# Course Outline

**Program:** English as a Second Language (ESL & Citizenship)

**Course of Study:** English as a Second Language (ESL)

**Course:** 2:1020 ESL Beginning (Low-High)

## 50-01-52

## ESL Beginning High

**Course Description:**

This competency-based course is designed to develop communicative competence in listening, speaking, reading, writing and numeracy for the immediate needs of adult English learners at the beginning high level. A sequential grammatical structure base is integrated in the context of everyday life situations. The content and instructional strategies of this course reflect the English-as-a-Second-Language Model Standards for Adult Education Programs. This course outline contains content in the following areas relevant to Community-Based English Tutoring (CBET): The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills. It also contains SCANS activities that reinforce CBET goals such as Decision Making, Problem Solving and Reasoning.

**Credits:** 5                                  **Hours:** 200

**Prerequisites:**
ESL Beginning Low (50-01-51), or  (50-01-91), or equivalent skills.

**Note:**
The number **50-01-92** is used for reporting hours students generate outside the classroom through the Distance Learning program.  The number **50-06-52** is used for reporting hours students generate through GED Preparation.  The number **50-06-92** is used for reporting hours generated outside the classroom through GED Preparation Distance Learning.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

# *ACKNOWLEDGMENTS*

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**ESL Beginning High: Evaluation**

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# COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described.  Acceptable course outlines have six components. (*Education Code* Section 52506).  Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**Course  Outline  Components**

GOALS AND PURPOSES                                                                                          Cover

*The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction.  The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.*

The goals and purpose of a course are stated in the COURSE DESCRIPTION.  Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES                                              pp. 11-17

*Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.*

Performance Objectives are sequentially listed in  the  COMPETENCY-BASED COMPONENTS section of the course outline.  Competency Areas are units of instruction based on related competencies.  Competency Statements are competency area goals that together define the framework and purpose of a course.  Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction.  Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and  continual  repetition and  In competency-based education the curriculum, instruction, and assessment share common characteristics based on  clearly stated competencies.   Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES                                                                            p. 186

*Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.*

Teaching strategies for this course are listed in the INSTRUCTIONAL STRATEGIES and LESSON PLANNING sections of the course outline.  Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

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# COURSE OUTLINE COMPETENCY-BASED COMPONENTS
## *(continued)*

**Course Outline Components**

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT      Cover

*The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.*      pp. 11-17

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES      p. 193

*The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.*

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT      Cover

*After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.*

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# *FOREWORD*

The purpose of this course outline revision is to integrate the elements of the ESL Beginning High curriculum-competencies, structures, and language skills- and to provide samples of integrated classroom activities that include SCANS skills and competencies.  This outline was written and edited by teachers for teachers, with the hope that it would provide many ideas and suggestions for others in the field.

In addition to describing the course content of the Beginning High level and providing a curriculum guide that addresses student needs, the writing team hopes that this course outline will serve as a planning tool, resource book, and source of inspiration for classroom teachers in ESL programs throughout the Adult Division.

# *USING THIS COURSE OUTLINE FOR LONG-RANGE LESSON PLANNING*

Long-range planning is an essential part of the teaching process. A well thought-out plan contains all the elements you will teach, laid out in a logical order. When done well, a long-range lesson plan will save you hours of work throughout the semester. It will give you a road map for your term, a tool for planning ahead for special projects, and a guide for creating your daily or weekly lesson plans.

Planning an ESL course involves reviewing the content of the course outline and developing ways of integrating the components of the course in an ongoing plan. The course content includes the three main components of: a.) the language skills proficiencies (listening, speaking, reading and writing skills) listed on pages 9-10, b.) the lifeskills competency areas and topics listed on pages 11-17, and c.) the grammatical structures listed on pages 18-22. Students work on these three areas continually throughout the course. The elements are integrated together and sequenced in an order that is developed by the teacher, with consideration of student input, needs assessment and testing results, and ongoing observation/evaluation of student progress.

The following is a sample method for planning the ESL Beginning High course, which lays out specific steps and tips for the planning process.

## Phase I - Creating a Draft of the Long-Range Lesson Plan

Long-range planning can be done in phases. The first phase happens before you begin teaching your class. Here are the steps for that process.

Review the language skill proficiencies, competency areas and grammatical structures contained in your course outline. These appear on pages 9 to 22.

Compare the competencies and structures that appear in the class textbook with those in your course outline. Make a list of those that are missing from the text.

Determine how well your class textbook covers the language skill proficiencies in the course outline. Make a list of those language skills that need additional instruction time.

Find (or plan to create) supplementary materials that will help you cover the competencies, structures, and language skill proficiencies that are missing from your text.

Determine whether you are teaching a trimester course, Beginning High (a) or Beginning High (b), or a combined semester course, Beginning High, and how many weeks there will be in the term.

Use the course outline, your text and your notes to draft a long-range lesson plan of what you expect to cover throughout the term on a weekly basis. Set aside days for testing and any special events. Creating a table or chart for this draft may be helpful. As part of your draft plan, list textbook chapters and supplementary materials you expect to use.

If you will need to gather materials, plan a field trip, or invite a guest speaker, make notes about that on your draft as well.

You may want to review in advance the promotional test that will be given for your level at the end of the term.

Finally, in order to determine your students' learning priorities, create or select a general needs assessment you can administer during the first week of class. You may choose to use the needs assessment from this course outline or another source, modify an existing one, or create your own. Keep in mind that the needs assessment should be aligned with the content of the course as described by the course outline.

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**Phase II - Honing the Plan**

The second phase of long-range planning happens during the first week or two of class. During that time you may do the following:

Describe the general content of the class to your students and elicit their feedback through survey questions or informal discussions. (E.g., *Do you like to write in English? Do you speak English outside the classroom?*)

Conduct the needs assessment on pages 184-185 and review the results with your students. Note: Reviewing the results can be turned into a great classroom lesson. Involving the students in your planning will create buy-in and help students understand the purpose and continuity of your subsequent lessons.

Observe/assess students' reading, writing, listening and speaking skills.

If available, review your students' placement test results.

Compare the results of the needs assessment, observations and tests with your draft long-range plan.

Revise your draft long-range plan based upon the results of your observations and the various assessments. Let student priorities and skills guide the order and time given to the various competencies, structures and language skill proficiencies. For example, if many students express an interest in the occupational competency area, you may select listening, speaking, reading or writing lessons that focus on workplace situations.

Share the main points and priorities of your long-range plan with your students. Point out the connection between their learning needs and your plan to meet those needs.

At this point you may also want to talk about the promotional test for your level.

**Phase III - Revisiting and Revising the Plan**

Over the course of the term you will often revisit and revise your long-range plan in response to the results of ongoing testing and the needs of new incoming students. However, because you are already familiar with your text, your course outline, and the supplementary materials you are planning to use, this should not be a monumental task.

Always keep in mind that, although the course outline is the foundation of the course and the promotional exams are based on the course outline, your students' needs should be the driving force behind instruction. This does not mean that students should be taught additional items that are too difficult for their level, but it may mean that you will want to emphasize one competency area and downplay another.

As you teach the course, keep notes of changes you make on a weekly basis. These will be helpful as you plan your next term.

**Phase IV - Reflecting on the Long-Range Lesson Plan**

Once you have taught the course, review the plan from its inception in Phase I through its final form in Phase III. Make notes on what worked and what didn't – including suggestions for future classes. Keep those notes, along with the long-range lesson plan and any supplementary materials you may have developed, to help you make subsequent long-range plans.

(50-01-52)

# LANGUAGE SKILL PROFICIENCIES
## for the ESL Beginning High Course

**Students will demonstrate the following language skill proficiencies upon exit from ESL Beginning High:**

### Listening

1. Demonstrate understanding of simple words and phrases drawn from learned topics.
2. Identify the main topic of conversation in familiar material.
3. Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.
4. Recognize words that signal differences between present, past, and future events.
5. Respond appropriately to short emergency warnings.
6. Respond to commands and short directions through physical actions.
7. Demonstrate strategies to check for understanding - by asking for repetition, for example.
8. Listen and identify specific information in the context of previously learned language.

### Speaking

1. Answer simple questions related to basic needs using previously learned phrases or simple sentences.
2. Make statements in the present, past, or future tenses related to basic needs and common activities, using previously learned phrases or simple sentences.
3. Ask questions related to basic needs using previously learned utterances.
4. Communicate simple personal information on the telephone.
5. Give simple commands, warnings, and directions.
6. Ask for and give clarification.

### Reading

1. Interpret isolated words, phrases, and abbreviations in familiar contexts (traffic signs, store ads, fast food menus).
2. Interpret terms on simplified forms (personal identification, school registration, change of address).
3. Scan for numerical information - the time a store opens, for example - and other specific information in simple life skills materials related to immediate needs (ads, schedules, signs, forms).
4. Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.
5. Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.
6. Identify the sequence of a simple narrative passage.
7. Interpret and follow simple written directions.
8. Make simple inferences from brief narratives, charts, and schedules. (e.g., Use a mail schedule to determine if a letter will be picked up today.)

**Writing**

1. Copy materials that are personally meaningful (recipes, directions, stories generated during language experience activities, etc.).
2. Write lists - grocery or laundry items, for example.
3. Write simple sentences based on personal experiences or familiar material that refer to the present, past and future.
4. Write a simple telephone message or note - a note to a child's teacher, perhaps.
5. Write a series of related sentences based on personal experiences or familiar material.
6. Use appropriate capitalization and punctuation.
7. Complete forms and simple applications.

**Numeracy**

Numeracy is incorporated into the ESL competency areas of Personal Information, Community, Consumer Economics, Occupational Knowledge and Learning Skills.

## COMPETENCY-BASED COMPONENTS
### for the <u>ESL Beginning High</u> Course

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCIES | Beginning High* | | CASAS # CORRELATION |
|---|---|---|---|---|
| | | (a) | (b) | |
| I.  Personal Information | 1.  State full name, address and telephone number. | S | R | 0.2.1 |
| | 2.  Use ordinal numbers with dates, birth dates and addresses. (*e.g., She's coming on May 25th.  My birthday is December 18th.*) | S | R | 0.2.1 |
| | 3.  Describe physical characteristics (height, weight, hair color, clothing, etc.). | S | R | 0.1.2 |
| | 4.  Provide basic information about family members. (*e.g., My mom works at a market.*) | S | R | 0.1.2 |
| | 5.  Ask and answer personal information questions. | S | R | 0.2.1, 0.1.2 |
| | 6.  Interpret and fill out simple personal information forms (e.g. school registration forms). | S | R | 0.2.2 |
| (20 hours) | | | | |
| II.  Social/Cultural Interaction | 7.  Engage in basic small talk about: | | | 0.1.2, 0.2.4 |
| |    a.  common activities related to home, school or work. (*e.g., What time is the break?*) | S | R | |
| |    b.  states of being, the weather. (*e.g., I'm really tired. It's hot today.*) | S | R | |
| | 8.  Initiate and respond appropriately to simple requests. | S | R | 0.1.3 |
| |    a.  Make polite requests.  (*e.g., Could you close the door, please?*) | | | |
| |    b.  Ask for permission.  (*e.g., Can/May I leave early?*) | | | |
| |    c.  Excuse one self.  (*e.g., Excuse me.  I have to go now.*) | | | |

\* The ESL Beginning High course is generally taught on a semester calendar.  For the trimester courses of ESL Beginning High (a) and ESL Beginning High (b), instructors may choose to stress or review an item according to the "S" and "R" designations above.  The "E" designation indicates that an instructor may choose to expose students to an item during the trimester, but not teach it in depth.

| | | Beginning High | | CASAS # CORRELATION |
|---|---|---|---|---|
| | | (a) | (b) | |
| | 9. Initiate and respond appropriately to invitations and offers.<br>   a. Invite or offer politely. (*e.g., Would you like to go to the park? Would you like some coffee?*)<br>   b. Refuse politely with an excuse. (*e.g., I'm sorry, I can't go. I have to work.*)<br>   c. Accept an invitation or offer. (*e.g., Thanks, I'd love to.*) | S | R | 0.1.4 |
| | 10. Use language appropriately to interact in social situations.<br>   a. Apologize. (*e.g., I'm sorry.*)<br>   b. Express sympathy. (*e.g., I'm sorry to hear about your grandfather.*)<br>   c. Give and receive compliments. (*e.g., That's a nice sweater./Thank you.*) | S | R | 0.1.4 |
| (25 hours) | 11. Use clarification strategies.<br>   a. Ask for clarification by repeating with rising intonation. *($13.50?)*<br>   b. Ask for clarification by inserting question words. (*November what? Sarah who?*)<br>   c. Ask for clarification by restating. (*Did you say apt. B?*)<br>   d. Request a definition. (*e.g., What does this word mean?*)<br>   e. Request additional information. (*e.g., How do you spell that?*) | S | R | 0.1.6 |
| III. Community<br><br>  A. School and the Classroom | 12. Identify ESL teacher, principal and other school personnel. | S | R | 0.1.2 |
| | 13. Identify the structure of the American educational system (including pre-school, K-12, and post-secondary). | E | S | 2.5.5 |
| | 14. Ask and answer questions about class schedules, school and classroom locations and registration procedures. | S | R | 0.1.2, 2.5.5 |

| | | Beginning High | | CASAS # CORRELATION |
|---|---|---|---|---|
| | | (a) | (b) | |
| | 15. Give and respond to classroom instructions. | S | R | 0.1.5 |
| | 16. Communicate with school personnel.<br>   a. Call school to report an absence.<br>   b. Write a simple note to child's teacher regarding an absence. | E | S | 0.1.2, 2.5.5 |
| B. Telephone | 17. Begin and end telephone conversations.<br>   a. Introduce self and ask for someone. (*e.g., Hi, this is Mrs. James. May I speak with…*)<br>   b. Respond to a caller. (*e.g., Just a moment. Let me see if he/she is here.*) | S | R | 0.1.4, 2.1.8 |
| | 18. Respond to simple recorded telephone instructions. | S | S | 2.1.7 |
| | 19. Interpret various telephone directory sections (white pages, yellow pages, government pages, etc.) to find information. | S | R | 2.1.1 |
| | 20. Call 911 to report an emergency. | S | S | 2.1.2 |
| | 21. Take a simple phone message. | E | S | 2.1.7 |
| C. Neighbor-<br>  hood/<br>  City | 22. Interpret simple schedules (recreation center, health clinic, TV guide). | S | R | 2.6.1, 2.6.2 |
| | 23. Ask for and give simple directions to community locations.<br>   a. Interpret simple written directions.<br>   b. Locate places on a map. (*e.g., It's between Colorado and Broadway.*)<br>   c. Interpret compass directions (N, S, E, W) on a map. | S | R | 2.2.1, 2.5.4 |
| | 24. Inquire about and respond to questions about postal services.<br>   a. Ask and answer questions about mailing packages.<br>   b. Interpret postal notices.<br>   c. Identify mailbox pick up times. | E | S | 2.4.2, 2.4.4 |
| D. Time/<br>  Weather | 25. Use days in a month to talk about scheduled events. (*e.g., The Museum is open the first Friday of every month. There are concerts in the park the third Thursday of every month.*) | E | S | 2.3.2 |

| | | Beginning High | | CASAS # CORRELATION |
|---|---|---|---|---|
| | | (a) | (b) | |
| (40 hours) | 26.  Interpret temperatures in Celsius and Fahrenheit. | S | R | 1.1.5 |
| IV. Consumer Economics | | | | |
| A.  Shopping | 27.  Compute the cost of several items and interpret the bill or receipt.  (*e.g., The total comes to $6.95 plus tax.*) | S | R | 2.6.4 |
| | 28.  Interpret and fill out a check. | S | R | 1.8.2 |
| | 29.  Demonstrate understanding of ATM instructions. | S | R | 1.8.1 |
| | 30.  Make simple requests about availability and location of items in a store.  (*e.g., Where is the furniture department?  Do you have this in red?*) | S | R | 0.1.3, 1.3.9, 8.1.4 |
| | 31.  Demonstrate understanding of the American system of weights and measures, including abbreviations.<br>a.  Identify pounds, ounces and gallons.<br>b.  Identify terms for distance and height (inch, foot, yard, miles). | E | S | 1.1.4, 6.6.4 |
| | 32.  Interpret and compare basic information in simple advertisements. | S | R | 1.2.1, 1.2.2 |
| | 33.  Describe problems with purchases and communicate the need to return or exchange items. (*e.g., These pants are too small.  I'd like a refund please.*) | E | S | 1.3.3, 1.6.3 |
| B.  Food and Meals | 34.  Identify and ask for typical containers and quantities of common foods.  (*e.g., I need two large cans of tuna.  I'd like a dozen eggs.*) | S | R | 1.1.7, 1.3.8 |
| | 35.  Interpret basic information on food packaging and labels. | E | S | 1.2.1, 1.6.1, 3.5.1 |
| | 36.  Read and order from a simple menu. | E | S | 0.1.2, 1.3.8 |
| C.  Housing | 37.  Interpret signs and ads for rental units, including abbreviations (*2 bd./1 ba., See mgr.*). | S | R | 1.4.2 |

| | | Beginning High | | CASAS # CORRELATION |
|---|---|---|---|---|
| | | (a) | (b) | |
| | 38. Inquire about apartment and house rentals.<br>   a.  Describe features of a unit (furnished, unfurnished).<br>   b.  Identify rent and deposit amounts.<br>   c.  Inquire about regulations. (*e.g., Are pets allowed?*)<br>   d.  Identify proximity to schools, public transportation, shopping, etc. | E | S | 1.4.2, 0.1.2 |
| (40 hours) | 39. Describe maintenance and repairs needed in a rental unit. (*e.g., The roof is leaking.*) | S | R | 1.4.7 |
| V. Government and Law | 40. Identify requirements for becoming a naturalized citizen. | E | S | 5.3.6 |
| | 41. Identify simple highway and traffic signs/symbols. | S | R | 1.9.1, 2.2.2 |
| (10 hours) | 42. Respond to police and security personnel commands and requests. (*e.g., Freeze! May I see your driver's license and insurance?*) | E | S | 5.5.6 |
| VI. Health and Safety | | | | |
| A. Medical Care | 43. Identify parts of the face and body (eyebrows, lips, ankle, wrist). | S | R | 3.1.1 |
| | 44. Make an appointment to see a doctor or dentist. | S | R | 3.1.2 |
| | 45. Interpret simple medical history forms.<br>   a. Identify common symptoms (fever, runny nose, sore throat).<br>   b. Identify common diseases or conditions (diabetes, high blood pressure). | S | R | 3.2.1 |
| | 46. Identify common prescription and non-prescription medications. | S | R | 3.3.1, 3.3.3 |
| | 47. Interpret simple medicine labels, including dosages. (*e.g., Take two tablets 3 times per day.*) | E | S | 3.3.2 |
| B. Safety | 48. Describe appropriate safety procedures for fires and earthquakes. | S | R | 3.4.2 |

| | | Beginning High | | CASAS # CORRELATION |
|---|---|:---:|:---:|---|
| | | (a) | (b) | |
| | 49. Interpret simple warning labels on household products. | E | S | 3.4.1 |
| | 50. Identify procedures for simple first aid and items in first aid kit. | E | S | 3.4.3 |
| (20 hours) | | | | |
| VII. Occupational Knowledge | 51. Interpret help wanted ads and job announcements, including common abbreviations (*e.g., pt, ft, eves, mo, hr*). | E | S | 4.1.3 |
| | 52. Fill out a simple job application form.<br>a. Identify basic vocabulary.<br>b. Provide appropriate information. | E | S | 0.2.2, 4.1.2 |
| | 53. Demonstrate appropriate nonverbal job interview behavior (firm handshake, proper attire, eye contact, etc.). | E | S | 4.1.5 |
| | 54. Respond appropriately to job interview questions.<br>a. Respond to personal information questions.<br>b. State skills. (*e.g., I can use a cash register.*)<br>c. Answer questions about work history. | E | S | 0.2.1, 4.1.5, 4.1.6, 4.1.7 |
| | 55. Demonstrate understanding of employee responsibilities.<br>a. Call in sick/late.<br>b. Describe a work schedule. (*e.g., I have Mondays off.*)<br>b. Request a schedule change. (*e.g., Can I have next Tuesday off?*) | E | S | 4.4.1, 4.4.3, 4.6.5 |
| | 56. Interpret a simple paycheck stub. | E | S | 4.2.1 |
| | 57. Interpret an employee accident report. | E | S | 4.3.4 |
| (30 hours) | | | | |
| VIII. Learning Skills | 58. Find an item in an alphabetized list such as a dictionary, telephone list, etc. | E | S | 7.4.5 |
| | 59. Order information.<br>a. Put events in chronological order.<br>b. Describe the steps in a process. | E | S | |
| | 60. Identify major components of a computer. | E | S | 4.5.1 |

| | Beginning High | | CASAS # CORRELATION |
|---|---|---|---|
| | (a) | (b) | |
| 61. Follow instructions for basic computer operations. (*e.g., Press ENTER.  Click on SEND.*) | E | S | 4.5.2 |
| 62. Scan for specific information contained in forms and charts.<br>   a.   Find words or phrases without reading the whole chart or form.<br>   b.   Identify key words in comprehension questions about a form or chart. | S | R | 7.4.1 |
| 63. Identify pronoun referents for nouns in a short reading passage.  (*e.g., "She" refers to Maria.*) | S | R | |
| 64. Categorize words and word sets.<br>   a.   Define a word within its general category.  (*e.g., Winter is a season.  The beach is a place.*)<br>   b.   Identify word sets which convey the same meaning from specific to general.  (*e.g., Jan.- Mar. = Winter = Season*) | E | S | 7.2.3 |

(15 hours)

*STRUCTURE CHECKLIST*
*for the <u>ESL Beginning High</u> Course*

**Expose:**   The structure may appear in the lesson materials, but it is not explicitly practiced nor are students expected to use it.

**Stress:**   The structure is taught and practiced extensively, enabling students to use it in appropriate situations.

**Review:**   The structure should have been learned in the previous level but needs to be assessed to determine if teaching or additional practice is necessary.

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES | Beginning High (a) | Beginning High (b) | Beginning High Combined |
|---|---|---|---|---|
| **A. VERB STRUCTURES**<br><br>Understand and use verb tenses in meaningful communication. | 1.  Use of the <u>simple present tense</u> with | Review | Review | Review |
| | a. the verb **be** in communication about personal information, occupations, feelings, location, names and in descriptions of objects, people, time, and the weather. | | | |
| | b. the verbs **want, need, like** & **hate + infinitive** to express personal wants, needs, likes, and  dislikes *(e.g., She likes to play soccer.)* | **Stress** | Review | **Stress** |
| | c. common verbs used for regularly occurring events. *(e.g., I usually  get up at 6:30 a.m.)* | **Stress** | Review | **Stress** |
| | 2.  Use <u>present continuous/progressive tense</u> with events that are | | | |
| | a. taking place at the moment *(e.g., She's taking a shower now.)* | Review | | Review |
| | b. in the immediate future *(e.g., She's going to the doctor this afternoon. He's going shopping this weekend.)* | | Expose | Expose |
| | 3.  Use **be + going to** to express an intended or planned action  *(e.g., I'm going to go to work tomorrow.)* | **Stress** | Review | **Stress** |
| | 4.  Use **will + verb** to express a future action, a promise *(e.g., I'll be right back.*) or prediction *(e.g., Don't worry. She'll help you.)* | Expose | **Stress** | **Stress** |
| | 5.  Use the <u>simple past tense</u> with | | | |
| | a. the verb **be** in communication about past locations, feelings, occupations, time references, weather, and personal information. | **Stress** | Review | **Stress** |

**- 18 -**

|  |  | Beginning High (a) | Beginning High (b) | Beginning High Combined |
|---|---|---|---|---|
| | b. common regular verbs to express completed events or actions *(e.g., worked, played, visited.)* | Expose | **Stress** | **Stress** |
| | c. common irregular verbs to express completed events or actions *(e.g., ate lunch, went home, did homework.)* | Expose | **Stress** | **Stress** |
| | 6. Use the <u>past continuous/progressive tense</u> for communication about events which were happening | | | |
| | a. at a definite time in the past *(e.g., I was sleeping at 10:00 last night.)* | | Expose | Expose |
| | b. simultaneously with another event *(e.g., I was working while you were sleeping.)* | | Expose | Expose |
| | 7. Use the <u>present perfect tense</u> for communication about an action which began in the past and continues to the present *(e.g., How long have you studied English? How long have you lived in L.A.?)* | | Expose | Expose |
| **B. IMPERATIVE MODE**<br><br>Understand and use the imperative in meaningful communication. | 8. Use inclusive commands *(e.g., Let's move the table.)* and a series of negative or affirmative commands *(e.g., Sit down and roll up your sleeve.)* | **Stress** | Review | **Stress** |
| **C. MODALS**<br><br>Understand and use modals in meaningful communication. | 9. Use **can** to express ability or inability *(e.g., I can/can't lift it.)* | Review | | Review |
| | 10. Use **could** (as past of can) to communicate ability *(e.g., I couldn't come to school yesterday because I was sick.)* | Expose | **Stress** | **Stress** |
| | 11. Use expressions of necessity with | | | |
| | a. **have to** *(e.g., I have to learn English to get a good job.)* | **Stress** | Review | **Stress** |
| | b. **must** *(e.g., You must have a driver's license to drive.)* | | **Stress** | **Stress** |
| | 12. Use **may**, **would**, **can** and **could** to make formal and informal requests and offers. *(e.g., Would you open the door, please?)* | **Stress** | Review | **Stress** |
| | 13. Use **can** and **may** to give or ask permission *(e.g., You may/can leave at any time.)* | Review | Review | Review |

**- 19 -**

|  |  | Beginning High (a) | Beginning High (b) | Beginning High Combined |
|---|---|---|---|---|
| | 14. Use **would like** in polite requests and invitations *(e.g., Would you like something to drink? Yes, I'd like a glass of juice.)* | **Stress** | Review | **Stress** |
| | 15.  Use **should** to communicate advisability*(e.g., You shouldn't smoke.)* | Expose | **Stress** | **Stress** |
| **D.  OTHER SENTENCE ELEMENTS**<br><br>Utilize various sentence elements appropriately in meaningful communication. | 16.  Use nouns appropriately. | | | |
| | a.  proper and common nouns | Review | | Review |
| | b.  singular and plural forms | Review | | Review |
| | c.  possessive forms *(e.g., John's book)* | Review | | Review |
| | d.  countable nouns *(e.g., book/books, pencil/pencils)* and uncountable nouns *(e.g., coffee, sugar)* | **Stress** | Review | **Stress** |
| | e.  partitives (*e.g., a bunch of bananas, a jar of peanut butter*) | **Stress** | Review | **Stress** |
| | 17.  Use determiners appropriately. | | | |
| | a.  articles: **an, a, the** | Review | | Review |
| | b.  demonstratives: **this/that,  these/those** | Review | | Review |
| | c.  possessive adjectives: **my, your**, **his, her, its, our, your** (plural), **their** | Review | | Review |
| | d.  cardinal and ordinal numbers | Review | | Review |
| | e.  quantifiers:  **any, some, many, much, a lot of, a little, a few, none, another, other,  each,  every** | **Stress** | Review | **Stress** |
| | 18.  Use **one,  each,  some,  another,  other(s)** for noun substitution *(e.g., Who has a car? I have one.)* | | **Stress** | **Stress** |
| | 19.  Use pronouns properly. | | | |
| | a.  object pronouns (direct and indirect usage): **me, you,  her,  him,  it,  us,  them** | **Stress** | Review | **Stress** |
| | b.  possessive pronouns: **mine,  yours,  his, hers,  its,  ours,  theirs** | Expose | **Stress** | **Stress** |
| | c.  indefinite pronouns: **someone,  anyone, everyone,   nothing** | Expose | **Stress** | **Stress** |

- 20 -

| | Beginning High (a) | Beginning High (b) | Beginning High Combined |
|---|---|---|---|
| d. reflexive pronouns: **myself, yourself, herself, himself, itself, ourselves, yourselves, themselves** | | Expose | Expose |
| 20. Use adjectives properly. | | | |
| a. **verb + adjective** (e.g., She looks happy.) | Review | | Review |
| b. **adjective + noun** (e.g., He has a difficult job.) | **Stress** | Review | **Stress** |
| c. comparative forms with **than** (e.g., smaller than, more beautiful than, better than, worse than) | Expose | **Stress** | **Stress** |
| d. superlative forms (e.g., the smallest, the most beautiful, the best, the worst) | Expose | **Stress** | **Stress** |
| 21. Use non-referential subjects in statements and questions. | | | |
| a. **It (It's/It was)** for time and weather (e.g., It was cold this morning.) | Review | Review | Review |
| b. **There (There's/was/were)** for items or people. (e.g., There were 30 students here last night.) | **Stress** | Review | **Stress** |
| 22. Use prepositions. | | | |
| a. of place (e.g., **over, across, beside**) | **Stress** | Review | **Stress** |
| b. of direction (e.g., **through, toward, into, out of**) | **Stress** | Review | **Stress** |
| c. of time (e.g., **in, on, at, from...to**). | **Stress** | Review | **Stress** |
| 23. Use adverbs. | **Stress** | **Stress** | **Stress** |
| a. of place (e.g., **near, far**) | | | |
| b. of point in time (e.g., **ago, soon, later, last weekend**) | | | |
| c. of duration (e.g., **since, for**) | | | |
| d. of degree (e.g., **very, too, enough, pretty**) | | | |

| | Beginning High (a) | Beginning High (b) | Beginning High Combined |
|---|---|---|---|
| e. of manner *(e.g., **carefully, hard, fast**)* | | | |
| f. of frequency *(e.g., **usually, often, never, once, twice, three times**).* | | | |
| 24. Use adverbial clauses and purpose infinitives to express reason *(e.g., I can't come tomorrow because I have to work. I'm going to the store to get some milk.).* | **Stress** | **Stress** | **Stress** |
| 25. Use **make** and **do** in common expressions *(e.g., make dinner, do the laundry).* | **Stress** | Review | **Stress** |
| 26. Use **go + verb + ing** for communication about leisure activities *( e.g., Do you want to go bowling? I went camping.)* | **Stress** | Review | **Stress** |
| **E. SENTENCE PATTERNS**<br><br>Utilize various sentence patterns appropriately in meaningful conversation. | | | |
| 27. Use affirmative and negative statements. | Review | | Review |
| 28. Use the following question types: | | | |
| a. **Yes/No** questions and answer | Review | | Review |
| b. **Or** questions and answers *(e.g., Do your parents live here or in Guatemala?)* | Review | | Review |
| c. **Wh-** questions and answers with **Who**, **What**, **Where**, **When**, **Which**, **Whose, Why,** and **How** *(e.g., How much sugar would you like? How often do you go to the dentist?)* | **Stress** | **Stress** | **Stress** |
| 29. Use **do/does/did** in questions in the simple present and simple past . | Expose | **Stress** | **Stress** |
| 30. Use compound sentences with | | | |
| a. **and...but***(e.g., Maria and Julio speak Spanish, but I don't.)* | **Stress** | Review | **Stress** |
| b. **and...too** *(e.g., Maria speaks Spanish and I do too.)* | **Stress** | Review | **Stress** |
| c. **and...either** *(e.g., She doesn't speak Russian, and I don't either.).* | **Stress** | Review | **Stress** |
| d. **or** *(e.g., She doesn't speak Chinese or Japanese.)* | **Stress** | Review | **Stress** |

# SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM

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

The Secretary of Labor's Commission researched the demands of the workplace in order to find out what skills employers required from their employees. The Commission determined that "workplace know-how" is what makes people effective in today's jobs. This know-how has five competencies and a three-part foundation of skills and personal qualities. These competencies, skills and personal qualities are at the heart of job performance. They are not job specific. They apply to any job. SCANS recommends that these competencies and foundations be taught in context.

