

English Learners Channel

A Teacher's Introduction

By Diana R. Jones, Ph.D.

Overview

Teachers of English language learners often face challenges that differ from those of their fellow educators. English language learners come from many countries, speak a variety of languages, and have diverse cultural backgrounds. As teachers of these students, you may know a lot about their histories and heritages, or you may know very little. Your students may be very familiar with U.S. customs and culture, or they may be newly arrived immigrants who have limited English language proficiency and an even more limited understanding of the norms we take for granted. netTrekker's channel for English learners was developed to provide support, resources, and tools to students for whom English is not a first language and to the teachers like you with whom they work. Directing you to special tools to help meet the unique needs of English language learners is what the English learners channel is all about.

Accessing the English Learners Channel

You can access the English learners channel from any page in netTrekker. Just click on the **English Learners** button located on the navigation bar at the top of every page.

Use this navigation bar to toggle back and forth between netTrekker's channel for English learners and its channel for all learners. The same menu of rich resources for English language learners is available to elementary, middle, and high school students and teachers, but within each menu area, resource sites have been designated for grade-level appropriateness. This allows you to meet both the developmental needs of your English language learners as well as the academic requirements mandated by such legislative acts as No Child Left Behind.

NEW! Topical Pathways and Content Acquisitions

The English learners channel aligns resources into two major divisions—ELL Skill Development and the Multicultural Pavilion—so that users can drill down through a logical arrangement of topics to find just what they are looking for, whether that's exercises for building a listening vocabulary or information on the culture and heritage of the Caribbean.

netTrekker's evaluators have succeeded in capturing many new, safe, and relevant educator-selected resources in 15 foreign languages to support the teaching of academic content to non-native English speakers. In addition, new English language development sites have been assiduously sought out and individually screened to bring the latest multimedia resources to your desktop.

NEW! Feature Set

Four easy-to-use features deliver improved functional support to English language learners and their teachers:

1. Dictionary hot key
2. Readability scaling
3. Search result tabs for easy sorting
4. ELL/ELD state standards

Dictionary Hot Key: The *dictionary hot key* can be used by students any time they need to find the meaning of an English word or a translation. By simply clicking on the dictionary button, a dictionary-enabled website launches. A

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student can choose to have words translated from English into their native language or from their native language into English, or view a definition of the word in English. When the student clicks on an unfamiliar word, a new box will open with several meanings of the word in English (as the default). The student can choose to stem the search and see the key part of the word used differently, or have the definitions translated into a variety of languages by simply clicking on one of the drop-down options. Be aware that some technical terms may not show up in the dictionary, so you may want to check these words out ahead of time if you think your students may need to know them.

Have your students practice using the dictionary tool a few times so that they can see how it works and become comfortable with it. Some students may want to use the translation tool; some may want to use the dictionary tool. You may need to “wean” your intermediate students off the translation tool to help them start to develop higher-level English language skills as they progress. You may also need to teach your students how to use a printed dictionary. Students who may have had little schooling in their first language may not comprehend the concept of alphabetization and, consequently, may need some practice to build understanding. Do a netTrekker search on *alphabetize* in Elementary. You’ll find lots of great activities to help your students develop the skills they need to use a “real” dictionary if they have to someday!

Second language learners often have a difficult time with determining the meaning of new words, especially in academic areas when contextual clues are limited. The dictionary hot key is one way to help these students understand what a key word in a content area actually means. It is especially helpful when you are working in areas like social studies, where concepts or beliefs are not easily explained. It is important not to have students overuse the dictionary hot key in the course of a single online reading or they will lose the overall meaning of what they are looking at. Remember, the dictionary hot key is a tool, not a teacher replacement. If students need to use the dictionary hot key too often, then the reading level of the site is probably too high. You may want to review the reading level of the resources that students are using and show them how to use netTrekker’s readability scale to search for alternative sites.

Readability Measures: netTrekker’s readability measures are designed to help you more easily identify sites appropriate for your students by returning results at differing levels of reading difficulty. Drawing on a variety of commonly used measures to gauge reading accessibility (more information about these measures can be found by browsing netTrekker’s Help pages on readability), netTrekker has instituted a 1 to 5 scale to describe the relative reading difficulty of sites in its database.

The idea behind these levels is that teachers can direct their students to sites that are of appropriate reading difficulty whenever possible, keeping an eye on students’ frustration levels and how often the dictionary hot key is used. Ideally, students should be able to read almost all of the text on a site, turning to translation and dictionary tools only rarely. This helps them develop their fluency and increases comprehension.

As you see that students are successful at one level, you should encourage them to start looking at sites at the next level up. This will help them make forward progress linguistically, it will expose them to activities that push higher-level thinking skills, and it will allow them to expand their vocabulary base. As

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students progress through language proficiency levels, netTrekker mirrors their progress. They will have positive proof of their success in learning English by the fact that they are now looking for website resources at higher readability ranges.

Search Results Tabs. Search results tabs are a great way to find exactly what you want in a hurry. Search result tabs are located right under the keyword box where you enter search terms. Choose to look at sites with learning games or lesson plans, with pictures or biographies, or click on the **Spanish** tab to view search results that are available in that language.

The different applications, elements, and emphases of web resources have been captured by our evaluators so that you can use that information to narrow your results. Click on the plus sign next to the tabs to expand options. Click on "All" to return your results page to its original form, before you refined your results to view only sites with learning exercises, for example.

Language Proficiency Standards. One of the great things about using netTrekker's English learners channel is that you have instant access to your state's ELL or ELD standards, if they exist. If your state has standards for English language learners, you'll find them in netTrekker. Click on the **State Standards** button at the top of any netTrekker d.i. page. Choose your state from the displayed list. Standards are displayable in netTrekker to help you plan and design your curriculum. [Suggested lesson plans for students at varying levels of language proficiency and at differing grade-level clusters, which show how netTrekker can be used in ELD/ELL lessons, are provided at the end of this document.]

The following sections detail aspects of the skill development options available to you in netTrekker for using the English learners channel as a productivity tool for your classroom lesson planning and as a way to better engage your students in activities that more specifically address the needs they have as second language learners. We encourage you to review these sections, and then spend some time exploring the areas on your own. Just remember: there is no wrong way to use netTrekker. Have some fun, explore the site, and let the advantages that technology can offer you support your students.

ELL Skill Development

The ELL Skill Development pathway helps students practice the vocabulary and concepts they are going to need to be successful in content area academics. It provides them with practice in listening, speaking, reading, and writing as well as directing them to activities designed to increase their fluency in English. Within each grade-level span, specific resources vary; so you are encouraged to look at each span—Elementary, Middle, and High—to assess the types of resources that are indexed at various levels. In the paragraphs below, we highlight a few of the applications-driven resource collections found in netTrekker's ELL Skill Development topic areas.

