

Tools for ESL Lesson Planning

A book of techniques, sample lesson plans,
activities and resources for teaching ESL
(Second Edition)

ESL and Citizenship Programs
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JAYME ADELSON-GOLDSTEIN, CRAIG CARTER, SUN HEE KIM, JENNIFER MORENO, FRANCISCO NARCISO, JULIE PASOS, MARILYNN SCHALIT, ROBERT SUCHER, AND SUSAN TARNE.

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CATHERINE E. BELL
Coordinator
Adult ESL and Citizenship Programs

DOLORES DIAZ-CARREY
Director
Instructional Services

APPROVED:

JAMES A. FIGUEROA
Assistant Superintendent
Division of Adult and Career Education

CONTENTS

Acknowledgments

INTRODUCTION

ii

BASIC TEACHING TOOLS

Classroom Management Techniques xi

Pair Work xii

Team Work xiii

Multi-Level Strategies xvi

SAMPLE LESSON PLANS

Beginning Low Lesson Plans 2

Beginning High Lesson Plans 32

Intermediate Low Lesson Plans 62

Intermediate High Lesson Plans 92

Advanced Low Lesson Plans 118

TECHNIQUES & ACTIVITIES GUIDE

Teaching with...

Early Production 149

TPR (Total Physical Response) 150

Dialogs 151

Drills 152

Games 154

Grammar in Context 155

How to conduct a/an...

Corners Activity 156

Focused Listening 157

Information Gap 158

Jigsaw Activity 159

Mixer 161

Narrative Reading Activity 162

Peer Dictation Activity 163

Problem Solving Activity 164

Roleplay 165

Survey 166

Writing Activity 167

REFERENCES

Books from the Sample Lessons 169

Resources for...

Visuals and TPR Sequences 170

Information Gaps 170

Focused Listening 171

Jigsaw/Reading Activities 171

Writing Activities 171

Team Tasks 172

Problem solving and Roleplays 172

Internet & Supplemental Materials 173

Definition of Scans Skills and Competencies

174

TOOLS FOR ESL LESSON PLANNING

Introduction

WHY THIS BOOK?

Lesson planning means many things to many teachers. For some, it means several hours of labor over the weekend to create a weekly overview or rising early in the morning to lay out a daily plan. For others, it is the thinking time while driving between jobs. For many teachers, it is the perusal through the textbook to see which pages meet their students' needs. No matter what type of lesson planning you do, this book was written to make your teaching life richer and less stressful.

The materials in this book were designed for both the novice and experienced adult ESL teacher. They were written and field tested by over 30 adult ESL teachers from all over the Los Angeles Unified School District. Within these pages you will find techniques and activities that are supported by different language acquisition theories: language as behavior-based, language as transaction-based, or language as structure-based. Several different methodologies are also represented within the lessons, including the Audio-Lingual Method, the Communicative Method and the Natural Approach. (Theory and methodology aside, it is your teaching style, your students' needs and the course outline that will most often determine how and what you teach.)

The following time-tested principles of language learning work well in most teaching situations and form the foundation for the materials in this book.

1.) When teachers assess their students' prior knowledge of a lesson's content, they discover what students need and want to know.

2.) When teachers contextualize language through visuals or previously-learned language their students understand and retain more.

3.) When teachers provide a variety of guided and communicative practice activities they build students' accuracy and fluency.

4.) When teachers have students work together with their classmates--in pair, small group and whole class configurations--to complete meaningful tasks, they create a realistic, communicative environment in which students can use their new language skills.

WHAT'S IN THIS BOOK?

This book is divided into four sections:

- ***Basic Teaching Tools***
- ***Sample Lessons***
- ***Techniques and Activities Guide***
- ***References***

The ***Basic Teaching Tools*** on pages xi-xvii provide suggestions for classroom management techniques as well as general ideas for conducting team, pair work and multi-level activities.

The ***Sample Lessons*** section, pages 2-146, includes 35 two-and-a-half hour lessons: one lesson in each of the seven competency areas, for each of five levels. These beginning-low, beginning-high, intermediate-low, intermediate-high, and advanced-low lessons integrate the SCANS skills and competencies, the CASAS competencies and the LAUSD course outlines' content and grammar objectives. The sample on pages iv -v shows how each lesson is laid out.

The ***Technique and Activities Guide***, pages 148-169, contains step-by-step suggestions for teaching with Dialogs, Drills, TPR, Early Production Questions and Games; teaching

Grammar, Narrative Reading, and the Writing Process; and conducting Survey, Mixer, Peer Dictation, Information Gap, Corners, Jigsaw, Problem Solving, Roleplay and Focused Listening activities. Each technique or activity lists the SCANS skills and/or competencies as well as the CASAS Learning to Learn competencies that are simultaneously being taught.

The **References** section, pages 170-175, includes lists of visuals, tapes, textbooks, and supplementary books organized by level, as well as other informative materials you will want to consult for your lesson planning.

USING THIS BOOK

Ideally, you will have all the time you need to peruse this entire book. Realistically, you may have to be a bit more focused. If you are a new teacher, begin by looking at the lessons for your level and then referring, if desired, to the pages featuring the techniques and activities from those lessons. If you are an experienced teacher, you may want to start by looking through the **Techniques and Activities Guide** section to find something you would like to add to your repertoire, noting the SCANS and CASAS correlations.

HOW DO I TEACH FROM THE LESSONS?

The lessons in this book are templates that are meant to be adapted in order to meet the particular needs of your students and your teaching situation. In many cases, the time frames will alter once you bring the lesson into your own class. A discussion will take longer because student interest is piqued, or a guided practice activity will move more quickly because students are familiar with the activity type. Do consider, however, that students need time, within the same class period, to practice the material that you present. If your warm up or review activities are taking more than a third of your class period, you may be reteaching rather than reviewing. Consider narrowing your

objectives so that they are achievable within a 2.5 hour time frame. (It is not at all uncommon to have to reteach lessons in open entry/open exit classes.) Sometimes you may want to begin a class with a practice activity from the previous lesson. Just remember to provide an evaluation activity to help you determine if students are ready to move on to a new lesson.

If you are at the beginning of the term, you will probably want to start with a lesson from the *Personal, Social, Cultural* competency area. Each level has a lesson in this area, and the page number for each of those lessons are:

Beginning Low	page 3
Beginning High	page 33
Intermediate Low	page 63
Intermediate High	page 93
Advanced Low	page 119

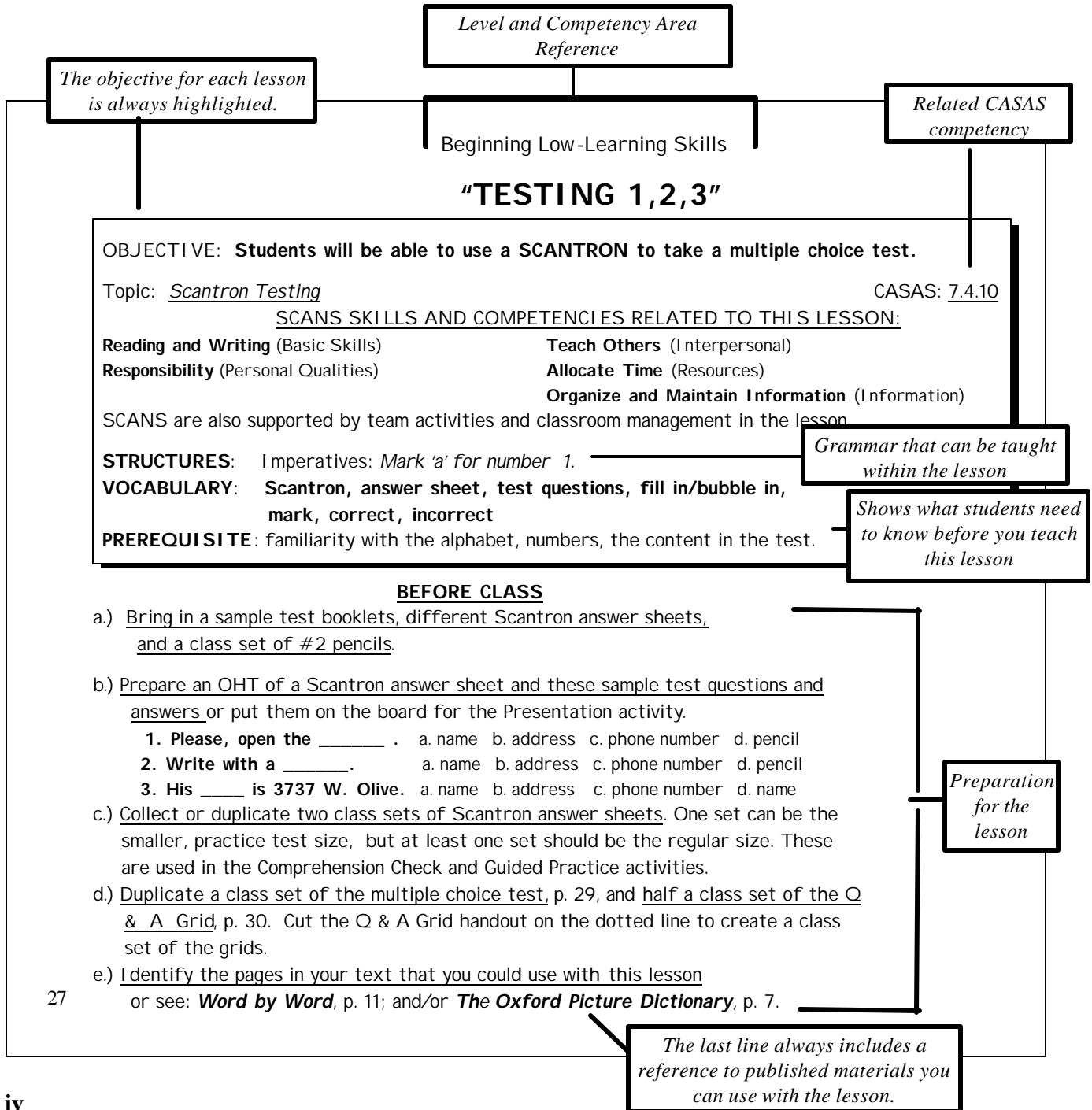
Once you've chosen a lesson to teach, look at the objective listed on the first page of the lesson plan. Is this an objective that matches your students' needs? Read through the structures and vocabulary that are part of the lesson. Are your students already familiar with this language? If they are, perhaps you can focus on different vocabulary or a different structure and still follow the lesson format. Look at the prerequisites. Will you need to teach or review any information before you teach the new lesson?