Integrating SCANS competencies into ESL instruction promotes the development of skills employers are looking for. At the same time it promotes excellence in teaching, facillitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

SCANS competencies and foundation skills are embedded in this course outline in the minimal competencies and the sample activities. Many of the sample activities are cooperative in nature. Students work in teams to master English skills. As they work, they teach others, monitor and correct performance, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned, for example "Today I worked with a team;" Today I organized my work;" "Today I used a computer;" allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

## FIVE COMPETENCIES

**Resources**: Time, Money, Materials and Facilities, Human Resources

**Interpersonal**: Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

**Information**: Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

**Systems**: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

**Technology**: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

## A THREE-PART FOUNDATION

**Basic Skills**: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

**Thinking Skills**: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye. Knowing How to Learn, Reasoning

**Personal Qualities**: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

(50-01-52)

# INTRODUCTION to the SAMPLE SCANS ACTIVITIES

The teacher's task in teaching the Beginning High course is to combine lifeskills competencies, grammatical structures, and language skills (listening, speaking, reading, writing) into a relevant, effective course of study. At the same time, the skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) can also be addressed by using activities that build interpersonal skills, teamwork, critical thinking skills, lifelong learning strategies, and the ability to use information, resources, organizational systems, and technology. (For more information on SCANS, see page 23.)

The Sample SCANS Activities on the pages that follow are suggested activities for the Beginning High course. They were developed and tested by teachers and represent successful activity types for pair and group work at this level. They incorporate SCANS skills and competencies while integrating language skills with lifeskills competencies and grammatical structures in realistic, interactive contexts.

The Sample SCANS Activities appear in order by competency number. Activities for competencies 1-64 from the Competency-Based Components section of this course outline can be found on pages 24-159. Additional sample activities for the topic areas related to Community-Based English Tutoring (CBET) are on pages 164 through 176. Finally, there are three sample activities for incorporating technology in the Beginning High classroom on pages 178 through 183. The elements of the Sample SCANS Activities and their functions are described below.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| 7. Consumer Economics<br><br>B. Housing | 22. Interpret and communicate household utility information.<br> a. Obtain and cancel household utilities.<br> b. Interpret household utility bills.<br> communicate mistakes on utility or telephone bills.<br><br>.4, 1.5.3 | 16. Adverbial Clauses<br>*(Please turn it off just after I leave, and turn it back on as* |

> **The Stage of the Lesson** indicates where this activity fits into a class.

> **The Approximate Time** also suggests how this activity can fit into a class.

### SAMPLE SCANS ACTIVITY

Stages of Lesson: ❑ Warm Up ❑ Introduction ❑ Presentation ✓ **Practice** ❑ Application

**Steps for Sample Activity:** **Approximate Time of Activity: 60 minutes**

**SCANS FOCUS**

Purpose: This is a writing activity in which students create a dialogue between a customer and a utility company employee.

1. Preview the language by having two students pre... who wa...

> **The Activity Purpose** states the learning objective and the type of activity.

> **The SCANS Focus** indicates which language skills and SCANS skills/competencies students will practice during this activity.

2. ...ants his... dialogue

3. ...ities, i.e... brainstorm a list of the important information the cus... example, address, date the utility should be turned o...

4. Divide the class into pairs and assign each pair a utility and instructions for having it turned off or turned on.

5. Give the pairs 15 minutes to produce a dialogue between a customer and a utility company employee. **

6. Have several volunteer pairs present... ate whether the customer gives all the important i...

> **The Steps** of the activity include preparation, how to conduct the activity and an evaluation step.

 ** These steps serve as an evaluation...

**Basic Skills:**
Listening/ Speaking/ Writing

**Thinking Skills:**
Creative Thinking/ Decision Making

**Personal Qualities:**
Sociability/ Self-Management

**Competencies:**
Resources- Allocates Time/ Allocates Materials and Facilities

Interpersonal- Participates as Member of a Team/ Exercises Leadership/
Works with Diversity

Information- Interprets and Communicates Information

(50-01-52)

# COMPETENCY-BASED COMPONENTS and SCANS ACTIVITIES
## for the __ESL Beginning High__ Course

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| I. Personal Information | 1. State full name, address, and telephone number.<br><br>CASAS #0.2.1 | 1a. Present of *be*<br>17c. Possessive adjective *your*<br>28c. Wh- questions with *what* |

| SAMPLE SCANS ACTIVITY: Interview & Survey |
|---|

Stages of Lesson: ❑ Warm Up  ❑ Introduction  ✓ **Presentation**  ✓ **Practice**  ❑ Application

| Steps for Sample Activity: Approximate Time of Activity: 25 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is an interview activity in which students survey their classmates.<br><br>1. Write the following chart on the board:<br><br>    *First Name! ! Last Name! ! Address! ! Telephone Number*<br>*Ex.*<br>*1.*<br>*2.*<br>*3.*<br>*4.*<br><br>2. Ask a student volunteer the question, "What is your first name?" After he/she responds, write the information under the correct column.! Continue interviewing to complete the table:! "What's your last name?! What's your address?! What's your telephone number?"<br><br>3. Have the class copy the chart from the board.  Explain that they will stand up and interview four other students in the class and fill in their information.<br><br>4. Give the students 5-10 minutes to circulate and interview class members.<br><br>5. Call time.! Put students in groups of four.! Write the following questions on the board:<br><br>    How many students have the same name?<br>    How many live on the same street?<br>    How many have the same area code? | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Seeing Things in the Mind's Eye<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Works with Cultural Diversity<br><br>Systems: Understands Organizational Systems |

6.  Explain that the students must compare the information collected by the four members of their group, answer the above questions, and report to the class.  Assign one member of each group to be the writer.

7.  Give the students 10 minutes to compare information.  Circulate and help the groups.

8.  Call time and have each group report their findings. **

    ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| I. Personal Information | 2. Use ordinal numbers with dates, birth dates, and addresses.<br><br>CASAS #0.2.1 | 5. Simple past tense<br>28c. Wh-questions<br>30. Sentences with *too, but, either* |

| SAMPLE SCANS ACTIVITY: Comparison Chart |
|---|

Stages of Lesson: ❒ Warm Up   ❒ Introduction   ❒ Presentation   ✓ **Practice**   ❒ Application

Steps for Sample Activity:          Approximate Time of Activity: 45 minutes

Purpose: This is group activity in which students gather information and write sentences to fill in a comparison grid.

1.  Make enough copies of the grid on page 28 for your class, one per student.  Make a transparency of the grid.

2.  Write two questions in the simple past on the board:

    When were you born?  (which day of the month..1st, 2nd, 3rd, etc.)

    When did you arrive in the US?   (month and day:  May 23rd, Jan. 10th.)

3.  Put the grid on the overhead.  Explain that the students will interview each other to find out about similarities and differences.

4.  Read each example sentence on the grid with the class.  Explain the difference between the usage of the verbs: *was / wasn't* and *did / didn't*  as you read the examples.

5.  Model how to fill in the grid using three or four student volunteers.  Ask each student the questions and add sentences that correspond to their information in the appropriate boxes on the grid.  Note:  you may have more differences than similarities.  In this case, square #1 won't have many sentences.

6.  Put the students in groups of four or five.  Hand out the grids.  Have group members interview each other and use the information to write sentences with *too/but/either* on the grid.  Give a time limit for the group work.

7.  Circulate and help the groups.

8.  Call time.  Have each group report back one thing they learned about their teammates, or if time, report one sentence from each box on the grid. **

### SCANS FOCUS

Basic Skills: Listening/ Speaking/ Writing

Thinking Skills: Knowing How to Learn

Personal Qualities: Sociability/ Self-Management

Resources: Allocates Time Information: Acquires and Evaluates Information/ Interprets and Communicates Information

Interpersonal: Participates as a Member of a Team/ Exercises Leadership

Systems: Monitors and Corrects Performance

Follow up: Have students place themselves in "birth order" from those born at the beginning of a month to those born at the end of a month.  Ask each student to say when he/she was born using ordinal numbers.  For example,  "I was born on the 25th of April."

** This step serves as an evaluation of the activity.

1. -- Ana was born on the 1$^{st}$,
    and so was Julia.
  -- Berto arrived on May 23$^{rd}$,
    and so did Lee.

2. -- Ana was born on the 1$^{st}$,
    but Berto wasn't.
  -- Berto arrived on May 23$^{rd}$,
    but Ana didn't.

3. -- Berto was born on the 10$^{th}$,
    but Ana wasn't.

  -- Ana arrived on Sept. 31$^{st}$,
    but Berto didn't.

4. -- Ana wasn't born on the 3$^{rd}$,
    and Julia wasn't either.

  -- Berto didn't arrive on May
    20$^{th}$, and Lee didn't either.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| I.  Personal Information | 3.  Describe physical characteristics.<br><br>CASAS #0.1.2 | 1a.  Present of *be*<br>1b.  Present of *have* |

| SAMPLE SCANS ACTIVITY: Group Sentence Writing |
|---|

Stages of Lesson: ❐ Warm Up ❐ Introduction ❐ Presentation ✓ **Practice** ❐ Application

| Steps for Sample Activity:　　　　Approximate Time of Activity: 40 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a small group and whole class activity in which students write comparisons about physical descriptions.  Students should already be familiar with superlative forms.<br><br>1.　Bring a ruler or tape measure to class.<br><br>2.　Make a list on the board of 5-6 physical characteristics (long hair, curly hair, sparkling eyes, white teeth, big mustache, long fingernails, tall, etc.)<br><br>3.　Point to an item on the list, such as *long hair*.  Elicit from the students who in the class has the longest hair and write the resulting sentence on the board: "_____ has the longest hair." Point out the superlative form needed *(longest)* and the correct verb to use *(has).*  Continue through the list to clarify vocabulary, determining the correct superlative form to use and whether to use *is* or *has* for each description.<br><br>4.　Put students in groups of four or five.  Explain that they will be using the list of descriptions to compare the students in their group.  Brainstorm questions and phrases that students might need to use, such as "What size shoe do you wear?" "I think _____ has the whitest teeth." "I'd say _____ has the most sparkling eyes."<br><br>5.　Have groups begin with "_____ has the longest hair" and write additional sentences about the students in their groups.  Allow twenty minutes for students to make group comparisons and write sentences. Circulate and assist with the sentences.<br><br>6.　Call time.  Have each group report 1-2 sentences, and ask the whole class to check each sentence for grammatical accuracy.  In case of any disagreements about grammar, discuss and then write the correct sentence on the board. ** | Basic Skills: Listening/ Speaking/ Writing<br><br>Thinking Skills: Decision Making<br><br>Personal Qualities: Sociability, Self-Management<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity |

Follow up: Use other descriptive characteristics (polite, early to class, friendly, good dancer, dangerous job) to make a more comprehensive list that might include the whole class.  Take photos and post them on the bulletin board.

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| I. Personal Information | 4. Provide basic information about family members.<br><br>CASAS #0.1.2 | 1c. Simple present tense<br>16c. Possessives<br>29. Questions with *do/does* |

| SAMPLE SCANS ACTIVITY: Peer Listening |
|---|

Stages of Lesson: ❑ Warm Up  ❑ Introduction  ✓ **Presentation**  ✓ **Practice**  ❑ Application

| Steps for Sample Activity:          Approximate Time of Activity: 60 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a peer listening activity in which students fill in names on a family tree drawn by a partner.  Students should already know basic vocabulary for family members and possessive forms.<br><br>1.  Prepare a simple family tree for your own family or an example family. Include your parents, siblings, and children only.  Use a circle for each person and label each with the first name only.  Place the three generations in rows at the top, middle, and bottom of the drawing.<br><br>2.  Draw your family tree on the board and describe for the class the relationship of each person to you.  Write each person's name on the family tree. When you have finished describing the family erase all the names except your own, leaving the circles representing each person intact.<br><br>3.  Have each student draw a family tree on a blank sheet of paper.  Explain that they should make drawings like the one now on the board, with the correct number of family members shown but no names on the drawing except their own.  Remind them to include their parents, siblings and children only.<br><br>4.  To model the practice activity, have a student volunteer go to the board. Have the class help him/her ask you questions and write the names of all your family members on the drawing.  (Stress that they should ask you questions to get the information, not fill in the names from memory.) Possible questions they could ask you would be: "How many sisters do you have?" "What are their names?" etc.  As the class finds out the answers, the volunteer at the board will fill in all the names on the family tree. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Interpersonal: Teaches Others<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information<br><br>Systems: Understands Organizational Systems/ Monitors and Corrects Performance |

5. Form pairs.  Have partners exchange their family tree drawings.  Review the questions the class asked you in order to fill in the names of your family members.  Explain that each partner will ask questions in order to write the names of all the family members on his/her partner's drawing correctly.

6. Have one partner begin asking the other about their family tree and filling in the names.  Then have the other member of the pair ask about their partner's family tree and fill in the names on the drawing.  (Partners may not point or write on the family tree, but must answer the questions and describe their family members verbally.)

7. After the practice, have pairs return the drawings to their partners to check the names. **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| I. Personal Information | 5. Ask and answer personal information questions.<br><br>CASAS #0.1.2, 0.2.1 | 1a. Present of *be*<br>28. Wh- and Yes/No Questions |

| SAMPLE SCANS ACTIVITY: Disappearing Dialog |
|---|

Stages of Lesson: ❒ Warm Up  ❒ Introduction  ✓ **Presentation**  ✓ **Practice**  ❒ Application

| Steps for Sample Activity: |
|---|

Steps for Sample Activity:             Approximate Time of Activity: 40 minutes

Purpose: This is a disappearing dialog activity in which students memorize and reconstruct a conversation about personal information.

1. Have students put away all paper and pencils.  Explain that they will build a dialog with you, but they should not write it down.

2. Begin asking questions to elicit a dialog from the class and write it on the board, line by line.  Possible elicitation questions: "How do you ask someone for his name? How do you answer this question?" etc.

    Example: (Each class's dialog will differ.)

    A: What's your name?

    B: My name is <u>Sandy Beech</u>.

    A: What's your address?

    B: It's <u>3110 Shell Avenue, Dune, California 99765</u>.

    A: And your telephone number?

    B: It's <u>(510) 269-5426</u>.

    A: What's your date of birth?

    Etc.

3. Practice the dialog with the class by first taking the A part, and giving the students the B part. Have them respond chorally. Switch parts for additional practice.

4. Check for comprehension. Give the students a series of true and false statements about the dialog. Have them respond silently to the questions with thumbs up (True) and thumbs down (False). For example, "His name is (510) 269-5426." (Thumbs down)

5. Erase the last line of the dialog.  Take the A part and give the students the B part and say the dialog again. Students will have to say the last line from memory.

**SCANS FOCUS**

Basic Skills: Listening/ Speaking

Thinking Skills: Creative Thinking/ Knowing How to Learn

Systems: Monitors and Corrects Performance

6.  Erase the next line up. Divide the class into A choruses and B choruses, and have them say the dialog again, reciting the last two lines from memory.  Continue in the same manner until the class is reciting the whole dialog from memory.

7.  Pair students and have them write the dialog from memory into their notebooks. Have a volunteer copy the dialog onto the board. Correct it as a class and have students compare it with the versions they have created. **

    ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| I.  Personal Information | 6.  Interpret and fill out simple personal information forms.<br><br>CASAS #0.2.2 | 17c.  Possessives |

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SAMPLE SCANS ACTIVITY: Dictation and Form Filling

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Stages of Lesson: ❏ Warm Up    ❏ Introduction    ✓ **Presentation**    ✓ **Practice**    ❏ Application

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Steps for Sample Activity:          Approximate Time of Activity: 35 minutes

Purpose: This is a whole class dictation activity in which students listen for information and fill out appropriate blanks on class registration forms. Students should be familiar with personal information vocabulary and ordinal numbers.

1.  Make a class set of copies of your school's registration form.  Make a transparency of the form as well.  Create a list of statements in random order.  For example:

    Her date of birth is May 5, 1963.

    Her first name is Tawana.

    Her ethnicity is Black.

    Today's date is September 18, 2001.

    Her phone number is (323) 555-9515.

    Her student status is Adult.

    Her address is 1891 West 8th St. in Los Angeles, 90061.

    Her last name is Healy.

    Her place of birth is Guatemala.

    Her Social Security number is 123-45-6789.

2.  Hand out the registration forms. Say, "I'm going to dictate 10 sentences with a student's personal information. You are to fill out the form with the information."

3.  Read two statements from the list.  Encourage students to ask questions such as "Can you repeat that?" or clarification questions.  After you have dictated the first two statements, have students hold up their forms.  Check that they have understood correctly.  Then, read the rest of the statements.

### SCANS FOCUS

Basic Skills: Listening/ Reading/ Writing

Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn

Information: Acquires and Evaluates Information/ Organizes and Maintains Information

4.  Ask students to compare forms with the person next to them and correct any errors.**

5.  Place the registration form on the overhead and project it on the board or a screen. Ask an individual, or the class as a whole, "What's her date of birth?" They'll say, "May 5, 1963." Write it in the correct space. Hold out the pen or chalk and ask for a volunteer to come up and write the first name. Continue until the form on the board or the transparency has been filled out.  Have students check their forms for neatness and accuracy again.**

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| II. Social/Cultural Interaction | 7. Engage in basic small talk about:<br>a. common activities related to home, school or work.<br>b. states of being, the weather.<br><br>CASAS #0.1.2, 0.2.4 | 25. Expressions with *make* and *do*<br>17c. Possessives<br>27. Affirmative and negative statements |

### SAMPLE SCANS ACTIVITY: Mixer

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ❏ Presentation    ✓ **Practice**    ❏ Application

---

Steps for Sample Activity:          Approximate Time of Activity: 30 minutes

Purpose: This is a whole class survey activity in which students ask about household duties and report back to the class.

1. Write on the board:   "In your family, do you …..?"

|   |   | Yes | No |
|---|---|---|---|
| A. | _____ the laundry? | _____ | _____ |
| B. | _____ breakfast? | _____ | _____ |
| C. | _____ the ironing? | _____ | _____ |
| D. | _____ the bed? | _____ | _____ |
| E. | _____ the yard work? | _____ | _____ |
| F. | _____ the food shopping? | _____ | _____ |

2. Point to the first item and ask students, "Do you *make* or *do* the laundry?" Fill in with *do*.  Repeat with the other five items and write *make* or *do* in the blanks.  Direct students to copy the information from the board including the *Yes* and *No* columns.

3. Tell students they are going walk around and ask their classmates these questions and record their answers.  Explain that they need to find a different student for each answer.

4. Ask one student:  "In your family, do you do the laundry?" Depending on the response, write the student's name in the *Yes* or *No* column.  Continue asking other students until the other response is given and you have one person's name under *Yes* and one person's name under *No*.

**SCANS FOCUS**

Basic Skills: Listening/ Speaking

Personal Qualities: Sociability/ Self-Management

Interpersonal: Works with Diversity

Information: Acquires and Evaluates Information/ Interprets and Communicates Information

5. Start the activity. Circulate and help the students to complete their surveys.

6. Stop activity after approximately 10 minutes and have students return to their seats.

7. Ask individual students to report who answered "yes" or "no." Verify the answers with the students who are named. Write the students' names in the columns. Have students repeat chorally the full sentence for each person named; for example, "George makes breakfast in his family." "Victoria doesn't make breakfast in her family." **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| II. Social/Cultural Interaction | 8. Initiate and respond appropriately to simple requests.<br>　a. Make polite requests.<br>　b. Ask for permission.<br>　c. Excuse oneself.<br><br>　CASAS #0.1.3 | 12. Modals *could, may* |

| SAMPLE SCANS ACTIVITY: "Telephone" Game |
|---|

Stages of Lesson: ❏ Warm Up　❏ Introduction　❏ Presentation　✓ **Practice**　❏ Application

| Steps for Sample Activity:　　　　Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a speaking activity in which students pass along simple requests in a "Telephone" game.<br><br>1.　Write five to seven simple requests on 3 by 5 cards.  For example: *Do you mind if I open the windows?  Could I please borrow a pencil?  May I leave class a little early today?*<br><br>2.　Divide the class into teams of five to seven students. Have each team line up in a row.<br><br>3.　Tell the students that they will pass along the request by whispering it to their teammates down the line. The last student in line will come up to the board and write what he heard.<br><br>4.　Model the activity with one team.  Whisper the request on one of the cards to the first person in line.  Have the student whisper it to the next team member.  Have the last person on the team write the request he heard on the board.<br><br>5.　Show students the card and compare it with what is written. Resolve any discrepancies.<br><br>6.　Begin the activity. Have the first student on each team gather by you. Draw a new request card and show it to them.  Tell them to return to their teams and whisper the message to the next team member, who will whisper it to the next, etc. (All teams are whispering the same message). Have the last person in line come to the board and write what they heard. **<br><br>7.　Compare answers with the card and resolve any discrepancies. ** | Basic Skills: Listening/ Speaking/ Writing<br><br>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Resources: Allocates Human Resources<br><br>Interpersonal: Participates as a Member of a Team<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Systems: Monitors and Corrects Performance |

8. Have the first student on a team rotate to the end of the line and repeat the activity.  Continue until every team member gets a chance to initiate the request and to write on the board.

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| II. Social/Cultural Interaction | 9. Initiate and respond appropriately to invitations and offers.<br>   a. Invite or offer politely.<br>   b. Refuse politely with an excuse.<br>   c. Accept an invitation or offer.<br><br>   CASAS # 0.1.4 | 9-10 Modals *can, could, have to*<br>14. Questions with *would like* |

| SAMPLE SCANS ACTIVITY: Inside-Outside Circles |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ✓ **Presentation**    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:    Approximate Time of Activity: 45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a concentric circles activity in which students will practice initiating and responding to invitations.<br><br>1. Bring a form of noisemaker such as a bell.  Write different events on index cards.  You will need one card for each pair of students.  For example: *barbeque, birthday party*, etc.<br><br>2. Write four invitation questions on the board.  Explain informality and formality.<br><br>    1. Do you want to come to dinner?    informal  (friends, family)<br>    2. Can you come to dinner?<br>    3. Could you come to dinner?<br>    4. Would you like to come to dinner?    formal  (strangers, superiors)<br><br>3. Write a dialog frame on the board:<br><br>    A:  Are you doing anything on Saturday afternoon/evening?<br>    B:  No, why?<br>    A:  I'm having a/an _____.  _____?<br>             (Event)           (Invitation)<br>    B:  Sure!  I'd love to. / No, I'm sorry.  I can't make it.<br><br>4. Tell the class they will practice asking and responding to invitations.  Have half of the class create a circle facing out.  Have the remaining students create an outer circle facing in.  Each should stand across from someone.  The outer circle is A, the inner circle is B. | Basic Skills: Listening/ Speaking<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Resources:  Allocates Time<br><br>Information:  Interprets and Communicates Information<br><br>Systems:  Understands Social Systems |

5. Give one card to each student in the outer circle. Tell the students in the inner circle that they will move one person to the left every time you ring the bell. The outer circle will not move. Each time you ring the bell, you will say a name to indicate level of formality.

6. Have one pair demonstrate the activity. Say, "your boss." Have A use his card to invite B formally. Have B respond. Ring the bell and have the inner circle move to the left. Say, "your best friend." Have the same student A invite his/her new partner informally.

7. Begin the activity. Walk around and monitor the conversations. ** After the circle has moved half way around, have the inner circle take the cards and begin inviting. Continue until students reach their original partners.

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| II. Social/Cultural Interaction | 10. Use language appropriately to interact in social situations.<br>  a. Apologize.<br>  b. Express sympathy.<br>  c. Give and receive compliments.<br><br>  CASAS #0.1.4 | N/A |

<div align="center">

SAMPLE SCANS ACTIVITY: Brainstorm

</div>

Stages of Lesson: ❒ Warm Up   ❒ Introduction   ✓ **Presentation**   ❒ Practice   ❒ Application

| Steps for Sample Activity:          Approximate Time of Activity: 40 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a group activity in which students brainstorm situations which correspond to a list of apologies.<br><br>1. Write a variety of apologies on the board:<br><br>  I'm so sorry.  Please forgive me.<br>  Oops!  Sorry.<br>  I feel terrible.  I'm really sorry about that.<br>  I apologize.  It was my fault.<br>  That was rude of me.  Please accept my apology.<br>  My apologies.  I didn't mean it.<br><br>2. Go over each apology and discuss how formal or informal each one is. Give students a few situations and have them point out an appropriate apology on the list.  For example, "You ran into someone's car" is more serious than "You stepped on someone's foot."<br><br>3. Explain that the students will work in groups.  They must brainstorm and write down one situation for each apology.<br><br>4. Put the students in groups of three or four.  Assign one person to be the group writer.  Give the students 20 minutes to work on their list.   Begin the activity.<br><br>5. Call time.  Have each group report back.  Write all the situations on the board. **<br><br>  Follow up: Have students categorize the situations into formal or informal.<br><br>  ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Creative Thinking<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| II. Social/Cultural Interaction | 11. Use clarification strategies.<br>  a.  Ask for clarification by repeating with rising intonation.<br>  b.  Ask for clarification by inserting question words.<br>  c.  Ask for clarification by restating.<br>  d.  Request a definition.<br>  e.  Request additional information.<br><br>CASAS #0.1.6 | N/A |

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**SAMPLE SCANS ACTIVITY: Peer Listening**

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Stages of Lesson: ❒ Warm Up ❒ Introduction ❒ Presentation ✓ **Practice** ❒ Application

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| Steps for Sample Activity:      Approximate Time of Activity: 35 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a listening and speaking activity in which student pairs use question words to ask for clarification. Students should already know Wh- question words and their responses.<br><br>1.  Make copies of the handout on page 47. Cut each copy in half, so that half the students will have letter A and half the students will have letter B.<br><br>2.  Tell students they will be using question words in order to clarify what they've heard. Review what each question word elicits: *Who? – a person, How many? – a number, etc.*<br><br>3.  Write three examples on the board to review WH- questions.<br><br>    *You need to come to school next BLAH BLAH BLAH.*<br><br>    *Please give this paper to BLAH BLAH BLAH.*<br><br>    *I left my books in my BLAH BLAH BLAH.*<br><br>4.  Tell the students that BLAH BLAH BLAH stands for the information that is not clear. Have the students tell you which question word should be used to clarify: *Who? When? Where?* Repeat the example sentences and fill in BLAH BLAH BLAH with information: *next <u>Friday</u>, to <u>Julia</u>, in my <u>house</u>.*<br><br>5.  Write the dialog format on the board:<br><br>    A: Please put this in the BLAH BLAH BLAH.<br>    B: _____?<br>    C: _____. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Knowing How to Learn<br><br>Interpersonal: Teaches Others<br><br>Information: Interprets and Communicates Information<br><br>Systems: Monitors and Corrects Perf ormance |

**(50-01-52)**                 **-45-**

6.  Have one volunteer pair model an example using the dialog on the board. Give one student the A handout.  Instruct A not to show B the paper or tell him/her the answer.  Explain that B must listen to A's sentences and respond with an appropriate Wh- question word.  Then person A will repeat the sentence with all the information included.

6.  Put the students in pairs.  Distribute one copy of the student A handout to each pair.  (DON'T hand out B yet) Have the pairs begin the activity. Circulate and monitor the pairs.

7.  Stop the activity after 10 minutes and hand out the B handout to the other person in each pair.  Have the pairs switch roles: student A listens and responds to B's sentences.

8.  Have volunteer pairs present the exchanges to the class. **

    Follow-up: Discuss with students the clarification strategy many native speakers of English use which involves repeating a few words of the original sentence and then inserting a question word. For the examples on the board in step 3 above, the clarification questions would be: *I need to come to school when? Give this paper to who? You left your books where?* Have the whole class participate in creating similar clarification questions for other sentences on the handout, but stress that it is not necessary for students to learn to construct such clarification questions, only to understand them.

    ** This step serves as an evaluation of the activity.

# PEER LISTENING HANDOUT

## STUDENT A                                               ANSWER

EX. Please put this in the BLAH BLAH BLAH.   Where
    Please put this in the <u>recycle bin</u>.

1.  Please bring me BLAH BLAH BLAH          How many?
    copies.
    Please bring me <u>five</u> copies.

2.  The notebook costs BLAH BLAH BLAH.      How much?
    The notebook costs <u>$1.98.</u>

3.  Ed will be late because BLAH BLAH       Why?
    BLAH.
    Ed will be late because <u>he had a flat tire.</u>

4.  Tonight class ends at BLAH BLAH BLAH.   When*
    Tonight class ends at <u>8:45 p.m.</u>      *or What time?

5.  Take this form to Ms. BLAH BLAH BLAH.   Who?
    Take this form to <u>Ms. Siegel.</u>

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## STUDENT B                                               ANSWER

EX. Can you hand me the BLAH BLAH BLAH?   What?
    Can you hand me t<u>he stapler?</u>

1.  The new class will begin BLAH BLAH       When?
    BLAH.
    The new class will begin <u>March 3</u>.

2.  Take these tests to Room BLAH BLAH       Where?
    BLAH.
    Take these tests to Room <u>278</u>.

3.  Please give the book to BLAH BLAH        Who?
    BLAH.
    Please give the book to <u>Yolanda</u>.

4.  I need BLAH BLAH BLAH dictionaries.      How many?
    I need <u>fifteen </u>dictionaries.

5.  There is no class Monday because BLAH    Why?
    BLAH BLAH.
    There is no class Monday, because
    <u>it's Memorial Day</u>.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>  A. School and Classroom | 12. Identify ESL teacher, principal and other school personnel.<br><br>CASAS #0.1.2 | 1c. Simple present tense |

| SAMPLE SCANS ACTIVITY: Scavenger Hunt |
|---|

Stages of Lesson: ❏ Warm Up   ❏ Introduction   ✓ **Presentation**   ✓ **Practice**   ❏ Application

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| Steps for Sample Activity:  Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a scavenger hunt activity in which students interview on-site staff to find out names and titles of school personnel.<br><br>1. Ask school staff at your site if some of your students may come to interview them during school hours.  Make sure you choose veteran school personnel who know most of the names and job titles of the adult school administration, teachers and staff.  Find out where they will be and how your students can find them during their "scavenger hunt."<br><br>2. Prepare a list of 10-15 staff titles at your school.  Make a class set of photocopies.<br><br>   For example:<br><br>                                                    NAME<br><br>   A. Principal              _____<br><br>   B. Counselor             _____<br><br>   C. Security guard       _____<br><br>3. Put the students in groups of four.  Choose one representative for each group. Hand out the list of job titles.  Review the general meaning and pronunciation of all the titles.<br><br>4. Write the names of the on-site staff who agreed to be interviewed on the board.  Do not say what their titles are.  Explain that the students will interview these staff members to find out the names of the people who work at the school.<br><br>5. Assign each group representative one of the staff members who agreed to be interviewed.  Set a time limit of 10-15 minutes, explain the person's location and send the students out. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye/ Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Resources: Allocates Time/ Allocates Human Resources<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Works with Cultural Diversity<br><br>Systems: Understands Social and Organizational Systems |

6.  While the group representatives are gone, assign each group a different number from the list of titles. Have the remaining group members brainstorm tasks for their job title. For example, "What does a principal do? A principal makes school rules."

7.  As the group representatives return, check their lists of names for accuracy. Give a prize to the first group representative to return with all the correct names. Have the representatives join their groups and share their lists of names.

