Best Practices in the English as a Second Language Classroom for Adult Refugees

By

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A Capstone Project
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Master of Science in Education
In Teaching English to Speakers of Other Languages
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At the State University of New York University at Fredonia
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May 2011

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Abstract

With the rising number of refugees in Buffalo, New York, this capstone project proposes an ESL curriculum and the framework for a volunteer-run class that is specifically designed for adult refugees who were recently resettled. Refugees need acculturative information and resources in order to be able to thrive in a new society. Since adult refugees often times have to deal with past traumas it is required of teachers of this program to employ cultural competence and culturally responsive pedagogy. This project has taken into consideration innatist, behaviorist, and interactionist perspectives of SLA as well as the theories of B.F. Skinner and behaviorism, Noam Chomsky’s Critical Period Hypothesis, parameter resetting, and universal grammar. Stephen Krashen’s Monitor Model is also closely examined in order to compare and contrast SLA in relation to age. The curriculum presented offers content matter based on our customs to ease student acculturation by using specific methodologies, strategies, and activities such as those found in the SIOP model, community and communicative language learning, and TPR to ensure their funds of knowledge and schema are being activated. This capstone project intends to present a curriculum based on research and theories that propose a class which utilizes best practices in any ESL classroom.
CHAPTER 1—INTRODUCTION

This capstone project intends to present best practices in English as a Second Language (ESL) instruction, assessment, and pedagogy for adult refugees who have been resettled in Buffalo, New York. In 2009, the United States resettled 84,000 refugees (UNHCR, 2010) from around the world. According to the Migration Policy Institute (MPI, 2008), New York State (NYS) receives the second highest amount of immigrants, after California. Between 2000 and 2008, the immigrant population rose 9.5 percent: from 3,868,133 to 4,236,768. This number comprises 21.7 percent of the state’s total population compared to 20.4 percent in 2000 and 15.9 percent in 1990. MPI reports that in 2008, 46.9 percent of immigrants ages 5 and older were Limited English Proficient (LEP). This number has risen since 2000, where 45.4 percent were labeled LEP by the census, and 41.8 percent in 1990. These statistics (Table 1) indicate a steady incline in English Language Learners (ELLs).

Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>New York State Immigrants</th>
<th>Percent ELLs</th>
<th>Approximate ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>2,851,861</td>
<td>41.8</td>
<td>1,197,781</td>
</tr>
<tr>
<td>2000</td>
<td>3,686,133</td>
<td>45.4</td>
<td>1,658,760</td>
</tr>
<tr>
<td>2008</td>
<td>4,236,768</td>
<td>46.9</td>
<td>1,991,280</td>
</tr>
</tbody>
</table>

According to the State Department of Labor, there is a severe shortage of English as Second Language teachers in New York (New York State Department of Labor, 2008). To help counter this problem, the federal government has created specific funding to
expedite ESL teacher education. These funds come from Title III of the National Professional Development Program and help to maintain programs such as Project English Language Acquisition (ELA) for the State University of New York (SUNY) at Fredonia. This federal grant creates incentives for teachers, education majors, or recent graduates to enter the field of teaching English to Speakers of Other Languages (TESOL) or to become certified in English for Speakers of Other Languages (ESOL). Project ELA partially and/or fully subsidizes student loans and the costs of textbooks. Also, programs such as the Intensive Teacher Institute (ITI) for Teaching English to Speakers of Other Languages at SUNY Fredonia have been created with funding from the state to advance the time spent in graduate school for those teachers with a full-time job (SUNY Fredonia, 2010). This funding suggests the recognition of the need for ESL teachers on state and even national levels.

**Refugee Services**

Resettlement agencies resettle refugees from over fifteen countries worldwide. One is located in Buffalo, New York and annually resettles 300-500 refugees, most of which are ELLs. (This “example” resettlement agency will be referenced throughout this project. However, it is not to disrupt the encouragement of other agencies or independent groups implementing this curriculum at their facility.) Due to the high flux of refugees in Buffalo and the shortage of ESL teachers that can be seen in the literature, this agency among others are frequently unable to immediately place their clients into an ESL class.

**Refugee education policy.** Despite there being no official time limit for refugees to begin receiving ESL services upon entering the United States, the United Nations High Commissioner for Refugees (UNHCR) (2006) and The Refugee Act of 1980 strongly
recommend that refugees receive ESL services as soon as possible regardless of whether they are receiving cash assistance or are currently employed. The majority of the literature on adult refugees receiving English education is geared towards making them more employable.

In order to best serve their clients and follow UNHCR and federal guidelines, it can be suggested that resettle agencies offer an adult ESL class that they can immediately be placed in which focuses on the acculturation of refugees to American customs and English. The content being taught must encompass basic “survival” English. Contextualized learning situations in authentic and local settings with highly qualified teachers using communicative methodologies is considered best practice in K-12 public schools, thus this practice should be reflected in adult classes. (The NYS Adult Education Resource Guide can be found in Appendix A).

**Child vs. Adult Second Language Acquisition**

Distinct features between how adult language learners obtain second (or multiple) languages later in life (15 years or more), how children acquire a second language before puberty (14 years or less), and how humans, as children, learn their first language (14 years or less) must be examined in order to truly understand how any language can be learnt at all. The language acquisition strategies specific to each age range determines the scope of pedagogy, methodology, and processes that must be addressed in the curriculum if it is to be designed for adults learning English as their second (or multiple) language.

The projected curriculum has taken into consideration how languages are first learned and how second languages are acquired in children and adults. Tied in with classic language acquisition theory such as Chomsky’s critical period hypothesis and B.F.
Skinner’s behavioral therapies, is empirical evidence on how adults learn to speak, listen, read, and write in another language with native-like fluency. Since adults have more metacognition and a greater awareness of their first language than children, the intent of the curricular activities is to play on these linguistic faculties as well as worldly intelligences. With such a wide range of diversity in ESL classrooms, teachers can call on students’ multiple intelligences as well as their cultural knowledge. By creating contextualized learning situations where students can relate new information to pre-existing knowledge (schema), culturally relevant pedagogy is being employed, which is cited as being one of the most efficient and effective practices in the ESL classroom (Ladson-Billings, 1995).

To begin to understand how a second language is best acquired, one must first understand how children learn their native language. Much controversy exists in the literature in regards to whether learning a second language during childhood produces a wider vocabulary range (lexicon) and better pronunciation as compared to learning it in adulthood. To be more specific, Chomsky states that after puberty (around 14 years of age), we leave our “critical period” (Chomsky, 1975). Before we exit this maturational threshold, we have the ability to acquire languages faster and with more efficiency. Speech pathologists often concur with this view since the muscle memorization of language patterns in our throats, mouths, and lips takes place during the critical period. Several studies have covered these phenomena, but new research is showing that the acquisition of a native-like accent and phonetic mastery of a new language can occur well beyond puberty and into adulthood (Abu-Rabia & Kehat, 2004). This is mainly due to adult motivation, background knowledge, and self-efficacy.
Social Contexts

One of the largest differences between adults and children is shrouded in societal and social contexts. There is a trickle-effect in regards to the relationship between learning English and being able to provide for their families: in order to financially support their families, adults need to a source of income which is typically regarded as a form of employment. Although it is not always necessary, having a working knowledge of the English language can positively influence their chances for employment. When it is a matter of being able to feed, clothe, and provide shelter for their children, adults are under much more stress than children. Children, on the other hand, typically are driven to learn English to “fit in” with their peers. Contrastingly, adults aim to preserve their cultures and heritages amongst their peers, but still feel social tensions when learning in a classroom setting because of perceived discrimination and acculturation stressors brought on by a higher world- and self- knowledge (Fillmore, 1991). Thus, the societal reasons for learning English are different between children and adults.

Compounded with frequent acculturation issues such as discrimination, loss of heritage, and financial burdens, the vast majority of the literature states that refugees have in some way been affected by trauma. Common trends in the literature show that trauma can be described as losing a loved one, being forced to flee one’s country due to fear of violence, war, or persecution, being tortured, or having been severely abused. The aftermath of trauma can lead to post traumatic stress disorder (PTSD), nightmares, paranoia, psychosomatic illnesses, depression, and chronic stress and anxiety (Somach, 1995).
Teacher Sensitivity

With this knowledge, teachers must maintain a respectful demeanor, exercise patience, are able to identify traits of trauma in the classroom, and be able to suggest culturally sensitive interventions. Such interventions may be talking to a health care professional with a translator, using visuals, or graphics to express inner turmoil, physical activities such as yoga or tai-chi, and spiritual growth classes.

Teachers of ESL for adult refugees must acknowledge the students’ wellbeing in and out of class. As theorized in Krashen’s monitor model, real, meaningful learning cannot occur in a state of anxiety or stress (Krashen, 1981). It is hypothesized that when one or more of the senses are lessened or diminished, others are heightened. This can suggest that when we cannot use our linguistic capabilities in a certain context, our other abilities may become heightened. One such ability is social intelligence. Daniel Goleman’s (2006) studies on social and emotional intelligences show how the subconscious mind of one person can pick up on intentions, trustworthiness, and emotions of another person without saying a word. This information is pertinent to the ESL classroom; if a teacher is able to project a positive, caring, and trusting persona, their students will be able to feel it, thus helping to lower the affective filter.

Conclusion

This curriculum aims to not only aid in the acquisition of the English language, but to acculturate students with necessary American customs and surface culture. The lessons are designed to relate the new information to students’ background knowledge and their cultural heritage in hopes of creating a balance of old and new. This helps to
maintain and preserve one’s culture while showing respect and appreciation of it. In hopes for a more pluralistic America, every ESL class must have the foundation of culturally responsive and relevant pedagogy that doesn’t annihilate others’ customs, but enhances ours.
CHAPTER 2—A REVIEW OF THE LITERATURE

When people from around the world enter the United States based upon fear of persecution due to their race, religion, nationality, or membership of a particular social group in their native country, and are afraid to reenter their country out of the same or additional fears of persecution (UNHCR; 1951), they are considered a refugee. These migrants must face the challenges of adapting to their new surroundings. The society upon which they enter is required by United Nations (UN) law to accommodate to their basic human needs such as housing, food, clothing, and medical attention (UNHCR, 1951). However, language is one of the most crucial factors of acculturation and is the main consideration in this capstone project.

This literature review supports the notion that ESL curricula and classes are necessary components to welcoming newcomers into our country and will be most effective when they are rooted in language acquisition theory, backed by empirically driven research on adult learning, and follow guidelines for best practices in methodologies for second language instruction. In order to validate and support the curriculum, best practices of ESL teaching, adult learning, and common phenomena of newcomer adult refugees have been researched and are presented in this review of the literature. It is the intention of this capstone project to present a meaningful, research-based cornerstone in acculturative practices for agencies and individuals working with resettling refugees that is easily implemented and accessible. The research presents methodologies for acculturation that go beyond just the classroom which help to integrate refugees into our society. Following the guidelines presented can provide them with basic life-skills and resources for a healthy and happy life in their new country.
Terminology

The use of key terminology in this project must be acknowledged. English language learners or ELLs, are often referred to as “Limited English Proficients” (LEPs) in the legislature, however, many believe this is a derogatory term. Clinically speaking, using the term “limited” in a label for a person is rooted in deficit psychology. Deficit psychology is a field which studies the lacking of certain parts of human essence, for example, a person lacking empathy for others. In regards to LEPs, when the term “limited” is looked up in the 2011 Merriam-Webster thesaurus, words such as “minute,” “puny,” “small,” “imperfect,” “impartial,” and “inadequate” are shown. This suggests that LEP students are part of a deficit, and generally viewed negatively by society (Abedi, Lord, Boscardin, & Miyoshi, 2001; MacSwan, 2000). Thus, in this literature review, the term “English language learner” will be used in place of “Limited English Proficient”.

The terms “refugee”, “displaced person”, “asylum-seeker”, and “immigrant” are often interexchanged, however, they bear different meanings. The following terms will be defined as simplistically and as concise as possible: (1) a refugee is a person who has had to flee one’s own country out of fear; (2) a displaced person is someone who has left their homeland for the same reasons as a refugee, but he or she is living in “temporary safety”, typically in a neighboring country or location; (3) an asylum-seeker is someone who has moved to a new location under the same conditions as refugees and displaced persons, however, they claim “asylum” under their new country – or a refusal to leave the new country out of fear for returning; (4) and an immigrant is defined by US law as an “alien”; (5) an alien is anyone who is not a citizen of the United states (Fetami, 2005; Immigration & Nationality Act, 1952).
Refugees in Buffalo

In a global economy and an ever shrinking world, Buffalo, NY is a front-runner for a multicultural community. Each year, the United States resettles approximately 80,000 refugees from around the world. Of the 80,000, New York State (NYS) takes in the second highest amount of them, after California. With the flooding of immigrants in New York City, Buffalo happens to receive the second highest amount of refugees and asylum seekers in the state. Refugees and asylum-seekers are placed in Buffalo through Volunteer Agencies (VOLAGs) in the State. One agency in Buffalo resettles over 300 refugees and asylum-seekers annually in Buffalo, NY and helps them to become acquainted with the American culture through putting them in local English classes, providing employment services, making medical appointments, and having volunteers work with them to show them around the area.

An example Buffalo agency has resettled hundreds of people over the years from many different countries who speak several languages. Some of the countries include Afghanistan, Burma, Burundi, Bhutan, Cambodia, Cuba, Democratic Republic of the Congo, Eritrea, Iran, Iraq, Liberia, Sierra Leone, Somalia, and Sudan. The people hailing from these countries bring languages such as Amharic, Arabic, Burmese, Chin, French, Karen, Karenni, Nepali, Somali, Swahili, Spanish, Thai, and Tigrinya. These groups of ethnically diverse people add to Buffalo’s multicultural facets.

However, before arriving in Buffalo, becoming a refugee has several steps involved (for a more concise view, please see Appendix B). The first is to live in a place where people are persecuted because of their race, religion, ethnic affiliation, social group or political belief. Second, the person must flee their country and find a way to the
relative safety of a neighboring country. Third, they have to find the closest UNHCR office (which is sometimes miles away) in order to apply to be a refugee. If the UNHCR recognizes their need for protection, they may give the person a card and allow them to stay in a refugee camp. In order to apply to the United States Refugee Program (USRP) one must ask the UNHCR to refer them to the nearest US Embassy which has a Refugee Processing Post, then assemble necessary documents and wait for sometimes years before being able to interview with a US government official. Sometimes, the official will not recognize the need to for protection and offer the person three options: go back to their home country, permit them to stay where they are, or give them the notion of finding another country to seek refuge in. However, if the official agrees to accept them as a person in need, the person’s application becomes a case and is assigned to an agency in the United States.

For example, Church World Service is one of the largest VOLAGs in the country. It helps to resettle approximately 5,000 refugees annually and provide them with clean, decent, furnished housing for at least a month, health care for the first month, food, clothing, other physical essentials, help them become familiar in their new environment, enroll their children in school, aid adults and teens with finding employment, and often times provide immigration and legal services as well as offer programs for special needs and English language classes. Co-sponsors, or local affiliate of Church World Services, take on the responsibility to provide such services.

Buffalo is a diverse area and has plenty of the accommodating factors necessary to be considered a decent location to resettle refugees. The cost of living is low, medical, social, and employment services are available, and housing costs and conditions are
appropriate. However, a fact that has effected the entire nation is the shortage of ESL classes and qualified ESL teachers (Capps, Fix, McHugh, & Lin, 2009; Mirror, 2010; New York State Department of Labor, 2008). This is due to the growing number of languages other than English being spoken in homes across America and the lack of specially trained teachers.

Other countries such as England and Australia that take in refugees are beginning to recognize the necessity of language training program for refugees upon their arrival. It is Australia’s policy to provide refugees with 510 free hours of ESL training within their first two years in the country. Even England acknowledges that ESOL supports employment, social mobility, college or post-secondary school education, the process of becoming a naturalized citizen, and the ability to become a social and political participant (British Refugee Council, 2011; Refugee Council of Australia, 2006).

Adult refugees who are resettling in the United States are generally learning English out of the necessities of being able to thrive in their new communities and to find work (or for children, to be able to learn in English-majority schools). Language can be seen as one of the biggest stressors in the acculturative process and is generally viewed as a barrier to communication (Fillmore, 1991; Nicholson & Walters, 2010). The language deficit presents itself as a problem in regards to possible employment for adult refugees.

A vast majority of the literature states that refugees and immigrants want to work when entering the US in order to support their families. However, only those who have English skills have the highest chances of obtaining and keeping a job (British Refugee Council, 2011; Holzer, 2011; Office of Refugee Resettlement Program; Refugee Council of Australia, 2006; The Refugee Act of 1980; US Department of Education, 2006). This
strongly suggests that resettlement agencies and American policymakers need to enforce the rapid entrance of refugees into ESL classes geared toward best practices in adult language education even more. There is a clear need for them; according to the United States census, in 2007 approximately 20% of the population speaks a language other than English at home, and this number can only be projected to increase over time. The incline of linguistic diversity in homes from 1980 to 2007 is shown in Table 2.

Table 2

\begin{table}
\centering
\begin{tabular}{lcccc}
\hline
\hline
Estimated speakers of other languages & 11\% & 14\% & 18\% & 20\% \\
\hline
\end{tabular}
\end{table}

This lack of credible English teachers and ESL programs is severely impacting schools around the country, as in Buffalo, NY, especially after the instatement of the No Child Left Behind Act (NCLB) in 2001. If the states are to receive federal funds for education, NCLB has instituted standardized testing in all subjects in all schools which all pupils must take and pass. Students in NYS must take all of the tests, unless they are an ELL in their first year of arrival, they do not have to take the English Language Arts (ELA) test however, they are subjected to all others. It has been argued that since the sciences and maths use little English, it is perfectly reasonable to test them in these subject areas; however the content matter is in fact riddled with academic jargon which is presented in the English language that is often times referred to as “academic language.”

Cognitive academic language proficiency, or CALP, is a term coined by Jim Cummins. Cummins states that it takes ELLs five to seven years to become proficient in academic language because it is abstract, decontextualized from the real world, less
interactive, typically beyond the language level of the student, and is embedded in a cultural content that is different from the learner’s culture (Illinois Resource Center, n.d.). Thus, using academic language or jargon, especially when it is presented in only one format (written in tests) is not only unreliable but it is invalid (Messick, 1990).

Reliability in testing refers to the accuracy of a test, the precision, and the reproducibility or consistency of the scores. Test reliability comes into question with ELLs because the tests are in English; it makes no sense to test a person who does not speak English on any subject matter when the examinations are written in English. In order for a test to be considered reliable, it must produce nearly identical results each time it is administered. In the grand scheme of reliability, a clear bell-curve is present in results of test scores; the students below the average are always ELLs.

Yet, the scores of ELLs in standardized tests are used to gauge the effectiveness of schools’ programs, administrators, and teachers. To use unreliable test scores to rate the school’s performance is considered an invalid use by Messick (1990). Test validity refers to the appropriateness, usefulness, or meaningfulness of specific inferences made from test scores. An example of the effects of using standardized tests on ELLs is apparent in several of Buffalo’s K-12 public schools. Schools such as Herman Badillo Bilingual Academy, Lafayette High School, and International School Number 45, have not only been under registration review by the state but have also been threatened to be forced closed and have had much of their administrative teams reassigned by the state due to these low test scores. The 2009-2010 NYS report cards of these schools shows that 34% or more of the schools’ populations are students are “limited English proficient”.

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It is unfathomable, with this knowledge, that the government would base funding, academic support, and scholastic flexibility on these tests (if not this knowledge, then for the slew of other empirical evidence on that undermines the rationale for standardized testing). A common story is surfacing across the nation’s newspapers: schools are closing because test scores aren’t high enough. Contrarily, immense bodies of academic and empirical research exist that offer a valid, reliable, and efficient form of measuring a school’s success; much of these studies are presented in this capstone project in hopes for an ESL curriculum that reflects true best practices in assessment.

The use of unreliable scores on standardized tests, lack of highly qualified ESL teachers, and virtually non-existent federal funding for adult ESL classes suggests that American education and migration policies undervalue speakers of other languages in our society. Despite co-sponsors providing refugees with immediate physical accommodations, we, as a culture and country, are not providing adequate means to ensure smooth transition into American acculturation.

**Acculturation**

As with any organization resettling immigrants, the ones in Buffalo are faced with acculturation issues that do not only pertain to language, but general adaptations to a new society. Schumann (1986) refers to “acculturation” in his model of acculturation as “social and psychological integration of the learner with the target group” (Schumann, 1986). If American ESL teachers are to work with refugees and immigrants, it is necessary to discuss acculturation and to analyze what Americans think “culture” is and compare it to the literature.
Culture, in itself, can be defined in a plethora of ways; however, the most thoroughly concise description of it depicts it as being on two levels: one level is the surface culture and the other is deep culture. Surface culture is instantly what Americans come to think of culture as: customs that are visible, audible, or tangible and consist of an ethnicity’s cooking, fine arts, dancing, dress, crafts, celebrations, and language. On the other hand, deep culture is intangible patterns of a group’s nature of friendship, facial expressions, definition of sin, notions of beauty, modesty, and leadership, concepts of humor, others, and self, theories of social mobility and disease, and the roles of the different sexes, classes, age ranges, and occupation (A. Jones, 1993). See Appendix C for a visual representation of surface vs. deep culture characteristics.

Culture is constantly changing—it’s a static and dynamic collection of behaviors that are based on certain values to a group of people. Every person on earth has a culture, too. Often times, it’s difficult to see our own cultures when we are in them, however, especially in the United States, Americans are able to tell the distinctions between others’ cultures and when people are different from their own. Ethnocentrism is the belief that one’s culture is better than another. Zainuddin, Yahya, Moreales-Jones, and Ariza (2002) explain that if a certain group of people grow up constantly hearing that their country is the best and that they are very fortunate to grow up in the “best country in the world,” ethnocentrism could result. Stereotypes, labels, and even prejudices are embedded in ethnocentrism. If others are not from the best country in the world, then they must be from a lesser country.

Americans working with the clients at resettling agencies must find it absolutely imperative to reflect on what their view of culture is, especially their own (a table of
Observable American Traits and Contrasting Values can be found in Appendix D). It is important to note that Americans are generally patriotic and active in their government; however, other ethnicities can share this same nationalistic view of their own country as well. This is called heritage maintenance and is a perfectly acceptable trait to have as long as it does not cross the line into ethnocentrism.

Other countries and cultures exist. Americans need to celebrate that. After all, the American culture in its entirety has been constructed from people who sought freedom from varying levels persecution. The people who began our country brought their cultures (surface and deep), ideals, values, beliefs, and behaviors with them. It is with this knowledge, that the playing field should be leveled: other than those coming from a lineage of the indigenous peoples of the US, all Americans are the descendants of immigrants and refugees.

Out of the need to recognize that refugees need more than just physical supplies when they arrive and with respect and empathy toward the acculturative and second language acquisition processes it is that this curriculum has been constructed. It is important to recognize that the activities presented intend to inform the students about American culture while relating it to their prior knowledge, first language, deep and surface cultures, and ways of life, in order to be culturally sensitive, relevant, and respectful.

**Language Learning Theory**

In order to truly understand the process of second, third, fourth, or multiple language acquisition later in life, it is crucial to understand first language acquisition. Three main theoretical standpoints exist in the literature on how we learn our first
languages: the innatist perspective, the behaviorist perspective, and the interactionist perspective. Despite these views differing in their respective frameworks, educators have called on all three to explain the phenomena of people learning languages other than their first during childhood (before puberty) and later in life (after puberty).

**First language acquisition.** The general argument presented in the literature is whether it is better to acquire a second language at a young age or later in life (Chiswick, & Miller, 2008; Hakuta, Bialystok, Wiley, 2003; Lenneberg, 1967; Meschyan & Hernandez, 2002; Nikolov, 2000; Scovel, 1988). Some studies have shown that children who acquire a second language are generally more proficient and possess native-like fluency; however, other studies disprove the notion that adults cannot attain proficiency and native-like fluency (Abu-Rabia & Kehat, 2004; Krashen, 1981; Wong, 2008). They state that due to metalinguistic awareness, world knowledge, and motivation to learn a second language they are just as capable of leveling children’s proficiency and native-like accent.

**Innatist perspective.** One of the theorists behind the reasons people can acquire languages in the first place is Noam Chomsky who is believed to be the father of the innatist perspective. He believes that the human mind is hard-wired and ready for language acquisition from birth. Chomsky theorizes that a language acquisition device (LAD) exists which enables us to make connections with, create meaning from, and produce functions with language. Scientific research described the LAD as being the connection points between brain cells, or synapses and nodes. They form webs of brain matter which house the understanding of word meaning and order (Pulvermüller, 2002), thus proving the reality of it, rather than just the theoretical aspect of a LAD existing.
Chomsky believes that we all have a universal grammar (UG) which allows us to recognize what language we are interacting with when we are children. Parameters, or our understanding of grammatical structures between nouns, verbs, and other parts of speech that can vary from language to language are sometimes referred to as “mental word order.” Crain (2008) refers to parameters as conceptual apparatus. Because of parameters, a child growing up listening to French and English would know that the adjective comes after the noun in French (le chat noir) and the adjective comes before the noun in English (the black cat).

Innately, human beings have the urge or need to communicate (Carroll, 2004). The time in life when there seems to be a significant amount of parameter setting and resetting is before the age of fourteen, or before the onset of puberty. The literature refers to this time as the Critical Period Hypothesis (CPH) or the sensitive period (Lightbrown & Spada, 2006). It is suggested that after a child goes through puberty, they are unable to attain the same level of proficiency and native-like fluency that a child in their sensitive period (before puberty) does.

Several documented instances support the theory of the CPH. Victor, also known as The Wild Boy of Aveyron, was a child found living in the woods of Aveyron, France around the turn of the 19th century. It was speculated that the child was about 12 years old when a clergyman found him. This clergyman believed he was raised with wolves and void of any human interaction throughout his young life. He is what is known as a feral or wild child, raised without domestication or the input of characteristics that reflect civilized human life. Due to this lack of contact before puberty, his mind never encountered human language. By the end of his life he was only ever able to spell the
French words “lait” (“milk”), and “Oh, Dieu” (“Oh, God”). Since he was isolated from language during his sensitive period, he was unable to process language and use it for communication and interaction (Lightbrown & Spada, 2006).

A similar story relating to the critical period, or sensitive period, is that of Genie, a young girl who suffered from child abuse and neglect throughout the 1950s and 1960s until her discovery by the Los Angeles authorities in 1970. Her father kept her in a closet, away from all other people and the direct input of language until she was found at the age of 13. Similar to Victor, after her discovery, Genie could not use language as efficiently as those with consistent linguistic input from a young age. Although both of the children would acknowledge speech and language, they were unable to produce much of it later in life (Lightbrown & Spada, 2006). These two theories support the CPH since they were both unable to produce or understand much of any language after they passed the period.

Behaviorist perspective. The cases of Genie and Victor prove just how important language input is during the critical period; however, they also verify the opposite approach: Behaviorism. This social science was coined by B. F. Skinner and was introduced and used primarily in the 1940s and 1950s. Its place in the ESL classroom comes from the idea that language can be learned through mimicry and memorization. Behaviorists believe that language cannot be learned in a vacuum; that is, there must be linguistic input in order to produce output. Thus, behaviorists can say that Genie and Victor did not acquire language due to the lack of linguistic input – not because they missed their critical period. Otherwise, if the critical period and the language acquisition device existed the children would have generated some type of functioning language system on their own.
Early forms of behaviorism explicitly taught the stimulus-reaction model: for every action or reaction, there must be a stimulus that caused it. Operant conditioning explored this theory. It has been defined as the increase in frequency of a response after it has been followed by reinforcement (Ormrod, 1998). In regards to conditioning, reinforcement can be explained by a child receiving a sticker on a test for a good score; if they receive the sticker as a form of reinforcement, it suggests that they will want to have a good score on the next test to earn the sticker again.

Reinforcement can come in many forms: concrete reinforcers are actual objects (like stickers), social reinforcers (i.e., praise), activity reinforcers (i.e., a parent telling their child to eat all of their vegetables before going outside to play), group contingencies (i.e., when most people in a group are on a certain level, the others will want to be on their level), and positive feedback (i.e., receiving a positive message). Concrete, social, and activity reinforcers, group contingencies, and positive feedback are all considered extrinsic reinforcements, or reinforcement that comes from a source outside the individual. However, intrinsic reinforcement is provided by the individual themselves and is typically the goal of teachers using behavioral training, or operant conditioning in the classroom.

The process of someone learning a new behavior from two stimuli is considered classical conditioning (Ormrod, 1998). When a child visually sees a sticker next to a score of 100% on a returned test (two stimuli), it is in hopes that the student will receive the score again. On a more subconscious level, this theory has been applied in the classroom using “tickets” or a “token economy.” When a child in a classroom does a good deed towards another student, earns an outstanding grade, or behaves correctly, they
will receive a ticket or a token of some kind at the same time the behavior occurred from the teacher. Later in the week, the tokens will be compiled to receive a prize. Thus, students will associate tokens with something they like (a prize) and the good behavior. Teachers who use this behavioral modification in their classrooms will initially flood the children with tokens but over time, will lessen the amount of tokens distributed. Eventually, the token economy will be extinct and the positive behaviors will become automatic, or intrinsic (Ormrod, 1998).

A more rudimentary example of classical conditioning is shown by the well-known experiment performed by Russian physiologist, Ivan Pavlov. He would present a dog with food and noticed that the dog salivated each time. His goal was to make the dog salivate without presenting the food. So, Pavlov and his associates designed a classical conditioning system where they would present the dog with food and at the same time, ring a bell. They repeated this procedure several times. Eventually, when they rang the bell and did not present the dog with food, it still would salivate. This is because the dog associated the sound of the bell with food, thus it would salivate. This proved that behavioral conditioning is possible and has been applied to other fields such as behavior management in education and simpler methodologies (other than classic conditioning) can be used as effectively (Coon, 2003).

Language acquisition theory typically refers to behaviorism as the modeling and reflecting of a behavior. Such behaviors include memorization and mimicry of linguistic input. Unpublished data from Lightbrown (2006) show the dialogue between a two-year old and two adults. The data reported that 30-40 percent of the two-year olds’ speech was
an imitation of what the adults said, however, the rest of it was “spontaneous speech,” or language acquired elsewhere.

**Interactionist perspective.** A natural juxtaposition is created between innatist theory of first language acquisition and the behavioral perspective of first language acquisition: if all components of the innatist perspective were true, then Genie and Victor would have been able to create their own languages in order to communicate. On the other hand, if the only way people acquire a language is through the repeating the actions of someone else (due to differing stimuli), then children would be more parrot-like and instances spontaneous speech, such as words the children said during Lighbrown’s (2006) observations, would never occur. All components of language including vocabulary, sentence structure, and parts of speech would need explicit instruction to be understood.

In the second language classroom, it has been proven that behaviorist approaches such as the audio-lingual method, are relatively ineffective (Naik, 1998). This is due to the fact that mimicry and memorization of words and language are not internalized. There is a need to create meaning behind learning. Thus, the interactionist perspective was created.

The methodology from the interactionist perspective is rooted in constructivist theory: Constructivist theory is the notion that humans “construct” or build ideas and knowledge. They are doing so by progressively building on existing knowledge that they have. Also, constructivists believe that authentic, or real-world learning situations, makes the new information being learned meaningful. By bringing the outside world into the classroom, students will be able to activate their schema, or background knowledge, to make connections to the presented information. This can motivate students to learn and create a general interest in content matter (Nikitina, 2010).
Authentic learning in a constructivist setting is shown in a study by Woo, Herrington, Agostinho, and Reeves (2007). Students were asked to share ideas on how to slow global warming in a web-based instruction practice. Despite the class being virtual, the authors have stated that the interaction with the internet created a real-world simulation. Also, the content of the matter is an authentic, pressing issue on a global level. The reactions of students throughout the activity showed how meaningful the learning experience was for them. They were motivated, involved, and challenged to learn new things during the exercise. They used the knowledge they already had on the world and the web to create “bridges” to the new information they obtained.

Lev Vygotsky coined the term “zone of proximal development” (ZPD) which can be considered an explanation for the “bridges” created when learning interactively. Vygotsky states that learning occurs during the transition of already knowing something related to a topic to learning something else related to the same topic. When the time is developmentally appropriate, students will reach their ZPD, or the time when they’re ready to move on. The ZPD is the actual link that connects two ideas; however, the process of learning, or connecting old ideas to new ones, can be accelerated while being assisted with a task. Thus, teachers should create situations in which interaction occurs, where students can assist one another, and call on group contingency reinforcements to make meaningful learning situations (Lisle, 2006) This will be especially beneficial when students with mixed English proficiency levels are working together in partners or small groups.
Second Language Acquisition

When taking into consideration the multifaceted and static ways of acquiring our first languages, the process of second language acquisition (SLA) is a more linear process (see Appendix E for a graphic representation of the SLA process) and is generally the same for adults and children alike. There are five stages of SLA: the (1) preproduction or silent stage, (2) early production stage, (3) speech emergence stage, (4) intermediate stage, and (5) fluency.

1. **The preproduction or “silent” stage.** During this stage, students will not produce output which is due to the fact that they are actively engaging in and learning to comprehend the input, or what they hear and see around them. Teachers should focus their activities on listening comprehension for these students. This phase can last anywhere from a few days to several months.

2. **The early production stage.** In this stage, students will speak using one or two words and may code switch or use interlanguages. Code switching is using two languages at the same time; it has been referred to as “Spanglish” or “Franglais” at times (Ibeas, Fuentes, & Perez, 2011). Lightbrown and Spada (2006) define an interlanguage as a mixed language of the learner’s native language and second language. Interlanguages and code switching are not to be confused with pidgins, however. Carroll (2004) describes pidgins as auxiliary languages that are formed between speakers of other languages when they do not understand each other. The early production stage usually lasts around six months.
3. **The speech emergence stage.** During this stage, students begin using simple sentences that are commonly grammatically incorrect. Yet, teachers need to praise their efforts and refrain from overcorrection which can cause students’ self-esteem to be lowered. Rather, teachers can recast or indirectly restate the phrase the student was trying to say.

4. **The intermediate stage.** In the intermediate stage, students will begin using larger sentences and begin to engage in conversation more fluently. Teachers do not have to speak as slowly as they should during the first three stages. The intermediate stage will last approximately one year.

5. **Fluency.** This stage is continuous since learners are constantly adding new vocabulary to their knowledge base. Students will be able to converse in and use the new language smoothly and quickly like native speakers.

**Children and second language acquisition.** Despite there being no distinction in the actual stages of second language acquisition between children and adults, there are certain traits and variables that make their rates of language acquisition differ. Parts of the literature generally agree that children learn a second language faster and more efficiently than adults do (Lenneberg, 1967; Nikolov, 2000; Scovel, 1988). It has been proven that children can attain a more native-like fluency and accent in second language speech and several other studies display quantitative data which support the notion that children who have been exposed to their second language (L2) or have studied it (English) during their sensitive periods have a higher proficiency rate (Meschyan & Hernandez, 2002).
A review of the 2000 census (Chiswick & Miller, 2008) showed a decline in the use of English between immigrants who have entered the United States during their Critical Period (CP) and immigrants who entered the country after it. Children who entered the country during their CP have a much higher level of English proficiency than those who entered after their CP present lower levels. A similar study by Hakuta, Bialystok, and Wiley (2003) found a decline in English proficiency (based on the 2000 census) in the older groups of Chinese- and Spanish-speakers as well.

This phenomenon can be explained for several reasons in regards to childhood second language acquisition. Children do not have as much social awareness as adults do which can lead to uninhibited interaction and less anxiety while learning in a social setting (Wong, 2008). The lower stages of human development range from birth to approximately 11 years old: all of which are ages in the critical period. The stages coinciding with the CPH exhibit the children’s innate desire to organize and make sense of the world around them (Coon, 2003). This can suggest that children grow with their second language vocabularies, word orders, and linguistic structures in both languages.

What makes this process easier is that children have the advantages of being able to reset their parameters with ease and fluidity which support Chomsky’s notion of universal grammar (Crain, 2008, Francis, 2005; Krashen, 1981). Universal grammar is a belief that children are able to understand other languages without explicit instruction because they are able to pick up on a common set of principles found in all human languages (Lightbrown & Spada, 2006). An example Lightbrown and Spada (2006) uses is that children know “himself saw John” is a grammatically incorrect statement and that “John saw himself” is correct. However, since most school age children were not
explicitly taught the grammar of this statement and given that they are not mimicking another person, it must come from an innate ability to understand the functions of the English language.

Universal grammar can be seen when children reset their parameters when they are learning another language. When the brain takes in a language, either through visual presentation of words, characters, or letters (reading) or through hearing sounds in spoken words (listening), it is called input. When a child receives input, they ‘reset their parameters,’ or subconsciously organize the patterns of words, letters, characters, and sounds to be able to recognize the meaning behind them. Since languages contain different forms of written text, word order, and sounds, they begin to create an order that is specific to different languages. Once the orders of the sounds and written words are recognizable, the brain understands it as a different language and allows the person to create meaning behind word. This understanding is often referred to as comprehension. When the input is comprehensible, it leads to eventual output, or speaking or writing, of the second language (Richard-Amato, 2003).

Much of the research on childhood SLA points to bilingualism. This is because children in the United States must go to school; since every school has a language setting, those with mixed languages, or bilingual schools, offer a plethora of information for researchers of childhood SLA. Schools that promote bilingualism or multilingualism have a type of program structure that mainly exist in seven types the United States currently: mainstream/submersion, immersion, transitional, segregationist, separatist, maintenance/heritage language, and two way/dual language programs.
Submersion education pertains to the idea of “sink or swim:” the language minority student must learn to speak the language of the majority (with or without sheltered instruction from ESL teachers). Immersion education begins with teachers instructing in the L1 and L2 of students but eventually only teaching in the L2/new language student being is “immersed” into. Transitional bilingual programs begin young children with a higher amount of the minority language, but as they grow, the use of the minority language declines and the majority eventually takes over. Segregationist and separatist programs are the same except for social means of use: segregationist programs use the minority language students’ language in instruction as a means of keeping the minority language students apart from the majority language students. In contrast, separatist education is when all instruction provided is in the minority language for minority language speakers because these programs have made the decision to create an independence existence. Maintenance or heritage language bilingual programs which promote bilingualism and biliteracy through education being mainly in the minority language; these programs are related to two way or dual language programs. Two way bilingual programs promote bilingualism and biliteracy also but they use a 50/50 model with minority and majority languages throughout the students’ time in school (Baker, 2006).

Older literature states that bilingual children were thought to be less intelligent than monolinguals (a person who speaks only one language). This is due to two main reasons: they were thought to mix and confuse the two languages and as a result, they scored low on language tests (Baker, 2006). However, this is not the case. Chomsky and his innatist theories show that children are able to organize the characteristics of different
languages subconsciously to be able to understand input and produce output in two languages. Yet, this organization does take time, as is described in the second language acquisition process. Language tests do not take the acquisition process into consideration since tests are simply measurements of human behavior (not always knowledge) at one moment in time. When children grow, so do their lexicons, or mental word banks. Also, test validity and unreliability must be taken into account as well. Tests such as the New York State English as a Second Language Achievement Test (NYSESLAT) have shown considerable flaws in relation to validity and reliability (See Appendix F).

In fact, it has been shown that bilinguals actually use more of their brains than monolinguals do, are more creative, sensitive to communication patterns, and have early metalinguistic awareness, unlike monolingual speakers (Baker, 2006). Cognitive attributes are not the only benefits to early bilingualism. Knowing a different language has created opportunities for work with Canadian citizens who have gone through bilingual education programs with French and English which in turn, could possibly lead to a higher socioeconomic status as well as higher self-esteem (Baker, 2006).

More recently, it is to be believed that bilinguals have a dominant language. Since the amount of input varies, the amount of vocabulary and competence in each language will also vary, regardless if the individual is becoming bilingual early or later in life (Fishman, 1972). Additionally, depending on the type of bilingual program a child may be in an American school, this can especially be true.

**Adults and second language acquisition.** Acquiring a language early in life is neither better nor worse for the learner; the results are the same, however, the process is simply different. A large amount of empirical research states that children are ‘better’
language learners than adults due to the CPH. (Baker, Trofimovich, Flege, Mack, & Halter, 2008; Birdsong & Molis, 2001; Crain, 2008; Flege, Yeni-Komshiam & Yiu, 1999; Krashen, 1981). However, this belief is arguable. Language acquisition is not necessarily a sequential process or a compartmentalized practice and many variables such as literacy in native language, amount of metalinguistic awareness, background knowledge, social factors, mental health, and motivation can affect the acquisition of English acquisition later in life. In fact, research suggests without measurable, definite stages of SLA during the CPH, there is little to support its validity (Smith & Truscott, 2005).

Adult language acquisition can also vary with time. Like children, people enter and exit the SLA stages at their own pace. Also, they can relapse into earlier stages, much like a person who is overcoming a loss and going through the stages of the grieving process. Children are able to generally acquire their second language faster than adults and have a more native-like fluency and a native-like accent as well (Krashen, 1981). Krashen (1981) believes that adults will at first learn their second language slower than children, but eventually will catch up and exceed what they know. Adults are able to do this for several reasons. With age comes the larger vocabulary and (often times) ‘mastery’ of first their language which is something children do not possess. This background knowledge of the first language can accentuate aspects of language learning. Also, the need to support their family and find employment serves as a motivational force for adults to constantly work at acquiring their new language.

Second language learning content matter is the same as first language learning in regards to recognition and production of letter/sound recognition, vocalizations and
pronunciation, phonological decoding in reading and speech, however adults work with each aspect differently (Baker, et al., 2008; Ehrman & Oxford, 1995; Krashen, 1981; Marinova-Todd, Marshall, & Snow, 2000; Wong, 2008).

**Accent.** One of the largest counterpoints in the literature on age and language acquisition is the topic of native-like accent. One study conducted a two-fold experiment on letter/sound recognition for adults and children (Baker, et al., 2008). It concluded that Korean speaking children were less likely to be able to connect the English vowel sound with a vowel-sound category in their native tongue; however, adults were able to. In the other experiment, adults were not able to produce L2 (English) vowel sounds, but the children could.

Linguists and speech pathologists have studied how we produce the sounds in different languages (phonology). Due to the naturalized patterns of sounds in words of certain languages, children are able to train their speech muscles (muzzles, vocal chords) to pronounce these sounds in order to communicate. Just as piano players can push a key for a note in a song without having to consciously think about pushing it, they are exhibiting similar “muscle memory” or motor memory (Krakauer & Shadmehr, 2006). Similarly, a 2006 study showed when non-native Dutch speakers attempted to say the sounds and pronunciations in Dutch, a significant amount of errors were made in the pronunciation of specific sounds related to vowels, consonants, and blends (Neri, Cucchiarini, & Strik, 2006). Mennen, Scobbie, de Leeuw, Sonia Schaeffler and Felix Schaeffler (2008) offer insight into speech pathologists methodologies of diagnosis of phonemic differentiation between languages.
Another experiment which sheds light onto adult second language speech tested English phoneme (individual sounds in a language) recognition in Chinese-speaking children and adults. The adults showed more comprehension of the words than the children did. However, without the ability to orally produce certain phonemes while reading, comprehension can be jeopardized in children as well as adults (Harrison & Kroll, 2007). It can be suggested that explicit teaching and study of English phonetics can help adults overcome one of their largest obstacles in reading in their second language.

**Metalinguistic awareness.** Metalinguistic awareness is the ability to objectify or describe a language. Sometimes the language being described is the one being used, and other times it is an explanation of other languages. Using the term “meta” in other fields generally means the ability to describe, or show something about it; for example, a meta-analysis is one compilation or paper that organizes and describes other studies and analyses (on varying topics). A clear illustration of metalinguistic awareness is a person’s ability to understand that the word “dog” is a noun and a noun is a person, place, or thing. Nouns come before verbs in an English sentence and are sometimes described by adjectives. Metalinguistic awareness is the ability to look at a language from the outside (objectively), whether one is using it or not.

This is something that children do not often have the developmental capabilities to do (Edwards & Kirkpatrick, 1999). Children can be considered very concrete learners, especially early in life. Since language is an abstract system, children may not be able to understand it. Piaget explains the way children learn not only language, but most aspects of life, through his developmental stages which can found in Table 3.
It is unlikely that children will be able to use metalinguistic awareness since they are not as cognitively developed as adults are, especially while learning a new or second language. However, they are still able to master proficiency with ease. Much controversy exists on whether adults will be able to acquire native-like fluidity within the four domains of literacy (reading, writing, listening, and speaking) like children do (Baker, et al., 2008; Birdsong & Molis, 2001; Flege, Yeni-Komshiam & Yiu, 1999). Recent research has shown that adult learners can in fact attain equal levels of proficiency as children who have acquired their second language in their sensitive periods can, and even learn it faster due to metalinguistic awareness. A study performed by Edwards and Kirkpatrick (1999) tested 90 children and 10 adults in metalinguistic awareness. The participants of the study had to acknowledge “nonsense language” or language that makes no linguistic sense. Adults outperformed all off the children in the study; thus showing that adults are better able to identify correct language; or look at the language as a system.

Table 3

*Piaget’s Stages of Cognitive Development*

<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth-2 years</td>
<td>Sensorimotor</td>
<td>Schemes are based on behaviors and perceptions; schemes don’t yet represent objects beyond a child’s immediate view.</td>
</tr>
<tr>
<td>2 - 6 years</td>
<td>Preoperational</td>
<td>Schemes now represent objects beyond a child’s immediate view, but the child does not yet reason in logical, adultlike ways.</td>
</tr>
<tr>
<td>6-11 years</td>
<td>Concrete Operational</td>
<td>Adultlike logic appears but is limited to reasoning about concrete reality.</td>
</tr>
<tr>
<td>11 years - adulthood</td>
<td>Formal Operational</td>
<td>Logical reasoning processes are applied to abstract ideas as well as to concrete objects.</td>
</tr>
</tbody>
</table>

Adapted from Ormrod, 1998, p. 47.
This can be attributed to adults having had a greater exposure and education in languages than children. This is schema, or background knowledge of adults' first languages, which is used when comparing new information to old, or already known information. It can be activated when adults are translating words or applying grammatically similar rules to English. Schema also provides the ability to code-switch, translate, and form interlanguages between previously learned languages and English, which are stepping stones to the mastery of the second language (Ehrman & Oxford, 1995; Francis, 2005; Montrul, 2010). In order to learn a second language, researchers suggest that teachers play on students' native language decoding (sounding out words) ability and provide interactive vocabulary building and writing activities which are rooted in constructivist theory (Cunillera, Cámara, Laine, & Rodríguez-Fornells, 2010; Meschyan & Hernandez, 2002).

**Motivation.** Studies on motivation for adults have shown that the need to support their families is one of the most pivotal driving forces behind learning English (Johnson & Stoll, 2008; Olsen, 1997). Since young children are not allowed to legally work for a company in the US (at a taxable job), there is little chance that they will be motivated to learn English for employment purposes right away. On the other hand, work is the primary driving force for adults to learn English. A 2008 study (Wong) on Chinese immigrant students showed in a survey that motivation to learn English becomes greater with age mainly so they can find a job and secure a placement in a university which will ultimately lead to a better job. Other motivation factors for adults include growing confidence, social acceptance by peers, teacher support and praise, social skills, networking, and connecting with other individuals overseas (Hawkins, 2004).
It is generally concluded in the literature that children acquiring a second language are motivated by reasons different from adults. Although motivation to learn English has several variables, the main reason behind motivation to learn English is scholastic competence; doing well in school makes them feel good about themselves as well as allows them to match their peers’ levels of ability. Children are also socially less inhibited than adults and lack the cognitive ability or world knowledge to project the consequences of negative interactions or discrimination (López, 2010).

Motivation can come from several other factors such as the need for achievement, fear of failure, self-efficacy, and from types of instruction (Ehrman & Oxford, 1995). It has been proven that effective teachers can motivate students simply by showing they care in the way they teach (Van Petegem, Aelterman, Van Keer, & Rosseel, 2006; López, 2010). In order for students to stay motivated and be able to form trusting relationships with their teachers, educators need to be able to provide opportunities for success (Siedow, 2005). One of the most tried-and-true frameworks for effective ESL teaching and pedagogy is Stephen Krashen’s monitor model (1981).

Implementation of Theory

In this model, Krashen creates a platform for all other successful teaching methodologies. A main point Krashen makes in his 1981 article on bilingual education and second language acquisition is the difference between language learning and language acquisition: language learning only occurs during explicit instruction of grammar and form, whereas language acquisition refers to “picking up a language” (or parts of a language) subconsciously. Krashen’s theory on SLA is generally regarded as a cornerstone in language education theory because it gives language teachers and
curriculum designers insight on the processes of how second languages are learned as well as the social and pedagogical considerations teachers and curriculum designers can and ought to apply in an ESL classroom. There are four hypotheses of language acquisition presented in the article: the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

**The natural order hypothesis.** The natural order hypothesis states that students acquire components of their second language in a predictable, similar manner. This can be seen as the SLA process (Appendix E). However, this is not to say that language should be taught in a systematic manner. Students need to learn how to interact with others, read materials, and speak using their new language (Baynham, 2006; Huang, 2010). Despite grammatical patterns and structure in a language can be objectively studied and predictable, the content of the speech act, or “what is being said,” cannot be predicted. This is sometimes referred to as ‘static language.’ Practice with authentic or static language encourages the ability to speak, listen, read, and write fluently in a new language; thus, ELLs should be exposed to as much new language as possible.

**The input hypothesis.** Despite exposing students to floods of text or speech (also known as the teaching methodology, “language flooding”) being an authentic interaction, this activity will be rendered relatively useless if the language being used is not developmentally, contextually, and comprehensibly appropriate. Krashen’s input hypothesis introduces the term “comprehensible input” which refers to the learner needing the linguistic input in any form (written or spoken) of communication to be understandable.
The literature compares Chomsky’s “motherese,” or the way a mother talks to her baby, as a form of comprehensible input (Widdowson, 1996). Despite the baby not truly understanding the words being said by their mother, they do register them as “sound effects” used in a universal high-pitched tone associated with their mother’s physical gestures. Goleman (2006) refers to this as a form of “protoconversation” or basic human communication. This protoconversation is an example of comprehensible input because it is an understandable message of love, distress, or playfulness exchanged between mother and child. The difference between comprehensible input in an ESL classroom and motherese is that it is developmentally appropriate for babies.

Comprehensible input must also be contextualized. This means that the input the learner is taking in must relate to the learner’s background knowledge/schema and be in the same setting as where the learning takes place. For example, there is a cloud of controversy that surrounds standardized testing not being reliable due to the decontextualized nature of it. Specific items on a test are generally not aligned with school’s curriculums; thus, the children do not know what the test is asking of them. If the tests were to be contextualized, then the students would be asked to show an understanding of something that has been taught before in their classroom, and in a manner of demonstration that they know how.

An example of contextualized assessment is when a class has been studying the lifecycle and being assessed weekly through students writing informal essays on everything they know about lifecycles. If the standardized test were to be taken in the classroom and ask the students in the class to write an informal essay on everything they know about lifecycles, it would be considered contextualized because the students know
how to write informal essays on everything they know about a topic and they are familiar with lifecycles.

An example of decontextualized testing is taken out of the NYSESLAT. The test is the same for all districts, regardless of whether the schools have a curriculum that requires currency to be used as a method of teaching addition and is generally taken in a different location other than the classroom. It asks the child to find the sum of a five dollar bill, a twenty dollar bill, and two single dollar bills by showing only pictures of bills. Despite the test showing pictures of currency rather than written words, there are still matters to take into consideration. Since it is not always possible to gauge whether an ELL (or any other student for that matter), recently resettled from another country has the knowledge of the American currency system or what different bills, coins, charge cards, and checks look like, the test is not actually testing whether the child can add or not—it’s testing their knowledge of knowing how much each bill is worth. Thus, it is considered unreliable as well as decontextualized from the learning setting and students’ background knowledge.

Developers of comprehensible materials made for an adult ESL class must acknowledge context, background knowledge, and human development. For the purposes of this curriculum, input must be spoken slowly and with emphasis on different sounds, written in large, adapted texts, and be in a safe, facilitated learning environment, and related to something the students already know.

Additionally, students need to be presented with material that is challenging and slightly more complex than their current ability. This is considered the i+1 hypothesis by Krashen. The i represents the level of English proficiency the student currently is at. The
+1 represents the level at which to give information. This creates a challenge, or gap in which the students move from level to level. Vygotsky’s ZPD comes into play here since they will be making connections from previous knowledge (and level) to new information. Students that are transitioning from level to level accomplish learning best through interaction from peers. Forming groups of students who speak either the same or different languages (heterogeneous grouping) to read, write, listen, or speak in class with varied English proficiency levels can aid in this hypothesis.

**The monitor hypothesis.** Contrasting with the input hypothesis is the monitor hypothesis which deals mainly with student output. Krashen suggests that students will monitor their speech or writing (output) when using their new language. Teachers must be aware that students will self-correct and begin to show signs of understanding of specific linguistic forms and functions if given enough time and occasional explicit instruction.

One of the most discouraging acts a teacher can do to a language learner is to constantly correct. Studies have shown that teachers who consistently correct students’ speech have students that become less motivated, stressed, anxious, and eventually discouraged from using their new language (Lin, 2008; Ehrman & Oxford, 1995; Koga, 2010). Providing additional support for ELLs’ reading and error awareness benefits their linguistic development and confidence (Wurr, Theurer, & Kim, 2009). This can be acquired by simple recasting.

**The affective filter hypothesis.** Lightbrown and Spada (2006) suggest recasting, or correctly restating what the student said in order for the correct form to be present in the context of learning. With heightened anxiety, Krashen believes language acquisition
can be nearly impossible due to the affective filter. He states that when the affective filter is low, or the student has little to no anxiety, they can acquire language better. The affective filter is a main theory behind children obtaining a more native-like fluency than adults. This is because their affective filter is generally lower due to their naturally lessened social inhibitions with peers and lack of world knowledge or understanding of

Figure 1

*Stephen Krashen’s Affective Filter Model*

![Diagram of the Affective Filter Model](image)

*Figure 1. Adapted from Krashen’s 1981 article, Bilingual Education and Second Language Acquisition Theory. The input must go through the affective filter in order for the language acquisition device to determine and recognize what the input means. Once the device recognizes what the input signifies, the input becomes competence, or understanding.*

other languages and cultures, the consequences of discrimination, and the stresses associated with financial stability. It has been shown that this world knowledge can sometimes produce anxiety and other stressors common to recently resettled adult immigrants that can negatively affect their learning (Hart, 2009; Johnson & Stoll, 2008; Koga, 2010; Somach, 1995).

**Working with Refugees**

As previously described, refugees have endured persecution of some form in their home country to be given the label of “refugee” in the US. Other than facing acculturation issues upon resettlement, refugees and asylum seekers have had tumultuous
pasts and typically remember their traumas (if they’ve had them). However, the societal and mental impacts on the lives of adult and child refugees differ during resettlement. The literature states that children deal with traumatic events and resettlement with a more positive outlook, whereas adults may have more serious troubles to deal with upon their arrival (Guerrero & Tinkler, 2010; Randall & Lutz, 1991). This is because adults are developmentally able to register what certain traumatic acts mean and/or are a result of in regards to political governance, war, torture, trafficking, separation, and death.

Several studies have shown that adult refugees with traumatic past events or who have been clinically diagnosed post traumatic stress disorder (PTSD) can be negatively influenced by post-resettlement issues such as discrimination, acculturation, and socioeconomic stressors (Ellis, Lincoln, MacDonald, & Cabral, 2008; Olsen, 1997; Nilsson, Brown, Russel, & Khamphakdy-Brown, 2008; Westermeyer & Uecker, 1997). This is associated with the affective filter; again, when students are experiencing any form of anxiety in the classroom (regardless of age), their focus will be diminished. However, it is not to say that all students at all times in the ESL classroom will have reoccurring memories or flashbacks of past traumas. It is vital for teachers and professionals working with a population prone to past trauma to understand the varying degrees, documented cases, and effects of it as well as how to strategically intervene when their students are having problems learning and acculturating due to coping.

**Trauma.** Although it impossible to say whether each immigrant, refugee, or asylum seeker currently resettled in the United States and New York State have endured past trauma, it can be assumed that they have encountered persecution of religion, race, political opinion, or preference toward a social group which has lead them to such
extreme fear they must flee their country (UNHCR, 1951). An example case of how many people are in fact touched by a traumatic event while seeking asylum or refuge in another country is shown in a recent survey by the UNHCR. This survey says that out of a total of 3,553 Iraqi people seeking refuge in Syria, that each and every one experienced at least one, if not more, traumatic events while in Iraq. These events include surviving bombings, interrogations, death threats, and/or torture, all within a one month period (UNHCR Briefing Notes, 2008).

Cited in Nicholson and Walters’ 2010 article was the description of trauma found in the Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition (DSM-IV) from the American Psychiatric Association (1994): trauma “involves actual or threatened death or serious injury, or other threats to one’s physical integrity; or witnessing an event that involves death, injury, or a threat to the physical integrity of another person; or learning about an unexpected or violent death, serious harm, or threat of death or injury experienced by a family member of other close associate” (p. 424). Also, Nicholson and Walters describe levels of trauma as the severity of feelings of fear, helplessness, or horror over the unexpectedness of the event, the length of the occurrence, cultural and symbolic consequences, and the possible continuation of the event.

This study aimed to gauge refugees’ acculturative dispositions after varying degrees of trauma. It stated that Cambodian refugees’ main trauma as being “forcibly separated” from family members and loved ones. Over 50% of the 447 participants reported separation of family because they were murdered, isolated from them, or due to other unnatural deaths. The next most reported sources of trauma were reported as ill health, lack of food and water, lack of shelter, and being close to death. Overall, they
concluded that the worse the trauma, the more difficult the acculturation to their new country.