When you've answered the questions above, you are ready to move through the preparation guidelines and stages of the lesson, adapting and editing as you go along. Two reproducible pages accompany each lesson, providing visual support and/or practice activities for the lesson. The preparation guidelines, on the first page of each lesson, detail how many copies to duplicate of each reproducible and how to use them.

The following pages show a sample lesson and outline the key features of the lesson design. While the sample is a beginning-low lesson, the key features are the same for all levels.

USING THE SAMPLE LESSON PLANS

The first page of each lesson contains the lesson's level, title, objective, CASAS and SCANS competencies, structure and vocabulary as well as suggestions about any language or structures that should be taught prior to embarking upon the lesson. Most lessons require some advance preparation, usually nothing more difficult than photocopying the attached handouts and/or putting material on the board, an OHT (overhead transparency) or butcher paper. This preparation is outlined in the BEFORE CLASS section along with ideas for creating visual aids and text references.



The second page of the lesson plan contains each stage of the lesson, laid out step-by-step.

“TESTING 1,2,3”

LESSON PLAN:

WARM UP:

(10 minutes)

- Go over test-taking rules, eliciting the rules students already know being sure to include the rules below. List the rules on the board and act them out to ensure comprehension.

Suggested time frames for a 2.5 hour lesson

1. Use a #2 pencil.
2. Wear a watch.
3. Don't talk.
4. Write your name on your paper.
5. Erase mistakes completely
6. Don't write on the test.
7. Cover your answers.
8. Don't help others.

Warm-Up/Review activities make use of students' prior knowledge to pre-view or review material related to the

INTRODUCTION:

(5 minutes)

1. Set the scene: **Tonight we are going to practice taking a test using a Scantron sheet where we mark the correct answers.**
2. Show students a test booklet and a Scantron sheet, identifying the vocabulary test booklet, answer sheet, Scantron, and #2 pencil. (See p. 27-a.)

Specific references to BEFORE CLASS prep

The Introduction stage focuses students on the lesson objective.

PRESENTATION:

(20 minutes)

1. Use the sample test questions (p. 27-b) to demonstrate the process of reading a question in one place and filling in the answer on a Scantron answer sheet. Use the first question to teach the concept of "multiple choice."
2. Read each question together, and have the students tell you the answer. Demonstrate bubbling in the answer to the first question on the board or OHT. Demonstrate incorrect ways to fill in the answer sheet, such as crossing out, circling, or checking the letters on form.

The Presentation stage is where the new language is taught.

COMPREHENSION CHECK: [YES/NO SILENT DRILL]

(5 minutes)

1. Ask yes/no questions about the rules from the warm-up. **Is a #3 pencil okay for this test?** Have students respond silently to the questions with one finger for yes, two fingers for no.

It is critical to check students' comprehension of the new material before moving on to the practice stages.

(15 minutes) [DEMONSTRATING COMPREHENSION]

1. Write the following on the board:
 1. A. B. _ D. 2. A. _ C. D. 3. _ B. C. D. 4. A. B. C. _
2. Give students a sample Scantron form (See p. 27, c) and have them identify the letters and fill in the correct "answer" for each.
3. Circulate to check that students are correctly filling in answers.

Guided Practice provides students with highly structured activities that ask students to work with the new language.

GUIDED PRACTICE:

(30 minutes)

1. Distribute the tests, Scantrons and #2 pencils. (See p.27-a,c,d.)
2. Give students directions: **This is a sample test. Read the test questions and mark the answers on your Scantron answer sheets.** Set a 10 minute time limit.
3. Collect the answer sheets only. Then, using the test handout, review the answers with the class.

Communicative Practice activities allow students to integrate the new material with their previously acquired language, usually in an interactive setting.

COMMUNICATIVE PRACTICE: [QUESTION/ANSWER GRID]

(25 minutes)

1. Form groups of four, assign each student a number (1-4).
2. Distribute the Q & A grid handout. (See p. 27-d.)
3. Have students write the names of their group members on the handout.
4. Students take turns asking their question of each group member and group members record the responses on their grids.
6. Tally and compare the class' answers.

EVALUATION:

- Review the collected answer sheets from the Guided Practice. Note any problems and discuss them anonymously with the class.

In the Evaluation stage you & your students assess their growth.

There are two reproducible sheets for each lesson. Many of the reproducibles are designed for small group activities.

- Duplicate half a class set of this page.
Fold back these directions and cut the sheet in half.
- Distribute one grid to each team member.

Removable directions to the teacher at the top of each reproducible

TESTING 1,2,3
QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Instructions to students build competency in following and clarifying directions.

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math
	<i>Examples clarify the process for teachers and students</i>			



Paper is conserved whenever possible.

TESTING 1,2,3

QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math

Reproducibles can be visuals, dialogs and/or worksheets. The worksheet below is a practice test for students to use in the guided practice stage of the lesson.

- Fold back these directions and duplicate a class set of this test. Fold each test in half to create a test booklet.
- Write "Test Booklet" on the blank front cover and give each test booklet a number.

"TESTING 1,2,3"

SAMPLE TEST, PAGE 1

1. His _____ is Joe.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
2. His _____ is (818) 555-1234.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
3. His _____ is 7123 Pine Street, L.A..
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
4. His _____ is 3/3/79.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
5. 91325 is Mary's _____.
 - a. address
 - b. ZIP code
 - c. birthdate
 - d. phone number
6. Mary's middle name is Elizabeth.
Her middle initial is _____.
 - a. A.
 - b. I.
 - c. M.
 - d. E.
7. Mary and Joe are married.
Mary is Joe's _____.
 - a. husband
 - b. brother
 - c. wife
 - d. daughter



SAMPLE TEST, PAGE 2

8. Are Mary and Joe married?
 - a. Yes, he is.
 - b. Yes, she is.
 - c. Yes, they are.
 - d. Yes, I am
9. Is today Sunday?
 - a. No, it isn't.
 - b. Yes, it is.
 - c. Yes, he is.
 - d. No, he isn't.
10. Is this a test?
 - a. No, it isn't .
 - b. Yes, it is.
 - c. Yes, I am.
 - d. No, I'm not.
11. What are you doing?
 - a. I taking a test
 - b. test
 - c. I'm a test.
 - d. I'm taking a test.
12. Who are you?
 - a. I'm a student.
 - b. I student.
 - c. I'm student.
 - d. Yes, I am.
13. Where are you?
 - a. I'm at home.
 - b. I'm in class.
 - c. I'm at the market.
 - d. I'm at Disneyland.
14. Is this the last question?
 - a. No, it isn't.
 - b. Yes, it is.
 - c. Yes, I am.
 - d. No, I'm not.

HOW DO I TEACH USING THE TECHNIQUES AND ACTIVITIES GUIDE?

As an experienced teacher, you are already familiar with performance-based objectives and the stages of a lesson. Even teachers who have been teaching for years, however, tend to focus on one or two language skills-- (say, speaking and listening)--or one technique--(say, dialog and drill.) Look through the different techniques and activities in this section and find one that covers skills you don't often address in the classroom. Read through the technique/activity guidelines, and then take a look at any one of the lessons referenced at the bottom of the page. Once you see how the technique/activity fits into a lesson, you can use the guidelines to insert this technique or activity into your own lessons.

In addition, the Reference section lists books and materials for each of the different techniques and activities. You can usually find these in your school's resource library or at the local, regional and state conferences that occur each year.

WHAT EXACTLY ARE THE SCANS SKILLS AND COMPETENCIES?

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. The three SCANS foundation skills are:

- 1) **Basic Skills**-reading, writing, speaking, listening, arithmetic/mathematics;
- 2) **Thinking Skills**-creative thinking, decision making, problem solving, seeing things in the mind's eye, reasoning, knowing how to learn; and
- 3) **Personal Qualities**-responsibility, self esteem, sociability, self management, and integrity/honesty.

The five SCANS competencies are:

- 1) the ability to identify, plan, organize and allocate **resources**;
- 2) the ability to work with others (**interpersonal**);
- 3) the ability to acquire and use **information**;
- 4) the ability to understand complex **systems**; and
- 5) the ability to work with a variety of technologies (**technology**).

When we integrate SCANS competencies into ESL instruction, we promote the development of skills employers are looking for. At the same time we are using excellent teaching strategies, facilitating learning, and providing our students with the tools they need to succeed in this complex world.¹ You will find the SCANS skills and competencies that apply to each objective listed on the first page of the lesson. They are also listed in the introduction to each technique or activity. After looking through these lists, you will see how easily SCANS fit into the ESL lesson plan.

