

Course Outline

REVISED: September/2008



Program:

English as a Second Language (ESL & Citizenship)

Course of Study:

English as a Second Language (ESL)

Course:

2:1020 ESL Beginning (Low-High)

50-01-51

ESL Beginning Low

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 low 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 Literacy (50-01-58) or equivalent skills.

Note:

The numbers **50-01-91** and **50-01-96** are used for reporting hours students generate outside the classroom through the Distance Learning program. The number **50-06-51** is used for reporting hours students generate through GED Preparation. The numbers **50-06-91** and **50-06-96** are 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.

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KIT BELL
Supervisor
Adult ESL/CBET and Citizenship

APPROVED:

ED MORRIS
Assistant Superintendent
Division of Adult and Career Education

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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. 10-14

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.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

Course Outline Components

INSTRUCTIONAL STRATEGIES

p. 154

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.

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. 10-14

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. 161

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.

FOREWORD

The purpose of this course outline revision is to integrate the elements of the ESL Beginning Low 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 Low 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 page 9, b.) the lifeskills competency areas and topics listed on pages 10-14, and c.) the grammatical structures listed on pages 15-17. 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 Low 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 17.
- 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 Low (a) or Beginning Low (b), or a combined semester course, Beginning Low, 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.

USING THIS COURSE OUTLINE FOR LONG-RANGE LESSON PLANNING (continued)

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, using the textbook, pictures and/or realia.
- Conduct the needs assessment on page 153 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 on the Division's ESL Placement System, especially the Basic Literacy Form.
- 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 Health and Safety competency area, you may select listening, speaking, reading or writing lessons that focus on health care situations.

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.

LANGUAGE SKILL PROFICIENCIES
for the ESL Beginning Low Course

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

Listening

1. Demonstrate comprehension of simple words in context of common, everyday situations.
2. Demonstrate comprehension of basic commands through physical action.
3. Demonstrate understanding of simple face-to-face conversations using previously learned material.
4. Demonstrate strategies to check for understanding - clarifying by attempting to reproduce what has been heard, for example.
5. Respond appropriately to short emergency warnings.
6. Listen for specific information in context of familiar, previously learned language.

Speaking

1. Make statements related to basic needs using previously learned words and phrases.
2. Answer simple questions with "yes," "no," one-word or short-phrase responses.
3. Ask simple questions.
4. Give simple commands.
5. Participate in brief, simple face-to-face conversations.
6. Use simple strategies to check for understanding (e.g., ask for repetition).

Reading

1. Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).
2. Recognize basic sight words.
3. Interpret sentences using vocabulary and structures previously learned orally.
4. Demonstrate comprehension of previously learned words, short sentences, directions and simple signs.
5. Demonstrate understanding of simple forms which require personal information.
6. Scan simple lists and forms for specific information.

Writing

1. Print the letters of the alphabet legibly.
2. Write numerals.
3. Write a list - a shopping list or an invitation list, for example - from material read or heard.
4. Copy familiar words, phrases, and high-frequency expressions from learned materials.
5. Take dictation of previously learned words and sentences.
6. Fill out simple forms which require biographical/personal information.
7. Write simple sentences based on previously learned vocabulary and structures.

Numeracy

Numeracy is incorporated into the ESL competency areas of Personal Information and Consumer Economics.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Beginning Low Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Beginning Low*		CASAS # CORRELATION
		(a)	(b)	
I. Personal Information (25 hours)	1. Identify first, middle, and last names and state name of self and others.	S	R	0.2.1
	2. Identify simple addresses, including abbreviations, compass directions, city, state and country.	S	R	0.1.2, 0.2.1
	3. Identify ages and birth dates, using both cardinal and ordinal numbers.	S	R	0.1.2
	4. Distinguish among various personal information numbers, including telephone, zip code, social security and date of birth.	S	R	0.2.2
	5. Identify country of origin.	S	R	0.1.2, 0.2.1
	6. Identify family members, marital status and gender.	S	R	0.1.2
	7. Interpret and fill out a simple form with basic personal information.	S	R	0.2.2
	8. Address an envelope.	S	R	2.4.1
II. Social/Cultural Interaction	9. Use language appropriately to begin or end a conversation. a. Greet and say goodbye. b. Introduce self and others. c. Identify people by appropriate titles (Mr., Mrs., Miss, Ms.). d. Interrupt or get someone's attention. (e.g., <i>Excuse me.</i>)	S	R	0.1.4

* The ESL Beginning Low course is generally taught on a semester calendar. For the trimester courses of ESL Beginning Low (a) and ESL Beginning Low (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 Low		CASAS # CORRELATION
		(a)	(b)	
(25 hours)	10. Ask for permission at school and work.	S	R	0.1.2
	11. Use strategies to clarify comprehension. a. Ask for repetition. b. Ask for additional information. (e.g., <i>How do you spell that?</i>) c. Express a lack of comprehension.	E	S	0.1.6
	12. Identify common activities in the classroom, at home and for recreation.	S	R	0.2.4
	13. Ask and answer questions about common activities.	S	R	0.2.4
	14. Give information about simple personal facts: a. Express likes and dislikes. b. Express ability and inability	E	S	0.2.4
III. Community	15. Identify classroom items.	S	R	0.1.2
A. School and the Classroom	16. Identify school personnel.	E	S	0.1.2
	17. Ask and answer questions about school locations.	S	R	0.1.2
	18. Give and follow simple classroom commands.	S	R	0.1.5
B. Telephone	19. Identify self and ask to speak with someone on the telephone.	E	S	2.1.8
	20. Respond appropriately to a telephone call. (e.g., <i>Hold on please. He isn't here now.</i>)	S	R	2.1.8
	21. Call 911 for emergency assistance.	S	S	2.1.2, 2.5.1
C. Neighborhood/ City	22. Identify common places in the community.	S	R	0.1.2, 2.5.1, 2.5.3
	23. Interpret and use a simple map. a. Identify right and left with respect to locations. (e.g., <i>The library is on the right.</i>) b. Ask and answer questions about location of places in the community.	S	R	1.1.3, 2.2.1

		Beginning Low		CASAS # CORRELATION
		(a)	(b)	
D. Time/Weather (45 hours)	24. Identify forms of transportation. a. Interpret destination signs on buses, trains, etc. (e.g., #25 <i>Convention Center</i>). b. Ask and answer questions about bus routes.	E	S	0.2.4, 2.2.2, 2.2.3
	25. Ask for and tell time on a digital clock and a clock with hands.	S	R	2.3.1
	26. Identify and state day, date and month on a basic calendar.	S	R	2.3.2
	27. Interpret a simple appointment card with date and time.	S	R	2.3.2, 3.1.2
	28. Ask about and describe the weather and seasons.	S	R	2.3.3
	29. Interpret temperatures using the Fahrenheit scale.	S	R	1.1.5, 2.3.3
IV. Consumer Economics	30. Use U.S. money. a. Identify U.S. coins and bills. b. Make simple change with U.S. coins and bills.	S	R	1.1.6
A. Shopping	31. Ask for and give prices of common items.	S	R	1.2.1
	32. Ask for and give locations in a store. (e.g., <i>Where's the soap? It's in aisle 4.</i>)	S	R	1.3.7
	33. Identify basic clothing.	E	S	1.3.9
	34. Describe clothing colors and sizes.	E	S	1.1.9
B. Meals	35. Identify common foods.	S	R	1.3.8
	36. Interpret a simple food label, including basic abbreviations (price per lb., net wt.).	E	S	1.6.1
	37. Order simple meals in a fast food restaurant.	E	S	0.1.2, 0.1.3, 2.6.4
C. Housing	38. Identify rooms of a house, furniture and appliances.	S	R	1.4.1

		Beginning Low		CASAS # CORRELATION
		(a)	(b)	
(35 hours)	39. Inquire about apartment and house rentals.	E	S	1.4.2
V. Government and Law	40. Identify national holidays.	E	S	2.7.1
	41. Identify important U.S. presidents, including the current president.	E	S	5.1.4
(5 hours)	42. Identify simple highway and traffic signs.	S	R	1.9.1, 2.2.2
VI. Health and Safety	43. Identify major parts of the body.	E	S	3.1.1
A. Medical Care	44. Ask about and describe common ailments/symptoms. (e.g., <i>I have a headache.</i>)	E	S	3.1.1
	45. Request appropriate over-the-counter medications for simple ailments.	E	S	3.1.1, 3.3.3
	46. Follow simple instructions during a medical or dental exam.	E	S	3.1.3
B. Safety	47. Follow fire and earthquake procedures at school.	S	S	3.4.2
	48. Give and respond to short safety commands and warnings.	S	S	0.1.3, 3.4.1
(20 hours)	49. Identify and follow safety signs and symbols.	S	S	2.5.4, 3.4.1, 4.3.1
VII. Occupational Knowledge	50. Identify common occupations.	E	S	4.1.8
	51. Identify basic duties of common occupations.	E	S	4.1.8
	52. Read a simple "help wanted" sign or advertisement.	E	S	4.1.3, 4.1.6
	53. Respond to a simple "help wanted" ad or sign in person. (e.g., <i>I saw your sign. Is the job still open?</i>)	E	S	4.1.2

		Beginning Low		CASAS # CORRELATION
		(a)	(b)	
(30 hours)	54. Respond to personal information questions in a simple job interview.	E	S	4.1.5
	55. Interpret a basic work schedule.	E	S	4.1.6, 4.2.1
	56. Talk about basic problems on the job. a. Ask for help. b. Describe a problem.	E	S	4.6.1, 4.6.4
	57. Call to explain absence or tardiness.	E	S	4.4.1
VIII. Learning Skills (5 hours)	58. Use the alphabet a. Name the letters in order. b. Spell a word out loud. c. Alphabetize a short list of words.	S S E	R R S	7.4.5
	59. Use various objective test formats. a. Identify various test formats (multiple-choice, matching, complete the sentence, etc.) and answer appropriately. b. Use a Scantron answer sheet.	S	R	7.4.10
	60. Scan for specific information in simple reading material.	S	R	N/A