8.  Have each group representative report a name. Write the names on the board. Review the pronunciation of each name and confirm it is the correct person for the job title.**

9.  Have another member of each group report the tasks they brainstormed for their assigned job title. Correct any tasks which don't correspond to the job. **

    ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>    A.   School and Classroom | 13. Identify the structure of the American educational system (including pre-school, K-12 and post-secondary).<br><br>CASAS #2.5.5 | 1.   Simple present tense<br>28.  Questions |

SAMPLE SCANS ACTIVITY: Language Experience

Stages of Lesson: ❒ Warm Up  ❒ Introduction  ✓ **Presentation**  ❒ Practice  ❒ Application

| Steps for Sample Activity:          Approximate Time of Activity: 45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a language experience activity in which a student's oral story is elicited to create a short model paragraph of 5-6 sentences.<br><br>1.   Write the following chart on the board.<br><br>      Pre-school: 3 or 4 years old.<br><br>      Kindergarten: 5 years old<br><br>      Elementary School: Grades 1-5<br><br>      Middle School/Junior High: Grades 6-8<br><br>      High school: Grades 9-12<br><br>2.   Briefly discuss the chart and any unknown vocabulary.  Point out key points that differentiate the levels.  For example, in elementary school the students have only one teacher, while in middle and high school they have many teachers.<br><br>3.   Ask the students to raise their hand if they have children in the U.S. school system.  Have each student who raised his/her hand tell you the age and grade of his/her children.<br><br>4.   Explain that you are going to write one of these student's stories about his/her child on the board.<br><br>5.   Ask a student of your choice a series of questions to elicit a story.  For example: "How old is your child?  What grade is he/she in?  What school does he/she attend?  How many hours does he/she attend per day?  Does he/she like the teacher(s)?"<br><br>6.   As the student answers your questions, write his/her answers on the board in the form of a short paragraph. | Basic Skills: Reading<br><br>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye<br><br>Information: Acquires and Evaluates Information |

7. Use the paragraph (from the board or from a copy you have written down and reproduced) to teach reading skills and/or to have students write similar paragraphs of their own. **

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>   A.  School and Classroom | 14. Ask and answer questions about class schedules, school and classroom locations and registration procedures.<br><br>CASAS #0.1.2, 2.5.5 | 28c.  Wh- questions |

| SAMPLE SCANS ACTIVITY: Jigsaw Reading |
|---|

Stages of Lesson: ❏ Warm Up ❏ Introduction ❏ Presentation ✓ **Practice** ❏ Application

| Steps for Sample Activity:       Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a jigsaw reading activity in which student groups ask and answer questions about the class schedule at their school.<br><br>1.  Obtain a copy of your school's schedule of classes.  Cut it into four sections; for example, the beginning ESL classes, the intermediate ESL classes, etc.  Create a list of twenty questions relating to the schedule, five for each section.  For example: *When is the Beginning High class?  Who teaches Intermediate Low?  What level does Ms. Wallace teach?*<br><br>2.  Write the list of questions on the board.  Explain that students are going to work in groups to find the answers to all the questions.<br><br>3.  Place the students in four groups.  Give each group one section of the schedule.  Have them find which questions on the board are answered in their section.  Ask each group to underline on their schedules the information that is needed to answer those questions.<br><br>4.  Assign one person in each group to be a "traveler."  Have the travelers number a piece of paper from 1-20, leaving space for the answers to all the questions on the board.  Then have each group provide to their traveler the answers to the five questions for their section.<br><br>5.  Explain that the travelers will go from group to group collecting the information for the remaining fifteen questions and writing it down.  The "reporters" will stay seated and answer questions about their section.  Emphasize that the reporters should not show the travelers their sections but should give them the answers orally.<br><br>6.  Begin the activity.  Circulate and monitor the groups.  Facilitate the rotation of the travelers.<br><br>7.  Stop the activity.  Have each group send someone to the board to write the answers to five questions from a section other than their own. **<br><br>   ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability, Self-Management<br><br>Resources: Allocates Human Resources<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership<br><br>Systems: Understands Organizational Systems |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>  A. School and the<br>     Classroom | 15. Give and respond to classroom instructions.<br><br>    CASAS #0.1.5 | 8.   Imperatives |

SAMPLE SCANS ACTIVITY: Total Physical Response (TPR)

Stages of Lesson: ❐ Warm Up   ❐ Introduction   ✓ **Presentation**   ✓ **Practice**  ❐ Application

| Steps for Sample Activity:     Approximate Time of Activity: 30-45  minutes | SCANS FOCUS |
|---|---|

Purpose: This is a TPR activity in which students will give and respond to common classroom commands.

1. Prepare a list of requests and directives made by teachers and students in the classroom. Have someone other than yourself record the commands on tape.  Have them say each command twice and pause.  Example commands:

   A.  Open your notebook.
   B.  Take out your pencil.
   C.  Write your name at the top.
   D.  Number the paper from one to ten.
   E.  Circle number five.
   F.  Underline number eight.
   G.  Close your notebook.
   H.  Raise your hand.
   I.   Stand up.
   J.   Sit down.

2. Tell the class they're going to practice giving and following classroom commands.

3. Play the tape three times.  On each listening, do the following:

   A.  Demonstrate the commands for the students.  Have them watch.
   B.  Demonstrate again. Have the students imitate what you do.
   C.  Don't demonstrate.  Have the students say and demonstrate on their own.

4. Write the commands on the board and have the students copy them into their notebooks. Model and repeat each command again.

**SCANS FOCUS**

Basic Skills: Listening/ Speaking

Thinking Skills: Knowing How to Learn

Information: Interprets and Communicates Information

Interpersonal: Teaches Others

Systems: Understands Social Systems/ Monitors and Corrects Performance

5. Pair students and have them take turns directing each other and acting out the commands. **

   Follow up: Group students and have them brainstorm a list of other commands and requests made in the classroom. Make a master list on the board.

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>  A.  School and the<br>       Classroom | 16.  Communicate with school personnel.<br>   a.  Call school to report an absence.<br>   b.  Write a simple note to a child's teacher<br>        regarding an absence.<br><br>  CASAS #0.1.2, 2.5.5 | 5.    Simple past tense |

SAMPLE SCANS ACTIVITY: Writing Checklist

Stages of Lesson: ❑ Warm Up    ❑ Introduction    ❑ Presentation    ✓ **Practice**    ❑ Application

| Steps for Sample Activity:          Approximate Time of Activity: 25 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a writing activity in which students explain a child's absence from school to the teacher.<br><br>1.  Make copies of the checklist on page 57 for all the students.<br><br>2.  Write the letter format with date, salutation, closing, and signature on the board. Review this format with the students.<br><br>3.  Tell the students they will be writing a note which explains a child's absence from school.   Have students take out a sheet of paper.<br><br>4.  Have the students generate an introductory sentence.  For example: *Please excuse my daughter Silvia for being absent last week..*  Write the introductory sentence on the board and have students copy the date, salutation, and introductory sentence.<br><br>5.  Have the class orally brainstorm reasons why a child might be absent from school.<br><br>6.  Tell students to choose one reason and complete the note to the teacher. Remind them to use capital letters to begin sentences and periods to end sentences.  Tell them to use the past tense of the verb to explain the absence.<br><br>7.  Begin the activity.  Allow students about ten minutes to complete their notes.  Circulate and help students with vocabulary and grammar.<br><br>8.  Stop the activity.  Have students exchange papers.  Distribute the checklist.<br><br>9.  Form pairs.  Have partners read and evaluate each other's papers.  Have each reader mark the checklist for their partner's note. | Basic Skills: Reading/ Writing<br><br>Thinking Skills: Creative Thinking/ Decision Making<br><br>Personal Qualities: Self-Management/ Sociability<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Teaches Others<br><br>Systems: Understands Social and Organizational Systems/ Monitors and Corrects Performance |

10. Have students return their partner's note and the checklist.  If the reader marked NO for any of the questions, have the reader point out the writer's mistakes.**

11. Have writers make the necessary corrections.**

    ** This step serves as an evaluation of the activity.

WRITING CHECKLIST:

| | | |
|---|---|---|
| Is the format of the letter correct? | YES | NO |
| Do sentences start with a capital letter? | YES | NO |
| Do sentences end with a period? | YES | NO |
| Are verbs explaining the absence in the past tense? | YES | NO |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>   B. Telephone | 17.  Begin and end telephone conversations.<br>   a.   Introduce self and ask for someone.<br>   b.   Respond to a caller.<br><br>   CASAS #0.1.4, 2.1.8 | 23.   Adverbs |

| SAMPLE SCANS ACTIVITY: Listening Practice |
|---|

Stages of Lesson: ❒ Warm Up    ❒ Introduction    ❒ Presentation    ✓ **Practice**    ❒ Application

| Steps for Sample Activity:              Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a listening practice activity in which students select appropriate responses in telephone conversations.<br><br>1.   Photocopy the handout chart on page 60. Cut the chart in half and make a class set of the responses.<br><br>2.   Ask students what they would say to begin a phone conversation and write their responses on the board (*Hi, this is Mona. Hello, can I speak to…*). Ask students to tell you how they would end a conversation (*Good-bye. I have a call on the other line.*).<br><br>3.   Tell the students you are going say ten things that they are likely to hear over the telephone, and that they are to choose and say the right response.  Hand out the sheet of responses.<br><br>4.   Model the responses and have the students repeat as a class. Correct for pronunciation and make sure students understand the vocabulary.<br><br>5.   Say the first prompt: "Hi, this is Johnny. Can I speak to Charlotte?" Ask the students which answer, a, b, or c, is correct.  (b. I'm sorry. She left a while ago.)<br><br>6.   Say the items one at time.  Have students circle the answer they think is correct.<br><br>7.   Have student pairs compare their answers for 5 minutes.<br><br>8.   Read all the prompts again.  Poll the class on whether they answered a, b or c for each answer by show of hands.  Come to a consensus on the correct answers. ** | Basic Skills: Listening/ Reading<br><br>Thinking Skills: Knowing How to Learn/ Reasoning<br><br>Systems: Understands Social Systems |

Follow-up:  Have groups of students brainstorm other possible prompts for the responses.

** This step serves as an evaluation of the activity.

| | |
|---|---|
| 1. Hi, this is Johnny. Can I speak to Charlotte? | 1.  a. No. He's not here.<br>   b. I'm sorry. She left a while ago.<br>   c. Good-bye. |
| 2. Gotta go. Bye. | 2.  a. Bye. Talk to you soon.<br>   b. This is _____. Is Fred there?<br>   c. Can I speak to your sister? |
| 3. Is Mr. Luscious there? | 3.  a. I'm sorry. She's stepped out of the office for a few moments.<br>   b. May I speak to Mr. Luscious?<br>   c. Just a moment. |
| 4. Hello? | 4.  a. Hi. This is _____.<br>   b. I'm sorry. Wrong number.<br>   c. Let me see if she's still here. |
| 5. Good night, and thanks for calling. | 5.  a. Good evening.<br>   b. Good night.<br>   c. He'll be back soon. |
| 6. May I speak to Ms. Calhoun? | 6.  a. Did you say "Cartoon"?<br>   b. Thanks for calling.<br>   c. Good-bye. |
| 7. If you know your party's extension, press or say "one." | 7.  a. He won't be back until 1 o'clock because he's in a meeting.<br>   b. Please call back later.<br>   c. "One." |
| 8. Can I leave a message? | 8.  a. Sure. I'll call you after 5:30.<br>   b. Of course. Let me get a pen.<br>   c. I've got to go. Bye. |
| 9. May I ask who's calling, please? | 9.  a. Yes. This is ____.<br>   b. Is this the Parker residence?<br>   c. Please give him this message as soon as he returns. |
| 10. Anderson residence. Paul speaking. | 10.  a. Hi. This is a message for Paul.<br>   b. Hi, Paul. I'm ____, a friend of your cousin Ed.<br>   c. We're sorry, but we can't come to the phone right now. |

(Answers: 1.b, 2.a, 3.c, 4.a, 5.b, 6.a, 7.c, 8.b, 9.a, 10.b)

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>B. Telephone | 18. Respond to simple recorded telephone instructions.<br><br>CASAS #2.1.7 | 8. Imperatives |

| SAMPLE SCANS ACTIVITY: Listening/Cloze Exercise |
|---|

Stages of Lesson: ❏ Warm Up ❏ Introduction ✓ **Presentation** ✓ **Practice** ❏ Application

| Steps for Sample Activity: Approximate Time of Activity: 20 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a listening activity in which students will respond appropriately to a basic phone menu system and fill in a cloze exercise.<br><br>1. Make one copy and one transparency of the complete phone menu script on the next page. On the copy, white out about 20 words from the script to create a cloze exercise. Make copies for a class set of the cloze exercise.<br><br>2. Tell students they will be calling a sports center to find out when they offer intermediate aerobics classes. Write "intermediate aerobics classes" on the board to confirm student comprehension. (Don't hand out the cloze exercise yet.)<br><br>3. Tell students that they must listen to each step of the phone menu and hold up their fingers to indicate the appropriate number choice at the end of each section. Explain that they should listen to all the options for each section before choosing a number.<br><br>4. Read each section of the menu script aloud slowly. Pause at the end of each section and have students hold up their number choice. Check for discrepancies. **<br><br>5. Give the students the cloze exercise handout with the words whited out. Read the script again. Have the students fill in the missing words they hear.<br><br>6. Ask students to check and compare their cloze with the person sitting next to them.<br><br>7. Place the full script on the overhead projector and let students check their own work. **<br><br>  ** This step serves as an evaluation of the activity. | Basic Skills: Listening<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information<br><br>Systems: Understands Organizational Systems/ Monitors and Corrects Performance |

# PHONE MENU SCRIPT

Thank you for calling Sports Center of Los Angeles.  Please listen to the following menu:

--If you are calling for our gym, press one.

--If you are calling for our equipment store, press two.


**** ONE ****

You have reached Sports Center's gym.

--For our location and directions, press one.

--For information on gym memberships, press two.

--For more information on our classes and exercise schedule, press three.

--To return to the previous menu, press four.


**** THREE ****

Sports Center of Los Angeles offers a large variety of classes seven days a week, from 6 am to 9 pm.

--For the weight room schedule, press one.

--To hear a list of exercise classes, press two.

--To speak to a customer service representative, press three.


**** TWO ****

Please press a number to indicate the type of class you are interested in:

--For yoga and tae bo, press one.

--For aerobics, press two.

--For swimming lessons, press three.


**** TWO ****

We offer all levels of aerobics classes.

-- Beginning level aerobics is offered at 9 am, 10 am and 4 pm.

-- Intermediate level aerobics is offered at 8 am, 11 am and 6 pm.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>    B. Telephone | 19. Interpret various telephone directory pages (white pages, yellow pages, government pages, etc.) to find information.<br><br>CASAS #2.1.1 | 28c. Wh- questions |

| SAMPLE SCANS ACTIVITY: Life Skills Reading |
|---|

Stages of Lesson: ❒ Warm Up ❒ Introduction ❒ Presentation ✓ **Practice** ❒ Application

| Steps for Sample Activity: Approximate Time of Activity: 15-20 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a reading activity in which students scan a page of the telephone directory for specific information.<br><br>1. Select one page from the yellow pages in a topic area you've been working on recently in class (e.g., furniture). Make enough copies for the class. Prepare 5-8 questions about the information on that page and write them on the board before class. For example,<br><br>    A. What types of items do the businesses on this page sell?<br>    B. Which business is located at 2000 Venice Blvd.?<br>    C. Which business offers the widest selection?<br>    D. On what street is Murray's Sofa Warehouse located?<br>    E. What is the telephone number for Closets R Us?<br><br>2. Tell the students they are going to do a short reading activity.<br><br>3. Point to the questions on the board about the phone directory. Have the class read each question with you. Explain that to scan effectively, they must read the questions before they read the page. Emphasize that they DO NOT need to read everything on the page.<br><br>4. Put the students in pairs. Have one person in each pair copy the questions off the board, leaving room for the answers. Tell them that one partner is the scanner and the other is the writer. The goal is to see which pair can scan and write fastest. Explain that they must run up and give you their answer paper as soon as they finish.<br><br>5. Hand out the copies of the yellow pages upside down. Say "go" and have students turn over the page and begin the activity. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Resources: Allocates Material and Facility Resources/ Allocates Human Resources<br><br>Information: Acquires and Evaluates Information<br><br>Interpersonal: Teaches Others<br><br>Systems: Understands Organizational Systems/ Monitors and Corrects Performance |

6. Circulate and make sure every pair has gotten started.  As pairs finish, number their papers in the order they hand them in to you.

7. Hand back the papers when every pair has finished.  Write the answers on the board and have pairs check their papers together.  Have each pair report their score to the class.  For example, "We finished 3$^{rd}$, but all our answers are correct,"  "We finished 1$^{st}$, but we missed one." **

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>  B. Telephone | 20.  Call 911 to report an emergency.<br><br>  CASAS #2.1.2 | 1a.  Present of *be*<br>28c.  Wh- questions |

| SAMPLE SCANS ACTIVITY: Pair Dialog Writing |
|---|

Stages of Lesson: ❒ Warm Up    ❒ Introduction    ❒ Presentation    ✓ **Practice**    ❒ Application

| Steps for Sample Activity:          Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a dialog writing activity in which students practice giving information about emergency situations to the operator. Students should be familiar with emergency-related vocabulary.<br><br>1.   Prepare a sample dialog. For example,<br><br>      A: 911 emergency.<br><br>         May I have your name and phone number?<br><br>      B: Carla Ramos, 555-3493.<br><br>      A: What's the emergency, Ms. Ramos?<br><br>      B: There's a fire at the 7-11.<br><br>      A: What's the address?<br><br>      B: 1523 Pico Boulevard.<br><br>      A: 1523 Pico?<br><br>      B: Right. Please send the fire department.<br><br>2.   Write the dialog on the board. Read it chorally with the class.  Allow students a few minutes to practice the dialog in pairs.<br><br>3.   Brainstorm situations for calling 911. List the reasons/situations on the board.<br><br>4.   Discuss whether each situation is appropriate or not. Check the appropriate situations, cross out any inappropriate reasons.  Number the appropriate situations only.<br><br>5.   Re-form student pairs. Assign each pair a number for an emergency situation from the list on the board. Tell pairs they must create a short dialog about that emergency. Explain that one should be the operator and the other the caller. | Basic Skills: Listening/ Speaking<br><br>Thinking skills: Creative Thinking<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Information: Interprets and Communicates Information |

6.  After 10-15 minutes, call time. Have each pair present their dialog according to the number they were assigned. **

    Follow up: Hand out cards with emergencies written on them.  Have pairs pantomime their emergency situation in front of the class. Have the class guess the emergency.

      ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>B. Telephone | 21. Take a simple phone message.<br><br>CASAS #2.1.7 | N/A |

SAMPLE SCANS ACTIVITY: Peer Dictation

Stages of Lesson: ❑ Warm Up  ❑ Introduction  ✓ **Presentation**  ✓ **Practice**  ❑ Application

| Steps for Sample Activity: Approximate Time of Activity: 35 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a peer dictation activity in which students write a simple phone message.<br><br>1. Prepare a list of twelve to fifteen names, times, and telephone numbers that can serve as substitutions for the dialog below. Cut the paper into horizontal strips, each with one name, time and number.<br><br>EXAMPLES:<br><br>Call the boss     before work          (323) 246-9877<br>-------------------------------------------------------------------------------------<br>Call Carlos     after 8:00 p.m.     (310) 398-0661<br>-------------------------------------------------------------------------------------<br>Call Dr. Jones     right away          (213) 665-3005<br><br>2. Write the following dialog on the board.<br><br>A. Hello. Is John there?<br><br>B. No, he isn't. Can I take a message?<br><br>A. Yes, please tell him to call _____<br><br>B. When?<br><br>A. _____<br><br>B. What's the number?<br><br>A. _____<br><br>3. Have students copy this message format in their notebooks:<br><br>Call _____<br><br>When _____<br><br>Number _____ | Basic Skills: Listening/ Speaking/ Writing<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information<br><br>Systems: Understands Social Systems/ Monitors and Corrects Performance |

4. Tell students they are going to practice taking phone messages. Suggest some phrases students can use if they don't understand, e.g., *What's the name again?  I'm sorry, could you speak more slowly?*

5. Pick one of the strips and model the dialog by taking part A and having the class take part B.  Direct the class to take a message using the message format in their notebooks.

6. Ask a volunteer to write the answers on the board.  Have the class check their answers.**  Then have them prepare another message space in their notebooks, as in step 2 above.

7. Ask the volunteer at the board to pick a strip and use the information it contains to be person A in the dialog.  Have the class be person B in the dialog and write down another message in the same format as before.

8. Have a new volunteer write the answers on the board.  After the class checks their answers, the new volunteer will pick a strip and practice the dialog with the class again.

9. Have a different student dictate each new message.  Continue the same procedure until all of the strips have been used.

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>B. Neighborhood/ City | 22. Interpret simple schedules (recreation center, health clinic, TV guide).<br><br>CASAS #2.6.1, 2.6.2 | N/A |

| SAMPLE SCANS ACTIVITY: Speed Scanning |
|---|

Stages of Lesson: ❐ Warm Up   ❐ Introduction   ❐ Presentation   ✓ **Practice**   ❐ Application

| Steps for Sample Activity:          Approximate Time of Activity: 45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a scanning game in which two teams of students scan a TV guide to find specific words or phrases as quickly as possible.<br><br>1.  Get a TV guide from the newspaper and photocopy a class set, or gather enough newspapers to provide a class set.  Select 10 program titles, times, stations and VCR+ numbers, etc. in the guide. Circle them on the teacher's copy ONLY. Examples:<br><br>*1. 10:30 pm.    2. MTV    3. Behind the Music at 8:00 pm.*<br><br>*4. The Air Up There on CMAX    5. The X-Files    6. Baseball Tonight*<br><br>*7. 75237 on Channel 11    8. Tom Hanks on TNT    9. 88079 at 7:00 pm.*<br><br>*10. Evening News on KCOP*<br><br>2.  Get a deck of playing cards and a timer with a second hand.<br><br>3.  Divide the class into two teams and hand each player a card. Suits and denominations are not important. Have students put their cards face down on the desk in front of them.<br><br>4.  Tell the teams that this is a timed scanning game where you will say the names of TV shows, starting times, stations, etc. Ask the students to turn their cards over when they have found the item. Time will be called only when every member of the team has turned their cards face up. Students may not help each other. | Basic Skills: Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Self-Management/ Integrity and Honesty<br><br>Resources: Allocates Time<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others<br><br>Information: Acquires and Evaluates Information<br><br>Systems: Understands Organizational Systems |

5.  Distribute the TV guides and write TEAM 1 and TEAM 2 on the board to tally the scores.

6.  Tell students to scan--to quickly look for words--not to read. This will enhance their chances of winning.

7.  Say the first prompt and start the timer.

8.  When all the cards are flipped for one team, mark the time in that team's column. When everybody on the second team has flipped the cards, note their time in their column.

9.  After each round, circulate and check that all the students on the winning team can point out the answer. If you wish, add one second to each team's time for any team member who fails to point out the answer correctly. **

10. Continue until all the prompts have been found. Add up the final score for each team. (The lowest score is best.)  Reward the winning team.

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>   C. Neighborhood/ City | 23. Ask for and give simple directions to community locations.<br>   a. Interpret simple written directions.<br>   b. Locate places on a map.<br>   c. Interpret compass directions (N,S,E,W) on a map.<br><br>   CASAS#: 2.2.1, 2.5.4 | 8. Imperatives<br>22a. Prepositions of place |

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**SAMPLE SCANS ACTIVITY: Information Exchange**

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Stages of Lesson: ❑ Warm Up ❑ Introduction ✓ **Presentation** ✓ **Practice** ❑ Application

---

| Steps for Sample Activity:      Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|

Purpose: This is an Information Exchange activity in which students will give each other walking directions to places on a map. Students should know basic prepositions of location.

1. Make one copy of the map handout on page 73 for each pair of students. Cut the handouts in half, one part for student A, one part for student B. Make one transparency of the complete page.

2. Write the following information on the board. Demonstrate and review the meaning of each expression with the class.

| DIRECTIONS: | LOCATIONS: |
|---|---|
| Walk one block | at the corner of ___&___ |
| Walk up _____St. | on your left |
| Walk down | on your right |
| Walk along | next to _____ |
| Turn right | between _____and _____ |
| Turn left | across from |

3. Put the transparency on the overhead. Cover the right side with a sheet of paper, allowing students to see the hotel, bank and bar on both maps. Explain that each student has different information. Show that Student A has the hotel, bank and bar labeled, while Student B has only the bank and bar labeled. Explain they do NOT show each other their maps.

**SCANS FOCUS** (right column):

Basic Skills: Listening/ Speaking/ Reading

Thinking Skills: Seeing Things in the Mind's Eye

Personal Qualities: Sociability/ Self-Management

Information: Acquires and Evaluates Information/ Interprets and Communicates Information

Interpersonal: Teaches Others/ Negotiates to Arrive at a Decision

4.  Have a volunteer pair model how to give directions from the bar to the hotel.  For example, if Student B starts at the bar, he/she can ask: "I'm at <u>the bar</u>. Can you tell me how to get to <u>the hotel</u>?" Then Student A will give directions based on his/her map: "Walk up West street one block.  The hotel is on your left, next to the bank."

5.  If necessary, write the question frame on the board: "I'm at _____.  Can you tell me how to get to _____?

6.  Put the students in pairs.  Hand out the A and B maps to each partner.  Remind students not to show each other their maps.

7.  Begin the activity.  Circulate and help pairs give each other directions.

8.  Stop the activity after 15 minutes.  Put the transparency of the two maps back on the overhead.  Have volunteer pairs demonstrate how to give directions from one location to another.  Follow along with your finger on the map to show the students how you are following their directions. **

    ** This step serves as an evaluation of the activity.
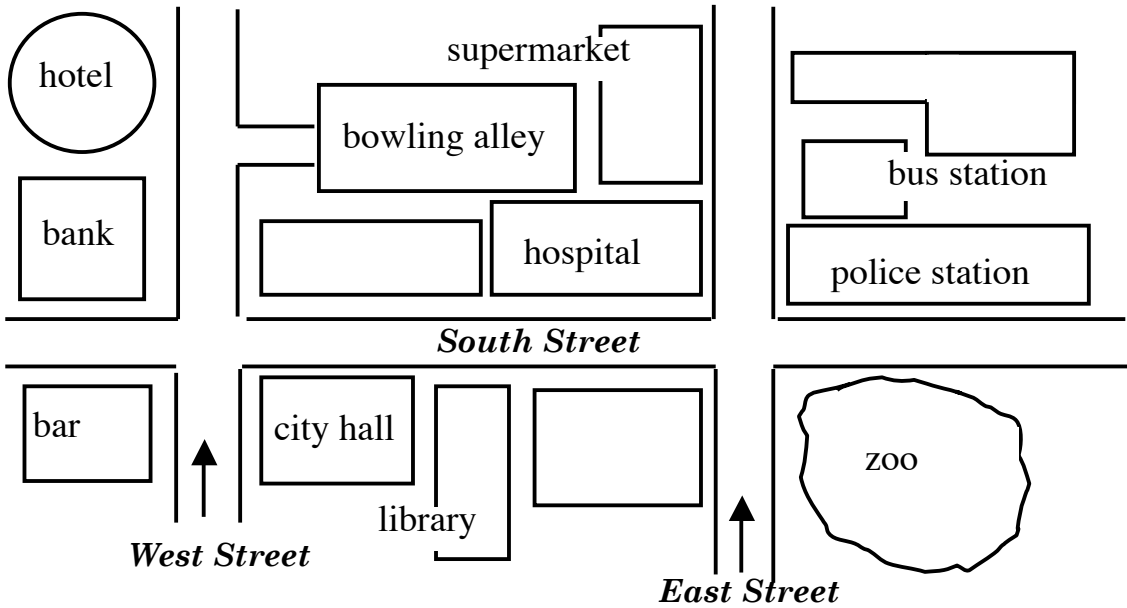
## STUDENT A

| **Start at:** | the bar | **Ask for directions to:** | the post office |
| | the supermarket | | the bookstore |
| | the library | | the school |

✂ - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
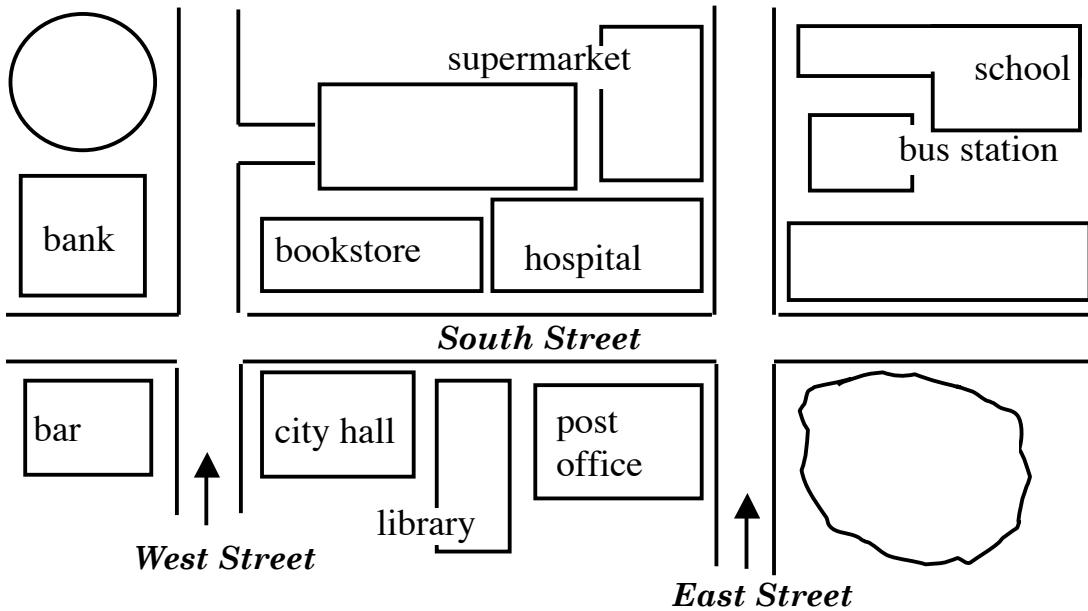


## STUDENT B

| **Start at:** | the bus station | **Ask for directions to:** | the bowling alley |
| | the bank | | the zoo |
| | the city hall | | the police station |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>　D.　Neighborhood/<br>　　　City | 24. Inquire about and respond to questions about postal services.<br>　a. Ask and answer questions about mailing packages.<br>　b. Interpret postal notices.<br>　c. Identify mailbox pick up times.<br><br>　CASAS#: 2.4.2, 2.4.4 | 28c.　　Wh- questions |

| SAMPLE SCANS ACTIVITY: Life Skills Reading |
|---|

Stages of Lesson: ❐ Warm Up　❐ Introduction　❐ Presentation　✓ **Practice**　❐ Application

| Steps for Sample Activity:　　　　Approximate Time of Activity: 15 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a life skills reading activity in which students scan for specific information.<br><br>1.　Make a class set of the handout on USPS mailing services on page 76.<br><br>2.　Write the following comprehension questions on the board:<br><br>　Ex:　Which service is fastest?　　　　　　Express Mail<br><br>　a.　Which services will deliver items of 70 pounds or less?<br><br>　b.　Which service delivers mail in 2 days?<br><br>　c.　Which service allows you to pay for an item after it is delivered?<br><br>　d.　Which service is for regular personal letters?<br><br>　e.　Which service will give you a receipt for mailing, but not delivery?<br><br>　f.　Which service keeps a delivery record?<br><br>3.　Explain to the students that they will read about six different services offered by the post office.  They must scan the information about each service and answer the above questions.  Tell them to ignore the words they don't know and just try to match the information to the name of the service.<br><br>4.　Put the students in pairs.  Assign questions #1-3 to student A and #4-6 to student B.  Tell them to read and take notes only on the questions they've been assigned.  Explain that the pair should raise their hands as soon as they have all six answers. | Basic Skills: Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information<br><br>Systems: Understands Organizational Systems |

5. Hand out the reading.  Have the pairs begin scanning.  Circulate and make sure each member of the pair is reading for different questions.

6. As pairs raise their hands to indicate they're finished, circulate and check their answers.**

   ** This step serves as an evaluation of the activity.

### First Class Mail
First Class Mail includes all personal correspondence, bills and statements.  It must be sealed or closed against inspection.  Any mailable items may be sent as First Class Mail. Each piece must weigh 13 ounces or less. Pieces over 13 ounces can be sent as Priority Mail.

