



Families, Schools, and Communities



Developing Beginning English Language Learners' Strategies and Stamina for Academic Success in English

Introduction

The three units developed for New York City teachers and immigrant middle and high school students at the beginning to early intermediate levels of English as a Second Language (ESL) have as their goal to prepare students for intellectual inclusion and success in school from the very beginning of their education in US schools. The materials, developed by a team of ESL experts that link several institutions, present a two-pronged approach to the development of students: 1) their strategic development to be able to face texts –oral, written, visual- beyond their competence focusing on specifics and 2) a focus on interaction as pivotal for language development. Adolescent ELL's must have opportunities to both navigate texts tolerating ambiguity with a clear focus and to develop the language competencies needed to engage in the disciplinary practices described in the Common Core State Standards. To do so, the three units, each containing three lessons, focus on developing the metacognitive and metalinguistic practices with thematic connections that spiral and increasingly deepen ELLs ability to monitor and develop their language and content learning, including learning and using strategies for reading, writing, listening, and speaking from the very beginning. Throughout the lessons, teachers are provided with options for differential levels of scaffolding, including information about structuring tasks for maximal, moderate, and minimal levels of scaffolding.

Standards-based Units

The three units are designed to apprentice students into the disciplinary practices of reading, writing, listening, and speaking described in the New York ELA and Literacy in History/Social Students Common Core Standards, with a focus on informational text. The units begin with the New York State Department of Education (NYSDE) English as a Second Language Standards for Intermediate and Commencement and move students towards the Common Core State Standards for ELA and Literacy at 8th-10th grade over the nine weeks of instruction. Grade 8 standards represent a pivotal moment for high school beginning ELLs. If students can demonstrate the disciplinary practices described for selected informational reading, listening and speaking, and writing at this level, they will be well positioned for success. If the curriculum is used in grades 6 or 7, the applicable CCSS standards should be used. Table 1 identifies the relevant ESL and ELA and Literacy Standards that are developed and deepened over the three units.

English as a Second Language Standards and Performance Indicators	→	Common Core Standards in ELA and History/Social Studies
<p>Standard 1: Students listen, speak, read, and write in English for information and understanding:</p> <p>Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identify and use reading and listening strategies to make text comprehensible. 2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic and content areas from various sources. 3. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. 4. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all content areas. 5. Convey and organize information, using facts, illustrative examples, and a variety of patterns and structures. 6. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 7. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. 8. Consult print and non-print resources in the native language when needed. 9. Apply learning strategies to acquire information and make texts comprehensible and meaningful. 		<ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Cite specific textual evidence to support analysis of primary and secondary sources. 3. Integrate visual information with other information in print and digital text. 4. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. 5. Analyze how a text makes connections among and between individuals, ideas, events. 6. Write informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 7. Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. 8. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<p>Standard 4: Students will listen, speak, and write in English for classroom and social interaction</p> <ol style="list-style-type: none"> 1. Request and provide information and assistance orally or in writing, for personal, social, and academic purposes. 2. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, and community and academic topics. 3. Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. 4. Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. 5. Negotiate and manage interactions to accomplish social and academic tasks. 6. Apply self-monitoring and self-correcting strategies in social and classroom interactions. 		
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Unit Descriptions

The first unit, *Families, Schools, and Communities* was developed by Professor Guadalupe Valdés, the Bonnie Katz Tenenbaum Professor of Education at Stanford University, Amanda Kibler at the University of Virginia, and Maneka Brooks at Stanford University, based on Valdés's *Include and Accelerate approach*. It emphasizes the development of students' use of metacognitive and metalinguistic strategies for reading and listening to oral and written texts. This first unit is significantly different from the other two because it introduces students to life in English in situations where interlocutors do not necessarily monitor their speech to make it more accessible to immigrant students. The development of learner skills is central here, and it is carried out with significant use of the students' family language. By the end of the first lesson, students are reading mentor texts and producing their own from these models. The initial emphasis on receptive listening and reading is designed to develop language skills fundamental to beginning and early intermediate ELLs' success in subject-area

courses. Over the next two lessons students focus on learning about US high schools, reading about school, course work, and schedule descriptions of different types of high schools. Students again use mentor texts—descriptions, schedules, and school maps—as models for developing parallel texts. The final lesson in Unit 1 focuses on communities within New York City itself. Strategies for reading and listening model uses of language which are developed and deepened within and across lessons. Each lesson engages students in learning and applying listening/reading/writing strategies to make meaning of the language and patterns in oral and written texts in order to produce oral and written texts. At the end of each day, students deliberately reflect and assess their own use of strategies.

Unit 2, *Challenges and Solutions*, developed by QTEL professional staff, under the direction of Dr. Aída Walqui, builds directly from Unit 1. In this unit, beginning to early intermediate English Language Learners continue to develop their English reading, writing, listening, and speaking skills while also expanding the metacognitive use of strategies for reading and listening introduced in Unit 1. The theme of the unit is the cultivation of robust learning dispositions. Becoming metacognitive about using these resources and others to overcome challenges and solve problems is the first step toward autonomy and success in learning. The first lesson focuses on developing metacognitive strategies for solving problems encountered as newcomers to New York City. The second lesson introduces students to the genre of biography. Students work collaboratively to read and analyze biographies about prominent Americans, both immigrants and US born, who have overcome challenges to achieve important personal and professional, and social goals. Students then engage in academic discussions with peers about the texts they have read, citing textual evidence to support their claims. The lesson culminates with students synthesizing information gained from the readings with their own observations and experiences in the production of a poster that they then present to the rest of the class. At the conclusion of the lesson, students engage in self-reflection and assessment of their own learning processes throughout the lesson. In the final lesson of the unit, students apply what they have learned in the first two lessons to write a short essay about a problem they have encountered, how they solved it, and what they learned from the experience.

Unit 3 *Human Migration*, invites beginning to early intermediate ELLs to examine concepts related to history, geography, economics and environment through a spiraling curriculum which deepens their understanding of human migration. Students build knowledge of migration via texts, maps and charts. The unit spirals and revisits key ideas such as “What is migration?” and “Why do people migrate?” At each step in the lessons, students are supported in learning academic language and practices in context and participating in linguistically rich discussions, so that they become active participants in class discussions and activities. Finally, students are able to apply newly gained knowledge to establish their own interpretations on the migrations of humans and support them with evidence.

UNIT 1

Families, Schools, and Communities

UNIT OVERVIEW

The unit, *Families, Schools, and Communities*, is designed to develop language skills that are fundamental to middle- and high-school beginning ELLs' success in subject-area courses. The lessons build these language skills by scaffolding students' use of metacognitive and metalinguistic strategies for comprehending and producing oral and written texts. Within this unit, the development of learner skills is a central focus, and students' family languages play an important role in their development.

The unit is composed of three lessons. The first lesson focuses on family, and by the end of this lesson, students are reading mentor texts and using these models to produce their own written work. In the second lesson, students learn about US high schools, reading about school, coursework, and schedule descriptions of different types of high schools. Students again use mentor texts—descriptions, schedules, and school maps—as models for developing parallel texts. The final lesson in Unit 1 focuses on communities within New York City itself.

Each lesson is designed to be taught in five 50-minute periods and is structured with four elements that are repeated throughout. Each day begins with students discussing and selecting a metacognitive focus for listening, reading, or writing. Students apply this selected focus as they comprehend and produce the language and patterns in thematically linked oral and written texts. Suggestions for maximal, moderate, and minimal levels of scaffolding are offered, and possible formulaic expressions are included to support students' use of academic language patterns. At the end of each day, students purposefully self-assess their own use of metacognitive strategies, tying back to the focus selected for the day. These strategies are developed and deepened within and across lessons.

New York State Department of Education English as a Second Language Learning Standards

Standard 1: Students listen, speak, read, and write in English for information and understanding

Performance Indicators:

- Identify and use reading and listening strategies to make oral and written text comprehensible.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic and content areas from various sources.

- Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information.
- Consult print and non-print resources in students' native language when needed.
- Apply learning strategies to acquire information and make texts comprehensible and meaningful.

Standard 4: Students will listen, speak, and write in English for classroom and social interaction

Performance Indicators:

- Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.
- Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions.
- Negotiate and manage interactions to accomplish social and academic tasks.

New York State Common Core Reading Standards for English Language Arts

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Integrate visual information with other information in print and digital text.

Lesson 1

My Family

Overview

This lesson is organized around the theme of family. As such, it provides students with listening and reading activities about which they have strong background knowledge. Throughout the lesson, students build their understanding of English texts by drawing on their native languages and relevant experiences to read and analyze mentor texts about families who have immigrated to New York City. At the conclusion of the lesson, students draw from the language and text patterns of the mentor texts to develop their own texts about immigrating to their new city.

Lesson 2

My School

Overview

Lesson 2 is organized around the theme of the typical American school. The lesson provides students with listening, speaking, reading, and writing activities that provide important information about American schools and how they work, as well as some very basic notions of the geography of the U.S. Written texts in this lesson include school descriptions, schedules, and maps.

Lesson 3

My Community

Overview

Lesson 3 investigates the city of New York, its boroughs, and its neighborhoods. In this lesson, students engage in listening and reading activities in which they learn about their community and the geography of New York City. Students first read authentic New York City visitors' guides, then investigate different boroughs using a jigsaw format, and finally write their own visitor guides to the neighborhoods in which they live.

UNIT 1
Lesson
1

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

LESSON INTRODUCTION

Immigrant adolescent students are beginning to learn English while at the same time adjusting to American middle and high schools. These students face a dual challenge: they must learn subject area content while simultaneously learning English. For many newcomers, their English as a Second Language (ESL) class is a safe haven where every student is learning English. The goal of this lesson, and the two additional lessons in the unit, is to accelerate the intellectual inclusion of students who are beginning to learn English in content area courses. In this lesson, secondary students who are newcomers learn and apply transferable metacognitive strategies for listening, reading, and writing that can be applied in all courses. Students are introduced to and use 1) listening strategies to comprehend extended oral discourse, 2) reading strategies to comprehend written mentor texts, and 3) writing strategies to write short texts modeled on the mentor texts.

Audience

Beginning newcomers, grade 6-12

Classroom time frame

Five 50-minute lessons

Key texts/Materials

- * Handout 1.1: Listening Strategies Card
- * Handout 1.2: Alicia's Family Tree
- * Handout 1.3: My Family Tree
- * Handout 1.4: List of Family Names
- * Handout 1.5: Personal Information Expressions
- * Handout 1.6: Reflection
- * Handout 1.7: Reading Strategies Card

- * Handout 1.8: Alicia Gomez in New York
- * Handout 1.9: Reading to Find Information in Alicia in New York
- * Handout 1.10: Finding Evidence in Alicia in New York
- * Handout 1.11: Interacting with Others Expressions
- * Handout 1.12: Reflection
- * Handout 1.13: Anthony Reyes: Moving to New York
- * Handout 1.14: Reading to Find Evidence
- * Handout 1.15: Writing Strategies Card
- * Handout 1.16: _____'s Family
- * Handout 1.17: Reflection

INSTRUCTIONAL SEQUENCE

Building Listening Comprehension Stamina

Day 1

- * Listening Strategies Discussion 1
- * Active Listening and Dyad Share 1
- * Expressing Personal Information Modeling and Practice 1
- * Reflection

Day 2

- * Listening Strategies Discussion 2
- * Active Listening and Dyad Share 2
- * Expressing Personal Information Modeling and Practice 2
- * Reflection

Interacting with Texts

Day 3

- * Learning to Read Strategically Discussion 1
- * Shared Reading 1
- * Reading to Find Information Partner Task
- * Finding Evidence Partner Task 1
- * Modeling and Practicing Interacting with Others 1
- * Reflection

Day 4

- * Learning to Read Strategically Discussion 2
- * Shared Reading 2
- * Finding Evidence Partner Task 2
- * Modeling and Practicing Interacting with Others 2
- * Reflection

Extending Understanding

Day 5

- * Learning to Write Using Examples Discussion
- * Active Listening and Discussion
- * Joint Class Writing
- * Independent Writing
- * Reflection

UNIT 1
Lesson
1

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

Building Listening Comprehension Stamina

DAY 1

- ✱ Listening Strategies Discussion 1
- ✱ Active Listening and Dyad Share 1
- ✱ Expressing Personal Information Modeling and Practice 1
- ✱ Reflection

DAY 2

- ✱ Listening Strategies Discussion 2
- ✱ Active Listening and Dyad Share 2
- ✱ Expressing Personal Information Modeling and Practice 2
- ✱ Reflection

DAY 1

Listening Strategies Discussion 1

What teacher will do

Introduce strategies for comprehending spoken English, keeping in mind the principles outlined in *Teaching Guide 1*. Have students sit in same-language groups, and distribute *Handout 1.1: Listening Strategies Card*. Tell students to read the card as a group, discuss their reactions to the card, and choose 2-3 strategies they want to try today.

If an L1 is shared by teacher and students, provide the instructions in that language. Ask students to share out strategies they have selected with whole class. Record the strategies that each group shares so the whole class can see them throughout the lesson. Let the students know they can call out num-

Objectives/Disciplinary Practices

Build stamina in listening to a supported oral presentation on a familiar topic

Use metacognitive strategies to guess intelligently at meaning

Attend to repeated patterns in oral language

Use patterns in oral language to produce oral texts

bers in their L1 (if you speak it), write the numbers on the board themselves, or otherwise indicate non verbally the number of the strategy.

What students will do

Students will work in groups to read the listening strategy card, discuss it, and choose 2-3 strategies they want to use. Volunteers will report out the number corresponding to those strategies using verbal or nonverbal means. If L1 peer support is not available, students can use podcasts to access the activity instructions and the content of the strategies card in their native languages.

Active Listening and Dyad Share 1

Active Listening: What teacher will do

Project *Handout 1.2: Alicia's Family Tree* and give copies to individual students, along with the *Handout 1.4: List of Family Member Names*. This list of family members in English, with translation to first language, makes certain that students have access to meaning. Use the *Teaching Guide 2* to introduce students to the experience of listening to an extended presentation in English. Use repeated patterns to talk about the nuclear family (father, mother, children, sisters, and brothers) and to make students aware of the strategies they must use in understanding connected discourse on a specific subject.

Active Listening: What students will do

Students will listen to the explanation of the nuclear family, looking at the projected family tree graphic, as well as a copy of their own, referencing the list of family members' names as needed. Students will demonstrate their understanding of your presentation by focusing on the you, by using non-verbal communication (e.g., nodding, shaking their heads), and by attempting to respond to your yes/no questions. While they may not attempt to answer initially, this does not mean that students do not understand or are not engaged.

One goal of a listening task is to provide opportunities for students to attend to repeated patterns heard orally. In this case, students are listening to sentences produced by you in response to your own questions: *Is this Alicia's mother? No, this is Alicia's sister.* Because you will produce and respond to at least 15 to 20 such questions, students will have the opportunity to hear the pronunciation of the family vocabulary as well as structured questions and responses. This activity should not be confused with a vocabulary teaching activity, the purpose of which is to teach family vocabulary. Rather, this is a listening activity, which includes listening to questions and answers and focusing on such patterns. Students will use these patterns in the following Dyad Share activity.

_____ is Alicia's BROTHER

_____ is Alicia's MOTHER

_____ is Alicia's SISTER

_____ is Alicia's FATHER

- Who is Alicia’s brother?
- Who is Alicia’s sister?
- Who is Estela Gomez?
- Who is Pedro Gomez?

Dyad Share: What teacher will do

Have each student work with a partner to take turns describing the different members of Alicia’s family. Check to make sure that students are using the phrases you spoke in the listening activity, which they internalized from the repetition in your presentation. If students are not able to do so, you can return to *Handout 1.2: Alicia’s Family Tree* to orally explain the relationships and ask questions again, either with the whole class or with selected groups.

Dyad Share: What students will do

Students will work in dyads to describe the people in the family tree and their relationships to each other. They should use the same expressions they heard repeated several times in your presentation. If some dyads finish early, students can ask each other questions, as demonstrated in the previous activity.

Expressing Personal Information Modeling and Practice 1

What teacher will do

Distribute copies of *Handout 1.5: Personal Information Expressions* to each student and also project one so all students can see it. Circle the first four sets of phrases to indicate that they will focus on those today. Point students toward the listing of numbers at the bottom of the page and explain that students can use those to help them. Use principles from the active listening presentations (*Teacher Guide 1*) to enact the questions and answers in the first four phrases as short dialogues. First, talk to yourself to model the phrases, and then gradually call on student volunteers to answer the questions. You should continue repeating many times for each phrase until most students are able to produce a response. Begin the activity by explaining that the purpose of this task is to become confident in saying these phrases and recognizing them when they hear them. You can explain this in a shared L1, if available. After you lead the whole-class interaction, ask students to practice these phrases with each other.

What students will do

Students will listen to your use of the questions and answers, referencing the *Handout 1.5: Personal Information Expressions*, and, when ready, volunteer to respond to your questions. After the whole-class interaction, students can then practice these with each other.

Reflection

What teacher will do

Distribute copies of *Handout 1.6: Reflection* and ask students to self-assess their use of the strategies they selected at the beginning of the day's lesson.

Ask students to return to L1 groups, if possible, to discuss whether or not they successfully used the strategies they selected at the beginning of class. Let students know they will indicate this with smiley faces. Ask groups or individuals to share out which of their strategies they used successfully, and check off each one as they give the number.

What students will do

Students will fill out the handout, circling the appropriate facial expression to show how well they employed selected strategies.

In groups, if possible, students use their L1 to share out which strategies they used successfully, as indicated by smiley faces on handout. Volunteers from each group should call out the numbers of the strategies they used successfully.

DAY 2

Listening Strategies Discussion 2

What teacher will do

Ask students to take out *Handout 1.1: Listening Strategies Card*. Using the same grouping and instructional strategy as they day before, have students choose 2-3 strategies they want to try today.

Ask students to share out the strategies they have selected with the whole class. Record the strategies provided from each group so the whole class can see them throughout the class. Let students know that they can call out numbers in their L1 (if you speak it), write the numbers on the board themselves, or otherwise indicate non verbally the number of the strategy.

What students will do

Students will work in groups of 2-3 to choose which strategies they want to try today. Students will report those strategies to their group using verbal or nonverbal means.

Active Listening and Dyad Share 2

What teacher will do

Project *Handout 1.2: Alicia's Family Tree* and give copies to individual students, along with the *Handout 1.4: List of Family Member Names*. Use the *Teaching Guide 2* to introduce students to the experience of listening to an extended presentation in English. Use repeated patterns to talk about the extended

family (grandmother, grandfather, son, daughter, aunts, uncles, cousins) and to make students aware of the strategies they must use to understand connected discourse on a specific subject.

What students will do

Students will listen to your explanation of the extended family, looking at the projected family tree graphic, as well as a copy of their own, referencing *Handout 1.4: List of Family Member Names*. When ready, students should volunteer to respond to your questions.

Dyad Share, Alicia’s Family: What teacher will do

Have students work with a partner, asking them to take turns describing the different members of Alicia’s extended and nuclear family. Make sure that students are using the phrases you modeled in the previous activity, which they internalized from the repetition in your presentation. If the students are not able to do so, you can return to the *Handout 1.2: Alicia’s Family Tree* to orally explain the relationships and ask questions again, either with the whole class or with selected groups.

Dyad Share, Alicia’s Family: What students will do

Students will work in dyads to describe the people in the family tree and their relationships to each other. If some dyads finish early, students can ask each other questions, as you modeled in the previous activity.

Dyad Share, Students’ Own Family: What teacher will do

Distribute blank copies of *Handout 1.3: My Family Tree* to each student. Project a copy that you have made about your own family, and explain that students will also create their own family tree. Use a shortened version of the active listening task done earlier to produce an extended presentation in which you review sentence patterns. During this presentation, also introduce “I” and “my” (e.g., “I have one brother. My brother’s name is ____.”) so students begin to internalize these variations of the patterns as well.

Dyad Share, Students’ Own Family:

What students will do

Students will listen to your explanation of your own family, looking at the family tree graphic you project, and referencing *Handout 1.4: List of Family Member Names* as needed.

Students will fill out *Handout 1.3: My Family Tree* for their own families and then work in partners to describe those relationships using the same expressions they heard repeated several times in your presentation.

After students complete their own family trees, they will work in partners to take turns describing the different members of their own extended and nuclear family. Students can use the phrases

Notes to Teachers

Offer students formulaic expressions that can be used when students interact. For example,

I have _____ cousins. Their names are....

My mother has _____ brothers and sisters. Their names are...

I have _____ brothers and sisters. Their names are...

spoken by you, which they will have internalized from the repetition in the previous presentation. If students are not able to do so, return to the Family Tree to orally explain the relationships and ask questions again, either with the whole class or in selected groups. If some dyads finish early, students can ask each other questions, as you modeled in the previous presentation.

Expressing Personal Information Modeling and Practice 2

What teacher will do

Ask students to take out copies of *Handout 1.5: Personal Information Expressions* and project a copy so all students can see it. Begin by asking questions from the first four expressions in order to review the materials you introduced the day before. Call on volunteers to respond. If students have difficulty with this activity, repeat questions (open-ended, yes/no, multiple-choice) and answers until most students are able to participate, either verbally or non-verbally.

Then, circle the last four sets of phrases to indicate that students will focus on those today, and tell the class that all of them involve numbers. Point students toward the listing of numbers and grade levels at the bottom of the page and explain that students can use these to help them. Use principles from the active listening presentations (*Teacher Guide 1*) to enact the questions and answers in the last four phrases as short dialogues. First talk to yourself, and then gradually call on student volunteers to answer the questions. Continue repeating each phrase many times until most students are able to produce a response. Begin the activity by explaining again that the purpose of this task is to become confident in saying these phrases and recognizing them when students hear them. Explain this in a shared L1, if available. After leading the whole-class interaction, ask students to practice these with each other. If time permits, have dyads create dialogues and perform them, either to another dyad or to the whole class, depending on students' comfort level.

What students will do

Students will listen to your use of the questions and answers, referencing *Handout 1.5: Personal Information Expressions*. When they are ready, students will volunteer to respond to your questions, verbally or non-verbally. After the whole-class interaction, students can then practice these with each other. If time permits, dyads can create dialogues and perform them, either to another dyad or to the whole class, depending on students' comfort level.

Reflection

What teacher will do

Distribute the versions of *Handout 1.6: Reflection* students completed yesterday. Ask students to use a pen or pencil of a different color to fill in their responses for today.

Have students return to L1 groups, if possible, to discuss whether or not they successfully used the strategies they selected at the beginning of class, as indicated by smiley faces. Also ask them to share

whether they saw any differences from the day before. Ask groups, or individuals, if group work is not possible, to share out which of their strategies they used successfully, and check off each one as they give the number.

What students will do

Students will fill out the handout, circling appropriate facial expressions to show how well they employed each strategy today.

In groups, if possible, students will use their L1 to share out which strategies they used successfully, as indicated by smiley faces on handout, and if or how their answers changed from the day before. Volunteers from each group can call out numbers of the strategies they used successfully.

UNIT 1
Lesson
1

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

Interacting with Texts

DAY 3

- ✱ Learning to Read Strategically Discussion 1
- ✱ Shared Reading 1
- ✱ Reading to Find Information Partner Task
- ✱ Finding Evidence Partner Task 1
- ✱ Modeling and Practicing Interacting with Others 1
- ✱ Reflection

DAY 4

- ✱ Learning to Read Strategically Discussion 2
- ✱ Shared Reading 2
- ✱ Finding Evidence Partner Task 2
- ✱ Modeling and Practicing Interacting with Others 2
- ✱ Reflection

DAY 3

Learning to Read Strategically Discussion 1

What teacher will do

Introduce strategies for comprehending written English, keeping in mind the principles that are outlined in the *Teaching Guide 3*. Have students sit in same-language groups, if possible, and distribute *Handout 1.7: Reading Strategies Card*. These reading strategies focus on two connected reading prac-

Objectives/Disciplinary Practices

Use metacognitive strategies to comprehend written text

Recognize and make sense of textual components

Reconnect textual components to the larger understandings being built by the lesson

tices: **skimming** and **scanning**. Then, tell students to read the card as a group and discuss examples of times when they have used one or both strategies. Project an example of a local bus or a subway schedule, and use the schedule to model skimming and scanning for information to find out which bus you should take after school to get home. Reiterate that skimming and scanning are strategies that the students use in their everyday lives. Then, explain that they will use these strategies to understand a text about Alicia Gomez, the girl students learned about the previous day. As students finish their group discussions, ask them to report out one of the examples they discussed in their groups of a time when they have used skimming or scanning. When students make contribution, repeat, recast, or ask follow-up clarification questions as needed. As the students share, record their examples in written form on the board.

What students will do

Students will work in groups to read *Handout 1.7: Reading Strategies Card*, discuss it, and decide which strategies they have used before. Volunteers will report a time they have used these strategies before, using verbal or nonverbal means, and in the L1, if shared.

Shared Reading 1: Alicia Gomez

What teacher will do

Introduce the Alicia Gomez text (*Handout 1.8: Alicia Gomez in New York*), which is a written version of some aspects of the listening comprehension text. The goal of this presentation is to make sure that students understand that skimming is the first step in reading a text. Project the text using a document camera or other device. Importantly, do not review the information about Alicia Gomez' family with students prior to reading the text. If a summary has already been provided during the same lesson, it defeats the purpose of having to "read" a whole text top down.

Using the same style of speech as you did in the oral presentation of Alicia's family, show that the text is composed of parts. Point out the title and headings of the projected text. Emphasize the importance of using a heading to predict meaning of the passage that follows it. There is not much factual information that students can skim for in this text that they have not already covered through the previous lesson's oral descriptions, so "real" skimming will not happen. However, an example of how you can demonstrate skimming with this text is included below:

Teacher: Let's look at this text. Whenever we try to read a text, we need to remember that the goal of reading is to understand. We can use the parts of texts to help us understand what reading is about. This is the title (*point*). The title tells us a lot about what this reading is about. This text is about Alicia. Notice that the text has parts. (*Point to each subheading. Explain what each subheading suggests about the following paragraph.*)

After demonstrating the skill of skimming the text, move on to illustrate the skill of scanning for information, using any of the other paragraphs. Begin modeling this strategy by reiterating that reading

always has a goal. In particular, highlight that understanding the goal of why we are reading a text will help us understand its meaning.

Then, model the strategy of scanning.

Teacher: I wonder, what city was Alicia from before she came to New York? Let me SKIM the headings to see where I can find this information. The first heading (*points*) says “From Honduras to New York.” This heading gives us some information about where Alicia is from. New York is a city. Maybe the city Alicia is from would be in this section. Let’s SCAN this paragraph for this information about the name of the city. Do I see any other words that look like cities? The names of cities usually have capital letters. Cities are sometimes located near the name of a country. I know that Honduras (*point*) is a country, not a city. Here is the name of the city, (*points*), Tegucigalpa. I think that Tegucigalpa is the name of the city Alicia is from.

After modeling how to scan for information, invite students to join you in answering questions about specific obvious information that is connected to the heading and concretely identifiable. For example, you might ask: *How old is Alicia’s sister? What kind of television does the Gomez family watch?*

Notes to Teachers

Provide students with models for responding to questions. For example, if you ask, “How old is Alicia’s sister?” write this question so students can see it. Next to it write, “Alicia’s sister is...” This support will help the students speak in sentences rather than answer in one-word responses.

What students will do

Students will listen actively to your modeling of reading strategies, using both listening and reading strategies to help them. When ready, students will volunteer to respond to your questions.

Reading to Find Information Partner Task

What teacher will do

After the whole class activity, distribute the first matrix activity, *Handout 1.9: Reading to Find Information*. This handout includes two tables. You will use the first table to model, with the whole class, how to complete the table. As you model how to complete the matrix, point out the function of the headings and the action of scanning for information in the text. Once you have finished the first table with the whole class, have students work in dyads to complete the second matrix, in L1 dyads if possible.

What students will do

Students will draw from your modeling of reading strategies to scan the text in *Handout 1.8: Alicia Gomez in New York* for the information needed to complete the matrix. Students will collaborate in L1 dyads, if possible, to select and write the information in the corresponding part of the matrix.

Finding Evidence Partner Task 1

What teacher will do

The next activity again asks students to construct meaning with written texts, this time by asking students to find evidence within the text for their understandings. Distribute *Handout 1.10: Finding Evidence* and ask students to work in L1 dyads (if possible) to complete it. Walk around the room to monitor their progress. By seeing what students underline, you can determine what students understood of the English text.

What students will do

Students will use both skimming and scanning strategies to underline where in the text they can find information that answers questions about the text.

Modeling and Practicing Interacting with Others 1

What teacher will do

Begin by asking questions from *Handout 1.5: Personal Information Expressions* to review the materials you introduced from the previous two days. You can call on volunteers to respond. If students have difficulty with this activity, project the handout for students to see and repeat questions (open-ended, yes/no, multiple-choice) and answers until most students are able to participate, either verbally or non-verbally.

Distribute copies of *Handout 1.11: Interacting with Others Expressions* to each student and project one so all students can see it. Begin the activity by explaining that the purpose of this task is for students to become confident in saying these phrases and be able to recognize the phrases when they hear them. Explain this in a shared L1, if available. Students have already practiced phrases with their personal information. Now, they are adding phrases to help them talk with other people.

Circle the first three sets of phrases to indicate that students will focus on these today. Use principles from the active listening presentations (*Teacher Guide 1*) to enact the questions and answers in the first three sets of phrases. First, talk to yourself to model the phrases for students, and then gradually call on student volunteers to answer the questions. To model appropriate formal greetings by time of day, use images of day/nighttime, clocks, and gestures as needed. Continue repeating each phrase many times until most students are able to produce a response, either verbally or non-verbally.

After leading the whole-class interaction, ask students to practice these phrases with each other.

What students will do

Students will listen to your use of the questions and answers, referencing *Handout 1.5: Personal Information Expressions*, as needed for review, and *Handout 1.11: Interacting with Others Expressions*. When ready, students can volunteer to respond to your questions. After the whole-class interaction, students can then practice these expressions with each other.

Reflection

What teacher will do

Distribute copies of *Handout 1.12: Reflection* and ask students to fill it out.

Ask students to return to L1 groups, if possible, to discuss whether or not they successfully used the strategies selected at the beginning of class, as indicated by the smiley faces they have chosen. Ask groups, if L1 is shared, to discuss how they did and explain to the class their successes and/or challenges.

What students will do

Students will fill out handout, *Handout 1.12: Reflection* by circling the appropriate facial expressions to show how well they employed their selected strategies. In groups, if possible, students use their L1 to share out how they did and explain to the class their successes and/or challenges.

DAY 4

Learning to Read Strategically Discussion 2

What teacher will do

Ask students to take out the *Handout 1.7: Reading Strategies Card*. Orally review the card with the students, in L1, if possible. Ask students to use their responses to *Handout 1.12: Reflection* and/or L1 group discussions to reflect on how they used the strategies the day before.

What students will do

Students will review strategies and reflect on the ways they used them the day before, either as a whole class or in small groups.

Shared Reading 2: *Anthony Reyes*

What teacher will do

The second day of the reading portion of the lesson introduces a new text. In this second text, you will help students to apply the strategies of scanning and skimming to a text with which they are unfamiliar. However, the topic still addresses themes that will be familiar to students: family, immigration, and food.

First, distribute copies of the new text, *Handout 1.13: Anthony Reyes: Moving to New York*, to students. Project one copy onto the board so all students can see it. Have students to skim the headings of the *Reyes* text. Ask them from reading the headings, what they think the paragraphs might be about. Give students the opportunity to discuss in small groups. Then, review the headings with the whole class, modeling the skill of predicting what the text could be about. During this whole-class modeling, review each heading with students, one by one. After you demonstrate skimming, remind students that reading is always purposeful.

What students will do

Students will listen actively to the modeling of reading strategies, using both listening and reading strategies to help them. Students, when ready, should volunteer to respond to your questions.

Finding Evidence Partner Task 2

What teacher will do

Distribute *Handout 1.14: Reading to Find Evidence in Anthony Reyes: Moving to New York*. After students have the handout, orally review the process for finding information that involves scanning. Briefly review the reading strategies card.

Ask students to work together to complete Part 1 in dyads. If possible, place them in shared language dyads. Once the students complete the task in dyads, combine them into groups of

four. In these groups, ask students to compare their answers to the Part 1 questions. Then, returning to a whole-group instructional format, ask students whether or not they agreed with each other and where they found their information.

After the whole-class debrief, repeat the same process with Part 2 of the *Handout 1.14: Reading to Find Evidence*.

What students will do

Students will work in pairs and groups of four to find evidence in the text by scanning, comparing their answers, and negotiating correct responses. In the whole-class setting, students will volunteer to respond to your questions about the correct responses.

Modeling and Practicing Interacting with Others 2

What teacher will do

Ask students to take out copies of *Handout 1.11: Interacting with Others Expressions* and project one so all students can see it. Begin by asking questions from the first three sets of expressions to review the materials you introduced the day before. Call on volunteers to respond. If students have difficulty with this activity, repeat questions (open-ended, yes/no, multiple-choice) and answers until most students are able to participate, either verbally or non-verbally.

Use principles from the active listening presentations (*Teacher Guide 1*) to enact the questions and answers in the last set of four phrases as short dialogues. First talk to yourself, and then gradually

Notes to Teachers

Provide students with formulaic expressions to use as they negotiate about correct responses. Possible expressions are:

I agree with _____. I also think the answer is

_____.

I disagree. I think the answer is _____.

call on student volunteers to answer the questions. Continue repeating each phrase many times until most students are able to produce a response. Begin the activity by explaining again that the purpose of this task is for students to become confident in saying these phrases and recognize them when they hear them. Explain this in a shared L1, if available. After leading the whole-class interaction, ask students to practice these expressions with each other. If time allows, ask dyads to create dialogues and perform them, either to another dyad or to the whole class, as comfort level permits.

What students will do

Students will listen to your use of the questions and answers, referencing *Handout 1.11: Interacting with Others Expressions*. When ready, students can volunteer to respond to your questions, verbally or non-verbally. After the whole-class interaction, students can practice these expressions with each other. If time permits, dyads can create dialogues and perform them, either to another dyad or to the whole class, depending on their comfort level.

Reflection: How Did You do Today?

What teacher will do

Distribute the versions of *Handout 1.12: Reflection* that were completed yesterday, if students do not already have it. Ask students to use a pen or pencil of a different color to fill in their responses for today.

Have students return to L1 groups, if possible, to discuss whether or not they successfully used the strategies they selected at the beginning of class, as they indicated by smiley faces. Also ask them to share whether they saw any differences from the day before. Ask groups, or individuals, if group work is not possible, to share out which of the strategies they used successfully, and check off each one as they give the number.

Purpose of Task (What students will do)

Students will fill out the handout, circling the appropriate facial expressions to show how well they employed selected strategies today. In groups, if possible, students use their L1 to share out which strategies they used successfully, as indicated by smiley faces on handout, and how they changed from the day before. When sharing out with the class, volunteers from each group can call out numbers of the strategies they used successfully.

UNIT 1
Lesson
1

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

Extending Understanding

DAY 5

- ✿ Learning to Write Using Examples Discussion
- ✿ Active Listening and Discussion
- ✿ Joint Class Writing
- ✿ Independent Writing
- ✿ Reflection

DAY 5

Learning to Write Using Examples Discussion

What teacher will do

Tell students that today, they will be writing in English using mentor texts. Explain that they will also be learning useful strategies to help them write. Have students sit in same-language groups, if possible, and distribute *Handout 1.15: Writing Strategies Card*. Ask students to read the card as a group, discuss their reactions to the card, and choose 2-3 strategies they want to try today.

Have students share out the strategies they have selected with the whole class. Record the strategies each group shares and display them so students can see them throughout the class. Let students know that they can call out numbers in their L1 (if you speak it), write the numbers on the board themselves, or otherwise indicate non verbally the number of the strategy.

What students will do

Students will work in groups to read *Handout 1.15: Writing Strategies Card*, discuss the card, and choose 2-3 strategies they want to try today. Volunteers can report the number corresponding to those strategies using verbal or nonverbal means. If L1 peer support is not available, students can use podcasts to access activity instructions and the content of the strategies card in their native languages.

Objectives/Disciplinary Practices

Use recently acquired knowledge and skills in the solution of novel problems

Create or recreate ideas

Produce increasingly more complex writing

Active Listening and Discussion: Mentor Texts

What teacher will do

Ask students to take out the two texts they have read in the past two days (*Handout 1.8: Alicia Gomez in New York* and *Handout 1.13: Anthony Reyes: Moving to New York*). Explain that they will use these two texts as examples, or mentor texts, to write their own paragraphs about themselves and their families. Ask students to find the paragraph from Alicia Gomez entitled, “Alicia’s Family,” and project that paragraph on the board. Ask students to listen carefully as you read the paragraph and find out what is in it, using the writing strategies #2 and #3. Tell students they don’t need to write anything down, just LISTEN and WATCH (make gestures to ears and eyes).