ELL Critical Thinking. In his research on second language acquisition, James Cummins, Ph.D., has found that learners develop two types of language. The first is Basic Interpersonal Communication Skills, or BICS, which are the skills needed to hold day-to-day conversations and, generally, to be successful in communicating with peers and associates. Higher-level of language is known as Cognitive Academic Language Proficiency, or CALP. This type of language is more difficult to attain because it consists of the more complex parts of language, such

as grammar, subject area vocabulary, and use of higher-level thinking skills, including writing. This is the type of language that second language learners struggle with as they move through their schooling. In order to demonstrate these two types of language, Cummins created a quadrant with questions ranging from cognitively undemanding/context embedded (e.g., hold up a shell and ask the student to point to the shell) to cognitively demanding/context reduced (e.g., ask the student to write an essay telling how a shell is formed). For more on Cummins, work, jump to this website:

<http://www.asij.ac.jp/elementary/parent/mosaic/Research.htm>

Many beginning language programs focus on basic communication skills and students become quite proficient at answering questions that assess this level of language. The ELL Critical Thinking resources provide teachers and students with ideas to assist students with development of higher-level language skills essential to their success in academic programs.

ELL Fluency. This section consolidates resources that can help students make progress toward decoding words with greater fluency and building comprehension.

ELL Listening Skills. This section address the development of listening vocabulary, survival listening (ordering meals, e.g.), social listening (greetings, e.g.), and academic listening (monarch butterflies, e.g.) and includes many dictation activities, with students listening to short segments and answering questions online.

ELL Reading and Writing Skills. The Reading and Writing Skills section provides links to resources for vocabulary, grammar, and reading development, with many applications-oriented resources particularly designed for English learners whose first language is Korean, or Spanish, or Arabic, etc.

ELL Speaking Skills. This section provides resources for helping students with their speech production. Students are able to hear correct and incorrect speech forms and determine which is appropriate for the sentence. Teacher resources vary widely, providing, for example, information about sounds that are most commonly mispronounced by speakers of Spanish learning English.

Methods of Teaching the English Language Learner. This section is just for you, the teacher. In this section you will find links to assessment resources to help you prepare for your own assessment, research information, and ideas for using a variety of strategies in your own classroom. Check back in this section often as we will be adding to it on a regular basis. If there is a topic you would like to know more about or if you find a great website you would like to share with others, let us know. We'll see what we can find, or pass your find on to others. To email us, click on the *contact us* link at the bottom of every page in netTrekker.

Multicultural Pavilion

The Multicultural Pavilion addresses the needs of teachers who require educator-selected resources about the cultures from which their students have come and of students who want quickly to learn about how things are done in the United States. In this section, links are provided to a variety of areas that can be useful for teachers and students as they look for ways to better understand each other and work

together in diverse classrooms. You will find resources that provide information that can be used as lessons, shared with students as part of a lesson, or just reviewed to further your own understanding of the topic. In the paragraphs below, we highlight a few of the applications-driven resource collections found in netTrekker's ELL Skill Development topic areas.

Continents, Countries, and Regions. This section links to sites that detail the geography and history of the world. Cultural literacy begins here. For many English language learners, the social studies curriculum is especially difficult because textbooks, which are designed for native English readers, provide only a fraction of the visual and auditory support ELL students need if they are to internalize difficult concepts such as immigration patterns, democracy, and economic disparity. But using netTrekker-identified resources, a child who has never seen a ship can take a virtual tour of the Queen Mary; a child who has never been on an airplane can learn about flight, courtesy of the Smithsonian; a child who has never seen a play can go behind the scenes with the set designer of a Broadway production.

Country resources are especially rich, with resources on political structure, economy, climate, vegetation, and relationship with the United States. By using netTrekker resources as pre-teaching or independent work tools, teachers can reinforce the academic content of their geography curriculum. By drilling into this topical area of the Multicultural Pavilion, you'll find a variety of modalities that take students well beyond their textbooks.

Ethnic Identity in a Multicultural World. This part of the Multicultural Pavilion provides students and teachers with resources about various cultural populations. By learning about the contributions other cultures have made to American society, students develop a broader world view and a greater acceptance of those different from themselves. Teachers can use this area to gain a deeper understanding of the backgrounds of their students and better plan appropriate classroom activities.

Many of these sites are appropriate for students, especially those listing famous inventors of various ethnic groups, but some are teacher directed. Helping students see that others who look and speak like them have been successful is important in motivating them to continue their education. Students can view pictures of leaders from their background and read their stories, seeing that they too struggled with learning English and with school. The ethnic identity section not only helps students learn more about other ethnic groups but also helps them learn about themselves and the possibilities that are open to them.

Assimilation to America. This section details the concepts and understandings that a student needs to know that relate to American citizenship and civics. Information on the rights and responsibilities of citizens, immigration myths and realities, and American culture and customs can be found here.

Cultural Sensitivities. These sites are excellent resources for teachers wanting more information about some of the cultural attributes of the students with whom they work. Of course, not all students of an ethnic group will fit a given pattern, but, in general, this information can be extremely helpful in setting up groups, designing lesson plans, or planning for meeting with parents. It also will provide examples of the types of behaviors and expressions that can easily lead to misunderstandings in the classroom.

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Diversity Issues. This section provides a number of comprehensive informational and applications-oriented resources designed to help students develop an understanding of those who are different from themselves. Activities that encourage students to interact with each other and to begin to articulate their feelings about diversity are included.

DIANA R. JONES is a professional educator with over 30 years of experiences in public education and over 23 years of experience working with ELL/ELD programs in grades K-12. She has extensive experience in curriculum design and development specifically for English language learners, in the use of technology as a teaching and learning tool, and in providing teacher training in a variety of areas.

SUGGESTED LESSON PLAN

Learning about Colors

Standard

- Begin to speak with a few words or sentences using some English phonemes and rudimentary English grammatical forms (e.g. single words or phrases).
- Answer simple questions with one to two word responses

Language Proficiency Level

Beginning

Grades K – 1

Assessment

Meets Standards	<ul style="list-style-type: none">• Correctly identifies all three colors.
Progressing	<ul style="list-style-type: none">• Correctly identifies two colors.
Needs Extensive Assistance	<ul style="list-style-type: none">• Unable to identify more than one color correctly.