### Priority Mail
Priority Mail offers two-day service to most domestic destinations. Items must weigh 70 pounds or less.  Mark each package "Priority Mail" in the postage area or use a USPS provided Priority Mail envelope or box.

### Express Mail
Express Mail is our fastest service, with next day delivery by 12 noon to most destinations. Express Mail is delivered 365 days a year—with no extra charge for Saturday, Sunday, or holiday delivery. All packages must use an Express Mail label. Items must weigh 70 pounds or less.

### Certificate of Mailing
Provides evidence of mailing only. Certificate of mailing does not provide a record of delivery. Must be purchased at time of mailing. Available for First Class Mail and Priority Mail.  Items must be presented to a retail employee at a post office.

### Certified Mail
Provides the sender with a mailing receipt. A delivery record is maintained by the USPS. No insurance provided. Available with First Class Mail and Priority Mail. For an additional fee, certified mail may be combined with restricted delivery or return receipt.

### Collect on Delivery (COD)
Allows mailers to collect the price of goods and/or postage on merchandise ordered by addressee when it is delivered. COD service can be used for merchandise sent by First Class Mail, Express Mail and Priority Mail.  The amount to be collected from the recipient may not exceed $1,000. A delivery record is maintained by the USPS.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br> D. Time/Weather | 25. Use days in a month to talk about scheduled events.<br><br>CASAS #2.3.2 | 28c.  Wh- questions |

| SAMPLE SCANS ACTIVITY: Peer Dictation |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ❏ Presentation    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:  Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a small group dictation activity in which students listen to and fill in regular events on a calendar.  Students should be familiar with ordinal numbers and days of the week.<br><br>1. Make a set of photocopies of a monthly planner for the next month.  Make a transparency of the planner.  Write a list of 15 regularly scheduled school or community events on a separate piece of paper.  Use days of the week, but not specific dates.  For example:<br><br>    The school swap meet is on the first and third Saturday of the month.<br><br>    The pool has recreational swimming every Wednesday and Thursday.<br><br>    The clinic offers free TB testing on the last Friday of the month.<br><br>2. Make one copy of the event list for each group.<br><br>3. Explain that the students will fill in a monthly planner with the scheduled events for the next month.  A group leader will dictate a list of events and times. The other group members must ask about events and write the events in the appropriate squares.<br><br>4. Put the students in groups of 3-4.  Hand out the monthly planner.  Write the events on the board without the schedule.  For example, swap meet, recreational swim, TB testing, etc.<br><br>5. Put the monthly planner transparency on the overhead.  Choose one group to model the activity.  Hand out the event list to the group leader.  Have each group member ask the leader about an event, "When is the_____?"  Demonstrate how to fill in the planner.  For example, write the words, "swap meet" in the squares for the first and third Saturday on the transparency. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Seeing Things in the Mind's Eye<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Resources: Allocates Time<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information<br><br>Interpersonal: Participates as a Member of a Team/ Exercises Leadership<br><br>Systems: Understands Social and Organizational Systems |

6.   Hand out an event list to one member of each group, who will be the leader.  Encourage leaders not to show group members their list.  Have them begin the activity.

7.   Circulate and help the students with pronunciation and spelling.

8.   Call time after 10-15 minutes.  Collect the lists from each group leader.

9.   Have each group report back on the schedule for different events.  Fill in the transparency so that students may check their work. **

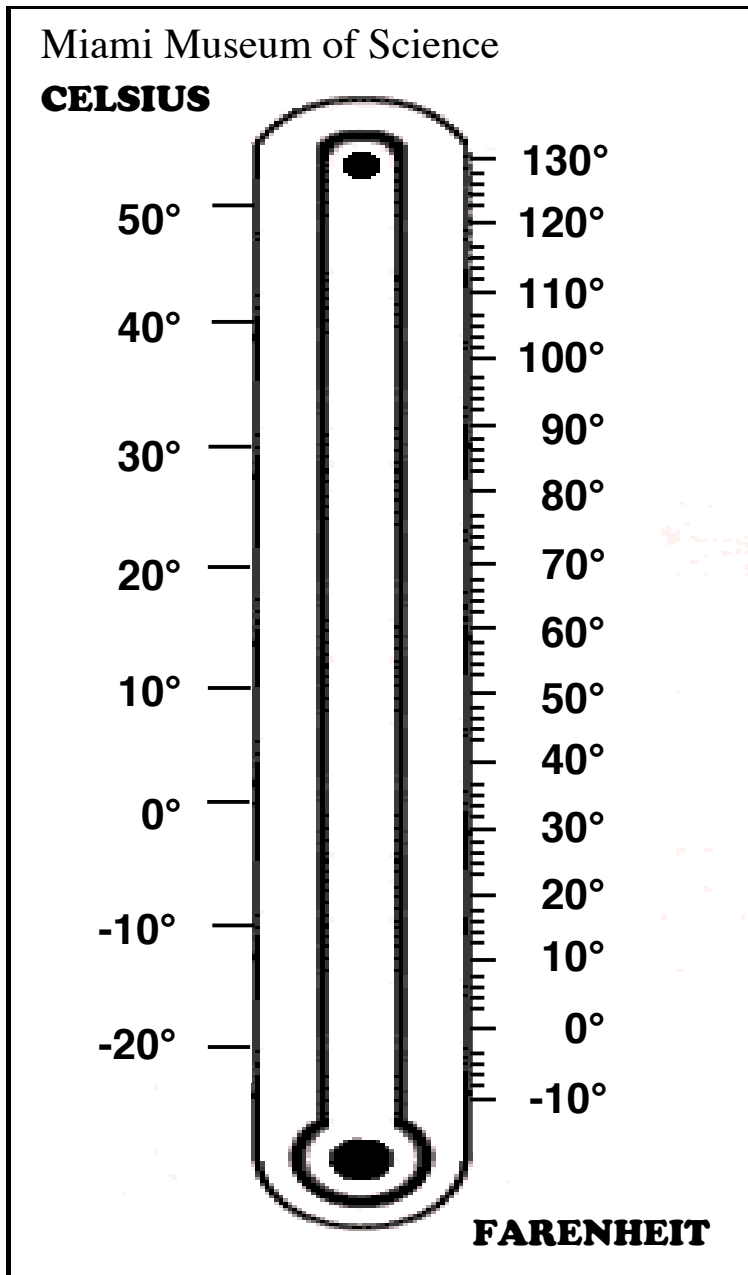     ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| III. Community<br><br>  D. Time/Weather | 26.  Interpret temperatures in Celsius and Fahrenheit.<br><br>CASAS 1.1.5 | 21a.  Non-referential subject *it*<br>28c.  Wh- questions |

| SAMPLE SCANS ACTIVITY: Matching |
|---|

Stages of Lesson: ❒ Warm Up  ❒ Introduction  ✓ **Presentation**  ✓ **Practice**  ❒ Application

| Steps for Sample Activity: Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a matching activity in which students say the corresponding temperature on either the Celsius or Fahrenheit scale. Students should be familiar with weather adjectives.<br><br>1.  Prepare or obtain a list of temperatures (in Fahrenheit only) from major cities around the world. For example:<br><br>On February 1,   Paris/46F      Buenos Aires/82F<br><br>                  San Francisco/60F  Moscow/12F<br><br>                  Los Angeles/77F  Tokyo/43F<br><br>2.  Make a set of photocopies of the Celsius/Fahrenheit thermometer on the next page.<br><br>3.  Hand out the thermometer.  Explain that a Fahrenheit temperature is roughly three times the Celsius reading.  As a whole class, practice converting temperatures from Celsius to Fahrenheit and vice versa: "If it's 80 degrees F, what is the temperature in Celsius?" "About 27 degrees Celsius."<br><br>4.  Write the list of temperatures around the world on the board or an overhead transparency.<br><br>5.  Form pairs.  Have student A ask for the temperature, e.g., "What's the temperature in Paris (in Celsius)?"  Have student B read the thermometer and give the temperature in Celsius. Have each pair write down the list of cities and their temperatures on one piece of paper.<br><br>6.  Monitor the pair work and check the answers with the class. **<br><br>    ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Reading/ Arithmetic<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Teaches Others |

# CELSIUS - FAHRENHEIT

Water freezes at 0 degrees C or 32 degrees F.
Water boils at 100 degrees C or 212 degrees F.

Miami Museum of Science

**CELSIUS**

| CELSIUS | FAHRENHEIT |
|---------|------------|
| | 130° |
| 50° | 120° |
| | 110° |
| 40° | 100° |
| | 90° |
| 30° | 80° |
| | 70° |
| 20° | 60° |
| | 50° |
| 10° | 40° |
| | 30° |
| 0° | 20° |
| | 10° |
| -10° | 0° |
| -20° | -10° |

**FARENHEIT**

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>A. Shopping | 27. Compute the cost of several items and interpret the bill or receipt.<br><br>CASAS# 2.6.4 | 14. Modal *would like*<br>28c. Wh- questions with *How much* |

| SAMPLE SCANS ACTIVITY: Role Play |
|---|

Stages of Lesson: ❏ Warm Up ❏ Introduction ❏ Presentation ✓ **Practice** ❏ Application

| Steps for Sample Activity: Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a pair activity in which students place and take orders for food items and then compute the bill.<br><br>1. Write a sample menu with at least 15 items with different prices on the board. For example:<br><br><div align="center">**JOE'S DINER**</div><br>    **Hamburger**             **1.95**<br>    **Chicken Sandwich**     **2.59**<br>    **French Fries**          **.79**<br>    **Apple Pie**             **1.99**<br>    **Coffee / Tea**         **.65**<br><br>2. Ask the class questions about the prices of individual items on the menu. Have students respond with complete sentences. "How much is a hamburger? A hamburger is $1.95."<br><br>3. Model computing the cost of two or three items: "How much is apple pie and coffee? Apple pie and coffee is $2.64." Repeat with several different examples.<br><br>4. Tell the students to select the items they would like to order, write each item and its price in their notebook and then add up their own bill. Circulate and check their totals.<br><br>5. Explain that the students are going to work in pairs as a cashier and a customer. Write sentence frames on the board and review them with the students. For example: *I'd like _____. Your total comes to _____.* | Basic Skills: Listening/ Speaking/ Arithmetic<br><br>Thinking Skills: Creative Thinking<br><br>Personal Qualities: Sociability/ Self-Management/ Self-Esteem<br><br>Interpersonal: Serves Clients/Customers<br><br>Systems: Monitors and Corrects Performance |

6.  Model the activity.  Have one student volunteer state his/her order to you without revealing the total:  "I'd like a chicken sandwich, fries and a coffee, please."  Repeat the order and write it on the board. Add the bill orally with the class: "A chicken sandwich -- $2.59, french fries -- .79, a coffee -- .65. The total comes to $4.03."  Make mistakes in the order or the total if you'd like to check student comprehension.

7.  Put students in pairs.  Have them begin the activity.  Circulate and monitor students.

8.  Have several volunteer pairs come to the board to present their dialogs. The "customer" orders and the "cashier" writes the order on the board and totals it up. **

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>A. Shopping | 28. Interpret and fill out a check.<br><br>CASAS #1.8.2 | 28c. Wh- questions |

| SAMPLE SCANS ACTIVITY: Peer Dictation |
|---|

Stages of Lesson: ❒ Warm Up  ❒ Introduction  ✓ **Presentation**  ✓ **Practice**  ❒ Application

| Steps for Sample Activity:          Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a peer dictation activity in which students dictate information to each other and fill in checks.<br><br>1. Create a sample blank check and make a copy for each student in your class.  Make a handout with two sets of information for filling out a check.  For example:<br><br>STUDENT A<br>$38.76<br>Pacific Bell<br>June 19, 2001<br>Thirty-eight and 76/100ths<br>phone bill<br><br>STUDENT B<br>$65. 19<br>John's Department Store<br>December 23, 2001<br>Sixty-five and 19/100ths<br>present for Mom<br><br>(You will need to teach students how to say either "seventy-six hundredths" or "76 cents," for example, when they dictate the spelled out dollars and cents on the check.)<br><br>2. Make one copy of the handout for each pair and cut it in half for Students A and B.  Prepare also a different set of sample check information A and B and cut it in half for a pair of students to model the activity.<br><br>3. Draw a blank check on the board.  Identify the parts of the check by number.  Write the following questions on the board:<br><br>Who is it payable to?<br>How much is it for?<br>What is it for?<br>What's the date?<br><br>4. Have the class tell you which part of the check corresponds to each question. | Basic Skills: Listening/ Speaking/ Reading/ Writing<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Resources: Allocates Money<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Teaches Others |

5. Explain that the students will each fill in a blank check with the information their partner gives them.  Ask for two student volunteers.  Give one student part A and another part B of your second set of check information.  Have them model how to ask and answer the questions.  For example: Student A: "Who is it payable to?"  Student B: "Department of Water and Power."

6. Put the students in pairs of A and B.  Hand out one blank check to each student.  In each pair, give one student part A and the other part B of the handout.

7. Begin the activity.  Circulate and make sure students are dictating the information, not looking at their partner's paper and copying.

8. Draw two more blank checks on the board.  Stop the activity.  Have two student volunteers come to the front and fill in the blank checks with the information. **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>A. Shopping | 29. Demonstrate understanding of ATM instructions.<br><br>CASAS #1.8.1 | 8. Imperatives |

| SAMPLE SCANS ACTIVITY: Total Physical Response (TPR) |
|---|

Stages of Lesson: ❐ Warm Up   ✓ **Introduction**   ✓ **Presentation**   ✓ **Practice**   ❐ Application

| Steps for Sample Activity:          Approximate Time of Activity: 40-50 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a TPR activity in which students act out the steps in operating an ATM machine.<br><br>1. Make 10-20 copies of the twenty-dollar bill, ATM card and receipt found on the lower half of page 86 to use to demonstrate ATM operations in the classroom. Draw the ATM machine at the top of the page on a piece of butcher paper or on the board before class. For the evaluation step of the activity, make handwritten signs, at least 8 1/2 x 11", with the text of the six ATM screens shown on page 87.<br><br>2. Show the drawing of the ATM and elicit from the students its name, where you see it (banks, malls, gas stations, etc.), how much money you can get from it ($20-$200, always in 20's), etc. Ask how many of the students have used an ATM. (If you have students who do not use ATMs, point out that the language they learn in this lesson will work in many different situations, not just with ATMs.)<br><br>3. Tell students that they are going to learn the steps for getting cash at an ATM. Show the facsimiles of the ATM card, twenty-dollar bills and receipt, and explain what they are.<br><br>4. Give the first set of standard commands, demonstrating them with visuals, mime, etc. to ensure comprehension. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information<br>Interpersonal: Teaches Others<br><br>Systems: Understands Organizational and Technological Systems<br><br>Technology: Selects Technology/ Applies Technology to Task |

**Standard Commands** Insert your ATM card.
Read the screen.
Enter your PIN number.
Select the transaction.
Take your receipt
Remove your card.

**Alternative commands** (1)
Select: Make a deposit.
Enter the amount you are depositing.
Put your deposit into the envelope.
Put it in the ATM.

**Alternative commands** (2) Select:
Withdraw cash.
Enter the amount you are withdrawing
Take out the money.
Count the money.
Put it in your wallet.

5.  Repeat the standard sequence of commands and then add different transactions. Repeat and act out the commands several times.

6.  Give several students "ATM cards" and invite them to come to the front and follow your commands as you act them out. After each action, you can ask the class, "What is he doing now? What will he do next?"

7.  Give various commands (without demonstrating) and have the entire class mime each action.

8.  Add novel commands or commands that are not correct for students to act out. (*Put your ATM card in the envelope. Enter your first name.*)

9.  Have students give you various commands. (Make mistakes so the class has to "correct" you.)

10. Elicit from the class one set of commands that they will practice with a partner and write them (correctly) on the board.

11. Have students copy the commands onto their own paper and practice reading them aloud.

12. Pair students and have them take turns giving and acting out the commands as you circulate and monitor students' progress.

13. Tape the signs for the different "screens" up on the ATM machine and have individual students come up and demonstrate their ability to read and follow the directions. **

    ** This step serves as an evaluation of the activity.

**Welcome to ALLBANK**

Please insert your card.

| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |
| 0 | | |

Insert your ATM card.

Enter your PIN.

\* \* \* \*

If correct, press YES.
If incorrect, press NO.

Select your transaction:

o make a deposit
o withdraw cash
o transfer funds
o get account balance

Enter the amount you want to withdraw:
(in increments of 20)

— — — —

Enter the amount you are depositing.

— — — —

Take your receipt and remove your card.

678301238753987

The United States of America

TWENTY

**ALLBANK**

47866 09862  6832  220193

4786        Valid Dates

10/00        10/05

Pat Marquez

Transaction Record
02-09-02
Account
4786609xxxxxxxxxx
Starting balance
1236.00
Withdrawal
20.00
Deposit
789.00
Ending Balance
2002.00
Thank you for banking with
ALL BANK

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>A. Shopping | 30. Make simple requests about availability and location of items in a store.<br><br>CASAS #0.1.3, 1.3.9, 8.1.4 | 28a. Yes/no questions<br>28c. Wh- questions |

| SAMPLE SCANS ACTIVITY: Matching |
|---|

Stages of Lesson: ❒ Warm Up  ❒ Introduction  ✓ **Presentation**  ✓ **Practice**  ❒ Application

| Steps for Sample Activity:         Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose:  This is a group activity in which students match customer service vocabulary words and phrases to corresponding meanings.<br><br>1.  Make a class set of copies of the handout on the following page.  Make one transparency.<br><br>2.  Project items #1-5 ONLY on the overhead projector. (Cover meanings A-E.)  Explain that these are questions a customer asks to learn about availability of an item.  Tell students not to copy them.  Do NOT hand out the paper.<br><br>3.  Put the students in groups of four.  Give them five minutes to ask each other what they think the meaning of each underlined word is.  For example, what does "carry" mean in this situation?<br><br>4.  Ask several groups to report their ideas about the meaning of a word.  Do not indicate right or wrong answers.  Write down possible meanings under each sentence on the transparency.<br><br>5.  Explain that you will hand out the paper which includes a list of meanings at the bottom.  Show this on the transparency.  Indicate that they must match the phrase and its meaning.<br><br>6.  Have students remain in groups.  Hand out the paper to each student, but have the groups decide on the answers together.<br><br>7.  Stop the activity after 10 minutes.  Have each group report back on an answer. **<br><br>8.  Follow up: Ask volunteer students to name real items they want or need to buy soon.  (Include the details: size, quantity, color, brand.)  Have each group write a dialog between a customer and a clerk using some of the availability phrases.<br><br>   ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Creative Thinking/ Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Serves Clients/Customers/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity<br><br>Systems: Understands Social Systems |

# AVAILABILITY

1. _____ Do you <u>carry</u> towels? We <u>carry</u> several brands of towels.

2. _____ <u>Are you out of</u> blue towels? We <u>are out of</u> blue towels.

3. _____ When will you<u> get more in?</u> We'll <u>get more towels in</u> next week.

4. _____ Is everything <u>on the floor</u>? All of our towels are <u>on the floor</u>.

5. _____ Do you have these towels <u>in stock</u>? We (don't) have those <u>in stock</u>.


MEANINGS:

     A. The items are displayed on the shelves.

     B. They usually sell this item.

     C. They will receive more of an item.

     D. They have this item somewhere else (maybe in the back or in a warehouse).

     E. There is no more of this item.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>A. Shopping | 31. Demonstrate understanding of the American system of weights and measures, including abbreviations.<br>  a. Identify pounds, ounces, gallons.<br>  b. Identify terms for distance and height (inch, foot, yard, miles).<br><br>    CASAS #1.1.4, 6.6.4 | 8. Imperative<br>Simple present tense<br>Comparatives |

| SAMPLE SCANS ACTIVITY: Hands-On Activity |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ✓ **Presentation**    ✓ **Practice**    ✓ **Application**

| Steps for Sample Activity:      Approximate Time of Activity: 60 minutes | SCANS FOCUS |
|---|---|

Purpose: This is a hands-on activity in which students follow directions for measuring and weighing different items and share their results at the end of the activity.

1. Materials needed: Two or three 12-inch rulers, a yard stick, two 8 oz. liquid measuring cups, a tablespoon, one empty gallon, half gallon and quart container, a few bottles of water, a small, medium size and large size can of the same product (canned tomatoes, beans, green beans, etc.), and a large map of California with a scale of miles for computing distance.

2. Prepare a set of index cards for each team of five to six students that directs them to do the following tasks (a separate card for each task). Note that for a, b, and c each team will measure a different person, item or distance. Label the cards with the letter for each task, and keep the cards for each team together.

    a. Measure each team member's height
    b. Measure the length, height and depth of the _____ (desk, bookcase, cabinet, door, window, etc.).
    c. Find the distance between L.A. and _____ (San Jose, San Francisco, San Diego, Merced, Eureka, Long Beach, etc.).
    d. Find out how many tablespoons are in _____ (a fluid ounce, 1/4 cup, 1/3 cup, 2/3 cup, 3/4 cup, 1 cup etc.).
    e. Find out how many cups are in a _____ (pint, quart, half gallon, etc.).
    f. Find out how many ounces are in the small, medium and large can, and figure out which size is "the better buy" based on weight and cost.

    If you wish to keep the index cards for future classes to use, have blank cards available for the teams to write their results on.

SCANS FOCUS

Basic Skills: Listening/ Speaking/ Reading

Thinking Skills: Knowing How to Learn/ Reasoning

Personal Qualities: Responsibility/ Sociability/ Self-Management

Resources: Allocates Material and Facility Resources/ Allocates Human Resources

Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership

3.  Set up stations around the room with the items needed for each task, corresponding to A-F above.  Demonstrate and/or have student volunteers demonstrate measuring an item at each station. Model how teams will record their information on the index card with the task or on a blank card.

4.  Have students form teams, 5-6 students in a team, and give each team a set of cards.

5.  Check students' comprehension of what they are to find out at each station. Explain that teams will be measuring different items and sharing their results when the activity is over.

6.  Number off the teams and direct each team to start at a different station, Team 1 goes to station A, Team 2 goes to B, etc. Set a time limit for teams to get to their first stations and another time limit for them to complete their first task.

7.  Call time and have teams rotate to a new station. Continue this process until all teams have visited each station.

8.  Ask each team to report back on their measurements for one of the tasks. **

9.  Variation:  Once the activity is complete, collect all the cards and distribute one set of the same letter to each group, so Team 1 has all the A cards, Team 2 has all the B cards, etc. Demonstrate how to chart or write sentences about the results shown on the cards. Have teams chart or write about the results on the cards they have, each team for a different task, A-F.

    ** This step serves as an evaluation of the activity.

Systems: Understands Organizational Systems/ Monitors and Corrects Performance

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>A. Shopping | 32. Interpret and compare basic information in simple advertisements.<br><br>CASAS #1.2.1, 1.2.2 | 20c.  Comparatives |

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SAMPLE SCANS ACTIVITY: Group Task

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Stages of Lesson: ❐ Warm Up   ❐ Introduction   ❐ Presentation   ✓ **Practice**   ❐ Application

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| Steps for Sample Activity: Approximate Time of Activity: 45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a decision-making activity in which students will compare two supermarket circulars to determine which store has better prices.<br><br>1. Collect and bring to class supermarket circulars from different markets. You will need a mix of 2-4 different circulars, and the total number should be at least 20 for a class of 40 students. (You can also use supermarket circulars or newspaper food section ads that students bring to class themselves.)<br><br>2. Form groups of four. Lay out all the supermarket ads/circulars and have representatives from each group select two of the ads to take back to their groups.<br><br>3. Explain that the groups will decide which store is the best based on their sale prices for selected items. Have each group select a writer. Then have the team members look at their two supermarket ads and come to agreement on 10 items on sale at either store that they want to compare. They should select the items that they most commonly buy. Have the writers make a numbered list of the 10 items.<br><br>4. When all the groups have made their lists, have the writers create two columns to the right of each item and label the columns with the names of the two stores. Then give the instructions for the next step of the task: All members of the group will help look up the prices at each store for each of the items on their list, and the writer will write them down. If one of the stores doesn't have an item in the ad, the writer should leave it blank.<br><br>5. Write the following sentence frames on the board or on an overhead transparency:<br><br>_____ at _____ is/are cheaper than at _____.<br><br>_____ at _____ is/are more expensive than at _____. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Decision Making<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Resources: Allocates Time Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Negotiates to Arrive at a Decision<br><br>Systems: Understands Organizational Systems |

6.  Go over the example sentences. Have several volunteer students offer examples from their groups' ads, taking into account each store's price and the size/quantity of the item. Discuss which store is cheaper or more expensive in each example, as well as the correct sentence for each item, depending on whether it is singular or plural.

7.  Re-form the same groups and have the groups select a new writer. Have each group review their list of items they want to buy and see which ones have two prices from the two stores. Then have them work together to write correct sentences for all of those items. Give the groups 20 minutes to complete this part of the activity.  Circulate and monitor their progress.

8.  Stop the activity. Ask several volunteers from different groups to read sentences aloud. If desired, have each group pass their paper to another group. Have the other group check the sentences and pass the paper back. **

9.  Ask volunteers from each group to read aloud two correct sentences, one with "cheaper than" and one with "more expensive than." Then ask the group's consensus on which store they would choose to shop at. **

    ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI.  Consumer Economics<br><br>A. Shopping | 33.  Describe problems with purchases and communicate the need to return or exchange items.<br><br>CASAS #1.3.3, 1.6.3 | 19a.  Object pronouns *it, them*<br>20c.  Comparatives |

| SAMPLE SCANS ACTIVITY: Role Play |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ❏ Presentation    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:          Approximate Time of Activity: 25 minutes | SCANS FOCUS |
|---|---|
| Purpose: Purpose:  This is a role play activity in which students practice exchanging an item of clothing.  Students should be familiar with comparative adjective forms.<br><br>1.  Bring to class various clothing items or pictures of clothing.  Prepare a sample dialog and write it on the board.  For example:<br><br>Clerk:  May I help you?<br><br>Customer:  Yes, I bought this shirt last week.  It's too small. I'd like to exchange it for a larger one.<br><br>Clerk:  Do you have the receipt?<br><br>Customer:  Yes, here it is.<br><br>Clerk:  Thank you. Here is the shirt section.  I'm sure we can find a larger one.<br><br>2.  Hold up a shirt (or a picture of a shirt).  Tell the students you want to exchange this shirt.  Practice the dialog with the whole class.  Clarify vocabulary.  Ask students why they think a receipt is necessary and what might happen if the customer didn't have a receipt.<br><br>3.  Pair students and allow them a few moments to practice the dialog.  Ask volunteer pairs to present the dialog to the class.<br><br>4.  Brainstorm a list of reasons for needing to exchange clothing.  Write them on the board: | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Creative Thinking<br><br>Personal Qualities: Sociability/ Self-Management/ Self-Esteem<br><br>Interpersonal: Serves Clients/Customers<br><br>Systems: Understands Social Systems |

| too small | larger / bigger | too wide | narrower |
|---|---|---|---|
| too short | longer | too dark | lighter |
| too heavy | more lightweight | too tight | looser |

5. Next, erase all but the first word or two of each line from the dialog on the board. Elicit from students various ways to say each line.

6. Give each student pair a clothing item. Direct students to create (orally) a new dialog using their clothing item and the vocabulary on the board. Have one student be the customer and the other the clerk. Give pairs about ten minutes to practice their new dialogs.

7. Call time. Call on student pairs to present their dialogs. **

8. After each pair presents, ask the class: "What did he/she want to exchange?" "What was the problem?" "What did he/she need?" **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>B. Food and Meals | 34. Identify and ask for typical containers and quantities of common foods.<br><br>CASAS #1.1.7, 1.3.8 | 16e. Partitives |

| SAMPLE SCANS ACTIVITY: Roundtable |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ❏ Presentation    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:          Approximate Time of Activity: 20 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a group writing activity in which students list ingredients to create a shopping list. Students should already be familiar with food containers and quantities.<br><br>1. Prepare one sheet of paper for each group of four in your class.  Label each with a familiar food dish written at the top: *green salad, fruit salad, vegetable soup, chicken with rice, omelet, etc.*<br><br>2. Write "Tuna Sandwiches" on the board. Ask the students what ingredients and quantities they would need to buy at the store to make tuna sandwiches for four people.  Write their answers on the board. For example, *two cans of tuna, a jar of mayonnaise,* etc*.*  Discuss whether the ingredients and quantities are adequate.<br><br>3. Divide the class into groups of four. Give each group a paper with a dish written on the top.<br><br>4. Tell the students to make a shopping list for their food dish.  Explain that they should pass the paper around the group.  Each member is responsible for writing one ingredient in the correct quantity.  Before adding an ingredient to the list, he/she should discuss it with the group.  Continue to pass the paper around until all the ingredients are listed.<br><br>5. Set a time limit of five minutes and begin the activity.  Circulate and monitor activity.<br><br>6. Stop the activity.  Have each group designate a student to write their shopping list on the board.<br><br>7. Have the class correct each list for proper containers, quantities, spelling and any missing ingredients. **<br><br>    ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Writing<br><br>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Resources: Allocates Human Resources/ Allocates Material and Facility Resources<br><br>Information: Acquires and Evaluates Information<br><br>Interpersonal:  Participates as a Member of a Team/ Works with Cultural Diversity |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>B. Food and Meals | 35. Interpret basic information on food packaging and labels.<br><br>CASAS #1.2.1, 1.6.1, 3.5.1 | 16e. Partitives<br>17e. Quantifiers *much* and *many* in questions |

### SAMPLE SCANS ACTIVITY: Lifeskills Reading

Stages of Lesson: ❑ Warm Up    ❑ Introduction    ❑ Presentation    ✓ **Practice**    ❑ Application

| Steps for Sample Activity:          Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a lifeskills reading activity in which students scan food labels for specific information.<br><br>1. Bring eight different food items to class. For example: *a quart of milk, a box of cereal, a package of cookies, a jar of peanut butter, a bottle of oil, a bag of potato chips*. Tape a number from 1 to 8 on each food item without covering the nutritional content label. Make a class set of the reading labels worksheet on page 99.<br><br>2. Tell the students they are going to read food labels to find particular information. Pass out the worksheets.<br><br>3. Hold up each container, say the number and ask, "What is it?" Have the students answer verbally. Instruct the students to write the name for each item on their worksheets. Answer any questions about names of items.<br><br>4. Demonstrate where to find nutrition facts. Hand out two containers to two student volunteers. Ask them questions they can answer by reading the label. For example, "How many carbohydrates does it have?" or "What is a serving size?" Have the students point to the place on the label where they found the information.<br><br>5. Collect the containers and put them at eight locations around the room. Number off students from one to eight. Explain that each group (#1s, #2s, etc.) will walk around the room, read each label and answer the questions on their worksheets. They should begin at the item with their number.<br><br>6. Model the activity using all the #1s. Take the #1 group to the #1 food item. Have the students find out the answers for item 1 and write them on their worksheets. Explain that the group should then move to another item. When they've answered all the questions, they should return to their seats. | Basic Skills: Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Resources: Allocates Material and Facility Resources<br><br>Information: Acquires and Evaluates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others<br><br>Systems: Understands Organizational Systems |

7. Have all the students get in their groups and begin the activity. Circulate and monitor.

8. Collect the containers when students are seated. Have student volunteers answer the questions. Point to the information on the food labels as students answer. Have students check their own answers. **

   ** This step serves as an evaluation of the activity.

# READING LABELS WORKSHEET

1.  What is it? _____

    How many calories are in one serving? _____

2.  What is it? _____

    How much cholesterol does it have? _____

3.  What is it? _____

    How much protein does it have? _____

4.  What is it? _____

    How much Vitamin C does it have? _____

5.  What is it? _____

    How many servings per container does it have? _____

6.  What is it? _____

    How much fat does it have? _____

7.  What is it? _____

    How much sodium does it have? _____

8.  What is it? _____

    How many calories from fat does it have? _____

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV.  Consumer Economics<br><br>B.  Food and Meals | 36.  Read and order from a simple menu.<br><br>CASAS #0.1.2, 1.3.8 | 4.  Future with *will*<br>14.  *Would like* for requests |

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SAMPLE SCANS ACTIVITY: Role Play

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Stages of Lesson:  ❏ Warm Up   ❏ Introduction   ❏ Presentation   ✓ **Practice**   ❏ Application

---

Steps for Sample Activity:           Approximate Time of Activity: 40 minutes

Purpose: This is a role play activity in which students practice ordering from a menu.  Students should be familiar with different food dishes and menu categories.