As you read it aloud, do a think-aloud to explain what elements the text contains. A model think-aloud is included below:

(Reading) ‘In Tegucigalpa, Alicia had a large extended family’, so this first sentence is about family in Alicia’s home country, Honduras. This sentence is about family in Honduras, so I’m going to write that (*write, ‘family in Honduras’ in margin of text*). *(Continuing to read)* ‘In New York City, Alicia lives with only her four immediate family members,’ so this next sentence is about Alicia’s family in New York City, where she lives now. I’m going to make a note about that (*write, ‘Family in New York’ in margin of text*). *(Continuing to read)* ‘Alicia lives with her mother, her father, her brother, and her sister,’ so here the author is telling us who Alicia lives with: her mother, her father, her brother, and her sister. This is also about her family in New York (*point to where you wrote this*), so I won’t add anything new. *(Continuing to read)*, ‘Alicia’s mother’s name is Juana Gomez. She is married to Pedro Gomez, Alicia’s father. Alicia’s sister’s name is Estela.’ In this sentence, I see the Alicia’s mother, and her name, Juana Gomez. I also see Alicia’s father, and his name, Pedro Gomez. I also see the name of Alicia’s sister, Estela. So, this part of the text is about the names of people Alicia lives with, and I am going to write that down (*write, “Names of family Alicia lives with”*). *(Continuing to read)*, ‘Estela is 13 years old. Her brother is named Pedro Jr. Pedro Jr. is 12 years old.’ Here I see Estela’s age. It says that she is 13 years old. It also says the name of her brother, Pedro, Jr., and his age. He is 12 years old. So, this is more information about the names of people Alicia lives with (*point to this phrase, which is already written in the notes*). It also talks about their ages, about how old they are, like 12 or 13 years old. So, I’m going to write that down (*write, “Ages of brothers and sisters”*). Now I’m going to finish reading the paragraph. *(Continuing to read)*, ‘At night, the Gomez family enjoys watching television together. They like to watch telenovelas and horror movies.’ These last two sentences tell me something new. They tell me about what the family enjoys doing, or what they do for fun. They like to watch television. They like to watch telenovelas and horror movies. So, I’m going to write down too, that this paragraph ends by talking about what the family likes to do (*write, “What the family likes to do”*). Now we have a list of 6 things we found in this paragraph (*read the list aloud and point to each as you speak*).

Ask students to take out *Handout 1.13: Anthony Reyes* and to find the paragraph entitled, “Anthony’s Family.” At the same time, project that paragraph on the board. Then repeat a similar think-aloud

process. After each sentence or group of related sentences, ask students to volunteer to say what kinds of information are in each. Add this information to the list you started with the *Alicia* text, though in a different column or color. If students are not able to volunteer the information, complete the think-aloud and state directly what you think should be written down. Then ask students again to volunteer an answer and write down their responses or modified versions of them. Types of information in *Anthony* might include: family in Dominican Republic; family in New York; names of family Anthony lives with; names of family Anthony does NOT live with; when parents came to US; why family came to US; parents' jobs; and/or what parents like to do.

When working with both mentor texts, you can also draw pictures in the margins to help make meaning clear, as needed.

What students will do

Students will listen actively to your think-aloud, drawing upon listening strategies as needed. Students will also volunteer responses when ready about what types of information are in the mentor texts.

Joint Class Writing

What teacher will do

Takes out your family tree and project it so all students can see it. Review the tree briefly. Mention where your family lived before they came to New York (or if they have always lived there).

Tell the class that they are going to help you write a paragraph like the one Alicia and Anthony wrote. Throughout this activity, make sure that the list of information found in the mentor text remains posted and visible to students.

Alternating between the tree and a blank piece of paper, jointly write a paragraph with students about your family. You can begin by asking students what topic from the list they should write about first. If no students volunteer, you should be prepared to change questions to yes/no or multiple choice, or to answer your own questions. The goal is to eventually get students to contribute actively at whatever level possible. Once a topic is decided, you can model returning to review the mentor texts to see the different ways the authors talked about that topic.

Notes to Teachers

Provide students with formulaic expressions that will help them analyze the two texts and prepare for the joint writing activity. Possible expressions include:

Under the heading, _____ we would expect to find information about...

When we want to find information about _____, we should look at the paragraph under the heading...

You can then either suggest wording and get students' approval, or if possible, ask students to volunteer what should be written. In this process, you should clearly point out that your text is different from the models because you wrote it, and therefore you use "I/my/me" and other personal pronouns. Continue for 3-5 topics, as time permits, to help students gain confidence in writing about these topics. This jointly-constructed text will also produce a third model, one written in first person, that the students can draw upon.

What students will do

Students will listen actively, drawing upon listening strategies as needed. Students will also volunteer responses about what types of information to include in the jointly constructed text as well as what should be written down.

Independent Writing

What teacher will do

Tell students that they will now write a paragraph about themselves, and ask them to take out their own family trees. Keep the teacher model and the types of information in *Alicia* and *Anthony* visible, and also remind students to keep out the two initial mentor texts. To provide an additional resource, point to the writing strategies card and remind them to use those strategies as they write.

You can differentiate the task as follows, depending on individual student's readiness:

- **Minimal scaffolding:** Ask students to take out a piece of paper and write "_____'s Family" at the top, modeling this if needed. Point to the types of information and ask students to write their own paragraph, using the models to help them. Point out that all of the students are different, so everyone's paragraph should read differently, and they can decide which information to put in their paragraph. (These instructions can be given in the L1 if it is shared.)
- **Moderate scaffolding:** Make a list of 4-5 types of information that students should include, and then ask students to write a paragraph with that information in it.
- **Maximal scaffolding:** Distribute *Handout 1.16: _____'s Family* and asks students to fill in the blanks for themselves.

What students will do

Students will draw upon the three mentor texts and writing strategies cards to, with appropriate scaffolding, write a paragraph about their family.

Reflection

What teacher will do

Distribute copies of *Handout 1.17: Reflection* and ask students to fill it out.

Ask students to return to L1 groups, if possible, to discuss whether or not they successfully used the strategies they selected at the beginning of class, as indicated by the smiley faces. Ask groups, or individuals, if group work is not possible, to share out which of the strategies they used successfully, and check off each one as they give the number.

What students will do

Students will fill out handout, circling the appropriate facial expressions to show how well they employed selected strategies.

In groups, if possible, students will use the L1 to share out which strategies they used successfully, as indicated by smiley faces on handout. When sharing out with the whole class, volunteers from each group can call out the numbers of the strategies they used successfully.

UNIT 1
Lesson
1

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

Teaching Guide 1: Listening Strategies

Developing Listening Comprehension Skills

For newly arrived students to learn through English in school, they need to develop two essential listening comprehension skills. They must be able to understand teacher explanations, and they must be able to understand their text materials. Developing listening comprehension skills, however, is challenging. When students are new to a language, they often have difficulty continuing to listen when they feel they cannot understand anything that is being said. Metacognitive strategies help students make meaning of extended oral discourse, which supports their content area learning while they are learning a new language. A strategy-based approach for learning to listen is based on the following assumptions:

- Students can be taught strategies for developing their listening comprehension skills.
- Students can build confidence and stamina in listening by engaging in frequent short listening practice.
- Teachers can engage students in listening practice, which grows longer and more complex over time, by frequently using short, recorded videos or by having students listen to their own specially-planned listening presentations.
- Students can be given a list of strategies for listening and encouraged to monitor how well they are using the strategies in order to understand content.

The following seven strategies for listening are given to students in this three-lesson unit:

1. Anticipate what the speaker will say. What do you already know about the speaker and the topic?
2. Listen actively. Look at the speaker.
3. Pay close attention.
4. Use your ears and your eyes. Notice gestures and facial expressions.
5. Guess intelligently at what you don't understand completely.
6. Don't get stuck on words you don't know.
7. Keep listening even when you are tired.

Keys to Designing Listening Comprehension Activities that Build Confidence and Stamina

For beginning students, the selection of listening material is crucial. Here are a few rules of thumb:

1. Limit listening to familiar topics about which students have background knowledge or about which they can guess intelligently. If the topic is unfamiliar and students are unable to anticipate what the speaker might say, they will quickly become confused and stop listening.
2. Never read a text aloud that was written to be read silently. Spoken language has a different structure, intonation, and natural redundancy that helps students understand. If you do base your presentation on something written, read it, and then put it aside and talk about it in your own words.
3. Provide an advance verbal “organizer” that cues students to key information they are going to hear about. For example, you might introduce a listening activity by stating, “We are going to hear about the Statue of Liberty.”
4. Provide a purpose of listening. For example, you might preface an activity by asking students, “Listen for the year the Statue of Liberty arrived in New York City.” These purposes can become more complex over time.
5. At the beginning, do not expect students to understand all or most of the presentation. Instead, help them feel successful by saying: “Tell me three things that you understood.”
6. Be aware that at the beginning levels of language development, students will not be able to provide listening input for each other that involves connected discourse, nor will they be able to understand most YouTube videos and other recorded materials intended for fluent users of English.

UNIT 1
Lesson
1

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

Teaching Guide 2

Active Listening Task: Nuclear Family (Day 1) and Extended Family (Day 2)

This activity has two purposes: (1) to introduce students to the experience of listening to a presentation in English about a known topic; and (2) to invite students to imitate and use repeated patterns to talk about the family. Listening to connected discourse (e.g., a presentation, an explanation) is essential if students are going to build up their ability to listen to spoken English presentations in their classes. Imitation of frequently heard patterns is equally important to students in building their productive skills.

The script for this activity is a guide only. It is written to suggest to you the kind of talk that makes it easy for students to understand a spoken presentation that is supported by graphics or pictures in a way that allows them to understand meaning, and at the same time, be exposed to repeated patterns of language that they can use. When speaking in this activity, do not slow down your talk unnaturally.

Ideally, the activity will work as follows:

Day 1

- Presentation of nuclear members of the family by the teacher
- Yes/no questions to the whole class on family members
- Oral multiple choice questions to the whole class on family members

Day 2

- Presentation of extended family members by the teacher
- Yes/no questions to the whole class on family members
- Oral multiple choice questions to the whole class on family members

Questions should be answered individually but voluntarily. You should encourage students to call out answers as they feel ready. If there are no volunteers at first, be ready to answer your own questions.

Each day after these whole-class activities, students will work in dyads to describe the relationships in their own family tree. They will use the same expressions they heard repeated several times in the teacher presentation.

Materials Needed

1. Large illustration of a family tree shown with a document camera or projected from a computer
2. Pointer that allows you to point to particular people in the family tree diagram
3. List of family members in English, with translation to first language to ensure that students have access to meaning
4. The same small version of the family tree for students to describe to each other
5. A blank family tree for students to use to describe their own families to their dyad partners

Day 1: Presentation of Nuclear Family Members

The following six steps provides a model for how to present Alicia's nuclear family members to beginning English learners using gestures and amplifying language to provide access to all students:

1. *(Point to the entire family tree and say:)* Today we are going to talk about a family. This family is the Gomez family.
2. *(Point to the illustration of Alicia Gomez.)* This is Alicia Gomez. Alicia is 15 years old. *(Point to the written information under Alicia's picture that includes her age.)*
3. *(Point to Alicia's mother and father.)* This is Alicia's mother. Her name Juana Diaz Gomez. This is Alicia's father. His name is Pedro Gomez. Pedro and Juana are married. *(Point to the link showing that they are married. If needed, repeat some of the information:)* So, Juana Gomez is Alicia's mother *(point to make relationship obvious)* and Pedro is Alicia Gomez's father.
4. Pedro and Juana have three children. *(Point to the three children they have.)* Their children's names are Estela *(point)*, Alicia, and Pedro junior. Estela is 13 years old *(point to information)*. Alicia is 15 years old *(point again to the information)* and Pedro is 12 years old *(point out age)*. Estela, Alicia, and Pedro junior are the children of Juana and Pedro *(point to make relationship clear)*. Pedro is the father of Estela, Alicia, and Pedro junior. Juana is the mother of these three children *(point again to each)*.
5. *(Now point to Estela and Alicia.)* Estela and Alicia are sisters. Estela is Alicia's sister and Alicia is Estela's sister. Pedro Jr. is Alicia's brother. Pedro Jr. has two sisters, Alicia and Estela. Alicia and Estela have one brother. *(Point to make this meaning clear.)*
6. Repeat variations of this as needed.

The following are examples of ways to elicit students' oral responses from the very first day of English instruction.

Asking Yes/No Questions

1. (Say:) So let's see what you remember. Is Alicia Estela's mother? (*Exaggerate emphatic rising intonation in your question and answer yourself to provide a model to students.*) No. Alicia is not Estela's mother. Juana is Estela's mother. (*Point to diagram and labels to reiterate the relationship and to model using the diagram as support.*) Alicia is Estela's sister.
2. (Say:) Now let's look at Pedro (*point to his information*). Is Pedro Alicia's father? (*Again, use intonation to indicate how native English speakers ask oral questions. Pause momentarily and answer own question, using same techniques as above.*) Yes. Pedro is Alicia's father.

NOTE: Gauge the interest of the class at this point. You do not want to bore them, but you want to make sure they hear the sentence patterns and intonation of questions and answers several times. This repetition is in context, rather than in a repetition drill. Using language in context makes it easy for students to remember and imitate these patterns on their own.

Possible questions following the same routine are:

- Is Pedro Jr. Alicia's sister? No, Pedro Jr. is Alicia's brother. Estela is Alicia's sister.
- Is Alicia 15 years old? Yes, Alicia is 15 years old.
- Is Pedro Jr. 14 years old? No, Pedro is only 12 years old.

Asking Multiple Choice Questions

You can also use multiple-choice oral questions to elicit student responses. Examples of this type of question you might ask are:

- Is Alicia 14 years old or 15 years old? That's right. Alicia is 15 years old, not 14.
- Is Juana Alicia's mother or her sister?
- Is Estela Alicia's sister or brother?

Asking Open-ended Questions

You can switch to more open-ended questions, using the same material and providing language models. Examples of this type of question are:

- Who is Pedro Gomez? Pedro Gomez is Alicia's father.
- Who is Estela Gomez? Estela Gomez is Alicia's sister.

Day 2: Presentation of Extended Family Members

Start by reviewing Alicia’s nuclear family. Then, begin talking about the paternal grandparents. Follow the same routine as in Day 1. Use the following script, if it is useful.

1. *(After reviewing Alicia’s nuclear family, point to Pedro. Say:)* Remember, this is Pedro. Pedro’s father is Esteban Gomez *(point)*. Pedro’s mother is Rosa Gomez. Esteban is Alicia’s grandfather. *(Point to the word grandfather and point to make the grandfather’s relationship with Alicia evident.)* Rosa is Alicia’s grandmother *(follow same procedure)*. Estela’s grandmother is Rosa.
2. *(Move on to the paternal grandparents’ children. Say:)* Esteban and Rosa have one son: Pedro *(point)*. They have one daughter, Patricia. Pedro is the son of Esteban and Rosa. Patricia is the daughter of Esteban and Rosa. *(Now point to the nuclear family.)* Alicia is Pedro’s daughter. Pedro Jr. is Pedro’s son. Pedro has two daughters, Alicia and Estela. Juana also has two daughters: Alicia and Estela. Juana has one son, Pedro Jr.

Continue with yes/no, multiple choice, and open-ended questions using the approaches described in Day 1. Begin with questions about the grandfather, grandmother, son, and daughter before moving to questions about the uncle, aunt, and cousins. Ask at least six questions. Through the opportunities to respond to these questions, students will solidify their confidence in talking about these relationships as well as their automaticity in using key language patterns.

UNIT 1
Lesson
1

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

Teaching Guide 3: Reading Strategies

This lesson, which is focused on reading comprehension, begins with the assumptions that reading is both purposeful and strategic. In particular, the lessons on Day 3 and Day 4 focus on two reading strategies: skimming and scanning. When a reader skims the text, s/he reads quickly, focusing on text organization, headings, main ideas, and/or the gist of the text. When a student scans a text, s/he searches quickly through a text to find specific information to answer a question.

To help students who are at the beginning level to engage in these strategies, the texts in this unit focus on familiar, everyday topics. The focus of the lesson for Days 3 and 4 will continue with the topic of the family, but will situate the family in a community and in New York. Two reasons underlie this focus. First, the concept of family is familiar to everyone. Second, in this unit reading instruction is designed to give students experience reading full texts that contain several sections but are still accessible to them.

One way in which these texts are made more accessible is through amplifying. Amplified texts include explanations and examples, as well as language redundancy, to offer students more opportunities to discover meanings and connections. Amplifying ensures that the text contains information that helps students to guess intelligently at the meaning of the many expressions and words in English that they do not yet know, or, more importantly, to ignore the unknown to focus on the broader meaning of the text as a whole. In this sense, this lesson builds on both previous instruction and background knowledge, as well as seeks to build confidence and stamina.

Another way in which these lessons are designed to make texts more accessible to students is through the use of students' own language, or L1, in discussing, examining and engaging with texts and reading activities. As teachers, using students' own language allows us to call attention to specific features of texts in the target language and strategies they can use to comprehend those texts. Activities in which students can work in same language groups to negotiate the meaning of texts offer students the opportunity to use their first language in meaningful discussion about close examination of English texts and self-reflective use of reading strategies.

As an important note, all of the texts contained in this unit are intended to be used several times for different purposes. The first use of a text might involve students skimming text headings to identify the topic of a reading and anticipate what it might say. The second use might involve them in looking for specific information (e.g., a concrete detail, such as the type of fruit sold in a bodega), which we refer to as scanning. The third use might come some weeks later, when they are ready to attend to particular phrases or expressions, or to ways in which texts often explain expressions they use (e.g., Alicia helps Sophia, and Sophia helps Alicia. **They help each other**).

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Handout 1.1: Listening Strategies Card

Listening Comprehension Strategies

Listening attentively and making an effort to comprehend what you hear is essential to your learning English. When you first start learning a language, it is difficult to continue to listen when you feel like you are not understanding anything. You will get tired, and you will get distracted. It is very important for you to force yourself to listen attentively. Use these strategies to make rapid progress.

1. Anticipate what the speaker will say. What do you already know about the speaker and the topic?
2. Listen actively. Look at the speaker.
3. Pay close attention.
4. Use your ears and your eyes. Notice gestures and facial expressions.
5. Guess intelligently at what you don't understand completely.
6. Don't get stuck on words you don't know.
7. Keep listening even when you are tired.

Estrategias para Escuchar y Comprender

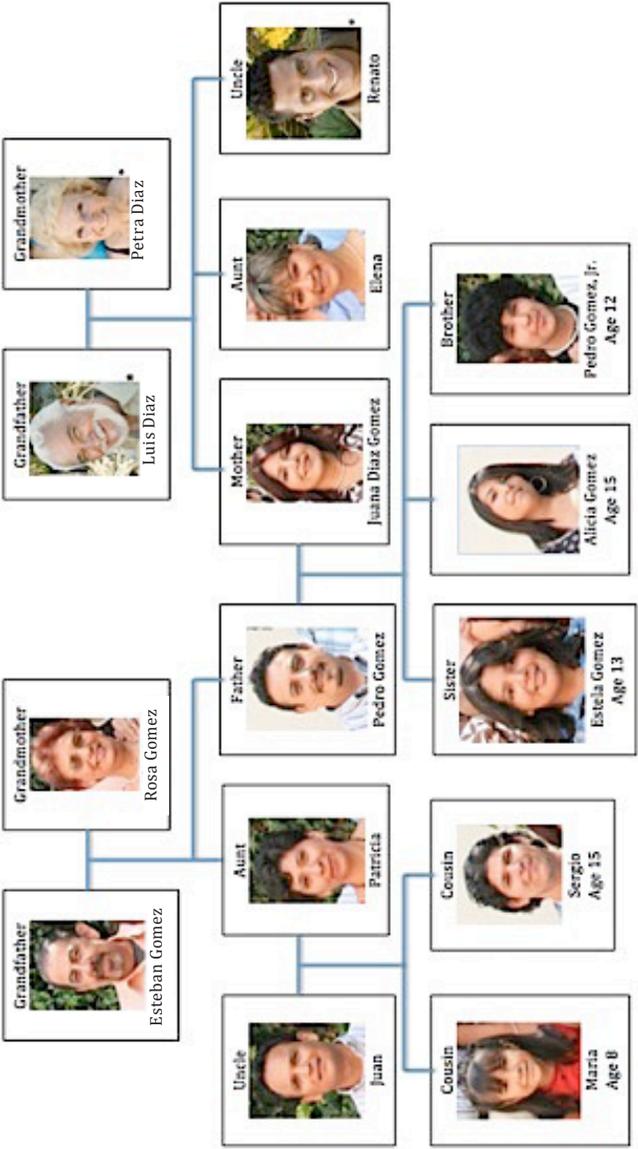
Para aprender inglés es esencial que escuches con atención y que hagas un esfuerzo por comprender lo que oyes. Cuando primero empiezas a aprender un idioma, es difícil seguir oyendo cuando sientes que no estás entendiendo nada. Te cansas y te vas a distraer. Es importante que te fuerces a escuchar con atención. Usa estas estrategias para progresar rápidamente.

1. Anticipa lo que va a decir la persona que está hablando. ¿Qué sabes de la persona y del tema del que habla?
2. Escucha activamente. Ve directamente a la persona que habla.
3. Pon mucha atención.
4. Usa los oídos y los ojos. Fíjate en los gestos y las expresiones.
5. Adivina inteligentemente lo que no entiendes completamente.
6. No te atores en las palabras que no sabes.
7. Sigue oyendo aunque te canses.

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Handout 1.2: Alicia's Family Tree



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Handout 1.3: My Family Tree

} Grandmother
Grandfather

} Mother
Father
Aunts
Uncles

} Brothers
Sisters
Cousins
Me

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Handout 1.4: List of Family Names

Madre	Mother
Padre	Father
Hermano	Brother
Hermana	Sister
Esposo/Marido	Husband
Esposa/Mujer	Wife
Hija	Daughter
Hijo	Son
Primo/Prima	Cousin
Tío	Uncle
Tía	Aunt
Abuela	Grandmother
Abuelo	Grandfather
Niño/Niña	Child
Niños/Niñas	Children
Bisabuelo	Great-Grandfather
Bisabuela	Great-Grandmother
Madrastra	Stepmother
Padrastra	Stepfather
Hermanastro	Stepbrother
Hermanastra	Stepsister
Suegra	Mother-in-law
Suegro	Father-in-law
Cuñada	Sister-in-law
Cuñado	Brother-in-law
Sobrino	Niece
Sobrino	Nephew

In this week's lesson, you will only learn the first 15 words on this list.

The others are there to help you if you need them, but don't worry about learning them all yet!

En esta lección sólo vas a aprender las primeras 15 palabras en esta lista.

Las otras están ahí para ayudarte si las necesitas, ¡pero no tienes que aprenderlas todas todavía!

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Handout 1.5: Personal Information Expressions

Question/Comment <i>Pregunta/Comentario</i>	Appropriate Response <i>Respuesta apropiada</i>
Personal Information	
What is your name? <i>¿Cómo te llamas?</i>	(My name is) Juan Zapata (<i>Mi nombre es</i>) Juan Zapata
Where do you live? <i>¿Dónde vives?</i>	(I live in) Brooklyn, the Bronx, Washington Heights <i>Vivo en</i>
What school do you go to? <i>¿A qué escuela vas?</i>	George Washington High School
How old are you? <i>¿Cuántos años tienes?</i>	(I'm) 15 (<i>Tengo</i>) 15
What is your address? <i>¿Cuál es tu domicilio?</i>	1845 Bay Street, Apartment B
What is your date of birth? (or, When were you born?) <i>¿En qué año naciste?</i>	2001
What is your telephone number? <i>¿Cuál es tu número de teléfono?</i>	222-444-8888
What grade are you in? <i>¿En que año vas?</i>	(I'm in) 10th grade 9th grade (<i>Estoy en el</i>)

Numbers (los números)

- 1: one (*uno*)
- 2: two (*dos*)
- 3: three (*tres*)
- 4: four (*cuatro*)
- 5: five (*cinco*)
- 6: six (*seis*)
- 7: seven (*siete*)
- 8: eight (*ocho*)
- 9: nine (*nueve*)
- 10: ten (*diez*)
- 11: eleven (*once*)
- 12: twelve (*doce*)
- 13: thirteen (*trece*)
- 14: fourteen (*catorce*)
- 15: fifteen (*quince*)
- 16: sixteen (*dieciséis*)
- 17: seventeen (*diecisiete*)
- 18: eighteen (*dieciocho*)
- 19: nineteen (*diecinueve*)
- 20: twenty (*veinte*)

Grades (los años de escuela)

- 6th: sixth (*sexto*)
- 7th: seventh (*séptimo*)
- 8th: eighth (*octavo*)
- 9th: ninth (*novena*)
- 10th: tenth (*décimo*)
- 11th: eleventh (*onceavo*)
- 12th: twelfth (*doceavo*)

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Handout 1.6: Reflection*

Circle the face that shows if you agree or disagree.

Circula la cara que indica si estás de acuerdo o en desacuerdo.

<p>1. I tried to anticipate what the person was going to say based on what I knew about the speaker and the topic. <i>Traté de anticipar lo que iba a decir la persona usando lo que ya sabía de la persona y del tema.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>2. I listened actively and looked at the speaker while s/he was speaking. <i>Escuché activamente y miré a la persona mientras hablaba.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>3. I paid close attention. <i>Presté mucha atención.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>4. I used my ears and eyes to notice motions, gestures, and expressions. <i>Usé los oídos y los ojos notando gestos y expresiones.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>5. When I didn't understand, I tried to make an intelligent guess. <i>Cuando no entendí algo traté de adivinar inteligentemente.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

6. I did not get stuck on words I still don't know.

No me quedé atorado en palabras que todavía no sé.



I agree.



I somewhat agree.



I disagree.

7. I continued to listen even when I got tired.

Seguí escuchando cuando me cansé.



I agree.



I somewhat agree.



I disagree.

In general, how do you think you did in today's class?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

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Handout 1.7: Reading Strategies Card

Reading Strategies

You are going to learn various important strategies to read in English. Your success in school depends on you developing the ability to read quickly to find information and understand ideas.

There are two main strategies that are going to help you begin to read with confidence:

Skimming: the process of looking at a text before reading to get a sense of the text as a whole

Scanning: reading quickly to find the specific information that you need or want

“Skimming”

Before reading, look at the whole text. Do not begin to read word for word.

1. Look at the title. What does the title tell you about what you are going to read?
2. Look at the parts of the text. How many paragraphs are there? If there are headings, what do they tell you about the text you are going to read?
3. Give the text a quick look. Do you see any words that are like those in your home language? Decide if these words can help you understand what the theme of the text is.
4. Use what you know already to anticipate (or try to figure out) what the text is going to be about.

“Scanning”

To read quickly looking for specific information, remember:

1. To use this strategy, you have to read with a purpose.
2. Think about the information that you need.
3. Look only for that information.
4. Use information that you already have to anticipate (or try to figure out) what part of the text you will find the information in.

Estrategias para Leer

Vas a aprender varias estrategias importantes para leer en inglés. Tu éxito en la escuela depende de que desarrolles la capacidad de leer rápidamente para encontrar información y para comprender ideas.

Hay dos estrategias principales que te van a ayudar a empezar a leer con confianza:

Skimming: El proceso de examinar una lectura antes de leerla

Scanning: Leer rápidamente para encontrar información específica

“Skimming”

Antes de leer, examina toda la lectura, No empieces a leer palabra por palabra.

1. Examina el título. ¿Qué te dice el título acerca de lo que vas a leer?
2. Examina las partes del texto ¿Cuántos párrafos hay? ¿Si hay encabezados, qué te dicen sobre el texto que vas a leer?
3. Da un vistazo rápido. ¿Ves palabras que se parecen al español? Decide si estas palabras pueden ayudarte a entender cuál es el tema de la lectura.
4. Usa lo que ya sabes para anticipar de qué se va a tratar el texto.

“Scanning”

Para leer rápidamente con el objetivo de buscar información específica recuerda que:

1. Para utilizar esa estrategia tienes que leer con un propósito.
2. Piensa en la información que necesitas.
3. Busca solamente esa información.

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Handout 1.8: *Alicia Gomez in New York*

notes

From Honduras to New York

Alicia Gomez is 15 years old. She arrived from Tegucigalpa, Honduras when she was 13. She came with her mother, her father, her sister, and her brother. The family first moved to Brooklyn, and then they moved to Washington Heights. New York City is very different from Tegucigalpa. New York City has a population of 8.3 million and Tegucigalpa has a population of 765,675. In the winter the temperature in New York City is often 20 degrees F (-6.7 degrees C). The temperature in Tegucigalpa is always around 80 degrees F (26.7 degrees C). Alicia was not happy to leave Honduras. New York City was a place where everything was new.

Alicia's School

Alicia attends Liberty High School, a school that has 2,000 students. Students at Liberty High School come from many countries: China, Japan, Mexico, Puerto Rico, Somalia, Korea, and Haiti. Alicia's school in Tegucigalpa, Honduras was called *Secundaria Cervantes*. Her school in Tegucigalpa was very small. There were only 350 students in the entire school. The students were exclusively from Honduras. In fact, almost all the students were born in Tegucigalpa. At Liberty High School there are many teachers. For example, there are 10 history teachers, 11 math teachers, 4 Spanish teachers, and 6 geometry teachers. In Alicia's school in Honduras, there were 15 teachers in the entire school. Everything is bigger at Liberty High School.

A New Friend¹

In the beginning, Alicia did not want to go to Liberty High School because she did not have any friends. In Honduras, Alicia went to

¹ Una amiga nueva

school with her cousins and had many friends. On her first day of school in New York, she met a girl named Sophia. Sophia is from Haiti. Sophia likes to play basketball and to read books. She speaks French and understands a little Spanish. Both Alicia and Sophia are working very hard to learn English. They have four classes together²: algebra 1, English, history, and biology. During these classes, Alicia and Sophia sit at the same table. Alicia is excellent in math, and Sophia is excellent in history. Sophia helps Alicia, and Alicia helps Sophia. They help each other. Alicia realized that having a friend makes school more enjoyable.

Alicia's Family

In Tegucigalpa, Alicia had a large extended family. In New York City, Alicia lives with only her four immediate family members. Alicia lives with her mother, her father, her brother, and her sister. Alicia's mother's name is Juana Gomez. She is married to Pedro Gomez, Alicia's father. Alicia's sister's name is Estela. Estela is 13 years old. Her brother is named Pedro Jr. Pedro Jr. is 12 years old. At night, the Gomez family enjoys watching television together. They like to watch *telenovelas* and horror movies.

In Tegucigalpa, Alicia's family lived in a house with many rooms. In New York City, they live in an apartment with one bedroom. Their apartment is three blocks away from Alicia's high school. Every morning, she walks³ alone to school. When they lived in Honduras, Alicia's Grandmother would walk with all of the Gomez children to school. In New York, Alicia's mother walks with her younger sister and brother to Washington Middle School. Family life in Honduras is different from family life in New York City.

Alicia at Work

On Saturdays and Sundays, Alicia and Estela work at their cousin's bodega. They have to wake-up at 6 am to help organize the store before the customers arrive. Alicia separates the various fruits and

² juntas

³ camina

vegetables. Then, she places the freshest bananas and mangos for display in the window. Estela organizes the cereals, crackers, and other foods in boxes. Alicia likes to work with her sister because Estela is very efficient and works rapidly. They listen to music on the radio that reminds⁴ them of Honduras. Their favorite radio station plays *punta*, *reggae*, and *bachata*. Sometimes, Alicia and her sister stop work to dance with each other. The aroma of the tropical fruit and the sound of the music remind Alicia of Tegucigalpa.

⁴ recuerda

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Handout 1.9: Reading to Find Information in *Alicia in New York*

1. Examine the headings (skimming).
2. Find the heading that is related to Alicia’s experience in school.
3. Identify key information in the text (scanning).
4. Write the information in the table.

1. *Examina los encabezados (skimming).*
2. *Encuentra el encabezado que está relacionado con la experiencia de Alicia en la escuela.*
3. *Identifica la información necesaria en el texto (scanning).*
4. *Escribe la información en la tabla.*

City	Country	Population	Temperature
New York	USA		
Tegucigalpa			80

Name of School	Location	Number of Students	Number of Teachers
Secundaria Cervantes			
Liberty High School			

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Handout 1.10: Finding Evidence in *Alicia in New York*

In this activity, you will work with a partner. You will need to answer each question together and mark in the text where you found the answers.

1. Read the question.
2. Ask yourself: what information do I need to answer the question?
3. Find the part of the text where you think you will find the information. Use the headings (skimming).
4. Identify the information in the paragraph (scanning).
5. Underline the number of the paragraph where you found the information.
6. Underline the information in the paragraph.

1. Is Sophia Alicia's friend?
2. Where does Alicia work with her sister?
3. How many sisters does Alicia have?
4. Is Estela Alicia's Aunt?
5. Do Alicia and her family live in a large house?
6. Who does Alicia walk to school with?
7. What is the population of New York?
8. What part of New York does Alicia live in?

En esta actividad, vas a trabajar con un compañero. Ustedes tienen que contestar la pregunta juntos y marcar en la lectura dónde encontraron esa información.

1. *Lee la pregunta.*
2. *Pregúntate a ti mismo: Cuál es la información que necesito para contestar la pregunta?*
3. *Busca la parte del texto donde crees que vas a encontrar la información. Usa los encabezados (skimming).*
4. *Identifica la información en el párrafo (scanning).*
5. *Subraya el número del párrafo que tiene la información*
6. *Subraya la información en el párrafo.*

1. *¿Es Sophia amiga de Alicia?*
2. *¿Dónde trabaja Alicia con su hermana?*
3. *¿Cuántas hermanas tiene Alicia?*
4. *¿Es Estela tía de Alicia?*
5. *¿Viven Alicia y su familia en una casa grande?*
6. *¿Con quien camina Alicia a la escuela?*
7. *¿Cuál es la población de Nueva York?*
8. *¿En qué parte de Nueva York vive Alicia?*

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Handout 1.11: Interacting with Others Expressions

Question/Comment <i>Pregunta/Comentario</i>	Appropriate Response <i>Respuesta apropiada</i>
Formal Greetings - Saludos Formales	
Good morning (<i>Buenos días</i>) Good afternoon (<i>Buenas tardes</i>) Good evening (<i>Buenas noches - para saludar solamente</i>) Good night (<i>Buenas noches – para despedirse solamente</i>) How are you? (<i>¿Cómo está? o ¿Cómo estás?</i>)	Good morning (<i>Buenos días</i>) Good afternoon (<i>Buenas tardes</i>) Good evening (<i>Buenas noches - para saludar solamente</i>) Good night (<i>Buenas noches – para despedirse solamente</i>) Fine thank you, and you? (<i>¿Bien gracias y usted? o ¿Bien gracias y tú?</i>)
Informal Greetings - Saludos Informales	
Hi (<i>Hola</i>) How are you doing? (<i>¿Qué tal?</i>)	Hi (<i>Hola</i>) Okay and you? (<i>Bien ¿y tú?</i>)
Farewells- Despedidas	
Goodbye (<i>Adiós</i>) See you later (<i>Hasta luego</i>)	Goodbye (<i>Adiós</i>) See you soon (<i>Hasta pronto</i>)
Telling someone you didn't understand - Para decir que no entendiste	
xxxxx	I'm sorry. I didn't understand. Could you repeat that, please? (<i>Lo siento, no entendí. ¿Puede repetir por favor?</i>)
Responding to a question/comment about your English - Para responder a un comentario sobre tu inglés	
What!! (<i>Qué</i>) Can't you speak English? (<i>¿No puede usted hablar inglés?</i>) I can't understand you. (<i>No le (te) entiendo.</i>)	I'm sorry, I am working very hard to learn English. (<i>Lo siento. Estoy trabajando mucho para aprender inglés.</i>) Please be patient with me, I'm working very hard to learn English. (<i>Por favor tenga paciencia conmigo, estoy trabajando mucho para aprender inglés.</i>)

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Handout 1.12: Reflection*

Circle the face that shows if you agree or disagree.
Circula la cara que indica si estás de acuerdo o en desacuerdo.

<p>1. Before reading, I examined the whole text (skimming). I did not start reading word-for-word. <i>Antes de leer, examiné toda la lectura (skimming). No empecé a leer palabra por palabra.</i></p>		
 I agree.	 I somewhat agree.	 I disagree.
<p>2. While reading, I quickly looked for the information I needed. I tried to anticipate the part of the text where I could find the information (scanning). <i>Al leer, busqué rápidamente la información que necesitaba. Traté de anticipar en qué parte de la lectura podría encontrar la información (scanning).</i></p>		
 I agree.	 I somewhat agree.	 I disagree.
<p>In general, how do you think you did in today's class? <i>En general, ¿cómo crees que te fue en la clase de hoy?</i></p>		
 I did well.	 I did okay.	 I need more help to understand.

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

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Handout 1.13: *Anthony Reyes: Moving to New York*

notes

Anthony in the Dominican Republic

Before Anthony immigrated to the United States, he lived in Las Rosas, Dajabón, a small town in the Dominican Republic. It is in a rural area near the border with Haiti. It is 122.6 miles from Santo Domingo, the capital of the Dominican Republic. There are very few large buildings¹ in Las Rosas. Anthony's house is surrounded² by many different kinds of plants. In the front of his house, there are two coconut trees and a banana tree. In the back of his house, there are large mountains. These mountains are covered with trees, plants, and flowers. During the summer months, Anthony liked to walk in the mountains with his dog, Chucho.