INTEGRATING MODEL STANDARDS, SCANS, CASAS, the COURSE OUTLINE and YOUR TEXTBOOK

Sometimes it can be a bit overwhelming to think about planning a lesson that...

- meets model standards,
- works out of the course outline,
- fulfills SCANS and CASAS competencies and still make use of the textbook that students have bought.

Actually, you may be happily surprised to learn that the LAUSD Course Outlines are already correlated to the California State Model Standards for Adult ESL Instruction, CASAS, and the textbooks from the Recommended Core-Textbook list. Similarly, you will find that most publishers have provided a CASAS correlation in their textbooks' scope and sequence (usually located near the front of the book. Newer texts are providing SCANS correlations as well.

The sample lessons on pages 2-146 will provide you with a model for correlating these key elements to your lessons.

When you sit down to plan lessons, it's a good idea to have your Course Outline, CASAS and SCANS references available. Each sample lesson suggests that you look at your core text to find pages that relate to that particular lesson and also references a particular text that has activities, grammar practice, or a dialog related to the lesson objective.

Whenever possible, texts from the Recommended List are used; however, many of the referenced texts are recent publications and had not been available for review when the last List was developed.

WHAT ABOUT TESTING?

The District has been conducting standardized promotional tests for more than ten years. In 1998 a testing committee was formed to develop a new set of promotional tests that are correlated to Model Standards and CASAS. These tests as well as the CASAS pre- and post-assessment tests are now a part of our adult ESL curriculum.

The materials in this book will help you plan lessons that, in turn, will help your students do well on the tests. Each of the sample lesson plans in this book contains an evaluation activity that assesses students' understanding and use of the new information. One beginning-level lesson even teaches students how to take a multiple choice test using Scantron forms. Be sure to give students the opportunity to practice test-taking strategies within your lessons. This is not only an academic skill but an important job skill as well. (Many job promotion processes include testing.)

Evaluation is an ongoing process. Therefore, informal assessment is as important as formal quizzes and tests. Throughout the *Sample Lesson plans* and *the Techniques and Activities Guide*, you will see references to comprehension checks and teacher monitoring.

Because so many communicative activities allow students to work in groups or pairs, teachers are released from their "front and center" position in order to move about the classroom.

While monitoring, it is best to be as unobtrusive as possible. This is the time for you to make mental or actual notes of where students are having difficulty, to listen for grammar and pronunciation problems, to see if and how students ask for clarification, etc. You can then address problems individually or in mini-lessons following the activity.²

I TEACH A MULTI-LEVEL CLASS IN A BRANCH LOCATION WITHOUT THE USUAL CLASSROOM ACCOUTREMENTS. HOW CAN THIS MATERIAL HELP ME?

Not every classroom comes with a chalkboard or an overhead projector. Not every classroom has moveable desks or tables. The lessons, techniques and activities in this book do not require a specially-equipped classroom. While suggestions are offered for different learning environments, you are the final arbiter of how well something can work in your classroom. Every lesson suggests various ways to present or post information. Often the direction line includes something such as ***Write the following questions on the board, an OHT, or butcher paper.*** (An OHT is an overhead transparency.)

Whenever possible, original for the necessary visuals or handouts are provided with each lesson. Often the lessons can be "handout-free" and students can copy material from the board, the OHT or butcher paper into their notebooks.

The multi-level ESL class has characteristics that are similar to but not exactly the same as the standard ESL class. Although most ESL classes have a multi-level aspect, in a standard class there is usually a span of no more than three levels, with the majority of the students being at the main level. In a multi-level class there can be as many as six levels. Teachers of multi-level classes need lessons that address all levels' needs. They also need activities that allow each level group to work independently so that the teacher can work with another level

group when necessary. Often it is useful to prepare a lesson on a single topic with different objectives for each level. For example, within the Occupations Competency Area, a topic would be the job search. A teacher could decide on the following objectives for his or her different levels:

Literacy level: Ss will be able to identify and write the names of five jobs

Beg. Low: Ss will be able to identify five to ten jobs and their related tasks (paint, fix, file, etc.)

Beg. High: Ss will be able to request assistance with a job task.

The sample lessons on Earthquake safety on pp. 49-52, and pp. 135- 138 show how one competency area and topic can have objectives at different levels: Beginning High and Advanced Low. In these examples, the lessons for both these levels use similar information (although at a higher level for the advanced group), and both levels' lessons include teamwork activities where students work cooperatively and independently from the teacher.

Once you and your students have become comfortable with the different types of teamwork activities, planning the multi-level lesson becomes much easier. See the guide to Multi-Level Instruction on page **xvi** for more information on teaching in a multi-level setting.

¹ from *SCANS in a Nutshell*. Kit Bell. LAUSD-DACE, 1999

² from *The Oxford Picture Dictionary Teacher's Book*. Jayme Adelson-Goldstein, Norma Shapiro and Renee Weiss. Oxford. 1999

AND ONE MORE THING...

They know enough who know how to learn.
-Henry Adams

You never know what is enough unless you know what is more than enough.
-William Blake

The lessons and suggestions in this book were designed to supplement **your** best thinking about ESL instruction and lesson planning. The materials on the following pages are flexible templates that you can expand upon and adapt.

It is our hope that you will find lessons and/or activities that match your teaching style and maybe one or two that provide you with the opportunity to experiment.

To teach is to learn twice.
-Joseph Joubert

While this book represents one form of staff development, we'd like to suggest an even more powerful one: share your own successful activities and lessons with your colleagues. You can use the time before class or at the break, ask for time during staff development meetings, or give workshops at CATESOL and CCAE conferences. When we see how much we learn from each other, we become better advocates for student-to-student learning within our own classrooms.

Should you have questions or comments about this material, feel free to write to:

Kit Bell,
Supervisor of Adult ESL and
Citizenship Programs,
Division of Adult and Career Education,
333 South Beaudry Avenue, 18th Floor
Los Angeles. CA 90017

BASIC TEACHING TOOLS

Classroom Management Techniques

Managing the communicative ESL classroom can be daunting at first. Team and pair work often translates into moving furniture, getting materials to students working in different areas of the room, and monitoring the activity to be sure that all students are using the target language. In addition, almost all classes have the following tasks on a daily basis: taking attendance, sharing the lesson objective and class agenda, distributing and collecting papers and sets of classroom materials, writing and erasing boards or OHPs, and setting up and storing media equipment.

If the teacher alone takes on all these tasks, instruction time can be greatly impacted. If, however, you give your students the opportunity to assume roles and responsibilities within the class, both you and your students will benefit.

Suggestions for how to handle various tasks are listed below. You may also find it useful to make a chart that shows which students or teams are doing which tasks for the week.

Setting up teams to help manage the class:

Teams can be set up in a number of ways. Teams may be formed randomly, by student choice, or by teacher selection. (See *Basic Teaching Tools: Teamwork*, p. xiii.)

In the open entry/open exit classroom, maintaining teams for more than a single class session can be very challenging. However, in order to inspire our students to stay committed to the learning process, and to help them understand U.S. work culture, it is worth trying to create teams that stay together for a month at a time. Students within these teams have a responsibility and obligation to each other.

Teams should do a team-building activity each day to establish the trust and sense of camaraderie teamwork demands. A team building

activity can be as simple as interviewing team members about interests, fears, or favorites. A silly task, such as trying to blow the largest soap bubble or drawing the funniest face, can also be a fun team builder.

For classroom management tasks:

1. Assign the following jobs to different teams:
 - a. taking attendance
 - b. distributing class sets of textbooks
 - c. collecting class sets of textbooks
 - d. setting up audio-visual equipment (TV/VCR, cassette player(s), OHP)
 - e. facilitating classroom clean-up
 - f. writing the lesson objective and agenda on the board (per your notes)
 - g. arranging furniture according to your directions
 - h. erasing boards at the end of class
 - i. recording brainstorm on the board or OHP
2. Rotate jobs on a weekly basis.
3. At the end of each week assess how well the jobs were carried out. (See Price-Machado, *Skills for Success* for ideas on rewarding teams.)

For team-management tasks:

Assign team members different jobs by having team members number off (numbered heads) or by using personal characteristics. E.g. , #1s-*You are the leaders. You're responsible for reminding everyone to speak English* or *The students with the longest hair on each team, come up and pick up the worksheet for your group.* Jobs that can be assigned are distributing or collecting handouts, observing for specific grammar issues, monitoring first language interference, cutting out or assembling manipulatives, etc.

Once you've invested the time to train students for the different tasks, you and your students will enjoy the skill and competency-building benefits of the student-managed classroom.

BASIC TEACHING TOOLS: Pair Work

Pair work is written into the teaching practices of most methodologies. For example, in the Audiolingual Method, students work in pairs to practice dialogs and drills; the Natural Approach has students pair up to give and act out TPR commands; and the Communicative Method has pairs working together on tasks. Pair work is not unfamiliar to most teachers, but it can still feel strange to the student coming from a completely teacher-centered learning environment. Students need to know that they can learn from each other. While several SCANS foundation skills and competencies indicate that employers want workers who can work with cultural diversity, teach others, and know how to learn, students won't know this unless we share it with them. A bonus for teachers who use a variety of grouping strategies, including pair work, is that they have the opportunity to circulate and observe how well students are working with the language and to assess the lesson's success.