Length of the Lesson

One 20- to 30-minute teaching lesson

Reinforcement activity during online activity time

Advanced Preparation/Materials

Find [*netTrekker*](#) resources

1. Choose the Elementary tab
2. Choose the English Learners channel
3. Enter the keyword *color*, and then refine your search using the Learning Games search results tab to locate the **FunBrain.com: Fun Match Game** and the **abcteach: Colors Theme Unit** websites.

Assemble red, yellow, and blue pictures or objects or red, yellow, and blue construction paper

Obtain a book about colors (see the bibliography below for suggestions)

Distribute a red, yellow, and blue crayon to each student

Instructional Activities

- Point to the objects in the book, hold up colored paper, or hold up pictures or objects to introduce color
- Do a picture walk through the book, eliciting from students the names of colors they might recognize
- Read the book to the class. As each word is introduced, add the color word to the word wall or the vocabulary list
- Reinforce color words by making statements such as:
"Cecilia is wearing a *yellow* shirt." (Point to the shirt.)
"Stand up if you are wearing something *red*." (Point to a student and have her stand.)
- Give students copies of the red, blue, and yellow coloring pages printed out from the **abcteach: Colors Theme Unit** website and a red, yellow and blue crayon
- Have students follow your oral directions to color pages correctly:
"Color the bird blue."
"Color the apple red."

- Practice statements about the pages, for example:
"The bird is blue."
"The sun is yellow."
- Encourage students to create sentences naming other objects that are the same color
- Play a game with the students by placing the construction paper or colored objects randomly on the floor
- Model and give commands such as:
"Walk to the *blue* paper."
"Touch the *red* paper."
- Check for understanding by naming a color and having students find other objects in the room that are the same color
- Assign student pairs to play the **Fun Match** game – having them match colors and saying the name of the colors as they match them
 - Students should be paired at similar proficiency levels
 - Beginning students should play the game with fewer pairs, higher-level students can play with more pairs

Resources

Books

- Baker, Alan. *White Rabbit's Color Book*. Chambers Kingfisher, Graham Publishers, 1994. (ISBN: 1-85697-953-9)
- Cabrera, Jane. *Cat's Colors*. Dial, 1997. (ISBN: 0-8037-2090-4)
- Carle, Eric. *Hello, Red Fox*. Simon & Schuster, Inc., 1998. (ISBN: 0-689-81775-4)
- Carle, Eric. *Mixed-Up Chameleon*. Harper Collins, 1984. (ISBN: 0-06-443162-2)
- Hoban, Tana. *Is It Red? Is It Yellow? Is It Blue? An Adventure in Color*. William Morrow, 1978. (ISBN: 0-688-07034-5)
- McMillan, Bruce. *Growing Colors*. William Morrow, 1994. (ISBN: 0-688-13112-3)
- Tuxworth, Nicola. *First Book about Colors*. Gareth Stevens, 1999. (ISBN: 0-8368-2287-0)

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SUGGESTED LESSON PLAN
Butterfly Life Cycle
The Very Hungry Caterpillar by Eric Carle

Standard

- Identify a basic sequence of events using key words or pictures

Language Proficiency Level

Intermediate

Grades 1 - 3

Assessment

Meets Standard	<ul style="list-style-type: none"> • Correctly sequences events using keywords or pictures; four to six pictures for first grade, and five to seven pictures for second grade. • Draws pictures or writes keywords to match most pictures in correct sequence.
Progressing	<ul style="list-style-type: none"> • Sequences events with one error, or correctly sequences events using fewer keywords or pictures than listed above for each grade level. • Draws some pictures or writes some keywords to match pictures in correct sequence.
Needs Extensive Assistance	<ul style="list-style-type: none"> • Unable to sequence events correctly. May be able to tell beginning and ending of event only. • Unable to draw pictures or match words to event.

Length of the Lesson

Two 20-minute lessons

Twenty minutes for students to complete individual sequencing activity as a seat or center activity.

Advanced Preparation/Materials

Find [*netTrekker*](#) resources

1. Choose the Elementary tab
2. Choose the English Learners channel
3. Enter the keywords *butterfly life cycle*
4. View the student resources and find the suggested student activity by clicking on the Learning Exercises search results tab: **Cool Science: Where Do Butterflies Come From?**
5. Click the All search results tab to view all resources for the keyword search *butterfly life cycle* and locate this resource: **Beal Early Childhood Center: Butterfly Life Cycle**
6. Enter the keyword *The Very Hungry Caterpillar* and find the teacher's resource **DLTK's The Very Hungry Caterpillar**, which includes story-sequencing game cards and felt board templates

Assemble toilet paper rolls, popsicle sticks, construction paper, and pipe cleaners

Assemble sentence strips:

"An _____ was laid on a leave."

"A _____ popped out from an egg."

"On Sunday, he ate _____."

"On Monday, he ate _____."

"On Tuesday, he ate _____."

"On Wednesday, he ate _____."

"On Thursday, he ate _____."

"On Friday, he ate _____."

"On Saturday, he ate _____."

"He built a _____."

"He changed into a _____."

Instructional Activities

- Introduce students to the book by showing them the cover. Point to and identify the title, author, and illustrator.
- Ask open-ended questions such as:
"What do you think this book will be about?"
"What do you know about caterpillars?"
- Read the story aloud. While reading the story, ask questions, such as:
"Is this caterpillar green?"
"Do you see one apple or two apples?"
"How many strawberries do you see?"
- Allow students to answer questions using non-verbal responses, such as fingers to show numbers or nodding to agree.
- Encourage students to use one- or two-word responses. For example:
"Do you see one or two pears?"
"What color is the plum?"
- While reading the story, invite students to supply the last word of a sentence. For example:
"On Monday, he ate _____."
"On Tuesday, he ate _____."
- Use sequencing cards from the **DLTK** site to practice the story sequence.
- Display cards in front of the class. Arrange the cards in a correct sequence as a whole class. Emphasize the use of words that indicate sequence such as *first, second, then, last, etc.*
- Repeat the above process until most students become familiar with the story sequence.
- Read each sentence in the pocket chart aloud. Discuss the card that matches each sentence.
- Take out all of the cards from the pocket chart and give each student a card.
- Have students form a line following the sequence of events in the story.
- Review the story to check whether the cards follow the correct story sequence.
- Review the butterfly life cycle using the **Cool Science: Where Do Butterflies Come From?** site.
- Have students complete the activity according to the directions on the site.
- Students can view different types of butterflies by visiting the **Beal Early Childhood Center: Butterfly Life Cycle** site to see different types of butterflies.