Anthony's Family

In the Dominican Republic, Anthony lived with his grandmother and his younger brother. Anthony's grandmother is named Ana. Anthony's younger brother is Ismael. Anthony and Ismael did not live with their parents. Their parents³, Rosa and Felipe, moved to New York City in 2004. They left the Dominican Republic when their children were young. Anthony was 7 years old and Ismael was 6 years old. Their parents moved to New York City because they found better jobs. Rosa works in a Mexican bakery and makes pan dulce, and Felipe works in a garage where he repairs BMW cars and motorcycles. Felipe is an excellent mechanic. He has taken many classes to learn more about BMW motors.

¹ edificios

² estaba rodeada

³ papás

Anthony in New York City

When Anthony was 17 years old, he immigrated to New York to live with his parents. Ismael did not immigrate. He stayed in the Dominican Republic with his grandmother. In New York, Anthony's parents live in a small apartment. Their apartment looks very different from their home in Las Rosas. In the Dominican Republic, there were many⁴ plants, trees, and animals that surrounded the house. Everything was green and there were many bright colors everywhere. Even the houses were painted in bold blues, greens, and yellows. In New York, there were very few⁵ trees or plants. The apartments were made out of brick. The buildings were brown and grey.

¹ muchos

² pocos

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Handout 1.14: Reading to Find Evidence

Part 1

Question <i>Pregunta</i>	Copy the sentence where you found the information. <i>Copia aquí la oración que te da la información.</i>	Do you agree with your team? If not, what is their answer? <i>¿De acuerdo con sus compañeros? Si no, ¿cual es su respuesta?</i>	Do you agree with your class? If not, what is their answer? <i>¿De acuerdo con la clase? Si no, ¿cual es su respuesta?</i>	Your final answer <i>Tu respuesta final</i>
What are Anthony's parents' names? <i>¿Cómo se llaman los padres de Anthony?</i>				
What is the name of the Dominican town where Anthony was born? <i>¿Cuál es el nombre del pueblo dominicano donde nació Anthony?</i>				

<p>What is the capital of the Dominican Republic? <i>¿Cuál es la capital de la republica dominicana?</i></p>				
<p>How many miles are between Las Rosas and the capital? <i>¿Cuantas millas entre Las Rosas y la capital?</i></p>				

Part 2

Information about Anthony <i>Información sobre Anthony</i>	True/Verdadero	False/Falso	Copy the sentence where you found the information. <i>Copia aquí la oración que te da la información.</i>	Do you agree with your team? If not, what is their answer? <i>¿De acuerdo con sus compañeros? Si no, ¿cual es su respuesta?</i>	Do you agree with your class? If not, what is their answer? <i>¿De acuerdo con la clase? Si no, ¿cual es su respuesta?</i>	Your final answer <i>Tu respuesta final</i>
Anthony is happy in New York.						
Biology is Anthony's favorite class.						
Anthony is a student at Central High School.						
Anthony's brother lives in New York.						

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Handout 1.15: Writing Strategies Card

Writing Strategies: Learning to Write Using Examples (Mentor Texts)

As you develop your listening and reading skills, it is also important to start developing your ability to write in English. When you first start writing a new language, it can be difficult to know where to begin! Using examples of other people’s writing, called “mentor texts,” can be helpful as you start to write. Use these strategies to make rapid progress when using mentor text examples.

1. Be sure to look at multiple examples, not just one!
2. Try to find out what types of information the authors included in their writing.
3. Try to find out how the authors organized the different parts of their writing.
4. Look at *how* they say things, and try to use these patterns if you can.
5. Don’t be afraid to try something new! Examples should help you, but don’t let them limit or restrict what you want to say.
6. If you know how to say something out loud, don’t be afraid to write it, using your best guess at spelling. You can fix spelling and other issues like that later. For now, focus on the ideas!

Estrategías para Redacción

Mientras desarrollas tus destrezas en comprensión auditiva y en lectura, es también importante que empieces a desarrollar tu habilidad de escribir en inglés. Cuando primero empiezas a escribir en una lengua que estás aprendiendo, a veces es difícil decidir dónde empezar. Al usar ejemplos de lo que han escrito otras personas llamados “mentor texts” en inglés puede ser útil al empezar a escribir. Usa las siguientes estrategias para progresar rápidamente al usar esto ejemplos.

1. Lee varios ejemplos. No te limites a uno.
2. Nota qué tipo de información incluyeron los autores en lo que escribieron.
3. Nota cómo los autores organizaron las diferentes partes de sus escritos.
4. Pon atención a las frases que utilizaron los autores. Trata de usar esos patrones si puedes.
5. No tengas miedo de intentar algo nuevo! Los ejemplos te pueden ayudar per no dejes que te limiten en lo que tú quieres decir.
6. Si sabes decir algo oralmente, no tengas miedo de escribirlo. Adivina cómo se escribe. Luego puedes arreglar la ortografía y otros detalles. Por el momento, enfócate en las ideas.

UNIT 1
Lesson
1

Course: ESL
Unit 1: Families, Schools, and Communities
Lesson 1: My Family

Handout 1.16: _____'s Family

In _____, I lived with _____.

_____ . In New York, I live with _____.

_____ . My _____

's name is _____. My _____'s name is _____.

_____ . My _____ is _____ years old. Something fun my family likes to do in New York is _____.

UNIT 1**Lesson****1**

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 1: My Family

Handout 1.17: Reflection*

Circle the face that shows if you agree or disagree.

Circula la cara que indica si estás de acuerdo o en desacuerdo.

<p>1. I examined several examples, not just one. <i>Examiné varios ejemplos de escritos, no solamente uno.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>2. I tried to notice what type of information the authors included in the text. <i>Traté de fijarme en qué tipo de información incluyeron los autores en lo que escribieron.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>3. I noticed how the authors used the different parts of the text. <i>Traté de fijarme en cómo organizaron los autores las diferentes partes del escrito.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>4. I tried to notice how the authors used language and I tried to use their model in my writing. <i>Me fijé en cómo dijeron las cosas los autores y traté de usar esos patrones en lo que yo escribí.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>
<p>5. I tried something new. <i>Intenté algo nuevo.</i></p> <p>  </p> <p>I agree. I somewhat agree. I disagree.</p>

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

6. I focused on my ideas and did not worry about the words I don't know how to spell yet.
Me enfoqué en las ideas y no me preocupé por las palabras que no sé escribir bien todavía.



I agree.



I somewhat agree.



I disagree.

In general, how did you do in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

UNIT 1

Lesson

2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

LESSON INTRODUCTION

This lesson builds on and deepens the literacy and metacognitive practices introduced in Lesson 1. In Lesson 2, students will learn about American schools, as well as some very basic notions of the geography of the U.S., through in listening, speaking, reading, and writing activities. Written texts in this lesson include descriptions, visuals, schedules, graphs, and maps. As students engage in the tasks in this lesson, they will learn generative ways of reading and discussing texts that are typically included in content area textbooks. At the conclusion of the lesson, the teacher and students will collaboratively write a paragraph about their school, using mentor texts analyzed in the lesson.

Audience

Beginning Newcomers 6-12

Classroom time frame

Five 50 Minute Lessons

Key text/Materials

- * Handout 2.1: Listening Strategies Card
- * Handout 2.2: Central High School: Image and Map
- * Handout 2.3: School Vocabulary
- * Handout 2.4: Classroom Conversations
- * Handout 2.5: Reflection (Listening)
- * Handout 2.6: Schedule Visual
- * Handout 2.7: Central High School: Three Student Schedules
- * Handout 2.8: My Schedule
- * Handout 2.9: Reading Strategies Card
- * Handout 2.10: Phillips International High School

- * Handout 2.11: Cardinal Senior High School
- * Handout 2.12: William J. Clinton High School
- * Handout 2.13: School Information Sheet: Cardinal Senior High School
- * Handout 2.14: School Information Sheet: William J. Clinton High School
- * Handout 2.15: School Comparison Sheet
- * Handout 2.16: Getting Around at School Expressions
- * Handout 2.17: Reflection
- * Handout 2.18: Finding Henry’s School
- * Handout 2.19: Red Bank, Liberty Technical, and El Sistema in U.S. High Schools
- * Handout 2.20: Finding Henry’s School Matrix
- * Handout 2.21: Linda Vista High School
- * Handout 2.22: Reading to Find Information in Linda Vista High School
- * Handout 2.23: Linda Vista High School: Noticing Words
- * Handout 2.24: Writing Strategies Card
- * Handout 2.25: My School
- * Handout 2.26: Reflection

INSTRUCTIONAL SEQUENCE

Building Listening Comprehension Stamina

Day 1

- * Listening Strategies Discussion 1
- * Active Listening and Dyad Share 1
- * Modeling and Practicing Classroom Conversations 1
- * Reflection

Day 2

- * Listening Strategies Discussion 2
- * Active Listening and Dyad Share 2
- * Modeling and Practicing Classroom Conversations 2
- * Reflection

Interacting with Texts

Day 3

- * Learning to Read Strategically Discussion 1
- * Shared Reading with a Focus
- * Triad Reading with a Focus
- * Partner Comparison Task
- * Modeling and Practicing Getting Around at School 1
- * Reflection

Day 4

- * Learning to Read Strategically Discussion 2
- * Individual Reading with a Focus
- * Dyad Reading with a Focus
- * Collaborative Noticing Words Task
- * Modeling and Practicing Getting Around at School 2
- * Reflection

Extending Understanding Through Writing

Day 5

- * Analyzing Mentor Texts
- * Collaborative Writing
- * Gallery Walk
- * Peer Dialogues (Optional)
- * Reflection

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Building Listening Comprehension Stamina

DAY 1

- ✱ Listening Strategies Discussion 1
- ✱ Active Listening and Dyad Share 1
- ✱ Modeling and Practicing Classroom Conversations 1
- ✱ Reflection

DAY 2

- ✱ Listening Strategies Discussion 2
- ✱ Active Listening and Dyad Share 2
- ✱ Modeling and Practicing Classroom Conversations 2
- ✱ Reflection

DAY 1

Listening Strategies Discussion 1

What teacher will do

Project *Handout 2.1: Listening Strategies Card* for students to see and provide them with a copy of the handout. Refer to the handout as you remind students that there are several strategies they can use to help them understand others when they are speaking.

Review the listening strategies, spending additional time on the new strategies in italics.

Objectives/Disciplinary Practices

Participate in dialogue while progressing through a text, an idea, or set of concepts or disciplinary relationships

Recognize and make sense of components of visual and written texts

Reconnect components to the larger understandings being built by the lesson

Use recently acquired knowledge and skills in the solution of novel problems

1. Anticipate what the speaker will say. What do you already know about the speaker and the topic?
2. Listen actively. Look at the speaker.
3. Pay close attention.
4. Use your ears and your eyes. Notice gestures and facial expressions and any visual the teacher is using.
5. Guess intelligently at what you don't understand completely.
6. Don't get stuck on words you don't know or on details that confuse you.
7. Keep listening even when you are tired.

Use *Teaching Guide 1: Active Listening: Central High, Day 1*, to provide students the experience of listening to an extended presentation in English. Use repeated patterns to make students aware of the strategies they must use in making sense of connected discourse on a specific topic.

Explain to students that they are going to apply the new listening strategy of focusing on any visuals that are used in your presentation about an American high school. For sample explanatory text, see the *Teaching Guide 1, Day 1*. Distribute *Handout 2.2: Central High School* and *Handout 2.3: School Vocabulary*, and project the image and map for students to see. Students listen to the explanation, referencing *Handout 2.3: School Vocabulary* as needed. Let students know that they should demonstrate their understanding of your presentation by focusing on you, by giving evidence of attention (e.g., nodding, shaking their head), and by attempting to respond to your yes/no questions. While they might not attempt to answer initially, this does not mean that students are not understanding or that they are not engaged.

As in lesson one, the goal of this listening task is to provide opportunities for students to attend to repeated patterns heard in oral speech. In this case, students are listening to oral text that you produce in response to your own questions, such as: *Is this the cafeteria or the principal's office? Yes, this is the principal's office.* Because you will produce and respond to at least 15 to 20 such questions, the students will have the opportunity of hearing the pronunciation of the school vocabulary as well as structured questions and responses. This activity should not be confused with the vocabulary teaching activity, the purpose of which is to teach school vocabulary. For this listening activity, students should be listening to questions and answers as well as focusing on the language patterns those demonstrate. Students will use these patterns in the following Dyad Share activity.

Notes to Teachers

Provide students with Formulaic Expressions that will help them to generate answers in English while internalizing whole phrases.

For this exercise, give students cards with the following expression (or project it on the board):

"I think this presentation will be about..."

Active Listening and Dyad Share 1

Active Listening: What teacher will do

Teacher keeps up the *Handout 2.2: Central High School* image and map and asks students to look at their own *Handout 2.3: School Vocabulary*. This list with translation to first language makes certain that students have access to meaning.

Active Listening: What students will do

Students listen to teachers' explanation of Central High School, looking at the projected visuals, referencing *Handout 2.2: School Vocabulary* as needed. Students can volunteer to respond to your questions when ready.

Dyad Share: What teacher will do

Have students work with a partner to take turns describing the different parts of the Central High School map. Let students know that they can use the phrases spoken by you, which they will have internalized from the repetition in the previous presentation. If students are not able to do so, you can return to the images to orally explain the map and ask questions again, either with the whole class or with selected groups of students.

Dyad Share: What students will do

Students will work in dyads to describe the elements of the map, using the same expressions they heard repeated several times in the previous presentation. If some dyads finish early, they can ask each other questions, as you modeled in the earlier presentation.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give the instructions listed above and monitor groups, providing contingent support as needed, to dyads.
- **Moderate scaffolding:** Place students in shared-L1 dyads for more support and have students use the school vocabulary handout.
- **Maximal scaffolding:** Orally review 2-3 statements multiple times with one floor of the map. Ask students to do the same with the other floor of the map, using shared-L1 dyads. Provide the school vocabulary handout as an additional support. Repeat this process with 2-3 more statements.

Notes to Teachers

As an additional support, provide a few minutes for students to label elements of the map and/or jot down short descriptive phrases. This will help them gather their thoughts and will help them as they verbalize the descriptions to their partners.

Modeling and Practicing Classroom Conversations 1

What teacher will do

Begin by asking questions from the *Personal Information Expressions* and *Interacting with Others Expressions* to review the materials you introduced previously. Call on volunteers to respond to your questions. If students have difficulty with this activity, project the previous handouts for students to see and repeat questions (open-ended, yes/no, multiple-choice) and answers until most students are able to participate, either verbally or non-verbally.

Distribute copies of *Handout 2.4: Classroom Conversations* to each student and project one so all students can see it. If students are not able to read in their home language, provide peer L1 support in groups. Begin the activity by explaining that the purpose of this task is to become confident in saying these phrases and recognizing them when they hear them. Explain this in a shared L1, if available. Students have already practiced phrases with their personal information and interacting with others. Now, they are adding phrases to help them have basic conversations with other people in their classrooms.

Use principles from the active listening presentations (*Teacher Guide 1*) to enact the first two dialogues, first talking to yourself to model the phrases, and then gradually calling on student volunteers to answer the questions. Continue repeating the phases many times until most students are able to engage in the short dialogues.

After you lead the whole-class interaction, ask students to practice these with each other. Let them know that they may combine them with earlier expressions as they wish.

What students will do

Students will listen to your use of the questions and answers, referencing the previously introduced expressions and *Classroom Conversations*, as needed for review. Students volunteer, when ready, to respond to your questions. After the whole-class interaction, students can practice these with each other.

Reflection

What teacher will do

Distribute copies of *Handout 2.5: Reflection* and ask students to self-assess their use of listening strategies during the lesson. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students use the L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

DAY 2

Listening Strategies Discussion 2

What teacher will do

Remind students that there are several strategies they can use to help them understand what they are listening to. Project the strategies card and mention the strategy they used yesterday in looking at key visuals. Explain, in L1, if possible, that today, they will be anticipating what the speaker will say by looking carefully at the visuals that accompany an oral presentation and by drawing from what they have already heard about schools, both in the last lesson and in general. Next, project *Handout 2.6: Schedule Visual*. Ask students to look at the visual and discuss in groups, with a shared L1, if possible, what they think the presentation will be about, based on this visual and what they remember from yesterday (or what they already know). Once they have discussed the visual, ask students to share out from their groups.

Expectations for student responses can be differentiated as follows:

- Students can volunteer to share their predictions with the whole class if ready, using their L1, if possible.
- If no L1 is shared, but a student is literate in the L1, then that student can write down the prediction in her/his home language.

What students will do

Students work in groups, with a shared L1 if possible, to predict the content of an oral presentation by looking at the visual and drawing from prior knowledge from the previous day's lesson or other sources.

Active Listening and Dyad Share 2

Active Listening: What teacher will do

Very briefly review some of the presentation from yesterday, using the Central High School image and map. Then, project *Handout 2.7: Central High School: Three Student Schedules* and distribute copies to students. Ask students to take out their copies of the *School Vocabulary* handout, a list with translation to first language that ensures that students have access to meaning.

Use the *Teaching Guide 1: Active Listening Task: Central High School, Day 2*, to introduce students to the experience of listening to an extended presentation in English. Use repeated patterns to talk about students' schedules and to make students aware of the strategies they must use in understanding connected discourse on a specific subject.

Notes to Teachers

For this exercise, give students cards with the following expression (or project it on the board):

"From looking at the visuals, I think this presentation will be about..."

"From what I know about schools, I think the presentation will be about..."

Active Listening: What students will do

Students will listen to your explanation of the student schedules at Central High School. They will look at the visuals projected by you, referencing 2.3: *School Vocabulary* as needed. Students can volunteer to respond to your questions when they are ready.

Dyad Share: What teacher will do

Distribute a blank copy of *Handout 2.8: My Schedule* and ask students to write out their schedules using the graphic. If you already have easy-to-read schedules of the students that include information similar to that of the schedules presented earlier in the day, those could be used instead. If desired, give a short oral presentation, similar to what you just did for the sample schedules, to explain them.

Notes to Teachers

When arranging dyads, you may want to place more capable speakers/readers with less capable speakers/readers.

Then, ask students to use their own schedule and describe it to a partner. If students are not able to do so, return to the 2.7: *Central High School: Three Student Schedules* to orally explain the schedules and ask questions again, either with the whole class or with selected groups.

Dyad Share: What students will do

Students will fill out *Handout 2.8: My Schedule*, using their own schedules. They will then work with a partner to describe their schedule, using the same expressions they heard repeated several times in the earlier presentation. Students can use the phrases spoken during this presentation, which they will have internalized from the repetition you used when speaking.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give the instructions listed above and monitor student groups, providing contingent support as needed to dyads.
- **Moderate scaffolding:** Place students in shared-L1 dyads for more support.
- **Maximal scaffolding:** Orally review 2-3 statements multiple times with one student schedule. Then, ask students to do the same with one of the other schedules, using shared-L1 dyads. Once they have finished, repeat the process with 2-3 more statements.

Modeling and Practicing Classroom Conversations 2

What teacher will do

Ask students to take out copies of Classroom Conversations, and project one so all students can see it. If students are not able to read in their home language, provide peer L1 support in groups.

Begin the activity by explaining again that the purpose of this task is to become confident in saying these phrases and recognizing them when they hear them. Explain this in a shared L1, if available.

Begin by asking questions from the phrases introduced yesterday to review the materials from the day before. Call on volunteers to respond to your questions. If students have difficulty with this activity, repeat questions (open-ended, yes/no, multiple-choice) and answers until most students are able to participate, either verbally or non-verbally.

Notes to Teachers

Modeling is an important first step because it provides an example for students of what they are expected to produce. Over time, they will be able to appropriate the language.

Use principles from the active listening presentations (*Teacher Guides 1 and 2*) to enact the second two dialogues. First, talk to yourself to model the phrases, perhaps pretending to be one of the students whose schedule was presented earlier that day. Then, gradually call on student volunteers to answer the questions using their own schedules. Repeat each phrase many times, until most students are able to engage in the short dialogues.

After leading the whole-class interaction, ask students to practice these expressions with each other. If there is time, you can ask dyads to create dialogues and perform them, either to another dyad or to the whole class, as comfort level permits.

What students will do

Students will listen to your use of the questions and answers, referencing the *Classroom Conversations*, and, when ready, volunteering to respond to the questions, verbally or non-verbally. After participating in the whole-class interaction, students can practice these with each other. If time permits, dyads can create dialogues and perform them, either to another dyad or to the whole class, depending on comfort level.

Reflection

What teacher will do

Distribute yesterday's copies of *Handout 2.5: Reflection* or ask students to take them out. Ask students to fill it in for day 2.

Ask students to return to groups, in the L1 if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out the handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students can use the L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Interacting with Texts

DAY 3

- ✱ Learning to Read Strategically Discussion 1
- ✱ Shared Reading with a Focus
- ✱ Triad Reading with a Focus
- ✱ Partner Comparison Task
- ✱ Modeling and Practicing Getting Around at School 1
- ✱ Reflection

DAY 4

- ✱ Learning to Read Strategically Discussion 2
- ✱ Individual Reading with a Focus
- ✱ Dyad Reading with a Focus
- ✱ Collaborative Noticing Words Task
- ✱ Modeling and Practicing Getting Around at School 2
- ✱ Reflection

DAY 3

Learning to Read Strategically Discussion 1

What teacher will do

Introduce strategies for students to use when comprehending written English, keeping in mind principles outlined in *Teaching Guide 3: Reading Strategies*. Have students sit in same-language groups, and distribute *Handout 2.9: Reading Strategies Card*. The reading strategies presented on this card focus on

Objectives/Disciplinary Practices

- Participate in dialogue while progressing through a text, an idea, or set of concepts or disciplinary relationships
- Recognize and make sense of components
- Reconnect components to the larger understandings being built by the lesson

the strategy of using real world knowledge to anticipate what a reading will be about and the kinds of details it will contain. For this particular instance, there are two goals of reading. These include providing opportunities to practice finding information (both skimming and scanning), and building student confidence that they can use their previous knowledge to help them engage with a long text with a lot of information.

Next, project the map of the U.S. (http://commons.wikimedia.org/wiki/File:Map_of_USA_with_state_names.svg) and ask students to “notice” parts of the map. The purpose of this activity is to orient students to the location of the state in which they live and the states that will be the focus of the upcoming texts. Therefore, the primary information that you should communicate to students is that there are many states in the United States. In particular, point to the following states: New York, New Jersey, Florida, California, and Texas. These are the states in which the schools that students will read about are located. Depending on their background knowledge, you may also want to emphasize that they live in New York City, that New York City is in the state of New York, and so on.

Then, using a **new-learner-directed speaking style**, project the graphic of Central High School. Explain that Central High is a typical American High School. The purpose of this brief introduction is to highlight that American High Schools have many similar characteristics. Make sure that you use the word typical with intention, and highlight the common features of the schools (e.g., all the schools have students, teachers, academic classes, and so on).

Then, organize students into small groups, with a shared L1, if possible, and distribute the Reading Strategy 2 cards. As you distribute the cards, explain to students that today, they will focus on predicting/anticipating. Have them read the cards and circle the part of the strategy card that explicitly discusses predicting/anticipating.

Then, explain to students that they will read texts about American high schools. Keeping them in the same small groups, ask them to use what they already know about their own high school and Central HS to anticipate, or predict, what the text will discuss.

As students finish their group discussions, ask them to report out to the class, if possible, at least one thing that they know about American high schools. When students make a contribution, repeat, recast, or ask follow-up clarification questions as needed, and record their responses in written form on the board.

Drawing from what students volunteer, but also adding other elements as needed, generate a list of things we know about American High Schools. An example of a list is included next:

Notes to Teachers

To provide a structure that helps students practice speaking, ask them to share their predictions about the text in a “Round Robin” format. In a Round Robin, each student speaks in turn. No one else is allowed to speak or interrupt until every student has had the chance to share. This ensures that every student has the chance to practice the language and the skill.

- American high schools have students
- American high schools have teachers
- American high schools have principals
- American high schools teach classes in many subjects

What students will do

Students will work in groups to read *Handout 2.9: Reading Strategies Card*, and discuss it. They will decide what they already know about American schools and, given what they know, what they can anticipate a reading about American schools might say.

Expectations for student responses can be differentiated as follows:

- Students can volunteer using the L1 (if shared by teacher and students)
- Students can volunteer non-verbally

Shared Reading with a Focus

What teacher will do

Project the reading, *Handout 2.10: Phillips International High School*, using a document camera or other device. Provide copies to students as well. Referring to the reading, show that the text is composed of parts. Refer to the list that describes students' ideas, and check to see which heading might have information that they anticipated would be there. Use the **new-learner-directed speaking style**. The goal of this is to ensure that students understand that they anticipated that certain information would be covered.

You can begin by saying something like:

Let's look at this text. Whenever we try to read a text, we need to remember that the goal of reading is to understand. We can use parts of texts to help us figure out if the information we anticipated is there. This is the title (*point*). The title tells us a lot about what this reading is about. This reading is about Phillips International High School. Notice that the text has parts. (*Point to all the subheadings. Explain what each subheading suggests about the following paragraph.*)

Begin modeling this strategy by reiterating that reading always has a goal. In this case, students are looking for details about schools. In particular, highlight the idea that using the strategy of 'anticipating what the text will say' will help us understand the text.

Write down a few of the common characteristics of American schools that students shared in the previous activity on the board. If the students did not share key descriptive characteristics, such as "schools have names," add in these details. Then, let students know that they will read this text to learn new information about this particular school. Using the **new-learner-directed style**, model

reading for information in the text, which is listed on the board. Below is an example of what and how you can model this strategy.

Teacher: This school's name is Phillips International High School. (*Point at title. Write Phillips International Academy next to the word "Name" on the board. Then move to the next word: "Students."*)
Where can I find information about students? (*Read aloud each sub-heading. Then, return to the subheading that reads, " Student Population." Go to the "Student Population" subheading to scan for the number of students enrolled. Circle the information on students in the text. You can also use the summary text box information to show how the information can be found in two places.*)

After modeling how to skim and scan an informational text by thinking aloud, invite the students to join you in answering questions about specific, obvious information from the text. You can develop these questions, but they should be information that is connected to the heading and concretely identifiable, such as, "What is the name of the principal?" If students seem hesitant, you can begin by answering your own questions.

What students will do

Students will listen actively to your modeling of reading strategies, using both listening and reading strategies to help them. Students can volunteer to respond to your questions when ready.

Triad Reading with a Focus

What teacher will do

After the whole class activity, distribute *Handout 2.11: Cardinal Senior High School* to one-half of the class and *Handout 2.12: Clinton High School* to the other half. Give out the appropriate *School Information Sheet* (*Handout 2.13: School Information Sheet: Cardinal Senior High School* or *Handout 2.14: School Information Sheet: William J. Clinton High School*) for the text they are reading. Assign students to triads, and ask them to look over the *School Information Sheet* for their school. If students in a triad share the same language, they can discuss what the headings mean. If they do not share a first language, let them know that they can use English or nonverbal communication and gestures.

Notes to Teachers

Provide Formulaic Expressions to help students discuss their responses. For example:

"I think the answer to this question is... Because..."

"I agree with you because..." or "I disagree with you because..."

Prior to reading, remind them to use the strategies that they reviewed in the introduction to the class. At this point, it is important to remind students that they are not supposed to read the text word-for-word, from start to finish; "reading," in this case, means scanning for information in the text. Though students were introduced to the reading strategy "scanning" in Lesson 1, the strategy is still a new idea for many students and will need to be reinforced. As the students are completing this task, circle the classroom to see how students are progressing with the task.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give the instructions listed above and monitor groups, providing contingent support as needed to student triads.
- **Moderate scaffolding:** Place students in shared-L1 triads for more support and complete the first example for each text with the whole class.
- **Maximal scaffolding:** Sit with student triads who need extra support. Support students by suggesting the paragraphs in which the information can be found.

What students will do

Students will draw from your modeling of reading strategies to engage with one of the two school texts for the information needed to complete the school information sheet. Students can collaborate in L1 triads, if possible, to insert the information.

Partner Comparison Task

What teacher will do

Distribute *Handout 2.15: School Comparison Sheet*. In this activity, you will have students join a peer who read the other text and ask them to fill out the comparison sheet. First, model how to find evidence, using the sample answer about Phillips International High School. Monitor students' progress, and after pairs have completed the sheet, review the correct differences with the students as a whole group.

What students will do

Students will draw from your modeling of reading strategies to engage with the two school texts for the information needed to complete the school information sheet. Students can collaborate in L1 pairs, if possible, to insert the information.

Modeling and Practicing Getting Around at School 1

What teacher will do

Begin by asking questions from the *Personal Information Expressions*, *Interacting with Others Expressions*, and *Classroom Conversations* to review the materials you introduced previously. You can call on volunteers to respond. If students have difficulty with this activity, project the relevant handouts for students to see and repeat questions (open-ended, yes/no, multiple-choice) and answers until most students are able to participate, either verbally or non-verbally.

Distribute copies of *Handout 2.16: Getting Around at School Expressions* to each student and project one so all students can see it. If students are not able to read in their home language, provide peer L1 support in groups. There are multiple phrases in this handout (pages 1 and 2), and you should decide which phrases are most relevant to your particular students and focus on just a portion of those. If your students are moving ahead rapidly, you can gradually incorporate others.

Begin the activity by explaining that the purpose of this task is to become confident in saying these phrases and recognizing them when they hear them. Explain this in a shared L1, if available. Students have already practiced phrases with their personal information, interacting with others, and having simple conversations in classrooms. Now, they are adding phrases to help them get around at school.

Circle the section “Questions People in School Might Ask You” to indicate you will be focusing on that section in particular. Use principles from the active listening presentations (*Teacher Guide 1*) to enact the questions and answers in the first three sets phrases. First, talk to yourself to model the phrases, and then gradually call on student volunteers to answer the questions. Repeat each phrase many times until most students are able to produce a response, either verbally or non-verbally. After leading the whole-class interaction, ask students to practice these expressions with each other.

What students will do

Students will listen to your use of the questions and answers, referencing the *Personal Information Expressions*, *Interacting with Others Expressions*, and *Classroom Conversations* as needed for review, as well as *Getting Around at School*. Students can volunteer, when ready, to respond to your questions. After the whole-class interaction, students can practice these expressions with each other in dyads.

Reflection

What teacher will do

Distribute copies of *Handout 2.17: Reflection* and ask students to fill it in for today.

Ask students to return to L1 groups, if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out the handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students can use their L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

DAY 4

Learning to Read Strategically Discussion 2

What teacher will do

Remind students that there are several strategies they can use to help them understand what they are reading. Project the *Handout 2.9: Reading Strategies Card* for students to review. Explain, in L1, if possible, that today they will continue to use the strategy of anticipating what a text or speech will be about by using real-world knowledge, or,

Notes to Teachers

Provide Formulaic Expressions to help students verbalize their responses. For example:

“Yesterday, I used ...”

“The way I used it was...”

“I used a different strategy. The one I used was...”

in other words, what they already know. Ask students to discuss the ways that they used this strategy yesterday, in shared L1 groups, if possible. Then, ask for student volunteers to provide examples of how they used the strategy the day before and explain them.

Expectations for student responses can be differentiated as follows:

- Students can volunteer to the whole-class, if ready, using their L1, if possible.
- If no L1 is shared but student is literate in the L1, then s/he can write down his/her responses in the L1.

What students will do

Students will engage in discussion in groups and with you, in L1, if possible, to discuss how they have used the strategy of anticipation.

Individual Reading with a Focus

What teacher will do

In this activity, you will help students apply reading strategies to reading two types of texts. First, they will read student schedules, and then, they will read short school descriptions.

Distribute three handouts: *Handout 2.18: Finding Henry's School*, *Handout 2.19: Red Bank, Liberty Technical, and El Sistema in U.S. High Schools*, and *Handout 2.20: Finding Henry's School Matrix*. Ask students to take out their *School Vocabulary* handout as a reference, if they need it. Remind students of the following:

- We always read for a purpose
- All texts have parts
- Headings signal parts
- Scanning for a text is a good way to find information

Explain the steps of the activity, in L1, if shared. Monitor students' progress as they engage in the activity individually. After individual work is completed and students have selected a school and have underlined evidence, ask students to share their answer with the class via whiteboards, raising their hands, or another technique. Project the readings and ask students to identify the evidence they found, verbally or non-verbally, as you point to it. Redirect if needed and reiterate correct responses. If L1 is shared, ask students to explain why their evidence supports their answer.

What students will do

Students will read *Handout 2.18: Finding Henry's School* and the short school descriptions in *Handout 2.19: Red Bank, Liberty Technical, and El Sistema in U.S. High Schools*. Students will work together to decide which is Henry's school, and fill out *Handout 2.20: Finding Henry's School Matrix*. Finally, students will share with the class where they found the information that led to their decision.

Dyad Reading with a Focus

What teacher will do

After using reading strategies to read short texts in the previous activity, call the students' attention to another text, *Handout 2.21: Linda Vista High School*. If needed, because students still seem uncertain about what these reading activities involve, you can provide more structure as follows:

Distribute the text entitled *Linda Vista High School* and project it. Review the reading strategy card aloud and then begin with the first line of the reading. Model, and ask the students to join you in doing this.

Teacher: You remember that when we read a text, we look at the whole text first. I am going to start by looking at the title. (*Teacher underlines the title.*) This text is about Linda Vista High School. Let me look at the headings. The first heading says history. The next heading reads student demographics. The next heading reads academics. The last heading says academics. This text is like the texts we read yesterday. It tells us all about a high school. So what we've just done is use real-world knowledge to help us anticipate what this text is about. We're using reading strategies together: we've been skimming by looking at the headings, but we're also using our real-world knowledge. (*Further explanation of strategies can be given in the L1 if shared.*)

Then, give students *Handout 2.22: Reading to Find Information in Linda Vista High School*. Have students work in dyads to complete the matrix in the handout. As you distribute the handouts, remind students to follow the steps provided at the top of the handout, where there are instructions that are associated with reading for specific information quickly. At the end of the activity, ask each small group to share their conclusions and the text that supports those conclusions.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give the instructions listed above and monitor dyads, providing contingent support as needed.
- **Moderate scaffolding:** Place students in shared-L1 dyads for more support, review the instructions, and complete the first example with the whole class.
- **Maximal scaffolding:** Sit with dyads needing extra support and support students by suggesting paragraphs in which they can find the information.

Notes to Teachers

As an additional opportunity for students to practice speaking and collaborating, ask them not to write their answers until they "come to a consensus." That is, they cannot write an answer until each member of the group has each shared their thoughts and agreed on a group answer.

What students will do

In dyads, students will follow the instructions in the handout to find specific information quickly and identify evidence. Volunteers can share their conclusions and the supporting evidence their dyad decided upon.

Collaborative Noticing Words Task

What teacher will do

Now that students have seen that they can understand a lot of what they read without knowing all the words, in this activity you will begin to focus more on strategies for expanding their reading vocabulary. First, project the version of *Linda Vista High School* that has time expressions in bold (*Handout 2.23: Linda Vista High School: Noticing Words*). Point to the word **currently**, and show that the word **currently** has a footnote in the students' first language. Explain that in the next activity, the focus will be on words that have to do with time, or when something happens.

Then, give students a handout of the Linda Vista text without sidebars and images (*Handout 2.23: Linda Vista High School: Noticing Words*). Instead, words and groups of words relating to time are bolded. Place students in groups of four and ask them to follow the instructions: they are to examine the text in order to find words and expressions about time and when things happen, using what they know, what their group members know, what they can predict, and what the footnotes tell them. Call attention to the footnotes that contain definitions for various words and expressions that have to do with time. Invite students to notice these words and to begin to keep track of the words that they have noticed.

What students will do

Students will work in groups of four, utilizing a shared L1 if possible, to find words and expressions related to time and to use reading strategies to determine their meaning in English. In L1 instructions, students are asked to draw on the totality of their linguistic and life resources to make an educated guess about bold text. They are asked to determine the English version of L1 words that are found in the text.

Modeling and Practicing Getting Around at School 2

What teacher will do

Ask students to take out copies of *Handout 2.16: Getting Around School Expressions* and project one so all students can see it. If students are not able to read in their home language, provide peer L1 support in groups.

Begin the activity by explaining again that the purpose of this task is for students to become confident in saying these phrases and recognizing them when they hear them. Explain this in a shared L1, if available.

Ask questions from the phrases introduced yesterday to review the materials. Call on volunteers to respond to the questions. If students have difficulty with this activity, repeat questions (open-ended, yes/no, multiple-choice) and answers until most students are able to participate, either verbally or non-verbally.

Use principles from the active listening presentations (*Teacher Guide 1*) to enact the questions in the “Questions to Ask People in School” section. First talk to yourself, and then gradually call on student volunteers to ASK you questions 1-3, which you will answer yourself. Requiring students to ANSWER these open-ended questions at this point could overtax their oral production capacities. However, you can ask the students questions 4-6 in this section as usual, as the burdens of language production are less.

Continue to repeat each phrase as many times as needed. After leading the whole-class interaction, ask students to practice these with each other. If you have time, ask dyads to create dialogues and perform them, either to another dyad or to the whole class, as their comfort level permits.

