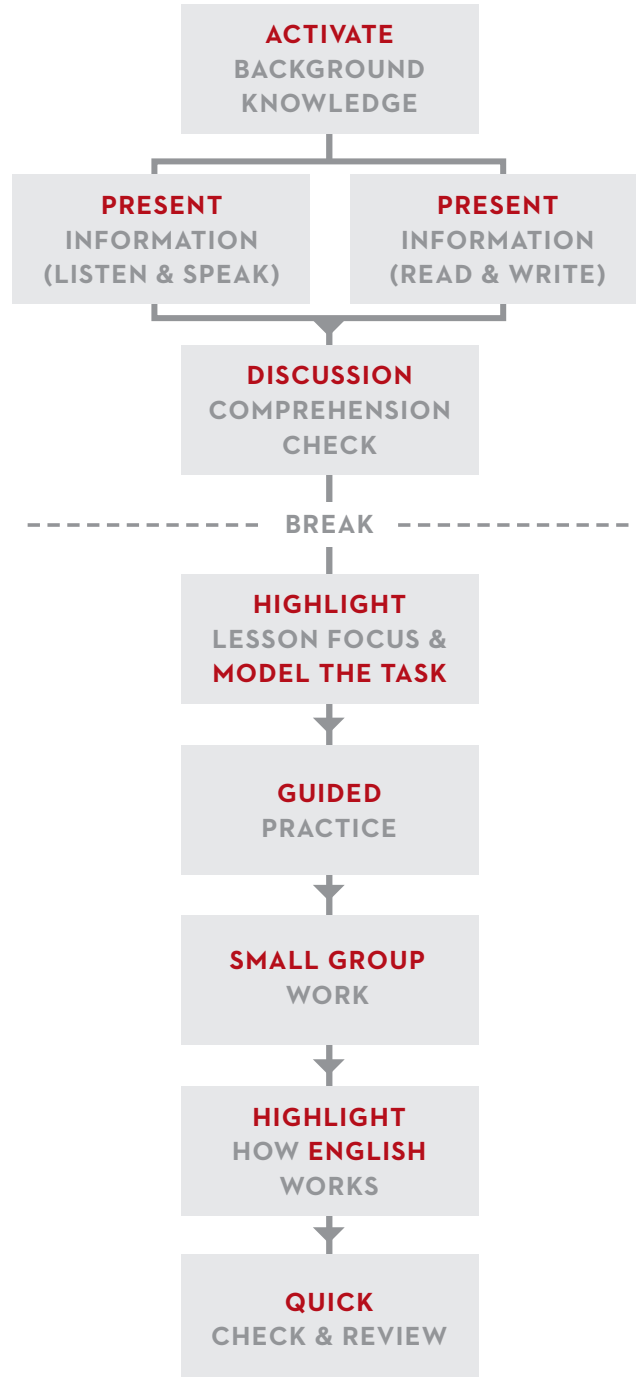
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LESSON FLOW

Lesson Flow adapted from ESL by Design by Literacywork International





AN INTRODUCTION TO THE CURRICULUM

Welcome to the English Forward Curriculum for teachers and students in **beginning ESL classrooms**. This curriculum was designed to provide the content and activities for the **first 60-100 hours of instruction** in an ESL classroom.

THE BEGINNING LEARNER

Beginning ESL learners can understand basic greetings, simple phrases, and common commands. They can understand simple questions, such as those related to personal information and basic survival needs, especially if they are spoken slowly and with repetition.

GUIDING PRINCIPLES

a. Focus on Oral Communication

English Forward is a communicative approach to ESL instruction. Most beginning students don't stay long enough in a course to learn everything they need to become proficient, so *the focus is on getting students to speak and understand the language that will be immediately applicable to their lives outside class.*

Each lesson highlights a language pattern or bit of grammar in the “How English Works” Step; however, beginning-level students need to hear language they can understand and practice getting a point across without having to worry about using perfect grammar and pronunciation. *Communication is the ultimate goal.*

While not the focus here, reading and writing the English language are valuable skills. *Teachers are encouraged to create reading and writing lessons to complement the existing lessons.* What's important is meeting your students' needs whether those are listening, speaking, reading, or writing.

b. Flexibility & Reviewing

This Curriculum can complement existing texts or stand alone as the sole instructional resource used by teachers.

Lessons can be taught in any order. For this reason reviewing the previous lesson is not included in the lesson steps. **Every class should allow time to review skills learned in the previous lessons.**

c. Timing

Each lesson is expected to take roughly one hour of classroom time, varying between 45 min. to 1.5 hours depending on the topic, your students' prior knowledge, and their goals, needs, and interests. Remember, it's about being flexible each and every class.



AN INTRODUCTION TO THE CURRICULUM

d. Modeling

Implicit in the lessons is that you are modeling each activity 2, 3, 4, or 10 times...as many times as it takes for your students to feel comfortable doing something on their own. How many times you model will vary from class to class, lesson to lesson, and activity to activity. As the teacher, you are the sole judge as to when your students are ready to try an activity on their own.

e. Peer-to-Peer Interaction & Student Talk Time

Effective English language instruction depends on students getting as much peer-to-peer interaction as possible. The teacher should not be a lecturer but rather a facilitator of student interactions. In every Step, ask yourself, “How can I remove myself from this activity to increase student talk time?”

Strive for 70% student talk time meaning that students are actively speaking and listening for 40-45 minutes of a one hour class. This includes eliciting responses from students and facilitating all types of oral communication activities.

f. Supplemental Materials

Effective and engaging classrooms are about making the English language as real and relevant to the students as possible. Often, *what is “real” and “relevant” varies from student to student, class to class, and city to city.* For this reason, the majority of the materials for each lesson are not provided and should be created by the teacher and/or students.

A REVIEW OF THE LESSON FLOW

1. **Activate Background Knowledge:** Engage students on the lesson theme and quickly activate what they might already know about the topic, vocabulary, or language point being introduced. Consider using realia, photographs, CDs, and other authentic materials as prompts.

Sample Strategies: Brainstorming, Predicting, T-P-S, Mind Mapping, Using Pictures, Graphic Organizers, Surveys and Interviews

Tip: With any curriculum, don't just teach by the book. What do you know about the students in your class? Think about how to tie in the students' lives to every lesson.

2. **Mini-Presentation with Prompt:** Focus on the lesson objective, or “take away,” and give a presentation so that students hear and understand the language they’ll be asked to produce later on. The presentation could be a short narrative, a song or video, a news story, etc. Bring the presentation to life with visuals, props, puppets, or acting.



AN INTRODUCTION TO THE CURRICULUM

Sample Strategies: Authentic Materials, Chalk Talk, Teaching with PowerPoint, Using Pictures

*Tip: **Choose appropriate props and authentic materials.** When gathering materials for your lesson, think about where and when the students would use the materials.*

- 3. Discussion & Comprehension Check:** How well did the students understand your presentation? Review comprehension in whole or small groups, focusing on the key vocabulary and language students will need to produce during the rest of class.

Sample Strategies: True/False Quiz, Signal Cards, Match Up Cards, Picture Stories, Question Asking and Answering, TPR, Line Up, Line Dialogue

*Tip: **Elicit information.** Students who are spoon fed become passive. Ask questions instead of giving information and answers. Draw pictures to elicit unfamiliar words and information. Let students help each other to come up with the answer.*

- 4. Highlight Lesson Focus & Model the Task:** Introduce the day's objective, and then model, model, model. Focus on showing students how to complete **one** clearly defined task at a time that focuses on **one** chunk of language at a time.

Sample Strategies: Think Aloud, Graphic Organizers, Surveys and Interviews

*Tip: **Show, don't tell!** Beginning learners need to be clear on what they are supposed to do; solely verbal instructions, such as "talk with each other about the weekend," are not effective.*

- 5. Guided Practice:** Model pair work by asking a student to do the task with you or have two students show the desired interaction in front of the class. Reduce complex activities into manageable steps and guide students through each step.

Sample Strategies: Role Play, Graphic Organizers, Surveys and Interviews, Question Asking and Answering

*Tip: **Choose your models wisely.** When asking students to model in front of the classroom, be sure to select students who you think will be comfortable modeling and who you think will be successful at the task. Pay attention in Step 3 (the Discussion and Comprehension Check) to get a good feel for which students have a strong grasp of the material. You can also ask for volunteers. Students generally won't volunteer to model a task if they don't feel confident they'll be successful.*

- 6. Pair/Small Group Work:** This is the meat of the lesson and where you should spend the most time to maximize student talk time. Ask yourself, "How can I set things up so students are talking and exchanging information? How can I make the task meaningful so students are not just doing busy work?" Unless students need help, let them work; interfere as little as possible.



AN INTRODUCTION TO THE CURRICULUM

Sample Strategies: T-P-S, Problem Solving, Role Play, Games, Conversation Cards, Match Up Cards, Scenario Cards, Word Sorts, Picture Stories, Cloze, Sentence Strips, Graphic Organizers, Surveys and Interviews

*Tip: **Don't correct every mistake.** Errors are a natural and important part of language learning. If students make mistakes, respond authentically and restate what they said in the correct form. Be implicit not explicit.*

- 7. Highlight How English Works:** Highlight **one** structure or language pattern that was central to the task just completed. A pattern can be related to grammar, pronunciation, spelling, cadence/rhythm, or language functions. It can also have a cultural focus, highlighting cultural norms or how language is used in the U.S. versus in other countries. *Whatever you choose, this Step should not introduce any new language to the students; it should reinforce what they've already learned or what you've heard them say in class.*

Sample Strategies: TPR, Word Sorts, Sentence Strips, Graphic Organizers

*Tip: **One at a time.** To help students get a concept, it is very important that only one pattern be explained at a time and that the pattern is transparent.*

- 8. Quick Check & Review:** Conduct a quick assessment to see if the class as a whole got the point of the lesson. Ask yourself, "What is the take away? Did the students learn what I wanted them to?" The activity should have a way for each student to participate and demonstrate what he/she has learned.

Sample Strategies: Games, Exit Check, True/False Quiz, Signal Cards, TPR, Question Asking and Answering, Dictation, Line Up, Line Dialogue, Sentence Strips

*Tip: **Assess and reflect.** Every lesson. Every time. Continually check in with yourself and your students to see how everyone is doing. Use the Can Do Lists at the end of each unit to see what needs to be reviewed or to fill in any gaps in the students' comprehension. Use the Lesson Self-Reflection after each lesson to reflect on how it went. What would you change?*

ICONS & SYMBOLS



Indicates an **extension activity** is included at the end of the lesson



Indicates a **supplemental material** is available at <http://www.literacyforward.org>



Indicates an **internet connection** is needed



MULTI-LEVEL CLASSROOMS

TEACHING THE MULTI-LEVEL CLASSROOM

Dr. Heide Wrigley, Literacywork International

In some sense every ESL class is a multi-level group. Students have different educational backgrounds, different degrees of English fluency, and different levels of literacy in the native language. Some students may be more adventurous in their learning and have little fear of making mistakes while others are more cautious and want to wait until they are sure what to say. *When the differences among students are great - when some students have only an elementary education and others have gone to college - you may want to differentiate your teaching.*

TIPS & STRATEGIES

Conduct Ongoing Informal Assessments: Give students tasks that you think they should be able to handle and then observe and take notes on who struggles a bit and who whips right through the task. Use Comprehension Checks and Can-Do Lists to see who “gets” the lesson, back up when necessary, and give the faster learners challenge activities (an extra question that is more difficult, for example).

Adjust Your Teaching: If your students vary in their English skills, there are several proven strategies you can try.

- a. **Use visuals or real life items as you start a class or present information.**
This will help your lower level students understand the lesson right from the beginning. Otherwise, they will start confused, and you may lose them.
- b. **Allow students to tell their story and demonstrate understanding in non-verbal ways.** When students are stuck, say “show me.” Show them how to use drawing to get their point across or retell a process or event. Remember that generally all students understand more than they can produce so give them multiple ways to demonstrate understanding (verbally or non-verbally).
- c. **Vary your pacing.** To challenge the more proficient students, speak quickly at first using more sophisticated vocabulary and encourage your lower level students to catch as much as they can (they may surprise you). Then, repeat what you said in simpler language, with slower but natural pacing, and pause between sentences to let the information sink in.
- d. **Paraphrase.** When you explain ideas use both simple and more sophisticated vocabulary (e.g. ‘healthy food’ versus ‘nutritious food’), paraphrasing as you go along and offering examples and simple explanations (e.g. healthy food means food that is good for you). You don’t need to get into details; generally, your lower-level students will focus in on the simpler term while others will catch the more sophisticated one.



MULTI-LEVEL CLASSROOMS

- e. **Mix Up Your Groups.** Pair/group work is an effective way for students to learn with and from each other, but don't always let the same students sit together. Think about the task you want students to be able to accomplish and ask yourself, "Which would be more beneficial for this activity, mixed-ability groups or same-ability groups?" Same-ability groups let students experience language on the same level as their peers so that no one student feels bored (from being too advanced) or left behind (from not being advanced enough). On the other hand, mixed-ability groups allow the more advanced students to assume the 'teacher' role while building community within the group.

Catch-Up Days: If you see that some students have difficulties even after you demonstrated a task while others are fine, plan a Catch-Up Day. Give the more proficient students review tasks (e.g. Cloze tests on topics previously discussed or Question Asking and Answering in pairs/groups with Conversation Cards) while you sit down with the students having trouble. This gives you the opportunity to revisit a concept or task again or explain vocabulary in more detail.

Challenge the More Educated Students: Students with low English fluency but higher levels of education in the home country are often better and faster language learners. They may become impatient with those who have trouble understanding and would like to move faster than the rest of the class. Don't let these students throw off your entire class with sophisticated grammar questions or other topics that may be of little interest to the rest of the group. Instead, direct more challenging questions to them as part of a general discussion on a topic and let them know that you appreciate their knowledge.

On Catch-Up Days, sit down with your more educated students and lead them in a discussion of the topic; introduce big ideas that require some analysis and call for opinions. See if you can find an article on the topic and invite students to read it for the next discussion. As you move on to work with the lower-level group, ask students to create flashcards on key vocabulary from the discussion and then test each other.



STRATEGY CHART UNITS ONE - FOUR

Strategy Name	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	4.1	4.2	4.3	4.4	4.5
Authentic Materials	•	•	•		•	•	•	•		•	•		•	•	•		•	•	•	•
Ball Toss				•											•					
Brainstorming				•	•	•	•					•		•		•	•	•	•	
Chalk Talk			•	•	•			•					•		•		•		•	•
Charade Relay																				
Cloze Activity				•																
Conversation Cards			•																	
Conversation Chain															•					
Dictation							•	•						•						
Exit Check		•		•		•		•				•					•	•		•
Field Trip												•	•							
Flash Cards										•						•			•	
Fly Swatter						•														
Go Fish																				
Graphic Organizers			•	•					•	•					•	•	•	•	•	•
Language Experience Approach			•																	
Line Dialogue																		•		
Line Up										•	•									
Match Up Cards								•	•						•					
Memory																				
Mind Mapping													•							
Picture Stories																				
Predicting																				
Problem Solving															•			•	•	
Question Asking and Answering	•	•	•	•	•	•	•	•	•	•	•		•	•	•		•	•		•
Role Play						•	•								•	•			•	
Round Robin	•			•																
Scavenger Hunt												•								
Scenario Cards																			•	
Sentence Strips																				
Signal Cards		•	•		•		•	•	•	•	•			•	•				•	
Simon Says																	•			
Surveys and Interviews				•	•				•											•
Teaching with PowerPoint					•				•	•	•		•	•					•	•
Think Aloud						•	•			•		•		•	•			•		•
Think-Pair-Share		•								•									•	
Total Physical Response	•											•				•	•			
True/False Quiz		•	•						•	•	•			•	•					
Using Music				•					•											
Using Pictures				•	•		•	•	•	•	•		•	•	•	•	•	•		•
Using Videos			•							•									•	•
Word Sorts													•		•		•	•		



STRATEGY CHART UNITS FIVE - EIGHT

Strategy Name	5.1	5.2	5.3	5.4	5.5	5.6	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4	7.5	7.6	8.1	8.2	8.3	8.4	8.5
Authentic Materials				•		•	•	•	•	•	•	•	•		•	•	•	•		•	
Ball Toss	•											•							•		•
Brainstorming	•	•	•	•	•				•		•		•	•		•	•	•			
Chalk Talk	•	•			•								•	•		•	•	•			
Charade Relay										•											
Cloze Activity										•											
Conversation Cards																					•
Conversation Chain																			•		
Dictation																					
Exit Check									•		•			•			•				
Field Trip									•	•		•				•		•			
Flash Cards																					
Fly Swatter																					
Go Fish													•								
Graphic Organizers	•		•		•	•				•			•								•
Language Experience Approach																					
Line Dialogue									•												
Line Up	•																		•		•
Match Up Cards																					
Memory				•																	
Mind Mapping	•										•								•		
Picture Stories			•						•	•					•						
Predicting						•			•												
Problem Solving																	•				
Question Asking and Answering		•							•	•	•	•			•						•
Role Play						•			•			•	•		•	•		•	•	•	
Round Robin														•							
Scavenger Hunt											•	•									
Scenario Cards																•		•	•		
Sentence Strips									•						•						
Signal Cards	•					•	•	•	•			•	•	•	•	•			•	•	•
Simon Says																					
Surveys and Interviews										•											•
Teaching with PowerPoint	•		•		•	•				•									•	•	•
Think Aloud				•			•		•		•	•									
Think-Pair-Share	•				•				•		•			•							
Total Physical Response							•														
True/False Quiz	•						•	•				•		•							•
Using Music										•											
Using Pictures	•		•		•	•		•	•	•	•		•	•	•	•	•	•	•	•	•
Using Videos							•		•												
Word Sorts							•				•	•						•		•	



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
1.1 Hi! My name is...	Students will be able to introduce themselves and greet new people.	<ul style="list-style-type: none"> - Rhythm - Classroom commands 	<ul style="list-style-type: none"> - Hi, my name is ____. - I'm ____. - And yours? - Nice to meet you.
1.2 Getting to know you	Students will get to know their classmates by talking about things they like.	<ul style="list-style-type: none"> - Third person singular present tense, as in "He/She likes ____." 	<ul style="list-style-type: none"> - Names of hobbies/activities - I like ____. - He/She likes ____.
1.3 Where are you from?	Students will be able to ask and respond to the questions "Where are you from?" and "Where is ____ from?"	<ul style="list-style-type: none"> - Country vs. nationality vs. language - Wh- question word 'What' 	<ul style="list-style-type: none"> - Names of countries, nationalities, and languages - I am from ____. - He/She is from ____. - He/She speaks ____.
1.4 How do you feel?	Students will learn the basics of small talk by being able to ask and respond to the question, "How are you?"	<ul style="list-style-type: none"> - Social norms around asking how people are doing 	<ul style="list-style-type: none"> - Common feelings - I feel ____. - I'm (feeling) because (reason) - Common ways to say "hello" and "goodbye"
1.5 Family	Students will be able to recognize and use words related to family members.	<ul style="list-style-type: none"> - Possessive pronouns 	<ul style="list-style-type: none"> - Words related to family members - Who is this? - This is my/your/his ____.



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
2.1 Personal Information	Students will be able to ask for and respond to commonly requested personal information.	<ul style="list-style-type: none"> - Asking for clarification 	<ul style="list-style-type: none"> - Date of birth, phone number, contact, address - Can you repeat that? - I'm sorry, I didn't understand. - I didn't catch that, sorry.
2.2 Money	Students will become familiar with American money and will be able to count money, make change, and talk about prices.	<ul style="list-style-type: none"> - Colloquialisms for stating prices 	<ul style="list-style-type: none"> - Common words related to money and denominations - How much ___? - The (item) costs ___.
2.3 Time	Students will become familiar with cultural norms/expectations related to time and be able to talk about what they do at a certain time of day.	<ul style="list-style-type: none"> - Expressions for periods of time ("Good afternoon") - Colloquialisms for telling time ("a quarter to/past") 	<ul style="list-style-type: none"> - Words related to telling time - What time is it? - What are you usually doing at ___?
2.4 Daily Routines	Students will be able to talk about days of the week and their daily routines.	<ul style="list-style-type: none"> - Adverbs of frequency 	<ul style="list-style-type: none"> - Days of the week - Words related to daily activities/routines - Always, sometimes, every day, etc. - How often do you ___?

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
2.5 The Weather Report	Students will be able to use vocabulary related to different types of weather.	- Third person present and future tense (is/will be)	- Words related to weather and the seasons
2.6 Clothing	Students will be able to talk about clothes for different weather and seasons.	- Present continuous	- Common clothing items
2.7 Giving Directions	Students will become familiar with the building where class is held and be able to ask for and give directions.	- Common commands when giving/receiving directions	<ul style="list-style-type: none"> - Features of buildings (e.g. drinking fountain, vending machine, stairs) - Expressions related to giving directions (e.g. Turn ____, Go ____, Head ____.)



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
3.1 Our Neighborhood, Our Town	Students will be able to talk about their favorite places to go and why they like to go there.	<ul style="list-style-type: none">- Giving reasons using "because"	<ul style="list-style-type: none">- Words related to points of interest in your city/neighborhood
3.2 Looking for Housing	Students will be able to recognize common housing vocabulary and abbreviations.	<ul style="list-style-type: none">- How much? and How many?	<ul style="list-style-type: none">- Words and abbreviations common to housing ads
3.3 Calling for Repairs	Students will be able to describe common household problems and be able to request repairs.	<ul style="list-style-type: none">- "I need the + (someone) + (to do something)" [transitive verbs]	<ul style="list-style-type: none">- Names of rooms, appliances, furniture, and common household items- Types of repairmen



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
4.1 Move your Body	Students will be able to identify body parts and be able to give/respond to body movement commands.	<ul style="list-style-type: none"> - Polite requests vs. making demands 	<ul style="list-style-type: none"> - Parts of the body - Commands for moving the body
4.2 Exercise	Students will set goals for implementing appropriate exercise habits into their daily lives.	<ul style="list-style-type: none"> - More vs. less 	<ul style="list-style-type: none"> - Words related to exercise and food - Healthy/unhealthy - I want to ____. - I need to ____. - Should/should not
4.3 Symptoms and Medications	Students will be able to give advice about what to do when they're sick.	<ul style="list-style-type: none"> - My ____ hurts. vs. I have a ____ache. 	<ul style="list-style-type: none"> - Words related to common symptoms and health complaints - You should ____. - My ____ hurts.
4.4 Accidents and First Aid	Students will be able to name common health accidents and will be introduced to basic first aid.	<ul style="list-style-type: none"> - Past tense regular/irregular verbs 	<ul style="list-style-type: none"> - Words related to common injuries (cut, bruise, sprain, etc.) - Words related to first aid (bandage, antiseptic, ice pack, etc.)
4.5 At the Hospital	Students will be able to talk about common allergic reactions and be able to provide information in case of a hospital emergency.	<ul style="list-style-type: none"> - Abbreviations in medical settings 	<ul style="list-style-type: none"> - Words for common allergies and symptoms of allergic reactions - I'm allergic to ____. - (Noun) make me (reaction).



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
5.1 My First Job	Students will be able to talk about their first job.	<ul style="list-style-type: none"> - Relationship between words used to describe names of jobs and their corresponding job duties 	<ul style="list-style-type: none"> - Words related to occupations and job duties - Past tense verbs
5.2 Common Careers	Students will be able to talk about different jobs, job titles, and job-related duties.	<ul style="list-style-type: none"> - Third person singular present tense “s” 	<ul style="list-style-type: none"> - Words related to occupations and job duties - Present tense verbs
5.3 Job Goals and Requirements	Students will be able to talk about their job interests and what is required to get/perform each job.	<ul style="list-style-type: none"> - Want to vs. Need to 	<ul style="list-style-type: none"> - Words related to jobs, job skills, and job requirements
5.4 Looking for a Job	Students will be able to fill out a job application and be able to talk about their skills.	<ul style="list-style-type: none"> - I can — [regular form of the verb]. vs. I am good at — [-ing form]. 	<ul style="list-style-type: none"> - Words related to jobs, job skills and requirements, and job applications
5.5 The Work Day	Students will be able to talk about things they do at work.	<ul style="list-style-type: none"> - To Do lists 	<ul style="list-style-type: none"> - Words related to daily work activities
5.6 Calling in Sick	Students will be able to call in sick to work/school.	<ul style="list-style-type: none"> - Cultural norms related to acceptable/unacceptable reasons for missing work/school 	<ul style="list-style-type: none"> - Reasons for missing work/school (e.g. the flu, a vet appointment, a car accident, a sick child)



AROUND TOWN

LESSONS ONE - FOUR

OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
6.1 Public Transportation	Students will be able to understand directions for getting around.	- Sequencing words	- Words and phrases related to directions and public transportation - Commands for following directions
6.2 Running Errands in the City	Students will know where to go to access basic city services and amenities.	- “Going to” vs. “Will”	- Words and phrases related to running errands around town
6.3 The Library	Students will become familiar with their local library and be able to ask and respond to questions while at the library.	- Polite requests vs. Making demands	- Words and expressions related to library services
6.4 The Park	Students will learn about their local parks and park-related activities and be able to make/accept/decline invitations.	- Present continuous	- Outdoor activities



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
7.1 Healthy Eating	Students will become familiar with MyPlate.gov healthy eating guidelines and be able to talk about healthy/unhealthy foods.	<ul style="list-style-type: none"> - Creating opposites using the prefix 'un' 	<ul style="list-style-type: none"> - Common everyday foods - The 5 food groups (fruit, vegetables, grains, protein foods, and dairy) - Healthy/unhealthy
7.2 The Grocery Store	Students will be able to name common food items and be able to ask and respond to questions about where items are located in a grocery store.	<ul style="list-style-type: none"> - Prepositions of place 	<ul style="list-style-type: none"> - Words related to different foods and grocery store sections - Wh- question word "Where" - Do you carry ___?
7.3 Ordering at Counters	Students will become familiar with units of weight and be able to order food at grocery store counters.	<ul style="list-style-type: none"> - Abbreviations for written units of weight 	<ul style="list-style-type: none"> - Common foods ordered by the pound - Ounces, pound, quarter pound, half pound - A little bit more/a little bit less - That's enough.
7.4 Favorite Foods	Students will be able to talk about their favorite foods and food related to holidays/special occasions.	<ul style="list-style-type: none"> - "I remember + (verb)-ing..." 	<ul style="list-style-type: none"> - Words for holiday/special occasion foods - Ingredients - Questions using the wh- question words "what" and "when"

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
7.5 Going Out to Eat	Students will become familiar with tipping and be able to order at a restaurant.	<ul style="list-style-type: none"> - Tipping at restaurants in the U.S. 	<ul style="list-style-type: none"> - Common restaurant foods - What would you like? - I'd like ____. - Do you have ____?
7.6 Problem-Solving at the Restaurant	Students will be able to respond to difficult situations while eating in restaurants.	<ul style="list-style-type: none"> - Polite requests and insistence 	<ul style="list-style-type: none"> - Excuse me, could ____? - Excuse me, but ____. - I'm sorry, but ____.



OBJECTIVE & LANGUAGE FOCUS CHART

Lesson & Title	Objective	Language Focus	Vocabulary & Expressions
8.1 Holidays and Celebrations	Students will become familiar with U.S. holidays and be able to talk about different ways of celebrating.	<ul style="list-style-type: none">- Capitalization	<ul style="list-style-type: none">- Words related to holidays and celebrations
8.2 Accessing Community Services	Students will be able to call the 2-1-1 hotline to get information about community services.	<ul style="list-style-type: none">- I don't have ____.- I need ____.	<ul style="list-style-type: none">- Words and phrases used to describe community services and situations where people need to access those services
8.3 A Traffic Stop	Students will be able to talk to a police officer if they get a traffic violation.	<ul style="list-style-type: none">- Tone of voice: formal vs. informal	<ul style="list-style-type: none">- Words related to driving, road signs, and traffic violations
8.4 Calling 9-1-1	Students will be able to determine when it is appropriate to call 9-1-1 and be able to make a 9-1-1 call.	<ul style="list-style-type: none">- Yes/No question types vs. Wh- question types	<ul style="list-style-type: none">- Words related to emergencies and emergency situations
8.5 Voting and Elections	Students will learn about elections in the U.S. and their local officials.	<ul style="list-style-type: none">- Wh- question words	<ul style="list-style-type: none">- Words related to voting, elections, and government- President, governor, and mayor



REALIA LIST

A NOTE ON USING AUTHENTIC MATERIALS IN THE CLASSROOM:

If you are new to the field of teaching, you might be expecting to use a textbook- but beware. Textbooks can easily become stale after students repeat dialogue after dialogue or fill in endless worksheets. Using authentic materials, or realia, in the classroom is a great way to make a lesson come alive. Teaching with authentic material is also a strategy used throughout the English Forward Curriculum. We've compiled a list here of what materials are asked for in each lesson.

It is a good idea to use objects or texts that students might already be familiar with or encounter in their everyday lives. And it's a way to connect what they are learning to their lives outside the classroom. Use items like catalogues or grocery store flyers, canned food, maps or brochures of local places, play money or compelling photographs. Engage students by asking them questions about the materials and have them interact with other students using the realia. The curriculum will outline steps for using these materials as well. You can use this list as a way to prepare what you'll need to effectively teach a lesson involving realia.

UNIT 1: INTRODUCTIONS

Lesson 1: Bring in **family photos and personal items** to introduce yourself to the students. This could include an item that represents what you do for work, something to represent your favorite hobby, and an additional item you'd like to share.

Lesson 2: **Props to represent several different hobbies;** for example bring a wooden spoon to demonstrate that many people like cooking, a soccer ball for playing soccer, a passport to show travel, a CD or guitar pick to show listening to or playing music, etc.

Lesson 3: A **world map** to show where all of your students are from. This could be a map you make yourself, one you bring in from home, or you could project a world map in the classroom using an overhead projector.

Lesson 4: There are no authentic materials required for this lesson, but there are other materials involved. Please check the material list or the lesson to prepare.

Lesson 5: **Family photos showing multiple generations** so you will be able to point to a person in the photograph and say "Here is my/the grandmother, here is my/the father", etc. For an extended activity, have the **students bring in their own family photos** to share with the class.



REALIA LIST

UNIT 2: EVERYDAY LIVING

Lesson 1: Bring in various **sample documents or items with personal information**. You could make copies or find images online of a driver's license, a utility bill, a piece of mail, a business card, passport, an application for a library card, a pay stub etc.

Lesson 2: In this lesson there are three different activities you need realia for. First, bring in **play money** with both coins and paper bills. You will also need **pictures of TVs being advertised at a store** (such as Sears, Best Buy, or a regional electronic store) you can print these photos from the store's website or find them in a flyer advertising deals. Make sure the photos include the prices of the TVs. For the final activity, bring **photos of other items**, similar to the TV advertisements, but include things like a **radio, sneakers, a backpack or other items your students might likely want to buy**. Make sure the prices are also included.

Lesson 3: There are two different activities involving realia in this lesson. First, bring in a **clock with moveable hands**. You will also need **various pictures or items representing things you need to do or errands you need to run** (a grocery bag to represent shopping, a check book for going to the bank, or a towel to show washing your car). If you can't find an item or a photo, draw a picture. Aim for around 10 different items or pictures.

Lesson 4: There are no authentic materials required for this lesson, but there are other materials involved. Please check the material list or the lesson to prepare.

Lesson 5: A **video or a copy of a daily weather report**, either from a newspaper or printed from an online source. There is the option to use an online video of a weather report if you have the technology in your classroom.

Lesson 6: At least **2 items of clothing to represent each season**; a wool hat, scarf or gloves for Winter, an umbrella, raincoat, or rain boots for Spring, sunglasses, bathing suit or shorts for Summer, long pants or a long sleeved shirt for Autumn. For another activity, bring in **1-2 clothing catalogues**.

Lesson 7: There are no authentic materials required for this lesson.

UNIT 3: HOUSING

Lesson 1: Have a **large city map with points of interest** such as a map of the public library system or bus route and **pictures of places of interest around town** (churches, agencies, parks, public swimming pools, restaurants, stores, etc.) to activate background knowledge. You'll also need **items to represent these places** such as goggles (to show a swimming pool), a book (library), coffee mug (donut shop or café), a Frisbee (park), a gas can (gas station), stamps (post office), etc.

Lesson 2: Several **classified ads for housing or leasing opportunities from a newspaper**. In addition, bring in several **housing ads from an online source**, such as Craigslist. Highlight the abbreviations that students might not be familiar with. If your classroom has the capability to project images, be ready to project some of the classified ads.



REALIA LIST

Lesson 3: Common household items such as a can of food, shampoo bottle, remote control, a pillow, a fork or spoon, a toothbrush, etc. You will also need pictures of furniture and appliances such as a couch, a refrigerator, a stove, etc for the same activity. For a Role Play bring in **toy or real cell phones**.

UNIT 4: HEALTHY LIVING

Lesson 1: Bring in **toy or real cell phones** for a Role Play activity. The Role Play will be a dialogue between a patient who is calling a clinic and the receptionist at a clinic.

Lesson 2: Pictures from magazines and newspapers of **popular places in your community for exercising and food shopping**, such as walking/hiking trails, gyms, farmers' markets, and food stands. **Real food items** such a can of spinach, a candy bar, a bag of potato chips or an apple so that the students can sort items into "healthy" or "unhealthy". Also bring **props to illustrate how you stay healthy** such tennis shoes, a hand weight, healthy foods or a calorie counter and also **magazines with pictures of food and hobbies**.

Lesson 3: A variety of **medicine bottles, packages, or first aid items** that could be used to remedy several different types of illness such as a headache, cough, flu symptoms, stomachache, a cut, a burn, etc.

Lesson 4: **First aid kit** that includes items such as an ice-pack, gauze, band-aids, elastic bandages, etc. to show to the class and activate background knowledge.

Lesson 5: If possible, **visit a local hospital and bring to class copies of their intake form** or bring a form that ask for medical history and personal information in particular. You will need this Personal Information Questionnaire for several activities in the lesson.

UNIT 5: ENGLISH FOR WORK

Lesson 1: There are no authentic materials required for this lesson, but there are other materials involved. Please check the material list or the lesson to prepare.

Lesson 2: There are no authentic materials required for this lesson.

Lesson 3: For an extension activity you will need **printed copies of online job postings**. These posting should match your students' employment goals from the previous activity.

Lesson 4: Bring numerous printed **job postings from websites, classified newspaper ads and other places where openings might be listed** to display in the classroom. If possible, you can project one specific job ad. Bring enough copies of this particular ad for every student. Also have enough **copies of a corresponding job application** for each student. The application should match the posting you shared previously.

Lesson 5: There are no authentic materials required for this lesson.

Lesson 6: **Real or toy cell phones** to model a dialogue between someone calling in sick for work and their supervisor.



REALIA LIST

UNIT 6: AROUND TOWN

Lesson 1: Bring in a large map of your city's transportation system and give each student a copy as well. You will need the maps for several activities throughout this lesson.

Lesson 2: Wide variety of authentic materials that represent 4 public services: the library, city parks, the post office and the DMV/BMV. This can include a library card (the library), a kite or basketball (for the park), stamps (the post office), a license plate (DMV/BMV).

Lesson 3: Variety of items that represent services offered at your local library, for example a library card, books, DVDs, a picture of a computer/someone surfing the internet, music CDs, a job application, tax forms and a calendar of city events, etc. You will also need copies of a library card application- enough for each student.

Lesson 4: For an extension activity bring in information about local parks such as park brochures with lists of amenities, park hours, camping permits, etc. Either print them off the internet or ask your local Parks and Recreation Department for copies.

UNIT 7: FOOD

Lesson 1: Bring in examples of healthy food and junk food. For example raw fruits and vegetables, whole grain bread and yogurt for healthy foods and a can of soda, potato chips, and candy bars for unhealthy items. Be sure to have 2 examples from each of the 5 food groups. For another activity bring grocery store flyers from your local supermarket, enough copies for every student and a dinner plate.

Lesson 2: A wide variety of food items and packages that represent different sections of the grocery store: fresh produce, dairy, meat, canned goods, frozen foods, etc. Have several examples for each section. In addition, have a picture that represents each of the sections you've chosen. For another activity, bring in grocery store flyers from your local supermarket- enough for every student.

Lesson 3: If you own a kitchen scale, bring it in. If not, find a picture of one on the internet.

Lesson 4: There are no authentic materials required for this lesson, but there are other materials involved. Please check the material list or the lesson to prepare.

Lesson 5: For this lesson set the room up like a restaurant. Bring several copies of a menu from a restaurant that is close by (a simple menu works the best!) and put a tablecloth, plates, and cups on each table. For a later activity, have a few aprons, pads of paper (the type servers use), and chef hats. Finally, you will need play money to demonstrate paying and leaving a tip.

Lesson 6: You will set up the room like a restaurant for this lesson as well. Bring in tablecloths, plates, napkins and silverware for the tables. For another activity have several paired food items like a soda and diet soda, an apple and an orange, a fork and chopsticks,



REALIA LIST

or ketchup and mustard. For an extension activity you will need **copies of a menu from a local restaurant**, or internet connection in a computer lab to look up the menu.