Traumatic experiences can lead to various long- and short-term effects in children and adults. Post traumatic stress disorder (PTSD) is a common effect found in much of the literature (Burns & Roberts, 2010; Ellis, MacDonald, Lincoln, & Cabral, 2008; Koessler, Wöhrmann, Zwißler, Pfeiffer, Ertl, & Kissler, 2010; Maercker, Povilonyte, Lianova, & Pöhlmann, 2008; Magro, 2007; Somach, 1995; Westermeyer & Uecker, 1997). PTSD is defined as a “psychological disturbance lasting more than one month following stresses, such as natural disasters or military combat, that would produce anxiety in anyone who experienced them” (Coon, 2005, p. G-22). The most common symptoms are psychological and include anxiety, depression, difficulty with attention/concentration, insomnia, nightmares, paranoia, and hyper-vigilance (Somach, 1995). Some cases of these include psychosomatic complaints of headaches, sweating, and dizziness. A psychosomatic disorder is an “illness in which psychological factors contribute to bodily damage or to damaging changes in bodily functions” even though the person has no bodily afflictions, the mind makes the body sick (Coon, 2005, p. G-24).

An example of adult PTSD is presented in Daniel Goleman’s (1994) research: an American soldier recently returned home from the Vietnam War was sleeping in his bed one night when a thunderstorm rolled over his residence. With a sharp crack of lightening, he shot out of bed and immediately became sickened with fear; in his mind, he was back on the battle lines, having intense flashbacks of the Viet Cong returning to his camp with a fellow soldier’s severed body parts on a plate in the pouring rain. He literally relived this traumatic experience.
Ishmael Beah, a former child soldier of Sierra Leone, recalls in his memoir witnessing and being part of several atrocities such as murder, rape, and drug use (2007). During and after the war, he suffered from flashbacks and repressed emotions. He fought for a little over two years against the rebel militia; from 13 to about 15 years old until UNICEF placed him in a rehabilitation center. In a recent interview, he stated, “Those memories of the war are now part of my makeup. But I think I've been able to transform them, so that I can use them positively, rather than focus on their harshness, because that would actually kill me — there's so much bad stuff. But I still get flashbacks. When I look at different things, it triggers memories for me” (Kirschling, 2007). Luckily, Beah was able to restructure and control his inner turmoil, however it is not the same for everyone who suffers from PTSD.

Victims who go without treatment can remain in a stressful state for years. Remaining in this negative condition can actually create a sense of “learned helplessness.” Helplessness, as Goleman (1994) refers to it, is one of the most catalytic components of PTSD and recovering trauma survivors. A study by Weiss (1976) showed that helplessness can be a learned attribute in rats. Rats were repeatedly given shocks; some were given the ability to push a lever to prevent the shock and others weren’t. The rats which were not given a lever to push to avoid the negative feeling had a higher stress rate, moved more slowly to prevent the shock, and eventually just came expect it. This can be compared to humans in that if there is no end in sight for the duration of a negative or traumatic event, often times, we just “give up.”

This feeling of helplessness can often time lead to other ways of dealing with negative memories and emotional scars. Coping mechanisms are ways or methods that
many people use to deal with negative or destructive emotions and thoughts. Maladaptive coping mechanisms are commonly found in the literature on refugees and trauma victims. These methods can help the person feel better for a short period, but do not actually aid in the physical, mental, or emotional healing of the afflicted person. Some of these documented coping mechanisms involve substance and/or psychological abuse as well as violence towards family members. Maladaptive coping mechanisms are sometimes frequent: in the 2008 study of 62 female Somalian refugees, 34% reported psychological abuse from their spouse (who had experienced previous trauma) and 47% reported physical attacks (Nilsson). Other reports of substance abuse include alcohol, sedatives, and anxiety medications (Somach, 1995).

Forms of adaptive bereavement, or a manner of grieving for the loss of loved ones or overcoming past traumas can often times lead to repressed emotions, isolation, denial, avoidance of feelings and in some cases alexithymia, or the negation of all emotion (Somach, 1995). Hostility has also been identified as a possible aftermath of trauma in the literature. It can be defined as feelings of annoyance/irritation, uncontrollable temper outbursts, urges to harm/injure others, urges to break things, getting into arguments, shouting, and throwing things. A study suggests that hostility is regularly associated with people from traumatic pasts. Hostile acts would typically revolve around financial problems, marital problems, and mental-emotional problems (Westermeyer & Ueker, 1997).

**Resettlement issues.** Past traumatic events simply do not go away once the individual has been removed from the location where they were inflicted. Problems such as these psychological issues can have an effect that lasts even in their new home.
Compounded with past trauma and often times associated psychological challenges, refugees can be faced with great anxiety and stress from being resettled (Burns & Roberts, 2010; Hussain & Bhushan, 2009; Johnson & Stoll, 2008; Nicholson & Walters, 2010; Nilsson, 2008; Olsen, 1997; Somach, 1995; Westermeyer & Ueker, 1997).

In fact, the same Nicholson and Walters study (2010) which measured the amounts of experiential trauma and acculturative stresses in 447 migrants of Southeast Asian descent stated that 69% of the participants rated education as a “severe” stressor and 55% rated language “severe” stressors while acculturating in the US. Educators and social workers working with resettled refugees and asylum-seekers should not always assume that people with traumatic pasts will have acculturative stress or become hostile.

The family structure can also be touched during resettlement. Language puts a division between children and adults in families of resettled people. As the children of refugee and immigrant families grow in the United States, they are able to attain English faster than their parents. This creates several problems. A study shows the importance of learning English for reasons other than those associated with financial stability and employment. The participants in the nationwide study included 1,001 interviewed people. They were asked several questions on their family structure and the familial dynamics before and after moving to the US and having to learn English. The study states that adults have the means to be better language learners than children, it is a rare occurrence since other needs such as work and taking care of children supersedes the need to take English classes.

Nonetheless, it shows that when the family’s children exceed their parents level of English ability, several problems form: frustration, anger, depression or anxiety over the
loss of their language and respective culture has lead to a feeling of the undermining of the traditional, patriarchal family structure in certain cases even physical abuse among family members (Fillmore, 1991). Similarly, López (2010) shows that children can feel distressed when having to take on family responsibilities before they’re ready such as translating for and mitigating adult ordeals (paying bills, asking for directions, etc). This can cause a role-reversal between the parents and children which ultimately leads to more stress and negative actions. With family being very important to many immigrants (Valdes, YEAR), it is pivotal for American ESL teachers to uphold and respect refugees’ first languages and realize that English is not always a unifying factor; rather it can tear apart one of the most poignant lifelines a person has.

**Culture shock.** Culture shock is the instinctive reaction to a new environment. It is common among all people entering a new country or setting and is apparent within the first few hours. Symptoms experienced can be felt emotionally, mentally, and physically and present themselves in a variety of ways. Some may last a short or long period. These symptoms include a feeling of helplessness, a longing for persons of common nationality, homesickness, anger, irritability, frustration, depression, loss of appetite, lack of sleep, refusal to learn majority language, and hyper-vigilance over minor discomfort. Generally, culture shock is felt in four sequential phases, each can last anywhere from a few days to several months, but people can revert back to previous stages. However, the feelings follow a similar pattern which is discerned by the stages that are displayed in Table 4.

**Discrimination.** Refugees working through trauma and culture shock also have reported several instances of discrimination upon resettlement in the US. Discrimination can make one hesitant to join the mainstream culture out of resentment or fear. Especially
in a country typically described as being ethnocentric as well as having a plethora of other cultures in it who can be ethnocentric towards their own culture as well, or just different from the refugee’s and the mainstreamed culture, it is very possible that discrimination occurs regularly. Discrimination is defined by the Legal Information Institute (2010) as when the civil rights of an individual are denied or interfered with because of their membership in a particular group or class. This leads to the list of civil rights and liberties that all people in the US are inherently endowed with: such as the freedom of speech, press, assembly, and religion, as well as due process, the right to vote, equal and fair treatment by law enforcement and the courts, and the opportunity to enjoy the benefits of a democratic society, such as equal access to public schools, recreation, transportation, public facilities, and housing (Nolo, 2010).

Several documented instances of discrimination have occurred in the American schools and it is a common problem with adults as well (Burns & Roberts, 2010; Ellis, 2010).
MacDonald, Lincoln, & Cabral, 2008; López, 2010; Somach, 1995). A study on Hispanic English language learners’ identities and motivation in Texas and Arizona show that perceived discrimination was a constant hurdle for students in Arizona. They reported having a lower standard of self image, self-perceived scholastic competence, and were viewed as being less motivated to learn (López, 2010). Perceived discrimination outside of school has negative effects on immigrants. It leads to depression, further repression of negative emotions and thoughts, inability to cope, and economic difficulties (Ellis, MacDonald, Lincoln, & Cabral, 2008; Somach, 1995).

A 2003 study investigated the opinions of students and parents from the white community of a school as well as the ESL student population and their parents (Gitlin, Buendía, Corsland, & Doumbia). The parents of the ESL children were generally grateful for the physical safety and food services provided to their children despite the parents as well as their children not always understanding what the teachers, administrators, and other students were saying. When the investigators went into the school’s lunch room, they found the immigrant children sitting on the outskirts of the room while the white children sat together in the middle.

When worrying about affective social issues, scholastic matters can take the backseat. Several examples of students changing their cultural clothing and even customs for fear of being made fun of are presented in Olsen’s 1997 study of immigrant children in a multicultural school. The students have clear groups they socialize in, stand by on school campus, and date. They often report being stressed about leaving their group of friends and worry about being judged.
The similar grouping of students by ethnic origin, race, and/or cultures can be seen in Laurie Olsen’s 1997 book, *Made in America*. She presents a map, created by students, which shows the Latin kids standing by the F building in the courtyard, the Asians standing between the F and B buildings, the ESLers group between the F building and the temporary bungalow, black students talk between the A and C buildings, and so on. The groups consisted of the aforementioned but also include the band kids, “normal,” “housers,” “Mixed groups that don’t stand for anything,” whites, blacks (different from black students), and white skaters. When Olsen asked the students why they group themselves this way, their responses reflected racial consciousness, identity, social class, different privileges, and discrimination or fear from other groups.

Several of the ideals explored by the reports of the students are reflected similarly in the school and communities in the 2003 research of Gitlin, Buendía, Crosland, and Doumbia. They found stereotyping of the newcomer families by the white community, the belief that the immigrant children will “slow down” the white children’s class, and the fears the white children had of the potential violence the “other” students may produce. These views are enforced by deficit and assimilationist policies in the school (whites having better privileges than immigrant students), and traces of racism. The authors reveal that the school “welcomes” the immigrant children on the surface, but truly “unwelcomes” them on a more subtle, yet impacting scale.

Anyon’s 1980 article describes a “hidden curriculum” between social classes. She describes four American schools she observed: working class, middle class, affluent professional, and executive elite schools. Children who go to working class schools come from families who are at or below the national poverty level and have parents that are
unskilled workers. These children are taught to follow procedure, not speak unless spoken to, and have little chances to explore creative thinking. Middle class schools are comprised of children whose families earn between $13,000 and $25,000 a year, although these numbers can fluctuate (and are dated) since some families can make more or less. In these schools, the main goal of children’s work is to get the correct answer and creativity is still not addressed. However, in affluent professional schools where parents are in the upper middle class with professional skills, creativity as well as conceptualization of ideas are fostered and used often in the classroom. Finally, executive elite schools have children in them that come from parents who make at least $100,000 or more a year. These schools focus on authentic, real-world learning situations, creativity, and not only the steps in problem solving, but the conceptualized models behind them.

She states that what the children are taught and the methodologies that are employed to teach them create student expectations and essentially training for students’ future vocation. If a child is trained for years in school to act and think like an unskilled worker, then the child is destined for their parent’s social class. However, if a child’s creativity and problem solving skills are nurtured in school and they are taught to think out of the box and understand how the real world works, then they will follow in their parents’ footsteps. This hidden curriculum is still seen: schools are hiring unqualified teachers and reading from a text book while other schools are going on field trips with teachers in doctoral programs. However, refugees and immigrants, being new to the country, often fall below the poverty line.

While other studies exhibit cultural and racial discrimination, Anyon’s article describes the differences in social class, which is a feature that been reported as
discrimination as seen in Olsen’s work. The hidden curriculums in schools also show the deficits in policy: the poorer schools do not have the privileges or opportunities of the richer ones (in relation to Gitlin, Buendía, Corsland, and Doumbia’s 2003 study which shows one school’s policy which gives more privileges to white students) despite the fact that poor and/or ethnically diverse students have the scholastic ability to succeed equally.

These studies show that discrimination exists even if it is not always flagrant and immediately visible. Still, prejudice and perceived ignorance affects school aged-children and adults’ identities and motivations to learn. It changes their views on success: if they’re a “lesser person,” they could consider themselves to be less able for scholastic success; whereas, it has been shown that those students with a positive outlook on their abilities, generally do succeed more (López, 2010).

A 2006 study showed that while working with acculturative stress and discrimination, students would achieve greater academic success with more support from additional people other than their families (DeGarmo, & Martinez, 2009). This suggests that since immigrants and refugees face discrimination, acculturative pressures, and are often times overcoming traumatic events, that interventions or support systems will aid in the ability to work through problems as well as reach higher levels of scholastic competence in the classroom.

**Strategic interventions.** It is recommended by the UNHCR and the Refugee Act of 1980 that some sort of interventions need to be made in order to help acculturate refugees, immigrants, and asylum-seekers with more ease and help them work through past difficulties. Several instances have been cited in the literature that communication,
either verbally or written, alleviates some of the acculturative stresses, and helps to
organize thoughts and past and present traumas and negative thoughts as well as
empowers people.

Goleman, in another book titled *Social Intelligence* (2006) attempts to prepare
those who work with people suffering from PTSD in that, they must be aware of
“triggers” or things that make the trauma victim have a flashback, feel unsafe, or
helpless. Acknowledgement of trauma, adaptive bereavement, negative coping
mechanisms, and PTSD can actually create an even more negative atmosphere for the
individual; thus, it is under the recommendations of Maercker, Povilonyte, Lianova, and
Pöhlmann (2009) that acknowledging a victim’s past should only be used as a “protective
factor.” In other words, the only reason one should openly recognize trauma is when they
intend to seek strategic interventions.

A study by Brittain (2010) proposed that by giving ELLs the vocabulary
necessary to describe their emotions, it can have a protective factor from trauma by
empowering then with the ability to express their inner thoughts. Another study proved
there are linguistic predictors of trauma healing (Pennebaker & Mayne, 1997). Two
groups of individuals wrote for a few minutes for three to four days out of one week (for
six months); one group wrote about a recent trauma, the other on superficial problems
(non-traumatic events). In the following four to six months, those who wrote about
emotional distress, or traumas, had less visits to the doctor, higher GPAs, and less self-
reports of anxiety. Pennebaker and Mayne (1997) state when distressing thoughts are
written, they become more organized which aids in the clarification of problems.
Based on this notion, a primary school in Swansea, Wales (Townhill Primary School) has adopted guidelines from the book, *The Restorative Practices Handbook for Teachers, Disciplinarians, and Administrators.* The framework found in this piece of literature aims to give students the power of using writing and speaking to actively respond to inner turmoil that can be from in-school or out-of-school problems. By explicitly teaching students emotional vocabulary and how to use it in a comfortable intervention setting, they will be able to prevent negative confrontations, social or academic struggles, violent outbursts, and self-destructive tendencies.

However, obstacles can present themselves when psychologists and other mental health professionals work with refugees. Common problems such as illiteracy could prevent reading and writing exercises initially, however, talking about stressors with a professional in their native language is appropriate (Krashen, 1981). Despite speaking possibly being the only form of communication available, studies have shown that adult refugees with traumatic experiences do not want to talk about them due to lack of support or fear of being ostracized in their new environment (Bogner, Brewin, & Herlihy, 2010). Maercker, Povilonyte, Lianova, and Pöhlmann support this notion in their 2008 study based on Chechryan refugees’ acknowledgement towards their previous trauma; the refugees’ view it as a negative factor since it could lead to a lower social status, less employability, and further discrimination in their point of view.

*Making Strategic Interventions Effective for ELLs.* However, there are simple strategic interventions that begin on a very human level and can even take place in the classroom between teacher and student. This first is for teachers, caretakers, or other professionals working with refugees to appeal to basic humans need and feeling. In
Maslow’s Hierarchy of Needs (1970), he describes five essential components of life that are important for all people regardless of age, gender, or race. The first and most basic needs are physiological such as air, food, water, and sleep. The next is safety and security. The third need is the feeling of love and belonging. The fourth is esteem and self-esteem. Finally, the fifth need is self-actualization, or to know that you are alive (Coon, 2005). These parts of life can easily be tied into lesson plans to aid in acculturation.

On a different level, all humans also have social intelligence. Social intelligence is a two-fold idea: we have conscious abilities to notice and interact with others (awareness), and we have subconscious, primal motives that draw us to certain people or sends away others. Social awareness is comprised of primal empathy, or the ability to feel what another person is feeling; attunement or giving someone you’re interacting with your undivided attention; empathetic accuracy, or understanding why a person feels the way they do; and social cognition, or knowing the cultural/social implications of interactions. On the other hand, social facility is the unnoticed interaction facilitator: it is made up on synchrony or the smooth, nonverbal connection one has with another person; self-presentation; influence, or the effect of the final outcome of the interaction; and concern, genuinely caring about the other person (Goleman, 2006). Goleman warns against trying to act with any of these faculties unless they are true because either the “high road” (what he refers to as social awareness/consciousness) or the “low road” (social facility/subconscious) will pick up on it and instantly create a sense of distrust or general dislike in the other person.
Implications for social awareness in the ESL classroom can be highly beneficial in a multitude of ways: there is no need for language to be able to communicate affectively and efficiently. Also, a volunteer does not need a teaching license or certification to be able to have such an interaction. In a difficult time, interacting with or creating a rapport with an empathetic, upbeat person can create a feeling of safety, belonging (Maslow’s second most universal need), and happiness (Rosenthal, 1990). This also aids in lowering the affective filter to aid in meaningful learning. Appealing to social intelligence is also a culturally relevant practice; this type of connection is universal and breaks customary boundaries. Thus, it can be surmised that volunteers or professionals working with a population that typically has a high rate of past trauma as well as acculturation concerns ought to be aware of their empathy levels and truly listen to their clients or students to become authentically engaged.

An interesting piece of literature shows the power of smiling (Johnson, 2005). A researcher showed two groups of Caucasians pictures of white and black people. One group had to smile while looking at the pictures (Johnson accomplished this by having them hold a pencil in their mouths) and the other group was the control (did not have to keep a pencil in their mouth). The first “smiling” group showed less signs of own-and other-race biases. This suggests that actions related to positive emotions, even something as simple as smiling, can open the door to better relationships.

A study on the relationship between emotions and ability to describe them with spoken or written words shows a powerful connection. In a vocational setting, employees were asked to reflect on their emotional states at work. The researchers then paired it with their productivity rates. Of those who are more in-tune with their emotions and are able to
actively describe them, they have been shown to be more likely to resolve conflicts and produce more innovative ideas at work. This study suggests that business owners, supervisors, and bosses need to understand the social and cultural perspectives of their employee’s emotional intelligences (Suliman & Al-Shaikh, 2006).

In fact, the powerful connection between words, emotions, and thoughts can be seen in other fields outside of education. This ideology actually dates back to 500 BC with Hippocrates’ “four humors” and is cited in Kiecolt-Glaser, McGuire, Robles, and Glaser’s (2002) article on psychoneuroimmunology. Psychoneuroimmunology is the positive or negative effects emotions have on the body’s immune system. Other studies theorize if the mind is ill, then the body will be ill and the same is true for the opposite: well mind, well body (Azar, 2001; Lichtenstein, 1995; McCain, Gray, Elswick, Robins, Tuck, Walter, Rausch, & Ketchum, 2008).

An interesting experiment which proves the effects of mind and body synchronicity provided 252 HIV positive people with three stress management programs: behavioral relaxation training, tai chi training, and spiritual growth groups. Researchers told the control group they were “waitlisted” for services and will not receive any of the services the three programs offered at the time. Of the patients treated with behavioral relaxation training, their immune functions improved, whereas those who did not receive the services did not show improvement (McCain, et al., 2008). Psychonueroimmunology and its sister field, psychonueroendocrinology (the impact emotions and thoughts have the body’s endocrine system) can be referred to in research on trauma and refugees (Nicholson & Walters, 2010; Somach, 1995).
These behavioral therapies do not require the use of language and can often times be culturally relevant and provide positive reinforcement. Through accessing refugee’s cultural schema and competence (for example, Nepali refugees teaching and/or practicing yoga), people find value in their backgrounds and can build their self-esteem by teaching others.

Teachers. Teachers must consider culturally relevant pedagogy when instructing adult refugees in an ESL classroom. Culturally relevant pedagogy is when teachers of diverse students use their customs and cultural knowledge as a means for learning something new. For example, if a student from Bhutan has practiced yoga for his entire life and the teacher uses his knowledge of yoga to provide the rest of the class with a healthy lifestyle activity or exercise, it would be considered culturally relevant pedagogy. The teacher is not only showing that students are interested in his customs, but value what the Bhutanese student understands as a custom and even part of their religion. This can lead to higher self-esteem, motivation, pride, and a desire to maintain their cultural heritage.

Research on adult refugee ELLs suggests that teachers who deliver instruction for adults must be not only culturally sensitive but emotionally aware of stressors and understand how to take preventative measures to ensure affective learning and create a safe learning environment (Guerrero & Tinkler, 2010; Randall & Lutz, 1991). Teachers need to individualize instruction, display interpersonal behavior with their students, acknowledge their histories, and form trusting bonds with their students (Finn 2010; Maercker, Povilonyte, Lianova, & Pohlmann, 2009; Van Petegram et al., 2008).
Volunteer considerations. A survey taken from Peace Corps volunteer English teachers practicing in host countries from around the world show their lack of guidance and insecurities in teaching; it has been suggested that the Peace Corps should provide more training and supervision of ESL/EFL teachers in other countries (Peace Corps, 1976). More recently, Margaret Olebe joined the Peace Corps after completing her bachelor’s degree in geography and American literature. She was immediately assigned to teach overseas. Despite being given sixteen weeks worth of language and teacher training at Columbia College, she still felt ill-prepared to teach, especially without education resources such as a classroom and a black board in her new country. It is under her suggestion that teachers receive more training, and be given more preparation before they enter the field (Olebe, 2005). Another study shows that experienced teachers rate their performance in the classroom higher than do volunteers, or untrained educators (Fenzel & Flippen, 2006).

The No Child Left Behind Act (NCLB) is the most recent US legislation on education, being enacted in 2001. It requires states to hire only “highly qualified teachers” (HQT). For an educator to be considered a HQT, they must possess a bachelor’s degree, teacher certification from their state, and be able to prove they know or are “competent” in the subject matter they are teaching. The United States Department of Education states that being able to read, write, speak, and understand speech in English does not make one competent in subject matter. What does make one competent in ESL is the ability to teach using specific methodologies and approaches developed for ELLs (United States Department of Education, 2004).
This suggests that resettling agencies working with refugees seriously considers creating a training seminar for those teaching English to their clients. The volunteers must have a basic understanding of the clients’ histories and cultures, as well as be able to call on basic human similarities such as social and emotional intelligences and the needs presented by Maslow. A training seminar can provide the teachers for this program with a basic understanding of TESOL methodologies and practices. Such models must create comprehensible input for the learner, engage their background knowledge and incorporate new vocabulary and American customs into it, offer chances for student success to foster self-esteem, and provide reliable and valid forms of assessment to show student achievement.

It is important to stress the flexibility and fluidity of language acquisition and acculturation; it is not an overnight process, nor is it sequential. Language acquisition is static and can happen sporadically—when the learner is ready. Thus, it is always important for the person in the position of an ESL teacher to create authentic learning situations out in the community at their discretion. In hopes of creating an effective volunteer-based ESL class, the framework of this curriculum evolves around the mindset of celebrating of diversity, practicing patience, and maintaining a sense of altruism and advocacy for the clients to help aid in their rapid advancement in society and to be able to find their true journey’s end.
CHAPTER 3—METHODOLOGIES

A large amount of refugees and asylum seekers that are brought into Buffalo through volunteer agencies (VOLAGs). One such agency resettles nearly 300 people per year, helping them with several resettling services such as providing furnished housing, food, household items, personal items, as well as medical, immigration and citizenship, interpreting, employment, and education services. However, it does not currently offer an ESL class where students are immediately eligible for entry. Thus it is recommended that resettling agencies adopt a research-based, user-friendly, and transparent ESL curriculum which supports not only the active learning and acquisition of English, but aids in acculturative concerns for refugees.

The curriculum presented has been constructed from a compilation of time-tested, dependable ESL teaching methodologies as well as state of the art empirical evidence on what works in adult education and behavioral sciences. It presents a culturally relevant pedagogy which encourages authentic language use in various situations and revolves around the content matter that is pertinent to the American lifestyle. With the recent threats to even further funding cuts for refugees in the area, a curriculum that any volunteer with native or native-like proficiency in English can teach for free couldn’t come at a better time; it will save the agency money until proper funds can be allocated for a certified ESL class under their system or until other classes in Buffalo become more available for the clients.

Target Population

Any resettling agency can offer this class to their populations of immigrants and refugees. The class is designed to have lessons that are able to meet the needs of as many
people as possible. With the suggested teachers being volunteers, agencies have the
ability to call on more volunteers to come into the classroom if more people attended.
The class can serve men and women, clients sixteen years and older, as well as those with
low English proficiency to high. There are no pre-requisites to enter the class, no need for
readiness skills or payment. The class is intended to be completely free and all clients are
couraged to join. The only stipulation that any agency should maintain is a strict no-
violence policy. The curriculum is meant to create a place for learning and a safe haven
for those recently resettled; violence would disrupt the positive, calm environment that
the volunteers and staff have developed.

There are two main purposes the class serves: acculturation into the United States
for newcomers and English language acquisition. Acculturation is addressed in the
content matter of the curriculum and English language acquisition is addressed through
the activities used which interact with the content. The curriculum is designed to have
thematic weeks that focus on necessary lifestyle matters that could significantly vary in
some of the clients’ home countries. These areas include: names and greetings, numbers
and colors, community, time and calendar, seasons, anatomy, clothing, money, food,
house and home, emergencies, and wellbeing. The curriculum revolves around these
notions and teaches language through the content. Crandall (1994) refers to this type of
teaching as content-centered language learning.

Since the focus of instruction is on the curriculum, language is not often explicitly
taught, unless there is a need for it. Explicit or direct grammar instruction is given in a
differentiated format to students who are at the proficiency level to be ready for it or for
the entire class through grammar-based lesson plans. Most of the content matter consists
of tangible or visible objects and actions, as compared to language which is an abstract system. This allows for use of real-life items and showing daily actions encourages authentic learning, contextualizes situations, and provides meaning or a reason for the interaction with the English language. This also provides room for differentiation; students may not be literate in their native language, thus visual representations of language serve as a base for their eventual literacy in English. Students may also be in their “silent period” (see Appendix E) or a time when they are not ready to speak yet. Characteristics which describe the silent period include the student not speaking, but responding to instructions and commands. During this time, Zainuddin, Yahya, Morales-Jones, and Ariza (2002) suggest the student will learn best in an environment where they feel comfortable, are provided with comprehensible input, and through listening and watching and making gestures, drawings, or recreates something to show understanding.

After researching the components of other adult ESL curriculums, it has been determined that culture is primarily embedded into the curriculum and not taught as an isolated topic where students have the opportunity to focus strictly on American traditions within society (Callaway, 1985). It was discovered that culture is addressed through discussing other cultures, most likely comparing and contrasting the behaviors, skills, and norms represented by the students to the American culture. Other adult ESL curriculums mainly focus on vocation; not acculturation. There are often wide gaps between ELLs and American students; unlike other products, this curriculum is specifically designed to not only help students acculturate, but also help their native English speaking peers view them as equal.
This curriculum is unique in its design. The design is one that fosters it to keep growing and becoming more diverse. With the volunteer-teachers being urged to add lesson plans within the twelve content areas, the class will continually evolve. The additions of the lesson plans allows for organized flexibility and adaptation of content matter. The involvement of other people from the community donating their time and plans to teach will bring fresh ideas and teaching styles to the class.

A content-based curriculum uses lesson plans that teach language through content matter. Content based learning is also a valuable methodology for volunteer-teachers since it allows them to create and use lessons on topics they are familiar with in regards to the American culture. It is with this type of teaching in mind that both the students and volunteer teachers will be able to find a common ground, even if there are significant differences between individual and the groups of students in the class.

This curriculum has been designed to accommodate such differences by teaching language through content as well as providing teachers with modifications in each lesson plan for learners with different levels of English proficiency. New York State recognizes English language learners (ELLs) has having specific levels and they are as follows: (1) low beginning, (2) mid beginning, (3) high beginning, (4) low intermediate, (5) mid intermediate, (6) high intermediate, (7) low advanced, (8) mid advanced, and (9) high advanced. Despite NYS defining proficiency levels on nine fields, this curriculum only accounts for three: low, intermediate, and advanced (The State Education Department, 2004). The differentiation of the three levels (beginning, mid, and high) are not taken into consideration in the lessons only due to the fact that it is not a requirement of volunteers to read the definitions of each level in the respective literacy domains of reading, writing,
listening and speaking. The differentiations in the lessons are meant to serve as a concise way of giving volunteer-teachers quick and simple options to meet the needs of the varying abilities in the classroom while adhering to the same content topic and lesson objective.

However, volunteers must keep in mind that literacy domains (reading, writing, speaking, and listening) can be different in one individual, let alone amongst the other students in the class. Due to the process of second language acquisition and innate abilities, some clients will have stronger listening skills, reading skills, writing skills, or speaking skills and may be weaker in other areas. So, the lessons have been designed to alternate their focus in different domains, or appeal to all of them on some level in individual lessons.

Clients of agencies can offer an array of linguistic diversity as well. The example agency in Buffalo services speakers of Amharic, Arabic, Burmese, Chin, French, Karen, Karenni, Nepali, Somali, Swahili, Spanish, Thai, and Tigrinya, as well as several others. Despite all languages being an abstract system, they diverge in grammar structures, phonetics (sounds), written forms of it, and several other ways. While grammar-translation tends to be a beneficial method in adults (due to their metalinguistic awareness) and students are encouraged to use their native-language-English dictionaries in and out of class, it is not a pragmatic approach to ESL instruction in this class. Rather, volunteers need to use universal forms of communication when teaching such as using visuals and modeling how to perform a task.

While some studies show that having volunteers teach English as a Second Language as being not as effective as having a certified teacher instruct, there is a silver
lining (Fenzel & Flippen, 2006; Peace Corps, 1976). Since volunteers are not only
allowed to, but are urged to contribute lessons, their opinions, and input into the
curriculum, the students will receive much more variety in activities, learning strategies,
and experiences. Learning styles of the students vary and they may respond better to a
certain volunteer’s teaching than another. Despite volunteers not being certified in ESL,
they will have a basic understanding of how the methodologies work and should be
considered assets to the program: they will take part in creatively collaborating to create a
piece of literature that evolves over time, is tailored to meet the needs of an extremely
diverse group of students, and offers great diversification and differentiation for the
students, all while teaching the same content matter. A great mindset for this curriculum
is to think, “the more the merrier” since the adopting agency will have a group of trained
ESL volunteers that can offer insight in all areas. It is in hopes that this class will make
any agency the networking hub that is has the potential to be and a center that truly
celebrates diversity.

Curriculum Design

To begin to create a flexible yet reliable ESL curriculum that focuses on the
content matter surrounding acculturation to the United States, New York, and Buffalo, it
is imperative to recognize what the students already know through culturally relevant
pedagogy and acknowledge methodologies in sheltered English instruction through a
theoretical lens. It is only after understanding the models of ESL education, that the
curriculum, class schedule and routine, and lessons can be constructed. All volunteers
teaching the class must have a basic understanding of these principles in order to
contribute to the curriculum, or else their input would be rendered ineffective in such a
setting. The implementing ESL team must remember that just because someone can speak English does not always mean they can teach it. Thus, a concise volunteer manual as well as the recommendation of certain texts must be offered to volunteers before beginning to teach in the classroom. A brief study of the science and art of teaching English to speakers of other languages for volunteers is the first step towards reaching the needs of the learners.

**Culturally relevant pedagogy.** Pedagogy can be considered the art and science of teaching. Making pedagogy culturally relevant is when students experience academic success, develop and/or maintain cultural competence, and develop a critical consciousness through which they challenge the status quo of the current social order (Ladson-Billings, 1995). In every lesson of this curriculum, culturally relevant pedagogy is employed.

**Cultural competence.** One of the best ways to diversify and to individualize instruction is for practitioners to maintain cultural competence. Cultural competence is considered a five-point professional format which is consists of: (1) valuing diversity, (2) being able to recognize your own culture, (3) being conscious of the dynamics when people from other cultures interact, (4) using background knowledge related to one’s culture in institutional settings, and (5) developing programs and services that reflect an understanding of diversity between and within cultures (National Association of Social Workers, 2001). These key points are necessary to create a well-balanced learning environment for ELLs. Cultural competence can be acquired in the classroom by simply beginning to understand the students’ culture, learning styles, and backgrounds.
Respecting student’s culture has deep roots as shown in the interviews conducted by Bluestein (2000). She presents several examples of impressions made on students while they were in school in regards to their cultural backgrounds. In one study a student quoted, “For me, school was a mixture of danger and forced conformity, with just a smattering of being touched by a few good teachers” (p. 161). Others have repeatedly documented how they have felt isolated, misrepresented, and persecuted due to their cultural differences from the main population. In turn, this discrimination led to self-consciousness, stress, and extreme anxiety. In several cases, students have dropped out of school due to these issues (Bluestein, 2000). Culturally relevant pedagogy is designed specifically for ELLs in a class where English acquisition is the goal.

Recent research agrees that culturally relevant pedagogy (CRP) in a contextualized, low-anxiety learning environment is a best practice in the ESL classroom (Kegan, Broderick, Drago-Severson, Helsing, Popp, & Portnow, 2001; Ladson-Billings, 1995; Lin, 2008; McBrien, 2005; Wette; 2009). Gloria Ladson-Billings (1995) describes CRP as a static, social process which encourages teachers to reflect on not only their students’ cultures and values, but their own. It integrates the students’ home life or background knowledge into the content matter, provides opportunities for student success, and develops students’ understanding and consciousness of the society they’re in. Teachers must aim to validate their students’ pre-existing background knowledge of their home culture and language (funds of knowledge) encourage them to challenge their roles in society (Ladson-Billings, 1995; Moll, Amanti, Neff, & Gonzalez 1992).

**Funds of knowledge.** One teaching approach that validates students’ cultures is using the students’ funds of knowledge, or knowledge of their home-life in the classroom.
(Moll et al., 1992). Not only does this place value on their background knowledge, but it leads to a positive, stable, and respectful student-teacher and student-student relationships. Showing students others can learn from what they already know can serve as motivational factor, provide opportunities for teachable moments, and is an effective method of displaying respect for others’ cultures (Siedow, 2005; Van Petegem, Aelterman, Van Keer, & Rosseel, 2007). In a study by Gloria Ladson-Billings (1995), teachers who loved their professions, believed in their students’ success, maintained positive relationships with their students and communities, encouraged collaborative learning, and were enthusiastic about the content matter were all shown to be “culturally relevant” teachers and practicing in culturally responsive ways.

It is important to note that while valuing heritages, that students from other backgrounds may have different views of education. A reflection of a teacher’s experiences teaching in a refugee camp in Kenya expose the various attitudes towards education; many women are not allowed to go, it is rarely interactive or constructivist, and there was not a heavy importance set on schooling (Mareng, 2010). Other studies state that teachers need to stress the importance of literacy, especially in adults (Cunillera, et al., 2010; Pinson, & Arnot, 2010; Sarroub, Pernicek, & Sweeney, 2007; Wette, 2009). Vogt and Echevarria (2008) and Short (1999) suggest when introducing new activities to students, teachers must explicitly model how to perform the intended learning behavior and may need to expect resistance since other cultures have different perceptions of what education should be.
Models and Methodologies

Sheltered Instruction Observation Protocol or SIOP is a model of teaching that has been implemented into Buffalo Public Schools to help show not only ESL teachers but general educators how to utilize activities which build on students’ background knowledge, provide comprehensible input, interact, practice skill building, and provide valid and reliable assessments of activities. The use of this model can be considered culturally relevant since it provides students with situations for success.

The sheltered instruction (SI of SIOP) is the way that the teachers deliver instruction; “sheltered” English is a version of comprehensible input. The content matter being taught is not compromised, rather the way that the content matter is presented and worked with through the medium of the English language has been changed to make it more understandable for all students. The observation protocol (OP of SIOP) is considered the protocol or assessment of teachers using the model. During the development of this model, teachers were assessed on their implementation of parts of the model; the study shows that the teachers who used it in their classrooms had a much higher rate of student learning than those who did not use it (Echevarria & Short, 2000). The district has distributed copies of SIOP instructional manuals for teachers to use specific activities geared towards the best education of ELLs (Vogt & Echevarria, 2008).

Effective ESL teaching methodology. Several theories and subsequent methodologies of teaching approaches exist on second language acquisition and are applicable to both adults and children (Harrison, & Kroll, 2007; Krashen, 1981; Larsen-Freeman, 2000; Lightbrown & Spada, 2006, Meschyan & Hernandez, 2002). These

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approaches are rooted in first language acquisition theories: the behaviorist perspective, innatist perspective, and the interactionist perspective. The similar theoretical foundations are reflected in the ways we teach English to speakers of other languages.

**Behaviorist approaches.** Methodologies such as the grammar-translation method (also known as the “classical way”), the audio-lingual method, and the direct method were created based on the fundamental implications of this theory. For example, grammar-translation requires students to translate word for word and memorize text. Similarly, the direct method intends for students to mimic, word for word, input that is given. With this method, each student must participate while the other students watch. For some, this may lead to anxiety and stress because they could be still in their silent period, not be able to say things perfectly, or are not comfortable being watched or judged by others. In response to this methodology, the audio-lingual method, or the “Michigan Method,” differs in that students will listen to and only occasionally, chorally repeat the teacher’s English-only input in a low-anxiety environment in order to retain as much language as possible.

Research suggests that these methodologies can work in particular contexts when they are accessing students’ background knowledge and the learners are old enough for metalinguistic awareness to be present (Cunillera, Camara, Laine, Rodriguez-Fornells, 2010; Wette, 2009). However, there is no certain way to know that these methodologies are effective without full disclosure from the student and proper longitudinal assessments. Since behaviorist methods are purely additive methods of teaching and learning, students are not required to activate previous knowledge and relate it to new. Rather, they add new upon new, whether connections are made in the linguistic/content matter or not.
Innatist approaches. Though more limited than behaviorist (and interactionist) perspectives in regards to adult second language acquisition, innatist methodologies offer insight into individual performance. Chomsky argued that language cannot be learned through memorization and habit formation since people produce and understand parts of language they have never been exposed to before. As seen in Chapter Two, the child that produces spontaneous speech is exhibiting a characteristic of SLA that is not definitive with a certain age range; anyone learning another language other than their native language can participate in spontaneous speech. The silent way relates to the cognitive approach which is designed to allow our “innate resources” to teach us new pieces of information. In the silent way, students create words from individual sounds represented, often times, by different colored cards. When the teacher points to a card, the students use the sound(s) and the following ones to make a word in their L2. Fidel charts are popular with this methodology and can be used to place the colored cards on (Larsen-Freeman, 2000). For an example of a Fidel Chart, please see Appendix G.

Another methodology which is congruent with the ideologies of the innatist perspective in SLA is desuggestopedia. In this method, students are assumed to have psychological barriers to learning. Krashen (1981) might refer to these barriers as a “high affective filter” or emotion curtain, in his monitor model. In order to reduce anxiety and lower the barriers, the teacher can play soft music and allow students to create their learning experience with minimal prompts. The teacher will step in occasionally to offer linguistic input, however the learning experience is intended to be “natural” (Larsen-Freeman, 2000). Furthermore, the act of only learning another language through translation methods provides little to no meaning behind the terms being acquired.
order for students to truly learn, they must be able to relate the input to their preexisting schemata and apply it in a meaningful, often times task-based manner (Huang, 2010).

**Interactionist approaches.** Unlike the various innatist and behaviorist approaches that simply add vocabulary and phrases to the learners’ linguistic databases, interactionist approaches enhance background knowledge through engaging students in interactive activities which build on pre-existing knowledge. The believe students must relate the new information to their schema and use it in a meaningful or interactive way in the classroom. Several methodologies such as the community language learning method, total physical response, teaching content-/task-based and participatory, and communicative language approaches have been created.

Community language learning creates an in-class community where students must work together to create a final product (typically, the final product is a list a things they would like to learn about). This methodology engages in the use of authentic learning and speaking activities. Often times English is the only shared language in a classroom (considering the students do not all speak the same language) so they use it to communicate by default. Paired or small group instruction offers a chance to share ideas while working toward a common goal. This not only fosters communication, but it also lowers the affective filter, and engages the students in meaningful learning.

Several methodologies can create opportunities for linguistic development through a culturally sensitive lens. One of the most effective and popular methodologies in TESOL is communicative language teaching (CLT) (Eisencllas, 2010). With CLT, teachers create a framework or situation where students find it necessary communicate in one way or the other. However, some students may be in their silent period, the first stage
of language acquisition, and not ready to speak yet. In this stage, Total Physical Response (TPR) can be used for many activities while the students remain silent and only perform when they’re ready (Larsen-Freeman, 2000).

Other approaches include content-based or task-based, where students learn English through doing activities which require an action or behavior to be performed. This methodology easily integrates Gardner’s Multiple Intelligences. He believes that humans do not have only one form of intelligence; rather, there are eight intelligences: (1) language, (2) logic and math, (3) visual and spatial thinking, (4) music, (5) bodily-kinesthetic skills, (6) interpersonal skills, (7) intrapersonal skills, and (8) naturalistic skills (Coon, 2003; Curtain, 2005). Each individual possesses one or more of these skills and is often times dominant in several, and weaker in others. When the intelligences are identified in a student, it can help teachers individualize instruction based on students’ learning styles. Knowledge of Gardner’s multiple intelligences appeals to the different lessons presented in this curriculum on a pragmatic level.

Implementation of Curriculum

These methodologies are employed in the lesson plans throughout the curriculum in order to teach language through content. In order to pragmatically apply the methodologies in the classroom, the lessons must be executed with flexible content, yet precise methodological boundaries. Ensuring the use of the methods is made possible by providing teachers with structure for the class’s schedule of the weekly thematic units and timing in routines that regularly uses them.

Curricular schedule. The curriculum provides a twelve week program which addresses a different theme in three classes per week. However, the classes can be
scheduled to the likings of the agencies implementing this curriculum to meet their needs. These content areas can be considered necessary components of life in America and aid in acculturation. They are in a specific order since some of the topics touch upon previously learned information. For example, one must know the names of certain body parts in order to associate the terms of clothing with them (i.e., “We wear gloves on our hands.”). A twelve-week thematic outline is portrayed in Table 5 on the following page.

However, the lessons within each week are not always necessary to follow in order. The curriculum presented offers a framework and example of high quality, methodology-based ESL instruction. If volunteers can include the components of each lesson as well as employ a form of ESL methodology discussed previously in their activity, they are encouraged to add their lesson plan to the curriculum for later use. This provides the ESL class with a wider range of learning strategies, activity ideas, communication opportunities, resources, and teaching styles to best meet the needs of the students.

The only requirement of adding lesson plans to the curriculum is that the effectiveness of their lesson must be written in the Reflection Book after implementation (See Appendix H). Documentation of what has been taught recently is crucial to the evolution and success of the class since there are constantly new people bringing in teaching ideas. The Reflection Book serves not only for documentation purposes, but for organization of scheduling. Volunteers need to know where the last class/volunteer left off. This can be accomplished by all teachers writing the name of their lesson, a description of it, circling the options for whether it was effective or not (yes, somewhat, ineffective), and suggestions for the next time it is taught in the Reflection Book.
Table 5

*Twelve-Week Curriculum Schedule.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>Assessments</td>
<td>2/1/11</td>
<td>2/2/11</td>
<td>2/3/11</td>
</tr>
<tr>
<td>1</td>
<td>Names &amp; Greetings</td>
<td>Lesson: Nice to Meet You!</td>
<td>Lesson: Where in the World?</td>
<td>Lesson: 5 W’s</td>
</tr>
<tr>
<td>2</td>
<td>Numbers &amp; Colors</td>
<td>Lesson: Numbers</td>
<td>Lesson: Colors</td>
<td>Lesson: Numbers &amp; Colors</td>
</tr>
<tr>
<td>3</td>
<td>Community</td>
<td>2/15/11</td>
<td>2/16/11</td>
<td>2/17/11</td>
</tr>
<tr>
<td>4</td>
<td>Time &amp; Calendar</td>
<td>Lesson: Analog Clock</td>
<td>Lesson: Digital Clock</td>
<td>Lesson: Calendar</td>
</tr>
<tr>
<td>6</td>
<td>Anatomy</td>
<td>Lesson: Weather Words</td>
<td>Lesson: Seasonal Collages</td>
<td>Lesson: Four-Corners Seasons</td>
</tr>
<tr>
<td>7</td>
<td>Clothing</td>
<td>3/15/11</td>
<td>3/16/11</td>
<td>3/17/11</td>
</tr>
<tr>
<td>8</td>
<td>Money</td>
<td>3/22/11</td>
<td>3/23/11</td>
<td>Lesson: Grocery Store Field Trip</td>
</tr>
<tr>
<td>9</td>
<td>Food</td>
<td>Lesson: Tasting &amp; Five Senses</td>
<td>Lesson: Measurements</td>
<td>Lesson: For Here or To Go/Menus Mania</td>
</tr>
<tr>
<td>11</td>
<td>Emergencies</td>
<td>4/12/11</td>
<td>4/13/11</td>
<td>Lesson: First Aid-RURAL METRO</td>
</tr>
<tr>
<td>12</td>
<td>Wellbeing</td>
<td>4/19/11</td>
<td>4/20/11</td>
<td>Lesson: TBA</td>
</tr>
</tbody>
</table>

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Daily routines. The curriculum does require a certain amount of routine, however. The class needs to maintain a certain structure that repeats activities in the beginning and end of each class to help create a sense of predictability and safety as well as allows the clients to practice important language and pragmatic functions such as using a calendar, comprehending and producing different phonetic sounds associated with individual, paired, or grouped letters in the English alphabet, and learning to audibly identify, say, read, and write letters. Routines are posted in the room with specific times. The times are meant to be suggestions which help to move the class along. However, specific duties of volunteers are necessary to maintain organization, documentation, and respect for the other members. The items in bold-face font must be strictly upheld. The schedule along with list of volunteer duties can be seen in Table 6 on the following two pages.

The daily schedule compliments the lesson, regardless of what lesson it is in the curriculum. The routines are separated from the lessons since they change regularly (the dates, letters, etc.). The lesson is mainly comprised the “lesson launch,” “lesson explore,” and “lesson summary” parts of the daily routine (Connected Mathematics Project, 2009). This model of teaching first launches the idea. During this step, teachers are expected to present students with terms and visuals as well as act out necessary actions related to the content area/lesson topic being taught. The second step is to explore the topic, or perform the learning activity. Teachers must actually do the activity before and/or during it in order to show the student how to execute it. During the activity, teachers need to be aware that sometimes interactive activities are a new concept to students and they may be wary at first, or be willing to jump right in. Allow them to talk to one another and help

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each other so they feel comfortable. Perfection of the activity isn’t the point; the understanding of the content topic is. Finally, the third step is to summarize the lesson. Volunteers need to touch upon vocabulary taught, complete the word wall, and perform all assessments during this period. Figure 2 and Figure 3 give visual representations posted in the classroom of these teaching models.
Table 6

*Daily Routine Schedule*

<table>
<thead>
<tr>
<th>Time</th>
<th>Routine</th>
<th>Description of Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45</td>
<td>Volunteers Arrive</td>
<td>• Look in the Reflection Book to last class’s date to see what lesson was taught last.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare materials for the lesson in the curriculum which follows the last recorded one in the Reflection Book OR the lesson you’re bringing in.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write content and language objectives on the board.</td>
</tr>
<tr>
<td>10:00</td>
<td>Students Arrive/Morning Chat</td>
<td>• Volunteers: Lead students by modeling how to say “Hello, how are you?” and responding. If there is a new student, introduce them. <strong>Take attendance.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students: Circulate and greet each person in the room.</td>
</tr>
<tr>
<td>10:05</td>
<td>Alphabet/Handwriting</td>
<td>• Volunteers: Pass out “Letter of the Day” (the letter following the one recorded in the reflection book). Model on the board how to write the letter in capital and lowercase.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students: Write letters on handwriting sheets of paper.</td>
</tr>
<tr>
<td>10:15</td>
<td>Phonics</td>
<td>• Volunteers: Pass out phonics worksheet that focuses on the same “Letter of the Day” as the handwriting. If the class has completed the alphabet or there are more advanced students in the class, continue into the phonics blends worksheets. Always do the first exercise with the students to model.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students: Complete worksheets. May chat/assist each other.</td>
</tr>
<tr>
<td>10:25</td>
<td>Calendar</td>
<td><strong>See how-to on wall next to calendar. (Appendix I)</strong></td>
</tr>
<tr>
<td>10:30</td>
<td>Review Previous Lesson</td>
<td>• If applicable, ask students to recite words seen on word wall. (Use your common sense; if the last lesson was on transportation, have students identify and say words associated with transportation.)</td>
</tr>
<tr>
<td>10:45</td>
<td>Lesson Launch</td>
<td>• Volunteers: Always remember to speak slowly and use visuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students: Listen/observe.</td>
</tr>
<tr>
<td>11:00</td>
<td>Lesson Explore</td>
<td>• Volunteers: Always model how to practice the language skill. Encourage communication between students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students: Work on activity. Should be talking.</td>
</tr>
<tr>
<td>11:30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Volunteers</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 11:40 | Lesson Summarize              | • *Volunteers:* Lead a discussion by asking questions, showing images, or having a quick game/competition. Assessment must be completed before or during this stage.  
• *Students:* Showcase their work by using communicative skills in small or large groups. |
| 12:00 | Vocabulary Worksheet/Game     | • Extra worksheets and game ideas can be found in Activities binder or ESL file for the week |
| 12:30 | Word Wall                     | • *Volunteers:* Give the pre-sorted “Key Vocabulary” cards (index cards – or write vocabulary terms with black, permanent marker on index cards if they are not pre-made) to different students. Lead a class vote as to whether the student placed their card in the correct category (noun, verb, adjective, adverb, other).  
• *Students:* Place their cards on the word wall in the appropriate category. |
| 1:00  | Dismissal                     | • Students should bring their take-home folders into class each day. They will complete any work they did not finish in class at home or be allowed to take home extra worksheets. |
| 1:10  | Volunteer Clean Up and Reflection | • *You must explain in the Attendance/Reflection book how the lesson was or was not effective in teaching the students the language function(s) and the content area. Also, leave suggestions/comments.*  
• This reflection serves two purposes: It allows the next teacher-volunteer to know where to pick up and it allows for improvement of lesson plans and activities.  
• PLEASE keep the conference room/classroom clean! If you took worksheets out of a file, put the extras away. If a poster fell down, put it back up. If there’s something out of place, put it back. Organization is pivotal in this class since you are not the only one teaching the class.  
• Other members of the staff use this room as their conference area. Please respect others and the agency by picking up after class. |
Lesson plans. Weekly lessons aim to address the same topic from different angles: the “different angles” can be considered the activities and language functions we use to teach the students the content matter. Each lesson must include at least one specific language function found in Table 7.
Table 7

Language Functions

<table>
<thead>
<tr>
<th>Alphabet</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>Ordinal numbers (1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Adverbs</td>
<td>Participle</td>
</tr>
<tr>
<td>Subject/verb agreement</td>
<td>Person</td>
</tr>
<tr>
<td>Articles</td>
<td>Phrases</td>
</tr>
<tr>
<td>Auxiliary verbs</td>
<td>Plurals</td>
</tr>
<tr>
<td>Clauses</td>
<td>Prefixes</td>
</tr>
<tr>
<td>Commands</td>
<td>Prepositions</td>
</tr>
<tr>
<td>Comparisons</td>
<td>Pronouns</td>
</tr>
<tr>
<td>Conditional phrases</td>
<td>Sentences</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>Subject</td>
</tr>
<tr>
<td>Contractions</td>
<td>Suffixes</td>
</tr>
<tr>
<td>Conjugations</td>
<td>Tenses</td>
</tr>
<tr>
<td>Nouns</td>
<td>Verbs</td>
</tr>
<tr>
<td>Cardinal numbers (1, 2, 3)</td>
<td>Word order</td>
</tr>
</tbody>
</table>

All lessons contain nine key points: (1) a one to two sentence description of the lesson, (2) a content objective, (3) a language objective, (4) a list of needed materials for the lesson, (5) the chronological steps in procedures, (6) a formal or informal assessment, (7) modifications for beginner, intermediate, and advanced levels of proficiency, (8) one or more extension activities, and (9) a compilation of key vocabulary.

1. **Descriptions.** Descriptions of the lessons are to be found at the top of the page and used for quick reference. Lessons do not necessarily have to be executed in sequential order during the week. This gives teachers the ability to easily scan the curriculum to find a lesson that suits their teaching style and matches the resources available in the room.

2. **Content objectives.** A content objective is different from a language objective because it describes what the students will be able to do with the content matter, not the language, after the lesson. Objectives should follow one of the
sentence frames: “Students will be able to…” or “I can…” Objectives must be posted on the board before the lesson begins in order to inform all volunteers of the point of the activity as well as the students.

3. **Language objectives.** Language objectives clarify what aspect of language, or language function the students will be able to use while reading, writing, speaking, or listening by the end of the lesson. Again, these objectives must use one of the aforementioned frames and be posted before the lesson.

4. **Materials.** A list of materials is provided so volunteers are able to prepare before the lesson. Volunteers will be able to use the classroom map (Appendix J) and legend of materials and supplies is shown Table 8 to find the items in the classroom. All containers, bookcases, and filing cabinets in the classroom are labeled to ensure the smooth and easy retrieval of supplies.

5. **Procedures.** Procedures must be numbered and sequentially build upon the last activity. This makes a lesson scaffolded, or adds to what has already been taught. Procedures do not have to be extremely explicit, but well written in clear and direct sentences.

6. **Assessments.** Assessments in the lessons are typically informal and require a lot of observation. They are often recorded using a Multi-Purpose/Multi-Student checklist and stored in the reflection binder for later analysis. If a particular student is struggling with a particular topic, skill, or concept, volunteers are to make a note of it in the individual’s portfolio using a self-adhesive note or separate sheet of paper.
Table 8

*Classroom Materials*

<table>
<thead>
<tr>
<th>Item</th>
<th>Contents or Directions for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desks</td>
<td>Rectangular desks must be moved to the opposite side of the room by 1:15 after class each day. Only move half-circle desks when necessary.</td>
</tr>
<tr>
<td>Chairs</td>
<td>Chairs must face white board during class. By 1:15, chairs must be moved with desks to face the opposite wall.</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>These dictionaries are printed offline and reproducible. When we get bound-book dictionaries, these will be used as reference books for different languages and cultures for the volunteers.</td>
</tr>
<tr>
<td>Inbox/Outbox</td>
<td>ESL receives documents that are necessary for clients’ cases or for ESL and sometimes need to be returned to the personnel.</td>
</tr>
<tr>
<td>TOP DRAWER:</td>
<td>Alphabet worksheets (<a href="http://www.handwritingforkids.com/handwrite/manuscript/alphabets/index.htm">http://www.handwritingforkids.com/handwrite/manuscript/alphabets/index.htm</a>), phonics worksheets, handwriting sheets, worksheets for weeks 1-12 (see curriculum), Labels, Posters/charts</td>
</tr>
<tr>
<td>Filing Cabinet 1</td>
<td>BOTTOM DRAWER: Old portfolios, library card forms, ESL supply request forms, blank initial assessments, blank final assessments, nametag copies, sheet protectors, construction paper, scrap paper</td>
</tr>
<tr>
<td></td>
<td>TOP DRAWER: Letter &amp; number flash cards, sight word flash cards, addition/subtraction/multiplication/division flash cards, emotions-match up flash cards</td>
</tr>
<tr>
<td>Filing Cabinet 2</td>
<td>MIDDLE DRAWER: Games</td>
</tr>
<tr>
<td></td>
<td>BOTTOM DRAWER: Prizes</td>
</tr>
<tr>
<td>White Board</td>
<td>If it’s dirty, clean it. Expo cleaner can be found in the top shelf of bookcase 1. Paper towels are in the bathrooms. Extra dry erase markers/erasers are in the back storage room. Ask Shauna for the key. Extra markers/erasers should be kept on top shelf of bookcase 1 with Expo cleaner.</td>
</tr>
<tr>
<td>Calendar</td>
<td>Please see how-to on wall next to it. Calendar pieces must be replaced after use. If they fall down, replace adhesive and put back in place.</td>
</tr>
<tr>
<td></td>
<td>*If supplies are running low, please fill out an ESL Supply Request Form found in the bottom drawer of filing cabinet 1 and give to Donna or Kelly.</td>
</tr>
<tr>
<td>Bookcase 1</td>
<td>TOP SHELF: Curriculum binder, volunteer manual, UB Service learning binder, Alternative activities binder, Research binder, white board binder, Phonics books, expo cleaner, dry erase markers, white board erasers</td>
</tr>
<tr>
<td>2ND SHELF:</td>
<td>Pens, pencils, highlighter bin, marker bin, scissor bin, glue stick bin, paper clips, rubber bands, stapler, hole punchers</td>
</tr>
<tr>
<td>3RD SHELF:</td>
<td>Play money bin, Canned questions jar, index cards</td>
</tr>
<tr>
<td></td>
<td>BOTTOM SHELF: Blue ESL Portfolio Box</td>
</tr>
<tr>
<td>Bookcase 2</td>
<td>TOP SHELF: Children’s books</td>
</tr>
<tr>
<td>2ND SHELF:</td>
<td>Children’s books</td>
</tr>
<tr>
<td>3RD SHELF:</td>
<td>Children’s books</td>
</tr>
<tr>
<td></td>
<td>BOTTOM SHELF: Children’s books</td>
</tr>
</tbody>
</table>
7. Modifications. Modifications are leveled from beginner, to intermediate, to advanced and allow for differentiation in the class. Volunteers are to use their best judgment when assigning differentiated tasks to students.