CBE
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STRUCTURE CHECKLIST
for the ESL Beginning Low 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 AREA AND STATEMENT	MINIMAL COMPETENCIES	Beginning Low (a)	Beginning Low (b)	Beginning Low Combined
<p>A. VERB TENSES</p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<p>1. Use simple present tense with:</p> <p style="margin-left: 20px;">a. the verb be in communication about personal information, occupations, feelings, location, names, and descriptions of objects and people, time, and the weather</p> <p style="margin-left: 20px;">b. the first, second, and third person verb forms of the verbs want, need, like, and have in communication about personal wants, needs, likes, dislikes, and possession</p> <p style="margin-left: 20px;">c. the first, second, and third person verb forms of the common verbs used for regularly occurring events (<i>e.g., I work on Mondays.</i>)</p> <p>2. Use the present continuous/progressive tense in communication about events taking place at the moment (<i>e.g., She's writing.</i>)</p> <p>3. Use be + going to to indicate future (<i>e.g., I'm going to go to work tomorrow.</i>)</p> <p>4. Demonstrate understanding and use of the simple past tense with:</p> <p style="margin-left: 20px;">a. the verb be in communication about past locations, feelings, occupations, time references, <i>weather</i> (<i>e.g., I was sick yesterday. Yesterday was...</i>)</p> <p style="margin-left: 20px;">b. common regular verbs in communication about completed events or actions</p> <p style="margin-left: 20px;">c. common irregular verbs in communication about completed events or actions</p>	<p>Stress</p> <p>Stress</p> <p>Expose</p> <p>Stress</p> <p>Expose</p> <p>Expose</p>	<p>Review</p> <p>Stress</p> <p>Review</p> <p>Expose</p> <p>Stress</p> <p>Expose</p> <p>Expose</p>	<p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Expose</p> <p>Stress</p> <p>Expose</p> <p>Expose</p>

		Beginning Low (a)	Beginning Low (b)	Beginning Low Combined
B. IMPERATIVE MODE Demonstrate understanding and use of imperative forms in meaningful communication.	5. Express and respond appropriately to affirmative and negative commands (e.g., <i>Press firmly. Look out! Don't smoke.</i>)	Stress	Review	Stress
C. MODALS Demonstrate understanding and use of modals in meaningful communication.	6. Use can to express ability and inability (e.g., <i>I can lift it. I can't lift it.</i>)	Expose	Stress	Stress
	7. Use can and may to request and offer help (e.g., <i>Can you help me? May I help you?</i>) and to ask for permission.	Expose	Stress	Stress
	8. Use the contracted form of would like in polite requests (e.g., <i>I'd like a hamburger.</i>)		Expose	Expose
D. OTHER SENTENCE ELEMENTS Demonstrate understanding and use of various sentence elements in meaningful communication.	9. Use nouns appropriately. <ul style="list-style-type: none"> a. proper and common nouns b. singular and plural forms c. possessive forms (e.g., <i>John's book</i>) d. simple countable nouns and uncountable nouns (e.g., <i>book/books, pencil/pencils, coffee, sugar</i>) 	Stress	Review	Stress
		Stress	Review	Stress
		Stress	Review	Stress
			Expose	Expose
	10. Use determiners appropriately. <ul style="list-style-type: none"> a. articles: a, an, the b. demonstratives: this, that, these, those c. possessive adjectives: my, your, his, her, its, our, your (plural), their d. cardinal and ordinal numbers e. quantifiers: any, some, many, much, a lot of 	Stress	Review	Stress
		Stress	Stress	Stress
		Stress	Stress	Stress
		Stress	Review	Stress
			Expose	Expose
	11. Use personal pronouns appropriately. <ul style="list-style-type: none"> a. subject pronouns: I, you, he, she, it, we, they b. object pronouns: me, you, her, him it, us, them 	Stress	Review	Stress
		Expose	Stress	Stress
	12. Use adjectives appropriately. <ul style="list-style-type: none"> a. be + adjective (e.g., <i>She's happy.</i>) b. adjective + noun (e.g., <i>He's wearing a red shirt.</i>) 	Stress	Review	Stress
	Expose	Stress	Stress	

		Beginning Low (a)	Beginning Low (b)	Beginning Low Combined
	<p>13. Use non-referential subjects in statements and questions.</p> <p>a. It (It's/It was) for time and weather (<i>e.g., It's 4:00. It's cold.</i>)</p> <p>b. There (There's/there are) (<i>e.g., There's a sofa in the living room.</i>)</p> <p>14. Use simple prepositions.</p> <p>a. of place: in, on, at, next to, across from, etc.</p> <p>b. of direction: to, from</p> <p>c. of time: in, on, at</p> <p>d. of origin: from</p> <p>15. Demonstrate understanding and use of simple adverbs.</p> <p>a. of place: here, there</p> <p>b. of time: today, late</p> <p>c. of addition: too</p> <p>d. of frequency: always, usually, etc.</p> <p>e. of degree: a lot, a little, very, really</p>	<p>Stress</p> <p>Expose</p> <p>Stress</p> <p>Expose</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p>	<p>Stress</p> <p>Stress</p> <p>Review</p> <p>Stress</p> <p>Review</p> <p>Review</p> <p>Stress</p> <p>Stress</p>	<p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p>
<p>E. SENTENCE PATTERNS</p> <p>Demonstrate understanding and use of various sentence types in meaningful communication.</p>	<p>16. Use the following question types:</p> <p>a. Yes/No questions and answers;</p> <p>b. Or questions and answers (<i>e.g., Coffee or tea? Is he tall or short?</i>)</p> <p>c. Wh- questions and answers:</p> <p>i. what, how, where, who</p> <p>ii. how much, how many</p> <p>iii. why, when, which</p> <p>17. Use do/does in questions in the simple present tense.</p> <p>18. Use compound sentences with and, but (<i>e.g., Maria's from Mexico, and I'm from Mexico too.</i>)</p> <p>19. Use affirmative and negative statements.</p> <p>20. Use statements containing a series with the conjunction and (<i>e.g., What languages do you speak? I speak English, Spanish and French.</i>)</p>	<p>Stress</p> <p>Expose</p> <p>Stress</p> <p>Expose</p> <p>Expose</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p>	<p>Stress</p> <p>Stress</p> <p>Review</p> <p>Stress</p> <p>Expose</p> <p>Stress</p> <p>Stress</p> <p>Review</p> <p>Stress</p> <p>Stress</p>	<p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p>

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, facilitates 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

INTRODUCTION to the SAMPLE SCANS ACTIVITIES

The teacher's task in teaching the Beginning Low 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 18.)

The Sample SCANS Activities on the pages that follow are suggested activities for the Beginning Low 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 1-60 from the Competency-Based Components section of this course outline can be found on pages 20-128. Additional sample activities for the topic areas related to Community-Based English Tutoring (CBET) are on pages 133 through 144. Finally, there are three sample activities for incorporating technology in the Beginning Low classroom on pages 146 through 152. The elements of the Sample SCANS Activities and their functions are described below.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES					
3. Consumer Economics A. Housing	1. Interpret and communicate household utility information. a. Obtain and cancel household utilities. b. Interpret household utility bills. Communicate mistakes on utility or telephone bills. 4.4, 1.5.3	1. Adverbial Clauses <i>(Please turn it off just after I leave, and turn it back on as</i>					
SAMPLE SCANS ACTIVITY							
Stages of Lesson: <input type="checkbox"/> Warm Up <input type="checkbox"/> Introduction <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Application							
Steps for Sample Activity: 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 present a model telephone dialogue between an electric company employee and a customer who wants to start or cancel a service. 2. Create a situation in which a customer wants his or her utility company to start or cancel a service. 3. Write a dialogue between a customer and a utility company employee. 4. Divide the class into pairs and assign each pair to act out the dialogue. 5. Give the pairs 15 minutes to produce a dialogue between a customer and a utility company employee. ** 6. Have several volunteer pairs present their dialogues to the class. The class evaluates whether the customer gives all the information needed to start or cancel a service. ** These steps serve as an evaluation step.	Approximate Time of Activity: 30 minutes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SCANS FOCUS</th> </tr> </thead> <tbody> <tr> <td> Basic Skills: Listening/ Speaking/ Writing </td> </tr> <tr> <td> Thinking Skills: Creative Thinking/ Decision Making </td> </tr> <tr> <td> Personal Qualities: Sociability/ Self-Management </td> </tr> <tr> <td> 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 </td> </tr> </tbody> </table>	SCANS FOCUS	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
SCANS FOCUS							
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							

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.

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.