UNIT 8: CIVICS

Lesson 1: Display pictures or items related to holidays and important events such as a party hat, a turkey, fireworks, an MLK Jr. Day march, a Christmas tree, a jack-o-lantern, etc. Also bring a **calendar**. For an extension activity, have the **students bring in a personal item from a holiday or tradition that is important to them** to share with the class. They could also bring in food or items from specific holidays they like to celebrate.

Lesson 2: Items to represent basic needs and services provided by 2-1-1. This could include clothes, money for utilities, bills and groceries (use play money or a check book or have a grocery store receipt), and **calendar** to show rent is due every month or how temporary aids works. For items you don't have, bring a picture showing that basic need. Also have a **telephone with a speakerphone** to call 2-1-1 with. You will also need a **copy of the 2-1-1 script** to pass out to all the students.

Lesson 3: For an extension activity you can **ask your local police department for informational videos and handouts** for the students to learn more about communicating and interacting with law enforcement. Use the handouts if your students are apprehensive about a police officer visiting the classroom.

Lesson 4: Bring a computer with speakers to **listen to real 9-1-1 calls from this website:** <http://www.911callers.com> . Also bring either **real or toy cell phones** to role play calling 9-1-1. For an extension activity you can either **show your students your own car** and give details about it (the year, make, model, color) or show a picture of any car you like if you don't drive or don't want to show your car.

Lesson 5: Provide **information about citizenship classes available in the community** or if a citizenship class is provided at the agency you teach for, ask the teacher if you can visit the class with your students.



MATERIALS LIST

UNIT 1	
Lesson 1	<ul style="list-style-type: none"> - Photos or items to help introduce yourself to the students - Construction paper for Name Tents - Markers - Timer
Lesson 2	<ul style="list-style-type: none"> - Props to demonstrate hobbies - Red/green/yellow Signal Cards - Name Tents - Markers - Index cards
Lesson 3	<ul style="list-style-type: none"> - Overhead projector - World map - Computer with speakers - Internet connection - "Coming to America" video - Red/green/yellow Signal Cards - Markers - Sticky notes - Index cards
Lesson 4	<ul style="list-style-type: none"> - Picture Cards: Emotions - Chart paper - Dot stickers - Ball - Timer - Computer/CD player - Speakers - <i>The Beatles' song "Hello, Goodbye"</i>
Lesson 5	<ul style="list-style-type: none"> - Family photos showing multiple generations - Computer - Projector - PPT Presentation: Family - Red/green/yellow Signal Cards - Printed PPT slides or family photographs - Tape

UNIT 1	
Lesson 5 cont.	<ul style="list-style-type: none"> - Blank paper - Markers - <i>Students' family photos</i>
UNIT 2	
Lesson 1	<ul style="list-style-type: none"> - Sample items with personal information - Computer - Projector - Chart paper - Dry erase boards or blank paper - Scenario Cards: Personal Information
Lesson 2	<ul style="list-style-type: none"> - Play money - Pictures of TVs sold at local stores - Picture of items to "buy" both with prices and without - Red/green/yellow Signal Cards - Dry erase boards or plain paper - Fly swatters or similar instrument
Lesson 3	<ul style="list-style-type: none"> - A clock with moveable hands - Pictures/items representing what you have to do in a day - Red/green/yellow Signal Cards - Match Up Cards: Time - Index cards
Lesson 4	<ul style="list-style-type: none"> - Index cards - Computer - Projector - PPT Presentation: My Weekly Routine - Red/green/yellow Signal Cards - Picture Cards: Daily Activities - Blank weekly calendar - <i>Survey: Daily Routine</i>



MATERIALS LIST

UNIT 2	
Lesson 5	<ul style="list-style-type: none"> - Computer - Projector - Internet connection - Speakers - PPT Presentation: Weather Where You Live - Red/green/yellow Signal Cards - True/false worksheet - Index cards - Realia used to represent the weather/seasons (umbrella, hat, gloves, etc.) - <i>Chart paper</i> - <i>Colored markers</i>
Lesson 6	<ul style="list-style-type: none"> - Items of clothing - Computer - Projector - PPT Presentation: How to Dress for the Seasons - Clothing catalogs - Tape - Red/green/yellow Signal Cards
Lesson 7	<ul style="list-style-type: none"> - Basic floor map of your building/class location or Giving Directions Floor Plan - Dry erase boards or plain paper - Scavenger Hunt Worksheet (places inside the building) - Index cards - <i>Cell phones</i> - <i>Scavenger Hunt Worksheet (places outside the building)</i>

UNIT 3	
Lesson 1	<ul style="list-style-type: none"> - A variety of maps (city points of interest map, public library system map, bus route map, etc.) - Pictures of places in your neighborhood/city - Sticky notes - Computer

UNIT 3	
Lesson 1 cont.	<ul style="list-style-type: none"> - Projector - PPT Presentation: Favorite Places - Picture Cards: Places in Your Neighborhood/City - Authentic items representing things to do/buy - Survey: Favorite Places - Paper - Markers - Camera - <i>Blank map of the area around the class</i>
Lesson 2	<ul style="list-style-type: none"> - Photos representing different types of dwellings - Chart paper - Computer - Projector - PPT Presentation: Looking for Housing - Red/green/yellow Signal Cards - True/False worksheet - Newspaper rental classifieds and printed online housing ads - Match Up Cards: Rental Ad Abbreviations - Survey: Rental Ads - <i>Overhead projector</i> - <i>Computer lab</i> - <i>Internet connection</i>
Lesson 3	<ul style="list-style-type: none"> - Chart paper - Picture Cards: Furniture and Appliances - Common household items (remote control, can of food, pillow, etc.) - Red/green/yellow Signal Cards - Picture Cards: Household Items Needing Repair - Toy/real cell phones - Ball - Timer



MATERIALS LIST

UNIT 4	
Lesson 1	<ul style="list-style-type: none"> - Overhead projector - Index cards - Pictures of a doctor's office and parts of the body - Verb worksheet - <i>Toy cell phones</i> - <i>Computer lab</i> - <i>Internet connection</i> - <i>Grid/worksheet to collect information on free clinics</i>
Lesson 2	<ul style="list-style-type: none"> - Pictures of different kinds of exercise - Picture Cards: Healthy and Unhealthy - Pictures of local places for exercising and food - Examples of healthy/unhealthy food - Pictures/props to illustrate your personal health goal - Overhead projector - Worksheet: My Health Goal - Index cards - Food/hobby magazines - Scissors - Glue
Lesson 3	<ul style="list-style-type: none"> - A variety of medicine bottles/packages - Variety of remedy items (tissues, cough syrup, cold compress, etc.) - Complaint Cards - Red/green/yellow Signal Cards - Advice Cards
Lesson 4	<ul style="list-style-type: none"> - First aid kit and items for treating injuries - Computer - Projector - Internet connection - Speakers - Index cards - Scenario Cards: Accidents and Injuries

UNIT 4	
Lesson 5	<ul style="list-style-type: none"> - Computer - Projector - PPT Presentation: Allergies - Overhead projector - Personal information intake questionnaire from a local hospital - Index cards - <i>Internet connection</i> - <i>Speakers</i>

UNIT 5	
Lesson 1	<ul style="list-style-type: none"> - Computer - Projector - PPT Presentation: Jobs in Your Hometown - Red/green/yellow Signal Cards - Plain paper - Markers - Ball
Lesson 2	<ul style="list-style-type: none"> - Hat/jar/baggie or similar container
Lesson 3	<ul style="list-style-type: none"> - Picture Cards: Occupations - Computer - Projector - PPT Presentation: Job Goals - Printed PPT slides - Index cards - <i>Printed online job postings</i> - <i>Computer lab</i> - <i>Internet connection</i> - <i>Printer</i>
Lesson 4	<ul style="list-style-type: none"> - Overhead projector - A variety of job postings - One job posting with a corresponding job application - <i>Computer lab</i> - <i>Internet connection</i>



MATERIALS LIST

UNIT 5	
Lesson 5	<ul style="list-style-type: none"> - Magazine pictures of hobbies - Computer - Projector - PPT Presentation: The Work Day - Paper
Lesson 6	<ul style="list-style-type: none"> - Computer - Projector - PPT Presentation: Calling in Sick - Red/green/yellow Signal Cards - Real or toy cell phones - Scenario Cards: Calling in Sick

UNIT 6	
Lesson 1	<ul style="list-style-type: none"> - Overhead projector - Map of the local public transportation system - Red/green/yellow Signal Cards - Cut-up sequencing words - Cut-up sentence strips - <i>Computer lab</i> - <i>Internet connection</i>
Lesson 2	<ul style="list-style-type: none"> - Pictures of the following buildings: the local library, the post office, a local park, the DMV/BMV - A variety of items/pictures representing the 4 places above: e.g. a library card (the library), a bbq grill (the park), stamps (the post office), a license plate (the DMV/BMV), etc. - Chart paper - Tape - Red/green/yellow Signal Cards - Picture Cards: Running Errands - <i>Computer</i> - <i>Projector</i>

UNIT 6	
Lesson 2 cont.	<ul style="list-style-type: none"> - <i>Internet connection</i> - <i>Speakers</i> - <i>Printed stills from "Tales of Mere Existence"</i>
Lesson 3	<ul style="list-style-type: none"> - Items and photos representing local library services - Map of the city - Overhead projector - Library card application from your local library - Red/green/yellow Signal Cards - <i>Students' completed library card applications/photo IDs/proofs of residence</i> - <i>Index cards</i>
Lesson 4	<ul style="list-style-type: none"> - Overhead projector - Pictures of local parks - Computer - Projector - PPT Presentation: At the Park - Printed PPT slides - Survey: Parks and Activities - Internet connection - Speakers (optional) - Picture Cards: Activities at the Park - <i>Information about local parks</i> - <i>Music player with speakers</i> - <i>Cloze Test</i>



MATERIALS LIST

UNIT 7	
Lesson 1	<ul style="list-style-type: none"> - Examples of healthy and unhealthy foods, packaged food, raw fruit or vegetables, foods you regularly eat, 2 foods representing each of the 5 food groups - One each of a fruit/a vegetable /a soda can/a bag of chips - Printed images of MyPlate - Grocery store flyers - Scissors - A dinner plate - Healthy Meal Plan Worksheet - Picture dictionaries (optional) - Magazine pictures of meals - <i>Computer lab</i> - <i>Internet connection</i> - <i>MyPlate.gov information scavenger hunt</i>
Lesson 2	<ul style="list-style-type: none"> - Chart paper - Variety of food items/packages/ pictures of foods - Computer - Projector - Internet connection - Red/green/yellow Signal Cards - Grocery store flyers - Ball - <i>Grocery store list scavenger hunt</i>
Lesson 3	<ul style="list-style-type: none"> - Index cards - Amount Cards: Weights - Picture Cards: Food by the Pound - Go Fish Cards
Lesson 4	<ul style="list-style-type: none"> - Pictures of a variety of traditional holiday foods, special occasion foods, and foods common in the U.S. - Red/green/yellow Signal Cards - Paper - Markers

UNIT 7	
Lesson 4 cont.	<ul style="list-style-type: none"> - Index cards - <i>Camera</i> - <i>Paper</i> - <i>Glue or tape</i> - <i>Markers</i>
Lesson 5	<ul style="list-style-type: none"> - Overhead projector - Restaurant menus - Tablecloths/plates/cups - Construction paper - Scissors - Picture Cards: Ordering in a Restaurant - Pictures of two types of drinks/ entrees/desserts - Aprons/pads of paper/chef hats - Play money - Sentence strips - <i>Computer lab</i> - <i>Internet connection</i>
Lesson 6	<ul style="list-style-type: none"> - Tablecloth/plates/napkins/ silverware - Overhead projector - Picture of a restaurant scene - Red/green/yellow Signal Cards - Scenario Cards: Restaurant Troubleshooting - Various food items/condiments/ utensils - <i>Computer lab</i> - <i>Internet connection</i>



MATERIALS LIST

UNIT 8	
Lesson 1	<ul style="list-style-type: none"> - Items and pictures related to holidays including all U.S. federal holidays - Calendar - Chart paper - Markers - <i>Students' personal artifacts</i> - <i>Construction paper</i>
Lesson 2	<ul style="list-style-type: none"> - Sticky notes - Various items/pictures representing city services offered through 2-1-1 (housing/food/healthcare/counseling/employment) - Copies of the local 2-1-1 script - Cell phone/telephone with speakerphone - Scenario Cards: Calling 2-1-1, chart paper - <i>Pictures or items representing situations that need 2-1-1/3-1-1/9-1-1, local 3-1-1 script</i>
Lesson 3	<ul style="list-style-type: none"> - Pictures related to cars/driving/police - Dry erase boards or plain paper - Computer - Projector - PPT Presentation: Getting Pulled Over - Red/green/yellow Signal Cards - Pictures of a driver's license/insurance card/police officer/45 mph speed limit sign/traffic ticket - Copies of driver's licenses and insurance cards - Scenario Cards: A Traffic Stop, traffic tickets (optional) - Ball - <i>Educational resources from the local police department</i>

UNIT 8	
Lesson 4	<ul style="list-style-type: none"> - Picture Cards: Is This An Emergency? - Tape - Computer - Projector - PPT Presentation: Local Emergency Services - Internet connection - Speakers - Toy cell phones - Local 9-1-1 script (optional) - Pictures of police/fire/ambulance - <i>Your car/picture of a car</i> - <i>Car and Truck Survey</i>
Lesson 5	<ul style="list-style-type: none"> - Pictures of a voting booth or ballot box and the current president/governor/mayor - Computer - Projector - PPT Presentation: The U.S. Elects a New President - Red/green/yellow Signal Cards - Conversation Cards: Government and Elections - Newspaper article with corresponding worksheet - Index cards - Ball - <i>Information about local citizenship classes</i> - <i>Computer lab</i> - <i>Internet connection</i>



LESSON SELF-REFLECTION

ENGLISH FORWARD LESSON REFLECTION

After each lesson, use the questions below to help you reflect on your teaching. Self-reflection is an ideal way to better understand who you are as a teacher as well as refine your skills in the classroom.

Lesson Number: _____

1. What was the most successful aspect of the lesson? What was one weakness?
2. If you were to teach the lesson again, what one change would you make?
3. What new knowledge or skills did you gain from teaching this lesson?
4. Were your beliefs about teaching reinforced or changed as a result of teaching this lesson? How so?
5. What new questions about teaching do you have after teaching this lesson? (Think about submitting your questions to the Literacy Forward web portal's monthly *You Ask, We Answer* blog post.)



HI! MY NAME IS...

Lesson Length: 1 hour

Vocabulary & Expressions: Hi, my name is __; I'm __; And yours?; Welcome.

Language/Culture Point: Rhythm; Classroom commands

Objective: Students will be able to introduce themselves and greet new people.

Materials: Photos or items to help introduce yourself to the students, class list, name tags, construction paper, markers

Lesson adaptation by Dr. Heide Wrigley, Literacywork International

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Class list - Name tags	

TEACHING ACTIVITY

1. Review the list of students you have and familiarize yourself with their names and countries. Have name tags ready and fill in yours in large letters, but not CAPS, and wear it.
2. As students enter say, "Welcome." Point to your name tag and say your name. Then, repeat saying, "My name is __, and yours?" If the student looks confused, check your sheet to see where students are from and try a name from the list that could fit. For example, if the student is from Somalia, you might look at him/her and ask, "(Salman)?" Then say, "Welcome, (Salman). Nice to meet you. Welcome."



HI! MY NAME IS...

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Photos/items to help you introduce yourself to your students	- Authentic Materials

TEACHING ACTIVITY

1. Have a few personal items to show students as you talk a little bit about yourself. Ideas include pictures of your family and a favorite item. Choose items your students will recognize, such as pictures of children, a garden, or your car.
2. Briefly show your items as you tell students a little bit about yourself. For example, “Welcome. It’s nice to meet all of you!” While calling roll, ask students to correct your pronunciation, repeat the name of the student, and then say, “Welcome.”
3. Say, “My name is __ [point to name tag]. I’m your teacher [put hand on chest to emphasize].” Continue with, “I have books, papers, and pens.” Write your name on the blackboard and repeat, “Teacher [point to yourself]; my name is __. I am your teacher.”
4. Thank students for coming to class.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Photos/items to help you introduce yourself to your students	- Authentic Materials - Graphic Organizers

TEACHING ACTIVITY

1. Find out what you have in common with students by pointing to your items. For example, say, “I have children. And you? Children -- do you have children? Yes [nod your head], no [shake your head]?” Model with more experienced students. Say, “Ah, yes, (Ana) has children.” Ask (Ana), “One child? Two children, three?” Write numbers 1-5 on the board and circle the number of children the student has and repeat. Ask, “Boy or girl?” and repeat the answer.



HI! MY NAME IS...

2. Draw a grid. Add the student's name to the grid and the number of children. Draw stick figures of boys and girls on the board.
3. Continue with other students in the class by saying, "(Ana) has 2 children, a boy and a girl. And you?" If a student gives you a large number say, "Oh, (Name) has nine children: 4 boys and 5 girls -- nine children." Extend your number line to 10 and add on if necessary.
4. Say the numbers in 3s and have students repeat them with you. Use hand signals to indicate 'listen' (e.g. finger on mouth and hand behind ear) and then 'repeat together.' Repeat 'listen' and 'repeat.'

There is no need to worry about or explain child/children at this level. It will sort itself out in time. For now, stick with "boy" and "girl."

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Construction paper - Markers	

TEACHING ACTIVITY

1. Tell students, "Let's say 'hello' and 'welcome.'"
2. Take out a piece of construction paper. Show students how to fold it into thirds to make a Name Tent.
3. Write your name on the tent in large letters. Say your name: "My name is __." Repeat a couple of times. Borrow the Name Tent of a student and say to him/her, "Your name?" Signal 'please write' and hold up the card for everyone to see. Demonstrate 'please write' for the class. Help students who have trouble by using your list to write the names for them and ask them to repeat their name for you.

Pay attention to how well students can write, or if they can write at all, to get a better idea of their literacy level. Can they write fluidly or is it awkward and slow?

4. Walk up to another student and say, "Hi! My name is __. And yours?" When the student responds, say, "Welcome, (Name). Nice to meet you!" If possible, model first with students who speak a bit of English.



HI! MY NAME IS...

Be prepared for literacy-level students to copy you and say “Your name is...” instead of “My name is...” You can use hand puppets to model ‘my’ and ‘your’ if necessary.

In a multi-level class, vary the expressions you use, such as substituting “What’s yours?” for “And yours?”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tents	

TEACHING ACTIVITY

1. Have the two students you practiced with now introduce themselves to each other using “My name is __. And yours?...Welcome.”
2. Ask students to stand up [use hand signals]. Now, walk around the class and greet individual students. Ask two students to come in front of the class and model the interaction. If they are not sure, model with one of them and have the two students repeat.
3. Divide the class in two groups, A and B. Have each group repeat after you, group A responding to the A parts and group B responding to the B parts:
A: Hello.
B: Hello.
A: My name is __. [Each student should say his/her name.]
B: Welcome. [“Nice to meet you” if higher level]

Repeat a few times, making sure that each group has a chance to practice both roles.

4. Ask students to stand up and talk with each other saying, “Hello, my name is __. And yours?...Welcome.” You may need to continue to support some students by modeling the interaction again for specific pairs.



HI! MY NAME IS...

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Name Tents	- Question Asking and Answering

TEACHING ACTIVITY

1. Ask students to stand up and walk around meeting other students.

Let students play with the language and don't intervene if they mess up a bit. The point is for students to have fun interacting with each other and to connect with classmates.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- TPR

TEACHING ACTIVITY

1. Highlight the rhythm of language and greetings in English. Ask students to repeat "Hello, my name is __," first as a group and then individually. Go around the room and have students say their names fairly quickly. After each person's turn, have the class respond with "Welcome. Nice to meet you." End this segment by saying "Welcome everyone. Nice to meet you."

In a multi-level class, talk more quickly as you approach more proficient students. Also, substitute "Nice to meet you" for "Welcome."

2. Additionally, take time to signal, repeat, and model the commands you'll use repeatedly in class, such as:
 - Please listen.
 - Repeat.
 - Please stand up.
 - Please turn around [whirl in a circle!].
 - Please sit back down.

Use hand signals combined with language to start. Then, repeat with only language while students respond with movement.



HI! MY NAME IS...

To help lower-level students, create pictures with captions representing each command. Laminate the pictures and use them repeatedly throughout the semester/year.

3. End by asking several students to come up in front. As they do, greet each person individually and say, "Hello, ___" and "Welcome."

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Round Robin

TEACHING ACTIVITY

1. Have students form a circle. Start by introducing yourself to the student on your left with "Hi, my name is __. And yours?" Continue the introductions by proceeding around the circle, each student introducing himself/herself to the person on the left. Make a note of the students who still have difficulties and provide them with some extra practice next class.
2. Bring the class back together and say, "This is the end [point to the clock]. Thank you very much. Goodbye. See you (tomorrow)." Shake hands with students as they leave and thank them by name.



GETTING TO KNOW YOU

Lesson Length: 45 minutes

Vocabulary & Expressions: Names of hobbies/activities; I like; (Maria) likes __.

Language/Culture Point: Third person singular present tense, as in “Maria likes__.”

Objective: Students will get to know their classmates by talking about things they like.

Materials: Props to demonstrate yours and your students’ hobbies (e.g. sports, entertainment, books, popular magazines, kitchen utensils and tools, cell phone, musical instruments, radio, walking shoes, sewing materials, etc.), red/green/yellow Signal Cards, Name Tents from Lesson 1.1, markers, index cards

Lesson adaptation by Dr. Heide Wrigley, Literacywork International

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Props to demonstrate different hobbies (e.g. a wooden spoon for cooking, a basketball, a DVD, etc.)	- Authentic Materials

TEACHING ACTIVITY

1. Say, “Good morning.” Ask students to repeat. Quickly move around the class and greet students by name saying, “Good morning, (Jose),” and encouraging them to greet you in return.

In a multi-level class, also introduce “Hello, how are you?” to higher-level students. Introduce common replies, such as, “I’m okay” and “I’m great.”

2. Display your props. Say, “My name is __and I like to __.” Use your props and dramatize by acting out your likes.



GETTING TO KNOW YOU

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Props to demonstrate different hobbies (e.g. a wooden spoon for cooking, a basketball, a DVD, etc.)	- Authentic Materials - Graphic Organizers

TEACHING ACTIVITY

1. Show several props again that might resonate with students, such as a cooking spoon or soccer ball. Draw a heart on the board to symbolize liking something, use a prop and say, “I like __.” Choose a more proficient student and ask, “(Maria), I like __, and you? Do you like __? Yes [shake head yes] or no [shake head no]. Repeat the student’s answer by saying, “Yes, (Maria) likes __,” or “No, (Maria) doesn’t like __.”
2. Draw a grid. List the students’ names down the left side and label the top with the names of a variety of hobbies.

In a multi-level class, encourage students to elaborate by saying “Tell me more” or by asking a follow up question.

3. Involve the class as a whole. Stand behind your props and say, “Raise your hand if you like __.” Fill in the chart by writing ‘Yes’ or ‘No’ in the hobby column next to the students’ names. If students don’t understand, review “(Maria) likes __ and (Jose) likes __,” and prompt individual student to raise their hands.
4. Do a quick numbers review. Write numbers 1-10 on the board and repeat the number of students who like something, counting the names on the grid as you go.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Explain Signal Cards and introduce the colors: red = no; green = yes; yellow = maybe/ I don’t know/I’m not sure [shrug your shoulders].



GETTING TO KNOW YOU

2. Model by holding up one card and saying the meaning. Hand out one card of each color to each student. Practice with the class by using one student as an example, such as “(Maria) likes __, yes or no?”

In a multi-level class, also say “True” when you say “Yes,” and “False” when you say “No.” For example, “Yes, that’s true. (Maria) likes __,” and “No, (Jose) doesn’t like __. That’s false.”

3. If some of the students are having trouble, say, “(Maria) do you like __?” Raise your green card and repeat “Yes, (Maria) likes __.” Ask the class to repeat “Yes, (Maria) likes __,” and to hold up their green cards.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tent from Lesson 1.1 - Markers	

TEACHING ACTIVITY

1. Refer back to the Name Tent you made in Lesson 1.1. If you have not done this lesson, briefly go over the instructions with the class for how to make Name Tents.
2. Draw 3 things you like on the back of your Name Tent. While drawing say the words, “I like __. I also like __. I love __.” Show your Name Tent to the students.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tent from Lesson 1.1 - Markers	- Chalk Talk

TEACHING ACTIVITY

1. Have a student come up and tell him/her, “I like to __. And you?” Point to the corresponding drawing on your Name Tent. Have the student draw or act out something he/she likes to do.



GETTING TO KNOW YOU

2. Say, "Aha, I see (Jose) likes to __ and __ and __. Ask the student to repeat "I like __" to the class.
3. Ask two more proficient students to come up and draw or act out 3 things.
4. Model pair interaction by repeating and acting out your likes and then asking one student to list his/hers. Use "I like __. And you?"
5. Ask two students to repeat this interaction with each other. To reduce stress, encourage students to have fun by acting things out.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Name Tent from Lesson 1.1 - Markers	- Question Asking and Answering - Think-Pair-Share

TEACHING ACTIVITY

1. Have students work individually to draw (or write) what they like to do on the back of the Name Tent.
2. Ask students to share their likes with each other, first in pairs and then in small groups, using "I like __, and you?" If students are not clear on what's been drawn, they should act it out. Make yourself available to help students come up with the words in English for things they like.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Highlight the third person 's' in "he/she likes" by asking a student, "What do you like to do?"



GETTING TO KNOW YOU

2. Tell the class, “His/Her name is __, and she likes __.” Ask students to repeat, “This is (Maria). (Maria) likes __.”

Don't dwell on the pronouns or the final 's' for literacy students, they will get it eventually.

3. Ask students questions about their partners: “What does (name) like?” Give students a chance to practice Name + likes + hobby. Help if the students are not sure on the name of the hobby.

In a multi-level class, alternate the first name with “he/she” and stress the third person 's' by saying, “I like and (Maria) likes...” Literacy-level students can be introduced to the pronouns and the conjugation but won't be ready to use the correct form on their own.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Exit Check

TEACHING ACTIVITY

1. Have each student write his/her name on the front of an index card. On the back have students indicate something they like to do either through a word or drawing. Model the task by saying “My name is __, and I like __.”
2. As students exit the room, have each one hand the card to you and say, “My name is __, and I like __.”

Note: Keep these cards and use them for the duration of the class. For example, every time students need to pair up, work in groups, or answer a question, randomly draw names from the stack. Additionally, use the information on the card to make reference to what a student likes throughout the year (e.g. “How was your weekend, (Maria)? Did you (watch TV)?” etc).



WHERE ARE YOU FROM?

Lesson Length: 1.5 hours

Vocabulary & Expressions: Names of countries

Language/Culture Point: My name is __; My country is __; I am from __.

Objective: Students will be able to explain where they are from and ask others to give the name of their home country.

Materials: Overhead projector, map of the U.S., world map, U.S. flag (picture or real), red/green/yellow Signal Cards, large index cards, *flags from students' countries*, computer, projector, speakers, internet connection, "Coming to America" video

Lesson adaptation by Dr. Heide Wrigley, Literacywork International



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Overhead projector - Map of the U.S. - World map 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Show students a map of the U.S. and say, "This is a map of the United States of America - a map of the USA." Write U-S-A on the board and have students repeat. Name the town of the class and then the state, and say, for example, "(Austin) is in (Texas), and (Texas) is in the United States." Point to the location on the map.
2. Point to the world map and list big cities in the countries your students are from (e.g. Mogadishu is in Somalia; Mexico City is in Mexico) and point to the places on the map.

In a multi-level class, add the names of the continents but add no further explanation to keep the class moving.



WHERE ARE YOU FROM?

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the U.S.- U.S. flag- World map	<ul style="list-style-type: none">- Authentic Materials- Graphic Organizers

TEACHING ACTIVITY

1. Introduce names of countries to students. Say, “My country is (USA/America or whatever country you are from).” Repeat “My country is __. I’m from __.” Show a map and flag of the U.S.
2. Then, use your class list to introduce individual students and their countries to the entire class. For example: “This is (Maria). (Maria) is from (Mexico). This is (Adam). (Adam) is from (Somalia).” If two students are from the same country say, “(Maria) and (Jose) are from (Mexico).” Make sure you mention all students.
3. Point to the places on the map where students are from.
4. Create a grid on the board and fill it in with the names of the students and the names of their countries. Point to the countries on the map and mention the continent. If students look confused, back up and mention just the country.
5. Go over the words in the grid with the students asking them to repeat as you say, “(Maria) is from (Mexico).” Do not erase the grid.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Red, green, and yellow Signal Cards	<ul style="list-style-type: none">- Graphic Organizers- Signal Cards- True/False Quiz

TEACHING ACTIVITY

1. Draw students’ attention to the grid and review the use of Signal Cards. Reinforce that a yellow card indicates “I don’t know.”



WHERE ARE YOU FROM?

2. Create a couple of sentences about the students and their countries. Include the name of a student not in the class and a new country to demonstrate the use of the yellow card.
3. Hand out the Signal Cards and continue the activity, presenting sentences and asking students to respond by holding up the correct card.
4. Include plurals such as “(Maria) and (Jose) are from (Mexico).” Give a short explanation if a student asks questions about the structure ‘is/are’ but don’t dwell on it.

In a multi-level class, try a sentence that is half true, such as, “Maria and Adam are from Somalia [Maria is from Mexico]” to see what happens.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- World map	- Authentic Materials

TEACHING ACTIVITY

1. Let students know the class will now practice conversation. As a prompt, hold up a sign that indicates two students talking to each other.
2. Ask a more proficient student to come up to the class to practice a short conversation with you. Greet the student and repeat the information from lesson 1.1: “Hello, my name is __. What is your name?...Nice to meet you.”
3. Then, practice talking about the student’s country. Say something like, “My country is the USA. What is your country?” If the student does not respond, refer to the grid and ask the class how the student should respond. When the student answers say, “Ah, you are from (Mexico)” [point to the map], and “Welcome/Nice to meet you .”

In a multi-level class, ask higher-level students to show you their country on the world map.



WHERE ARE YOU FROM?

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- World map	- Authentic Materials

TEACHING ACTIVITY

1. Ask one more student to come up and have the two students model the conversation you just demonstrated.

Remember, the focus here is not correct grammar. More important is to help the students correctly pronounce their countries.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- World map	- Authentic Materials - Question Asking and Answering

TEACHING ACTIVITY

1. Ask students to get up and talk to another student.
2. Then, ask students to talk to at least 3 more people. Ask students to repeat the dialogue they heard and say something like:

“Hello, my name is __. My country is __. And yours? What is your country?”

If a significant number of students in the class are from the same country, have them ask about the city.

If lower-level students seem confused, take them by the hand and move them around from person to person.

3. Bring the class back together and ask students to report back by introducing one person. For example:

Student: This is Adam.

Teacher: What is Adam’s country?



WHERE ARE YOU FROM?

Student: Somalia.

Teacher [Pointing to the grid and/or map]: That's right. Adam is from Somalia.

Write the sentence on the board.

- Repeat with two more students.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
15 minutes	- Large index cards	

TEACHING ACTIVITY

- Write the patten on the board:

My name is __.

My country is __.

I'm from __.

- Ask students to fill in the information about themselves orally.
- Give each student an index card, and have students copy the phrases and add their own information.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Exit Check


TEACHING ACTIVITY

- Move around the room and ask, "What's your name? What is your country?" When necessary, speak slowly and repeat the question, emphasizing the name and country. Alternate between asking, "What is your country?" and "Where are you from?" If a student is stuck, point to the information on his/her card and read it together.
- Ask students to take their cards home and practice saying the information aloud.
- As students leave the class, say goodbye and ask about their country.

WHERE ARE YOU FROM?



EXTENSION ACTIVITIES: FLAGS/LANGUAGES/COMING TO AMERICA

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Flags from students' countries - U.S. flag - Computer and Projector - Speakers - Internet connection  - "Coming to America" video 	<ul style="list-style-type: none"> - Authentic Materials - Using Videos

TEACHING ACTIVITY #1

Ask students to draw or bring in the flag of their country. Teach students the colors that appear in the flags, and for higher-level students, teach shapes and images on the flag. Start with the U.S. flag and then branch out to students' flags.

TEACHING ACTIVITY #2

Ask students to name the languages that they speak (not just the language of their country). Ask students to teach you some words in their language (e.g. "hello," "thank you," "good-bye") and practice it with them, asking students to correct you.

TEACHING ACTIVITY #3

1. After students can handle talking about their own name, country, and language, introduce the video "Coming to America," showing it first with the sound off. Ask students, "What do you see?" to find out what they were able to catch and what they can name even if it's just colors and shapes.

 <http://www.literacyforward.org>

2. If students are ready, play it again with sound. Encourage students to just enjoy and listen to the sound of the languages and to not worry about understanding everything.



HI! MY NAME IS...

Lesson Length: 1 hour

Vocabulary & Expressions: Hi, my name is __; I'm __; And yours?; Nice to meet you.

Language/Culture Point: Rhythm; Classroom commands

Objective: Students will be able to introduce themselves and greet new people.

Materials: Photos or items to help introduce yourself to the students, construction paper, markers, timer

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Welcome students to class by greeting each one as he/she enters. Say, "My name is __. What's your name?" When the student responds, say, "Welcome, __. Nice to meet you." Model how to smile, shake hands, and look people in the eye.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Photos/items to help you introduce yourself to your students	- Authentic Materials

TEACHING ACTIVITY

1. Have a few personal items to show students as you talk a little bit about yourself. Ideas include pictures of your family and friends, something to represent what you do at work, something to represent your favorite hobby, or another favorite item.
2. Briefly show your items as you tell students a little bit about yourself. For example, "It's nice to meet all of you! I am going to be your teacher. My name is __."
3. Thank students for coming to class.



HI! MY NAME IS...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Photos/items to help you introduce yourself to your students	- Authentic Materials

TEACHING ACTIVITY

1. Find out what you have in common with students. For example, if you have a family photo with your children, point to them and ask, “Do any of you have children?” Similarly, if you have pets, point to a picture and ask, “Who else has a pet?” Act naturally as you make a bit of small talk. The goal is to help students feel like they know who their teacher is and get comfortable in the classroom.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Construction paper - Markers	

TEACHING ACTIVITY

1. Tell students, “Let’s introduce ourselves to each other! Today we will learn each other’s names.” Take out a piece of construction paper. Show students how to fold it into thirds to make a name tent.
2. Write your name on the tent in large letters, saying each letter aloud. For example, “My name is Karen. K-A-R-E-N.”
3. Walk up to a student and say, “Hi! My name is __. And yours?” When the student responds, say, “Nice to meet you!” Model this with another student. Vary the expressions you use, such as substituting “What’s yours?” and “What’s your name?” for “And yours?”



HI! MY NAME IS...

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tents	

TEACHING ACTIVITY

1. Have the two students you practiced with now introduce themselves to each other using “My name is __. And yours? Nice to meet you!”

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Name Tents	- Question Asking and Answering

TEACHING ACTIVITY

1. Ask students to stand up, walk around, and meet other students.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- TPR

TEACHING ACTIVITY

1. Highlight the rhythm of greetings in English by telling students, “Every time we meet someone in English, we say (with rhythm):
Hello! My name is __.
My name is __.
Nice to meet you!
Nice to meet you.”



HI! MY NAME IS...

2. Additionally, take time to highlight and model the commands you'll use repeatedly in class, such as:

Please listen.

Time to talk.

Please come up to the front.

Please pick up your paper/notebook/pen.

Practice making different requests until students know how to respond.

Alternative: For lower-level students you can create pictures representing each command. Laminate the pictures and use them repeatedly throughout the semester/year.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Timer	- Round Robin

TEACHING ACTIVITY

1. Have students form a circle. Start by introducing yourself to the student on your left with "Hi, I'm __. And you?" Continue the introductions by proceeding around the circle, each student introducing himself/herself to the person on the left.
2. For an added challenge, time each round to see how fast students can complete the circle.
3. For more advanced students, consider having the students introduce the person on their right to the person on their left.



GETTING TO KNOW YOU

Lesson Length: 45 minutes

Vocabulary & Expressions: Names of hobbies/activities; I like __; He/She likes __.

Language/Culture Point: Third person singular present tense, as in “He/She likes__.”

Objective: Students will get to know their classmates by talking about things they like.