8. Extension activities. Extension activities provide supplemental input and support for students. It is not always necessary to provide or complete extension activities. They are there for extra practice or a different option for classroom activities. They may be assigned as homework.

9. Key vocabulary. Key vocabulary is provided in a table at the end of the lesson. Teachers can use this vocabulary to introduce the lesson, make it the focal point of the lesson, and use it as lesson closure. The routine schedule suggests using index cards with the vocabulary terms written on them (by the students or volunteers) and placing them in the correct column on the word wall.

- The word wall is broken into columns labeled with the five parts of speech: nouns, verbs, adjectives, adverbs, and others. This enforces knowledge of the structure of the English language and provides grammatical practice.

Resources

All of the framework and research for this curriculum and class would be nonexistent without materials, a classroom, and resources. The ESL class can be held in the main office’s conference room which is a large spacious area with plenty of seats and desks to work at. The agency provides furniture such as bookcases, filing cabinets, and a whiteboard, as well as other expendable resources such as dry-erase markers, paper, and writing utensils. Agencies can make available a small amount of funding for new books.
and field trips. However, the most important resource that is needed is knowledgeable ESL volunteer-teachers. They provide a means for this class to happen and offer great insight into the continuation and development of the ESL class. Nonetheless, it is imperative that they are provided with a training seminar on how to use this curriculum.

**Volunteer training.** At any agency implementing this curriculum, the most valued aspect of the ESL program is its volunteers. While volunteers have been shown to be empathetic, altruistic people (one of the best qualities to have, especially while working with refugees, according to Goleman, 2006), they will require coaching in how to teach since they often come from many disciplines not associated with teaching (Peace Corps, 1976). All volunteers are expected to have a general knowledge base of who refugees are in our community. Alyssa Van Wormer has created the educational website, A Long Way From There to Here: Educating Refugees in America, for those about to work with refugee populations, especially in educational settings. The site can be found at http://educatingrefugees.weebly.com/developing-a-welcoming-classroom-culture.html. It is strongly recommended that all volunteer agencies working with the refugee community have their volunteers participate in this interactive site. Due to the specific methodologies found in the curriculum and routines of the class, the volunteers will be trained on working with refugees, how the curriculum works, the monthly and daily schedules, how to teach, and how to stay connected.

A volunteer handbook has been compiled based on the information presented in Chapter 3 of this capstone project and can be found in Appendix K. To accommodate all volunteers, clients, and staff members of the agencies, a website also can been created. The integration of technology via the web intends to keep volunteers connected and up to
date on what’s going on in the class, as well as supports what is in the volunteer manual they receive during their training session. The goals of the site are to be not only a source of information on the curriculum, dates, times, and research for volunteers, clients, and staff, but to set a tone of complete transparency. It is in hopes of maintaining a clear and concise mission that the agencies’ ESL class will attract new volunteers and resources from around the area or even world.

The site features a welcome tutorial, thanking the on-lookers for their interest in or current work with the ESL class. The tutorial offers help with navigation around the site, and the class goals. A curriculum introduction shows volunteers how the integration of language and content works within the curriculum structure. All of the lessons are posted under the curriculum introduction in sequence of the 12-week program. Each week-long thematic unit allows for volunteers or visitors of the site to share their lesson plans by attaching them under the unit description.

The section titled, “How the Class Works” contains an interactive calendar that currently only contains the lessons presented in this Capstone project. However, volunteers can change the lessons being taught on different days by clicking on the date. A list of daily routines is also presented under this section with times and necessary how-to steps and worksheets to complete the alphabet and phonics activities. Also, a how-to subsection describes how the initial and final assessments work, as well as the collection of student work in the portfolios.

The volunteer resources page is one of the most integral components of the web in regards to networking. It has contact information for staff as well as the development team for the ESL class. It also contains a link for the master volunteer sign-in database so
volunteers can “sign in” at anytime and from anywhere. It contains a web-based lesson reflection page if a volunteer happened to not fill out the form in the classroom, educational ESL links and online teaching resources for volunteers, a link to the NYS Adult ESL Standards to help guide their lessons, the How-to-Teach tutorial, as well as the example classroom map and a materials locator associated with the layout of the room.

Research articles and titles of books that provide this class and curriculum with vital information are also offered in a subsequent section as well as a photo gallery of team members, staff, and candid shots of the teachers and students taken during class. This is in hopes of bringing a real-life candor to the volunteers and students involved in the class.

**Materials.** A list of permanent and expendable materials (Table 8) accompanies the example classroom map (Appendix J) for volunteers, students, and staff to be able to find materials used. The lists explain how to maintain permanent materials such as furniture and the whiteboard, and where to find expendable materials.

**Standards.** In hopes of becoming a respectable ESL class in Buffalo, NY, this curriculum is designed on the same substantial framework as Buffalo Public School Adult & Continuing Education which are some of the ELA, Social Studies, and Career Development & Occupational Studies standards, and the Adult Goals. Table 9 displays the New York State Learning Standards and Table 10 displays the New York State Adult Goals. Both tables have the standard or goal accompanied with the learning activity the ESL curriculum provides and how standard has been met in the curriculum and daily routines.
Assessments. This curriculum has developed an assessment system which employs two main forms of documenting student knowledge: initial and final examinations and portfolios. Both forms consider language acquisition that occurs in and out of the classroom in addition to the portfolios which show learner growth over time. The assessments have been designed to maintain the low-anxiety environment which the ESL class strives to have yet clearly shows that acquisition is accelerated by participating in the class.

Examinations. The initial and final assessments are the same exam. This is to show whether the student has learned basic concepts associated with the process of English language acquisition such as the American English alphabet and high-frequency words. The design of the assessments has taken into consideration what will naturally be encountered when learning a language.

The content of the tests asks students to read, listen to questions and statements, and be able to respond by speaking or writing using English. Using the four domains of literacy: reading, writing, listening, and speaking, students’ knowledge of the American English alphabet, high frequency words, or words that the student population can be expected to interact with the most when first learning the language, are examined. The ability to have a basic conversation on students’ personal information is also assessed.

Since all words in English are comprised of letters from the alphabet, it is necessary to first gauge how much of the alphabet students know. The second basic aspect of the English language that must be considered when designing assessments is Dolch sight words. Sight words, or high-frequency words, are terms taken out of the American English corpus; a corpus is the list of words that exist in a given language.
### Table 9

**New York State Learning Standards**

<table>
<thead>
<tr>
<th>ELA</th>
<th>Learning Activity</th>
<th>How the Standard is Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language for Information and Understanding</td>
<td>All lessons/routines.</td>
<td>The curriculum is content-based; comprehensible input and cultural relevance are mainstays integrated into all components of the curriculum.</td>
</tr>
<tr>
<td>2. Language for Literary Response and Expression</td>
<td>All lessons/routines.</td>
<td>All four literacy domains are actively engaged each day through reading, writing, speaking, and listening activities; students must reach behavioral and language objectives per lesson/daily task.</td>
</tr>
<tr>
<td>3. Language for Critical Analysis and Evaluation</td>
<td>All lessons</td>
<td>Culturally relevant pedagogy is a daily practice for all lessons; students must evaluate background knowledge and apply it to new information being learned.</td>
</tr>
<tr>
<td>4. Language for Social Interaction</td>
<td>All lessons/daily morning chat.</td>
<td>Curriculum is designed for student interaction; lesson plans integrate authentic learning materials and situations which require language for social purposes and activities.</td>
</tr>
</tbody>
</table>

**Social Studies**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History of the United States and New York</td>
<td>See Community and House &amp; Home Thematic Units</td>
<td>Community and House &amp; Home units include information on the history of the US and NYS</td>
</tr>
<tr>
<td>3. Geography</td>
<td>See Community and House &amp; Home Thematic Units</td>
<td>These units describe the terrain of WNY and allow students to explore it in authentic situations.</td>
</tr>
<tr>
<td>5. Civics, Citizenship, and Government</td>
<td>See Community; agency orientations given by staff</td>
<td>The lessons and orientations provide necessary information on the US government as well as steps towards citizenship.</td>
</tr>
</tbody>
</table>

**Career Development & Occupational Studies**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career Development</td>
<td>All lessons/routines.</td>
<td>Entire class and curriculum is devoted to aiding in English language acquisition for employment opportunities for clients</td>
</tr>
<tr>
<td>2. Integrated Learning</td>
<td>All lessons/routines.</td>
<td>Students are exposed to and work with real-life, contextualized situations and materials; technology is employed regularly throughout curriculum.</td>
</tr>
<tr>
<td>3a. Universal Foundation Skills</td>
<td>All lessons</td>
<td>Content matter is framed on 12 basic life skills necessary to thrive in the United States</td>
</tr>
<tr>
<td>3b. Career Majors</td>
<td>See Community Thematic Unit – Professions Lesson; integration of employment department</td>
<td>Professions lesson plan allows students to explore different areas of employment; Job club aims in providing vocational training which agencies employment departments generally complement.</td>
</tr>
</tbody>
</table>

Adapted from NYS Adult Education Standards (1997)
Table 10

*New York State Adult Goals*

<table>
<thead>
<tr>
<th>Number</th>
<th>Adult Goal</th>
<th>How the Goal is Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learners will learn the English necessary to meet immediate needs.</td>
<td>Curriculum content areas are based on 12 basic life skills necessary to thrive in the US.</td>
</tr>
<tr>
<td>2</td>
<td>Learners will gain control of the system and structure of the English language.</td>
<td>Students are exposed to and must provide output with the English language through reading, writing, listening, and speaking activities.</td>
</tr>
<tr>
<td>3</td>
<td>Learners will improve ability to understand spoken English.</td>
<td>Students will be taught study skills as well as resources needed for successful English language acquisition; Valid and reliable assessments are required in the curriculum.</td>
</tr>
<tr>
<td>4</td>
<td>Learners will improve speaking skills necessary to function in English.</td>
<td>The curriculum focuses mainly on speaking skills through interactive activities throughout lesson plans.</td>
</tr>
<tr>
<td>5</td>
<td>Learners will develop strategies for reading in English.</td>
<td>Students practice letter/word recognition daily as well as phonemic decoding.</td>
</tr>
<tr>
<td>6</td>
<td>Learners will write in English</td>
<td>Students are required to be able to write basic personal information before exiting the class.</td>
</tr>
<tr>
<td>7</td>
<td>Learners will develop numeracy skills where needed.</td>
<td>Curriculum introduces numbers early in the 12-week schedule; spiral curriculum design aids in repetitive use of number knowledge throughout.</td>
</tr>
<tr>
<td>8</td>
<td>Learners will identify and use language acquisition strategies to comprehend and produce English.</td>
<td>Teachers are trained to provide meaningful learning activities based on comprehensible input and culturally relevant pedagogy; interaction encourages sharing learning strategies.</td>
</tr>
<tr>
<td>9</td>
<td>Learners will develop and enhance appreciation and respect for individual and cultural diversity.</td>
<td>Students work in a diverse class; teachers model respect.</td>
</tr>
</tbody>
</table>

Adapted from NYS Adult Education Standards (1997)
(Widdowson, 1996) that are used the most in the English language. Sight words are generally phonologically simple, yet are necessary components of linguistic structure (Johns, 1974). Thus, testing the understanding of important and commonly used words that are not difficult to sound-out provide an essential, meaningful body for the assessments. As seen in the Lab-R, Best Plus, and NYSESLAT, a speaking portion of the test has been added.

These assessments intend to gauge the basic parts of language acquisition rather than what is explicitly taught in the class. This is for several reasons: (1) the students are able to enroll and leave the class when they wish; (2) the class has rolling admission; (3) attendance fluctuates; (4) the curriculum evolves; with volunteers from the community coming in to teach different lessons, specific vocabulary, learning strategies, and topics addressed in the classroom will vary within the respective weekly thematic units; and (5) the curriculum complements natural language acquisition, not explicit language learning. With so many students, teachers, and lessons changing at all times in the class, an assessment which tests only the content matter presented in the original lesson plans of the curriculum would be an in-cohesive, unreliable, and invalid assessment. Since the Initial and Final Assessments are the same text, a copy of the body of the examination can be found in Appendix L.

**Portfolios.** The use of portfolios combats the generality and oversimplification associated with the examinations since they provide a way to showcase student work that is a result from what has been taught in the class. They provide a pragmatic system for teachers and students to document of concrete examples of student work and are frequently suggested in the New York State Standards for Adult ESL Education (1997).
As in any classroom, portfolios longitudinally accumulate pieces of student work across content matters and time. This systematically accrued information provides educators with crucial documentation related to the students’ progress linguistically and in regards to content matter. Portfolios not only show ELL growth and development, but they demonstrate teacher consistency based on the success of their students’ work. Also, they provide a way for teachers to cross-check or triangulate the data collected in the portfolio to be able to pin-point difficulties and intervene with specific strategies based on the student’s needs.

Some examples of student work that can be collected are written student work, such as stories, completed forms, exercise sheets, and descriptions, drawings representing student content knowledge and proficiencies, recordings of oral work, such as role-playing, presentations, or retelling of a trip, teacher descriptions of student accomplishments, such as performance on oral tasks, formal test data, checklists, and rating sheets (Colorado, 2007).

Checklists, summary sheets, or rubrics of tasks and performances in the student's portfolio can help make instructional decisions and report consistently and reliably. Checklists also provide the ability to collect the same kind of data for each student. In this way, teachers can assess both the progress of one student and of the class as a whole class.

**Goals**

The methodologies and pragmatic approaches used in the creation and implementation of this curriculum are based on seven fundamental goals which the implementing agencies must strive to maintain. By setting the bar and maintaining high,
but reachable goals, all members of the ESL team can strive for the betterment of the students’ English language acquisition.

The first goal is to help ease refugees into the American culture. This ideal has guided the development of which content areas or thematic units are to be covered in the class and is based on the usefulness and practical application of the information while students are going through the acculturation process.

Each lesson has components which are necessary to maintain organization of information. It is the second goal of the class is to provide a jumpstart on student’s English vocabulary. This can be accomplished through the use of visual representations and modeling the vocabulary specific to each lesson plan.

The third goal is to give refugees fundamental cognitive academic language proficiency (CALP) skills to aid in English acquisition as well as prepare them for additional ESL classes (Cummins, 1980). CALP skills are stressed through daily routine and activities that allow for the sharing of reading, writing, speaking, and listening strategies.

The curriculum also intends to develop students’ basic interpersonal communication skills (BICS). This relates to literacy in that, the students will be able to use English to relay messages to one another using at least one of the literacy domains (Cummins, 1980). Interaction with classmates, agency staff, and members of the local community is encouraged and can be seen in the conceptual design and framework of the curriculum as well as the activities planned in the lessons.

Daily oral communication is practiced while participating in the phonics routines as well as the vocabulary wrap-up associated with each lesson plan. The fifth goal is to
provide a low-anxiety environment in which oral communicative skills can occur. As discussed in chapter two of this capstone project, Cummins’ (1980) suggests that learning cannot take place when the atmosphere is stressed; the classroom must be a place that lowers the “affective filter” and allows for meaningful learning to happen.

The sixth goal is to develop refugees’ English language skills to the third level of the language acquisition process: speech emergence, or higher. (The steps of second language acquisition can be found in Appendix E.) The class is not designed for students to graduate with complete mastery of the English language. Rather, it is to foster the development of basic language skills in a safe environment.

Finally, the seventh goal of this curriculum is to provide not only the agency, but the entire community with a respectable, effectively functioning, volunteer-run ESL class. The curriculum is rooted in extensive research on the theories and pedagogical frameworks of adult learning, second language acquisition, and refugees. Through the synthesis of the research presented, as well as the practical application of it, resettling agencies can offer their clients and members of the community an ESL class that employs the best practices known in the field.
CHAPTER 4—CURRICULUM

The curriculum being presented in this chapter follows the twelve-week thematic outline which can be found on Table 5 of Chapter Three. Each lesson is specifically addressed to a certain topic and maintains consistent formatting. Volunteers are expected to read lesson plans before teaching them. They are in a hard-copy binder in the classroom as well as on the website. For the reader, please reference Volume II of this Master’s Thesis.
CHAPTER 5—CONCLUSION

The research, methodologies, and curriculum presented in this capstone project are all necessary components to create a volunteer-run English as a Second Language class for adult refugees. The procedures, materials, and considerations have been shown in an organized manner so that other agencies around the United States will be able to implement the class for their clients. It is a versatile project which thrives on innovation, basic needs in the US, and simple human kindness. It has been created by a volunteer to be used by other volunteers in the hopes of serving the refugee population better.

Limitations

In the past, refugee agencies have had limited access to quality English and acculturative education programs. This is due to the lack of funding, shortage of ESL teachers, and growing rates of ELLs in the US. The shortages of state and federal funding for refugees and programs for teachers to enter ESL or cultural competence programs suggest that the perception of refugees in our communities is undervalued (Nickel City Smiler, 2010).

Since most not-for-profit agencies rely heavily on the time and energy their volunteers devote towards their agency, they need to consider how they treat them and implement their resourcefulness. Whether it is a menial or complex task that they VOLAG asked of the volunteer, agencies must recognize that different volunteers can work better in situations that complement their personalities, abilities, and skills. Specific guidance is necessary for volunteers to feel confident in their work as well as be competent and effective in the tasks they are assigned. It can also be noted that the
personnel working in agencies need to value the attributes and work of their volunteers, just as they need to find value in their clients’ backgrounds.

Not only is there a lack of culturally competent teachers, but social workers as well. Several studies show that social workers—such as those who work with refugees at resettling agencies—struggle with finding value and respect in their clients’ cultural backgrounds (Clark, 2000; Teasley, Gourdine, & Canfield, 2010; Xu, 2005). If the one person, or case manager, cannot find it reasonable to attempt to ethically and responsibly work with resettling their clients due to their cultural backgrounds, then the future of social work within the multicultural community is grim. Social workers as well as teachers must recognize the barriers, whether subconscious or conscious, which keep them from viewing their clients and students as equals. We live in an egalitarian society; we treat each other how we want to be treated.

It can be suggested that people fear what they do not know—refugees are resilient, joyful people, yet not everyone sees that. With the lack of positive multicultural awareness projects such as Kids Talk (Journey’s End Refugee Services, 2005) and the constant negative light the media sprays on refugees and immigrants, it can be proposed that the general population sees this population as down-trodden, poor, and even dangerous.

**Directions for Further Development**

Funding is a priority for any agency. For not-for-profit agencies, such as resettling services in Buffalo, their funding comes from grants and federal monies. This money is given to agencies based on American policy. With the little funding that refugee resettling agencies are given, policy makers are urged to reconsider who refugees are and
where the money goes in these agencies. It goes towards the hiring and maintenance of an efficient, culturally competent staff that is reflective of the work of the volunteers; towards the quality of the homes and the necessary physiological components of daily living of the resettled; and towards the necessary psychological, emotional, educational, and financial support of the refugees and their children.

The policies implemented in the United States for resettling refugees are continually changing. In fact, refugee law is still a recent topic in American legislature; the United States never truly recognized the impact of refugees in our society until after the Second World War when there was a flux of people seeking asylum from Nazi persecution (UNHCR, 1951). Thus, it can be suggested that more open-minded policymakers in the American government are persistent in aiding the funding for refugee resettlement agencies.

The volunteer agencies must acknowledge the treatment of their volunteers. Several studies shown in Chapter 3 of this master’s thesis have shown that the lack of direction given to volunteers leaves them with a sense of confusion, worry, and little confidence. It can be suggested that refugee resettling agencies provide explicit directions accompanied with all tasks for volunteers to complete. For the curriculum presented, a handbook, website, and training seminar which are all reflective of the curriculum and the class goals are offered to volunteers. This is reflective of a best practice. Since teaching is complex act and the curriculum is rather large, the volunteers must be provided with sufficient information for them to be able to complete their tasks in the classroom. The person who holds the position of a volunteer coordinator in an agency must reflect on the strengths and weaknesses of each volunteer as well. This is to ensure
that the skills and resources they are offering the agency and its clients are being not only acknowledged and appreciated, but put into effective use for the betterment of society.

Cultural competence in any office, classroom or in the real world can be fostered with professional development programs or courses which encourage the valuing of others. However, true and meaningful cultural competence, or the valuing and respecting of others’ cultural backgrounds, begins with a change in perception.

In the documentary, Nickel City Smiler (2010), Donna Peppero states, “The reason why they [the people in the general population] don’t have a good opinion is because they’re not educated to who refugees are.” She stated that the easiest, most meaningful and beneficial way that people can educate themselves on refugees is to simply alter their perceptions of them. This means to begin to see them in a positive light and to understand that “they’re not poor, nor want pity.” They are a resilient group of people, people not too different from our own ancestors who came to this country, who bring life and prosperity to our region. Not only do refugees fill vacant houses in the inner-city of Buffalo (houses which would be torn down otherwise), start businesses and open up shops, but they stimulate our local economy and bring change to a city which desperately needs it.

Buffalo, NY is a diverse city. Diversity means “an instance of being composed of differing elements or qualities” (Merriam-Webster, 2011). It is home to all but one of the races found on the US Census (2007), and has a vast array of people with other nationalities, ethnicities and customs. In a sense, Buffalo is a hot-spot among other cities in the US, for cultural and racial diversity. In a country made up of people from around the world, we see clusters or small communities of people with the same or similar
origins in our city. This ‘coming together’ of people from the same background is an act of self-preservation. It is human nature to feel safe, and safety can be found in others who share your culture and values. People bring not only themselves, but their customs with them, thus creating “diversity.”

Yet, Americans have struggled with the notion that ‘all men are created equal’ since we are made up of so many different people. Throughout our history, we have seen these struggles in slavery, the Japanese-American internment, segregation, unequal treatment of others due to their ethnicity, gender, age, or language, and instances which led to the civil rights movement in 1964. Still today we see hate crimes, backlashes towards the Arabic community in association with the 9/11 terrorist attacks, and anti-immigration and anti-bilingualism laws still being passed.

Yet, a silver lining in the haze still exists. As much as we, as humans, fear the unknown, we have a fascination for it. The proof is in the drive that has put men into orbit, the thirst for knowledge that fuels new research involved in making our daily lives better, and a respect for mysticism which enables our religious beliefs. It is only human to be fearful; but it is also only human to conquer those fears.

The urge to explore and adventure is the foothold in which peace begins to grow. When we change our perceptions of the world around us and see diversity as the benefit that it is, rather than what history tells us it should be, we can begin to see each other in a new light. In fact, history books typically only focus on the injustices, not the times we have made right by each other. This ‘silver lining’ can be seen in friendships and romantic relationships between people who are different from each other. The United States is a growing bed for these relationships. These are grass-roots examples of how
peace starts small, between two people—who may be different, but have the same mindset—and how peace can start at home. Buffalo is an area that is ripe with the potential for peace and the valuing of diversity. All we have to do is water the seed of curiosity to change our perceptions. Buffalo can be an example of the world on a microcosmic level of the ultimate American values: that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Refugees in Buffalo

The refugee population in Buffalo, NY is continually growing from year to year. One agency resettles approximately 300 refugees annually. Their clients include (but not limited to) people from countries such as Myanmar, Eritrea, Democratic Republic of the Congo, Bhutan, and Iraq and they speak over thirty languages. The language services offered in Buffalo are ESL classes for adults however they are not specifically designed with refugees in mind and positions in these classes are not always available immediately to the clients upon their arrival.

Often times, refugees have endured traumatic experiences while living in their home country or refugee camp. Traumatic events include witnessing or experiencing violence, bombings, rape, or murder. As presented in chapter 2 of this capstone project, these events can vary in severity, but nearly all refugees have experienced trauma at some point in time before coming to the United States. People who have experienced trauma may have flashbacks, PTSD, nightmares, depression, and anxiety. Due to these symptoms, victims of trauma often develop coping mechanisms. These mechanisms can be a conscious or subconscious lifestyle change and can include physical, emotional,
psychological, drug, and alcohol abuse, hypersensitivity, or paranoia. Problems can arise when seeking traditional American mental health practices. Seeking help from a mental health professional can be seen as taboo by several cultures and can also create the perception of discrimination from speaking to a mental health professional. Other professionals in the fields that work with refugees need to quietly and personally acknowledge the statistics of trauma and be as sensitive as possible.

**Adults**

Adult language education has certain characteristics as compared to childhood language education. Research that proves adults can attain native-like accent and fluency in their second language due to their motivation to learn. This motivation comes out of the need to support their family members. In order to do so, they must work. With better English skills, come better opportunities for employment. Teachers must focus on this motivation when working with their students. Tied in with motivational factors that produce successes in the classroom, adults possess the abilities that make their learning more of a conscious effort.

Metalinguistic awareness, or the ability to think of language as an object rather than a mode of communication, allows students to study the language through translation and comparison. They can objectively translate, compare and contrast words, sounds, letters, and phonemes between their native language and English. This proposes that literacy in the native language is fundamental. Bilingual education should always be considered a first step in curriculum design since knowledge in the native language always reflects the ease of and ability to learn a second language.
Every way of teaching is based on some sort of theory. Three cornerstones of language learning theory are the innatist, behaviorist, and interactionist perspectives. Innatists, such as Noam Chomsky believe that people acquire their first (and second) languages for innate reasons; that humans are hardwired for language and the need to communicate. The behaviorist perspective is rooted B.F. Skinner’s beliefs that languages are learned through mimicking another person’s behavior(s). Modeling how to make a speech act, read, or write before a student performs the action would be considered a behaviorist teaching strategy. Interactionist perspectives are based on the theories that people learn language(s) best through authentic dealings with the real world. Lev Vygotsky’s Zone of Proximal Development and John Dewey’s theories on constructivist learning urge educators to allow students to experience using their new language in real-life situations and create activities which require students to connect their background knowledge to the new information they are to learn.

Classes that are designed for adults focus on the methodologies which meet their distinct needs (such as high rates of motivation, metalinguistic awareness, and activating their prior knowledge). Desuggestopedia and the Silent Way are considered innatist methodologies which play on adult students’ internal learning mechanisms. Like children, adults also have a natural ability for acquiring and attuning themselves to aspects of different languages. Both aim to lower the affective filter—or remove the curtain of emotion—in order for students to feel anxiety-free in a safe learning environment (Krashen, 1981).

Examples of methodologies rooted in the behaviorist perspective are Total Physical Response and the Audio-Lingual Method. These principles require the students
to be presented with a specific behavior by the teacher or other students—a reading, writing, speaking, or listening/comprehension behavior—and mimic or repeat what the person modeling did. Behaviorist perspectives stem from the belief that students learn through repetition and drills; thus, when students are in an authentic situation they will be able to recall learned terms and phrases to use in conversation. Behaviorist methods typically call on extensive translation from the students’ native languages into English making first language literacy critical in order to use these strategies.

Much controversy exists around behaviorist perspectives since several critics state that people learn best and with the least anxiety in real life situations. Interactionists believe that methods such as communicative and community language learning provide opportunities for success in learning as well as acquiring a second language. This is due to the fact that the students are required to reach a common goal together. Students are encouraged to interact with one another which promote Vygotsky’s Zone of Proximal Development (the exact moment when one learns something) and constructivism. Constructivist learning requires students to call on their background knowledge and apply it to the new information being taught to make it meaningful.

**Cultural Relevance**

Activating schema in an ESL classroom will inevitably bring forth aspects of the students’ cultures. It will utilize students’ funds of knowledge (Moll, 1992), or sources of knowledge that they can bring to the class that can be used to teach different topics related to language or content areas in the classroom. Teachers who employ students’ funds of knowledge in the classroom, especially in interactive activities, are setting students up with opportunities for successful communication—even if the language used
is minimal, they are still sending messages to one another and interacting with the language. This can be particularly beneficial heterogeneous groups of mixed proficiency leveled students. Recognizing a students’ background is not only a best practice in the classroom, but an act of cultural competence and professionalism on behalf of the ESL teacher.

**Teachers**

Teacher professionalism is of the utmost importance while teaching this curriculum. Since the teachers will be local volunteers, often times without formal education in teaching (only the training provided by the agency), “professionalism” pertains to a general, yet multifaceted notion. Dressing appropriately, being on time, and coming to volunteer prepared are all common mannerisms for etiquette. Teachers must remember that they are not only modeling classroom activities, but ways of conduct and dress as well.

Professionalism as an ESL teacher of adult refugees calls on other considerations for volunteers. They need to acknowledge every students past, present, and future which is an all-encompassing demand. Refugees sometimes come with traumatic pats, pains over loss of loved ones, homesickness, and predetermined perceptions of acculturation. Volunteer teachers need to not only tie in their culture with lessons in the classroom to ensure culturally relevant pedagogy, but they must respect it in order to practice cultural competence. Volunteer teachers must care. Even though volunteers naturally have a high level of altruism (or else they wouldn’t be volunteering in the first place), they have to find ways of showing it. Showing you care can be seen as being patient, upbeat, and responsive in the classroom. A simple exercise volunteers can do before, during, and after
teaching is to practice role reversal. Teachers can ask themselves: How would I feel if I were in his or her shoes? How did my actions impact their learning or morale? This is a great practice especially after teaching since reflection breeds growth.

**Rationale**

Although placing the rationale at the end of a capstone project can be considered unorthodox to say the least, the author believes it to be a necessary component which ties all of the practices together. Most importantly, it gives this project meaning. After enduring a debilitating personal loss, the author turned to the refugee community to seek out volunteering opportunities. After witnessing the conditions the refugees were living in, working with, and their struggles with adjustment, the English class began.

The author of this project collaborated with the staff and other volunteers of a particular resettling agency in Buffalo to begin the class. After planning and teaching several lessons, the class began to grow. New students would trickle in day after day. Assessments would be administered and the students were given their first notebooks, folders, and pencils to learn with. They returned day after day, often times with friends or family members and the class continued to grow. While teaching, I noticed new volunteers coming in to help every day, all of which contributed to the best of their ability and praised the efficiency and innovation of the program. Other people began to notice and offered their help. The class now has small amount of funding for supplies and a constant flow of new volunteers bringing their ideas to the table and contributing to make the organization more well-rounded and Buffalo a better place to be resettled in.

It still is a small class and funds are limited, but everything that is great now started small. The class continues to grow every day. New students come and provide
ideas for lesson plans—lessons that were crafted from many people in the area. The idea that this project provides is a base so that other resettling agencies or groups who work with ELLs have a reliable yet flexible framework to institute at their own pace. The ‘evolutionary nature’ of this project is that those who are teaching, and the students who are attending the class, whoever they may be and wherever they are from, can mold and shape the class into something that meets the needs of the learners. Every student is different and as teachers know, one size does not fit all.

Teaching is an act of intimacy. Students need to feel safe in their environment and be able to trust their teacher before they are comfortable to learn from them. We, as teachers, need to be allowed to enter their personal lives in order push and pull their minds and hearts into places they’ve never been before. In the process, we get to know their families, where they come from, their greatest hopes and fears in life, and we struggle with them to reach their dreams. We become a person in their lives who has become familiar and reliable simply because we have taught them something that may have come very easy to us. It’s true that teachers leave footprints. Yet, it is amusing how often the students become the teachers.

The author of this capstone project has been welcomed into the houses and homes of the students. They have given their coats and sweaters on the coldest of winter days when they were still adjusting to Buffalo’s climate. They have offered their money, food, and prayers. They have held doors open, carried heavy loads, and moved supplies to be polite and kind. They are patient with teaching mishaps, and offer to teach myself and other volunteers about their languages and cultures. Of these offers, I have accepted almost all (as to not be rude). In exchange, I have eaten at their tables with them, cried on
the floor when they heard of the death of a loved one, explored Buffalo with them, exchanged clothes and material goods with them, and has worshipped with them—regardless of religious affiliation. They have opened the doors to another world for me.

I have shared the most humbling and moving moments with them. It began with the small seeds of their altruism and the giving of themselves, even when they have so little. They exude extraordinary kindnesses and generosities that are unprecedented to Americans since we thrive on individualistic principles. My students come from cultures where their social mentality is “group over self.” They share everything with each other—money, food, medicine, clothes, bus passes—because everyone in their social circle has each other’s common interest in mind. This is an attribute that would benefit Americans and is something we can learn from.

I am beyond flattered to be considered part of their groups and families. I know that I am their teacher, mentor, and a go-to person that can show them the customs found in the United States. However, I believe that they are my teachers. They have the ability to connect me with the rest of the world. They can show me things that will help to make me become a better, more culturally sensitive human being and teacher. I am deeply proud to take an active role in a bond that has been built on kinship, admiration, and respect for one another with my students. From my personal experiences in and out of the classroom, these people have found a permanent place in my home and heart—and I have sought and found my refuge in theirs.

The continual befriending of students and getting to know their families has the author still learning and fascinated with their cultures, beliefs, intelligences, and characteristics. These people are the diamonds in the rough of America, the hearth of a
multicultural community, and wealths of knowledge that can breed peace and understanding of one another. Others can and should learn from them as I have. Their cultures include aspects of surface culture such as clothing, foods, religious beliefs and practices, and music specific to their heritage as well as characteristics of deep culture which include the notion of “group over self,” methods of child rearing, and perceptions of other cultures.

Other than cultural aspects, Americans can learn to objectify their perceptions on intelligence. As a culture, the United States believes that intelligence is crucial, necessary, and something to be vied after. Americans generally see it as the quickness of mind as well as correct content. However, the westernized point of view on intelligence such as Gardner’s eight multiple intelligences doesn’t always define what intelligence is or can be. Sternberg’s research (2010) into cultural intelligences shows the many different ways mankind views it. For example, Asian cultures view intelligence as being able to identify complexities or simplicities in a society; certain African cultures see respect and common sense as intelligence; and religious practices offer additional insight into what the human mind is capable of—reaching nirvana is something that cannot be taught in a textbook (Benson, 2003). These are all concepts that are alive and thriving right here in Buffalo. Not only can we learn about culture from refugees, but we can learn to think differently as well.

Americans have spent money on trips to India (and many other locations) to practice yoga in Ashrams, find spirituality, and become more attuned. We spend money on yoga classes. We pay for cooking classes that teach us how to make dishes that are not typically found in the “Betty Crocker” cookbooks. We have bought Asian, Indian,
African, South American, Mediterranean, and Middle Eastern foods at supermarkets and stores. We have purchased cookbooks for these cultural meals as well. We buy artisanal crafts from around the world or in stores such as the Three Sisters Trading Post in Niagara Falls and Ten Thousand Villages in Williamsville to decorate our homes. We spend money on authentic clothing, beauty products, makeup, hair styles and tools, as well as textiles and materials for new fashions. We search for homeopathic/naturopathic methods by looking online, buying books, or seeing nutritionists and dietitians for health and medicinal purposes. We go to Reiki classes, massage institutes, and acupuncturists. We buy Rosetta Stone, Transparent Language, Michael Thomas Language Programs, Pimsleur Language Courses, and many more computer-based programs to learn languages. We also take courses in public and private schools, universities, and independent classes on languages as well as invest in textbooks, phrase books, dictionaries, and books for fun in other languages.

Everything on this list has been generated by the things Americans buy daily. However, these are all services and products that the refugees in Buffalo could provide. It’s a simple supply-and-demand model: there’s clearly a demand for cultural goods and they can easily supply it. If we think of how much money goes to becoming more culturally educated or into obtaining items that are handcrafted from around the world, we would see how the skills and customs, things that come naturally to refugees in our community, are actually assets and ready-loaded marketing ventures that can provide Americans with a piece of the world and give business to the multicultural community.

The United States is a perfect example of a mini-world; we have different races, religions, sexes, beliefs, ages, classes, and cultures all thrown into one country, yet we’re
all American. Americans, who are typically ethnocentric people, have the right to be if only for one reason: to be thankful to live in a country that gives them access to the rest of the world, right down the street, or in a neighboring city or town. For people in Buffalo, we are as fortunate as they can come.

The lesson is that Americans secretly love culture and diversity. We actually find these culturally different items, services, and products to be novelty and interesting. We tell our friends about our travels plans, cook exotic meals for them, and boast our multicultural collections of objects from around the world. We find the rest of the world a mystery and enticing, yet, when we see it in a classroom, or in the newspapers, or on the streets, we don’t view other cultures that way. We see poverty. We see neediness. We see sadness. We disregard immigrants, asylum seekers, and refugees as well as their customs. We see them as ‘poor’ people. We see them as uneducated and lacking intelligence.

What we need to see is what’s presented beneath the surface. We need to see how connected we are and to do that, it needs to be personal. I ask the reader to now think about your family and friends. Think of where you come from and who your ancestors are. Dig if you have to. Chances are you will find someone who has immigrated to this country. Ask why. Common answers to this can be, “they came for a better life,” “to make money to send home,” “they wanted their children to have a good education,” “a better job,” or for “freedom.” Some of your relatives may have been trafficked here without consent. Think of the struggles we have put each other through as one human race. Then think about thinking.

Our predisposed perceptions of others will always defy us. As will our fears and history has shown it. Yet, perceptions are only thoughts and thoughts can be changed.
When we hear things about or see refugees, we need to see them as our family members who have been brought to this country. We need to remember who this country is made up of. There is no ‘one right way’ to think of or see the world. There is no such thing as ‘the best country in the world.’ A ‘best culture’ doesn’t exist. A ‘supreme race’ is fictional too. We are all different, yet the same. Anthropologically speaking, all humans have originated in Africa. So, the next time you see a person with blonde hair, light skin, and blue eyes, think: “African.” Different races exist purely because of climate variance (Wells, 2009). We are all more connected than we think.

This group of people—refugees—do, in fact, come with baggage. It’s not the negative, stereotypical ideas that everyone thinks of though. Not all come with trauma or maladaptive coping mechanisms. Not all are poor or hungry. What they do come with however, is a mother and a father, maybe a son or a daughter, brothers and sisters, cousins, aunts, uncles, grandparents, nieces, nephews, grandchildren, and friends. They come with knowledge about food, clothing, services, and products that Americans pay good money to learn about and possess. They come with their religion—that they so often fervently cling to—and daily routines rooted in deep cultural patterns. They are honest, hardworking people with a willingness to share their lives with others. They come with the joy of being untouched by social constraints; they are unafraid of so many things that we are: freedom of religion and voice, they dress how they want to, act how they want to, and do what they want to. They take our “liberties” for face value but do not take them for granted. They come with the hope to start anew, with open minds, and a fearlessness to celebrate their freedom.
These people are not naïve by any means; they’ve been through a lot, much like my great grandfather who escaped a Nazi concentration camp when he was a boy, or a friend’s mother who left Colombia for a better life, and my cousin’s wife who was a human trafficking victim in Thailand. We all have relations to refugees or people who have left their countries to find hope in America. Yet, we do not think of our relatives as being naïve, poor, or helpless. We see them as heroes; as resilient, intelligent, and resourceful human beings that we are proud to have in our families. Again, we are not so different from each other.

As a collective whole—as Americans—we have built this country into a land of opportunity and prosperity for its citizens, a leader in innovative thinking and research, and a global superpower. We have the capacity, the determination, and the ingenuity to continue to succeed in a world that is ever shrinking. However, everything that is great now has always started small. This country began with refugees. People forget that sometimes. We need to remember where we came from and believe that this country, made up of our many cultural ‘misfits’ from around the world, can project the essence of a true leader based on the principles of peace and liberty for all. It is up to us to maintain and exercise the rights our American forefathers have laid out for us. It is with baby steps that we can begin to prosper. It begins with seeking peace with one another. To ensure peace, make a friend with someone who’s not like you. To make a friend, smile. As Mother Teresa said, peace begins with a smile.
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*Babel, 44*(2), 12-21.


Appendix A

NEW YORK
Adult Education Resource Guide and Learning Standards English for Speakers of Other Languages (ESOL)
1997

Note: This document has been excerpted or adapted from its original format for functional and consistency purposes within the warehouse. To obtain the full document and supplementary materials, please visit the state’s website at:  http://www.nald.ca/fulltext/hudson/adult_ed/cover.htm.
This is the printed version of Adult Education Resource Guide and Learning Standards. The guide is a working document into which the wisdom and expertise of New York's adult educators will be regularly incorporated.

For additional information, contact the Adult, Family, and Alternative Education Team, 307 Education Building, Albany, NY 12234.
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ACKNOWLEDGMENTS

The Adult Education Resource Guide and Learning Standards was developed utilizing the skills and expertise of adult educators around the State. Teachers, counselors, and program administrators were chosen from a list of volunteers and assigned to four different committees:

communications
mathematics
English for speakers of other languages (ESOL)
General Education Development test (GED).

The charge to the committees was to develop a series of intended learning outcomes or curriculum for each of the four areas. The authors would like to express their appreciation to those individuals who contributed to the curriculum development, namely:

Fiona Armstrong                          Lora Kahn Myra
Baum                                    Cynthia Laks
Margaret Beach                          Jennifer Field Litt
Nora Chomicz                            Dorothy Lord
Maureen Considine                       Fatiha Makloufi
Henrietta Coursey                       Joseph Mangano
Donna Dennihy                           Jane McKillop
Mae Dick                                Delores Perin
Roger Dovner                            Miriam Pettrowsky
Joyce Esch                              Glenn Schechtman
Tom Fox                                 Nadine Singer
Kate Gill                                Mary Lynne Thomas
Patricia Mooney Gonzalez                Marcia Turley
James Hatch                             Frances Vrooman
Burt Honigman                           Lin Wischhusen
Kate Hymes

In January 1997, a draft of the resource guide and learning standards was distributed to 72 adult education organizations throughout the State. Hundreds of adult education practitioners reviewed and discussed the document. Program directors collected comments and provided 132 pages of thoughtful, high quality, and detailed suggestions. The Guide was also presented to adult educators at the 1997 New York Association for Continuing Community Education (NYACCE) Conference in Huntington, New York. It is impossible to name the hundreds of reviewers in the field. However, each suggestion is very much appreciated.
Barbara Shay of the Office of Workforce Preparation and Continuing Education is credited for envisioning the relationship between this document and NYSED's learning standards. Linda Headley-Walker of the same office was instrumental in facilitating the finalization of the document. Additionally, staff of the Hudson River Center for Program Development, Inc. — Colleen Bodane, Colleen Dowd, Sarah Hughes, and, in particular, its executive director, Barbara E. Smith, Ed.D. — deserve acknowledgment for their work. Kay Peavey is recognized for her significant work formatting the document. Thanks are extended to Deborah Kantor for her photographic expertise. The Literacy Assistance Center is thanked for its contribution of student writings. Last but not least, Patricia Pavelsky of the Finger Lakes Professional Development Consortium is gratefully acknowledged for her permission to excerpt student quotes (pages 9, 60, 104, 106) from “Personal Journeys to Literacy: Letters from Adult Learners.”
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FOREWORD

New York State is engaged in a serious effort to raise standards for all students, including adult learners. The strategy for raising standards, as articulated by Commissioner Richard Mills, includes three elements:

1. **Setting clear, high expectations/standards** for all students and developing an effective means of assessing student progress in meeting the standards.

2. **Building the local capacity of schools/districts** to enable all students to meet standards.

3. **Making public the results** of the assessment of student progress through school reports.

The learning standards approved by the Board of Regents reflect the intensive, collaborative work conducted over the past few years by the State Education Department and by national groups, such as the National Center for Restructuring Education, Schools and Teaching (NCREST), the Council of Chief State School Officers, and the New Standards Project.

Learning standards have two primary dimensions. **Content standards** describe what students should know, understand, and be able to do. **Performance standards** define levels of student achievement pertaining to content. The teaching and learning which takes place in between these two dimensions is, perhaps, the most crucial element of the entire process.

**The Need for Higher Standards**

The effort to raise learning standards for adult literacy is linked directly to the K-12 initiative. The need for higher standards for adults and parents is evident. Research by the Rand Corporation (1996) indicates that one of the most important influences on student test scores is the level of parental education. Other research offers compelling evidence of this important link.

Statistical profiles of schools with low or declining performance show that these schools serve comparatively high percentages of students whose parents have limited or no English language proficiency, have not completed high school, read at less than an eighth grade level, and currently receive public assistance. Most of these schools do not offer comprehensive adult education and training programs.

The 1996 Kid’s Count data indicate that 43 percent of New York State’s fourth graders score below the basic reading level and 41 percent score below the basic mathematics level.
The 1994 State Adult Literacy Survey (SALS) indicates that approximately 25 percent of all learners served in adult basic education programs function below the sixth grade reading level and 69 percent of all learners in English for Speakers of Other Language (ESOL) programs function at the lowest two levels of English language proficiency.

As New York State begins to implement new Welfare Reform legislation, the challenges for and demands on adult education will be even greater.

Over half of adult welfare recipients do not have a high school diploma or the equivalent and more than 40 percent have limited literacy skills.

Projections indicate that almost 50,000 recipients in our State have a disability and a large number are significantly impaired in obtaining work by disabilities resulting from alcohol and/or substance abuse.

The new legislation requires all teen parents under age 20 who lack a high school diploma or equivalent to enroll in an approved program leading to a high school diploma or the equivalent.

Citizenship preparation will also be in demand with as many as 200,000 legal immigrants losing eligibility for federal assistance.

The generic employability skills identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) have been incorporated by the Board of Regents into the Career Development and Occupational Studies learning standards (CDOS). Both are provided as addenda in this guide. Supplemental adult education curriculum materials are under development to link the learning standards to citizenship preparation CDOS. These will be available at a later date.

**The Craft of Teaching**

Adult education practitioners face a tremendous challenge. They must fuse reality into the teaching and learning process to assure that all adult learners will perform at higher levels. This presents a wonderful opportunity for educators to really examine their instructional practice, to share what it is they do each day with their learners, to work in collaboration with other teachers and students and, thereby, to grow in their own understanding of the craft of teaching.

In his book, *Teaching: Making Sense of an Uncertain Craft* (Teachers College Press, 1992), Joseph McDonald states that:

“Real teaching . . . happens inside a wild triangle of relations – among teachers, students, subject – and all points of the triangle shift continuously.”
The learning standards define the points of this triangle; they are the starting point. Assessments are simultaneously ends and beginnings; they serve both as benchmarks to ascertain what and how well students are learning and as springboards for further teaching and learning. Real teaching shifts continuously in response to the needs of students as they strive to understand the content and to demonstrate their understanding in a variety of assessment contexts.

Therefore, this resource guide has been developed to not only get within “the triangle,” but also to demonstrate concretely how adult education practitioners across the state are tackling the job of standards-based teaching and learning, and to offer examples of resource/research material which can inform local curriculum development.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, educational disadvantaged students and adult learners. It has made a strong commitment to integrating the education of all students into the total school program. The learning standards apply to all learners, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions.

A typical adult education class includes learners with a wide range of abilities who may require different pathways to enable them to learn effectively, participate meaningfully, and work toward attaining the curricular standards. Students with diverse learning needs may need accommodations for special needs or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

The Adult Education Resource Guide and Learning Standards has been conceptualized using these philosophical bases and what is known about the goals of adult learners. The content has been selected to address important aspects of adult literacy and adult goals as well as the teaching and learning process. It is our hope that all partners in all learning communities in New York State will find the document useful, practical, and informative.
OVERVIEW

The Adult Education Resource Guide and Learning Standards is intended to enhance programming for adults in New York State. The focus of this guide is to link New York's learning standards with the curriculum goals and objectives developed by adult education practitioners. The guide's purpose is to raise the standards of adult education in New York State with the belief that adult learners will be better prepared as parents and individuals to tackle the economic, social, and familial challenges and realities existing today.

The Adult Education Resource Guide and Learning Standards which follows includes the learning standards for English language arts and mathematics. These two areas were identified by adult education practitioners as the most important for beginning adult learners. Curriculum supplements for ESOL and GED are also provided.

The resource guide is more than learning standards, goals, and objectives. As such, the section entitled “An Introduction to Adult Education” includes:

✔ A look at the unique aspects of adult education. What makes adult education different from educating children?

✔ A brief overview of where to begin -- with curriculum development, instructional planning, classroom management, and assessment.

For the veteran adult educator, this first section is a reprise, a reminder of the creativity and skill required for this most important work. New teachers and new adult educators will find the introduction to be the foundation of everything they will be doing with adult learners. Clearly, it will be the beginning of further work and study.

A Work in Progress

The Adult Education Resource Guide and Learning Standards is literally a work in progress. Future editions of the package will:

Explore the workplace knowledge and skills necessary to be successful in the world of work. It will be closely linked to the Learning Standards for Career Development and Occupational Studies (CDOS). The remaining five standards will be addressed in an interdisciplinary approach. (A complete set of the learning standards may be found in Appendix A. For additional information about the K-12 Learning Standards documents, contact NYSED's Office of Curriculum and Instruction.)
Include citizenship preparation as an additional curriculum supplement. Strategies and examples will be developed in collaboration with Adult, Family, and Alternative Education practitioners, students, and their families.

Incorporate a series of collections of learning experiences. These experiences have been and will be developed by New York's adult education practitioners and reviewed and accepted as best practices by their peers.

Address assessment by presenting a range of assessment strategies for measuring both adult learner and program achievement.

Furthering Adult Education

It is expected that the Adult Education Resource Guide and Learning Standards will be a major focus in New York's adult education programs. Staff development efforts will center on the utilization of the learning standards in developing and sharing learning experiences. Veteran adult educators will be updating their skills, while new teachers need information, skill building, and practice in:

- learning about the unique characteristics of adult learners
- being comfortable involving adult learners in their learning
- assessing learning styles
- designing creative instruction utilizing appropriate content
- building upon adult learners' knowledge and life experiences.

When all adult educators engage in the process to link the standards to the curriculum and create meaningful adult learning experiences, the quality of adult education and the performance of adult learners in this State will be enhanced.

The Format

The Adult Education Resource Guide and Learning Standards has been designed for both adult educators and adult learners. In working with adult learners, educators can refer to this guide for the learning standards, goals, and objectives. The goals and objectives are also referred to as a curriculum or a series of intended learning outcomes.

English language arts and mathematics are addressed in the main body of the resource guide. Additional intended outcomes for English for speakers of other languages (ESOL) and preparation for the tests of General Education Development (GED) are included as supplements to the curriculum. Citizenship preparation will be added as an additional supplement.
The Design

New York State's Learning Standards are the foundation of the English Language Arts and Mathematics sections of the resource guide. While not all the learning standards are found in the two main sections of the resource guide, it is expected that adult educators, in their planning, will incorporate as many of the remaining learning standards as possible, based on the adult learner's chosen path. In addition, suggestions for inclusion of the learning standards appear later in the introduction. Ultimately, the remaining learning standards will be presented in an integrated manner as appropriate for the range and diversity of adult education programming. New York State's Learning Standards encompass:

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<tr>
<th>Learning Standards</th>
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<td>English Language Arts (ELA)</td>
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<td>Mathematics, Science, and Technology (MST)</td>
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<td>The Arts</td>
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<td>Career Development and Occupational Studies (CDOS)</td>
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<td>Languages Other Than English (LOTE)</td>
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<td>Health, Physical Education, and Family and Consumer Sciences</td>
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In addition to the learning standards, the curriculum (a series of intended learning outcomes) is composed of goals, objectives, and examples of expected knowledge. These outcomes are not program specific. The same goals apply whether the program meets once a week for two hours or five days a week for two hours each day. The goals are relevant to GRASP (Giving Rural Adults a School Program) as well as GED on TV. They are appropriate with culturally diverse adults as well as those with special needs. On the other hand, instruction will vary; content will vary; and the degree to which the outcomes are achieved will vary.

A Sample

The resource guide presents New York State's Learning Standards, goals, objectives, and examples as illustrated below. The following sample from the English Language Arts (ELA) section is offered as a template of this guide's organization.
(1) **LANGUAGE FOR INFORMATION AND UNDERSTANDING**

(2) **Adult Goal 2:** Learners will listen and speak to gain information and acquire understanding in personal, family, school, work and community contexts.

(3) **OBJECTIVES**

**Objective A:** Learners will demonstrate ability to follow and give oral directions.

**EXAMPLES**

-- Identify and provide essential details.

-- Note and give sequence of steps accurately.

(1) ELA 1 refers to English Language Arts Standard 1, *i.e.*, Language for Information and Understanding. Learning standards apply to all levels of education. All of the learning standards are presented in Appendix A.

(2) The learning standard is applied specifically to adult education via Adult Goal 2. True to the nature of a goal, it is a broad statement that provides guidance in the development of programs of instruction. It is neither specific nor measurable in its current form.

(3) Objectives -- statements which are focused, finite, and measurable -- are presented next. They provide direction and guidance for the development of instruction. There are several types and many levels of objectives, some more specific than others depending on their purpose. Objectives are utilized to plan instruction.

Instruction can take many forms: lecture, small groups, computer-assisted instruction, technology and the Internet, videotapes, other distance-learning technologies, to name a few. Content can vary as well. Action for Personal Choice might be an appropriate vehicle to use in designing instruction. The communication or parenting modules in life management might also be appropriate. School-to-Work (STW) is another area often used in planning. See the resources section of this guide for further suggestions.

(4) In each section, examples follow the objectives. The examples might also be correctly called “skills” or “applications.” They are really just a more finite or different level objective. In other words, these statements are examples or subsets of the more inclusive objective.

> “Going back to school is a big step, but the rewards you receive in the end outweigh any negative feelings you may have at this time.”

--Debra A. of Genesee Valley BOCES
## Adult Learner Profiles

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<th>Level 1 (Beginner)</th>
<th>Level 2 (Intermediate)</th>
<th>Level 3 (Advanced)</th>
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The English Language Arts section and both supplements of this document are further augmented by performance profiles. These performance profiles include a brief description of the students' performance and a list of five to seven indicators students may exhibit as they progress in their literacy development. The profiles are characterized differently in the sections and supplements. For example, the ESOL supplement refers to competencies instead of profiles. The mathematics section does not include performance profiles as they are considered less meaningful by mathematics teachers. Often, the most complex of mathematical tasks can be performed by knowing only the simplest of operations. Thus, in mathematics, three performance levels are difficult to address as sequential or dependent upon one another.

The profiles that are included are neither exhaustive nor extensive. They are intended as guideposts or markers which can be used to assist adult educators and adult learners in assessing their growth. To teachers new to adult literacy, these profiles are meant to be a starting point. To experienced teachers, the profiles serve as touchstones upon which curriculum or assessment standards appropriate for learners and programs can be built. More information on instruction and classroom management is provided later in this introduction. Specific learning experiences will be provided in a separate document and will further support the learning standards, the goals, and the objectives.

These profiles for literacy development should be viewed as markers along a performance continuum that proceeds from novice to expert. They are not intended as rigid constructs that become barriers to student progress and learning. Students will be at multiple points along this continuum.

In the case of English Language Arts, for example, a student might be articulate, capable of following and presenting rather complex oral arguments. However, this student's facility with oral language may not be matched in written expression.

Expert performance indicates levels of performance widely valued and recognized by society at large. Its markers (benchmarks) are based on the work of those who excel in their field of expertise. Few reach that level of expertise, but lifelong learning means persevering on the journey.
In English Language Arts, Dr. Martin Luther King might be looked upon as a speaker and Toni Morrison or Anna Quindlen as writers.

The continuum is also a useful tool when considering the goal of lifelong learning. As adults, goals are chosen and met at different times over a life span. Rarely do adults have the luxury of the time and resources to complete an academic program all at once. This is an important concept to keep in mind as adult educators.

Complementing the concept of “adult learner profiles,” this guide also includes photographs of and quotations from actual adult learners. In an effort to reflect the many adult learners of New York State, the quotations and photographs were gathered from several different programs. Hence, the authors of the quotes are not featured in any of the photographs. Similarly, whereas many photographs are placed contextually, random shots are also included to reinforce the distinctive nature of adult education: each learner is a unique individual with his or her own experiences, needs, and goals. The images and thoughts throughout this document will help educators keep in touch with that which is adult education -- the learners themselves.

“They all dream different dreams. People seem the same but they are not the same. No one is the same as anyone else so no one in the world is just like you. You are special, there is only one you”

--Gladys G.
INTRODUCTION TO ADULT EDUCATION

Unique Aspects of Adult Learners

Adult education should be based on what is known about adult learners. Adult learners are not “required” to attend school; they choose to attend. They often have very specific needs when they come to a program. They may want to enroll in a job training program and, thus, need more skills in mathematics. They may want to find a better job, to read to their children, to prepare for the GED test, or to write to their families so very far away.

“I want to learn how to read and write. For my job and for myself. I'm too old to be stupid!”

—Christopher S.

Adult learners participate in multiple roles often as a parent, worker, son, daughter, and/or a community citizen in addition to their role as student. Often these roles compete with each other for their time and attention. Adult learners drop in and drop out when necessary.