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

COMPETENCY-BASED COMPONENTS and SCANS ACTIVITIES
for the ESL Beginning Low Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	1. Identify first, middle, and last names and state name of self and others. CASAS #0.2.1	1a. Present of <i>be</i> 16c. Wh- questions

SAMPLE SCANS ACTIVITY: Mixer

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

	SCANS FOCUS
<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a mixer activity in which students are given the last names and have to find out the first names of some of their classmates.</p> <p>1. Prepare a handout with 10-12 last names of students in your class and blanks for the first names as follows:</p> <p style="padding-left: 40px;">_____ is Mr. Garcia's first name.</p> <p style="padding-left: 40px;">_____ is Ms. Berko's first name.</p> <p>(If a student on the list is absent on the day of the activity, have the class fill in the missing first name on the sheet as an example.)</p> <p>2. In class, review differences between first names and last (family) names. Teach or review meanings of the different titles: Mr., Miss, Mrs., Ms.</p> <p>3. Model the task by putting one student's last name on the board with a blank line in front of it, and then filling in the correct first name for that student. Demonstrate the activity by walking up to several students and asking their last names before asking the example student his/her first name. Model the present tense questions students will need to carry out the activity ("What's your last name?" "Is your last name Garcia?" "What's your first name?" "How do you spell that?").</p> <p>4. Explain to students that they must get up, move around the classroom, and try to find all the students whose names are on the list. Tell them to write each person's correct first name on the line. Give a ten-minute time limit.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Problem Solving/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management/ Self-Esteem</p> <p>Interpersonal: Works with Diversity</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p>

5. Start the activity. Circulate and monitor to make sure students are asking the questions correctly.
6. Call time. Write the list of last names on the board. Have student volunteers come to the board, fill in one person's name, and then introduce the person to the rest of the class. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	2. Identify simple addresses, including abbreviations, compass directions, city, state and country. CASAS #0.1.2, 0.2.1	1a. Present of <i>be</i>

SAMPLE SCANS ACTIVITY: Board Game

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This activity is a game in which students practice distinguishing between states, cities and countries using a teacher-made game board.</p> <ol style="list-style-type: none"> 1. Prepare a hand-drawn game board by drawing 32 sequential spaces on a piece of paper, laid out in curved or straight lines like a Candyland or Monopoly board. Write START in the first square and FINISH in the last square. Number the squares sequentially 1 to 32 to indicate the direction of play from START to FINISH. Then write the name of a city, state or country in each of the squares (e.g., Reno, Mexico, Texas). <ol style="list-style-type: none"> a. Make one copy of the game board for every four students in your class. b. Obtain enough dice so that each group will have one die. c. Prepare a separate answer sheet that says 1. Reno is a city, 2. Mexico is a country, etc. 2. Explain that the students are going to practice identifying cities, states and countries using a board game. 3. Group students in fours and give each group a die and a game board. Ask the group members to put a penny, a nickel, a dime, and a quarter on the start square to use as markers for each player. 4. Write on the board, "It's a _____." Call out "Los Angeles," or any other previously studied city on the board, and have the students say, "It's a city." Or call out "California" for "It's a state." Continue reviewing until they are confident in their knowledge of the cities, states and countries. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn/ Decision Making</p> <p>Personal Qualities: Sociability/ Self- Management/ Responsibility/ Integrity and Honesty</p> <p>Interpersonal: Participates as Member of a Team</p> <p>Information: Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

5. Demonstrate the game with one group. Have one player throw the die and move the corresponding number of spaces on the game board. Have the player say if the place named on that space is a city, state or country. Explain that when correct, the player stays on the square, but when incorrect the player goes back to where he started. The player that gets to the finish square first wins the game.
6. Tape the answer sheet to the blackboard and explain that students may get up and come look at the answer paper if they are not sure of the correct answer.
7. Begin the game. Have the students play through the game twice. Move from group to group and monitor their progress.
8. Stop the activity. Have each student write out the answers to each item on the game board. For example, "1. Santa Monica is a city." When they have finished, pass out one answer sheet to each group so that they may check their work. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	3. Identify ages and birth dates using cardinal and ordinal numbers. CASAS #0.1.2	1a. Present of <i>be</i> 16c. Wh- questions with <i>how old</i>
SAMPLE SCANS ACTIVITY: Mixer		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a whole class communicative activity in which students ask and answer questions about ages. Students should already know numbers from 1-50.</p> <ol style="list-style-type: none"> 1. Obtain a set of blank index cards. Write a different number from 1-50 on each card. You should make as many cards as you have students. 2. Write on the blackboard: "How old are you? I'm ____ years old." 3. Point to the question and have the students say, "How old are you?" Hold up the card with "35" on it and point to the answer on the board. Say, "I'm 35 years old." Drill the example question and answer several times using different age cards. 4. Give each student an age card. Explain that they will walk around the class and talk to at least 15 different students. Emphasize that they should say the age <i>on their partner's card</i>, not on their own. Then they will switch cards after each interaction to ensure that they practice saying many different ages. 5. Model the activity with one volunteer. Show each other your age cards. Have the student ask you: "How old are you?" Look at the student's card and answer "I'm ...years old." Ask the student, "How old are you?" Indicate he should answer the age on your card. Then, have him switch cards with you. 6. Have four students model the activity: ask and answer each other, switch cards, go to another person. 7. Have the students stand up and begin the activity. 8. Circulate and do the activity with the students. Monitor and correct mistakes of students you speak with. ** 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management/ Responsibility</p> <p>Interpersonal: Participates as Member of a Team</p> <p>Information: Interprets and Communicates Information</p>

9. Flick the light switch to end the activity after students have spoken to at least 15 different students.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	4. Distinguish between various personal information numbers, including telephone, zip code, social security and date of birth. CASAS #0.2.2	N/A

SAMPLE SCANS ACTIVITY: Listening Task

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a listening activity in which students circle the correct personal information number.</p> <ol style="list-style-type: none"> 1. Prepare a list of 30 pairs of personal information numbers. For example: <ol style="list-style-type: none"> 1. a) 213 b) 91204 2. a) 443-23-5554 b) 3-4-84, etc. 2. Include in the list telephone numbers, area codes, birth dates, social security numbers, zip codes, addresses, and apartment numbers. Make a copy of the list for all the students in your class. Make a transparency of the list. 3. Write one example of each personal information number type on the board with its appropriate name. (323 = Area Code) Ask questions about the numbers: "Which one is the area code?" "What is 3-4-84?" etc. 4. Put the transparency of the list on the overhead. Allow the students to see only #1-3. Model the activity: Give a command, "Circle the birth date." Point to the choices lettered "a" and "b" for the item. Ask a student to come up and circle "a" or "b" for the correct answer on the overhead transparency. 5. Hand out the list and begin the activity. Call out a command for each number. 6. Check the work after the listening is completed. Go back through the list. Say "Number 1: What is the area code?" Have the class respond "213." Continue through the list while students correct their papers. Collect the papers to check for understanding. ** 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management/ Integrity/Honesty</p> <p>Interpersonal: Participates as Member of a Team</p> <p>Information: Acquires and Evaluates Information</p>

7. Follow up: Have students work in pairs. Tell them to dictate numbers from the list and have their partner say “It’s a social security number” or “It’s a zip code” etc.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	5. Identify country of origin. CASAS #0.1.2, 0.2.1	1a. Present of <i>be</i> 16c. Wh-questions
SAMPLE SCANS ACTIVITY: Class Survey		

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

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This is a class survey activity in which student leaders survey their classmates about their countries of origin.</p> <ol style="list-style-type: none"> 1. Ask students to guess how many different native countries are represented in the class. (Do this only if there is a sufficient variety of countries.) Promise a prize to the student who guesses the correct number. Write the guesses with the student names on the board: e.g., Vladimir, 6; Hiro, 3; etc. 2. If the classroom is arranged in rows, try to get an equal number of students in each row. If the class is arranged differently, have students stand and form lines of 6 to 8. 3. Choose a team leader for each row/line of students. Explain that the team leader will survey his/her group of students asking each where he/she is from. Tell him to remember what his group tells him. 4. Model the question and answer with student volunteers: "Where are you from? I am from _____." "What is your country of origin? My country of origin is _____." 5. Give student leaders five minutes to complete their surveys. 6. Ask student leaders to identify the country of origin of each member of his team. (She is from Russia. He is from Columbia.) Write each new country on the board or an overhead transparency as it appears for the first time.** If team leaders forget where one of their teammates is from, have a student from another group ask the question again. 7. Count the total number of countries on the board. (Optional) Give a prize to the student who guessed correctly. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p> <p>Interpersonal: Participates as Member of a Team/ Leadership/Works with Diversity</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	6. Identify family members, marital status and gender. CASAS #0.1.2	9c. Possessive nouns 10c. Possessive adjectives
SAMPLE SCANS ACTIVITY: Group Writing		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a group writing activity in which students look at a picture and write about a family. They should be familiar with the vocabulary to describe family relationships (father, mother, etc.).</p> <ol style="list-style-type: none"> 1. Find, create or draw a picture of at least eight people of various ages who appear to be related. (If you have no artistic ability, just draw simple stick figures of different sizes and genders.) Number the figures and label one of them with a name. Leave enough space to write several sentences below the picture. Make enough copies of the picture to equal about a quarter of the class. Make an overhead transparency of the picture as well. 2. Divide the class into groups of four. Have each student in the groups choose a number from 1 to 4. 3. Explain that each group will have only one pen/pencil and one paper with the picture on it. Explain that each person in the group will write one sentence about a family member in the picture, then pass the paper and pencil on to the next student in the group. (Go in order of the number each student selected.) 4. Review use of "apostrophe +s" for possessive nouns. 5. Model the activity by drawing a few stick figures on the board. Name one of the figures. (Rosa.) Name a second figure and write a sentence below the picture that describes that figure's relationship to Rosa. (José is Rosa's son.) Allow a student volunteer to come up and name another figure and write a sentence about him/her. 6. Pass out one family picture to each group. Tell Student 1 to name one of the people and write a sentence about the person, and then pass the paper to Student 2. 	<p>Basic Skills: Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Reasoning</p> <p>Personal Qualities: Sociability/ Self-Esteem/ Responsibility</p> <p>Resources: Allocates Time/ Allocates Human and Material Resources</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Information: Interprets and Communicates Information/ Organizes and Maintains Information</p> <p>Systems: Understands Social Systems</p>