Materials: Props to demonstrate hobbies, red/green/yellow Signal Cards, Name Tents from Lesson 1.1, markers, index cards

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Props to demonstrate different hobbies (e.g. a wooden spoon for cooking, a basketball, a DVD, etc.)	- Authentic Materials

TEACHING ACTIVITY

1. Use props to demonstrate what different people like to do. Say, “Some people like to (cook, play sports, watch movies, travel).” Show each prop as you say each hobby and act it out.
2. Show each prop again, say the name of the activity and ask student to raise their hands if they like that activity.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Props to demonstrate different hobbies (e.g. a wooden spoon for cooking, a basketball, a DVD, etc.)	- Authentic Materials

TEACHING ACTIVITY

1. Introduce the concept of “like.”



GETTING TO KNOW YOU

2. Act out things you like to do by saying: “My name is __ and I like to __.” Follow up each like by illustrating it on the board.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Make true and false statements about the things you like to do and have students use their Signal Cards to indicate True/False/I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tent from Lesson 1.1 - Markers	

TEACHING ACTIVITY

1. Refer back to the Name Tent you made in Lesson 1.1. If you have not done this lesson, briefly go over the instructions with the class for how to make Name Tents.
2. Model the task by drawing three things you like to do on the back of your name tent.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tent from Lesson 1.1 - Markers	



GETTING TO KNOW YOU

TEACHING ACTIVITY

1. Have a student come up and tell him/her, "I like to __. What do you like to do?" Point to the corresponding drawing on your Name Tent. Have the student draw or act out something he/she likes to do and say it to the class.
2. Practice with a few other students until they can say, "I like to __. And you?"

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Name Tent from Lesson 1.1 - Markers	- Question Asking and Answering - Think-Pair-Share

TEACHING ACTIVITY

1. Have students work individually to draw or write what they like to do on the back of the Name Tent.
2. Students should share their likes with each other, first in pairs and then in small groups, using "I like __, and you?"

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Highlight the third person 's' in "he/she likes**s**" by asking a student, "What do you like to do?"
2. Tell the class, "His/Her name is __, and she likes**s** __."
3. Ask students questions about their partners "What does she/he like?" giving students a chance to practice "He/She likes**s** __."



GETTING TO KNOW YOU

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Exit Check

TEACHING ACTIVITY

1. Have each student write his/her name on the front of an index card. On the back have students indicate something they like to do either through a word or drawing.
2. As students exit the room, have each one hand the card to you and say, "My name is __, and I like __."

Note: Keep these cards and use them for the duration of the class. For example, every time students need to pair up, work in groups, or answer a question, randomly draw names from the stack.

WHERE ARE YOU FROM?

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Names of countries, nationalities, and languages; I am from __; He/She is from __; He/She speaks __.

Language/Culture Point: Country vs. nationality vs. language; Wh- question word 'What'

Objective: Students will be able to ask and respond to the questions "Where are you from?" and "Where is __ from?"

Materials: Overhead projector, world map, computer, projector, speakers, internet connection, "Coming to America" video, red/green/yellow Signal Cards, markers, sticky notes, index cards



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE


Time Frame	Materials	Teaching Strategies
5-10 minutes	- Overhead projector - World map	- Authentic Materials

TEACHING ACTIVITY

1. Grab your students' attention by showing a world map, either projecting one or hanging one up.
2. Point to the place you are from on the map. Say "I am from __. My country is __."
3. Ask a student, "What is your country? Where are you from?"
4. Respond by saying, "__'s country is __. Who else is from __?"
5. Repeat the process until you know how many different countries of origin the students have. Tell everyone, "We are from (#) different countries."
6. Start to make a numbered list and ask the students to help you list all of the countries of origin represented in the class.

WHERE ARE YOU FROM?

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Speakers - Internet connection  - “Coming to America” video 	<ul style="list-style-type: none"> - Using Videos - Alternative: Chalk Talk


TEACHING ACTIVITY

1. Tell students you are going to watch a story about people coming to America.
2. Play Part 1 of the “Coming to America” Video Series found online on the Literacy Forward web portal:

 <http://www.literacyforward.org>

3. If you are unable to show the video, use Chalk Talk to tell a story about people’s experiences coming to America instead.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Speakers - Internet connection  - “Coming to America” video - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Using Videos - True/False Quiz - Signal Cards

TEACHING ACTIVITY

1. Discuss the video with the students by asking them questions about what they remember and how they relate to the video.
2. Do a true/false activity using Signal Cards. Make true or false statements about the “Coming to America” video and have students use Signal Cards to indicate True/False/ I don’t know.

WHERE ARE YOU FROM?

3. Watch the video one more time to allow students to check their responses.

 <http://www.literacyforward.org>

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5-10 minutes	- World map - Markers or Sticky Notes	- Authentic Materials

TEACHING ACTIVITY

1. Call students' attention back to the world map. Tell the class, "Today we are going to talk about where we are from. We will learn about each other's countries."
2. Say, "I am from __." Point to the place where you are from on the map and write your name there, or mark the spot with a sticky note. Tell students your nationality and the language(s) you speak. For example, "I am from the United States. I am American. I speak English and Spanish."
3. Ask a student, "Where are you from?" Repeat the answer and model how to say the nationality. For example, "Carlos is from Bolivia; he's Bolivian! Who can find Bolivia on the map?"
4. Go through the whole class, writing each student's name next to the appropriate country.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- World map	- Authentic Materials

TEACHING ACTIVITY

1. Write a sample dialogue for the students to follow. For example:
 A: Where are you from?
 B: I am from __.
 My hometown is __.
 I speak __.
 Review how to answer the question in the dialogue.



WHERE ARE YOU FROM?

2. Ask for a student volunteer to come up to the class and model the sample dialogue with you. Practice with a few students in front of the class.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- World map	- Authentic Materials - Question Asking and Answering

TEACHING ACTIVITY

1. Have students stand up and find a partner.
2. Ask each pair to take turns asking and answering the question, “Where are you from?” using the sample dialogue on the board.
3. When they have both gotten a chance to ask and answer the question, have students find a new partner and practice again. Walk around the room as students are practicing to make sure that everyone understands the activity.
4. When time is up, ask students to stay where they are (with their current partner).
5. Go around the room and ask each student about his/her partner by asking, “Where is __ from?”
6. Draw students’ attention back to the map. Make a few observations about it and comment on places people are from. Invite students to share as much as they can about the country. Ask students questions, and strive for a genuine dialogue!

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
15 minutes	- World map	- Authentic Materials - Graphic Organizers - Question Asking and Answering



WHERE ARE YOU FROM?

TEACHING ACTIVITY

1. Introduce the Wh- question word 'what' to the students using the phrases: "What country is (name) from?"; "What nationality are people from (country)?"; "What language do people speak in (country)?"
2. Create a chart on the board with 3 columns: country, nationality, language.
3. Ask a student, "What country are you from?" Point to the country on the map and write the country name on the chart. Fill in the chart with each student's information. As you fill in the chart, give students examples and guide them in talking about nationality. For example, "People from Russia are called Russian. What are people from Iran called?"
4. Have students get in pairs and practice asking each other questions about students in the class using the information in the chart as a guide. For example, a student may ask, "What country is __ from?" "What is his/her nationality?" "What language does __ speak?" Allow the students to practice and converse for a few minutes.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Conversation Cards

TEACHING ACTIVITY

1. Have students write their names on index cards and then hand in the cards to you.
2. Grab a card and show the name on it to the students. Say, "My card says __." Walk over to that student and ask, "Where are you from?" When the student answers, write their country name on the back of the card.
3. Shuffle the cards and pass them back out. Tell the students to find the person whose name is on their card and to ask the person where he/she is from. Students should write "(Name) is from (country)" on the back of the card.
4. As students leave the room ask, "Whose name is on your card?". Ask, "Where is __ from? What language do they speak in __?" Repeat until each student has shared. For more advanced students, switch up the question format to include Yes/No questions, such as, "Is he/she (nationality)?" or "Does he/she speak (language)?"
5. Go around the room and ask each student about his/her partner by asking, "Where is __ from?"




WHERE ARE YOU FROM?

6. Draw students' attention back to the map. Make a few observations about it and comment on places people are from. Invite students to share as much as they can about the country. Ask students questions, and strive for a genuine dialogue!

WHERE ARE YOU FROM?



EXTENSION ACTIVITY: OUR CLASS STORY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Copies of Language Experience Approach story about your class - Computer and Projector - Speakers - Internet connection  - “Coming to America” video 	<ul style="list-style-type: none"> - Language Experience Approach - Using Videos

TEACHING ACTIVITY

Do a class story using the Language Experience Approach:

1. Have students tell you about where they are from, which students are from the same country, what languages people speak in your class, etc. As students supply information, write it out exactly as they say it.
2. Review the story with students and ask questions about it.
3. Before your next class, type up the story and bring a printed copy for each student. An alternative would be to have students copy the story down on paper.
4. Read the story of your class together; then, watch the “Coming to America” video again.



<http://www.literacyforward.org>

5. Compare the two. Consider watching the video with the sound off while you discuss it. Have an extended discussion about what it’s like to come to the United States and motivations for learning English.

HOW DO YOU FEEL?

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Common feelings; I feel __; I'm (feeling) because (reason); common ways to say "hello" and "goodbye"


Language/Culture Point: Social norms around asking how people are doing

Objective: Students will learn the basics of small talk by being able to ask and respond to the question, "How are you?"

Materials: Picture Cards: Emotions, chart paper, dot stickers, ball, timer, computer/CD player, speakers, Beatles song "Hello, Goodbye"




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Emotions 	- Using Pictures - Brainstorming

TEACHING ACTIVITY

1. Elicit vocabulary from the students by showing the Emotions Picture Cards.
2. On the board, list any vocabulary words that are generated.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Chart paper - Dot stickers - Picture Cards: Emotions 	- Graphic Organizers - Using Pictures - Chalk Talk

HOW DO YOU FEEL?

TEACHING ACTIVITY

1. On separate chart paper, use the Emotions Picture Cards to make a grid with the emotions across the top. Leave room to add students' names going down the first column on the left side.
2. List possible reasons for different feelings next to the face that represents each one: hungry (didn't eat breakfast); happy (saw my best friend yesterday); angry (someone stole my wallet); etc.
3. Say, "I feel good today, but I'm a little tired." Point to the appropriate picture as you say, "I didn't get much sleep. I went to bed late and woke up at 5 in the morning." Draw a Chalk Talk to illustrate your story.
4. Add your name to the left side, and put a sticker under the face that represents how you feel and point to the reason as you repeat, "I feel good today, but I'm tired."
5. Point to the other faces and use pictures or Chalk Talk to explain why you feel different emotions. For example, "I'm hungry today because I didn't eat breakfast."
6. Have students mimic the faces and repeat key pronunciation as you point at the different faces.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Grid with emotive faces for feelings - Dot stickers 	<ul style="list-style-type: none"> - Graphic Organizers - Using Pictures

TEACHING ACTIVITY

1. Have each student come up to the board individually. Say, "Hello. How are you today? Show me how you feel." The student can either point to a face on the grid, act out a feeling, draw a picture, or tell you.
2. Add the student's name to the chart and put a dot sticker next to the corresponding emotion. Ask the class, "How does (name) feel?"

HOW DO YOU FEEL?

3. Ask the student, "Why do you feel __, (name)?" Point to the corresponding reason or add it to the chart if it's not listed. Restate for the class, "(Name) feels (emotion) because he/she (reason)."


STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Emotions 	- Using Pictures

TEACHING ACTIVITY

1. Tell students they are going to have a short conversation with another person about how they're feeling.
2. Write a sample dialogue on the board. For example:
 A: "Hello, (name). How are you today?"
 B: "I'm (emotion) because (reason). How are you?"
 A: "I feel (emotion) today, thanks. See you later."
 B: "Bye."
3. Model the sample dialogue multiple times using the Picture Cards to illustrate the different emotions. Highlight different aspects of the conversation, such as different ways to end a conversation and substituting "How about you?" for "How are you?" when asking someone how he's/she's doing in return.

STEP 5: GUIDED PRACTICE


Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Emotions 	- Using Pictures

TEACHING ACTIVITY

1. Have a student come up and practice the dialogue with you. Continue practicing the dialogue with one student at a time until students feel comfortable enough to use different feeling words and offer reasons for those feelings.
2. Model how to use tone of voice and dramatic faces/movements to make it more fun. For example, bare your teeth and clench your fists to say, "I feel ANGRY. How are you?"

HOW DO YOU FEEL?

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Emotions 	- Using Pictures - Question Asking and Answering

TEACHING ACTIVITY

1. Have students work in pairs to practice the dialogue for five minutes. If possible, provide each pair with a set of Picture Cards, allowing students to draw a card from the deck at random.
2. After practicing with their partners, have students get up and walk around the room to practice the dialogue with other students.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Create a chart on the board with two columns: “Hello” and “Feelings.”
2. Ask students, “What are some different ways to say ‘hello’?” Make a list. Words for ‘hello’ include “Hi,” “Hey,” “How are you?” “How’s it going?” etc.
3. Explain that usually when someone asks “How are you?” the other person will give a generic, “I’m fine, thanks” or “Good, thank you” without offering further explanation.
4. Ask students, “What other things can people say?” List the feelings words from earlier in the lesson. Use a student to help you model the dialogue again. This time show an appropriate reaction/response to the feeling, such as a touch on the shoulder if someone’s feeling sad, offering an “I hope you feel better” if someone’s sick, etc.



HOW DO YOU FEEL?

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Ball- Timer	<ul style="list-style-type: none">- Round Robin- Ball Toss- Exit Check

TEACHING ACTIVITY

1. Have students stand in a circle and do a quick Round Robin to see how each student is feeling by having each student converse with the person on his/her left. Model the language you want them to use, such as, "Hello, how are you?" "I'm feeling __ today, and you?"
2. After the first round, start a timer and see how quickly the students can complete each subsequent round.
3. As students file out of the classroom, throw a ball to each one and ask, "How are you today?" After answering, have the student throw the ball back to you to throw to the next student.



HOW DO YOU FEEL?



EXTENSION ACTIVITIES: HELLO! HOW ARE YOU?/THE BEATLES

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none">- Copy of the Beatles song "Hello, Goodbye" (online or CD)- Computer or CD player- Speakers	<ul style="list-style-type: none">- Using Music- Cloze Activity

TEACHING ACTIVITY #1

For the next class, have each student that comes into the room stand by the door and greet the next student to come into the room.

TEACHING ACTIVITY #2

Have students practice by saying hello and goodbye to three different people before the next class.

TEACHING ACTIVITY #3

Do a Cloze Activity with the students using the Beatles song "Hello, Goodbye."

FAMILY

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Words related to family members; Who is this?; This is my/your/his ___.

Language/Culture Point: Possessive pronouns

Objective: Students will be able to recognize and use words related to family members.

Materials: Family photos showing multiple generations, computer, projector, PPT Presentation: Family, red/green/yellow Signal Cards, printed PPT slides/family photographs, tape, blank paper, markers, *students' family photos*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Family photos showing multiple generations	- Authentic Materials - Using Pictures/Chalk Talk - Brainstorming

TEACHING ACTIVITY

1. Show a picture(s) of your family with two or three generations - mother, father, children, and grandparents. If you don't have one available, use Chalk Talk to tell students about your family.
2. Ask students, "What do you see in this picture?" Write vocabulary words on the board. Group words for each generation, and write male and female words in different colors.
3. For any people that students do not identify, ask students "Who is this?" If they can't answer, say, "This is my ___."

FAMILY

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Family - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Authentic Materials - Using Pictures

TEACHING ACTIVITY

- Grab your students' attention by showing a presentation about family. You can put family pictures into a slide presentation or show pictures/photographs.
- Many students at this level will already know basic nouns for family members. In your presentation, *focus on expanding students' family-related vocabulary and emphasize nouns explaining relationships.* For example:
 - This is me, and this is my husband.
 - We have a daughter named Linda. She is our only child.
 - We also have a pet dog named Bingo and a pet cat named Whiskers.
 - This is my dad, my mom, and my sister.
 - My sister has two children, a boy and a girl. My nephew's name is Jason and my niece's name is Kim. My daughter loves to play with her cousins Jason and Kim.
 - This is my husband's mother, my mother-in-law.
 - My mother-in-law does not live with her husband anymore. They are divorced.
 - This is my husband's brother. This is his other brother. They are my brothers-in-law.
- Go back through the presentation a second time, if necessary.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards - Printed slides/photographs 	<ul style="list-style-type: none"> - Signal Cards - Authentic Materials - Using Pictures

FAMILY

TEACHING ACTIVITY

- Using Signal Cards, ask students Yes/No questions about each individual photo or printed slide from the presentation. For example: “Is this my husband? Yes or no?” “My mother-in-law is divorced. Yes or no?”

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Family photos showing multiple generations - Tape 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures

TEACHING ACTIVITY

- Tell students, “Today we’re talking about family relationships.” Tape a picture of yourself in the middle of the board.
- Take the individual pictures of your family members out, and model how to arrange them into a chart. For example, take out the picture of your father and ask students, “Do you remember who this is? This is my father.” Put him above you on the board, and draw a line between the pictures. Write the word “father” next to the line.
- Have the students help you finish arranging all of the family photos.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Paper and Markers 	<ul style="list-style-type: none"> - Chalk Talk

TEACHING ACTIVITY

- Give the students time to draw their own family and label each family member with their name and relationship.
- After the students have drawn their families, ask one to show his/her family to the class. Ask questions, such as, “Who is this? What is your brother’s name?” etc.



FAMILY

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Students' drawings of their families	- Question Asking and Answering

TEACHING ACTIVITY

1. After you have modeled with at least one student, have the students get with a partner.
2. Have students ask questions about each other's family, using "Who is this?" to start. More proficient students should be encouraged to expand and tell names, ages, marital status, etc.
3. Allow ample time for pair practice by having students switch partners multiple times.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Family photos showing multiple generations - Students' drawings of their families	- Authentic Materials

TEACHING ACTIVITY

1. Point back to your own family picture, and tell the students: "This is me, and this is **my** (husband/child/sister)." Write on the board:
This is **my** __.
2. Choose a gender to focus on for possessives. For example, choose a male student in the class and focus on his picture by asking, "Who is this?" Depending on his answer, write:
This is **his** __.
3. Practice with a few more students of the same gender.

Note: Research shows that teaching possessives in chunks (i.e. focusing on 'him' during one lesson and introducing 'her' during a follow up lesson) minimizes confusion and improves comprehension, when compared to teaching 'him' and 'her' at the same time.



FAMILY

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Students' drawings of their families	

TEACHING ACTIVITY

1. Have each student say another student's name and share his/her family drawing with the class. For example, "This is Angelo. This is his wife. This is his son. This is his daughter. This is his mother."
2. Ask students to bring in family photos to share during the next class.

FAMILY



EXTENSION ACTIVITIES: FAMILY PHOTO SHOW-AND-TELL/FAMILY SURVEY

Time Frame	Materials	Teaching Strategies
Varies	- Students' family photos	- Authentic Materials - Using Pictures - Surveys and Interviews

TEACHING ACTIVITY #1

1. Have students bring in family photos for the next class.
2. Have students present their family photos by saying, "This is my ___."
3. When you have a female student present, use it as an opportunity to now highlight the female possessive and write the patterns on the board: "This is Maricela. This is her husband. This is her daughter. This is her pet cat."
4. Have a few more students present their family photos to the class so that you can review vocabulary.
5. Have students get into pairs and study their partner's family photo.
6. Each person should share their partner's family photo.

TEACHING ACTIVITY #2

Do a Survey Activity to see how many people in the class have children, siblings, and pets.

CAN DO LIST

Name: _____ Date: _____

I CAN



Say my first and last name; for example, "My name is Karen Smith"

YES MAYBE NO

Spell my name; for example, "My name is Karen. K-A-R-E-N"

YES MAYBE NO

Ask someone what their name is

YES MAYBE NO



Say where I am from; for example, "I am from Austin, Texas"

YES MAYBE NO

Ask someone where they are from

YES MAYBE NO



Talk about what I like to do; for example, "I like to play basketball"

YES MAYBE NO

Talk about what my friend likes to do; for example, "She likes to watch TV"

YES MAYBE NO

Ask someone what they like to do

YES MAYBE NO



Understand "How are you?" and give an answer

YES MAYBE NO

Ask someone how they are doing

YES MAYBE NO

Understand "How do you feel?" and give an answer

YES MAYBE NO

Ask someone how they feel

YES MAYBE NO



CAN DO LIST

Name: _____ Date: _____

I CAN



Talk about my family; for example, "I have a husband and two children"

YES MAYBE NO

Ask someone about their family; for example, "Do you have children?" or "How many siblings do you have?"

YES MAYBE NO

PERSONAL INFORMATION

Lesson Length: 1 hour

Vocabulary & Expressions: Date of birth, phone number, contact, address; Can you repeat that?; I'm sorry, I didn't understand; I didn't catch that, sorry.

Language/Culture Point: Asking for clarification

Objective: Students will be able to ask for and respond to commonly requested personal information.

Materials: Sample items with personal information, computer, projector, chart paper, dry erase boards/blank paper, Scenario Cards: Personal Information

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Sample items with personal information - Computer and Projector 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. When students come in, have various sample items with personal information on them. You can find images of all of these items online: a driver's license, a utility bill, a piece of mail, a business card, a passport, a pay stub.
2. Project each item and see what personal information students can identify, such as name, address, phone number, date of birth, etc.

PERSONAL INFORMATION

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Chart paper - Personal Information Form on chart paper	- Think Aloud

TEACHING ACTIVITY

1. Before class, prepare a piece of chart paper to look like a form asking for the following personal information:

Name: _____
First
Middle
Last

DOB: _____

Phone: _____

Address: _____
Street
City
State
Zip Code

2. Orient students to the form using Think Aloud. Connect information that is new to the students (e.g. DOB) to prior knowledge (e.g. DOB means “birthday.”).
3. Complete the form using your own information.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal Information Form on chart paper - Dry erase boards or Paper	

TEACHING ACTIVITY

1. Continue to display the Personal Information Form with your answers. Give each student a dry erase board, or have them use pieces of paper to write their responses.

PERSONAL INFORMATION

2. Rapidly ask questions about the personal information listed. Vary how you ask the questions, such as switching between ‘what is’ and ‘what’s’:

What’s my last name?
 What is my birthday?
 What’s my zip code?
 Where do I live?
 What is my address?
 What is my date of birth?
 What’s my phone number?
 What’s a good number to contact me?

Students should write their response on the dry erase board or a piece of paper and show you.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: Personal Information	- Scenario Cards - Brainstorming - Role Play

TEACHING ACTIVITY

1. Create role play scenario cards that depict situations in which a person might be asked to give personal information. Possible scenarios include:
 - You’re a store clerk. You want to get customer zip codes so you know where to build a new store.
 - You make a new friend at a party. You want to know your new friend’s name and phone number.
 - You want to send a birthday card to your friend. You need to know his/her birthday and address.
 - You’re a store clerk. You want to know the customer’s address so you can mail advertisements.
 - You work at a hotel. You need to know the customer’s name and phone number so that you can reserve a room.
 - You are a receptionist at a doctor’s office. You want to know a new patient’s name, date of birth, and phone number to reserve an appointment.
2. Tell students that sometimes people will ask for personal information. For example, if you meet a new friend, you may want to get his/her phone number. Ask students for ideas of other times when people might ask for their name, phone number, or address.

PERSONAL INFORMATION

3. Ask students, “Do you give your phone number to everyone who asks for it?”
4. Tell students that if you don’t want to share your phone number, you can always say, “I’d rather not give you my phone number, thanks.”
5. Tell students you are going to practice asking for and giving information in different scenarios. Read one of the Personal Information Scenario Cards aloud. Clarify vocabulary, if necessary.
6. Ask a student to volunteer to Role Play with you. Act out the card, asking the student for personal information.
7. Be sure to introduce phrases related to clarifying, such as, “How do you spell that?” or “What was that?”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: Personal Information	- Scenario Cards - Role Play - Question Asking and Answering

TEACHING ACTIVITY

1. Ask for another student to volunteer to read a card aloud. Again, clarify key vocabulary.
2. Have two students volunteer to Role Play the situation on the card for the class.
3. If the student in the Role Play agrees to share personal information, have them do it a second time but this time politely decline to share their name/address/phone number, or vice-versa.

PERSONAL INFORMATION

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Scenario Cards: Personal Information	- Scenario Cards - Role Play - Question Asking and Answering

TEACHING ACTIVITY

1. Have the students practice the Role Play in pairs. Partner A draws a Scenario Card, reads the card aloud, and then asks Partner B for the required personal information. Partner B should decide whether to share the information or not, and then respond appropriately.
2. Give students time to practice and take turns with multiple scenarios.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: Personal Information	- Scenario Cards - Role Play

TEACHING ACTIVITY

1. Highlight survival English phrases that can help when clarification is needed. For example:
 - I'm sorry, I didn't understand.
 - Could you repeat that please?
 - How do you spell that?
 - What was that again?
 - I didn't catch that, sorry.
2. Give examples of when you might use the different phrases, asking students for their personal information.
3. Practice a scenario with a student but this time mumble your answers or speak very quickly so that the student has to ask for clarification.



PERSONAL INFORMATION

4. Practice a few times until students are comfortable with the new phrases.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes		- Exit Check

TEACHING ACTIVITY

1. As each student leaves the room, ask him/her a personal information question. Occasionally, quiz a student with “Could you repeat that please?” and “How do you spell that?”

MONEY

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Common words related to money and denominations; How much __?; The (item) costs __.

Language/Culture Point: Colloquialisms for stating prices

Objective: Students will become familiar with American money and will be able to count money, make change, and talk about prices.

Materials: Play money, pictures of TVs sold at local stores, picture of items to “buy” both with prices and without, red/green/yellow Signal Cards, dry erase boards/plain paper, fly swatters or similar instrument



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Play money	- Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Have bags of plastic coins and paper money on the tables for each student.
2. As a class, brainstorm different vocabulary about money, such as the names of coins/bills, cash, pay, change, etc. List key vocabulary on the board.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of TVs sold at local stores - Play money	- Authentic Materials - Using Pictures - Think Aloud

TEACHING ACTIVITY

1. Explain that you are going to tell students a story about going shopping for a new television.

MONEY

2. Have a few students volunteer to represent different stores in your area (e.g. Sears, Best Buy, Walmart). From the companies' websites, print pictures of TVs sold at the stores and their corresponding prices.
3. Do a Think Aloud as you narrate the process of visiting different stores, comparing prices, and dealing with confusing American money. Each time you consider an item, count out the money you need to buy it.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Pictures of items to "buy" (no prices shown) - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Using Pictures - Signal Cards

TEACHING ACTIVITY

1. Have pictures of various items to buy, such as a television, a bicycle, a used car, a cake, a guitar, etc.
2. Hold up each picture and verbally state its price.
3. Write a price on the board, hold up a picture, and ask students to indicate with Signal Cards whether or not the price matches the picture. Repeat with the remaining pictures.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Pictures of items to "buy" (with prices shown) - Play money 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Think Aloud

TEACHING ACTIVITY

1. Tell students, "Today we're talking about buying and selling things using American money."

MONEY

2. Briefly talk about the difference between buying things in a store vs. at a garage sale. For example, in a store the prices are usually set so you can't bargain; if you're buying used items at a garage sale, you can bargain to get a lower price. Write out sample dialogues for buying things, such as:
 - A: How much is that television?
 - B: It costs \$195.
 - A: Okay. Here's \$200.
 - B: Let me get your change.
 - A: Thank you.

3. Choose a picture of an item you want to "buy." Do a Think Aloud as you take out different bills, finally settling on the bill that will cover the item's price (e.g., a \$50 bill to purchase a pair of sneakers that cost \$42).

4. Tell students, "The sneakers cost \$42. I paid \$50. How much money do I get back?" Model how to find the correct amount of change.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Pictures of items to "buy" (with prices shown) - Play money 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Role Play - Question Asking and Answering

TEACHING ACTIVITY

1. Have a student volunteer to come up and buy something. Role Play telling the student the price and counting out the change.

2. Switch roles with the student and repeat the same Role Play, practicing asking about an item's price, paying, and getting back change.

3. Ask for another student volunteer to join the first student in modeling the Role Play. Have each student practice the role of clerk and customer.

MONEY

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Pictures of items to “buy” (with prices shown) - Play money 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Role Play - Question Asking and Answering

TEACHING ACTIVITY

1. Have students get into pairs. Give each pair a bag of play money and a set of pictures.
2. Partners should take turns playing the clerk and the customer, focusing on asking about an item’s price, paying, and counting change.
3. Allow students ample time to take turns and practice.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Dry erase boards/plain paper 	<ul style="list-style-type: none"> - Dictation

TEACHING ACTIVITY

1. Write a number on the board (e.g. 1,500). Show the different ways to break down a number into a price. In the example of \$1,500, it can either be one thousand five hundred dollars, or fifteen hundred dollars.
2. Continue to write various numbers and break them down into parts. Be sure to include the colloquial “buck” as one of your examples, as in “ten bucks.”
3. Say the name of a number aloud, and have students write it down on a dry erase board or blank piece of paper and show you what it looks like.



MONEY

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Fly swatter, rolled up magazine/ newspaper, etc.	- Fly Swatter

TEACHING ACTIVITY

1. Write a variety of numbers in random order all over the board.
2. Divide students into two teams and give each one a fly swatter or fly swatter-like instrument.
3. Choose one person from each team to stand about 10 feet away from the board while holding his/her team's fly swatter.
4. Call out a number on the board, and have the two students race to the board to be the first one to hit the correct number with the fly swatter. Continue until each student has had a turn. Be sure to vary how you say the numbers, as demonstrated in Step 7.

MONEY



EXTENSION ACTIVITY: INCORRECT CHANGE

Time Frame	Materials	Teaching Strategies
20 minutes	<ul style="list-style-type: none"> - Pictures of items to “buy” (with prices shown) - Play money 	<ul style="list-style-type: none"> - Authentic Materials - Role Play

TEACHING ACTIVITY

- Set up a Role Play in which a cashier gives incorrect change to a customer. For example: A customer pays \$20 cash for an item that costs \$8. Instead of getting \$12 back, the customer only gets \$2. A sample dialogue could be:
 - Customer: Excuse me, I was supposed to get \$12 back. I gave you a \$20.
 - Cashier: How much do you have?
 - Customer: \$2
 - Cashier: I’m sorry, here you go.
- Model the dialogue for the class and then pair up students to practice together. Use the pictures of items with prices as prompts.

TIME

Lesson Length: 1 hour

Vocabulary & Expressions: Words related to telling time; What time is it? What are you usually doing at __?

Language/Culture Point: Expressions for periods of time (“Good afternoon”); colloquialisms for telling time (“a quarter to/past”)

Objective: Students will become familiar with cultural norms/expectations related to time and be able to talk about what they do at a certain time of day.

Materials: A clock with moveable hands, pictures/items representing what you have to do in a day, red/green/yellow Signal Cards, Match Up Cards: Time, index cards

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- A clock with moveable hands	- Authentic Materials

TEACHING ACTIVITY

1. Ask students to look at a big clock. Read the numbers on the clock together.
2. Ask students, “What time does class start?” Move the hands on the clock to show the appropriate time.
3. Continue asking other questions. For each question, hand the clock to a student and let them move the hands to the appropriate time.
 - What time does class end?
 - What time is it now?
 - What time do you go to work?
 - What time do you get out of work?
 - What time do your kids go to school?
4. Follow up each question with a verbal response, such as, “That’s right! Class starts at 7 o’clock,” or “I see, you go to work at 9 o’clock”.

TIME

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures and items representing things you need to do/places you need to go (e.g. a grocery bag to represent grocery shopping, a check for going to the bank, a towel for washing your car, etc.)	- Authentic Materials - Using Pictures - Chalk Talk

TEACHING ACTIVITY

1. Use a combination of realia, pictures, and Chalk Talk to tell students about all the things you have to do in a day. For example:

I don't have enough time for all of the things I want to do. I have a busy day planned!

I need to make breakfast, get dressed, and make sure my daughter is ready for school.

She has to be at school by 8am.

My sister is out of town. I promised I would water her plants while she's gone and feed her cats.

It takes half an hour to drive to my sister's house, then another half-hour to drive back.

I probably won't get back from my sister's house until 10:30!

I also need to go grocery shopping and pay the electric bill.

Grocery shopping usually takes me an hour to do.

I have plans to meet my friends for lunch at noon.

Oh, and I can't be late to my job interview at 3pm!

I won't get out early enough to pick up my daughter from school at 3:30pm, so my friend will have to pick her up and babysit until I'm free at 5.

I hope I won't be running late!

2. Run through your day at least twice, more if necessary.

TIME

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

1. Talk about time and the clock governing our lives. Discuss the story: what things did you have to do? When was it most important to be on time?, etc.
2. How late is too late? Have students take out their Signal Cards. Green represents “not too late,” red represents “too late,” and yellow “not sure.”
3. Give students different scenarios, both from your presentation and new situations, and ask, “Am I too late? Not too late?” For example:
 - Five minutes late to a birthday party
 - Twenty minutes late to your friends’ surprise party
 - Five minutes late to a job interview
 - Two minutes late to lunch
 - One hour late to lunch
 - One hour late to work
 - Five minutes late to work
4. Use this as an opportunity to discuss cultural norms and expectations related to time.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Match Up Cards: Time - Alternative: Index cards	- Match Up Cards

TEACHING ACTIVITY

1. Talk to students about how the clock rules our lives and how most of us have routines where we do things at a usual time. Today’s lesson is about talking about time and when to do things.

TIME

2. Create a set of Time Match Up Cards, with Set A showing the time on a digital clock and Set B showing time on an analog clock. Alternatively, students could create their own sets of cards in class using index cards.
3. Write the question on the board, “What time is it?”
4. Give the Set B cards to a student, draw a card from Set A, show your card to the student and ask him/her, “What time is it?” Help the student find the corresponding B card.
5. Ask the student a follow up question related to the time on the card. For example, “That’s right, 10:00! What are you usually doing at 10?”
6. Switch roles with the student and demonstrate the dialogue a second time.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Match Up Cards: Time	- Match Up Cards - Question Asking and Answering

TEACHING ACTIVITY

1. Ask for two student volunteers to model the dialogue for the class. Give one student Set A cards and the other student Set B cards.
2. Have the students practice the dialogue by having student A ask, “What time is it?” and “What are you usually doing at (time)?”
3. Have the students switch sets of cards to practice both roles.

TIME

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Match Up Cards: Time	- Match Up Cards - Question Asking and Answering

TEACHING ACTIVITY

1. Pair up the students giving each pair a set of A and B cards.
2. Allow enough time for students to run through each of their cards and switch roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Highlight English expressions related to periods of time, such as:
 - 6am-11am: Good morning
 - 12pm-4pm: Good afternoon
 - 5pm-9pm: Good evening
 - 12:00am: midnight
 - 12:00pm: noon
2. Highlight that a quarter of an hour is 15 minutes. Give examples:
 - 3:15pm: a quarter after/past three
 - 5:45pm: a quarter to/of six
 - 6:15pm: a quarter after/past six
 - 8:45am: a quarter to/of nine

**TIME****STEP 8: QUICK CHECK AND REVIEW**

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Dictation - Exit Check

TEACHING ACTIVITY

1. Give students a quick notecard quiz. Have them number an index card 1-4 and write the time that corresponds with what you say aloud. For example:
 - a quarter to three
 - midnight
 - a quarter past six
 - a quarter to noon
2. Have students hand in their cards as they leave.

DAILY ROUTINES

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Days of the week; words related to daily activities/ routines; always, sometimes, every day, etc.; How often do you __?

Language/Culture Point: Adverbs of frequency

Objective: Students will be able to talk about days of the week and their daily routines.

Materials: Index cards, computer, projector, PPT Presentation: My Weekly Routine, red/green/yellow Signal Cards, Picture Cards: Daily Activities, blank weekly calendar, Survey: *Daily Routines*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Index cards with days of the week written on them	- Using Music

TEACHING ACTIVITY

1. Do a warm up by singing a days of the week song. One example is to sing them to the tune of "Oh My Darling Clementine."
2. Write each day of the week on individual index cards. Make sure that you have at least two of every day. Hand out one card to each student and have students find the person with his/her same card.
3. In pairs, have students discuss the things they do on that particular day of the week.

DAILY ROUTINES

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: My Weekly Routine - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures - Graphic Organizers

TEACHING ACTIVITY

1. Present a story about your weekly routine using a slide presentation or pictures.

For example:

I work at __ Monday through Friday and sometimes on Saturday.

I always wake up at 6:30am.

I get to work at 8:00 am.

I eat three meals every day.

I usually go to the grocery store on Saturday.


I exercise on Monday, Wednesday, and Friday.

I watch television on the weekend, and sometimes I go swimming or to the dog park.

Make sure your presentation includes adverbs of frequency.

2. Draw a calendar on the board showing one week. Present your routine again, this time writing in each activity on the days you do it.