1.   Write the following five menu categories across the top of the board:

Appetizers / Salads and Soups / Entrees / Side Dishes / Beverages

2.   Have the class brainstorm five to eight food items for each column.  Tell students they are going to order dinner from the menu they've created.

3.   Have the class brainstorm a list of phrases which the waiter and customer might use.  For example:

WAITER:                              CUSTOMER:


What would you like to order?        I'll have the _____

Would you like an appetizer to start? I'd like the _____

Which side dish would you prefer?    I'll try the _____

So, you'll have ....                 Please bring me a _____

4.   Write a short checklist on the board:

Did the waiter ask polite questions with *would like*?

Did the customer use a variety of polite requests?

Did the waiter confirm what the customer wanted at the end?

5.   Model the role play by asking a student volunteer to be a customer.  Play the part of the waiter.  Have the class evaluate the model role play using the checklist.

**SCANS FOCUS**

Basic Skills: Listening/ Speaking

Thinking Skills: Creative Thinking

Personal Qualities: Self-Esteem/ Sociability/ Self-Management

Information: Interprets and Communicates Information

Interpersonal: Serves Clients/Customers

Systems: Understands Social Systems

6. Pair students.  Assign one student the role of the waiter and one student the role of the customer.  Explain that this is a speaking activity and that they should not write.  Have pairs use the checklist on the board as a guide.

7. Begin activity.  Allow about five minutes for students to practice. Circulate and monitor.

8. Call time. Have pairs present their role play to the class.  Have the rest of the class evaluate the elements of the role play using the checklist. **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>C. Housing | 37. Interpret signs and ads for rental units, including abbreviations.<br><br>CASAS #1.4.2 | 28a. Yes/No questions<br>28c. Wh- questions |

| SAMPLE SCANS ACTIVITY: Matching |
|---|

Stages of Lesson: ❏ Warm Up ❏ Introduction ✓ **Presentation** ✓ **Practice** ❏ Application

Steps for Sample Activity: Approximate Time of Activity: 25 minutes

Purpose: This is a pair activity in which students match full words with their abbreviations in advertisements for rental units.

!
1. Copy a class set of this list of abbreviations and the corresponding complete words, or create your own list. (Copy only one handout for each pair if you prefer.)

| | | |
|---|---|---|
| 1. a/c | ___ | furnished |
| 2. BA | ___ | references |
| 3. BR | ___ | modern |
| 4. furn | ___ | air conditioning |
| 5. lndry rm | ___ | bathroom |
| 6. mo | ___ | security deposit |
| 7. mod | ___ | bedroom |
| 8. nr | ___ | utilities included |
| 9. ref | ___ | laundry room |
| 10. sec dep | ___ | month |
| 11. util incl. | ___ | near |

!
2. Write on the board: *Do you live in a house? An apartment? A tree? Does your place have a fireplace, air conditioning, large back yard, laundry room?*

3. Discuss the questions and amenities with the class. Add additional amenities that students come up with on the board. Ask if they know the abbreviations for any of the words. For example: *fireplace = frplc*. Write the abbreviations as they are called out.

4. Pair students and explain that they will match a list of abbreviations commonly found in housing and apartment advertisements with the appropriate full words.

5. Distribute the handouts and give them 10 minutes to accomplish the task.

**SCANS FOCUS**

Basic Skills: Reading

Thinking Skills: Creative Thinking/ Knowing How to Learn

Personal Qualities: Sociability/ Self-Management

Information: Acquires and Evaluates Information

Interpersonal: Teaches Others

6. Have each pair report back one of their matches. Check the entire list as a class and explain any words that are unclear. **!

7. Follow up: Bring in classified ads for housing and have small groups find additional abbreviations not in the above list. Have students copy the abbreviations and the words onto a sheet of paper.  Have students report words they found.  Explain unknown words.

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV.  Consumer Economics<br><br>C.  Housing | 38.  Inquire about apartment and house rentals.<br>    a.    Describe features of a unit.<br>    b.    Identify rent and deposit amounts.<br>    c.    Inquire about regulations.<br>    d.    Identify proximity to schools, public transportation, shopping, etc.<br><br>CASAS #1.2.2, 1.4.2 | 17a.    Articles *a, an, the*<br>28a.    Yes/No questions<br>28c.    Wh- questions |

| SAMPLE SCANS ACTIVITY: Scrambled Questions and Answers |
|---|

Stages of Lesson: ❒ Warm Up ❒ Introduction ❒ Presentation ✓ **Practice** ❒ Application

| Steps for Sample Activity: Approximate Time of Activity: 45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a group sequencing activity in which students unscramble questions and answers about the features and regulations of a rental unit.<br><br>1.  Print six questions about rental units on one color index card and six answers to the questions on index cards of a different color.  Use vocabulary like *security deposit, allowed, permitted, furnished, unfurnished, utilities, tenant, landlord,* etc *.*  Keep a copy of the questions and answers for yourself.  Cut the questions and answers into individual words and put the pieces for each question and the corresponding answer into a different envelope.  Number the envelopes 1-6.<br><br>2.  Put the class into six groups. Number off the groups 1-6.  Have the students take their notebooks and pens with them to form their designated groups.  Have each group select a writer, who will write down the questions and answers in the correct order.<br><br>3.  Model the activity by writing the following on the board.<br><br>    Question:    the    pets    apartment?    in    allowed    Are<br><br>    Answer:    dogs.    Yes,    there    several    with    are    families<br><br>4.  Ask students to unscramble the question and answer.  Point out the capital letters and ending punctuation as clues to the correct order.  Write the correct question and answer on the board. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Resources: Allocates Materials/ Allocates Human Resources<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity<br><br>Systems: Monitors and Corrects Performance. |

5. Show the numbered envelopes to the class. Indicate that the questions are one color and the answers are another. Explain that each group will work with all six envelopes, one at a time. After a group receives an envelope, they must unscramble the pieces and put them in the correct order on the table. Stress that they need to discuss the correct order among the group and come to consensus. To get a new envelope, the group must raise their hand to have the teacher check their work. After the writer writes down the correct question and answer, the group may exchange envelopes with another group.

6. Distribute the envelopes and begin the activity. Circulate and monitor that sentences are in the correct order before students write them down.

7. End the activity when all groups have completed unscrambling sentences in the six envelopes. The group that finishes first may be designated the winner.

8. Have a volunteer from each group write a question and answer on the board. Ask class to correct any mistakes. **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IV. Consumer Economics<br><br>C. Housing | 39. Describe maintenance and repairs needed in a rental unit.<br><br>CASAS #1.4.7 | 2a. Present continuous tense<br>15. Modal *should* |

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SAMPLE SCANS ACTIVITY: Tic Tac Toe

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Stages of Lesson: ❏ Warm Up   ❏ Introduction   ❏ Presentation   ✓ **Practice**   ✓ **Application**

---

| Steps for Sample Activity:          Approximate Time of Activity: 20 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a Tic Tac Toe game in which students practice vocabulary by matching various home maintenance and repair situations with the corresponding repair person needed for each.<br><br>1. Prior to class, prepare a list of 15-30 different home maintenance/repair situations for the Tic Tac Toe grids.  For example: the toilet is leaking, the door is sticking, the window is cracked, etc.<br><br>2. After introducing the topic of home repair, elicit from your class a list of repair people; carpenter, plumber, electrician, handyman, etc..  Write the list on the board.<br><br>3. Draw a tic tac toe grid on the board.  Fill in the squares with the names of different maintenance problems.  Explain the rules of Tic Tac Toe to the class.  Show how to get three in a row horizontally, vertically or diagonally.<br><br>4. Divide the class into two teams: X and O.  Explain that to get the X or the O, a team member has to name the repairperson who could fix the problem.  For example, you should call the plumber if the toilet is leaking.  Have the teams alternate, and the students on each team play one by one.  You can either have the team members "put their heads together" to come up with the answer for each member to say, or you can have each student play as a "team representative," answering with or without the help of his team.  If a team gets an answer wrong, the other team has a chance to steal that square by answering correctly.  **<br><br>5. Play 3-4 games with the students.  For each new game write the maintenance situations in different squares or use different situations.<br><br>   ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Decision Making/ Knowing How to Learn/ Reasoning<br><br>Personal Qualities: Responsibility/ Self-Management/ Integrity/Honesty<br><br>Information:  Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal:  Participates as a Member of a Team/ Teaches Others<br><br>Systems:  Monitors and Corrects Performance |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| V.  Government and Law | 40.  Identify requirements for becoming a naturalized citizen.<br><br>CASAS #5.3.6 | 11b.  Modal *must* |

| SAMPLE SCANS ACTIVITY: Corners Jigsaw |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ✓ **Presentation**    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:                Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a Corners Jigsaw activity in which students memorize information about citizenship requirements and report it back to their groups.<br><br>1.   Prepare four charts, each containing a small amount of simple information about what is required for naturalization.  Use "must" as the target structure.  For example,<br><br>    Chart 1: You must be at least 18 years old.  You must be a permanent resident for 5 years.<br><br>    Chart 2: You must speak, understand, read and write in English.<br><br>    Chart 3: You must know some basic facts about US History.  For example, George Washington was the first President of the US.  Thomas Jefferson wrote the Declaration of Independence.<br><br>    Chart 4: You must know some basic facts about the US government.  For example, The constitution is the supreme law of the land.  The US government is divided into three branches: Executive, Legislative and the Judiciary.<br><br>2.   Put each of the charts in one corner of the room.<br><br>3.   Divide the class into groups of five. Tell students that four students in each group will be readers and the fifth will be the leader/writer.  Have each group select its writer.<br><br>4.   Tell team leaders to assign group members numbers from 1 to 4 to correspond to corners of the room.  Explain that 1 and 2 are easier, 3 and 4 more difficult.  Explain that group members must go to their corners and memorize the information they find there.  They can consult with the others who are studying the information in their corners. | Basic Skills: Listening/ Speaking/ Reading/ Writing<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem<br><br>Resources: Allocates Human Resources<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership |

5. Set a time limit and have students go to their corners and begin the activity. When they have memorized their information, students should return to their groups.

6. Call time. Tell each writer, with the help of his group, to make a list of requirements for becoming a citizen. Tell him/her to use the memorized information to write the list as completely and accurately as possible. **

7. Have each group leader read his list to the class. When all groups have reported, resolve any discrepancies among the lists of requirements.

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| V. Government and Law | 41. Identify simple highway traffic signs/symbols.<br><br>CASAS #1.9.1, 2.2.2 | 1. Simple present tense<br>27. Affirmative statements |

SAMPLE SCANS ACTIVITY: Categorizing

Stages of Lesson: ❏ Warm Up   ❏ Introduction   ✓ **Presentation**   ✓ **Practice**   ❏ Application

| Steps for Sample Activity:          Approximate Time of Activity: 45-60 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a categorizing activity in which students match highway traffic signs/symbols to their corresponding colors<br><br>1. Cut out three signs of your choice from each section on the handout on page 111, for a total of 15 (five of each color).  Paste them on an 8 1/2 x 11 page in random order and make a class set of handouts.  Enlarge one sign from each section to use as a hand-held visual when you model the lesson.  Do not color in any of the signs.<br><br>2. Write the following colors across the top of the board:  red, orange, yellow, green, and white.  Explain and write the meaning of each color for the signs: red=no, orange=construction, yellow=warning/caution, green=freeway, and white=regulation.<br><br>3. Write sample questions and answers on the board.  Model the activity with one of the five enlarged signs.  For example, show the "Thru Traffic" sign and ask:<br><br>Where or when do you usually see this sign?     (On the freeway)<br><br>What color should it be?                    (Green)<br><br>What does it mean?                         (It means keep driving.)<br><br>4. Continue until you've shown each of the five example signs and placed each under a color column.<br><br>5. Put the students in pairs.  Hand out the sheet with the 15 signs.  Explain that they will decide which color each sign should be.  Instruct them to ask each other the same questions printed on the board for each sign.  After speaking, they should write the appropriate color under the sign.<br><br>6. Give the students 10 minutes to complete the activity.  Circulate and monitor progress. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information<br><br>Interpersonal:  Teaches Others/ Negotiates to Arrive at a Decision<br><br>Systems:  Understands Organizational Systems |

7. Have different student volunteers report the color they chose for a specific sign.  Correct and clarify any errors.  **

** This step serves as an evaluation of the activity.

## NOT ALLOWED: RED

**STOP**    **YIELD**    **WRONG WAY**    **DO NOT ENTER**    **NO PARKING ANY TIME**

## WARNING/CAUTION: YELLOW

**BE PREPARED TO STOP**    (winding road)    (truck 35)    **R X R**

**NO OUTLET**    (pedestrian crossing)    **STOP AHEAD**    (slippery road)

## REGULATION: WHITE

**KEEP RIGHT**    **NO TURN ON RED**    **MINIMUM SPEED 45**    **DO NOT PASS**    **ONE WAY**

## FREEWAY: GREEN

**FREEWAY ENTRANCE**    **EXIT**    **35th Ave 1 / 43rd Ave 2 / 51st Ave 3**    **THRU TRAFFIC**

## CONSTRUCTION WORK: ORANGE

**SHOULDER WORK AHEAD**    **WORKERS**    **FLAGGER AHEAD**    **DETOUR**

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| V. Government and Law | 42. Respond to police and security personnel commands and requests.<br><br>CASAS #5.5.6 | 8. Imperatives<br>28a. Yes/No Questions |

| SAMPLE SCANS ACTIVITY: Total Physical Response (TPR) |
|---|

Stages of Lesson: ❐ Warm Up  ✓ **Introduction**  ✓ **Presentation**  ✓ **Practice**  ❐ Application

| Steps for Sample Activity:          Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a TPR activity in which students practice responding to police and security guard requests.<br><br>1. Before class, create a list of commands such as the instructions for a standard security search:<br><br>   a. Step out of line, please.<br>   b. Place your bags on the table.<br>   c. Can I see some ID?<br>   d. Open your bag.<br>   e. Remove all metal items.<br>   f. Empty your pockets.<br>   g. Lift your arms. (The security officer passes a metal detector around the passenger's body.)<br>   h. Thank you. You may board the plane now.<br><br>2. Tell students to watch and listen only. Say the commands and demonstrate the responses.<br><br>3. Have students stand. Give the commands and demonstrate again in the same order, this time encouraging students to do them along with you.<br><br>4. Give the commands in sequence without demonstrating and have the students do the actions. Demonstrate only if the students have trouble responding.<br><br>5. Give the commands in a different order, without demonstrating, and have students do the actions. | Basic Skills: Listening<br><br>Thinking Skills: Knowing How to Learn<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Teaches Others<br><br>Systems: Monitors and Corrects Performance |

6. (Optional)  Write the commands on the board and have students practice the pronunciation.  Do not have them write down the commands.

7. Have a student volunteer give you commands as the class watches. Make mistakes as you do the actions so the class can correct you.

8. Pair students and have them take turns giving commands to each other.

9. Invite pairs to give the commands and demonstrate the responses from memory in front of the class. **

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI.  Health and Safety<br><br>    A.   Medical Care | 43.  Identify parts of the face and body (eyebrows, lips, ankle, wrist).<br><br>    CASAS #3.1.1 | 1.   Simple present tense<br>20.  Adjectives |

| SAMPLE SCANS ACTIVITY: Match Mine |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ✓ **Presentation**    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:          Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a listening/speaking activity in which students describe a picture to a partner, who will then attempt to draw a matching picture.  Students should already be familiar with the general parts of the face and body.<br><br>1.   Prepare a list of adjectives to teach that could apply to parts of the body, such as *short/long, curly/straight, thin/bushy, big/little,* etc. (They need to be characteristics that can be depicted in line drawings.)<br><br>2.   Use the adjectives selected to create three distinct drawings of bodies on 8 1/2 x 11 sheets of paper.  For example:<br><br>     Person #1: skinny arms, long eyelashes, bushy eyebrows, tiny eyes<br><br>     Person #2: huge feet, curly hair, round face, pointy chin<br><br>     Person #3: big eyes, short nose, long fingernails, long neck<br><br>3.   Make enough copies of the Person #1 and #2 drawings so that Student A in every pair can have the picture of Person #1 and Student B can have the picture of Person #2.  Make one half a class set of each drawing.  Make one transparency of the Person #3 drawing.<br><br>4.   Explain that the students will work in pairs to describe and draw pictures.  Review the descriptive adjectives needed to describe the pictures. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Seeing Things in the Mind's Eye<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Interprets and Communicates Information<br><br>Systems: Monitors and Corrects Performance |

5. Draw a basic stick figure on the board. Have a student volunteer who is comfortable drawing come to the front. Don't project the drawing of Person #3, but describe the person verbally to the volunteer. Have him/her listen and draw those characteristics onto the stick figure. Continue until the student has drawn all four characteristics.

6. Put up the transparency. Compare the student's drawing to the original.

7. Put students in pairs. Hand out the first drawing to Student A. Have Student B prepare a basic stick figure on a sheet of paper. Explain that students are not to show the pictures to their partners. Have Student A describe the characteristics of Person #1 as Student B draws.

8. Give students 10 minutes to complete the activity. Circulate and assist if needed.

9. Call time. Have Student B compare his/her drawing with the picture Student A is holding. **

10. Answer any questions that students may have with regard to giving a description.

11. Hand out the picture of Person #2 to Student B. Repeat the activity.

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI. Health and Safety<br><br>A. Medical care | 44. Make an appointment to see a doctor or dentist.<br><br>CASAS #3.1.2 | 1. Simple present tense<br>22c. Prepositions of time *on, at* |

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SAMPLE SCANS ACTIVITY: Pair Dialog Writing

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Stages of Lesson: ❒ Warm Up   ❒ Introduction   ❒ Presentation   ✓ **Practice**   ❒ Application

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| Steps for Sample Activity:          Approximate Time of Activity: 45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a dialog writing activity in which students put phrases in order to create a conversation between a patient and a receptionist.<br><br>1. Write an opening line and four to five possible subsequent phrases for a patient and a receptionist in random order on the board. Try to use phrases your students have already learned in prior units, and could use to create a dialog. For example:<br><br>    PATIENT:<br><br>        Hi, I'd like to make an appointment to see Dr. _____.<br><br>    RECEPTIONIST:<br><br>        The next available appointment is on _____.<br><br>        I have the _____ open.<br><br>        There's an appointment open on _____ / at _____.<br><br>        What is this regarding?  /  What is the matter?<br><br>    PATIENT:<br><br>        I can't make it on _____/ at _____.<br><br>        I have/ I am _____. (symptoms)<br><br>        I need an appointment at _____.<br><br>        When's the next available day or time?<br><br>2. Go over the prompt and the phrases with the students. Discuss what might logically come first, second or third in a conversation. For example, the receptionist might want to know why the patient is coming in before scheduling the appointment. | Basic Skills: Listening/ Speaking/ Writing<br><br>Thinking Skills: Creative Thinking/ Reasoning<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity<br><br>Systems: Understands Social Systems |

3. Explain that the students must create a dialog between the patient and the receptionist. Indicate that they must use all the phrases on the board at least once.

4. Put the students in groups of three. Assign one member of each group to be the writer.

5. Begin the activity. Circulate, help students and observe differences between dialogs.

6. Stop the activity. Have several groups with different dialogs select two members to orally present their dialogs to the class. Have a student volunteer (from another group) stand at the board and check off the phrases as he/she hears them. At the end of each dialog, confirm that the group has used all the phrases and that the order of their dialog makes sense. **

** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI. Health and Safety<br><br>　A. Medical Care | 45. Interpret simple medical history forms.<br>　　a. Identify common symptoms.<br>　　b. Identify common diseases or conditions.<br><br>CASAS #3.2.1 | N/A |

| SAMPLE SCANS ACTIVITY: Vocabulary Hunt |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ✓ **Presentation**    ❏ Practice    ❏ Application

| Steps for Sample Activity: Approximate Time of Activity 40 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a vocabulary building activity in which students identify known vocabulary related to diseases and conditions and teach new vocabulary words to others.<br><br>1. Obtain a real medical history form and make a list of the diseases and medical conditions included on the form, or use the list below. You'll also need a drawing of the human body that includes internal organs. Make a class set of copies or one overhead transparency of the drawing. Also, prepare a list of the internal organs affected by the diseases and medical conditions on your vocabulary list.<br><br>2. Use the overhead transparency or class set of drawings to go over the necessary vocabulary for internal organs: heart, blood, brain, liver, etc.<br><br>3. Tell the students they will be learning additional vocabulary for diseases and other medical problems so they will be able to fill out a medical history form at the doctor's office. Write the full list of medical history terms on the board, but ask the students not to copy it yet.<br><br>4. Form groups of 4-5. Ask each student to take out a blank sheet of paper and prepare two columns labeled Words We Know and Words We Don't Know. Have the groups "put their heads together" and discuss the meanings of the words. Have them copy each word from the board into the correct column, depending on whether they can figure out the meaning of the word in their group.<br><br>5. Have the members of each group number off or use some other method to select two members of each group to be "travelers." Explain that the travelers will take their papers, leave their "home" group, and travel to another group. After a few minutes you will signal the travelers to move to a new group. At each group, travelers will share the meanings of words they know, and ask the group members to explain the words the travelers don't know. ** | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Creative Thinking/ Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Resources: Allocates Human Resources<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Cultural Diversity |

6. Begin the activity. After most groups have had enough time to discuss 2-3 words, signal the travelers to move on to the next group. Continue until all travelers reach their home groups.

7. Have travelers share all the definitions with their home groups. Then have groups identify any words that are still undefined. Teach that vocabulary.

Follow-up: Have students fill out a medical history form for themselves and keep it for their own use, or have individuals (privately) list diseases/medical conditions of which they have a family history.

**Sample Diseases/Conditions:** (common to many medical history forms)

| | |
|---|---|
| Asthma | Kidney problem |
| Cancer | Liver problem |
| Diabetes | Mental illness (depression) |
| High cholesterol | Stroke |
| Hypertension- High blood | Tuberculosis |
| pressure | Ulcer or Gastritis |
| Heart condition (heart attack, | |
| heart failure) | |

\*\* This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI.   Health and Safety<br><br>A. Medical Care | 46.  Identify common prescription and non-prescription medications.<br><br>CASAS #3.3.1, 3.3.3 | 1.   Simple present tense<br>28a.   Yes/No questions |

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SAMPLE SCANS ACTIVITY: Categorizing

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Stages of Lesson: ❐ Warm Up   ❐ Introduction   ✓ **Presentation**   ✓ **Practice**   ❐ Application

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| Steps for Sample Activity:          Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a categorizing activity in which students differentiate between prescription and non-prescription medications.  Students should already be familiar with some names for basic medications.<br><br>1.   Collect a set of 15-20 of pictures or magazine ads for different medications.  Include a range of prescription medications and non-prescription medications such as ibuprofen, cough syrup, etc. (The names and types of prescription medications may be mostly unknown vocabulary for students.)<br><br>2.   Write two columns at opposite ends of the board:<br><br>        PRESCRIPTION            NON-PRESCRIPTION<br>                                           (over-the-counter)<br><br>3.   Elicit from the students what they know about the differences between these two categories.  For example, non-prescription drugs are usually milder than prescription drugs and have fewer side effects.<br><br>4.   Show one of the pictures and ask the class which category they think is correct.  Write it under the correct column.<br><br>5.   Explain that you have a set of pictures of different medications.  You will hand out one picture to each pair of students.  (In a large class, use groups of three.) Explain that they may ask each other and other pairs for help in deciding if it's a prescription or non-prescription medication.  They must then write the name of the medication in the column they choose on the board.<br><br>6.   Put students in pairs or groups of three.  Hand out the pictures.  Begin the activity.  Circulate and help the students decide on their category by asking them questions about their ads. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Group/ Teaches Others/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity |

7.  Stop the activity when all pairs have written their medication on the board. Have each student display his/her picture and say what medication it is. Discuss if he/she has chosen the correct category.  Answer any questions about unknown medications. **

**  This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI.   Health and Safety<br><br>   A.  Medical Care | 47.  Interpret simple medicine labels, including dosages.<br><br>CASAS #3.3.2 | 28c.   Wh- questions |

| SAMPLE SCANS ACTIVITY: Information Gap |
|---|

Stages of Lesson: ❑ Warm Up    ❑ Introduction    ❑ Presentation    ✓ **Practice**    ❑ Application

| Steps for Sample Activity:              Approximate Time of Activity 25 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is an information gap activity in which partners ask each other questions and fill in information about a prescription label.<br><br>1.  Make enough copies of the handout on page 123 so that half the students can have section A and half the students can have section B.  Cut the pages in half.<br><br>2.  Draw a sample prescription label on the board.  Include all the items used on the labels in the handout, but with a different drugstore, phone number, medication, dosage, etc. Review the vocabulary and point to its location on the label.<br><br>3.  Put the students in pairs.  Assign A and B roles.  Give one pair their A and B sheets.  Have them demonstrate the information gap activity for the class.  Explain that they should ask each other the questions on the bottom of the sheet to get the information they are missing. Instruct them not to show each other their papers.  Have them fill in one or two items only during this demonstration. Suggest clarifying phrases such as "Please repeat that." "How do you spell that?" etc.<br><br>4.  Hand each pair an A and a B sheet.  Have them ask each other the questions and fill in their prescription labels.<br><br>5.  Call time.  Have students compare their labels and check each other. **<br><br>   Follow up: Bring empty prescription bottles to class for students to scan for information.<br><br>   **  This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Reading/ Writing<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Interpersonal: Teaches Others<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Systems: Understands Organizational Systems/ Monitors and Corrects Performance |

**STUDENT A**

1. _____ Drugstore      2.  (818) 555-2996

3.  Prescription # 05468 - 23400      4.  Date filled:  5/25/01

5.  Patient: _____

6.  Dosage:_____

7.  Cephalexin 500MG      8.  Qty:_____

9.  Dr._____      10.  Discard after: _____

11.  Refill 1 time      12.  Important:  Finish all medication

**QUESTIONS TO ASK STUDENT B:**

What is the pharmacy name?      What is the patient's name?

How often should he take this medicine?      What quantity of medicine is there?

What is the doctor's name?      When should the medicine be discarded?

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**STUDENT B**

1.  Save-More Drugstore      2.  ph#:_____

3.  Prescription# _____      4.  Date filled:_____

5.  Patient: Steven Johnson

6.  Dosage: Take 1 tablet every four hours.

7.  _____500 MG      8.  Qty:  30 capsules

9.  Dr. Alice Saunders      10.  Discard after  05/30/03

11. Refill _____      12. Important: _____

**QUESTIONS TO ASK STUDENT A:**

What is the pharmacy's phone number?      What is the prescription number?

When was the prescription filled?      What is the name of the medicine?

How many refills are there?      What is important (the warning)?

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI. Health and Safety<br><br>B. Safety | 48. Describe appropriate safety procedures for fires and earthquakes.<br><br>CASAS #3.4.2 | 11. Modals *have to, must*<br>15. Modal *should* |

SAMPLE SCANS ACTIVITY: Brainstorm

Stages of Lesson: ❐ Warm Up  ❐ Introduction  ✔ **Presentation**  ❐ Practice  ❐ Application

| Steps for Sample Activity:         Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a brainstorming activity in which students identify safe and dangerous places during an earthquake.<br><br>1. Write the following chart on the board:<br><br>AT HOME DURING AN EARTHQUAKE<br><br>SAFE                                    DANGEROUS<br>Under the kitchen table            Out in the front yard<br><br>In a doorway                          Next to a gas stove<br><br>Far from TV or other large objects   Next to the windows<br><br>2. Talk with the class briefly about earthquake safety using the examples on the board.  Explain that they are going to meet in groups and brainstorm a similar list of six items for the situation or location they are assigned.<br><br>3. Put the class in groups of four.  Assign each group a different location; for example, at school, on the freeway, in the bathroom, at the dentist's. Have one member of the group be the writer or recorder while the others generate ideas.<br><br>4. Have the students begin.  Allocate about 15 minutes.  Circulate and help students.<br><br>5. Call time. Have the reporter from each group read their list.  Discuss any differences of opinion with the class. **<br><br>** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Creative Thinking/ Problem Solving<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Resources: Allocates Time<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI. Health and Safety<br><br>B. Safety | 49. Interpret simple warning labels on household products.<br><br>CASAS #3.4.1 | 15. Modal *should* |

| SAMPLE SCANS ACTIVITY: Lifeskills Reading |
|---|

Stages of Lesson: ❐ Warm Up ❐ Introduction ❐ Presentation ✔ **Practice** ✔ **Application**

| Steps for Sample Activity:     Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a scanning activity in which students will look for specific warnings on household product labels.<br><br>1. Bring in actual household products or containers with warning labels. Make sure there are enough products for the number of groups (of 3-5 students) you can create in your class, plus one more to use as an example. Create four general questions that will correspond to all the products. For example:<br><br>   a. Does this product have the word caution written on it?<br><br>   b. What should you do if this product gets into your eyes?<br><br>   c. What should you do if this product is accidentally swallowed?<br><br>   d. Should this product be mixed with other products?<br><br>2. Write the four questions on the board and have students copy them.<br><br>3. Show the students one of the products. Call on different student volunteers to scan the label of this product to answer the four questions. Clarify any unfamiliar vocabulary.<br><br>4. Divide the class into small groups. Assign one member of the group to be the writer.<br><br>5. Explain that each group will look at each product for one minute. They must answer the same four questions about each household product. After 1 minute, they will rotate the product one group to the right (or left), until they have answered the questions for all of the products. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others<br><br>Systems: Understands Organizational Systems |

6.   Hand out one product to each group and begin the activity.  Use a noisemaker of your choice or flip the light switch to let the students know when to pass the product to the next group.

7.   Call time.  Collect the products from the groups.  Call on each group to answer a set of questions. **

     **  This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VI. Health and Safety<br><br>B. Safety | 50. Identify procedures for simple first aid and items in a first aid kit<br><br>CASAS #3.4.3 | N/A |

| SAMPLE SCANS ACTIVITY: Guessing Game |
|---|

Stages of Lesson: ❒ Warm Up   ❒ Introduction   ✓ **Presentation**   ✓ **Practice**   ❒ Application

| Steps for Sample Activity:          Approximate Time of Activity 60 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a guessing game in which students compete to identify and locate first aid items in a bag. Students should already have been introduced to first aid vocabulary.<br><br>1. Fill two opaque bags with duplicate first aid items (two sets of tweezers, two ice packs, two rolls of gauze, etc., one in each bag). Don't include anything sharp, as students will be reaching into the bags to identify the items by touch. You should have at least ten items per bag, plus several non-first aid items (spice jar, chalkboard eraser, sponge, etc.). Make a list of the first aid items for the caller to use during the game.<br><br>2. Divide the class into two teams.  Show the class the bags.  Explain that each bag has the same 10 first-aid items.<br><br>3. Brainstorm names of first-aid items on the board.  If the students don't name some of the items in the bag, prompt them with a definition.  For example, "This is very cold. I put it on a swollen ankle to reduce swelling." Write the answer on the board: "ice pack."<br><br>4. Explain that one member of each team will compete to find an item as it is called out.  They may NOT look, only feel.  The first person to pull out the correct item and hand it to the teacher gets a point for their team.  Explain that contestants who aren't the first to pull the item from the bag can still earn a point for their team by explaining what the item is used for.  For example, "You use the thermometer to take your temperature."<br><br>5. Designate one student as the caller. He or she will call out the items the teams have to find.  Have the caller come to the front of the class. | Basic Skills: Listening<br><br>Personal Qualities: Self-Esteem/ Self-Management/ Integrity and Honesty<br><br>Interpersonal: Participates as a Member of a Team<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Systems: Monitors and Corrects Performance |

6.  Model the activity. Have the caller tell you to find an item. Close your eyes, reach into the bag and pull out any non-first aid item. Ask the class if this is the item. When they say no, feel in the bag again for the correct item.