7. Give the groups about 15 minutes to name and describe all the people.
8. Call time. Put the transparency on the overhead. Ask various groups to describe the relationships of the people in their family picture.**

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Personal Information	7. Interpret and fill out a simple form with basic personal information. CASAS #0.2.2	16c. Wh- questions 13b. There is/there are

SAMPLE SCANS ACTIVITY: Focused Listening
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Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a focused listening activity in which students listen to an interview and fill in missing information on a personal information form.</p> <ol style="list-style-type: none"> 1. Fill out a personal information form for a fictional character that includes full name, address with apartment number and zip code, telephone number, social security number and date of birth. Create another version of the form that is only partially filled out, with a lot of information missing (no last name, no apartment number, no area code, a partial date of birth, etc.). Make enough copies for each student in class. 2. (Optional) Create a tape with two characters: one an interviewer and the other the fictional character whose personal information is on the form. Record an interview in which the respondent gives full answers, including spelling when necessary, for all the parts of the form. 3. Hand out a copy of the partially completed form to each student. Explain that students will listen to an interview and fill in the missing information on the personal information form. 4. Give them a few minutes to look over the form to decide what information is missing. Have student volunteers point out, and discuss with the class, what information is missing. (For example, "There is no last name." or "There is no area code in the telephone number.") 5. Either play the pre-recorded tape or select a student volunteer to be an interviewer while you play the role of the respondent. Explain to the student that he/she must ask you questions to fill in the missing information on the form. (e.g. "What is your last name?") 	<p>Basic Skills: Listening/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Self-Management</p> <p>Competencies: Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

6. Tell the students to listen to the interview (or tape) and fill in the missing information on their forms. Demonstrate the first question to make sure they understand.
7. Play the tape or complete the interview with the student volunteer.
8. After the interview, draw a copy of the personal information form on the board. Have student volunteers come up and fill in the various parts of the form with the complete information. Correct any mistakes with the whole class. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	8. Address an envelope. CASAS #2.4.1	16c. Wh- questions
SAMPLE SCANS ACTIVITY: Information Gap		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is an information gap activity in which students, in pairs, complete sender and recipient information on an envelope.</p> <ol style="list-style-type: none"> 1. Prepare a sample envelope with a complete address and return address that include name, address, apartment and zip code. 2. Prepare two versions of the envelope, A & B, each of which has different letters and numbers missing in the addresses. Put blank lines where the missing letters should be. Be sure that the missing parts of one version are included in the other. Make enough copies of each to equal half the number of students in class. 3. Draw another envelope on the board with some parts missing. Review the language students will need to find the missing information. ("What is Mr. King's zip code?") 4. Model the activity by writing in the missing parts. 5. Put students in pairs. Give one student from each pair envelope "A" and the other envelope "B". Tell them not to look at the other student's paper. 6. Tell students to ask their partners questions to find the missing information. Tell them to take turns asking questions and writing in the missing information. 7. Monitor and evaluate students as they communicate with their partners. 8. When students have finished the info gap, hand out the copies of the envelope that contains the complete addresses. Have students compare their envelopes to the complete version to check their answers. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management/ Self-Esteem</p> <p>Interpersonal: Participates as Member of a Team/ Leadership/Works with Diversity</p> <p>Information: Acquires and Evaluates Information</p> <p>Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	9. Use language appropriately to begin or end a conversation. <ol style="list-style-type: none"> Greet and say goodbye. Introduce self and others. Identify people by appropriate titles (Mr., Mrs., Miss, Ms.). Interrupt or get someone's attention. (e.g., <i>Excuse me.</i>) CASAS # 0.1.4	N/A

SAMPLE SCANS ACTIVITY: Categorizing

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

Steps for Sample Activity: Approximate Time of Activity: 15 minutes	SCANS FOCUS																				
<p>Purpose: This is a listening activity in which students categorize the language for greeting, meeting and saying goodbye. Students should already be familiar with the vocabulary.</p> <ol style="list-style-type: none"> Have students divide a piece of notebook paper into three columns of equal size. Direct them to write <i>Hello</i> at the top of the left-hand column, <i>Meet</i> at the top of the center column and <i>Goodbye</i> at the top of the right-hand column. Tell students you will be saying 15 phrases, and that you want them to put a check in the appropriate column for each one. (They will not write them.) Dictate these phrases at normal speed: <table style="margin-left: 40px; border: none;"> <tr> <td>Hi, Fred.</td> <td>How are you?</td> <td>Hello there.</td> <td>See you later.</td> </tr> <tr> <td>I'm Julia.</td> <td>Howdy.</td> <td>So long.</td> <td>Good night.</td> </tr> <tr> <td>I'd like you to meet Andrew.</td> <td></td> <td>Bye.</td> <td>Can we talk?</td> </tr> <tr> <td>Let's get together tomorrow.</td> <td></td> <td>Have a nice day.</td> <td>My name's Al.</td> </tr> <tr> <td>Good morning.</td> <td></td> <td></td> <td></td> </tr> </table> Ask students for their tallies at the end. There will be discrepancies. The correct tallies-- Hello: 5, Meeting: 4, Good-bye: 6. Repeat the sentences one at time, explaining where each phrase belongs. <p>** This step serves as an evaluation of the activity.</p>	Hi, Fred.	How are you?	Hello there.	See you later.	I'm Julia.	Howdy.	So long.	Good night.	I'd like you to meet Andrew.		Bye.	Can we talk?	Let's get together tomorrow.		Have a nice day.	My name's Al.	Good morning.				<p>Basic Skills: Listening/Reading</p> <p>Thinking Skills: Knowing How to Learn/ Decision Making</p> <p>Information: Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>
Hi, Fred.	How are you?	Hello there.	See you later.																		
I'm Julia.	Howdy.	So long.	Good night.																		
I'd like you to meet Andrew.		Bye.	Can we talk?																		
Let's get together tomorrow.		Have a nice day.	My name's Al.																		
Good morning.																					

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	10. Ask for permission at school and work. CASAS #0.1.2	7. Modals <i>can</i> and <i>may</i>
SAMPLE SCANS ACTIVITY: Mixer		

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

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This is a mixer in which students will practice asking for permission at school and work. Students should have already been introduced to the verbs being used.</p> <ol style="list-style-type: none"> 1. Prepare a set of index cards with verbs that could be used in a request for permission at work or school. There should be one card for each student, though each question can appear on more than one card. Some examples are: "Leave early? Go to the restroom? Use the telephone? Have the homework? etc. 2. Review asking for permission with "May I?" or "Can I?" and short answers "Yes, you may." "Yes, you can." 3. Distribute one card to each student. 4. Ask a volunteer to model with you. If your card says "leave early," you ask the volunteer "Can I leave early?" and he responds "Yes, you can." The volunteer then asks the question based on his card. For example, if his card says " ..eat here?" , he asks "May I eat here?" and you answer "Yes, you may." After the teacher and the volunteer have each asked his question, they trade cards, and then go to find another person to ask. Model as many times as needed until students understand the activity. 5. Ask the entire class to take their cards and stand up. Have them find a partner, ask and answer the questions on their cards, trade cards, and then go find a different partner. Call time after students have spoken with several different partners. 6. As you collect the cards, ask each student to say the question on his/her card and have the class repeat it. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/Speaking/ Reading</p> <p>Interpersonal: Teaches Others</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Understands Social Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	11. Use strategies to clarify comprehension <ol style="list-style-type: none"> Ask for repetition. Ask for additional information. (e.g., <i>How do you spell that?</i>) Express a lack of comprehension. CASAS #0.1.6	16a. Yes/No questions 16c. Wh- questions

SAMPLE SCANS ACTIVITY: Dialog Substitutions

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

Steps for Sample Activity: Approximate Time of Activity: 40-50 minutes	SCANS FOCUS
<p>Purpose: This is a dialog activity that allows students to practice using clarification strategies.</p> <ol style="list-style-type: none"> Set a scene: two people are talking in an office. One is a receptionist sitting behind a desk. The other is a job applicant getting information. Write the dialog on the board. <ol style="list-style-type: none"> Can you come in on Wednesday at 9:00? I'm sorry. I don't understand. Can you come in for an interview Wednesday at 9:00? Yes, I can. Good. Come to Room 2173. Could you repeat that, please? Yes. Room 2-1-7-3. You will see Mr. Collins. How do you spell that? C-O-L-L-I-N-S Ok. Wednesday at 9:00. Room 2173. Mr. Collins. Thank you very much. Present the dialog with a student volunteer, emphasizing the clarification strategies. Have students copy the dialog into their notebooks. Pair students, assigning one as Student A and one as Student B. Allow them time to practice the dialog. Call on volunteer pairs to present the dialog to the class. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self- Esteem</p> <p>Interpersonal: Teamwork/ Teaches Others</p> <p>Systems: Monitors and Corrects Performance</p>

7. Write on the board several different days of the week, times, room numbers and names that can be substituted in the dialog. Ask student volunteers to demonstrate making substitutions in the dialogs.
8. Allow students ten minutes to continue practicing in pairs using the new substituted information.
9. Call time. Call on student pairs to present their dialogs in front of the class.**