STEP 3: DISCUSSION AND COMPREHENSION CHECK


Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards - Picture Cards: Daily Activities  - Index cards with vocabulary words from the presentation written on them 	<ul style="list-style-type: none"> - Signal Cards - True/False Quiz - Using Pictures - Match Up Cards

DAILY ROUTINES

TEACHING ACTIVITY

1. Make true and false statements about each picture/slide from your presentation.
For example:
I get to work at 1:00pm.
I go to the grocery store every day.
I watch television on the weekend.
Students should hold up Signal Cards indicating True/False/I don't know.
2. Using the provided Daily Activities Picture Cards, have students work individually to match up the cards.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Daily Activities  - Index cards - Blank weekly calendar	- Using Pictures - Graphic Organizers

TEACHING ACTIVITY

1. Write the question, “When do you __ ?” on the board.
2. Use the Daily Activities Picture Cards to ask students about each picture.
3. Elicit activities not shown on the Picture Cards from the students. Ask, “What else is part of your routine?” If time allows, let students create their own picture cards by drawing these activities on index cards.
4. Lay the Picture Cards face down on the table. Draw a card, choose a student, and ask, “When do you (eat dinner)?”
5. Give students a blank calendar for the week and have them fill in the days that correspond to each picture for the student you are talking to. Continue with the rest of the cards.
6. Write key words on the board (every day, every night, in the morning, sometimes, a lot).

DAILY ROUTINES


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Picture Cards: Daily Activities 	- Question Asking and Answering - Using Pictures

TEACHING ACTIVITY

1. Pick one card and ask another student, “When do you __?”
2. After answering have the student pick a card. Let the student choose a classmate to ask about his/her routine.
3. As students take turns, review key vocabulary by asking frequency questions, such as, “In the morning? Always?” etc.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Picture Cards: Daily Activities 	- Using Pictures - Question Asking and Answering

TEACHING ACTIVITY

1. Students should work in pairs to ask and answer questions about the Picture Cards.
2. Remind students to ask follow up questions related to frequency, such as, “Do you always do that?” If necessary, create an adverbs of frequency cheat sheet for students to follow and use as a prompt.

DAILY ROUTINES


STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

- Write different adverbs of frequency on the board, such as:
 - Always/every day
 - Almost always/usually
 - Often
 - Sometimes
 - Almost never/rarely
 - Never
- Review each adverb by talking about things you do/don't like to do. For example, "I always drink coffee in the morning. I rarely go to the movie theater." etc.
- Write "How often?" Talk about your likes/dislikes and ask students how often they do the same thing.
- Call on one or two students to talk about something they always, sometimes, or never do and compare with the class. For example, "Lan eats breakfast every day. How often do you eat breakfast?"

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Daily Activities  - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Using Pictures - Graphic Organizers - True/False Quiz - Signal Cards

TEACHING ACTIVITY

- Give each student a stack of Picture Cards.
- Have students put the cards in order according to the order in which they do the activities in their own daily life.



DAILY ROUTINES

3. Draw a chart on the board with daily activities listed across the top and students' names going down the left side. Go around the room and have students share which activity they do first thing in the morning and which activity they do last at the end of the day. As students share, fill in the chart by putting checkmarks in the appropriate boxes.
4. Compare students' answers. Give True/False statements about the chart and have students use Signal Cards to indicate True/False/I don't know.

DAILY ROUTINES



EXTENSION ACTIVITY: DAILY ROUTINES SURVEY

Time Frame	Materials	Teaching Strategies
Varies	- Survey: Daily Routines	- Surveys and Interviews

TEACHING ACTIVITY

1. Give students a survey and have them interview three friends or family members about their routines. They can ask questions like:
 - How often do you eat breakfast?
 - How often do you go to the movies?
 - How often do you ride a bicycle?
 - How often do you watch TV?

THE WEATHER REPORT

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words related to weather and the seasons


Language/Culture Point: Third person present and future tense (is/will be)

Objective: Students will be able to use vocabulary related to different types of weather.

Materials: Computer, projector, internet connection, speakers, PPT Presentation: Weather Where You Live, red/green/yellow Signal Cards, true/false worksheet, index cards, realia used to represent the weather/seasons (umbrella, hat, gloves, etc.), *chart paper, colored markers*




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Internet connection  - Speakers - Alternative: weather reports that you can read aloud 	<ul style="list-style-type: none"> - Authentic Materials - Using Videos

TEACHING ACTIVITY

1. If possible, watch a weather report online. Examples include:

-  <http://www.youtube.com/watch?v=H#RFFyfXE6w>
- <http://www.youtube.com/watch?v=yarttK8uRco&feature=related>
- <http://www.youtube.com/watch?v=zOViiowWBrE&feature=related>

Alternative: Present a current weather report. Dramatize the report the way a TV weather person might.

2. Ask the students to tell you the words they heard from the weather report. Next to each word, draw a picture to clarify its meaning.
3. If possible, watch “The Weather Song” found online at:

-  <http://www.youtube.com/watch?v=3Ja4j4ltnRw>

THE WEATHER REPORT

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Weather Where You Live - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Show students a slide presentation that talks about the weather through the various seasons where you live. This presentation could be themed like a feature on the Travel Channel that describes the weather in your area using a weather map and compares it to another place where the weather pattern is quite different.
2. Go through the picture story again. This time, have students help you come up with key vocabulary to list on the board.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards - True and False worksheet 	<ul style="list-style-type: none"> - Signal Cards - True/False Quiz - Think-Pair-Share

TEACHING ACTIVITY

1. Give students a True/False worksheet with statements about the presentation. For example, "The summer is hot in Texas and we often have a drought." Allow them time to work on the handout individually.
2. Have students get in pairs and discuss their answers with a partner and then share with a group.
3. As a class, go through the statements. Instruct students to hold up Signal Cards indicating True/False/I don't know.

THE WEATHER REPORT

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Flash Cards

TEACHING ACTIVITY

1. Introduce the idea of small talk and how one way people do this is by talking about the weather. For example, people always ask each other, “How is the weather today?” and make comments like, “It’s raining a lot!” Tell students that today you are going to practice talking about the weather.
2. Lead the students in making weather flash cards, showing them how to write a vocabulary word on one side (e.g. “sunny”) and a corresponding picture on the back.
3. Alternatively, if you are short on time you can have the cards premade for the students.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Items related to weather: umbrella, rain boots, rain coat, hat, sunglasses, heavy coat, windbreaker, etc. - Flash Cards	- Flash Cards - Think Aloud

TEACHING ACTIVITY

1. Lead students in an activity where they talk about the weather by drawing a card. Model using a Think Aloud. Ask yourself, “How is the weather today?” Draw one of the flash cards, show it to the students, and say, “I see! Today the weather is ___.”
2. Use Think Aloud to demonstrate choosing clothing based on the weather. For example, “Today the weather is __. I need to bring my __ and __.”
3. Go through the rest of the realia with the class, eliciting as much vocabulary as possible.
4. Ask a student, “Tell me about the weather today.” Have the student draw a card, read it aloud, and then pick appropriate clothing for the weather.

THE WEATHER REPORT

- Expand the target vocabulary by briefly introducing “yesterday” and “tomorrow.” Ask, “What was the weather like yesterday?” and “What will the weather be like tomorrow?”
- Have a pair of students practice in front of the class.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Flash Cards	- Flash Cards - Question Asking and Answering

TEACHING ACTIVITY

- Have the students get into pairs and practice drawing a card, showing the card to their partner, and then saying, “Tell me about the weather.” The partner should respond based on the card.
- Allow ample time for students to practice and take turns.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

- Draw a simple 5-day forecast with pictures of the weather each day. Label the days of the week. Tell students, “Today, the weather is sunny. Tomorrow, the weather will be cloudy.”
- Write example sentences on the board: “Today the weather is __.” “Tomorrow the weather will be __.” Explain that when we talk about today, we say “the weather **is**.” When we talk about the future, we use “**will be**.”
- Give additional examples of the future tense using your 5-day forecast. Ask students questions like, “How will the weather be on Tuesday?”

THE WEATHER REPORT

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Flash Cards	- Flash Cards - Question Asking and Answering

TEACHING ACTIVITY

1. Give the weather forecast for various places. For example, “The weather report says the sun will be shining tomorrow in Austin. But New York City can expect rainfall.” Ask students, “What will the weather be like in Austin?” Have students hold up their Flash Cards to show you their answer.
2. Continue to talk about how the weather will be in various places, working up to giving information about 3 or 4 cities at a time. After each description of the forecast, ask the students, “How will the weather be in __?”

THE WEATHER REPORT



EXTENSION ACTIVITY: THE SEASONS

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Chart paper - Colored markers 	<ul style="list-style-type: none"> - Graphic Organizers - Question Asking and Answering - Using Songs - Line Up

TEACHING ACTIVITY

1. Hang up four pieces of chart paper, each with a picture depicting one of the four seasons: spring, summer, fall (autumn), winter. For each season, use a different color that signifies temperatures or colors of nature. Review each season and draw pictures that will help students remember the word, for example, leaves “fall” in autumn.
2. Ask students to say the months that go with each season and write them on the corresponding chart paper. As you write the months, number each one as you would when writing the date on a check (e.g., 01 - January, 02 - February, etc.).
3. Tell students the month of your birthday. For example, “My birthday is in October, in the fall. When is your birthday?”
4. As students say their birthday month and season, have them Line Up in a single line by putting themselves in order by month.
5. Check if they lined up correctly by having each student say, “My birthday is...” Have each student write his/her name and birthday next to the correct month on the chart paper in the form “10/26 - Karen.” Now the whole class has a record of when to celebrate everyone’s birthdays.

CLOTHING

Lesson Length: 1 hour

Vocabulary & Expressions: Common clothing items

Language/Culture Point: Present continuous

Objective: Students will be able to talk about clothes for different weather and seasons.

Materials: Items of clothing, computer, projector, PPT Presentation: How to Dress for the Seasons, clothing catalogs, tape, red/green/yellow Signal Cards

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Items of clothing representing the different seasons	- Authentic Materials

TEACHING ACTIVITY

- Bring to class at least two items of clothing for each season. Here are some ideas:
 - Winter: hat, gloves, scarf, snow boots, heavy coat
 - Spring: umbrella, raincoat, rain boots
 - Summer: swimsuit, shorts, T-shirt, sandals, sun hat
 - Fall: sweater, long pants, long-sleeved shirt, warm shoes
- Write the seasons on the board: winter, spring, summer, fall.
- Show the items that you brought to class. Ask, "What is it? When would I wear it?" Write the name of each item under the season where it belongs.

CLOTHING

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: How to Dress for the Seasons - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Go through a presentation that talks about clothes by season. For example, “Here in Austin, sometimes it gets cold in the winter. When it gets cold, people wear light coats and hats. Usually, it does not get cold enough to snow...” Be sure to include all 4 seasons in your presentation.
2. Go back through the presentation, but this time stop after each season. Ask students, “What clothes would we wear in the (season)?” Identify each type of clothing and write the vocabulary on the board.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		- Line Up

TEACHING ACTIVITY

1. Have students Line Up in different lines based on what they’re wearing. Say, for example, “Everyone who is wearing jeans, come over to this side.”
2. Have the students check themselves by saying, “I am wearing...” or “She is wearing...”
3. Repeat with different articles of clothing so that students switch back and forth between the lines depending on what they’re wearing.

CLOTHING

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Clothing catalogs - Tape	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Tell students that today's topic is talking about different clothes and when to wear certain things.
2. Say, "It's cold outside. What do I wear?"
3. Model how to look through the catalog for an appropriate item of clothing. Once you find an appropriate picture, and say, "I should wear a heavy coat like this!"
4. Tape the picture on the board.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Clothing catalogs	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Ask students, "What else do I need to wear when it's cold?"
2. Have students find a picture of a clothing item and say the name of the item. Take a student's clothing item and tape it next to the other clothing items for cold weather.
3. Ask students, "What if it is going to rain? What do I need to wear?"
4. Have students find an item for rainy weather and choose a picture to tape on the board.
5. Repeat one more time with an item for sunny weather.

CLOTHING

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Clothing catalogs	- Authentic Materials - Using Pictures - Question Asking and Answering

TEACHING ACTIVITY

1. Have the students get into pairs.
2. Students should take turns asking each other questions about what to wear. For example:
It's rainy. What do I wear?
You need to wear rain boots.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Use the board to highlight -ing patterns with starting with "wearing," and act out each one. For example:
I am wearing blue jeans.
She is wearing sandals.
2. Highlight that -ing is for things happening *right now*. Give other examples of using -ing, such as:
I am smiling.
I am jumping.
I am crying.
3. Make true/false statements using -ing, such as, "I am walking" [while you're mimicking running], "(Name) is wearing a red hat" [point to a student wearing a hat], or "(Name) is standing" [pointing to a student sitting down]. Have students use their Signal Cards to indicate True/False/I don't know.



CLOTHING

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5-10 minutes		

TEACHING ACTIVITY

1. Ask a student to volunteer to be a model. Have the class look at the student for 30 seconds to study what he/she is wearing.
2. Have the student leave the room. The others should describe what the missing student is wearing using as much detail as possible. Make sure each student contributes an answer.
3. Have the student come back in and see if the descriptions were accurate. Repeat the process with 2-3 more students.

GIVING DIRECTIONS

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Features of buildings (e.g. drinking fountain, vending machine, stairs); expressions related to giving directions (e.g. Turn __, Go __, Head __.)

Language/Culture Point: Common commands when giving/receiving directions

Objective: Students will become familiar with the building where class is held and be able to ask for directions and give directions.

Materials: Basic floor map of your building/class location or Giving Directions Floor Plan, dry erase boards/plain paper, Scavenger Hunt Worksheet (places inside the building), index cards, cell phones, Scavenger Hunt Worksheet (places outside the building)




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- A basic floor map of your building/Giving Directions Floor Plan 	- Brainstorming

TEACHING ACTIVITY

1. Display a basic floor map of your building or use the one provided.
2. Ask students to identify what they can on the map.
3. List key vocabulary, including specific locations (e.g. lobby, classroom, computer lab, stairs, emergency exit, etc.).

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- A basic floor map of your building/Giving Directions Floor Plan 	- Brainstorming

GIVING DIRECTIONS

TEACHING ACTIVITY

1. Explain that you are going to take a tour of the building so that students can help with new students who join the class or assist anyone who needs something in the building.
2. Take students on a tour of the building while using key vocabulary. For example, “Let’s go out this door and turn left. On the right, you will see the computer labs. Let’s pass by the computer labs then go left again...” Be sure to cover important places in the school and why it is useful to know them. For example, “This is the teacher’s lounge. You can buy a snack from the vending machine in here if you’re hungry.”
3. Your presentation should also focus on introducing students to common expressions used when giving directions, such as: “go straight,” “take a __,” “go past __,” “head __,” etc.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Dry erase boards/plain paper	

TEACHING ACTIVITY

1. Once you reach the end of the tour, have students take the lead and direct you back to the classroom.
2. When you get back in the classroom, have the students use dry erase boards or pieces of paper to write their responses to a comprehension check. Ask questions about where they would go in the building for different things. For example:
 - Where would you go if you’re thirsty?
 - Where would you go if you need to wash your hands?
 - Where would you go if you hurt yourself and you need a bandage?
 - Where would you go if you have a headache?
 - Where would you go to get a book to read?
 - Where would you go to get a snack?
 - Where would you go to check your e-mail?
 - Where would you go to make a phone call if you forgot your cell phone?

GIVING DIRECTIONS

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Scavenger Hunt Worksheet	- Think Aloud

TEACHING ACTIVITY

1. Tell students, “Today we’re talking about how to help people get to where they need to go. Sometimes you can just show them where something is, but sometimes you’re busy and you have to give them directions.”
2. Pass out a Scavenger Hunt Worksheet with different scenarios specific to your school/ building. For example:
 - Could you help me find the lobby?
 - Could you help me find the bathroom?
 - I need a drink of water.
 - I forgot my cellphone when I left class yesterday. Where can I ask about it?
 - Do you know where I can get a textbook?
3. Take an item on the worksheet and use a Think Aloud to model how to give directions to that place. For example, “Hm, my friend Karim is new and he needs to find the main office. To get there, let’s see, I would ...”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Scavenger Hunt Worksheet	

TEACHING ACTIVITY

1. Choose another item on the worksheet and this time have students walk you through how to get there. Have the class repeat the directions aloud.

GIVING DIRECTIONS

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15-20 minutes	- Scavenger Hunt Worksheet	- Scavenger Hunt

TEACHING ACTIVITY

1. Students should get in pairs and work together to find the different locations on the worksheet. For the first item, Student A should give directions to Student B. For the next item on the sheet students should switch roles, and so forth.
2. If your students have cell phone cameras, an option would be to use them during the “hunt” to prove that they found each place on the worksheet by taking a picture.
3. Come back together as a class to discuss students’ results. Pick 3-5 items and have students tell you how to get to each place.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		- TPR

TEACHING ACTIVITY

1. Highlight common expressions used when asking for and giving directions. For example:
 - Excuse me, could you help me find...
 - I need/I am looking for...
 - Go straight.
 - Take a right/left.
 - Head upstairs.
 - Go past the...
2. Do a TPR activity with the students by having them act out verbal commands.



GIVING DIRECTIONS

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Exit Check

TEACHING ACTIVITY

1. Give students a quick note card quiz. Hand out index cards and have each student write his/her name on a card.
2. Have students choose a location that they feel comfortable giving directions to and write that location on the back of the card.
3. Collect the cards and shuffle them. Stand by the door and draw a card. The student whose name you call should come to the door and tell you how to get to the location listed on the card as he/she leaves.

GIVING DIRECTIONS



EXTENSION ACTIVITY: SCAVENGER HUNT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Cell phones - Scavenger Hunt Worksheet 	<ul style="list-style-type: none"> - Field Trip - Scavenger Hunt

TEACHING ACTIVITY

1. Now that you've introduced the idea of a scavenger hunt in class, have students look for things/places outside the building! Give students a set amount of time to find as many places on the list as they can. Be sure to emphasize that students should be speaking English and practicing giving directions while they're looking for things on the list.
2. If possible, students should take a picture with a cell phone camera to prove that they found each place.

CAN DO LIST

Name: _____ Date: _____

I CAN



Say where I live; "I live at 835 Pleasant Valley in Austin, Texas"

YES MAYBE NO

Ask someone where they live

YES MAYBE NO

Tell someone my zip code; for example, "My zip code is 78723"

YES MAYBE NO



Tell someone my phone number

YES MAYBE NO

Tell someone my date of birth

YES MAYBE NO

Ask someone to repeat something if I do not understand

YES MAYBE NO



Ask how much something costs and pay the correct amount of money

YES MAYBE NO

Say the correct names for American money; for example, "dime", "quarter", "dollar bill"

YES MAYBE NO



Ask someone for the time

YES MAYBE NO

Say what time class starts; for example, "English class starts at 3 o'clock"

YES MAYBE NO

Say what time I wake up in the morning

YES MAYBE NO

CAN DO LIST

Name: _____ Date: _____

I CAN



Say the days of the week

YES MAYBE NO

Talk about what I usually do on Tuesdays

YES MAYBE NO



Talk about what the weather is like today; for example, "Today it is sunny and warm"

YES MAYBE NO

Talk about what the weather will be like tomorrow; for example, "Tomorrow it will be rainy and cool"

YES MAYBE NO

Say what I need to bring with me when it is raining

YES MAYBE NO



Talk about what clothes I am wearing today

YES MAYBE NO

Talk about what clothes I wear when it is cold outside

YES MAYBE NO



Give someone directions to the bathrooms

YES MAYBE NO

Understand words used for directions; for example, "go straight", "turn right", "go upstairs"

YES MAYBE NO

OUR NEIGHBORHOOD, OUR TOWN

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words related to points of interest in your city/neighborhood

Language/Culture Point: Giving reasons using “because”

Objective: Students will be able to talk about their favorite places to go and why they like to go there.

Materials: A variety of maps (city points of interest map, public library system map, bus route map, etc.), pictures of places in your neighborhood/city, sticky notes, computer, projector, PPT Presentation: Favorite Places, Picture Cards: Places in Your Neighborhood/City, authentic items representing things to do/buy, Survey: Favorite Places, paper, markers, *camera, blank map of the area around the class*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Large city map with points of interest, map of public library system, bus route map, pictures of places around town - Sticky notes 	<ul style="list-style-type: none"> - Using Pictures - Authentic Materials - Mind Mapping

TEACHING ACTIVITY

1. Place several maps and pictures of points of interest (e.g. churches, agencies, parks, and stores) around the classroom.
2. Do a Mind Mapping activity using sticky notes. Write the words “my neighborhood” in the middle of the board. Explain that a neighborhood is the part of town you live in. Give an example by talking about your own neighborhood/part of the city.
3. Elicit names of places/buildings close to where the students live. Ask students to write three places in their part of town on three different sticky notes. Model how to do this.
4. Ask students to come up to the board and read their sticky notes. Arrange the sticky notes on the board so that related places are grouped together.

OUR NEIGHBORHOOD, OUR TOWN

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Favorite Places - Alternative: printed slides/ photographs/pictures/physical maps of your area 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Create a short slide presentation about your favorite places to go in your neighborhood. Start with general vocabulary, such as “parks,” and then move into more specific places, such as names of parks and why one is better than another. Include pictures of the different places, the address or cross streets, and some examples of why you like those places (e.g. a certain coffee at the coffee shop, a swimming pool at the park, kolaches at the donut shop, the air conditioning at the library, etc).
2. Run through the presentation at least twice highlighting different vocabulary, phrases, and speech patterns/rhythm each time.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Picture Card: Places in Your Neighborhood/City - Items representing different places 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Word Sorts

OUR NEIGHBORHOOD, OUR TOWN


TEACHING ACTIVITY

1. Do a sorting activity by matching pictures with items that represent what you do at those places. For example:

<u>Picture Card</u>	<u>Item</u>
swimming pool	goggles
library	book
donut shop	coffee cup
park	frisbee
gas station	gas can
post office	stamps

2. Have students help you sort the authentic items by matching them to pictures. Discuss as a class.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Card: Places in Your Neighborhood/City - Survey: Favorite Places  - City map with points of interest 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Surveys and Interviews

TEACHING ACTIVITY

1. Tell students, “Today we’re talking about places we like to go.”
2. Using the Picture Cards and a city map, model how to talk about favorite places. For example, “The swimming pool in my neighborhood is okay, but my favorite place to swim in (Austin) is (Barton Springs).” Show a pictures of the places you mention and point to them on a map.
3. Review various city points of interest using a map of your city, a tourist map from the visitor’s center, and pictures from the match-up activity.
4. Present the Favorite Places Survey. Ask a student, “What is your favorite place? Where do you like to go?” Help the student answer with, “I like to go to...” Then ask, “Why?” and help the student answer with “because.” Model how to record the answers on the survey.

OUR NEIGHBORHOOD, OUR TOWN


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Survey: Favorite Places 	- Surveys and Interviews - Question Asking and Answering

TEACHING ACTIVITY

- Have two students model asking and answering questions about their favorite places using the phrases:
 Where do you like to go?
 What is your favorite place?
 Why?
- Have the whole class practice, “My favorite place in my neighborhood is __,” and “I like to go to __ because __.”

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Survey: Favorite Places 	- Surveys and Interviews - Question Asking and Answering

TEACHING ACTIVITY

- Give students fifteen minutes to walk around the room with their surveys and talk to as many students as possible. Students should fill in the grid for each person they talk to.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

OUR NEIGHBORHOOD, OUR TOWN

TEACHING ACTIVITY

1. Highlight how we give reasons in English using “because”:
 My favorite place is the river **because** it’s nice and quiet.
 My favorite place is the cafe **because** I like their cookies.
 My favorite place is the school **because** I see my friends there.
 My favorite place is the park **because** I like to play basketball.
2. Show the root sentences that form each compound sentence:
 My favorite place is the river. It’s nice and quiet.
 My favorite place is the cafe. I like their cookies.
3. Ask students to say their favorite place and give a reason for liking to go there.
 Walk around and ask students, “What is your favorite place?”

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
15 minutes	- Paper and Markers	- Chalk Talk

TEACHING ACTIVITY

1. Tell students you are going to plan a perfect neighborhood. Model how to draw a place you want to have in the neighborhood and give a reason for liking it. “I want the neighborhood to have a movie theater because I love to watch movies!”
2. Ask each student to draw one place that should be in your perfect neighborhood.
 Give students five minutes to draw.
3. Have each student show his/her picture to the class and give a reason why he/she wants that place included in their “utopia.” Tape all of the pictures on the board, and then quickly review each one.



OUR NEIGHBORHOOD, OUR TOWN



EXTENSION ACTIVITY: NEIGHBORHOOD WALK

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none">- Camera for taking photos (if available)- Blank map of area around the school	<ul style="list-style-type: none">- Field Trip

TEACHING ACTIVITY

1. As a class, choose a place you would like to go that is close to the school, such as a restaurant, convenience store, park, etc.
2. Go on a neighborhood walk to the place you have picked. Have students take maps with them and label the streets as they go.
3. If possible, have students take pictures of houses, street signs, and other things they want to remember how to say.
4. At the start of your next class, look at the pictures students took to review places, signs, and the names of buildings or businesses.

LOOKING FOR HOUSING

Lesson Length: 1.25 hours + Extension Activities

Vocabulary & Expressions: Words and abbreviations common to housing ads

Language/Culture Point: How much? and How many?

Objective: Students will be able to recognize common housing vocabulary and abbreviations.

Materials: Photos representing different types of dwellings, chart paper, computer, projector, PPT Presentation: Looking for Housing, red/green/yellow Signal Cards, True/False worksheet, newspaper rental classifieds and printed online housing ads, Match Up Cards: Rental Ad Abbreviations, Survey: Rental Ads, *overhead projector, computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Photos representing different types of dwellings: a shack, a mansion, a house, an apartment, a townhouse, and a teepee - Chart paper 	<ul style="list-style-type: none"> - Using Pictures

TEACHING ACTIVITY

1. Before class, go around the room and put up six pieces of chart paper. With each piece of a paper put a photo of a place to live. Then, add written information about the home, such as, the rent, number of bedrooms/bathrooms, square footage, whether it has a yard, central heating/air, allows pets, etc.
2. Tell the students, "Imagine you have to leave your home and find a new place to live. What kind of place would you look for?"
3. Ask students to stand under the photo of the place they would want to live.
4. Review each option and ask the students at each station why they picked it.

LOOKING FOR HOUSING

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Looking for Housing - Alternative: printed slides/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Create a short slide presentation about looking for housing. The presentation should include common housing vocabulary, such as, rent, landlord, types of housing, and some common abbreviations from housing ads.
2. Consider adding the abbreviations to the PowerPoint so that students can be introduced to what they look like.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Looking for Housing - Red, green, and yellow Signal Cards - True/False worksheet 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures - Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Create a True/False worksheet to accompany your presentation and give one to each student.
2. Go back through the presentation and have students work individually to mark their answers as you go.
3. Check students' answers by reviewing each question as a class and having students use Signal Cards to indicate True/False/I don't know.

LOOKING FOR HOUSING

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Newspaper rental classifieds and printed online housing ads	- Authentic Materials - Brainstorming - Think Aloud

TEACHING ACTIVITY

1. Pass out newspaper classified ads and housing ads printed from an online source, such as Craigslist, with the abbreviations highlighted. Ask students about the things they recognize in the ads.
2. Explain that today students will talk about how to find a new home. Tell students, “I have to move to a new home. What are some things to think about when I find a new home?”
3. List a few ideas on the board, such as wanting it to be safe, wanting to rent instead of buy, wanting a bus stop nearby, etc.
4. Using a Think Aloud go through an ad highlighting the qualities you’d like your new home to have. For example, “This ad reminds me, the summer gets hot so I want air conditioning. This ad says CH/CA. That means ‘central heating/central air.’ I’ll mark this one!”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Newspaper rental classifieds and printed online housing ads	- Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Continue by having students scan the ads. As they list ideas of things to think about when finding a new home, list them on the board. Where applicable, put the common abbreviation next to a word (e.g., “Washer/Dryer - W/D”).

LOOKING FOR HOUSING

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Match Up Cards: Rental Ad Abbreviations	- Match Up Cards - Question Asking and Answering

TEACHING ACTIVITY

1. Have the students get into pairs. Give each pair a set of cards with words and abbreviations. For example, one student will have a card with the word “bathroom.” The other student will have the abbreviation card that says “BA” somewhere in the stack.
2. Each student should take turns asking his/her partner to clarify abbreviations, for example, “This card says W/D. What does that mean?” The other student should provide the full word.
3. Allow students time to match up all of their cards.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Computer and Projector - Newspaper rental classifieds and printed online housing ads	- Authentic Materials

TEACHING ACTIVITY

1. Write on the board to show the singular/plural pattern of “How much?” vs. “How many?” Start with example related to housing and then expand to include other examples:

How much is the rent?	How many bedrooms?
How much does it cost?	How many bathrooms are in the house?
How much money do you have?	How many children do you have?

 Explain that “How much?” is for asking about only one item and “How many?” is for more than one.
2. Project a rental ad. Alternatively, prepare an ad on chart paper ahead of time. Ask students, “How much is the rent?” and highlight where the information can be found.

LOOKING FOR HOUSING

3. Ask, “How many bedrooms are there?” and highlight where the information can be found.
4. Point to various pieces of information in the ad and have students generate the questions using “How much” or “How many.”

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Newspaper rental classifieds and printed online housing ads - Survey: Rental Ads 	<ul style="list-style-type: none"> - Surveys and Interviews - Question Asking and Answering


TEACHING ACTIVITY

1. Have students pick a classified ad.
2. Give each student a survey that asks for students’ names along with targeted information in their ad, such as the rent, number of bedrooms, number of bathrooms, etc.
3. Students should walk around asking 2-3 other people about their ads and filling in the information on the grid.
4. Come back together as a class. Ask each student to report on the results for one person he/she surveyed.

LOOKING FOR HOUSING



EXTENSION ACTIVITIES: WRITE A CLASSIFIED AD/ONLINE SEARCHING

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Newspaper rental classifieds and printed online housing ads - Overhead projector - Computer lab - Internet connection  	<ul style="list-style-type: none"> - Dictation

TEACHING ACTIVITY #1

1. Read a classified ad aloud to the students and have them write down the abbreviations they hear.
2. Project the classified ad and allow students to check their responses.
3. Model how to write a classified ad for the place you live. For example, "My apartment has one bedroom." Write on the board:
Apartment, 1 BR.
"I have a washing machine and a dryer" Add to your classified ad:
Apartment, 1 BR. W/D
Continue until you have written a complete ad.
4. Ask students to get with a partner and tell each other about the places they live. Each person should draft a classified ad for his/her partner and then share with the class.

TEACHING ACTIVITY #2

1. Take students to a computer lab and guide them in using an online site, such as Craigslist, to explore housing ads.
2. Have each student choose an ad for a place he/she would like to live and present it to the class.

CALLING FOR REPAIRS

Lesson Length: 1.25 hours

Vocabulary & Expressions: Names of rooms, appliances, furniture, and common household items; types of repairmen

Language/Culture Point: “I need + the (someone) + (to do something)” [transitive verbs]

Objective: Students will be able to describe common household problems and be able to request repairs.

Materials: Chart paper, Picture Cards: Furniture and Appliances, common household items (remote control, can of food, pillow, etc.), red/green/yellow Signal Cards, Picture Cards: Household Items Needing Repair, toy/real cell phones, ball, timer



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Chart paper - Picture Cards: Furniture and Appliances - Common household items: can of food, shampoo bottle, remote control, pillow, fork, toothbrush, etc. 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Word Sorts

TEACHING ACTIVITY

1. Create a word wall around the room by taking pieces of chart paper and labeling them individually with: Kitchen, Bedroom, Family Room, Bathroom.
2. Have different items from the home displayed: a can of food, a shampoo bottle, a TV remote control, a pillow, a fork, a toothbrush, etc. Also, display pictures of furniture and appliances: a couch, a refrigerator, a stove, a toilet, a sink, and a bed.
3. Walk to each piece of chart paper and act out what the room is used for.
4. Hold up the items and pictures, and ask students, “What is this? Where does it go in the house?” Have students sort the items by placing them next to the chart paper for the appropriate room.

CALLING FOR REPAIRS

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Do a Chalk Talk about why your house needs repairs. Talk about and draw many things that are wrong, such as an overflowing toilet, a sink that won't drain, a broken refrigerator, etc.
2. For each thing wrong in your home be sure to mention who you will need to fix it. For example, "I need a plumber to come fix my sink."

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Graphic Organizers - Signal Cards - True/False Quiz


TEACHING ACTIVITY

1. Make three columns on the board to help students organize details they remember from the story. Write down key vocabulary they remember. For example:

<i>Which room?</i>	<i>What needs to be fixed?</i>	<i>Why?</i>
Kitchen	Sink	It is stopped up
2. After you've made the chart, do a quick true/false review with the class by making statements about your Chalk Talk story. Students should respond by using their Signal Cards to indicate True/False/I don't know.

CALLING FOR REPAIRS

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Household Items Needing Repair 	<ul style="list-style-type: none"> - Problem Solving - Graphic Organizers - Using Pictures - Think Aloud

TEACHING ACTIVITY

1. Ask students, “What do you do when things break in your house? What do you do when you can’t fix it yourself?”
2. Add a fourth column to the chart and have students help you fill in what you need to do for each problem. For example:

<i>Where?</i>	<i>What needs to be fixed?</i>	<i>Why?</i>	<i>What do I need to do?</i>
Kitchen	Sink	It is stopped up	Call a plumber
3. Tell students that you are going to practice calling for repairs in case they ever need a plumber or another kind of repairman.
4. Using the provided Picture Cards, grab a card and use Think Aloud to ask yourself questions. For example: “What needs to be fixed? The window! Why? It is broken. Someone threw a rock at it. What do I need to do? I should call a repairman.”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Toy/real cell phones - Picture Cards: Household Items Needing Repair  	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Role Play

TEACHING ACTIVITY

1. Ask a student to volunteer to be the repairman that you’re going to call.

CALLING FOR REPAIRS

2. Draw a card and using a toy/real cell phone, model a conversation about calling a repairman. If necessary, have a written sample dialogue prepared for when you model the activity. For example:
 - A: Hello, I need a repairman.
 - B: What needs to be fixed?
 - A: The window.
 - B: Why?
 - A: The glass is broken. How much will it cost to fix?
 - B: I don't know. I need to see it. Where do you live?
 - A: I live at 2525 Maple Drive.
 - B: Okay, I will be there at 4 o'clock today.
 - A: Thank you.
3. Continue modeling the dialogue until students feel comfortable with it.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Toy/real cell phones - Picture Cards: Household Items Needing Repair  	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Question Asking and Answering - Role Play

TEACHING ACTIVITY

1. Have the students get into pairs.
2. Student A should draw a Picture Card and ask Student B the questions, "What needs to be fixed? Why? What do I need to do?"
3. When the situation requires a repairman, partners should take turns role playing a conversation between a customer and a repairman.

CALLING FOR REPAIRS

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

- Using examples from earlier in the class, write sentences on the board that use ‘need.’
For example:

I need the plumber to unclog my toilet


I need the electrician to repair my light.

I need the repairman to fix my window.

- Ask the students what the sentences have in common. Ask them what pattern they see in the sentences. Help them to see that each sentence uses the verb ‘need’ followed by a person followed by something that person has to do: I ‘need’ (someone) (to do something).
- As a class write out additional sentences on the board using the above structure.

For more advanced students, point out that some action words (verbs) are always followed by other words, just like ‘need’ is. For example, verbs like ‘give’ and ‘break’ are always followed by more words (direct/indirect objects), i.e. they don’t stand alone. In the case of ‘give,’ it’s followed by what you give and to whom; ‘break’ is followed by what you broke. As a class, list similar verbs and work together to create sentences.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Household Items Needing Repair  - Ball - Timer 	<ul style="list-style-type: none"> - Role Play - Ball Toss - Conversation Chain

TEACHING ACTIVITY

- Have the students form a circle.



CALLING FOR REPAIRS

2. Draw a Picture Card and show it to the students. Based on the card, start a role play dialogue by supplying the first sentence of the conversation.
3. Toss the ball to a student who will then supply the next sentence and toss the ball to someone else.
4. Continue until all students have had a chance to contribute.
5. After 1-2 rounds, time the rounds to see how quickly the students can complete a conversation.

CAN DO LIST

Name: _____ Date: _____

I CAN



Talk about different places in my neighborhood

YES MAYBE NO

Talk about my favorite place to go in my neighborhood and explain why I like to go there; for example, "I like to go to the river because it is quiet"

YES MAYBE NO



Say what type of housing I live in; an apartment, a house, or a mobile home

YES MAYBE NO

Talk about how many bathrooms are in my apartment, house, or mobile home

YES MAYBE NO

Talk about how many bedrooms are in my apartment, house, or mobile home

YES MAYBE NO



Read an advertisement for housing in a newspaper

YES MAYBE NO



Talk about the appliances in my home; for example, "I have a washer and dryer, a TV and a stove"

YES MAYBE NO

Say which room an appliance is in; for example, "The sink is in the kitchen"

YES MAYBE NO

CAN DO LIST

Name: _____ Date: _____

I CAN



Call a repairman to fix a broken appliance

YES MAYBE NO

Explain why the broken appliance needs to be fixed; for example,
"The sink won't drain"

YES MAYBE NO

MOVE YOUR BODY

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Parts of the body; commands for moving the body

Language/Culture Point: Polite requests vs. Making demands

Objective: Students will be able to identify body parts and be able to give/respond to body movement commands.