What students will do

Students will listen to your use of the questions and answers, referencing the *Handout 2.16: Getting Around School Expressions*. When ready, they can volunteer to respond to your questions, verbally or non-verbally. After the whole-class interaction, students can practice these expressions with each other. If time permits, dyads can create dialogues and perform them, either to another dyad or to the whole class, depending on comfort level.

Reflection

What teacher will do

Distribute yesterday’s copies of *Handout 2.17: Reflection* or ask students to take them out. Ask students to fill it in for day 2.

Ask students to return to L1 groups, if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students can use their L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Extending Understanding Through Writing

- ✱ Analyzing Mentor Texts
- ✱ Collaborative Writing
- ✱ Gallery Walk
- ✱ Peer Dialogues (Optional)
- ✱ Reflection

Objectives/Disciplinary Practices

- Use recently acquired knowledge and skills in the solution of novel problems
- Create or recreate ideas
- Produce increasingly more complex performances

DAY 5

Analyzing Mentor Texts

What teacher will do

Remind students that analyzing mentor texts is an important strategy that will help them as they begin to write in English. Ask students to take out their two readings from the past two days. Explain that they will use these as examples, or mentor texts, to write their own paragraphs about their own school. Teacher tells students that they don't need to write anything down yet—just ask them to LISTEN and WATCH.

Project *Handout 2.11: Cardinal Senior High School* reading on the board. Ask the students to tell you, or to come to the projected image of the text and point to, the important information in the paragraph. If students reply with specific information, like “Rosencrans,” you can respond and also expand the idea: “Yes, Rosencrans is important information. It tells us the CITY that the school is in. You can find Cardinal High School in the CITY of Rosencrans.” You can then write “city” in the margins of the text. Continue with this activity until there is a list of 6-8 types of important information about this text written down in the margin of the text. Throughout discussion of mentor texts, you can also draw pictures in the margins to help make meaning clear, as needed.

If students are not able to volunteer the information, complete the think aloud and state directly what you think should be written down. Then ask students again to volunteer an answer and write down their responses or modified versions of them.

The next step of the activity can be differentiated as follows:

- **Minimal scaffolding:** Put students into groups, with shared L1 if possible, and assign each group one of the other texts about high schools (“Phillips International High School,” “William J. Clinton High School,” or “Linda Vista High School”). Have each group repeat this same process as above, making a list of the important types of information within their assigned text.
- **Moderate scaffolding:** Put students into groups, with shared L1 if possible, and have all students look at the same text. Start the process by finding the first example or two with the whole class, and then let the groups complete the rest of the task.
- **Maximal scaffolding:** Elicit important information from a second text (“Cardinal High School”) in the same way it was done for the first one.

Notes to Teachers

As an additional support for this group task, ask students to identify examples first on their own, and then share out in a Round Robin format (one student at a time, no interruptions). Afterward, students can state whether they agree with, disagree with, or have further examples to add to what has been shared.

What students will do

Students will listen actively to your questions, volunteer responses, and engage in group work to make lists of the types of information the mentor texts contain.

Collaborative Writing

What teacher will do

Tell the class that they are going to write a text like the ones they just read, but this one will be about their school. Keep the list of information you found in the mentor texts posted and visible to students throughout the activity.

Tell students that they will now write a similar text about their school, using the types of information they just determined. Group students in L1 groups, if possible, and provide them with poster paper and markers. Remind students to keep out the models they have been using, as well as the other texts they used yesterday. Distribute *Handout 2.24: Writing Strategies Card* and remind them to use those strategies as they write.

Notes to Teachers

Within each group, provide students each with a different color marker and ask them to sign their names. Let them know that you expect to see contributions from each color on the poster.

Differentiate the task as follows, depending on each individual student’s readiness:

- **Minimal scaffolding:** Ask students to write their own text about their school, choosing from the list of important information generated in the last activity, and using the models to help them. Point out that each group will make different choices about what to include, so everyone’s paragraph should look different. These instructions can be given in the L1 if it is shared.
- **Moderate scaffolding:** Make a list of 4-5 types of information from the list generated in the previous activity. Let students know that they should include these in their assigned group paragraph, and then ask students to write the text with that information in it.
- **Maximal scaffolding:** Distribute the template *Handout 2.25: My School* and ask students to fill in the blanks as a group and then copy it onto their poster.

What students will do

In groups, students will draw upon the mentor texts, the list of class-generated topics, and *Handout 2.24: Writing Strategies Cards* to, with appropriate scaffolding, write a text about their school.

Gallery Walk

What teacher will do

Have students display their posters. Tell students to walk around and look at other group’s posters. Ask students to read all the posters, and then in their writing groups, discuss similarities and differences between the posters they saw. Let the students know that they can share out their answers in the L1. If the L1 is not shared, you can have students use the class-generated list to identify the different types of information they saw. Put a check by each element the group identifies.

Have students to go back to the posters and choose one sentence that they think has been written especially well. Ask them to place a sticker on this sentence. After the groups return to their seats, selectively pick 2-3 sentences that were frequently stickered and provide good models of sentence patterns students can use now and in the future. Ask students why they chose that sentence, in the L1 if available. Explain the pattern of the sentence. Focus on phrases and patterns, not conventions like capitalization/punctuation/spelling or correct grammar per se.

What students will do

Students will walk around and read all the other posters, and then in their writing groups, discuss similarities and differences between them.

Peer Dialogues (Optional)

What teacher will do

If time allows, ask students to take out the four sets of interactional handouts with the expressions that they have learned so far in this unit. Put students in dyads or triads, either L1 or mixed-language, and have students create dialogues using phrases from one or more of the handouts. Emphasize that the dialogue needs to be connected. That is, the dialogue should not be just questions and answers, but rather, a “story” that is interesting to the audience. Based on student readiness, suggest a certain length of dialogue that includes at least two turns for each speaker. Depending on student literacy level, dialogues can be written beforehand to facilitate practice and performance.

What students will do

Student dyads or triads will develop a dialogue with a partner using multiple phrases from one or more *Expressions* pages. Using these expressions, they will create a story and write it down, as their literacy level permits. Students will rehearse the dialogue and present it to the class (or to another dyad/triad, if students are not willing to present to the class).

Reflection

What teacher will do

Distribute copies of *Handout 2.26: Reflection* and ask students to fill it in. Ask students to return to L1 groups, if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out the handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students should use their L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Teaching Guide 1

Active Listening Task: Central High School

Like the extended oral teacher presentation about the family tree, this activity has two purposes: (1) to involve students in listening to connected discourse on a subject that they know something about, and (2) to introduce students to sentence patterns they will eventually be able to imitate to talk about their school, their classes, and their schedules. Listening to connected discourse (e.g., a presentation, an explanation) is essential for students to develop their ability to listen to spoken English presentations in their classes. In the longer term, students can imitate patterns that they hear in connected discourse if they are used in meaningful communication and repeated appropriately in oral communication. Students do not necessarily need to see these patterns in writing, but it is essential that they gain confidence in their ability to incorporate the spoken English all around them by imitating what they hear. While these production-related (i.e., speaking and writing) benefits will accrue gradually as students develop, the main purpose of this task is listening and comprehension. In other words, production will come eventually, but comprehension is really the key focus for this activity.

The script for this activity is a guide only that provides an example of a **new-learner speaking style**. It is written as a suggestion of the kind of talk that helps students to understand a spoken presentation, supported by graphics or pictures, in a way that allows them to understand meaning, and at the same time be exposed to repeated patterns of language that they themselves can use. During these presentations, do not slow down your talk unnaturally.

Ideally over several days, the activity will work as follows:

Day 1

1. Presentation of school and school building by the teacher
2. Yes/no questions to the group on the school
3. Oral multiple choice questions on the school
4. Group work in which students describe the school using the same expressions they heard repeated several times in the teacher presentation

Day 2

1. Presentation of extended students' school schedules by the teacher
2. Yes/no questions to the group on school schedules
3. Oral multiple choice questions on school schedules
4. Group work in which students describe their own or other students' schedules using the same expressions they heard repeated several times in the teacher presentation

Materials Needed

1. Large illustration of a school, the school floor plan and 3 student class schedules, which can be shown with a document camera or projected from a computer
2. Pointer for identifying particular aspects of the visuals
3. List of school subjects with translation to first language in order to ensure that students have access to meaning
4. The same small version of projected visuals for students to use

Day 1

(Begin by reminding students of the listening strategies. Project Handout 2.1 Listening Strategies Card and review the additional strategies in italics.)

1. Anticipate what the speaker will say. What do you already know about the speaker and the topic?
2. Listen actively. Look at the speaker.
3. Pay close attention.
4. Use your ears and your eyes. Notice gestures and facial expressions and any visual the teacher is using.
5. Guess intelligently at what you don't understand completely.
6. Don't get stuck on words you don't know or on details that confuse you.
7. Keep listening even when you are tired.

(Point to the photograph of the school, say:) This is Central High School. It is a very large school. It has two stories or floors (point to each story). (Say:) This school has two stories or two floors. This is the first floor. And this is the second floor. There are many classrooms on the first floor, and there are many classrooms on the second floor.

(Now point to the floor plans of the school and explain that the floor plan represents where things are in a school. As you introduce each part of the school, point to that part on the floor plan. Do the same as you ask and answer questions.)

(Say:) This is the front door of the school. The students use this front door to enter the school. *(Say:)* this is the cafeteria the students eat lunch here every day. Some students also eat breakfast in the morning. *(Say:)* this is the principal's office. This is the office of the secretaries. This is the secretaries' office. There are two school secretaries. *(Say:)* These are the stairs that go to the second floor. *(Say:)* This is the second set of stairs. There are two sets of stairs in this building. Students can use stairs #1. Or they can use stairs #2 to go to the second floor.

(Pause and begin to ask yes/no questions using the same procedure as in Lesson 1, asking and answering your own questions to emphasize the language patterns. Student will begin to chime in if you pause and look around as if waiting for someone to say something.)

(Say:) So, let's see what we know about the school. Is the name of the school Central High School or Washington High School? Yes, you are right. The name of the school is Central High School. *(Ask:)* does the school have one floor or two floors? Yes it has two floors. This is the first floor. This is the second floor.

(Ask:) Is this the principal's office or the cafeteria? No, this is not the principal's office. This is the cafeteria. Students eat in the cafeteria. They have lunch in the cafeteria, and they have breakfast in the cafeteria.

(Point to the stairs. Ask:) What are these? *(Answer your own question.)* These are the stairs. *(Say:)* There are two sets of stairs. This is stairs number one, and these are stairs number two. Students use the stairs to go from the first floor to the second floor.

(Now move to the rest of the school, starting with the first floor. Say:) These are all classrooms. Students have classes here. Classrooms 10, 11, 12, 13 and 14 are the English classrooms. Students use these classrooms for English 1 and English 2 and for classes in English literature. *(Students have a list of school vocabulary that includes names of subjects with translations. Refer to this list, if needed.)* Classrooms 15, 16, 17 and 18 are used by the social studies teachers. Students take classes in U.S. history, government, and economics. *(Say:)* 18-A and B are the language classrooms. Mrs. Hernandez teaches French in room 19, and Mr. Fuerstein teaches Spanish in room 18. Mr. Huang teachers Chinese in room Language Lab A.

(Move to the second floor and begin the same way. Move from yes/no questions to What, Who, Where questions. Say:) So let's see what we found out about this school. There are many classrooms. Different classrooms are used for different subject. *(Ask:)* Where do students have English classes? In rooms 10 to 14 or in rooms 18-19? Students have English classes in rooms 10 to 14. In rooms 18-19 students study French, Chinese and Spanish.

(Continue in same way as long as students are attentive.)

Day 2

On Day 2, you will be talking about school schedules. After projecting *Handout 2.6: Schedule Visual*, and asking for predictions, project the schedules (*Handout 2.7: Central High School: Three Student Schedules*). Again, point to each piece of information that you talk about.

(Say:) Nelson, Leticia, and Sau-ling are students at Central High School. Let's look at their schedules. This is Nelson's schedule. Nelson does not have a class first period. (Say:) School begins for Nelson in period #2. Period #2 starts at 8am. During second period, Nelson has his English class in room 11. Nelson is taking English one. His teacher's name is Karen Escobar. (Continue in the same way talking about Nelson's schedule, mentioning times that periods start.)

Begin with yes/no question, asking and answering your own questions as before. Some sample questions are:

- Nelson has his biology class during period 1 or period 6? Yes Nelson has biology during period 6.
- When does Nelson have lunch? Nelson has lunch at 11:24 AM. This is period 5.
- During period 8, does Nelson have French or American History.
- Is Tim Smith Nelson's Algebra Teacher or his history teacher?

Go over the other two schedules similarly.

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Teaching Guide 2: Reading Strategies

The readings in this lesson are all modeled on Wikipedia entries so they will provide a more authentic reading. This type of text will help students to become familiar with encyclopedia entries of this type. For our purposes, these types of brief entries present a useful model of a particular text type (encyclopedia) with a familiar topic (schools). We carefully imitated texts that we believe are useful as a learning device for new learners of English.

The focus of the readings of the second lesson is “Typical American High Schools.” Although they may be familiar with the idea of “school” in general and/or from their home countries, most newcomer students know very little about the U.S. and/or about American high schools, other than what they may have gleaned from days 1 and 2 of this lesson. These readings are accessible, however, because what students are being asked to do with the texts—find particular information—is a task that they can do successfully. Nevertheless, you may want to give students an introduction that will provide a broader context that can contribute to their growing understanding of the American scene and their new world.

We suggest that you begin the lesson as follows:

1. Project a map of the United States which shows the different states. Using the type of presentational style to ensure understanding (pointing, repetition, staying on the topic, presenting information linearly, making eye contact with students, checking for understanding), talk about the United States, emphasizing the fact that it is divided into different states. Because the students are going to read about schools in New York, in Florida, in New Jersey, in Texas, and in California, you will want to point to these states.
2. The information you provide will depend on what you know about the previous knowledge students bring about the United States and/or about maps and graphic presentations of places in the world. You may want to emphasize that they live in New York City, that New York City is in the state of New York, etc. However, only you can gauge the degree to which this information will be useful or confusing for your students. Generally, this will be helpful because the next lesson focuses on New York’s five boroughs as well as neighborhoods and places where students live.

A college and career-ready education for all students, regardless of their English language proficiency, requires that they learn the various reading strategies necessary to find information in a text. Reading to find information is central to gaining access to disciplinary knowledge in every class, an importance that is highlighted with the first lesson's focus on skimming and scanning. By explicitly teaching these two strategies, we are aiming to ensure that students learn about headings, text structure, and possible ways of making sense of a text filled with unknown words. The reading sections in Lesson 2 engage students in applying and building upon what was learned in Lesson 1. The activities include practice in finding information (both skimming and scanning) with longer texts, which are modeled after real-world texts. This practice builds English language learners' confidence so they are willing to tackle the type of long and dense texts that they will encounter in their subject-matter classes.

While the emphasis in the previous lesson has been on skimming and scanning, these are not the only two reading strategies that the lessons in this unit encourage. Other reading practices include developing tolerance for ambiguity, guessing intelligently, and using all the resources a student brings (e.g. cognates and real world knowledge). Together, these lessons engage students attempting to comprehend written texts in a purposeful and strategic manner. The goal is not that students can comprehend texts in their entirety, but that they feel capable of engaging with texts and of understanding texts both by themselves and through working collaboratively with their peers. Therefore, teachers should not expect that students will understand everything about the text, but rather, that they will derive some meaning through engaging closely with texts. This engagement and attempting to understand using a variety of textual and personal resources will lead students to feel successful in making meaning of texts. This sense of success will encourage them to read more, which, of course, will ultimately help them develop their reading proficiency in English.

As an important note, the activities in this lesson do not ask students to “read” a text word-for-word, from start to finish, in the traditional sense. “Reading,” as it is used here, means seeking information, using the strategies described above. This is a different approach and will be new to many teachers and students, so it is important that students understand that word-for-word reading—which would clearly frustrate them they are just beginning to learn the language—is NOT the goal of the activities in this lesson.

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.1: Listening Strategies Card

Listening Comprehension Strategies

Listening attentively and making an effort to comprehend what you hear is essential to your ability to learn English. When you first start learning a language, it is difficult to continue to listen when you feel like you are not understanding anything. You will get tired, and you will get distracted. However, it is very important for you to force yourself to listen attentively. Use these strategies to make rapid progress.

1. Anticipate what the speaker will say. What do you already know about the speaker and the topic?
2. Listen actively. Look at the speaker.
3. Pay close attention.
4. Use your ears and your eyes. Notice gestures and facial expressions and *any visual the teacher is using*.
5. Guess intelligently at what you don't understand completely.
6. Don't get stuck on words you don't know *or on details that confuse you*.
7. Keep listening even when you are tired.

Estrategias para Escuchar y Comprender

Para aprender inglés es esencial que escuches con atención y que hagas un esfuerzo por comprender lo que oyes. Cuando primero empiezas a aprender un idioma, es difícil seguir oyendo cuando sientes que no estás entendiendo nada. Te cansas y te vas a distraer. Es importante que te fuerces a escuchar con atención. Usa estas estrategias para progresar rápidamente.

1. Anticipa lo que va a decir la persona que está hablando. ¿Qué sabes de la persona y del tema del que habla?
2. Escucha activamente. Ve directamente a la persona que habla.
3. Pon mucha atención.
4. Usa los oídos y los ojos. Fíjate en los gestos y las expresiones y en las gráficas o ilustraciones que use el maestro.
5. Adivina inteligentemente lo que no entiendes completamente.
6. No te atores en las palabras que no sabes o en los detalles que te confunden.
7. Sigue oyendo aunque te canses.

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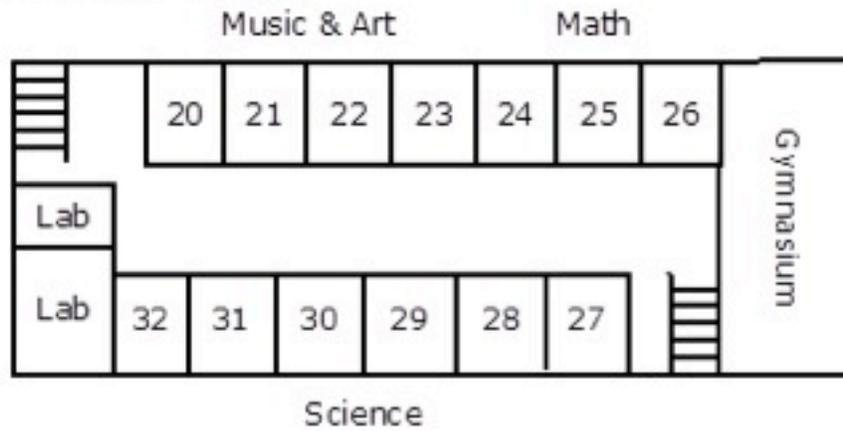
Course: ESL
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Handout 2.2: Central High School: Image and Map

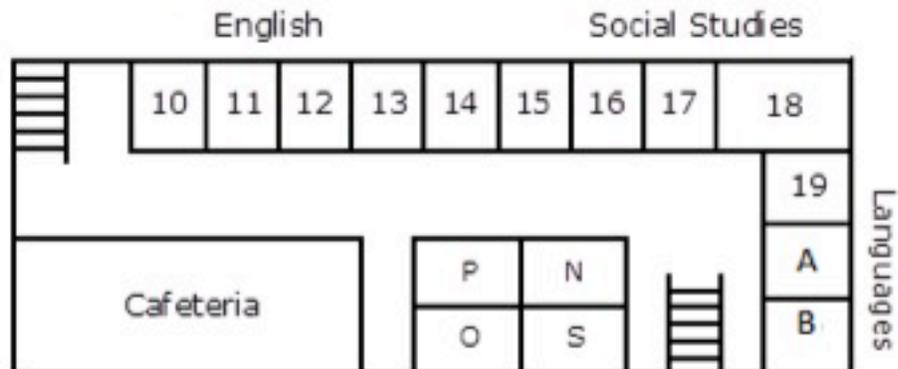


¹Courtesy of Tim Evanson, according to <https://creativecommons.org/licenses/by/2.0/>.

Second Floor



First Floor



- A = Language Lab A
- B = Language Lab B
- N = Nurse's Office
- O = Office
- P = Principal's Office
- S = Staff Lounge

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Handout 2.3: School Vocabulary

People at School	Personas en la Escuela
Principal	Director/Directora
Assistant principal	Subdirector/subdirectora
Secretary	Secretaria
Nurse	Enfermera
Teacher	Maestro/maestro
Math teacher	de matemáticas
Science teacher	de ciencia
History teacher	de historia
Language teacher	de idiomas
Physical education teacher	de educación física
Librarian	Bibliotecario
Athletic director	Director de deportes y actividades atléticas
Coach	Entrenador
Football coach	de fútbol americano
Baseball coach	de béisbol
Soccer coach	de fútbol soquer
Softball coach	de sófbol
Tennis Coach	de tenis
Advisor	Asesor/Asesora
Counselor	Consejero/Consejera

Getting Around School	Dónde se encuentran las cosas en la escuela
Principal's office	Oficina del directora/directora
Psychologist	Psicólogo
Nurse	Enfermera
Library	Biblioteca
Social Studies Office	Oficina de estudios sociales
Math Office	Oficina de matemáticas
Science Office	Oficina de ciencias
Attendance office	Oficina de asistencia
Language office	Oficina de idiomas
Girls Restroom	Baño de mujeres/niñas
Boys Restroom	Banos de hombres/niños
Gym	Gimnasio
Cafeteria	Cafetería
Locker room	Vestidor

Academic Subjects	Materias
Mathematics (math)	Matemáticas
Science	Ciencia
Biology	Biología
Chemistry	Química
Physics	Física
Social Studies	Estudios sociales
History	Historia
World history	Historia mundial
American history	Historia americana
U.S. history	Historia de los Estados Unidos
Western civilization	Civilización occidental
Government	Gobierno
Economics	Economía
Mathematics	Matemáticas
Algebra	Álgebra
Geometry	Geometría
Pre-Calculus	Pre-cálculo
Advanced Algebra	Álgebra avanzada
Calculus	Cálculo
English	Inglés
American Literature	Literatura americana
British Literature	Literatura británica
Physical Education	Educación física
Art	Arte
Languages	Lenguas o idiomas
French	francés
Spanish	español
Russian	ruso
Latin	latín
Japanese	japonés

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Handout 2.4: Classroom Conversations

Meeting and greeting people

Speaker 1	Speaker 2
Hello, how are you? <i>Hola ¿cómo está (s)?</i>	Fine, how are you? <i>Bien y usted (y tú)</i>
I'm fine, thank you. <i>Estoy bien, gracias.</i>	

Introducing yourself

Speaker 1	Speaker 2
My name is Tom Parker, what's your name? <i>Me llamo Tom Parker, ¿y tú cómo te llamas?</i>	(My name is) Henry Wong. <i>(Me llamo) Henry Wong.</i>
Are you a student? <i>¿Eres estudiante?</i>	Yes, (I'm a student) at Washington High School. <i>Sí (soy estudiante) en la escuela Washington High School.</i>

Talking about other people

Speaker 1	Speaker 2
Who is your history teacher? <i>¿Quién es tu maestro de historia?</i>	(My history teacher's name is) Mr. Bell. <i>(Mi maestro de historia se llama) Mr. Bell.</i>
What is the name of your principal? <i>¿Cómo se llama el director de tu escuela?</i>	(The principal's name is) Mr. Pearlson. <i>(El director de la escuela se llama) Mr. Pearlson.</i>

Talking about your classes

Speaker 1	Speaker 2
How many classes do you have? ¿Cuántas clases tienes?	I have 5 classes. (Tengo 5 clases). Five.
When is your math class? ¿A qué hora es tu clase de matemáticas?	I have math during first period. Tengo matemáticas en el primer período.
When is your science class? ¿A que hora es tu clase de ciencia?	second period. segundo período.
What is your math teacher's name? ¿Cómo se llama tu maestra de matemáticas?	Mrs. Park.
What is your English teacher's name? ¿Cómo se llama tu maestro de inglés?	Mr. Smith.

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Handout 2.5: Reflection

Day 1

1. Speak or write your answer. What strategies helped you understand what others said? How did these strategies help you?

Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen los demás? ¿Cómo te ayudaron esas estrategias?

2. In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

Day 2

1. Speak or write your answer. What strategies helped you understand what others said? How did these strategies help you?

Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen los demás? ¿Cómo te ayudaron esas estrategias?

2. In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

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Handout 2.6: Schedule Visual

Monday / Thursday / Friday					
Period 1	Period 2	Period 3	Lunch	Period 4	Period 5
7:50 – 9:07	9:10 – 10:27	10:30 – 11:47	11:50 – 12:30	12:33 – 1:50	1:53 – 3:10

Tuesday / Wednesday <i>Dragon Time</i>						
Period 1	Period 2	Period 3	Lunch	Period 4	Period 5	Dragon Time
7:50 – 8:58	9:01 – 10:09	10:12 – 11:20	11:23 – 12:03	12:06 – 1:14	1:17 – 2:25	2:28 – 3:10

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Handout 2.7: Central High School: Three Student Schedules

Nelson's Schedule

Period	Time	Subject	Teacher	Room
1	7:11			
2	8:00 am	English	Karen Escobar	11
3	8:50	American History	Tim Smith	16
4	9:44	Physical Education (P.E.)	Henry Chen	Gym
5	11:24	Lunch		Caf.
6	12:14	Biology	Mildred Kelly	30
7	1:04	Algebra 1	Nila Canorti	25
8	1:54	French	Dan Berger	20
9	2:54	Art	Monica Fuerstein	22
10	3:45			

Leticia's Schedule

Period	Time	Subject	Teacher	Room
1	7:11			
2	8:00 am	Biology	Mildred Kelly	30
3	8:50	American History	Tim Smith	16
4	9:44	Physical Education (P.E.)	Henry Chen	Gym
5	11:24	English	Karen Escobar	11
6	12:14	Lunch		
7	1:04	Algebra 1	Nila Canorti	25
8	1:54	Spanish IV	Juan Torres	19
9	2:54	Art	Monica Fuerstein	22
10	3:45			

Sau Ling's Schedule

Period	Time	Subject	Teacher	Room
1	7:11			
2	8:00 am	Spanish I	Juan Torres	19
3	8:50	American History	Tim Smith	16
4	9:44	Physical Education (P.E.)	Henry Chen	Gym
5	11:24	English	Karen Escobar	11
6	12:14	Chorus	Jim Kelly	21
7	1:04	Lunch		
8	1:54	Algebra 1	Nila Canorti	25
9	2:54	Introduction to Computers	Barbara Smith	32
10	3:45			

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Handout 2.9: Reading Strategies Card

Reading Strategies

You are going to learn various important strategies to read in English. Your success in school depends on you developing the ability to read quickly to find information and understand ideas.

There are two main strategies that are going to help you begin to read with confidence:

Skimming: The process of looking at a text before reading to get a sense of the text as a whole

Scanning: Reading quickly to find the specific information that you need or want

“Skimming”

Before reading, look at the whole text. Do not begin to read word for word.

1. Look at the title. What does the title tell you about what you are going to read?
2. Look at the parts of the text. How many paragraphs are there? If there are headings, what do they tell you about the text you are going to read?
3. Give the text a quick look. Do you see any words that are like those in your home language? Decide if these words can help you understand what the theme of the text is.
4. Use what you know already to anticipate (or try to figure out) what the text is going to be about.

“Scanning”

To read quickly looking for specific information, remember:

1. To use this strategy, you have to read with a purpose.
2. Think about the information that you need.
3. Look only for that information.
4. Use information that you already have to anticipate (or try to figure out) what part of the text you will find the information in.

Estrategias para Leer

Vas a aprender varias estrategias importantes para leer en inglés. Tu éxito en la escuela depende de que desarrolles la capacidad de leer rápidamente para encontrar información y para comprender ideas.

Hay dos estrategias principales que te van a ayudar a empezar a leer con confianza:

Skimming: El proceso de examinar una lectura antes de leerla

Scanning: Leer rápidamente para encontrar información específica

“Skimming”

Antes de leer, examina toda la lectura, No empieces a leer palabra por palabra.

1. Examina el título. ¿Qué te dice el título sobre lo que vas a leer?
2. Examina las partes del texto ¿Cuántos párrafos hay? ¿Si hay encabezados, qué te dicen sobre el texto que vas a leer?
3. Da un vistazo rápido. ¿Ves palabras que se parecen al español? Decide si estas palabras pueden ayudarte a entender cuál es el tema de la lectura.
4. Anticipa de qué se va a tratar el texto.

“Scanning”

Para leer rápidamente con el objetivo de buscar información específica recuerda que:

1. Para utilizar esa estrategia tienes que leer con un propósito.
2. Piensa en la información que necesitas.
3. Busca solamente esa información.

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Handout 2.10: Phillips International High School

Phillips International High School (PIHS) is a small public school in Reedley Park, New Jersey. Currently, the principal of PIHS is Mr. Richard Phillips. Phillips International High School students are recent immigrants come from a variety of countries including: Ghana, Kenya, France, India, Colombia, Dominican Republic, and Malaysia. There are 100 students enrolled in this school at any given time. Each grade level is limited to 25 students.

Content Guide

1. Founding and Location
2. Student Demographics
3. Academic Achievements
4. Student Clubs

Founding and Location

Phillips International High School was established in 1979 by Alicia Q. Phillips. She decided to found the school after visiting a similar school in Puerto Rico. The mission of Phillips International High School is to help students who have recently immigrated from another country support each other in learning. Because the emphasis is on support, Mrs. Phillips required that class sizes remain small. Initially, PIHS was both a middle school (grades 6, 7, and 8th) and High School (grades 9, 10, 11, and 12th. As of 2012, the school only serves 9th- 12th grade. PIHS accepts 25 new ninth grade students each year.

The current location of PIHS was constructed in 2005. PIHS was built on the location of an old public library in Reedley Park. The architect who supervised the design of the Phillips International High School is Ms. Donna Sarkisian. Ms. Sarkisian wanted to ensure that the new building represented the history of the location. Therefore, she incorporated some of the features of the old library into her plans. While there was a focus on the past, Ms. Sarkisian designed each classroom to include flexible work spaces. These designs made it easier for students to work in small groups.

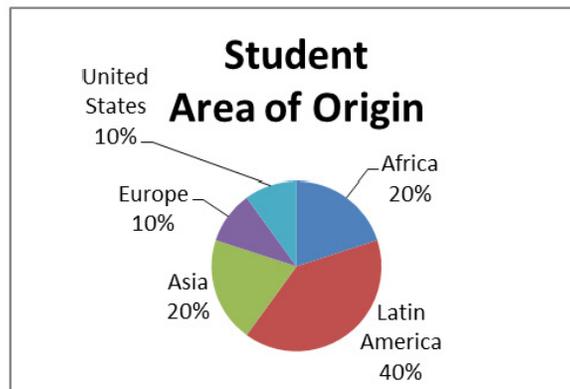
School Information

Type: Private
Established: 1979
Principal: Richard Phillips
Enrollment: 100
Colors: Blue and Silver
Mascot: No Mascot

Student Population

Unlike local public schools, PIHS is a small school with an international clientele. The 100 students who attend PIHS come from almost every continent. The chart below represents the areas of the world in which Phillips International High School Students were born. Approximately, 90% of students were born outside of the United States. The students who were born in the United States immigrated to other countries as children; they returned to the United States as adolescents. 75% of students who attend PIHS receive some free meals from the school. Therefore¹, Phillips International High School students come from a variety of economic backgrounds.

¹ Por lo tanto.



Academic Achievements

Phillips International High School students have received a variety of awards to celebrate their academic achievements. For the past 10 years, the PIHS debate team has received several awards. Their most recent award was given by the national association to the head of the program, Mrs. Toni Utomi. Mrs. Utomi was rewarded for her 40 years of experience in education. She is one of the few teachers who has been working at PIHS since its founding year.

Student Clubs

There are not many after school activities at Phillips International High School because it is a small school. There are no school sponsored athletics. In 2011 the students created The Community Service Club. In 2012, the students created The Art Club.

The Community Service Club

Students who participate in the Community Service Club organize projects various international locations. Last year, a Chinese student named Kathy Li designed a fundraising project to re-build a school in her home community. With the help of The Community Service Club, she raised more than 10,000 dollars towards the project. In the prior year, the students worked to raise money for a college scholarship fund at PIHS.

The Art Club

The Art Club is the newest club on PIHS's campus. This club was created to promote the PIHS Art Showcase that take place each semester in the main auditorium. The Art Club is not a class where students practice particular kinds of art. Instead, it is a space where friends can socialize after school while pursuing their individual talents. During the 2014 PIHS Art Showcase, students presented paintings, sculpture, ceramics, and other diverse art projects.

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Handout 2.11: Cardinal Senior High School

Cardinal Senior High School, commonly referred to as Cardinal High, is located in Rosecrans, a city in Texas that is located on the Gulf Coast. Rosecrans, Texas has a population of approximately 675,000. Cardinal High is one of thirty high schools that serve the entire city. Students who attend Rosecrans live in the northwestern corner of the city. Normally students attend Buck Junior High School in 6th, 7th and 8th grades before entering Cardinal High School in the 9th, 10th, 11th, and 12th grades.

Table of Contents

1. Campus History
2. Demographic Data
3. Academic Classes
4. After-School Activities

Campus History

Cardinal High is the oldest¹ high school in the city of Rosecrans. It was established in 1890 with a land donation from Mrs. Laura Cardinal. The school receives its name from the Cardinal family who were involved in local politics and provided land for the school to be built. In 1955 the school moved to its present location. The original location of Cardinal High is now a park and community garden. The new location of Cardinal High School is located on the outskirts² of Rosecrans. The school needed more extensive sports facilities, a football field, tennis courts, and a swimming pool. Before³ the move, the school used the sports facilities of Gulf Coast Community College.

School Information

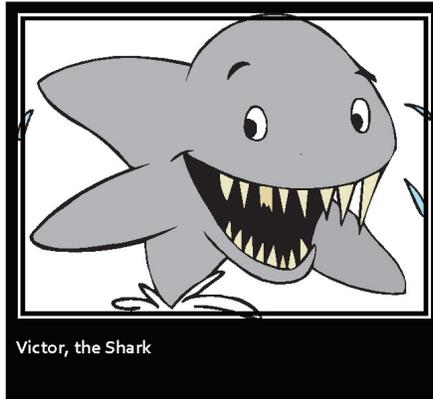
Type: Public
Established: 1890
Principal: Dr. Henry Willis
Enrollment: 1,500
Colors: Green and Yellow
Mascot: Victor, the Shark

Demographic Data

1,500 students attend Cardinal High. After the school moved its location to the outskirts of town, there was a large decrease⁴ in student enrollment. 15% of the student population enrolled⁵ in Mackey High School, the high school which served the same area of the city. Cardinal High School is exceptional because it is the only high school in the city with a bilingual English-Spanish program for recent immigrants. Consequently, Cardinal High has a larger proportion of recent immigrant students than any other high school in the City. The student population of the school is mostly Latino and African-American which reflects the surrounding neighborhood⁶.

Academic Classes

Cardinal High offers a variety of Advanced Placement classes⁷ in Mathematics, Science, Social Science, English language arts, and Spanish. In 2013, Cardinal High implemented a policy that required every student to enroll in at least one Advanced Placement course. However, students are not required to take the final exam. In addition, Cardinal High offers a number of Career and Technical Education Program. The most popular level classes are Dental and Medical Technology. Upon graduation, students who participate in the full course-load of career and technology education courses within a specific specialization will receive a certificate. This certificate will allow students to be competitive for entry level positions in their particular field.



After-School Activities

Cardinal High has a variety of extracurricular programs⁸ to meet students' interests. A unique feature of their after-school programs is that after-school there are three times in which school buses leave campus⁹. The first bus departure is at 3:15pm for students who want to return home after school, the second bus departure is at 4:45pm for students who participate in clubs, and 6:00pm bus for students who participate in athletics. The most popular clubs in which students participate include: Comic Book Club, The Japanese Language Club, and Hip Hop Dancers for Peace. The most popular sports are football and basketball. The women's basketball team won the Rosecrans Inter-High School Championship in 2013 and 2014.

¹ más antigua

² afueras

³ antes de

⁴ baja

⁵ se inscribieron

⁶ barrio

⁷ clases para obtener crédito universitario

⁸ programas adicionales no académicos que se ofrecen después de escuela

⁹ tres horarios de autobuses escolares

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Handout 2.12: William J. Clinton High School

William J. Clinton High School (also known as Clint-High) is located at 2345 Presidential Ave in Wayne Ridge, California. Clinton High School serves the southern section of Wayne Ridge, a city with a population of 202,010 that is located in Southern California near¹ the border with Mexico. Clinton High School is a large, four-year public high school that serves approximately 3,000 students. The current principal of Clinton High School is Dr. Raul Ramirez.

Content Guide

1. Brief History
2. Student Body
3. Programs
4. Student Activities

Brief History

Clinton High School was founded in response to the rapid population growth that Wayne Ridge experienced between 1998 and 2003. There were too many² students for the existing high school. For example, in ninth grade every teacher had more between 38 and 40 students. In 2004, the Superintendent of Schools, Marcia Chang began the campaign for the development of a new school. There was excellent community support for the school. Parents wanted a new school for their children that had good facilities, sports fields, and modern technology. Construction began in Fall of 2005 and was completed in Summer 2006. The school recently graduated its first class in the Summer of 2010.