There are a number of ways to pair students. Pairing students who are seated near each other (using front to back or side by side rows) is the easiest. Other ways to form pairs are:

- a. conduct a mixer where students with a color, number, letter, word, picture, etc., find their match.
- b. have students pair who have different characteristics (different first language, native country, gender, age, or Zipcode.)
- c. have half the class form a circle facing out and the other half form a circle around them, facing in. As you play music, have students in the outer circle move from partner to partner introducing themselves. When you stop the music, students pair up with the last partner they talked to.

Note: If you have an odd number of students give a "wild card" to one student, so that s/he can join any pair.

You can bolster the success of pair work by giving partners a few minutes to get to know each other before you start an activity. Students who know each other's names and a little something about each other are usually more comfortable communicating.

Assigning roles and carefully checking comprehension before beginning an activity is another way to help pairs be more successful. In a Peer Dictation, for example, the student who is dictating becomes the teacher or supervisor and the student taking the dictation is the student or worker. By assigning roles, you create a clear context for the activity. When it's time for students to switch roles, be sure to check students' comprehension again, to be sure they know what's expected of them.

Using pair work to reinforce learning:

1. Find or create a task that helps students review, practice or apply the information presented in the lesson. (A Peer Dictation, Information Gap, TPR sequence, Dialog or Roleplay can all be pair activities.)
2. Review the language needed for the task by having students brainstorm necessary vocabulary or by eliciting what students already know about the topic and/or task.
3. Provide students with the task. Check students' comprehension of key vocabulary or concepts and clarify where necessary. Remind students of the goal(s).
4. Assign roles to each partner.
5. Set a time limit for each section of the task. Have pairs begin to work.
6. Stop the task periodically to check pairs' progress. Monitor the activity and make notes of any issues that arise.
7. Have pairs report back on their progress or product.

Pair work activities appear throughout the lessons in this book.

BASIC TEACHING TOOLS: Teamwork

Teamwork is a key component of the student-centered, adult ESL classroom. Working in teams allows students to apply the language they've learned to meaningful tasks. These tasks in turn prepare students to use their English language skills outside the classroom, in the workplace and in the community. The following SCANS and CASAS competencies can be met simply by teaching students how to function in teams: SCANS Thinking Skills, and the Interpersonal, Resources, Information and Systems competencies; and CASAS Learning Skills 7.1) Identify or practice effective organizational and time management skills in accomplishing goals, 7.2) Demonstrate ability to use thinking skills; 7.3) Demonstrate ability to use problem solving skills; and 7.5) Understand aspects of and approaches to effective personal management.

You can form teams by:

- a. pre-assigning team members by writing names on team cards and placing the cards on the desks before students walk in;
- b. having students mix, using colored cards, pictures or numbers to find their teammates;
- c. doing a corners activity (see p. 156) and pulling one student from each corner to create a team; **OR**
- d. allowing students to randomly group themselves.

Ideally teams are heterogeneous in their make-up: male and female members, different ages, different skill abilities, different first languages and/or different nationalities. Having teammates with different first languages is a huge plus, because English then becomes the best way to communicate. Since many of us teach classes of all Spanish or all Chinese speakers, it's a good idea to find another heterogeneous factor--such as age, skill, or nationality. These mixed teams provide the basis from which students can identify and use social skills to work effectively together.

Another way to ensure that teams are successful is to assign roles and tasks. This creates individual accountability and positive interdependence, both critical to the success of teamwork. "Numbering heads" or having each person in the team take a number, allows you to assign tasks with ease. For example, when you call out, *#1, you are the recorder. You write down your teammates' ideas*, you have given a task to every #1 student on each team in your class. (This is much easier than walking from team to team saying, *Marta, you write for your team, and Lu you ask the questions.*)

Using teamwork to reinforce learning:

1. Find or create a task that helps students review, practice or apply the information presented in the lesson; e.g., sequencing sentence strips, making a shopping list, writing and acting out a roleplay, brainstorming a list of vocabulary, etc. (Lists of resources for task-based learning are in the Reference section, beginning on page 169.)
2. Review the language needed for the task by having students brainstorm necessary vocabulary, eliciting what students already know about the topic, and/or lead a guided practice of the language needed to carry out the task.
3. Help students focus on a particular SCANS skill, (e.g. facilitating, expressing agreement, reaching consensus, allocating time, etc.), by having students suggest behaviors and language that support the skill. Write students' suggestions on a DO/SAY chart on the board and add some suggestions of your own. (See the following page for a sample chart.) Explain that during their teamwork, you will be observing students to see how well they demonstrate the language or behaviors on the chart.

4. Provide students with the task. Check students' comprehension of key vocabulary or concepts and clarify where necessary. Remind students that there are two goals for the activity: the goal of the task itself and practice of the SCANS skill they are learning.
5. Form teams of four and have each team member take a number, 1-4. Assign roles to each team member. For example, #1-recorder, #2-reporter, #3-facilitator, #4-timekeeper. (Other roles are listed on the following page.)
6. Assign a team member from each group the job of distributing and collecting the resources for the activity (e.g. handouts, pictures, classroom sets of texts, etc.).
7. Set a time limit for each section of the task. Have teams begin to work.
8. Stop the task periodically to check teams' progress. Monitor team work and make note of how students effectively use the SCANS skills.
9. Have each team report back on their progress or product.
10. Evaluate students' work by collecting the end product or by giving a quiz that evaluates what students learned during the task and collecting one test per team.
11. Follow-up the team activity with a class discussion on how students felt about the task and the experience of working in teams: *Did you learn anything new? Was there something that didn't work out as planned? Are you happy about how everyone communicated with each other?* etc. You can also discuss how well the DO/SAY behaviors and language were used.

Most team work activities fall under the guided or communicative practice stages of the lesson. However, teams can learn new material and teach it to each other, as in **JIGSAW**, p. 159.

Almost all of the lessons in this book use teamwork or small group work at least once, most commonly during the Warm Up and Communicative Practice.

When you're actively listening what do you...

DO ?

SAY?

Lean forward
Tilt head to side
Raise eyebrows
Nod head
Click tongue

Did you say...?
Really?
Do you mean...?
Uh-huh
Oh, that's too bad.

SAMPLE ROLE/TASK ASSIGNMENT CHART

NUMBER	ROLE	TASK
_____	Facilitator/ Manager	Keeps team on task. Helps all team members participate. Clarifies task.
_____	Recorder	Writes down team's ideas, questions, and/or answers.
_____	Reporter	Reports back on team's work to class.
_____	Interviewer	Asks questions or surveys team.
_____	Reader	Reads material to the team.
_____	Timekeeper	Keeps track of time limits.
_____	Supplier	Picks up and distributes materials to the team.
_____	Supervisor	Facilitates clean up and collection of all materials used in the task.

BASIC TEACHING TOOLS:

Multi-Level Strategies

All our classes reflect the multiple levels, learning styles and needs of our learners, even when the designation of the class is within one level. Some classes, however, are specifically created for students of different levels. Most often these classes are offered at sites that could not support individual classes at different levels, e.g. a church basement, a community center, or an elementary school.

One of the most difficult aspects of teaching a multi-level class is planning lessons that meet the disparate needs of the different levels in the class. Some teachers group students according to their levels and teach a completely different lesson to each group. This can be a very exhausting process, as the teacher must make three or more different presentations and prepare three or more different sets of materials. Current pedagogy suggests that students in a multi-level class should first identify themselves as a class community, then learn or review information in a whole class presentation that addresses level-specific objectives in the same competency area and general topic. For example, within the competency area of *Consumer Education*, and the topic of *Dealing with Household Problems*, level appropriate objectives might be:

Literacy Level- Students will be able to match a series of 10 pictures of household problems to the appropriate vocabulary.

Beg. Low- Students will be able to identify and complain about 10 common household problems; e.g. *The faucet is dripping. The refrigerator isn't working.*

Beg. High- Students will be able to ask and answer questions about common household problems in order to call a repair person or landlord.. e.g. *-There's a problem in apartment #10- What's going on?- The toilet is clogged.*

Int. Low- Students will be able to call a repair person, give details about the problem and get an estimate for repair services.

E.g., *I'm calling about our dishwasher. It isn't working. The door has a crack in it. How much would you charge to fix it?*

Int. High/Adv. Low- Students will be able to interpret directions in order to tell others how to make simple plumbing, plastering and electrical repairs.

This kind of multi-level lesson usually includes a class-building, warm-up activity. In the housing lesson above, students might do a classroom survey to discover where students live, if they like their landlord/manager, and if they ever call repair people. (Collecting and graphing the information on the board gives students a profile of the class' housing situation.)

In the presentation for the lesson above, you could show a number of visuals depicting household problems, eliciting the vocabulary from the class. Then you could describe or enact a scene where a tenant is calling a landlord about various household problems. Finally, you would check for global understanding of the presentation with a series of "yes/no" and "or" questions such as, *Is the sink broken? Is the tenant angry or surprised? Is the landlord going to call a repair person?* (With these kinds of questions, students at all levels can demonstrate their understanding. Asking Wh-questions tends to shut out the beginners in the group.)

After the presentation, students can be grouped to practice the new language. There are two kinds of groupings used in multi-level: **level-alike** and **cross-ability**. A level-alike group consists of previously-assessed students who are at the same general level. A cross-ability group consists of two or more levels working together, usually in pairs or teams of 3-4.