7.  Divide the class into two teams. Have one member of each team come to the front and give each a bag. Have the caller say the first item. After one team member finds it, have those two students sit down. Award his/her team a point. Call two more players to the front. Continue until all of the first aid items have been produced. Give out prizes to the winners if you wish. **

    ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VII. Occupational Knowledge | 51. Interpret help wanted ads and job announcements, including common abbreviations (e.g., *pt, ft, eves, mo, hr*).<br><br>CASAS #4.1.3 | 28c. Wh- questions |

| SAMPLE SCANS ACTIVITY: Messenger/Scribe |
|---|

Stages of Lesson: ❒ Warm Up ❒ Introduction ✓ **Presentation** ✓ **Practice** ❒ Application

| Steps for Sample Activity: Approximate Time of Activity: 30-45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a memory game in which students ask and answer simple questions about job ads. The students should already know basic vocabulary used in a job ad such as job title, wage/salary, hours, etc. | Basic Skills: Listening/ Speaking/ Reading/ Writing |

Purpose: This is a memory game in which students ask and answer simple questions about job ads. The students should already know basic vocabulary used in a job ad such as job title, wage/salary, hours, etc.

1. Write the information below on two separate 8 1/2 x 11 sheets of paper. Make approximately five copies of each job ad. Post the copies of job ad A only around the room.

> (A)
> Franklin's Dept. Store
> salesperson
> P/T, evenings, $6.00/hr.
> call John Hershey
> (213) 634-9923

> (B)
> Vernon's Plumbing
> F/T receptionist, 55 wpm,
> telephone skills needed
> call Judy Avery
> (213) 433-2387

2. Write the following questions on the board: 1. *What is the job? 2. Where is the job? 3. When do I work? 4. Who do I call? 5. What is the phone number? 6. How much is the pay?* Have the students tell you the information being asked for with each question word. For example, the question word *who* asks for a person.

3. Put the students in pairs. Tell them that one is the writer and one is the runner.

4. Have one pair model the activity for the class. Have the writer ask the runner one of the questions on the list. Have the runner go to the job ad posted closest to them and search for the answer to the question. Emphasize that the runners cannot bring a pen, pencil or paper with them, but must remember the information and report it to their partners. If runners forget the information, they must go back and read the ad again.

**SCANS FOCUS**

Basic Skills: Listening/ Speaking/ Reading/ Writing

Thinking Skills: Knowing How to Learn

Personal Qualities: Responsibility/ Sociability/ Integrity/Honesty

Resources: Allocates Human Resources

Information: Acquires and Evaluates Information/ Interprets and Communicates Information

5. Begin the activity. Circulate and monitor the pairs. Note any mistakes you hear for future reference.

6. Stop the activity when it appears most pairs have finished. Post job ad B. Have the pairs switch roles and do the activity again.

7. Have one student from each pair come to the board and write the answer to one question. For example, one student answers A1, one student answers B1, etc. **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VII.  Occupational Knowledge | 52.  Fill out a simple job application form.<br>    a.   Identify basic vocabulary.<br>    b.   Provide appropriate information.<br><br>    CASAS #0.2.2, 4.1.2 | N/A |

## SAMPLE SCANS ACTIVITY:

Stages of Lesson: ❏ Warm Up ✓ **Introduction** ✓ **Presentation** ✓ **Practice** ❏ Application

| Steps for Sample Activity:  Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a reading activity in which students use the context of a form to guess the proper location of words.<br><br>1.  Obtain a sample job application form.  Compile a list of key words from each section of the form.  For example: *equal opportunity employer (EOE), position desired, school name, former employers*, etc.   White out the selected words on the form and number the resulting blank spaces.  Make a class set of photocopies and one transparency of the form with the selected blanks. (Alternatively, make only one photocopy for each group of four in your class, and one transparency of the form.)<br><br>2.  Write the list of words on the board in random order.  Explain that these are all words from an employment application.  Explain any words or terms that are unclear.<br><br>*3.*  Place the transparency on the overhead.  Go over all the main sections of the form: *Personal Information, Education, Work History,* etc. Place the section with blank space #1 on the overhead.  Ask the students to tell you which word they think would make sense in that space.  Explain that they should look at the section and use the information there to guess which word from the board goes in that space.  For example, the word *address* probably belongs in the *Personal Information* section.<br><br>4.  Place the students in groups of four.  Tell them that they will work together to write the remaining words on the board in the correct blank spaces on the form.  The winner is the first group to correctly fill in all the blanks on the form and hand it in to the teacher.<br><br>5.  Hand out the job application forms and begin the activity.  Circulate and help students discuss the correct answers in their groups.  Do not give them the answers. | Basic Skills: Reading/ Writing<br><br>Thinking Skills: Decision Making<br><br>Personal Qualities: Sociability/ Self- Management/ Integrity/Honesty<br><br>Resources: Allocates Time Information:  Organizes and Maintains Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others<br><br>Systems:  Understands Organizational Systems/ Monitors and Corrects Performance |

6. Give a prize to the first group to hand in the correct form. Let the other groups finish.

7. Project the transparency again and call on different groups to help you fill in the rest of the form. Discuss any confusing words. **

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VII. Occupational Knowledge | 53. Demonstrate appropriate nonverbal job interview behavior (firm handshake, proper attire, eye contact, etc.).<br><br>CASAS #4.1.5 | 5. Simple present tense<br>8. Imperatives |

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**SAMPLE SCANS ACTIVITY: Body Language Observation**

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Stages of Lesson: ❒ Warm Up  ❒ Introduction  ✓ **Presentation**  ❒ Practice  ❒ Application

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| Steps for Sample Activity:  Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|

Purpose: This is a demonstration activity for presenting information about body language in a job interview. Students should be familiar with common job interview questions.

1. Elicit from the students a list of common job interview questions and write them on the board.

2. Set up a "staging area" at the front of the classroom where you will do a job interview role play with a student volunteer.

3. Ask for a student volunteer come to the front of the room to play to ask you a few interview questions. (You are the job applicant; the student volunteer is the employer.) As you answer the questions, demonstrate "wrong" behaviors such as chewing gum, fidgeting, avoiding eye contact, frowning, etc. Then have another volunteer play the role of the employer and ask a few more questions, as you demonstrate a few more body language errors.

4. Ask the whole class if the person you were portraying would be likely to get the job. Then create two categories on the board, tear sheets, or an overhead transparency labeled DO and DON'T.

5. Ask students why your behavior was not appropriate for a job interview. As the class identifies body language issues, post the right and wrong behaviors in the correct columns. For example:

|  DO  |  DON'T  |
|---|---|
| Smile. | Don't chew gum. |
| Shake hands firmly. | Don't act nervous. |
| Make eye contact. | Don't look at the floor. |
| etc. | etc. |

**SCANS FOCUS**

Basic Skills: Listening/ Speaking

Thinking Skills: Creative Thinking/ Reasoning

Personal Qualities: Responsibility/ Self-Esteem

Information: Interprets and Communicates Information

Interpersonal: Teaches Others/ Works with Cultural Diversity

Systems: Understands Organizational Systems

6.  After the class has generated the list, check comprehension of the items by naming random DOs and DON'Ts and asking students to indicate thumbs up or thumbs down for each one. (Vary the language you use slightly if you wish.) **

7.  Have the students copy into their notebooks those reminders from the list that are most important for them to remember.

8.  Optional: Use the class-generated DO list to create a checklist for observing job interview role plays.

9.  Follow up: After students have had plenty of practice with job interview dialogs, have pairs perform role plays for the whole class.  Have the class decide which applicants should be hired, giving reasons based on non-verbal behaviors.

    ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VII. Occupational Knowledge | 54. Respond appropriately to job interview questions.<br>a. Respond to personal information questions.<br>b. State skills.<br>c. Answer questions about work history.<br><br>CASAS #0.2.1, 4.1.5, 4.1.6, 4.1.7 | 28a. Yes/No questions<br>29. Questions with *did* |

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SAMPLE SCANS ACTIVITY: Bingo Mixer

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Stages of Lesson: ❒ Warm Up    ❒ Introduction    ✓ **Presentation**    ✓ **Practice**    ❒ Application

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| Steps for Sample Activity:          Approximate Time of Activity: 45 minutes | SCANS FOCUS |
|---|---|
| Purpose: This activity is a Bingo game in which students ask their classmates job interview questions.<br><br>1. Make one transparency of the handout on page 137. Add questions 13-16 to include appropriate job skills for your class.<br><br>2. Explain that these are questions students might be asked on a job interview. Go over each question and have the class give the correct auxiliary verb.  Write the auxiliaries in the spaces.<br><br>3. Have students take a piece of paper from their notebooks.  Direct them to fold the paper four times to make sixteen squares.   Have students copy the 16 questions onto the 16 squares.  Tell them to mix up the order of the questions so that everyone's Bingo page is different.<br><br>4. Tell the class that they are going to play Bingo by walking around the classroom and asking their classmates these interview questions. When they find a student who answers "yes" to a question, they may write that student's name in the square.<br><br>5. Model the activity by asking a student, "Are you working now?"  If the student says no, say, "I can't write the name."  Repeat the question with other students until you get a "yes" answer.  Then, write down the name and show the class your Bingo page.<br><br>6. Explain the rules.  The first student to get enough "yes" answers to fill in four names in a row horizontally, vertically, or diagonally must shout "Bingo."  Tell the students to answer questions honestly, because you will be checking the answers. | Basic Skills: Speaking/ Reading/ Writing<br><br>Thinking Skills: Decision Making<br><br>Personal Qualities: Integrity/Honesty/ Sociability/ Self Management<br><br>Resources: Allocates Material and Facility Resources<br><br>Interpersonal: Participates as a Member of a Team/ Works with Cultural Diversity<br><br>Information: Acquires and Evaluates Information |

7. Have students stand up and begin the activity. End the mixer when a student shouts "Bingo."

8. Verify that the winner's answers are correct by asking the people whose names the student has collected.  Teacher: "Rose, do you have experience as a salesperson?" Rose: "Yes, I do."  Teacher: "Where do you work?"  Rose: "I work at Hello Kitty Gifts." **

9. Award the winner a small prize if all answers are correct.  If they are not correct, continue until a winner is determined. (Note: Several students may fill in the names and shout "Bingo" simultaneously, so have extra prizes.)

   ** This step serves as an evaluation of the activity.

# INTERVIEW QUESTIONS HANDOUT

Teacher preparation: Write questions 13-16 to fit the experience of your class.

Choose the appropriate auxiliary verb: *can, do* or *are*.

1. _____ you have experience as a salesperson?

2. _____ you use a cash register?

3. _____ you looking for full time work?

4. _____ you have transportation to work?

5. _____ you working now?

6. _____ you have a driver's license?

7. _____ you use a computer?

8. _____ you over age 18?

9. _____ you a fast worker?

10. _____ you  work on weekends?

11. _____ you live near here?

12. _____ you speak English?

13. _____ you know how to _____?

14. _____ you _____?

15. _____ you _____?

16. _____ you _____?

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VII. Occupational Knowledge | 55. Demonstrate understanding of employee responsibilities.<br>a. Call in sick/late.<br>b. Describe a work schedule.<br>c. Request a schedule change.<br><br>CASAS #4.4.1, 4.4.3, 4.6.5 | 1. Simple present tense<br>2. Present continuous tense<br>9. Modal *can* |

| SAMPLE SCANS ACTIVITY: Pair Dialog Writing |
|---|

Stages of Lesson: ❒ Warm Up ❒ Introduction ❒ Presentation ✓ **Practice** ❒ Application

| Steps for Sample Activity: Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a dialog activity in which students practice calling in sick, or late, for their jobs.<br><br>1. Prepare a sample dialog. For example,<br><br>    A: Hello, may I speak with Mr. Brown, the day shift supervisor?<br><br>    B: Hello. This is Mr. Brown speaking.<br><br>    A: Good morning, Mr. Brown. This is Yolanda Gomez. I'm calling to let you know that I can't come to work today. I'm sick. I have the flu.<br><br>    B: "Okay. Thank you for calling. I hope you feel better soon."<br><br>Prepare also a simple checklist for observing a similar dialog. (See step 7 below.) Make handouts with several repetitions of the checklist on one page.<br><br>2. Write the sample dialog on the board. Read it aloud with the class.<br><br>3. Allow students a few minutes to practice the dialog in pairs.<br><br>4. Brainstorm reasons for calling in sick or calling in late for work. Write all the reasons suggested on the board.<br><br>5. Go over the reasons on the board and discuss whether each would be considered appropriate in the workplace or not. Check the appropriate reasons; cross out any inappropriate reasons. | Basic Skills: Listening/ Speaking/ Reading/ Writing<br><br>Thinking Skills: Creative Thinking<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Teaches Others/ Negotiates to Arrive at a Decision<br><br>Systems: Understands Social Systems/ Monitors and Corrects Performance |

6.  Re-form student pairs and assign each pair a number.  Direct pairs to create and write down an original dialog between an employer and employee that is similar, but not the same as the one on the board.  Give pairs 10 minutes to practice their new dialogs.

7.  After ten minutes, call time. Have each pair act out their dialog according to the number they were assigned. Give students a checklist to evaluate the dialogs as they watch them. **

    Example checklist:

    A.  Was the caller polite?

    B.  Did the caller say his/her name?

    C.  Did he/she speak clearly?

    D.  Did he/she give the reason for being late or absent?


    **  This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VII. Occupational Knowledge | 56. Interpret a simple paycheck stub.<br><br>CASAS #4.2.1 | 5. Simple past tense<br>16b. Singular and plural nouns<br>28. Questions |

| SAMPLE SCANS ACTIVITY: Lifeskills Vocabulary and Reading |
|---|

Stages of Lesson: ❒ Warm Up   ❒ Introduction   ✓ **Presentation**   ✓ **Practice**   ❒ Application

| Steps for Sample Activity:          Approximate Time of Activity 50 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a vocabulary building activity in which students match paycheck stub terms and abbreviations with their meanings and practice asking about the information on a pay stub.<br><br>  Note:  You will need one envelope for each group of four students in your class for this activity.<br><br>1.   Make a class set of copies of page 143. Make additional copies of the same page for group work, one for every four students in your class. Make a class set of copies of the paycheck stub on page 142. Make one transparency of each handout.<br><br>   Set aside the two class sets. With the extra copies you have made of page 143, prepare sentence strips for the group work. Cut a single page vertically to separate the vocabulary words from their meanings. Then cut the remaining pieces into strips along the dotted lines and place all the pieces from one page into an envelope in mixed-up order. (You will need one envelope and one set of strips for each group of four in your class.)<br><br>2.   To introduce the activity, show the transparency of the sample pay stub. Explain briefly that students will learn vocabulary that will allow them to understand a paycheck stub such as this.<br><br>3.   Form groups of four. Give each group an envelope. Explain the task: team members will remove all the pieces from the envelope and lay them on the table, matching up the strip with each pay stub term (in caps) with the strip that gives its meaning. The group must come to consensus on which definitions belong with which words. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision<br><br>Systems: Understands Social and Organizational Systems/ Monitors and Corrects Performance |

4.   Begin the activity. Circulate to monitor the group interaction.

5.   Hand out or show the transparency of the terms and definitions and have groups check their work. Discuss any discrepancies or unknown words.

6.   Show the transparency of the sample pay stub. Go over the information, clarifying the contents of the stub, showing the specific amounts, etc.

7.   Have each group of four form two pairs. Hand out the sample pay stub. Write the following question frames on the board:

      a.   How many _____ hours did she work?
      b.   How much were her _____?
      c.   How much was her _____?

8.   Ask the class questions about Amy's pay stub. Use each question frame once with different items on the stub. For example, "How many regular hours did she work? How much were her overtime earnings? How much was her federal withholding?"

9.   Explain that partners will ask each other any question they wish about the pay stub.  Have two student volunteers model the practice by asking each other one or two questions.

10.   Begin the activity. Circulate to offer assistance in forming the questions. **

      **  This step serves as an evaluation of the activity.

# SAMPLE PAY STUB

| Payroll ID #<br>00220 | | Employee<br>BAKER, AMY D | | *YUM-YUM SWEET SHOPPE*<br>1320 W. THIRD STREET<br>LOS ANGELES CA 90017 | | | |
|---|---|---|---|---|---|---|---|
| Payroll<br>Date<br>022902 | Check No.<br>0000402 | SS #<br>000-00-0000 | | | | | |
| EARNINGS | | | | TAXES | | DEDUCTIONS | YEAR-TO-DATE |
| TYPE | HRS | RATE | AMOUNT | FICA | 27.84 | 401K | 16.20 | GROSS PAY | 2092.50 |
| REG | 40.00 | 6.7500 | 270.00 | MEDFIC A | 25.99 | SAVING S | 8.10 | FICA | 156.94 |
| OT | 10.00 | 10.1250 | 101.25 | FED WTH | 45.46 | | | MED FICA | 146.48 |
| | | | | STATE | 18.56 | | | FED WTH | 230.18 |
| | | | | | | | | STATE | 104.63 |
| TOTAL | | $ | 371.25 | TOTAL | $117.85 | TOTAL | $24.30 | NET PAY $ | 229.10 |

# PAYCHECK VOCABULARY WORDS

| | |
|---|---|
| EMPLOYEE | a person who works for the company |
| PAYROLL DATE | the date the worker got paid |
| CHECK NO. | the number at the top of the paycheck |
| EARNINGS | how much money the worker got paid |
| REG HRS | regular hours (how many hours the worker worked on his/her regular schedule) |
| OT HRS | overtime hours (how many extra hours the worker worked, if more than 40 hours in one week) |
| PAY RATE | how much money per hour a worker receives |
| AMOUNT | how much |
| TAXES | money from a worker's pay that goes to the government |
| FICA | money from a worker's pay that goes to the Social Security retirement system |
| MEDFICA | money from a worker's pay that goes to the Medicare health care system for retired people |
| FED WITH | = federal withholding, money from a worker's pay that goes to the federal government for taxes |
| STATE TAX | money from a worker's pay that goes to the State of California for taxes |
| TOTAL | how much all together (X + X + X = Total) |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VII. Occupational Knowledge | 57.  Interpret an employee accident report.<br><br>CASAS #4.3.4 | 5.  Simple past tense<br>28a.  Yes/No questions<br>28c.  Wh- questions |

| SAMPLE SCANS ACTIVITY: Lifeskills Reading |
|---|

Stages of Lesson: ❏ Warm Up    ❏ Introduction   ✓ **Presentation**   ✓ **Practice**  ❏ Application

| Steps for Sample Activity:          Approximate Time of Activity 20 minutes | SCANS FOCUS |
|---|---|
| Purpose:  This is a reading activity in which students scan the contents of an accident report.  Students should be familiar with the simple past tense.<br><br>1.  Obtain an employee accident form at your school office.  Fill it in with a simple hypothetical situation.  Make enough copies for the class.  Make a transparency.<br><br>2.  Ask the students to help you brainstorm questions a boss might ask if there were an accident at work. For example: *Who is the employee? Where did the accident happen?* Write down every idea on the board, even if you know it isn't on the form. After writing the list, number the questions on the board.<br><br>3.  Put the transparency of the accident report on the overhead.  Cover everything except the first few lines.  Have the students scan these lines to find an answer to any question on the board.  Place a check on the board next to the information they identify on the form.<br><br>4.  Explain that the students will scan the entire accident form for answers to questions on the board.  They should note the question number for each answer they find.  Remind them that some of their questions may not be answered on the form.  They should raise their hand when they have found as many answers as they can.  Remind them to scan = read quickly!<br><br>5.  Turn off the overhead and hand out the accident form.  Begin the activity.<br><br>6.  Stop the activity as soon as the first student raises his/her hand.  Ask him/her how many answers he/she found.  Ask the class if they have the same number.  Do not say if he/she is correct.<br><br>7.  Put students in pairs. Have them compare notes on which questions they found answers for on the accident report. ** | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Creative Thinking<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Teaches Others |

8. Turn the overhead projector back on.  Go over the answers as a class.  Congratulate those who found all the possible answers. **

9. Follow up: Have students work in pairs to talk about accidents they have seen at work.  Have them use the brainstorm questions to get information from each other.

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VIII.   Learning Skills | 58.   Find an item in an alphabetized list such as a dictionary, telephone list, etc.<br><br>CASAS #7.4.5 | N/A |

SAMPLE SCANS ACTIVITY: Alphabetizing

Stages of Lesson: ❏ Warm Up    ❏ Introduction    ❏ Presentation    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:                Approximate Time of Activity 15 minutes | SCANS FOCUS |
|---|---|
| Purpose:  This is a reading activity in which students put words in alphabetical order and scan an index to find them.<br><br>1.  Look at the glossary or index at the back of your class textbook.  Choose 20 words from different parts of the alphabet.  Write these words in random (non-alphabetical) order on a sheet of paper.  Make enough copies for the class.<br><br>2.  Write six words on the board.  Ask the class to help you number them alphabetically. For example:<br><br>        6- Write       2- Help<br>        3- Hope      5- Word<br>        4- Read      1 - Book<br><br>3.  Explain that you will hand out a list of 20 words.  The students must number the words according to their alphabetical order.  Then, they must find and circle each of the words in the index of their book.   Show them where the index is.<br><br>4.  Put the students in pairs.  Tell them that the first pair to complete the activity will win a prize.<br><br>5.  Hand out the list of words.  Begin the activity.  Circulate and urge students on.<br><br>6.  Award a prize to the first pair to show you the correct order and circled words.<br><br>7.  Have them write the words on the board in the correct alphabetical order. **<br>    ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Resources: Allocates Time Information: Organizes and Maintains Information<br><br>Interpersonal: Teaches Others<br><br>Systems: Understands Organizational Systems/ Monitors and Corrects Performance |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VIII. Learning Skills | 59. Order information.<br>   a. Put events in chronological order.<br>   b. Describe the steps in a process.<br><br>CASAS #N/A | 5. Simple past tense |

| SAMPLE SCANS ACTIVITY: Group Story Writing |
|---|

Stages of Lesson: ❐ Warm Up ❐ Introduction ❐ Presentation ✓ **Practice** ❐ Application

| Steps for Sample Activity:      Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a decision making / story writing activity in which student groups create a chronological story using random events in a person's life.<br><br>1. Prepare a list of about 10 typical events that might occur in an immigrant's life. Use events that are relevant to your student population. For example: *leave native country, come to U.S., find an apartment, live with relatives, get a job, take an English class,* etc.<br><br>2. Write the list of events on the board in random order using present tense verbs.<br><br>3. Divide the class into groups of four. Tell them they are going to write a story about Hector (or any other name) using the events. Explain that they must decide as a group in what order to write the sentences, and that they should write the story in the past tense.<br><br>4. Model the activity. Ask students to tell you what probably happened first in Hector's life. When you have a consensus, write the first sentence on the board.<br><br>5. Begin the activity. Give students 15 minutes to discuss and write the sentences.<br><br>6. Call time. Have one person from each group read their story. \*\*<br><br>7. Discuss any differences in the groups' stories. If there are discrepancies, decide which group has the most logical chronological order. | Basic Skills: Listening/ Speaking/ Writing<br><br>Thinking Skills: Creative Thinking/ Decision Making<br><br>Personal Qualities: Responsibility/ Sociability/ Self-Management<br><br>Information: Organizes and Maintains Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity |

8. Follow up: Have the students continue writing Hector's story for another 15 minutes, or have students write a chronological story about their own early days in the U.S.

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VIII.   Learning Skills | 60.   Identify and locate major components of a computer.<br><br>CASAS #4.5.1 | N/A |

| SAMPLE SCANS ACTIVITY: Matching |
|---|

Stages of Lesson: ❒ Warm Up    ❒ Introduction    ✓ **Presentation**    ✓ **Practice**    ❒ Application

| Steps for Sample Activity:             Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a matching activity in which students identify and locate major components of the computer.<br><br>1.   Make a class set of the handout on the following page for the class.  Make one overhead transparency.  If there is a computer in your classroom, use it to point out the various components.<br><br>2.   Tell the students they are going to learn the various parts of the computer.<br><br>3.   Put the drawing on the overhead projector.  Point out each of the components, but do not label them.  Have the students repeat the names of the components.<br><br>4.   Give a simple explanation of each component. For example:  "A floppy disk allows you to store information that you can remove from the computer and use in other computers. It is different from a hard drive which stores information inside the computer."<br><br>5.   Hand out the drawings. Have students work individually to label each part of the drawing with the appropriate term.  Tell them not to worry about spelling at this point. Give them about five minutes to complete this activity.<br><br>6.   Form pairs and teach/model the question "How do you spell that?"  Have the partners compare the labels on their drawings for accuracy and ask each other for the correct spelling of all the computer components. **<br><br>7.   To check the answers, have student volunteers label the transparency, one component each. Have each student check their own spelling again. **<br><br>**  This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Writing<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Interpersonal: Teaches Others<br><br>Information: Acquires and Evaluates Information<br><br>Systems: Monitors and Corrects Performance<br><br>Technology: Selects Technology |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VIII.   Learning Skills | 61.  Follow instructions for basic computer operations (e.g., *Press ENTER. Click on SEND.)*<br><br>CASAS #4.5.2 | 8.     Imperatives<br>22b.  Prepositions of direction |

| SAMPLE SCANS ACTIVITY: Total Physical Response (TPR) |
|---|
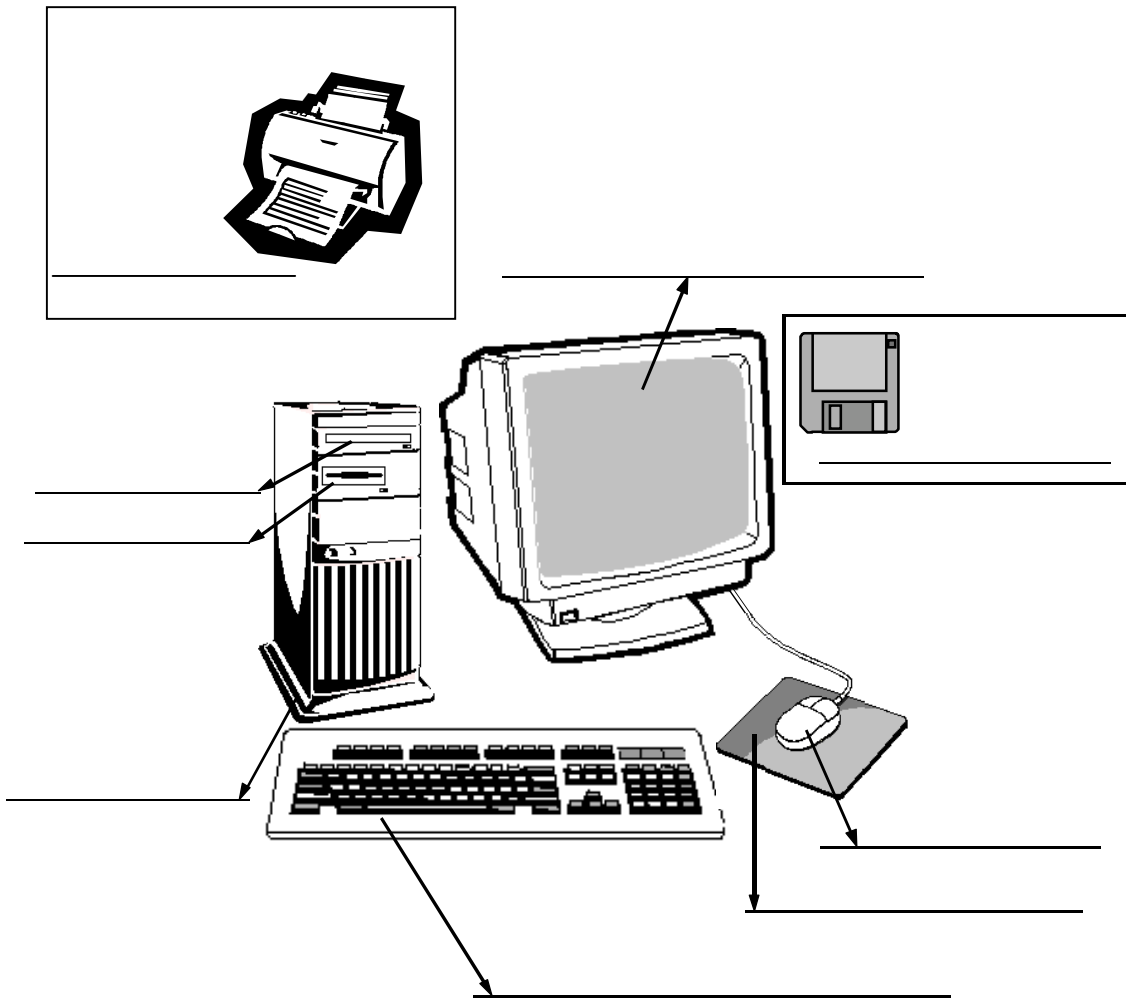
Stages of Lesson: ❏ Warm Up   ✓ **Introduction**   ✓ **Presentation**   ✓ **Practice** ❏ Application

| Steps for Sample Activity:                      Approximate Time of Activity 40 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a TPR activity in which students practice moving a facsimile of a "mouse" around a "mouse pad" to carry out basic actions related to computer operations.<br><br>　　　Note:  You will need scissors and tape for students to use in class for this activity, as well as one sheet per student of blank paper or students' own note paper. (See step 9.)<br><br>1.   Make a class set of copies, one per student, and one overhead transparency of the handout on page 153. Cut the transparency to create a separate mouse pad. Cut out the oval "mouse" to use to demonstrate on the overhead projector. If possible, bring in a real mouse and mouse pad to use as realia. (Note: In step 9 below, students will cut their handouts in two. You may want to cut apart the mouse section and the mouse pad section prior to class.)<br><br>2.   Make a transparency of the following list of commands, or write them on the board and cover them up until the pair practice part of the activity.<br><br>　　A.   Put the mouse on the mouse pad.<br>　　B.   Move the mouse to the <u>upper right</u>.<br>　　C.   Move the mouse to the <u>lower left</u>.<br>　　D.   Move the mouse to the center.<br>　　E.   Click the button.<br>　　F.   Double click the button.<br>　　G.   Click the button, hold it down, and drag the mouse to the <u>upper left</u>.<br>　　H.   Click the button, hold it down, and drag the mouse to the <u>lower right</u>.<br><br>3.   Review the parts of a computer and teach the words *mouse* and *mouse pad* if necessary. Explain that in this lesson students will learn how to use a mouse or teach another student how to use a mouse. | Basic Skills: Listening/ Speaking<br><br>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Acquires and Evaluates Information/ Interprets and Communicates Information<br><br>Interpersonal: Teaches Others<br><br>Systems: Understands Technological Systems/ Monitors and Corrects Performance<br><br>Technology: Selects Technology |

4. Show the transparency of the mouse and mouse pad. Orient the buttons of the mouse under your index finger and move it around the mouse pad on the overhead projector.

5. Model the sequence of commands above, saying the steps and demonstrating the actions on the overhead projector. Repeat the command sequence in order as students listen.

6. Demonstrate and say the actions in a different order and include some new combinations of the terminology as students listen.

7. Have students tell you the commands as you demonstrate them on the overhead projector. (Make a few mistakes so students will have to "correct" you.)