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	12. Identify common activities in the classroom, at home, and for recreation. CASAS #0.2.4	2. Present continuous tense
SAMPLE SCANS ACTIVITY: Picture Bingo		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40-60 minutes	SCANS FOCUS
<p>Purpose: This activity is a picture bingo game in which students create their own bingo cards, and then listen to sentences containing action verbs and identify corresponding pictures.</p> <ol style="list-style-type: none"> 1. Prepare a page or two of approximately 25 small pictures that depict common action verbs (reading, writing, cooking, washing dishes, taking a shower, swimming, playing basketball, etc.) that are familiar to the students. Acquire a set of 3x5 index cards equal to the total number of verb pictures. Write on each index card a present continuous sentence to correspond to one of the pictures. (He is swimming. She is playing the guitar. They are reading.) 2. Put students in groups of four. Give each group two copies of the 25 verb pictures, along with a pair of scissors and some glue or tape. 3. Designate a team leader for each group. Have the team leader cut out the verb pictures. When he is finished there should be about 50 individual pictures. 4. Have each student take out a piece of notebook paper. Instruct students to pick out 10 different pictures. Tell them to paste the 10 pictures onto the paper in two rows. Demonstrate on the board. 5. When all students have created their individual 10-picture Bingo cards, explain how Bingo is played. Explain that you will read a sentence. (He is cooking.) If they have that picture, they should cover it with a penny or some other object. When all the pictures in one row are covered (or alternatively, when the whole card is covered) a person has "Bingo." 6. Shuffle the sentence cards and read them off slowly, one sentence at a time, checking to make sure students understand what to do. 	<p>Basic Skills: Listening</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity and Honesty</p> <p>Resources: Allocates Material Resources</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal- Participates as Member of a Team/ Leadership/ Teaches Others</p>

7. When a student has “Bingo”, ask him/her to tell you what pictures he has covered. (For example, “She’s reading. He’s cooking...”) If the sentences are correct, give the student a prize. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social and Cultural Interaction	13. Ask and answer questions about common activities. CASAS #0.2.4	1c. Simple present tense 16c. Wh- questions 17. Questions with <i>do/does</i>
SAMPLE SCANS ACTIVITY: Interview		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS						
<p>Purpose: This is an interview activity in which students ask and answer questions about their weekend activities.</p> <ol style="list-style-type: none"> Have the class brainstorm common activities in response to the question "What do you do on the weekend?" List 10-20 activities on the board. Write a model dialog on the board: <ul style="list-style-type: none"> A: Excuse me, what's your name? B: My name is _____. A: What do you do on the weekend? B: I _____. Draw a grid on the board with two columns and five spaces for student names and weekend activities: <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Name</th> <th style="text-align: left;">Activity</th> </tr> </thead> <tbody> <tr> <td>1. <i>Maria</i></td> <td><i>plays soccer.</i></td> </tr> <tr> <td>2. _____</td> <td>_____</td> </tr> </tbody> </table> Call on a student and ask him/her "Excuse me, what's your name?" Write the name on the grid. Then ask the student "What do you do on the weekend?" Write the activity on the grid in the third person singular. Have the students copy the dialogue and the grid into their notebooks, making space for five additional names on the list. Have students get up and circulate around the room. Tell them they will have 10 minutes to interview five classmates. Begin the activity. Circulate and monitor the practice.** 	Name	Activity	1. <i>Maria</i>	<i>plays soccer.</i>	2. _____	_____	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Time</p> <p>Interpersonal: Works with Diversity</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems</p>
Name	Activity						
1. <i>Maria</i>	<i>plays soccer.</i>						
2. _____	_____						

8. Call time after 10 minutes. Ask students to go back to their seats. Call on student volunteers to state what they found out about their partners focusing on their use of the third person singular and final –s endings.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural Interaction	14. Give information about simple personal facts. <ol style="list-style-type: none"> a. Express likes and dislikes. b. Express ability and inability. CASAS #0.2.4	1b. Present of <i>like</i> 6. Modal <i>can</i>

SAMPLE SCANS ACTIVITY: Mixer

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a mixer activity in which students match likes and dislikes, abilities and inabilities with other students' self descriptions. It should be done after students are familiar with the use of <i>can/can't</i> for ability and the use of <i>like</i> followed by an infinitive.</p> <ol style="list-style-type: none"> 1. Review the uses of <i>can</i> and <i>like</i>. Have four student volunteers come up to write one statement each on the board. Student 1: I like to..., Student 2: I don't like to..., S3: I can..., S4: I can't... Emphasize the forms: <i>can</i> + verb; <i>like</i> + <i>to</i> + verb 2. Have all students take out a piece of paper and write four sentences similar to the ones on the board. Emphasize that the sentences should be true and that they should try to use four different verbs in their examples. Tell them NOT to write their names on the papers. 3. Collect the papers (in a hat or basket) checking each one as you pick it up to make sure there are four correct sentences. Mix up the papers. Walk around the room handing one paper (written by someone else) to each student. 4. Explain that students must get up and try to find the student who wrote the sentences they now have by asking other students what they like to do, don't like to do, etc. 5. Model the activity by taking one piece of paper and asking the first question ("Do you like to...?") to several students until you get a "Yes" answer. Then ask the other three questions to confirm it is that student's paper. 6. Start the activity. Tell students to stand up and start asking questions and continue until they find their match. Circulate and help students who are having trouble with the questions or understanding the activity. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self- Esteem</p> <p>Interpersonal: Works with Diversity</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

7. After most students have found their matches, call time and have them return to their seats.
8. Ask students to tell the likes/dislikes and abilities of their match. (“Jose likes to eat pizza. He doesn’t like to cook. He can play football. He can’t speak Russian.”) Confirm that the match is correct by asking the other student the questions again. (“Is that right Jose? Do you like to eat pizza?”) **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	15. Identify classroom items. CASAS #0.1.2	6. Modal <i>can</i>
SAMPLE SCANS ACTIVITY: Labeling		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a matching activity in which students label classroom objects by asking and answering questions of classmates.</p> <ol style="list-style-type: none"> Write names of different classroom objects on large index cards (one per card). Examples: stapler, pencil, chalk, blackboard, clock, desk, wall, ceiling, floor, light switch, window, table, flag, bulletin board, computer, trash can, notebook, folder, bookcase, door, paper, pencil sharpener, closet, map, etc. Write on the blackboard: Can you tell me the name of this? Sure, that's a/an _____. Walk to several objects around the room. At each one, point and say "Can you tell me the name of this?" Point to the board and have students respond, "Sure, that's a/an _____." Tape the card to the object after the class has properly named and pronounced it. Explain to the students that they are going to walk around the room, find the object that is written on their card and tape the card to it. Tell them to ask other students for help if they aren't sure of the name of an object. Hand a card out to each student. Have them stand up and begin the activity. Circulate with the students and help as needed. Call time after 10-15 minutes. Have the students sit down. Walk to each labeled object in the room. Have different student volunteers repeat the blackboard question and answer with each object: Student A: Can you tell me the name of this? Student B: Sure, that's a/an _____." Check that each object has been labeled correctly. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Material Resources</p> <p>Information: Acquires and Evaluates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	16. Identify school personnel. CASAS #0.1.2	N/A
SAMPLE SCANS ACTIVITY: Matching		

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

<p>Steps for Sample Activity: Approximate Time of Activity: 15 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a matching activity in which students identify their teacher and other school personnel.</p> <ol style="list-style-type: none"> 1. Take photos of yourself, principal, assistant principal, and other personnel the students interact with at school. Write names and titles for the photos on separate slips of paper. 2. Distribute photos, names and titles among the students. 3. Tell students they are going to identify school personnel. 4. Ask, "Who has the word 'teacher'?" Have student with title stand. Ask, "Who has the name of the teacher?" Have student with name stand. Ask, "Who has the picture of the teacher?" Have student with photo stand. ** 5. Direct students to write the title and name in their notebook. Monitor for correct spelling. 6. Continue until all personnel are matched by title, name and photo. 7. Follow up: Put the photos and captions on the class bulletin board. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability</p> <p>Information: Acquires and Evaluates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	17. Ask and answer questions about school locations. CASAS #0.1.2	1a. Present of be 14a. Prepositions of place

SAMPLE SCANS ACTIVITY: Listening for Information

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

Steps for Sample Activity: Approximate Time of Activity: 15 minutes	SCANS FOCUS
<p>Purpose: This is a listening activity in which students fill in classroom numbers in their appropriate location on a school floor plan. Students should already know numbers in the hundreds and prepositions of location.</p> <ol style="list-style-type: none"> 1. Draw a floor plan of a school hallway with four classrooms on one side and five classrooms on the opposite side of the hallway. Each room should have a number in the hundreds assigned to it and one room should be designated as the restroom. 2. Review/demonstrate the use of the prepositions with the class: next to, between, on the corner, and across from. 3. Draw the floor plan you prepared on the board without the numbers but with the restroom. Have students copy the floor plan. 4. Tell students that you will read eight sentences out loud telling them the number of each room to complete the floor plan they have just copied. 5. Model the activity by reading a room number using the assigned restroom and the targeted prepositions. For example, "Room 212 is across from the restroom." Have a student volunteer come to the board and write the number of the room in the correct place on the floor plan. 6. Begin the activity and read the rest of the room locations to the class as students complete their own floor plans. Repeat each room location one time. 7. Ask for student volunteers to go to the front of the class to write the room number as another student volunteer reads the location of each room. Have students correct their own floor plans as they listen. ** 	<p>Basic Skills: Listening</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems</p>

8. Follow up: Have students in pairs draw a floor plan of their own classroom and neighboring restrooms, halls, buildings, etc.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community A. School and the Classroom	18. Give and follow simple classroom commands. CASAS #0.1.5	5. Imperatives
SAMPLE SCANS ACTIVITY: TPR		

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

Steps for Sample Activity: Approximate Time of Activity: 30-45 minutes	SCANS FOCUS
<p>Purpose: This is a Total Physical Response (TPR) activity in which students practice giving and following classroom commands.</p> <ol style="list-style-type: none"> 1. Create a list of commands such as: <ol style="list-style-type: none"> A. Sit in your seat. B. Take out your pencil. C. Stare at the tip and frown. D. Get up from your desk. E. Walk to the pencil sharpener. F. Sharpen your pencil. G. Return to your seat. H. Sit down. I. Look at your neighbor's book for the right page. J. Raise your hand. K. Ask the teacher, "What did you say?" 2. Don't expose the list of commands. Have students watch and listen only as you act out say the commands in order. 3. Have students stand. Give and demonstrate the commands in order again, this time encouraging students to do and/or say them along with you. 4. Give the commands in sequence without demonstrating them, and have the students act them out. Give the commands in a different order, without demonstrating, and have the students act them out. 5. Have a student volunteer give you the commands, and act them out in the front of the room. Make some mistakes as you demonstrate so the class 	<p>Basic Skills: Listening/ Speaking</p> <p>Interpersonal: Teaches Others</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

can correct you.