After you've identified which grouping strategies you will use for a particular activity, (e.g. literacy and beg. low will work in like-ability pairs, beg. high and int. low will work in cross-ability teams), mini-presentation can be made to each group in order to identify and clarify their practice task(s). It is wise to begin with the group who needs the least explanation so that students do not get bored listening to directions they won't be using. The amount of explanation is much more dependent on the type of task, e.g., e.g. a workbook task vs. a roleplay, than the level of the group. When students begin their tasks, you are free to give additional presentation time to whichever level may need it, or you can monitor and facilitate the practice activities. In the Housing Problem lesson above, the literacy and beg. low students would need more presentation time, because the general presentation would have established their global understanding of the new vocabulary, but not given them time to identify each word.

Familiarizing students with a repertoire of practice activities is also a good idea. The guided practice activities for a lesson like the one above could include dialog pair practice (p. 151), workbook exercises, picture sequencing, and/or match mine activities. (See below.)

Communicative practice activities such as peer dictation (p.163), roleplay (p. 165), information gap (p. 158), and/or team tasks (p.xiii), would be appropriate for this lesson.

The evaluation/application activities in a multi-level class can be done in level-alike or cross-ability groups as well. In the case of the housing lesson above, students in the intermediate and advanced groups could be evaluated based on their phone call roleplays in front of the class. Beginning-level students could be evaluated on their ability to identify the problem from each roleplay.

The Picture Sequence and Match Mine activity ideas below show how activities can be used for both level-alike and cross-ability groupings. The boon for teachers using these kinds of grouping strategies is that very often the same materials

can be used in more than one group.

IDEAS FOR PICTURE SEQUENCES

For beginning level-alike pairs:

1. Give student pairs a picture sequence that has been scrambled.
2. Have them sequence the pictures and check it against another pair's sequence.

For intermediate level-alike groups:

1. Form groups of four and distribute pictures (at random) from the sequence to each student in the group.
2. Have students conceal their pictures while stating what is happening in them. A group recorder takes down the information and the group reaches consensus on the order of the sequence. (They can then reveal their pictures.)

For advanced level-alike pairs or small groups:

- Have advanced-level students sequence and write the story of the pictures, or
- Have them write a series of questions and answers they can use in a cross-ability activity with lower-level students.

For cross-ability pairs or small groups:

- Form cross-ability pairs and distribute the picture sequence in the correct order to the higher-level students and have them tell their partners what is happening in picture one, two, three, etc. The lower-level partners sequence their pictures according to the directions.

IDEAS FOR MATCH MINE ACTIVITIES

These activities can be done with level-alike or cross-ability groups. The difficulty of the material will dictate which type of grouping strategy will work best.

Match Mine Grid: Students in pairs or small groups place pictures or word cards on a grid based on the directions of a partner with identical pictures and a grid. (This is similar to a battleship game.) The **sender** tells the **receiver(s)** where to place the pictures, but does not reveal his/her grid until the end, when students see if their grids match.

Match Mine Drawing: Senders with a drawing tell receivers how to draw a matching picture. (Also see PEER DICTATION, p.163.)

BEGINNING-LOW LESSONS 500151

<u>Title & Competency Area</u>	<u>Objective</u>	<u>CASAS</u>	<u>Page</u>
A,B,C... [Personal Information, Social/Cultural interaction]	-Use letters of the alphabet to spell first and last names.	0.1.2	3
Send Me a Letter [Community]	-Address an envelope.	2.4.1	7
Can You Spare a Dime? [Consumer Education]	-Identify and talk about different amounts of money in order to ask for and give prices.	1.1.6, 1.2.2	11
Emergency! [Civics, Government, & History]	-Identify common emergencies and report an emergency to the proper authorities such as the police or school personnel.	0.1.2	15
Are You Feeling O. K.? [Health & Safety]	-Identify common ailments in order to ask and answer the question "What's the matter?"	3.1.1	19
Getting Ready to Clean [Occupational Knowledge]	-Identify and categorize common household cleaning supplies and tools.	8.2.3	23
Testing 1,2,3 [Learning and Academic Skills]	-Use a SCANTRON form to take a multiple choice test.	7.4.10	27

"A, B, C..."

OBJECTIVE: Students will be able to identify and use letters of the alphabet to spell first and last names.

Topic: Names

CASAS: 0.1.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking and Writing (Basic Skills)

Teach Others (Interpersonal)

Sociability (Personal Qualities)

Work Cooperatively with Others (Interpersonal)

Communicate Information (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple Present Tense to be: *My first name is.....*
Contracted Question form with **What:** *What's your last name?*

VOCABULARY: **alphabet, first, last name, Spell it!**, and clarification strategies:
Excuse me? How do you spell that?

PREREQUISITE: Students should have had at least one prior lesson on the alphabet. This lesson can be taught during the first week of class.

BEFORE CLASS

- a.) Prepare a set of alphabet flashcards for the Review, Warm Up and Comprehension Check activities.
- b.) Bring in 13 index cards cut in half (26 pieces) for each student for the Warm Up activity or duplicate a class set of the alphabet handout, p. 4. Students will have to cut apart the cards.
- c.) Write the following dialog on the board, butcher paper, or an OHT for the Presentation activity:
 - A. **What's your name?**
 - B. **My name is Mary Smith.**
 - A. **Is that M-A-R-Y?**
 - B. **Yes. Mary Smith.**
 - A. **How do you spell your last name?**
 - B. **Smith, S-M-I-T-H.**
- d.) Duplicate the mixer strips, p. 5. Cut apart a class set of strips for the Guided Practice activity.
- e.) Create two enlarged mixer strips by writing a different letter on each of two 8 1/2" x 11" sheets of paper. (Write the letters on the paper with the 11" side on top-landscape orientation.)
- f.) Select 10 names from the class list for the Communicative practice peer dictation activity.
- g.) Review How to conduct a Mixer, p. 161 and How to conduct a Peer Dictation, p. 163.
- h.) Identify the pages in your textbook you could use with this lesson or see **Crossroads 1**, pp. 5-6.

"A, B, C..."
LESSON PLAN

REVIEW:

(10 minutes)

- Have students "dictate" the alphabet in alphabetical order (A,B,C..), as you write the letters (or place flashcards) on the board. Do repetition drills.

WARM UP:

(20 minutes)

[FLASHCARDS]

1. Have students create their own sets of alphabet flashcards. (See p. 3-a.)
 2. Call out a letter and have students hold up the correct card.
 3. Spell common classroom words (with no repeating letters) and have students form the words on their desks with their flashcards. E.g., board, chalk, window, light, carpet, teach, computer, etc. Have students spell the words back to you.
- When you hear pronunciation problems, provide practice. (Grouping letters as follows may help: **A-H-J-K, B-C-D-E-G-P-T-V-Z, I-Y.**) Emphasize the mouth formation as you say each letter. Have students try to repeat the model.

INTRODUCTION:

(5 minutes)

1. Make a production of introducing yourself, spelling and writing your full name.
2. Tell students, ***Tonight we will practice spelling our first and last names.***

PRESENTATION: [DIALOG AND DRILL]

(15-20 minutes)

1. Model a simple introduction dialog on the board (p.3-c) emphasizing the clarification strategy: ***How do you spell...?*** Provide choral repetition and substitution drills.
2. Write 5-10 common names on the board. Have students spell each name aloud.

COMPREHENSION CHECK: [YES/NO SILENT DRILL]

(5 minutes)

- Ask yes/no questions holding up **your** alphabet "flashcards": ***Is this A? Is this G?*** Have students respond silently with one finger up for yes, two for no.

GUIDED PRACTICE: [MIXER]

(15 minutes)

1. Model the mixer using the two enlarged "mixer strips." (See p. 3-d,e.) Demonstrate that students look at their strip and then try to find someone with the same letter. Explain that students have to conceal their letters until they find a match. Demonstrate the dialog they use: S1: (gesturing to S2's strip): ***Is that B?*** S2: ***Yes, it is. OR No, it isn't.***
2. Distribute the mixer strips and have students ask and answer the questions about their letters, until they find their match/partner. ***Is that B? Yes, it is.***

[PAIR WORK]

(5 minutes)

- Have the pairs formed in the mixer sit together and, using the model dialog, practice asking for and giving the spelling of their first and last names.

COMMUNICATIVE PRACTICE: [PEER DICTATION]

(40 minutes)

1. Have students stay in their same pairs from the Guided Practice. Number heads.
2. Model the activity: have a volunteer student dictate a name to you as you write it on the board. Ask clarifying questions such as, ***A or E? Can you spell that again?***
3. Have all the #1s sit so they can see the board or OHT. Have the #2's face the #1s., not looking at the board or OHT. Write 5 names on the board or OHT. (See p. 3-f.)
4. Have the #1s dictate five students' names to the #2s, and then check the results.
5. Have #1 and #2 switch seats, and, using five new names, have #2s dictate to the #1s.
6. Talk about what was easy or difficult for students to do.

EVALUATION:


(15 minutes)

- Have 5-8 students introduce themselves to the class, giving the spelling of their first and last names. Have the class write what they hear. Check students' work.

- Fold back these directions and duplicate a class set of this sheet.
- Have students cut apart their set of alphabet cards for the Review and Warm Up activities.

"A, B, C..."

ALPHABET CARDS




A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

- Duplicate one copy of this sheet and cut apart as many matching letter cards as you have pairs of students. (If you have an odd number of students you will need to include yourself in the count.)
For example, if you have 34 students, you will need to cut apart all the letter cards from A through Q.
- Shuffle the letter cards and distribute them randomly throughout the class for the Guided Practice activity.

"A, B, C..."