8. Show the transparency of the commands or reveal them on the board. Have students repeat each command.

9. Hand out the mouse and mouse pad copies. Have each student cut the mouse pad and mouse apart, and then cut out the oval shape of the mouse. Next, have students crumple a sheet of paper into a ball and tape their oval "mouse" onto it. In this way they can form a three-dimensional "mouse" that they can move around on the "mouse pad".

10. Explain that pairs will give each other instructions for moving the paper mouse on the mouse pad. Model the activity with two student volunteers. Have one student give the commands to his/her partner and offer feedback such as "That's right" or "That's not right. Do you want to try again?"

11. Pair students and assign A and B roles. Have A be the teacher and B the student. Set a time limit of 2-3 minutes. Have students switch roles after time is called.

12. Have several volunteers come to the overhead projector and demonstrate the mouse commands as the class gives them. **

   ** This step serves as an evaluation of the activity.

upper left            upper center            upper right

center left          center (middle)          center right

lower left           lower center            lower right

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VIII. Learning Skills | 62. Scan for specific information contained in forms and charts.<br>   a. Find words or phrases without reading the whole chart or form.<br>   b. Identify key words in comprehension questions about a form or chart.<br><br>   CASAS #7.4.1 | N/A |

| SAMPLE SCANS ACTIVITY: Lifeskills Reading |
|---|

Stages of Lesson: ❒ Warm Up ❒ Introduction ❒ Presentation ✓ **Practice** ❒ Application

| Steps for Sample Activity:     Approximate Time of Activity 25 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a reading game in which two teams scan a chart to find answers to specific questions.<br><br>1. Find a timetable chart that corresponds to a current lesson in your class, such as a bus or movie schedule.  Make a class set of copies of the chart. Prepare 5-6 specific questions about the chart.  For example: *When is the latest showing of "Jaws" on Friday at Mann's Chinese?  How much does a child's ticket cost?  Where is "Cats and Dogs" playing in Venice?*<br><br>2. Write the questions on the board.  Discuss key words in the questions. For example,  "when" means they are looking for a time,  "how much" means they want a price, etc.<br><br>3. Tell the students they are going to scan a movie schedule to find this information.  Explain that scanning means they don't read the entire schedule, ONLY what is necessary to get the information they are trying to find.  When they find the information, they must circle it quickly.<br><br>4. Divide the class into two teams.  Elect a leader (a fast reader) for each team.  The leader will complete the activity and then collect his/her team members' papers as they finish. The first team to turn in their papers gets a prize.<br><br>5. Hand out the papers upside down.  Have the students turn over the papers and begin when you say, "Go!" | Basic Skills: Reading<br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Responsibility/ Self-Management<br><br>Resources: Allocates Time Information: Acquires and Evaluates Information<br><br>Interpersonal: Participates as a Member of a Team/ Exercises Leadership<br><br>Systems: Understands Organizational Systems |

6.   Award a prize to the winning team.  Go over all the answers. **

7.   Follow up: Practice scanning in regular class activities.  For example, ask students to scan the table of contents in their textbook for answers to questions like: "How many chapters are there?  What page does Chapter 3 begin on?  Which chapter is about Housing?"

   **  This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VIII. Learning Skills | 63. Identify pronoun referents for nouns in a short reading passage.<br><br>CASAS #N/A | 17c. Possessive adjectives<br>19a. Subject and object pronouns |

| SAMPLE SCANS ACTIVITY: Cloze Passage |
|---|

Stages of Lesson: ❐ Warm Up  ❐ Introduction  ❐ Presentation  ✓ **Practice**  ❐ Application

| Steps for Sample Activity:  Approximate Time of Activity 40 minutes | SCANS FOCUS |
|---|---|
| Purpose:  This is a cloze activity in which students fill in the missing pronoun for each referent.  Students should already be familiar with pronouns.<br><br>1.  Find a short, simple reading passage you wish to teach to your class. White out all the pronouns and draw a line in each blank space.  Make a class set of photocopies.  Make a transparency of the reading.<br><br>2.  Have the class review the subject, object and possessive pronouns.  List each set of pronouns on the board.  Use people and things in your class to review usage quickly.  For example, if you say "John," the class should say "he" or "him."<br><br>3.  Place the reading on the overhead.  Have a volunteer read the passage aloud until he/she comes to the first blank.  Ask him/her to look at the previous sentence or phrase to find the noun (subject or object).  For example, for the sentence "John was happy. ___ smiled at the girl," the student will identify the correct pronoun as "he." Fill in the first anwer on the transparency as an example.<br><br>4.  Put students in pairs.  Hand out the reading.  Explain that they must help each other fill in the remaining missing pronouns.<br><br>5.  Begin the activity.  Circulate and help the pairs.<br><br>6.  Call time after 10 minutes.  Have students from different pairs read aloud until they reach a missing pronoun. **<br><br>   ** This step serves as an evaluation of the activity. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Knowing How to Learn/ Reasoning<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Teaches Others |

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| VIII. Learning Skills | 64. Categorize words and word sets.<br> a. Define a word within its general category.<br> b. Identify word sets which convey related meanings from specific to general.<br><br>CASAS #7.2.3 | N/A |

| SAMPLE SCANS ACTIVITY: Categorizing |
|---|

Stages of Lesson: ❐ Warm Up    ❐ Introduction    ❐ Presentation    ✓ **Practice**    ❐ Application

| Steps for Sample Activity:            Approximate Time of Activity 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a categorizing activity in which students place related words in sets of three and order them from specific to general.<br><br>1. Make one copy of the handout on page 159 for each group of four in your class. Cut up the words and place each set of 30 words in an envelope.<br><br>2. Write the following chart on the board with a few examples of three-word sets of words that range from specific to general. Add more sets of words of your own based on vocabulary in your current lessons. (Use examples which are not included in any of the envelopes.)<br><br>    SPECIFIC  -----------------------------------  GENERAL<br><br>    the flu          illness           medical problem<br><br>    soccer         sport             activity<br><br>3. Explain to the students that when we define specific words, we can use related words which belong to the same general category to help us understand the meaning. For example, "soccer is a type of sport…a sport is an activity." Have the students say the same thing for the other examples: "the flu is a type of illness…an illness is a medical problem."<br><br>4. Put the students in groups of four. Give one group an envelope so they can model the activity. Have them put all 30 words out on the desk. Help them find three related words that might fit in the same general category while the rest of the class watches. Show the class the set; for example, rose-flower-plant. Make sure that they are in order from specific to general. | Basic Skills: Listening/ Speaking/ Reading<br><br>Thinking Skills: Knowing How to Learn/ Reasoning<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Organizes and Maintains Information/ Interprets and Communicates Information<br><br>Interpersonal: Participates as a Member of a Team<br><br>Systems: Understands Organizational Systems/ Monitors and Corrects Performance |

5.   Hand out the remaining envelopes and begin the activity.  Circulate and help the groups.

6.   Stop the activity after approximately 10-15 minutes.

7.   Have each group report back a three-word set.  Write the word sets on the chart on the board. **

   **  This step serves as an evaluation of the activity.

| | | |
|---|---|---|
| T-shirt | shirt | clothing |
| Los Angeles | city | place |
| <u>Tom Sawyer</u> | book | reading material |
| ESL teacher | teacher | profession |
| Honda Civic | economy car | car |
| rose | flower | plant |
| bacon & eggs | breakfast | meal |
| beef | meat | food |
| Siamese | cat | animal |
| Macintosh | computer | machine |

# *COMMUNITY-BASED ENGLISH TUTORING (CBET)*

**CBET (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children** who are English language learners (ELLs), with the goal of raising the English level of the entire community.

**The program is an integral part of the Division of Adult and Career Education's English-as-a-Second Language program.** ESL/CBET classes are conducted at local community adult schools, K-12 sites, employment preparation centers and branch locations throughout the school district. The CBET competencies on pages 160-162 can be used in classes at K-12 sites where the majority of adult ESL students are parents and tutors, as well as in ESL classes at other locations where the population of parents/tutors may be lower.

**The list that follows contains relevant competencies that are already a part of the course outline as well as new competencies in areas of particular interest to CBET students** such as English language tutoring skills, children's school information, and parent/teacher communication. Teachers who have a multi-level class can draw their CBET competencies from all the course outlines for the ESL levels represented in their class.

**All ESL instructors should select competencies for their classes based upon the needs of their students**. The CBET competencies are taught in lieu of other competencies deemed less relevant to the students' needs. If a class is wholly comprised of CBET students, teachers will teach many of the CBET competencies. If CBET students represent only one of the populations in a class, the teacher may select just a few of the CBET competencies - focusing on those that would benefit everyone in the class. Conducting a student needs assessment can be very helpful in planning the course and determining how many CBET topics and competencies should be included in the overall class content.

**CBET competencies do not add extra hours to the course outline.** Instead, they offer alternatives to meet student needs. Instructors should integrate CBET topics with the grammatical structures and listening, speaking, reading, and writing skills outlined for the level. When teaching tutoring skills, instructors should pay particular attention to the reading skill objectives listed on page 9-10 of this guide, as reading skills are essential for tutoring. The number of hours spent on each of the CBET topic areas and the emphasis placed on reading skills will vary from class to class, depending on the needs of the students.

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# COMMUNITY-BASED ENGLISH TUTORING (CBET) COMPETENCIES
## for the <u>ESL Beginning High</u> Course

**BEGINNING HIGH**

The following competencies, found in the Competency-Based Components section on pages 11 through 17, are core competencies for teaching CBET students within a general ESL class. In addition, the 14 competencies listed on page 163 form the Community-Based English Tutoring section of the course, and may be substituted for other competency areas as needed according to the student composition of the class. CBET topics include The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills

### I. PERSONAL INFORMATION

1. State full name, address and telephone number.

2. Use ordinal numbers with dates, birth dates and addresses.

3. Describe physical characteristics (height, weight, hair color, clothing, etc.).

4. Provide basic information about family members.

5. Ask and answer personal information questions.

6. Interpret and fill out simple personal information forms (*e.g.,* school registration forms).

### II. SOCIAL/CULTURAL INTERACTION

7. Engage in basic small talk about:

   a. common activities related to home, school or work (*e.g., What time is the break?*)

   b. states of being, the weather (*e.g., I'm really tired. It's hot today.*)

11. Use clarification strategies.

   a. Ask for clarification by repeating with rising intonation. (*$13.50?*)

   b. Ask for clarification by inserting question words. (*November what? Sarah who?*)

   c. Ask for clarification by restating. (*Did you say Apt. B?*)

   d. Request a definition. (*e.g., What does this word mean?*)

   e. Request additional information. (*e.g., How do you spell that?*)

### III. COMMUNITY

#### A. SCHOOL AND THE CLASSROOM

12. Identify ESL teacher, principal and other school personnel.

13. Identify the structure of the American educational system (including pre-school, K-12, and post-secondary).

14. Ask and answer questions about class schedules, school and classroom locations and registration procedures.

15. Give and respond to classroom instructions.

16. Communicate with school personnel.

   a. Call school to report an absence.

   b. Write a simple note to child's teacher regarding an absence.

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**B. TELEPHONE**

17. Begin and end telephone conversations.

   a. Introduce self and ask for someone.

   b. Respond to a caller.  (*e.g., Just a moment.  Let me see if he/she is here.*)

**C. NEIGHBORHOOD/CITY**

22.  Interpret simple schedules (recreation center, health clinic, TV guide).

23.  Ask for and give simple directions to community locations.

   a.  Interpret simple written directions.

   b.  Locate places on a map.

   c.  Interpret compass directions (N, S, E, W) on a map.

**D.  TIME/WEATHER**

25. Use days in a month to talk about scheduled events. (*e.g., There are concerts in the park the third Thursday of every month.*)

**VIII. LEARNING  SKILLS**

58.  Find an item in an alphabetized list such as a dictionary, telephone list, etc.

59.  Order information.

   a.  Put events in chronological order.

   b.  Describe the steps in a process.

60. Identify major components of a computer.

61. Follow instructions for basic computer operations. (*e.g., Press ENTER.  Click on SEND.*)

62. Scan for specific information contained in forms and charts.

   a.  Find words or phrases without reading the whole chart or form.

   b.  Identify key words in comprehension questions about a form or chart.

**IX. COMMUNITY-BASED ENGLISH TUTORING**

**A. The School Community**

C1. Scan school policy materials in order to:
a. Identify school hours.
b. State school attendance policies.
c. State school uniform policy.
d. Demonstrate understanding of appropriate school behavior.

C2. Scan school notices for essential information and respond by completing tear-off portions.

C3. Read a school calendar for information on tracks, terms of study, etc.

C4. Ask and answer questions about special curricular programs, e.g., after-school enrichment programs, arts programs, field trips, etc.

**B. Curriculum and Standards**

C5. Identify general criteria for grading:
a. subject areas (homework, class work, and tests)
b. work habits (attendance, neatness)
c. cooperation (attitude in class).

**C. Parent/Teacher Communication**

C6. Use the phone to request a conference with a child's teacher.

C7. Use the phone or e-mail to ask a child's teacher a simple question.

**D. Home Learning Environment**

C8. Identify materials and resources needed for different learning tasks. (*I need a dictionary to look up these words. An atlas will help you learn about geography. You need a paper clip to keep those papers together.*)

C9. Analyze the home environment to determine the best location for studying.

C10. Ask and answer simple questions about a child's school day. (*How was school? Did you have Art today? How did you do in Math today?*)

**E. Tutoring Skills**

C11. Ask simple yes/no questions to check understanding of vocabulary or directions, or to give feedback on an incorrect answer. (*Is this a horse? Are you going to write the answers on this paper?*)

C12. Use "or" questions to check understanding of vocabulary or directions, or to give feedback on an incorrect answer. (*Is this a horse or a house? Are you going to write the answers here or in your notebook?*)

C13. Give simple forms of feedback for successful work, for mistakes, and to keep a child on task. (*Good work! What about this one? Is this one correct? Are you finished? Show me your work.*)

C14. Keep a simple record of each homework or tutoring session, with the date, time, materials used, and homework areas covered.

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| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IX.  Community-Based English Tutoring<br><br>A.  The School Community | C1.  Scan school policy materials in order to:<br> a.  Identify school hours.<br> b.  State school attendance policies.<br> c.  State school uniform policy.<br> d.  Demonstrate understanding of appropriate school behavior. | 11.  Modals *have to* and *must*<br>15.  Modal *should* |

SAMPLE SCANS ACTIVITY for CBET: Predicting and Scanning

Stages of Lesson: ❒ Warm Up    ❒ Introduction    ✓ **Presentation**    ✓ **Practice**    ❒ Application

Steps for Sample Activity:          Approximate Time of Activity: 45 minutes

Purpose:  This is a reading activity in which students scan a form for specific information about school uniform policy.

1.    Make a class set of photocopies of the somewhat simplified school uniform policy on page 166.  (For an authentic LAUSD school uniform policy, see page 81 of the *ESL/CBET Teacher's Resource Handbook*.)

2.    Tell the class that they will be looking at a school "dress code."  Explain that this "code" means rules about what you may or may not wear.  Ask students for some examples of clothing they think is not permitted at school.

3.    Write a set of pre-reading prediction questions on the board.  For example:

   a.    Are uniforms optional or required?

   b.    Why did the school vote for uniforms?

   c.    What are three examples of "gang clothing"?

   d.    What can't students wear on their heads?

   e.    What kind of advertising is not permitted on clothes?

4.  Go over the pre-reading questions with the class.  Have them predict possible answers.

5.  Explain that they will scan the school dress code for answers to these questions only.  Emphasize that they should not read the entire code, but only quickly search for the answers.  This is "scanning." Have them simply underline the sentences on the form which answer the five questions without taking time to write notes.

**SCANS FOCUS**

Basic Skills: Reading

Thinking Skills: Knowing How to Learn

Information: Acquires and Evaluates Information

Systems: Understands Social and Organizational Systems

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6. Hand out the forms face down.  Have all students begin scanning at the same time.  Have them raise their hands when they have found all five answers.

7. Call time when most students' hands have gone up.  Have five different students give answers. **

   Follow up: Read the uniform policy in detail.  Have students separate the rules into those which fall under "distraction" and those which constitute a "safety hazard."  For example, tight clothes or vulgar pictures might be a distraction, while gang initials or clothing might be a safety hazard.

   ** This step serves as an evaluation of the activity.

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# STUDENT APPEARANCE AND DRESS CODE

The parents and community of LAUSD voted to give all students the option to wear uniforms. We think this is an inexpensive and positive way to show school pride and help students focus attention on learning and school activities.

## UNIFORMS

We would like all students to wear uniforms. Parents may make the uniforms or buy them from any store. They must be navy blue skirts or jumpers for girls and navy blue pants for boys. Any athletic shoe or closed shoe is acceptable.

## BOARD OF EDUCATION RULE 2251 SAYS:

The dress and grooming of the pupil should be clean and should not:
1. create a distraction from school activity
2. create a hazard to his own safety or the safety of others
3. create a health hazard

## RULES:

1. Students must be clean and clothing must be neat. Dirty, torn, excessively tight or ill-fitting clothes are unacceptable.
2. Students may not wear gang clothing. This includes boys' earrings, bandanas, head bands, loose black pants, khaki pants with white T-shirts, baggy pants around the hips and athletic shoes with gang initials.
3. Oversized clothing is not permitted.
4. Hats, curlers, hair nets and headbands are not allowed.
5. Students cannot wear any clothing with alcohol or tobacco advertising.
6. Clothing may not show vulgar language or pictures.
7. Shirts and blouses must cover the mid-section of the body.
8. Writing on skin is not permitted.
9. Gang initials and hand signs are not permitted.
10. Shoes must protect and cover the entire foot, including heel and toes.

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| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IX. Community-Based English Tutoring<br><br>B. Curriculum and Standards | C5. Identify general criteria for grading:<br>   a. subject areas (homework, class work, and tests)<br>   b. work habits (attendance, neatness)<br>   c. cooperation (attitude in class) | 1. Simple present tense<br>23. Adverbs |

| SAMPLE SCANS ACTIVITY for CBET: Study Habits Checklist |
|---|

Stages of Lesson: ❏ Warm Up   ❏ Introduction   ✓ **Presentation**   ✓ **Practice**   ✓ **Application**

| Steps for Sample Activity:     Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|

Purpose: This is a matching activity in which students match descriptions of classroom behaviors with study habits listed on a self-assessment form. The self-assessment form is based on the study habits section of an LAUSD report card for elementary school students.

Basic Skills: Listening/ Speaking/ Reading

1. Prepare a class set of photocopies of the self-assessment handout on page 169. (See page 98 in the *ESL/CBET Teachers' Resource Handbook* for a complete example of the study habits section of a report card.) If the majority of your class are parents, you might ask a student to bring his/her child's last report card to compare its "study habits" section to the elements listed on the self-assessment form.

Thinking Skills: Knowing How to Learn/ Reasoning

Personal Qualities: Responsibility/ Self-Management/ Integrity/Honesty

2. Write the following sentences on the board or photocopy this list to hand out to students.

Information: Acquires and Evaluates Information/ Interprets and Communicates Information

  a. I sometimes check my own work and correct myself.

  b. I come on time and attend class regularly.

  c. I avoid distracting other students.

Interpersonal: Teaches Others/ Negotiates to Arrive at a Decision

  d. I use every minute of class to focus on learning.

  e. I help others, I teach others, I listen to others.

  f. I listen to the teacher. I follow her classroom rules.

Systems: Understands Organizational Systems/ Monitors and Corrects Performance

  g. I am prepared with materials: books, pencils & paper.

  h. I usually put my papers in order.

  i. I raise my hand to get information from the teacher when I'm confused.

  j. I try to do the activities in the way the teacher explains them.

3. Go over each of these sentences. Explain that these all describe good study habits. Tell students that you are going to hand out an assessment or grading form. The students will try to match these descriptions to the list of study habits on the form.

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4.  Hand out the form.  Do #1 with the class.  For example, explain that "good use of time" means that you "use every minute to focus on learning." Therefore,  #1 matches with "d."

5.  Put students in pairs.  Have them talk together about which sentences match.

6.  Circulate and help pairs.  Give more examples if needed.

7.  Call time.  Have pairs report back.  Confirm the correct answers.  The answers are: 1-d, 2-h, 3-a, 4-j, 5-i, 6-e, 7-b, 8-f, 9-g, 10-c. **

    Follow up: Set aside 20 minutes in your lesson plan to have students fill out the Self-Assessment Form once a week for a minimum of four weeks. Have them compare their results each week to the previous week and set goals for improvement.

    ** This step serves as an evaluation of the activity.

# SELF-ASSESSMENT  FORM

4 = strong        3 = consistent        2 = inconsistent        1 = poor

Circle the number that best describes you:

| | | | | |
|---|---|---|---|---|
| 1.  I make good use of my time in class. | 4 | 3 | 2 | 1 |
| 2.  I organize my materials in a notebook. | 4 | 3 | 2 | 1 |
| 3.  I work independently. | 4 | 3 | 2 | 1 |
| 4.  I follow directions well. | 4 | 3 | 2 | 1 |
| 5.  I ask questions when I don't understand. | 4 | 3 | 2 | 1 |
| 6.  I cooperate well with others in groups. | 4 | 3 | 2 | 1 |
| 7.  I am dependable. | 4 | 3 | 2 | 1 |
| 8.  I respect authority. | 4 | 3 | 2 | 1 |
| 9.  I take responsibility. | 4 | 3 | 2 | 1 |
| 10. I demonstrate appropriate social interaction. | 4 | 3 | 2 | 1 |

SUMMARY:

Strong:   _____

Needs  work:   _____

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| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IX. Community-Based English Tutoring<br><br>C. Parent-Teacher Communication | C7. Use the phone or e-mail to ask a child's teacher a simple question. | N/A |

| SAMPLE SCANS ACTIVITY for CBET: Group Dialog Writing |
|---|

Stages of Lesson: ❏ Warm Up    ✓ **Introduction**    ✓ **Presentation**    ✓ **Practice**    ❏ Application

| Steps for Sample Activity:      Approximate Time of Activity: 60 minutes | SCANS FOCUS |
|---|---|

Purpose: This is a group writing activity in which students brainstorm situations for a parent/teacher conversation and then create a dialog for a phone call to a child's teacher.

1. Ask the class to brainstorm situations in which they might need to call their child's teacher. Ask "Why do parents call teachers?" and record all their responses on the board.

2. Explain that students will practice calling their child's teacher about these situations. For each of the problems listed on the board, write a sentence that begins "I'm calling about…/to tell you…/to find out…/because…" etc. in order to provide the language for introducing the subject of the call to the teacher.

   Optional: Discuss the situations given in the brainstorm and have the class come to consensus on which ones are serious enough to require a call to the teacher.

3. In another place on the board, or on an overhead transparency, write the following opening for a dialog:

   Teacher:   Hello, Mr./Mrs./Ms. _____. This is Mr./Mrs./Ms. _____. I'm returning your call.

   Parent:   Thank you for calling me back.
   I'm calling…

4. Explain that a parent would generally call his/her child's school and leave a message for the teacher to call back. The return call from the teacher might follow this dialog. Have students pronounce or repeat the phrases to be sure they are comfortable with the opening lines of the dialog.

5. Form groups of 4-5 students. Have each group select one writer and two actors. Explain the group writing task: Each group will choose one of the situations on the board and create a dialog together. The dialogs will include the opening lines provided, the reason the parent is calling the teacher, and the teacher's response.

**SCANS FOCUS**

Basic Skills: Listening/ Speaking/ Writing

Thinking Skills: Creative Thinking

Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management

Interpersonal: Participates as a Member of a Team/ Exercises Leadership/ Works with Cultural Diversity

Systems: Understands Social Systems

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6. Have the groups begin creating their dialogs. Circulate to provide assistance.

7. Call time when all the groups have finished. Have the groups assist the two actors in preparing to present the dialogs to the class.

8. Post the following questions on the board:

   Which problem was it?
   Did the teacher help the parent? How?
   What do you think will happen next?

9. Have the actors from each group present the dialogs. After each presentation, ask all the groups to discuss the questions on the board. Call on one group to answer the questions, and then have that group present their dialog next. Continue until all the dialogs have been presented and the groups have discussed them all. **

10. Collect the written dialogs from all the groups. **

   Follow-up: Use the written dialogs for subsequent lessons on grammatical structures and/or practice in editing and revision.

   ** This step serves as an evaluation of the activity.

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IX. Community-Based English Tutoring<br><br>D. Home Learning Environment | C10. Ask and answer simple questions about a child's school day. | 5. Simple past tense<br>28c. Wh- questions |

| SAMPLE SCANS ACTIVITY for CBET: Role Play |
|---|

Stages of Lesson: ❒ Warm Up  ✓ **Introduction**  ✓ **Presentation**  ✓ **Practice**  ❒ Application

---

| Steps for Sample Activity: Approximate Time of Activity: 60 minutes | SCANS FOCUS |
|---|---|

Purpose: This is a role play activity in which students ask and answer questions about a child's school day.

1. Make photocopies of the role play checklist on page 174, one per student.

2. Write the following dialog on the board:

   *Parent: What did you do in school today?*
   *Child: Nothing.*
   *Parent: How were your teachers?*
   *Child: Fine.*

3. Ask your class how this parent could improve communication with his/her child. Help students brainstorm a few questions that might elicit more specific information from the child; for example, *What did you do in math today? Did Mrs. Clark explain well?*

4. Hand out the role play checklist. Explain that the YES and NO answers will be used later as students observe conversations between parents and children about school. Go over the example questions on the checklist with the whole class. Substitute several examples for each question and have students repeat. Explain any questions that are unclear. Emphasize the importance of follow-up questions. For example, if a parent asks what a child's favorite class was, he/she should also ask why it was the child's favorite class.

5. Ask for a student volunteer to come to the front of the room and play the role of the parent as you play the role of the child. Have the volunteer ask you 4-5 questions. Respond with brief answers. Have other students prompt the volunteer with questions he/she could ask if he/she gets stuck. Prompt the "parent" to ask follow-up questions on topics as they arise.

6. Model several role plays with different volunteer "parents" until the class seems comfortable.

**SCANS FOCUS**

Basic Skills: Listening/ Speaking

Thinking Skills: Creative Thinking

Personal Qualities: Self-Esteem/ Sociability/ Self-Management

Interpersonal: Participates as a Member of a Team

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7.  Put the students in groups of three. Explain that two students will take the roles of parent and child, and the third student will be an observer. The observer will use the checklist to assess whether the parent asked the four types of questions listed. Then a new pair within the group will do the role play and the third student will observe, and so on. Have the groups do three role plays, so each person has an opportunity to be the observer.

8.  Give the initial pairs five minutes to identify a specific beginning topic. For example, the parent will start by asking questions about lunch time, basketball practice, history class, etc. Then cue the groups to begin the first role play.

9.  Circulate and prompt groups to change roles and begin the second and the third role play.

10. Stop the pair practice. Have several different volunteer pairs role play short conversations for the class. Have the class number from 1-4 in their notebooks before each role play, and then note YES or NO in their notebooks for each of the four questions as they observe. **

    ** This step serves as an evaluation of the activity.

# ROLE PLAY CHECKLIST
## PARENT-CHILD CONVERSATION ABOUT SCHOOL

**1. Did the parent ask specific questions?**                    **Yes    No**

*Example questions:*

What did you do in _____ today?  (math, science, English, art class)

How did _____go today?  (English, the bus ride, the math test)


**2. Did the parent ask about school activities and people?**        **Yes    No**

*Example questions:*

Who did you _____?  (eat with, study with, talk to)

What  happened _____?  (in class, during lunch, after school)


**3. Did the parent ask about his/her child's feelings?**            **Yes    No**

*Example questions:*

What was your _____ class today?   (favorite, worst, best)

How did you feel about _____?  (your math teacher, that activity)


**4. Did the parent ask follow-up questions?**                  **Yes    No**

*Example questions:*

Why did you like _____?   (math, English, volleyball)

Do you usually _____ "Mark"?  (talk to, eat with, study with)

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| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY | SUGGESTED STRUCTURE REFERENCES |
|---|---|---|
| IX. Community-Based English Tutoring<br><br>E. Tutoring Skills | C12. Use "or" questions to check understanding of vocabulary or directions, or to give feedback on an incorrect answer. | N/A |

| SAMPLE SCANS ACTIVITY for CBET: Peer Editing |
|---|

Stages of Lesson: ❏ Warm Up　❏ Introduction　❏ Presentation　✔ **Practice**　❏ Application

| Steps for Sample Activity: Approximate Time of Activity: 30 minutes | SCANS FOCUS |
|---|---|
| Purpose: This is a peer editing activity in which students ask alternative questions ("or" questions) to give their partners feedback on incorrect grammar.<br><br>1. Prepare two short writings or choose two student writings with grammatical errors you would like to focus on. Underline the errors. Focus on errors which are familiar to students and which can be clarified by "or" questions. For example, "he go" vs. "he goes," "He talk yesterday" vs. "He talked yesterday," "Did he gave…" vs. "Did he give…" and "There is two people" vs. "There are two people."<br><br>2. Make an overhead transparency and a class set of photocopies of each writing sample.<br><br>3. Place the first writing sample on the overhead. Explain that you are going to show the class an easy way to focus on grammar and help students correct each other when they see a mistake.<br><br>4. Ask the class an "or" question about each error. For example: "Should this be 'have' or 'had'?" Write each "or" question on the board. Don't fix the errors yet.<br><br>5. Have two student volunteers model the peer editing. Have one ask "or" questions about the writing. Have the other say which option he/she believes is correct. Correct the writing on the overhead as they do this.<br><br>6. Put the students in pairs. Hand out the second writing. Have the students write an "or" question for each underlined error. Explain that they don't need to know the correct answer yet, just to write a question with two options for each error.<br><br>7. Circulate and monitor the pairs.<br><br>8. Call time and have different pairs report their "or" questions. Write the questions on the board. Confirm that they have identified the errors correctly. Correct the second writing on an overhead transparency. ** | Basic Skills: Listening/ Speaking/ Writing<br><br>Thinking Skills: Knowing How to Learn<br><br>Personal Qualities: Sociability/ Self-Management<br><br>Information: Interprets and Communicates Information<br><br>Interpersonal: Teaches Others<br><br>Systems: Monitors and Corrects Performance |

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Follow up: On the next student writing assignment, simply underline the errors without correcting them.  Have students pair up and ask "or" questions as a simple peer editing activity.

** This step serves as an evaluation of the activity.

# TECHNOLOGY in the ESL CLASSROOM

**Over the years, technology has become more and more a part of the ESL classroom.** Students need technology skills to be successful in their daily lives and the SCANS competencies stress the use of technology as well. Technology can be used to teach a number of ESL competencies and English language skills.

**Computer-based English instruction is one way to provide practice and instruction in English.** Computers allow for a multi-sensory approach to language acquisition, incorporating visuals, sound, reading skills, writing skills and interactivity. Using computers for ESL instruction is an ideal way to meet the varying needs of ESL students, especially in a multi-level class. Students can concentrate on the skills they are weakest in without direct teacher supervision and can work at their own pace. As with all technology, however, it is extremely important for the teacher to connect classroom instruction with the technology being used. If students fail to see the connection, they quickly lose interest after the novelty of using computers wears off.

**Technology encompasses more than just using computers.** Still photo cameras, whether digital or film, can be used to enhance projects and written work by introducing the ability to insert images into documents. Overhead projectors can be used not only by teachers, but also by students as they provide instruction for each other and present information to the class. Language Masters/card readers provide students with opportunities for individualized practice in their pursuit of pronunciation and vocabulary mastery. The cassette/CD player with or without listening stations can be used in whole and small group work to enhance students' listening skills. TVs and VCRs can bring the outside world into the classroom - providing contexts for myriad activities. Video cameras can turn dialog practice and role-play activities into meaningful productions.

**Every ESL student should have the opportunity to explore and work with today's technology** - whether it is an overhead projector or a computer. The following activities are only a sample of what can be done at this level to enhance the ESL classroom experience through technology, while emphasizing the topics and language skills of the course outline.