Resources

Books

Carle, Eric. *The Very Hungry Caterpillar*. Philomel Books, 1969. (ISBN: 0-399-20853-4)

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SUGGESTED LESSON PLAN
Narrative Writing – Character, Setting, Plot

Standard

- Write short narratives that include examples of writing appropriate for language arts and other content areas
- Write short narratives that describe setting, character, objects, and events

Language Proficiency Level

Advanced

Grades 1-3

Assessment

Meets Standards	<ul style="list-style-type: none"> • Writes a narrative that includes setting, character, objects, and events. • Writes a book report with few errors in content, punctuation, grammar, or spelling.
Progressing	<ul style="list-style-type: none"> • Writes a narrative that includes some elements of setting, character, objects, and events. • Writes a book report with some errors, but they do not interfere with reader’s understanding.
Needs Extensive Assistance	<ul style="list-style-type: none"> • Omits two or more elements from the narrative. • Book report is not understandable due to many errors in grammar, punctuation, or spelling.

Length of the Lesson

Two to three 30-minute instructional periods, with additional time to write narrative and book report

Advanced Preparation/Materials

Find [*netTrekker*](#) resources

1. Choose the Elementary tab
2. Choose the English Learners channel
3. Enter the keywords *narrative writing*
4. View the student resources and find the suggested student activity: **PBS Kids: Make Your Own Book** (Readability Level 1)
5. Enter the keywords *story, plot, character*
6. View the teacher resources by clicking on the Lesson Plans search results tab and find the suggested teacher resource: **ABC TEACH: Story Grammar Form**
7. Enter the keywords *fairy tales*
8. View the student resources and find the suggested student activity by clicking the Learning Games search results tab: **Absolutely Whootie: Stories to Grow By** (Readability Level 2)
9. Enter the keywords *fairy tale book report*
10. Find the suggested teacher resource: **ABC TEACH Fairy Tale Book Report** (Readability Level 1)

Choose a simple fairy tale with distinct characters, plot, and setting

Write this chart on the blackboard

Characters	Settings	Events/Problems

Instructional Activities

Lesson 1

- Introduce the fairy tale by having students read the title.
- Identify or have the students identify the author(s) and illustrator(s).
- Before reading the fairy tale, ask questions such as:
“What do you think might happen in this fairy tale?”
“What can you tell me about this fairy tale by looking at the art on the cover?”
- Explain to students that stories have characters, a setting, and a problem or event that occurs and is often solved.
- Point to these words at the top of the three columns on the chart
- Read the fairy tale to the students.
- Identify characters, settings, and problems as you read.
- Write each in the correct column.
- Review the columns when you are done by asking questions such as:
“What characters did we list?”
“Where did the story take place?”
“What problems did the characters have?”
- Highlight these in the columns as you discuss them.
- As a group, choose a familiar folk/fairy tale to use to write a story. Some ideas are:
Rapunzel
Peter Rabbit
The Three Pigs
- For example, using *The Three Pigs*, as a group list characters, events, settings, and problems in the story.

Characters	Settings	Events/Problems
The Third Pig: Good planner Built a strong house Helpful to his brothers	At the market Inside the first and second pig’s houses Inside the third pig’s house	Pigs want to stay safe Straw house destroyed Wolf threatens pigs

- Instruct the students to think about a problem one of the characters might have in the future after the story has ended.
- Ask students to brainstorm what the character would do to solve that problem. (Key idea: keep the traits of each character in mind.)
- List ideas on the board and develop sample sentences.
- Tell students they will be writing their own expansion of the story.
- Give students a copy of the **ABC TEACH Story Grammar Form** and discuss the components with them.
- Have students work in pairs to draft their story using the above.
- Students write their stories using the **PBS Kids: Make Your Own Book** forms based on a prompt of your choice.
- Tell students they will read their story to a peer team in the next lesson.

Lesson 2

- Have student pairs read their stories to partners.
- Encourage pairs to read their stories to the large group.

- Have students identify key elements of each story and answer questions such as:
 “What was the setting, who were the characters, and what happened?
 “Which part of the story did you like best?”
 “What problem did the character(s) face and how was it solved?”
- Have pairs re-write the first draft of their stories into a final draft for sharing with younger students or for displaying on the bulletin board.
- Assign students to visit the website: **Absolutely Whootie: Stories to Grow By.**
- Have students read several fairy tales
- Each student should complete an **ABC TEACH: Fairy Tale Book Report** for the fairy tale they find most interesting.

Resources

Books

Ada, Alma Flor. *Dear Peter Rabbit*. Simon and Schuster, 1997. (ISBN: 0689812892)

Ahlberg, Janet & Allan. *The Jolly Postman or Other People’s Letters*. Little, Brown, 1986.

(ISBN: 0-316-02036-2)

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SUGGESTED LESSON PLAN

Following Directions

Standard

- Begin to speak with a few words or sentences using some English phonemes and rudimentary English grammatical forms (e.g. single words or phrases)
- Answer simple questions with one to two word responses

Language Proficiency Level

Beginning

Grades 3-5

Assessment

Meets Standards	<ul style="list-style-type: none">• Correctly follows direction 5 out of 6 times.
Progressing	<ul style="list-style-type: none">• Correctly follows direction 4 out of 6 times
Needs Extensive Assistance	<ul style="list-style-type: none">• Correctly follows directions less than 4 out of 6 times.

Length of the Lesson

Two 20- to 30-minute lessons

Advanced Preparation/Materials

Find [*netTrekker*](#) resources

1. Choose the Elementary tab
2. Choose the English Learners channel
3. Enter the keywords *following directions* and locate the **Tina's World: Buggy Trails** and **Colors, Colors Everywhere: Lesson Plan** websites.

Obtain crayons/pencils and scissors and distribute to the class

Copy the clothing coloring pages from the **Colors, Colors Everywhere: Lesson Plan** website

Instructional Activities

Lesson 1

- Use TPR to have students move with you as you say the following words:
 - sit, stand, jump, clap, run, hop (one foot)
- Write the word for the action on the board with a picture of it below it
- Practice this several times until students appear to understand most words
- Play a guessing game with the students by describing the actions using sentences such as:
 - I am thinking about an action that makes you go fast. Running.
 - I am thinking about an action that you do with one foot. Hopping.
 - I am thinking of something you do when you like something. Clapping
- After you give the description, have each child turn to another child and tell the answer
- Choose one pair to tell the group the answer
- Have all students act it out
- Continue until all actions have been reviewed
- Have students work in pairs to follow the directions on the **Tina's World: Buggy Trails** site and complete the bug-collecting activity.