School Information

Type: Public
Established: 2006
Principal: Dr. Raul Ramirez
Enrollment: 2,895
Colors: Yellow and Black
Mascot: Leo, the Lion

Student Body

Students who attend Clinton High School live in the southern section of Wayne Ridge. The majority of the students are the first generation to be born in the United States. The most recent student data suggests that 65% of students have one or more parent that was born in Mexico. However³, most of the students were born and raised⁴ in the United States. Approximately, 25% of Clinton High School students immigrated to the United States within the past five years.

Programs

Clinton High School is divided into 4 smaller learning communities, or academies⁵. Each⁶ learning community has an emphasis on a particular profession. The four learning communities are called the Medical Academy, Engineering for the Future, Legal Professionals, and Tomorrow's Educational Leaders. Each academy integrates the professional focus throughout the curriculum. For example, students in the Legal Professionals Academy take speech and debate as an elective in 10th grade. The goal of each academy is to graduate students who are prepared to enter university and the workforce.



Student Activities

Clinton High School offers a variety of student activities to engage the student population.

Sports

Sports are very important at Clinton High School. Soccer, football, and basketball games are well attended by students and the local community. Friday night football games are one of the main⁷ social events for young people. The Clinton High mascot is Leo, the Lion. Leo is one of the main attractions during the half-time show.

Marching Band

Clinton High School has an award-winning⁸ marching band. The brass instruments (trumpets and saxophones) are excellent. In 2008, they received an Outstanding Achievement award from the National Association of Marching Bands. The director of the Marching Band, Maritza Lowenstein was awarded the Director of the Year by the same organization in 2010. Next year, the Clinton High Marching Band plans to compete in an international event in Mexico.

¹cerca

²demasiados

³sin embargo

⁴nacidos y criados

⁵pequeñas comunidades de aprendizaje, academias

⁶cada

⁷principales

⁸premiada

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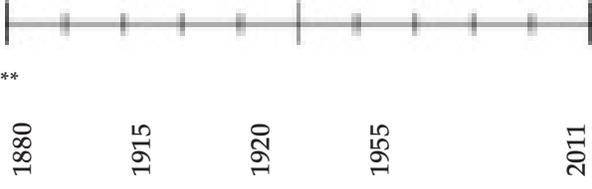
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Handout 2.13: School Information Sheet: Cardinal Senior High School

Instructions

Work with your group. Look at the text. Fill in the blanks or spaces below using phrases or sentences in the *Cardinal Senior High School* text that give you the information.

Name	Cardinal Senior High School
	<p>Location Cardinal Senior High School, commonly referred to as Cardinal High, is located in Rosecrans, a city in Texas that is located on the Gulf Coast.</p>
	<p>Name of Principal The name of the principal is _____.</p>
 <p>** http://www.clker.com/clipart-68575.html</p>	<p>Mascot and School Colors The school mascot is _____.</p> <p>The school colors are _____.</p>

 <p>**</p> <p>1880 1915 1920 1955 2011</p> <p>** http://www.clker.com/clipart-time-line-line.html</p>	<p>School History Cardinal High is the oldest high school in the city of Rosecrans.</p> <p>1890:</p> <p>1955:</p>
	<p>Students Number: 1,500 students attend Cardinal High Student population:</p>
	<p>Academic Classes Advanced Placement Classes: Career and Technical Program: Popular classes:</p>
	<p>Sports</p>
 <p>***http://www.clker.com/clipart-4425.html</p>	<p>School Activities Clubs: Music: No information</p>
	<p>Other Information School buses: Honors/Championships: Teachers:</p>

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**Handout 2.14: School Information Sheet:
William J. Clinton High School**

Instructions

Work with your group. Look at the text. Fill in the blanks or spaces using phrases or sentences in the *Clinton High School* text that give you the information.

Name	Clinton High School
	<p>Location</p> <p>Clinton High School serves the southern section of Wayne Ridge, a city with a population of 202,010 that is located in Southern California near the border with Mexico.</p>
	<p>Name of Principal</p> <p>The name of the principal is _____.</p>
 <p>** http://www.clker.com/clipart-68575.html</p>	<p>Mascot and School Colors</p> <p>The school mascot is _____.</p> <p>The school colors are _____.</p>

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Handout 2.15: School Comparison Sheet

Directions: Work with a student who has read a DIFFERENT text. Read the information. Decide which school is described. Copy the information in the readings that is evidence for your answers.

Information	Cardinal HS	Clinton HS	Evidence
This high school is located on the Gulf Coast of Texas. It has an enrollment of under 2000 students.	X		Cardinal Senior High School, commonly referred to as Cardinal High, is located in Rosecrans, a city in Texas that is located on the Gulf Coast. 1,500 students attend Cardinal High.
The mascot of this school is a mammal. One of its school colors is black. It is a public school that serves many immigrant students.			
This school was established because the population of students in the district increased. Teachers had large classes and parents wanted a new school with sports fields and modern technology.			

<p>The school was founded with a land donation from a family.</p>			
<p>Students in this school can receive a certificate for special classes. Many students want to work in medical or dental technology, and certificates help students to compete for positions in the field.</p>			
<p>Students who enroll in this learning community/academy are interested in the legal profession. Other students are interested in the medical profession and in education.</p>			
<p>Students in this school were born in Mexico or have parents who were born in Mexico.</p>			
<p>African American students attend this school.</p>			

<p>This school has a bilingual English-Spanish program for recent immigrants. It has a very large proportion of Latino students.</p>			
<p>Students at this school like music. There is an award-winning marching band that includes saxophones, trumpets, flutes, drums, and horns.</p>			
<p>Students at this school play football and Leo, the mascot, is a main attraction at the games.</p>			
<p>There are many clubs at this school.</p>			

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Handout 2.16: Getting Around at School Expressions

Question/Comment <i>Pregunta/Comentario</i>	Appropriate Response <i>Respuesta Apropiada</i>
Questions People in School Might Ask You	
Do you need help? <i>¿Necesitas ayuda?</i>	Yes. I need _____. <i>Sí, necesito _____</i> No, thank you. (I am fine.) <i>No gracias. (estoy bien.)</i>
Are you lost? <i>¿Andas perdido?</i>	Yes. Can you help me find _____ ? <i>Sí, ¿me puedes (o puede) ayudar a encontrar _____ ?</i> Yes. I need to go to _____ <i>Sí, necesito ir a _____ .</i> No, I am fine. <i>No, estoy bien.</i>
Where are you trying to go? <i>¿A dónde quieres ir?</i>	(I want to go to) _____. <i>Quiero ir a _____.</i>
Do you have a hall pass? <i>¿Tienes permiso de salir de salón, de salir al corredor?</i>	Yes (and hand them your hall pass) <i>Sí, aquí tiene.</i> No, do I need one? <i>No, ¿lo necesito?</i>
Can you show me your schedule? <i>¿Me puedes enseñar tu horario de clases?</i>	(Hand them your schedule of classes.)
(to thank someone who is helping you find something)	Thank you (for your help). <i>Gracias (por su ayuda.)</i>

Question/Comment <i>Pregunta/Comentario</i>	Appropriate Response <i>Respuesta Apropiable</i>
What Teachers May Tell you To Do	
<p>Sit down. (<i>Siéntense.</i>)</p> <p>Raise your hand. (<i>Alcen la mano.</i>)</p> <p>Please wait. (<i>Por favor espérense.</i>)</p> <p>Be quiet. (<i>Cállense.</i>)</p> <p>Stop talking. (<i>No hablen.</i>)</p> <p>Speak louder. (<i>Hablen más fuerte</i>)</p> <p>Open your book to _____. (<i>Abran sus libros a la página _____.</i>)</p> <p>Take out _____. (<i>Saquen sus _____.</i>)</p> <p>Turn in _____. (<i>Entreguen _____.</i>)</p>	
What Teacher or Students May Say to You	
<p>Do you need help? <i>¿Necesitas ayuda?</i></p>	<p>Yes. I need _____. <i>Sí, necesito _____.</i></p>
<p>How can I help you? <i>¿Cómo puedo ayudarte?</i></p>	<p>No, thank you. (I am fine.) <i>No gracias, estoy bien.</i></p>
<p>What are you working on? <i>¿En qué estás trabajando?</i></p>	<p>_____</p>
<p>What are you doing? <i>¿Qué estás haciendo?</i></p>	<p>_____</p>
<p>Where are you going? <i>¿A dónde vas?</i></p>	<p>_____</p>
Questions to Ask Teachers or Students in Class	
<p>Where is _____? (<i>¿Dónde está _____?</i>)</p> <p>Can you help me? (<i>¿Puede o puedes ayudarme?</i>)</p> <p>Excuse me. May I go to the restroom? (<i>Perdón, puedo pasar al baño?</i>)</p>	

UNIT 1**Lesson****2**

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.17: Reflection

Day 1

1. Speak or write your answer. What strategies helped you understand what others said? How did these strategies help you?

Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen los demás? ¿Cómo te ayudaron esas estrategias?

2. In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

Day 2

1. Speak or write your answer. What strategies helped you understand what others said? How did these strategies help you?

Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen los demás? ¿Cómo te ayudaron esas estrategias?

2. In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.18: Finding Henry's School

Instructions:

1. Read Henry's Schedules for 9th grade and 10th grade.¹
2. Use your vocabulary list if you need it.²
3. Discuss Henry's schedule with a partner that speaks your language.³
4. Skim the descriptions of schools.⁴
5. Find Henry's school and show your evidence in the reading.⁵

Henry's Schedule – 9th Grade

Period	Time	Subject
1	7:11	Intermediate Trumpet
2	8:00 am	English
3	8:50	American History
4	9:44	Physical Education (P.E.)
5	11:24	Lunch
6	12:14	Biology
7	1:04	Algebra 1
8	1:54	French
9	2:54	Art
10	3:45	Jazz Club
11	4:30	Music Technology Club

¹ Lee los horarios de Henry.

² Usa tu lista de vocabulario si la necesitas.

³ Qué notas? Habla con un compañero que hable tu idioma de los horarios de Henry.

⁴ Examina rápidamente la información que se presenta en las descripciones de escuelas.

⁵ Encuentra la escuela de Henry y presenta tu evidencia en la lectura.

Henry's Schedule – 10th Grade

Period	Time	Subject
1	7:11	Chemistry 1
2	8:00 am	American Literature
3	8:50	Advanced trumpet
4	9:44	Orchestra I
5	11:24	Lunch
6	12:14	World History
7	1:04	Algebra 2
8	1:54	French 2
9	2:54	Music Theory
10	3:45	Jazz Club
11	4: 30	Music Technology Club

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.19: Red Bank, Liberty Technical, and El Sistema in U.S. High Schools

Red Bank

Location and History

Red Bank High School is located in the north part of Jupiter City. It is large urban high school with over 3500 students. Founded in 1980, it serves a very diverse student population that includes Latino students, African American students, and new immigrant students from China, Somalia and Haiti.

Academic Program

The academic program at Red Bank High School is typical of all other American high schools. Students take required classes in mathematics, history, foreign languages, English and science. They also can take elective subjects in other subjects like psychology, economics, auto mechanics, domestic science, music, marching band and computer technology.

Extracurricular Activities

There are many clubs at Red Bank, including Spanish and French Clubs, Homeless Helper Club, Chess Club, Computer Club, Science Club, Jazz Ensemble, and Salsa Club. Team sports include: boys' and girls' basketball, boys' wrestling, and boys' and girls' soccer. The girls' varsity soccer team won the Division championship in 2013.

Liberty Technical High School

Academic Program

Liberty Technical High School prepares students for technical careers in science and technology. Students who attend Liberty Tech take an admissions examination to demonstrate that they have good preparation in mathematics. During the 4 years that they are at Liberty Tech, students take 4 years of math, 2 years of one science (biology) and two years of another science (physics or chemistry). They also take 2 years of computer science (Programming 1 and Programming 2). Additionally, they enroll for all required classes such as English, History, Languages, and Physical Education. The majority of students who attend Liberty Tech enroll in university programs that specialize in science.

Extracurricular Activities

After school activities at Liberty Tech include Robotics Club, Computer Programming Club, Chess Club and Math Challenge Club. Mr. Rodrigo Chang is the sponsor of the Robotics Club, which has won numerous awards for their production and design of working robots that walk and jump.

El Sistema in U.S. High School

Location and History

El Sistema in U.S. High School is located in Four Corners in the northeast part of the city. It was founded in 2010 with a donation of a building and land from a group called Comunidades Para Nuestros Niños. The founding principal, Teresa Brinkley Otero, is a classically trained violinist who has had a distinguished career in the concert world. The El Sistema in U.S. High School was established following the work of EL SISTEMA in Venezuela. El Sistema works with children from poor communities and teaches them to play musical instruments. El Sistema Venezuela has nurtured international musicians such as Edicson Ruiz and Gustavo Dudamel and the world-renowned Simón Bolívar Youth Orchestra.

Academic Program

The school provides talented young musicians the opportunity to pursue serious, pre-professional music studies along with a rigorous academic curriculum. The school admits 60 students each year beginning in 9th grade. The school is uniquely qualified to respond to the needs of students who have a passion for academics and music. Teachers work closely with students to offer them a rigorous academic and music curriculum. Students normally satisfy all art and elective requirements with classes such as music history, private lessons in single instruments (trumpet, piano, guitar), music theory, and music technology. Students perform in jazz bands, orchestra, chamber music groups, and as solo musicians frequently.

UNIT 1
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Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.20: Finding Henry's School Matrix

Fill in information about the 3 schools.

Red Bank HS

Liberty Technical HS

El Sistema in U.S.

Henry goes to _____ High School.

We know because:

UNIT 1
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2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.21: Linda Vista High School

Linda Vista High School (LVHS) is a four-year public high school that is located in Vista Creek, Florida. The current principal is Dr. Kiesha Richardson. The school mascot is the Gordon, the Crocodile.

Content Guide

1. Founding and Location
2. Student Demographics
3. Academics
4. Athletics

History

Linda Vista High School was founded in 1934 by Rodolfo Miller. Mr. Miller was the first principal of the school. In 1938, the first graduating class consisted of 20 students. He oversaw the construction of the main building in 1948, which still stands today. The next major construction project at Linda Vista High School took place in 1958. In 1958, the cafeteria and gymnasium were built through the contributions of local residents who raised over \$ 500,000 dollars. In 1967, a hurricane destroyed the gymnasium but it was rebuilt¹ in 1968, the following year. In 2004, parents of the school raised funds to build a barn². The main building, gymnasium, cafeteria, and barn are the four buildings that form today's Linda Vista High School.

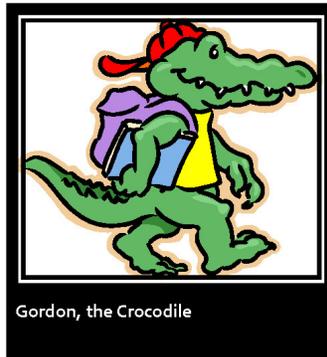
School Information

Type: Public
Established: 1934
Principal: Kiesha Richardson
Enrollment: 385
Colors: Green and White
Mascot: Gordon, the Crocodile

Student Demographics

Linda Vista High School is a small school. Currently³, 385 students are enrolled in grades 9-12. The 2014 freshman class is the largest in the school's history and currently enrolls 105 students. In 2013, the graduating senior class was composed of 75 students. Next year, the principal, Dr. Richardson, and the teachers are planning for 400 students, the largest number of students served by this school since it was founded in 1934.

Most of the students that attend Linda Vista live in the surrounding community of Vista Creek. Vista Creek is a rural area where the primary occupation of adults is agriculture and manufacturing. Several factories manufacture sports equipment and parts for automobile motors. Linda Vista High School is one of two high schools that serve this community. 85% of the students who attend LVHS participate in the free lunch program. Students eat lunch at school at no cost. The free lunch program is partially sponsored by local farmers who donate meat, vegetables, and other foods to the school.



Gordon, the Crocodile

Academics

LVHS is famous for their world-class agricultural program. There are three principal specializations within the agricultural program: plants, animals, and machines. The majority of the students who participate in the agricultural program have an emphasis on animals. In this program, there is a specialization in learning to take care of young animals. The center of the strong agriculture program is Mr. Christopher Walters. Last year, Mr. Walters was awarded the “Agricultural Educator of the Year” award.

Another area for which Linda Vista High School is famous is their music and drama after-school program. In this program, participate in theatre productions as actors, directors, stage decorators and lighting specialists. In addition to dedicating time to practicing art or acting, students are required to attend a study hall. Dr. Richardson designed this program to ensure that students were successful both academically and in extra-curricular subjects. Students who participate in this program practice their art or drama three times a week after school and participate in a study hall twice a week. Although it is a small school, there are two theatre productions every year at LVHS, one in the fall⁴ and one in the spring⁵. In addition, they host monthly band performance.

Athletics

LVHS’ varsity girls’ softball team, affectionately referred to as the Lady Crocs, has won⁶ the local division championships six out of the past 10 years. They won in 2006, 2007, 2008, 2010, 2012, and 2013. The years in which they did not win the championship they made it⁷ to the division finals. Many of the former members of the softball team are currently playing sports at various universities. The coach of the girls’ softball team is Mrs. Jenni Rubio. Mrs. Rubio has been coaching the softball team for 10 years.

¹Se reconstruyó

²Granero, Establo

³Actualmente,

⁴otoño

⁵primavera

⁶han ganado

⁷llegaron a

UNIT 1

Lesson

2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.22: Reading to Find Information in Linda Vista High School

1. Think about the information you need to decide if the position presented is in agreement with what the reading says.
Piensa en la información que necesitas para decidir si la posición que se presenta está de acuerdo con lo que dice la lectura.
2. After examining the parts of the text, use what you know about the world to anticipate the part of the reading where you can find the information.
Después de examinar las partes del texto, utiliza lo que ya sabes del mundo, para anticipar en qué parte de la lectura se encuentra la información.
3. Quickly read that part of the text to find the information required.
Lee rápidamente esa parte del texto para encontrar la información requerida (scan).
4. Decide whether you agree or disagree with the position, and then find the section of the reading where you found the information.
Decide si estás de acuerdo o no con la posición y encuentra la sección en la lectura donde encontraste la información.

Posición	¿De acuerdo?	¿Dónde dice?
There are no extracurricular activities.		
Local farmers donate food for the students.		

The boys' softball team has won many championships.		
The founder of Linda Vista High School is Kiesha Richardson.		
Linda Vista HS is famous for their technology and computer science program.		

UNIT 1
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Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.23: Linda Vista High School: Noticing Words

In this exercise, you are going to work with three other students to examine a reading from the lesson and find words and expressions that have to do with time, or communicating when things happen.

Work with two other students. Read the text with the words in bold. Look for words and expressions that have to do with time using:

- what you know,
- what your partners know,
- what you can guess,
- and what the footnotes page says.

Complete the chart on the following page.

En este ejercicio, vas a trabajar con tres compañeros para examinar una lectura de esta lección y encontrar palabras y expresiones que tienen que ver con tiempo o comunican cuándo pasan las cosas. Estas ideas se repiten mucho en las lecturas.

Trabaja con dos compañeros. Lee el texto con palabras en letra negrita. Busca las palabras y expresiones que tienen que ver con tiempo utilizando:

- *lo que ya sabes,*
- *lo que saben tus compañeros,*
- *lo que puedes adivinar,*
- *y lo que te dicen las notas al pie de la página.*

Completa el cuadro en la siguiente página.

Linda Vista High School (LVHS) is a four-year public high school that is located in Vista Creek, Florida. The current principal is Dr. Genevieve Richardson. The school mascot is the Gordon, the Crocodile.

History

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Student Demographics

Linda Vista High School is a small school. Currently, 385 students are enrolled in grades 9-12. The 2014 freshman class is the largest in the school's history and **currently**³ enrolls 105 students. In 2013, the graduating senior class was composed of 75 students. **Next year**, the principal, Dr. Richardson, and the teachers are planning for 400 students, the largest number of students served by this school since it was founded in **1934**.

Most of the students that attend Linda Vista live in the surrounding community of Vista Creek. Vista Creek is a rural area where the primary occupation of adults is agriculture and manufacturing. Several factories manufacture sports equipment and parts for automobile motors. Linda Vista High School is one of two high schools that serve this community. 85% of the students who attend LVHS participate in the free lunch program. Students eat lunch at school at no cost. The free lunch program is partially sponsored by local farmers who donate meat, vegetables, and other foods to the school.

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¹ se reconstruyó

² granero, establo

³ actualmente

attend a study hall. Dr. Richardson designed this program to ensure that students were successful both academically and in extra-curricular subjects. Students who participate in this program practice their art or drama **three times a week** after school and participate in a study hall **twice a week**. Although it is a small school, there are two theatre productions **every year** at LVHS, one **in the fall**⁴ and one **in the spring**⁵. In addition, they host monthly band performance.

Athletics

LVHS' varsity girls' softball team, affectionately referred to as the Lady Crocs, has won⁶ the local division championships six out of the **past 10 years**. They won in 2006, 2007, 2008, 2010, 2012, and 2013. The years in which they did not win the championship they made it⁷ to the division finals. Many of the former members of the softball team are **currently** playing sports at various universities. The coach of the girls' softball team is Mrs. Jenni Rubio. Mrs. Rubio has been coaching the softball team for **10 years**.

Linda Vista High School

Español	Inglés
El año siguiente	
En 2004	
Hoy, hoy en día, ahora	today
Tres veces por semana	
Dos veces por semana	
En el otoño	
actualmente	currently
	for ten years

⁴ otoño

⁵ primavera

⁶ han ganado

⁷ llegaron a

UNIT 1
Lesson
2

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.24: Writing Strategies Card

Writing Strategies: Learning to Write Using Examples (Mentor Texts)

As you develop your listening and reading skills, it is also important to start developing your ability to write in English. When you first start writing a new language, it can be difficult to know where to begin! Using examples of other people's writing, called "mentor texts," can be helpful as you start to write. Use these strategies to make rapid progress when using mentor text examples.

1. Be sure to look at multiple examples, not just one!
2. Try to find out what types of information the authors included in their writing.
3. Try to find out how the authors organized the different parts of their writing.
4. Look at how they say things, and try to use these patterns if you can.
5. Don't be afraid to try something new! Examples should help you, but don't let them limit or restrict what you want to say.
6. If you know how to say something out loud, don't be afraid to write it, using your best guess at spelling. You can fix spelling and other issues like that later. For now, focus on the ideas!

Estrategias para Redacción

Mientras desarrollas tus destrezas en comprensión auditiva y en lectura, es también importante que empieces a desarrollar tu habilidad de escribir en inglés. Cuando primero empiezas a escribir en una lengua que estás aprendiendo, a veces es difícil decidir dónde empezar. Al usar ejemplos de lo que han escrito otras personas llamados "mentor texts" en inglés puede ser útil al empezar a escribir. Usa las siguientes estrategias para progresar rápidamente al usar estos ejemplos.

1. Lee varios ejemplos. No te limites a uno.
2. Nota qué tipo de información incluyeron los autores en lo que escribieron.
3. Nota cómo los autores organizaron las diferentes partes de sus escritos.
4. Pon atención a las frases que utilizaron los autores. Trata de usar esos patrones si puedes.
5. No tengas miedo de intentar algo nuevo! Los ejemplos te pueden ayudar pero no dejes que te limiten en lo que tú quieres decir.
6. Si sabes decir algo oralmente, no tengas miedo de escribirlo. Adivina cómo se escribe. Luego puedes arreglar la ortografía y otros detalles. Por el momento, enfócate en las ideas.

UNIT 1
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Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.25: My School

_____ School is located in _____. It
has students in _____ grades. There are _____ students at
the school, and the school colors are _____. Our mascot is
_____.

One interesting fact about the students at our school is _____
_____.

The different kinds of classes offered at our school are _____
_____. One important thing to know about
these classes is _____.

There are many afterschool activities and programs at our school,
including _____. We think it is very interesting
that _____.

UNIT 1
Lesson
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Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 2: My School

Handout 2.26: Reflection

1. Speak or write your answer. What strategies helped you write a new text? How did these strategies help you?

Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a escribir un texto nuevo? ¿Cómo te ayudaron esas estrategias?

2. In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

UNIT 1
Lesson
3

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

LESSON INTRODUCTION

The focus of Lesson 3 is New York City, its boroughs, and its neighborhoods. Newcomer students may know very little about the city that they live in or about areas outside of their neighborhood. The texts in this lesson are all slightly edited versions of <http://www.visiting-newyork.net/entries>, which are closer to authentic texts and will move students forward in becoming familiar with Internet resources of this type. The texts include information from NYC visitor guides, as well as city and borough maps. In the teacher guides that follow the teacher directions, information is provided about finding and using online materials for “Active Listening” activities on Days 1 and 2 of the lesson (see *Getting Familiar with NYC Planning Website*, <http://www.nyc.gov>). At the conclusion of the lesson, students work collaboratively to write a visitors’ guide to their neighborhoods.

Audience

Beginning newcomers, grades 6-12

Classroom time frame

Five 50-minute lessons

Key texts/Materials

- * Handout 3.1 Learning Strategies Card
- * Handout 3.2 City and Community Vocabulary
- * Handout 3.3 Asking and Giving Directions Expressions
- * Handout 3.4 Reflection
- * Handout 3.5 Reading Strategies Card
- * Handout 3.6 New York City: The Boroughs
- * Handout 3.7 Manhattan, New York City
- * Handout 3.8 Brooklyn, New York City

- * Handout 3.9 NYC Boroughs Information Recording Sheet 1: Manhattan and Brooklyn
- * Handout 3.10 Malika in New York
- * Handout 3.11 Reflection
- * Handout 3.12 Queens, New York City
- * Handout 3.13 The Bronx, New York City
- * Handout 3.14 Staten Island
- * Handout 3.15 NY City Boroughs Information Recording Sheet 2: Queens, The Bronx, Staten Island
- * Handout 3.16 Borough Comparison Sheet
- * Handout 3.17 Writing Strategies Card
- * Handout 3.18 Neighborhood Brainstorming Sheet
- * Handout 3.19 Example Sentences From Mentor Texts
- * Handout 3.20 Learning About Other Neighborhoods
- * Handout 3.21 Reflection

INSTRUCTIONAL SEQUENCE

Building Listening Comprehension Stamina

Day 1

- * Listening Strategies Discussion 1
- * Active Listening and Dyad Share 1
- * Modeling and Practicing Getting Around in your Community Expressions 1
- * Reflection

Day 2

- * Listening Strategies Discussion 2
- * Active Listening and Dyad Share 2
- * Modeling and Practicing Getting Around in your Community Expressions 2
- * Reflection

Interacting with Texts

Day 3

- * Learning to Read Strategically Discussion 1
- * Shared Reading with a Focus
- * Partner Reading with a Focus 1

- * Partner Reading with a Focus 2
- * Peer Dialogues 1
- * Reflection

Day 4

- * Learning to Read Strategically Discussion 2
- * Dyad Reading and Jigsaw
- * Peer Dialogues 2
- * Reflection

Extending Understanding Through Writing

Day 5

- * Writing with Mentor Texts
- * Brainstorm
- * Collaborative Writing
- * Gallery Walk
- * Peer Dialogues 3 (Optional)
- * Reflection

UNIT 1
Lesson
3

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

Building Listening Comprehension Stamina

DAY 1

- ✱ Listening Strategies Discussion 1
- ✱ Active Listening and Dyad Share 1
- ✱ Modeling and Practicing Getting Around in your Community Expressions 1
- ✱ Reflection

DAY 2

- ✱ Listening Strategies Discussion 2
- ✱ Active Listening and Dyad Share 2
- ✱ Modeling and Practicing Getting Around in your Community Expressions 2
- ✱ Reflection

DAY 1

Listening Strategies Discussion 1

What teacher will do

Remind students that there are several strategies they can use to help them understand what they are listening to. Project *Handout 3.1: Learning Strategies Card* for students to see and ask them to take out their own handout from the week before.

Review the handout briefly, emphasizing the key strategies and spending additional time on any details that you consider need to be emphasized.

Objectives/Disciplinary Practices

- Listen to and comprehend a supported oral presentation on a less familiar topic
- Use visual information and background knowledge to guess intelligently at meaning
- Attend to repeated patterns in oral language
- Imitate repeated patterns in oral language

1. Anticipate what the speaker will say. What do you already know about the speaker and the topic?
2. Listen actively. Look at the speaker.
3. Pay close attention.
4. Use your ears and your eyes. Notice gestures and facial expressions and any visual the teacher is using.
5. Guess intelligently at what you don't understand completely.
6. Don't get stuck on words you don't know or on details that confuse you.
7. Keep listening even when you are tired.

Explain, in the L1, if possible, that today, they will be anticipating what the speaker will say by looking carefully at visuals that accompany an oral presentation. Project a New York City Borough Map (see Getting Familiar with NYC Planning Website), and pass out copies to students. Ask them to look at the visual and discuss, in groups, with shared L1 if possible, what they think the presentation will be about, based on the visual.

Notes to Teachers

Provide formulaic expressions to help students verbalize their answers in English as well as practice using academic language. For example:

"From the visual, I think the presentation will be about... because..."

"I agree/disagree with you because..."

Have students share out from their groups. The expectations for student responses can be differentiated as follows:

- Students can volunteer to the whole-class their predictions (if ready), using their L1 if possible.
- If no L1 is shared but student is literate in the L1, then the student can write down the prediction in her/his home language.

What students will do

Students work in L1 groups (if possible) to predict the content of an oral presentation by looking at the visual.

Active Listening and Dyad Share 1

Active Listening: What teacher will do

Display maps and internet links as described in *Teacher Guide 1*. Ensure that you review the guide with sufficient time before class so you can practice navigating the websites and/or creating images from web pages about their school's borough and neighborhood. Pass out to students the copies of *Handout 3.2: City and Community Vocabulary*, which contains a list of important words with a translation to the students' first languages to makes certain that students have access to meaning.

Use *Teaching Guide 1* to introduce students to the experience of listening to an extended presentation in English. Use repeated patterns to talk about New York and its boroughs and to make students aware of the strategies they must use in understanding connected discourse on a specific subject.

Active Listening: What students will do

Students listen to teachers' explanation of New York City, its boroughs and their district, looking at the visuals projected on the board, and referencing *Handout 3.2: City and Community Vocabulary* as needed. When ready, students volunteer to respond to your questions.

Dyad Share: What teacher will do

Have students work with a partner to take turns describing the different parts of a New York City Map. Students can use the phrases spoken by you, which they will have internalized from the repetition in the previous presentation. If students are not able to do so, return to the images to orally explain the map and ask questions again, either with the whole class or with selected groups.

Dyad Share: What students will do

Students will work in dyads to describe the map of New York City and its landmarks using the same expressions they heard repeated several times in the previous presentation. If some dyads finish early, encourage them to ask each other questions, as you did.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give instructions listed above and monitor groups, providing contingent support as needed to dyads.
- **Moderate scaffolding:** Place students in shared-L1 dyads for more support and have students use the school vocabulary handout.
- **Maximal scaffolding:** Review 2-3 statements orally multiple times with one aspect of the map (for example, a single borough, a river, or an airport). Then, ask students to do the same with another aspect of the map, using shared-L1 dyads and school vocabulary handout. Then, repeat the process with 2-3 more statements.

Modeling and Practicing Getting Around in your Community Expressions 1

What teacher will do

Students should have copies of *Handout 3.2: City and Community Vocabulary*. Distribute copies of *Handout 3.3: Getting Around in Your Community Expressions* and maps of their neighborhood (to be made by you) with multiple important locations labeled. Project the handout and maps (alternating between the documents as needed) so all students can see them.

Begin the activity by explaining that the purpose of this task is for students to become confident in saying these phrases and recognizing them when they hear them. Explain this in a shared L1, if avail-

able. Students have already practiced phrases with their personal information, interacting with others, and getting around their school. Now, they are adding phrases to help them have basic conversations to ask and give directions about where things are in their community.

Use principles from the active listening presentations to practice the phrases in short combinations as dialogues. First, talk to yourself to model the phrases, and then gradually call on student volunteers to answer the questions. It is recommended that you have a street-level map available so you can enact dialogues about real locations in their community, including how to get from one place to another. Continue to repeat each phrase multiple times until most students are able to use the expressions appropriately.

After leading the whole-class interaction, ask students to practice these expressions with each other. You can assign different starting and ending locations to students (e.g., our school -> hospital, park, etc.) so they can practice them with new places in their community.

What students will do

Students will listen to your use of the questions and answers, referencing the previously introduced expressions as needed for review. Students will volunteer, when ready, to respond to your questions. After the whole-class interaction, students can practice these expressions with each other.

Reflection

What teacher will do

Give students copies of *Handout 3.4: Reflection (Lesson 3, Listening)* and ask them to fill it in for day 1.

Ask students to return to L1 groups, if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students will use their L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

DAY 2

Listening Strategies Discussion 2

What teacher will do

Remind students that there are several strategies they can use to help them understand what they are listening to. Project the strategies card and mention the strategy they used yesterday in looking at key visuals.

Explain, in L1, if possible, that today, they will be anticipating what the speaker will say by looking carefully at visuals that accompany an oral presentation and by drawing from what they have already heard about New York and have seen in their neighborhoods. Project the image of the borough where the school is located and/or of the neighborhood that you have created for Day 1. Ask students to look at the visual and discuss in shared L1 groups, if possible, what they think the presentation will be about, based on the visual and what they remember from yesterday (or what they already know). Ask students to share out in their groups. Expectations for student responses can be differentiated as follows:

- Students can volunteer to share their predictions with the whole class, if ready, using their L1 if possible.
- If no L1 is shared, but student is literate in the L1, then students can write down the prediction in their home language.

What students will do:

Students work in groups (L1 if possible) to predict the content of an oral presentation by looking at the visual and drawing from prior knowledge from the previous day's lesson or other sources.

Active Listening and Dyad Share 2

Active Listening: What teacher will do

Project maps and internet links as described in *Teacher Guide 2*. Ensure that you review this guide with sufficient time before class so you can practice navigating websites and/or create images from web pages about your school's borough and neighborhood. Ask students to take out *Handout 3.2: Getting Around the Community Vocabulary* from yesterday.

Notes to Teachers

Provide formulaic expressions to help students verbalize their answers in English as well as practice using academic language. For example:

"From the visual, I think the presentation will be about... because..." or

"From what I already know, I think the presentation will be about... because..."

"I agree/disagree with you because..."

Use *Teaching Guide 2* to introduce students to the experience of listening to an extended presentation in English that focuses on details. Use repeated patterns to talk about the parts of a community and to make students aware of the strategies they must use in understanding connected discourse on a specific subject.

Active Listening: What students will do

Students will listen to your description of their community, looking at the visuals you project, and referencing *Community Vocabulary* as needed. Students will volunteer to respond to your questions when ready.

Dyad Share: What teacher will do

Have students work with a partner to take turns describing the different parts of their neighborhood using a map of their neighborhood. Let students know that they should use the phrases spoken by you, which they will have internalized from the repetition in the previous presentation as well as the *Asking and Giving Directions Expressions*. If students are not able to do so, return to the images to orally explain the map and ask questions again, either with the whole class or with selected groups.

Dyad Share: What students will do

Students will work in dyads to describe their neighborhood and its landmarks using the same expressions they heard repeated several times in the previous presentation. If some dyads finish early, encourage them to ask each other questions, as you did.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give instructions listed above and monitor groups, providing contingent support as needed to dyads.
- **Moderate scaffolding:** Place students in shared-L1 dyads for more support and have students use school vocabulary handout.
- **Maximal scaffolding:** Orally review 2-3 statements multiple times with one aspect of the map (for example, a single borough, a river, or an airport). Ask students to do the same with another aspect of the map, discussing in shared-L1 dyads and using the school vocabulary handout. Repeat the process with 2-3 more statements.

Modeling and Practicing Getting Around in your Community Expressions 2

What teacher will do

Ask students to take out their copies of *Handout 3.3: Getting Around in Your Community Expressions* and the maps of their neighborhood that were passed out yesterday. Project one or both if possible. Begin by asking questions from *Getting Around in Your Community Expressions* in order to review the materials you introduced in the previous lesson. Call on volunteers to respond. If students have difficulty with this activity, project the previous handouts for students to see and repeat questions (open-ended, yes/

no, multiple-choice) until most students are able to participate, either verbally or non-verbally. After leading the whole-class interaction, ask students to work in dyads to complete the following tasks:

- Each person in the dyad writes down 3 sets of different starting and ending locations (e.g., our school -> hospital, park, etc.) that are visible on the map. They should use a chart the teacher can model, such as the following:

From:	To:
De:	A:
<i>example:</i> <i>Our school</i>	<i>St. Vincent Hospital</i>
1.	
2.	
3.	

- Each person hands his/her chart to their dyad partner.
- Once each person receives their chart, they take turns describing to their partner how to get to each place listed on the chart.

What students will do

Students will listen to your use of the questions and answers, referencing the previously introduced expressions as needed for review. Students can volunteer, when ready, to respond to your questions. After the whole-class interaction, students can engage in dyad work to develop tasks for each other and complete them.