6. Write or project the commands on the board and have the students copy them.
7. Pair students and have them take turns giving the commands to each other.
8. Remove the commands from the board and invite pairs to give and demonstrate the commands from memory for the rest of the class.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	19. Identify self and ask to speak to someone on the telephone. CASAS #2.1.8	7. Modals <i>can</i> and <i>may</i>
SAMPLE SCANS ACTIVITY: Telephone Chain Drill		

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

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This activity is a chain drill in which students practice identifying themselves and asking to speak to someone using the telephone.</p> <ol style="list-style-type: none"> 1. Get a toy phone or something to use as a prop. 2. Review telephone responses such as “May/Can I speak to _____?” “This is Maria,” or “Speaking” by writing them on the blackboard. 3. Have the students line up in the front of the room. 4. Use the ringer on the phone, or make a ringing noise and hand the phone to student at the end of the line. 5. Ask to speak to the student who has the phone by saying “This is the teacher. Can I speak to Pedro?” Pedro should answer “Speaking.” 6. Encourage Pedro to hand the phone to the next person in line. He says “This is Pedro. Can I speak to Maria?” and Maria should respond, “Speaking”. She then hands the phone to the person next to her and asks “This is Maria. Can I speak to Bin?” Continue in this manner until the end of the line. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/Speaking</p> <p>Personal Qualities: Sociability/ Self-Management/ Self-Esteem</p> <p>Systems: Understands Social Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	20. Respond appropriately to a telephone call. CASAS #2.1.8	1a. Present of <i>be</i> 7. Modals <i>can</i> and <i>may</i>

SAMPLE SCANS ACTIVITY: Dialog Substitutions

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a pair practice substitution drill in which students practice responding to a telephone call.</p> <ol style="list-style-type: none"> 1. Get one pack of yellow index cards and one pack of white index cards. (200 cards is enough for a class of 30-35 students.) 2. Distribute three white index cards per student. Have each student write his/her first name on all three cards. 3. With the class' help, write the names of all the students who are absent on the board. 4. Distribute three yellow index cards per student. Ask them to copy the name of an absent student on each card. They can write three different names. 5. Collect all the cards. Mix them up. 6. Write on the board, "Hello this is _____. May I speak to _____?" "She/He isn't here right now." or "Just a moment please." 7. Model for the students by saying, "Hello. This is the teacher. May I speak to _____?" (Take a yellow card and use the name of an absent student.) Students answer "He isn't here right now." Practice several times. 8. Now use the same model with the names on the white cards. Students should respond "Just a moment please" for the students who are present. Model and practice until students understand the activity. 	<p>Basic Skills: Listening/Speaking</p> <p>Personal Qualities: Sociability/ Self- Management/ Self- Esteem</p> <p>Systems: Understands Social Systems</p>

9. Put students in pairs. Distribute 10-12 cards to each pair. Have them practice the dialog using the names on the cards. Have one pair model for the class. Circulate and offer help as needed.
10. Erase the dialog from the board and call on volunteers act out a telephone call for the class. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Telephone	21. Call 911 for emergency assistance. CASAS #2.1.2, 2.5.1	1a. Present of <i>be</i> 19. Affirmative and negative statements

SAMPLE SCANS ACTIVITY: Categorizing

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

Steps for Sample Activity: Approximate Time of Activity: 20-25 minutes	SCANS FOCUS
<p>Purpose: This is a categorizing activity in which pairs of students will place written situations into two categories: 1) it's an emergency, call 911 or 2) It's not an emergency, don't call 911. Students have been exposed to "be" in the affirmative and negative.</p> <ol style="list-style-type: none"> 1. Prepare a list of eight situations that have been covered in class. (Four should be 911 emergencies, three should not, and one should be left to the discretion of the group.) For example, <ul style="list-style-type: none"> a. a fire b. a robbery c. a child who swallowed pills d. someone having a heart attack e. a woman having a baby f. a person who is lost g. you need a telephone number h. a flat tire 2. Make enough copies of the list to have one for each pair of students. 3. Write two situations on the board: 1) someone steals your car, and 2) you leave your keys in the car. Ask the class to tell you which is an emergency and whether you should call 911 in each situation. Responses should be with target structure "Number 1 is an emergency, call 911" and "Number 2 is not an emergency, don't call 911." 4. Explain to students that they will work with a partner and decide which items are emergencies and which are not. 5. Put the students in pairs. Pass out a copy of the list to each pair. Give students 10-20 minutes to consider each situation and decide whether it's an emergency or not. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability</p> <p>Resources: Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates</p> <p>Information: Acquires and Evaluates Information/Interprets and Communicates information</p> <p>Systems: Monitors and Corrects Performance</p>

6. Call time. Have different pairs tell you whether they decided each situation was an emergency or not. Have volunteers write 911 on the board next to each item that is an emergency.**
7. Followup: Brainstorm and discuss with the class possible actions to take for those situations that are not emergencies.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community B. Neighborhood/ City	22. Identify common places in the community. CASAS #0.1.2, 2.5.1, 2.5.3	17. Questions with <i>do/does</i> 10a. Indefinite articles
SAMPLE SCANS ACTIVITY: Word Association Game		

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

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p>	SCANS FOCUS
<p>Purpose: This activity is an association game in which student pairs make a list of community locations based on the things that can be found there. Students should already know the vocabulary for naming community locations.</p> <ol style="list-style-type: none"> 1. Create 20 different sheets of paper, each with one picture of an object to represent a community location. For example, for a library, draw a picture of a book. DO NOT write the name of the location on the sheets. Number the sheets 1-20. Other possible locations: grocery store (cans of food), hospital (stethoscope), laundromat (washing machine), movie theater (a movie ad), etc. Make transparencies of 3-4 of the picture sheets. 2. Post the pictures at different locations around the room. 3. Put a transparency of a book on the overhead projector. Ask the students, "Where do you usually find books?" Their answer should be, "A library or a bookstore." Practice this association process with several different transparency pictures until the students have the idea. Show there may be more than one right answer. 4. Put the students in pairs. Have them take out one piece of paper per pair. Have them number the paper 1-20. Explain that they will walk around the room, look at the pictures and write down the name of a possible community location for each item next to its corresponding number. 5. Have one pair stand up and model the activity. Have them walk to the picture nearest to them and suggest a possible location name to you. Then, have one of the students write down the possible location on their sheet. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal: Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/</p> <p>Systems: Understands Social Systems</p>

6. Have all the pairs stand up and begin the activity. Give them 10-15 minutes to circulate around the room.
7. Call time and have each pair report back their location for one of the pictures. Make a list on the board or an overhead transparency of all the location names they provide, checking spelling and pronunciation as you elicit the list. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community C. Neighborhood/ City	23. Interpret and use a simple map. a. Identify right and left with respect to locations. b. Ask and answer questions about location of places in the community. CASAS #1.1.3, 2.2.1	1a. Present of <i>be</i> 16c. Wh- questions 14a. Prepositions of place

SAMPLE SCANS ACTIVITY: Dialog Substitutions

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

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This is a dialog practice activity in which pairs of students will ask and answer questions about the location of common places in the community. Students should already be familiar with the necessary prepositions.</p> <ol style="list-style-type: none"> Obtain or prepare a simple map with four buildings (supermarket, bank, library, etc.) on the right and the left sides of a street. (It's best to position the street vertically on the page.) Make enough copies of the map to have one for each student in the class. Make an overhead transparency of the map. Write the following dialog on the board. <p style="margin-left: 40px;">A: Excuse me, where is the _____?</p> <p style="margin-left: 40px;">B: The _____? It's on the _____(left/right), next to/across from the _____./ between the _____ and the _____.</p> <p style="margin-left: 40px;">A: Thank you.</p> Tell the students they will practice asking for places in the community. Put the map on the overhead. Practice the dialog chorally with the class using several examples on the map. Pair students and have them sit across from each other. Assign one 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Materials</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Negotiates to Arrive at a Decision</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

student to be A and the other to be B.

6. Hand out the map to each student. Tell students to begin the activity and to alternate A/B roles. Allow students 10 minutes to practice the dialog. Circulate to monitor student performance.
7. Call time. Ask one volunteer to ask a question and another volunteer to answer. Repeat for all the places on the map.**
8. Follow up: Have individual students draw a map of a street in their community or neighborhood. Then have pairs describe their maps to a partner using the target structures.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community D. Neighborhood/ City	24. Identify forms of transportation. a. Interpret destination signs on buses, trains, etc. (e.g. #25 <i>Convention Center</i>). b. Ask and answer questions about bus routes. CASAS #0.2.4, 2.2.2, 2.2.3	1c. Simple present tense 16c. Wh-questions 17. Questions with <i>do/does</i>

SAMPLE SCANS ACTIVITY: Information Gap

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

Steps for Sample Activity: Approximate Time of Activity: 10-15 minutes

Purpose: This is an information gap activity in which pairs of students will ask and answer questions about bus destinations.