Lesson 2

- Review movement activity through TPR.
- Distribute the duplicated clothing pictures from the **Colors, Colors Everywhere Lesson Plan** and give students directions for coloring the such as:
 - Color the dress blue.
 - Color the pants red
 - Color the shoe green.
- When all students have finished, have them cut the clothing pieces apart; then follow directions such as:
 - Hold up the dress.
 - Touch the green shoe.
 - Pass the sweater to your partner.
- Save clothing pictures to be used for other games.

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SUGGESTED LESSON PLAN
Feelings – Language Arts
***The Giving Tree* by Shel Silverstein**

Standard

- Listen to a story and respond orally by answering factual comprehension questions using simple sentences
- Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects)

Language Proficiency

Intermediate

Grades 3-5

Assessment

Meets Standards	<ul style="list-style-type: none"> • Correctly answers factual comprehension questions about a story using one- or two-word responses at least four out of five times. • Correctly names a feeling using single words or a short phrase four out of five times.
Progressing	<ul style="list-style-type: none"> • Correctly answers factual comprehension questions about a story using one- or two-word responses at least three out of five times. • Correctly names a feeling using single words or a short phrase three out of five times.
Needs Extensive Assistance	<ul style="list-style-type: none"> • Cannot correctly answer factual comprehension questions about a story using one- or two-word responses at least three out of five times. • Cannot correctly name a feeling using single words or a short phrase at least three out of five times.

Length of the Lesson

One 45-minute lesson with time to share posters during the next lesson

Advanced Preparation/Materials

Find *netTrekker* resources

1. Choose the Elementary tab
2. Choose the English Learners channel
3. Enter the keywords *Giving Tree*
4. View the resources and find the suggested teacher resources **Natural Resources** and **Web English Teacher: Shel Silverstein**.
5. Enter the keywords *feelings*
6. View the resources and find the student web activity at the **Science Museum of Minnesota: Making Faces** website by clicking on the Video refinement tab.

Assemble photos or pictures of people showing different emotions

Instructional Activities

- Display the emotion pictures to students or use the **Science Museum of Minnesota: Making Faces** website if you are able to project websites in your classroom.
- Identify or have students identify each feeling as it is shown.

- Write the word for the feeling on the board as you name it.
- Have students write and illustrate each word in their word journals.
- Describe each word by making statements such as:
 "When people are *tired*, they need to rest."
 "I get *surprised* when I get a present!"
 "Sometimes I am *sad* if someone does not want to be my friend."
- Ask students to show on their face how each emotion feels as you say it.
- Encourage students to create their own sentences about each emotion to share with a peer.
- Read *The Giving Tree* by Shel Silverstein, using one of the lesson plans from the **Web English Teacher: Shel Silverstein** or the **Natural Resources** site or creating your own.
- As you read, emphasize the emotions the characters are feeling by making statements and asking questions using feeling words.
- Create Venn diagrams or story webs to compare and contrast the feelings of the characters in the story. Ask questions and fill in the parts of the diagram, for example:
 - Label each circle of the Venn diagram with one emotion; surprised, happy, etc.
 - Explain to students that you are going to put character names in the circles
 - Discuss that some characters may feel more than one emotion and their name will go where the circles overlap Ask questions, such as
 "Which characters were happy?"
 "Was _____ happy or surprised?"
 "Which characters were surprised and happy?"
- Assign group activity by telling students that they are going to make a poster that includes
 - Pictures of four feelings from the story
 - A brief sentence about the picture, such as
 "The boy is sad."
 "The bird is happy."
 "I am happy at school."
- Share the posters during the next class session to reinforce the learning

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SUGGESTED LESSON PLAN

Historical Newscast

Standard

Organization and Focus

- Narrate a sequence of events and communicate their significance to an audience

Language Proficiency Level

Advanced

Grades 3 – 5

Assessment

Students view a video and write a narration as if they were a newscaster.

Meets Standards	<ul style="list-style-type: none">• Narration contains correct sequence of events with more than five components discussed.• Narration describes the significance of three or more events to audience.• Narration uses primarily correct grammatical forms with fewer than eight errors.
Progressing	<ul style="list-style-type: none">• Narration contains correct sequence of events with three to five components discussed.• Narration describes the significance of two to three events to audience.
Needs Extensive Assistance	<ul style="list-style-type: none">• Narration contains correct sequence of events with fewer than three events, or events are discussed out of sequence.• Narration does not describe the significance of events to audience.

Length of the Lesson

Two 45-minute lessons

Advanced Preparation/Materials

Find *netTrekker* resources

1. Choose the Elementary tab
2. Choose the English Learners channel
3. Enter the keywords *American history* and click on the Video search results tab. Locate a video that is appropriate for the topic you are studying; for example, **Famous Moments in American History: Declaration** and obtain a television newscast on video

Make a copy of the Newscast Organizer (Figure A) on an overhead transparency and one paper copy for each student

Make a copy of the Newscast Assessment Guide (Figure B) on an overhead transparency

Make four paper copies of the Newscast Assessment Guide (Figure B) for each student

(Figure A)

Newscast Organizer

Use this organizer to help gather information to write your newscast. Answer these questions on a separate piece of paper or on note cards, being sure to keep the details in correct sequence. Use correct grammar and transitions in your writing. You will read or orally present your newscast to your peers.

1. Topic of your newscast:
2. Who is involved in the story?
3. Where did the event happen?
4. What happened? Discuss five or more parts of the event.
5. In what order did the events occur? Include a timeline of events.
6. Is there another place you can get more information? If so, include it in your presentation.
7. What significance do these events have on the viewer? How might they affect the viewer in the future?
8. Conclude by summarizing the key points again for the viewer.

(Figure B)

Newscast Assessment Guide

Provide feedback to the newscaster according to these criteria:

Criteria	Feedback
1. Was information shared about the event clear?	
2. Who was involved in the story? (List names.)	
3. Where did the story happen?	
4. What events took place?	
5. Are they listed in correct order using a timeline?	
6. How will this story impact you?	
7. Did the newscaster give a good conclusion?	
8. Was there good eye contact?	
9. Was there good use of the voice? Too loud or too soft? Monotone? Sounded interested in the event?	
10. Was there good use of gestures? Too many? Not enough?	

Instructional Activities

Lesson 1

Tell students they are going to be watching a newscast to determine strategies and techniques used to share news with the public.

Ask students to take notes on the type of information that is shared, how long it takes to share it, how much detail is used, and how each segment begins and ends.

Show the newscast video.