Materials: Overhead projector, index cards, pictures of a doctor’s office and parts of the body, verb worksheet, *toy cell phones*, *computer lab*, *internet connection*, *grid/ worksheet to collect information on free clinics*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Index cards	- Brainstorming - Flash Cards

TEACHING ACTIVITY

1. Project an image of the human body.
2. Using yourself as a model, point to different body parts and ask, “What’s this?”
3. Label any body parts that students can identify.
4. Lead students in making Flash Cards for the different parts of the body. Write the word on one side and draw the body part on the other side.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a doctor’s office and parts of the body	- Using Pictures - Chalk Talk

MOVE YOUR BODY

TEACHING ACTIVITY

- Using a combination of Chalk Talk, pictures, and demonstration, tell a story about going to the doctor for a physical because of an accident you had. Your presentation should include following as many commands to move parts of your body as possible, commands doctors/nurses would give to check if you're okay.

An example could be: You fell off your bike and you're not sure if anything is broken or if you have a concussion. The nurse asks if anything hurts, pokes your ribs, and checks mobility in your wrist to see if you injured it while breaking your fall.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Pictures of a doctor's office and parts of the body	- Using Pictures - Chalk Talk - TPR

TEACHING ACTIVITY

- Go back through the story again but stop periodically before each command and ask, "What did the doctor/nurse ask me to do here?" Students can respond verbally or through actions.
- If necessary, keep a running vocabulary list on the board.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Flash Cards - Verb worksheet	- Flash Cards

MOVE YOUR BODY

TEACHING ACTIVITY

1. Hand out a worksheet with verbs listed for different things to do with the body. For example:

- Raise
- Lower
- Touch
- Bend
- Turn
- Stretch
- Flex
- Extend
- Hold
- Look up/down
- Move

Be sure that the verbs on your worksheet match the verbs used in your presentation (Steps 2 and 3).

2. Review the verbs with the class.

3. Draw a card from the Flash Cards you made at the beginning of the lesson. Model how to match a verb on the worksheet with a body part to make a command. For example:

<u>Verb (Worksheet)</u>	<u>Body Part (Flash Card)</u>	<u>Command</u>
Move	Leg	Move your leg.
Turn	Wrist	Turn your wrist.
Bend	Knee	Bend your knee.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Flash Cards - Verb worksheet	- Flash Cards - TPR

TEACHING ACTIVITY

1. Model with a student an exchange between a doctor/nurse and patient . As the “doctor,” draw another card and practice giving the “patient” commands as if during a physical exam. The student should move his/her body according to the command.

2. Switch roles so the student can be the doctor.

MOVE YOUR BODY

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Flash Cards - Verb worksheet	- Flash Cards - TPR

TEACHING ACTIVITY

1. Have students get in pairs and practice giving commands (doctor/nurse) and responding appropriately (patient).
2. Give students time to practice both roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Highlight the difference between a polite request, such as one you might receive from a friend, and a more serious command, such as one you might receive from a police officer.
For example:
Can you raise your hand? vs. Raise your hand.
Please touch your nose. vs. Touch your nose.
2. Highlight that the verb itself doesn't change, only the manner in which you say it.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes		- Simon Says - TPR



MOVE YOUR BODY


TEACHING ACTIVITY

1. Play Simon Says with the class by having everyone stand up and giving commands to the class.
2. Give a small prize (e.g. pencil, notebook, piece of candy) to the last person standing.

MOVE YOUR BODY



EXTENSION ACTIVITIES: CALLING THE DOCTOR/CLINIC SEARCH

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Toy cell phones - Computer lab - Internet connection  - Free Clinics information grid/ worksheet 	<ul style="list-style-type: none"> - Brainstorming - Role Play - Graphic Organizers

TEACHING ACTIVITY #1

1. Prior to class, call a few local clinics/healthcare providers that students would be likely to visit, such as urgent care facilities, free clinics, etc. Find out the types of questions students would need to be able to answer/ask if they were to call themselves.

2. Say, "Imagine you are sick and have to go see the doctor. What do you want to know before you go?" Elicit a list of questions, such as:
 - Can I make an appointment?
 - Do I need insurance?
 - What are your hours?
 - What's the typical wait?
 - How much will it cost?
 - How can I pay?
 - Is there anything I need to bring?
 Add any additional questions that you learned about when you called the clinics.

3. Model how to Role Play a patient calling a clinic, with you as the clinic and the student as the patient. A sample dialogue could be:
 - Teacher: Community Clinic, can I help you?
 - Student: I need to see a doctor. Are you accepting new patients?
 - T: Yes, we are.
 - S: Can I make an appointment?
 - T: No, we're a walk-in clinic.
 - S: Okay, when are you open?
 - T: 8am-4pm.
 - S: How long can I expect to wait?
 - T: Usually about an hour.
 - S: Do I need to bring anything?
 - T: ID and an insurance card if you have it.



MOVE YOUR BODY

S: Do you accept Medicaid?

T: Yes, we do.

S: Okay, thank you.

T: Goodbye.

4. Repeat the dialogue a second time, and ask students to remember the answers to the questions you ask. After the Role Play, debrief as a class and go over the answers to the questions.
5. Have the students get in pairs to practice the Role Play, making sure each student gets a turn as both a patient and a receptionist.
6. Additionally, take time to prepare students to answer requests for personal information over the phone, such as giving their name, contact information, DOB, primary care provider, and insurance information.

TEACHING ACTIVITY #2

1. Take students to a computer lab and help them in learning how to find free clinics in their own communities.
2. Give students a grid/worksheet they can use to track information about the clinics they research.

EXERCISE

Lesson Length: 1.25 hours

Vocabulary & Expressions: Words related to exercise and food; healthy/unhealthy; I want to __; I need to __; should/should not

Language/Culture Point: More vs. less

Objective: Students will set goals for implementing appropriate exercise habits into their daily lives.

Materials: Pictures of different kinds of exercise, Picture Cards: Healthy and Unhealthy and/or pictures of local places for exercising and food, examples of healthy/unhealthy food, pictures/props to illustrate your personal health goal, overhead projector, Worksheet: My Health Goal, index cards, food/hobby magazines, scissors, glue



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Pictures of different kinds of exercise	- TPR - Using Pictures - Brainstorming

TEACHING ACTIVITY

- To warm up, do a TPR activity by leading students in different breathing and stretching exercises, such as:
 - Inhale through your nose.
 - Exhale through your nose.
 - Reach your arms overhead.
 - Roll your shoulders back.
 - Spread your fingers.
 - Lean to your right side.
 - Lean to your left side.
- Have pictures of different types of exercise posted around the room or on students' tables.
- Ask the class to think about different types of exercise. List ideas on the board.

EXERCISE

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Healthy and Unhealthy/ Pictures of local places for exercising and food (walking trails, farmers' markets, YMCA, etc.) - Food realia 	<ul style="list-style-type: none"> - Using Pictures - Authentic Materials

TEACHING ACTIVITY

1. Show the Healthy and Unhealthy Picture Cards and elicit vocabulary from the students. If possible, supplement the Picture Cards with pictures specific to your community. Some examples might be a favorite/popular walking trail, a local farmer's market, the local YMCA, etc. Also, bring in real food if available.
2. After eliciting vocabulary from the students, describe what is happening in the pictures. For example:
 - Some people like to swim to get exercise. They go to the pool and swim laps.
 - Many people like running. They run on a track. Some people like to run marathons.
 - Good food is important for your health. Fruit and vegetables are healthy foods.
 - Getting enough sleep is important. If you want to sleep well, you should not drink coffee at night. You should go to bed early.
 - Some people exercise at home. They do sit-ups or lift weights.

Make sure that the presentation includes the following vocabulary words: healthy, unhealthy, should, and should not.

EXERCISE

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Healthy and Unhealthy/ Pictures of local places for exercising and food (walking trails, farmers' markets, etc.) - Food realia 	<ul style="list-style-type: none"> - Using Pictures - Authentic Materials - Word Sorts

TEACHING ACTIVITY

1. Use the Healthy and Unhealthy Picture Cards, your own pictures, and/or food realia to show students examples of habits.
2. Say, "I want to be healthy."
3. Hold up one picture/food item at a time and ask questions, such as, "Should I eat this hamburger?" Students can give a thumbs up/thumbs down, or they can respond with "Yes, you should./No you shouldn't."
5. If you have real food items, have the students sort the food into "healthy" and "unhealthy."

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Pictures/props to illustrate your personal health goal - Overhead projector - Worksheet: My Health Goal 	<ul style="list-style-type: none"> - Graphic Organizers - Using Pictures - Chalk Talk - TPR - Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Tell the students, "We're going to practice making goals for our health."

EXERCISE

2. Talk about one of your own personal health goals with the class. Using a combination of pictures, Chalk Talk, TPR, and realia, highlight the main points of your health goal and ask students for advice on what you can do to reach your goal. For example:
In December (or at the end of the semester) I want to be in better shape.
What do I need to do?
3. Elicit answers from the students about how you could reach your goal. For example, if your goal is to be in better shape, you could exercise more, eat more vegetables, drink more water, and/or cook more at home and eat out less.
4. Project a copy of the My Health Goal Worksheet, and together as a class fill in the worksheet with the information about your own personal goal.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Worksheet: My Health Goal 	- Graphic Organizers

TEACHING ACTIVITY

1. Give each student a blank worksheet.
2. Elicit a goal from a student. As a class, brainstorm at least 3 steps the student could take to reach his/her goal, and create a sample dialogue together. For example:
A: What is your goal?
B: I want to __.
A: What do you need/have to do?
B: I need to __, __, and __.
A: Great! When will you __?
B: Monday/on the weekend/etc.
3. Practice the dialogue as a class.
4. Help the student fill in the information on his/her worksheet.

EXERCISE

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Worksheet: My Health Goal 	- Graphic Organizers - Questions Asking and Answering

TEACHING ACTIVITY

1. Give students a few minutes to think of a personal health goal they'd like to make.
2. Pair up students and have them work together to fill in the worksheet using the sample dialogue to ask/answer questions as they go.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Highlight “more” vs. “less.” Give examples of “more” and “less” using different habits, such as exercise, drinking water, eating, drinking alcohol, etc.
2. Give students a few minutes to write down two activities they want to do more and two activities they want to do less.
3. Draw a line (More <-----> Less) and as a class categorize which habits you should do more or less to improve your health. Ask students, “What should we do more to be healthy?” At the extreme ends of the line, have “a lot more” and “a lot less.”

EXERCISE

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Index cards - Magazines with pictures of food and hobbies - Scissors and Glue 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Exit Check

TEACHING ACTIVITY

1. Demonstrate how to make a healthy habit card. Tell students a specific healthy habit that you will do in the next week and illustrate it or cut out a picture.
2. Have students make their own healthy habit cards by cutting out/drawing their own healthy picture and pasting it onto an index card.
3. On the way out the door, have each student show you the card and tell you the healthy habit they will do in the next week.
4. Students should bring their cards back to class in one week so that you can revisit the goals and check progress.

SYMPTOMS AND MEDICATIONS

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Words related to common symptoms and health complaints; You should __; My __ hurts.

Language/Culture Point: My __ hurts. vs. I have a __ache.

Objective: Students will be able to give advice about what to do when they're sick.

Materials: A variety of medicine bottles/packages, a variety of remedy items (tissues, cough syrup, cold compress, etc.), Complaint Cards, red/green/yellow Signal Cards, Advice Cards



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- A variety of medicine bottles and packages	- Authentic Materials - Brainstorming - Word Sorts

TEACHING ACTIVITY

1. Have a variety of medicine bottles and packages displayed when students come into the classroom.
2. Ask students some questions about the bottles and packages, such as, "What are these? What are these for?" Generate some words related to medicine and illness.
3. Have a variety of over-the-counter medications on the table and ask students to sort them into different categories.

SYMPTOMS AND MEDICATIONS


STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- A variety of remedies, such as aspirin for a headache, cough syrup for a cough, tissues for a runny nose, etc.	- Authentic Materials - Problem Solving

TEACHING ACTIVITY

- Act out and describe some symptoms of the common cold. For example:
I'm tired. I have a headache. My nose is running. I have a cough. What should I do?
- Act out and describe some symptoms of allergies. For example:
My nose is running. I have a sore throat. What should I do?
- Act out and describe some symptoms of pneumonia. For example:
I have a fever. I have a very bad cough. I have a headache. My body aches. What should I do?
- Lead the students in answering each one by asking, "Should I go to the doctor? Should I take medicine? Should I rest at home?" Use the remedy prompts as appropriate.

STEP 3: DISCUSSION AND COMPREHENSION CHECK



Time Frame	Materials	Teaching Strategies
5 minutes	- Complaint Cards  - Red, green, and yellow Signal Cards	- Using Pictures - Signal Cards

TEACHING ACTIVITY

- Using the provided Complaint Cards, go through each card with the students asking, "What's wrong with him/her? Should he/she see a doctor?"
- Give your opinion by saying, "I think he/she should see a doctor." Ask students to use their Signal Cards to indicate if they Agree/Disagree/Don't know with your statement.

SYMPTOMS AND MEDICATIONS

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Complaint Cards  - Advice Cards  	<ul style="list-style-type: none"> - Using Pictures - Graphic Organizers - Think Aloud - Word Sorts - Problem Solving

TEACHING ACTIVITY

1. Create two columns on the board labeled “Serious” and “Not Serious.”
2. Show a few Complaint Cards and using a Think Aloud, demonstrate sorting the cards under the appropriate column depending on if the complaint is serious or not.
For example:
My stomach hurts. That’s not very serious. I’ll put it in the “Not Serious” column.
3. Repeat using the Advice Cards. For each one (Call the doctor, Take medicine, Stay at home and rest, Go to the hospital), ask students if each card is for a serious complaint or a not-serious complaint. Tape them under the appropriate column.
4. Choose a Complaint Card and model decision-making using another Think Aloud. For example:
Hold up a Complaint Card indicating “headache.” Say, “I have a __/My __ hurts. What should I do? What do you think, should I go to the hospital? [hold up the ‘hospital’ Advice Card]. No, that’s a bad idea. What should I do? I know, I should stay at home and rest [hold up the ‘stay at home and rest’ Advice Card]. I’ll drink a lot of water and take Tylenol [hold up a medicine bottle and the ‘medicine’ Advice Card].”
5. Model with additional Complaint Cards, if necessary.

SYMPTOMS AND MEDICATIONS



STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Complaint Cards  - Advice Cards 	- Using Pictures - Problem Solving

TEACHING ACTIVITY

1. Have a student help you demonstrate another Complaint Card.
2. Practice substituting common complaints into the conversation dialogue:
 A: I have a ___/My ___ hurts. What should I do?
 B: You should ___.
 A: You think so? Okay, thank you./That's a good idea. Thank you.
3. Refer to the Advice Cards and the Serious/Not Serious chart on the board to help the student decide on advice.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Complaint Cards  - Advice Cards 	- Using Pictures - Problem Solving - Question Asking and Answering - Line Dialogue

TEACHING ACTIVITY

1. Have students practice the dialogue with a partner, drawing a Complaint Card to begin the conversation.
2. After students have practiced with a partner for 10 minutes, do a Line Dialogue activity. Students should form two lines facing each other. One line of students should have Complaint Cards and must ask the other line for advice.
3. Switch roles to ensure that each student practices both the Complaint and Advice roles.

SYMPTOMS AND MEDICATIONS


STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. On the board highlight the difference between “I have (a headache, a stomachache, a toothache)” and “My (head, stomach, back, tooth) hurts.”
2. Emphasize that “ache” is always combined with the singular form of the noun (tooth not teeth, etc.).

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Complaint Cards  - Advice Cards  	<ul style="list-style-type: none"> - Using Pictures - Exit Check

TEACHING ACTIVITY

1. Briefly review the Complaint and Advice Cards aloud with the students.
2. As students leave, shake each one’s hand as he/she exits and ask a question, such as, “I have a toothache. What should I do?” Students should respond with, “You should __.”

SYMPTOMS AND MEDICATIONS



EXTENSION ACTIVITY: READING OVER-THE-COUNTER MEDICINE LABELS

Time Frame	Materials	Teaching Strategies
Varies	- A variety of medicine bottles and packages	- Authentic Materials - Graphic Organizers

TEACHING ACTIVITY

1. Have a variety of medicine bottles and packages displayed when students come into the room.
2. Make a chart on the board with these columns:
 - Medicine Name
 - What is it used for?
 - How many?
 - How often?
 - How old?
3. Give each student a medicine bottle. Ask the class to look at the name of the medicine and what it's used for, and then focus on the 'Directions' section of the label.
4. As students find targeted information on the label, have them come up and fill in the information on the chart.

ACCIDENTS AND FIRST AID

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words related to common injuries (cut, bruise, sprain, etc.); words related to first aid (bandage, antiseptic, ice pack, etc.)

Language/Culture Point: Past tense regular/irregular verbs

Objective: Students will be able to name common health accidents and be introduced to basic first aid.

Materials: First aid kit and items for treating injuries, computer, projector, internet connection, speakers, index cards, Scenario Cards: Accidents and Injuries



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE


Time Frame	Materials	Teaching Strategies
5-10 minutes	- A first aid kit and common items for treating injuries	- Authentic Materials - Brainstorming - Chalk Talk

TEACHING ACTIVITY

1. Have a first aid kit where students can see it. Display some first aid items such as an ice pack, gauze, band-aids, elastic bandages, etc. See which items students can identify and if they can tell you what they are for. Make a vocabulary list..
2. Ask students, “Have you ever had an accident?” Using a combination of Chalk Talk and demonstrating/acting, give an example of a time you or someone you know was injured.
3. Ask for students to share their own stories. Ask questions like, “What happened? Did you have to go to the hospital?”

ACCIDENTS AND FIRST AID

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Internet connection  - Speakers - Alternative: PPT Presentation: Accidents and First Aid 	<ul style="list-style-type: none"> - Using Videos - Alt: Teaching with PowerPoint

TEACHING ACTIVITY

1. If you have a computer and internet connection, show some videos on basic first aid. Good examples include:



Burns - http://www.youtube.com/watch?v=IRqy_D_2qOY

Cuts & Bruises - http://www.youtube.com/watch?v=CZ3xIDcQ_Jk


Sprained muscles - <http://www.youtube.com/watch?v=Z-Fo8z4l-U8>

Broken bones - <http://www.youtube.com/watch?v=dVqhZTBV3vI>

If you don't have access to an internet connection, create a PowerPoint presentation that talks about common accidents and first aid.

2. Write down the topics for the videos or presentation you show, and after each one, have the students help you make a list of key vocabulary.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Computer and Projector - Internet connection  - Speakers - Alternative: PPT Presentation: Accidents and First Aid 	<ul style="list-style-type: none"> - Using Videos - Alt: Teaching with PowerPoint - Graphic Organizers - Think-Pair-Share

TEACHING ACTIVITY

1. Go back through the videos (or your slide presentation) without sound.

ACCIDENTS AND FIRST AID

2. As you watch ask students, “What happened here? Do you remember what to do for first aid?”
3. Have each student work individually to come up with ideas for what the person in the video should do.
4. Students should get with a partner and discuss their responses.
5. Ask students to share some of their ideas with the class. Discuss the types of first aid for different injuries.
6. Make a chart for common injuries and first aid recommendations.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Flash Cards - Role Play

TEACHING ACTIVITY

1. After discussing the videos, tell students they’re going to practice talking about health accidents and what you can do if you get hurt in case similar situations happen to them.
2. Have students make cards for any new vocabulary words, such as cut, burned, sprained, bruised, broken, etc.
3. Have students make another set of cards for different parts of the body (or students can reuse the cards from Unit 4 Lesson 1: Move Your Body). Each student should now have two “decks” of cards: one deck for injuries and one deck for body parts.
4. Write a sample dialogues on the board. For example:
 A: Ouch! I __ my __.
 B: Oh no! Does it hurt a lot?
5. Draw one card from the injury deck and one card from the body part deck. Model how to create a dialogue from the cards and how to offer help. For example:
 A: Ouch! I sprained my wrist.
 B: I’m sorry, that must hurt. Can I get you an icepack?

ACCIDENTS AND FIRST AID

6. Continue to model for students the different things you might say when someone gets hurt. For example:
- A: Ouch! I burned my hand.
 - B: This looks serious. Maybe you should see a doctor.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Flash cards for injuries and body parts	- Flash Cards - Role Play

TEACHING ACTIVITY

1. Ask for a student to Role Play the dialogue with you.
2. Draw one card from each deck. Tell your partner, "Ouch! I sprained my ankle!" He/She should respond with sympathy, advice, or an offer to be helpful.
3. Model with 2-3 more students so that the class can see a variety of responses.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Flash cards for injuries and body parts	- Flash Cards - Role Play

TEACHING ACTIVITY

1. Have the students get into pairs and take turns drawing one card from each stack. Student A draws the cards and explains the injury. Student B should respond appropriately.
2. Give students enough time to take turns.

ACCIDENTS AND FIRST AID

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- Role Play


TEACHING ACTIVITY

- Highlight regular and irregular verbs in the past.
- Show how some common verbs change into a different word in the past tense, while for others the present/past tense forms might look the same. For example:

Be careful! Don't break your leg.	I broke my leg.
Don't fall down the stairs.	I fell down the stairs.
Watch out! Don't cut your finger.	Yesterday, I cut my finger.
Don't hurt yourself.	I hurt myself last night.
- Contrast the examples above with regular verbs that only required an “-ed” being added to the end. For example:

Don't burn your hand.	I burned my hand.
Don't bruise your arm.	I bruised my arm.
Don't sprain your ankle.	I sprained my ankle.
- Act out a variety of household injuries and ask students to supply the verb in the past tense.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
15 minutes	- Scenario Cards: Accidents and Injuries 	- Problem Solving - Scenario Cards

TEACHING ACTIVITY

- Give students sets of the provided Scenario Cards. Go over them as a class, having students highlight the past tense verb.
- In groups students should discuss how to treat/heal each injury.
- Circulate while students are talking so that you can check each student's comprehension.



ACCIDENTS AND FIRST AID



EXTENSION ACTIVITY: FIRST AID AND CPR

Time Frame	Materials	Teaching Strategies
Varies		

TEACHING ACTIVITY

Often, your local EMS or the Red Cross will provide presentations on basic first aid and CPR for community groups. If this resource is available, ask them to come do a presentation for your class or take your class to a community training session.

AT THE HOSPITAL

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words for common allergies and symptoms of allergic reactions; I'm allergic to __; (Noun) make me (reaction).

Language/Culture Point: Abbreviations in medical settings

Objective: Students will be able to talk about common allergic reactions and be able to provide information in case of a hospital emergency.

Materials: Computer, projector, PPT Presentation: Allergies, overhead projector, personal information intake questionnaire from a local hospital, index cards, *internet connection, speakers*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE


Time Frame	Materials	Teaching Strategies
5-10 minutes		- Chalk Talk - Graphic Organizers

TEACHING ACTIVITY

1. Draw a picture of something you are allergic to and act out your symptoms. For example:
Draw a cat and start pretending to sneeze. Tell your students, "I'm allergic to cats! They always make my eyes itch, and they make me have to sneeze."
2. Make a grid on the board with three columns: name, allergy, symptoms.
3. Ask your students, "Are you allergic to anything?" Have students tell the class about their allergies through talking, acting or drawing. If they don't have allergies, ask students if they know of anyone who does.
4. Fill in the chart as you discuss.

AT THE HOSPITAL

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Allergies  - Alternative: printed slides 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Use the PowerPoint presentation provided, or create your own, to tell a story about a nurse who works in an emergency room, how she sees a variety of people with different ailments every shift, and that a few of the people have come in because they are dealing with serious allergies. The presentation should include key phrases, such as:
 - I/He/She have/has allergies.
 - I'm/He's/She's allergic to __.
 - (Cats) make me/him,her (sneeze).
2. Go back through the slides a second time to clarify any key vocabulary/concepts.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Allergies  - Alternative: printed slides 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Return to the presentation a third time, but this time ask the students questions about each character. For example:
 - Why is he/she in the hospital?
 - Who is his/her emergency contact?
 - Is he/she allergic to anything?
 - What are some examples of things people are allergic to?
 - Does he/she need a translator?
 - What language does he/she speak?

AT THE HOSPITAL

2. Go around the room and ask students, “If you have a serious allergic reaction, who is your emergency contact?”

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10-15 minutes	<ul style="list-style-type: none"> - Overhead projector - Personal Information Questionnaire 	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Visit a local hospital and if possible, get copies of the intake forms, in particular a form that asks for personal information.
2. Tell students, “If you ever have to go to the hospital, you should be able to ask for a translator. But just in case, today we’re learning English for hospital emergencies.”
3. Give each student a Personal Information Questionnaire and explain that they’ll receive a form just like this one (or similar to) the first time they walk into a hospital or clinic. Highlight the different parts of the form.
4. Project a copy of the Questionnaire and use a Think Aloud as you model how to fill it out. For example:
I need to write my emergency contact. Who would I want them to call in an emergency? My parents are too far away. I’ll put my husband’s name and phone number.
5. Continue with the rest of the form.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Overhead projector - Personal Information Questionnaire 	<ul style="list-style-type: none"> - Authentic Materials

AT THE HOSPITAL

TEACHING ACTIVITY

1. Put a new Personal Information Questionnaire up on the projector. Ask for a student to help you fill it out this time. Take turns asking each other for the targeted information.

Students may be reluctant to share personal information with the class. If so, reassure the student that using fake information is okay.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Personal Information Questionnaire	- Authentic Materials - Question Asking and Answering

TEACHING ACTIVITY

1. Working in pairs, have the students fill out their forms. Student A should ask Student B questions and fill out the form on his/her behalf.
2. Allow time for students to switch roles so that Student B is the one filling out the form based on Student A's answers.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Overhead projector - Personal Information Questionnaire	- Authentic Materials

TEACHING ACTIVITY

1. Refer back to the Personal Information Questionnaire on the overhead projector and circle/highlight all of the abbreviations used in the questionnaire (ex. DOB, M/F, Apt., etc.).
2. Ask students what the highlighted items have in common, trying to elicit that they are abbreviations. Tell students that it's common to abbreviate words, and see if students can identify what the abbreviations stand for.

AT THE HOSPITAL

- Tell students that abbreviations are often used by doctors and hospitals on prescriptions, forms, and medicine bottles. If students don't know what an abbreviation means, stress the importance of asking the nurse/doctor.
- As a class, list other medically-related abbreviations that students may have seen.

Examples include:

ER	Emergency Room
Dr.	Doctor
EMT	Emergency Medical Technician
RN	Registered Nurse
ht	height
wt	weight
x	times, as in 3x/day

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Exit Check

TEACHING ACTIVITY

- If possible, before class prepare a stack of index cards with two questions written on each card. Put the questions in different forms so that students can recognize different ways of asking for the same information. For example:
Who is your emergency contact? and Who should we contact in an emergency?
Do you have any allergies? and Are you allergic to anything?
- Give one card to each student. Have students individually write their answers on the cards and hand them in to you as they leave class. After you check the cards for comprehension, hand them back to the students so that they can carry the information with them.

AT THE HOSPITAL



EXTENSION ACTIVITY: WE ARE NEW YORK

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer and Projector - Internet connection  - Speakers 	<ul style="list-style-type: none"> - Using Videos

TEACHING ACTIVITY

We Are New York is a collection of half-hour TV shows designed to help adults learn and practice English communication skills. All of the episodes, activities, and resources are posted online for free download at:



<http://www.nyc.gov/html/weareny/html/episodes/episodes.shtml>

1. Watch an episode of “We Are New York,” either “The Hospital” or “Asthma: A Soap Opera.”
2. Watch the video in small segments, leaving ample time for discussion.

CAN DO LIST

Name: _____ Date: _____

I CAN



Correctly name and point to different parts of my body; for example, "arm", "hand", or "stomach"

YES MAYBE NO

Respond to commands about moving my body; for example, "raise your arm", "move your hand", or "bend your neck"

YES MAYBE NO



Make an appointment at a doctor's office or clinic

YES MAYBE NO

Fill out a form at the doctor's office asking for personal information

YES MAYBE NO



Talk about what I do to stay healthy; for example, "I eat healthy food and exercise often"

YES MAYBE NO

Talk about what I do for exercise and how often I exercise; for example, "I run two times a week"

YES MAYBE NO



Say if hamburgers are healthy or unhealthy

YES MAYBE NO

Say if vegetables are healthy or unhealthy

YES MAYBE NO



Talk about illnesses or being sick; for example, "cough", "headache", or "stomachache"

YES MAYBE NO

Talk to the doctor about what hurts

YES MAYBE NO

CAN DO LIST

Name: _____ Date: _____

I CAN



Tell someone if they should take medicine or call the doctor for a headache

YES MAYBE NO

Tell someone if they should take medicine or call the doctor for the flu and a bad fever

YES MAYBE NO

Look at a medicine bottle and read how often to take it

YES MAYBE NO



Talk about what is in a First Aid Kit

YES MAYBE NO

Talk about what to do if someone cuts their finger

YES MAYBE NO

Talk about what to do if someone burns their hand

YES MAYBE NO



Tell someone if I have or do not have allergies; for example, "I am allergic to peanuts"

YES MAYBE NO

Talk about what to do in an emergency

YES MAYBE NO



MY FIRST JOB

Lesson Length: 1.25 hours

Vocabulary & Expressions: Words related to occupations and job duties; past tense verbs

Language/Culture Point: Relationship between words used to describe names of jobs and their corresponding job duties

Objective: Students will be able to talk about their first job.

Materials: Computer, projector, PPT Presentation: Jobs in Your Hometown, red/green/yellow Signal Cards, plain paper, markers, ball

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		- Mind Mapping

TEACHING ACTIVITY

1. On the board, write “I am” in the middle of a circle. Draw spokes coming out of the circle to prepare for a Mind Mapping activity.
2. Add to the map pictures and words that describe you. For example: a teacher, an employee, a sister, a gardener, a musician, etc.
3. Have students contribute ideas about themselves and draw/write them on the board.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Computer and Projector- PPT Presentation: Jobs in Your Hometown- Alternative: printed slides/pictures/drawings	<ul style="list-style-type: none">- Teaching with PowerPoint- Using Pictures



MY FIRST JOB

TEACHING ACTIVITY

1. Create a presentation that talks different jobs in your community. For example:
When I was young I lived in a small town. Many of the people who lived there were farmers. They grew a lot of wheat and apples. There were also many Native Americans in my town. Some of them were fisherman. Others made beautiful blankets and beaded jewelry.

Times change. My town is not so small anymore. It is growing. There are many people who work in construction building houses and apartments. Wine has become popular so many of the farmers are now growing grapes to make wine...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- True/False Quiz - Signal Cards

TEACHING ACTIVITY

1. Make a series of true/false statements about your presentation. Students should use their Signal Cards to indicate True/False/I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Tell students, "Today we're talking about different kinds of work people do. I want to hear about everyone's first job."
2. Do a Chalk Talk about your first job by drawing and labeling activities. For example:
I had my first job in 1992. I worked in a restaurant. I worked from 4:00-11:00pm, five days a week. I served food and drinks to customers. I cleaned tables. I swept and vacuumed the floors...



MY FIRST JOB

3. Tell students, “Now I want to hear about your first job. For some people, their first job is in a restaurant making food. Other people’s first job is raising children. Some people get their first job working in a store...”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
15 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Ask a student, “What was your first job?” Have the student come up to the board and do a Chalk Talk or you can illustrate for the student.
2. As the student talks about his/her first job, clarify and supply vocabulary, as necessary.
3. Ask for 2-3 more students to share with the class about their first job.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Paper and Markers	- Chalk Talk - Think-Pair-Share

TEACHING ACTIVITY

1. Have each student work individually to illustrate his/her first job on a piece of paper.
2. Have students first share with a partner and then with a larger group.
3. Help students with vocabulary, as necessary, and create a master vocabulary list on the board as you hear students talking.



MY FIRST JOB

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Paper and Markers	- Graphic Organizers - Brainstorming

TEACHING ACTIVITY

1. On the board make two columns. In the first column list the names of the students' first jobs. In the second column have students help you list what the person does in each of the jobs. For example:

<u>Job</u>	<u>Job Duty</u>
Farmer	farm
Cook	cook
Teacher	teach
Dishwasher	wash dishes
Fireman	put out fires
Musician	play music

2. First, ask students what they notice about these words. Brainstorm with them, trying to elicit that often the word used for the name of a job and the word for the job duty are related/the same. Point this out on the list by underlining common word parts.
3. Ask students to identify other jobs with job duties that use the same/similar words.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Ball	- Line Up - Ball Toss

TEACHING ACTIVITY

1. Do a Line Up with the students by having them form a single line according to the year they started their first job.



MY FIRST JOB

2. Toss a ball to a student and ask, “What was your first job?” and “What did you have to do?” For more advanced students you can follow up with, “What is one thing you liked about your job?”
3. Have the student throw the ball back to you to throw to another student. Keep the pace as quick and lively as possible.



COMMON CAREERS

Lesson Length: 1 hour

Vocabulary & Expressions: Words related to occupations and job duties; present tense verbs

Language/Culture Point: Third person singular present tense 's'

Objective: Students will be able to talk about different jobs, job titles, and job-related duties.

Materials: Hat/jar/baggie or similar container

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		- Brainstorming

TEACHING ACTIVITY

1. Ask the class, "What are some different things you do at work?" Make a list of verbs on the board. Examples include: cook, clean, talk, sell, help, etc.
2. Leave the job duties word bank on the board for students to use as a reference throughout class.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Talk about your work day using Chalk Talk to show what you do and acting out any activities that may be unfamiliar to students. For example:
 - I work as a teacher. The first thing I do when I get to work is set up the classroom.
 - I teach a class in the morning, and then I eat lunch. After lunch I clean the classroom...
 Be sure to include work you do at home, as well, so that you can incorporate additional vocabulary. Focus on verbs.



COMMON CAREERS

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Repeat the story a second time but pause periodically so that the students can fill in the information for you.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Tell students, "Today we're talking about our jobs now."
2. On the board, create a template:
__ works as a __.
At work, he/she...
 - 1.
 - 2.
 - 3.
3. Ask for a student to talk about his/her current job. As prompts, ask questions like, "Do you work?" "What do you do?" and "Tell me about some things you do at work."
4. Use the student's information to complete the template in the third person.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes		



COMMON CAREERS

TEACHING ACTIVITY

1. Ask for another student to share information about his/her job, and assist the first student in filling out the template.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes		

TEACHING ACTIVITY

1. Have students work in pairs to fill out the template for their partner.
2. Pair by pair, have students talk about what their partner does at work.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Using written examples and illustrations, highlight the third person “s” in the context of things people do at work.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Hat, jar, baggie, or similar container	- Question Asking and Answering

TEACHING ACTIVITY

1. Divide students into two equal teams, Team A and Team B.
2. Put the students’ names on each team into separate hats/containers, Team A names in one hat and Team B names in another hat.



COMMON CAREERS

3. Have each student on Team A draw a Team B name, and vice versa.
4. First, have Team A students find the person whose name they drew and gather the following information:
 - What they do for work
 - Some of their job duties
5. Have Team A talk about their partners to the class.
6. Switch and have Team B find their corresponding partners, gather the information, and report on their job information to the class.

JOB GOALS AND REQUIREMENTS

Lesson Length: 1.25 hours + Extension Activities

Vocabulary & Expressions: Words related to jobs, job skills, and job requirements

Language/Culture Point: Want to vs. Need to

Objective: Students will be able to talk about their job interests and what is required to get/performance each job.

Materials: Picture Cards: Occupations, computer, projector, PPT Presentation: Job Goals, printed PPT slides, index cards, *printed online job postings*, *computer lab*, *internet connection*, *printer*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Occupations 	- Using Pictures - Brainstorming - Graphic Organizers

TEACHING ACTIVITY

1. Using the Occupation Picture Cards, elicit words and phrases by asking students, "What's his job? What's he doing?"
2. For each occupation ask students, "What do you have to do to get that job?" List ideas such as get a GED, speak English, find a training class, etc. Create a chart on the board that captures the following information: occupation, requirement(s).
3. Ask a few students about their jobs and what they had to do to get them. Add their information to the chart.

JOB GOALS AND REQUIREMENTS

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Job Goals - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Show a presentation that highlights 3 different people's jobs and career goals. The presentation should focus on what each one is doing now, what he/she would like to do for a job in the future (goals), and the steps each person needs to take to reach his/her goal. Examples of different people could be:
 - a. A girl who is a high school student who wants to be a teacher: She needs to finish school and graduate. She needs to go to university. She needs to get her certification. Then, she needs to find a job at a school.
 - b. A woman who is a housewife who wants to go back to school (college): She needs to choose a major. She needs to visit schools and choose the right one. She needs to learn about financial aid. She needs to apply.
 - c. A young man who is a construction worker who wants to be promoted to a manager/supervisor: He needs to learn how to use a computer. He needs to talk to his supervisor. He needs to pass a test.

Use information about your students' interests and life experiences to make the characters' occupations, goals, and requirements as relevant as possible to your class.