Mixer Handout



A	A	N	N
B	B	O	O
C	C	P	P
D	D	Q	Q
E	E	R	R
F	F	S	S
G	G	T	T
H	H	U	U
I	I	V	V
J	J	W	W
K	K	X	X
L	L	Y	Y
M	M	Z	Z

"SEND ME A LETTER"

OBJECTIVE: Students will be able to address an envelope.

Topic: Addressing an Envelope

CASAS: 2.4.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Writing (Basic Skills)

Work Cooperatively with Others (Interpersonal)

Creative Thinking (Thinking Skills)

Organize Information (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Wh-questions and answers: *What's your [last name, street name]?*

Clarification questions: *How do you spell that? Excuse me?*

VOCABULARY: cardinal numbers, first name, last name, address, street name, city, ZIP code, return address, mailing address, line, envelope, (common abbreviations in written addresses)

PREREQUISITE: Familiarity with letters of the alphabet, numbers 1-10, numbers 20-90 by 10's

BEFORE CLASS

- a.) Duplicate class sets of the vocabulary and envelope template handouts, pp. 9-10, or prepare the information on butcher paper or an OHT so that students can copy the vocabulary and templates onto their own paper.
- b.) Copy the envelope model from p. 10 onto the board or an OHT
- c.) Prepare a set of large flashcards for the address and abbreviation vocabulary below:
(You can write the words in bold marker on an 8 1/2x11 sheet of paper for each card.) **Street/ST; Boulevard/BLVD, Avenue/AV, Road/RD, PLACE/PL; North/N, South/S, East/E, West/W.**
- d.) Prepare 3-5 fictitious street addresses* (number and street name only) and 3 complete addresses (name through zip code) for the Guided Practice dictation activities.
*Note: You can use authentic addresses, such as,
IRS, 111 CONSTITUTION AVENUE, NW, WASHINGTON DC 20500
President of the US, 1700 PENNSYLVANIA AVENUE, WASHINGTON DC 20500
Assistant Superintendent, LAUSD-DACE, 1320 W THIRD ST, LOS ANGELES, CA 90017
- e.) Bring in two class sets of standard business envelopes (or cut paper to the appropriate size).
- f.) Write the following scrambled information (or substitute local information) on an OHT or a piece of butcher paper. This is used in the Evaluation activity.

John	N
4235	CA
Mr.	Main
ST	Smith
- g.) Review *How to conduct an Information Gap*, p. 158.
- h.) Identify the pages in your textbook that you could use in this lesson,
or see page 41 in *Crossroads 1*, and/or page 96 in *The Oxford Picture Dictionary*.

"SEND ME A LETTER"
LESSON PLAN

REVIEW:

(20 minutes)

1. Review the alphabet by having student volunteers dictate different first and last names to you. As you write the names on the board, model the clarification strategy, *How do you spell that?*, verifying that students can spell out words.
2. Have students call out the numbers 0-9, and then count by 10's through 90. Help with any pronunciation problems that crop up.

INTRODUCTION:

(5 minutes)

1. Set the scene by telling students they will be sending a birthday card to a celebrity. *It's Chelsea Clinton's birthday and we want to send her a card. We are going to address the envelope for her card.*

PRESENTATION: [DEMONSTRATION]

(25 minutes)

1. Use the envelope on the board or OHT to label the return address, stamp, mailing address, and postmark. (See p.7-b.)
2. Write and say each item as you address the envelope to Chelsea. (Be sure to include postal abbreviations N, ST, APT, for example.)
3. Differentiate between *What you say* and *What you write* by listing abbreviations and full forms in a corner of the board or OHT.
4. Distribute the vocabulary handout on p. 9 for students to review. Call out different states and have students tell you the two-letter abbreviation.
***Optional:** Demonstrate the use of the titles *Mr.*, *Mrs.*, and *Ms.*, and *The Lopez family.*

COMPREHENSION CHECK: [FLASHCARDS]

(10 minutes)

- Use the flashcards (p.7-c) to test students' retention of the abbreviated and full forms for address vocabulary. Show the abbreviation and have them call out the full word. Show the full word and have them spell the abbreviation.

GUIDED PRACTICE: [INTERACTIVE DICTATION]

(30 minutes)

1. Dictate 3-5 street addresses (p. 7-d) and have students write them with block letters and abbreviations in their notebooks. Encourage students to ask questions such as, *How do you spell that? Street or Avenue?* in order to practice clarifying.
2. Distribute the handout on p. 10 and dictate mailing addresses for each envelope on the handout. Encourage students to use the clarification strategies above.

COMMUNICATIVE PRACTICE: [INFO EXCHANGE]

(30 minutes)

1. Tell students they will be addressing envelopes for their friends.*
 2. Pair students and identify partner #1 as the sender (the one who will give his/her address), and partner #2 as the receiver (the one who will write the address.)
 3. Model the activity, being sure to demonstrate the clarification strategies students will use during the activity. *Was that 1-4 or 4-0? Can you spell that?*
 4. Distribute the blank envelopes to the senders. Set a 7-10 minute time limit.
 5. Call time, have the receivers check the senders' work.
 6. Have the partners switch roles and distribute another blank envelope to the new receivers. Do the activity again.
- *Note: Use the envelopes to send reminders to students who have missed class.

EVALUATION:

(15 minutes)

- Have students demonstrate that they can address an envelope by unscrambling information posted on the board and writing the correct address and their own return addresses on a blank envelope. (See p. 7-f.)

- Add any additional information from your lesson to this sheet.
- Fold back these directions and duplicate a class set for the Presentation stage of your lesson.

"SEND ME A LETTER"

VOCABULARY STUDY SHEET

MAILING ADDRESS VOCABULARY

avenue	AV	street	ST
boulevard	BLVD	south	S
circle	CR	east	E
place	PL	west	W
road	RD	north	N

STATES' TWO-LETTER ABBREVIATIONS

Alabama	AL	Nebraska	NE
Alaska	AK	Nevada	NV
Arizona	AZ	New Hampshire	NH
Arkansas	AK	New Jersey	NJ
California	CA	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Virgin Islands	VI
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY
Montana	MT		

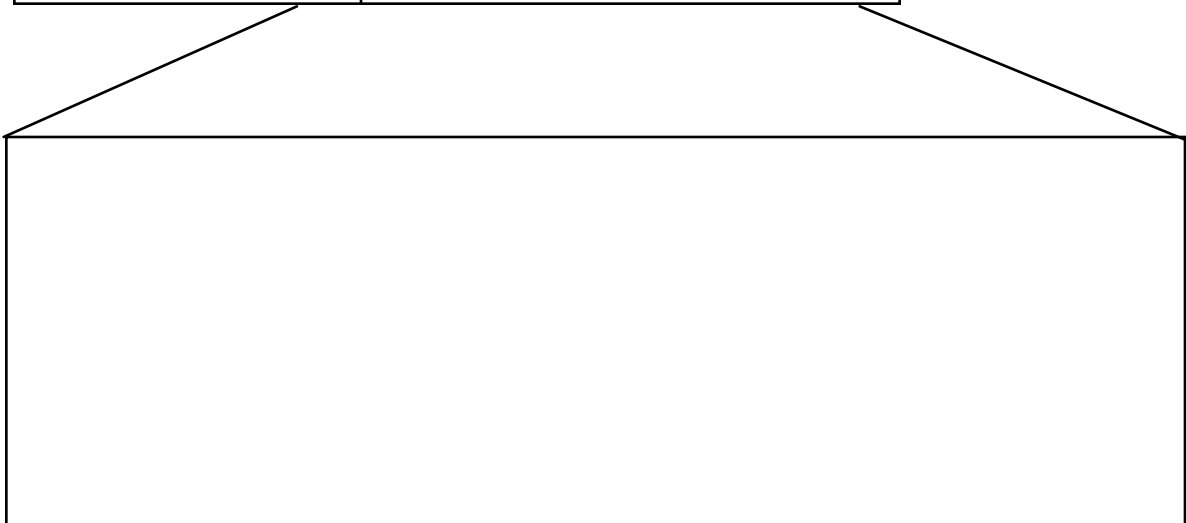
- Fold back these directions and duplicate a class set of this sheet for the Guided practice activity.

"SEND ME A LETTER"

INTERACTIVE DICTATION

- Listen to the addresses. Write what you hear on the envelopes and postcard.
- Ask for the information you don't hear. "*What street?*" "*How do you spell that?*"

Hi everybody!
I'm having a
great time. It
is beautiful
here!
See you soon!



"CAN YOU SPARE A DIME?"

OBJECTIVE: Students will be able to identify and talk about different amounts of money in order to ask for and give prices.