Debrief the newscast by asking students questions about the above areas. For example:

- *What kind of statement did the newscaster make when she began talking about the fire?*
- *What sort of details did she give?*
- *How do you know these details were accurate?*
- *How did she end the segment?*
- *What type of voice did she use?*
- *Where were her eyes looking?*
- *What did she do with her hands?*

As students share examples, write the details on the board. For example:

- *The story started with a statement of what happened.*
- *Next the newscaster told about the fire, how big it was, how many houses it burned, how many fire companies came to the scene, how many people are now homeless, and where to call to provide assistance.*
- *She used pictures to make it more interesting for the viewer.*
- *She ended by recapping the story for the listener.*

Ask students "What would happen if the newscaster gave the information out of order?"

Demonstrate by naming the events from the newscast in the wrong order.

Discuss with students the importance of placing events along a correct timeline by charting the events as students retell them to you using a timeline.

Ask students to discuss how the newscaster may have gathered the information used for the newscast. Some ideas include:

- Scanners on police and fire channels
- The news truck being in the area
- Off the Internet
- From an eye witness
- Research in a library
- Talking on the phone to people involved

Have students verbally share answers.

Record answers on the board.

Lesson 2

- Give each student a copy of the Newscast Organizer (Figure A), and review it with the group using the overhead transparency.
- Show the video you have chosen in your netTrekker search, telling students they are to use their Newscast Organizers to gather basic information.
- Have students work in groups of four to gather additional information for their Newscast Organizers by researching topics further using netTrekker.
- Show students how to use keyword search elements according to the topic you have chosen. For example, the keywords *Declaration of Independence* will yield approximately 75 results in Elementary. Students can then use any of the search results tabs to further refine their results. For example, the Learning Games search results tab lowers results to approximately nine results. The Maps/Charts tab isolates six results.
- Allow time for groups to prepare their newscast and practice it orally. Each student must present a part of the newscast.
- Before the presentations, display the Newscaster Assessment Guide (Figure B) on the overhead projector.
- Model how to give feedback to a newscaster by completing a Newscaster Assessment Guide for the newscaster that the class watched in Lesson 1.
- Give four copies of the Newscaster Assessment Guide to each student.
- Place students into groups of four.
- Instruct students to take turns presenting their newscasts.
- While one group is speaking, another group will be writing comments about them.
- Encourage students to ask the newscasters questions, and to give input about their presentations after each student gives his/her newscast.
- Continue until all students have presented a newscast.

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SUGGESTED LESSON PLAN

The Seasons

Standard

- Listen and respond orally by answering factual comprehension questions

Language Proficiency Level

Beginning

Grades 6-8

Assessment

Meets Standards	<ul style="list-style-type: none">• Correctly answers factual comprehension questions about each season.• Illustrates drawing with details correct for each season.
Progressing	<ul style="list-style-type: none">• Correctly answers factual comprehension questions about a 2 of the 4 seasons.• Illustrations have minor details incorrect.
Needs Extensive Assistance	<ul style="list-style-type: none">• Cannot correctly answer factual comprehension questions about more than one season.• Illustrations show no understanding of the relationship of seasons to activities, weather or other details.

Length of the Lesson

One or two 45- minute lessons

Advanced Preparation/Materials

Find [netTrekker resources](#)

1. Choose the Middle tab
2. Choose the English Learners channel
3. Enter the keyword *seasons*
4. Use the Audio search results tab to isolate resources with an audio component and locate the **Weather Dude: The Seasons** and the **NASA: A Song for the Seasons** websites.

Instructional Activities

- Use the **Weather Dude: The Seasons** site to introduce students to the concept of seasons. There is information about each season as well as a song that tells about the seasons on this site. There are links on the site to questions and answers having to do with weather and seasonal-related topics that may be of interest to your beginning students.
- Use the simple experiments on this site to help develop key vocabulary helpful for students to succeed in science classes such as:
 - Climate
 - Temperature
 - Weather pattern
 - Precipitation
 - Solstice
 - Equinox
 - Axis

- Relate this learning to the current season by having students keep a calendar of weather and temperature and mark the dates of the next solstice and equinox.
- Have students relate to the topic using a different learning style by using the **NASA: A Song for the Seasons** site.
- Use this site to introduce Vivaldi and his music.
- Tell students that sometimes composers use nature to create art.
- Play the different clips from The Four Seasons and have students illustrate each clip as you play it.
- Have students match the sound clip to the correct seasons on the site.
- Have students conclude by drawing pictures of what they like to do during the different seasons.

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SUGGESTED LESSON PLAN

Learning Styles

Standard

- To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

Language Proficiency Level

Intermediate

Grades 6-8

Assessment

Meets Standards	<ul style="list-style-type: none">• Determines three most influential learning styles and most productive study style influences.
Progressing	<ul style="list-style-type: none">• Determines basic learning style and some study style influences.
Needs Extensive Assistance	<ul style="list-style-type: none">• Unable to determine learning style or study style

Length of the Lesson

One 45-minute lesson

Advanced Preparation/Materials

Find [*netTrekker*](#) resources

1. Choose the Middle tab
2. Choose the English Learners channel
3. Enter the keywords *learning styles* and select the Learning Exercises search results tab to refine your results. Choose a learning style inventory that is appropriate for your students to take in class.
4. Click on the ALL search results tab to restore the complete list of results for *learning styles*. Use the readability tabs to isolate reading level 2 sites and locate the **Channel One: It's not WHAT You Know, But HOW You Know It** website.

Instructional Activities

- Display a picture. Read a brief sentence from a text. Sing a line from a song.
- Ask students which is easiest for them to remember.
- Tell students different people remember different things due to their learning style, or preferred way of learning.
- Discuss learning styles with students, helping them understand that people learn the same things in different ways.
- Ask students:
 - "Who takes lots of notes in class?"
 - "Who learns best by listening to lectures?"
 - "Who draws pictures while they listen?"
 - "Who understands things best when they make something?"
- You should find that the class is split among these groups.
- Ask students if any of these ways of learning are wrong.
- Help them discover that these are all valid ways for people to process new information.
- Have students take the online learning style inventory identified through your earlier keyword search.

- After taking the inventory, have students share their results with a partner, preferably one who has a different learning style so that they can share their differences.
- Make a graph of the group to determine the dominant learning style. In most groups auditory and visual will be dominant with kinesthetic having a high number of people as well.
- Ask students if how they learn might affect how they study.
- Have several students discuss how they study:
 - How is the room set up?
 - Is there music or quiet?
 - Do they eat or snack?
 - Do they take notes?
 - Do they study alone or with a group?
- Tell students learning styles can also influence how a person studies.
- Have students take the **Channel One: It's not WHAT You Know, But HOW You Know It** quiz to assess their preferred studying style.
- Have students discuss the online response to their assessment.
- Have students write a paragraph summarizing what they learned about their preferred study style and how they will implement this to help improve their grades.

