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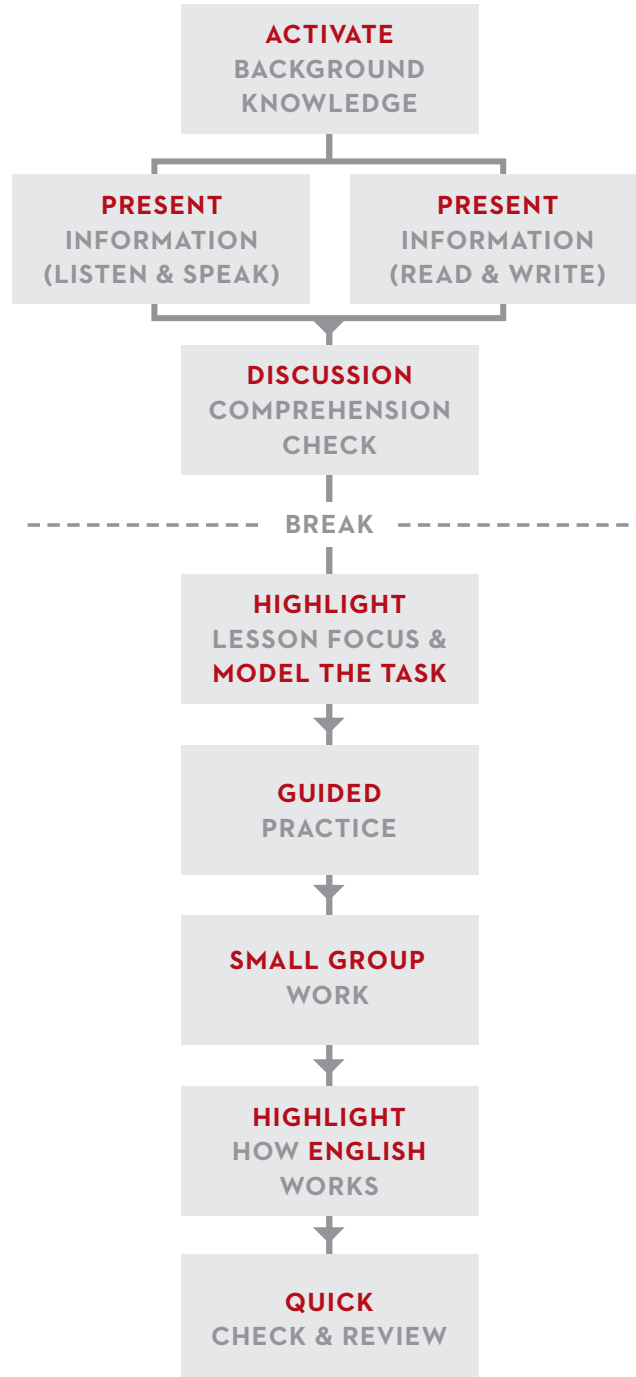
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LESSON FLOW

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.