Topic: Money

CASAS: 1.1.6; 1.2.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Computation (Basic Skills)

Teach Others (Interpersonal)

Sociability (Personal Qualities)

Serve Customers (Interpersonal)

Allocate Money (Resources)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple present tense **to be** question: *How much is...?*

Modal **can**, polite request: *Can I help you?*

Clarification strategy: *Excuse me?*

VOCABULARY: money terms (**cents, dollars, bills, penny, nickel, dime, quarter, half dollar, a dollar bill, (buck), five-dollar bill, ten-dollar bill, twenty-dollar bill, (a five, a ten, a twenty)**)

PREREQUISITE: familiarity with cardinal numbers 1-100

BEFORE CLASS

- a.) Duplicate a class set of the number cards on page 13 for the Warm Up activity.
- b.) Bring in "real" money to use in the Presentation: a \$20, a \$10, a \$5, and a \$1 bill as well as coins.
- c.) Write the following dialog on the board, butcher paper, or an OHT, or use your own, for the Presentation activity:
 - A. **Excuse me.**
 - B. **Can I help you?**
 - A. **How much is this? (pointing to a pencil)**
 - B. **Twenty-five cents.**
 - A. **Thank you.**
- d.) Find or create one set of play money per student. Ideally, each set would contain one \$20 and one \$10 bill, two \$5 bills, four \$1 bills, three quarters, two dimes, a nickel and four pennies. You can photocopy monopoly money or other play money, or use the master on page 14. Students will use this play money for the Guided and Communicative Practice activities.
- e.) Collect and bring in half a class set of small stationery, kitchen, and/or gift items for the "swap meet" during the Communicative Practice activity. You could borrow items from the main office, such as a stapler, a roll of tape, a dictionary, bond paper, a pencil, a pen, a box of Kleenex, etc.
- f.) Write different prices on half a class set of index cards. These prices will be matched up with the small items from (e) above.
- g.) Review *Teaching with Dialogs* and *Teaching with Drills* on pages 151-153.
- h.) Identify the pages in your text that you could use with this lesson or see **English Extra**, pp. 32-35; **Vistas 1**, pp. 115-117; **Word by Word**, p. 66; and/or **The Oxford Picture Dictionary**, p. 20.

"CAN YOU SPARE A DIME?"

LESSON PLAN

WARM UP:

(10 minutes)

1. Have students cut or tear apart the number cards on p. 13. (See p. 11-a.)
2. As you call out different numbers, have students hold up the correct cards.

INTRODUCTION:

(5 minutes)

1. Write the word: *MONEY* on the board. Offer a student a 20 dollar bill for a pencil. Have fun with this, finally giving the student a quarter. Write the following on the board or an OHT: *a quarter = \$.25 = 25¢ = twenty-five cents.*
2. Tell students: ***Tonight you will be learning about money.***

PRESENTATION:

(20 minutes)

1. Show each of the U.S. coins and bills, saying and writing the name and numeric representation of each on the board or an OHT. (See p. 11-b.)
2. Have students listen and repeat the vocabulary and the amounts.
3. Model a short dialog asking and answering the question: ***How much is this?*** Then use the dialog for choral practice. (See p. 11-c.)

COMPREHENSION CHECK: [YES/NO SILENT DRILL]

(10 minutes)

- Ask yes/no questions as you hold up different items: ***Is this a dime? Is this five cents?*** Have students answer non-verbally: one finger up for yes, two for no.

GUIDED PRACTICE: [PAIR PRACTICE]

(5 minutes)

- Pair students and have them practice the dialog. Set a time limit and have partners switch roles.

[DICTATION]

(10 minutes)

- Dictate 5-8 prices and have students write numeric amounts. Have volunteers put amounts on the board; elicit corrections from the class.

(10 minutes)

[TPR]

- Hand out "play money" sets. (See p. 11-d.) As you call out different prices, have students respond by holding up the correct amounts.

COMMUNICATIVE PRACTICE:

(25 minutes)

1. Place supplies/items and corresponding "price cards" around the room simulating a swap meet. Place the prices face down. (See p. 11-e, f.) Verify that students know each item's name and use.
2. Act out buying something at a swap meet. Use the dialog from the Presentation, but expand it with phrases such as ***That's too expensive for me!*** or ***Great! I'll take it!***
3. Have each pair take their "money" and stand next to an item in the room, one pair per item. Assign each partner a role: buyer or seller.
4. Model the activity with one pair: Have the buyer ask the seller for the price of the item. The seller turns over the price card and tells the buyer the price. The buyer uses one of the two responses from #2 above and gives the correct amount of "play" money. (This amount may change based on whether the pairs bargain.)
5. Set a time limit and have students conduct their "sale." Call time and have the pairs move clockwise to the next item, switch roles, and conduct a new sale. Repeat this process until each pair has sold/bought all the items.

EVALUATION:

(10 minutes)

- Have two or three pairs role play their "sales" for the class. After each sale, have the seated students hold up the play money that matches the price of the item.

APPLICATION:

(homework)

- Have students cut out an ad in a newspaper or magazine that shows the price of an item. Post the pictures and use them as the basis for Q & A practice.

- Fold back these directions and duplicate a class set of this page.
- Have students cut the numbers apart to form number cards.

"CAN YOU SPARE A DIME?"
NUMBER CARDS



0	1	2	3
4	5	6	7
8	9	10	20
30	40	50	60
70	80	90	100

- Fold back these directions and duplicate two or three of these sheets for each student in your class.
- Distribute and have students cut or “score and tear” apart the bills.

“CAN YOU SPARE A DIME?”

PLAY MONEY



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"EMERGENCY!"

OBJECTIVE: Student will be able to identify common emergencies and report an emergency to the proper authorities such as the police or school personnel.

Topic: Emergency

CASAS: 0.1.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)

Teach Others (Interpersonal)

Problem Solving (Thinking Skills)

Work Cooperatively (Interpersonal)

Responsibility (Personal Qualities)

Communicate Information (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple present BE plus prepositions of location:

It's at the intersection of Olive and First.

Present continuous statements: *A man is bleeding. A woman is choking.*

Wh-questions: *What's the emergency? What's the location?*

VOCABULARY: *location, emergency* and various emergency situations: *bleeding, fire, etc.*

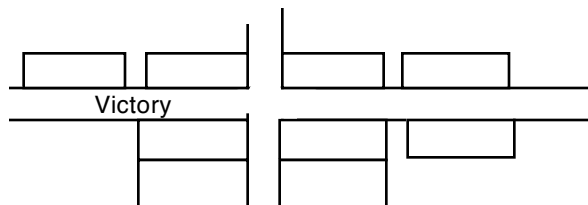
PREREQUISITE: Familiarity with addresses (*1720 Olive*) and prepositions of location: *in the market., across from the park, near the park, at the intersection of Olive and First, on the corner of Victory and Balboa.*

BEFORE CLASS

- a.) Draw a simple street map on the board, butcher paper or an OHT that includes street names for the Warm Up activity. (See example below.) Cut out a large X that you can move around the map. Write two headings next to the map: EMERGENCY and LOCATION.

Emergency

Location



- b.) Duplicate 1/3 of a class set of the map handout, p.17, one for every three students. Cut out the X at the bottom of each handout and clip it to the page.
- c.) Bring in pictures of emergency situation or use the ones on p. 18 for the Introduction and Presentation activities.
- d.) Put the following dialog, (or use one from your text) on the board, butcher paper or an OHT for the Presentation activity:
- A. Help, there's an emergency!
 - B. What's the emergency?
 - A. A traffic accident.
 - B. Give me the location.
 - A. It's at the intersection of First and Olive.
- e.) Review How to conduct a Dialog and Drill activity and How to conduct a Roleplay activity, pp. 151-153, and p. 165.
- g.) Identify the pages in your text that you could use in this lesson or see English Extra, pp. 73-77; Expressways, p. 106; and/or The Oxford Picture Dictionary, p. 82.

“EMERGENCY”
LESSON PLAN

WARM UP: [TEAM WORK]

(20 minutes)

1. Review prepositions of location such as *near, in, at the intersection of...*, etc. by asking students to name as many of these words or phrases as they can.
2. Draw a simple map and have students identify the locations as you point to them.
3. Form groups of three. Give a map and an **X** to each group. (See p.15-b.)
4. Number heads and have students take turns putting the **X** on the map and asking the group members to name the location. *Where is it?*
5. Set a 2-minute time limit for each turn. Circulate and give assistance where needed.

INTRODUCTION:

(10 minutes)

1. Show a picture of a traffic accident. Get students' ideas on why it is important to report an incident to a police officer, 911 or someone who can get help.
2. Tell students *Tonight you will be learning the names of common emergencies and be able to tell emergency personnel the location of an emergency situation.*

PRESENTATION: [CATEGORIZING]

(30 minutes)

1. Show a picture, name it, and list it under the heading EMERGENCY. Next, establish the location of the emergency on the map and write it under the heading LOCATION. (See p. 15-a.)

[DIALOG and DRILL]

- Model a dialog that demonstrates reporting an emergency, (See p.15-d.) Have students practice and then copy the dialog.

COMPREHENSION CHECK: [EARLY PRODUCTION SILENT DRILL]

(5 minutes)

- Ask yes/no questions about the pictures and the locations; e.g., *Is this a robbery? Is the traffic accident on Main Street?*

GUIDED PRACTICE: [PAIR WORK]

(15 minutes)

- Have students, in pairs, practice the dialog, substituting different emergencies and locations from the list on the board.

COMMUNICATIVE PRACTICE: [BRAINSTORM]

(15 minutes)

- Brainstorm and list various school personnel to contact in case of an emergency (teacher, principal, front desk workers, custodian, etc.) if the security officer is not available. Also list various locations at the school (room 110, the cafeteria, the front office, the restroom, etc.)

(20 minutes)

[ROLEPLAY]

1. Pair students and have them create a dialog about a school emergency situation, using the original dialog and the information from the brainstorm. Tell students they will be performing their dialogs for the class.
2. Set a 10-minute time limit, but provide students with more time if needed.

EVALUATION: [ROLEPLAY]

(20 minutes)

1. Have students make two columns on a sheet of paper, labeling the first column EMERGENCY, and the second column LOCATION.
2. Select 5-10 pairs to present their dialogs.
3. After listening to each presentation, have the students write down the emergency and the location that they heard during the dialog.
4. Talk about the successful aspects of each presentation with the class.