Adult learners bring a variety of experiences both positive and negative to the learning environment. Many have had negative prior educational experiences which may interfere with their ability to participate. These unique aspects provide special challenges to the adult educator.

Unique Aspects of Adult Educators

Adult educators are as diverse as the learners they serve. They come from many walks of life: teachers trained in adult education, elementary and secondary teachers, tradespeople, craftspeople, health care professionals, politicians, and government workers.

Adult educators are also adult learners with all the same characteristics of the students they “teach.” Remembering the “goods” and the “bads” of their own educational experiences will stand them in good stead in adult education.

This resource guide is intended to acquaint educators with the unique aspects of adult education. What are the important steps that must be taken to ensure the learners will stay? How do casual learners become lifelong learners? These steps include:

welcoming adult learners
assessing their needs and desires
choosing learning standards and setting goals in concert with the learner
developing instructional programs.
assessing progress
updating and continually improving programs.
Choice is one of the most important words in adult education. Adult learners choose their paths. Adult educators clearly advise and facilitate. However, honoring the adult learners' choices is a unique, integral part of adult education. These choices may not encompass all of the learning standards.

Where to Begin

This edition of the Adult Education Resource Guide and Learning Standards addresses the English language arts and mathematics, science, and technology learning standards. Adults may not choose to master all of these learning standards when they enter an education program. Later, however, they may enter another adult education program to further enhance their skills in English language arts and mathematics or tackle another learning standard. Or, they may enter an employment training program, again strengthening their skills. The point in adult education is that the learner comes to a program with goals and a path in mind. Cumulatively, they may achieve all the learning standards at the commencement or exit level, or they may not.

The job of teachers and counselors is to help adult learners achieve their goals by creatively using the critical educational processes -- curriculum development, instructional planning, classroom management, and assessment -- to capitalize on skills and life experiences, maximize impact, meet students' time frames, and achieve the learning standards. Instructional planning, classroom management, and assessment will each be briefly described below to provide a context for reviewing the resource guide and the curricula. Curriculum development is the focus of the remainder of this resource guide. But first, a review of the terminology:

**Curriculum:** A set of intended learning outcomes.

**Instruction:** Learning experiences or activities designed to achieve outcomes.

**Assessment:** The measure of outcome mastery.

**Classroom Management:** Orchestration of all phases of instructional planning, implementation, and delivery; also known as “creating a learning community.”
Instructional Planning

Instruction, properly conceived, is an effort to assist in shaping growth. Many events and experiences in an adult learner's life also shape growth. By imaginatively incorporating the learner's experiences into instructional planning, it is possible to optimize learning. Designing learning experiences or instructional activities to build on prior experiences while meeting the adult learner's goals and needs and achieving the learning standards is what instruction is all about. An example of such planning is illustrated below.

The major purpose of the lesson in the following example is to enhance reading and writing skills utilizing an interest area for the learners, but it also speaks to the learning standard for health education, physical education, and family and consumer sciences on maintaining a safe and healthy environment.

Students have told their instructor, Marianne, of their interest in the health and safety of their children. According to the English language arts learning standards, Marianne knows that learners need lots of opportunities to read and write a wide variety of texts based on learners’ interests. Marianne is also aware of the Health Promotion for Adult Literacy Students: An Empowering Approach curriculum and its latest module on child safety.

She decides to present a few options of reading activities to her students:

choose one topic from the list to read about as a group,
all read different materials about the same topic, or
read about any one of the topics at the same time.

The adult learners decide to read the same material about child wellness and safety. To give students an opportunity to see different kinds of texts and to allow students some choice, Marianne asks the students to pick one item from the selection she has assembled on the topic of child health and safety: newspaper articles, brochure, simple short story, or a segment of the student workbook on child safety.

Marianne recalls that students should prepare for reading by activating their prior knowledge, again an English language arts learning standard. Before students begin reading, she says to them, “Tell me what you already know about child safety.” She then records their responses on a flip chart, using a simple graphic organizer to make it clear. She draws a circle with the words “child safety” in it. Radiating from the circle are the students’ responses.

After reading the material of their choice, Marianne leads a discussion on child health and safety. Using the sample lessons from the health promotion module, she plans further activities to reinforce the concepts.
In another example of a lesson (illustrated below), Juan comes to the adult education program with a set of goals about reading. Again, the instructional plan considers Juan's life and prior experiences. Here, as in many cases, it is possible to use the total learning community for instruction in achieving Juan's goals.

Juan has just come to the learning center. He is single and lives with his mother. He currently works in a school office as a clerk. He has limited time available after work and after his volunteer activities. What he would like most to do is to learn the read the newspaper. In working with Juan, the following reading goal was selected:

The learner will read and construct meaning from text using a variety of materials related to own purposes.

In interviewing Juan, it is learned that he has strong visual learning skills which can help him achieve his goal. Some examples of possible instructional activities include:

Juan will watch the news every night on television.
The following days, Juan will look at the newspaper for photos of the same events he saw on TV.
Once Juan has located pictures of the same events, he will look at the captions to read what they say. He may do this with a partner so they can help one another.
Next, Juan will focus on the headlines, finding the key words from the captions.
Finally, the instructor will ask Juan to look at the first paragraph of the article to find the important information. Juan will scan the paragraph for the answers to When? Where? Who? Why? and How?, and use a highlighter to highlight the answers.

During this series of activities, Juan has moved from doing what he feels comfortable with -- watching TV news -- to relating this to newspaper photos, to the written words of description in the captions, and finally to reading the important first paragraph.

Note that the above instructional activities are consistent with what is known about Juan. He is visual, as are the majority of the activities. The activities are flexible, meaning they can be done in relatively little time, especially during his spare time. They can also be completed among his friends and within his home. This is an example of using the larger community for learning experiences.

This lesson is another example of how learning standards can be addressed concurrently. The above instructional activities can easily focus on the history of the United States, world history, geography, or economics. Thus, two learning standards are being attended to at the same time by, again, being creative with instructional planning.
With such creativity, even though adult learners are in programs for limited times and their goals are usually pragmatic, skilled instructional planning can broaden the learning experience. In order to select and achieve learning standards, it is necessary to become familiar with the materials available and appropriate for the adult learner. Commercial materials on the market are available to utilize in instructional planning. There are many circumstances when such “packaged” instruction is perfectly appropriate. However, adult educators are often very resourceful in tapping into their creativity and planning their own instructional activities.

The breadth of available resources for instructional planning is unending (see box for examples). Creatively harnessing these resources provides a sense of self-satisfaction, helping prevent that all-too-common condition afflicting educators: burn-out. To assist in instructional planning, SED has developed a number of programs and other resources addressing a variety of populations and issues. These can be found in the resources section, later in this guide.

Also, as part of this package, a series of collections of learning experiences will be included. The first collection consists of lessons developed by New York State's adult educators and reviewed and accepted as best practices by their peers. Collecting learning experiences, reviewing them, and selecting best practices will be an ongoing process and other volumes will become available.

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**Classroom Management**

Another way to broaden the scope of learning standards is to look for opportunities in classroom management. This important educational process encompasses all activities contributing to making a program work.

Classroom management extends far beyond the classroom. Learning takes place at the worksite, in the home with families, with friends, in the learning center, or in the library – to mention a few. However, the classroom is the hub where a learner's progress is planned, guided, facilitated, assessed, and documented. The care exercised in creating an inviting and safe environment for instruction to take place will go a long way to ensure that adult learners achieve their goals in a timely fashion.
In creating this environment, classroom management extends from greeting adult learners when they enter the room; to selecting instructional resources; to implementing the instructional plan; to organizing the room in a comfortable, non-threatening arrangement; to encouraging self-monitoring of behavior in the classroom; to settling disputes and managing differences in a respectful way. Many of these management activities provide opportunities for addressing the learning standards.

Perhaps the greatest opportunities for addressing the learning standards lie with the diversity of adult learners. As cited in a learning standard for languages other than English:

Students will develop cross-cultural skills and understanding.

Using learners from different cultures to decorate the building or room or center can be part of a series of activities that familiarize a whole group with other cultures. The classroom then not only reflects the diversity of the current learners and prospective ones, but also communicates the valuing of diversity. Activities incorporating food, dance, art, literature, and families emerge as but a few ways to facilitate cross-cultural understanding.

Another example of a learning standard -- this one for health, physical education, and family and consumer sciences -- that can, in part, be addressed through effective classroom management is:

Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Creating and maintaining a safe and healthy environment encompasses such practices as fire drills and safety, respectful interaction and group behavior, peaceful dispute resolution, and enforcement of public health and safety laws, e.g., smoking, trash disposal. Such common classroom practices can provide a springboard for learning about broader issues of maintaining a safe and healthy environment.

The two examples above maximize the impact of common practices in classroom management. Other opportunities for addressing the learning standards abound. A working knowledge of the resource guide including the learning standards and the goals and objectives will enable adult educators to seize the opportunities.

Assessment

The skillful use of assessment makes the educational process complete and measures the achievement of the learning standards, benchmarking the skills learners already possess. Once benchmarks are pinpointed, realistic goals can be set and progress measured. This entire process must be approached in a sensitive manner.
While assessment is often characterized as a highly complex process, it need not be. It simply is a process for determining the skills a student possesses and whether instruction has been successful. As mentioned earlier, instruction is focused on the goals students have for themselves. Assessment, then, is a pathway for helping time-pressed students achieve their goals.

From standardized testing to portfolio or other authentic assessment, any number of techniques are available to determine the success of instruction. Traditionally, educators have regarded standardized testing, either norm-referenced or criterion-referenced, as the primary mode of assessment. Thankfully, authentic, performance-based assessments, such as portfolios, have become increasingly accepted as valuable measures.

The value of nontraditional assessment is recognized by teachers of adults. It is important to appreciate the apprehension of many adult learners who have failed within the traditional elementary and secondary educational system. To them, tests are still potential indicators of failure. Keeping this in mind, adult educators need to be aware of research that shows that sixty percent of learners who will drop out make that decision within the first six hours.

The method and approach to intake testing becomes a critical factor of the learner's decision to stay or to drop out. It is recommended that adult educators make their intake assessments as user-friendly as possible.

So, how, as a teacher, are the adult learner's abilities benchmarked and progress measured without compromising the supportive nature of the learning environment? Perhaps, “the best approach to assessment is a holistic one, in which a broad range of information is gathered using a variety of methods. . . . The use of multiple types of measures and techniques -- particularly those that measure demonstrated, applied performances -- is recommended.”1 Several types of these measures and techniques are briefly described below.2

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1 The New York State Interagency Assessment Work Group, A Guide for Developing High-Quality, Comprehensive Assessment (Sponsored through the New York State Education Department). pg. 15.

2 The following two sections are based on The New York State Interagency Assessment Work Group, A Guide for Developing High-Quality, Comprehensive Assessment (Sponsored through the New York State Education Department).
Traditional Assessment Strategies

As stated earlier, standardized testing is the traditional assessment strategy most often used in education, both K-12 and adult. The two major types of standardized testing are norm-referenced measures and criterion-referenced measures.

Norm-referenced measures compare an individual’s performance to the performance of groups of people, i.e., the norm group. Presented in terms of percentiles, stanines, or grade levels, these measures show whether a student “knows” more or less than other persons in the group. The tests of General Education Development (GED) and the Scholastic Aptitude Test (SAT) are examples of this kind of standardized test.

Criterion-referenced measures evaluate student performance against skills they are expected to achieve. Their progress is measured against specific criteria, such as the knowledge needed to master a specific job, life-related tasks, etc. Although less common than norm-referenced measures, many adult educators will recognize the Test of Adult Basic Education (TABE) as an example of a criterion-referenced measure.

Authentic, Performance-based Assessments

Authentic, performance-based assessments are designed to supply direct evidence of what a student is able to do in contexts that have a real work or life purpose. In other words, students supply answers, perform actions, and/or create products that demonstrate their mastery of the learning standards, goals, and objectives. Authentic, performance-based assessments, which may be considered less traditional, include:

Portfolio Assessment
Portfolio assessment presents a collection of student work completed over a period of time, documenting progress. Student work might include essays, artwork, self-assessments, etc.

On-the-Job Assessment
On-the-job assessment occurs as the student performs an actual job. All facets of performance -- work skills, work behaviors, interpersonal relations, etc. -- are observed.

Situational Assessment
Situational assessment is also based on observation of realistic activities. This kind of assessment usually takes place in more structured environments, such as school classrooms or workshops.

Work Sample Assessment
Work sample assessment involves parts of jobs taken from work settings and placed in a more controlled setting. This is most often used in vocational assessment settings where much information must be collected in a brief time.
End Product Assessment

*End product assessment* features the completion of a project, presentation to the class, or construction of something tangible (e.g., wooden shelf, electronic circuitry) as an indicator of student mastery.

Assessment as a Continuum

Since there is such a wide range of tools and techniques available for assessment, it is possible, and even advisable, to avoid treating assessment activities as an “event.” Too often, both students and teachers fall into the trap of regarding assessment as the end rather than as the means. Rather, learning and measuring should be practiced as part of the same continuum.

To understand this idea of a single continuum, it may be helpful to blur the distinction between summative and formative evaluations. To review, formative evaluation is the gathering of information in the early phases of developing a system of instruction to use for immediate feedback in modifying that system. Summative evaluation, on the other hand, is the gathering of information at the end point of a process to measure its efficacy.

If assessment is to be integrated as part of instruction, the distinction between formative and summative evaluation is less clear. For curriculum activity that is ongoing, there is no clear-cut end point. The summative evaluation would in fact “serve as a first stage of a formative evaluation for the second wave of innovation.”

Again, there is no need to fear the supposed complexity of assessment. Remember, assessment is more than testing. It is observing students. It is conversing with students. Any activity that demonstrates mastery, hopefully in real-life situations, is integral to assessment.

Remember, too, that students should have a say in how they will demonstrate their mastery. A student with strong writing skills may wish to include an essay of self-reflection in his portfolio, while someone with strong people skills may wish to complete a group project. Roleplaying, demonstrations, videotapes, reports, journals, illustrations, interviewing -- the list of potential tools for assessment is endless.

All of these methods provide information on whether an objective has been met. As part of the ever-changing planning of instruction, assessment is a work in progress. As creative educators, we can and do devise ways of assessment which are effective and nurturing, and give value to what learners know about life. A discussion of assessment will be developed in more detail in a separate document.

---

This introduction has been designed to provide a context for the learning standards, goals, and objectives which follow. Each of the following sections: English Language Arts, Mathematics, the ESOL and GED supplements, the resources, and the sections still to come provide a framework upon which the needs, experiences, goals, and dreams of the adult learners can become reality. Selecting these outcomes in concert with adult learners, planning instruction, managing the learning environment, and assessing mastery are the most important steps in adult education. And it all begins with the learning standards. 

*Adult Education Resource Guide and Learning Standards* should help you enhance and continue this most important work.

“I have good teachers who guide my efforts and give some structure to the class, some lesson plans, that build on one another that include working on reading too…”

--Rama M

“It was like someone turned a fountain on, a fountain of knowledge and said go for it. At first it was just a drop, then another drop, then another drop and another. The next thing I know it was like a river. A river of thoughts and ideas.”

--Barbara G.
INTRODUCTION TO ESOL

The English for Speakers of Other Languages (ESOL) curriculum supplement is intended to be a fluid document which can be adapted in response to changing needs and interests of the student and to changing requirements of the community. The strategies and goals are designed to be descriptive rather than prescriptive, and educators should select from among the varied options provided. ESOL is most effectively taught in context, not isolation. Therefore, curriculum should be both contextualized and customized to meet the needs and interests of individual learners.

This curriculum supplement consists of three components:

Suggested learning goals, objectives, and examples. The examples reflect a range from beginning to more advanced levels, so as to assist users in choosing appropriate activities based on the skill levels of their individual learners. Exit criteria or competencies which provide useful assessment and intake information.
Suggested content areas and contexts which can be the focus for contextualizing the curriculum.

Underlying Assumptions

The assumptions upon which this work has been based are as follows:

<table>
<thead>
<tr>
<th>Learning does not take place in isolation, and curriculum elements are interrelated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning ESOL is a joint effort involving the individual, the school, the family, and the community in an ongoing commitment to achieving improved communication. Listening, speaking, reading, and writing skills should be taught in an integrated fashion whenever possible throughout the entire curriculum.</td>
</tr>
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<table>
<thead>
<tr>
<th>The learning process should involve the adult student as an active participant.</th>
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<tbody>
<tr>
<td>Since learners are the center of the learning process, the process should be defined with learner input. As this process evolves, the learners are enabled, through improved communication ability and greater cross-cultural understanding, to deal with requirements and challenges of home, school, work, and community more effectively. The purpose of learning ESOL is to realize individual student goals, which may relate to one or more personal, family, work, or educational objectives. English is the medium for exploring diverse content areas which are relevant to the learners’ daily lives.</td>
</tr>
</tbody>
</table>
**ESOL is built on a foundation of mutual respect and intercultural understanding.**

The diversity of the learners' cultural and linguistic backgrounds and their past experiences provides a valuable resource to the classroom and the larger community. In New York State, ESOL students come from at least 130 primary language backgrounds; the richness of their culture and experience is a valuable resource and should be incorporated into the learning experience. In the ESOL class, English is the common focus which brings a diverse population together. Since everyday needs determine learning goals, routine and ordinary communications become the medium for class lessons. Understanding and communicating effectively are the ultimate goals, while humor and sharing of experiences play important roles.

---

**Learner information, abilities, and needs determine instruction.**

As soon as possible, those responsible for intake, whether office staff or ESOL teachers (assisted when necessary by someone who speaks the learner's native language), should interview and assess a learner. This is done to find out personal information, work history, previous education, native language literacy, languages spoken, health and emergency information, as well as short- and long-term goals. This face-to-face interview also allows for communicative ability and functional English reading and writing skills to be assessed in a real situation.

---

**Previous experience and learning styles affect learning.**

ESOL students who are non-literate in their native languages differ significantly from their literate counterparts. Therefore, efficient teaching approaches are needed. For non-literate students, even greater initial emphasis should be placed on listening and understanding, recognizing survival sight vocabulary, and communicating or requesting basic information. Educated professionals, on the other hand, can draw on their previous educational experiences and skills and will undoubtedly progress at a different rate from those who have had little or no educational experience.
# English for Speakers of Other Languages

## Adult Goals

**Adult Goal 1.** Learners will learn the English necessary to meet immediate needs.

**Adult Goal 2.** Learners will gain control of the system and structure of the English language.

**Adult Goal 3.** Learners will improve ability to understand spoken English.

**Adult Goal 4.** Learners will improve speaking skills necessary to function in English.

**Adult Goal 5.** Learners will develop strategies for reading English.

**Adult Goal 6.** Learners will write in English.

**Adult Goal 7.** Learners will develop numeracy skills where needed.

**Adult Goal 8.** Learners will identify and use language acquisition strategies to comprehend and produce English.

**Adult Goal 9.** Learners will develop and enhance appreciation and respect for individual and cultural diversity.
**Adult Goal 1:** Learners will acquire the English necessary to meet immediate needs.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective A:</strong> Learners will express where, with whom, and why s/he needs to use English.</td>
<td>Answer questions in native language or point to pictures to indicate survival needs. Respond to questions about learning needs. State personal interests and learning needs. Describe needs in writing in lists, letters, or journals.</td>
</tr>
<tr>
<td><strong>Objective B:</strong> Learners will participate in planning and decision making in class.</td>
<td>Help plan class festivities, trips, etc. Help choose lesson content by responding to questions, checklists, or discussion. Give opinions on appropriateness of different class activities. Assess own progress periodically using anecdotes, checklists, journals, portfolios.</td>
</tr>
<tr>
<td><strong>Objective C:</strong> Learners will take an active role in their learning environment.</td>
<td>Write on the board, dictate to the class, role-play, and help classmates. Interview visitors to the class. Contribute to running the class by volunteering, electing officers, and serving on committees. Plan and conduct class events, celebrations, and speakers; write letters to invite or thank visitors. Teaches others.</td>
</tr>
<tr>
<td><strong>Objective D:</strong> Learners will work cooperatively to create a safe and comfortable atmosphere and increase the use of English without fear of criticism.</td>
<td>Dictate names to one another. Interview one another. Work together in pairs and small groups. Work together to solve problems, share opinions, or produce a product in English. Develop constructive ways to correct their own and peers’ common errors. Speak one-to-one with instructor.</td>
</tr>
</tbody>
</table>
**Adult Goal 2:** Learners will gain control of the system and structure of the English language.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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</thead>
</table>
| **Objective A:** Learners will understand and use the sound system of English. | Pronounce English sounds.  
Use English intonation patterns and pauses in statements, questions, and exclamations.  
Place stress appropriately on English words and in sentences. |
| **Objective B:** Learners will gain control of the grammatical structures of the English language. | Use simple grammatical structures for specific language functions: pronoun + verb “to be” + noun.  
Use idiomatic language *appropriately, i.e.*, “Foot the bill.”  
Use appropriate articles and prepositions.  
Use complex grammatical structures. |

“*Yesterday I wrote an application to my son's school myself without help (for the first time)!... I feel more confidence in my new life.*”

--Nataliya U. of Monroe #1 BOCES
**Adult Goal 3:** Learners will improve ability to understand spoken English.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td><strong>Objective A:</strong> Learners will improve listening skills and comprehension through various listening activities which focus on specific information.</td>
<td>Follow oral directions silently with physical action, <em>i.e.</em>, “Total Physical Response.” Respond to emergency warnings. Respond appropriately to a request for personal and other information: name, address, telephone, time, etc. Select important information from conversations, weather and news on radio/television, telephones, answering machines, and announcements on buses, trains, etc. Respond to dictation: letters, words, numbers, phrases, telephone numbers, addresses. Respond to body language cues. Discriminate sounds in minimal pairs, <em>e.g.</em>, pin-pen, hat-hot.</td>
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<tr>
<td><strong>Objective B:</strong> Learners will become more comfortable in an English-speaking environment and become increasingly aware of what is being said around him/her.</td>
<td>Listen to an anecdote and tell what it is about. Listen to a conversation and identify the topic. Watch a news story or television program and explain what happened. Listen and respond, <em>i.e.</em>, laugh, groan, exclaim, joke, frown, etc. appropriately to idiomatic expressions, <em>i.e.</em>, slang, street language, etc. Listen to a story and ask and answer questions.</td>
</tr>
</tbody>
</table>
**Adult Goal 4:** Learners will improve speaking skills necessary to function in English.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective A:</strong> Learners will identify and use</td>
<td>Understand and use basic functional expressions, <em>i.e.</em>, socialize,</td>
</tr>
<tr>
<td>language appropriate to a variety of everyday</td>
<td>use greetings, etc.</td>
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<tr>
<td>situations.</td>
<td>Small talk.</td>
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<td></td>
<td>Clarification strategies, <em>i.e.</em>, “Can you repeat that?”</td>
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<td>Beginning and ending a conversation.</td>
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<td>Give personal information.</td>
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<td>Introduce self or others.</td>
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<td>Use expressions and vocabulary of time.</td>
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<td>Give directions how to do something.</td>
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<td>Describe symptoms of illness.</td>
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<td>Report housing problems.</td>
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<td>Use the telephone to report emergencies, make appointments,</td>
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<td></td>
<td>and for emergency business and personal conversations.</td>
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<td>Request and describe items when shopping.</td>
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<td>Request information from officials; ask for and negotiate help.</td>
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<td>Use idiomatic language appropriately, <em>i.e.</em>, &quot;foot the bill.&quot;</td>
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<tr>
<td><strong>Objective B:</strong> Learners will use functions</td>
<td>Increase vocabulary.</td>
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<tr>
<td>of English conversation to communicate</td>
<td>Respond appropriately to oral requests from others.</td>
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<tr>
<td>effectively with different people.</td>
<td>Respond to listener feedback.</td>
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<td>Use different levels of formality in English when talking to a friend,</td>
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<td>co-worker, employer, or stranger.</td>
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<td>Express agreement and disagreement.</td>
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<td>Ask questions when needed.</td>
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<td>Use appropriate expressions of courtesy to thank, apologize, request</td>
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<td>permission, interrupt, compliment, etc.</td>
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<tr>
<td></td>
<td>Use appropriate expressions to complain, object, apologize, insist,</td>
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<td></td>
<td>refuse, etc. to achieve purposes.</td>
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</tbody>
</table>

“The **Nowadays I feel happy when I speak to everybody in English and they understand what I say.”**

--Chon V.C. of Monroe #1 BOCES
**Adult Goal 5:** Learners will develop strategies for reading English.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td><strong>Objective A:</strong> Learners will develop basic literacy skills where needed.</td>
<td>Recognize and identify English alphabet and upper-and lowercase letters in both cursive and manuscript. Recognize and identify survival signs, <em>i.e.</em>, stop, go, danger, no parking, etc. Increase sight vocabulary and basic, functional words related to everyday needs such as name, address, telephone number, etc. Know basic letter-sound relationships. Know word families, compound words, suffixes, and prefixes. Read from left to right and top to bottom. Scan for specific information, <em>i.e.</em>, time, date, place, name, etc. Interpret abbreviations, <em>i.e.</em>, a.m., U.S.A., apt., Jan., Ave., etc. Identify and use punctuation marks, <em>i.e.</em>, periods, question marks, exclamation points, commas, and abbreviations. Identify capitalization clues in written material, <em>i.e.</em>, proper names, people, places, buildings, beginnings of sentences, days of week, months of year, holidays, etc. Use context clues to determine the meanings of unknown words, <em>i.e.</em>, “I like to eat succotash.” <em>I like to eat</em> clues the student that the word that follows is a food name.</td>
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</table>
Adult Goal 5 (continued): Learners will develop strategies for reading English.

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<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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</table>
| **Objective B:** Learners will become familiar with the reading materials  | Identify, recognize, and extract information from advertisements, signs, schedules, forms, memos, letters, etc.  
| of everyday life to meet personal needs and interests.                    | Use telephone directory, dictionaries, and other reference materials.  
|                                                                            | Identify and organize personal records pertaining to issues such as immigration, health, school, and public assistance, etc.  
|                                                                            | Use maps, manuals, graphs, and charts.  
|                                                                            | Read and discuss simple materials such as receipts, advertisements, coupons, flyers, labels, bills, schedules, and newspaper headlines.              |
| **Objective C:** Learners will read for various purposes including leisure | Read to enrich vocabulary.  
| time enjoyment and to meet vocational needs.                              | Read newspapers, magazines, and books.  
|                                                                            | Choose from high interest, easy-to-read fact and fiction materials.  
|                                                                            | Use various vocational resources, *i.e.*, job announcements, classified advertisements, civil service information, employment and training flyers, etc. |
|                                                                            | Gather information from written sources and reference materials, *i.e.*, citizenship preparation, health, employment, etc.  
|                                                                            | Read to participate in a discussion and share views.  
|                                                                            | Read to interpret and analyze fiction and non-fiction.  
|                                                                            | Expand understanding of idiomatic forms of English.  |
**Adult Goal 6:** Learners will write in English.

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<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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</table>
| **Objective A:** Learners will develop and improve writing skills by writing extensively in English using various formats. | Fill in forms, *i.e.*, name, address, and telephone number.  
Write lists, notes, and memos.  
Take notes on orally transmitted materials.  
Write telephone messages.  
Write letters including: letters of complaint, order, friendly, business, and applications.  
Apply for employment, housing, citizenship and immigration, driver's license, public assistance, etc.  
Reinforce understanding and use of standard writing conventions such as capital letters, punctuation marks, paragraphs, parts of a letter, etc.  
Identify and use parts of a keyboard. |
| **Objective B:** Learners will use the writing process. | Initially use language experience process, dictating story in own words to a native speaker and reading it back.  
Select topics to meet needs or suit interests.  
Draft texts and share with peers.  
Suggest changes and improvements.  
Edit writing with input from class.  
“Publish” writing on class bulletin boards, in handmade booklets, school newsletters, community papers, and publications.  
Write letters for desired results.  
Write letters for personal enjoyment.  
Write letters to public officials to achieve a purpose and to communicate opinions. |
**Adult Goal 7:** Learners will develop numeracy skills where needed.

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<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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</table>
| **Objective A:** Learners will use numbers in English. | Count in English.  
Recognize, name, and reproduce Arabic numerals.  
Hear, understand, and write numbers (zero - 1000) and number words, *i.e.*, one, hundred, thousand, etc.  
Hear and recognize cardinal and ordinal numbers.  
Hear and recognize differences in similar sounding numbers, *e.g.*, 14-40, 15-50.  
Recognize and reproduce money symbols, *i.e.*, dollar sign, decimal points, cent sign, etc.  
Recognize and reproduce terms related to time, *i.e.*, 6:00 a.m., 4:45, etc.  
Deal with money and consumer computation, *i.e.*, change, sale price, interest, credit, tax, etc.  
Recognize Roman numerals.  
Use clocks, *i.e.*, analog and digital; use calendars and dates, *i.e.*, month-day-year. |
| **Objective B:** Learners will use the U.S. system of measurement. | Recognize non-metric measures for weight, height, distance, and temperature roughly equivalent to metric measure, *i.e.*, 37°C = 98.6°F, 1 kg = 2.21 lbs.  
Use basic dry and liquid measures in the U.S. system, *i.e.*, 1 liter = approximately 1 quart. |
| **Objective C:** Learners will understand and use the language and process of calculation where needed. | Recognize and understand the basic mathematical symbols, *i.e.*, +, -, X, $, <, >, =, %$, etc.  
Calculate and understand mathematical operations used in everyday life, *i.e.*, estimate total cost, calculate tax, 25% off, balance checkbook, do income taxes, calculate overtime, etc.  
Understand and use calculators, graphs, charts, maps, schedules, *i.e.*, estimate mileage, understand check stubs, interpret trends, etc. |
**Adult Goal 8:** Learners will identify and use language acquisition strategies to comprehend and produce English.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td><strong>Objective A:</strong> Learners will become conscious of strategies, <em>i.e.</em>, auditory, visual, kinesthetic, etc. they use, evaluate them, and try out new strategies.</td>
<td>Brainstorm with students how they remember new words. List strategies. Discuss what strategies work best for each of them, evaluate what happened. Learners choose new strategies to try out, <em>i.e.</em>, draw/act out a word, make own flashcards, seek out native speakers, etc. Use mnemonic devices, <em>i.e.</em>, “Her first nurse works early” to learn identical vowel sounds with different letter combinations. Use technology and media such as radio, telephone, television, computers, closed-caption TV in home, school, workplace, and community to learn more English.</td>
</tr>
</tbody>
</table>
**Adult Goal 9:** Learners will develop and enhance appreciation and respect for individual and cultural diversity.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXAMPLES</th>
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</thead>
</table>
| **Objective A:** Learners will appreciate the uniqueness of their own cultures and become aware of the range of cultures represented in the U.S.A. | Draw, show pictures, tell stories about own country/culture.  
Learn greetings in other languages represented in class.  
Share and taste food from own and classmates' cultures.  
Plan parties, demonstrations, multicultural projects, interview classmates to get information about other cultures.  
Share information about birth, marriage, death, and other life events.  
Discuss customs and traditions in native country.  
Identify places and people offering help in their own languages, *i.e.*, cultural support groups, advocacy organizations, hotline numbers, etc. |
| **Objective B:** Learners will increase awareness of similarities and differences between own cultures and U.S. customs and conventions, and among various cultures represented in the classroom or in the news. | Compare their own and U.S. customs and conventions.  
Prepare celebrations and food for their own and U.S.A. holidays.  
Celebrate own and each other's cultures through projects such as festivals and cookbooks.  
Identify, compare, and contrast greetings, customs, values in their countries and U.S.A.  
Recognize and interpret nonverbal communications (*i.e.*, personal space, posture, facial and body gestures, eye contact) in the U.S.A. as compared to their own countries, etc. |
**Adult Goal 9 (continued):** Learners will develop and enhance appreciation and respect for individual and cultural diversity.

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<tr>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td><strong>Objective B (continued):</strong> Learners will increase awareness of similarities and differences between own cultures and U.S. customs and conventions, and among various cultures represented in the classroom or in the news.</td>
<td>Discuss cultural values and concerns about their children becoming Americanized, <em>i.e.</em>, food, music, first language use, attitude toward authority, etc. Become aware through the news media of cultural events in the community. Identify facts, opinions, biases and values on television, radio, and print media in news and entertainment, <em>i.e.</em>, human rights, the aged, death penalty, gender roles, etc. Know about and function in U.S. systems, <em>e.g.</em>, education, legal, transportation, and social services. Understand how to use positive techniques for resolving cultural/ethnic problems. Understand how people with differing cultural and ethnic backgrounds behave in various situations, <em>e.g.</em>, work, public places, social gatherings.</td>
</tr>
</tbody>
</table>

“I like my school very much. We’re learning English. In my class there are students from many different countries.”

--Olga A.
**Exit Criteria Assessment**

When a student is ready to leave your ESOL class, s/he should be able to demonstrate most of the following tasks at a level you consider satisfactory. At the conclusion of the program, plan to focus on the following assessment activities in your class time. Share with the students what you will be doing and why. Make them partners in the process. When you evaluate all tasks, explain to students why a task was satisfactory or unsatisfactory.

<table>
<thead>
<tr>
<th><strong>Level 1</strong></th>
<th><strong>ESOL</strong></th>
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<tbody>
<tr>
<td>Learners should be able to:</td>
<td>8. Name seasons and relate weather to seasons.</td>
</tr>
<tr>
<td>1. Write, say, and spell name, address, telephone number, social security number, place and date of birth, age, sex, and marital status.</td>
<td>9. Socialize with appropriate verbal and non-verbal behavior: greet someone and make small talk, introduce self or someone else, end a conversation and say good-bye.</td>
</tr>
<tr>
<td>2. Hear, write, and say cardinal numbers, ordinal numbers, money, and prices.</td>
<td>10. Hear, repeat, follow, and give oral directions to get around a building, a neighborhood, and the city. Use a map to plan travel by public transportation or by car.</td>
</tr>
<tr>
<td>3. Say, spell, and write teacher's name, room number, school name and address, school telephone number, class level, program name, and employer information. Fill in vital information on a wallet card. Call and say reason for absence.</td>
<td>11. Identify the parts of the body. Respond appropriately to medical commands.</td>
</tr>
<tr>
<td>5. Use appropriate language of clarification to get someone's attention, indicate lack of understanding, indicate understanding and correct an error.</td>
<td>13. Respond to ”May I help you?” when shopping. Ask for food, clothing, and household items by size and quantity.</td>
</tr>
<tr>
<td>6. Hear, say, and write days of the week, months, years, and dates. Use a calendar. Answer questions about the calendar.</td>
<td>14. Use the telephone to make an emergency call to report a fire, crime, or medical emergency.</td>
</tr>
<tr>
<td>7. Use appropriate language of time to ask the time, tell time, and respond to questions about daily routine. Listen for time and write it on a clock.</td>
<td>15. Describe and report common housing problems.</td>
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<td></td>
<td>16. Ask for help: verbalize problem, explain the circumstances, and list possible actions.</td>
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## Exit Criteria Assessment

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>Learners should be able to:</td>
<td>Learners should be able to:</td>
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<tr>
<td>1. Fill in a personal information form.</td>
<td>1. Produce a written narrative or description from first draft to a revised and finished form.</td>
</tr>
<tr>
<td>2. Write an absence note for self or child.</td>
<td>2. Give oral directions on how to do something.</td>
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<tr>
<td>3. Listen to and follow oral directions.</td>
<td>3. Read and extract information from a telephone bill, <em>i.e.</em>, the various services included.</td>
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<tr>
<td>4. Write a simple paragraph about self and life experiences, using the past tense.</td>
<td>4. Read a newspaper article and tell about and react to what they read.</td>
</tr>
<tr>
<td>5. Give oral directions on how to go from the school site to home, referring to a bus or subway map.</td>
<td>5. Describe orally what constitutes a good job and what makes a good worker.</td>
</tr>
<tr>
<td>6. Listen to a weather report on tape, radio, or television and paraphrase it. State what clothing and activity are appropriate.</td>
<td>6. Express his/her own job aspirations and describe the education and training necessary to achieve them.</td>
</tr>
<tr>
<td>7. Role-play a medical emergency call.</td>
<td>7. Write a resume.</td>
</tr>
<tr>
<td>8. Describe a common housing problem and say who they would call for help.</td>
<td></td>
</tr>
</tbody>
</table>
### Suggested Contexts/Content Areas

#### Self and Family
1. Personal information (for forms)
2. Emotional and physical states
3. Family members and relationships
4. Parts of the body
5. Symptoms of illness
6. Clothing
7. Hobbies and interests

#### The Workplace
1. Occupations
2. Job description
3. Personal abilities/skills
4. Finding a job: where to look
   a. Employment office/agencies
   b. Want advertisements
   c. Signs
5. Filling out forms and applications
6. Resume
7. Job interviews
8. Keeping a job
   a. Work-related vocabulary
   b. Following directions
9. Employee rights

#### The Home
1. Furniture and rooms
2. Household objects
3. Kinds of housing
4. Finding a place to live
5. Real estate and rental advertisements
6. Discussion with prospective landlord, etc.
7. Renting
8. Leasing
   a. Rights
   b. Obligations
   c. Pets
   d. Complaints and problems
9. Utilities and water bills
10. Telephone
11. Cable TV
12. Nutrition
13. Cooking and baking
<table>
<thead>
<tr>
<th>Everyday Language (Survival)</th>
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<tbody>
<tr>
<td>1. Daily routine</td>
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<td>2. Time</td>
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<td>3. Numbers</td>
</tr>
<tr>
<td>a. Cardinal</td>
</tr>
<tr>
<td>b. Ordinal</td>
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<tr>
<td>4. Weather</td>
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<tr>
<td>5. Colors</td>
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<tr>
<td>6. Language about language</td>
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<tr>
<td>7. Classroom language and commands</td>
</tr>
<tr>
<td>8. Gestures and nonverbal communication</td>
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<tr>
<td>9. Greetings, farewells, and introductions</td>
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<tr>
<td>10. Money and checks</td>
</tr>
<tr>
<td>11. Asking for and giving directions</td>
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<tr>
<td>12. Signs</td>
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<tr>
<td>13. Local place names</td>
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<tr>
<td>14. Telephone dialogues</td>
</tr>
<tr>
<td>15. Food and meals</td>
</tr>
<tr>
<td>a. Eating home</td>
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<tr>
<td>b. Eating out</td>
</tr>
<tr>
<td>c. Fast foods</td>
</tr>
<tr>
<td>16. Small talk</td>
</tr>
<tr>
<td>17. Public transportation</td>
</tr>
<tr>
<td>18. Automobiles: owning, license, registration, driving</td>
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<tr>
<td>19. Personal identification</td>
</tr>
<tr>
<td>20. School information, e.g., school address, phone number</td>
</tr>
<tr>
<td>21. Script handwriting (signature)</td>
</tr>
<tr>
<td>22. Visit to doctor's office/role play</td>
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<tr>
<td>23. Measurements</td>
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<td>24. Holidays</td>
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</tbody>
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## Suggested Contexts/Content Areas

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<tr>
<th>Medical</th>
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<td>1. Making an appointment</td>
<td>10. Mental illness</td>
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<tr>
<td>2. Public assistance pertaining to health</td>
<td>a. Warning signs</td>
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<td>3. Family planning</td>
<td>b. Treatment</td>
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<tr>
<td>a. Immunizations</td>
<td>12. In the doctor's office</td>
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<td>b. Childhood diseases</td>
<td>a. Commands</td>
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<tr>
<td>5. Parts of the body</td>
<td>b. Symptoms</td>
</tr>
<tr>
<td>b. Verbs for each noun</td>
<td>a. Colds</td>
</tr>
<tr>
<td>6. Prescriptions, medicines, and dosages</td>
<td>b. Flu</td>
</tr>
<tr>
<td>7. Forms and necessary information</td>
<td>c. Cancer, etc.</td>
</tr>
<tr>
<td>8. Insurance</td>
<td>d. AIDS (symptoms, transmission, precautions, treatment)</td>
</tr>
<tr>
<td>a. Life</td>
<td>e. Lyme disease (symptoms, transmission, precautions, treatment)</td>
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<tr>
<td>b. Health</td>
<td></td>
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<tr>
<td>c. Claims</td>
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<tr>
<td>Social Skills</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>1. Clarification</td>
<td>25. Deducing</td>
</tr>
<tr>
<td>a. Asking for</td>
<td>26. Denying and admitting</td>
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<tr>
<td>b. Giving</td>
<td>27. Describing and identifying people and/or things</td>
</tr>
<tr>
<td>2. Small talk</td>
<td>28. Asking for and giving directions</td>
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<tr>
<td>a. The weather</td>
<td>29. Expressing disappointment</td>
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<tr>
<td>b. Family</td>
<td>30. Expressing fear, worry, anxiety</td>
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<tr>
<td>3. Reporting progress and problems</td>
<td>32. Expressing indifference</td>
</tr>
<tr>
<td>4. Responding to interruption and criticism</td>
<td>33. Instructing</td>
</tr>
<tr>
<td>5. Greetings, farewells and leave-taking</td>
<td>34. Inquiring about and expressing intention</td>
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<tr>
<td>6. Introductions</td>
<td>35. Extending and accepting invitations</td>
</tr>
<tr>
<td>a. Introducing others</td>
<td>36. Inquiring about and expressing likes and dislikes</td>
</tr>
<tr>
<td>b. Introducing self</td>
<td>37. Asking about and expressing obligation</td>
</tr>
<tr>
<td>c. Acquaintances</td>
<td>38. Offering and responding to help</td>
</tr>
<tr>
<td>7. Apologizing and acknowledging mistakes</td>
<td>39. Requesting, granting, and denying permission</td>
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<tr>
<td>8. Requesting and offering assistance</td>
<td>40. Inquiring about and indicating permissibility</td>
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<tr>
<td>9. Borrowing</td>
<td>41. Persuading and insisting</td>
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<tr>
<td>10. Giving a warning (“Look out!”)</td>
<td>42. Inquiring about and expressing possibility or impossibility</td>
</tr>
<tr>
<td>11. Taboos</td>
<td>43. Inquiring about and expressing probability or improbability</td>
</tr>
<tr>
<td>12. Expressing ability/inability</td>
<td>44. Asking for, making, and breaking promises</td>
</tr>
<tr>
<td>13. Advice</td>
<td>45. Inquiring about and expressing remembering and forgetting</td>
</tr>
<tr>
<td>a. Asking for</td>
<td>46. Requests (polite or informal)</td>
</tr>
<tr>
<td>b. Offering</td>
<td>a. Making</td>
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<tr>
<td>c. Responding to</td>
<td>b. Responding to</td>
</tr>
<tr>
<td>14. Expressing agreement and disagreement</td>
<td>47. Inquiring about and expressing satisfaction/dissatisfaction</td>
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<tr>
<td>15. Expressing appreciation</td>
<td>48. Expressing surprise or disbelief</td>
</tr>
<tr>
<td>16. Approval or disapproval</td>
<td>49. Sympathizing</td>
</tr>
<tr>
<td>a. Requesting</td>
<td>50. Expressing wish or hope</td>
</tr>
<tr>
<td>b. Expressing</td>
<td>51. Inquiring about and expressing a want or desire</td>
</tr>
<tr>
<td>17. Asking for and reporting information</td>
<td>52. Understanding idioms</td>
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<tr>
<td>18. Asking for and reporting additional information</td>
<td>53. Discussing sexuality and sexual problems</td>
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<tr>
<td>19. Attracting attention (“Yoo hoo!”)</td>
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<td>20. Inquiring about and expressing certainty or uncertainty</td>
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<tr>
<td>21. Complaining</td>
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<td>22. Complimenting and responding to compliments</td>
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<td>23. Congratulating</td>
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<td>24. Correcting</td>
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<tr>
<td>Traffic</td>
<td>Ethics and Cultural Values</td>
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<td>----------------------</td>
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<tr>
<td>1. Auto rules (including parking)</td>
<td>1. Business</td>
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<tr>
<td>2. Pedestrian rules</td>
<td>2. Landlord/landowner</td>
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<tr>
<td>3. Public transportation rules</td>
<td>3. Student</td>
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<tr>
<td>5. What to do in the event of an accident</td>
<td>5. Neighbors</td>
</tr>
<tr>
<td>7. Violations and fines</td>
<td>a. Taxes</td>
</tr>
<tr>
<td>8. Towing</td>
<td>7. Etiquette in the U.S.A.</td>
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<tr>
<td></td>
<td>a. Being polite with strangers, <em>i.e.</em>, first-come, first-served</td>
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<td></td>
<td>b. Swearing and vulgarity</td>
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<tr>
<td></td>
<td>c. English vs “foreign” language</td>
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<td>8. Driving and pedestrians</td>
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<td>9. Humanitarian care of pets</td>
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<td>10. Family</td>
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<td>11. Work and/or money</td>
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<td>12. Recreation</td>
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<td>13. Education</td>
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<td>14. Religion</td>
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<td>15. Politics</td>
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<td>16. Children</td>
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<td>17. Volunteering and charities</td>
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<td>18. Freedoms and liberty</td>
</tr>
<tr>
<td></td>
<td>19. Sports</td>
</tr>
</tbody>
</table>
### Culture and Traditions

1. Celebrations
   a. Holidays, history, customer
   b. Personal, i.e., birthday, anniversary, etc.
   c. Greeting cards
2. Cultural comparisons
3. Clothing styles
4. Smoking and NYS laws
5. Male and female roles
   a. Traditional
   b. Contemporary
6. Personal space
7. Non-verbal communication
   a. Gestures
   b. Facial expression
   c. Stance/body position
8. Formal written invitations
   a. RSVP
   b. Thank-you notes
9. Dinner at an American’s house
10. Funerals
    a. Funeral homes and visiting
    b. Condolences and helping out
    c. Funeral procession
    d. At the cemetary
11. Weddings
    a. Ceremony
    b. Reception
    c. Appropriate gifts
    d. Language

### Consumer Economics

1. English vs. metric measurement systems
2. Pricing a.
   Unit b.
   Sales
   c. Retail
   d. Factory outlets
3. Advertising
4. How to read and interpret a flyer/circular/advertisement
5. Contests, the lottery, OTB, chain letters
6. Banks
   a. Financing
   b. Credit
   c. Mortgage
   d. Loans
   e. Credit cards
7. Fraud
   a. Detection and prevention
   b. Reporting
   c. Getting your money back
8. Major purchases, i.e., car, home
9. Budgeting
10. Junk mail
11. Mail order
## Suggested Contexts/Content Areas

### TRANSPORTATION

1. Types of
   a. Public
   b. Corporate
   c. Private
2. Schedules, reservations, maps
3. Asking directions
4. Pedestrian and bicycle rules
5. Skateboards, roller skates, roller blades
6. Department of Motor Vehicles
7. The automobile
   a. Its parts
   b. Their actions and functions
8. A reliable mechanic
9. Insurance, accidents, and liability
10. Getting a license
11. Getting a car, motorcycle, moped
   a. New
   b. Used
   c. Leased
12. NYS automotive laws and recriminations
   a. Speed limit
   b. Seatbelts
   c. Headlights and windshield wipers
   d. Child protective seat
13. Getting stopped by the police

### POST OFFICE/SENDING INFORMATION

1. Types of postage
   a. 1st class, 2nd, 3rd
   b. Airmail
   c. Overnight/one-day/two-day mail
   d. Packages and UPS
2. Money orders
3. The mailbox
   a. P.O. box
   b. At residence
   c. Drop-on-street mailbox
4. Federal law
   a. Rights
   b. Regulations
5. Fax
6. Change of address
7. Stamp vending machines
SCHOOL AND EDUCATION

1. Grades/years
2. Structure (pre-K to post-doctoral)
   a. Line of authority
   b. Responsibilities of various roles
   c. Schedules, i.e., homeroom vs. classrooms
3. How things work
   a. Teaching
   b. Types of classrooms (self-contained, teams, etc.)
   c. Homework and projects
   d. Field trips
   e. Social mores, i.e., independent work vs. “cheating”
   f. School rules and behavior, i.e., written excuse for absence, no fighting, etc.
   g. Remediation
4. Communication: school/parent
   a. Report cards
   b. Written notes
   c. Parent-teacher conferences/meetings
   d. Memos
5. Discipline
   a. Detention
   b. Note/phone call home
   c. Suspension
   d. Extra homework
   e. Principal's office
6. Curriculum subject areas, i.e., math, reading, etc.
7. School events
   a. Prom, dances
   b. Graduation
   c. Awards and certificates
8. Requirements
   a. Immunization for enrollment
   b. Physical exam
   c. Permission slips
9. Parental role in school
   a. Volunteer
   b. Communicating with teacher
   c. Helping children at home
   d. PTA
10. Types of schools
    a. Public
    b. Private (parochial and other)
11. Resources of lifelong learning
    a. Literacy Volunteers
    b. Continuing education classes
       (1) High school
       (2) College
    c. Night school
    d. ABE
    e. GED
    f. TOEFL prep/Michigan Test
    g. Learning center
    h. Family literacy programs
    i. Public library
12. School closing
    a. Holidays
    b. Inclement weather and other emergencies
    c. Staff development days
### RECREATION

| 1. Parks, pools, skating rinks, zoos, and game farms (seasonal and year-round) | a. Baseball |
| 2. Museums and historical societies | b. Soccer |
| 3. Festivals and special events | c. Basketball |
| 4. Private sector | d. Hockey |
|   a. Amusement parks | e. Track and field |
|   b. Golf clubs | f. Figure skating |
|   c. Bowling | g. Softball |
| 5. Camping | h. Gymnastics |
|   a. Tent | i. Downhill and cross-country skiing |
|   b. Camper or RV | j. Ping-Pong |
|   c. Cabin | k. Thoroughbred/harness horse racing |
| 6. Hunting and fishing | l. Bowling |
| 7. Movies | m. Badminton |
|   a. Movie rentals | n. Auto racing |
|   b. Going to the movie theater | o. Bowling |
| 8. Theater | 10. Hiking and mountain climbing |
| 9. Sporting events | 11. Concerts |
|   a. American football | a. Types of music |
|   b. Musicians, singers, entertainers | b. Immigrant terms |

### IMMIGRATION

| 1. Visas |
|   a. Types |
|   b. How to obtain |
|   c. Your obligations and rights |
| 2. “Green card” – permanent residency |
| 3. Immunity or amnesty |
| 4. Refugees |
| 5. Travel to Canada or Mexico on a visa |
| 6. Types of immigration status |
| 7. Immigration terms |
| 8. Citizenship/Naturalization |
**MEDIA**

1. Television
   a. Cable
   b. Antenna
   c. Satellite
   d. Types of programs and ratings
   e. Program guides
2. Radio
   a. Types of programs
3. Newspapers
   a. Types, i.e., local, professional, national, tabloids/“gossip papers”
   b. Professional reporting
   c. Sensationalism and fabrication
   d. Sections, features, and format
   e. Delivery
4. Magazines
   a. Types
   b. Subscription rates vs. newsstand prices
5. Brochures/flyers
6. Advertisements and commercials
7. Reporters, journalists, editors
8. Movies
   a. Types
   b. Ratings, i.e., G, PG, PG-13, R, etc.
   c. Movie reviews
   d. Movie listings at theaters
   e. Videos

**BARBER/HAIRDRESSER**

1. Types of services
2. Salons
3. Describing the cut or style you want
4. Appointments vs. walk-ins
5. Fees
6. Tipping

**COMMERCIE**

1. Permits
2. Small sidewalk/park stand
3. Restaurant
4. Store
5. School, i.e., karate
6. Laws and regulations
7. Rental properties
8. Other small business

**LIBRARIES**

1. Community services
2. Organization of materials
3. Materials available
4. Library systems
5. Photocopying laws (Federal)
6. Book sales
7. Getting a library card
   a. Responsibilities and rights
   b. Rules governing use
8. Family literacy programs

**RESTAURANTS**

1. Types
2. Ethnic foods
3. Menu
4. Ordering
5. Paying
6. Tipping
7. Dress codes
8. Making a reservation
## Telephone

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<td>Services and charges</td>
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<td>Types of calls</td>
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<td>3.</td>
<td>Best times for long distance calls</td>
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<td>Calling overseas</td>
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<td>5.</td>
<td>Long distance companies</td>
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<td>6.</td>
<td>Unlisted numbers</td>
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<td>7.</td>
<td>How to use a phone book</td>
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<td>8.</td>
<td>Changing a telephone number</td>
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<td>9.</td>
<td>Moving</td>
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<td>10.</td>
<td>Prank phone calls</td>
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<td>11.</td>
<td>Sales calls</td>
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<td>12.</td>
<td>Phones</td>
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<td>13.</td>
<td>Cellular phones</td>
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<td>14.</td>
<td>Billing</td>
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<td>15.</td>
<td>Pay phones</td>
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<td>16.</td>
<td>Phone cards</td>
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<td>17.</td>
<td>Various phone conversations and scenarios</td>
</tr>
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<td>18.</td>
<td>Fax</td>
</tr>
</tbody>
</table>

### Types of calls
- a. Local
- b. Long distance
- c. Person-to-person
- d. Collect

### Best times for long distance calls
- a. Types of phones: rotary dial, touch-tone, cordless, etc.

## Police

<p>| | |</p>
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<td>1.</td>
<td>Job descriptions</td>
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<td>2.</td>
<td>Organization</td>
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<td>3.</td>
<td>Levels of law enforcement and jurisdiction</td>
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<tr>
<td>4.</td>
<td>Types of crimes and punishments</td>
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<tr>
<td>5.</td>
<td>Traffic, parking and moving violations, including DWI and DWAI</td>
</tr>
<tr>
<td>6.</td>
<td>Arrests, jail, trial</td>
</tr>
<tr>
<td>7.</td>
<td>Peace-keeping</td>
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<tr>
<td>8.</td>
<td>Personal safety</td>
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<td>9.</td>
<td>Reporting</td>
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<tr>
<td></td>
<td>a. Theft or burglary</td>
</tr>
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<td>b. Rape</td>
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<td></td>
<td>c. Domestic violence</td>
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<td></td>
<td>d. Vandalism or trespassing</td>
</tr>
</tbody>
</table>

### Levels of law enforcement and jurisdiction
- a. State
- b. County Sheriff
- c. City/Town/Village
- d. FBI

### Types of crimes and punishments
- a. Steps
- b. Requirements
- c. Your rights
<table>
<thead>
<tr>
<th>Health</th>
<th>ALSO SEE “Medical”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health care personnel</td>
<td>10. Drugs</td>
</tr>
<tr>
<td>a. Doctors</td>
<td>a. Prescription</td>
</tr>
<tr>
<td>b. Nurses</td>
<td>b. Over-the-counter</td>
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<tr>
<td>c. Physician's assistants</td>
<td>c. Dosages</td>
</tr>
<tr>
<td>d. Pharmacists</td>
<td>d. Cautions</td>
</tr>
<tr>
<td>e. Homeopath</td>
<td>e. Overdose</td>
</tr>
<tr>
<td>f. Naturopath</td>
<td>11. Household safety</td>
</tr>
<tr>
<td>g. Chiropractor</td>
<td>a. Emergency exits, routes, and procedures</td>
</tr>
<tr>
<td>h. Acupuncturist</td>
<td>b. Accident prevention</td>
</tr>
<tr>
<td>2. Specialties</td>
<td>12. Health insurance and benefits</td>
</tr>
<tr>
<td>a. OB-GYN</td>
<td>a. Payments and co-payments</td>
</tr>
<tr>
<td>b. Psychiatrist</td>
<td>b. Restrictions and deductibles</td>
</tr>
<tr>
<td>c. Anesthesiologist</td>
<td>13. First Aid</td>
</tr>
<tr>
<td>d. Pediatrician</td>
<td>a. Cuts and bruises</td>
</tr>
<tr>
<td>e. Oncologist</td>
<td>b. Choking</td>
</tr>
<tr>
<td>f. Neurologist</td>
<td>c. CPR</td>
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<td>g. Orthopedist</td>
<td>d. 911</td>
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<td>h. Rheumatologist, etc.</td>
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<td>3. Schooling and licensing</td>
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<td>4. Health care facilities (HMOs)</td>
<td>16. Animal diseases that people can contract</td>
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<td>a. Rabies</td>
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<td>b. Acculturation</td>
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<td>9. Nursing homes and convalescent homes</td>
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**GOVERNMENT AND LAW**

1. Your rights
   a. Bill of Rights
   b. Constitution
2. Government structure
   a. Federal
   b. State
   c. County
   d. Town, village, or city
3. Responsible citizenship
4. Renter's rights
5. Frauds and scams
6. Attorneys
   a. Public defender
   b. Private law offices
7. Voting and elections

**STORES**

1. Types
2. Flyers or circulars and advertisements
3. Sales
4. Unit pricing, *i.e.*, per pound, etc.
5. Guarantees and warranties
6. Receipts
7. Express lines
8. Methods of payment
9. Lay away
10. Returns and exchanges
11. Complaint
12. Your rights
13. Shoplifting

**BANKS AND SERVICES**

1. Types of accounts
   a. Checking
   b. Savings
2. Loans, investments, CDs
3. Interest
4. Terminology
5. Bouncing checks
6. Credit rating
7. Credit cards and cash cards
   a. Interest
   b. Payment plans
8. Bankruptcy
9. Cashing checks
10. How to read a bank statement
   a. Balancing an account
11. Types of checks
   a. Personal
   b. Paychecks
   c. Welfare
12. Paying bills
13. ATM cards
   a. Security
   b. Bank charges

**COMPUTER EDUCATION**

1. How to operate
2. Different tools on Internet
   a. E-mail
   b. Listservs
   c. World Wide Web
   d. Search engines
3. Cautions
   a. Giving identifying information
   b. Scams
   c. Monitoring for family use


**INSTRUCTIONAL RESOURCES**

Fusing the information presented in Adult Education Resource Guide and Learning Standards and the other five frameworks with a mix of available resources will ultimately raise standards in adult education. To assist in instructional planning, SED has developed a number of programs and other resources that have proven effective in reaching and teaching a variety of adult learners.