1. Find out the bus numbers and destinations of the local buses in your school community. Prepare two versions of the same chart, each with different information missing. Include at least 10 different bus numbers and destinations. For example:

A	B
<u>Bus Number</u> <u>Destination</u>	<u>Bus Number</u> <u>Destination</u>
207 Manchester	_____ Manchester
_____ Figueroa	254 Figueroa
357 _____	357 King
305 54 th Street	305 _____

2. Make enough copies of chart A for half of the students and chart B for the other half.
3. Write two dialogs on the board. Write some example bus numbers and destinations on the board, i.e. Bus #2 - Western. Practice the two dialogs with the class.

BUS NUMBER:
 X: Excuse me, which bus goes to _____?

 Y: _____? Bus number _____.
 X: Thank you.

DESTINATION:
 X: Excuse me, where does bus ____ go?
 Y: Bus _____? It goes to _____.
 X: Thank you.

SCANS FOCUS

Basic Skills:
Listening/ Speaking

Thinking Skills:
Decision Making

Personal Qualities:
Responsibility/ Sociability/
Self-Management

Resources: Allocates
Materials/ Allocates
Human Resources

Interpersonal: Negotiates
to Arrive at a Decision

Information: Acquires and
Evaluates Information/
Interprets and
Communicates
Information

Systems: Understands
Organizational Systems/
Monitors and Corrects
Performance

4. Put the students in pairs. Assign A and B roles. Give one pair their A and B charts. Have them demonstrate the information gap activity for the class. Instruct them not to show each other their papers.
5. Hand each pair an A and B chart. Have them ask each other the questions on the board to get the missing information and write it on their papers.
6. Call time. Ask different volunteer pairs to report back what they found out. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community D. Time/Weather	25. Ask for and tell time on a digital clock and a clock with hands. CASAS #2.3.1	13a. Non-referential subject <i>t</i> for time

SAMPLE SCANS ACTIVITY: Tic Tac Toe Game

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a Tic Tac Toe game in which students practice telling time by comparing the time on a digital clock and a traditional clock with hands. Students should already know how to express clock time verbally with fractions, i.e. "It's a quarter to seven," etc.</p> <ol style="list-style-type: none"> 1. Obtain a cardboard clock with hands. 2. Write a list of 15 digital times on the board. Have different student volunteers tell you the verbal expression of time for each digital time. For example, point to a digital time, 7:45 for example, on the board. Place the manual clock hands to 7:45. Elicit and write the response of "It's a quarter to seven" or "It's 15 minutes to seven" next to the digital clock time. 3. Draw a tic-tac-toe grid on the board. Fill in the squares with digital times. Explain the rules of Tic Tac Toe to the class. Show how to get three in a row: horizontally, vertically or diagonally. 4. Divide the class into two teams: X and O. Explain that to get the X or the O they have to change the digital times to verbal time expressions. For example: 7:40 – "It's 20 minutes to 8," or 7:10 – "It's 10 minutes after 7," etc. Have the students on each team play one by one, and tell the teams that each student may only answer once. If a player gets an answer wrong, the other team has a chance to steal that square by answering correctly. ** 5. Play 3-4 games with the students. Write in different times for each new game. 6. Follow up: Pass out prepared papers with six small tic-tac-toe grids filled with different digital times. Group students in fours, with two players as X and two players as O. Have the students play the game in groups. <p style="text-align: center;">** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Speaking</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Interpersonal: Participates as Member of a Team</p> <p>Information: Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community D. Time/Weather	26. Identify and state day, date, and month on a basic calendar. CASAS 2.3.2	3. Future with <i>be + going to</i> 14c. Prepositions of time
SAMPLE SCANS ACTIVITY: Group Task		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a cooperative group task in which students review a calendar and answer true/false questions about its contents.</p> <ol style="list-style-type: none"> Prepare two papers before class, 1) a one-month calendar filled with a familiar activity for each day; for example, October 1: go to the dentist , October 2nd: go to the doctor, October 3rd: play soccer in the park, October 4th wash the car, etc. and 2) a list of 30 true/false statements about the activities on the calendar. For example: <ul style="list-style-type: none"> 1. I'm going to go to the doctor on Monday, Oct. 1st. True False 2. I'm going to play soccer on Wednesday, Oct. 3rd. True False Make a transparency of the calendar. Make a class set of double-sided copies with the calendar on one side and the true/false list on the other. Write on the board: <p style="margin-left: 40px;">What are you going to do on _____, October ____? I'm going to _____.</p> Project the transparency of the calendar. Point to the questions on the board. Ask various students about different dates. Point to the correct responses on the board and have them give you the answer. Then have students ask you questions about dates and you give the answer using the calendar. Pass out the photocopy to the class. Have the students look at the side with the true/false list. Read the first true/false statement. Ask, " Is it true or false?" Explain the meaning of true and false (i.e., correct/not correct, yes or no). Work through three examples together. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information</p> <p>Interpersonal: Participates as Member of a Team</p>

6. Put the students in groups of four and have them answer the remaining true/false questions about the calendar. Circulate and monitor. Make sure all the students participate and understand.
7. Call time after 15 minutes. Have one group report back the first five statements, another group the next five and so on, until everyone has reported back. **
8. Follow up: Ask the students to practice asking and answering the questions about the calendar with a partner. "What are you going to do on Monday October 1st? I'm going to go to the dentist."

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community D. Time/Weather	27. Interpret a simple appointment card with date and time. CASAS #2.3.2, 3.1.2	16c. Wh- questions

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 activity is a mixer in which students interpret simple appointment cards. Students should already be familiar with dates and times.

1. Make a set of appointment cards so that there is one for each student. Fill out the cards with different days, dates and times.

Dr. Freeman 2345 Baker Blvd. Los Angeles, CA 91306		
You have an appointment on _____		
	(day)	
_____	_____	_____
(month)	(day)	(year)
at _____ am _____ pm.		

Note: As an alternative to preparing individual cards, plan a prior activity in which students fill in blank appointment cards with their choice of day, date, and time.

2. Review days, dates and times on the board.
3. Write a sample appointment card on the board. Write the question: "When is your appointment?" Ask students to say the day, date, and time. Repeat the questions and answers several times. Practice follow-up questions such as "What time is your appointment?" as well.
4. Distribute one card to each student.
5. Ask one volunteer to model with you. Ask the student "When is your appointment?" The student should answer by reading the information on his card. The student then asks you "When is your appointment?" and you answer with the information on your card. After you have both asked and answered the question, you trade cards and move on to another student. Model as many times as needed.

SCANS FOCUS

Basic Skills: Reading/
Listening/ Speaking

Information: Acquires and
Evaluates Information/
Interprets and
Communicates
Information

Interpersonal: Teaches
Others/ Works with
Diversity

Systems: Understands
Social Systems

6. Ask the entire class to take their appointment cards and stand up. They must find a partner, ask and answer the question, trade cards, and then move on to another partner. Give the students 8-10 minutes to mingle.
7. Ask each student one or two questions about the appointment cards as you collect them.**
8. Follow up: Photocopy eight blank appointment cards on one sheet of paper. Dictate the appointment times to the students. Have them fill in the dates and times.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community D. Time/Weather	28. Ask about and describe the weather and seasons. CASAS #2.3.3	1a. Present of <i>be</i> 16c. Wh- questions 14a. Preposition of place <i>in</i>

SAMPLE SCANS ACTIVITY: Reading a Chart
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Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity:30-40 minutes	SCANS FOCUS
<p>Purpose: This is a life skills reading activity in which students scan a chart from the newspaper to find out the temperature in various cities in the world. Students should already know temperatures in Fahrenheit and the seasons.</p> <ol style="list-style-type: none"> 1. Obtain a copy of the <i>U.S. and Worldwide Cities</i> chart from a recent Los Angeles Times weather page. Enlarge it to 8 1/2 x 11” to make it more legible and make a copy for every student. Make one overhead transparency of the chart as well. Have a world map or globe, world map transparency or simple chalkboard drawing of the continents available in the classroom. 2. Show the overhead transparency of the chart and point out the title and column headings for the cities and temperatures. Explain that the “Hi” temperature is the daytime high, and the “Lo” temperature is the nighttime low. Find various U.S. cities on the chart and describe the weather there, in order to review the Fahrenheit temperatures. (<i>Oh, it’s 107 degrees in Phoenix. That’s hot!</i>) Discuss the current season as appropriate. (<i>It’s summer there.</i>) 3. Go to the map, globe, or chalkboard drawing and point out the areas used as additional headings on the chart: Canada, Mexico, Pacific, Asia, Central & South America, Europe, Africa/Middle East. Go back to the transparency of the chart and point out those headings. Discuss a few cities under each heading, asking what country they are in and what the (daytime) temperature is there. Discuss what season it is in those places as appropriate. (<i>It’s 59 degrees in Stockholm, Sweden. It’s cool. Stockholm is in Europe. It’s fall there., etc.</i>) 4. Hand out the charts. Ask the class about the location of various cities as you point to them on the chart. “Where is Bangkok? It’s in Thailand./It’s in Asia.” Wait for all students to find the city on their own charts. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Arithmetic</p> <p>Thinking Skills: Seeing Things in the Mind’s Eye/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Resources: Allocates Material Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others</p> <p>Systems: Understands Organizational Systems</p>