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SUGGESTED LESSON PLAN
Tobacco Awareness

Standard

- Listen attentively to stories and subject area topics and identify the main points and supporting details.
- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Language Proficiency Level

Advanced

Grades 6- 8

Assessment

Meets Standards	<ul style="list-style-type: none"> • Identifies the main idea and three to five supporting details of content area topics with fewer than three errors. • Speaks clearly and accurately. • Grammatical forms and sounds, intonation, pitch, and modulation are accurate with three or fewer errors.
Progressing	<ul style="list-style-type: none"> • Identifies the main idea and three to five supporting details of a content area topic with fewer than six errors. • Speaks clearly and accurately with some errors. • Some errors in use of grammatical forms, sounds, intonation, pitch, and modulation.
Needs Extensive Assistance	<ul style="list-style-type: none"> • May not be able to identify main idea of supporting details of a content area topic. • Speech has errors in use of grammatical forms, sounds, intonation, pitch and modulation.

Length of the Lesson

Three to four 45-minute lessons

Advanced Preparation/Materials

Find *netTrekker* resources

1. Choose the Middle tab
2. Choose the English Learners channel
3. Enter the keyword *tobacco* and find the **NIDA: Mind over Matter** and **National Institute on Drug Abuse: Sara’s Quest** websites by using the Learning Exercises search results tab.

Obtain tobacco ads from magazines or other publications

Make an overhead of the Main Idea Graphic Organizer and several paper copies for each student. A sample graphic organizer is included with this lesson, but if you prefer another type of organizer, you can search for different options in *netTrekker*. Enter *graphic organizers* as a keyword.

Main Idea Graphic Organizer

Topic:
Tobacco Information

Main Idea #1:

Details

- 1.
- 2.
- 3.

Main Idea #2:

Details

- 1.
- 2.
- 3.

Main Idea #3:

Details

- 1.
- 2.
- 3.

Instructional Activities

Lesson 1

- Tell students that you are going to be practicing identifying the main idea and supporting details of a text to help them get ready to research a topic and present an oral report. Display the tobacco ads and ask questions, such as:
 - “What is this advertisement trying to sell?”
 - “Why do you think they show the people all having fun?”
 - “What do you think about when you look at this ad?”
 - “Whom do you think this ad is trying to sell cigarettes to? Why?”
- Record student responses on the board or on chart paper.
- Display the Main Idea Graphic Organizer and discuss it with students.
- Tell students they will use the organizer to take notes as you show them a web site with information about tobacco.
- Display the pages on nicotine at **NIDA: Mind over Matter** site to the group using a video projector.
- After the first page, stop and model how you would take notes to assist students in using the organizer.
- When the presentation is finished, have students work in small groups to review their organizers, adding to them or correcting any notes that may be incorrect.
- Share main ideas with the whole group, discussing the health and societal problems tobacco can cause.
- After this discussion, launch the **National Institute on Drug Abuse: Sara’s Quest** website, and answer the questions about nicotine as a class.

Lesson 2

- Place students in small groups to conduct further research using netTrekker, keyword *tobacco*.
- Have students complete a Main Idea Graphic Organizer for each site they use as a resource with the goal of gathering enough information to create a report on tobacco use.
- Have students write an essay using the information they have gathered from their search.

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SUGGESTED LESSON PLAN

Punctuation

Standard

- Edit own work and correct punctuation.
- Identify basic vocabulary, mechanics, and structures in a piece of writing.
- Revise writing for proper use of final punctuation, capitals, and correct spelling.

Language Proficiency Level

Beginning

Grades 9 – 12

Assessment

Meets Standards	<ul style="list-style-type: none">• Correct punctuation with 3 or fewer errors.• Correct use of verb forms with three or fewer errors.• Capitalization and spelling have 3 or fewer errors.
Progressing	<ul style="list-style-type: none">• Correct punctuation with 5 or fewer errors.• Correct use of verb forms with 5 or fewer errors.• Capitalization and spelling have 5 or fewer errors.
Needs Extensive Assistance	<ul style="list-style-type: none">• Correct punctuation with more than 5 errors.• Correct use of verb forms with more than 5 errors.• Capitalization and spelling with more than 5 errors.

Length of the Lesson

One 45-minute lesson

Advanced Preparation/Materials

Find [netTrekker](#) resources

1. Choose the High [School] tab
2. Choose the English Learners channel
3. Enter the keyword *punctuation* and click on the "3" on the readability refinement bar to locate the **Hyper Text Books: Punctuation Marks** and the **Internet TESL Journal: Punctuation Quiz** websites.

Written work duplicated for students to edit. This can be from grammar books or students may bring work from another class to use for this activity.

Copy of the editing sample on an overhead transparency. As an alternative, create an editing sample that addresses the skills you are targeting with the group.

Dictionaries for lesson and student use.

Editing Sample

Good healath is importanat if you are going to be a good student? I have learned alot about health from reading my health book. For example I learned that it is important to hav all of your immunizations up to date. Last summer, I tooked my immunizations so I could come to school this year. I did not wanted to, but it was the law! I thought about this, and decided that if I did not have immunization, I might get sick and other student would then also sick get. I wonder if all of the student in the school have had there immunization shots? Once I learned more about this, I think I could be a nurse in the future and help other students stay healthy.

Instructional Activities

- Tell students they are going to learn how to *edit*, or correct errors, in their written work.
- Help students brainstorm ideas about what a correct piece of writing should contain by asking questions such as:
 - *What are the parts of a sentence that need to be correct?*
 - *How can you correct your spelling?*
 - *When do you use capital letters?*
 - *How do you know which word to put in the sentence?*
- As students brainstorm, write the ideas on the board for students to copy as their editing guide. This will be added to in the future as you cover more rules of English.
- As a group, review information on the site **Hyper Text Books: Punctuation Marks**
- Continue to provide questions to assist students in developing editing ideas as needed.
- Display the editing sample.
- Read the sample to the group.
- Tell students that there are many errors in this sample.
- Have them use the rules they reviewed to correct the errors as you re-read the sample as a group. For example:

Look at the first sentence. There are two words that are spelled incorrectly. Can you find them? I am going to circle the first word that is spelled wrong. If I look in this dictionary, I can find the correct spelling. Health is spelled h-e-a-l-t-h. Write this word in your word bank.