**WORKPLACE LITERACY: WHY? WHAT? HOW?** explores what workplace literacy is, why there is a need for it, and how to implement it. Nationally recognized experts in the field of workplace literacy, representing education, labor, and management, discuss the topic from their perspectives. This instructional video looks at the emerging field responding to create a literate workforce that can compete in today's global economy. Production is by Albany Educational Television (518/462-7292 ext. 20).

**ACTION FOR PERSONAL CHOICE** is an instructional video introducing a unique program which challenges students to take responsibility for their own behavior. This remarkably successful program is organized around the concepts of awareness, understanding, acceptance, and change. Adult learners examine who they are, why they are in their present situation, and what choices are available to them to better themselves. Production is by Albany Educational Television (518/462-7292 ext. 20).

**TEACHING ADULTS WITH LEARNING DISABILITIES** is designed to help teachers meet the special instructional needs of adults with learning disabilities. One video defines what a learning disability is and discusses typical characteristics that signal the presence of a learning disability. A companion video gives teachers effective strategies and suggestions for making learning easier and more meaningful for adults with learning disabilities. An instructor's manual supplements the videotapes and also serves as a resource guide. The series has been produced by Albany Educational Television (518/462-7292 ext. 20).

**FAMILY LITERACY: AN INTERGENERATIONAL APPROACH TO LEARNING** is a staff development package designed to inform program developers, administrators, adult educators, and early childhood professionals about the unique opportunities offered by family literacy programs. This package includes a resource guide and two video programs: “Making It Happen” and “Alternative Models and Creative Solutions.” The guide and videos show the potential of family literacy programs for weaving the value of education into the fabric of family life.

A third instructional video entitled “Educating Parents” consists of self-contained modules, each covering a different parenting topic. These videos are aimed specifically toward parents. The accompanying print can be used by instructors as well. The series premieres with the module Parents and Children Learning through Play, introducing parents to the concept that play is crucial to their children's learning and development. Educators are provided with tools and strategies to help adult learners enjoy their children and take pleasure in their play while supporting their learning. Production of the series is by Albany Educational Television (518/462-7292 ext. 20).
LANGUAGE COMPETENCIES FOR BEGINNING ESL LEARNERS was produced by the New York City Board of Education and the City University of New York. This instructional package is designed to provide teachers of adult ESL learners with a guide to developing communicative, student-centered learning. The project is composed of two parts: a step-by-step teaching manual and three videotapes designed to illustrate the teaching processes and content. Both the manual and the tapes provide useful activities for both new and experienced ESL teachers. The package is available from Albany Educational Television (518/462-7292 ext. 20).

The NYS ADULT LIFE MANAGEMENT PROGRAM helps adults realize their full potential and make changes in their behavior that lead them to jobs, further education, close family structure, and community participation. This seven-module curriculum, which is based on group learning, was developed by statewide teacher teams. The curriculum addresses relationships, communications, activating your learning potential, balancing roles, and parent power, among others. For more information, contact the Office of Workforce Preparation and Continuing Education (518/474-8920) of the New York State Education Department.

WORK CONNECTIONS is an instructional tool to help students develop the competencies they will use in the workplace and in their daily lives. The program will help students bring organization into their lives; taking responsibility and risks, making decisions, setting goals, seeing benchmarks, and knowing where their learning is leading them. Teachers, using the context of particular occupations (health care services, office occupations, and optical careers) to teach basic and expanded basic skills, see student success in exploring an occupation of choice and being better prepared for a job. Work Connections strategies, guide, and database were conceived and developed by the Albany Adult Learning Center. The package is available through Albany Educational Television (518/462-7292 ext.20).

FROM INCARCERATION TO PRODUCTIVE LIFESTYLE includes a series of products to aid in the development and implementation of New York's Incarcerated Education Program and other efforts in the incarcerated education community. The two videotapes include descriptions of the instructional delivery system model, with a visual description of the transition program components in the State's program.

Augmenting this package is an instructional guide entitled Making the Transition: An Instructional Guide for Incarcerated Youth Education, which provides information about incarcerated youth, the program, legal rights, inmate needs, and program staff needs. A series of sample lessons, many of which have been provided by corrections educators, is also included within the instructional guide. This package has been produced by Albany Educational Television and the Hudson River Center for Program Development, Inc. (518/432-4005).
AN INTRODUCTION TO TEACHING ADULTS is a staff development program for adult educators. The video entitled “Knowing Your Adult Students and Meeting Their Needs” introduces teachers to various types of adult literacy programs and the diverse populations they serve. A second video, “Mandated Attendance: Making It Work,” addresses the special challenges of teaching adults whose attendance has been mandated by social, human service, or criminal justice agencies. A unique perspective is provided by an adult education teacher who herself was previously mandated to attend an educational program as a result of receiving public assistance. A third unit in this series on learning styles is currently in production. The series is being produced by Albany Educational Television in concert with the Hudson River Center for Program Development, Inc. (518/432-4005).

READING TO CHILDREN
Produced by the New York City Board of Education, Reading to Children is an engaging videotape shot on location, demonstrating various ways parents can read to their children. Through this shared experience, children are encouraged to become readers themselves, breaking the cycle of illiteracy. Printed material provides direction in reading to children and delineates the many benefits of such efforts. This package is available through Albany Educational Television (518/462-7292 ext.20).

HEALTH PROMOTION FOR ADULT LITERACY STUDENTS: AN EMPOWERING APPROACH is an instructional package which will help involve students in health issues. Among the topics addressed in the series is nutrition, first aid, health insurance, health care resources, exercise, alcohol and other drugs, child safety, and women's health issues. Each topic includes an instructional guide, a student workbook and an audiotape to be used with the workbook. A staff development video gives an overview of this series developed specifically for adult learners. This package has been produced by the Hudson River Center for Program Development, Inc. and is available through Albany Educational Television (518/462-7292 ext. 20).

The CROSSROADS CAFE ENGLISH LEARNING PROGRAM consists of videotapes with learner worktexts, photostories, teacher manuals, and partner guides. The series is designed to teach English to adult learners working independently, with a tutor, in a distance-learning program with or without a classroom component, or in a traditional classroom setting. The lively 26-episode series provides education through entertainment. It is a blend of drama and comedy that tells the story of six engaging, determined characters whose lives intersect at Crossroads Cafe, a neighborhood restaurant. Each half-hour episode features two brief interrupting segments that teach language and culture. The Culture Clips are documentary-style segments that focus on issue-oriented cultural themes portrayed in the episode, such as the changing roles of marriage partners. The Word Play segments focus on language functions, demonstrating how to use appropriate language when communicating specific types of information.

If you are interested in learning more about the Crossroads Cafe videos and printed materials, or would like a viewing schedule of the PBS affiliates, contact the New York State Education Department, Office of Workforce Preparation and Continuing Education at (518) 474-8920.
The New York State External High School Diploma Program (EDP) is a competency-based alternative high school credentialing program for adults who have acquired skills through life experiences and can demonstrate those skills in applied performance tests. The project aims to provide an assessment and credentialing process as an alternative to traditional diploma programs. Graduates report an increased interest in continued learning, job promotions and raises, and increased self-esteem and self-confidence. For information on EDP, contact the New York State Education Department, Office of Workforce Preparation and Continuing Education at (518) 474-8920.

Using the Internet as an Instructional Tool was developed specifically for adult educators. This guide helps educators utilize the latest technology in preparing students, adult learners, and families to improve their academic and workforce preparation skills. It includes text about various aspects of the Internet, additional resources, suggested activities, sample lessons, handouts, a directory, and an extensive glossary. Prepared by the Hudson River Center for Program Development, Inc. with assistance from the Literacy Assistance Center, the document is available for download at web site: http://www.hudrivctr.org.

Education for Homeless Adults: Strategies for Implementation
Selected as an Exemplary 353 project, Education for Homeless Adults: Strategies for Implementation is a multi-volume resource addressing the specific needs and challenges of providing education to homeless people. The guides feature recruitment and retention tips, resources, family literacy approaches, and over 70 sample lessons with corresponding handouts, making it useful to educators of other disadvantaged populations, as well. The guides were prepared by the Hudson River Center for Program Development, Inc. and are available for download at web site http://www.hudrivctr.org.

Other New York State Education Department Resource Guides

The Arts
Creating, Performing and Participating in the Arts
Knowing and Using Arts Materials and Resources
Responding to and Analyzing Works of Art
Understanding the Cultural Contributions of the Arts

Career Development & Occupational Studies
Career Development
Integrated Learning
Universal Foundation Skills
Career Majors

Early Elementary Resource Guide to Integrated Learning
Indicators of a Quality Early Elementary Program
Examples of Evidence of Achievement of the Learning Standards
Samples of Integrated Learning Experiences
Making It Happen: Implementing an Integrated Curriculum
Bibliography: Suggested Resources
ENGLISH LANGUAGE ARTS
Language for Information and Understanding
Language for Literary Response and Expression
Language for Critical Analysis and Evaluation
Language for Social Interaction

HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES
Personal Health and Fitness
A Safe and Health Environment
Resource Management

LANGUAGES OTHER THAN ENGLISH
Communication Skills
Cultural Understanding

MATHEMATICS, SCIENCE, & TECHNOLOGY
Analysis, Inquiry, and Design
Information Systems
Mathematics
Science
Technology
Interconnectedness: Common Themes
Interdisciplinary Problem Solving

SOCIAL STUDIES
History of the United States and New York
World History
Geography
Economics
Civics, Citizenship, and Government

For additional information, contact the New York State Education Department at its web site: http://www.nysed.gov
Print Resources

The documents listed below were used as a basis for this document. For more current and detailed information, we encourage you to access the Internet resources listed on pages 167-169.


## Internet Resources

1) Adult Education Network (AEDNET)  
**INTERNET ADDRESS**: listserv@alpha.acast.nova.edu  
**TOPICS COVERED**: Listserv, Adult Education, Adult Literacy

2) English as a Second Language Home Page  
**INTERNET ADDRESS**: http://www.ed.uiuc.edu/edpsy-387/rongchang-li/esl/  
**TOPICS COVERED**: Student Participation, English (Second Language)

3) ERIC Clearinghouse on Assessment and Evaluation  
**INTERNET ADDRESS**: http://ericae2.educ.cua.edu/  
**TOPICS COVERED**: Evaluation, Testing, Resource Centers, Information Dissemination

4) ERIC Clearinghouse on Reading, English, and Communication  
**INTERNET ADDRESS**: http://www.indiana.edu:80/~eric_rec/  
**TOPICS COVERED**: Family Literacy, Reading Instruction, Electronic Books, Professional Development, Resource Centers, Information Dissemination

5) Hudson River Center for Program Development, Inc  
**INTERNET ADDRESS**: http://www.hudrivctr.org  
**TOPICS COVERED**: Adult Basic Education, Adult Literacy, Curriculum Evaluation, Education, Family Literacy, English (Second Language), Health, Homelessness, Lesson Plans, Professional Development

6) Mathematical Association of America  
**INTERNET ADDRESS**: http://www.maa.org/  
**TOPICS COVERED**: Mathematics, Professional Development, Education
7) National Center of Adult Literacy (NCAL)
   INTERNET ADDRESS http://litserver.literacy.upenn.edu/

   TOPICS COVERED:
   Adult Literacy                                  Adult Basic Education
   Curriculum Evaluation                           Computer Software Evaluation
   Software                                        Information Dissemination
   Grants                                          Resource Centers
   Newsletters

8) National Institute for Literacy LINCS System
   INTERNET ADDRESS http://novel.nifl.gov/

   TOPICS COVERED:
   Adult Literacy                                  Adult Basic Education
   Bibliographic Databases                         Full Text Databases
   Resource Centers                                Grants

9) National Institute for Literacy
   INTERNET ADDRESS http://novel.nifl.gov/forums.html/

   a) Learning Disabilities
      TOPICS COVERED: Listserv               Learning Disabilities

   b) ESL Literacy
      TOPICS COVERED: Listserv               English (Second Language)

   c) Family
      TOPICS COVERED: Listserv               Family Literacy

   d) Workplace
      TOPICS COVERED: Listserv               Workplace Literacy

   e) Homeless
      TOPICS COVERED: Listserv               Homelessness

   f) Health
      TOPICS COVERED: Listserv               Health

   g) National Literacy Advocacy
      TOPICS COVERED: Listserv               Advocacy
**10) New York State Education Department**  
INTERNET ADDRESS http://www.nysed.gov/

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<td>Testing</td>
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<td>Workplace Literacy</td>
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**11) Outreach Technical and Assistance Network (OTAN)**  
INTERNET ADDRESS http://www.scoe.otan.dni.us/

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<td>Computer Software Evaluation</td>
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<td>State Legislation</td>
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**12) Public Broadcasting Service**  
INTERNET ADDRESS http://www.pbs.org/

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<td>Mass Media</td>
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**13) Ask ERIC**  
INTERNET ADDRESS http://ericir.syr.edu/

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**Topics Grid**

Numbers 1 - 13 on the following charts refer to the topics listed in the internet resources listed on the previous three pages.

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<th>Topics Covered</th>
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Appendix A: Learning Standards

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design
Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems
Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics
Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science
Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes
Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving
Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.
English Language Arts

Standard 1: Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will:
- collect data, facts, and ideas;
- discover relationships, concepts, and generalizations; and
- use knowledge generated from oral, written, and electronically produced texts.

As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literacy Response and Expression
Students will:
- read and listen to oral, written, and electronically produced texts and performances from American and world literature;
- relate texts and performances to their own lives; and
- develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation
Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues represented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Standard 4: Language for Social Interaction
Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

Standard 1: Communication Skills
Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding
Students will develop cross-cultural skills and understanding.
The Arts

Standard 1: Creating, Performing, and Participating in the Arts
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding To and Analyzing Works of Art
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding Cultural Dimensions and Contributions of the Arts
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Health Education, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management
Students will understand and be able to manage their personal and community resources.

Social Studies

Standard 1: History of the United States and New York
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -- local, national, and global -- including the distribution of people, places, and environments over the Earth's surface.

**Standard 4: Economics**
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

**Standard 5: Civics, Citizenship, and Government**
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Career Development and Occupational Studies**

**Standard 1: Career Development**
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future decisions.

**Standard 2: Integrated Learning**
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**Standard 3a: Universal Foundation Skills**
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**Standard 3b: Career Majors**
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.
## Appendix B: SCANS Skills

### Resources
*Identifies, organizes, plans and allocates resources.*

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th>selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</th>
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<tbody>
<tr>
<td><strong>Money</strong></td>
<td>uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</td>
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<tr>
<td><strong>Material and Facilities</strong></td>
<td>acquires, stores, allocates, and uses materials or space efficiently.</td>
</tr>
<tr>
<td><strong>Human Resources</strong></td>
<td>assesses skills and distributes work accordingly, evaluates performance and provides feedback.</td>
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### Interpersonal
*Works with others.*

<table>
<thead>
<tr>
<th><strong>Participates as Member of a Team</strong></th>
<th>contributes to group effort.</th>
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<tbody>
<tr>
<td><strong>Teaches Others New Skills</strong></td>
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<tr>
<td><strong>Serves Clients/Customers</strong></td>
<td>works to satisfy customers' expectations.</td>
</tr>
<tr>
<td><strong>Exercises Leadership</strong></td>
<td>communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.</td>
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<tr>
<td><strong>Negotiates</strong></td>
<td>works toward agreements involving exchange of resources, resolves divergent interests.</td>
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<tr>
<td><strong>Works with diversity</strong></td>
<td>works well with men and women from diverse backgrounds.</td>
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### Technology
*Works with a variety of technologies.*

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<tr>
<th><strong>Selects Technology</strong></th>
<th>chooses procedures, tools or equipment including computers and related technologies.</th>
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<tbody>
<tr>
<td><strong>Applies Technology to Task</strong></td>
<td>understands overall intent and proper procedures for setup and operation of equipment.</td>
</tr>
<tr>
<td><strong>Maintains and Troubleshoots Equipment</strong></td>
<td>prevents, identifies, or solves problems with equipment, including computers and other technologies.</td>
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<tr>
<td>Basic Skills</td>
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<tr>
<td><em>Reads, writes, performs arithmetic and mathematical operations, listens and speaks.</em></td>
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<tr>
<td><strong>Reading</strong> -- locates, understands, and interprets written information in prose and in documents such as manuals, graphs and schedules.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong> -- communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</td>
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<tr>
<td><strong>Arithmetic/Mathematics</strong> -- performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.</td>
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<td><strong>Listening</strong> -- receives, attends to, interprets, and responds to verbal messages and other cues.</td>
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<tr>
<td><strong>Speaking</strong> -- organizes ideas and communicates orally.</td>
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<th>Thinking Skills</th>
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<td><em>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.</em></td>
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<tr>
<td><strong>Creative Thinking</strong> -- generates new ideas.</td>
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<td><strong>Decision Making</strong> -- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.</td>
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<tr>
<td><strong>Problem Solving</strong> -- recognizes problems and devises and implements plan of action.</td>
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<tr>
<td><strong>Seeing Things in the Mind's Eye</strong> -- organizes and processes symbols, pictures, graphs, objects, and other information.</td>
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<tr>
<td><strong>Knowing How to Learn</strong> -- uses efficient learning techniques to acquire and apply new knowledge and skills.</td>
</tr>
<tr>
<td><strong>Reasoning</strong> -- discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.</td>
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<th>Personal Qualities</th>
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<tr>
<td><em>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.</em></td>
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<tr>
<td><strong>Responsibility</strong> -- exerts high level of effort and perseveres towards goal attainment.</td>
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<td><strong>Self-esteem</strong> -- believes in own self-worth and maintains a positive view of self.</td>
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<tr>
<td><strong>Sociability</strong> -- demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.</td>
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<tr>
<td><strong>Self-management</strong> -- assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.</td>
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<tr>
<td><strong>Integrity/Honesty</strong> -- chooses ethical courses of action.</td>
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### Information
*Acquires and evaluates information.*

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<th>Information Type</th>
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<td>Acquires and Evaluates Information</td>
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<tr>
<td>Organizes and Maintains Information</td>
</tr>
<tr>
<td>Interprets and Communicates Information</td>
</tr>
<tr>
<td>Uses Computers to Process Information</td>
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### Systems
*Understands complex interrelationships.*

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<th>Systems Type</th>
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<tr>
<td><strong>Understands Systems</strong> -- knows how social, organizational, and technological systems work and operates effectively with them.</td>
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<tr>
<td><strong>Monitors and Corrects Performance</strong> -- distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions.</td>
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<tr>
<td><strong>Improves or Designs Systems</strong> -- suggests modifications to existing system and develops new or alternative systems to improve performance.</td>
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### Appendix B

**HOW TO BECOME A REFUGEE**

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<tr>
<th>Step</th>
<th>Description</th>
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<td>1.</td>
<td>Live in a place where people are persecuted because of their race, religion, ethnic affiliation, social group or political belief.</td>
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<td>2.</td>
<td>Flee your country.</td>
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<td>3.</td>
<td>Find your way to the relative safety of a neighboring country.</td>
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<td>4.</td>
<td>Find the closest UNHCR office (which is sometimes miles away) and apply to be a refugee.</td>
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<td>5.</td>
<td>If the UNHCR recognizes your need to protection, they may give you a card and allow you to stay in a refugee camp.</td>
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<td>6.</td>
<td>[TO APPLY TO THE USRP (United States Refugee Program)] Ask UNHCR to refer you to the nearest US Embassy which has a refugee processing post</td>
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<td>7.</td>
<td>Assemble necessary documents</td>
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<td>8.</td>
<td>Wait</td>
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<td>9.</td>
<td>Assemble more documents</td>
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<td>10.</td>
<td>Wait</td>
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<td>11.</td>
<td>Interview with a US government official (convince them that you should have refugee status)</td>
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<td>12.</td>
<td>If no, you have 3 options:</td>
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<td>1. Return home</td>
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<td>2. Stay where you are (in a refugee camp)</td>
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<td>3. Try another country</td>
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<td>13.</td>
<td>If the answer is yes, your application becomes a case and is assigned to an agency</td>
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<td>14.</td>
<td>The agency will find a co-sponsor. If you have relatives who will help, they will co-sponsor you and it is a “reunion” case; If not, it is a “free” case, and a church or civic group will be your co-sponsor</td>
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<td>15.</td>
<td>In either instance, the prospective co-sponsor promises to do certain things to help you once you come to the United States:</td>
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<td>1. Meet new family at the airport</td>
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<td>2. Provide clean, decent, furnished housing for at least a month</td>
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<td>3. Provide health check-up within the first 30 days</td>
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<td>4. Provide any necessary clothing</td>
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<td>5. Apply for a SS card</td>
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<td>6. Enroll children in public school</td>
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<td>7. Help employable adults become job ready and find employment</td>
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<td>8. Help adults learn English</td>
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Adapted from UNHCR, n.d.
Appendix C

Surface and Deep Culture Graphic

"This hidden area underlies our behavior, influences our perceptions, and is out of our immediate frame of reference—until we plunge beneath the surface—or perhaps like the Titanic, encounter it unexpectedly." —Sharon Rhudy

COHRESE COMPILED BY IR, MENLOC PARK, CALIFORNIA MAY, 1993  REINTERPRETATION AND GRAPHICS BY ANITA JONES, MARCH 1993
Appendix D

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<th>Observable American Traits and Contrasting Values</th>
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<td><strong>American Values</strong></td>
<td><strong>Contrasting Cultural Value</strong></td>
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<tr>
<td>1. Personal control over the environment. Man can determine the direction of his life.</td>
<td>Fate: Life’s plan is our destiny that cannot be altered by willpower.</td>
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<tr>
<td>2. Change and progressiveness are good. The past is something to learn from and improve on.</td>
<td>Tradition, rituals, customs, and the old tried-and-true ways are honored.</td>
</tr>
<tr>
<td>3. The importance of control over time. Time should not be wasted, but should be saved. Schedules are important. For example, invitations say 2:00 until 4:00, and the party will end at 4:00.</td>
<td>Time is unimportant. There is no rush.</td>
</tr>
<tr>
<td>4. Egalitarianism: The ideal of equality. “All men are created equal,” and all races and creeds must enjoy equal rights under the law.</td>
<td>Hierarchy, status, class differences, and rank determine importance in life. Someone is always superior or inferior to another.</td>
</tr>
<tr>
<td>5. Individualism and promotion of one’s own benefit and needs. Individuality is more important. Privacy is honored.</td>
<td>Group orientation; the individual acts for the good of the family, to uphold the family, group, or the nation, and any acts that dishonor the “group” disgrace everyone. One of “save face” at all cost.</td>
</tr>
<tr>
<td>6. Future orientation: Live for what is to come and live for today. (America is basically a very young, progressive country that looks toward future growth.)</td>
<td>Past orientation: Follow the path of your ancestors and traditional ways.</td>
</tr>
<tr>
<td>7. Self-help: Honoring the “self-made” man. One can create his own luck and fortune with hard work and can rise from poverty to riches.</td>
<td>Birthright inheritance: people are born into their place in life. Individuals may be poor, but if they are born into royalty, position and status are afforded.</td>
</tr>
<tr>
<td>8. Informality: Newcomers can become confused by the apparent lack of formality and “casual” attitude when dealing with Americans. Ritual and formality do exist, but are not easy to discern.</td>
<td>Formality: Addressing people by titles, last names, and observing formal rituals. Formal address is even included in language forms and function (e.g., <em>tu</em> is informal, and <em>usted</em> is the formal way to say <em>you</em> in Spanish).</td>
</tr>
<tr>
<td>9. Directness, frankness, and candid honesty are valued. It is better not to “beat around the bush”; one should “get right to the point.” This trait is reflected in writing as well.</td>
<td>Indirectness and “saving face” so as not to hurt or embarrass anyone is of prime importance.</td>
</tr>
<tr>
<td>10. Action and work orientation: As an example, look at the saying, “Idle time is the devil’s workshop.” It reflects the moral value placed on work. The employee must find something to do, even if they job is finished. Some kind of action must be taken, or the employee is seen as lazy.</td>
<td>“Being” orientation: One is not defined by a career or by what one does.</td>
</tr>
<tr>
<td>11. Materialism: the tangible items are more important than intangible ideals.</td>
<td>Spiritualism and intellectual pursuits are valued.</td>
</tr>
</tbody>
</table>

Table adapted from Zainuddin, Yahya, Morales-Jones, & Ariza (2006), p. 21.
Appendix E

SLA Process

Language Acquisition Process

1. Pre-production
   - How they learn: Learns by listening and watching. Points, gestures, draws, or recreates something to show understanding.

2. Early Production
   - Characteristics: Speaks using one or two words. Gives "yes" or "no" answers. May mix languages. Needs environments where they can understand teachers and peers.
   - How they learn: Learns by listening, watching, and speaking using one or two words. Points, gestures, draws, recreates, or responses to questions with one or two word answers to show understanding.

3. Speech Emergence
   - Characteristics: Speaks using more than one or two words to express a thought and can retell a story or event. Responds to open-ended questions. Ready for formal reading and writing instruction in English.
   - How they learn: Begins to ask questions. Utilizes basic literacy skills. Participates in discussions and responds to questions using emerging syntactic structures (grammar).

4. Intermediate Fluency
   - Characteristics: Ready for more advanced reading and writing instruction in English. Needs considerable help with vocabulary, development in math, science, social studies.
   - How they learn: Utilizes more advanced literacy skills. Builds on content learned through discussions using more advanced syntactic structures.

5. Fluency
   - Characteristics: Language learning skills are comparable to those of a native English speaker.
   - How they learn: Language learning comparable to native English speaker.
Appendix F

Review of the NYSESLAT

Nicole Nichter

State University of New York at Fredonia
The New York State English as a Second Language Assessment Test, or the NYSESLAT, is an annual test taken by English language learners (ELLs) from grades K-12 in New York State. Its aim is to assess ELLs’ reading, writing, speaking, and listening skills in English. The test is research-based and aligned with New York State ESL Learning Standards. In association with longitudinal and informal assessments, the use of the scores from the NYSESLAT could be a valuable tool in measuring a student’s progress in their English language acquisition. However, “best practice” for English as a Second language (ESL) educators would not be testing ELLs’ content knowledge and skills once; rather, teachers must consider students’ cultural backgrounds, offer a continuum of formal and informal assessments (such as portfolios), and understand that students may excel in one area or struggle in others. Tests measure human behavior in one specific point in time, making a reliable and valid assessment difficult to attain since human behavior is rarely ever measurable due to the large amounts of variables that can affect a students’ test taking abilities. The NYSESLAT is a test with solid face validity, however, upon closer inspection, there are notable discrepancies.

Psychometric Properties

In general, test validity is considered the appropriateness, usefulness, or meaningfulness of tests scores. The scores derived from the NYSESLAT are used to identify students as a beginner, intermediate, or advanced English language learner in order to assign them to a class where they will receive the most appropriate instruction based on their needs. However, when the validity of the test used to assign students to the appropriate classes and services, it must be looked at through a more specified lens since there are several layers validity. First, there is content validity which is an agreement on skills or knowledge being tested. The NYSESLAT tests ELLs’ reading, writing, listening, and speaking skills in English and their working knowledge of the English language itself
through sequenced, thematic topics based on the four language domains. According to the NYSESLAT Scoring FAQs (2008), “It concentrates on comprehensible and meaningful content rather than solely on the length of writing and sentence-level skills.” This concept ties into the second form of validity: face validity. If the test measures what it’s meant to measure, then it has face validity. Face validity is often considered a “superficial” means of assessment in that people who do not wholly understand the psychometric properties of testing regard a test as being able to accurately evaluate one’s knowledge (in this case, the NYSESLAT is assumed to correctly score a student’s knowledge of the English language). This can lead to discrepancies in construct (what the score of a test signifies about the individual) and predictive validity (what a test implies about future outcomes of a student). The students’ scores are used as an indicator as to what placement in the school system the student needs and what level of instruction. However, if the student isn’t challenged enough by being placed, for example, in a beginner class when they are an advanced student, they will struggle to acquire a second language and the opposite is true: if the student is a beginner and is placed in an advanced class (based on test scores), the instruction will be too complex and the input will be incomprehensible. Thus, the construct validity of the NYSESLAT is used as an indicator a premise for success or failure in the school systems.

Interrater agreement is crucial for triangulating the scores and finding an average grade for the student. However, New York State is currently only requiring schools to have one teacher grade the written parts of the test, thus eliminating any chance for interrater agreement. This also leaves open a window for grader bias and isolation which can lead to erroneous scores. Teachers need to work together to question the scores they are giving students in order to find an appropriate “middle ground” for grades and to be able to cross-check information. These scorers who work in isolation have the ability to norm-reference written responses on tests, or compare the later test answers to
the first, even if they do not know they are doing it. This is in violation of test itself and effects all forms of validity and reliability. Students have the right to have their answers reviewed by more than one teacher in order to prevent any type of discrimination or misinterpretation of answers.

**Test Content and Format**

The NYSESLAT content contains social and academic jargon and the format is based on the grade levels K-1, 2-4, 5-6, 7-8, and 9-12 and language domain areas, listening, reading, writing, and speaking. The test assesses ELLs’ social and academic language knowledge of vocabularies and linguistic productivity and creativity. There is a difference between content area language and social language since social language uses more colloquial terms and academic language uses specific vocabularies related to the scholastic materials, however the test often times intermingles these two types of terminologies and only offers one section (in the writing) for social language skills assessment. The format contains four subtests related to the language domains and are graded separately in order to provide teachers with students’ strengths and weaknesses between them. Each grade level tests the same four domains, but differ in aspects since grade levels are based on cognitive level and generalized age. Sight words, phonics, copying, writing, and sentence completion are found in the earlier years of testing whereas older grades are tested using vocabularies that are more academic and test questions use forms of text such as narrative, expository, and poetry to test inferential skills, identification skills, and chart/table-reading skills.

The NYSESLAT does not give tests based on previous proficiency levels; rather, it scores what proficiency level the student is based on the grade level of the student, making the test itself the control in the assessment. In this test, the majority of questions are multiple-choice. Students must be aware of the “distracters” in this type of questioning and have the abilities to identify the distracters and use other testing strategies such as process of elimination. Multiple-choice answers
are machine-scored and graded with less inquiry by raters, unlike the written parts of the test. The written parts of the test are left up to interpretation of the grader. New York State, however, insists that those who review the answers are to base their evaluation on a “Holistic Scoring” method, or “what the student says, not how the student says it” (NYSESLAT Scoring FAQs, 2005, para. 6). In other words, it’s an overall impression of a student’s response. Once again, this leaves an opportunity for grader bias to infiltrate the score they give the student.

The teachers who have created the NYSESLAT are trained to include minimal linguistic, cultural, and socioeconomic status bias and must be able to carry out standard examination procedures. “To ensure accurate and reliable results, the examiner should become thoroughly familiar with these procedures before attempting to administer/score the test” (NYSESLAT Scoring FAQ, 2005, para. 3).

The test’s illustrations are often times not clear enough or presented in a culturally sensitive manner. This leads the students to misinterpret the image and what is happening in them. For example, a picture of money may have the different images that are shown on varying types of US currency; however, without the amount the bills or coins are worth being printed clearly on them, the students may not be able to answer the questions since they have yet to learn the images on the currencies. Also, if a student is asked to describe an unfamiliar scenario, there is little evidence to support culturally relevant pedagogy. The images on the NYSESLAT have sometimes been shown to focus on traditions (such as a family eating at a table with a fork and knife—this practice is not how all cultures eat and may not be known to the student) that are customary to the US, not the students’ home country; thus the NYSESLAT can be considered to be somewhat insensitive to students’ cultural background knowledge.
Administration, Scoring and Reporting

The administration, scoring, and reporting of the NYSESLAT also have several discrepancies amongst them: the scoring rubrics have little real-life, or contextual applications, the results do not provide in-depth graphic, numerical, and descriptive information which is necessary for placement and future ESL instruction, and the results are not available in as many languages as necessary for families. Assessments are most valid when the child always understands the context in which the test provides; if they are not familiar with the content matter or the material used to provide skill-testing questions, the student(s) may become confused or intimidated and mark the question wrong. The content matter the questions are presented in on the NYSESLAT are not contextualized, nor do the questions or content take into account the student’s funds of knowledge, current classroom curriculum, or experiential knowledge. Despite the test being untimed, which is one of the best testing accommodations for ELLs, there are still other problems that plague the NYSESLAT in regards to the usefulness of the test results.

The test does not provide the teachers with an in-depth representation of proficiency level (graphic, numerical, and descriptive information); the test only approximates whether a student is a beginner, intermediate, and/or advanced student based on scores vertically equated across forms and grade level. Teachers will be able to use the information from the test scores to focus on the weakest domains (or forms) in class, thus providing some insight into what students struggle with, however multiple choice answering and written responses graded on rubrics do not give specific reasons for why the student(s) are having difficulties within one or more domains. In regards to interpreting the scores, the teachers who use this information will not be receiving the exact reasons
for their students struggling points and have little input as to why their students are performing well or poorly on the test.

Despite the scoring rubrics for grading the writing domain present clear guidelines for grading students’ responses, often times the responses themselves are not clear enough or perfectly aligned with what the rubric states. Responses to test items being graded on a rubric may fall between rubric score points. Rubrics can limit the ability for teachers to pin-point problem areas pertaining to performance in reading and writing skills; they also limit the ability for students’ gaps between linguistic competency and linguistic productivity in the English language. If a student understands the image or written prompt, they may know the answer or correct response, but are unable to produce the necessary language required by the rubric. These factors could possibly lead to an erroneous score.

The rubrics used to grade students’ writing can be used as a classroom tool to foster control of conventions, writing, sentence construction, storytelling skills, and help to build students’ vocabulary in English. They also have the classroom application of guiding teachers’ instruction and test prep activities in order to contour students’ abilities toward the necessary components of the NYSESLAT. However, the content matter the students’ responses are based on are often times decontextualized from classroom instruction and curriculum.

Scores from the NYSESLAT are meaningful for administrators and schools; they play into the role of school funding because of the No Child Left Behind Act (NCLB) and are shown on state report cards to inform the public about a school’s performance. The problem with this is that once ELLs “test out” of ESL services after they score at the proficient level, they are mainstreamed with the general population and taken out of the ESL population. This cycle of “testing in” and “testing out” creates a student body that is generally always low-scoring on the NYSESLAT. For example,
if an entire body of students who began to score high on standardized tests were to be removed from their original school, the school would be left with low-scoring students. The state needs to use longitudinal data and informal assessments from over a period of time to show progress and growth in individuals, not base their disaggregated data on tests from general populations.

Teachers can use the information from the NYSESLAT to guide instruction based on their student(s’) strengths and weaknesses among the four domains, however, the data from the test does not specify what they struggle with. As with all standardized tests, validity and reliability are concerns. If the test scores are not being properly used, or if the test is not testing what it should be assessing, it is invalid. With the vagueness associated with score reports from the NYSESLAT, it would be wise of schools to focus more on the achievement and progress the individuals make over a period of time by using materials and assessments that are contextualized and familiar. Other forms of assessment would also provide a more efficient and accurate measurement of schools’ teachers to speakers of other languages’ (TESOL) abilities as well as student abilities and would provide the state with a correct measurement of student ability and growth.
A Checklist for Analyzing Features of Large-Scale Language Proficiency Tests

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present</th>
<th>Absent</th>
<th>NA/ Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy/Underlying Premise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The purpose(s) of the test is clearly stated.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The purpose matches the intent of the users.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The test is theoretically based.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The test is standards based.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The test represents best practice.</td>
<td>X</td>
<td></td>
<td>Continuum of assessments</td>
</tr>
<tr>
<td>Psychometric Properties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Content validity is evident.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Face validity is evident.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Construct validity is evident.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Predictive validity is evident.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. A process for establishing interrater agreement is outlined.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Interrater agreement of at least .85 is suggested for performance sections.</td>
<td>X</td>
<td></td>
<td>There is only one grader for the NYSESLAT this year.</td>
</tr>
<tr>
<td>Test Content and Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The test measures social and functional language within a school setting.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The test measures academic language of the content areas.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The test is developmentally appropriate at each grade-level cluster.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The test contains minimal linguistic, cultural, and socioeconomic status (SES) bias.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. The language domains are amply represented.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The range of language proficiency levels is amply covered.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Illustrations or graphics are appropriate and support text.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Illustrations or graphics are clear.</td>
<td>X</td>
<td></td>
<td>(Practice booklets) Can be confusing due to content matter.</td>
</tr>
<tr>
<td><strong>Feature</strong></td>
<td><strong>Present</strong></td>
<td><strong>Absent</strong></td>
<td><strong>NA/ Comments</strong></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>20. The format is organized and appealing.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The items within subsections progress logically.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Administration, Scoring, and Reporting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Directions for administration are clear and concise.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. There are adequate numbers of sample items.</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>24. Total administration time appears reasonable.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Scoring requires establishing interrater agreement for performance sections.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Scoring rubrics have clear-cut criteria.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Scoring rubrics have classroom applications.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>28. Subscale scores and the total score are easy to derive.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Scores are easy to interpret.</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>30. Scores are vertically equated across forms and grade levels.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Results provide graphic, numerical, and descriptive information.</td>
<td>X</td>
<td>Only beginner, intermediate, and advanced, nothing in between</td>
<td></td>
</tr>
<tr>
<td>32. Score reports include disaggregated data that are contextualized for each subgroup.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>33. Scores are meaningful at state, district, and school levels.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Results are meaningful to administrators and help inform services for English language learners.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Results are meaningful to teachers and help inform instruction.</td>
<td>X</td>
<td>Not on an individual basis.</td>
<td></td>
</tr>
<tr>
<td>36. Results are understandable to family members and reports are available in multiple languages.</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>37. The technical manual provides information on the test’s reliability, validity, fairness as well as numbers, languages, &amp; description of students in the norming or field test population.</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G

Fidel Chart Example

http://www.englishraven.com/method_silent.html
Appendix H

Reflection Book Components

<table>
<thead>
<tr>
<th>Name of volunteer: ____________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________ Lesson name: ______________________________</td>
</tr>
<tr>
<td>Description of lesson: _______________________________________</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Was the lesson effective? (circle one) YES SOMEWHAT NO</td>
</tr>
<tr>
<td>Explain why and/or how: ______________________________________</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Suggestions/Comments: _______________________________________</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Reflection Book

1. Before each lesson, review the previous lesson and how it went. Based on what it said, either re-teach the lesson or continue according to the schedule.

2. After each lesson, record effectiveness of lesson (circle one).

3. Explain why the lesson/activity was effective or not.

4. Give suggestions on how to make the lesson better or make any comments necessary.

5. If there is a schedule change, record it by putting the post-it note over the daily reflection box. The next volunteer will read it.

*We need your input! What you say in the reflection book helps the next volunteer teach the next lesson and helps the ESL program better itself. Please do not hesitate putting anything in the reflection book that you need to express or record. If you need more pages, use a lined sheet of paper and indicate the additional notes in the comments/suggestions area.
Appendix I
Calendar How-To

Calendar

1. Teacher reads the date orally (as many times as needed).
2. Student or teacher picks out the day of the week and places it below the sentence strip that reads “The date today is…..” The class orally repeats the day of the week.
3. Student or teacher picks out the date and places it next to the day of the week. The class orally repeats the date.
4. Student or teacher picks out the month and places it next to the date. The class orally repeats the month.
5. Student or teacher picks out the year and places it next to the month. The class orally repeats the year.
6. The class orally repeats the entire date.
7. At the end of the day, put the strips back in order.
Appendix J – Classroom Map
Appendix K

Volunteer Handbook

ESL

Volunteer Manual
Table of Contents

1. Thank You
2. General Information
3. Curriculum
4. Assessments
5. How to Teach
6. Second Language Acquisition Process
7. Schedule & Routine
8. ESL Materials Request Form
9. Staying Connected to the Class
10. ESL Goals
11. Appendices
Thank You

First of all, this agency would not be here if it weren’t for volunteers. The legs of the agency are made by motivated, altruistic, and kind volunteers such as you. Think about it: what do the “legs” of the agency do? They move, support, and work together. They move the body to different (and hopefully better) places. They support the rest of the team. They work together to make a physical change. Being called a leg has never felt so good! So thank you for taking your time to volunteer at this agency and for wanting to teach. Remember, to teach is to touch the world.
This curriculum was constructed and written by volunteers. Your input and energy towards the progress and stability of this course is crucial and necessary. If a lesson doesn’t work, change it. If you have an idea, put it in the curriculum binder. This is not a text-book class and should shift and change over time based on creative individuals with great teaching ideas and the English learning needs or wants of the students. Make your time as a volunteer worth it: CONTRIBUTE!
General Information

✓ You will be working with many different cultures. Try to read the attached appendices titled, "A Rainbow of Children: A Sampler of Cultural Characteristics," and "Interesting Insights and Cultural Facts" on cultural differences. They’re interesting.

✓ You will be working with many different languages. If you have another language under your belt - great! You should know that learning another language is not only memorizing vocabulary words that have a direct translation. Language acquisition is the same for everyone: it takes time, practice, and patience. Remember, languages have different structures, sounds, and words so work with the students the best you can. Perfect English is not the goal, but the ability to communicate is.

Preservation of the students’ native languages and cultures are of utmost importance. Although this is intended to be an “English-Only” course, students should be allowed segments of time to think, process, and communicate to peers in their native languages. In fact, recent studies overwhelmingly prove bilingual education is more effective than English-only immersion. If we could service all of the students with bilingual education, we would. Until then though, we must have a “Go Bilingualism!” attitude in our classroom. The students’ cultural and linguistic diversities are assets to society. Under no circumstance are volunteers or staff to lessen the importance of a refugee’s home country and customs. Always think in terms of role reversal: How would I like to be treated as a refugee in my new country? As Aretha Franklin said, with R-E-S-P-E-C-T!

Educate yourself! Please visit:

http://educatingrefugees.weebly.com/developing-a-welcoming-classroom-culture.html

A site by Alyssa Van Wormer
Curriculum

✓ Volunteers need to understand how the curriculum is intended to work:

✓ Content areas are the twelve topics the curriculum offers: Names & Greetings, Numbers & Colors, Community, Time & Calendar, Seasons, Anatomy, Clothing, Money, Food, House & Home, Emergencies, and wellbeing.

✓ Language functions must complement the content areas. We teach grammar and English vocabulary through content-based lesson plans and daily routines. The language functions we try to address:

- Alphabet
- Adjectives
- Adverbs
- Subject/verb agreement
- Articles
- Auxiliary verbs
- Clauses
- Commands
- Comparisons
- Conditional phrases
- Conjunctions
- Constructions
- Conjugations
- Nouns
- Cardinal numbers (1, 2, 3)
- Phonics
- Ordinal numbers (1st, 2nd, 3rd)
- Participle
- Person
- Phrases
- Plurals
- Prefixes
- Prepositions
- Pronouns
- Sentences
- Subject
- Suffixes
- Tenses
- Verbs
- Word order
Since most of the students at the agency are beginners, the curriculum is designed to facilitate their needs and fill any gaps of those who are intermediate to advanced English Language Learners (ELLs). We introduce and skim the initial ways of using certain language functions.

The weekly lessons must address the same topic from different angles: the “different angles” can be considered the language functions we use to teach the students the content matter.

Typical English as a Second Language (ESL) curriculums and text books follow a sequential/linear or scaffolded approach: this means learning a simple aspect of a language first, and then building upon it to make the simple notion more complex.

However, the curriculum is non-linear and non-sequential. This is because not all of our students can always make it in to class. We have designed the curriculum for students to be able to miss a few classes but still be able to learn the content matter and its vocabulary as well as one to two functions of the English language per class.

Refugees are busy too. Resettling takes a lot of work and adjustment and sometimes they just can’t make it in to class. That’s okay! These classes are specifically designed for that! Our goal is to give students a springboard into a grammar-based ESL class. Let’s try to live by the great words of Wayne and Garth: If you build it, they will come. We should think of attendance through a “throwing a party” mentality lens: we have built an ESL class that is optional and easy-going and if they come to class, it’s because they want to learn, not because they have to. (Who likes to go to required parties, anyway?) Party on, rockin’ teacher-volunteer.
Assessments

✓ There is an initial assessment at the beginning of the course which is meant to be administered in a one-on-one setting and last fifteen minutes or less per student. Directions are attached to the assessment itself. The final assessment is the exact assessment as the beginning, only with a different cover page.

✓ Students will be pulled out of class or take the assessment after. Volunteers, please read the directions so you know what you’re doing. When done, please file it in the blue bin labeled “ESL Portfolios” under the students name and file. If there is no file for the student, MAKE ONE! Labels for name tags are in the grey filing cabinet and extra red folders are in the blue Portfolio bin.

✓ Continual assessments throughout the class are profiled. This means that the students’ work will be copied and placed in individual student portfolios and kept in the classroom for later analysis. A great example of profiled work is the nametag activity/routine. Please see curriculum for this. Portfolios are the best way to show development and language acquisition.

✓ Grades will not be kept. The reason for assessments in this course is to show progress in individuals’ English language skills development. This progress will be documented by keeping copies of work in their portfolio.
How to Teach

✓ FOLLOW ROUTINES! Routines help different volunteers come in each week and pick-up where the last one left off. They provide not only a structured, well-running class, but offer stability to people who have most likely come from a very unstable situation. The best learning environment is one that is non-restricting, comfortable, and low-anxiety.

✓ Lesson plans work with the Launch-Explore-Summarize model.

  o First, launch the idea. For example, if you are teaching a lesson on seasons, give the students a run-down or explanation of what seasons are and which ones occur in Western New York (WNY).
  o Next, allow the students to explore the topic you presented. For example, after presenting the topic of seasons in WNY, give the students a box filled with objects, pictures, or tools representative of each season. Let them talk and explore the idea at their own pace.
  o Finally, summarize the learning that just occurred. Think, what just happened? What did they learn? What was the point of this? The class should share their ideas.

Same idea:
Same idea:

**Preview Phase**
- Present key concepts experientially, concretely, or solidify concepts in native language.
- Engage in oral practice; establish collaborative tasks.
- Build a base through shared academic experiences; build on linguistic and cultural experiences.
- Preview key vocabulary through the experiences and visuals.

**Instructional Phase**
- Introduce text; use a variety of reading materials (in native language and English) about the topic.
- Use graphic organizers (alternative activities notebook) that reflect the structure of the text and allow students to organize important information from readings; use reading comprehension strategies.
- Begin project or research, engage in questioning, inquiry, problem-based learning, and interviews.

**Application Phase**
- Use notes and graphics from the comprehension reading strategies as a springboard for writing.
- Prepare small-group presentations, museum displays, expert groups, performances, and debates.
- Engage in discussions, debates, and real-world projects.
- Complete work on product or project from lesson.
Schedule

✓ 9:45 Volunteers Arrive
  o Look in the Reflection Book to last class’s date to see what lesson was taught last.
  o Prepare materials for the lesson in the curriculum which follows the last recorded one in the Reflection book OR the lesson you’re bringing in.
  o Write content and language objectives on the board.

✓ 10:00 Students Arrive/Morning Chat
  o Volunteers: Lead students by modeling how to say “Hello, how are you?” and responding. If there is a new student, introduce them.
  o Students: Circulate and greet each person in the room.

✓ 10:05 Alphabet/Handwriting
  o Volunteers: Pass out “Letter of the Day” (the letter following the one recorded in the reflection book), Model on the board how to write the letter in capital and lowercase.
  o Students: Write letters. May chat/assist each other.

✓ 10:15 Phonics
  o Volunteers: Pass out phonics worksheet that focuses on the same “Letter of the Day” as the handwriting. If the class has completed the alphabet or there are more advanced students in the class, continue into the phonics blends worksheets. Always do the first exercise with the students to model.
  o Students: Complete worksheets. May chat/assist each other.

✓ 10:25 Calendar
  o See how-to on wall next to calendar.

✓ 10:30 Review Previous Lesson
- If applicable, ask students to recite words seen on word wall. (Use your common sense; if the last lesson was on transportation, have students identify and say words associated with transportation.)

**10:45 Lesson Launch**
- **Volunteers:** Always remember to speak slowly and use visuals.
- **Students:** Listen/observe

**11:00 Lesson Explore**
- **Volunteers:** Always model how to practice the language skill. Encourage communication between students.
- **Students:** Work on activity. Should be talking.

**Break: 10 minutes**

**11:40 Lesson Summarize**
- **Volunteers:** Lead a discussion by asking questions, showing images, or having a quick game/competition. Assessment must be completed before or during this stage.
- **Students:** Showcase their work by using communicative skills in small or large groups.

**12:00 Vocabulary Worksheet/Game**
- Extra worksheets and game ideas can be found in Activities binder or ESL file for the week

**12:30 Word Wall**
- **Volunteers:** Give the pre-sorted “Key Vocabulary” cards (index cards - or write vocabulary terms with black, permanent marker on index cards if they are not pre-made) to different students. Lead a class vote as to whether the student placed their card in the correct category (noun, verb, adjective, adverb, other).
- **Students:** Place their cards on the word wall in the appropriate category.
✓ **Supplemental Activity**
  o With each lesson plan or week, there should be extra worksheets or game ideas. If there is extra time, or students need extra support in a particular area, give them an activity to do. Model first!

✓ **1:00 Dismissal**
  o Students should bring their take-home folders into class each day. They will complete any work they did not finish in class at home or be allowed to take home extra worksheets.

✓ **1:10 Volunteer Clean Up and Reflection**
  o **Volunteers, this is your most crucial role!** You *must* explain in the Attendance/Reflection book how the lesson was or was not effective in teaching the students the language function(s) and the content area. Also, leave suggestions/comments. This reflection serves two purposes: (1) It allows the next teacher-volunteer to know where to pick up and (2) it promotes change.
  o **PLEASE keep the conference room/classroom clean!** If you took worksheets out of a file, put the extras away. If a poster fell down, put it back up. If there’s something out of place, put it back. Organization is pivotal in this class since you are not the only one teaching the class. Also, other members of the staff use this room as their conference area. Please respect other volunteers and the agency by picking up after yourself and the students.
Just a note...

✓ If a lesson doesn’t work, we need to write a new one or try a different approach! Be brutally honest – it’s not your fault if the lesson bombed. If things go over time, write it down in the reflection book. The next volunteer should pick it up where you left off.

✓ There may be more than one volunteer in the room. Play off of each other to be better teachers. Make copies for one another, when one teacher is modeling, the other can be working one-on-one with students, or take turns teaching the lesson. Remember, volunteers are “legs” – to walk you need to work together!

Things volunteer-teachers should do:

✓ Be awesome.
✓ Be creative.
✓ Be friendly.
✓ Be flexible.
✓ Be responsible.
✓ Respect the room
✓ Work on students’ pronunciation ONLY when necessary.
✓ Pair higher and lower level ELLs.
✓ Don’t single anyone out.
✓ Encourage communication practice.
Staying Connected

This curriculum has a new site to help your agency stay more connected. On the site you will find the following:

✓ Welcome Tutorial
  o ESL Goals
  o Navigation help
✓ Curriculum Introduction
  o All of the lessons from the curriculum
    ▪ This is for complete transparency of the program. We want everyone involved knowing what’s going on!
    ▪ You may upload your lesson plans by clicking on the “attachment” button at the bottom of the page.
✓ How the Class Works
  o 12-week schedule
  o List of the daily routines with times and attached worksheets.
  o A break down of how to use the assessments & portfolios.
✓ Volunteer Resources
  o Link to your agency’s volunteer sign-in database
  o Lesson reflections
  o Educational ESL links
  o NYS Adult ESL standards
  o How-to-Teach tutorial
  o Classroom layout & materials locator
  o Contact information for staff & ESL team members.
✓ Research the curriculum and class have been based on
✓ Photo Gallery

Please visit the site as soon as possible to stay connected, even at home!

WWW.________________________.com
ESL Goals

✓ Ease refugees into the American Culture.

✓ Jumpstart refugees’ English vocabulary.

✓ Give refugees’ fundamental cognitive academic language proficiency skills for English acquisition and additional ESL classes.

✓ Fill the gaps in basic interpersonal communication skills.

✓ Practice oral communication and pronunciation in a low-anxiety environment.

✓ Develop refugees’ English language skills to the third level of the language acquisition process: speech emergence, or higher.

✓ Provide Buffalo’s resettling agencies with a certifiable, free-to-implement, volunteer-run curriculum.
Appendix L
Assessment Examination

ASSESSMENT FOR ESL

Student Name: _______________________________________________________________

Native Language:_____________________________________________________________

Literate in Native Language? (Circle one):    Yes        No

Name of volunteer giving assessment: __________________________________________

Case Manager:_______________________________________________________________

Date:_______________________________________________________

Length of stay in class:_____________________________________________________

   Frequency of attendance (Circle one):  Rarely present       Often present   Always present
ASSESSMENT FOR ESL

Directions for giving assessment: Assessments must be given in a one-on-one setting with an ESL volunteer. Administer each article in chronological order. All articles are attached. Responses and performance by the student must be recorded on the checklist during or after administering the assessment. If at any time during the assessment the student is unable to perform the required literacy skills, skip to the next section and write “NA” in the box found in the upper right corner of each page or next to the activity.

Section A: General Information

1. Home Language Survey – Give the students the home language survey in their native language and English. If they cannot complete, ask an ESL teacher and/or a translator to assist. If their native language is not available, contact the NYS Department of Ed.

Section B: Reading

1. Alphabet Sheet – Students need to say the alphabet aloud while looking at the letters. Record performance on the General Checklist. Record in “notes” section letters they did not know.

2. General Sight Words Sheet – Students need to say the words aloud while looking at them. Record performance on the General Checklist. Record in “notes” section words they did not know.

3. Simple Sentences – Students need to say the words to the sentences aloud. Record performance on the General Checklist after running record. Record on the extra teacher-copy of the sentences the student’s behavior. Please see the teacher’s copy of the Simple Sentences Sheet for a quick “How-To” on a running record. Use the teacher’s copy to mark the student on their performance. Ask the student to tell you about the sentence.

4. Short Stories – Stories will be labeled 1, 2, and 3. They range from (1) easy to (3) difficult. Begin with 1. If the student can read and comprehend roughly 50% of the first and second stories, continue on to the third. Students need to say the words to the sentences aloud. Record performance on the General Checklist after running record. Please see the teacher’s copy of the Short Story Sheets for a quick “How-To” on a running record. Use the teacher’s copy to mark the student on their performance. Ask the student to tell you about the story.

Section C: Writing

1. Alphabet – Ask the students to write the alphabet on the attached sheet. Only dictate the letters of the alphabet if the student needs it.

2. Name – Ask the student to write their name on the attached sheet.

3. Sight Words – Dictate words on the attached sheet to the students. Remember to speak slowly!
4. *Simple Sentences* - Dictate sentences 1, 2, and 3 to the student. They range from easy (1) to difficult (2). Remember, they must write the sentences on the attached sheet. Remember to speak slowly!

**Section C: Informal Interview**

1. Ask the questions found on the Informal Interview sheet attached and record their answers to the best of your ability.

Sentences and stories adapted from: [http://www.rong-chang.com/easyread/index.html](http://www.rong-chang.com/easyread/index.html)
Section B
1. Alphabet Sheet
(B. 1.)

*Can you read these letters?*


2. z y x w v u t s r q p o n m l k j i h g f e d c b a

3. c

4. R

5. f

6. v

7. H

8. A

9. w

10. j
Section B
1. Alphabet Sheet
TEACHER COPY
(B. 1.)

Can you read these letters?


2. z y x w v u t s r q p o n m l k j I h g f e d c b a

3. c

4. R

5. f

6. v

7. H

8. A

9. w

10. j
Can you read these words?

<table>
<thead>
<tr>
<th>the</th>
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<td>word</td>
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</table>
Circle the words said incorrectly. (Pronunciation does not matter!)

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<th>he</th>
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<td>it</td>
<td>I</td>
<td>word</td>
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</table>
Section B
3. Simple Sentences
(B. 3.)

Please read the following sentences to the best of your ability.

1. I run.

2. My name is Joe.

3. I drive a car.

4. He is busy.

5. They left the door open.

6. She was cooking a while ago.

7. The house belongs to them.

8. He doesn't like to work.

9. They went to the bank together and to the mall.

10. You wouldn't happen to have the time?
Please read the following sentences to the best of your ability.

1. I run.

2. My name is Joe.

3. I drive a car.

4. He is busy.

5. They left the door open.

6. She was cooking a while ago.

7. The house belongs to them.

8. He doesn't like to work.

9. They went to the bank together and to the mall.

10. You wouldn't happen to have the time?

Simple Running Record How-To

Blank - Correct
✓ Check - Struggled with
Circle - Mispronounced word
"OM" - Over omitted words
~ - Between words with mixed order
Section B
4. Short Stories
Story 1
(B. 4. 1.)

Please read the following story.

Billy always listens to his mother. He always does what she says. Billy is a very good boy. A good boy listens to his mother. He does what his mother asks the first time. She doesn’t have to ask again. She tells Billy, “You are my best child.” Of course Billy is her best child. Billy is her only child.
Please read the following story.

Billy always listens to his mother. He always does what she says. Billy is a very good boy. A good boy listens to his mother. He does what his mother asks the first time. She doesn’t have to ask again. She tells Billy, “You are my best child.” Of course Billy is her best child. Billy is her only child.

---

Simple Running Record How-To

Blank - Correct
✓ Check - Struggled with
Circle - Mispronounced word
“OM” - Over omitted words
~ - Between words with mixed order
Please read the following story.