APPLICATION [WRITING]

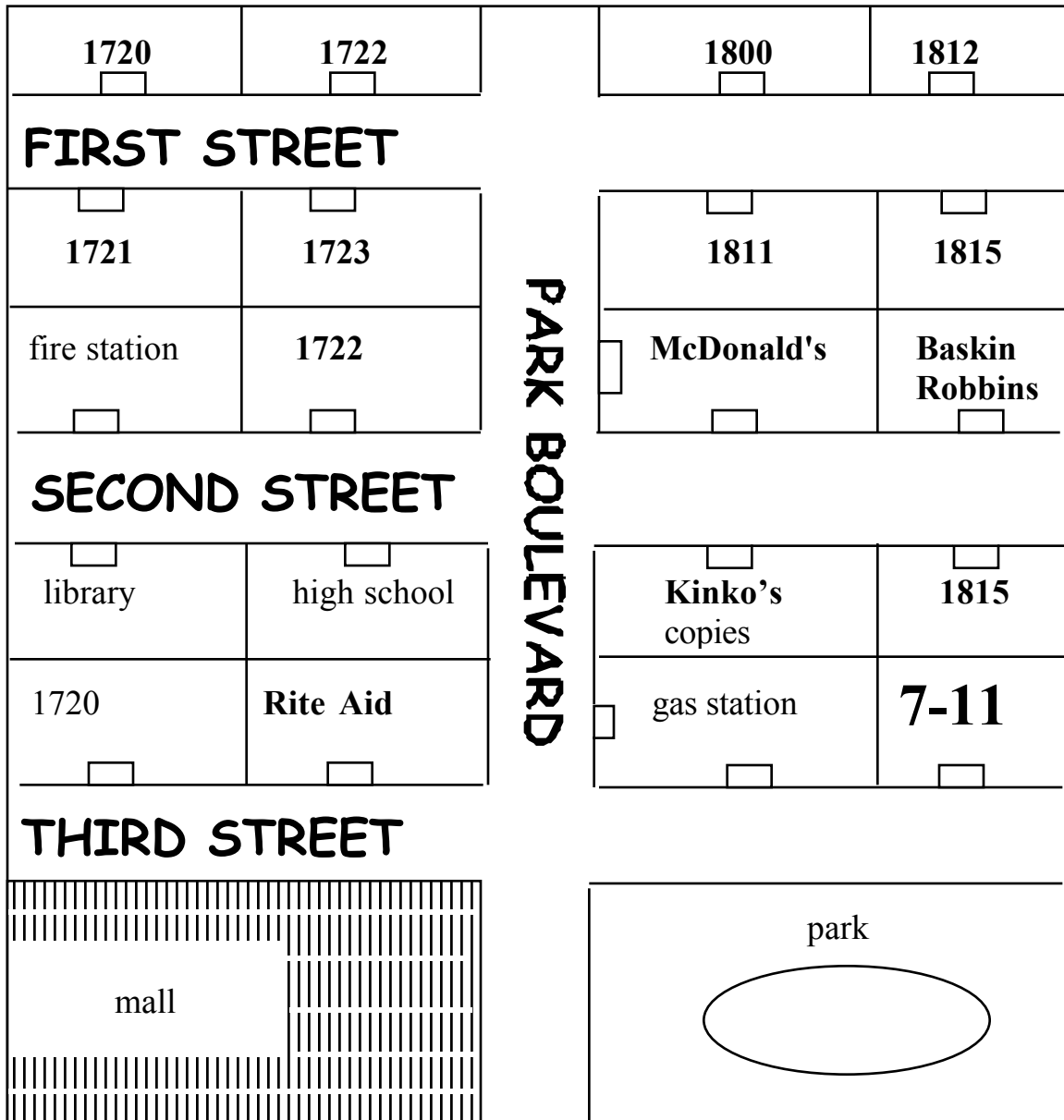
(homework)

- Have students bring in a picture of an emergency situation from a newspaper or magazine and write a sentence describing what is happening in the picture.

- Fold back these instructions and duplicate one map for every three students. Cut out the X and clip it to the map.

"EMERGENCY"
WHERE IS IT?

- Move the X to different locations on the map.
- Ask your teammates, "Where is it?"
- Listen and decide if their answers are correct .



• Fold back these instructions and copy the pictures onto an OHT or use the pictures as a model for drawing your own on butcher paper, cardstock or the board.

"EMERGENCY"

EMERGENCY PICTURES



a traffic accident



a fire



an injured woman



an injured man



a robbery



a fight

"ARE YOU FEELING O.K.?"

OBJECTIVE: Students will be able to identify common ailments in order to ask and answer the question "What's the matter?"

Topic: Common Ailments

CASAS: 3.1.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)

Teach Others (Interpersonal)

Demonstrate Sociability (Personal Qualities)

Communicate Feelings (Interpersonal)

Operate within a Social System (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple present tense **have**-first person, and yes/no question and answer:

I have a stomachache. Do you have a headache? No, I don't. Yes, I do.

Wh-question: *What's the matter?*

Present continuous yes/no questions and short answers:

Are you feeling okay? No, I'm not. Yes, I am.

VOCABULARY: common ailments including: **headache, toothache, sore throat, cold, cough, earache, backache, stomachache, allergy, fever** (introduce with the article: a _____/an _____)

PREREQUISITE: Familiarity with using simple present/first person form of **have**, and articles **a/an**

BEFORE CLASS

- a.) Bring in or draw 8-10 pictures cards of the target vocabulary (headache, stomachache etc.), or put the pictures on page 21 on an OHT, for the Presentation and Comprehension Check activities.
- b.) Prepare a set of 8-10 corresponding word cards on 3x5 cards for the Comprehension check, Communicative Practice and Evaluation activities.
- c.) Write the following conversation (or use one from your text) on an OHT, butcher paper, or the board for use in the Presentation and Guided Practice activities.
 - A. **Are you feeling okay?**
 - B. **No, not really.**
 - A. **What's the matter?**
 - B. **I have a stomachache.**
 - A. **I'm sorry to hear that.**
- d.) If you'd like, you can duplicate a class set of the conversation handout, p. 22, and use that with the Guided Practice substitution drill.
- e.) Review Teaching with Dialogs, Teaching with Drills, and How to conduct a Roleplay activity, pp. 151-153, and p. 165.
- e.) Identify the pages in your text that you could use in this lesson or see: *English Extra*, pp. 85-90; *Expressways 1*, pp. 92-93; *Word by Word*, p. 70; or *The Oxford Picture Dictionary*, p. 78.

AFTER THE LESSON: [CHAIN DRILL GAME]

- (as time permits) • Write a model sentence on the board and provide choral practice before starting.
I'm not feeling well today. I have a... Students take turns adding ailments:
Jose: *I'm not feeling well today. I have a headache.*
Sun: *I'm not feeling well today. I have a headache and a backache.*

LESSON PLAN

WARM UP:

(10 minutes)

1. Ask the question: *How are you?* and write two answers on the board: "**Fine, thanks.**" and "**Not so good.**"
2. Survey the class and tally the responses under each answer, to determine whether the class is having a good or bad day.

INTRODUCTION:

(5 minutes)

1. Set the scene by having the class ask you *How are you?* Respond with an exaggerated pantomime of a headache and say: **Not so good. I have a headache.** Repeat this activity a couple of times, substituting different ailments.
2. Use gestures and pictures to help convey the objective: **Tonight you'll learn the names of different health problems and practice talking about them.**

PRESENTATION: [DIALOG and DRILL]

(30 minutes)

1. Act out each ailment from the target vocabulary, while saying **I have a _____** and listing the ailment on the board. Show the pictures for each ailment (**See p. 19-a.**) and model each word several times, giving students the opportunity to repeat it.
2. Read through the conversation (**p. 19-c**), model it with a student volunteer and then provide choral practice. Give students time to copy it as well.

COMPREHENSION CHECK: [LINE UP]

(10 minutes)

1. Place ailment visuals around the room. Ask yes/no questions about the visuals: **Is this a headache? Is this a backache?**
2. Give a group of students the 3x5 word cards. (**See p. 19--b.**) Have them line up next to the corresponding pictures. Repeat this activity until all students have had a turn.

GUIDED PRACTICE: [PAIR WORK]

(30-35 minutes)

1. Pair students to practice the conversation. (**See p. 19-c.**) Model how to substitute different ailments using the list on the board or the handout, p. 22.
2. Have partners practice the conversation, alternating between role A and B until they've practiced all the ailments.
3. Monitor student practice and offer pronunciation guidance as needed.
4. Have students, in their pairs, alphabetize the list of ailments.

COMMUNICATIVE PRACTICE: [ROLEPLAY]

(25-30 minutes)

1. Set the scene: **A worker is not feeling well. He needs to take a break or go home. What can he tell his supervisor? Let's write a conversation.**
2. Ask the class to brainstorm what they think the two people will say. Take students' ideas and create accurate sentences. For example, when a student says: **not feel well.** you write: **I'm not feeling well.** Write the ideas on the board or OHP.
3. Group students in threes and assign roles: actor #1 (worker), actor #2 (supervisor), and recorder/director. Tell students they will create a conversation using the ideas on the board and present the conversation to the class.
4. Have each group pick a 3x5 ailment card and create a conversation based on the model sentences on the board. Instruct the recorders to write the conversation for their group, then "direct" their actors in acting it out.
5. Set a time limit for practice. Call time and have groups perform for the class.
6. After each presentation, have the class identify the problem and what the worker requested.

EVALUATION:

(10-15 minutes)

- Have each student take a turn picking a 3x5 ailment card and acting it out. When the class asks, **What's the matter?**, the student responds appropriately. 20