Reflection

What teacher will do

Pass out yesterday's copies of *Handout 3.4: Reflection* or ask students to take them out. Ask students to fill it in for day 2. Have students return to their L1 groups, if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out the handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students should use their L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

UNIT 1
Lesson
3

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

Interacting with Texts

DAY 3

- ✱ Learning to Read Strategically Discussion 1
- ✱ Shared Reading with a Focus
- ✱ Partner Reading with a Focus 1
- ✱ Partner Reading with a Focus 2
- ✱ Peer Dialogues 1
- ✱ Reflection

DAY 4

- ✱ Learning to Read Strategically Discussion 2
- ✱ Dyad Reading and Jigsaw
- ✱ Peer Dialogues 2
- ✱ Reflection

DAY 3

Learning to Read Strategically Discussion 1

What teacher will do

Remind students of strategies for comprehending written English, keeping in mind the principles outlined in *Teaching Guide 3*. Have students sit in same-language groups, if possible, and distribute *Handout 3.5: Reading Strategies Card*. These reading strategies focus on the strategies of using both real world knowledge to anticipate what a text will be about and skimming and scanning for particular information. The end goal of reading in this third lesson is once again practice. In this lesson, practice involves both skimming and scanning of materials based on those commonly found on the internet on the possibly not-very-familiar topic of New York City.

Objectives/Disciplinary Practices

Progress through a text, an idea or set of concepts or disciplinary relationships

Recognize and make sense of components

Reconnect components to the larger understandings being built by the lesson

Project a map of New York City, such as the one that was used in the Active Listening Task (http://www.nyc.gov/html/dcp/html/neighbor_info/nhmap.shtml). Ask students to notice the five New York boroughs on the map. The purpose of this activity is to orient students to New York City, its boroughs, its districts, and its neighborhoods. This activity builds directly on the listening task in the previous lesson and on already used materials. Therefore, the primary information that you should remind students of is that they live in New York City, that New York City is in the state of New York, and that every neighborhood in New York City is located in a district within a particular borough.

Then, project the introduction of the *New York City Visitors Guide* (<http://www.visiting-newyork.net/new-york-city-guide.php>). Using a **new-learner-directed speaking style**, explain that many persons visit New York City and that this guide gives them information about where to go and what to see. The purpose of this brief introduction is to highlight that New York City has many interesting places to visit.

New York City Travel

- Introduction
- The Boroughs
- Economy
- People
- Climate
- Getting In
- Getting Around
- See and Do
- Shopping
- Eats & Restaurants
- Accommodations
- Staying Safe

Focus briefly on the left navigation box on this introductory page, pointing to the words that students might recognize (seen in the text box to the left here) such as “people,” “shopping,” “eats and restaurants,” and any other words you think they might know. You can click on the following pages rapidly and briefly to give students the sense that there are several pages to be read, all of which have information on parts of New York City. You can point to any visuals or language which may help students use real world knowledge to predict what they will read about.

Then, organize the students into small, shared-L1 groups, if possible, and explain to them that today they will focus on predicting/anticipating and skimming and scanning. Have them read the card and review the parts that explicitly discuss skimming and scanning and prediction/anticipating.

Then, explain to the students that they will read texts like the ones they saw projected, which are drawn from the *New York City Visitors’ Guide* website. In those texts, they will find information about the five New York City boroughs. Keeping students in the same small groups, ask them to use what they know about the borough in which they live, as well as what they talked about in class, to anticipate, or predict, what the internet-based texts for visitors about the city will discuss.

Notes to Teachers

For group activities, give students a few minutes to jot down some thoughts first. They can use this as a support to verbalize their answer.

To ensure that everyone has the chance to share, ask students to use a “Round Robin” format. Students speak one at a time with no interrupting, and this way everyone gets to practice speaking.

As students finish their group discussions, they report out, if possible, at least one thing that they know about New York City, its boroughs and neighborhoods. When students make a contribution, the repeat, recast, or ask follow-up clarification questions as needed. Record student contributions in written form on the board.

Draw from what students volunteer, but you can also add other elements. Use these to create a shared list of things we know about New York City. An example of a list is included below:

- New York City is a very large city.
- New York City has five boroughs.
- Brooklyn is a borough of New York City.
- The tallest buildings in New York are in Manhattan.
- Washington Heights is a neighborhood located in Manhattan.

Shared Reading with a Focus

What teacher will do

Display *Handout 3.6: New York City: The Boroughs* using a document camera or other device. Provide copies for students as well. Note that this text—while very similar—is not identical to the current version that is in the New York Visitors Guide. It has been slightly edited for punctuation and other stylistic purposes, and all ads have been removed. Next, show students that the text is composed of parts. Point out that this reading’s headings match New York City’s five boroughs. Referring to the list that describes students’ ideas and check to see whether a specific borough was mentioned. Point out that a particular section of the text will contain information about that borough. Use the **new-learner-directed speaking style**. The goal is to make sure that students understand that they use headings and parts of texts to anticipate where certain information will be covered.

You can begin by saying something like:

Teacher: Let’s look at this text. Whenever we try to read a text, we need to remember that the goal of reading is to understand. We can use parts of texts to help us figure out if the information we anticipated is there. This is the title (*points*). The title tells us a lot about what this text is about. This text is about boroughs in New York City. Notice that the text has parts.

Begin modeling this strategy by reiterating that reading always has a goal. In this case, students are looking for details about the boroughs. In particular, highlight that anticipating what the text will say is an important strategy for helping us understand the text.

On the board, write the type of information that this text contains about the boroughs, such as the population or number of people, size of the borough in miles and kilometers, or characteristics of interest to visitors. Then, share with the students that they will read this text to learn new information

about the five boroughs. Using the **new-learner-directed style**, model scanning for information in the text, which is listed on the board. An example of what and how you can model is found below.

Teacher: This text contains information about the five boroughs in New York City. Teacher writes Manhattan on the board. Teacher suggests: Let's see if there is information about the population of Manhattan. She models scanning the text with her pointer to look for that information and then (*points to the text, where it says*) 1.6 million people. She circles the information in the text. She then can ask the same question of each of the five boroughs and then circle the population given in each section.

After modeling how to scan the text using a think aloud format, invite the students to join you in answering questions about specific obvious information. You can develop these questions, but they should be information that is connected to the heading and concretely identifiable. Examples include: How many square miles or kilometers is _____? What are popular destinations for visitors?

What students will do

Students will listen actively to your modeling of reading strategies, using both listening and reading strategies to help them. Students, when ready, can volunteer to respond to your questions. If they seem hesitant, begin by answering your own questions.

Partner Reading with a Focus 1

What teacher will do

After the whole class activity, pass out the texts on Manhattan and Brooklyn, as well as the appropriate version of *Handout 3.9: NYC Boroughs Information Recording Sheet 1 Manhattan and Brooklyn*.

For the activity, ask students work in dyads. Explain to the students that their purpose is to read the text to find information described on *NYC Boroughs Information Recording Sheet 1* for the two boroughs they are reading about.

Ask the students to look over the sheet in their dyads. If they share a first language, they can discuss what the headings mean. If they don't share a first language, they can use English or nonverbal communication and gestures. Prior to reading, remind them to use the strategies reviewed in the introduction to the class. At this point, it is important to remind students that they are not supposed to read the text word-for-word, from start to finish. "Reading", in this case, means looking for information in the text.

Notes to Teachers

Provide formulaic expressions to help students navigate this assignment while communicating productively:

"I think this heading means..."

"From reading this paragraph, I think the main idea is..."

As the students are completing this task, circle the classroom to see how they are progressing with the task.

The activity can be differentiated as follows:

Minimal scaffolding: Give the instructions listed above and monitor groups, providing contingent support as needed to dyads.

Moderate scaffolding: Place students in shared-L1 triads for more support and complete the first example for each text with the whole class.

Maximal scaffolding: Sit with students needing extra support and support them by suggesting the paragraphs in which the information can be found.

What students will do

Students will draw from your modeling of reading strategies to engage with the two borough texts to find the information needed to complete the information sheet. Students can collaborate in L1 dyads, if possible, to locate the information.

Partner Reading with a Focus 2

What teacher will do

Distribute *Handout 3.10: Malika in New York*. In this activity, have the dyads join another peer, forming a triad, and ask them to collaborate together to fill out the itinerary. Model how to find evidence, using the sample answer about Malika’s Monday morning activity. Monitor students’ progress. After the triads have completed the sheet, ask students share out their answers with the whole class. Review the correct boroughs with the students as a whole group. Then, have students return to their group to complete the follow-up questions.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give the instructions listed above and monitor groups, providing contingent support as needed to dyads.
- **Moderate scaffolding:** Place students in shared-L1 triads for more support and ask students to complete work in their L1.
- ^a **Maximal scaffolding:** Sit with students needing extra support and support them by suggesting the paragraphs in which the information can be found.

Notes to Teachers

To encourage student talk, require students to “come to consensus” before writing their answers down. This means that all the members of a group must share their answers and agree upon one response before they may write anything.

What students will do

Students will draw from your modeling of reading strategies to engage with the two texts to find the information needed to complete the itinerary and follow-up questions. Students can collaborate in L1 triads, if possible, to locate the information.

Peer Dialogues 1

What teacher will do

Ask students to take out the five sets of interactional handouts that they have learned so far in this unit. Place students in dyads or triads, either L1 or mixed-language, and have students create dialogues using phrases from one or more of the handouts that have something to do with the community. Emphasize that the dialogue needs to be connected. It should not just feature questions and answers, but should have an interaction that is interesting to the audience. Based on student readiness, you can suggest a certain length of dialogue, but it should be at least two turns for each speaker. Depending on student literacy level, dialogues can be written beforehand to facilitate practice and performance. Ask students to rehearse their dialogue and present it to the class (or to another dyad/triad, if students are not willing to present to the class).

If an L1 is shared, lead a discussion afterward about the dialogues. Ask students to first discuss, in dyads or groups, 2 things they thought they and their peers in the class did very well and 1 thing they thought they and their peers in the class could do better. Remind students that they are NOT criticizing or making fun of anyone, and they should not use names of individual people. They are instead acting like a teacher to tell students what they are doing well and then offer a suggestion that can help them learn, not to make them feel bad. Ask groups to then share out their 3 things (2 praises, 1 suggestion) with the whole class, and facilitate a group discussion.

What students will do

Student dyads or triads will develop a dialogue with a partner, using multiple phrases from one or more handouts, to create an interaction that would take place in their community. They can also write it down, as literacy level permits. Students will rehearse dialogues and present it to the class (or to another dyad/triad, if students are not willing to present to the class).

Reflection

What teacher will do

Pass out *Handout 3.11: Reflection* and ask students to fill it in for today.

Have students return to their L1 groups, if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out the handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students should use their L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

DAY 4

Learning to Read Strategically Discussion 2

What teacher will do

Remind students that there are several strategies they can use to help them understand what they are reading. Project *Handout 3.5: Reading Strategies* for students to review.

Explain, in L1, if possible, that today they will continue to use the strategies of anticipating what they will read by using real-world knowledge as well as scanning for specific information. Ask students to discuss in L1 groups, if possible, how they used that strategy yesterday. Then, call for student volunteers to explain examples of how they used particular strategies the day before.

Expectations for student responses can be differentiated as follows:

- Students can volunteer their answers to the whole class, if ready, and using their L1, if possible.
- If no L1 is shared but student is literate in the L1, then the student can write down her/his responses in the home language.

What students will do

Students will engage in discussion in groups and with the whole class, in L1 if possible, to discuss how they are using the strategy of anticipation combined with skimming and scanning.

Dyad Reading and Jigsaw

Dyad Reading: What teacher will do

After the whole class activity, divide the class into 3 groups. Distribute one of the three texts (either *Handout 3.12: Queens, New York City*; *Handout 3.13: The Bronx, New York City*; or *Handout 3.14: Staten Island, New York City*) to each group. In addition, pass out the appropriate version of *Handout 3.15: NY City Boroughs Information Recording Sheet 2*.

Notes to Teachers

Provide formulaic expressions to help students verbalize their answers in English as well as practice using academic language. For example:

"Yesterday, I used the strategy _____. An example of how I used it is ..."

For this activity, ask students work in dyads as before they work on the text assigned to their group. Explain to the students that their purpose is to read the text to find the information described on the *NYC Boroughs Information Recording Sheet 2* for the particular borough they are reading about.

Ask the students to look over the sheet in their dyads. If they share a first language, let them know they can discuss what the headings mean. If they don't share a first language, they can use English or nonverbal communication and gestures. Prior to reading, remind them to use the strategies that were reviewed in the introduction to the class.

As the students are completing this task, circle the classroom to see how students are progressing with the task.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give the instructions listed above and monitor groups, providing contingent support as needed to triads.
- **Moderate scaffolding:** Place students in shared-L1 triads for more support and complete the first example for each text with the whole class.
- **Maximal scaffolding:** Sit with students needing extra support and support them by suggesting paragraphs in which the information can be found.

Dyad Reading: What students will do

Students will draw from your modeling of reading strategies, as well as from the previous day's reading activities, to engage with one of the three borough texts to find the information needed to complete the information sheet. Students should collaborate in L1 dyads, if possible, to locate the information.

Jigsaw: What teacher will do

Distribute *Handout 3.16: Boroughs Comparison Sheet*. In this activity, you will have the students join two other peers who have read different texts, and they fill out the comparison sheet. Model how to find evidence, using the sample answer about Queens. Point out that they are looking for sentences in the text that contains the needed information. Monitor students' progress, and after pairs have completed the sheet, the teacher review the differences between boroughs with the students as a whole group.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give instructions listed above and monitor groups, providing contingent support as needed to groups.

Notes to Teachers

For group activities, make sure that all students have a chance to participate. Ask students to use a "Round Robin" format, where students share their answers one at a time, with no interruptions. After everyone has shared, group members may discuss or add ideas. This initial round allows all students the chance to practice the language.

- **Moderate scaffolding:** Place students in shared-L1 pairs for more support and complete an additional example for each text with the whole class.
- **Maximal scaffolding:** Sit with students needing extra support. Support them by suggesting paragraphs in which the information can be found and showing them how to find a place, an number, or a location under a specific heading.

Jigsaw: What students will do

Students will draw from your modeling of reading strategies to engage with the three borough texts to find the information needed to complete the information sheet. Students should collaborate in L1 pairs, if possible, to locate the information.

Peer Dialogues 2

What teacher will do

Ask students to take out the five sets of interactional handouts that they have learned so far in this unit. If strengths and weaknesses of peer dialogues were discussed the day before, you can remind students of what they identified as the things the class did well and what they could improve. Then, ask students to return to the SAME groups as yesterday and:

- Make changes to their dialogue to improve it.
- Add more to their dialogue.

They should use a pen of a different color from the one they used the day previously so you can easily see the changes they have made. If students did not write down their oral dialogue the previous day and do not remember it, then ask them to re-create or make a new one.

Have students rehearse their dialogue and present it to the class, or to another dyad/triad, if students are not willing to present to the whole class.

If an L1 is shared, you can return to a discussion of strengths and weaknesses of the dialogues and have student dyads or groups discuss what improvements they saw in their own and their classmates' dialogues.

What students will do

Student dyads or triads will revise a dialogue using multiple phrases from one or more handouts to create a dialogue that would take place in their community. They can also write it down, as their literacy level permits. Students will rehearse their dialogue and present it to the class, or to another dyad/triad, if students are not willing to present to the class. If an L1 is shared, students can discuss what improvements they saw in their own and their classmates' dialogues.

Reflection

What teacher will do

Distribute yesterday's copies of Handout 11: Reflection or ask students to take them out. Ask students to fill it in for today.

Have students to return to L1 groups, if possible, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out the handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible, students should use their L1 to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

UNIT 1
Lesson
3

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

Extending Understanding Through Writing

- ✱ Writing with Mentor Texts
- ✱ Brainstorm
- ✱ Collaborative Writing
- ✱ Gallery Walk
- ✱ Peer Dialogues 3 (Optional)
- ✱ Reflection

Objectives/Disciplinary Practices

Use recently acquired knowledge and skills in the solution of novel problems

Create or recreate ideas

Engage in increasingly more complex performances

DAY 5

Writing with Mentor Texts

What teacher will do

Pass out *Handout 17: Writing Strategies Card*. Tell students that today, they will be looking at the borough examples together to see how they can help them write a similar text about their own neighborhoods.

Take out the five different borough readings, and ask students to do the same. Explain that they will look at these multiple examples to help their writing. Point to that strategy (#1) on the card.

Say that today, students will first be looking at the types of information the authors include about each borough and how they organized the information, which are strategies #2 and #3 on the card. By pointing at the headings in one or more of the texts, show that the writers organized their information by headings. Ask students to call out the different headings they see.

Expectations for student responses can be differentiated as follows:

- Students can call out headings orally.
- Students can point to headings, while you say them aloud and write them down.

After 6 or 7 headings are listed on the board or other projection device, if students have not yet volunteered them, add “See & Do” and “Getting Around” to the list and place a star by these two headings. Explain that these are two things that people learn quickly about our neighborhoods, and so today they will be writing about them for their own neighborhoods.

These discussions about strategies can be held in the L1, if shared. Headings written down in English can also be labeled with the equivalent in students’ home language, if known.

The next step of the activity can be differentiated as follows:

- **Minimal scaffolding:** Put students into groups, with shared L1 if possible, and assign each group one of the five texts. Have each group repeat the same process of making a list of the headings in their assigned text.
- **Moderate scaffolding:** Place students into groups, with shared L1 if possible, and have all students look at the same text. Start the process by finding the first example or two with the whole class, and then let each group complete the task.
- **Maximal scaffolding:** Elicit important information from a second text in the same way it was done for the first one.

What students will do

Students will identify headings and share that information with the class, orally or with gestures.

Brainstorm

What teacher will do

Pass out copies of *Handout 18: Neighborhood Brainstorming Sheet* to students. Ask students to choose which neighborhood they want to write about. They can choose either the neighborhood they live in or the neighborhood the school is in, but it needs to be a neighborhood they know something about.

Next, make a list on the board or via the projector of students’ names and the neighborhoods they have volunteered to write about (a map can also be projected to facilitate this process). Depending on how many students there are per neighborhood, divide them into groups of 2-4, using same-language groups if possible. It is fine if more than one group writes about the same neighborhood. Try to avoid having students work alone, however; if there are single students who want to write about a certain neighborhood, find out if they know enough about the school’s neighborhood to write about it.

Once students are grouped, ask them to write the name of the neighborhood they have been assigned at the top of the *Brainstorming Sheet*. Then, provide time for students to list everything they know about things to “see and do” and about transportation in their neighborhood. Students should write these in the column “My ideas.” Let students know that this list can be written in English or in students’ home language(s), and they can also use the *Community Vocabulary* handout to help them. Model an example for the school’s neighborhood before students begin working together. If many students want to write about the school neighborhood, then in this and future instances you can instead write about another neighborhood that you know well.

Then, ask students to join the others in their group and take turns sharing what they wrote or drew. Explain that if another student has a new idea that they did not write down, they should add it to what has already been written in the column “Ideas from my group” on the *Brainstorming Sheet*.

The activity can be differentiated as follows:

- **Minimal scaffolding:** Give the instructions listed above and monitor groups, providing contingent support as needed.
- **Moderate scaffolding:** Place students in shared-L1 pairs for individual writing portion of the task before group work.
- **Maximal scaffolding:** Have students individually draw images instead of words, and later they can work with a group and/or work with you one-on-one to attach labels to them.

What students will do

Students will select a neighborhood to write about and generate ideas for writing, both individually and with a group, drawing upon their home language as needed to do so.

Collaborative Writing

What teacher will do

Tell students that in their group, they will write two paragraphs about their neighborhood, following the example in the models. One paragraph will be about things to see and do, and one will be about transportation.

Explain that first, they will look at the models provided to see if there are sentence patterns they might want to use in their own writing. Point to the writing strategies card and remind students that this is strategy #4 (Look at *how* they say things, and try to use these patterns if you can). Distribute and project *Handout 19: Example Sentences from Mentor Texts*. Explain to students how the sentence patterns on the right-hand side were taken from the paragraphs on the left, underlining the “source” sentences to make this relationship clear. Model, both orally and in writing, how multiple of these sentences could be used to write about the neighborhood in which the school is located (or another of your choosing). Elicit suggestions from student volunteers if they are willing, but answer your own questions if needed.

Tell students that they will now write a similar text about their school. Their text will need to contain two paragraphs: one about things to see and do, and one about transportation. Provide groups with poster paper and markers and remind students to refer to the *Example Sentences and Brainstorming Sheet* they have been using. Point to the writing strategies card (#5 and #6), explaining that they can make NEW sentences and use new words, not just rely on what they have been given.

Differentiate the task as follows, depending on individual student’s readiness:

- **Minimal scaffolding:** Ask students to write their two paragraphs, using the headings given. Point out that each group will make different choices about what to include, so everyone’s paragraph should look different. Give these instructions in the L1, if it is shared.
- **Moderate scaffolding:** Model the first few of sentences of your paragraph about the school’s neighborhood (or another of your choosing) before asking groups to write their own. Show how to transfer information from the *Brainstorming Sheet* to the paragraph, using the model sentences and new sentences too.
- **Maximal scaffolding:** After modeling (see moderate scaffolding), circle 2-3 model sentences for each of the two topics. Ask students to write those sentences on their posters, with information filled in from their *Brainstorming Sheets* about their assigned neighborhood.

Notes to Teachers

Provide each group member with a marker of a different color to monitor their contributions. If you see one color that is not as well-represented, check in with the student—s/he may need additional scaffolding.

What students will do

Students will draw upon the *Example Sentences, Brainstorming Sheet, and Community Vocabulary* handouts, along with writing strategies cards, to, with appropriate scaffolding, write a text about their community in groups.

Gallery Walk

What teacher will do

Have students display their posters. Ask students to walk around and look at other groups’ posters, filling out *Handout 20: Learning About Other Neighborhoods*. If needed, model doing this with one of the posters before students begin. After students complete their sheets, ask students to work in pairs to share their answers and jointly agree on one interesting fact about a neighborhood from their sheets that they want to share with the class. Have student volunteers share orally or non verbally, by pointing to that part of the selected poster.

What students will do

Students will individually fill out the handout using information from their peers' posters. They will select favorite facts from a neighborhood with their peers, and then they will share these facts with the class orally or non-verbally.

Peer Dialogues 3 (Optional)**What teacher will do**

Ask students to take out the interactional handouts that they have used so far in this unit. Group students in dyads or triads (L1 or mixed-language) and have students create dialogues using phrases from one or more of the handouts. Emphasize that the dialogue needs to be connected. It should not feature just questions and answers, but should have an "interaction" that is interesting to the audience. Based on student readiness, you can suggest a certain length of dialogue, but it should be at least two turns for each speaker. Depending on student literacy level, ask students to write their dialogues beforehand to facilitate practice and performance.

What students will do

Student dyads or triads will develop a dialogue using multiple phrases from one or more *Expressions* pages to create an interaction and write it down, as literacy level permits. Students will rehearse the dialogue and present it to the class, or to another dyad/triad, if students are not willing to present to the class.

Reflection**What teacher will do**

Distribute copies of *Handout 3.21: Reflection* and ask students to fill it in. Have students return to their L1 groups, if possible and if time allows, to discuss their responses. Ask groups, or individuals, if group work is not possible, to share out their responses.

What students will do

Students will fill out the handout, discussing and/or writing responses and circling appropriate facial expressions. In groups, if possible and if time allows, students use the L1 to discuss their responses.

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Teaching Guide 1: Active Listening Task: New York City And Its Landmarks

Like the extended oral teacher presentation on the family tree and typical schools, this activity has two purposes: (1) to involve students in listening to connected discourse on a subject that they know something about, and (2) to introduce students to sentence patterns they will eventually be able to imitate to talk about their city and their community. Listening to connected discourse (e.g., a presentation, an explanation) is essential if students are going to develop their ability to listen to spoken English presentations in their classes. In the longer term, students can imitate patterns that they hear in connected discourse if they are used in meaningful communication and repeated appropriately in oral communication. However, students do not necessarily need to see these patterns in writing. It is essential that they gain confidence in their ability to incorporate the English all around them by imitating what they hear. While these production-related (e.g., speaking and writing) benefits will accrue gradually as students develop, the main purpose of this task is listening and comprehension. In other words, production will come eventually, but comprehension is the key.

The script for this activity is a guide only, but exemplifies a **new-learner-speaking style**. It is written to suggest to you the kind of talk that makes it easy for students to understand a spoken presentation, supported by graphics or pictures, in a way that allows them to understand meaning and at the same time be exposed to repeated patterns of language that they themselves can use. While speaking, do not slow down your talk unnaturally.

Day 1

1. Presentation New York City map with landmarks
2. Yes/no questions on New York and its landmarks
3. Oral multiple choice questions on the landmarks
4. Group work in which students describe the landmarks using the same expressions they heard repeated several times in the teacher presentation

Day 2

1. Presentation of the borough in which the school is located and the students' neighborhood
2. Yes/no questions to the group on the borough and neighborhood
3. Oral multiple choice questions on the borough and neighborhood
4. Group work in which students describe their own or other students' neighborhood landmarks using the same expressions they heard repeated several times in the teacher presentation

Materials Needed

1. Map of the US showing NY City
2. Map of NY showing landmarks
3. Map of NYC boroughs and bodies of water
4. Map of borough in which school is located
5. Map of neighborhood
6. Pointer that allows you to point to particular aspects of the visuals
7. List of City and Community Vocabulary that contains translation to first language in order to make certain that students have access to meaning
8. The small version of visuals for students to use in group work

Day 1

In this lesson, you will engage students in listening to a presentation about New York City that begins broadly, but focuses on the general area of New York as well as its five boroughs. Conceptually, the presentation builds students' knowledge of the geography of the US and exposes them to city maps as representations of areas with which they are familiar.

The visuals are drawn from several resources on <http://www.nyc.gov> and maps used in Lesson 2. These excellent and detailed city maps should be projected using a computer in order to take advantage of the full functionality of the maps themselves and to make clear the information available about neighborhoods and communities. If you would like a guide as to how to use this web-site, please review the handout entitled *Getting Familiar with NYC Planning Website*. While the on-line version offers full functionality, there are multiple options for off-line use of these maps, if Internet is not available.

For this presentation, you will once again use a **new-learner-directed speaking** style that is linear, repetitive, and directly supported by pointing out details in the visuals. By doing so, you can provide students with new information and at the same time allow them to use their real world knowledge to guess intelligently about what is being presented.

Before you begin, be sure that students have copies of the *Community Vocabulary* list to help ensure access to meaning.

Project a map of the United States with all the states, using any popular search engine's map function, and then zoom into New York State so that New York City can be seen prominently. If Internet is not available, then before the lesson begins, save an image of both the national map and the New York state map so that you can project them. As indicated in Lesson 1 and Lesson 2, point to each piece of information you introduce to students and use gestures and intonation when needed.

(Say:) Today we are going to talk about New York City. New York City is located here. It is near New Jersey. It is near the Atlantic Ocean.

(Now use the more detailed map of New York that shows bodies of water and their names, highways, bridges, airports, and the names of the boroughs.)

(Begin by saying:) New York is a very large city. It is divided into 5 boroughs. Manhattan, Queens, the Bronx, Brooklyn, and Staten Island. Queens is located north of Brooklyn. The Bronx is located north of Manhattan.

(You can choose to personalize this segment and tell students that their school is in ____ borough. Details about the boroughs will be covered in Day 2.)

(Say:) New York City is west of the Atlantic Ocean. There are many bodies of water that surround it. This is the Hudson River. It is located between Manhattan, the Bronx and New Jersey. The East River is located east of Manhattan and west and northwest of Queens. New York Bay, Lower New York Bay. This is the East River, etc.

Other possible locations to point out and expand on are:

- Holland Tunnel.
- LaGuardia Airport.
- John F. Kennedy international Airport.

You can begin asking yes/no, multiple choice, and Wh-questions whenever you have covered main landmarks, and students seem ready. Because your students know the routine, you will be able to begin, as usual, by answering your own questions and inviting students to respond in a chorus when ready.

DAY 2

Part 1

Show the map of New York City with the five boroughs and their small subdivisions presented in color (http://www.nyc.gov/html/dcp/html/neigh_info/nhmap.shtml). If you are working offline, save an image of this map so that you can project it. This is a short activity, the purpose of which is to allow students to see the relationship between where they live and New York City boroughs and districts.

(Say:) This is a map of New York City. It is a very large city. It has a population of more than 8.4 million people. (Write this number on the board, both as 8,400,000 and 8.4 million). New York is divided into five different areas: Manhattan, Queens, the Bronx, Brooklyn, and Staten Island. Our school (name of school) is located here, in the borough called (name of borough).

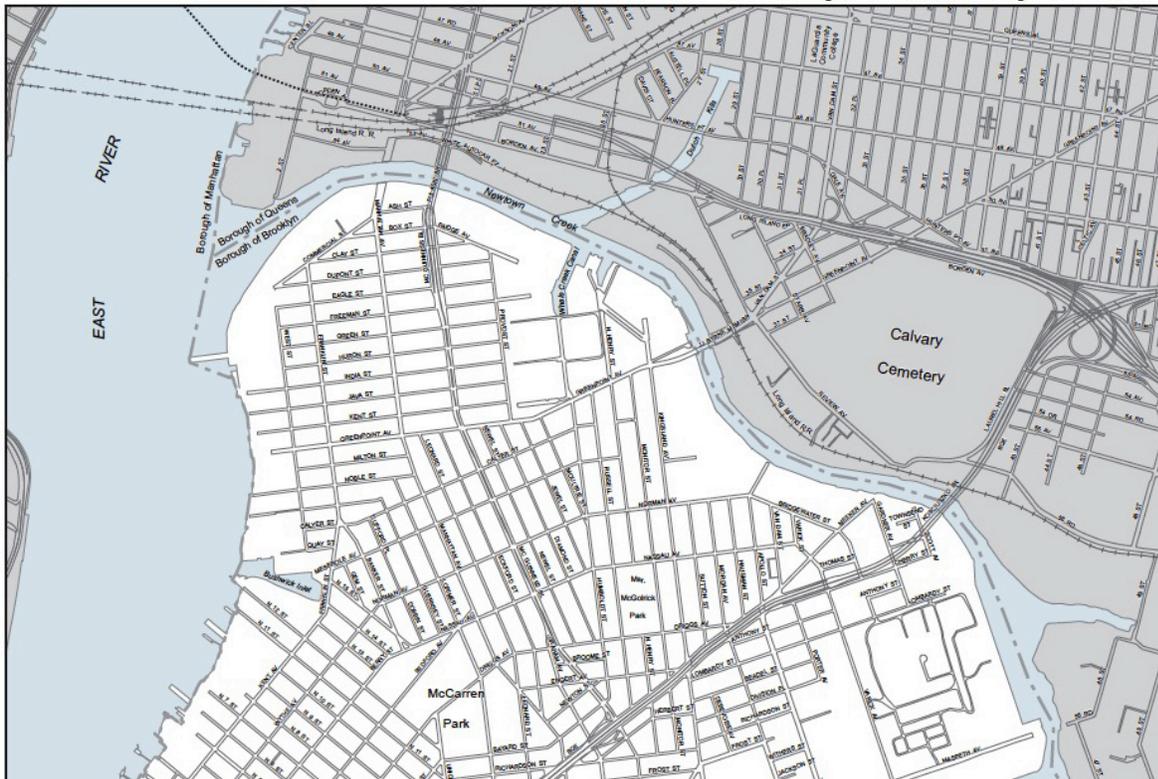
(If you are working online, you can click on district information and see the neighborhoods in each district. If not, skip it.)

Our school is located in *(name of district)* and in *(name of neighborhood)*. Is our school located in Florida? No, our school is located in New York City. Is our school located in *(wrong borough)*, no, it is located in *(right borough)*.

Part 2

Next, click on the community district and open a neighborhood map, using the same webpage. (To do this, scroll to the bottom of the page and click on “community district profile. Download and open the pdf and go to the black-and-white street map of the district, typically found on p. 3. If you are offline or just want to prepare ahead of time, you can download this pdf before class. An example of this type of map is below.)

Brooklyn Community District 1



Use the PDF tools to zoom in on the street map of your neighborhood that shows where your school is located. (You will want to work this maps so you can move easily between them.) On the map of your neighborhood, you will then proceed to point out various familiar landmarks that you know students will recognize. Below are some examples of ways to introduce familiar landmarks:

(Say:) Here is our school. It is located on _____ Street. Here is the museum. The school is in front of the school. Here is the hospital. The hospital is five blocks from the school. Here is the corner of _____ street and _____ street. The apartment building is on the corner. (Name of store) is across from _____. The church is near the hospital.

The point of the activity is for students to keep listening and to attempt to make sense of what you are saying. Once you have presented particular landmarks, start asking yes/no and multiple-choice questions in which you recombine the information you presented in various ways in order to engage students in listening carefully to your presentation. Remember to begin with asking and answering your own questions. Possible questions follow:

- Is the school near or far from the corner of _____ and _____?
- Is the subway stop at _____ and _____ or _____ and _____?
- Is this the museum or the library?

Possible Wh-questions are:

- What is this? This is the school. It is located on _____ street.
- What is this? This is the hospital. It is in front of the church.
- What is this? This is the grocery store. It is near the subway stop.
- Where is the school? Is it located on _____ street or on _____ street?
Yes, it is located on _____ street.....

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Getting Familiar with NYC Planning Website

<http://www.nyc.gov>

NYCPlanning is a website created by the Department of City Planning of the City of New York. It is filled with wonderful resources that can be used to help you and your students explore the surrounding community. As a part of the active listening tasks in Lesson 3, we have illustrated various ways to draw on this website to access data. In this overview, we focus on three significant parts of this website.

NYC Community Data Portal

http://www.nyc.gov/html/dcp/html/neighborhood_info/nhmap.shtml

The Community Data Portal is used during Part 2 of the Listening Activity to show students where their neighborhood is in relationship to other significant areas within the city. This map illustrates the five boroughs, as well as the districts that constitute them. Because the map is interactive, you are able to click on each district, which will take you to district-specific information.

Community District Profile

After clicking on a particular district on the Community Data Portal interactive map, you are brought to a page with detailed information about the district you selected. There are three tabs on this page: District Profile, Projects/Proposals, and Data Resources. On the District Profile page, there are a series of charts that illustrate important information about the district. These charts include the following information: the names of neighborhoods, maps, population, vital statistics, the amount of land that the district occupies, and information about how district land is being used. At the bottom of the page is a link to a PDF that contains the charts listed above, several maps, and other data about the district (e.g., summaries of demographic data, number and location of schools).

NYC CityMap

CityMap On the third tab in the on the district page is entitled *Data Resources*. The final link on the *Data Resources* tab is to a service called *NYC CityMap*. This online portal provides another interactive resource to explore the area surrounding the school. In order to center the map in the area around the school quickly, enter the school's address in the search board. Centering the map around the school will allow you to better utilize the many engaging features of this map. In order to call your attention

to a few of the most significant features, we describe how to use the “zoom” function, the “map type” box, and the “show additional information” feature.

A “zoom” bar is located in the top left hand corner of the map. This function allows you to quickly move from City, Borough, Neighborhood, Block, and Building View. On the upper right hand corner of the map, there is a box entitled *map type*. In addition to the default street view, this box allows you to select various aerial image maps taken throughout the decades. Another aspect of this interactive map that is useful for classroom instruction is the “show additional information” feature. In the right hand column, clicking on the text *show additional information* will create a drop down menu in which you can click on specific details. For example, under City Life it is possible to identify the location of local public pools.

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Teaching Guide 2: Reading Strategies

The texts in this lesson are all slightly edited versions of <http://www.visiting-newyork.net/entries>. They are closer to authentic texts and will move students forward in becoming familiar with Internet resources of this type. For our purposes, these types of brief entries present a useful model of a particular text type (internet information for general readers) with a familiar topic (a city). We carefully maintained as much of the original texts as we believed would be useful as learning devices for new learners of English.

The focus of the lesson's texts is New York City and its boroughs. Many newcomer students, however, may know very little about the city that they live in, or about areas outside of their neighborhood, other than what they may have gleaned from days 1 and 2 of this lesson. These texts are accessible in that what students are being asked to do with them (find particular information) is a task that they can do successfully. Nevertheless, you may want to give students a broader context that can contribute to the growing understanding of the city in which they live.

We suggest that you begin the lesson as follows (and included in the day's lesson plan):

1. It will be useful to project one or several maps of the City that allow students to see the relationship between the neighborhood where their school is located, the borough they live in and the rest of the city. Using the type of presentational style that you use to ensure understanding (pointing, repetition, staying on the topic, presenting information linearly, making eye contact with students, checking for understanding) talk about New York City, its boroughs and its neighborhoods, selecting examples that you think will make relationships clear.
2. We know very little about what students know about New York, but because of Lesson 2, in which teacher used maps to talk about the United States, they may have a growing understanding of maps and graphic presentations of places in the world. You may want to emphasize that they live in a particular neighborhood in New York City and that every neighborhood is located in a borough that is one of five boroughs in the city. This is a "play-it-by-ear" suggestion because only you can gauge to what degree this information will be useful or confusing for your students.