Bobby woke up because he heard a dog. He heard a dog barking outside his window. Bobby woke up when he heard the dog barking. Bobby got out of bed. He got out of bed and walked to the window. He looked out the window. He saw a big brown dog. It was barking very loud. Bobby opened his window. He looked at the barking dog. “Why are you barking so loud?” he asked the dog. The dog looked at Bobby. Then it stopped barking.
Please read the following story.

Bobby woke up because he heard a dog. He heard a dog barking outside his window. Bobby woke up when he heard the dog barking. Bobby got out of bed. He got out of bed and walked to the window. He looked out the window. He saw a big brown dog. It was barking very loud. Bobby opened his window. He looked at the barking dog. “Why are you barking so loud?” he asked the dog. The dog looked at Bobby. Then it stopped barking.

Simple Running Record How-To

- Blank - Correct
- ✓ Check - Struggled with
- Circle - Mispronounced word
- “OM” - Over omitted words
- ~ - Between words with mixed order
Please read the following story.

The mailman put the mail in the mailbox. Dad went outside. He said hello to the mailman. The mailman said hello. Dad opened the mailbox and took out a magazine and two letters. One letter was from his sister. The other letter was from his brother. The magazine was for his wife. It was a garden magazine. His wife liked to work in the garden. She grew flowers and vegetables in the garden. Dad went back into the house. He opened both letters. His sister invited him to a birthday party. His brother invited him to a wedding. Dad enjoyed reading the letters. He enjoyed getting the invitations. He picked up the phone. He left a message for his sister. He would come to the birthday party. He also called his brother. He said he would come to the wedding.
The mailman put the mail in the mailbox. Dad went outside. He said hello to the mailman. The mailman said hello. Dad opened the mailbox and took out a magazine and two letters. One letter was from his sister. The other letter was from his brother. The magazine was for his wife. It was a garden magazine. His wife liked to work in the garden. She grew flowers and vegetables in the garden. Dad went back into the house. He opened both letters. His sister invited him to a birthday party. His brother invited him to a wedding. Dad enjoyed reading the letters. He enjoyed getting the invitations. He picked up the phone. He left a message for his sister. He would come to the birthday party. He also called his brother. He said he would come to the wedding.

<table>
<thead>
<tr>
<th>Simple Running Record How-To</th>
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<tbody>
<tr>
<td>Blank - Correct</td>
</tr>
<tr>
<td>✓ Check - Struggled with</td>
</tr>
<tr>
<td>Circle - Mispronounced word</td>
</tr>
<tr>
<td>“OM” - Over omitted words</td>
</tr>
<tr>
<td>~ - Between words with mixed order</td>
</tr>
</tbody>
</table>
Section C
1. Alphabet
   (C. 1.)

Ask the student to write the alphabet in order on the Section C worksheet.

Section C
2. Name
   (C. 2.)

Ask the student to write the alphabet on the Section C worksheet.

Section C
3. Sight Word Dictations
   (C. 3.)

Ask the student to write the following words on the Section C worksheet.

1. the
2. what
3. will
4. number
5. of
6. that
7. up
8. no
9. and
10. had
Section C
4. Simple Sentence Dictations
(C. 4.)

Ask the student to write the following sentences.

1. I am happy.
2. They are going home.
3. He has a dog.
4. What day is it today?
5. Nice to meet you.
Section D
1. Informal Interview
(D. 1.)

Directions: Ask the students the following questions. Record their responses to the best of your ability. Write N/A where necessary.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>1. What is your name?</td>
<td></td>
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<tr>
<td>2. Where do you come from?</td>
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<tr>
<td>3. How long have you been in the United States?</td>
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<tr>
<td>4. What do you like the most about your new home?</td>
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<tr>
<td>5. Why do you want to learn English?</td>
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<tr>
<td>6. What type of job would you like to have? Why?</td>
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</tr>
</tbody>
</table>
Section C
Writing Worksheet

1. **Alphabet:**

   ________________________________________________________________

2. **Name:**

   ________________________________________________________________

3. **Sight words:**

   1. __________________________           2.  __________________________
   3. __________________________            4. __________________________
   5. __________________________           6.  __________________________
   7. __________________________            8. __________________________
   9. __________________________           10. __________________________

4. **Simple Sentences**

   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________
   4. ____________________________________________________________
   5. ____________________________________________________________
### Assessment Checklist

Name: ___________________________________________ Date: _________

Purpose of Checklist: _Record of initial assessment__________________________

Additional Info: __________________________________________________________

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target</th>
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<tbody>
<tr>
<td>B. 1. Reading: Alphabet</td>
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<td>Notes:</td>
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<td>B. 2. Reading: Sight words</td>
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<td>B. 3. Reading: Simple Sentences</td>
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<td>Notes:</td>
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<tr>
<td>B. 4. 1. Reading: Short Story 1</td>
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<td>B. 4. 2. Reading: Short Story 2</td>
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<tr>
<td>B. 4. 3. Reading: Short Story 3</td>
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<td>Notes:</td>
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<tr>
<td>C. 1. Writing: Alphabet</td>
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<td>Notes:</td>
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<tr>
<td>C. 2. Writing: Name</td>
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<td>Notes:</td>
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<td>C. 3. Writing: Sight words</td>
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<td>C. 4. Writing: Simple sentences</td>
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<tr>
<td>Notes:</td>
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</table>
Please rate the student’s skills in reading, writing, listening comprehension, and speaking based on the results of the assessments and the informal interview.

**1. Reading**

<table>
<thead>
<tr>
<th>Advanced fluency</th>
<th>Intermediate fluency</th>
<th>Low fluency</th>
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Notes:

**2. Writing**

<table>
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<tr>
<th>Advanced writing skills</th>
<th>Intermediate writing skills</th>
<th>Low writing skills</th>
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Notes:

**3. Listening**

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<th>Low listening comprehension (Student did not understand directions)</th>
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**4. Speaking**

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NICE TO MEET YOU!

Description: Students will partake in the role-playing activity Virginia Reel (see alternative activities/SIOP manuals) involving them introducing themselves to their classmates.

Content Objective: Students will be able to introduce themselves and introduce each other.

Language Objective: Students will be able to converse orally using greeting terms and phrases.

Materials:
- Images of people greeting each other
- White board
- Markers
- Stop watch

Procedures:
1. Begin by introducing yourself to the class using the sentence frame: “Hello. My name is (your name). It is nice to meet you.”
2. On the board, write “Hello” and repeat it out.
3. Gesture for the students to repeat “Hello” aloud.
4. On the board write, “My name is (your name)” and say the sentence pointing to each word.
5. Gesture for the students to say, “My name is ____” aloud.
6. Walk around the room and greet half of the students by shaking their hands and using the sentence “Hello. My name is (your name). It is nice to meet you.”
7. Students do not have to respond.
8. After repeating this process for half of the students, pause and write on the board, “What is your name?”
9. Continue circulating the room, shaking hands and using the frame “Hello. My name is (your name)” continue by asking “What is your name?”
10. Continue until all students have stated their name and responded to your question by using the sentence frame, “Hello. My name is… It is nice to meet you.”
11. Next, write on the board, “How are you?” and “I am…”
12. Place the images on the board of the different emotions and point to each emotion while saying the word for it aloud.
13. Ask a volunteer to practice with (advanced student) in front of the class.
14. Follow the skit:
   - Teacher: Hello. My name is (your name). What is your name?
   - Student: Hello. My name is (their name).
   - Teacher: How are you?
   - Student: (Use a word presented on the board)
   - Teacher: (Gesture to have the student ask how you are)
• Student: How are you?
• Teacher: I am (adjective).

15. Repeat this conversation with another student (can be seated) while the other students watch and listen.

16. Continue until all of the students have practiced this with the teacher.

17. Next, Virginia Reel the students.

*Virginia reel:* Students form two equal lines facing each other and partake in a framed conversation. After each student greets one another, (give it 45 seconds – 1 minute), have one line move left or right to face the next person in the opposite line. When the person at the end of the moving line finishes, have them go to the beginning of the opposite line. Continue “reeling” until each person has met the other.

18. Students will use the sentence frames from earlier to greet one another with a handshake.

19. Announce which line will begin the greeting.

20. If time allows when each person has met each other, pass out the attached worksheet and give them 5-10 minutes to work on it.

**Assessment:** The teacher will observe the behavior and conversational exchange of the students. Use of the worksheet as an assessment can be a supplemental assessment but should not be the true measurement; the conversation was the behavioral objective.

**Modifications:**

- **Beginner:** All students can participate.
- **Intermediate:** All students can participate.
- **Advanced:** Advanced students may continue the conversation in Virginia Reel by: numbering students (1-?) and having each one begin a framed sentence that the rest of the group must repeat and respond to. They may also assist others who need help with the attached worksheet.
- Please note that some students may be shy or quiet. Encourage them to speak and interact as much as possible.

**Extension Activities:**

- Worksheets (see attached)
- Add extra vocabulary terms such as: goodbye, see you later, hey, hi, good morning, good night, good afternoon, etc. Continue with Virginia Reel, use a white board to represent morning (sun), afternoon (clock at noon), night (moon) and have the students say “good morning/afternoon/night” aloud.
### Key Vocabulary:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Hello</td>
<td>Well</td>
<td>Happy</td>
</tr>
<tr>
<td>My name is</td>
<td>Not well</td>
<td>Sad</td>
</tr>
<tr>
<td>I am</td>
<td>Alright</td>
<td>Angry</td>
</tr>
<tr>
<td>It is nice to meet you</td>
<td>Okay</td>
<td>Content</td>
</tr>
</tbody>
</table>

Copyright © Nicole E. Nichter 2011
Name: _____________________________________________

**Directions:** Circle the terms related to each picture.

1.  
   ![Image](image1.png)  
   A. What time is it?  
   B. Nice to meet you.  
   C. I am angry!

2.  
   ![Image](image2.png)  
   A. The table is tall.  
   B. Please sit down.  
   C. What is your name?

3.  
   ![Image](image3.png)  
   A. My name is…  
   B. Write on the board.  
   C. Books are on a desk.

4.  
   ![Image](image4.png)  
   A. Goodbye!  
   B. I am hungry.  
   C. I go to school.
Name:________________________________________________

Directions: Draw a face that represents the word.

Happy

Not Well

Okay

Well
EMOTION MOTIONS

**Description:** Students will partake in a matching game that encourages socialization and speaking using specific terminology including the conjugation of the verb “to be”.

**Content Objective:** Students will be able to match terms that represent specific emotions. Students will be able to use the conjugations of the verb “to be” while explaining who has what emotion card.

**Language Objective:** Students will be able to say words representative of emotions. Students will be able to orally describe what card their partner has while using the conjugation of “to be”.

**Materials:**
- Large images of emotions with labels
- Flash cards of emotions only
- Flash cards of label for emotions only
- Sentence strips with conjugation of “to be” on them.

**Procedures:**
1. Begin by greeting the class using the terms from the previous lesson, “Nice to Meet You!”.
2. Ask the students to turn greet each other. Greet for 3 minutes. Students may get out of their seats.
3. Put pictures of emotions on the board. Place labels with them accordingly and say the labels out loud. (Teacher may also give the class and expression to represent the emotion.)
4. Next, the teacher will present the class with the “to be” conjugation sentence strips by posting them on the board.
5. The teacher will hold up the “I am” sentence strip and hold up a label for an emotion while giving the expression for the emotion. Say aloud, “I am (emotion)”. Place the “I am” strip back on the board.
6. The teacher will call on a student (who will remain seated) and call them “you”. The teacher will give them a large emotion picture and hold up the corresponding label for the emotion and the “you are” sentence strip. The teacher will say, “you are (emotion).” The teacher will place the sentence strip on the board with the emotion label following it to create a sentence.
7. The teacher will ask a male student to come to the front of the room. Give him a large emotion picture. The teacher will present the matching label and the “he is” sentence strip. The teacher will say, “he is (emotion)”. The teacher will place the “he is” sentence strip on the board next to the emotion card to create a sentence.
8. Next, the teacher will ask a female student to come to the front of the room. Give her a large emotion picture. The teacher will hold up the corresponding label for the emotion and the “she is” sentence strip. The teacher will say, “she is
(emotion)” and place the “she is” sentence strip on the board before the emotion label to create a sentence.

9. Show the flash cards with emotions on them and their corresponding labels. Either model or explain (based on their language proficiency) how to play the matching game.

**Matching Game:** Half of the students are given one or several flash cards with pictures on them and the other group of students are given the vocabulary term that matches the image. Students must pair up to find the matching cards. Once found, the pair must stand in a corner of the room and wait for the rest of the class.

10. While finding the other student with their matching card, the students must use the frame “I am (emotion)” in order to find each other.

11. Once all matching have been made, have the students present their partner to the class by saying “He/she is (emotion)”.

12. Repeat the game using different cards with each student.

**Assessment:** The teacher will use a checklist while the students are presenting their partner. Use the worksheet as a supplemental assessment since the behavioral objective was for the students to orally use the language.

**Modifications:**

- **Beginner:** All students can participate.
- **Intermediate:** All students can participate.
- **Advanced:** Use groups of people to introduce to the class (not only one partner).
- Please note that some students may be shy or quiet. Encourage them to speak and interact as much as possible.

**Extension Activities:**

- Worksheets (see attached)
- Repeat the lesson and matching game using groups of people instead of individuals to teach plural “to be”. Additional flashcards are attached.
### Key Vocabulary:

- Hello
- My name is
- This is
- I am
- It is nice to meet you
- Well
- Not well
- Alright
- He is
- She is
- You are (singular)
- They are
- We are
- Your are (plural)
- Okay
- This is
- Happy
- Elated
- Overjoyed
- Sad
- Depressed
- Upset
- Angry
- Mad
- Furious
- Excited
- Thrilled
- Delighted
- Relieved
- Surprised
- Shocked
- Scared
- Frightened
- Afraid
- Frustrated
- Tired
- Exhausted
- Worried
- Concerned
- Confused
- Baffled
- Bored
## Multiple Student Checklist

**Activity:** ________________________________  **Date:** __________

**Additional Info:** ________________________________________________

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<th>Name</th>
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Conjugations on Sentence Strips

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<th>I am...</th>
<th>We are...</th>
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<tbody>
<tr>
<td>You are...</td>
<td>They are...</td>
</tr>
<tr>
<td>He/she/it is...</td>
<td>You are...</td>
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</tbody>
</table>
Your computer crashed.
The ref made a bad call.
You are stuck in traffic.
You are stuck inside because of the rain.
The guy next to you is talking too much.

You have nothing to do.

The problem is too complicated.

The teacher is talking too fast.
The map doesn't make any sense.

You are meeting an old friend.

You won the lottery.

You are going on a trip.
You keep missing the ball.

You can't figure out what's wrong with the computer.

The instructions are terrible.

You got a great report card.
It's your birthday.

Your team won.

The doctor says you are healthy.

You found your wallet.
You passed the test.

You lost.

Your best friend is moving to another city.

You broke up with your boyfriend/girlfriend.
Something is coming for you.

There is a spider on you.

You saw a ghost.

The bill is so high.
There is a giraffe in your house.

The president resigned.

The baby kept you up all night.

You stayed up late studying for a test.
You had a hard day at work.
The stock market is crashing.
You have so many bills to pay.
Your friend is very sick.

Flashcards adapted from http://bogglesworldesl.com/emotions_flashcards.htm
Name: ________________________________________________________________

Directions: Draw a face that represents the emotion.
# How Do You Feel?

Find the words below in the grid to the left.

Word Search adapted from [bogglesworldsl.com/files6/feeling_wordsearcheasy.doc](http://bogglesworldsl.com/files6/feeling_wordsearcheasy.doc)

<table>
<thead>
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<th>N</th>
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<th>R</th>
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</table>

- angry
- cool
- happy
- sad
- bored
- hot
- mad
- glad
- warm
- cold
WHO AM I?

Description: The students will participate pair-share activity where they must describe to the class their partner as in who they are, where they come from, when they came here, why they want to learn English, and what they enjoy doing.

Language Objective: Students will be able to use the terms “who”, “what”, “where”, “when”, and “why” in conversational practice.

Content Objective: Students will be able to perform an interview with a partner in order to get to know their classmates.

Materials:
- 20 copies of Who-Where-When-What-Why worksheets
- 20 pencils
- White board
- Dry erase markers
- Eraser
- “To Be” conjugation sentence frames strips
- Checklist (assessment)

Procedures:
1. Write on the board a large version of the worksheet.
2. The teacher will introduce each term (who, where, when, what, and why) by pointing to the word on the board and saying the word out loud. The teacher will have a volunteer (teacher or student) to model the interactions with for the students to see.
3. WHO: The teacher will then ask the volunteer “Who are you?” with an extra emphasis on “who”.
4. The partner should respond with their name. The teacher should write their name in the appropriate slot. (The teacher must also emphasize that “who” is for a person or human. To enhance this idea, draw a stick figure on the board.)
5. WHERE: Point to the word on the board and say it aloud.
6. The teacher will ask their partner, “Where do you come from?” with an extra emphasis on the “where”.
7. The partner should respond with a place. The teacher should write the place in the appropriate slot. (The teacher must also emphasize that “where” is a place and should draw a picture of a country or point to a place on a map.)
8. WHEN: Point to the word on the board and say it aloud.
9. The teacher will ask their partner, “When did you come here?” with an extra emphasis on the “when”.
10. The partner should respond with a date, or an amount of time. The teacher should write the date or the amount of time in the appropriate slot. (The teacher must also emphasize that “when” refers to a specific time in the past. To enhance this, draw a small calendar on the board or refer to the classroom calendar.)
11. WHAT: Point to the word on the board and say it aloud.
12. The teacher will ask their partner, “What do you like to do?” (This question can vary: What do you like to do?; What do you like about the US?; What food do you like?; etc.) Emphasize “what” when asking.
13. The partner should respond with an activity. The teacher should write the activity on the board in the appropriate slot. (The teacher must also emphasize that “what” refers to a topic, or the thing that you are talking about. To enhance this, draw a picture of the activity on the board).
14. WHY: Point to the word on the board and say it aloud.
15. The teacher will ask their partner, “Why do you like to do that (activity)”? Emphasize the “why” when asking.
16. The partner should respond with the signal word, “because” and answer the question appropriately. The teacher should write the word “because” in the appropriate slot and write their response.
17. The teacher will pass out the worksheets and partner students up with people they would not normally speak with. The teacher must tell the students that they may draw their partner’s responses.
18. The teacher will circulate and assist.
19. The students will use the “to be” sentence frames from EMOTION MOTIONS lesson to introduce their partner to the class.

Assessment: The students will be assessed on their use of the word and participation in the activity. See checklist.

Modifications:
- The teacher may want an extra teaching assistant or volunteer to model activity with.
- Students will need teacher assistance.
- Beginner: Ask the students to simply get to know their partners by using the vocab words to the best of their ability.
- Intermediate: Can participate as usual.
- Advanced: Can participate as usual. May also assist others who need help (translating).

Extension Activities:
- Students can ask others the worksheet questions (not only their partner).
- Read a short story from http://www.eslfast.com/. Analyze as a class the who, what, where, when, and why of the story. Students may also do this independently.

Key Vocabulary:
- Who
- What
- Where
Conjugations on Sentence Strips

<table>
<thead>
<tr>
<th>I am...</th>
<th>We are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are...</td>
<td>They are...</td>
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<tr>
<td>He/she/it is...</td>
<td>You are...</td>
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<tr>
<td>Name:</td>
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Multiple Student Checklist

Activity: ____________________________ Date: ________

Additional Info: ________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
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<td>24.</td>
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</tr>
</tbody>
</table>
Numbers and Colors
Unit 2
BASIC COLORS LESSON

Description: The students will learn colors through using sentence frames, TPR, and games.

Content Objective: Students will be able to identify colors and appropriately label sides of a die a particular color.

Language Objective: Students will be able to use complete sentences when identifying particular colors. Students will be able to pronounce color names.

Materials:
- White board
- Dry erase marker
- Eraser
- Multi-colored construction paper (below colors)
- Magnet backed laminated cards with red, orange, yellow, green, blue, purple, pink, black, white, brown, and gray written on them.
- 1-2 color dice
- 2-3 fly swatters

Procedure:
- The teacher will hold up a piece of colored construction paper and say the color it is out loud. Students repeat. Continue until students can say the three colors.
- Next, the teacher will hold up the three differently colored sheets, only one at a time and say one of the colors. The students will stand when the color that the teacher said has been held up.

This methodology is called Total Physical Response (TPR) and can be found in the activities binder. Students perform tasks or actions after being given a command or a signal.

- Continue this process of repeating the name of the color and TPR while introducing two new colors for each round.
- Next, the teacher will show the students the colors on each side of the die to review/practice.
- Students will sit at a round table and be broken up into two groups. Each student in the group will be given a number (1-5). The teacher will draw a t-table on the board and keep score of the game using tallies.
• The teacher will throw the die on the middle of the table and say, “That is the color______” in reference to whatever color lands face up.
• Have a student toss the die. Students with the number 1 must say, “That is the color ______” first in order to win a point for their team. Team members may help. If the student does not use the sentence frame, they do not win the point.
• Repeat until all students have had a chance to play and have an understanding of the game.
• Next, add another die with other colors on it.
• Continue to play the game in the same fashion however students must say “Those are the colors ________ and __________.”
• If s/he doesn’t know the color, ask the class and repeat the activity.

Assessment: (a) Worksheet:  Lets color, match the fruit with the correct colors.
   (b) Worksheet: Write out, trace over color words.

Modifications:
• Beginner: All students can play.
• Intermediate: All students can play.
• Advanced: All students can play.

Extension Activities:

Color Bingo
• Hand out blank bingo sheets (with a freebie spot!) to each student.
• One at a time, have the students fill in each square (9 is a good number). For example, say "Everyone show me your orange crayon!" Students will hold up the orange crayon and then choose a box to fill in.
• Once the bingo sheet is finished, have the other students say, "What color is it?" or a similar phrase.
• Then say the color and proceed as you would a normal Bingo game.

Mystery Bag Game:
• Collect an assortment of colorful items such as fruits, hats, markers, etc. and place them all in a bag.
• Call on 1 student at a time to come to the front and reach his/her hand into the mystery bag and pull out an item.
• Have the other students ask, "What color is it?" or a similar phrase.
• The student will answer the class by telling what color the item is.

Key Vocabulary:
• Red
• Orange
• Yellow
• Green
• Blue
• Purple
• Pink
• Black
• White
• Brown
• Gray

Lesson Plan Adapted from Monica Marino, 2010
Name: 

Colors

m r x b l f u g b c b d
z i x f m o u h q n b w
k o r a n g e a t o d z
p r s r e q b r o w n i
r c p e c o q n k t h b
v t i d w d m c g q t l
h t n n z w h i t e o a
g d k q z u q k b s n c
g r e e n o f f b m l k
c i q e n y e l l o w v
j p z d g y d i k d y z
x b l u e w y q q j r v

green   yellow   black
blue    orange   brown
red     white    pink

www.bogglesworldsl.com
ESL BASIC NUMBERS LESSON

Description: Students will be introduced to the proper pronunciation and order of numbers in English and play a game.

Content Objective: Students will be able to identify the numerical representation of numbers and be able to properly order them.

Language Objective: Students will be able to properly pronounce the number names.

Materials:
- Laminated cards (one for each number)
- Magnets (to be attached to the back of each card)
- White board
- Dry erase markers
- Eraser
- 20 copies of worksheet 1
- 20 copies of worksheet 2

Procedures:
1. The teacher calls on a student volunteer to read a number. Once the student has said the number correctly, the student receives the corresponding number card and comes to the front of the classroom, facing the class. The process continues until all the numbers have been distributed.
2. When 11 students are standing at the front in numerical order, these students should lead the class, shouting the numbers so that the whole class can repeat.
3. Once the students have lead the class, they can give their numbers to other students who want to lead, repeating the process until most or all of the students have lead the class.
4. Play the missing number game:
   a) Teacher arranges numbers on the board randomly.
   b) The class practices a few times as the teacher points to the numbers, in random order, for the students to read.
   c) The teacher then says “Good night” and pretends to put his head on his desk. As necessary, the teacher introduces the meaning of "Good night," in the students' native language. The goal is to get all students with their heads on their desks.
      i. Use of sound cues or visual cues may prove helpful to convey the message of good night, i.e., recording of the lullaby song… giant card board cut out of the sun and the moon.
   d) With no students looking, the teacher chooses one number and hides it.
   e) Students raise their hands when they realize one number is missing. If they need a hint, the teacher can show part of the hidden card.
f) The first student called upon who correctly says the missing number, in English, gets to come to the front, while the teacher and class applauds.
g) The teacher replaces the number, and, together with the student, says “Good night.”
h) When the students put their heads down, the student at the front chooses a number to hide.
i) The student calls upon one of her classmates, continuing the game.
j) After a few tries, two students can pick numbers to go missing.

5. Students complete worksheet 1 and/or 2. PIG activity.

PIG activities are collaborative efforts in the classroom where students can work either in Partners, Independently, or in Groups.

Assessment: Students must participate.
   (a) Worksheet 1 (match number to picture)
   (b) Worksheet 2 (write number next to picture)

Modifications:
   • Beginner: All students can participate.
   • Intermediate: All students can participate.
   • Advanced: All students can participate.

Extension Activities:
   • Play the same game after introducing to the students how to count by 2’s, 5’s, 10’s, or 100’s.

Key Vocabulary:
   • Numbers 1-11
   • Numbers 1-100 (optional)

Lesson plan adapted from Monica Marino, 2010.
NUMBERS & COLORS LESSON

Description: Students will create different types of sentences from pre-sorted words while synthesizing the combination of new numeric and color vocabulary.

Content Objective: Students will be able to properly arrange word cards based on their knowledge of numbers and colors to create different sentences.

Language Objective: Students will be able to generate, read, and respond to questions and statements using specific vocabulary cards.

Materials:
- Cards of images (attached)
- Vocabulary cards (attached)
- Sticky tac
- White board
- Dry erase markers
- Erasers
- Camera
- Multiple student checklist

Procedures:
1. The teacher introduces the index cards one by one in categories on the board. Explain each term in depth and how switching the pronoun and verb (“there” and “are”) creates either a simple statement or question.

   Ex:

<table>
<thead>
<tr>
<th>Pronoun/Verb</th>
<th>Verb/Pronoun</th>
<th>Number</th>
<th>Color</th>
<th>Noun</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There</td>
<td>are</td>
<td>four</td>
<td>white</td>
<td>clouds</td>
<td>!</td>
</tr>
<tr>
<td>Are</td>
<td>there</td>
<td>four</td>
<td>white</td>
<td>clouds</td>
<td>?</td>
</tr>
</tbody>
</table>

2. Students will review the vocabulary associated with the images on the cards with the teacher. Practice pronunciation.
3. Break students up into groups of 3.
4. Students will then be given sets of vocabulary cards.
5. Students will create sentences the teacher needs to check before they can move onto the next sentence. Teacher will document by either taking pictures (if possible) of their work or by recording it on the multiple student checklist.
6. Students will alternate reading their group’s statement/question and answer to the questions.
7. To review, present a set of cards in front of the class and randomly call each group, one at a time, to the board to complete the exercise before their classmates.

Assessment: Students will be assessed on their participation in the group and by observation of their speaking in the group.

Modifications:
• Beginner: All students can participate.
• Intermediate: All students can participate.
• Advanced: All students can participate.

Extension Activities:
• Worksheet

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>• Mice</th>
<th>• Bats</th>
<th>• Turtles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Two</td>
<td>• Spiders</td>
<td>• Peas</td>
<td></td>
</tr>
<tr>
<td>• Three</td>
<td>• Bananas</td>
<td>• Roses</td>
<td></td>
</tr>
<tr>
<td>• Four</td>
<td>• Stars</td>
<td>• Apples</td>
<td></td>
</tr>
<tr>
<td>• Five</td>
<td>• Blueberries</td>
<td>• White</td>
<td></td>
</tr>
<tr>
<td>• Six</td>
<td>• Bluebirds</td>
<td>• Gray</td>
<td></td>
</tr>
<tr>
<td>• Seven</td>
<td>• Flowers</td>
<td>• Black</td>
<td></td>
</tr>
<tr>
<td>• Eight</td>
<td>• Pigs</td>
<td>• Yellow</td>
<td></td>
</tr>
<tr>
<td>• Nine</td>
<td>• Flamingos</td>
<td>• Blue</td>
<td></td>
</tr>
<tr>
<td>• Ten</td>
<td>• Bluebirds</td>
<td>• Purple</td>
<td></td>
</tr>
<tr>
<td>• There</td>
<td>• Grapes</td>
<td>• Pink</td>
<td></td>
</tr>
<tr>
<td>• Are</td>
<td>• Chocolate bars</td>
<td>• Red</td>
<td></td>
</tr>
<tr>
<td>• Clouds</td>
<td>• Bears</td>
<td>• Brown</td>
<td></td>
</tr>
<tr>
<td>• Snowflakes</td>
<td>• Pumpkins</td>
<td>• Orange</td>
<td></td>
</tr>
<tr>
<td>• Elephants</td>
<td>• Oranges</td>
<td>• Green</td>
<td></td>
</tr>
</tbody>
</table>

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COLOR

POEMS
White

I like white
I like white
W-h-i-t-e
I like white
I like clouds
I like snowflakes
W-h-i-t-e
I like white.
I like gray
G-r-a-y
I like elephants
I like mice
*G-r-a-y*
I like gray.
Black

I like black
I like black
B-l-a-c-k
I like black
I like bats
I like spiders
B-l-a-c-k
I like black.
Yellow

I like yellow
I like yellow
Y-e-l-l-o-w
I like yellow.

I like bananas 🍌

I like stars. ⭐️

Y-e-l-l-o-w
I like yellow.
Blue

I like blue
I like blue
B-l-u-e
I like blue.
I like blueberries
I like bluebirds
B-l-u-e
I like blue.
Pink

I like pink.
I like pink.
P-i-n-k
I like pink.
I like flamingos
I like pigs
P-i-n-k
I like pink.
Purple

I like purple
I like purple
P-u-r-p-l-e
I like purple
I like grapes.
I like flowers.
P-u-r-p-l-e
I like purple
Brown

I like brown
I like brown
B-r-o-w-n
I like brown.
I like chocolate bars.

I like bears.
B-r-o-w-n
I like brown.
Orange

I like orange
I like orange
O-r-a-n-g-e
I like orange
I like pumpkins.
I like oranges.
O-r-a-n-g-e-s
I like orange.
Green

I like green
I like green
G-r-e-e-n
I like green.
I like turtles.
I like peas.
G-r-e-e-n
I like green.
Red

I like red
I like red
R-e-d
I like red.

I like roses.
I like apples.
R-e-d
I like red.
<table>
<thead>
<tr>
<th>Mouse</th>
<th>Elephant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flowers</td>
<td>Grape</td>
</tr>
<tr>
<td>Flamingo</td>
<td>Pig</td>
</tr>
<tr>
<td>Pumpkin</td>
<td>Orange</td>
</tr>
<tr>
<td>Bird</td>
<td>Blueberries</td>
</tr>
<tr>
<td>Peas</td>
<td>Turtle</td>
</tr>
<tr>
<td>Star</td>
<td>Banana</td>
</tr>
<tr>
<td>Color</td>
<td>Animal</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Gray</td>
<td>Mice</td>
</tr>
<tr>
<td>Purple</td>
<td>Flowers</td>
</tr>
<tr>
<td>Pink</td>
<td>Flamingos</td>
</tr>
<tr>
<td>Orange</td>
<td>Pumpkins</td>
</tr>
<tr>
<td>Blue</td>
<td>Bluebirds</td>
</tr>
<tr>
<td>Green</td>
<td>Turtles</td>
</tr>
<tr>
<td>Color</td>
<td>Fruit</td>
</tr>
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<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Yellow</td>
<td>Stars</td>
</tr>
<tr>
<td>Black</td>
<td>Bats</td>
</tr>
<tr>
<td>Brown</td>
<td>Chocolate Bars</td>
</tr>
<tr>
<td>White</td>
<td>Clouds</td>
</tr>
<tr>
<td>Red</td>
<td>Roses</td>
</tr>
</tbody>
</table>

There are two...

There are three...
There are four...

There are five...

There are six...

There are seven...

There are eight...

There are nine...

There are ten...
Community
Unit 3
RIDING THE BUS

DESCRIPTION: Students will be presented with a sequential model on how to ride the NFTA bus.

CONTENT OBJECTIVE: Students will be able to ride the bus and react to specific terms.

LANGUAGE OBJECTIVE: Students will be able to say vocabulary terms while role playing riding a bus.

MATERIALS:
- Street signs
- UB packet of images and terms
- 20 copies of maps
- 20 highlighters
- 20 copies of worksheets

Procedures:
1. Students will observe images from the maps of the NFTA bus route for Grant Street, Amherst, and Main Street.
2. Students will be given highlighters and the teacher will ask them to circle the corners of Grant Street and Amherst, Amherst and Main Street, and circle the Humbolt Hospital Station.
3. Next, students will draw lines connecting these “Transfer” spots. (Teacher will explain “transfer” and how to do it.
4. Allow students to trace the streets they need to ride the bus on to get from Grant Street to the Humbolt Hospital Station. They may work together.
5. Next, show on the board in sequential order the attached images for riding the bus. Label each image and number them.
6. Students will repeat the terms.
7. Next, give each student the cards with the terms written on them. Ask them to order them correctly.
8. Next, role-play getting on and off of the bus using specific vocabulary by moving from the labeled corners in the room (“Grant St.”, “Amherst”, and “Main Street”). Volunteers may act as bus driver/fellow passengers.
9. Students must use bus etiquette phrases and vocab to get to their destination.
10. Role play getting to the Tri-Main building from Grant Street and returning to Grant Street from the Tri-Main building.

ASSESSMENT: Teacher will use the Multiple Student Checklist to give a score for each student.

EXTENSION ACTIVITIES:
- Give students a spelling test on vocabulary.
• Go on a field trip from the Tri-Main building to Grant Street and document the trip using a flip camera.

MODIFICATIONS:
• Beginner: All students can participate.
• Intermediate: All students can participate.
• Advanced: All students can participate.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Please</th>
<th>Pull</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus</td>
<td>Thank you</td>
<td>Next stop</td>
</tr>
<tr>
<td>Street</td>
<td>Excuse me</td>
<td>Wait</td>
</tr>
<tr>
<td>Get on</td>
<td>Stop</td>
<td>Sit</td>
</tr>
<tr>
<td>Get off</td>
<td>Cord</td>
<td>No</td>
</tr>
<tr>
<td>Transfer</td>
<td>Wait</td>
<td>Eating</td>
</tr>
<tr>
<td>Token</td>
<td>Bus stop</td>
<td>Smoking</td>
</tr>
<tr>
<td>Exit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Main St
Grant St
Tri-Main Building
PROFESSIONS

Description: Students will watch a video and complete a corresponding worksheet associated with the vocabulary heard in the video.

Content Objective: Students will be able to identify and label professions of typical jobs in the United States.

Language Objective: Students will be able to match relative clauses written on sentence strips according to sentence subject. Students will be able to read relative clauses on their sentence strips in order to find correct match. Students will be able to write the correct word (from a word bank) in multiple cloze passages.

Materials:
- Dry erase marker
- White board
- Eraser
- 20 copies of worksheets 1a, 1b, 2, and 3
- Computer
- Projector
- Sentence strips with sentences adapted from worksheet 2 on them
- 2 flyswatters
- Images of professions

Procedures:
1. The teacher will pass out the worksheets.
2. She will explain how to complete a cloze passage exercise on the board by using the example found on the worksheets 1b, 2, and 3.
4. Use and adapted version of “Chunk and Chew” methodology from SIOP.

Chunk and Chew: For every 10 minutes of input by the teacher, the students receive 2 minutes to process the information. For this activity, “chunk and chew” after each question in the video.

5. After the first showing of the video, partner the students and have them check each other’s answers.
6. Play the video again and allow students to work in pairs.
Assessment: The students will be assessed on their responses from the worksheet.

Modifications
- **Beginner:** See adapted worksheets 1a and 1b.
- **Intermediate:** Students can participate.
- **Advanced:** See adapted worksheet 3.

Extension Activities
- **Flyswatter game:**
  1. Tape the images to the board.
  2. Have the students count by 2’s and ask the teams to form two single file lines in front of the pictures on the board.
  3. Explain to the students that one person in the front of the lines will go at a time. They need to slap the picture that relates to what is being said with the flyswatter. The first person to correctly slap the picture wins a point for their team.
  4. Any questions?
  5. Ask the teams to keep their scores quietly in their heads.
  6. Award free time for the winners.
- Give other worksheets from varied levels.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Police officer</td>
</tr>
<tr>
<td>- Doctor</td>
</tr>
<tr>
<td>- Computer programmer</td>
</tr>
<tr>
<td>- Judge</td>
</tr>
<tr>
<td>- Actor</td>
</tr>
<tr>
<td>- Construction worker</td>
</tr>
<tr>
<td>- Custodian</td>
</tr>
<tr>
<td>- Cook</td>
</tr>
<tr>
<td>- Bus driver</td>
</tr>
<tr>
<td>- Hair stylist</td>
</tr>
<tr>
<td>- Waiter</td>
</tr>
<tr>
<td>- Mail carrier</td>
</tr>
<tr>
<td>- Cashier</td>
</tr>
<tr>
<td>- Job</td>
</tr>
<tr>
<td>- Career</td>
</tr>
<tr>
<td>- Occupation</td>
</tr>
</tbody>
</table>
Directions: Draw a line from the word to the matching picture.

1. Construction worker
2. Judge
3. Doctor
4. Computer programmer
5. Police officer
6. Custodian
7. Waiter

8. Hair stylist

9. Bus driver

10. Mail carrier

11. Cook

12. Cashier
Name: ________________________________ 1b

Directions: Write in the correct word from the word bank on the blank lines.

Example: A ___________ helps people learn different things.

<table>
<thead>
<tr>
<th>waiter</th>
<th>programmer</th>
<th>custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>judge</td>
<td>hair stylist</td>
<td>cashier</td>
</tr>
<tr>
<td>construction worker</td>
<td>mail carrier</td>
<td>bus driver</td>
</tr>
<tr>
<td>cook</td>
<td>doctor</td>
<td>police</td>
</tr>
</tbody>
</table>

1. A __________ officer protects people and stops crimes.

2. A __________ helps sick or injured people to get healthy.

3. A computer _______________ writes instructions for computers.

4. A ____________ decides whether a person is guilty or innocent.

5. A ____________  __________ builds houses and other buildings.
6. A ___________ cleans and repairs buildings.

7. A ___________ makes food.

8. A _______ _________ drives a bus.

9. A _______________ serves food to customers.

10. A ___________ ________ delivers mail to houses and businesses.

12. A ___________ takes money when you pay for items in a store.

13. A _______ _____________ cuts peoples’ hair to make it shorter.
Name: ____________________________________________

Directions: Write in the correct word from the word bank on the blank lines.

Example: A ____________ helps people learn different things.

<table>
<thead>
<tr>
<th>career</th>
<th>programmer</th>
<th>custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>waiter</td>
<td>hair stylist</td>
<td>cashier</td>
</tr>
<tr>
<td>actor</td>
<td>mail carrier</td>
<td>occupation</td>
</tr>
<tr>
<td>judge</td>
<td>doctor</td>
<td>bus driver</td>
</tr>
<tr>
<td>construction worker</td>
<td>cook</td>
<td>police</td>
</tr>
</tbody>
</table>

1. A ____________ officer protects people and stops crimes.
2. A ____________ helps sick or injured people to get healthy.
3. A computer ______________ writes instructions for computers.
4. A ____________ is an important person in American court who makes the decision on whether a person is innocent (good) or guilty (bad).
5. A _________________ ________________ builds houses and other buildings.
6. A ________________ cleans and repairs buildings.
7. A ____________ makes food.
8. A _______ ____________ drives a bus.
9. A ________________ serves food to customers.
10. A ___________ ____________ delivers mail to houses and businesses.
11. A ____________ takes money when you pay for items in a store.
12. A _______ ____________ cuts peoples’ hair to make it shorter.
13. An ____________ is on T.V.
14. Another word for job is ________________________.
15. Another word for job is ________________________.
Name: ____________________________________________

Directions: Write in the correct word on the blank lines.

Example: A __________ helps people learn different things.

1. A __________ officer protects people and stops crimes.

2. A __________ helps sick or injured people to get healthy.

3. A computer ______________ writes instructions for computers.

4. A __________ is an important person in American court who makes the
decision on whether a person is innocent (good) or guilty (bad).

5. A ________________ ______________ builds houses and other buildings.

6. A ________________ cleans and repairs buildings.

7. A _____________ makes food.

8. A _______ ___________ drives a bus.

9. A ________________ serves food to customers.

10. A ____________ ____________ delivers mail to houses and businesses.

11. A _____________ takes money when you pay for items in a store.

12. A _______ ______________ cuts peoples’ hair to make it shorter.

13. An ________________ is on T.V.

14. Another word for job is ________________________.

15. Another word for job is ________________________.
### Professions PowerPoint

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
</table>
| Professions | A. horse  
A. police officer  
C. tiger |
| White boards | |

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| A. Doctor  
B. Cheesecake  
C. Beyoncé | A. Piano  
B. Teacher  
C. Computer programmer |

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>
| A. Turkey  
B. Judge  
C. Doctor | A. Construction Worker  
B. Barber  
C. Pilot |

<table>
<thead>
<tr>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>
| A. Custodian  
B. Lawyer  
C. Cashier | A. Counselor  
B. Mail Man  
C. Cook |
<table>
<thead>
<tr>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>
| • A. Waiter  
• B. Bus Driver  
• Volunteer | • A. Doctor  
• B. Custodian  
• C. Waiter |
| 11 | 12 |
| • A. Hair Stylist  
• B. Mail Man  
• C. Computer programmer | • A. Cashier  
• B. Teacher  
• C. Nugget |
| 13 | |
| • A. Outlet  
• B. Hair Stylist  
• C. Window | |
NEIGHBORHOOD AND DIRECTIONS

Description: Students will partake in a scavenger hunt by following written directions taught to them in class.

Language Objective: Students will be able to follow and give directions using specific directional vocabulary.

Content Objective: Students will be able to find all necessary components to complete the scavenger hunt.

Materials:
- Worksheets
- Directions
- Tape
- Labels for directions
- Map
- Compass
- Poster of the United States
- 10 copies of the handout of NYS
- 20 prizes (ex: pencils, calendars, candy, etc.)

Procedures:
1. The teacher will present a large map of the United States (poster) and indicate the directions north (N), west (W), south (S), and east (E) on the map’s compass and the general areas of NWSE.
2. Indicate where North Dakota is on the map. Ask the students to turn to a neighbor and tell them whether it is N, W, S, or E.
3. Follow the same procedure for the states Texas, Virginia, and California.
4. Introduce northeast (NE), southeast (SE), northwest (NW), and southwest (SW) by showing the directions on the map’s compass and the general areas on the map.
5. Indicate where New York is on the map. Ask the students to turn to a new neighbor and tell them whether it is NE, SE, NW, or SW.
6. Follow the same procedure for the states Florida, California, and Washington.
7. Present New York State on a large map.
8. Indicate where New York City is on the map. Ask the students to turn to a neighbor and tell them whether it is N, W, S, or E in NYS.
9. Follow the same procedure for Buffalo, Binghamton, and Lake Placid.
10. Present a large map of Buffalo, NY with a highlighted area near the agency’s office is located. Ask the students to indicate which direction the office is located.
11. Next, present each student with the directions for the scavenger hunt.
12. Describe getting from point a to point b using terms “left”, “right”, “straight ahead”, “next to”, “at the corner of”, “in the middle of”, “behind”, “in front of”, “across”, “facing”, “between”, “above”, “under”, “far from”, “close to”, “near”, and “on top of”.

13. Ask students to describe how they would get from point a to point b, c, and d; from point b to a, c, and d; from point c to a, b, and d; and from point d to a, b, and c using the new vocabulary.

14. Review the list of directions for a scavenger hunt that uses the new vocabulary.

15. When it is time to go, give each student a sentence strip with the one step of the directions on it. Students must take turns leading and sharing their instructions.

16. Scavenger hunt around the neighborhood with the class. Use direction sheet only and map only.

17. If possible, video tape the experience or record using a checklist.

18. Return to the classroom and discuss the experience.

**Assessment:** Review checklist to be sure each student participated. Worksheet is optional.

**Modifications:**
- **Beginner:** All students can participate.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate.

**Extension Activities:**
- Worksheet
- LRC Game
- Go to URL: [http://bogglesworldesl.com/](http://bogglesworldesl.com/) under “Giving Directions” and have students participate in a role-play with the materials provided.
- Blinded-folded obstacle course:
  - Create an in-class “obstacle course” where pairs of students have to direct their blindfolded partner around desks, through doors, and above and below desks to find “prizes”.

**Key Vocabulary:**

<table>
<thead>
<tr>
<th>Left</th>
<th>Between</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>Above</td>
</tr>
<tr>
<td>Straight ahead</td>
<td>Under</td>
</tr>
<tr>
<td>Next to</td>
<td>Far from</td>
</tr>
<tr>
<td>At the corner of</td>
<td>Close to</td>
</tr>
<tr>
<td></td>
<td>Near</td>
</tr>
<tr>
<td></td>
<td>In the middle of</td>
</tr>
<tr>
<td></td>
<td>Behind</td>
</tr>
<tr>
<td></td>
<td>In front of</td>
</tr>
<tr>
<td></td>
<td>Across</td>
</tr>
<tr>
<td></td>
<td>Facing</td>
</tr>
<tr>
<td></td>
<td>On top of</td>
</tr>
</tbody>
</table>

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Cloze Activities
Put the words in the box into the blank spaces below:

<table>
<thead>
<tr>
<th>across</th>
<th>front</th>
<th>miss</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>your</td>
<td>how</td>
<td>moment</td>
<td>to</td>
</tr>
<tr>
<td>corner</td>
<td>left</td>
<td>next</td>
<td>transfer</td>
</tr>
<tr>
<td>down</td>
<td>looking</td>
<td>off</td>
<td>way</td>
</tr>
<tr>
<td>exit</td>
<td>lost</td>
<td>on</td>
<td>where</td>
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<tr>
<td>far</td>
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</tbody>
</table>

Directions by Street Name and Nearby Landmarks:
A: You look _________________. Can I help you?
B: Yeah. I'm _________________ for the Caprice Theater. Do you know ________________ it is?
A: It’s on the _______________ of Elm Street and 22nd Avenue. It’s ______________ to the Art Gallery. You can’t ________________ it.

Directions by Subway or Bus:
A: Excuse me. Can I trouble you for a ________________?
B: Sure. What’s wrong?
A: I’m lost. Do you know ________________ to get ________________ the Stadium?
B: The easiest ________________ to get there is probably by subway. Just ________________ the Central Line to Broadway Station. ________________ to the Green Line and get ________________ at Harbour Station. If you go out ________________ number four it should be right in ________________ of you.

Directions by Foot or Car:
A: Can I get to the Harlton Hotel from here ________________ foot?
B: Sure. It’s not that ________________. Just go ________________ 4th Avenue to Main Street. Turn ________________ on Main. It should be on ________________ right. It’s ________________ from the park.

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LRC Game Rules
("Left Right Center")

LRC requires three specially marked dice and a handful of chips (quarters can stand in for the chips). Each player begins with three chips. The players determine who is to roll first. The six-sided dice are marked with the following letters, each on one side of the dice L, C, and R. The other 3 sides of each dice are marked with dots.

The first player rolls three dice. He or she passes a chip either to the left, to the right or to the center pot, depending on the roll of the dice. If any dots are rolled, the player retains his chip for that die. The next player to the left then rolls 3 dice, one die for each chip he possesses, up to three chips. This player then passes chips as directed by the roll. If he should have less than three chips, he only rolls as many dice as he has chips. If he has no chips, he is not out of the game. He simply does NOT roll. Should the person to either side of him be required to pass him a chip, then he again has a chance to win the game and must roll again when his turn comes around.

The roll passes in this manner around and around the table until only one player has chips. The last person having chips wins the game. She is not required to roll the dice.

Adapted from: http://www.toycrossing.com/lcr/basic-rules.shtml
<table>
<thead>
<tr>
<th>Scavenger Hunt Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Walk out of the building and turn left.</td>
</tr>
<tr>
<td>2. Stop at the corner of Rodney and Halbert. Look on the telephone pole for clue 1.</td>
</tr>
<tr>
<td>3. Cross Halbert by turning right onto Rodney.</td>
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<tr>
<td>4. Stop at the NO PARKING sign and look right.</td>
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<tr>
<td>5. Look under the fence across from the sign for clue 2.</td>
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<tr>
<td>7. Look on the fire hydrant for your next clue.</td>
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<tr>
<td>8. Turn right onto Fillmore.</td>
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<tr>
<td>9. Turn right onto Phelps.</td>
</tr>
<tr>
<td>10. Across from the blue house on the grates is clue 3.</td>
</tr>
<tr>
<td>11. Walk down Phelps towards the Tri-Main Building.</td>
</tr>
<tr>
<td>12. The next clue is on top of the yellow pole.</td>
</tr>
</tbody>
</table>
13. Continue walking down Phelps towards the Tri-Main Building.
14. Clue 4 is behind the PARKING sign.
15. Continue walking down Phelps towards the Tri-Main Building.
16. Clue 5 is near the TRI-MAIN sign.
17. Go through the main door.
18. Go up the stairs.
19. Enter the elevator.
20. Press button 3.
21. Turn left out of the elevator.
22. Clue 6 is on the pole on a green jelly bean.
23. Continue walking past LANDIE’S CANDY SHOP.
24. Turn right at the blue doors.
25. Clue 7 is above the number 300 on the wall.
26. Turn right at the end of the hallway.
27. Walk into the Tri-Main Building.
28. Clue 8 will be in the classroom.
Multiple Student Checklist

Activity: ____________________________ Date: _________

Additional Info: ____________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
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<tbody>
<tr>
<td>1.</td>
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Time and Calendar

Unit 4
TELLING THE TIME ON ANALOG CLOCKS

**Description:** Students will be introduced to time on an analog clock and be asked to orally say the time.

**Content Objective:** Students will be able to show they understand the time of day by placing the hands on the foam clocks in the correct position. Students will be able to identify correct times on clock.

**Language Objective:** Students will be able to comprehend different times and ways of saying times. Students will be able to orally produce times presented in written format.

**Materials:**
- Five foam clocks
- White board
- Dry erase markers
- Eraser
- 10 copies of the Oxford Picture Dictionary

**Procedures:**
1. Write “1 second” on the board.
2. On the classroom clock, point to the second hand passing while counting out loud “one second, two seconds, three seconds, etc”.
3. After counting to sixty, write on the board “60 seconds make 1 minute.”
4. Point to the minute hand while counting to 60 again, this time pointing to the different minute marks on the clock.
5. Write “60 minutes make 1 hour” on the board.
6. On a large hand-drawn clock on the white board, count by fives while pointing to the numbers on the clock.
7. Next, write on the board the time 8:00.
8. With a foam clock, model making 8:00 with the hour and minute hands.
9. Pass out the foam clocks to groups of students and have them make the correct time.
10. Continue with the following times: 9:00, 2:15, 12:30, 3:45, and 5:00.
11. Monitor and assist students.
12. After giving appropriate time, draw the correct positions of the hour and minute hands.
13. Next, write out the following times on the board (one at a time): Half past eight, quarter to three, quarter after eleven, ten past two, and noon.
15. After giving appropriate time, draw the correct positions of the hour and minute hands after each one.
17. Collect clocks and pass out Picture Dictionaries. Open to page 18.
18. At the bottom of the pages, review images 14-21.
19. Describe morning, afternoon, and night drawing the sun and moon or meals such as breakfast and dinner on the board.
20. Next, review AM and PM with the students.
21. Ask the students or say “AM” or “PM” for each picture.
22. Review “Ways to talk about time” with the students in the box below.
23. Partner/arrange small groups of students to complete the “What time is it?” worksheet (attached).

Assessment: Monitor students during time-finding activity and observe who won, lost and struggled with the time.

Modifications:
- **Beginner:** Have students only complete hourly times using adapted worksheets.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate.

Extension Activities: Worksheets (see attached).

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clock</td>
</tr>
<tr>
<td>Digital</td>
</tr>
<tr>
<td>Analog</td>
</tr>
<tr>
<td>Numbers 0-60</td>
</tr>
<tr>
<td>Second</td>
</tr>
<tr>
<td>Minute</td>
</tr>
<tr>
<td>Hour</td>
</tr>
<tr>
<td>Day</td>
</tr>
<tr>
<td>Night</td>
</tr>
<tr>
<td>Midnight</td>
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<tr>
<td>Noon</td>
</tr>
<tr>
<td>Afternoon</td>
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<tr>
<td>Evening</td>
</tr>
<tr>
<td>Morning</td>
</tr>
<tr>
<td>AM</td>
</tr>
<tr>
<td>PM</td>
</tr>
<tr>
<td>Second hand</td>
</tr>
<tr>
<td>Minute hand</td>
</tr>
<tr>
<td>Hour hand</td>
</tr>
<tr>
<td>Late</td>
</tr>
<tr>
<td>Early</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Half past</td>
</tr>
<tr>
<td>Quarter to</td>
</tr>
<tr>
<td>Quarter after</td>
</tr>
<tr>
<td>Ten to</td>
</tr>
<tr>
<td>Ten after</td>
</tr>
</tbody>
</table>

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1. What time does the clock above show? __________________________

2. Which clock hand moves faster, the hour hand or the minute hand?
   __________________________

3. When the hour hand moves from the 9 to the 10, how many hours have passed?
   __________________________

4. When the minute hand moves from the 12 to the 6, how many minutes have passed?
   __________________________
What time is it?
For each clock, write the time.

What time is it?
What time is it?

What time is it?
What time is it?

What time is it?
What time is it?

What time is it?
What time is it?

What time is it?
What time is it?

What time is it?
What time is it?
<table>
<thead>
<tr>
<th>What time is it?</th>
<th>What time is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Clock 1" /></td>
<td><img src="image2" alt="Clock 2" /></td>
</tr>
<tr>
<td>What time is it?</td>
<td>What time is it?</td>
</tr>
<tr>
<td><img src="image3" alt="Clock 3" /></td>
<td><img src="image4" alt="Clock 4" /></td>
</tr>
<tr>
<td>What time is it?</td>
<td>What time is it?</td>
</tr>
<tr>
<td><img src="image5" alt="Clock 5" /></td>
<td><img src="image6" alt="Clock 6" /></td>
</tr>
<tr>
<td>What time is it?</td>
<td>What time is it?</td>
</tr>
<tr>
<td><img src="image7" alt="Clock 7" /></td>
<td><img src="image8" alt="Clock 8" /></td>
</tr>
<tr>
<td>What time is it?</td>
<td>What time is it?</td>
</tr>
</tbody>
</table>
TELLING THE TIME ON DIGITAL CLOCKS

Description: Students will become familiarized with the American time keeping system using a numeric digital clock.

Content Objective: Students will be able to tell the time on a digital clock. Students will be able to quantify minutes and hours between two different times.

Language Objective: Students will be able to use key vocabulary needed to verbally express the time(s) displayed on the mock digital clock. Students will be able to identify numerals on a clock.

Materials:
- Mock digital clock fashioned out of index cards and tag board (see attached for directions and additional materials)
- White board
- Dry erase markers
- Sticky tac
- Five dry-erase sentence strips with time prompting sentences (1. The time is ____ o’clock. 2. It is ____ minutes after ____. 3. It is ____ to ____. 4. It is ____ after _____. 5. It is ____ ____.)
- Analog clock
- Pencils
- Student notebooks
- Prizes (bus tokens, candy, or pencils)

Procedures:
1. On an analog clock, briefly re-introduce the minute and hour hands by asking the students to identify what each hand signifies.
2. Place the hands at 4:00. Ask the students to tell you what time it is and how they knew if (if they were correct). Repeat this process for 6:15 and 10:45.
3. Write 4:00, 6:15, and 10:45 on the board. Explain what each number means by writing it under the board. See below.

<table>
<thead>
<tr>
<th>Time</th>
<th>Hour</th>
<th>Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>4</td>
<td>00</td>
</tr>
<tr>
<td>6:15</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>10:45</td>
<td>10</td>
<td>45</td>
</tr>
</tbody>
</table>

4. Place the mock digital clock on the board with sticky tac. Point to the minute and the hour places on the board.
5. Flip the index cards on the mock digital clock and chorally count the minutes. Repeat for the hours.
6. Place the sentence strips on the board. Have students copy sentence frames into their notebooks for reference. Say the sentence frames as a class (gesture for blanks).
7. On the “o’clock” sentence strip (1), write the time 5:00. Have the class repeat, “The time is five o’clock.” Have a student from one side of the room place the correct time on the mock clock.

8. On sentence strip 2, write the time, “It is twenty minutes after six.” Have the class repeat the statement orally. Have a student from the other side of the room place the correct time on the mock clock.

9. On sentence strip 3, write the time, “It is quarter to eight.” Have the class repeat the statement orally. Have a student from the other side of the room place the correct time on the mock clock.

10. On sentence strip 4, write the time, “It is quarter after twelve.” Have the class repeat the statement orally. Have a student from the other side of the room place the correct time on the mock clock.

11. On sentence strip 5, write the time, “It is eight thirty.” Have the class repeat the statement orally. Have a student from the other side of the room place the correct time on the mock clock.

12. Divide the class in two groups (two “sides” of the room) and assign team names.

13. Write on the sentence strips different times and have one team member from either side first discuss the time with their team and then place the correct time on the mock clock. If they get it correct, they earn a point. If they don’t get it correct, they must sit down and the other team gets to steal. The game ends at whoever reaches 6 points first. Award prizes to winning team.