2. Repeat the story 1-2 times, as necessary.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Printed PowerPoint slides	- Picture Stories

TEACHING ACTIVITY

1. Have students get into pairs and give each pair of students a hard copy of the presentation with the story cut into individual slides and mixed up.



JOB GOALS AND REQUIREMENTS

2. Have the pairs work together to match each person with his/her goal and the steps needed to reach that goal.
3. Have students practice retelling the story to each other.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	

TEACHING ACTIVITY

1. Tell the students they are going to talk about their own job goals: what they want to be and what they need to do to reach their goal.
2. Write the phrase “I want to __” on the board along with “I need to __.”
3. Draw your own goal on the front of an index card. Say, “I want to __.”
4. Turn your card over and write down three things that you need to do (skills you need to learn or steps you need to take) to reach your goal. Number them 1, 2, and 3.
5. Say, “I want to __. I need to __, __, and __.”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	

TEACHING ACTIVITY

1. Give each student an index card.
2. Help 2-3 students write or draw their goal on the front of the card by asking, “What do you want to be? What job do you want to have?” Help them verbalize the answer if they don’t know. Say, “(Name) wants to __.”

JOB GOALS AND REQUIREMENTS

3. Ask, "What do you need to do?" Have the class help the students come up with ideas. For example, "(Abdul) wants to work (in a restaurant). He wants to (be a chef). What does he need to do?"
4. Continue to question the class: "Does he need to take classes? Does he need to talk to a restaurant owner? Does he need to fill out an application?" Allow the class to come up with as many answers as possible.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Index cards	

TEACHING ACTIVITY

1. Have the rest of the class work individually to create their own Goal Cards. Circulate and help with vocabulary, as necessary. If their level is high enough, have the 2-3 students from Step 5 circulate and help, as well.
2. Divide students into small groups with each group having at least one student with a bit more job experience who can help the others answer questions about job requirements. Students should practice asking each other:
 - What do you want to do/be?
 - What do you need to do?

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Highlight the difference between "I want to" and "I need to."
2. Use both job-related and non-job-related examples that highlight the difference between "want" and "need." For example:
 - I **want to be** a supervisor. I **need to** take a test. I **need to** learn to use computers.
 - I **want to have** a party. I **need to** clean the house. I **need to** invite friends.
 - I **want to buy** a television. I **need to** save money.



JOB GOALS AND REQUIREMENTS

3. Ask students to provide examples of things in their lives they want and what they need to do to get them.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Students' Goal Cards	


TEACHING ACTIVITY

1. Collect each student's Goal Card and put them in a pile.
2. Draw one card from the stack and ask, "Who wants to __?" The student whose goal it is should come up to the front of the room to collect his/her card. Ask, "What do you need to do?" Have the student answer with one of the steps on his/her card.
3. Invite responses from the rest of the class. For example, "What else does (Juan) need to do?"
4. The first student should then draw a card from the stack and ask, "Who wants to __?"
5. Repeat the process until all the students have collected their cards.

JOB GOALS AND REQUIREMENTS



EXTENSION ACTIVITIES: JOB POSTINGS/JOB INFORMATION HUNT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Printed job postings - Computer lab - Internet connection  - Printer 	<ul style="list-style-type: none"> - Authentic Materials - Graphic Organizers

TEACHING ACTIVITY #1

1. Look online for job postings that match the students' goals and bring these with you to the next class.
2. Choose a job posting and ask, "Who wants to be a __?" Give the job posting to the student(s) who fits that goal. Repeat with the rest of the job postings until each student has one.
3. Help students locate the information that describes what they would need to do and/or have to get each job.
4. Create a chart on the board to organize the information.

TEACHING ACTIVITY #2

1. Take the class to a computer lab and teach the students how to look online for information about the job they would like to have. Information could include job descriptions, potential employers, possible salaries, job requirements, etc.
2. Help students compile the information into a packet which they could present to their classmates at a future date.

LOOKING FOR A JOB

Lesson Length: 1.5 hours + Extension Activity

Vocabulary & Expressions: Words related to jobs, job skills and requirements, and job applications

Language/Culture Point: I can __ [regular form of the verb]. vs. I am good at __ [-ing form].

Objective: Students will be able to fill out a job application and be able to talk about their skills.

Materials: Overhead projector, a variety of job postings, one job posting with a corresponding job application, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Overhead projector - Job postings	- Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Display a number of printed job postings from websites, classified newspaper ads, etc. As students come in, invite them to look at the displayed materials.
2. Ask students, "What kinds of jobs are there?" Make a list of common occupations on the board.
3. Display one of the job postings using an overhead projector.
4. Ask, "If you are looking for a job, what kinds of things do you have to think about?" Make a list of the students' suggestions on the board: pay/wages/salary, location, schedule, applications, etc. Help the students locate the same information on the job posting by circling any related words/phrases.

LOOKING FOR A JOB

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Overhead projector - Job posting and corresponding application 	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Find a job posting that also has a corresponding application. Display the job posting using an overhead projector and read it aloud as a class.
2. Refer to the list that the students created in Step 1, and locate the corresponding parts of the job posting while doing a Think Aloud. For example:
 Okay, I'm looking for a job. Where is this job? Baskin Robbins. I know Baskin Robbins; it's an ice cream place. What kind of job is this? It says, "You will serve customers and work with cash registers." So this is a job for a cashier. That doesn't sound bad. I'm good at talking to people."
3. Highlight or underline where you find different information in the job posting.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Overhead projector - Job posting with a printed copy for each student 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Put up a new job posting that is similar to the first one. Give each student a copy. Read the job posting aloud. Ask the students questions about the posting. Have them find the information on their handout and circle it as they find it. For example:
 What is the name of this company?
 What kind of job is this?
 How much does this job pay?
 What kind of experience do you have to have for this job?
 If you get this job, what are your duties? What kinds of things will you do?
 What is the job's schedule like?



LOOKING FOR A JOB

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Job application	- Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Ask the students what the first step is in getting a job, trying to elicit that it's usually filling out a job application.
2. Using an overhead projector, show the students the job application from Step 2. Highlight the different parts of the application, such as: personal information, work history, educational background, skills, availability (for scheduling), desired pay, etc.
3. Go back through the job application by reading it, doing a Think Aloud, and filling it in with your own information.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Job application	- Authentic Materials

TEACHING ACTIVITY

1. Give each student a copy of the job application.
2. Point to the different parts of the job application again and ask students things like, "What do I put here? That's right, my phone number!"
3. Guide students through the first section of the application as a class, with each student filling in his/her own responses.



LOOKING FOR A JOB

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Job application	- Authentic Materials

TEACHING ACTIVITY

1. Have students work together in small groups to complete the rest of the application. Each student should fill out his/her own application while getting help from the group.
2. For multi-level classes, give the higher level students an application that is more challenging and goes beyond asking for just the basic information.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
20 minutes		

TEACHING ACTIVITY

1. Tell the students, "In addition to asking for personal information, applications ask about your *skills*. Everyone has *skills* that he/she can use to get a job. It's important to find the right job for your *skills*! You need to be able to write your *skills* on your application. You also need to be able to talk about them in an interview."
2. Write on the board:
What are you good at?
I can __.
I am good at __.
3. Show students how to answer the question, "What are you good at?" For example:
I can fix [regular form of the verb] plumbing and other things in the house.
I am good at fixing [-ing form] things.

Provide additional examples.
4. Have a student come up to the front of the room. Ask the student, "What is your job right now?" Then ask, "What is something you are good at?" Help the student answer the question using the formats provided above.



LOOKING FOR A JOB

5. Go around the room, helping each student answer the question, “What are you good at?”

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Memory

TEACHING ACTIVITY


1. Have the students form a circle.
2. Start by saying, “I am good at __.” Choose one thing.
3. Have the student next to you say what he/she is good at AND what you are good at.
4. Continue around the circle with each student saying what he/she is good at AND what everyone who already took a turn is good at.
5. As the list grows, enlist other students to help remember the list of skills.



LOOKING FOR A JOB



EXTENSION ACTIVITY: ONLINE JOB APPLICATIONS

Time Frame	Materials	Teaching Strategies
Varies	- Computer lab - Internet connection 	

TEACHING ACTIVITY

Take students to a computer lab where they can practice filling out online job applications. An example of a website that offers free tutorials is GCF Learn Free, found at:



<http://www.gcflearnfree.org/jobapplications>



THE WORK DAY

Lesson Length: 1 hour

Vocabulary & Expressions: Words related to daily work activities

Language/Culture Point: To Do lists

Objective: Students will be able to talk about things they do at work.

Materials: Magazine pictures of hobbies, computer, projector, PPT Presentation: The Work Day, paper

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Magazine pictures of hobbies	- Graphic Organizers - Brainstorming - Using Pictures

TEACHING ACTIVITY

1. On the board, have a chart with two columns: things to do for fun, things to do for work.
2. Place magazine pictures of hobbies (e.g. sports, outdoor activities, video games, reading, listening to music, etc.) at each table.
3. Tell the students, "People do all kinds of things. I like to (play soccer) for fun." Ask, "What are some things you like to do for fun?" Fill in the chart with the students' ideas.
4. Say, "We also have things we have to do for our job or house. What are some things you do when you work?" Have students list things they do at a place of employment and/or chores they do at home. Fill in the chart.



THE WORK DAY

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Computer and Projector- PPT Presentation: The Work Day- Alternative: printed slides/ photographs/pictures	<ul style="list-style-type: none">- Teaching with PowerPoint- Using Pictures

TEACHING ACTIVITY

1. Show a slide presentation about someone's first day at a new job. The presentation should focus on all the tasks someone needs to complete in a single day and how overwhelming it can be to get it all done.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes		<ul style="list-style-type: none">- Graphic Organizers

TEACHING ACTIVITY

1. Make a chart on the board listing all of the tasks the person was supposed to complete.
2. Go through each task on the list. Ask students, "Did he/she (task)?" or "Was he/she able to ___?" Check off each task that was completed.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes		<ul style="list-style-type: none">- Chalk Talk



THE WORK DAY

TEACHING ACTIVITY

1. Tell students, “In any job a supervisor will give you tasks to do. Just like there are a lot of things we have to do to learn English, there are a lot of things we have to do for our home and our job. Even supervisors have a boss who tells them what to do. People who are self-employed also have a boss - they are their own boss and have to do everything themselves.”
2. Tell the students about what you do at work using Chalk Talk. Have a template prepared on the board and fill it in as you narrate. For example:
5 things I do at work:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Ask for a student to tell a story about his/her work day. Have the student come up and use Chalk Talk to narrate the different things he/she does. As the student talks, fill out the template.
2. Practice again by having another student tell the class about his/her typical work day. If possible, get a student who doesn't work outside the home so that you can model an alternative way to fill out the template.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Paper	- Chalk Talk - Think-Pair-Share



THE WORK DAY

TEACHING ACTIVITY

1. Have students work individually to draw what they do in a typical work day on a piece of paper.
2. When students are finished, have them find a partner and exchange stories about their work days.
3. Ask for volunteers to share their stories with the entire class.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Review the chart of tasks from Step 3.
2. Explain that lists such as this are called 'To Do Lists' in English.
3. Ask students if they notice a pattern to the task list. Look at the word order. Guide students in realizing the items start with an action word (verb) unlike sentences that often start with a person (I, you, John, Mr. Smith). The subject is an implied "you."
4. Write a sentence with a subject on the board, and ask students to identify how to write it as a task. For example:
John washes the dishes. --> Wash the dishes.
Mrs. Black cleans the bathroom. --> Clean the bathroom.
I make my bed. --> Make my bed.

Point out that To Do Lists are similar to when someone, such as your boss, tells you to do something.
5. Write the heading 'To Do List' on the board and make a list of tasks you have to do either for work or home. Have each student make his/her own task list for the week.
6. Go around the room and ask each student to identify the most important thing on his/her list.



THE WORK DAY

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Tell the class, “Stand up if you (task) at work.” Comment on how many of the students do the same things even though they may have different employers or job titles.
2. Have students sit back down and again say, “Stand up if you (task) at work.”
3. Repeat the process until all the students have had a chance to participate.

CALLING IN SICK

Lesson Length: 1.25 hours

Vocabulary & Expressions: Reasons for missing work/school (e.g. the flu, a vet appointment, a car accident, a sick child)

Language/Culture Point: Cultural norms related to acceptable/unacceptable reasons for missing work/school

Objective: Students will be able to call in sick to work/school.

Materials: Computer, projector, PPT Presentation: Calling in Sick, red/green/yellow Signal Cards, real/toy cell phones, Scenario Cards: Calling in Sick



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Ask students, "Have you ever called in sick to work? Have your kids ever been too sick to go to school?" Ask students to share their stories.
2. Ask follow up questions, such as, "What did you say? What did your supervisor say? What did the school say?"

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Calling in Sick  - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures - Predicting


TEACHING ACTIVITY

1. Go through the slide presentation about calling in sick to work and school.

CALLING IN SICK

2. Pause at times and have students predict what the supervisor will say. For example, the students could predict whether or not a supervisor will let an employee take the day off work because of a headache.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Calling in Sick  - Alternative: printed slides/ photographs/pictures - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures - True/False Quiz - Signal Cards

TEACHING ACTIVITY

1. Do a True/False activity with the students using Signal Cards. Ask questions about each person in the presentation and have students respond with True/False/I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Real/toy cell phones	- Authentic Materials

TEACHING ACTIVITY

1. Tell students, "Sometimes you might feel too sick to go to work, or someone in your family might be too sick to go to work or school. Today we are going to practice calling in sick."
2. Highlight that calling in sick has 4 parts:
 - a. A greeting:
Hello, this is __.
 - b. An apology for calling in sick:
I'm sorry, I can't come in to work today.
I'm sorry, my daughter can't come to school today.

CALLING IN SICK

- c. The reason for calling in:
 I have the flu with a fever and chills.
 He has a bad cold and I'm afraid it may be contagious.
 She has a stomachache and is too sick to leave home.
- d. When you will return to work:
 I will be at work tomorrow.
 I'm hoping to come back tomorrow if I feel better, but I'll call if I can't.
 My daughter will be at school tomorrow.
- Take out a cell phone and say, "My child is very young. He has the flu. I cannot get a babysitter. What do I do?"
 - Model how to call in to work following the 4-step process.
 - Model the call a second time and outline a sample dialogue on the board as you go.
 For example:
 A (worker): (greeting)
 B (supervisor): Hi, __.
 A: (apology)
 B: Oh, that's too bad.
 A: (reason)
 B: I hope (you/he/she) feel(s) better.
 A: (when you will return to work)
 B: Okay, see you then. Thank you for calling.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Real/toy cell phones	- Authentic Materials - Role Play

TEACHING ACTIVITY

- Ask for a volunteer to come up and practice Role Playing with you. You will be the supervisor and they will be the employee.
- Continue Role Playing with 2-3 more students.
- As you Role Play the supervisor, rotate between acting understanding/sympathetic and acting stressed or unwilling to let the employee miss work.

CALLING IN SICK

- As students become comfortable with the dialogue, take yourself out of the Role Play and let two students play the parts.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Real/toy cell phones - Scenario Cards: Calling in Sick 	<ul style="list-style-type: none"> - Authentic Materials - Role Play

TEACHING ACTIVITY

- Create Scenario Cards for calling in sick to work and school.
- Have students get in pairs take turns Role Playing the supervisor and employee until they have gone through all of the scenarios.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		<ul style="list-style-type: none"> - Graphic Organizers

TEACHING ACTIVITY

- Talk about the culture of working in the United States and contrast this with other countries, particularly those your students are from. Highlight the expectation that, in the United States, someone must be pretty ill to not go to work while in other countries, a headache is reason enough to miss work.
- Create a chart on the board with the names of the countries representing your students down the left side and common reasons for calling in sick across the top.
- Go through each reason with the class and check off whether it's an acceptable excuse in each country. If students are all from the same country, do some research ahead of time into expected behavior in other countries and use those as examples.



CALLING IN SICK

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

1. Dramatize different ways of calling in sick and have the students decide if the call was acceptable or not. Ask the students if the call had the right tone, if it was too short, or if the excuse was an acceptable one or not. Students should indicate Acceptable/Not acceptable/I'm not sure using their Signal Cards.

CAN DO LIST

Name: _____ Date: _____

I CAN



Talk about my first job

YES MAYBE NO

Say what I liked about my first job

YES MAYBE NO



Talk about my job now

YES MAYBE NO

Say what I like about my job now

YES MAYBE NO



Talk about a job I want to have in the future

YES MAYBE NO

Talk about what I need to do to get the job I want; for example, "I need to take a test"

YES MAYBE NO



Read job postings from a website or newspaper

YES MAYBE NO

Fill out a job application

YES MAYBE NO

Talk about my skills and what I am good at

YES MAYBE NO



Talk about things I do for fun; for example, "I swim and play soccer"

YES MAYBE NO

Talk about things I do for work; for example, "At work I answer phones and call people"

YES MAYBE NO

CAN DO LIST

Name: _____ Date: _____

I CAN



Say "yes" or "no": I clean things at work
YES NO

Say "yes" or "no": I cook things at work
YES NO

Say "yes" or "no": I write emails at work
YES NO



Call my supervisor if I am too sick to go to work
YES MAYBE NO

Call the school for my child or a relative if they are too sick to go to school
YES MAYBE NO



PUBLIC TRANSPORTATION

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Words and phrases related to directions and public transportation; commands for following directions

Language/Culture Point: Sequencing words

Objective: Students will be able to understand directions for getting around town.

Materials: Overhead projector, map of the local public transportation system, red/green/yellow Signal Cards, cut-up sequencing words, cut-up sentence strips, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Map of the local public transportation system	- Authentic Materials

TEACHING ACTIVITY

1. Project a large map of the city’s public transportation system and give each student a copy.
2. Ask students to point out on the big projected map where they live, where they work, and where the class is. Ask, “How do you get to work? Do you take a car? Do you take a bus? Do you take the subway?” Find out how many of your students are familiar with public transportation.
3. Have students circle their homes on the map to see if they live close to each other. Point out how many live north/south/east/west.



PUBLIC TRANSPORTATION

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system	<ul style="list-style-type: none">- Authentic Materials- Think Aloud

TEACHING ACTIVITY

1. Label the map to mark places you and your students are familiar with (e.g., the location of your class, the library, the mall, the park, the grocery store). Have the students label these on their maps, too.
2. Imagine you plan to take public transportation to get around next week. Use Think Aloud to show your students the process of using the local system. Your presentation should include sequencing words, such as: first, next, then, and finally. For example:
Next week I will try to take the bus to __. Let me see, first I need to check what bus goes from my house to ___...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system- Red, green, and yellow Signal Cards	<ul style="list-style-type: none">- True/False Quiz- Signal Cards

TEACHING ACTIVITY

1. Make true and false statements about your presentation to check students' comprehension. For example:
The library is south of my house.
My house is east of the mall.
I take route 1 to get from my house to the library.
Allow students to refer to their maps before answering with True/False/I don't know.



PUBLIC TRANSPORTATION

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Tell students that today you are going to practice giving people directions to get around town.
2. Using the projected map, narrate directions on how to use the public transportation system to get to class from your house. Write down each step. Model how to give the directions aloud. Be sure to include sequencing words.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Ask a student to come up and show where his/her house is circled on the map.
2. Ask the class, "How can I get from his/her house to the library?" Have them take you through the directions step-by-step. Write down each step. Highlight key phrases, such as:
 - Take (the #2 bus).
 - Get on (at the corner of...).
 - Get off (at Terry St.).
 - Change buses at __.
 - Walk (two blocks/up the street).
 - Turn (right on __).
 - Go (straight/one block).



PUBLIC TRANSPORTATION

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Overhead projector - Map of the local public transportation system	- Authentic Materials

TEACHING ACTIVITY

1. Have the students get into small groups. Each group should have a map of the public transportation system. Students should work within their groups to figure out how they would use the system to get from their houses to the library, class, or work. If necessary, have students write down their own directions.
2. Have students pair up with a person that wasn't in their group. Each pair should have a map. One student should give the other directions for how to get from point A to point B using the public transportation system. The other student should follow the directions on the map and see if he/she gets to the right place.
3. Bring the class together. Have a student read you his/her directions. Follow along with your finger on the map, and see if you can follow the directions to the right place .

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Refer back to the directions on the board for how to get to class from your house. Highlight the sequencing words and phrases you used in your directions. For example:
First, I walk north on your street. The bus stop is on the corner in front of the school.
Second, I get on the #1 bus. I need to remember \$1.00 for bus fare!
Next, I take the #1 bus North on Congress Avenue.
Then, I get off the bus at the corner of Congress and Mary Road.
After that, I go west on Mary Road for four blocks.
Finally, the library is at the corner of Mary and 5th Street.



PUBLIC TRANSPORTATION

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system- Cut up sequencing words- Cut up sentence strips	<ul style="list-style-type: none">- Authentic Materials- Sentence Strips

TEACHING ACTIVITY


1. Put students into groups and give each group a set of cut up sequencing words and a set of cut-up directions. The directions should involve using public transportation to get from class to a well-known place, such as a park, the mall, a popular landmark, etc.
2. As a class, determine what the first step is. Model how to match the sequencing word “first” to the appropriate step in the directions.
3. Allow the groups to work on their own to finish matching sequencing words and directions.



PUBLIC TRANSPORTATION



EXTENSION ACTIVITIES: CALLING THE LOCAL PUBLIC TRANSPORTATION SYSTEM/MAPS ONLINE/LET'S MOVE!

Time Frame	Materials	Teaching Strategies
Varies	- Computer lab - Internet connection 	- TPR

TEACHING ACTIVITY #1

Have students call the local public transportation hotline and find out the route to a place of interest.

TEACHING ACTIVITY #2

Take students to a computer lab and show them how to use an online map application to find directions around town.

TEACHING ACTIVITY #3

1. Take students to a place with enough room to move around.
2. Do a TPR activity by calling out directions and having students respond by moving. For example:
 - Call out: "Take bus #3." [Students hold up 3 fingers.]
 - Call out: "Get on at State St." [Students step forward to mimic 'getting on.']
 - Call out: "Get off at 6th St." [Students step back to mimic 'getting off.']
 - Call out: "Turn right at __." [Students turn to the right.]

RUNNING ERRANDS IN THE CITY

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Words and phrases related to running errands around town

Language/Culture Point: “Going to” Vs. “Will”

Objective: Students will know where to go to access basic city services and amenities.

Materials: Pictures of the following buildings: the local library/the post office/a local park/the DMV/BMV, a variety of items/pictures representing the 4 places above: e.g. a library card (the library)/a bbq grill (the park)/stamps (the post office)/a license plate (the DMV/BMV)/etc., chart paper, tape, red/green/yellow Signal Cards, Picture Cards: Running Errands, computer, projector, internet connection, speakers, printed stills from “Tales of Mere Existence”



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Pictures of the following buildings: the local library, the post office, a local park, the DMV/BMV - A variety of items/pictures representing the 4 places above: e.g. a library card (the library), a bbq grill (the park), stamps (the post office), a license plate (the DMV/BMV), etc. - Chart paper - Tape 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Word Sorts

TEACHING ACTIVITY

1. Tape a picture of the following places on one of 4 pieces of chart paper: the library, a local park, the post office, and the DMV/BMV. Scatter the papers around the room creating 4 stations, one place per station.
2. Tell students, “Today we are talking about places to go in the city.” Walk to each station and ask the class, “Why do people go to the (library)? How about (parks)?” Elicit answers for each station.



RUNNING ERRANDS IN THE CITY

3. Display a wide variety of authentic items and pictures that represent each of the 4 locations in the city. Ask the students to pick an item that they recognize.
4. Have the students take the items to their matching stations. Once the students have sorted all of the items, go around the room and see if they can identify each item.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- A variety of items/pictures representing the local: library, park, post office, DMV/BMV	- Authentic Materials - Predicting

TEACHING ACTIVITY

1. Tell a story about a day running errands in the city. Use the authentic materials as props as you talk. For example:
Today is Saturday and I have all of these things to do. I have a letter to mail, a book to return, and I have to get new license plates for my car. At the end of the day I want to take my dog to the park, but I don't know if I will have enough time.
2. At points in the story, pause and ask the students to predict where they think you will go next.

STEP 3: DISCUSSION AND COMPREHENSION CHECK


Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- True/False Quiz - Signal Cards

TEACHING ACTIVITY

1. Make true and false statements about your story, and have students respond using their Signal Cards to indicate True/False/I don't know.

RUNNING ERRANDS IN THE CITY

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Running Errands 	- Using Pictures


TEACHING ACTIVITY

1. Tell students that today you are talking about running errands in the city. Explain that it's called an "errand" when someone has to make a short trip to do something, such as going to the store, to the laundromat, to the post office, etc.
2. Write the following sentence structure on the board:
I want to __. Where do I go?
3. Create Picture Cards that illustrate a variety of errands around town. The cards should have a picture on one side (e.g., an envelope) and the words for an action on the other side (e.g. "mail a letter").
4. Hold up a card and show the picture to students. Walk up to a student, show them the picture, and say, "I want to (mail a letter). Where do I go?" Help the student answer.
Additional examples could include:
 - I want to walk my dog. Where do I go?
 - I want to check my e-mail. Where do I go?
 - I want to find a good book to read. Where do I go?
 - I want to return a book. Where do I go?
 - I want to get a new license plate. Where do I go?
 - I want to buy stamps. Where do I go?
 - I want to play baseball. Where do I go?
 - I want to get a new library card. Where do I go?
 - I want to get a new driver's license. Where do I go?
 - I want to barbecue hotdogs for a picnic. Where do I go?
 - I want to pick up a package. Where do I go?
 - I want to recycle boxes. Where do I go?
 - I want to recycle my old car battery. Where do I go?

If you have them, consider including Picture Cards: Daily Activities from Lesson 2.4.

RUNNING ERRANDS IN THE CITY


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Running Errands 	

TEACHING ACTIVITY

1. Ask the student from Step 4 to draw a card, show the picture to you, and say, "I want to __. Where do I go?"
2. Model answering with, "You go to __," "You should go to __," and the more advanced, "If you want to __, you should go to __."

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Running Errands 	- Using Pictures - Question Asking and Answering

TEACHING ACTIVITY

1. Have the students get in pairs and give each one a deck of Picture Cards. Have students take turns drawing a card and quizzing each other on where to run different errands in the city. Give students ample time to practice the vocabulary.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. "Going to" vs. "will:" Highlight that in English, when we *plan* to do something we say "I am going to __."



RUNNING ERRANDS IN THE CITY

2. Write on the board
Today I am going to __.

- Give a few examples, such as:
- Today I am going to have lunch with my friend.
 - Today I am going to mail a letter.
 - Today I am going to get a new book.
 - Today I am going to call my mom.

Stress that you *know* you're going to do these things; you've *made plans in advance*.

3. Introduce "I will __" by pointing out that "will" is used for *unexpected*, last minute things that come up, i.e. *things that are unplanned*. Provide example, such as:
- Oh shoot! I forgot that today is my sister's birthday. I'll (I will) call her.
 - Oh shoot! I forgot I owe my friend \$50. I'll go to the ATM to get money.
4. Give students time to practice by throwing out examples and having them respond with "going to" or "will."

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5-10 minutes		<ul style="list-style-type: none"> - Line Dialogue - Question Asking and Answering

TEACHING ACTIVITY

1. Have the students form two lines facing each other. Students in Line A should say, "Tomorrow, I'm going to __. What about you?" Line B should respond.
2. Shift the lines so that each student is talking to someone new.
3. After a few rotations, call out "next week!" and have students switch to, "Next week I'm going to __. What about you?"
4. Continue with "next month," "this year," and "next year."
5. Make sure students in both lines get to practice asking questions as well as responding.

RUNNING ERRANDS IN THE CITY



EXTENSION ACTIVITY: RUNNING ERRANDS

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer and Projector - Internet connection  - Speakers - Printed stills from “Tales of Mere Existence” 	<ul style="list-style-type: none"> - Using Videos - Picture Stories

TEACHING ACTIVITY

1. If possible, watch “Tales of Mere Existence: Saturday,” and briefly discuss the errands the person is considering. You can find the video here:



<http://www.youtube.com/watch?v=RdYEkZL9KPM>

2. Print slides of the story and cut them up.

3. After watching the video 2-3 times, have students retell the story using the printed slides.

THE LIBRARY

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words and expressions related to library services

Language/Culture Point: Polite requests vs. Making demands

Objective: Students will become familiar with their local library and be able to ask and respond to questions while at the library.

Materials: Items and photos representing local library services, map of the city, overhead projector, library card application from your local library, red/green/yellow Signal Cards, *students' completed library card applications/photo IDs/proofs of residence, index cards*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Items and photos representing different library services - Map of the city 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Brainstorming

TEACHING ACTIVITY

1. When students come in, display items and photos representing different services offered at your local library (e.g. books, DVDs, a picture of a computer, music CDs, a job application, tax forms, a calendar of events, etc.).
2. Ask students, "Have you ever used the library? What does the library offer?" Make a list of students' ideas
3. Show the students a map of the city. See if they can locate the library, or specific branches of the library, on the map.



THE LIBRARY

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Items and photos representing different library services	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Give a presentation on the services offered at your local library by highlighting the classes/workshops they offer and anything else that make your library special and unique. Focus on the variety of library resources that tap into your students' interests. Hold up items and photos as you talk about different services. For example:

The library is a free service for the community. To get a library card, you need a picture ID and proof that you live in this city. You don't need a social security number. What can you do at the library? You can borrow books, CDs, and DVDs. At (local branch) you can use the computers for 30 minutes at a time, and they're free! You can take classes, like typing, and they even have a special center that helps you with job applications. In the spring you can go and get help with your taxes...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		- Think-Pair-Share

TEACHING ACTIVITY

1. Have students work individually to make a list of everything they remember about the library.
2. After a few minutes, have students get with a partner and share their lists, combining them into one master list.
3. Come back together as a class. Ask students, "Which group listed at least 5 things to do at the library? Six?" Keep going up until you find the group with the highest number of things on their list. Have them share with the class, and write their list on the board.
4. Add to the list any other ideas that may be missing.



THE LIBRARY

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Overhead projector- Library card application from your local library	<ul style="list-style-type: none">- Authentic Materials- Think Aloud

TEACHING ACTIVITY

1. Tell the class, “We’re going to go to the library on (day and time). Today we’re going to prepare for our field trip so that when we go to the library you can find books, music, computers, or whatever else you like!”
2. Explain that to borrow books, CDs, or movies from the library, students will need to have a library card. Ask for a show of hands for how many students already have a library card. Any who have one can be your assistants during class, helping the others to fill out their applications.
3. Project a copy of the library card application and have a few of the questions highlighted to fill in together.
4. Do a Think Aloud with the application and talk about what you see. For example:
I see first name, last name, address, phone number. I’m supposed to fit one letter in each little square. Okay, I see I put my first name here. And this is where my date of birth needs to go starting with the month first...

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Library card application from your local library	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Repeat the same activity using a student to help you fill in a couple of the items. If the student is reluctant to share personal information with the class, the student can make up the information. Be sure to model asking someone to spell his/her name or street address, or both. At times, ask the student, “Can you repeat that please?”



THE LIBRARY

2. Emphasize that students can fill out the application in pencil first and then go over it again using pen.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Library card application from your local library	- Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Have the students get with a partner and help each other fill out the library card application. Students should verbalize their answers while they write them.
2. Come back together as a class. Tell students, “Okay, now we can get library cards. And we already have a list of things we expect to see at the library. What are some questions you can ask at the library?” Elicit sample questions, for example:
 - Where is the restroom?
 - Where are the books to learn English?
 - Where are the computers?
 - When do you close? What time are you open tomorrow? How about on the weekend?
 - How do I check out a book?
 - How long can I have a book?
 - Who is the librarian?

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

1. Elicit ways to be polite when asking the questions your class listed in Step 6. Examples could be using “please” and “thank you” as well as focusing on tone of voice. For example:
 - Excuse me, can you tell me where the __ is?
 - Thank you.
 - Excuse me, where are the bathrooms?



THE LIBRARY

2. Give examples of conversations that are impolite and polite. Have students hold up their Signal Cards to indicate if what you're saying is polite (green card), impolite (red card), or not sure (yellow card). For example:
Give me the English books!
I want the computers.
Excuse me, where are the books to learn English?
Excuse me, can you tell me where the computers are please?

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Role Play - Exit Check

TEACHING ACTIVITY

1. Model a Role Play with a student where you are the librarian and the student is a patron that politely asks you a question. For example:
Patron: Excuse me, where are the books to learn English?
Librarian: They're on the 2nd floor, next to the computers.
Patron: I'm sorry, can you repeat that?
Librarian: Yes. Take the elevator to the 2nd floor. The English books are next to the computers.
Patron: Thank you.
Librarian: You're welcome.
2. As students leave the room, have them politely ask you a question as if you are the librarian.



THE LIBRARY



EXTENSION ACTIVITY: FIELD TRIP TO THE LIBRARY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none">- Students' library card applications, photo ID, and proof of residence- Index cards	<ul style="list-style-type: none">- Role Play- Field Trip

TEACHING ACTIVITY

1. Before class, write each of the questions from Step 6 on an index card, making sure there are enough for each student to have one question.
2. Call ahead to warn the library that you're coming and to see if someone could give you a tour of the library, highlighting any sections that could be important to new immigrants or English language learners.
3. Make sure all students have their pre-filled library card applications and required documents to get a card.
4. Either at the school, outside the library, or in a small classroom at the library, practice a Role Play with the students where you are the librarian. Remind students to use polite language. For example:
Librarian: Good morning. Can I help you?
Student: Yes, I'd like to get a library card.
Librarian: Do you have an application?
Student: Yes, I do.
Librarian: Do you have a picture ID and proof of residence?
Student: Here is my ID. What is 'proof of residence?'
Librarian: Something with your address.
Student: Oh yes. Here it is.
5. Have students hold up the various things they need for a library card by saying:
Show me your library card application.
Show me your picture ID.
Show me your proof of residence.
6. Assign each student one question to ask while at the library by handing out the index cards.



THE LIBRARY

7. While at the library, have a librarian take the class on a short tour of the library, pointing out materials of special interest to English language learners. Encourage a few students to ask questions during the tour or to ask for something to be repeated.
8. Let students explore the library in pairs or teams, allowing time for each one to ask his/her assigned question and writing down the answer on the back of the card. Be available to assist students who need help when looking for a book, submitting their library card application, or checking out materials.
9. Ask students to bring the question they asked, its corresponding answer, and any materials they checked out to share during the next class.

THE PARK

Lesson Length: 1.25 hours + Extension Activities

Vocabulary & Expressions: Outdoor activities

Language/Culture Point: Present continuous

Objective: Students will learn about their local parks and park-related activities and be able to make/accept/decline invitations.

Materials: Overhead projector, pictures of local parks, computer, projector, PPT Presentation: At the Park, printed PPT slides, Survey: Parks and Activities, internet connection, speakers (optional), Picture Cards: Activities at the Park, *information about local parks*, music player with speakers, Cloze Test



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Overhead projector - Picture of a local park 	<ul style="list-style-type: none"> - Using Pictures - Mind Mapping

TEACHING ACTIVITY

1. Project a picture of a local park, and write the word “park” in the center of a circle on the board.
2. Ask students, “Do you ever go to the park? What kinds of things do you like to do at the park?”
3. Write the students’ ideas on the board, grouping similar ideas together in a Mind Mapping activity. Whenever possible, write verbs in the -ing form: swimming, hiking, eating, etc.



THE PARK

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Computer and Projector- PPT Presentation: At the Park- Alternative: printed slides/ photographs/pictures	<ul style="list-style-type: none">- Teaching with PowerPoint- Using Pictures

TEACHING ACTIVITY

1. Give a presentation about a day you watched people doing things in a park you like to visit. Focus on including -ing words, such as: reading, sleeping, playing a game, fishing, walking a dog, picnicking, grilling, riding a bike, swimming, running, resting, flying a kit, etc.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Printed PowerPoint slides	<ul style="list-style-type: none">- Picture Stories

TEACHING ACTIVITY

1. Pair up students and give each pair a copy of the presentation. Have students work together to recreate the story with their partners.
2. Go through the presentation again, and as you get to each activity, have students hold up the corresponding picture.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Pictures of local parks	<ul style="list-style-type: none">- Using Pictures- Graphic Organizers



THE PARK

TEACHING ACTIVITY

1. Tell the students that today you are going to talk about things to do at the local park and practice inviting people to go to the park.
2. Show pictures of local parks. Model several different ways of issuing an invitation and either accepting or declining the invitation. For example:
 - A: Do you like swimming?
 - B: Yes.
 - A: Do you want to go swimming next weekend at (local park)?
 - B: That sounds fun. Sure!

 - A: Do you like playing tennis?
 - B: I don't know. I've never done it.
 - A: Would you like to try playing tennis next weekend at (local park)?
 - B: No, thanks. I am too busy.
3. Create two columns on the board with the headings "Yes" and "No." Elicit polite ways to accept and decline invitations, and fill in the chart.
 - "Yes" examples:
 - Yes, thank you.
 - I would love to.
 - That sounds good.
 - I will plan on it.
 - "No" examples:
 - No, thank you.
 - I can't make it, but thanks anyway.
 - I'm sorry, I won't be able to go.
 - I'm not sure I'll have the time.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Survey: Parks and Activities	- Surveys and Interviews

TEACHING ACTIVITY

1. Ask a student, "Do you like playing basketball?" and "Would you like to play basketball at (local park) this weekend?" Help the student to politely accept or decline the invitation.