As pointed out in Lesson 2, a college and career-ready education for all students requires that they learn the various reading strategies necessary to find information in a text, regardless of their English language proficiency. Reading to find information is central to having access to disciplinary knowledge in every class. The first lesson's focus on skimming and scanning highlights this emphasis. The goal of explicitly teaching these two strategies is to ensure that students learn about headings, text structure, and possible ways of making sense of a text filled with unknown words. The reading sections in Lesson 3 engage students in building upon and applying what was covered in both Lesson 1 and Lesson 2. These reading sections include practice in finding information (both skimming and scanning) with brief texts, which are modeled after actual web pages. Practice in working with materials such as those found on the internet builds English language learners' confidence so that they are willing to tackle the various types of unfamiliar texts that they will encounter in their subject-matter-classes.

While the emphasis in the first lesson was on skimming and scanning, these are not the only two reading practices which the lessons in this unit encourage. As pointed out in Lesson 2, other reading practices include developing tolerance for ambiguity, guessing intelligently, and using whatever resources a student brings (e.g. cognates they may recognize and real world knowledge). Together, these lessons engage students in attempting to comprehend written texts in a purposeful and strategic manner. The goal is not that students comprehend texts in their entirety, but that they feel that they are capable of engaging with text and of understanding texts both by themselves and through working collaboratively with their peers. It follows, then, that teachers should not expect that students will understand everything about the text. However, it is still possible for them to derive some meaning through engaging closely with texts. This engagement and attempting to understand using a variety of textual and personal resources will help students to develop a sense of success in their ability to extract meaning. This sense of success will encourage them to read more, which, of course, will ultimately further develop their reading proficiency in English.

It is also very important to note that in the activities in this lesson, students are not asked to "read" a text aloud, word-for-word, from start to finish, in the traditional sense. Because of the stress and fear of ridicule that many ELLs experience when reading aloud in a new language in front of their class-mates, we suggest that very little reading aloud be required. From the perspective of this approach to ESL, "reading" means using the strategies described above to seek information in a text. We are aware that this is a different approach and will be new to many teachers and students, so it is important that students understand that word-for-word reading (which would clearly frustrate them because of their proficiency level) is NOT the goal and should not be used as a precursor to the activities in this lesson.

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Handout 3.1: Listening Strategies Card

Listening Comprehension Strategies

Listening attentively and making an effort to comprehend what you hear is essential to learning English. When you first start learning a language, it is difficult to continue to listen when you feel like you are not understanding anything. You will get tired, and you will get distracted. It is very important for you to force yourself to listen attentively. Use these strategies to make rapid progress.

1. Anticipate what the speaker will say. What do you already know about the speaker and the topic?
2. Listen actively. Look at the speaker.
3. Pay close attention.
4. Use your ears and your eyes. Notice gestures and facial expressions and any visual the teacher is using.
5. Guess intelligently at what you don't understand completely.
6. Don't get stuck on words you don't know or on details that confuse you.
7. Keep listening even when you are tired.

Estrategias para Escuchar y Comprender

Para aprender inglés es esencial que escuches con atención y que hagas un esfuerzo por comprender lo que oyes. Cuando primero empiezas a aprender un idioma, es difícil seguir oyendo cuando sientes que no estás entendiendo nada. Te cansas y te vas a distraer. Es importante que te fuerces a escuchar con atención. Usa estas estrategias para progresar rápidamente.

1. Anticipa lo que va a decir la persona que está hablando. ¿Qué sabes de la persona y del tema del que habla?
2. Escucha activamente. Ve directamente a la persona que habla.
3. Pon mucha atención.
4. Usa los oídos y los ojos. Fíjate en los gestos y las expresiones y en las gráficas o ilustraciones que use el maestro.
5. Adivina inteligentemente lo que no entiendes completamente.
6. No te atores en las palabras que no sabes o en los detalles que te confunden.
7. Sigue oyendo aunque te canses.

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Handout 3.2: City and Community Vocabulary

state	estado
city	ciudad
borough	municipio, distrito
river	río
island	isla
north	norte
south	sur
east	este
west	oeste
miles	millas
bay	bahia
sound	brazo de mar
ocean	oceano, mar
airport	aeropuerto
highway	carretera
tunnel	tunel
bridge	puente
beach	playa
population	población
neighborhood	barrio, colonia
hospital	hospital
library	biblioteca
museum	museo
movie theatre	cine
courthouse	juzgado
subway/bus stop	paradero de metro o auto-bús

police station	estación de policía
river	río
park	parque
street	calle
highway/freeway	carretera, autopista
intersection	cruce
streetlight	semáforo
store/shop/market	tienda, mercado
grocery store/supermarket	bodega, supermercado
gas station	estación de gasolina
office building	edificio de oficinas
factory	fábrica
apartment building	edificio de apartamentos
house	casa
corner	esquina
block	cuadra

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Handout 3.3: Asking and Giving Directions Expressions

Question/Comment <i>Pregunta/Comentario</i>	Appropriate Response <i>Respuesta apropiada</i>
Asking for Directions	
Excuse me. Can you tell me where _____ is? <i>Perdone, puede decirme dónde queda _____</i>	Yes, it is _____ <i>Sí, queda _____</i> On the left/to the left <i>A la izquierda</i> On the right/to the right <i>A la derecha</i> Straight ahead <i>Derecho</i> On the corner <i>En la esquina</i> Nearby/close <i>Cerca</i> Far away <i>Lejos</i>
How far away is _____? <i>¿Qué tan lejos está _____?</i>	It is _____ miles from here. <i>Está a ___ millas de aquí.</i> It is _____ blocks from here. <i>Está a ___ cuadras de aquí.</i>
How long does it take to get to _____? <i>¿Cuánto tiempo toma llegar a _____?</i>	It takes _____ minutes. <i>Toma _____ minutos.</i>

Giving Directions

How do I get to _____?
¿Cómo se llega a _____?

Turn left/right at _____.
Dé vuelta a la derecha/izquierda en _____.
 Go straight ahead for ___ blocks.
Siga derecho por _____cuadras.
 Go that/this way.
Vaya por aquí/allí.
 Turn around.
Regrese por donde vino.

Saying Where You Live In New York

Do you live in New York?
¿Vives en Nueva York?

Yes, I do.
Sí.

Are you from here?
¿Eres de aquí?

I live in in New York now.
Vivo en Nueva York ahora.

What part of New York do you live in?
¿En qué parte de Nueva York vives?

I live in _____.
Vivo en _____.

What borough do you live in?
¿En cuál municipio vives?

What neighborhood do you live in?
¿En cuál colonia/barrio vives?

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Handout 3.4: Reflection/ Reflexión

Day 1

1. Say or write an answer. What strategies did you use to help you understand what people said?
How did these strategies help you?
Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen las personas? ¿Cómo te ayudaron a ti esas estrategias?

In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

Day 2

1. Say or write an answer. What strategies did you use to help you understand what people said?
How did these strategies help you?
Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen las personas? ¿Cómo te ayudaron a ti esas estrategias?

In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

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Handout 3.5: Reading Strategies Card

Reading Strategies

You are going to learn various important strategies to read in English. Your success in school depends on you developing the ability to read quickly to find information and understand ideas.

There are two main strategies that are going to help you begin to read with confidence:

Skimming: The process of looking at a text before reading to get a sense of the text as a whole

Scanning: Reading quickly to find the specific information that you need or want

“Skimming”

Before reading, look at the whole text. Do not begin to read word for word.

1. Look at the title. What does the title tell you about what you are going to read?
2. Look at the parts of the text. How many paragraphs are there? If there are headings, what do they tell you about the text you are going to read?
3. Give the text a quick look. Do you see any words that are like those in your home language? Decide if these words can help you understand what the theme of the text is.
4. Use what you know already to anticipate (or try to figure out) what the text is going to be about.

“Scanning”

To read quickly looking for specific information, remember:

1. To use this strategy, you have to read with a purpose.
2. Think about the information that you need.
3. Look only for that information.
4. Use information that you already have to anticipate (or try to figure out) what part of the text you will find the information in.

Estrategias para Leer

Vas a aprender varias estrategias importantes para leer en inglés. Tu éxito en la escuela depende de que desarrolles la capacidad de leer rápidamente para encontrar información y para comprender ideas.

Hay dos estrategias principales que te van a ayudar a empezar a leer con confianza:

Skimming: El proceso de examinar una lectura antes de leerla

Scanning: Leer rápidamente para encontrar información específica

“Skimming”

Antes de leer, examina toda la lectura, No empieces a leer palabra por palabra.

1. Examina el título. ¿Qué te dice el título acerca de lo que vas a leer?
2. Examina las partes del texto ¿Cuántos párrafos hay? ¿Si hay encabezados, qué te dicen sobre el texto que vas a leer?
3. Da un vistazo rápido. ¿Ves palabras que se parecen al español? Decide si estas palabras pueden ayudarte a entender cuál es el tema de la lectura.
4. Usa lo que ya sabes para anticipar de qué se va a tratar el texto.

“Scanning”

Para leer rápidamente con el objetivo de buscar información específica recuerda que:

1. Para utilizar esa estrategia tienes que leer con un propósito.
2. Piensa en la información que necesitas.
3. Busca solamente esa información.

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

Handout 3.6: New York City: The Boroughs

New York City is made up of five boroughs. The boroughs have their own unique features, and each could be a large city in its own right. Each borough consists of several districts, and each district, in turn, is made up of several neighborhoods. The neighborhoods have their own distinct character and history, and some are only a few blocks in size.

Manhattan

Manhattan is the most densely populated of the five boroughs. There are 1.6 million people who live on just 23 sq. miles (59 sq. kilometers). Crowded and towering skyscrapers characterize many areas of Manhattan. These skyscrapers are home to some of the largest U.S. corporations and financial institutions. Manhattan is also the most visited destination in New York City because of its well-known landmarks such as Times Square, the Empire State Building, and the United Nations (UN) Headquarters.



Manhattan at night by Javier Gil

Brooklyn

Brooklyn is the most populous of the boroughs. Approximately 2.6 million people live on an area measuring 71 sq. miles (183 sq. kilometers). The borough is known for its cultural diversity and includes several ethnic communities living in their distinct neighborhoods. Brooklyn's long beach front is a popular destination for many New Yorkers, especially during the summers. A popular beach front destination is Coney Island.

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Queens

Queens is the largest of New York City's five boroughs, measuring 109 sq. miles (283 sq. kilometers). Although Queens is not as densely populated as Manhattan, it has a larger population of 2.3 million. Like Brooklyn, Queens is home to several ethnic communities living in their own neighborhoods. New York City's two airports, John F. Kennedy and La Guardia Airports, are both located in Queens. The borough is also home of the Mets baseball team.



Interstate 678 in Queens by NHR HS2010

The Bronx

In the Bronx, 1.4 million people live on 42 sq. miles (109 sq. kilometers). Movies and television often portray the Bronx as a rough and crime-infested area, but this is far from reality. As a matter of fact, the borough is home to the New York Yankees baseball team and the Bronx Zoo, which is the largest city zoo in the United States. Many people consider the Bronx as the birthplace of rap music and hip-hop culture.

Staten Island

Staten Island is the least populated and the least densely populated of New York City's five boroughs. The borough measures 58 sq. miles (151 sq. kilometers) and has a population of slightly less than 500,000. Staten Island has a suburban landscape and is characterized by more green space than the other boroughs. Within the center of Staten Island is the Greenbelt, which is composed of several city parks and 35 miles (56 kilometers) of walking trails.



Staten Island Railway by Sta 2GUY Z

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

Handout 3.7: Manhattan, New York City

Introduction

Manhattan is situated at the mouth of the Hudson River. Manhattan is the smallest and most densely populated of New York City's five boroughs. 1.6 million people (2012) live in an area measuring just 23 sq. miles (59 sq. km). The borough is made up of a group of islands: Manhattan Island, often referred to as Manhattan, is the largest, and the smaller islands are Liberty Island, Ellis Island, and Roosevelt Island. Manhattan Island is divided into three districts: Downtown, Midtown, and Uptown.



Manhattan is the seat of the city's government. The office of New York City's mayor and city council are located at City Hall in Manhattan. The borough is also a major financial center, not only in the United States but also globally. The Financial District in Manhattan is the home of Wall Street, where several stock and commodity exchanges are based. Therefore, it is not surprising that Manhattan is one of the wealthiest areas in the United States.

See & Do

Manhattan is the main destination for many visitors to New York City. Major attractions and landmarks in Manhattan include the Empire State Building, Times Square, the Statue of Liberty, Central Park, the Brooklyn Bridge, and the UN Headquarters. There are many



Empire State Building by Daniel Schwen

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museums and art galleries that are worth visiting, including the famous American Museum of Natural History, Metropolitan Museum of Art, Museum of Modern Art, and Guggenheim Museum.

Neighborhoods

Beyond the city's tourist attractions, there are several interesting and colorful neighborhoods in Manhattan. These neighborhoods are worth visiting, and if not for a day trip, at least for passing through. Greenwich Village and East Village once attracted residents from the counterculture movement, but are now middle class neighborhoods that still retain distinctive charms of their own. Chinatown takes on a lively atmosphere, and you would probably think you are in a city in the Far East and not in the United States.



Times Square by Laslo Varga

Shopping

Manhattan is a shopping paradise, offering a wide range of merchandise from electronic gadgets to the latest designs in fashion. For many shoppers, including visitors, Manhattan's Fifth Avenue is the central point and a premier destination for shopping in New York City. Madison Avenue is an upscale shopping destination well known for its luxury stores ranging from fine jewelry to luxury clothes. Major department stores and discount stores in the borough include Macy's, Bloomingdale's, Bergdorf Goodman, Saks Fifth Avenue, Century 21, and Syms.

Eats & Restaurants

There are plenty of places when it comes to eating out in Manhattan, ranging from the humble street food vendors to the upscale fine dining restaurants. Also available are the varieties of ethnic eateries besides American including Italian, Mexican, Middle Eastern, Caribbean, Chinese, Japanese, and Indian, to name a few. For those with dietary restrictions for religious reasons, there are eateries serving kosher (Jewish) and halal (Muslim) meals. When it comes to cheap eats, street foods offer the cheapest option and you can get a decent meal with soft drink for \$5- 10.

Getting Around Manhattan

The roads in Manhattan are arranged in a grid-like manner and it is easy to find your way if you know the avenue and street numbers.

- Avenues (e.g. Third Avenue and Fourth Avenue) run in a north-south direction.
- Streets (e.g. 13th Street and 14th Street) run in an east-west direction.

Driving in Manhattan may not be ideal with its congested and slow moving traffic. Furthermore, finding a parking space is difficult, and if found, the parking charges are steep. It is better to get around the borough by taking the cab or the city's efficient public transportation system of subway trains and buses.

UNIT 1

Lesson

3

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

Handout 3.8: Brooklyn, New York City

Introduction

Brooklyn is situated on the western end of Long Island and across the East River from Manhattan Island. Brooklyn is the most populous of New York City's five boroughs, with 2.6 million people (2012) living in an area measuring just 71 sq. miles (183 sq. kilometers). If Brooklyn were its own city, it would be among the top ten largest cities in the United States.

Diversity of Communities

Several ethnic groups reside in Brooklyn, with many living within their own neighborhoods. Dyker Heights and Bensonhurst are home to many Italian Americans, while Brighton Beach is home to many Russians and other Eastern Europeans. Another neighborhood is Borough Park, which has one of the largest Hasidic and Orthodox Jewish communities outside of Israel. Other communities living in Brooklyn include Hispanic, African American, Chinese, and Middle Eastern.

See & Do

Downtown Brooklyn is the heart of Brooklyn; it is the borough's commercial and business district. The office of the borough's president is also located in Downtown Brooklyn. It is located in the mid-19th century Borough Hall and is the oldest building in Brooklyn. A popular Brooklyn shopping destination is the Fulton Street Mall, home to more than 230 stores including



Downtown Brooklyn by Kenneth Lu

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department stores. Another local attraction is DUMBO (Down Under the Manhattan Bridge Overpass), a residential neighborhood as well as a premier art destination located near Downtown Brooklyn.

A popular destination in Brooklyn is Coney Island (actually a peninsula), a residential neighborhood and major beach resort that offers several amusement rides. Coney Island is the home of the New York Aquarium, which is one of the oldest aquariums in the United States. Nearby Coney Island is the neighborhood of Brighton Beach, home to a large community of Russians, Ukrainians, Polish, Georgians, Armenians, and other Eastern Europeans. Brighton Beach has a distinct Eastern European character and is often referred to by the locals as “Little Odessa.”

Although the museums of Brooklyn may not be in the same limelight as Manhattan, the borough has several interesting museums. The New York Transit Museum is among the most well-known museums in Brooklyn. It is situated in the unused Court Street subway station. The museum has a collection of historical artifacts from New York City’s public transportation system. The scenic gardens and plant collections of the Brooklyn Botanic Garden are certainly worth a visit. The highlight is the Japanese Garden, beautifully landscaped and complemented with an oriental pond and winding paths.



Coney Island Boardwalk by Wally Gobetz

Getting Around Brooklyn

New York City’s yellow cabs are available in Brooklyn; however, they are not as plentiful as in Manhattan. An alternative to using yellow cabs is to call for a livery cab. However, the best way to get around Brooklyn is to use New York City’s efficient public transport system of buses and subway trains. There are 18 subway lines passing through or terminating their routes in Brooklyn. The Atlantic Avenue-Pacific Street and Borough Hall-Court Street Stations are the main subway stations serving several subway lines in the borough.

UNIT 1

Lesson

3

Course: ESL

Unit 1: Families, Schools, and Communities

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Handout 3.9: NYC Boroughs Information Recording Sheet 1

Manhattan and Brooklyn

Activity 1

Instructions: Read the descriptions of Manhattan and Brooklyn. Find¹ the following information. Circle² the information in the text and write³ what you found. Use English or your first language.

Manhattan

Location of Manhattan	
Population	
Square miles occupied	
Location of New York City mayor	
Major attractions for tourists	1. 2. 3.
Neighborhoods in Manhattan	1. 2.
Fifth Avenue	
Department stores	1. 2. 3.
Parking in Manhattan	

¹ Circula

² Encuentra

³ Escribe

Brooklyn

Location of Brooklyn	
Population	
Square miles occupied	
Ethnic communities in Brooklyn and their neighborhoods	1. Italian Americans live in _____ 2. Russians 3. 4. 5.
Borough Hall	
Popular destinations and museums	
Transportation in Brooklyn	

UNIT 1
Lesson
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Lesson 3: My Community

Handout 3.10: Malika in New York Malika en Nueva York



Malika is on a vacation in New York City. She wants to visit famous places in the city. She has selected a few interesting activities; however, she doesn't know in which borough they are located. Use the information from the texts to help Malika. In itinerary, write the name of the borough in which each activity is located. (See Lesson 1, Day 1 activities for an example.)

After writing the name of the boroughs in the itinerary, answer the three following questions on the following page.

Malika está de vacaciones en Nueva York. Quiere conocer todos los lugares famosos. Ya ha seleccionado algunas actividades. Pero, no sabe en cuál municipio se encuentran. Usa la información de las lecturas para ayudar a Malika. Escribe el nombre del municipio donde queda el lugar. (Se ve un ejemplo en las actividades del lunes.)

Después de escribir dónde quedan los lugares en su itinerario, contesta las tres preguntas.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Activities	Statue of Liberty Example: Manhattan	Empire State Building	Metropolitan Museum of Art	Coney Island	Ellis Island
Afternoon Activities	New York Transit Museum	Fulton Street Mall	Fifth Avenue	New York City Aquarium	

¹ Photograph taken by shizhao used under CC BY-SA 2.0

1. Malika doesn't have any plans for Saturday afternoon. Help her make a plan. Suggest places that she can visit. Write down in which borough in which each activity is located.
Malika no tiene planes para el sábado en la tarde. Ayúdala a hacer un plan. Sugiere lugares que puede visitar y actividades que puede hacer. Dile en cuál municipio se encuentran todos los lugares.
2. Malika wants to have dinner with a friend that lives in Manhattan. Which afternoon will she be in Manhattan? What is the best method of transportation in Manhattan?
Malika quiere cenar con su amigo que vive en Manhattan. ¿Cuál día estará en Manhattan en la tarde? ¿Cuál es la mejor forma de transportarse en Manhattan?
3. Malika's cousin lives in Brighton Beach. Which day is the best for Malika to visit her cousin? Why?
La prima de Malika vive en Brighton Beach. ¿Cuál día sería el mejor día para que la visite? ¿Por qué?

UNIT 1
Lesson
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Course: ESL
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Handout 3.11: Reflection/ Reflexión

Day 1

1. Say or write an answer. What strategies did you use to help you understand what people said?
How did these strategies help you?
Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen las personas? ¿Cómo te ayudaron a ti esas estrategias?

In general, how do you think you did in class today?
En general, ¿cómo crees que te fue en la clase de hoy?

 I did well.  I did okay.  I need more help to understand.

Day 2

1. Say or write an answer. What strategies did you use to help you understand what people said?
How did these strategies help you?
Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen las personas? ¿Cómo te ayudaron a ti esas estrategias?

In general, how do you think you did in class today?
En general, ¿cómo crees que te fue en la clase de hoy?

 I did well.  I did okay.  I need more help to understand.

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

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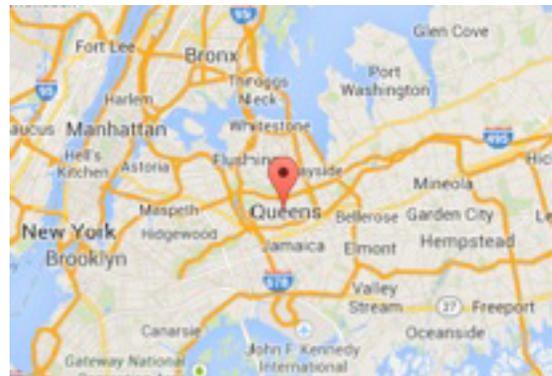
Handout 3.12: Queens, New York City

Introduction

Queens is located in the western region of Long Island. It faces Brooklyn in the west, Manhattan in the north, and Nassau County in the east. In terms of land area, Queens is the largest borough in New York City. However, Queens is the second most populous borough, with 2.3 million people (2012) residing in this area. If Queens were an independent city, it would be the fifth largest city in the United States. As a matter of fact, Queens was its own county until it was annexed by New York City in 1898.

Ethnic Neighborhoods

Like Brooklyn, many of the neighborhoods in Queens are home to several ethnic communities. The neighborhoods of Howard Beach, Ozone Park, and Middle Village house many Italian Americans. Elmhurst has a large Hispanic and Asian population, while Jackson Heights and Flushing also have a significant Asian population — within Flushing is one of New York City's three Chinatowns. Jamaica is home to many African Americans and immigrants from the Caribbean Islands.



Chinatown in Queens by Nmilbrodt

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See & Do

Chinatown, in the neighborhood of Flushing, is definitely an interesting place to visit. There are many places to eat. Jackson Heights is another neighborhood in Queens, home of New York City's Little India. There are several interesting museums and galleries that you should not miss in Queens including the Noguchi Museum and the Queens Museum of Art. The borough offers several great parks (including urban parks and a wildlife reserve), and Flushing Meadows Corona Park is one and a half times larger than the famous Central Park in Manhattan.

Eating Out

There are plenty of places to eat out in Queens, ranging from inexpensive places to fine dining. When it comes to ethnic foods, you can find food from different parts of the world. Queens' diverse ethnic communities have introduced a variety of cuisines. Go to the neighborhood restaurants in Flushing for great tasting Chinese, Korean, and Latin American cuisines. Restaurants in Jackson Heights are the best places for spicy Indian curry dishes. Like the rest of New York, there are no shortages of Italian restaurants and pizzerias in Queens.



Main Street Subway Station in Flushing by Daniel Schwen



Indian restaurant in Queens by Jim Henderson

Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

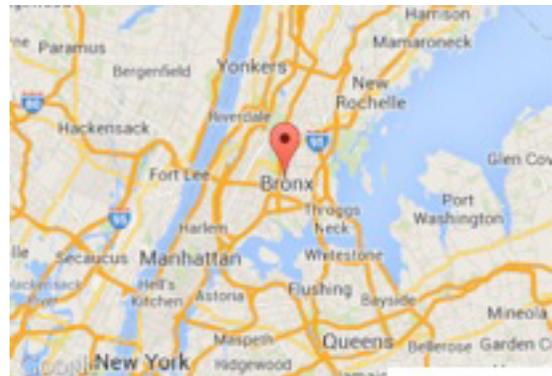
Handout 3.13: The Bronx, New York City

Introduction

The Bronx is the northernmost borough of New York City. It is the only borough situated on the U.S. mainland. The Bronx is separated from Manhattan by the Harlem River. The Bronx is New York City's fourth largest borough with a land area of 42 sq. miles (109 sq. km) and a population of 1.4 million (2012). The Bronx River geographically divides the borough into West Bronx and East Bronx. West Bronx was annexed by New York City in 1874. The East Bronx was annexed in 1895. They merged to form a single borough in 1898.

Geography

The Bronx is a borough of contrasting features. West Bronx is hilly with areas where the sidewalk is in the shape of steps along the street. The East Bronx is flatter. The character of the neighborhoods also differs. Central Bronx is an urban community filled with apartment buildings. Riverdale in West Bronx is a suburban area dominated by single-family homes. The downtown area in the south (referred to as The Hub) is the commercial district with interesting architecture. On the other hand, City Island resembles a New England fishing village.



Aerial View of the Bronx by Ajay Tallam

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People

The Bronx is home to a large Hispanic population, accounting for slightly more than half of the borough's population. Many Hispanics in the Bronx have origins in Puerto Rico and the Dominican Republic. African Americans form a third of the population. Caucasians represent a tenth of the borough's population. Unlike in Brooklyn and Queens, the Asian community in the Bronx is small. They account for less than 5% of the residents.

See & Do

A well-known attraction in the borough is the famous Bronx Zoo, which is home to more than 4,000 animals. Another famous attraction is the New York Botanical Garden, which has magnificent gardens and plants from around the world. A popular day trip for many New Yorkers is City Island, a small island resembling a New England fishing village. It is a popular destination for seafood. Though most visitors are familiar with Manhattan's Central Park, Pelham Bay Park in the Bronx is three times larger. The Bronx is also home to the famous baseball team the New York Yankees. The Yankees play baseball at the well-known Yankee Stadium.



Fordham Road by Wikiwik i718



Bronx Zoo by Postdlf

Course: ESL

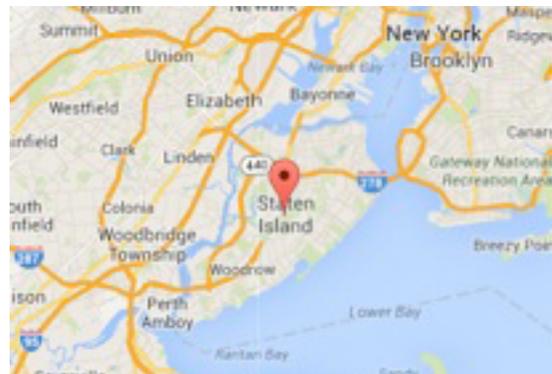
Unit 1: Families, Schools, and Communities

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Handout 3.14 Staten Island

Introduction

Staten Island is one of the five boroughs in New York City. It is situated in the southwestern corner of the city. The New York Bay separates Staten Island from Manhattan and Brooklyn. The tidal straits of Arthur Kill and Kill Van Kull separate Staten Island from the state of New Jersey. Staten Island is the third largest of New York City's five boroughs in area, but the least populated, with 471,000 (2012) people living on the island, compared to New York City's total population of 8.3 million (2012).



The Island

Staten Island is mostly suburban neighborhoods with small commercial establishments dotted across the island. However, there are areas of the borough that are occupied by apartment blocks, condominiums, and public housing projects. Staten Island is the greenest of the boroughs, with large areas of parklands spread across the island. The 2,500-acre Greenbelt is a major parkland on the island, home to diverse fauna and hundreds of species of wildlife, including migratory birds.



Wolfe's Pond Park by Jim Henderson

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People

About a third of Staten Island's residents identify themselves as Italian Americans. The next largest ethnic group is the Irish Americans, and every year in June there is the Staten Island Irish Fair. African Americans and Hispanics account for a quarter of the population. Asians are a small but visible minority, accounting for around 5% of the residents.

See & Do

For many visitors, a trip to Staten Island is a 20-25 minute ride on the Staten Island Ferry from Manhattan to the St. George Ferry Terminal and then maybe a short walk around the terminal before returning to Manhattan.

The island offers much more than the Staten Island Ferry. You would need a couple of days to really explore Staten Island. In order to travel efficiently, there is a network of bus routes, and the Staten Island Railway travels between the northern and southern tip of the island.

A short walk from the St. George Ferry Terminal is the St. George Theatre, which is a major performance venue on the Island. At the St. George Theatre, you can see plays and music concerts. Another attraction that is located within walking distance from the ferry terminal is the Staten Island Museum. This interesting museum is devoted to the arts, science, and history of Staten Island. Another must-visit destination is the Snug Harbor Cultural Center. This cultural center includes a collection of 19th century buildings on an 83-acre site and is home to the Staten Island Botanical Garden.

Staten Island is the greenest borough in New York City. Nearly a fifth of the island is occupied by parks with distinctive features, including open fields, woodlands, marshes, meadows, valleys, and beaches. In addition to parks, there are sandy beaches situated on the east coast. These beaches offer an escape from the hustle of New York City. The island is an angler's paradise, with opportunities for freshwater, surf, pier, and deep water fishing. If you are into kayaking, there are water trails passing through rivers, lakes, creeks, bays, and coasts.



Staten Island Ferry by InSapphoWeTrust



Snug Harbor Cultural Center by Dmadeo

UNIT 1
Lesson
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Course: ESL

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Handout 3.15 NY City Boroughs Information

Recording Sheet 2: Queens, The Bronx, Staten Island

Instructions: Read the descriptions of Queens, The Bronx and Staten Island. Find¹ important information under each heading. List two things that you learned². Write in English or in your first language.

Queens

Heading	Information
Introduction	1. 2.
Ethnic neighborhoods	1. 2.
See & Do	1. 2.
Eating Out	1. 2.

¹ encuentra

² dos cosas que aprendiste

The Bronx

Heading	Information
Introduction	1. 2.
Geography	1. 2.
People	1. 2.
See & Do	1. 2.

Staten Islando

Heading	Information
Introduction	1. 2.
The Island	1. 2.
People	1. 2.
See & Do	1. 2.

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Handout 3.16 Borough Comparison Sheet

Directions: Work with a student who has read a DIFFERENT text. Read the information. Look for the underlined expression in the text¹. Decide which borough is described. Copy the information that is evidence for your answers.

Information	Queens	Staten Island	The Bronx	Evidence
<u>The Harlem River</u> separates this borough from Manhattan.			X	The Bronx is separated from Manhattan by the Harlem River.
The largest city <u>zoo</u> is located in this borough.				
This borough has the <u>smallest population</u> in New York City.				
Many <u>birds</u> live in <u>Greenbelt</u> , a major park in this borough.				

¹ la expresión subrayada

Yankee Stadium is located in this borough.				
The neighborhoods of <u>Flushing</u> , <u>Jackson Heights</u> and " <u>Little India</u> " are located in this borough.				
In 2012, <u>2.3 million</u> people lived in this borough.				
This borough <u>covers 42 square miles</u> .				
Many visitors take a <u>ferry from Manhattan</u> to explore this borough.				
The <u>Noguchi Museum</u> is located in this borough.				
<u>City Island</u> is a part of this borough.				

UNIT 1
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Course: ESL

Unit 1: Families, Schools, and Communities

Lesson 3: My Community

Handout 3.17: Writing Strategies Card

Writing Strategies: Learning to Write Using Examples (Mentor Texts)

As you develop your listening and reading skills, it is also important to start developing your ability to write in English. When you first start writing a new language, it can be difficult to know where to begin! Using examples of other people’s writing, called “mentor texts,” can be helpful as you start to write. Use these strategies to make rapid progress when using mentor text examples.

1. Be sure to look at multiple examples, not just one!
2. Try to find out what types of information the authors included in their writing.
3. Try to find out how the authors organized the different parts of their writing.
4. Look at *how* they say things, and try to use these patterns if you can.
5. Don’t be afraid to try something new! Examples should help you, but don’t let them limit or restrict what you want to say.
6. If you know how to say something out loud, don’t be afraid to write it, using your best guess at spelling. You can fix spelling and other issues like that later. For now, focus on the ideas!

Estrategías para Redacción

Mientras desarrollas tus destrezas en comprensión auditiva y en lectura, es también importante que empieces a desarrollar tu habilidad de escribir en inglés. Cuando primero empiezas a escribir en una lengua que estás aprendiendo, a veces es difícil decidir dónde empezar. Al usar ejemplos de lo que han escrito otras personas llamados “mentor texts” en inglés puede ser útil al empezar a escribir. Usa las siguientes estrategias para progresar rápidamente al usar esto ejemplos.

1. Lee varios ejemplos. No te limites a uno.
2. Nota qué tipo de información incluyeron los autores en lo que escribieron.
3. Nota cómo los autores organizaron las diferentes partes de sus escritos.
4. Pon atención a las frases que utilizaron los autores. Trata de usar esos patrones si puedes.
5. No tengas miedo de intentar algo nuevo! Los ejemplos te pueden ayudar per no dejes que te limiten en lo que tú quieres decir.
6. Si sabes decir algo oralmente, no tengas miedo de escribirlo. Adivina cómo se escribe. Luego puedes arreglar la ortografía y otros detalles. Por el momento, enfócate en las ideas.

UNIT 1
Lesson
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Course: ESL
Unit 1: Families, Schools, and Communities
Lesson 3: My Community

Handout 3.18: Neighborhood Brainstorming Sheet

Our neighborhood: _____
Nuestro barrio: _____

This can be written in English or your home language(s). Also, use the Community Vocabulary to help you!
Puedes escribir en inglés o en español. También usa el Vocabulario de la Comunidad como una ayuda!

	My ideas <i>Mis ideas</i>	Ideas from my group <i>Ideas de mi grupo</i>
<p>See & Do (What are places or things people can see in the neighborhood? What are activities people can do in the neighborhood?)</p> <p><i>Very Hacer (¿Qué lugares o cosas se ven en mi barrio? ¿Qué actividades pueden hacer las personas en mi barrio?)</i></p>		
<p>Getting Around (What kinds of transportation do people use?)</p> <p><i>De Un Lugar a Otro (¿Qué tipo de transporte usan las personas para ir de un lugar a otro?)</i></p>		

UNIT 1

Lesson

3

Course: ESL
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Handout 3.19 Example Sentences From Mentor Texts

See and Do

<p>BROOKLYN See & Do Downtown Brooklyn is the heart of Brooklyn; it is the borough’s commercial and business district. The office of the borough’s president is also located in Downtown Brooklyn. It is located in the mid-19th century Borough Hall and is the oldest building in Brooklyn. A popular Brooklyn shopping destination is the Fulton Street Mall, home to more than 230 stores including department stores. Another local attraction is DUMBO (Down Under the Manhattan Bridge Overpass), a residential neighborhood as well as a premier art destination located near Downtown Brooklyn.</p>	<p>The _____ is located in/near _____.</p> <p>A popular shopping destination is _____.</p> <p>Another _____ is _____.</p>
<p>MANHATTAN See & Do Manhattan is the main destination for many visitors to New York City. As a result, many areas of the borough are very touristy. Major attractions and landmarks in Manhattan include the Empire State Building, Times Square, the Statue of Liberty, Central Park, the Brooklyn Bridge, and the UN Headquarters. There are many museums and art galleries that are worth visiting, including the famous American Museum of Natural History, Metropolitan Museum of Art, Museum of Modern Art, and Guggenheim Museum.</p>	<p>Major attraction and landmarks include _____.</p> <p>There are also _____ that are worth visiting, like _____.</p>

<p>QUEENS See & Do Chinatown, in the neighborhood of Flushing, is definitely is an interesting place to visit. There are many interesting places to eat. Jackson Heights is another neighborhood in Queens, home of New York City’s Little India. There are several interesting museums and galleries that you should not miss in Queens, including the Noguchi Museum and the Queens Museum of Art. The borough offers several great parks (including urban parks and a wildlife reserve), and Flushing Meadow’s Corona Park is one and a half times larger than the famous Central Park in Manhattan.</p>	<p>_____ is definitely worth a visit.</p> <p>There are also several interesting _____ that you should not miss, including _____.</p> <p>The borough offers _____.</p>
<p>STATEN ISLAND See & Do A short walk from the St. George Ferry Terminal is the St. George Theatre, which is a major performance venue on the Island. At the St. George Theatre you can see plays and music concerts. Another attraction that is located within walking distance from the ferry terminal is the Staten Island Museum. This interesting museum is devoted to the arts, science, and history of Staten Island. Another must-visit destination is the Snug Harbor Cultural Center. This cultural center includes a collection of 19th century buildings on an 83-acre (34 ha) site and is home to the Staten Island Botanical Garden.</p>	<p>A short walk from _____ is _____.</p> <p>A must visit destination is _____.</p>
<p>THE BRONX See & Do A well-known attraction in the borough is the famous Bronx Zoo, which is home to more than 4,000 animals. Another famous attraction is the New York Botanical Garden, which has magnificent gardens and plants from around the world. A popular day trip for many New Yorkers is City Island, a small island resembling a New England fishing village. It is a popular destination for seafood. Though most visitors are familiar with Manhattan’s Central Park, Pelham Bay Park in the Bronx is three times larger. The Bronx is also home to the famous baseball team the New York Yankees. The Yankees play baseball at the well-known Yankee Stadium.</p>	<p>A well-known attraction in the borough is _____.</p>

Getting Around (Transportation)

<p>MANHATTAN</p> <p>Getting Around Manhattan</p> <p>The roads in Manhattan are arranged in a grid-like manner and it is easy to find your way if you know the avenue and street numbers.</p> <ul style="list-style-type: none"> • Avenues (e.g. Third Avenue and Fourth Avenue) run in a north-south direction. • Streets (e.g. 13th Street and 14th Street) run in an east-west direction. <p>Driving in Manhattan may not be ideal with its congested and slow moving traffic. Furthermore, finding a parking space is difficult, and if found, the parking charges are steep. It is better to get around the borough by taking the cab or the city's efficient public transportation system of subway trains and buses.</p>	<p>It is <u>easy/hard</u> to find your way.</p> <p>Finding a parking space is <u>easy/difficult</u>.</p>
<p>BROOKLYN</p> <p>Getting Around Brooklyn</p> <p>New York City's yellow cabs are available in Brooklyn; however, they are not as plentiful as in Manhattan. An alternative to using yellow cabs is to call for a livery cab. However, the best way to get around Brooklyn is to use New York City's efficient public transport system of buses and subway trains. There are 18 subway lines passing through or terminating their routes in Brooklyn. The Atlantic Avenue-Pacific Street and Borough Hall-Court Street Stations are the main subway stations serving several subway lines in the borough.</p>	<p>The best way to get around is _____.</p> <p>There are _____ subway lines.</p> <p>The _____ stations are the main subway stations.</p>

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Handout 3.20: Learning About Other Neighborhoods

Name of neighborhood <i>Nombre del barrio</i>	One interesting thing to see & do <i>Una cosa interesante que ver y hacer</i>	One fact about transportation <i>Un dato sobre el transporte</i>

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Handout 3.21 Reflection/ Reflexión

Day 1

1. Say or write an answer. What strategies did you use to help you understand what people said?
How did these strategies help you?
Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen las personas? ¿Cómo te ayudaron a ti esas estrategias?