Assessment: See attached rubric.

Modifications:
- Beginner: All students can participate.
- Intermediate: All students can participate.
- Advanced: All students can participate. Have advanced students call and write new times on the sentence strips and keep score.

Extension Activities: Time bingo (see attached), add additional times to game,

| Key Vocabulary: | • Time                                      | • 1-59 minutes to |
|                | • AM                                       | • Minutes        |
|                | • PM                                       | • Hours          |
|                | • Digital clock                            | • Alarm clock    |
|                | • Analog clock                             | • 31-59 minutes past |
|                | • Quarter to                              | • Thirty/half past |
|                | • Quarter after                            | • O’clock        |
|                |                                           | • Midnight       |
|                |                                           | • Dawn           |
|                |                                           | • Sunrise        |
|                |                                           | • Sunset         |
|                |                                           | • Dusk           |
|                |                                           | • Twilight       |
|                |                                           | • Noon           |

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Sentence Strips

It is ________ o’clock.

It is _____ minutes after ________.

It is ________ to ____________.

It is ________ after ____________.

It is ________ ______________.
HOW TO MAKE A MOCK DIGITAL CLOCK

DESCRIPTION: These can be used as a classroom activity where the students make the clocks then play the game in small groups or partners.

Materials:
- 100 pack of index cards
- Markers
- Scissors
- Hole puncher
- String
- Tag board

Procedures:
1. Make four piles of index cards and write the following:
   - Pile one: a blank index card, number 1
   - Pile two: Numbers 1-9
   - Pile three: Numbers 0-6
   - Pile four: Numbers 0-9
2. Cut out four rectangles in tag board. Make each rectangle next to one another and the size of a vertically placed index card. Leave extra space above cuts. See below.

3. Punch a hole in the top of each index card. Punch a hole in the top of each rectangle cut in the tag board.
4. In between the 2nd rectangle cut into the tag board and the 3rd, draw a colon with a marker.
5. Using the string, tie pile of the index cards one into the first (farthest left) rectangle on the tag board. Be sure the blank index card is first.
6. Tie pile two of the index cards into the second (second from the left) rectangle on the tag board. Be sure the 0 goes first and the numbers are in consecutive order.
7. Tie pile three of the index cards into the third (third from the left) rectangle on the tag board. Be sure the 0 goes first and the numbers are in consecutive order.
8. Tie pile four of the index cards into the fourth rectangle (farthest right) on the tag board. Be sure the 0 goes first and the numbers are in consecutive order.
9. Place sticky tac on the front of the tag board, above each rectangle in order to flip the “times” and keep the cards in place.
10. Play!

Extra:
For additional support, make an extra slot for “AM” or “PM” flipping cards.

Activity adapted from Mary Rose Fabry, 2011.
How to Make a Blank Bingo Card

Bingo is an easy game that people of almost any age can play. It is also a game that you can use as a learning tool for teaching math, letters or even foreign languages. The first step in making your own custom bingo cards is to learn how to make a blank bingo card.

Things You'll Need:

- Scissors
- Ruler
- Pencil
- Black marker
- Printer paper

Instructions:

1. Cut your pieces of printer paper in half widthwise, cutting half as many pieces of paper as you need cards (if you need four cards, cut two pieces of paper in half). The easiest way to cut your pieces of paper in half is to fold them in half, making just enough of a crease so that you know where to cut, rather than measuring it with a ruler.
2. Take your 5 1/2-by-8 1/2 inch pieces of paper and make a mark 1 1/4 in from the top and the bottom along the long edges, and 1/4 inch from the sides along the short edges. These marks give you the outline of the bingo grid that will be on your cards. Use your pencil to draw straight lines up and down and from side to side where these marks appear. This should give you a rectangle.
3. Mark every inch along the long and short edges of the rectangles you just drew. These marks make the grid that you can now draw using your pencil. Your grid on the bingo cards should be six boxes down and five across.
4. Trace your grid with your black marker once you have penciled it on your cards.
5. Write "BINGO" in the top row of boxes on your bingo cards, placing one letter in each box. You should be left with a grid of blank squares that is five by five.

Adapted from http://www.ehow.com/how_4505985_create-bingo-board-game.html
CALENDAR

Description: Students will construct and label individual 12-month calendars with days of the week and months.

Content Objective: Students will be able to sequence days of the week and months. Students will be able to show understanding of the calendar by making a twelve month schedule for themselves.

Language Objective: Students will be able to write and say days of the weeks and months. Students will be able to identify days of the week and months through visual (reading) and oral (listening) prompts.

Materials:
- 30 6-page calendar packets (see attached – make copies and arrange to “make sense”)
- Pencils
- Stapler
- Computer
- Projector
- Daily calendar routine supplies
- Powerpoint presentation (alex.state.al.us/uploads/23884/Calendar%20Lesson%20Plan.ppt)

Procedures:
1. After completing daily calendar routine, explain to the students that they will be making their own calendars.
2. Walk through the powerpoint presentation found at alex.state.al.us/uploads/23884/Calendar%20Lesson%20Plan.ppt on the computer projector. Encourage questions and answer appropriately.
3. Pass out 6-page calendar packets.
4. Show the students a completed calendar.
5. Model how to construct their calendars on an over-sized calendar in front of the class:
   a. Count out six large sheets of paper (with pre-drawn calendar boxes on lower halves).
   b. Fold them in half horizontally.
   c. Staple at the fold.
   d. Label the cover sheet as “Your name’s year Calendar.” For example, “Nicole Nichter’s 2011 Calendar.” Draw a picture (optional).
   e. Open the pamphlet at the fold while holding it horizontally.
   f. Take the “January” sentence strip from the daily calendar routine and place it at the top of the upper page so it looks like this:
g. Using the month strips from the daily calendar routine, have students come up one at a time and place the rest of the months on the following pages in sequential order.

h. Next, take the “Sunday” sentence strip from the daily calendar routine and place it above the first calendar box in January.

i. Have students come up and label the days of the week for January by taking them from the daily calendar routine. See below.

j. Ask (advanced) students to come up and label the rest of the months in the calendar with days of the week with a marker.

k. Next, take the number 1 and place it in the correct place for the month of January in year you’re teaching the lesson in.

l. Ask the students to come up one at a time to complete labeling January 2011’s dates in the month using the dates from the daily calendar routine (see below).

m. Complete the rest of the calendar dates as a class using a marker.
6. Pass out calendar packets, stapler, and markers to students.
7. Let them work as a class, in partners, small groups, or individually (PIG) to make their own calendars. Facilitate as needed.

**Assessment:** Multiple student checklist. See attached.

**Modifications:**
- **Beginner:** Provide copies of month labels, days of the week, and dates. Students cut and paste instead of writing, but they still must participate.
- **Intermediate:** Provide copies of lined writing paper to guide writing of dates and months. Students can cut and paste after writing.
- **Advanced:** Participate as stated in lesson plan. Aid in translating directions.

**Extension Activities:**

**Key Vocabulary:**
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday
- Day
- Week
- Month
- Calendar
- Date

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Multiple Student Checklist

Activity: ______________________________________ Date: _______

Additional Info: ________________________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All parts of calendar present</td>
<td>Some parts of calendar present</td>
<td>No parts of calendar present</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Seasons

Unit 5
SEASONAL CORNERS

Description: After going through a sensory experience associated with the seasons, students will categorize images that represent aspects of seasons such as clothing types, particular months, and weather patterns by placing them in four different corners in the room that are labeled “summer”, “winter”, “spring”, and “fall”. Students will also have to sequence the seasons correctly in a supplemental worksheet.

Content Objective: Students will be able to recognize seasonal aspects in magazines and news clippings as well as with real life materials.

Language Objective: Students will be able to identify words and place them in the correct place on the worksheet.

Materials
- Scissors
- Newspapers
- Magazines
- Index cards
- Worksheets (attached)
- Pencils
- 5-10 pieces of “realia” related to each season (brought in by the teacher)
- Sticky-tac/tape
- Dry erase marker

Procedures
1. Divide the board into four parts.
2. On the board, place a picture of a summer setting and label it “summer”. Next to the picture of the scenery, place a sun and the words “hot” and “sun” written on index cards or the board. Next, take the months of June-August from the calendar and place it in this category as well.
3. Repeat this process for fall, winter, and spring. (Images are attached.)
4. Focus on temperature: hot, cold, mild. Allow the students to feel cups of hot water, cold water, and room temperature water to show them the meanings for different temperature words. Label the cups with their temperatures with an index card. Place them accordingly under the season.
5. Introduce the students to boxes of magazines, newspaper clippings, and bags of realia (mittens, sunglasses, sunscreen, umbrella, dead leaves, etc.).
6. Ask the students individually or in groups to move the pieces they find to different corners.
7. Explain what each image or object is used for in that season.

Assessment: The teacher will ask the students to complete the attached worksheet and observe their behaviors during the activity.
Modifications

- Beginner: All students can participate.
- Intermediate: All students can participate.
- Advanced: All students can participate.
- It is strongly recommended to group students with same language backgrounds, but varied English proficiency levels to encourage collaboration.

Extension Activities

- Worksheets (see attached)
- Flash cards with vocabulary terms.


<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Extension Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Hot</td>
</tr>
<tr>
<td>Spring</td>
<td>Mild</td>
</tr>
<tr>
<td>Summer</td>
<td>Cool</td>
</tr>
<tr>
<td>Fall</td>
<td>Cold</td>
</tr>
<tr>
<td></td>
<td>Rainy</td>
</tr>
<tr>
<td></td>
<td>Sunny</td>
</tr>
<tr>
<td></td>
<td>Words that represent materials that are found in the realia boxes (put on word wall)</td>
</tr>
</tbody>
</table>
WINTER  JUNE
SPRING   JULY
SUMMER   AUGUST
FALL     SEPTEMBER
JANUARY  DECEMBER
FEBRUARY
MARCH
APRIL
MAY
Summer
Sun

Popsicle

Sunglasses

Swimming
Spring
Flowers

Meting snow

Rain

Umbrella
Winter
<table>
<thead>
<tr>
<th>Snow</th>
<th>Mittens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sledding</td>
<td>Shovel</td>
</tr>
</tbody>
</table>
SEASON COLLAGES

Description: In groups of four, students will create a collage of their assigned season. They will then present their collages to their classmates in sequential order.

Content Objective: Students will be able to create a collage based on key vocabulary of their assigned season and score a 3 out of a 4 for each assignment the rubric.

Language Objective: Students will be able to skim a short story on seasons and identify vocabulary. Students will be able to say vocabulary orally and represent the terms visually.

Materials
- Scissors
- Four large poster boards
- Glue sticks
- Markers
- 10 copies of rubric
- Realia box (contains: magazines, newspapers, old books, clip art cut-outs, etc.)
  Teacher must be sure that there are 20+ pictures or words for each season.
- 10 copies of short season story
- White board
- Dry erase markers
- Eraser
- Index cards (for word wall vocabulary)

Procedures
1. The teacher will read the attached Season Story aloud while the students follow along.
2. The teacher will tell the students to highlight words they do not know. Be sure to model how to highlight!
3. The teacher will read Season Story again aloud while students highlight words they do not know.
4. The teacher will read again, but this time, the students are to hold up their hand the teacher reads a word they do not know. The teacher will write the word on the board.
5. The words the students do not know will become the key vocabulary for the lesson.
6. The teacher will explain the list compiled on the board to the best of their ability.
7. The teacher will introduce the realia box and posters that are already labeled with the name of one season on each.
8. The teacher will model how to search for, cut, and glue images on the poster board to create a collage.
9. The teacher will then explain to the students the rubric after passing out copies to them.
10. The teacher will break up students into small groups and allow them to create their collages.
11. Students will present their collages to the class.

**Assessment:** See collage rubric.

**Modifications**
- *Beginner:* All students can participate.
- *Intermediate:* All students can participate.
- *Advanced:* All students can participate.

**Extension Activities:** Students grade one another based on the rubric. Find average grade for each in small groups.

**Key Vocabulary:**
- Ice
- Snowman
- Wind
- Blows
- Robin
- Nest
- Roses
- Cool
- Fishy
- Deep
- Hot
- Witches
- Ghost
- Gusty
- Gail
- Baubled
- Bangled
- Christmas tree
- Merry
- Draped
- Seasons

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Chicken Soup with Rice by Carole King

http://www.youtube.com/watch?v=QOBsMssUg8M

January
In January it's so nice
While slipping on the sliding ice
To sip hot chicken soup with rice
Sipping once, sipping twice
Sipping chicken soup with rice

February
In February it will be
My snowman's anniversary
With cake for him and soup for me!
Happy once, happy twice
Happy chicken soup with rice

March
In March the wind blows down the door
And spills my soup upon the floor
It laps it up and roars for more
Blowing once, blowing twice
Blowing chicken soup with rice

April
In April I will go away
To far off Spain or old Bombay
And dream about hot soup all day
Oh, my, oh, once, oh, my, oh, twice
Oh, my, oh, chicken soup with rice

May
In May I truly think it best
To be a robin lightly dressed
Concocting soup inside my nest
Mix it once, mix it twice
Mix that chicken soup with rice

June
In June I saw a charming group
Of roses all begin to droop
I pepped them up with chicken soup!
Sprinkle once, sprinkle twice
Sprinkle chicken soup with rice
July
In July I'll take a peep
Into the cool and fishy deep
Where chicken soup is selling cheap
Selling once, selling twice
Selling chicken soup with rice

August
In August it will be so hot
I will become a cooking pot
Cooking soup of course-why not?
Cooking once, cooking twice
Cooking chicken soup with rice

September
In September, for a while
I will ride a crocodile
Down the chicken soup-y Nile
Paddle once, paddle twice
Paddle chicken soup with rice

October
In October I'll be host
To witches, goblins and a ghost
I'll serve them chicken soup on toast
Whoopy once, whoopy twice
Whoopy chicken soup with rice

November
In November's gusty gale I will flop my flippy tail
And spout hot soup-I'll be a whale!
Spouting once, spouting twice
Spouting chicken soup with rice

December
In December I will be
A baubled, banged Christmas tree
With soup bowls draped all over me
Merry once, merry twice
Merry chicken soup with rice

I told you once, I told you twice
All seasons of the year are nice
For eating chicken soup with rice
Collage Rubric

**Directions:** Circle the appropriate box for the assessment of each assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>1 – Not Good 😞</th>
<th>2 – Can Be Better 😊</th>
<th>3 - Acceptable 😊</th>
<th>4 – Excellent Job! 😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relativity</td>
<td>No materials represent assigned season</td>
<td>Some materials on collage represent assigned season</td>
<td>Most materials on collage represent assigned season</td>
<td>All materials on collage represent assigned season.</td>
</tr>
<tr>
<td>Number of items</td>
<td>1 item</td>
<td>2-5 items</td>
<td>6-9 items</td>
<td>10 + items</td>
</tr>
<tr>
<td>Use of vocab</td>
<td>None</td>
<td>1-2 terms</td>
<td>3-4 terms</td>
<td>5+ terms</td>
</tr>
<tr>
<td>Presentation</td>
<td>Did not present</td>
<td>Stated name of season. Nothing else.</td>
<td>Stated name of season, the name of 5 (or less) materials including 1-3 vocab terms.</td>
<td>Stated name of season, 6 (or more) materials including 4+ vocab terms.</td>
</tr>
</tbody>
</table>
WEATHER WORDS

**Description:** Students will read Lessons on Life, a seasonal short story and identify and define vocabulary related to the seasons and weather by making a graphic organizer.

**Content Objective:** Students will be able to identify, describe, and define key seasonal and weather vocabulary.

**Language Objective:** Students will be able to skim a short story on seasons and identify vocabulary. Students will be able to say vocabulary orally and represent the terms visually.

**Materials**
- Scissors
- 30 clean sheets of white paper
- Markers
- 30 copies of Seasons Story
- Computer
- Projector
- Site: [http://www.slideshare.net/naushadme/4-seasons-moral-story](http://www.slideshare.net/naushadme/4-seasons-moral-story)
- White board
- Dry erase markers
- Eraser
- Multi-lingual dictionaries OR Oxford English Picture Dictionaries

**Procedures**
1. The teacher will read the attached Season Story aloud from [http://www.slideshare.net/naushadme/4-seasons-moral-story](http://www.slideshare.net/naushadme/4-seasons-moral-story) on the projector while the students follow along on their hard copies.
2. The teacher will tell the students to highlight words they do not know. Be sure to model how to highlight!
3. The teacher will read Season Story again aloud while students highlight words they do not know.
4. The teacher will read again, but this time, the students are to hold up their hand the teacher reads a word they do not know. The teacher will write the word on the board. The words the students do not know will become the key vocabulary for the lesson.
5. The teacher will explain the list compiled on the board to the best of their ability.
6. The teacher will model how to make a graphic organizer:
   a. Fold a sheet of paper into three sections vertically and then three sections horizontally.
   b. Label section 1 as ‘word,’ section 2 as ‘picture’ and section 3 as ‘native language.’
c. Use the first word from the list of terms on the board. Draw a picture of it. Use your second language (if applicable) as ‘native language.’
e. Instruct students to make their own, individualized graphic organizers.

7. Students present their graphic organizers to the whole class or small groups of students.

**Assessment:** Check for attempted writing in English, or description of words. If they tried, they are learning! This is a demanding lesson. Be sure to follow modifications. Place organizers in portfolios to showcase development.

**Modifications**
- Teachers may change story at their discretion. A great alternative video can be found on youtube. [http://www.youtube.com/watch?v=CVuKr5y9AbY](http://www.youtube.com/watch?v=CVuKr5y9AbY) Modify terms and type out story words to accompany.
- **Beginner:** Provide seasonal word list for them from the story. Use handwriting practice sheets and copy and paste. Give extra time.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate.

**Key Vocabulary:**
- Dependent on students
Lessons on Life

There was a man who had four sons. He wanted his sons to learn to not judge things too quickly. So he sent them each on a quest, in turn, to go and look at a pear tree that was a great distance away.

The first son went in the winter, the second in spring, the third in summer, and the youngest son in the fall.

When they had all gone and come back, he called them together to describe what they had seen.

The first son said that the tree was ugly, bent, and twisted.

The second son said no it was covered with green buds and full of promise.

The third son disagreed; he said it was laden with blossoms that smelled so sweet and looked so beautiful, it was the most graceful thing he had ever seen.

The last son disagreed with all of them; he said it was ripe and drooping with fruit, full of life and fulfillment.
The man then explained to his sons that they were all right, because they each had seen but one season in the tree’s life.

He told them that you cannot judge a tree, or a person, by only one season, and that the essence of who they are and the pleasure, joy, and love that come from that life can only be measured at the end, when all seasons are up.

If you give up when it’s winter, you will miss the promise of your spring, the beauty of your summer, fulfillment of your fall.

Moral:
Don’t let the pain of one season destroy the joy of all the rest.

Don’t judge life by one difficult season. Persevere through the difficult patches and better times are sure to come some time or later.
Anatomy

Unit 6
BODY ANATOMY

Description: Using butcher paper and markers, students will trace the body shapes of four of their friends to create four silhouettes. With these outlines, students will begin labeling the body parts from the largest, most general parts to more specific parts while scaffolding this process with the four outlines.

Content Objective: Students will be able to identify and locate body parts.

Language Objective: Students will be able to label body parts. Students will be able to say body parts out loud. Students will be able to locate body parts on a drawing and their own bodies after listening to oral commands.

Materials:
- Scissors
- Butcher paper/wrapping paper
- Markers or crayons
- Post-it notes
- Worksheets
- Pencils
- Scissors (opt.)

Procedures:
1. Roll out 4 large pieces of butcher paper on the floor (about five-six feet in length).
2. Have students who are comfortable participate in this activity group together in groups of four. A student from each group will gently lay down on of paper (any position as long as extremities are visible) and have the other students trace the outline of their body with washable markers or crayons.
3. Paste the outlines on the wall with tape.
4. Begin by introducing general body parts such as arms, legs, head, and chest. The teacher will write them on the figure and point to them while she says them. Students will quietly repeat words when the teacher says them.
5. Play “Simon Says”. Teacher says “Simon says tap your ________”. Once it appears the students understand where each body part is, move onto the next body frame.
6. With this body frame, draw in facial features (but call it a “face”), fingers (call it “hand”), toes (call them “feet”), a belly button (“belly”), and neck. The teacher will label the body parts while she says them aloud. Students quietly repeat.
7. Repeat step five using new terms.
8. With this figure frame, draw in facial features and label each one (eyes, mouth, nose, and ears, hair, chin, cheek), fingers (call them “fingers” and label them), toes (call them “toes”), elbows, ankles, knees, neck and throat, shoulders, wrists, and hips.
9. Repeat step five using new terms.
10. Use the last body for assessment.
Assessment: Use post-it notes or index cards with the body part names on them and have the students tape the body parts to the last, blank body frame. Each student should have a go.

Modifications
- Always be sensitive to cultural beliefs. Many people may not find it appropriate to touch their feet, shoulders, or heads.
- Create body frames before the lesson.
- Beginner: Pre-write terms on post-it notes.
- Intermediate: Write terms on frames.
- Advanced: Write terms on frames. Help facilitate same language background students.

Extension Activities

- Play BINGO with the body parts. (Use “HUMAN” instead of bingo.) May be used with pictures of body parts or words (or both). Bingo chips may be taken home to study with. http://www.yourdictionary.com/esl/Lesson-Plans-for-Body-Parts.html

*SAVE THE BODY FRAMES/SILOUETTES FOR THE NEXT LESSON ON CLOTHING!

Key Vocabulary

<table>
<thead>
<tr>
<th>Body 1</th>
<th>Body 2</th>
<th>Body 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arm</td>
<td>Hair</td>
<td>Eyes</td>
</tr>
<tr>
<td>Leg</td>
<td>Face</td>
<td>Nose</td>
</tr>
<tr>
<td>Belly</td>
<td>Neck</td>
<td>Mouth</td>
</tr>
<tr>
<td>Stomach</td>
<td>Shoulder</td>
<td>Ears</td>
</tr>
<tr>
<td>Head</td>
<td>Chest</td>
<td>Hair</td>
</tr>
<tr>
<td></td>
<td>Hips</td>
<td>Chin</td>
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<tr>
<td></td>
<td>Knees</td>
<td>Lips</td>
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<td></td>
<td>Elbow</td>
<td>Teeth</td>
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<td></td>
<td>Hand</td>
<td>Tongue</td>
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<td></td>
<td>Foot</td>
<td>Wrist</td>
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<td>Fingers</td>
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<td>Thumb</td>
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<td>Knuckle</td>
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<td>Behind (?)</td>
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<td></td>
<td></td>
<td>Ankle</td>
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<td></td>
<td></td>
<td>Toes</td>
</tr>
</tbody>
</table>
ankle  ear  hand  leg  shoulder
arm  elbow  head  mouth  thigh
belly button  eye  heel  nose  toes
chest  fingers  hip  neck  waist
colin  foot  knee  shin  wrist

http://members.enchantedlearning.com/subjects/anatomy/body/label/
http://www.esl-kids.com/flashcards/bodyparts/small-bodyparts4-words.pdf

- **Body Parts Set 1**
  - arm
  - back
  - belly button
  - bottom
  - ear
  - elbow
  - eye

- **Body Parts Set 2**
  - face
  - finger
  - foot
  - hair
  - hand
  - head
  - hips

- **Body Parts Set 3**
  - knee
  - leg
  - lips
  - mouth
  - neck
  - nose
  - shoulder

- **Body Parts Set 4**
  - teeth
  - toe
  - tongue
  - tummy
Your Body

Across
1. Your hand has five _____.
3. You use your_____ to bend your arm.
5. How many eyes do you have?
7. You use your_____ to pump blood.
9. You use your_____ to run.
10. How many fingers do you have?
11. You use your_____ to bend your leg.
13. You use your_____ to throw a ball.

Down
1. You have five toes on your_____.
2. You use your_____ to see.
4. You use your_____ to think.
6. How many noses do you have?
8. Your foot has five_____.
9. You use your_______ to breathe.
12. You use your_______ to hear.

www.bogglesworldesl.com
Adapted from Bogglesworld.com

Name: __________________________________________

Find the words below in the grid to the left.

arm  back  elbow
finger  foot
hand  knee  leg
neck  toe
BODY WORKS

**Description:** Students will review names of body parts and be introduced to verbs related to the functions of their body parts through an exercise routine (yoga/aerobics).

**Content Objective:** Students will be able to complete an exercise routine based on their listening comprehension skills.

**Language Objective:** Students will be able to follow directions and pronounce new verbs and terms.

**Materials:**
- Labeled body diagram
- Index cards for new body-movement vocabulary
- Flip camera/video recorder (if possible)
- General checklist

**Procedures:**
1. Play Simon Says with body parts that were taught previously (terms should be on the word wall).
2. Introduce new verbs on flash cards while acting them out.
4. Next, follow attached directions to complete the exercise. (Key vocabulary terms for movements and body parts are in *italics* in the directions attached.)
5. Video tape the exercise (if possible) for later assessment. Use general checklist while observing (in real time or on video) the movements of each student.

**Assessment:** See general checklist.

**Modifications:**
- Use a work out video (free from Family Video stores) and assess based on movements using a checklist.
- Choose from Pilates, Yoga, or Warm-up exercises and stretches. You may mix and match work outs. Only push the students as far as they can go.
- Some cultures may find exercises inappropriate. Allow them to watch and help assess. Encourage them to do the exercises at home privately.
  - **Beginner:** Students can observe and listen or try and participate. Use shorter directions and quicker exercises. Speak slowly.
  - **Intermediate:** Students participate.
  - **Advanced:** Students will record verbs and/or body parts on the board to use for a game of “simon says” later in the lesson.
Extension Activities:

- Have students highlight words they don’t know in the instructions and translate into their native languages in their notebooks
- Take pictures of poses. Label pictures of pose names.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit</td>
</tr>
<tr>
<td>Knees</td>
</tr>
<tr>
<td>Bent thighs</td>
</tr>
<tr>
<td>Feet</td>
</tr>
<tr>
<td>Back</td>
</tr>
<tr>
<td>Head</td>
</tr>
<tr>
<td>Held high</td>
</tr>
<tr>
<td>Arms</td>
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<tr>
<td>Hang</td>
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<tr>
<td>Side</td>
</tr>
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<td>Pull</td>
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<td>Palms</td>
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<tr>
<td>Eyes</td>
</tr>
<tr>
<td>Kneel</td>
</tr>
<tr>
<td>Look</td>
</tr>
<tr>
<td>Close</td>
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</tbody>
</table>

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Simple Pilates Instructions

Opening the upper body

1. Sit on a chair so that your knees are bent at right angles to your thighs when your feet are flat on the floor. Sit with a straight, long back and with your head held high. Let your arms hang by your sides. Pull in your stomach.

2. Lift your shoulders up as high as you can, then let them drop down.

3. Fold your arms loosely in front of your chest. Squeeze your hands around your arms then relax them. Breathe in and as you breathe out, start to turn from the waist.

4. Turn as far as you can to your side, leading with your elbows. Your hips stay still. Turn your head to follow the movement. When you have turned as far as you can, return to the center. Repeat on the other side ten times.

Strengthening the abdominals

1. Lie on your back with your knees raised, feet flat on the floor. Let your arms lie comfortably at your sides.

2. Slowly lift your hips off of the floor, rest for a moment, and slowly go back down to return to lying on the floor.

3. Lie on your back with your knees raised, feet flat on the floor. Place your hands on your thighs.

4. Breathe in, and as you breathe out, press your navel to your spine and slowly start to slide your fingers up your thighs towards your knees. As you do so, your head and shoulders will start to curl up off of the floor. Don’t come up too high.

5. When your fingers have reached as far as they can, place your hands flat on your thighs again, breathe in, and slide your hands back down, uncurling the back down on to the floor. Repeat this ten times.

6. Lie in the same position (step 1) and place your right hand under your head and your left arm on the floor at your side.

7. Press your navel to your spine and slowly reach your left hand down the floor towards your feet. This will make your head and left shoulder curl off the floor. Move back down and repeat, reaching to the right. Repeat this ten times.

Toning the legs
1. *Lie on your right side.* Stretch your *right arm* above your *head* and place your *head* on it. Your *left leg* should form one long line with your *body.* Bend your *right knee* in front of you.

2. Stretch your *left leg* away from you in a long, low lift. Do not move your *hip.* Repeat ten times on the right and the left. (Give directions.)

3. Now bend your *top leg.* Straighten the *lower leg* so that it is in line with the *body.*

4. Lift the *lower leg* slowly up and down. Now repeat with the other leg. Work up to 10 ten repetitions on each side.

Arm toning

1. *Lie on your back,* knees *lifted* and feet flat on the floor, slightly apart. The whole *spine* should be long and *touching* the floor, with no tension in the neck of the shoulders. *Hold* a 2lb weight (or a book – you can also have students simply *squeeze* their *hands* if there are no weights in the classroom) in each *hand* and place your *arms* out to the side.

2. Lift your *arms* up so that they form a wide circle, as if they were reaching around a huge ball. *Open your arms* up so they come back down to *lay* on the floor next to your sides. *Release* the weight (or squeeze) from your *hands.* Repeat ten times.
Simple Yoga Instructions

Salute to the sun

1. *Stand up straight, looking* straight ahead, *putting palms* together in the prayer position just in front of your *chest*. *Take* a few long, deep *breaths*.

2. *Stretch* your *arms* up to the ceiling and then slightly backwards.

3. Return to the *erect position*, still with your *arms raised* above you and as you *breathe* in and out, *bend* forwards from your *hips*, *keeping* your *back* straight.

4. *Place* your *hands* on the floor. If this isn’t possible, *hold* the back of your *calves* or *ankles* and gently *stretch* the backs of your *legs*.

5. *Take* a deep breath in and *bend* your *left knee*, at the same time *stretching* your *right leg* out behind you and *placing* your *hands* on the floor. *Look* up to the ceiling.

6. *Breathing out*, *put* your *legs* back so that you are *supported* on your *hands* and *feet* and your *body* is in a long, straight line.

7. *Drop* your *knees* and *chest* to the floor as you breathe out. Keep your *hips* *raised*.

8. As you *breathe in*, *drop* your *hips* to the ground and in a long, snake-like movement, *push* your *upper body* through your *arms* as far as it will go until your *back is arched* and you are *looking* at the ceiling.

9. As you *breathe out*, *lift* your *hips* up to the ceiling and *drop* your *head* so that you make a triangle.

10. *Breathe in*, *bringing* your *right knee* forwards, leaving your *left leg stretched* out behind you. *Breathe out* and *look up* at the ceiling.

11. *Bring* your *left leg* up to meet your *right leg* and *stretch*. Your *hands* are flat on the floor of holding the *backs* of your *calves*. *Keep* your *head dropped* towards the floor.

12. *Stretch* your *arms* up to the ceiling and then slightly backwards.

13. Return to *standing* and *bring* your *palms* together in the prayer position.

*You can repeat this whole sequence a few times.*
Child’s Pose

1. *Sit on the heels of your feet, back straight. Place your hands* behind you on the *soles of your feet. Breathe in and bend gently backwards, looking up.*

2. *Breathe out and bend* slowly forwards until you can *place* your *forehead* on the floor. Your *arms* will *lie* by your *sides* and *breathe* slowly with your *eyes* closed.

Corpse Pose

1. *Lie on your back with your arms* slightly out from your *sides* with the *palms facing* the ceiling. Your *legs* should be slightly apart with relaxed *feet. Close your eyes.*

2. *Breathe slowly and deeply* for one or two minutes, concentrating on the *breath itself* and the sensation of your lungs filling with air. Then breathe naturally for a few more minutes before getting up.

The cat

1. *Kneel* on the floor, *hands* in front, to make a *table shape.* Your *back* should be as *flat* as you can make it and your *head* in line with your *back.*

2. *Arch your back* and *drop your head* down. Flatten your back again.

3. *Slowly lift your head* and *push your bottom* up towards the ceiling so that your *back forms* a concave arch. *Look up* at the ceiling if you can. Return to the starting position and repeat the whole sequence four more times.
Simple Instructions for Warm-up Exercises and Stretches

Arm stretches

1. *Stand* with a good posture, *shoulders relaxed*, *back straight* and *navel* gently drawn to your *spine*. *Place* your feet hip-width apart.

2. *Stretch* your left arm straight up to the ceiling. *Bend* your left knee at the same time, feeling the stretch all the way up to your *side*.

3. Repeat the *stretch* on the right *side*. Do ten stretches on each *side*. *Stretch* your arms in the same way as before, but this time take your *arms* out to *shoulder* level. Alternate, doing 10 stretches on each *side*.

Shoulder looseners

1. *Stand* with a good posture, *relax* your *shoulders*, and *straighten* your *back*. *Place* your feet shoulder-width apart.

2. Slowly *roll* your *shoulders* forward towards your *chest*. Keep your *arms* relaxed; they will *move* of their own accord.

3. *Lift* your *shoulders* up towards your *ears* and then *move* them towards your *back*, gently *squeezing* your *shoulder blades* together. *Drop* your *shoulders* back into their natural position. Repeat the exercise three more times, then reverse the direction and do another four.

Waist twists

1. *Stand* with a good posture, *relax* your *shoulders*, and *straighten* your *back*. *Place* your feet shoulder-width apart.

2. *Fold* your *arms* loosely in front of you so they are about level with your *chest*.

3. *Turn* to the right from your *waist* only. Your *hips* should remain facing squarely to the front. Return to the center and repeat to the left. Alternate, twisting 10 times to each side.

Side bends

1. *Stand* with a good posture, *relax* your *shoulders*, and *straighten* your *back*. *Place* your feet shoulder-width apart.

2. *Place* your *left hand* on your *hip* and *raise* your *right arm*.

3. Return to the center and *do* eight more *stretches* on the same side, then repeat on the other side.
Leg swings

1. *Stand up straight, feet* together at the *heels* and slightly apart at the *toes*. *Hold* on to a chair back with your *right hand*, if necessary. *Lift* your *left leg* and *swing* it forward.

2. *Swing* your *leg* backwards. Continue *swinging* your *leg* backwards and forwards so that your *leg* is *moving* in a relaxed way in the *hip socket*. The *hip* itself, as well as the *upper body*, should remain *erect* and *still*. You may find it easier to *balance* if you *hold* your *left arm* out just below *shoulder* level. Do ten swings, then repeat with your other leg.

Back stretch

1. Stand with a straight back, navel down lightly to your spine, your shoulders dropped down and feet hip-width apart. Bend forwards from your waist and rest your fingertips on the back of a chair or table. You should just be able to reach it and feel a long stretch in your back. Don’t tense your shoulders. Make your back as flat as a table top.

Head rolls

1. *Stand up straight*, with *relaxed shoulders, arms* by your *sides, feet* hip-width apart.

2. Now *drop* your *chin* onto your *chest*. *Hold* this position for a moment and relax.

3. *Roll* your *head* towards your *right shoulder*. Then *roll back* to the center and *roll* it to the left. Alternate the direction, *stretching* your *neck* four times on each side.

4. *Lift* your *head* again so that you are *looking* over your *left shoulder*. *Hold* this position for a moment, and then turn to the right. *Stretch* each side four times, *holding* the turned position for a moment each time.

Leg lifts

1. *Lie* on the floor, with your *arms* at your *sides, legs* together. *Lift* your *right leg* straight up, *toes pointing* at the ceiling.

2. *Hold* the *stretch* 1-2 minutes. Repeat with your *left leg*. 
Diagonal stretch

1. *Lie* on the floor with your *arms* out at shoulder level. *Bend* your *legs* so your *feet* are flat on the floor and your *knees* are *pointing* towards the ceiling.

2. *Drop* your *knees* down to the right and, at the same time, *turn* your *head* to *look* to the left. Try to keep your *shoulders* on the floor. *Hold* this position for a minute. Return your *knees* to the center and *drop* them to the *left*, *turning* your *head* to the right. Alternate four times on each *side*, *holding* the *stretch* each time.

BODY ACHES

Description: Students role play showing signs of illness based on prompts.

Content Objective: Students will be able to show aches, pains, and sores (in a basic manner) on their bodies. Students will be able to hold up flashcards that match the pictures seen in the powerpoint presentation.

Language Objective: Students will be able to say sentence prompts. Students will be able to match the term for different body aches/pains to the flash card.

Materials:
- Projector
- Computer
- Powerpoint presentation (see attached)
- Individually printed and cut flash cards from powerpoint individual powerpoint slides

Procedures:
1. Project the powerpoint and walk students through the vocabulary. Gesture when needed to describe each type of pain.
2. Have students repeat statement after you.
3. Pass out flashcards from powerpoint.
4. The teacher will call out an ailment and the students must hold up the correct ones. After, show the correct image on the powerpoint show. Repeat with all 13 ailments given.
5. Collect flashcards and group students into groups of 3 or 4.
6. Give each group an individual flashcard. They must come up with a role play gesture to indicate to the rest of the class what they are suffering from. The class must guess what they have.
7. Take turns acting.
8. Show the last part of the powerpoint without terms – students say the ailments aloud.

Modifications:
Beginner: All students can participate.
Intermediate: All students can participate.
Advanced: All students can participate.

Assessment: Teacher observation. Is everyone participating?

Extension Activities: See attached worksheets.
### Key Vocabulary

<table>
<thead>
<tr>
<th>Headache</th>
<th>Sore Throat</th>
<th>Flu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toothache</td>
<td>Cough</td>
<td>Backache</td>
</tr>
<tr>
<td>Chest Pain</td>
<td>Fever</td>
<td>Broken bone</td>
</tr>
<tr>
<td>Stomachache</td>
<td>Cold</td>
<td>Injury</td>
</tr>
<tr>
<td>Earache</td>
<td>Fever</td>
<td>Scratch/cut</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: ____________________________________________________

Directions: Label the image with the correct term from the word bank.

Word Bank

<table>
<thead>
<tr>
<th>cough</th>
<th>injury</th>
<th>cut</th>
<th>backache</th>
</tr>
</thead>
<tbody>
<tr>
<td>sore throat</td>
<td>headache</td>
<td>fever</td>
<td>chest pain</td>
</tr>
</tbody>
</table>

1. [Image of person with a headache]
2. [Image of person sneezing]
3. [Image of person holding their chest]
4. [Image of person drinking water]
5. [Image of person cleaning a wound]
6. [Image of person holding their wrist]
7. [Image of person coughing]
8. [Image of person holding their head]
<table>
<thead>
<tr>
<th></th>
<th>Body Aches PowerPoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have a <strong>headache</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>I have a <strong>toothache</strong>.</td>
</tr>
<tr>
<td>3</td>
<td>I have the <strong>flu</strong>.</td>
</tr>
<tr>
<td>4</td>
<td>I have a <strong>cold</strong>.</td>
</tr>
<tr>
<td>5</td>
<td>I have a <strong>stomach ache</strong>.</td>
</tr>
<tr>
<td>6</td>
<td>I have a <strong>backache</strong>.</td>
</tr>
<tr>
<td>7</td>
<td>I have an <strong>injury</strong>.</td>
</tr>
<tr>
<td>8</td>
<td>I have a <strong>broken bone</strong>.</td>
</tr>
</tbody>
</table>
9  I have a cough.

10  I have a sore throat.

11  I have an earache.

12  I have chest pains.

13  I have a fever.

14  I have a scratch.  I have a cut.

15  What's wrong?

16  What's wrong?
<table>
<thead>
<tr>
<th>17</th>
<th>What's wrong?</th>
<th>18</th>
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<td>27</td>
<td>What's wrong?</td>
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<td></td>
<td><img src="image6.png" alt="Image" /></td>
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</table>
Unit 7

Clothing
FASHION SHOW

Description: As a culminating activity for a study of American dress, students will dress up in a particular theme, and walk down the “runway.” As their peers are walking down the runway, all students will rotate being the announcer and use adjectives to describe their classmates’ attire.

Content Objective: Students will be able to identify clothing articles appropriate to the four seasons.

Language Objective: Students will be able to state the name of clothing items appropriate to the four seasons.

Materials:
- Magazines
- Scissors
- Glue sticks
- 4 pieces of chart paper

Procedures
1. Distribute magazines and scissors to each student.
2. Have students look through magazines to find and cut out clothing and accessories appropriate for the four different seasons in New York State.
3. Write the name of one season on a piece of large chart paper.
   Do this for all four seasons and post one sign in each corner of the room.
4. Have students walk around the room and paste their pictures on the appropriate chart paper.
5. Once the students are seated, the teacher should have the students examine the four different charts to see if anyone disagrees with the placement of the clippings. If so, have a class discussion about why the item was originally placed on that season, and why it may be a better fit under a different season.
6. The teacher should review the names of each piece of clothing, by pointing to various pictures and having the students identify the names of the clothing in unison.
7. Count off by fours to form four groups. One group will be the spring group, one will be the summer group, one will be the winter and one will be the fall. Give each group the respective chart paper to help them brainstorm.
8. Explain to the students that they will be responsible for dressing like the season on the following day according to the script they write. (The crazier the better!)
9. Each group is responsible for writing a script collaboratively about their season and associated outfits. Explain to the students that each person will need to speak once, describing the outfit of one of their group mates. At least two adjectives should be used to describe each outfit. Ex: “Katie is wearing a trendy, pink skirt
with a fabulous white top! It’s a comfortable outfit appropriate for any spring day!"

10. Final scripts should be written on note cards.
11. On the following day, students will put on a fashion show for their peers. Use the microphone from the “Realia Box” and play “runway” pop-music.
12. The students will strut their stuff down the runway while their group mate describes their outfit to the audience.
13. Have the class vote on different categories, and award prizes. (Best runway walk, best announcer, best outfit, best descriptions, etc.)

**Assessment:** Use rubric to score each group (see attached).

**Extension Activities**
- Use a camcorder to record the fashion show. The videotape can then be watched in a subsequent class. Self-assessment can be employed based on the video recording and students can be asked to identify personal speaking goals for various things such as fluency or pronunciation.
- Play memory with flash cards of words and body parts.

**Modifications**
- **Beginner:** All students can participate.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate.
- Have students find attire appropriate to different regions in the USA. (Ex: western/country dress, business attire, urban, surfer, etc.) However, be sure to avoid stereotyping.

**Key Vocabulary:**
- Shirt
- Pants
- T-Shirt
- Dress Shirt
- Tie
- Jacket
- Turtle neck
- Dress
- Shoes
- Boots
- Sandals
- Dress Shoes
- Sneakers
- Loafers
- Gloves
- Scarf
- Mittens
- Hat
- Cap
- Coat
- Blouse
- Skirt

Lesson plan adapted from lesson by Ashley Dame, Nicole Nichter, and Ashley Belke, 2010
**Fashion Show Rubric**

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<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td><strong>Collaboration with Peers</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td><strong>Props</strong></td>
<td>Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.</td>
<td>Student uses 1 prop that shows considerable work/creativity and which make the presentation better.</td>
<td>Student uses 1 prop which makes the presentation better.</td>
<td>The student uses no props OR the props chosen detract from the presentation.</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard everyone at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
</tr>
</tbody>
</table>

Rubric Made Using: RubiStar (http://rubistar.4teachers.org)
### Student-Made Rubric

<table>
<thead>
<tr>
<th>Assignment</th>
<th>1 - Not Good 😞</th>
<th>2 - Can Be Better 😞</th>
<th>3 - Acceptable 😊</th>
<th>4 - Excellent Job! 😊</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLOTHING

Description: Students will dress body silhouettes with seasonally appropriate real life clothing and clothing cut-outs.

Content Objective: Students will be able to identify appropriate clothing for different seasons.

Language Objective: Students will be able to label correctly label different articles of clothing. Students will be able to read labeled seasons. Students will be able to use vocabulary terms such as “That is,” “This is,” “These are,” “Those are,” “These are,” and “They are.”

Materials:
- Body silhouettes from Body Anatomy lesson plan (see week 5 lessons)
- Cut-outs of clothing made from construction paper/butcher paper
- Tape
- Sticky-tac
- Sentence strips
- Index Cards
- Markers
- Real clothing articles (if possible)
- Stapler

Procedures
1. Review the body parts from the previous lesson with the students by playing Simon Says with different body parts from each silhouette.
2. Next, introduce different clothing articles by saying the name for them. Be sure to use the sentence frames that include “this is”, “that is”, “these are”, “those”, and “they are”.
3. Pass out labels to different students in the class and say the name for them.
4. Students will be given 3 minutes to find their article and pin, tac, or staple their label to the article of clothing it represents.
5. Students will introduce their clothing articles by saying the name of the article with the sentence frame that uses “this is a”, “that is a”, “these are”, “those are” and “they are” to their classmates.
6. Next, have the students break up into groups of four and give each group a season they need to represent. Have the students use the clothing (previously pinned on the body silhouettes) to create a “seasonal look”.
7. Students must, once again, present to each group their groups outfit for their season. Have students to the best of their ability explain why they chose those articles for their season.
8. Complete the activity with “Numbered fingers”. One finger means summer. Two fingers means fall. Three fingers means winter. The teacher points to each article
of clothing and the students must hold up the appropriate amount of fingers in regards to what article the season belongs to.

Assessment: Monitor where each group places their clothing articles. Pay attention to which students hold up the correct amount of fingers in response to the questions.

Extension Activities
- Take pictures of the clothing articles and print them out. Students must compile a list of vocabulary terms associated with each season’s attire.
- Worksheet
- Play memory with flash cards of words and body parts.

Modifications
- Beginner: All students can participate.
- Intermediate: All students can participate.
- Advanced: All students can participate.
- Have students find attire appropriate to different regions in the USA. (Ex: western/country dress, business attire, urban, surfer, etc.) However, be sure to avoid stereotyping.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>Shoes</td>
<td>Scarf</td>
</tr>
<tr>
<td>Pants</td>
<td>Boots</td>
<td>Mittens</td>
</tr>
<tr>
<td>T-Shirt</td>
<td>Boots</td>
<td>Hat</td>
</tr>
<tr>
<td>Dress Shirt</td>
<td>Sandals</td>
<td>Baseball hat</td>
</tr>
<tr>
<td>Tie</td>
<td>Dress Shoes</td>
<td>Blouse</td>
</tr>
<tr>
<td>Jacket</td>
<td>Sneakers</td>
<td>Skirt</td>
</tr>
<tr>
<td>Coat</td>
<td>Loafers</td>
<td>Turtle neck</td>
</tr>
<tr>
<td>Dress</td>
<td>Gloves</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the blanks below with words from this box:

<table>
<thead>
<tr>
<th>scarf</th>
<th>T-shirt</th>
<th>sweater</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>cold</td>
<td>cool</td>
</tr>
<tr>
<td>dress</td>
<td>wash</td>
<td>boots</td>
</tr>
<tr>
<td>for</td>
<td>coat</td>
<td>dry</td>
</tr>
<tr>
<td>footwear</td>
<td>gloves</td>
<td>try</td>
</tr>
<tr>
<td>shorts</td>
<td>fold</td>
<td>sunglasses</td>
</tr>
<tr>
<td>fits</td>
<td>sandals</td>
<td>running shoes</td>
</tr>
<tr>
<td>laundry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Clothes**
On a _____________ winter day, it’s important to ______________ warm. Many people wear a ________________ over their shirt. And when they go outside, they put on a warm _________________. As well, people put a ________________ on their head, ________________ on their hands, and a ________________ around their neck.

**Summer Clothes**
In summer, people like to keep ________________. So many people wear ________________ instead of pants and a _________________ instead of a long-sleeve shirt. As well, people wear _________________ to protect their eyes from the bright sun.

**Footwear**
There are many different types of ________________. People wear ________________ to the beach, ________________ when they exercise, and ________________ on rainy or snowy days.

**Shopping for Clothes**
Shopping __________ clothes can be a lot fun. But before you buy anything, you should always ________________ it on and make sure it _________________.

**Laundry**
When your clothes get dirty, it’s time to do the ________________. First, you ________________ the clothes. Next, you ________________ them. Finally, you ________________ them and put them away.

Adapted from bogglesworld.com
**DESCRIBE ME**

**Description:** Students will have to describe people and their clothing.

**Content Objective:** Students will be able to draw pictures of people described and describe people to partners who have to draw them.

**Language Objective:** Students will be able to use descriptive words in sentence frames.

**Materials:**
- Markers
- Colored pencils
- Pencils
- 100 sheets of blank people
- 20 copies of description sheets
- Computer with internet connection
- Projector
- 20 Oxford Picture Dictionaries
- 10 sets of numbers 1-14
- 10 sets of numbers 1-29

**Procedures:**
1. Have students go up to the board and write down all of the words they know that pertain to clothing.
2. Review each piece of clothing by showing images on the projector of each piece.
3. Ask the students to open up the Oxford Picture Dictionaries to page 32.
4. Review as a whole class the page.
5. Partner the students and ask them to describe each other using one word from each section (age, height, weight) and (if possible) write their partner’s name down with the three descriptive words.
6. Partners present to the class.
7. Turn to page 86.
8. Review the numbered articles of clothing as a class.
9. Partners and volunteers take turns pulling numbers (set of 1-14) from a bag/basket. Students must say the clothing article and point to it in the pictures.
10. Repeat steps 8 and 9 with pages 88-91 (using number set of 1-29).
11. Virginia reel students and ask them to use the checklist or write out what their partner is wearing.

**Assessment:** Students will be assessed on written information from the Virginia reel activity. Also, teacher observation is crucial during the interactive steps.
Modifications:
- *Beginner:* Use a checklist with pictures of clothing.
- *Intermediate:* Use a checklist of clothing.
- *Advanced:* Write out clothing articles. No checklist.

Extension Activities:
- Design a fashion show with 10 outfits. Draw and label each piece.
- Use the attached t-chart to describe your partner’s physical appearance and clothing.

Key Vocabulary:
- Shirt
- Jeans
- Dress
- T-shirt
- Baseball cap
- Socks
- Sneakers
- Blouse
- Handbag
- Skirt
- Suit
- Slacks/pants
- Shoes
- Sweater
- Put on
- Clutch bag
- Cocktail dress
- High heels
- Sweatshirt
- Hoodie
- Sweatpants
- Undershirt
- Thermal undershirt
- Long underwear
- Boxer shorts
- Briefs
- Panties
- Underpants
- Stockings
- Cap
- Cardigan sweater
- Pullover sweater
- Sports shirt
- Maternity dress
- Overalls
- Knit top
- Capris
- Sandals
- Uniform
- Business suit
- Tie
- Briefcase
- Sports jacket/coat
- Vest
- Bow tie
- Tuxedo
- Evening gown
- Tank top
- Shorts
- Hat
- socks
- pajamas
- nightgown
- slippers
- night shirt
- robe
- Tights
- Bra
- Overcoat
- Headband
- Leather jacket
- Winter scarf
- Gloves
- Headwrap
- Jacket
- Parka
- Mittens
- Ski hat
- Leggings
- Earmuffs
- Down vest
- Ski mask
- Down jacket
- Umbrella
- Raincoat
- Poncho
- Rain boots
- Trench coat
- Swimming trunks
- Straw hat
- Windbreaker
- Cover-up
- Swimsuit
- Bathing suit
- Sunglasses
- Panty hose
- Jeans
<table>
<thead>
<tr>
<th>Physical</th>
<th>Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Money
Unit 8
MONEY & SAVINGS

Description: Students will be introduced to American currency, slang, and basic banking. Students will be able to visually recognize dollar bills, change, and basic functions at a bank.

Content Objective: Students will be able to use basic banking skills.

Language Objective: Students will be able to use specific vocabulary related to the bank.

Materials:
- Laptop
- Projector
- Prepped money (see attached)
- Worksheets
- Scrap Paper
- Pens/Pencils

Procedure:
1. While walking students through the powerpoint, be sure to keep students focused on the slang used with dollars, bucks, & cash.
2. Review cash – cash has the VALUE on the money – 1, 5, 10 … etc.
3. Review change – different from cash, but a similar breakdown. Visually connect change (reinforce with additional drawings if needed).
4. Introduce the Game before the worksheet (instructions on next page).
5. Slide 9 – Worksheet. Allow students sufficient time (teacher will be the judge) to complete the worksheet. Requires minimal math.
6. Slide 10-end – Explaining basic banking. Give students the idea that banks are safe places for money.

Assessment: See attached worksheet.

 Modifications:
- Beginner: All students can participate.
- Intermediate: All students can participate.
- Advanced: Use cloze passage worksheet.

Key Vocabulary:
- cash
- money
- buck(s)
- dollar(s)
- bill(s)
- Penny
- change
- cents
- coins
- wallet
- purse
- bank
- bank account
- Deposit
- Withdrawal
- Balance
- Nickel
- Dime
- Quarter
- Credit Card

GAME – Role Play – Store
http://www.moneyinstructor.com/play.asp – Money Printouts

1. Students will pair off for the role play.
2. One student will be the customer; the other will be the “store owner”.
3. An image will be introduced to the empty containers in the room of:
   a. Apple
   b. Juice
   c. Sweater
   d. Jacket
   e. Book
4. The “customer” will ask “How much is this _____?”
5. The “store owner” will tell the customer how much it is.
6. The “customer” will give the “owner” the money.
7. The “store owner” will check the amount.
8. When students complete the first item, review the proper price.

Lesson adapted from lesson by Nikole Seitz, 2010
Personal Finance Vocabulary Cloze adapted from bogglesworld.com

Fill in the blanks with the vocabulary items listed above each paragraph:

<table>
<thead>
<tr>
<th>limit</th>
<th>cash advance</th>
<th>debt</th>
<th>pay back</th>
</tr>
</thead>
<tbody>
<tr>
<td>default</td>
<td>funds</td>
<td>purchase</td>
<td>interest</td>
</tr>
</tbody>
</table>

Credit Cards

Credit cards are a convenient way to ___________ goods. They also come in handy when you have a shortage of ___________. If you need a little extra money for the weekend, you can take out a ___________ ___________.

In spite of these benefits, credit card ___________ can also cause serious problems for people. People spend more than they can ___________. And because of the high ___________ on money borrowed, the credit card debt becomes harder and harder to ___________ ___________. Eventually, some people are forced to ___________ on their payments. This is why credit card companies put a ___________ on the amount that people can borrow.

<table>
<thead>
<tr>
<th>Credit risk</th>
<th>Mortgage</th>
<th>Savings</th>
<th>credit evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>afford</td>
<td>co-sign</td>
<td>Default</td>
<td></td>
</tr>
</tbody>
</table>

Mortgages

Most people don’t have enough in ___________ to purchase a house so they take out a house loan, which is called a ___________. Before you get a mortgage, the bank will do a thorough ___________ ___________ to make sure you can ___________ the loan. If the bank feels you are a ___________ ___________ they may ask you to find somebody else to ___________ your mortgage. This person will be responsible to pay your mortgage if you ___________.
Name: ______________________________

How much is shown?

1. How much is shown?
   Answer:

2. How much is shown?
   Answer:

3. How much is shown?
   Answer:

4. How much is shown?
   Answer:

5. How much is shown?
   Answer:

6. How much is shown?
   Answer:
MONEY WORDS AND SYMBOLS

Description: Students will create flash cards with pictures of American currency and words related to the images and later participate in a role-play of going to the grocery store.

Content Objective: Students will be able to use the names of the various types of American currency and the symbols associated with them in a simulated role play. Students will be able to match the correct English term with its associated image.

Language Objective: Students will be able to write the names of each type of money and write dollar and cents amounts using symbols and numbers. Students will be able to orally produce the names of money and money amounts. Students will be able to read price tags.

Materials:
- Piggy bank filled with real change
- 10 index cards per student
- Glue stick (per student)
- Scissors (per student)
- Worksheet (attached)
- Price tags
- Marker
- 10-20 empty and cleaned food containers
- Play money
- Price tags (real)

Procedures:
1. The teacher will shake the piggy bank in front of the class and ask “What is in here?”
2. Students respond appropriately.
3. The teacher will empty the piggy bank and show the front and back of each of the coins, explaining how much each is worth and writing the worth and the name of the coin on the board.
4. Hand out the page that has pictures of each type written on the board.
5. Model how to cut out each picture and glue it on the blank side of the card that has its name.
6. Model how to use the cards to study at home and partner them to practice studying.
7. Play memory in small groups with cards.
8. Have the class return to their original seats.
9. Explain and model how to write the amounts of all these types of money using numbers and symbols on the backs of their cards.
   - Write the numeric amount of 1 penny on the board.
   - Pick out a penny and hold it up.
   - Tell the class that it is worth one cent.
• Write the word cent and say we can use a symbol instead of a word.
• Explain to them that the symbol for cent works better with numbers.
• Say that the cent sign is used for all amounts under a dollar.
• Write 5 cents, then 10, 20, 30, 40, 50, 60, 70, 80, 90, 95, 96, 97, 98, and 99.

10. Write the cent sign next to each.
11. Explain that once you get to 100 cents, the symbol is changed.
12. Now, we use the $ and a decimal point.
13. Emphasize the correct placement of each symbol.
14. Hand out the worksheets packets on matching amounts with their numeric representations.
15. Complete the first two as a class.
16. Break the class up into groups of 4 (if the class seems to be grasping the new vocab/realia then use mixed ability. If not, group them by ability and designate volunteers to guide activity.)
17. Hand out a collection of price tags to each group.
18. Have volunteers working with that group model how to read a price tag, and count out the amount.
19. Have everyone in the group practice at least two or three times.

Assessment: See attached worksheets #6 & 7

Modifications:
• Beginner: All students can participate. Practice writing with dotted line paper.
• Intermediate: All students can participate.
• Advanced: All students can participate.

Extension Activities:
• Set up a mock store with food items. Have either the volunteers play the role of cashiers or higher ability students. Have everyone practice counting out change, as in a real transaction.