THE PARK

2. Have that student invite another student to do something at the park. The second student should politely accept or decline the invitation.
3. Give students a survey with the following columns: Name, Activity, Park, Yes/No.
4. Model how to fill in the information for the two students.


STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Survey: Parks and Activities	- Surveys and Interviews - Question Asking and Answering

TEACHING ACTIVITY

1. Have the students walk around the room asking other students about activities and inviting them to go do an activity at a local park. Students should fill in the chart for each person they talk to.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Computer and Projector - Internet connection  - Speakers (optional)	- Using Videos

TEACHING ACTIVITY

1. Explain to students that when someone is doing an activity *right now*, you say “I am doing this,” or “She is doing that.” Give examples by showing what you’re doing *right now*. For example:
 - You are writing.
 - You are teaching.
 - You are holding a marker.

THE PARK

2. Ask students what they're doing *right now*. For example:
 They are writing.
 They are sitting.
 They are watching you.
3. Show students a video with minimal dialogue of someone doing a variety of activities. Sound is optional. Good examples include videos of Mr. Bean and Road Runner videos.



<https://www.youtube.com/watch?v=ZWCSQm86UB4>
https://www.youtube.com/watch?v=HO_MzWsJgpM&NR=1&feature=endscreen

4. Stop throughout the video to point out the different actions being performed. Elicit as many responses from the students as possible.
5. If time allows, run through the video a second time without pausing. See how many different actions students can identify by having them call out the actions as they happen.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Activities at the Park	- Charade Relay


TEACHING ACTIVITY

1. Divide students into two teams with each team lining up on opposite sides of the room.
2. Have a stack of Picture Cards ready in the middle of the room. Each card should have a different activity on it, such as swimming, running, jumping, flying a kite, etc.
3. One person from each team should come to the middle of the room, choose a card, and face his/her team.
4. When you say, "Go!" each person should act out the card for his/her team. The team must correctly guess what the person is doing using the -ing form of the verb.
5. Once the team guesses correctly what the student is doing, he/she moves to the back of the line and the next person runs to the middle of the room to grab a card and act it out.
6. The first team to finish moving down its line wins!

THE PARK



EXTENSION ACTIVITIES: FIELD TRIP TO THE PARK/LET'S LISTEN!

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Information about local parks - Computer or Overhead projector - Internet connection and speakers, and/or music player with speakers  - Cloze Test 	<ul style="list-style-type: none"> - Authentic Materials - Field Trip - Using Music - Cloze Test

TEACHING ACTIVITY #1

1. Bring in information about local parks (amenities, hours, etc.) with pictures. You can print them off of the internet or ask your local Parks and Recreation Department what they can supply.
2. Either online or using an overhead projector, pull up/show information about a local park. Point out the different information available: the hours, the location, rules, and what you can do at the park.
3. The students should decide which park would be the best for a class field trip based on the activities available, location, etc.
4. Take a class field trip to the park! Have a picnic/barbecue. While you are at the park, have students keep a running list of all the -ing activities they observe people doing throughout the event. At the end of the day, the student with the longest list wins.

TEACHING ACTIVITY #2

1. Choose a song that has a variety of -ing words in the lyrics and play it for the class. Examples include:
 - Low Level: Rod Stewart, "Sailing"
 - Intermediate Level: Fool's Garden, "Lemon Tree"
 - Intermediate Level: Suzanne Vega, "Tom's Diner"
 - Advanced Level: Avril Lavigne, "Things I'll Never Say"
2. Play the song one time through while the students just listen.
3. Ask, "What -ing words did you hear?"



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4. Hand out a Cloze Test, and play the song a second time while students follow along with the lyrics.
5. Play the song a third time and have the students fill in the missing words. You can provide a word bank, if necessary.
6. Go over the test as a class.

CAN DO LIST

Name: _____ Date: _____

I CAN



Take a bus from my home to the library

YES MAYBE NO

Give directions from the nearest bus stop to my home

YES MAYBE NO

Talk about how I get to work; for example, "I go by bus" or "I go by car"

YES MAYBE NO



Tell someone where to go to mail a letter

YES MAYBE NO

Tell someone where to go to read a book

YES MAYBE NO

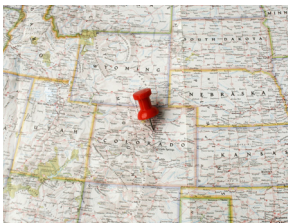
Tell someone where to go to play baseball

YES MAYBE NO



Talk about my plans for later today; for example, "I am going to mail a letter and go shopping"

YES MAYBE NO



Read a map of my city

YES MAYBE NO

Say where I live in my city; for example, "I live in the east side of the city"

YES MAYBE NO

CAN DO LIST

Name: _____ Date: _____

I CAN



Fill out an application for a library card

YES MAYBE NO

Visit the library and check out a book

YES MAYBE NO

Ask for directions around the library; for example, "Where are the computers?"

YES MAYBE NO



Talk about things I like to do in the park; for example, "I like playing baseball in the park"

YES MAYBE NO

Invite a friend to go to the park with me

YES MAYBE NO

HEALTHY EATING

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Common everyday foods; the 5 food groups (fruit, vegetables, grains, protein foods, and dairy); healthy/unhealthy

Language/Culture Point: Creating opposites using the prefix 'un'

Objective: Students will become familiar with the MyPlate.gov healthy eating guidelines and be able to talk about healthy/unhealthy foods.

Materials: Examples of healthy and unhealthy foods/packaged food/raw fruit or vegetables/foods you regularly eat/2 foods representing each of the 5 food groups, one each of a fruit/a vegetable/a soda can/a bag of chips, printed images of MyPlate, grocery store flyers, scissors, a dinner plate, Healthy Meal Plan Worksheet, picture dictionaries (optional), magazine pictures of meals, *computer lab, internet connection, MyPlate.gov information scavenger hunt*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Healthy and unhealthy foods, packaged food, raw fruit or vegetables	- Authentic Materials - Word Sorts

TEACHING ACTIVITY

1. Have examples of healthy food and junk food on a table and elicit help from students identifying the categories used in MyPlate: fruits, vegetables, dairy, protein/meat, and grains. Ask students for additional examples of each.
2. Have students sort food into “good” and “bad” piles according to how they define “good” and “bad.”

HEALTHY EATING

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - A fruit, a vegetable, a soda can, a bag of chips - Other food items that relate to your own eating habits 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Write the words “healthy” and “unhealthy” on the board.
2. Conduct a presentation about healthy and unhealthy foods and how they relate to your own habits and goals. Show the various food items as you talk, beginning with the fruit, vegetable, soda can, and bag of chips. Continue with the other items you brought in.

For example:

I want to be healthy. Some food is healthy, like fruits and vegetables [show piece of fruit and a vegetable], and some food is unhealthy, like potato chips and soda with a lot of sugar [show soda can and chips]. Mostly I eat healthy food. For example, I have cereal and strawberries for breakfast, and I eat healthy snacks during the day like apples and peanut butter or cottage cheese. But, I really like unhealthy food, too! I love french fries, and when I get really hungry, I’ll eat anything! Last night I got home late and didn’t cook. For dinner I had...

STEP 3: DISCUSSION AND COMPREHENSION CHECK


Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - A fruit, a vegetable, a soda can, a bag of chips - Other food items that relate to your own eating habits 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Disperse among the students the realia you used throughout your presentation. Depending on how many items you used, either give one to each student or spread them out among groups of students.
2. Call out the name of an item and ask the person/group that has it to tell you what they remember about it from your presentation.

HEALTHY EATING

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - MyPlate images - Two examples of each food group - Grocery store flyers - Scissors - A dinner plate - Healthy Meal Plan Worksheet  	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Visit the MyPlate website and print images of MyPlate to show the class.


 <http://www.choosemyplate.gov>

2. Present each food group and point to the corresponding section of the picture. Show two examples of food from each group. Ask, “How much do I need of each group? A lot? A little bit? Some?”
3. Give each group of students a grocery store flyer. Say, “I want to make a healthy meal for my family. There are three of us: me, my husband, and our daughter. Can you help me?”
4. Do a Think Aloud to decide which items from the grocery store flyer you could buy to make a healthy meal. Cut those items out and place them on the dinner plate as you go.
5. Show the MyPlate image again and talk about the amounts of each food group. For example:

How many vegetables do I need? I need a lot of fruits and vegetables. Maybe I’ll make a salad with... How much protein do I need? I need some protein. Usually you get protein from meat, nuts, beans. Maybe I’ll... How much grains do I need? I need a little bit of grains. I think I’ll make some... How much dairy do I need? Dairy comes from milk, cheese, yogurt... I only need a little bit of dairy. I think I’ll...”
6. Share the Healthy Meal Plan Worksheet and help the students figure out where the foods you chose would go on the Worksheet.

HEALTHY EATING


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Healthy Meal Plan Worksheet 	

TEACHING ACTIVITY

1. Ask several students to share examples of foods they like to make.
2. As a class, decide where those foods would go on the Healthy Meal Plan Worksheet.
3. Show students how to practice asking questions and making comments about another person's Worksheet, such as:
 - What's your meal?
 - How much/How many __ do you need?
 - That sounds delicious!
 - I like __, too.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Healthy Meal Plan Worksheet  - Picture dictionaries (optional)	- Think-Pair-Share - Question Asking and Answering

TEACHING ACTIVITY

1. Have students work individually to fill out the Healthy Meal Plan Worksheet.
2. Pair up the students and have them share their Worksheets with each other, emphasizing asking questions and making comments. If you have any picture dictionaries available, spread them around the class to help students with unfamiliar vocabulary words.
3. Have each student share his/her meal plan with the entire class.
4. As a class, vote on the healthiest meal.



HEALTHY EATING

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		- Brainstorming

TEACHING ACTIVITY

1. Write the words “healthy” and “unhealthy” on the board.
2. Ask students if the words and their meanings are related, trying to elicit that they are opposites.
3. Underline ‘un’ and ask students if they know what this part of the word in “unhealthy” means. Explain that using ‘un’ at the beginning of a word gives a word its opposite meaning. It’s similar to putting the word “not” in front of the word, as in something that is “unhealthy” is “not healthy.”
4. Brainstorm with students a list of other words that follow this pattern. Examples include happy/unhappy and safe/unsafe.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Magazine pictures of meals	- Using Pictures - Exit Check


TEACHING ACTIVITY

1. Before class, pull pictures of meals from magazines.
2. As each student leaves class, show him/her a meal picture. Ask if it is healthy or unhealthy and have the student explain why.

HEALTHY EATING



EXTENSION ACTIVITY: SCAVENGER HUNT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer lab - Internet connection  - MyPlate.gov information scavenger hunt 	<ul style="list-style-type: none"> - Scavenger Hunt

TEACHING ACTIVITY

1. Take the students to a computer lab and introduce them to the MyPlate website:



<http://www.choosemyplate.gov>

2. Create an information Scavenger Hunt to help students familiarize themselves with where to find information on the website.

3. Group students into twos or threes to work together to complete the Scavenger Hunt. If possible, try to create mixed-ability groups so that higher-level/more computer-literate students can help the lower-level/less proficient ones.

THE GROCERY STORE

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Words related to different foods and grocery store sections; Wh- question word “Where;” Do you carry __?


Language/Culture Point: Prepositions of place

Objective: Students will be able to name common food items and be able to ask and respond to questions about where items are located in a grocery store.

Materials: Chart paper, variety of food items/packages/pictures of foods, computer, projector, internet connection, red/green/yellow Signal Cards, grocery store flyers, ball, *grocery store list scavenger hunt*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10-20 minutes	<ul style="list-style-type: none"> - Chart paper - Variety of food items/packages and pictures of foods - Computer and Projector - Internet connection  	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Before class, put chart paper around the room representing sections of the grocery store: fresh produce, dairy, meat, canned goods, frozen food, etc.
2. Have a variety of food items and packages displayed as well as pictures of foods from the different parts of the grocery store.
3. Take students on a quick tour of the classroom now converted into a “grocery store.” Highlight the language they’ll use in the lesson by saying, “Let’s go to the front of the store. What do you see?” “Let’s go to the back of the store. What do you see?” Give examples using prepositions of place, such as “next to” and “between.”
4. Ask students questions about their grocery shopping. For example, “Where do you shop for groceries? What are five things you usually buy at the grocery store?”
5. Find out how many students need to use English at the grocery store and how many can get by with their native language.

THE GROCERY STORE

6. If time allows, introduce the class to the Nutrition Fun Virtual Grocery Store at:

 <http://www.nutritionfun.org/studysite/vgs.aspx>

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Chart paper - Variety of food items/packages and pictures of foods 	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud - Word Sorts

TEACHING ACTIVITY

1. Go around the room and identify each piece of chart paper as a section of the grocery store. Have a few food items set up in each section. As you walk around, do a Think Aloud introducing items. For example, “Oh look! This is the canned goods section. This is where I can find a can of corn...” During your Think Aloud, keep mentioning the names of common items and repeat/emphasize the names of sections that may be less familiar (e.g. dairy or canned foods).
2. Have students pick up an item from the display and take it to its corresponding section.
3. Go around the room and ask students to identify the items they sorted. As a class, sort any remaining items.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Do a True/False Activity with food vocabulary and the grocery store sections. Students should respond with their Signal Cards indicating True/False/I don't know.

THE GROCERY STORE

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Grocery store flyers	- Authentic Materials

TEACHING ACTIVITY

1. Tell students, "Today we are going to practice going to the grocery store and finding things in the store. You will learn the English words to use in a large grocery store so that if you go to a supermarket and no one speaks your language, you know what to say."
2. Make a map of your simulated classroom "grocery store" on the board with the different sections labeled in the format: Aisle 4 - Frozen Food. Include labels for the front and back of the store and review "next to" and "in between" from earlier in the lesson.
3. Take out a grocery store flyer. Point to an item on it and say, "I would like to buy __. Where can I find __?" Look around the room, or allow students to help you. Say, "I see! __ are in the __ section." Or say, "__ are at the front of the store."
4. Give additional examples.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Grocery store flyers	- Authentic Materials - Role Play - Question Asking and Answering

TEACHING ACTIVITY

1. Write a sample dialogue on the board. For example:
 - A: Where can I find (ice cream)?
 - B: Frozen foods are in Aisle 5.
 - A: Thank you.

 - A: Do you carry __?
 - B: I'm not sure, let me ask the manager.

THE GROCERY STORE

- Pick an item from the grocery store flyer. Ask a student, “Where can I find __?”
- Have the student pick an item from the flyer and ask another student, “Where can I find __?” or “Do you carry __?”

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Grocery store flyers	- Authentic Materials - Role Play - Question Asking and Answering

TEACHING ACTIVITY

- Have the students get into pairs. Students should practice picking an item and asking their partners, “Where can I find __?” or “Do you carry __?” If they are not sure where an item might be, students should ask the “manager” (i.e. you).

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Grocery store flyers	- Authentic Materials

TEACHING ACTIVITY

- Use the map of the store on the board to review prepositions of place. Examples include:
 - the front of the store/the back of the store
 - on the right side/on the left side
 - between
 - next to
- Ask the students questions about where things are in the store. For example, “What kind of food can I find in between frozen foods and canned goods?”

THE GROCERY STORE

- Write a new sample dialogue on the board that includes the prepositions. For example:
 A: Where can I find (fresh broccoli)?
 B: Produce is at the front of the store, on the right.
 A: Thank you.
- Point to items on the flyer asking the class, “Where can I find __?” Help students respond using prepositions of place.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Variety of food items/packages - Ball	- Authentic Materials - Ball Toss

TEACHING ACTIVITY

- Create a large display of food with items piled on top of each other and around each other.
- Toss a ball to a student and ask, “Where can I find __?” The student should answer using prepositions of place, if possible, such as, “It’s behind the __.” or “It’s at the front of the pile.” or “It’s between __ and __.”
- Have the students toss the ball back and forth to each other asking, “Excuse me. Where can I find __?/Where’s the __?”

THE GROCERY STORE



EXTENSION ACTIVITY: GROCERY TRIP FOR A CLASS PARTY

Time Frame	Materials	Teaching Strategies
Varies	- Grocery store list scavenger hunt	- Field Trip - Scavenger Hunt

TEACHING ACTIVITY

1. Give your class a budget to buy food for a class party.
2. As a class, plan what items to buy with your money.
3. Take a field trip to the grocery store to “buy” the items you need. While there, have the students complete a Scavenger Hunt to find the things on the list.

Be sure to contact a store manager ahead of time so that the store knows to expect your class.

ORDERING AT COUNTERS

Lesson Length: 1 hour

Vocabulary & Expressions: Common foods ordered by the pound; ounces, pound, quarter pound, half pound; a little bit more/a little bit less; That’s enough.

Language/Culture Point: Abbreviations for written units of weight

Objective: Students will become familiar with units of weight and be able to order food at grocery store counters.

Materials: Index cards, Amount Cards: Weights, Picture Cards: Food by the Pound, Go Fish cards

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Kitchen scale	- Authentic Materials/Using Pictures - Brainstorming

TEACHING ACTIVITY

1. If you have one, bring in a kitchen scale for weighing food. Otherwise, bring in a picture of one.
2. Ask students, “How much is a pound?” and “What kinds of things do you buy by the pound?” Give examples, such as ground beef, beans, whole chickens, etc. Elicit additional examples and vocabulary from students.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Do a Chalk Talk about a butcher with different customers coming in to order food. Examples could include:

ORDERING AT COUNTERS

- A woman wanting to sample deli meat [draw a ham] and ordering a 1/2 lb. of sliced cheese [draw a cheese wedge]
- A man buying 2 lbs. of ground beef [draw ground beef] and 10 1-lb. steaks for a bbq [draw steaks]
- A person buying 2 lbs. of lamb bones to make lamb stock [draw a pile of bones and a bowl of soup]

Make sure that in the story the butcher gives some customers too little and some too much so that the presentation includes the target language for the lesson: pounds, ounces, a little bit more, a little bit less, enough.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Graphic Organizers - Signal Cards

TEACHING ACTIVITY

1. On the board or chart paper, prepare a conversion table that shows ounces to pounds:

4 ounces	1/4 pound
8 ounces	1/2 pound
12 ounces	3/4 pound
16 ounces	1 pound
32 ounces	2 pounds
2. Quickly go over the different amounts on the chart. Point out that 3 ounces is the recommended serving of meat for a healthy diet.
3. Give each student three index cards and help the students to label them “a little bit more,” “a little bit less,” and “enough.”
4. Tell students, “I went to the butcher and ordered half a pound of ground beef. He gave me six ounces. Is that enough? Do I need more or less?”
5. Students should respond by holding up the appropriate card. Practice with additional examples from your Chalk Talk.

ORDERING AT COUNTERS

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes		- Role Play

TEACHING ACTIVITY

- Tell students that today you're practicing buying food at the counters in a grocery store.
- As a class, come up with a sample dialogue between a person working at the counter and a customer. For example:
 - Worker: How can I help you?/What would you like today?
 - Customer: I would like to buy some hamburger.
 - Worker: How much do you need?
 - Customer: I'd like two pounds, please.
 - Worker: Okay. Here you go.
 - Customer: Thank you.

If necessary, write down the dialogue for the students.

- Have a student come up and help you Role Play the dialogue.
- Model the dialogue again but this time clarify other questions the customer might ask. For example:
 - Do you think two pounds is enough for 10 people?
 - How much is enough to feed 3 people?
- Model the dialogue a third time, this time highlighting how to ask for more or less. For example:
 - Worker: It's a little bit under/over is that okay?
 - Customer: Yes, that's enough./No, a little bit more, please./No, a little less, please.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Amount Cards: Weights - Picture Cards: Food by the Pound	- Using Pictures - Role Play

ORDERING AT COUNTERS

TEACHING ACTIVITY

1. Create sets of cards with amounts written on them. Make sure each set includes 3 of each amount:
 - 1/4 pound
 - 1/2 pound
 - 3/4 pound
 - 1 pound
2. Create another set of cards with pictures of different foods you can buy by the pound, such as hamburger, shrimp, chicken, etc.
3. Have students get in pairs. Give each pair a set of Picture Cards and Amount Cards.
4. Choose another student to come up to the front of the room and practice ordering at the counter as a customer would. The students should draw one card from each set and ask for the amount shown on the cards. Switch roles with the student.
5. Bring up another student so that two students can practice together. Make sure each student practices both roles.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Amount Cards: Weights - Picture Cards: Food by the Pound	- Using Pictures - Role Play

TEACHING ACTIVITY

1. Have students take turns practicing ordering at the counter using their Cards as guides.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		



ORDERING AT COUNTERS

TEACHING ACTIVITY

1. Draw attention back to the chart you used earlier:

4 ounces	1/4 pound
8 ounces	1/2 pound
12 ounces	3/4 pound
16 ounces	1 pound
32 ounces	2 pounds

2. Point out that usually ounces and pounds are abbreviated in English. Give examples:

4 ounces	4 oz.
8 ounces	8 oz.
half a pound	1/2 lb.
one pound	1 lb.

3. Ask students if there are other common abbreviations they see at the store, such as “ea.” for “each.”

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Cards for Go Fish	- Go Fish

TEACHING ACTIVITY

1. Create cards for students to play Go Fish in groups of 3-4. Sample cards could include:

2 lbs. raw shrimp
1/4 lb. deli turkey/4 oz. deli turkey
1 lb. cheddar cheese/16 oz. cheddar cheese
5 lbs. of potato salad
1.5 lbs. ground beef
8 oz. scallops

Use both ounces and pounds for each item.

2. Students should play Go Fish by asking each other, “Do you have __?” The first person to match up all of his/her cards is the winner.

FAVORITE FOODS

Lesson Length: 1.5 hours + Extension Activities

Vocabulary & Expressions: Words for holiday/special occasion foods; ingredients; questions using the wh- question words “what” and “when”

Language/Culture Point: “I remember + (verb)-ing...”

Objective: Students will be able to talk about their favorite foods and food related to holidays/special occasions.

Materials: Pictures of a variety of traditional holiday foods, special occasion foods, and foods common in the U.S., red/green/yellow Signal Cards, paper, markers, index cards, camera, paper, glue/tape, markers



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a variety of traditional holiday or special occasion foods	- Using Pictures - Brainstorming

TEACHING ACTIVITY

1. Display pictures of foods that are traditional for holidays or other special occasions.
2. Have students generate ideas about foods their family usually eats on a holiday. Ask students with children what kind of food their kids like to eat.
3. Have students come up and write the names of foods on the board. Provide help when necessary.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Pictures of food	- Using Pictures

TEACHING ACTIVITY

1. Show pictures as you tell students about the many different kinds of food in the United States. For example:

FAVORITE FOODS

The United States has food from many cultures. At an Italian restaurant you can get spaghetti, ravioli, or tiramisu. Americans love to eat hot dogs and sausages that are like wiener schnitzel from Germany. There are new foods to try all the time. Japanese food, especially sushi, is becoming more popular. There's Chinese food, Mexican food, Thai food, etc...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Pictures of food - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Using Pictures - Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Do a True/False activity by showing a picture of a food from your presentation and making a statement about it. For example, "Tiramisu is a dessert from Japan." Students should use their Signal Cards to indicate True/False/I don't know.
2. Also, tie in the students' foods by making statements about the foods listed in Step 1.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Tell students that many people like to try different foods from different countries, and people in the program/class might like to try different foods from other countries as well as learn about how to make them. Invite students to plan for a potluck where they bring in a popular food from a holiday, or any popular food they would like to share.
2. Write the following questions on the board:
 - What's your favorite food?
 - What's in it?
 - When do you eat it?
 - What do you remember about it? What memories do you have?

FAVORITE FOODS

3. Clarify what each of the questions mean and Chalk Talk about one of your favorite foods.

For example:

My favorite food is tamales. You make tamales with masa, meat, and spices. My family always eats tamales for Christmas. I remember making tamales with my grandmother, mom, and aunts when I was a child. I remember giving tamales to all of the neighbors for Christmas.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

TEACHING ACTIVITY

1. Ask for a student to volunteer to draw their favorite food on the board and tell you about it. Prompt the student by asking, “What’s your favorite food? What’s in it? When do you eat it? What memories do you have about it?”
2. Have another student come up and draw his/her favorite food while the first student asks questions about it.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Paper - Markers	- Chalk Talk - Think-Pair-Share

TEACHING ACTIVITY

1. Have the students get into small groups of 3-4.
2. Give each student time to draw his/her favorite food, or a food to bring to the potluck, and write information about it.
3. Have students first exchange stories with a partner and then with the rest of the group.



FAVORITE FOODS

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Draw attention to how you've been talking about memories of the past by asking these questions:

What do you remember about __? What memories do you have about __?

2. Fill in the blanks by talking about your favorite food, and highlight the pattern "I remember __ing..." For example:

What do you remember about (making tamales)?

I remember *making* tamales.

I remember *smelling* the meat on the stove.

I remember *filling* the corn husks.

I remember *seeing* my grandmother wrap tamales in foil.

I remember *giving* tamales to all of the neighbors for Christmas.

3. Ask a student to retell his/her story. Either highlight the -ing words for the class, or for more advanced students, see how many they heard and can remember once the story is finished.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Round Robin - Exit Check

TEACHING ACTIVITY

1. Do a Round Robin by going around the class so everyone can share a favorite food and an associated memory using, "I remember __ing...".
2. Tell students that you'd like for everyone to bring a favorite/special food to a potluck next class.



FAVORITE FOODS

3. Ask students to get an index card and write the name of the food they want to bring to the potluck. Model how to do this. On the other side of the card, list a few key ingredients in that food.
4. Have students hand in their cards as they leave the room.

FAVORITE FOODS



EXTENSION ACTIVITIES: POTLUCK/PICTURE BOOK

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Camera - Paper - Glue or tape - Markers 	

TEACHING ACTIVITY #1

1. When students come in with their dishes, have the room set up so that you all can eat and talk together. On the board, write:
 - What do you remember about __?
 - Who do/did you eat it with?
 - When do/did you eat it?
 - What's in it?

2. Have a potluck! As you eat, ask students about the dishes they brought.

Alternatively, you could structure this like a show-and-tell where students present their food to the class, answer questions about it, and then everyone gets to try it.

TEACHING ACTIVITY #2

1. Create a book that includes:
 - Pictures of each student with his/her food
 - Anything special the students remember about the food, such as when they ate it, who they were with, ingredients, etc.

2. Take the pictures during the potluck and print them out for the students. Let each student create his/her own page.

3. Compile the pages into a book and, if possible, give each student a copy. Other options include:
 - Bringing it to each class and having it on display for students to look at during breaks, before/after class, etc.
 - Letting a different student “check out” the book each week to take home to show family/friends or to read to their children.

GOING OUT TO EAT

Lesson Length: 1.5 hours + Extension Activity

Vocabulary & Expressions: Common restaurant foods; What would you like?; I'd like __; Do you have __?

Language/Culture Point: Tipping at restaurants in the U.S.

Objective: Students will become familiar with tipping and be able to order at a restaurant.

Materials: Overhead projector, restaurant menus, tablecloths/plates/cups, construction paper, scissors, Picture Cards: Ordering in a Restaurant, pictures of two types of drinks/entrees/desserts, aprons/pads of paper/chef hats, play money, sentence strips, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Overhead projector - Restaurant menus - Tablecloths, plates, cups - Construction paper - Scissors 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Before students arrive, set up the classroom like a restaurant:
 - Have several copies of a menu from a restaurant that is close to the school. The simpler the menu the better!
 - Project a copy of the menu.
 - Set up a table in the back of the room with all of your supplies: construction paper in a variety of colors, scissors, cups, plates, silverware, and napkins. This area is the “kitchen” throughout the lesson.
 - Put a tablecloth on each table.
 - Post a sign on the classroom door that says, “Please wait to be seated.”
2. Welcome everyone as they arrive and ask, “Table for 2? Party of 4?” depending on how many walk in together. Walk the students to their tables, giving them menus as they sit down.

GOING OUT TO EAT

- Go over the menu with the students by eliciting how to find key information, such as headers and key vocabulary words.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Restaurant menus - Picture Cards: Ordering in a Restaurant - Pictures of two types of drinks, entrees, and desserts 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures

TEACHING ACTIVITY

- Create Picture Cards that outline the 5 steps, or order of operations, of communication between a customer in a restaurant and the server: introduction/drink order, food order, food delivery, dessert order, check delivery.
- Elicit from the students what usually happens when you go out to eat in a restaurant, for example, what happens first, second, third, etc. Use the Picture Cards as prompts or confirmation.
- Work with the class to create a dialogue between a customer and a restaurant server for each of the 5 interactions below. Give each table a set of drink/entree/dessert pictures to refer to as they are responding to you (“the server”) as well as a set of Picture Cards. As the “server,” start off the dialogue and let students provide the response. For example:

#1 Server introduces himself/herself

Teacher/Server [holding up the first Picture Card]:

Hello. My name is __ and I will be your server. How are you doing today?

Students/Customers: Fine, thanks.

Teacher/Server [holding up the pictures for the two drink options]:

What would you like to drink?

Students/Customers [using drink pictures]: I'd like a __, please.

Teacher/Server: Okay. I'll be back to take your order.

Continue in the same format with the rest of the interactions:

GOING OUT TO EAT

#2 Ordering the meal

Server: Are you ready to order?
 Customer: Yes, I'd like the [entree].
 Server: Would you like soup with that?
 Customer: No, thank you.
 Server: Okay, I'll get that right in.

#3 Bringing food to the table

Server: Here you go. Enjoy!
 Customer: Thank you.

#4 Ordering dessert

Server: Would you like dessert today?
 Customer: Yes, please. Do you have chocolate cake?
 Server: Yes, we do.
 Customer: That'll be great.

#5 After eating

Customer: Excuse me, could I have the check please?
 Server: Of course. I'll be right back.
 Customer: Everything was very good, thank you!

For more advanced classes, you can expand on the dialogue by offering additional options to #2, such as describing soup options or possible sides to accompany entrees. You can also add in dialogue for the server checking back on how the customer likes the food.

Additionally, tipping, which is discussed in Step 7, can be talked about here if it seems level-appropriate.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Ordering in a Restaurant	- Picture Stories - Signal Cards

GOING OUT TO EAT

TEACHING ACTIVITY

1. Have students work in groups/pairs to put the Picture Cards in order.
2. Go over key phrases from the dialogue and ask students to hold up the corresponding Picture Card for where the phrase comes up in the Role Play.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Construction paper in a variety of colors - Scissors 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Tell students that they will practice going out to eat and that at some point, the class may go to a restaurant together.
2. Show students the construction paper and explain that they will be making their own “food” using the construction paper.
3. Break up students up into groups of 3.
4. Explain that, as a class, everyone is going to work in the “kitchen” to first “prep” the food. Assign different items for students to “prep” with construction paper, labeling the different food and making several of each item based on the menu. For example, small, medium, or large coke could be different sized brown squares, tomatoes could be circles of red paper, French fries could be yellow paper with fringe cut in the sides, etc.

When choosing foods to “serve,” the particular foods are not as important as the dialogue. Choose items that will be easy to make/cut from paper and that will offer students choices.

GOING OUT TO EAT

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Ordering in a Restaurant - Pictures of two types of drinks, entrees, and desserts - Construction paper foods 	<ul style="list-style-type: none"> - Role Play - Using Pictures

TEACHING ACTIVITY

1. Refer back to the sample dialogue created in Step 2. Ask for two student volunteers to help you model the dialogue for the class. To start, play the role of the Server while the students are the Customer and Cook. In the “kitchen,” the Cook will “prepare” the food by placing the prepped “food” onto plates. Use the pictures and Picture Cards as prompts, if necessary.
2. Model the dialogue three times, rotating roles each time.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Picture Cards: Ordering in a Restaurant - Pictures of two types of drinks, entrees, and desserts - Aprons, pads of paper, chef hats - Construction paper foods - Cups and plates - Restaurant menus 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Role Play

TEACHING ACTIVITY

1. Assign one of 3 roles to each student in a group: Customer, Server, Cook. Give aprons/ pads of paper to the Servers and chef hats to the Cooks.
2. Students should practice the Role Play and can refer to the dialogue, pictures, and Picture Cards, as necessary.

GOING OUT TO EAT

3. Allow time for each student to take a turn in all 3 roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Play money	- Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Tipping: Talk about how in the U.S. it's customary to leave a tip. Explain that servers depend on tips for their income. To illustrate, go over the current minimum wage earned by restaurant servers and show how little they earn per hour without tips. Explain that it's common to tip 15%, and that many people tip 18-20% if the service was good.
2. Take out some dollar bills, and say, "My meal cost \$10. The waiter was very good! How much should I tip?" Do a Think Aloud and decide to tip 20%, leaving the waiter \$2.
3. Give each group play money, call out an amount, and ask them to leave a tip on the table. Go around the room and let each group explain which percentage they left.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Step 2 dialogue cut up into sentence strips	- Sentence Strips - Question Asking and Answering

TEACHING ACTIVITY

1. Before class, anticipate what the dialogue in Step 2 might look like. Think about possible questions and answers that students might use to create the dialogue, and write these down on strips of paper. Each strip should contain either a question or a response.
2. Distribute the strips to the class, one for each student.




GOING OUT TO EAT

3. Have students go around the room and try to find the match to their question or answer. For example, a student with a strip that says, “I’d like a coke, please” would have to find the student with the question, “What would you like to drink?”
4. After everyone has found his/her match, have pairs practice asking and answering their questions.

GOING OUT TO EAT



EXTENSION ACTIVITY: CLASS TRIP TO A RESTAURANT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer lab - Internet connection  - Alternative: printed menus 	<ul style="list-style-type: none"> - Authentic Materials - Field Trip

TEACHING ACTIVITY

1. Poll the class to find out if they would like to go to a restaurant.

Be prepared that some students may choose to opt out of going to a restaurant for social, cultural, financial, etc. reasons.

2. As a class, decide:

- the restaurant
- when you'll go
- how you'll get there
- who will call the restaurant in advance to let them know you're coming

3. If possible, take students to a computer lab to look up the menu ahead of time. You can also bring printed copies to class. Have students identify one question to ask the server about the menu while at the restaurant. Examples include:

- Asking about the soup of the day
- Asking if there are vegetarian options
- Asking if something can be grilled instead of fried
- Asking if the restaurant can split meals

Note: This activity is repeated in lesson 7.6. A class trip to a restaurant is an appropriate follow up activity to either lesson.

PROBLEM SOLVING AT RESTAURANTS

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Excuse me, could __?; Excuse me, but __; I'm sorry, but __.

Language/Culture Point: Polite requests and insistence

Objective: Students will be able to respond to difficult situations while eating in restaurants.

Materials: Tablecloth/plates/napkins/silverware, overhead projector, picture of a restaurant scene, red/green/yellow Signal Cards, Scenario Cards: Restaurant Troubleshooting, various food items/condiments/utensils, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Overhead projector - Tablecloth, plates, napkins, silverware - Picture of a restaurant scene 	<ul style="list-style-type: none"> - Brainstorming - Using Pictures - Authentic Materials

TEACHING ACTIVITY

1. Set up a mock restaurant table(s) using a tablecloth, plates, napkins, and silverware. Have students sit around the table as they would at a restaurant, either in small groups or as one large party.
2. Show a picture from a magazine of a restaurant scene and ask, "What do you see?"
3. Make a list of words on the board.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

PROBLEM SOLVING AT RESTAURANTS

TEACHING ACTIVITY

- Do a Chalk Talk or act out problem-solving scenarios that students might encounter in a restaurant. Possible scenarios include:
 - You don't understand the waiter.
 - Your hamburger is not cooked enough or is overcooked.
 - You hate mustard. Your hamburger has mustard.
 - You get the wrong drink.
 - You drop your fork.
 - Your glass is dirty.

Be sure to include polite phrases and words in your presentation, such as, "Could you ___?" and "Excuse me, ___?"


STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

TEACHING ACTIVITY

- Read statements to students based on your presentation in Step 2. For example:
 - If you don't understand your waiter you should ask him to repeat what he said.
 - If your hamburger is not cooked enough you should eat it anyway to be polite.
- For each statement have students use their Signal Cards to indicated Yes/No/ I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: Restaurant Troubleshooting 	- Scenario Cards - Problem Solving

PROBLEM SOLVING AT RESTAURANTS

TEACHING ACTIVITY

1. Scramble a set of the Restaurant Troubleshooting Scenario Cards and put them face up on the table. Read each card and, as a class, decide if the situation described is a problem, i.e. Problem Card, or if it describes a solution to a problem, i.e. Solution Card. Match each Problem Card with its corresponding Solution Card.
2. For each scenario, elicit what a customer might say to the server. For example, if you order a hamburger and it's undercooked, you might say, "Excuse me, but my hamburger isn't cooked enough."