In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

Day 2

1. Say or write an answer. What strategies did you use to help you understand what people said?
How did these strategies help you?
Comenten o escriban una respuesta. ¿Qué estrategias usaron para ayudarlos a comprender lo que dicen las personas? ¿Cómo te ayudaron a ti esas estrategias?

In general, how do you think you did in class today?

En general, ¿cómo crees que te fue en la clase de hoy?



I did well.



I did okay.



I need more help to understand.

*Images from: <http://www.clker.com/clipart-4233.html>; <http://www.clker.com/clipart-4235.html>; <http://www.clker.com/clipart-4234.html>

UNIT 1

Families, Schools, and Communities

Theoretical and Pedagogical Foundations

Guadalupe Valdés
Stanford University

Amanda Kibler
University of Virginia

Maneka Brooks
Texas State University-San Marcos

In this document, we present the theoretical and pedagogical foundations of the three lessons that are included in Unit I of the ESL materials (ESL-NYC) produced for WestEd and New York City by Valdés, Kibler & Brooks. The approach to teaching beginning ESL students that informs these lessons is based on *Include & Accelerate* (I&A), a currently ongoing ESL design study directed by Guadalupe Valdés at a small Latino-focused school in California.

Because of the close relationship between the two efforts, we provide a discussion of the combined ESL-NYC/I&A conceptual model and its essential features. We include a brief overview of the theoretical and pedagogical foundations that inform both and then discuss how these perspectives have been implemented in the three ESL lessons included in Unit 1. A more extensive description of *Include & Accelerate* and the research supporting its theoretical foundations is available upon request.

Include and Accelerate: Background Information

The recent discourse surrounding the discussion of the new standards and the education of linguistic minority students argues for the *inclusion* of ELLs in CCSS-aligned instruction. Many argue that, rather than waiting until ELLs are re-designated as fluent English speakers, these students should be included in classrooms that have high quality intellectual assignments and that provide opportunities for building conceptual understanding and language competence simultaneously. *Include & Accelerate* is an ongoing educational design study focusing on these issues for newcomer, beginning English learners. The study responds to two fundamental questions:

- (1) How can schools address the needs of students who are at zero English and cannot succeed in regular or even “sheltered” content classrooms?
- (2) What type of ESL instruction can best help these newcomers to learn through English?

Theory of Change

The theory of change underlying both ESL-NYC and I&A is based on four fundamental principles:

1. Beginning ELL students are intelligent and competent individuals who can be taught to self-assess and monitor their growth and development in English.
2. In order to acquire English, students must be engaged as participants in actual language use (Duff, 2010, 2011), as opposed to what Rogoff (2003) has termed “assembly-line learning.”
3. ESL instruction, rather than following a traditional organizational structure¹ must instead focus on creating opportunities for actual language use in the most fundamental competencies (e.g., listening and reading) that students require in order to participate in and profit from instruction in English.
4. Students’ primary language has a strong role in educating students and can be used effectively to supplement development in listening, speaking, reading and writing.

Research on the Teaching and Learning of Second Languages

ESL-NYC/I&A draws directly from work carried out in applied linguistics in the teaching and learning of second languages over many decades and builds primarily on existing research on:

- *English for Specific Purposes* and the identification of principal learner needs as an essential and primary element in course design
- Language-learning strategy instruction
- The role of learners’ first language in second language instruction
- The development of receptive proficiencies
 - Listening
 - Reading
- The teaching of formulaic expressions and high frequency phrases in early language production

¹ Language classes traditionally follow one of several types of course organizational plans referred to in the field as syllabi. Common types of language teaching *syllabi* are structural, notional, functional, task-based. In general, these syllabi can be classified as either analytical or experiential. High school ESL classes are predominantly analytical and structural in orientation, although attention is given to the four skills of speaking, listening, reading and writing.

The Three New York City Lessons: Overview of Lesson Daily Structure

Each of the three lessons prepared for New York City has four repeating elements that occur (almost always) every day. They are all topically related but each move forward at their “own” pace. They are:

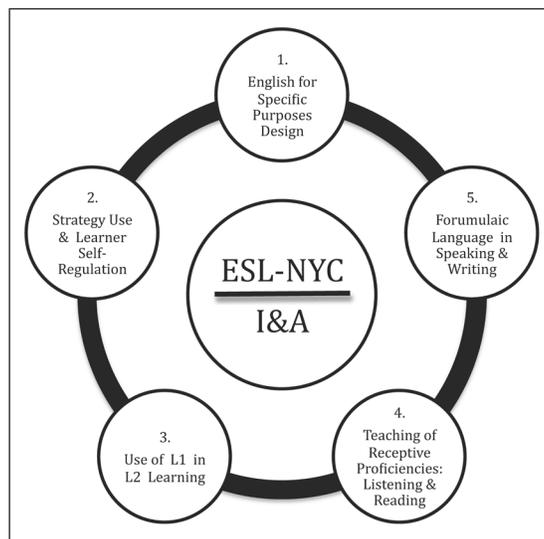
1. **Strategic Focus:** An introductory activity dealing mostly with self-reflection on listening/reading/writing strategies, at times integrating the content of the lesson, but mostly just focusing on the strategy. Students participate in groups (if possible) as well as whole-class.
2. **Informational Focus:** Teacher-led presentation followed by dyadic student activities that revolve around an oral presentation (days 1 and 2 of each lesson) or written text (reading – days 3 and 4 of each lesson; writing – day 5 of each lesson) focused on our lesson theme: my students (week 1), my school (week 2), and my community (week 3). Strategies are integrated into these activities, but the focus is also on the language and patterns in those texts and actually putting the strategies to use in comprehending or producing language.
3. **Interactional Focus:** A set of activities in which students are taught some high-use expressions or phrases and then practice them in dyads, engaging in interactions that are immediately relevant to them. They are thematically linked to the lesson topic.
4. **Reflection:** Students consciously reflect on their strategy use that day, hearkening back to the focus of the first activity of the day, in groups (if possible) as well as whole-class.

Each of these elements is informed directly by the conceptual model and five core features:

Conceptual Model: Theoretical and Pedagogical Perspectives

Figure 1 illustrates the relationship between the core pedagogical features that form the basis of the ESL-NYC/I&A implementation model.

Figure 1: Core Pedagogical Features of ESL-NYC/I&A



In the sections that follow, we provide a discussion of the features depicted in Figure 1 and their theoretical and research foundations. We then describe the ways in which each of these features is incorporated into the activities in the NYC lessons and pedagogies that are central to every lesson.

It is important to point out that, for ease of reading, in this document only a selected number of references to the body of literature that supports these positions is included. A more complete review of the literature can be found in the full description of the larger I&A project that is available upon request.

1. English for Specific Purposes

The instructional practice known as *English for Specific Purposes* (ESP) is a sub-field of the teaching and learning of English that is particularly concerned with the specific uses of the language to be encountered by learners in different domains. ESP courses are not general “balanced” four-skill courses but are specifically developed to respond to student needs. According to Hyland (2006), ESP design rejects the argument that:

- Core forms need to be controlled before getting to the specific types of genres, discourses and texts that students will need in their professional or academic lives; and
- Teaching isolated words, structures, and lexical phrases is effective.

English for Academic Purposes (EAP) courses are focused on developing the particular skills and functional abilities that are required by individuals who are studying English.

ESP in The New York ESL Lessons

The three New York ESL lessons are designed to be part of a secondary-level EAP course that is based on research on the challenges faced by ELLs in grades 6-12. Their design takes the position that in order for newly arrived students to learn **through** English in school, they need to develop two essential skills:

1. They must understand teacher explanations, and
2. They must understand written texts used in instruction.

Students must “pay attention” in class and move beyond frustration in attempting to understand rapid spoken English and dense texts when they first arrive. Therefore, they must be assisted in quickly developing listening and reading comprehension skills. Additionally, they must also produce English to participate in class activities. They must learn to display what they have learned (or are learning), to work in groups and express themselves, to engage in whole-class interactions, and to produce written assignments.

In these three initial lessons, much attention is given to receptive skills (listening and reading) that are both speech-based and text-based in the Informational Focus of each lesson. These skills are shown in the shaded cells presented in Figure 2. Attention is given to productive skills in the Informational Focus of each lesson as seen in the unshaded cells in the figure.

Figure 2: Essential English Language Skills to be Developed for Academic Purposes at the Secondary Level

Language Skills	Essential for:
Speech-Based	
Receptive—listening	Understanding ² : <ul style="list-style-type: none"> • Teacher explanations and directions • Class discussions • Small group interactions • Video and audio materials
Productive—speaking	Producing: <ul style="list-style-type: none"> • Clarification questions • Contributions to class and small-group discussions • Evidence of learning as required in class and by formal assessments
Text-Based	
Receptive—reading	Understanding: <ul style="list-style-type: none"> • Textbooks • Other written class materials • Related online materials
Productive—writing	Producing: <ul style="list-style-type: none"> • Written assignments

In the design of these ESP-informed lessons for secondary beginners, both listening and reading proficiencies are considered to be fundamental to students’ profiting from instruction in regular subject-matter classes. Moreover, as will be discussed in the following section, by providing strategy instruction in the interactional segments of each lesson as well as exposure to both oral and written texts that are carefully selected and prepared for use with beginners, students are provided opportunities for building both stamina and confidence in understanding classroom instruction and in engaging with classroom texts.

² Examples in this figure are illustrative rather than exhaustive.

2. Language-Learning Strategy Instruction

Research on language-learning strategies and strategy instruction has a 30-year history in the field of applied linguistics (Cohen & Macaro, 2007). Early work drew from an interest in the characteristics of “good language learners” and a desire to identify the individual strategies/tactics that successful students used in order to make progress in their L2 acquisition and use. Macaro (2006) points out that the body of research on language learning strategies that has been conducted over time in many areas of language teaching and learning (speaking, reading, writing and listening) offers evidence that learner strategy instruction is successful if instruction is lengthy and includes a focus on metacognition.

More recently, the research conversation focusing on strategies has moved to the concept of self-regulation. Oxford (2011), for example, summarizes the need for this reconceptualization and proposes a Strategic Self-Regulation Model (S²R) that includes:

1. Eight metastrategies
 - Paying attention
 - Planning
 - Obtaining and using resources
 - Organizing
 - Implementing plans
 - Orchestrating strategy use
 - Monitoring
 - Evaluating

2. Six strategies in the cognitive dimension
 - Using the senses to understand and remember
 - Activating knowledge
 - Reasoning
 - Conceptualizing with details
 - Conceptualizing broadly
 - Going beyond the existing data

The model also includes affective strategies (activating supportive emotions, beliefs and attitudes and generating and maintaining motivation) as well as sociocultural- interactive strategies (interacting to learn and communicate, learning despite knowledge gaps and communication, and dealing with sociocultural contexts and identities).

Strategy Instruction in the New York ESL Lessons

Through their design, the three ESL-NYC lessons seek to communicate to teachers and to ELL students that they are viewed as intelligent and competent individuals who can be taught to self-assess and monitor their growth and development in English. For that reason, instruction includes both language strategy instruction and instruction on self-regulation. An integrated approach to language learning strategy use is part of every lesson. Students are taught specific strategies at different points in the instructional sequence and asked to choose and reflect on particular strategies that they chose to use for their own learning. Initially, they are also asked to reflect on their developing English proficiencies. Over time, following this direction, they would be guided in taking increasing responsibility and ownership of their own learning:

- In the greater English-speaking community that surrounds them; and
- In the school community

More details on the specifics of strategy instruction in the lessons are included below under the discussion of the teaching of listening and reading and the teaching of speaking and writing.

3. The Use of L1 in L2 Learning

In the language-teaching field and particularly in ESL instruction, it has generally been assumed that the students' mother tongue has little or no role in the second language classroom. As David Atkinson (1987) pointed out in his provocatively titled article, "The Mother Tongue in the Classroom: A Neglected Resource?" a number of circumstances have combined to establish this position, but there has always been a steady stream of dissent (Kerr, 2014) on what many have referred to as the monolingual dogma of second language instruction. The recent work carried out, for example, by G. Cook in his book, *Translation in Language Teaching* (2010) and by Hall and Cook (2012; 2013) has contributed to a reevaluation of established assumptions about students' home languages in the language-teaching field.

Increasingly, signs of change are becoming more evident. For example, a practical guide to using student's own language directed at ESL practitioners is now available in the series *Cambridge Handbooks for Language Teachers* titled *Translation and Own-Language Activities* (Kerr, 2014). Other current work reaffirms the "pre-eminent role" of target language (in this case, English) input in the classroom (Buzkamm & Caldwell, 2009, p. 26) while emphasizing the importance of the mediating role of the L1 in providing access to meaning.

The role of bilingual students' two linguistic repertoires in instruction (beyond the role of the L1 in teaching a second language) has recently been emphasized by work on what is known as *translanguaging* (defined as the use of bilingualism as a resource in instruction) (Carnagarajah, 2011a & b; Garcia & Leiva, 2010; Garcia & Wei, 2013; Hornberger, 2012). Garcia (personal communication) comments that in her work in presenting the concept and practice of translanguaging to teachers, it is ESL teachers (rather than monolingual or bilingual content teachers) who most rapidly accept

the benefits of flexible language use in instruction. We hypothesize that the particular challenges encountered in communicating meaning exclusively through English in ESL instruction may play an important role in ESL teachers' attraction to translanguaging, a perspective that also challenges the traditional monolingual dogma so deeply embedded in the ESL profession.

First Language Use in the New York ESL Lessons

In the three ESL-NYC lessons, students' first language is used in instruction because focal students are absolute beginners who will not initially understand what is said in English. Spanish was chosen to exemplify the use of a first language in such instruction because Spanish-speaking students continue to be the largest and most at-risk group of ELL in the country, and because many teachers have some rudimentary, functional competence in this language. Lessons include suggestions for reproducing/translating these first-language supports to other languages.

It is important to stress that students' first language is used as a just-in-time aid. We suggest that it be referred to as *just-in-time L1 instruction* to emphasize that its use must serve primarily to support message-oriented communication. Meaning is essential. If teachers are to communicate, for example, how strategies are used and why strategies are important, they must bring in the language that students can understand, ask questions in, and use to reflect on their strategy use. Moreover, if teachers want to determine whether students understand an oral or a written text, they can quickly use the L1 to have students summarize their understanding. Summarizing briefly, in ESL-NYC lessons, students' first language is used:

1. For classroom routines in early weeks of instruction. (Once such routines are established, all instructions and routines should be in English).
2. For strategy instruction and reflections on strategy use.
3. To determine general and precise understanding of oral and written texts used in listening and reading comprehension instruction.
4. To provide background information that will support listening and reading activities.
5. To invite students' use of L1 for genuine questions about content, form or meaning and to respond to such questions.
6. For collaborative group work that engages with text comprehension or production.
7. For any other purposes for which message-oriented communication is essential.

4. The Teaching of Receptive Proficiencies: Listening and Reading

Two areas of research inform ESL-NYC lessons in terms of receptive language development: (1) research on listening comprehension in L2 teaching and learning and (2) research on reading comprehension as focused on second language learners.

Research on Listening Comprehension

Work focusing on listening comprehension in L2 teaching and learning has generally argued that listening had been the neglected skill in language instruction. Mendelsohn (2000, p. 9) for example, refers to it as the “Cinderella skill of ESL” and argues that language instruction focuses on production rather than comprehension, that teachers do not feel confident in teaching listening comprehension, and that existing listening comprehension materials are not representative of spoken language in the real world with its pauses, hesitations, abandoned utterances, and elliptical characteristics. Sheerin (1997) and more recently Vandergrift and Goh (2012) have also pointed out that, rather than teaching students listening comprehension strategies to help them develop this important skill, most teachers carry out test-like listening classroom activities with materials that accompany their textbook and simply evaluate learners on how well or how poorly they understood the materials. They do not guide students in examining why they might or might not have understood.

Research on Teaching Listening Comprehension

Vandergrift and Goh (2012) as well as Mendelsohn (2000) stress the importance of metacognition in developing listening comprehension. Mendelsohn proposes a top-down approach to listening comprehension that engages learners in pre-listening, hypothesizing, predicting, and guessing and includes the following essential features:

- Large amounts of listening
- Use of spoken (not written) English material
- Appropriate content
- Dialogue and monologue
- Carefully established levels of difficulty taking into account
 - Length of listening passage
 - Organization of passage
 - Characteristics of speakers
 - Explicitness of information
 - Familiarity with speakers’ dialect
 - Speed of delivery
 - Amount of extra linguistic and paralinguistic signals
 - Familiarity with the topic
 - Level of interest

Listening Comprehension in the New York ESL Lessons

Listening comprehension is a key focus of the three lessons. Comprehension is valued, not primarily as a means of acquiring the implicit grammatical system of English, but as an essential competence that newcomers must develop in order to understand teacher explanations and presentations as well as to interact with their peers and to participate in group learning.

Ideally in teaching listening comprehension to beginners, authentic videos of monologues and dialogues (on topics for which students have background knowledge) would be used. This would allow the replaying of videos and provide students the opportunity of identifying where they experience difficulties. Repeated listening would also provide information about the use of particular listening strategies to overcome particular difficulties. Because of the expense and time involved in producing and even gathering appropriate materials, however, the three lessons that were produced do not include such videos. Instead, they provide an approach to teaching listening that involves:

- The use of teacher presentations as a source of connected speech typical of monologic school presentations.
- Graphics to support teacher presentations and to assist students in focusing on meaning.
- Language scripts to support teachers in employing a **new-learner-directed speaking style** when presenting connected oral discourse to students. This style is deliberately grounded in the included graphic and involves much repetition, expansion and amplification. Such presentations, although they involve new vocabulary that is first encountered through the presentation, are not primarily vocabulary lessons. Rather, they are opportunities for students to learn how to continue to listen past frustration, to guess intelligently in context, and to attend to meaning at the same time as they are exposed to repeated patterns of language that they themselves can use.

Developing listening comprehension skills is challenging. When students are new to a language, it is very hard for them to keep listening when they feel they understand nothing at all. Lessons, then, follow a strategy-based approach to learning to listen. This approach is based on the following assumptions:

1. Students can be taught strategies for developing their listening comprehension skills.
2. Students can build confidence and strength in listening by engaging in frequent short listening practice.
3. Teachers can engage students in listening practice (which grows longer and more complex over time) by frequently using short, recorded videos or by having students listen to teachers' own specially planned listening presentations.
4. Students can be given a list of strategies for listening and encouraged to monitor how well they are using the strategies in order to understand.

For beginning students, the selection of listening material and the design of activities are crucial. The topics for each of the three lessons were carefully chosen, anticipating that they would be familiar and accessible to students. Additionally, however, rules of thumb such as the following are provided for teachers should they decide to work more extensively on the development of this important proficiency:

- Limit listening to familiar topics about which students have background knowledge or about which they can guess intelligently. If the topic is unfamiliar and students are unable to anticipate what the speaker might say, they will quickly become confused and stop listening.
- Never read a text aloud that was written to be read silently. Spoken language has a different structure, intonation, and natural redundancy that helps students understand. If you do base your presentation on something written, read it and then put it aside and talk about it in your own words.
- At the beginning levels of language development, students will not be able to provide listening input for each other that involves connected discourse, nor will they be able to understand most YouTube videos and other recorded materials intended for fluent users of English.
- Provide an advance organizer (e.g., “We are going to hear about the Statue of Liberty”).
- Provide a purpose of listening (e.g., “Listen to see what year it arrived in New York City”). These purposes can become more complex over time.
- At the beginning, do not expect students to understand all or most of the presentation; help them feel successful by saying: “Tell me three things that you understood.”

Because teaching listening comprehension is indeed the Cinderella skill in ESL and is many times unfamiliar to ESL teachers, materials provided in these lessons for guiding instruction emphasize that when teachers create their own presentations for listening practice, such an activity serves two purposes:

- (1) Involving students in listening to monologues on a subject that they know something about; and
- (2) Introducing students to sentence patterns that they will eventually be able to imitate.

In sum, the key pedagogical principle that informs the teaching of listening comprehension is that listening to connected discourse (e.g., a presentation, an explanation) is essential if students are going to develop their ability to listen to spoken English presentations in their classes. In the longer term, students will imitate patterns that they hear in such discourse if they are used in ways that ensure access to meaning and repeated appropriately in oral communication. While the temptation for teachers may be to provide written versions of the types of questions and responses that are modeled in the language scripts provided for teachers, what is clear is that it is essential for students to gain confidence in their ability to incorporate the English that surrounds them by making an effort to both attend to and imitate what they *hear* (not just what they read). Additionally, production-related skills (speaking and writing) are not the focus of the listening lessons, and this needs to be remembered. Comprehension is the immediate goal of the listening segments and, therefore, the development of this proficiency is an essential part of the Informational Focus of each lesson. Productive proficiencies are attended to in other lesson segments.

Research on Teaching Reading Comprehension

According to Bunch, Kibler and Pimentel (2012), ELLs will require different types of instruction in preparing students to engage in the literacy practices required by CCSS. In providing broad and fundamental guidelines for teachers, they emphasize the following key principles, drawing in particular from Walqui (2006); Walqui and Heritage (2012); Walqui and van Lier (2010):

- Language and literacy develops in the context of disciplinary activity.
- Language development and cognitive development are mutually dependent.
- Scaffolding for ELLs involves amplifying and enriching the linguistic and extra linguistic context rather than simplifying either tasks or language.
- ELLs can be supported in engaging with complex texts in ways that leverage and build on the knowledge that they bring and in ways that allow them to increase their knowledge of both content and language.

In addition to being incipient learners of English, newcomer secondary students are also young adolescents who have a range of very particular and specific needs. Current work on adolescent literacy (Alvermann, 2001; Greenleaf et al., 2001; IRA, 2012; Snow & Biancarosa, 2003) has emphasized that isolated skills instruction is largely unproductive and that “motivated” literacy is essential. Adolescent students, moreover, require instruction that 1) specifically models ways of working with texts (Greenleaf et al., 2001), 2) gives them opportunities to pursue civic engagement (IRA, 2012), and 3) builds on the types of texts that students read outside of school (Moje et al., 2008).

Reading Comprehension in the New York ESL Lessons

All three lessons in ESL-NYC support students in transferring their existing first language reading proficiencies to reading in English. A college and career-ready education for all students, regardless of their English language proficiency, requires that they learn the various reading strategies necessary to find information in a text. Reading to find information is central to having access to disciplinary knowledge in every class.

The three lessons in the unit develop reading proficiencies by directly teaching top-down reading strategies that are appropriate for learners that are new to English. Activities focus on building both confidence and a sense of success by providing beginning ELLs with opportunities for engaging with texts both individually and with their peers.

The following reading strategies are taught specifically:

- Identifying the purpose and goal of reading and reading selectively for that purpose.
- Examining key text elements (title, illustrations, other materials) to predict text content.
- Making guesses about information to be presented.
- Skimming the entire text to become aware of text structure.
- Scanning for specific information.

- Making guesses about unknown expressions and words.
- Continuing to read and attempting to resolve difficulties later.
- Rereading and consulting with others to resolve difficulties.

The initial focus on skimming and scanning is essential because it ensures that students learn about headings, text structure, and possible ways of making sense of a text filled with unknown words. Students are given practice in finding information within adapted texts that are modeled after authentic texts (e.g., biographies, Wikipedia entries, Internet pages, textbook sections). This practice builds self-assurance in English learners so that they are willing to tackle the long and dense texts that they will encounter in their subject-matter classes. The goal of these introductory lessons is not that students will comprehend texts in their entirety, but that they feel that they are capable of engaging with texts and drawing meaning from written language both by themselves and through working collaboratively with their peers.

The end goal of reading in all lessons is *practice*. By this, we mean practice not only in finding information (both skimming and scanning), but also in working with progressively longer and more complex texts that contain a significant amount of information. Part of the message that is being communicated to students is that, even if they don't "get" everything, they can still understand SOMETHING from the texts they engage with.

It is important to emphasize that in order for students who are beginning English learners to use reading strategies effectively, text selection and design are crucial. In all units, therefore, texts were made accessible in one or more of the following ways:

1. Texts focus on topics and everyday facts and information with which students are familiar.
2. Texts use familiar (e.g., encyclopedia entries) and/or predictable text features, such as headings and subheadings.
3. Texts are amplified. This means that they include additional (and often somewhat redundant) facts and details in order to offer students more opportunities to discover meanings and connections. This ensures that the text contains information that helps students either to guess intelligently at the meaning of the many expressions and words in English that they do not yet know or—more importantly—to ignore what they don't yet know to focus on the broader meaning of the text as a whole.
4. Activities are designed so that students can do them successfully through strategy use, even if they cannot comprehend the texts in their entirety.
5. Activities students engage in around the text make use of students' L1 in discussing, examining and engaging with texts and reading activities. As teachers, using students' own language allows us to call attention to specific features and strategies. Activities in which students can work in same language groups to work through texts offers students the opportunity to use their first language in meaningful discussion about close examination of English texts and self-reflective use of reading strategies.

In the “teaching guide” lesson segments that were prepared for teachers, we emphasize that:

- Teachers must not “preview” the information found in an assigned text prior to the students’ reading it. Previewing defeats the purpose of having students “read” the text using learned strategies that help them look for key information.
- It is very important that students not be asked or encouraged to “read” a text word-for-word, from start to finish, in the traditional sense. “Reading” in these lessons means seeking information, using the strategies described above.

The approach used in the ELL-NYC lessons is a different approach to beginning reading from those generally used with ESL students. Because it will be new to most students, it is important that teachers themselves understand that word-for-word reading (which would clearly frustrate them because of their proficiency level) is NOT the goal and should not be used as a precursor to the activities in this lesson. Moreover, because of the stress and fear of ridicule that many ELLs experience when reading aloud in a new language in front of their classmates, we suggest that very little reading aloud be required.

Finally, it is important to point out that all texts contained in this unit are intended to be used several times for different purposes. The first use of a text might involve students skimming text headings to identify the topic of a text and anticipate what it will say. The second use might involve them in looking for specific information, which we refer to as scanning (e.g., what types of fruit were sold in a bodega). The third use might come some weeks later, when they are ready to attend to particular phrases, expressions or structures.

In sum, it is essential that teachers not expect that students will understand everything that is in a text, but rather that they support students in reaching the conclusion that if they make an effort to read a text, it is possible for them to derive some meaning. It is this close attention and attempt to understand, using a variety of textual and personal resources, that will lead to a sense of success in extracting meaning. The experience of success will encourage them to read more, which, of course, will ultimately develop their reading proficiency in English.

5. Formulaic Language in Speaking and Writing

Two areas of research that inform ESL-NYC lessons in terms of productive language development include (1) research on high frequency expressions and communicative bundles used in speaking, and (2) research on writing with mentor texts.

Research on High Frequency Expressions & Communicative Bundles Used in Speaking

In addition to developing the key receptive proficiencies that beginning students need in order to learn through English in their classes, these students need to engage in interactions with others for a variety of purposes. The learning of “prefabricated language segments” (Nattinger & DeCarrico, 1992) or formulaic “chunks” of language and communicative bundles allows students

to participate in both social and transactional interactions that are common in school settings. Recent research on formulaic sequences and phraseology (Polio, 2012; Wray, 2000, 2008, 2012) has concluded that these units play an important role in both L1 and L2 acquisition. This work has led to an increasing interest in the continued teaching of a repertoire of expressions, originally referred to in L2 instruction as *memorized utterances* (Ellis, 2005).

As Richards and Rogers (2001) point out, the teaching of routines and patterns has been a long-established pedagogical strategy in a number of L2 language teaching approaches. Critics have argued, however, that learners are seldom able to draw larger knowledge about the grammatical structure of the language from such bundles and expressions and that they cannot “create” with the language spontaneously. In spite of such criticism, the teaching of “dialogues” is a common feature of much language instruction, and it is generally agreed that students can use such patterns to communicate in real-life settings.

Writing with Mentor Texts

Research conducted on the writing of beginning ESL writers at the secondary level (Harklau, 2000; Kibler, 2011; Leki, Silva & Cumming, 2008; Ortmeier-Hooper, 2013; Valdés, 2001; Valdés & Sanders, 2006) has established that producing written language, especially at beginning levels of L2 acquisition is a serious challenge. The use of mentor texts (also referred to as “model texts”) offers possibilities for giving ELLs access to written discourse in ways that are accessible, provide ELLs with important models of school-based genres of writing (Brisk, 2012), and offer *all* students important opportunities to engage in standards-based instruction in the context of the Common Core (Gallagher, 2014). Carefully chosen texts in which organizational features (e.g., introduction, body, transitions) are specifically pointed out to students as well as prefabricated language that is used in specific types of writing can assist some beginning level students in producing texts that –while still “flawed” and at least initially heavily reliant on the mentor texts—respond to the assignment and display what they have learned. The use of multiple models, in order to show students alternative ways of expressing similar ideas, can be especially useful in building beginning students’ repertoires in writing.

The Teaching of The Productive Skills (Speaking and Writing) in the New York ESL Lessons

Speaking. In the ESL-NYC lessons, expressions used for social and routine transactional interactions are taught in the form of interactional exchanges to give students a sense of appropriate cultural norms governing such interactions. Students are presented with dialogues for common interactions such as giving personal information, getting acquainted, asking questions in class, giving directions, asking for information, etc. Even though the emphasis at this stage of proficiency is on receptive skills, students are gradually introduced to these productive tasks, with an emphasis on phrases and bundles that are 1) highly relevant, 2) applicable in multiple or commonly encountered situations, and 3) flexible and open to adaptations as situations change. Class time is devoted to the learning and rehearsal of these expressions and students are taught to self-monitor their increasing automaticity in using the learned communicative bundles in interactions

with peers. Additionally, they are encouraged to work on these communicative bundles outside of class, to engage in real or simulated interactions that require these expressions, and to use available technology to record and evaluate their mastery of a set of fundamental expressions.

As students begin to use these phrases with each other, they can combine and re-combine phrases to create additional dialogues. Because this is a very established activity in language classes, many teachers will be familiar with ways of guiding students in the creation of new dialogues that involve interactions that will be interesting to their peer audience. Based on student readiness, teachers can suggest a certain length of assigned dialogues, but minimally, they should include at least two turns for each speaker. Depending on student literacy levels, ESL beginners can be asked to write out scripts for their expanded dialogues using the list of expressions included in the lesson to facilitate practice and performance. Students can then rehearse dialogues and present them to the class (or to another dyad/triad) or prepare a video of these interactions for wider sharing. If an L1 is shared, teachers can lead a discussion afterward about the dialogue content as well as the fluency of the speakers in performing their roles.

Writing. In relation to written language, beginning students can be apprenticed into learning to write in school-based genres that teachers expect secondary students to eventually produce. Some of the assumptions that underpin the ESL-NYC approach and can most clearly be seen in these lessons are:

1. Students need to have something to SAY. Writing is based on *ideas* and *meaningful communication*, not abstract uses of language being “practiced” without a purpose.
2. Because writing is about ideas, students must be encouraged to not become distracted by “correctness” when initially writing down their ideas. Eventually, attention will be given to these issues, but focusing on them too early is counter-productive.
3. Students need exposure to *multiple* school-based genres over time.
4. Students need to have experiences with *multiple* examples of the genres in which they are writing, which can serve as mentor texts for students. Teachers are asked to always use more than one, or a single text becomes “the” example students will strive to emulate. Students will initially rely heavily on examples/mentor texts as they begin to write, but this reliance lessens over time as they are able to say more and more in English and as they become more familiar with written English as well.
5. Writing may seem like an “individual” activity, but it is a very interactive process. Talking about what you are going to write or have written is beneficial for generating ideas and improving writing as well as for developing oral language.
6. Students’ home languages play multiple, productive roles in students’ writing processes in English. They can be used orally and in written form, depending on students’ literacy levels, throughout writing processes to support learning.

Writing activities in the ESL-NYC approach utilize less overall lesson-time than do listening or reading. This is done on purpose, to provide more extensive engagement with receptive language and less emphasis on production. As a result, students do not engage in “full” writing processes, in that time and guidance are not provided for revision and editing of students’ work. This is not to say that such practices are unimportant. We find that such processes are more useful, however, after students have acquired a bit more expertise with receptive and written language.

There is a wide range of writing strategies that can be used to guide students through flexible, multi-step writing processes. We are purposefully selective in the strategies we present to students in this unit, emphasizing how mentor texts can be used and encouraging students to focus on ideas rather than getting caught up in “correctness” as they draft their writing.

In providing students with mentor texts, there are several principles to keep in mind. First, not all mentor texts need to demonstrate the same things: some texts may be used primarily to show how a text is organized or the kinds of information it contains, while others may be used to show how certain sentence patterns can be used effectively in the context of a larger piece of writing. Many teachers also use mentor texts to show how the author’s purpose(s) and audience(s) guide her/his use of examples, word choice, or other features.

Just as when students are reading a text, it should not be expected or required that students will comprehend everything in a mentor text. It may instead serve as a good example of text organization, sentence patterns, or other features. At the same time, the mentor text does not have to be a “perfect” example: most importantly, it needs to be an *authentic* version of the genre you are trying to teach. The key to successful instruction with mentor texts is *teachers*: it is *their* guidance and instruction that will help students focus on the particular elements of the mentor text you want them to learn from. Doing so keeps students from feeling overwhelmed and also allows teachers to focus the activity on their particular student learning objectives. In some situations, it may be necessary to clearly call out the features of example texts that will be useful to beginners.

As the New York State Bilingual Common Core Initiative and their New Language Arts Progressions make clear, students’ first language serves several roles in learning and using English as a new language. Throughout this unit, students use their home languages in the service of listening/speaking and reading activities, and the case of writing is no exception. Students with oral skills in their home language can use them to converse with peers and teachers who share that language during all aspects of students’ writing processes, from discussing ideas to examining mentor texts to drafting, revising, and editing. For students who can read in their home language, they can, for example, use texts written in that language to give them background knowledge or ideas for writing (as long as the difficulty of those texts does not exceed what the student can comprehend given his/her home language reading expertise). For students who can write in their home language, they can use the language in brainstorming, drafting, and revising/editing stages (again, depending on their levels home language writing expertise). Although writing

lessons in this unit are focused on the production of English-language texts, teachers can decide how and when they wish to encourage students to trans-language in their written products in order to help students communicate their ideas and develop their writing, even if they are writing in their home language.

The Three New York City ESL Lessons: A Summary

The three ESL lessons for beginners prepared for New York City bring together elements and features that are well established in the field of language teaching and learning in ways that address the specific needs of young people new to English. This document provides an extensive explanation and discussion of the theoretical and pedagogical perspectives that inform lesson design. It also provides a description of materials and activities and suggestions for classroom implementation. The principles presented here are intended to build on teachers' expertise and deep knowledge of their craft. The discussion of several key areas around which there has been some debate is intended to build teachers' knowledge *and* also to give suggestions about how to put that knowledge into practice. Our goal is to inform and guide practice beyond the content of these lessons. It is our hope that this brief overview of key research areas can be used, not only with the lessons provided, but also to create new materials or to adapt/re-create existing ones.

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