Key Vocabulary:
- Penny
- Nickel
- Dime
- Quarter
- Half dollar
- Gold dollar
- Silver dollar
- Dollar bill
- Decimal point
- Cent sign
- Dollar sign
- Money
- Change
- Coins

Lesson plan adapted from lesson by Mary Rose Fabry, 2010
SHOPPING FIELD TRIP

Description: Students will partake in a shopping field trip with real money and food items.

Content Objective: Students will be able to use correct amounts of money to pay for items, make predictions of costs, and identify types of money.

Language Objective: Students will be able to use manner words, ask questions of volunteers or store workers, and orally count different amounts of money.

Materials:
- 4 groups of $40 broken up into five $1 bills, one $5 bill, one $10 bill, and one $20 bill
- White board
- Dry erase markers
- 5 copies of grocery shopping lists
- 5 scissors
- 5 glue sticks
- 4 sheets of blank paper
- Bus tokens/means of transportation for students
- 10 plastic bags
- 4 copies of the American Oxford Picture Dictionary

Procedures:
1. Review the names and amounts of coins and bills by holding up large pictures of each, modeling how to say the amounts, and names, then asking the class to say the amount and name of varied pictures held up (give cues for “amount” and “name”).
2. Next, break the class up by creating a large 3 x 4 table on the board and labeling it as follows:

<table>
<thead>
<tr>
<th>Team 1 “Cheerios”</th>
<th>Team 2 “Lucky Charms”</th>
<th>Team 3 “Fruit Loops”</th>
<th>Team 4 “Mini Wheats”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby carrots</td>
<td>Lemons</td>
<td>Apples</td>
<td>Radishes</td>
</tr>
<tr>
<td>Onions</td>
<td>Pickles</td>
<td>Milk</td>
<td>Cream cheese</td>
</tr>
<tr>
<td>Butter</td>
<td>Cheddar cheese</td>
<td>Peanut butter</td>
<td>Jelly</td>
</tr>
<tr>
<td>Cereal</td>
<td>Oatmeal</td>
<td>Bread</td>
<td>Crackers</td>
</tr>
<tr>
<td>Croutons</td>
<td>Chips</td>
<td>Popcorn</td>
<td>Candy</td>
</tr>
<tr>
<td>Orange juice</td>
<td>Hot cocoa</td>
<td>Plates</td>
<td>Caramel</td>
</tr>
<tr>
<td>Pop</td>
<td>Cups</td>
<td>Forks</td>
<td>Knives</td>
</tr>
<tr>
<td>Spoons</td>
<td>Bowls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Break the teams up by mixing English abilities.
4. Pass out one complete grocery list to each group.
5. Have the students identify the words in their group’s box on the board with the images and words on their grocery lists.
6. When they have found the items, have them cut the items’ pictures and words out and paste them to the blank sheet of paper to create their group’s grocery shopping list.
7. Before going to the grocery store, use the American Oxford Picture Dictionary pp. 66-68 to show images of the grocery store. Give students 5 minutes to look at the pages.
8. Remind the students to use “please”, “thank you”, and “excuse me” by acting it out in a short whole-class role play with volunteers.
9. Go on the field trip!

Assessment: Observe students’ language use, behavior in the grocery store and the amount of money given to the cashier. Check to see if they purchased everything on their lists.

Modifications:
- Beginner: All students can participate.
- Intermediate: All students can participate.
- Advanced: All students can participate.

Extension Activities:
- Jigsaw receipts: Count money after the field trip. Record how much they spent. Do the math in small groups to see the difference between the amount of money brought and the amount of money spent. Compare and contrast the totals and differences of students’ in a large Venn Diagram. Discuss taxes and estimating to give meaning to why we should always bring more money to the store.

Key Vocabulary:

- Baby carrots
- Onions
- Butter
- Cereal
- Croutons
- Orange juice
- Pop
- Spoons
- Apples
- Milk
- Peanut butter
- Bread
- Popcorn
- Lemons
- Pickles
- Cheddar cheese
- Oatmeal
- Chips
- Hot cocoa
- Cups
- Bowls
- Radishes
- Cream cheese
- Jelly
- Crackers
- Candy
- Caramel
- Knives
- Plates
- Forks
- STUDENTS SHOULD REVIEW ALL KEY VOCABULARY FROM PREVIOUS MONEY LESSONS.
<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bag of baby carrots</td>
<td>![Carrots]</td>
</tr>
<tr>
<td>Lemons (1-3)</td>
<td>![Lemons]</td>
</tr>
<tr>
<td>Apples (1-3)</td>
<td>![Apples]</td>
</tr>
<tr>
<td>Bag of radishes</td>
<td>![Radishes]</td>
</tr>
<tr>
<td>Onions (1-2)</td>
<td>![Onions]</td>
</tr>
<tr>
<td>1 jar of pickles</td>
<td>![Pickles]</td>
</tr>
<tr>
<td>$\frac{1}{2}$ gallon 1% milk</td>
<td>![Milk]</td>
</tr>
<tr>
<td>Item</td>
<td>Image</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>Cream cheese</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Butter spread</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Cheddar cheese</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Peanut butter</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Jelly</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>Cereal</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Item</td>
<td>Image</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Oatmeal</td>
<td><img src="image" alt="Oatmeal" /></td>
</tr>
<tr>
<td>Bread</td>
<td><img src="image" alt="Bread" /></td>
</tr>
<tr>
<td>Crackers</td>
<td><img src="image" alt="Crackers" /></td>
</tr>
<tr>
<td>Croutons (garlic)</td>
<td><img src="image" alt="Croutons" /></td>
</tr>
<tr>
<td>Potato chips</td>
<td><img src="image" alt="Potato chips" /></td>
</tr>
<tr>
<td>Popcorn (microwave)</td>
<td><img src="image" alt="Popcorn" /></td>
</tr>
<tr>
<td>Candy</td>
<td><img src="image1" alt="Image of Dum-Dum Pops" /></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Orange juice</td>
<td><img src="image2" alt="Image of Tropicana Orange Juice" /></td>
</tr>
<tr>
<td>Hot cocoa</td>
<td><img src="image3" alt="Image of Hot Chocolate" /></td>
</tr>
<tr>
<td>Paper plates</td>
<td><img src="image4" alt="Image of Paper Plates" /></td>
</tr>
<tr>
<td>Caramel</td>
<td><img src="image5" alt="Image of Caramel" /></td>
</tr>
<tr>
<td>Item</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Pop</td>
<td></td>
</tr>
<tr>
<td>Cups</td>
<td></td>
</tr>
<tr>
<td>Plastic forks</td>
<td></td>
</tr>
<tr>
<td>Plastic knives</td>
<td></td>
</tr>
<tr>
<td>Plastic spoons</td>
<td></td>
</tr>
<tr>
<td>Paper Bowls</td>
<td></td>
</tr>
</tbody>
</table>
Food
Unit 9
FOOD LESSON

Description: Students will make peanut butter and jelly sandwiches to practice following oral directions and sequencing words.

Language Objective: Students will be able to listen to and follow oral instruction.

Content Objective: Students will be able to make a peanut butter and jelly sandwich by following sequential directions.

Materials:
- bread
- peanut butter
- jelly
- class set of plastic knives
- paper plates
- napkins
- camera

Classroom Activities:
1. The teacher will explain that she has placed materials on their tables to make a popular American lunch. Challenge students to guess what they will be making.
2. Have students watch as the teacher models how a sandwich is made stating each step aloud.
3. Tell the students that you will be stating directions orally. Teacher must follow dictations.
4. Give all students a paper plate to begin.
5. Directions:

<table>
<thead>
<tr>
<th>Sequencing Word</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Remove two pieces of bread from the package.</td>
</tr>
<tr>
<td>Second</td>
<td>Lay the bread flat on the paper plate.</td>
</tr>
<tr>
<td>Third</td>
<td>Remove the lid from the peanut butter and from the jelly containers.</td>
</tr>
<tr>
<td>Next</td>
<td>Take a plastic knife out of the package.</td>
</tr>
<tr>
<td>Then</td>
<td>Put the knife into the peanut butter and scoop some of it out.</td>
</tr>
<tr>
<td>After that</td>
<td>Spread it on one side of the slice of bread.</td>
</tr>
<tr>
<td>Next</td>
<td>Put the knife into the jelly and scoop some of it out.</td>
</tr>
<tr>
<td>Then</td>
<td>Spread it on one side of the other piece of bread (without peanut butter on it).</td>
</tr>
<tr>
<td>After that</td>
<td>Leave the slice of bread with jelly on it on the plate. Place the side of the piece of bread with the peanut butter on it onto the side of the piece of bread with jelly on it.</td>
</tr>
<tr>
<td>Finally</td>
<td>Eat.</td>
</tr>
</tbody>
</table>
6. Once the sandwiches are complete, the students may enjoy their tasty treat.
7. The teacher should document their work by taking a picture of the students with their sandwiches.
8. Have students reflect on the experience. How easy or difficult was the activity? What words were challenging?
9. Create a Venn diagram in small groups of students from the same country to compare and contrast popular foods in their country and in America.

**Assessment:** Teacher observation. Pictures of sandwiches.

**Modifications:**
- *Beginner:* All students can participate.
- *Intermediate:* All students can participate.
- *Advanced:* All students can participate.
- Always be aware of allergies. If there is a problem, adapt the recipe.

**Extension Activities:**
- Give students table of commands (attached). Have them cut up steps and sequence words and restructure correctly using glue sticks and scrap paper.
- Have students write or orally produce sequencing statements based on something they can do (tying shoes, dancing, greeting someone, etc.). Try to incorporate their language and English.

**Key Vocabulary:**
- First
- Second
- Third
- Last
- Finally
- After that
- Fourth
- Next
- Then
TASTY ADVENTURES

Description: Students will try classic American foods and describe them by their taste, texture, smell, and color in writing.

Content Objective: Students will be able to describe foods in a small group setting.

Language Objective: Students will be able to use descriptive words.

Materials:
- (2) Packets Easy Mac
- Corn bread
- Hot dogs
- Hamburgers
- Hot dog/hamburger buns
- French fries
- Ketchup
- Potato salad
- Sponge candy
- Apple pie
- 20 copies of student checklists
- 20 pencils

Procedures
1. The teacher will bring to class macaroni and cheese, corn bread, hot dogs and hamburgers (with buns), French fries, ketchup, potato salad, sponge candy, and an apple pie.
2. Students will be given food checklists (see attached). The teacher will explain to the students the differences between texture, taste, smell, and color. Next, the teacher will explain to the students that while they eat the food, they must check at least one description for each.
3. Students will be allowed to choose from what they want to eat. However, while they are eating, they must use the checklist. Students may discuss their findings.
4. When all checklists have been compiled, students will use the description words from their checklists to help them write a descriptive paragraph about each food.

Assessment: The teacher will check the descriptions and the students’ checklists for honest and accurate descriptions.

Extension Activities
- Create different types of graphs (pie chart, line, bar, etc.) on the students’ checklist responses.
- Find the mean, median, and mode based on the students’ checklist responses.
- Allow students to compare and contrast similar foods in their culture to the American-style food they tried.
Modifications

- **Beginner**: Use checklist.
- **Intermediate**: Write words instead of using checklist.
- **Advanced**: Do not use checklist.
- Beware of allergies. If there are, adapt foods.
- Allow beginners to write in their native language and translate.
- Allow students to write shorter descriptions in English or in their native language.

### Key Vocabulary:

<table>
<thead>
<tr>
<th>Taste</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet</td>
<td>Smooth</td>
</tr>
<tr>
<td>Salty</td>
<td>Crispy</td>
</tr>
<tr>
<td>Bitter</td>
<td>Chunky</td>
</tr>
<tr>
<td>Sour</td>
<td>Hard</td>
</tr>
<tr>
<td>Spicy</td>
<td>Chewy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Smell</th>
<th>Garlicky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pungent</td>
<td>Look</td>
</tr>
<tr>
<td>Feel</td>
<td>Hear</td>
</tr>
</tbody>
</table>

Lesson plan adapted from lesson by Nicole Nichter, Ashley Dame, and Ashley Belke, 2010
**Directions.** Taste the food. Write at least one “X” under each category for each food.

**Food:** ________________________________

### Taste

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet</td>
<td></td>
</tr>
<tr>
<td>Salty</td>
<td></td>
</tr>
<tr>
<td>Bitter</td>
<td></td>
</tr>
<tr>
<td>Sour</td>
<td></td>
</tr>
<tr>
<td>Spicy</td>
<td></td>
</tr>
</tbody>
</table>

### Feel

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Crispy</td>
<td></td>
</tr>
<tr>
<td>Smooth</td>
<td></td>
</tr>
<tr>
<td>Chunky</td>
<td></td>
</tr>
<tr>
<td>Hard</td>
<td></td>
</tr>
<tr>
<td>Chewy</td>
<td></td>
</tr>
</tbody>
</table>

### Smell

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet</td>
<td></td>
</tr>
<tr>
<td>Salty</td>
<td></td>
</tr>
<tr>
<td>Garlicky</td>
<td></td>
</tr>
<tr>
<td>No smell</td>
<td></td>
</tr>
</tbody>
</table>

### See

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>Brown</td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### Sound

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fizzy</td>
<td></td>
</tr>
<tr>
<td>Crunchy</td>
<td></td>
</tr>
<tr>
<td>Smooth</td>
<td></td>
</tr>
<tr>
<td>No Sound</td>
<td></td>
</tr>
</tbody>
</table>
Food:_________________________________________
FOR HERE OR TO GO?

Description: Students will understand the process of ordering food in a fast food restaurant and a casual restaurant through role-playing.

Content Objective: Students will be able to orally communicate to order food in a role play.

Language Objective: Students will be able to use specific vocabulary in sentence frames.

Materials:
- 10 copies of images of food to order in a role play
- 20 copies of rubric

Procedures:
1. Show the students the ‘Ordering in Restaurants’ video found at: http://www.youtube.com/watch?v=cYxj_V0oDU.
2. Group students into pairs.
3. Give each group a restaurant scenario (see attached).
4. Allow each pair 10-15 minutes to put together a role-playing scene in which they depict their scenario.
5. Have students role-play their scenario for their classmates.

Assessment: Have students assess other students on well they performed. Use a rating scale or rubric.

Modifications:
- Beginner: All students can participate.
- Intermediate: All students can participate.
- Advanced: All students can participate.
- Use different partners each time you do this activity.
  Use the menus and props included in the realia boxes

Extension Activities
- Record the role-plays using a camera. Students can watch the video, critique performances, and assess their own learning.

Key Vocabulary:
- Dependent on students

Lesson plan adapted from lesson by Ashley Belke, Ashley Dame, and Nicole Nichter
For Here or To Go? Scenarios

1. You are going to McDonalds with your brother or sister. You are going to order a Big Mac, french fries, and a chocolate milkshake. You are going to eat at McDonalds.

2. You are going to the Olive Garden with your family. You are going to ask for a booth. You are going to order ravioli, salad, and breadsticks.

3. You are going to Subway. You are going to order a foot long turkey sub on wheat bread with American cheese, lettuce, tomato, and mayonnaise. You are going to eat your sub at home.
## For Here or To Go? Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Setting was appropriate for the scenario.</td>
<td>Setting was almost appropriate, there were a few items missing.</td>
<td>Setting was not appropriate for the scenario.</td>
</tr>
<tr>
<td>Interaction</td>
<td>The language used was appropriate for the scenario.</td>
<td>Some of the language was appropriate for the scenario.</td>
<td>The language used was not appropriate for the scenario.</td>
</tr>
<tr>
<td>Use of Props</td>
<td>The students used 4 or more props during their role-play.</td>
<td>The students used 1-3 props during their role play.</td>
<td>The students did not use any props during their role play.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The students spoke loud enough throughout the entire role-play so that everyone could hear.</td>
<td>The students spoke loud only at a few points during the role-play.</td>
<td>The students did not speak loud enough. I couldn't hear anything they said.</td>
</tr>
</tbody>
</table>
MENUS MANIA

**Description:** Students will use menus from local restaurants to familiarize themselves with the structure of the menus and be able to understand the customs of eating in a restaurant in America.

**Content Objective:** Students will be able to order food from a menu.

**Language Objective:** Students will be able to identify, read, and say words found on a menu in sentence frames.

**Materials:**
- Menus from local American style restaurant
- One package of 100 sheets of loose leaf paper
- Markers
- Crayons
- Pencils
- 6 poster boards
- 30 copies of the rubric layout

**Procedures**
1. Have a class discussion on the different styles of restaurants in America (American, French, Mexican, Japanese, etc.). Explain to the students that they will be looking at only American style restaurants for this activity.
2. After breaking students into groups, allow them to read and discuss the menu they’ve chosen.
3. Ask students to explain and describe to their class mates or write their descriptions on a sheet of loose leaf paper what the main sections of the menu such as appetizers, main courses, desserts, drinks, or child’s portions. Students should also explain when they’re served during the course of a meal, and what portion sizes they come in.
4. After observing the menus, ask the students to pass their group’s menu to another group. Students will describe the next menu.
5. Continue this process until all 5 menus have been rotated.
6. Tell the students that they will be creating their own menus for an American style restaurant.
7. Ask the students now, to get out a scrap piece of paper and begin drafting a menu for any type of American restaurant.
8. Follow the steps of the writing process (attached) until their menus are complete. Be sure they include images of the food being served at their restaurant and decorative art reflective of its style.
9. Students will present their “menus” to their classmates in a gallery walk.

**Assessment:** Students will be graded on their rubrics (attached).
Modifications

- **Beginner:** Be sure to give menus with pictures of food.
- **Intermediate:** Students can participate.
- **Advanced:** Students can participate.
- Students that may have difficulties working with others may encourage teachers to assign specific roles (leader, secretary, etc.) in groups.
- Students can use/make bilingual menus.

Extension Activities

- The class can look up recipes to make the food on their menus in the Home Economics room of the school (check with the teacher first).

**Key Vocabulary:**

- Varies based on menus

Lesson adapted from Ashley Belke, Nicole Nichter, and Ashley Dame, 2010
The Writing Process

**Step 1:** Prewriting—Brainstorm ideas for each topic, writing them down in notes or lists. No need to use complete sentences; just get ideas on paper.

**Step 2:** Drafting—Using you notes from Step 1, write your first draft on notebook paper. Do not worry about spelling or grammar, just write you notes and ideas in sentence form.

**Step 3:** Conferencing—Share your first draft with your partner. Your partner will tell you what he or she likes about it as well as how it can be better.

**Step 4:** Revising—Using what you learned from Step 3, make changes to your draft.

**Step 5:** Proofreading—Look for mistakes in spelling, capitalization, punctuation, and grammar. Ask your partner or teacher to help you, and use a dictionary.

**Step 6:** Publishing—Copy the final draft neatly into your “Presidents Day” book. Include a title and page number for each page. Add photos, magazine pictures, or drawings to make your book more exciting.
# Student-Made Rubric

<table>
<thead>
<tr>
<th>Assignment</th>
<th>1 – Not Good 😞</th>
<th>2 – Can Be Better 😞</th>
<th>3 – Acceptable 😊</th>
<th>4 – Excellent Job! 😊</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
House & Home
Unit 10

WHAT’S IN A ROOM
**Description:** Students will label and identify objects that can be found in kitchens, bathrooms, living rooms, bedrooms, and bathrooms on a worksheet and play “vo-back-ulary”.

**Content Objective:** Students will be able to label objects and identify correct objects for each room.

**Language Objective:** Students will be able to translate words into their native language. Students will be able to say object names to the volunteer after reading the “clue” on the volunteer’s back.

**Materials:**
- 20 copies of worksheets
- Marker
- Pad of post-it notes
- 20 pencils
- White board
- Dry-erase markers
- Eraser

**Procedures:**
1. Ask students, “what room do you sleep in?” and allow them to respond. Next ask, “what do you sleep on?” and allow them to respond? Next ask, “what do you sleep with?”, etc.
2. Continue this questioning about the kitchen and cooking, the living room and television/visiting with friends, and the bathroom and showering.
3. Next, give the students the worksheet and draw a large picture of it on the board.
4. Complete the worksheet together as a whole class.
5. Next, play vo-back-ulary using volunteers to put the post-it on (since their corpus is larger).

**“Vo-back-ulary”**

Place a post-it note with a vocab word written on it on a student’s back. Do not let this student see it. Student’s back will face the rest of the class and the students will shout out clues about the vocab word, without saying the actual word. This promotes circumlocution.

**Assessment:** Worksheets.
Modifications:
- *Beginner:* All students can participate.
- *Intermediate:* All students can participate.
- *Advanced:* All students can participate.

Extension Activities: Worksheets (see attached).

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Kitchen</td>
</tr>
<tr>
<td>- Bathroom</td>
</tr>
<tr>
<td>- Bedroom</td>
</tr>
<tr>
<td>- Family room</td>
</tr>
<tr>
<td>- Living room</td>
</tr>
<tr>
<td>- Hall</td>
</tr>
<tr>
<td>- Attic</td>
</tr>
<tr>
<td>- Basement</td>
</tr>
</tbody>
</table>

| - Freezer |
| - Sink   |
| - Cupboard |
| - Dishes |
| - Refrigerator |
| - Garbage |
| - Couch  |
| - TV     |
| - Dresser |
| - Mirror |
| - Toilet |
| - Bath tub |
| - Shower |
| - Sink   |
| - Bed    |
Name: ______________________________________

Directions: Label the rooms in the house.
HOME SAFETY CHECKLIST
Description: Students will be given a checklist of safety features for their home. They will first check the safety of the classroom using the list, then check their homes in the beginning of the week and return with a completed list.

Content Objective: Students will be able to complete a safety checklist survey of their home and the classroom.

Language Objective: Students will be able to match objects’ names with real life versions of them. Students will be able to produce information on the objects verbally and through the use of a checklist.

Materials:
- 30 copies of image-supplemented checklist
- Pencils
- Computer
- Projector
- Website: http://www.youtube.com/watch?v=JlNhR4tjMQA
- Classroom
- Their homes

Procedures:
1. Introduce the concept of home safety by watching the video found at: http://www.youtube.com/watch?v=JlNhR4tjMQA
2. Pass out the checklist and review the items.
3. Ask the students to group themselves and use the checklist on the classroom/office.
4. Regroup and review on the board the common safety features found in the classroom.
5. Assign homework for students to use the same checklist to check features of their homes.

Assessment: Teacher observation. Did they fill out the checklist?

Modifications:
- Beginner: Use images on checklist rather than words.
- Intermediate: Facilitate lower proficiency level students.
- Advanced: Facilitate lower proficiency level students.

Extension Activities: Take pictures of real life safety features in the classroom and at home.

Key Vocabulary:
- Safety
- Electrical
- Portable heater
<table>
<thead>
<tr>
<th>Safe</th>
<th>Cords</th>
<th>Combustibles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe</td>
<td>Outlets</td>
<td>Appliances</td>
</tr>
<tr>
<td>Hazardous</td>
<td>Windows</td>
<td>Fire extinguisher</td>
</tr>
<tr>
<td>Fire</td>
<td>Stove</td>
<td>Poison</td>
</tr>
<tr>
<td>Medication</td>
<td>Children</td>
<td>Circuit breaker box</td>
</tr>
<tr>
<td>Chemicals</td>
<td>Stove hood</td>
<td>Smoking</td>
</tr>
<tr>
<td>Candles</td>
<td>Smoke alarm</td>
<td>Matches</td>
</tr>
<tr>
<td></td>
<td>Bathtub</td>
<td>Lighters</td>
</tr>
</tbody>
</table>
Please take the time to complete this Home Safety Checklist. If you check off "No" to any of the questions, please work to correct these hazards. You play an important role in fire safety and injury prevention.

**All Household Areas**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are <strong>electrical cords</strong> in good condition?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are <strong>electrical outlets</strong> in good condition?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are <strong>windows</strong> easy to open?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are household chemicals/cleaning supplies stored out of children’s reach?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are <strong>matches and lighters</strong> stored out of reach of children?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do you have safe smoking habits/rules in your home?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are the stairs in your home kept clear of debris?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do you know where the main <strong>circuit breaker box</strong> is located?</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do you know how to shut off the water service and natural gas service?</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary key**

<table>
<thead>
<tr>
<th>Name</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical cords</td>
<td><img src="image" alt="Electrical cords" /></td>
</tr>
<tr>
<td>Electrical outlets</td>
<td><img src="image" alt="Electrical outlets" /></td>
</tr>
<tr>
<td>Windows</td>
<td><img src="image" alt="Windows" /></td>
</tr>
<tr>
<td>Chemicals/cleaning supplies</td>
<td><img src="image" alt="Chemicals/cleaning supplies" /></td>
</tr>
</tbody>
</table>
### Smoking

<table>
<thead>
<tr>
<th></th>
<th><img src="image" alt="Cigarette" /></th>
</tr>
</thead>
</table>

### Matches

<table>
<thead>
<tr>
<th></th>
<th><img src="image" alt="Matchbox" /></th>
</tr>
</thead>
</table>

### Lighters

<table>
<thead>
<tr>
<th></th>
<th><img src="image" alt="Lighter" /></th>
</tr>
</thead>
</table>

### Circuit breaker box

<table>
<thead>
<tr>
<th></th>
<th><img src="image" alt="Circuit Breaker" /></th>
</tr>
</thead>
</table>

### Kitchen

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Checkmark" /></td>
<td><img src="image" alt="Checkmark" /></td>
</tr>
<tr>
<td><img src="image" alt="Checkmark" /></td>
<td><img src="image" alt="Checkmark" /></td>
</tr>
<tr>
<td><img src="image" alt="Checkmark" /></td>
<td><img src="image" alt="Checkmark" /></td>
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<tr>
<td><img src="image" alt="Checkmark" /></td>
<td><img src="image" alt="Checkmark" /></td>
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<tr>
<td><img src="image" alt="Checkmark" /></td>
<td><img src="image" alt="Checkmark" /></td>
</tr>
<tr>
<td><img src="image" alt="Checkmark" /></td>
<td><img src="image" alt="Checkmark" /></td>
</tr>
</tbody>
</table>

### Vocabulary key

<table>
<thead>
<tr>
<th>Name</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td><img src="image" alt="Fire" /></td>
</tr>
</tbody>
</table>
Do you check the temperature before putting your children in the bathtub?

Are medicines kept in a locked cabinet or out of children’s reach?

Do you keep electrical appliances away from the bathtub/sink?

Vocabulary key

<table>
<thead>
<tr>
<th>Name</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathtub</td>
<td></td>
</tr>
<tr>
<td>Medicines</td>
<td></td>
</tr>
<tr>
<td>Electrical appliances</td>
<td></td>
</tr>
</tbody>
</table>
### Living Area

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you ensure <strong>fires in candles</strong> are completely out before going to bed?</td>
<td></td>
</tr>
<tr>
<td>Are <strong>portable heaters</strong> turned off when no one is in the room?</td>
<td></td>
</tr>
<tr>
<td>Are portable heaters kept at least three feet away from anything that can burn?</td>
<td></td>
</tr>
<tr>
<td>Is your family aware of the dangers of <strong>halogen lamps/lights</strong>?</td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary key

<table>
<thead>
<tr>
<th>Name</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fires in candles</td>
<td><img src="image" alt="Candle" /></td>
</tr>
<tr>
<td>Portable heaters</td>
<td><img src="image" alt="Heater" /></td>
</tr>
<tr>
<td>Lamps/lights</td>
<td><img src="image" alt="Lamp" /></td>
</tr>
</tbody>
</table>

### Keep your family safe

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you aware of this city’s <strong>smoke alarm</strong> by-law?</td>
<td></td>
</tr>
<tr>
<td>Do you have at least one <strong>fire extinguisher</strong> in your home?</td>
<td></td>
</tr>
<tr>
<td>Does your family know and practice a <strong>home escape plan</strong>?</td>
<td></td>
</tr>
<tr>
<td>Are <strong>house numbers</strong> visible from the street?</td>
<td></td>
</tr>
<tr>
<td>Do you know your <strong>emergency phone number</strong>?</td>
<td></td>
</tr>
<tr>
<td>Do you test your smoke alarms monthly and change the battery once a year?</td>
<td></td>
</tr>
<tr>
<td>Does your family know what to do if their clothes catch on fire (<strong>Stop, Drop &amp; Roll</strong>)?</td>
<td></td>
</tr>
</tbody>
</table>
### Vocabulary key

<table>
<thead>
<tr>
<th>Name</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoke alarm</td>
<td>![Smoke alarm image]</td>
</tr>
<tr>
<td>Fire extinguisher</td>
<td>![Fire extinguisher image]</td>
</tr>
<tr>
<td>Home escape plan</td>
<td>![Home escape plan image]</td>
</tr>
<tr>
<td>House numbers</td>
<td>![House numbers image]</td>
</tr>
<tr>
<td>Emergency phone number</td>
<td>911</td>
</tr>
<tr>
<td>Stop, drop, and roll</td>
<td>![Stop, drop, and roll image]</td>
</tr>
</tbody>
</table>

*If you catch on fire do you know what to do Stop, Drop and Roll and cover your face too*
WHERE’S YOUR HOUSE?

Description: Students will use maps to locate their homes and other facilities.

Content Objective: Students will be able to find their way home from various facilities in WNY. Students will be able to locate http://maps.google.com on an internet browser, make a map on Google Maps that take them to a location and back to their homes.

Language Objective: Students will be able to type the URL address as well as their home address and other locations’ addresses. Students will be able to read directions.

Materials:
- Computers
- Printer
- Paper
- Internet
- Projector
- White board
- Dry erase marker
- Eraser

Procedures:
1. Begin by telling the students that you need to get to the store for groceries.
2. Draw a house on the board and label it “house.”
3. Next, draw a few streets and label them “______ Street.”
4. Finally, draw a store and label it “store.”
5. Ask the students to tell you how to get from your house to the store. How do you get from the store back to your house?
6. Using another colored dry erase marker, map out the ways to get to the store. Write out any key vocabulary the students use in a box on the board.
7. Next, on the projector, go to http://maps.google.com and click “Get Directions.”
8. Type in the Tri-Main building’s address: 2495 Main Street Buffalo, NY 14214.
9. Next, tell the students you need to buy groceries but don’t know how to get to Tops. Type in the address for Tops near Grant Street (345 Amherst Street, Buffalo, NY).
10. Click Get Directions.
11. Look at the map with the students. Ask them to find a partner and orally describe how we would get to Tops.
12. After, review as a class the directions using terminology from the board.
13. Next, have students go to the computers (in PIG) and follow the following steps:
   - Open a browser (Internet Explorer)
   - Type in http://maps.google.com into the URL address bar
   - Click Get Directions
   - Type in their address
- Type in the address for Tops
- Print directions and map.

14. Have one partner explain how to get from their house to Tops while looking at the map. The other student(s) must look for key terms on the printed directions sheet that match up with what the student using the map is saying. Have students underline key vocabulary on the map.

**Assessment:** Check for underlined terms on maps. Teacher observation.

**Modifications:**
- **Beginner:** All students can participate.
- **Intermediate:** All students can participate.
- **Advanced:** Have students read directions from maps. Facilitate students with same language backgrounds.

**Extension Activities:**
- Make graphic organizers that provide translations for key vocabulary.
- Use the following addresses with their home addresses and repeat steps 13 & 14:
  - Niagara Porter Library: 280 Porter Avenue Buffalo, NY 14201-1030
  - The Tri-Main Building: 2495 Main Street Buffalo, NY 14214
  - Guercio & Sons, Inc.: 250 Grant Street, Buffalo NY
  - Department of Social Services: 95 Franklin Street Buffalo, NY 14202

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Right</th>
<th>Straight ahead</th>
<th>Left</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Near</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Above</th>
<th>Under</th>
<th>Far from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td></td>
<td></td>
<td>Close to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Near</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>In the middle of</th>
<th>Behind</th>
<th>In front of</th>
<th>Across</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the middle of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Unit 11
Emergencies
GENERAL EMERGENCIES

**Description:** Students will use graphic organizers to categorize, sequence, and make predictions about different vocabulary words.

**Content Objective:** Students will be able to categorize types of injuries, crimes, and fire emergencies. Students will be able to sequence the process of events during each emergency. Students will be able to circumlocute vocabulary terms by orally describing terms using previous schemata.

**Language Objective:** Students will be able to read and write vocabulary words. Students will be able to orally describe vocabulary words to their partners.

**Materials:**
- 20 sheets of copy paper for graphic organizers
- OR 20 notebooks
- 20 pencils
- Pack of Post-it notes
- Marker
- White board
- Dry erase markers
- Eraser

**Procedures:**
1. Teacher will dramatically role-play (either with a partner teacher or individually) different situations requiring the use (preferably the LOUD use) of the following terms:
   - “Help!”
   - “I am hurt!”
   - “Fire!”
   - “Be careful!”
   - “Stop!”
2. Ask the class to call out different situations where these words could be used and record them on the board.
3. Organize different situations they called out into three columns with five topic sections.
4. One column should read “Injuries”, another should read, “Crime”, and the last should read, “Fire”.
5. Pass out sheets of copy paper, fold into three columns, and label or have students make them in their notebooks.
6. Allow students to work PIG (Partnered, Independent, or Group) to complete organizers.
7. Review as a whole class.
8. Next, introduce the sequence of events that will occur with each emergency. For lower levels, please attach images to graphic organizers (see attached).

9. Explain in depth the sequence of events while students record them or organize images into the correct order. (Ex: First, a fire will start. Then, an alarm will go off. Next, you must call 911; give them your name and address and tell them there’s a fire. Leave your residence. A fire truck will come. Etc.)

10. Next, jigsaw students into three groups and assign them one type of emergency. Explain what “preventions” are (doing something to not let an emergency happen, to be safe).

11. Allow them to brainstorm on large post-it notes or in their notebooks.

12. Once students have completed brainstorming, have them present their “prevention boards” to the class. The teacher may add any type of reasonable preventative measure he or she feels necessary.

13. Students should copy into their notebooks or onto the backs of their graphic organizers.

**Assessment:** Graphic organizers, sequencing, and prevention posters: are they realistic, relevant, and valid? Use common sense, please.

**Modifications:**
- **Beginner:** Use images rather than words in graphic organizers.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate.

**Extension Activities:**
- Play “vo-back-ulary (see “What’s in a Room?” lesson plan).”
- Ask volunteer firefighters, police officers, or EMTs to come into the class for a presentation.
- Create a fire-escape route for their homes.
- Create a safety check-list for the classroom.
- Create a safety check-list for their homes.

**Key Vocabulary:**

<table>
<thead>
<tr>
<th>Help</th>
<th>Injury</th>
<th>Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am hurt</td>
<td>Crime</td>
<td>Ambulance</td>
</tr>
<tr>
<td>Stop</td>
<td>Fire</td>
<td>Identification</td>
</tr>
<tr>
<td>Be careful</td>
<td>Danger</td>
<td>Telephone</td>
</tr>
<tr>
<td>Fire</td>
<td>Safety</td>
<td>911</td>
</tr>
<tr>
<td>Fire truck</td>
<td>Alarms</td>
<td>Escape</td>
</tr>
<tr>
<td>Police station</td>
<td>Police</td>
<td>Police cars</td>
</tr>
</tbody>
</table>
PERSONAL EMERGENCY CARDS

Description: Students will compile important information for emergencies on index cards.

Content Objective: Students will be able to create a personalized information card that pertains to emergencies.

Language Objective: Students will be able to write emergency information in English and practice saying the terms with a partner.

Materials:
- 100 pack of Index cards
- Pencils
- White board
- Dry erase markers
- Eraser
- Copy paper
- Laminator
- Multi-lingual dictionaries

Procedures:
1. Model how to create an emergency information card for yourself on the board by filling out the following information. Leave space below each sentence for students to write information in their native language.

```
My name is ______________________________
  (native language)_________________________
I come from_____________________________
  (native language)_________________________
I speak _________________________________
  (native language)_________________________
My address is_____________________________
  (native language)_________________________
  _______________________________________
My phone number is_______________________
  (native language)_________________________
________________________________________
```

CALL 911 FOR EMERGENCIES
2. Explain each step to the best of your ability. If possible, use your second language as your “native language.”
3. Pass out sheets of copy paper for students to practice writing and multi-lingual dictionaries. Have students complete information and copy, in pencil, to an index card.
4. Explain that everyone needs an “emergency contact” person. They are usually someone who is close to you. Emergency caregivers can call these people in case something happens to you. You need to ask the person if they will be your emergency contact first (allow students to call if they need to).
5. Repeat steps 1-3. On the backs of their index cards, in pencil, have students copy information on their emergency contact.

| My emergency contact’s name is: __________________________ |
| (native language)  |
| Their address is __________________________ |
| (native language)  |
| Their phone number is __________________________ |
| (native language)  |
| I know them because __________________________ |
| (native language)  |

6. Laminate their cards and give them back to the students.
7. Students practice reading their emergency cards out loud to a partner.

**Assessment:** Teacher observation and facilitation. Check for completion while laminating.

**Modifications:**
- **Beginner:** All students can participate.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate. Facilitate lower proficiency level students with the same language background.

**Extension Activities:** Make emergency contact cards for your family members.

| Key Vocabulary: | • Emergency  | • Name  | • Address |
| | • 911  | • Call  | • Speak |
| | • I know them because  | • Phone number  | • Contact |
FIRST AID

Description: Students will practice first aid methods on a dummy or doll.

Content Objective: Students will be able to know what to do with the contents of a first aid kit. Students will be able to construct a how-to manual for first aid kits.

Language Objective: Students will be able to make appropriate statements and ask appropriate questions in English that relate to first aid. Students will write one sentence in English on first aid.

Materials:
- Doll/dummy
- 30 first aid kits to give to students:
  - Box
  - Bandages
  - Gauze
  - Alcohol pad
  - Tweezers
- Copy paper
- Pencils
- White board
- Dry erase markers
- Eraser
- Tape
- Stapler

Procedures:
- Introduce first aid kits to the students by asking them to state what they think the first aid kit has in it.
- Go through each piece in the first aid kit and ask the students to orally identify each item.
- Ask students to state the reason for using the items.

- PLEASE DELINEATE THE DIFFERENCES BETWEEN EMERGENCIES AND INCIDENCES THAT ARE NOT EMERGENCIES!

- Have students practice using each item: bandages, tweezers, gauze, and alcohol pads on the dummy.
- Tape each item to the board, label it and state its purpose. The board should look like this:
<table>
<thead>
<tr>
<th>Item</th>
<th>Name</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bandage</td>
<td>Protect open wounds from infection</td>
</tr>
<tr>
<td></td>
<td>Alcohol pad</td>
<td>Cleans open wounds</td>
</tr>
<tr>
<td></td>
<td>Tweezers</td>
<td>Removes splinters</td>
</tr>
</tbody>
</table>

- Ask the students to form small groups and choose an item. Work together to write a how-to-use sentence in English based on the vocabulary found on the board.
- As a whole class, review and edit the pages.
- The groups make final copies of their pages.
- Staple together.
- Hand out first aid kits.

**Assessment:** Teacher observation; check for active participation in the writing process.

**Modifications:**
- **Beginner:** Make picture how-to’s.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate. Help facilitate group members.

**Extension Activities:** Invite first aid professionals into the classroom to give a presentation.

**Key Vocabulary:**
- First aid kit
- Bandage
- Antibacterial
- Alcohol pad
- Tweezers
- Bite
- Cut
- Bleeding
- Splinter
- Gauze
- Protect
- Clean
- Infection
- Sting
- Wound

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Wellbeing

Unit 12
FAMILY TREES

**Description:** Students will create family trees.

**Content Objective:** Students will be able to draw family trees of their family members.

**Language Objective:** Students will be able to use the labels associated with family members, descriptive words, and comparison words.

**Materials:**
- 100 sheets of copy paper
- 10 boxes of sharpened colored pencils
- 20 sharpened pencils
- Powerpoint (attached)
- Computer
- Projector
- Crayons
- 200 Index Cards
- White board
- Dry erase markers
- Eraser
- Ribbon
- Scissors

*Note: If a powerpoint is not available, volunteers can participate in drawing family members as well.

**Procedures:**
1. Introduce students to the terms big, bigger, biggest; small, smaller, smallest; fat, fatter, fattest; thin, thinner, thinnest; tall, taller, tallest; short, shorter, shortest by drawing stick figures on the board.
2. Show the power point of your family or use pictures. Use descriptive words and comparison words while describing them. Explain any new vocab.
3. Next, model how to create a family try by using printed pictures of your family on the wall with tape, ribbons, and scissors by creating a “typical” looking family tree.
4. Next, write the labels for your family members on index cards (ie., “brother”, “mother”, “sister”).
5. Partner students. Have them explain their family tree by choosing from a list of descriptive terms to describe characteristics of each person in their family tree.
6. Rotate partners until each person has had a chance to see the others.

**Assessment:** Use multiple student checklist.
Modifications:
- **Beginner**: Omit descriptive words.
- **Intermediate**: Students can participate.
- **Advanced**: Should help others with same native language.

Extension Activities:
- **Worksheets**
- **Canned questions**: With questions printed on sentence strips, have students orally ask and answer questions about family members.
- **If computer labs are accessible that have webcams, microphones, and internet connections, try to set up Skype, email, or social networking systems for students to get in touch with each other and possibly family members overseas.** *This can turn into a project-based learning experience, so allow extra time.*

| Key Vocabulary: |
|-----------------|-----------------|-----------------|
| Mother | Big | Short |
| Father | Bigger | Shorter |
| Cousin | Biggest | Shortest |
| Aunt | Small | Fat |
| Brother | Smaller | Fatter |
| Sister | Smallest | Fattest |
| Uncle | Tall | Thin |
| Grandmother | Taller | Thinner |
| Grandfather | Tallest | Thinnest |
| Son | Daughter | Nephew |
Talking about Family—adapted from Canned Questions

Here are some sample phrases and sentences for talking about your family.

What is your mother’s name?

What is your brother’s name?

What is your father’s name?

What is your sister’s name?

How many sisters do you have?

How many brothers do you have?

Where is your family now?

Do you love your family?

Do you miss your family?

Describe your mother.

Describe your father.

Describe your brother.
Describe your sister.

Do you have grandparents?

What are your grandmothers’ names?

What are your grandfathers’ names?

Describe your grandmothers.

Describe your grandfathers.
<table>
<thead>
<tr>
<th>1</th>
<th>Nicole’s Family Tree</th>
<th>2</th>
<th>Family Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nicole’s Family Tree</td>
<td></td>
<td>• Mother – Karen Nichter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Father – Christopher Nichter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Brother – Jacob Nichter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Brother – John Nichter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Me – Nicole Nichter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Me! (Nicole)</th>
<th>4</th>
<th>I am...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A daughter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A sister</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A granddaughter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A cousin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A niece</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>I am...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The oldest child</td>
</tr>
<tr>
<td></td>
<td>• Fabulous</td>
</tr>
<tr>
<td></td>
<td>• Fun</td>
</tr>
<tr>
<td></td>
<td>• Beautiful</td>
</tr>
<tr>
<td></td>
<td>• Cheerful</td>
</tr>
<tr>
<td></td>
<td>• Smart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Mother/Mom</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>My mom is...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Pretty</td>
</tr>
<tr>
<td></td>
<td>• Kind</td>
</tr>
<tr>
<td></td>
<td>• Happy</td>
</tr>
<tr>
<td></td>
<td>• Funny</td>
</tr>
<tr>
<td></td>
<td>• Talented</td>
</tr>
<tr>
<td></td>
<td>• Older than me</td>
</tr>
</tbody>
</table>

| 8 | Father/Dad |
### My dad is...
- Tall
- Strong
- Handsome
- Big
- Funny
- Loud
- Older than me

### My brother is...
- Silly
- Smart
- A hard worker
- Tall
- Shy
- Gentle
- Younger than me

### My brother is...
- Loud
- Tall
- Skinny
- Outgoing
- Relaxed
- Fun

### Comparative Words
- Tall – Taller – Tallest
- Short – Shorter – Shortest
- Thin – Thinner – Thinnest
- Fat – Fatter – Fattest
- Smart – Smarter – Smartest
- Loud – Louder – Loudest
- Shy – Shier – Shiest

### Descriptive Words
- Pretty (women)
- Beautiful (women)
- Kind
- Happy
- Talented
- Older than me
- Tall
- Strong
- Handsome (men)
- Cheerful
- Tall
- Big
- Funny
- Loud
- Shy
- Gentle
- Younger than me
- Tall
- Strong
- Handsome (men)
- Cheerful
HEALTHY EATING

Description: Students will participate in making seven posters that represent each section of the food pyramid.

Content Objective: Students will be able to organize different foods into food groups by cutting and pasting images of foods from magazines, newspapers, and flyers to a poster.

Language Objective: Students will be able to orally produce names of foods and food groups. Students will be able to label foods and food groups found on the food pyramid.

Materials:
- A large poster of the food pyramid of the 7 basic food groups
- Ad circulars from local grocery stores
- Magazines with food in them
- Newspapers
- 7 large parchment papers labeled with the 7 basic food groups
- 10 scissors
- White board
- Dry erase marker
- Eraser
- Tape
- 15 glue sticks
- 2 packs of markers

Procedures:
1. Ask the class what healthy eating is. Explain that there is a lot of good food in America, but there is also a lot of food that is not good for you.
2. Show the class the food pyramid poster. Discuss how the food is arranged on the poster.
3. Take time to ask students what they eat by pointing to or saying the names of different foods they recognize on the poster.
4. Model finding pictures of different foods in the ads, cutting, and pasting them to three different posters that are posted around the room and already labeled with each food group. Ask for questions.
5. Students may work in PIG arrangement.
6. When the students are done, walk around the room and discuss each poster and each item on the poster. Make sure you label the names of each food if they have not done so already. Ask students to say the name of each food and repeat the name as a whole class.

Assessment: Teacher observation: did all students participate? Are the posters correct?
Modifications:

- **Beginner:** All students can participate.
- **Intermediate:** All students can participate.
- **Advanced:** All students can participate.

**Extension Activities:** See attached worksheet.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grains</td>
<td>• Fruits</td>
<td>• Dairy</td>
</tr>
<tr>
<td>• Legumes</td>
<td>• Vegetables</td>
<td>• Meat</td>
</tr>
<tr>
<td>• Oils</td>
<td>• Sweets</td>
<td>• Fats</td>
</tr>
<tr>
<td>• Names of foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students have found</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson plan adapted from Kelly O’Brien, 2010.
Name:___________________________________________

Directions: Label the food pyramid with words from the word bank.

Word Bank:

<table>
<thead>
<tr>
<th>bread</th>
<th>cereal</th>
<th>cheese</th>
<th>eggs</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>fruit</td>
<td>meat</td>
<td>milk</td>
<td>oil</td>
<td>pasta</td>
</tr>
<tr>
<td>rice</td>
<td>sweets</td>
<td>vegetables</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: __________________________________________________

Directions: Answer the questions to the best of your ability.

1. The food pyramid suggests that we eat a varied diet. Which type of food should you eat the most of each day? ___________________________________

2. How many servings of breads, rice, pasta, and other starchy foods should you eat each day? ____________

3. How many servings of vegetables should you eat each day? ____________

4. How many servings of fruit should you eat each day? ____________

5. How many servings of milk, cheese, and yogurt should you eat each day? ______

6. How many servings of meat, fish, beans, and nuts should you eat each day? ______

7. What food group do raisins fit into in this pyramid? _____________________

8. What food group does peanut butter fit into in this pyramid? _______________

9. Name two foods that belong to the vegetable food group. ___________________________________________ and ___________________________________________

10. What foods are the least nutritious and should be the smallest part of your diet? ________________________________
STUDENT KNOWLEDGE DAY

Description: Students share one aspect of their lifestyle that fits into healthy living.

Content Objective: Students will be able to show or explain with the class something that they know about, can do, or have that relates to healthy living.

Language Objective: Students will be able to explain how their knowledge fits into healthy living for everyone.

Materials:
- White board
- Dry erase markers
- Eraser
- Students bring materials
- Classroom materials

Procedures:
1. Explain to the class that everyone can do something that’s healthy. Whether it’s praying, doing yoga, or cooking a certain meal, health is everywhere!
2. Allow students to group themselves (if they want) and use classroom materials to help show what aspect of their lives are healthy.
3. Listen respectfully and praise each student for their contribution.
4. Each student must draw a picture, write a statement, or say something new they learned today.

Assessment: Student participation is evident.

Modifications:
- Beginner: All students can participate.
- Intermediate: All students can participate.
- Advanced: All students can participate.

Extension Activities: Worksheet on healthy living customs in the US (see attached).

Key Vocabulary:
- Healthy
- Lifestyle
- Culture

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Healthy Active Living Worksheet

Name: ____________________________________________

Healthy: good nutrition, good hygiene, enough rest, non violent conflict resolution, free of drugs, alcohol, cigarettes, safe sexual choices, no risky behaviors, able to handle stress. Active: doing some form of physical activity 30 minutes a day

Physical Fitness

Physical fitness is the ability of your body systems, including your circulatory, muscular, and skeletal systems to work efficiently. Being physically fit means being able to do physical activity with the least amount of energy, or doing a day’s work with energy left over for leisure activities.

The Benefits of Daily Physical Activity

There are many benefits from regular exercise. Basically it will improve your longevity and quality of life. Specifically, Physical fitness will improve your:

___ physical appearance ___ self confidence ___ health (less heart disease, obesity, backache, high blood pressure, ulcers)
___ enjoyment of life ___ relaxation ___ energy level
___ muscular development ___ ability to sleep ___ flexibility

Rank these benefits listed above from 1 to 9, where number 1 is the benefit that you consider most important to you, and 9 is the least important.

Regular exercise affects your personal appearance to. It will:

___ improve posture ___ improve body shape ___ make body movement more efficient
___ reduce body fat ___ define muscles
Rate the above list from 1 to 5, number 1 being the change you would be most pleased with.
**Barriers to Daily Physical Activity**

Even though people know the importance of exercise, sometimes people make up excuses not to exercise. List four reasons why you think someone might choose not to exercise:

1. not enough time
2. embarrassed
3. too hard
4. enjoy doing other things

**Activity Choices**

When choosing a physical activity to become involved in, what factors determine your choice? List seven:

1. cost
2. time of day
3. is it an activity I enjoy
4. what fitness component will it improve
5. transportation
6. will friends be there
7. Am I good at this

**Sentence Starters**

Complete the following:

A physical activity is best for me if…

________________________________________________________________________

Activities I like to do are…

________________________________________________________________________

I am currently active by…

________________________________________________________________________

A new physical activity that I would like to try is…

________________________________________________________________________

Why haven’t you tried this new activity yet?____________________________________

How can you overcome this barrier?__________________________________________
Health Related Fitness Components

There are five components of physical fitness (Flexibility, Muscular Strength, Cardiovascular Fitness, Body Composition & Muscular Endurance) that help us to stay healthy. Match each to the definition below:

**Cardiovascular**  The ability of the heart, lungs and circulatory system to deliver oxygen to the body so that it can work for long periods of time.

**Flexibility**  The ability to use your joints through a wide range of motion.

**Body composition**  The percentage of body weight that is fat. Too little or too much body fat can cause health problems.

**Strength**  The amount of force your muscles can produce over a short period of time.

**Muscle Endurance**  The ability of your muscles to work for long periods of time (standing, running) without tiring.
**Cardiovascular Fitness**

1. List some of the benefits of having good Cardiovascular Fitness.
   - Increase longevity
   - Fewer diseases: diabetes, high blood pressure, heart disease, stroke, cancer, obesity
   - Work longer without tiring

2. To increase my Cardiovascular Fitness I must raise my heart rate to at least 124 BPM for 20 min. 3 times a week.

3. Which of the following activities could you do to increase your Cardiovascular Fitness?
   - X Swimming
   - X Basketball
   - X Soccer
   - X Cycling
   - X Badminton
   - X Roller - Bladeing
   - ___ High Jump
   - ___ Nintendo
   - X Step Aerobics

**Muscular Strength**

1. List some of the benefits of having good muscle strength:
   - Better performance in work /sports
   - Fewer injuries and falls

2. How can you increase your muscle strength
   - Constantly increase the load on the muscle when exercising.
   - Lift heavy weights, with few reps, 3 times/wk, every other day

3. Which of the following activities require a lot of muscular strength in order to perform well?
   - ___shoveling snow
   - ___soccer
   - ___standing
   - ___step aerobics
   - ___swimming
   - ___ high jump
   - ___ set shot
   - ___ swimming
   - ___ volley ball spike
   - ___ javelin
**Muscle Endurance**

1. What are some of the benefits of having good muscular endurance?
   
   Work for longer time without tiring.

   - Fewer muscle injuries
   - Better performance in work/sports

2. How can you increase your muscle endurance?
   
   Exercise a muscle for longer than 3 minutes at a time.

   - Lift light weights, many reps, 3 times/wk, every other day

3. Which of the following activities require muscular endurance?

   - Shoveling snow [X]
   - Step aerobics [X]
   - High jump [ ]
   - Soccer [X]
   - Set shot [ ]
   - Volley ball spike [ ]
   - Standing [X]
   - Swimming [X]
   - Javelin [ ]

**Flexibility**

1. What are some of the benefits of having good flexibility?
   
   Activities are not limited, advantage in sport/work,

   - Fewer joint injuries

2. How can you improve your flexibility
   
   Stretch daily

3. Why is it important to do a 5 min general body warm up before stretching?
   
   Warms joints and muscles so they stretch farther without tearing

4. Why is it important to stretch before activities? Prevents injuries
Body Composition

1. The body is made up of fat, lean tissue (muscle and bone) and water. You want to maximize the _____ the lean tissue and minimize the fat by exercising.

2. What is the most healthy range for your BMI? 20-25

3. What problems can result if your BMI is too low (under 20)?
   Not enough body fat to provide energy, protect vital organs, make hormones, store vitamins, or insulate the body from cold

4. What problems can result if your BMI is too high (over 27)?
   HIGHER RISK OF: Obesity, heart disease, high blood pressure, stroke, diabetes, cancer

5. If a BMI is too high, how can someone best reduce it to lower health risks?
   Exercise, especially using large muscle groups (aerobics) 30 min. daily

6. Which of the following activities would burn body fat most efficiently?
   __X__Biking    ____Cooking    __X__Step Aerobics    __X__Running    ___Golfing

7. What advantage is there exercising to burn body fat instead of just dieting?
   Burns only body fat. Dieting burns fat and muscle.

8. To improve your present fitness level in this component do you need to raise or lower your BMI? _____________
Skill Related Fitness Components

There are six skill related components of fitness (Agility, Balance, Power, Speed, Coordination, reaction time). These components do not contribute to good health but rather assist in improved performance of skills used for example in games and sports.

- **Agility**: ability to change direction quickly
- **Balance**: ability to keep upright posture
- **Co-ordination**: ability to use many body parts together
- **Power**: ability to use strength explosively, in one big effort for a short time
- **Reaction**: time taken to start movement
- **Speed**: ability to move a distance in a short period of time

Worksheets adapted from: classnet.wcsdb.ca/.../Healthy%20Active%20Living%20Worksheet%20with%20Answers.d...
Professions

White boards
• A. horse
• B. police officer
• C. tiger
• A. Doctor
• B. Cheesecake
• C. Beyonce
• A. Piano
• B. Teacher
• C. Computer programmer
• A. Turkey
• B. Judge
• C. Doctor
• A. Construction Worker
• B. Barber
• C. Pilot
• A. Custodian
• B. Lawyer
• C. Cashier
• A. Counselor
• B. Mail Man
• C. Cook
• A. Waiter
• B. Bus Driver
• Volunteer
• A. Doctor
• B. Custodian
• C. Waiter
• A. Hair Stylist
• B. Mail Man
• C. Computer programmer
• A. Cashier
• B. Teacher
• C. Nugget
A. Outlet
B. Hair Stylist
C. Window
Body Aches

JERS’ ESL Class 2011

Nichter
I have a headache.
I have a **toothache**.
I have a cold.
I have the flu.
I have a stomach ache.
I have a backache.
I have an injury.
I have a broken bone.
I have a cough.
I have a sore throat.
I have an earache.
I have chest pains.
I have a fever.
I have a scratch.
I have a cut.
What’s wrong?
What’s wrong?
What’s wrong?
What’s wrong?
What’s wrong?
What’s wrong?
What’s wrong?
What’s wrong?
What’s wrong?
What's wrong?
What’s wrong?
What’s wrong?

99 degrees or higher
What’s wrong?
Nicole’s Family Tree
Family Members

• Mother – Karen Nichter
• Father – Christopher Nichter
• Brother – Jacob Nichter
• Brother – John Nichter
• Me – Nicole Nichter
Me! (Nicole)
I am...

• A daughter

• A sister

• A granddaughter

• A cousin

• A niece
I am...

- The oldest child
- Fabulous
- Fun
- Beautiful
- Cheerful
- Smart
Mother/Mom
My mom is:

• Pretty
• Kind
• Happy
• Funny
• Talented
• Older than me
Father/Dad
My dad is...

- Tall
- Strong
- Handsome
- Big
- Funny
- Loud
- Older than me
Brother Jacob
My brother is...

- Silly
- Smart
- A hard worker
- Tall
- Shy
- Gentle
- Younger than me
Brother John
My brother is...

- Loud
- Tall
- Skinny
- Outgoing
- Relaxed
- Fun
Comparative Words

• Tall – Taller – Tallest
• Short – Shorter – Shortest
• Thin – Thinner – Thinnest
• Fat – Fatter – Fattest
• Smart – Smarter – Smartest
• Loud – Louder – Loudest
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Descriptive Words

- Pretty (women)
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- Loud
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- Smart
- A hard worker
- Shy
- Gentle
- Younger than me
- Loud
- Tall
- Skinny
- Outgoing
- Relaxed
- Fun
- Smart
- Fabulous