(50-01-52)

| COMPETENCY AREAS AND TOPIC | POSSIBLE MINIMAL COMPETENCIES |
|---|---|
| Personal Information, Consumer Economics, or Health and Safety | 3.  Describe physical characteristics (height, weight, hair color, clothing, etc.).<br>33. Describe problems with purchases and communicate the need to return or exchange items.<br>43. Identify parts of the face and body (eyebrows, lips, ankle, wrist).<br>45. Interpret simple medical history forms.<br>    a.  Identify common symptoms (fever, runny nose, sore throat).<br>    b.  Identify common diseases or conditions (diabetes, high blood pressure).<br>48. Describe appropriate safety procedures for fires and earthquakes.<br>49. Identify procedures for simple first aid and items in a first aid kit. |

### SAMPLE TECHNOLOGY ACTIVITY USING AN OVERHEAD PROJECTOR

Stages of Lesson: ✓ **Warm Up**　❑ Introduction　❑ Presentation　❑ Practice　❑ Application

| | |
|---|---|
| Steps for Sample Activity:　　　Approximate Time of Activity: 15-20 minutes | SCANS FOCUS |

Purpose: This is a brainstorm activity in which groups of students collaborate to generate a list of vocabulary words and write them on an overhead transparency. It can also be used to generate sentences, questions, or lines of a story. In lieu of an overhead projector, the activity could be done with tear sheets and markers.

Basic Skills: Listening/ Speaking/ Writing

1.　Bring to class one blank overhead transparency and one transparency pen for each group of four to five students.

Thinking Skills: Creative Thinking/ Knowing How to Learn

2.　Form teams of four and tell students they will be brainstorming a list of words associated with a topic or phrase.

Personal Qualities: Responsibility/ Sociability/ Self-Management

3.　Model the process by putting up a topic (not the one you will use during the activity) on the board. Have the class brainstorm a list as you record the items they come up with on a blank transparency. Then show it to the class, explaining that all the ideas generated should be recorded on the list.

Resources: Allocates Time/ Allocates Human Resources

4.　Assign the roles of facilitator (encourages participation), recorder (writes the list on the transparency), reporter (presents the list to the class) and timekeeper (keeps the team on task).

Information: Acquires and Evaluates Information

5.　Give each team a blank transparency and a transparency pen.

Interpersonal: Participates as a member of a Team

6.　Check students' comprehension of the task and set a time limit.

Technology: Applies Technology to Task

7.　Have students begin the activity.

8.  Have representatives from each team come up to the overhead projector and present their teams' lists to the class.** Comment on the similarities and differences between the lists.

    Follow-up: Use the lists generated to introduce the upcoming lesson, provide substitution vocabulary in a dialog, or do a categorizing, sorting or other vocabulary practice activity.

    ** This step serves as an evaluation of the activity.

**(50-01-52)**

| COMPETENCY AREAS AND TOPIC | POSSIBLE MINIMAL COMPETENCIES |
|---|---|
| Social/Cultural Interaction, Community, Consumer Economics, Health and Safety, or Occupational Knowledge | 7. Engage in basic small talk about:<br>  a. common activities related to home, school or work.<br>  b. states of being, the weather.<br>14. Ask and answer questions about class schedules, school and classroom locations and registration procedures.<br>16. Communicate with school personnel.<br>30. Make simple requests about availability and location of items in a store.<br>38. Inquire about apartment and house rentals.<br>44. Make an appointment to see a doctor or dentist.<br>54. Respond appropriately to job interview questions. |

## SAMPLE TECHNOLOGY ACTIVITY USING A WORD PROCESSOR

Stages of Lesson: ❐ Warm Up    ❐ Introduction    ❐ Presentation    ✓ **Practice**    ✓ **Application**

---

Steps for Sample Activity:      Approximate Time of Activity: 40 minutes

**SCANS FOCUS**

Purpose: This is a small-group dialog writing activity in which students take turns adding onto each other's written work. The dialog is composed at the computer and, when completed, is printed out for the class. This activity should only be used at the culmination of a unit of class content, when students have learned a lot of language they can draw upon in order to compose the dialog. One computer for every group of four students will be needed for this activity.

1. Prepare a sample dialog (not on the subject you will use for the activity) as a guide for students on the format of the dialog they will write, with *A:* and *B:* before the speakers' lines, for example. Print or make one copy for each group of four students. Make one transparency of the sample dialog. Prepare also one slip of paper for each group with a situation, topic or title for their dialog. (For large classes, use the same topic for more than one group.)

2. Before class, open a blank word processing document on each computer students will be using. Place the sample dialog copy at each computer.

3. Tell students the goal for the activity: to write a dialog for a certain situation. Show the sample dialog on the overhead projector, pointing out the formatting for speaker A and speaker B, etc. Survey the class to make sure that a number of students know the keyboard well enough to use colons, capital letters, etc.

4. Form groups. Pass out the dialog topics to each group. Explain that team members must take turns at the computer, each person writing one line of the dialog in rotation. Other members of the team may help with capitals, punctuation, etc. but they must help verbally, not by keyboarding themselves. You may want each group to choose a "runner" or "troubleshooter" to report any technical problems to you, the "supervisor."

Basic Skills: Listening/ Speaking/ Reading/ Writing

Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye

Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem

Resources: Allocates Time/ Allocates Human Resources

Information: Interprets and Communicates Information/ Uses Computers to Process Information

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership

**(50-01-52)**

5. Have each group gather around one computer and begin the activity. Set a time limit.

6. When most groups are nearing completion, give a three-minute warning. Call time, and have each group complete their writing and print it out.

7. Collect dialogs and evaluate them, and/or have teams select readers to perform their dialogs for the class. **

   Follow up: Have students in teams of four read and give feedback on the printed work. (Provide guidelines for the feedback.)

   ** This step serves as an evaluation of the activity.

Systems: Understands Social and Technological Systems/ Monitors and Corrects Performance

Technology: Selects Technology/ Applies Technology to Task

**(50-01-52)**

| COMPETENCY AREAS AND TOPIC | POSSIBLE MINIMAL COMPETENCIES |
|---|---|
| Community, Consumer Economics, Government and Law, or Occupational Knowledge | 15. Give and respond to classroom instructions. |
| | 23. Ask for and give simple directions to community locations. |
| | 28. Interpret and fill out a check. |
| | 29. Demonstrate understanding of ATM instructions. |
| | 42. Respond to police and security personnel commands and requests. |
| | 48. Describe appropriate safety procedures for fires and earthquakes. |
| | 53. Demonstrate appropriate nonverbal job interview behavior (firm handshake, proper attire, eye contact, etc.). |

## SAMPLE TECHNOLOGY ACTIVITY USING A DIGITAL CAMERA

Stages of Lesson: ❒ Warm Up    ❒ Introduction    ❒ Presentation    ✓ **Practice**    ✓ **Application**

Steps for Sample Activity:          Approximate Time of Activity: 2-3 hours total

### SCANS FOCUS

Purpose: This is a group task in which students brainstorm and write a sequence of steps, and then illustrate their sequence in a "storyboard" format using photos and captions. It can be done with a digital camera and word processing program, or with an instant or traditional camera and hand-lettered pages.

1. Prepare a list of activities related to the competency area and topic, e.g., for the Health and Safety competency area: buy and take some medicine, follow the doctor'/dentist's instructions, participate in an earthquake drill, follow safety warnings at work, etc.  The topics should all be related to language the students have studied, and they should lend themselves to students' creating a short series of commands on the topic. Write each activity on a separate card or sheet of paper.

2. Form groups of 4-6 students. Give each group a card and explain that the group should come up with a short title, "At the Dentist" for example, and a series of numbered steps or actions needed to carry out their activity. Assign roles (recorder, timekeeper, etc.) if desired, give a time limit of 20-30 minutes, and circulate to assist groups in phrasing their steps in command form, as a series of instructions.

3. Call time and have groups review their sequences for correctness.  If desired, have one member of each group serve as an "editor" and prepare the final copy.

4. Have groups meet again to decide on the best way to illustrate the steps of their sequence and select actors to pose for the camera. They may choose to pantomime the actions without props or to bring in realia to use in the pictures. They should decide and make notes on all the details of their planned photos as a group. Note: for this and all creative tasks done in a group, it will be necessary to remind students regularly to use their English!

Basic Skills: Listening/ Speaking/ Reading/ Writing

Thinking Skills: Creative Thinking/ Problem Solving/ / Decision Making/ Seeing Things in the Mind's Eye

Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem

Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources

Information: Organizes and Maintains Information/ Uses Computers to Process Information

Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity

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| | |
|---|---|
| 5. Provide time for groups to shoot their illustrations. | Systems: Understands Social and Technological Systems/ Monitors and Corrects Performance/ Improves and Designs Systems |
| 6. Assist students in inserting their digital photos and writing the captions on a computer, or provide materials for them to hand copy and paste up their illustrated pages. | |
| 7. Display the illustrated sequences in the classroom. ** | Technology: Selects Technology/ Applies Technology to Task/ Maintains and Troubleshoots Technology |
| Follow-up: Use the resulting stories for TPR activities, in which students practice giving and following the commands in the sequences. | |
| ** This step serves as an evaluation of the activity. | |

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# NEEDS ASSESSMENT
## *for the*
## <u>*ESL Beginning High*</u> *Course*

Student's name _____    Date _____

Teacher's name _____    Class time _____

# *PLEASE CHECK* ✔ *ALL ANSWERS <u>YES</u> OR <u>NO</u>.*

---

**1.  Do you use English...**                 **Do you <u>need</u> to use English...**

to fill out forms?    Yes ___ No ___    to fill out forms?    Yes ___ No ___

---

**2.  Do you use English...**                 **Do you <u>need</u> to use English...**

to talk with friends?    Yes ___ No ___    to talk with friends?    Yes ___ No ___

to talk with neighbors?    Yes ___ No ___    to talk with neighbors?    Yes ___ No ___

---

**3.  Do you use English...**                 **Do you <u>need</u> to use English...**

at your children's school?    Yes ___ No ___    at your children's school?    Yes ___ No ___

at your school?    Yes ___ No ___    at your school?    Yes ___ No ___

on the telephone?    Yes ___ No ___    on the telephone?    Yes ___ No ___

to ask for directions?    Yes ___ No ___    to ask for directions?    Yes ___ No ___

at the post office?    Yes ___ No ___    at the post office?    Yes ___ No ___

at the park or community center?    Yes ___ No ___    at the park or community center?    Yes ___ No ___

---

**4.  Do you use English...**                 **Do you <u>need</u> to use English...**

at the bank?    Yes ___ No ___    at the bank?    Yes ___ No ___

in stores?    Yes ___ No ___    in stores?    Yes ___ No ___

at restaurants?    Yes ___ No ___    at restaurants?    Yes ___ No ___

to find an apartment or house?    Yes ___ No ___    to find an apartment or house?    Yes ___ No ___

to talk about housing problems?    Yes ___ No ___    to talk about housing problems?    Yes ___ No ___

---

**5.**                 **Do you <u>need</u> to use English...**

to become a U.S. citizen?    Yes ___ No ___

to understand driving laws?    Yes ___ No ___

to understand police officers?    Yes ___ No ___

---

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**6.** **Do you use English...**

| | | **Do you <u>need</u> to use English...** | |
|---|---|---|---|
| to talk to doctors, nurses, and dentists? | Yes ___ No ___ | to talk to doctors, nurses, and dentists? | Yes ___ No ___ |
| to fill out medical forms? | Yes ___ No ___ | to fill out medical forms? | Yes ___ No ___ |
| at the drugstore? | Yes ___ No ___ | at the drugstore? | Yes ___ No ___ |
| to keep your home safe? | Yes ___ No ___ | to keep your home safe? | Yes ___ No ___ |

**7.** **Do you use English...**

| | | **Do you <u>need</u> to use English...** | |
|---|---|---|---|
| at your job? | Yes ___ No ___ | at your job? | Yes ___ No ___ |
| | | to look for a job? | Yes ___ No ___ |
| | | to get a better job? | Yes ___ No ___ |

**8.** **Do you use English...**

| | | **Do you <u>need</u> to use English...** | |
|---|---|---|---|
| to read information from your child's school? | Yes ___ No ___ | to read information from your child's school? | Yes ___ No ___ |
| to talk with your child's teacher and principal? | Yes ___ No ___ | to talk with your child's teacher and principal? | Yes ___ No ___ |
| to help your child study? | Yes ___ No ___ | to help your child study? | Yes ___ No ___ |

## LANGUAGE AND LEARNING SKILLS

**1. In English, I have a problem with...**    *(PLEASE CIRCLE ONLY 2.)*

*CONVERSATION*    *READING*    *WRITING*    *GRAMMAR*    *PRONUNCIATION*

**2. Do you want to learn to use an English dictionary?**    Yes ___ No ___

**3. Do you want to learn to use a computer?**    Yes ___ No ___

**OPTIONAL WRITING SAMPLE (Teacher's Choice)**

_____

_____

_____

_____

_____

# *INSTRUCTIONAL STRATEGIES*

Instructional Strategies for the Beginning High course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

## California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.

2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.

3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.

4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).

5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.

6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.

7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.

8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).

9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

# *LESSON PLANNING*

Planning is essential for implementation of the ESL Beginning High course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

Lesson objectives are selected 1) by choosing an item or items from the language skills proficiency list, competency list, or structure checklist in the course outline, 2) by identifying student needs on a formal needs assessment like the one found on page 184-185 or by 3) noting student errors or requests for help during the class term.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

## Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

## Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

## Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

## Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

## Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

## Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

## Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

## Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

(50-01-52)

# *SAMPLE LESSON PLAN*
## *for the <u>ESL Beginning High</u> Course*

### "WHAT'S IN A NAME?"

OBJECTIVE:  Student will be able to use appropriate titles in addressing strangers or people in authority, in order to ask for assistance on the job or in the community.

Topic: Asking for Help                                                                                                                   CASAS: 0.1.2, 0.1.3

### SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)                              Select and Analyze Information (Information)
Work Cooperatively (Interpersonal)                                Understand Forms of Social Address (Systems)

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


STRUCTURES:      Wh-questions: *What time does the #38 bus come? Where's the office?*
*Which one is the teacher?*

VOCABULARY:     sir, ma'am, gentlemen, ladies, Mrs., Ms., Miss, Mr., Dr., *Excuse me. Excuse me for interrupting. Can you help me? I need some help.*

PREREQUISITE:   This lesson is well suited to the first two weeks of the term. Students should be familiar with basic information questions and marital status vocabulary.

BEFORE CLASS

a.) Enlarge each of the pictures from page 191 onto separate sheets, or make an OHT of the page, or draw the pictures on the board or butcher paper for use in the Warm Up and Presentation activities.

b.) Copy the chart below onto the board, butcher paper or an OHT for the Presentation activity.

| Who? | Addressing an unknown person | Addressing a person formally* |
|---|---|---|
| young boy | young man | Mr. + surname (usually in writing) |
| young girl | young lady | Miss + surname (usually in writing) |
| teenager to 30's | Miss | Ms. + surname |
| women in 40's and older | Ma'am | married = Mrs. + surname single    = Ms. + surname |
| man from 18 years old | Sir | Mr. + surname |

*A woman of any age or marital status may choose to use Ms.

c.) Write the following dialog on the board, butcher paper or an OHT for the Presentation and Guided Practice
activities:                          A.  Excuse me, <u>sir.  When is the last bus?</u>
                                            B.  <u>9:45, I think.  I'm not sure.</u>
                                            A.  Thanks.
                                            B.  No problem, <u>ma'am</u>.

d.) Duplicate a class set of the picture cards, p. 191 and a class set of the mixer, p. 192.

**(50-01-52)**

| STAGE OF LESSON | Lesson Plan For "WHAT'S IN A NAME?" |
|---|---|
| REVIEW (15 minutes) | Ask students to give examples of the types of questions they would need to ask someone on the street. (E.g., *What time is it? Where's the post office?* etc.) |
| WARM UP (5 minutes) | Show pictures of the people from p. 191 and verify that students can identify the general age and gender of each person. (See p. 188-a.) |
| INTRODUCTION (5 minutes) | 1. Post or draw a picture of an elderly woman and approach it saying, *"Hey, old lady, what time does the #38 bus come?"* Get feedback from the class. Post or draw a picture of a young boy and approach it saying, *"You, kid! Where's the park?"* Get students' feedback once again.<br>2. Tell students they will be learning how to ask people for information. |
| PRESENTATION Demonstration (30 minutes) | 1. Demonstrate the difference between titles with surnames and how a stranger is addressed (e.g., Mr., Mrs., Ms., Miss—vs. sir, ma'am, gentlemen, ladies) by posting or drawing a picture of a middle-aged man on the board. Ask the picture, *"Excuse me, <u>sir</u>. Where is the main office?"* Write his response in a speech bubble. Then turn to a male student in the class and ask the same question, *"Excuse me Mr. Ramos, where is the main office?"* (Follow the same procedure with a picture of a middle-aged woman and a woman in the class for *Ma'am* and *Ms.*) Emphasize the importance of using titles correctly in order to get the answers you need.<br>*Note: You can use the visuals of the girl and the married and unmarried women to discuss how women are addressed.<br>2. Model a conversation between two strangers (p. 188-c) varying the age and gender of the speakers. Elicit other questions and answers to substitute in the conversation. |
| COMPREHENSION CHECK (5 minutes) | Hold up the different visuals and have students give the correct response: *Excuse me, … (ma'am, sir, miss, young man, young lady.)* |

**(50-01-52)**

| | |
|---|---|
| GUIDED PRACTICE<br><br>Pair Work<br><br><br><br>(30 minutes) | 1. Form pairs. Give each one copy of the handout on page 191. (See p. 188-d.)<br>2. Have pairs cut apart the pictures and situation cards, shuffle them, and put them face down on the table between them.<br>3. Direct students to practice the conversation from the Presentation, based on the two character cards and one situation card they pick.<br>4. Model the activity, set a 10-minute time limit, and facilitate students' practice. |
| COMMUNICATIVE PRACTICE<br><br>Mixer<br><br>(30 minutes) | 1. Tell students they will be asking and answering questions and addressing each other by titles and surnames or using *sir, ma'am* or *miss.*<br>2. Pass out the mixer on page 192 and go over the directions. (See p. 188-d.)<br>3. Model, set a time limit, and monitor and facilitate the activity.<br>4. Call time and discuss students' answers and their response to the activity. |
| EVALUATION<br><br>(throughout) | Monitor student practice and note students' successes and challenges on 3x5 cards. |
| APPLICATION<br><br>(10 minutes) | Show other titles and abbreviations such as Doctor/Dr., Nurse, Officer, Professor, etc. Point out that these titles also take a surname. |

**(50-01-52)**

| | | |
|---|---|---|
| meeting in the morning | meeting in the evening | asking for the time |
| greeting at the park | asking for the location of the water fountain | asking for the directions to the post office |

# Q & A MIXER

> • **Walk around the classroom asking and answering the questions on this sheet.**
> • **Address the people you know by their title and last name** (Mr. Gomez, Ms. Lee).
> • **Address people you don't know by sir, ma'am or miss.  Use the model below.**
>
> A.) Excuse me, _____. I need some information.
> *What's the capital of California*?
> B.) I'm not sure. I think *it's Sacramento*.
>
> • **Write the answer and the name of the person who gave you the answer.**

**1. Who is the author of our textbook?** Answer: _____
*Who answered this question for you?* _____

**2. What is the capital of California?** Answer: _____
*Who answered this question for you?* _____

**3. Where is Kenya?** Answer: _____
*Who answered this question for you?* _____

**4. Where is the teacher?** Answer: _____
*Who answered this question for you?* _____

**5. Who is the Vice President of the U.S.?** Answer: _____
*Who answered this question for you?* _____

**6. What time is class over?** Answer: _____
*Who answered this question for you?* _____

**7. What time does class begin?** Answer: _____
*Who answered this question for you?* _____

**8. Why are we asking questions?** Answer: _____
*Who answered this question for you?* _____

**9. Where is Zacatecas?** Answer: _____
*Who answered this question for you?* _____

**10. Where is Bejiing?** Answer: _____
*Who answered this question for you?* _____

**11. Who is George Washington?** Answer: _____
*Who answered this question for you?* _____

**12. Where's the nearest McDonald's?** Answer: _____
*Who answered this question for you?* _____

(50-01-52)

# SUGGESTED EVALUATION ACTIVITIES

Teachers should use a variety of test measurements in more than one language skill to gain information about the students.  Assessments should be based on tests at the appropriate level of language skill proficiency.  They may be teacher-produced, textbook-related, or standardized assessment instruments.  They may be designed to determine placement, progress, or promotion.

## Placement  Tests

The Division-developed ESL Placement System is used to determine the appropriate course for new students entering the school.

## Ongoing  Evaluation

In-class evaluations such as student writing samples, needs assessments, and class surveys are used to determine students' knowledge before introducing an objective, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

a. Paper-and-pencil tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer)
b. Applied performance (e.g., follow oral or written directions, oral interview, complete forms, take notes, write a letter)
c. Observation (e.g., while working or writing individually or in groups)
d. Simulation (e.g., role playing)
e. Portfolio of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress)
f. Textbook publishers' tests

In addition, achievement pre- and post-tests (e.g., CASAS Life Skills Reading) may be used to assess progress in lifeskills and specific language skills.

## Promotional  Tests

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content.  They are used in conjunction with ongoing in-class evaluation to determine a student's readiness to be promoted to the next ESL level.  Completion of the ESL Program is based on passage of the Division-developed test for the ESL Advanced Low level.

**Definitions of SCANS Competencies**

| | |
|---|---|
| **Resources** | Allocates Time:  Selects goal-related tasks;  prioritizes tasks;  schedules work to meet deadlines. |

Allocates Money:  Uses or prepares budgets;  forecasts costs;  keeps records to track budget performance.

Allocates Material and Facility Resources:  Acquires, stores, and distributes materials, supplies, equipment, parts, or products.

Allocates Human Resources:  Assesses knowledge and skills and distributes work accordingly; evaluates performance;  provides feedback.

**Information**   Acquires and Evaluates Information:  Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.

Organizes and Maintains Information:  Organizes, processes, and maintains written or computerized records;  sorts, classifies or reformats information.

Interprets and Communicates Information:   Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.

Uses Computers to Process Information:  Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

**Interpersonal**   Participates as a Member of a Team:  Works cooperatively with others; contributes ideas, suggestions and effort;  encourages team members; listens and responds to contributions of others;  resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.

Teaches Others:  Helps others learn by coaching or other means;  conveys job information to others;  provides constructive feedback.

Serves Clients/Customers:  Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.

Exercises Leadership:  Communicates to justify a position;  encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.

Negotiates to Arrive at a Decision:  Works toward agreement;  clarifies problems and resolves conflicts; proposes and examines options;  sets realistic goals;  resolves divergent interests.

Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups;  respects the rights of others;  bases impressions on individual performance, not on stereotypes.

**Systems**
Understands Systems:  Knows how social, organizational, and technological systems work and operates effectively within them;  knows who to ask for information and how to get resources.

Monitors and Corrects Performance:  Monitors how procedures are working;  predicts trends; diagnoses problems; takes action to maintain system performance.

Improves and Designs Systems:  Makes suggestions for improving products or services;  recommends alternatives;  responsibly challenges the existing policies.

**Technology**
Selects Technology:  Chooses procedures, equipment, or computer programs to produce desired results.

Applies Technology to Task:  Understands purpose and procedures for setting up and operating machines, including computers and their programs.

Maintains and Troubleshoots Technology:  Prevents, identifies, or solves problems in machines, computers, and other technologies.

## Definitions of SCANS Foundation Skills and Qualities

**Basic Skills**
Reading:  Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.

Writing:  Communicates thoughts, ideas, information, and messages in writing;  records information completely and accurately;  checks, edits, and revises written material.

Arithmetic:  Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.

Mathematics:  Approaches practical problems by choosing from a variety of mathematical techniques.

Listening:  Receives, attends to, interprets, and responds to verbal and non-verbal messages.

Speaking:  Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

**Thinking Skills**
Creative Thinking:  Uses imagination;  combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.

Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

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Seeing Things in the Mind's Eye:  Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.

Knowing How to Learn:  Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.

Reasoning:  Uses underlying principles to solve problems; uses logic to draw conclusions.

**Personal Qualities**

Responsibility:  Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.

Self-Esteem:  Has a positive view of self; knows own skills and abilities;  is aware of impact on others.

Social:  Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.

Self-Management:  Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."

Integrity/Honesty:  Can be trusted; recognizes personal and societal values;  chooses ethical courses of action.

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# GLOSSARY of COMMON ESL TERMS

*\*\* Definitions for all words in **bold** can be found in this glossary.*

**Application** – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity.  See **team task** as an example activity for this stage.

**Assessment** – Subjective or objective evaluation of student attainment of competencies.

**Authentic Materials** – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc.  See **realia**.

**Brainstorm** – An oral activity in which members of a group randomly suggest ideas about a topic.  Every idea is recorded.  Then the information is refined by the group in accordance with the assignment or the group's purpose.

**CASAS** – Comprehensive Adult Student Assessment System.

**CASAS Competencies** – A set of life skill competencies compiled by CASAS.  Examples:  Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

**CATESOL** – California Teachers of English to Speakers of Other Languages, a professional organization.

**CBET –** (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the local community.

**CCAE** – California Council for Adult Education, a professional organization.

**Chain Story Writing** – An activity in which each member of a group takes turns contributing sentences to a story.

**Cloze** – A reading or listening activity with missing words.  Students fill in the missing words by using the context of the passage and/or listening to the passage.

**Communicative Competence** – The ability of the student to use appropriate language functions to communicate effectively.  The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

**Communicative Practice** – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups**.**  This should occur after the guided practice stage of the lesson.  See **team task** or **information gap** as example activities for this stage.

**Competency (or minimal competency)** – A specific objective, such as the ability to leave a message on an answering machine.

**Competency Area** – A category which includes related competencies.  For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

**Comprehension Check** – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

**Content-based instruction** – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history.  Grammatical accuracy is not the focus of instruction.

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**Context Clues** – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs.  For example, word elements like prefixes and suffixes,  clauses which define *(which is, that is, who is*...), example phrases and markers (*.e.,  e.g., for example*),  pictures or diagrams, coordinating conjunctions *(but, so, however, although)* and overall text organization and layout.

**Contextualized** – Presenting language in a meaningful framework or situation.  For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

**Cooperative learning** – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task.  Each student may be assigned a role in the group:  i.e.  writer, leader, presenter, etc.  See **jigsaw reading** for an example activity.

**Critical thinking** – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary.  This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

**Dialog Substitution** – A drill activity in which students read a written dialog aloud.  Then, a similar dialog is used to complete grammar substitution drills.

**Dictation:  Visual & Oral** – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

**Drill** – A controlled activity which focuses on the **language form** rather than expressing meaning.  See  **dialog substitution.**

**EFL** – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

**ELL** – English Language Learner.

**ESL** – English as a Second Language (English learned in a country where it is the primary language).

**Evaluation** – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson.  See **role play**, **problem solving** or **peer revision** as example activities for this stage.

**"Find someone who..."** – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories.  For example, someone who works late, someone who has three children, etc.

**Focused Listening** – A listening exercise in which students are asked to comprehend only specific information.

**Form** – See **Language Form**

**Grammar** – See **Language Form**

**Grammar:  Form, Meaning,  Use** – Grammar is the structure or form of language (e.g., "-er" added to short-word adjectives); Meaning is the significance of the structure in communication (e.g., the "-er" added to short-word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

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**Guided Practice** – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

**Information Gap** – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

**Integration of Skills** – Instruction which combines the four skills of listening, speaking, reading, and writing.

**Interactive** – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

**Interviews** – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See "**Find Someone Who…**" as an example.

**Introduction** – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

**Jigsaw Reading** – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

**Language Form** – The structural or grammatical items of the language, as opposed to the meaning or use of those items.

**Language Function** – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night)   b. possibility (He could be sick) and c. polite requests (Could you help me?).

**Language Proficiency** – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

**Language Skills** – The four skills of speaking, listening, reading and writing.

**Learning Modalities** – Ways in which information is taken in (e.g., visually, auditorally, kinesthetically, through touch).

**Learning Strategies** – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self- evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

**Learning Styles** – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

**Life Skills** – Language and non-language skills necessary to function within society.

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# GLOSSARY of COMMON ESL TERMS (continued)

**Minimal Pair** – Two words which differ in only one sound (e.g., it/eat, wash/watch).

**ESL Model Standards** – A set of California State guidelines for adult ESL programs.

**Multilevel Classes** – Classes of students with a wide range of language abilities.

**Needs Assessment** – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

**Non-Verbal Techniques** – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

**Objective** – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

**Peer Correction** – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

**Peer Dictation** – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction.**

**Portfolio** – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

**Post-reading** – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

**Pre-reading** – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

**Presentation** – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

**Problem Solving** – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

**Realia** – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

**Receptive/Productive Language Skills** – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

**Recycling** – Reusing vocabulary or grammatical structures in different lessons throughout the course.

**Role Play** – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

**Round Table/Report Back** – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers.  In each group, a paper and pencil are passed around the table and each member contributes an answer.  Each group then shares their answers with the class.

**Scan** – Quickly searching a text for specific information.

**SCANS** – SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills.  It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

**Skim** – Quickly going over a text to get the general idea.

**Spiraling** – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

**Structure** – See "Language Form".

**Task**  – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**.  Tasks often have several activities and encourage student use of all four **language  skills**.  See also **Team Task.**

**Team Task** – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic  materials**) to a particular set of objectives.  Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task.   Example 1) Objective: to choose the best apartment for one group member.  Material:  10 classified ads, list of person's needs.  Example 2) Objective: to determine which programs kids under 10 can watch.  Material: TV Guide, descriptions of shows.

**TPR** – T.P.R. is a listening comprehension activity in which students respond physically to the  teacher's direct commands.  It is based on the Total Physical Response method of language teaching and learning.

**VESL** – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

**Warm up** – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive  task** gets the students thinking about the day's topic.  See **interviews** as an example activity for this stage.

# *SUGGESTED INSTRUCTIONAL RESOURCES*

*The following materials are available through the Division of Adult and Career Education (DACE), ESL/CBET and Citizenship Programs, (213) 241-3166.*

## TEXTBOOKS

Recommended Adult ESL/CBET Core Textbook List. Adult ESL/CBET and Citizenship Programs, DACE, 2002.

## INSTRUCTIONAL RESOURCE MATERIALS

Tools for ESL Lesson Planning, A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL, Second Edition. ESL and Citizenship Programs, DACE, 2000.

ESL/CBET and Citizenship Technology Guide. Adult ESL/CBET and Citizenship Programs, DACE, June, 2002.

Integrating SCANS Competencies into ESL Instruction Resource Packet. Brigitte Marshall, Consultant. Spring Institute for International Studies, 1999.

The ESL/CBET Teachers' Resource Handbook. Adult ESL/CBET and Citizenship Programs, DACE, 2002.

## OTHER RESOURCES

CASAS Competency List, CASAS, 1996.

English-as-a-Second-Language Handbook for Adult Education Instructors, California Department of Education, 1995 edition.

English-as-a Second-Language Model Standards for Adult Education Programs, California Department of Education, 1992.

Teacher's Guide, ESL Beginning Low (a) Promotional Test Battery. Adult ESL and Citizenship Programs, DACE, 2001.

Teacher's Guide, ESL Beginning Low (b) Promotional Test Battery. Adult ESL and Citizenship Programs, DACE, 2001.

What Work Requires of Schools. A SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991.

## WEBSITES

Division of Adult and Career Education, LAUSD: adultinstruction.org.

CATESOL: California Association of Teachers of English to Speakers of Other Languages, www.catesol.org.

OTAN: Outreach and Technical Assistance Network, California Department of Education, (800) 894-3113, www.OTAN.dni.us.

## RESOURCE PERSONS

Subject area coordinator and advisers

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## Statement for Civil Rights

**All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.**

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