- Encourage students to add to the word bank to help them correctly spell common words. This will be added to in future lessons as you cover verb tenses and more advanced language.
- Assign students the task of editing the work samples you have supplied or one of their own pieces of work.
- Assess student progress towards the standard by reviewing edited work samples and working through the punctuation quiz found on the **Internet TESL Journal: Punctuation Quiz**. Progress towards this goal requires measurement over time.

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SUGGESTED LESSON PLAN

Literature Response

Standard

- Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.

Language Proficiency Level

Intermediate

Grades 9 – 12

Assessment

Students write a five-paragraph essay evaluating their favorite book.

Meets Standards	<ul style="list-style-type: none">• Shows a solid understanding of the book and discusses three or more key ideas.• Sentence structure is detailed and exhibits correct grammar and punctuation with 5 or fewer errors.• Transitions vary and are appropriate for the writing most of the time.
Progressing	<ul style="list-style-type: none">• Shows a good understanding of the book and discusses three ideas from the book, one or two of which are key ideas.• Sentence structure is simple and shows mostly correct grammar and punctuation with 6 to 10 errors.• Transitions show some variance, but are not well designed.
Needs Extensive Assistance	<ul style="list-style-type: none">• Shows some understanding of the general ideas in the book and discusses one or two general ideas.• Sentence structure is simplistic and exhibits frequent errors in grammar and punctuation.• Transitions are repetitive or not used.

Length of the Lesson

Two 45-minute lessons plus writing time

Advanced Preparation/Materials

Find *netTrekker* resources

1. Choose the High [School] tab
2. Choose the English Learners channel
3. Enter the keywords *literature response* and click on the "3" on the readability refinement bar to locate the **W. W. Norton & Company: Writing about Literature** website. Click on the "2" on the readability refinement bar to locate the **91 Ways to Respond to Literature** website.

Have students bring a copy of their favorite book, or a book that is being read by the whole group.

Obtain a selection of book reviews from newspapers, magazines, or online resources. Dictionary

Instructional Activities

Lesson 1

- Chart favorite student books on the board.

- Refer to one book, and ask the student who chose it to tell you three things about the book.
- Graphically map student answers on chart paper to qualities about the book, such as
 - Three interesting things
 - Major details about the story
 - Similar books
 - Books that have the same theme
 - Books written by the same author or illustrator
 - Why they chose to read that book
- Write the word *evaluation* on the board.
- Ask students to define the word, or look it up in a dictionary.
- Explain to students that many books and other types of literature are evaluated when they are published.
- Display and read sample book reviews to students, noting key words and phrases that are used, such as interesting, kept my interest, the writer created a complete fantasy world, did not hold my attention, too long.
- Explain that a literature response is another name for an evaluation and that responses can occur in many different forms but have some common characteristics.
- Review the information on the **WW Norton and Co. Writing about Literature** site emphasizing the aspects of quality writing.
- Using a favorite book of the class, show how this would be done.
- Assign students to look at the various ways to respond to literature found at the **91 Ways to Respond to Literature** site.
- Have each student choose a book or other piece of literature and one of the ways to respond.
- Allow time to write.

Lesson 2

- Place students in groups of five and have each student present their literature response to that group.
- Have each group choose a response they found effective to share with the whole class.
- Share out these essays, charting what attributes made them effective.
- Have students edit and rewrite their essays incorporating input from both small group and the large group activity.
- Assess student progress by comparison of the first essay and the revised essay, and the quality of evaluation in the essay.

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SUGGESTED LESSON PLAN

Idioms

Standard

- Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.

Language Proficiency Level

Advanced

Grades 9-12

Assessment

Meets Standard	• Correctly uses eight out of nine idioms in sentences.
Progressing	• Correctly uses five to seven idioms in sentences.
Needs Extensive Assistance	• Correctly uses less than five idioms in sentences.

Length of the Lesson

Two 45-minute lessons

Advanced Preparation/Materials

Find [netTrekker](#) resources

1. Choose the High [School] tab
2. Choose the English Learners channel
3. Enter the keyword *idioms* and locate the **Without Slang or Idioms: Students Are in the Dark** website by clicking "4" to isolate sites with a reading difficulty level of 4. This resource for teachers makes for an excellent refresher on the nature of idioms and how they enrich our ability to communicate.
4. Return to all results for the keyword *idioms*. Click on the Learning Exercises search results tab to locate the **Self-Study Idiom Quiz** and the **ESL Gold: Idioms** websites. Students can use these sites to research idioms and test their understanding of them.

Distribute a dictionary to each student or each pair of students or direct them to an online dictionary. (If you have several types of dictionaries, it will be interesting for students to compare definitions of the same word.)

Write a selection of idioms on chart paper with room for the definition or on an overhead transparency.

Blank cards for writing idioms.

Basket or bag to put cards into.

Instructional Activities

- Review the sites identified above.
- Inform students that they are going to learn some English phrases that are called *idioms*.
- Explain that an *idiom* says one thing but means another.
- Have students look up the word *idiom* in a dictionary or online.
- Ask students to read the various definitions of *idiom* that they find.
- Write or ask student volunteers to write definitions on the board.
- Discuss the slight differences between the definitions and develop a group definition, for example:

"An idiom is a group of words that mean something different from what they seem to say."

- Ask students to share idioms from their native languages and discuss what the idioms mean.
- Help students develop an understanding of an idiom. For example: *Monkey Business*. Ask students what a teacher means when she says, "No more monkey business, please!"
- Write the student answers on chart paper or on an overhead.
- Ask the group to help decide which answer is correct and circle it.
- Give the correct meaning of the idiom if needed.
- Place students into groups to explore different categories of idioms; for example:
 - Animals
 - Weather
 - Feelings
 - Travel
- Have students write idioms on cards to share with the group.
- After researching meanings of idioms have students share their category with the group.
- Check for understanding by saying each idiom and stating its meaning. Ask students to put their thumbs up if the definition given is correct and thumbs down if the definition given is incorrect. For example:
 - Dress to the Teeth* means dressed elegantly.
 - Monkey Business* means going to the zoo.
- Assess understanding by playing a game.
 - Place all index cards with idioms and meanings in a bag or box.
 - Place students into two teams.
 - Have a student choose a card.
 - The student either defines the idiom or gives a false meaning. For example: *Cat got your tongue* - Student responds: "This idiom means you have eaten something that does not taste good."
 - The other team determines if the student is giving the correct definition, and, if it is incorrect, gives the correct one.

Resources

Books

Broukal, Milada. *Idioms for Everyday Use*. National Textbook Company, 1994. (ISBN: 0844207497)

Collis, Harry. *101 American English Idioms*. Passport Books. 1994. (ISBN: 0-8442-5446-0.)

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