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario Cards: Restaurant Troubleshooting 	- Scenario Cards - Problem Solving - Role Play

TEACHING ACTIVITY

1. Act out one scenario with a student. Role Play the Server while the student Role Plays the Customer.
2. Switch roles and practice the same scenario again.
3. Choose another Card and repeat the process again, having another student take your place in the Role Play.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Scenario Cards: Restaurant Troubleshooting 	- Scenario Cards - Problem Solving - Role Play

TEACHING ACTIVITY

1. Put students in pairs and give each pair a set of Scenario Cards.

PROBLEM SOLVING AT RESTAURANTS

2. Students should shuffle the cards, place them face up, randomly choose a card, determine whether it is a Problem Card or Solution Card, find its match, and then Role Play the scenario.
3. Students should each have a turn as the Customer and the Server.
4. Repeat until pairs have run through all their Scenario Cards.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Various food items, condiments, and utensils	- Authentic Materials

TEACHING ACTIVITY

1. Focus on making polite requests using “Excuse me, could __?” and “Excuse me, but __.”
For example:
 - Excuse me, could** I please have another fork?
 - Excuse me, could** we get some napkins and silverware?
 - Excuse me, but** I ordered a Diet Coke, not regular.

Focus on the appropriate tone of voice to use when making requests.

2. Explain that in cases where the server ignores or forgets the request, students need to be *polite but firm*. Model how to change your tone of voice to be polite but firm by acting out an example:
 You drop your fork and when you ask the server for another one, he/she just picks up the fork and gives it back to you. Respond with, “**I’m sorry, but** I really do need another fork.”
3. Model with additional examples.



PROBLEM SOLVING AT RESTAURANTS

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Various food items, condiments, and utensils	- Authentic Materials


TEACHING ACTIVITY

1. Have various paired items, such as soda and diet soda, an apple and an orange, a fork and chopsticks, ketchup and mustard, etc.
2. One-by-one, ask each student which they would prefer, give them the wrong one, and walk to the next student. Help students correct the problem and politely ask for what they prefer.

PROBLEM SOLVING AT RESTAURANTS



EXTENSION ACTIVITY: CLASS TRIP TO A RESTAURANT

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer lab - Internet connection  - Alternative: printed menus 	<ul style="list-style-type: none"> - Authentic Materials - Field Trip

TEACHING ACTIVITY

1. Poll the class to find out if they would like to go to a restaurant.

Be prepared that some students may choose to opt out of going to a restaurant for social, cultural, financial, etc. reasons.

2. As a class, decide:

- the restaurant
- when you'll go
- how you'll get there
- who will call the restaurant in advance to let them know you're coming

3. If possible, take students to a computer lab to look up the menu ahead of time. You can also bring printed copies to class. Have students identify one question to ask the server about the menu while at the restaurant. Examples include:

- Asking about the soup of the day
- Asking if there are vegetarian options
- Asking if something can be grilled instead of fried
- Asking if the restaurant can split meals

Note: This activity is repeated in lesson 7.5. A class trip to a restaurant is an appropriate follow up activity to either lesson.

CAN DO LIST

Name: _____ Date: _____

I CAN



Say which foods are healthy and which foods are unhealthy

YES MAYBE NO

Plan a healthy meal for my family

YES MAYBE NO



Say where I shop for food; for example, "I shop at Wal-Mart"

YES MAYBE NO

Ask for help when I need to find something in a grocery store

YES MAYBE NO



Order food at a counter; for example, get meat from the butcher or bread from the baker

YES MAYBE NO

Say how many ounces are in a pound

YES MAYBE NO



Tell someone what my favorite food is; for example, "My favorite food is pasta"

YES MAYBE NO

Ask someone what their favorite food is

YES MAYBE NO

Talk about the food my family eats on a big holiday or an important celebration

YES MAYBE NO

CAN DO LIST

Name: _____ Date: _____

I CAN



Read and understand the menu at a restaurant

YES MAYBE NO

Order food at a restaurant

YES MAYBE NO

Pay the correct amount for my food at a restaurant, including the tip

YES MAYBE NO



Tell the waiter if I have a problem at a restaurant

YES MAYBE NO

Politely ask for something different if I have a problem at a restaurant; for example, "Excuse me, could I please have another fork?"

YES MAYBE NO

HOLIDAYS AND CELEBRATIONS

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Words related to holidays and celebrations

Language/Culture Point: Capitalization

Objective: Students will become familiar with U.S. holidays and be able to talk about different ways of celebrating.

Materials: Items and pictures related to holidays including all U.S. federal holidays, calendar, chart paper, markers, *students' personal artifacts*, construction paper



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Various items/pictures from holidays - Calendar	- Using Pictures - Authentic Materials

TEACHING ACTIVITY

1. When students come in, have displayed a variety of pictures or items related to holidays, such as a party hat, a turkey, fireworks, an MLK day march, a Christmas tree, a jack-o-lantern, etc. See which items students can identify.
2. Ask students to tell you what date/time of the year the item is for, and write/circle the dates on a calendar.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Various items/pictures from holidays - Calendar	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Go through the different items/pictures, and use them as props while you talk about each holiday. For example:



HOLIDAYS AND CELEBRATIONS

I love Thanksgiving. I get to see my family, and we eat a big dinner with turkey and gravy, mashed potatoes, stuffing, and pumpkin pie. Christmas is probably my favorite holiday. I love the lights everywhere. They make everything look so pretty! On New Year's Day we don't usually do much, but we do have a tradition of making...

- Put up a list of the U.S. federal holidays (see below). Note that some dates change each year so be sure to check dates for the current year:

New Year's Day - January 1

Martin Luther King Day - (third Monday in January)

President's Day - (third Monday in February)

Memorial Day - (last Monday in May)

Independence Day - July 4

Labor Day - (first Monday in September)

Columbus Day - (second Monday in October)

Veterans Day - November 11

Thanksgiving Day - (fourth Thursday in November)

Christmas Day - December 25

- Explain that these are U.S. government holidays and that people who work for the government don't have to work on these days. Go through the holidays by giving a short description of each one.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures representing the U.S. federal holidays	- Using Pictures

TEACHING ACTIVITY

- Ask students to get in pairs. Give each pair a picture that corresponds to a holiday, and have them decide which holiday their picture represents.
- Ask students, "Who has a picture of how we celebrate ___?" Tape the picture next to the corresponding holiday. Highlight 2-3 vocabulary words for each picture.
- Ask the students, "Which holidays aren't on this list? What do you celebrate?" As you discuss, make a list of additional holidays and when they're celebrated.



HOLIDAYS AND CELEBRATIONS

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Chart paper - Markers	- Chalk Talk

TEACHING ACTIVITY

1. Tell students, “Today we are talking about holidays and celebrations. What is your favorite day to celebrate?” Have a few students share about how they celebrate their favorite holiday.
2. Say, “My favorite holiday is __.” Write the name of the holiday on a piece of chart paper. As you write the date, say, “I celebrate it on (date).”
3. Use Chalk Talk to illustrate as you talk about things you like to do on your favorite holiday.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Chart paper - Markers	

TEACHING ACTIVITY

1. Give each group of students a piece of chart paper and some markers. Have the students pick a holiday to present to the class. Give them a minute to discuss which holiday they want to present.
2. Ask each group, “Which holiday do you want to present? When do we/you celebrate __?” Have them write the holiday and its date on their chart paper.



HOLIDAYS AND CELEBRATIONS

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Chart paper - Markers	

TEACHING ACTIVITY

1. Once each group has picked a holiday, give them time to decorate the chart paper and illustrate the ways they celebrate.
2. Have each group share with the class.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Refer back to the list of federal U.S. holidays from Step 2. Ask students what patterns they notice in the words, trying to elicit that several of the words are capitalized.
2. Break up the class into groups. Based on what they observe in the list of holidays and their dates, have the groups write rules for capitalization of dates, days of the week, and holidays.
3. Have each group report its rules to the class, creating one master set of rules. Examples of rules include:
 - Names of months are always capitalized
 - Names of holidays are always capitalized including the word "Day," which isn't capitalized when not part of a holiday name
4. Compare and contrast these rules to rules in the students' native languages.



HOLIDAYS AND CELEBRATIONS

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Exit Check

TEACHING ACTIVITY

1. Write down the dates of the U.S. federal holidays on separate slips of paper, and give each student a slip.
2. As students leave class, have them tell you the holiday that corresponds to the date on their slip and how people celebrate on that day.

HOLIDAYS AND CELEBRATIONS



EXTENSION ACTIVITIES: SHOW & TELL/HOLIDAY CARDS

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Personal artifacts - Construction paper - Markers 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY #1

1. Have students bring in a personal item that represents a holiday or tradition that is special to them and present it to the class.

Additionally, students can bring in a food that they always make for a certain holiday, present on it, and then share it with their classmates.

TEACHING ACTIVITY #2

1. Model how to make a holiday card using construction paper and markers.
2. Working in groups, have each student pick a holiday and make a card. While making their cards, students should talk about the holiday they chose and how they celebrate.

ACCESSING COMMUNITY SERVICES

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Words and phrases used to describe community services and situations where people need to access those services

Language/Culture Point: I don't have __; I need __.

Objective: Students will be able to call the 2-1-1 hotline to get information about community services and help themselves/others access what they need

Materials: Sticky notes, various items/pictures representing city services offered through 2-1-1 (housing/food/healthcare/counseling/employment), copies of the local 2-1-1 script, cell phone/telephone with speakerphone, Scenario Cards: Calling 2-1-1, chart paper, *pictures or items representing situations that need 2-1-1/3-1-1/9-1-1, local 3-1-1 script*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Sticky notes	- Mind Mapping

TEACHING ACTIVITY

1. Ask students, "What are basic things you need to live in this community? What things does a family need?" Prompt students with examples, such as, "I need fresh food for my children. I need clean water. I don't have a car so I need public transportation to get to work."
2. Write the words "Basic Needs" in the middle of a circle on the board and conduct a Mind Mapping activity with the class.
3. Choose one of the basic needs you mentioned, write it on a sticky note, and add it to the Map.
4. Ask students to do the same by writing down on sticky notes 3 things they/their families need and adding them to the map.
5. Go over the map with the class.

ACCESSING COMMUNITY SERVICES

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Various items/pictures representing city services offered through 2-1-1 (housing, food, healthcare, counseling, employment)	- Authentic Materials - Using Pictures - Chalk Talk

TEACHING ACTIVITY

1. Use a combination of authentic materials and pictures to tell a story about calling the local 2-1-1. You can get information about your local 2-1-1 service at:

 <http://www.211.org>

A sample script could be:

Sometimes we need help with basic things and community services: clothes, food, money for rent or electricity [show utility and other bills, grocery store receipt or sample food budget for a family of 4, items of clothes]. The community can help if someone is in a crisis [show pictures of a home on fire]. Usually the help is temporary because there's not enough money to help families permanently [show a calendar with 3 months of receiving money marked off and no money after 3 months]. We can call a special number, 2-1-1, to learn about community services. We have to use the telephone or computer.

2. Use pictures or Chalk Talk to tell a few quick stories of individuals accessing services through 2-1-1. Examples could be a mother calling for a healthcare referral for her child, a father calling about rent assistance for his family, or parents calling to learn about the Supplemental Nutrition Assistance Program.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes		



ACCESSING COMMUNITY SERVICES

TEACHING ACTIVITY

1. Ask students, “What are some things people needed in the story? What are some ways 2-1-1 may be able to help a person?” Have students help you make a list of the basic needs that the people in the story needed help with.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Copies of the local 2-1-1 script- Cell phone/telephone with speakerphone	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Tell students, “We are going to practice making a phone call to 2-1-1.” Explain that you need to have some information ready to tell the operator, such as what you need and where you live.
2. Call 2-1-1 on speakerphone. Go through the automated voice system several times (press the star button at the end of the 4 options), but don’t press a number for assistance just yet. Below is the script for 2-1-1 automated system serving Central Texas:
Thank you for calling 2-1-1 Texas. To continue in English, press 1. (Spanish selection is option 2, and said in Spanish.)
Option 1: For information and referral regarding local community services resources, please press 1.
Option 2: For information about food stamps, Medicaid, CHIP, Temporary Assistance for Needy Families, and other State of Texas benefits and services, or to apply for these benefits, please press 2.
Option 3: If you are calling to report possible fraud or abuse in State of Texas services and programs such as food stamps and Medicaid, please press 3.
Option 4: To register for evacuation transportation assistance, please press 4.
*Key: To repeat the selection options, please press the star on your telephone keypad.
(Note: Only option 1 is the local social services for food, utilities, counseling, and medical assistance. Option 2 will send the person to a state agency for Health and Human Services.)

Using a pre-paid cell phone, often just calling 2-1-1 will not work; the person must call a local number, listed on the state 2-1-1 United Way website.




ACCESSING COMMUNITY SERVICES

Translators: Callers who speak languages other than English or Spanish can ask for a translator through the local community services option.

3. Give students a copy of the script to follow along as they listen to the automated system again.

STEP 5: GUIDED PRACTICE


Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none">- Copies of the local 2-1-1 script- Scenario Cards: Calling 2-1-1 - Cell phone/telephone with speakerphone	<ul style="list-style-type: none">- Authentic Materials- Role Play- Scenario Cards

TEACHING ACTIVITY

1. Using the Calling 2-1-1 Scenario Cards, model how to draw a card and read it aloud.
2. Call 2-1-1 and model how to select the appropriate option. When the operator picks up, answer based on the card you drew and ask for a translator. For example, “I need help with (paying rent). Can I have a translator in __?” Because this is only a practice scenario and you do not want to actually talk to a translator, when the operator confirms that you can have one, thank him/her and say you’ll call back later.
3. Have individual students practice reading aloud the Scenario Cards, and then practice what to say when talking to the operator. Help the class with, “Thank you, I’ll call back later.”
4. Ask for a volunteer to actually talk to the 2-1-1 operator. Put the call on speakerphone, listen to the options, and as a class decide which option to push based on the card. Let the student take over once the operator answers. The student should state the service(s) needed, ask for a translator, and state that he/she will call back later.

ACCESSING COMMUNITY SERVICES

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	<ul style="list-style-type: none"> - Copies of the local 2-1-1 script - Scenario Cards: Calling 2-1-1  - Cell phone/telephone with speakerphone 	<ul style="list-style-type: none"> - Authentic Materials - Role Play - Scenario Cards

TEACHING ACTIVITY

1. Students should get in small groups of 2-3 and using the Scenario Cards, practice calling the 2-1-1 system to find out about different services.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		


TEACHING ACTIVITY

1. Show or draw pictures of situations with “have” and “don’t have.” Highlight the connection between *not having* something and *needing* something. State things you don’t have and ask students what you need. For example:
 - I don’t have money. What do I need? (Answer: I need money/help.)
 - I don’t have a winter coat. What do I need? (Answer: I need clothing.)
2. Draw and give examples to highlight the third person singular: “He doesn’t” and “She doesn’t.”



ACCESSING COMMUNITY SERVICES

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario Cards: Calling 2-1-1 	- Scenario Cards - Line Up

TEACHING ACTIVITY

1. Number the Scenario Cards and give each student one card.
2. Have students Line Up by forming a single line according to the number on their card.
3. Start with #1 and move down the line by saying to each student, "Thank you for calling 2-1-1. How can I help you?" Each student should respond with, "I need help with __," answering based on the scenario described on his/her card.

ACCESSING COMMUNITY SERVICES



EXTENSION ACTIVITIES: CALLING 3-1-1/COMMUNITY SERVICES TOUR

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Chart paper - Pictures/items representing 2-1-1, 3-1-1, and 9-1-1. For example: utility bills, groceries, a tree that has fallen, a pothole, a burning building, etc. - Local 3-1-1 script 	<ul style="list-style-type: none"> - Using Pictures - Word Sorts - Brainstorming - Role Play - Field Trip

TEACHING ACTIVITY #1

1. Have three pieces of chart paper, one each for 2-1-1 (community services and access to public benefits), 3-1-1 (non-emergencies that require city services), and 9-1-1 (emergencies).
2. Use pictures and realia to demonstrate the difference between 2-1-1, 3-1-1, and 9-1-1. For example:
 Sometimes we need help, but it is NOT an emergency. Maybe a traffic light is not working or there is a pothole in the street [show or draw pictures]. Maybe a power line or tree has fallen onto the street [show or draw pictures]. Maybe you have noisy neighbors [show or draw pictures]. We can call the number 3-1-1 if it is not an emergency....
3. Have students sort pictures and items according to which category they belong to: 2-1-1, 3-1-1, or 9-1-1.
4. Give students a copy of the 3-1-1 script. Clarify vocabulary and have students brainstorm situations when they might need to call 3-1-1.
5. Have students Role Play calling 3-1-1 using the situations they came up with.

TEACHING ACTIVITY #2

Take the students on field trips to places that offer community services. Many students may not be comfortable using the phone to access information/resources and would prefer to see things in person. Taking students to a local food bank, Health and Human Services office, or local nonprofit may help them feel more at ease by giving the services a “face.”

A TRAFFIC STOP

Lesson Length: 1.25 hours + Extension Activities

Vocabulary & Expressions: Words related to driving, road signs, and traffic violations

Language/Culture Point: Tone of voice: formal vs. informal

Objective: Students will be able to talk to a police officer if they get a traffic violation.

Materials: Pictures related to cars/driving/police, dry erase boards or plain paper, computer, projector, PPT Presentation: Getting Pulled Over, red/green/yellow Signal Cards, pictures of a driver’s license/insurance card/police officer/45 mph speed limit sign/traffic ticket, copies of driver’s licenses and insurance cards, Scenario Cards: A Traffic Stop, traffic tickets (optional), ball, *educational resources from the local police department*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Pictures related to cars, driving, and police - Dry erase boards/plain paper 	<ul style="list-style-type: none"> - Using Pictures - Brainstorming


TEACHING ACTIVITY

1. Show students pictures representing different road signs and traffic violations, such as a police car, a speedometer, an accident, signs for speed limit/school zone/stop/yield, etc.
2. For each picture, ask the students, “What do you see?”
3. Elicit words and phrases such as “drive,” “fast,” “car,” “stop,” “needs help,” etc., and make a list of useful vocabulary on the board.
4. Give each student a white board or plain paper.
5. Ask students questions about the pictures. For example:
 - What do you do at a stop sign? Full stop or rolling stop?
 - What speed do you drive in a school zone? Do you always go 20 in a school zone, or just when the lights flash?
 - What do you do if you are in an accident?
 - What happens if you don’t stop at a red light?

A TRAFFIC STOP

6. Have students respond by drawing/writing their answers on the white boards or paper.


STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Getting Pulled Over  - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Using the slide presentation “Getting Pulled Over,” tell the students a story about a time you were pulled over by the police.
2. Repeat the story a second time, highlighting key vocabulary.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Getting Pulled Over  - Alternative: printed slides/ photographs/pictures - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures - True/False Quiz - Signal Cards

TEACHING ACTIVITY

1. Ask students, “Why did the police officer pull me over?”
2. Go back through the presentation again to check their answers. As you go, ask students True/False questions and have them indicate True/False/I don’t know using their Signal Cards.

A TRAFFIC STOP

3. Ask if any students would like to share a story about being pulled over.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a driver's license, insurance card, police officer, 45 mph speed limit sign, and traffic ticket	- Using Pictures

TEACHING ACTIVITY

1. Explain that you are going to practice how to have a conversation with a police officer.
2. Tell a story about a day you were late to work because you were driving very fast and got pulled over. Show the above pictures as you model the conversation you had with the officer.

Officer: Hi. License and insurance card, please.
 Driver: Okay, here you go.
 Officer: Please stay in your car. I'll be right back.
 Driver: Okay.
 Officer: Do you know why I stopped you?
 Driver: Yes, sir/ma'am. I was driving too fast.
 Officer: You were going 55 in a 45 mile an hour zone. That's 10 miles over the speed limit. I need to issue a citation.
 Driver: I'm sorry, Officer
 Officer: Sign this ticket. You will need to follow the instructions on the back of the ticket. You have thirty days to pay, request defensive driving, or set a court date.
3. Go back through the story again to see what students remember about the exchange. For example, "I was pulled over and the police officer walked up to my car. What did he ask for?"
4. As students recall the officer/driver dialogue, write it out on the board and review the different things that might be said during a traffic stop.



A TRAFFIC STOP

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Copies of driver's licenses and insurance cards- Scenario Cards: A Traffic Stop- Traffic tickets (optional)	<ul style="list-style-type: none">- Scenario Cards- Role Play

TEACHING ACTIVITY

1. Have students get in pairs. Give each pair a copy of a sample driver's license and insurance card as well as a set of Scenario Cards that describe situations where people are pulled over for a variety of traffic violations. Examples include:
 - You are late to pick up your child from school and get pulled over for going 35 miles an hour in a school zone.
 - The light changes from yellow too quickly and you run a red light in front of a police officer.
 - You are distracted by talking on the phone and you accidentally ignore a stop sign.
 - You almost miss your exit on the freeway and drive over a double white line.

If possible, create matching traffic tickets for each offense.

2. Go through each of the Scenario Cards by having students read them aloud. Answer questions or clarify vocabulary, if necessary.
3. Ask a student to draw a card and read it aloud. Role Play the police officer while the student Role Plays the driver being pulled over.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none">- Copies of driver's licenses and insurance cards- Scenario Cards: A Traffic Stop- Traffic tickets (optional)	<ul style="list-style-type: none">- Scenario Cards- Role Play



A TRAFFIC STOP

TEACHING ACTIVITY

1. Students should practice drawing a Scenario Card and Role Play a traffic stop. Make sure each student practices both roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Ask students, “What kinds of things do you say to someone you meet at a birthday party? How is that different from how you talk to a police officer?”
2. Write a phrase on the board and use it to compare an informal/friendly tone with a more formal/commanding tone. For example, “Please wait here.” Show them how you would say this to a friend in your home and compare this to how a police officer would say it during a traffic stop.
3. Provide more examples, such as, “Follow me” and “Be careful driving home.” Let students practice saying the phrases in both commanding tones and friendly tones and/or say them yourself and let the students decide if your tone is formal or informal.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Scenario Cards: A Traffic Stop - Ball	- Role Play - Ball Toss - Conversation Chain

TEACHING ACTIVITY

1. Have students form a circle. Draw a Scenario Card and read it aloud to the class. Based on the card, start a Role Play by supplying the first sentence of the conversation.
2. Toss the ball to a student. That student should supply the next sentence in the conversation and then throw the ball to someone else.
3. Continue until all students have had a chance to speak.

A TRAFFIC STOP



EXTENSION ACTIVITIES: DRIVING WITHOUT A LICENSE OR INSURANCE/ GUEST SPEAKER

Time Frame	Materials	Teaching Strategies
Varies	- Educational resources from the local police department	- Role Play - Problem Solving - Authentic Materials

TEACHING ACTIVITY #1

1. Ask students, “What do the police ask for when they pull you over?”
2. Ask students, “What might happen if you don’t have a driver’s license or insurance?”
3. As a class, discuss where to go to get a license if you don’t have one. Also, discuss insurance and why it’s important to have it.
4. Role Play a situation where a driver is pulled over for a traffic stop and he/she doesn’t have a driver’s license or insurance.

TEACHING ACTIVITY #2

1. Ask your students if they are interested in having a police officer visit the class to talk about what happens during a traffic stop, how to talk to police, and how to be safe.

Hosting an officer as a guest speaker can be fun and educational while improving the understanding between law enforcement and community members. *However, students might be apprehensive about meeting a police officer or having a police officer in the classroom. If this is the case, forego the speaker.* Instead, ask your local police department for informational videos or handouts for students to learn more about interacting with law enforcement.

CALLING 9-1-1

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Words related to emergencies and emergency situations


Language/Culture Point: Yes/No question types vs. Wh- question types

Objective: Students will be able to determine when it is appropriate to call 9-1-1 and be able to make a 9-1-1 call.

Materials: Picture Cards: Is This An Emergency?, tape, computer, projector, PPT Presentation: Local Emergency Services, internet connection, speakers, toy cell phones, local 9-1-1 script (optional), pictures of police/fire/ambulance, *your car/picture of a car, Car and Truck Survey*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Is This An Emergency?  - Tape 	<ul style="list-style-type: none"> - Graphic Organizers - Using Pictures - Word Sorts

TEACHING ACTIVITY

1. Ask the class, “Have you ever called 9-1-1?” If someone has, ask the person to tell the class about it using words, by acting, or with Chalk Talk.
2. Create a chart on the board with two headings: “Call 9-1-1” and “Don’t Call 9-1-1.”
3. Give each group of students a set of the Is This An Emergency Picture Cards. Have the groups sort the pictures according to the two categories.
4. Ask for representatives from each group to come up to the board and tape their pictures under the correct heading.
5. Discuss the pictures/situations as a class.

CALLING 9-1-1

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Local Emergency Services - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Show a slide presentation about different emergencies. The presentation should talk about fire, police, and emergency medical services as well as which emergencies each type of service responds to.

If possible, check with your local office of Emergency Management Services to find out how 9-1-1 calls are handled in your community. It may be possible to obtain a script the operator uses when receiving a 9-1-1 call. You can find out details about which services will respond to 9-1-1 calls and give your students a better idea of what to expect in your community.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer - Internet connection  - Speakers 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. After your presentation, as a class briefly discuss standards for calling 9-1-1: the rule of thumb is to only call 9-1-1 when you need immediate assistance from the police, fire department, or ambulance. For example:
 - Call 9-1-1 for a medical emergency if someone is unconscious, severely injured, gasping for air or not breathing, having uncontrollable bleeding, or seems to be in danger of dying.
 - Call 9-1-1 for the police if you see a crime, especially if the crime is in progress.
 - Call 9-1-1 for the fire department any time you see a fire out of control.

CALLING 9-1-1


2. Run through various scenarios and ask students whether or not a 9-1-1 call is warranted.
3. Listen to real 9-1-1 calls from the following website:

 <http://www.911callers.com>

Examples include: someone hit a deer, a fire at a 10-unit apartment complex, a shooting at a bank in the mall.

4. After each call, ask the students, “What happened? Was it a 9-1-1 emergency?”

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Toy cell phones - Picture Cards: Is This An Emergency?  - Local 9-1-1 script (optional) 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Before class check with your local Emergency Management Services to see if you can obtain the local 9-1-1 operator’s script. Tell students that today you will focus on how to call 9-1-1 and talk to the operator in case of a real emergency.
2. Hold up a phone and tell students you are going to go through the conversation that happens when you call 9-1-1.
3. Draw a Picture Card from the stack. Hold it up and ask students, “Is this a 9-1-1 emergency or not?” If it is, pretend to dial the number on your phone and write out the sample 9-1-1 dialogue. If you were able to obtain the local 9-1-1 operator’s script, use it here.
4. After you write each question of the 9-1-1 dialogue on the board, read it aloud and model the appropriate response.
5. Choose another card and repeat.

CALLING 9-1-1


STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Toy cell phones - Picture Cards: Is This an Emergency? 	- Authentic Materials - Using Pictures - Role Play

TEACHING ACTIVITY

1. Have students write down the basic information they will need to call 9-1-1. In general, 9-1-1 callers should be prepared to provide the following information:
 - The location of the emergency, including the street address
 - The phone number they are calling from
 - The nature of the emergency and details about it
2. Ask a student to volunteer to Role Play the 9-1-1 call with you by taking the Operator role. Model how to draw a card and determine whether the situation is an emergency or not. For those that are emergencies, proceed with the Role Play.
3. Switch roles and model the dialogue a second time.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Toy cell phones - Picture Cards: Is This An Emergency? 	- Authentic Materials - Using Pictures - Role Play

TEACHING ACTIVITY

1. Have students get into pairs and give each pair a set of Picture Cards.
2. Together, partners should draw a card and decide whether it is an emergency or not. If it is not an emergency, they should set it aside. If it is an emergency, partners should Role Play the emergency.
3. Students should run through each Role Play twice, switching roles after the first time.



CALLING 9-1-1

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. If you have your local 9-1-1 script, write out on the board the most important questions the operator asks. If you don't have a script, brainstorm a list with the class. Possible questions include:
 - Is this an emergency?
 - What is your location?
 - Is anyone hurt?
 - Is anyone unconscious?
 - What happened?
2. Some of these questions can be answered with a 'yes' or 'no'. Others require more information. Have students tell you which questions can be answered with a 'yes' or 'no'. Ask students how these questions are different from information questions. One difference is that information questions often start with a wh- word. You may want to underline the wh- words in the sentences to help students see the difference in structure between the two types of questions.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of police, fire, and ambulance for each student	- Using Pictures - Signal Cards


TEACHING ACTIVITY

1. Wrap up the lesson by saying, "When you call 9-1-1, they will ask you what kind of help you need. They will ask you if you need police, fire, or ambulance."
2. Give each student a set of pictures.
3. Call out an emergency situation and ask students to hold up the picture that represents the kind of help needed. Include situations that require more than one service, such as a car accident where a car is on fire [police, fire, and possibly ambulance].

CALLING 9-1-1



EXTENSION ACTIVITY: CAR AND TRUCK SURVEY

Time Frame	Materials	Teaching Strategies
30 minutes	<ul style="list-style-type: none"> - Your car (in person or a picture) - Car and Truck Survey  	<ul style="list-style-type: none"> - Authentic Materials/ Using Pictures - Surveys and Interviews - Graphic Organizers - Line Up

TEACHING ACTIVITY

1. Ask students, “Have you ever witnessed a crime?” Explain the importance of being a good witness if you see a crime happen, such as someone breaking into a house or someone hitting another car and driving off. Witnesses describe any details they can remember, such as the type of car a person was driving.
2. Tell the class that they’re going to practice talking about cars/trucks in case they’re ever a witness to a crime.
3. Show students a picture of your car or take students to the parking lot and show them your car. Describe the car at least twice. For example: “I have a 2005 Toyota Camry. The make of my car is Toyota, and the model is Camry. My car is dark blue. It has a broken tail light.”

If you don’t have a car, show a picture of any car/truck that you like.

4. Hide the picture or go back inside and ask the following questions:
 - What color is my car?
 - What is the make of my car?
 - What year was the car made?
 - Did I say anything else about the car?
5. Show the Car and Truck Survey. Ask one student about his/her car and fill in the top line of the survey as students observe. Highlight the comment section by asking, “Is there anything else about your car?”
6. Have the student ask someone else in the class about his/her car and assist in filling in the Survey.
7. Have students walk around the room talking to at least 5 other people and filling in the Survey.



CALLING 9-1-1

8. Conduct a Line Up activity by having the students form a single line according to the year their car was made.
9. Go down the line, asking students to say the year, make, and model of their car in the format, "I have a blue, 2005 Toyota Camry" and the same information for the person who is to his/her right. The first student in line should say his/her own information plus your information.

VOTING AND ELECTIONS

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Words related to voting, elections, and government; president, governor, and mayor

Language/Culture Point: Wh- question words

Objective: Students will learn about elections in the U.S. and their local officials.

Materials: Pictures of a voting booth/ballot box and the current president/governor/mayor, computer, projector, PPT Presentation: The U.S. Elects a New President, red/green/yellow Signal Cards, Conversation Cards: Government and Elections, newspaper article with corresponding worksheet, index cards, ball, *information about local citizenship classes, computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE


Time Frame	Materials	Teaching Strategies
5-10 minutes	- Pictures of a voting booth/ballot box and the current president, governor, mayor	- Using Pictures

TEACHING ACTIVITY

1. Display a large picture of a voting booth or ballot box.
2. Ask students, “Have you ever voted?” Find out if they are familiar with voting in elections for public office in their own countries.
3. Explain that, in the United States, citizens vote for people who make important decisions. Every four years, people vote for a new president, a new governor, and a new mayor. Explain that the president is the leader of the country, the governor is the leader of the state, and the mayor is the leader of the city. Write and draw on the board or show pictures to support this idea.
4. Ask students, “Is this like the government in your country?” Talk about how their countries’ systems are the same or different. Write key vocabulary on the board.

VOTING AND ELECTIONS

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: The U.S. Elects a New President  - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Show the presentation “The U.S. Elects a New President.” If necessary, update the presentation so that it is current and it reflects your region.
2. Because voting and elections can be challenging topics to discuss, run through the presentation three times:
 - 1st time: Students see pictures only while listening to you talk.
 - 2nd time: Students see pictures and key vocabulary while listening to you talk.
 - 3rd time: Students see pictures and corresponding text and read the story aloud with you, either through echo or choral reading.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Make true and false statements about the presentation while the students use their Signal Cards to indicate True/False/I don't know.



VOTING AND ELECTIONS

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Conversation Cards: Government and Elections	- Conversation Cards

TEACHING ACTIVITY

1. Tell students, “Today we’re talking about the United States government and elections.”
2. Create Conversation Cards with questions that focus on using wh- question words.
For example:
 - Who is the president of the United States?
 - Who is the mayor of __?
 - Who is the governor of __?
 - When was the last presidential election?
 - When is the next presidential election?
 - Why do we have elections?
3. Give each student one card.
4. Go around the room and have each student read aloud his/her card. Clarify any unfamiliar words.

For more advanced students, create cards with higher level questions that may/may not begin with a wh- question word and that ask a follow up question. Examples include:

Do you like politics? Why/Why not?

Do you think voting is important? Why/Why not?

Where are you from? Is your country’s government the same as the U.S. government?

Would you like to be elected to office? Why/Why not?

Do you like to watch the news?

Have you ever voted in an election? Why/Why not?

Imagine you are the president of the United States. What do you do about __?

Imagine you are the governor of Texas. What do you do about __?



VOTING AND ELECTIONS

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Conversation Cards: Government and Elections	- Conversation Cards

TEACHING ACTIVITY

1. Walk up to a student and ask him/her the question on your card. Help the student to answer the question, as necessary.
2. Switch and have the student ask you his/her question.
3. Once you've both asked your question, switch cards with the student so that you each now have a new card.
4. Walk up to another student and repeat the process.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Conversation Cards: Government and Elections	- Conversation Cards - Question Asking and Answering

TEACHING ACTIVITY

1. Give the students time to walk around and have discussions using the Conversation Cards. Make sure the students switch cards each time they change partners so that they're always asking new questions.

VOTING AND ELECTIONS

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Recent newspaper article - Worksheet prepared with wh- questions 	

TEACHING ACTIVITY

1. Review the different types of wh- questions: Who, When, Where, Why, and How. Give examples of each type of question, and invite students to give their own examples.
2. Pass out a recent newspaper article from:



<http://www.thetimesinplainenglish.com>

(This is a website with free newspaper articles for English Language Learners. News For You is another good source.)

3. Read the article aloud as a class and clarify any new vocabulary.
4. Have students get with a partner and answer Who/When/Where/Why/How questions about the article.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Index cards with wh- question words written on them - Ball 	- Ball Toss

TEACHING ACTIVITY

1. Give each student an index card with a wh- question word. Have the students form a circle with you in the middle.
2. Throw the ball to a student and have the student shout out the word on his/her card, such as, "Who!"




VOTING AND ELECTIONS

3. Ask that student a question that begins with “Who,” such as, “Who is the governor of __?”
4. After responding, have the student throw the ball back to you and repeat the process with the remaining students.

VOTING AND ELECTIONS



EXTENSION ACTIVITIES: CITIZENSHIP IN YOUR COMMUNITY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Information about local citizenship classes - Computer lab - Internet connection  	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY #1

Give students information about citizenship classes available in the community. If citizenship classes are held at your agency, ask the teacher if your students can visit a class.

TEACHING ACTIVITY #2

Take students to a computer lab and show them websites related to citizenship.

Possible activities include:

- Doing a general Google search of citizenship classes in your area
- Showing the website for the local consulate
- Introducing students to websites that offer citizenship exam practice, such as:



<http://www.americanhistory.si.edu/citizenship/>

CAN DO LIST

Name: _____ Date: _____

I CAN



Say what my favorite holiday is; for example, "My favorite holiday is Christmas"

YES MAYBE NO

Talk about how I celebrate my favorite holiday

YES MAYBE NO

Say on which holidays I don't have to go to work; for example, "On Labor Day I don't have to work"

YES MAYBE NO



Talk about basic things I need to live in my community; for example, "I need public transportation"

YES MAYBE NO

Call 2-1-1 and learn how to get basic needs in the community

YES MAYBE NO

Call 2-1-1 and ask for a translator

YES MAYBE NO



Decide when to call 9-1-1 and when not to call 9-1-1; for example, "Is this an emergency?"

YES MAYBE NO

Talk to the 9-1-1 operator on the phone if there is an emergency

YES MAYBE NO

Decide if I need the police, fire department or ambulance when there is an emergency

YES MAYBE NO

CAN DO LIST

Name: _____ Date: _____

I CAN



Talk about the government in the United States; for example, "We elect a president every 4 years"

YES MAYBE NO

Talk about the government in the country I am from

YES MAYBE NO



Say who the president of the United States is

YES MAYBE NO

Say who the governor of my state is

YES MAYBE NO

Talk about how often I vote; for example, "I vote in every election" or "I never vote"

YES MAYBE NO