5. Ask “What’s the temperature in _____?” first of the whole class and then of several volunteers. Do choral repetition of the questions and answers as needed.
6. Ask one student several questions about the same city as the class listens. Repeat with several different cities.
7. Pair students and have them ask and answer questions about different cities, alternating between Student A and Student B.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community D. Time/Weather	29. Interpret temperatures using the Fahrenheit scale. CASAS #2.3.3, 1.1.5	1a. Present of <i>be</i> 13a. Non-referential subject <i>It</i> for weather
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														
<p>Purpose: This is a matching activity in which the pairs say the corresponding weather adjective for the temperature.</p> <p>1. Write 25 different temperatures and the corresponding weather adjectives in two columns. Make one copy for each pair of students in your class. For example:</p> <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center; vertical-align: top;">A.</td> <td style="text-align: center; vertical-align: top;">B.</td> </tr> <tr> <td style="vertical-align: top;">1. 75 degrees</td> <td style="vertical-align: top;">It's warm.</td> </tr> <tr> <td style="vertical-align: top;">2. 63 degrees</td> <td style="vertical-align: top;">It's cool.</td> </tr> <tr> <td style="vertical-align: top;">3. 90 degrees</td> <td style="vertical-align: top;">It's hot.</td> </tr> <tr> <td style="vertical-align: top;">4. 48 degrees</td> <td style="vertical-align: top;">It's cold.</td> </tr> </table> <p>2. Write on the board: "What's the temperature? It's 80 degrees. It's warm." Write the following chart on the board:</p> <table style="margin-left: 100px; border: none;"> <tr> <td style="text-align: center;">85-110 degrees is hot</td> </tr> <tr> <td style="text-align: center;">70-84 degrees is warm</td> </tr> <tr> <td style="text-align: center;">55-69 degrees is cool</td> </tr> <tr> <td style="text-align: center;">0-54 degrees is cold</td> </tr> </table> <p>3. Write a list of 10 different Fahrenheit temperatures on the board. Have the class use the chart to describe each temperature as you point to it on the list. (It's 61 degrees. It's cool.)</p> <p>4. Have two student volunteers model the pair activity. Fold one paper in half vertically. Instruct student A to look at the temperatures. Instruct student B to look at the answers (cool, warm, etc). Have A say, "It's 75 degrees. It's warm." Have B say, "correct." Then, have A say: "It's 63 degrees. It's cold." B: "Incorrect."</p>	A.	B.	1. 75 degrees	It's warm.	2. 63 degrees	It's cool.	3. 90 degrees	It's hot.	4. 48 degrees	It's cold.	85-110 degrees is hot	70-84 degrees is warm	55-69 degrees is cool	0-54 degrees is cold	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p>
A.	B.														
1. 75 degrees	It's warm.														
2. 63 degrees	It's cool.														
3. 90 degrees	It's hot.														
4. 48 degrees	It's cold.														
85-110 degrees is hot															
70-84 degrees is warm															
55-69 degrees is cool															
0-54 degrees is cold															

5. Pass out one paper to each pair and have them begin the activity. Circulate and check for understanding. Call time after 10 minutes. Have A and B switch roles and repeat.
6. Have the pairs unfold their paper. Point to the conversation on the board. Have them practice the dialog with each temperature: A: What's the temperature? B: It's 75 degrees. It's warm. Then, B: What's the temperature? A: It's 90 degrees. It's hot.
7. Have several pairs present their dialogs to the class. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Shopping	30. Use U.S. money. a. Identify U.S. coins and bills. b. Make simple change with U.S. coins and bills. CASAS # 1.1.6	1a. Present of <i>be</i> 10b. Demonstratives <i>this, that</i> 10e. Quantifier <i>much</i>

SAMPLE SCANS ACTIVITY: Concentration Game

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a matching game of Concentration in which students match the appropriate bills and coins to the amount in dollars and cents. Students should already be familiar with bills and coins, including the half dollar.</p> <ol style="list-style-type: none"> 1. For a class of forty students, make 10 copies on colored paper of the money amount grid shown on page 72, and 10 copies on white paper of the bills and coins grid on page 73. Using one white paper and one colored paper, cut the two papers into 20 squares each and put all the pieces together in an envelope. Prepare one envelope for every group of four students in your class. 2. Write 10-15 money amounts on the blackboard. Review the bills and coins needed for each money amount. Use pictures if needed. For example, say, "How much is \$4.50? That's four \$1 bills and two quarters." Point to the dollar bill and quarter. Point out other combinations such as four \$1 bills, one quarter, two dimes, and a nickel. Continue through the money amounts on the list, matching the bills and the coins in the various combinations. 3. Put the students in groups of four. Explain that they will play a matching game where they can match the money amount with the bills and coins. 4. Model the activity with one group. Put the squares from one envelope face down on the group's table in a rectangular grid pattern, as for playing Concentration. Have student 1 turn over a white paper and a colored paper and try to get a match. Show the class that no match is made so the papers are turned back over. Continue with students 2, 3 and 4. Explain that when a match is made the student keeps the two matching papers and takes another turn. The student with the most matched papers wins the game. Instruct groups to play the game two times. 	<p>Basic Skills: Reading/ Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Integrity/Honesty</p> <p>Interpersonal: Participate as Member of a Team</p> <p>Information: Acquires and Evaluates Information</p> <p>Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>

5. Hand out the envelopes to each group. Circulate to check for understanding and to make sure students are playing correctly. **

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

Concentration Grid: Dollars and Cents

\$. 85	\$ 1.00	\$10.45	\$ 3.45	\$20.75
\$. 20	\$ 5.50	\$.10	\$ 2.25	\$ 30.28
\$ 8.00	\$ 1. 03	\$.99	\$ 6. 30	\$ 3.05
\$ 4.00	\$.95	\$ 22.80	\$1.79	\$.75

Concentration Grid: Bills and Coins

<p>three quarters + one dime</p>	<p>one \$1 bill</p>	<p>one \$10 bill + one quarter + two dimes</p>	<p>three \$1 bills + four dimes + one nickel</p>	<p>one \$20 bill + three quarters</p>
<p>two dimes</p>	<p>one \$5 bill + two quarters</p>	<p>two nickels</p>	<p>two \$1 bills + one quarter</p>	<p>one \$20 bill + one \$10 bill + one quarter + three pennies</p>
<p>one \$5 bill + three \$1 bills</p>	<p>one \$1 bill + three pennies</p>	<p>three quarters + two dimes + four pennies</p>	<p>one \$5 bill + one \$1 bill + three dimes</p>	<p>three \$1 bills + one nickel</p>
<p>four \$1 bills</p>	<p>three quarters + two dimes</p>	<p>two \$10 bills + two \$1 bills + three quarters + one nickel</p>	<p>one \$1 bill + one half dollar + one quarter + four pennies</p>	<p>one half dollar + one quarter</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Shopping	31. Ask for and give costs of common items. CASAS #1.2.1	1c. Simple present tense 9d. Countable and uncountable nouns 17. Questions with <i>do/does</i> (or) Questions with <i>be</i>

SAMPLE SCANS ACTIVITY: Information Gap

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

<p>Steps for Sample Activity: Approximate Time of Activity: 20-30 minutes</p> <p>Purpose: This is an information gap activity in which students ask for and give information about common shopping items. Students should already know the names of common grocery items and U.S. currency.</p> <p>1. Make identical lists of grocery items and their cost with some information missing on each form. Make approximately 15 copies of each form. For example:</p>	<p>SCANS FOCUS</p>																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Form A</th> <th colspan="2" style="text-align: center;">Form B</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">1. bread</td> <td style="width: 10%;"></td> <td style="width: 30%;">1. bread</td> <td style="width: 10%; text-align: right;">\$2.25</td> </tr> <tr> <td>2. milk</td> <td style="text-align: right;">\$2.59</td> <td>2. milk</td> <td></td> </tr> <tr> <td>3. cheese</td> <td></td> <td>3. cheese</td> <td style="text-align: right;">\$1.69</td> </tr> <tr> <td>4. shampoo</td> <td style="text-align: right;">\$1.99</td> <td>4. shampoo</td> <td></td> </tr> <tr> <td>5. conditioner</td> <td></td> <td>5. conditioner</td> <td style="text-align: right;">\$1.99</td> </tr> <tr> <td>6. chips</td> <td style="text-align: right;">\$1.99</td> <td>6. chips</td> <td></td> </tr> <tr> <td>7. apples</td> <td style="text-align: right;">\$2.75</td> <td>7. apples</td> <td></td> </tr> <tr> <td>8. ground beef</td> <td></td> <td>8. ground beef</td> <td style="text-align: right;">\$2.18</td> </tr> <tr> <td>9. peanut butter</td> <td style="text-align: right;">\$3.49</td> <td>9. peanut butter</td> <td></td> </tr> <tr> <td>10. eggs</td> <td></td> <td>10. eggs</td> <td style="text-align: right;">\$2.99</td> </tr> </tbody> </table>	Form A		Form B		1. bread		1. bread	\$2.25	2. milk	\$2.59	2. milk		3. cheese		3. cheese	\$1.69	4. shampoo	\$1.99	4. shampoo		5. conditioner		5. conditioner	\$1.99	6. chips	\$1.99	6. chips		7. apples	\$2.75	7. apples		8. ground beef		8. ground beef	\$2.18	9. peanut butter	\$3.49	9. peanut butter		10. eggs		10. eggs	\$2.99	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem/ Integrity/Honesty</p> <p>Resources: Allocates Time/ Allocates Materials/ Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>
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<p>2. Write the question on the board: <i>How much do/does _____ cost? 2. It costs ____.</i> Then write a sample list of grocery items with their cost: <i>cookies \$2.99, coffee \$5.99, lettuce \$.99, grapes \$3.64, Ajax \$.59.</i> Have the class practice asking and answering the question. (Note: The question can also be <i>How much is/are _____?</i>)</p>																																													

3. Put the students in pairs. Explain to them that their partner has their missing information. Tell them to fill in the missing information on their form by asking their partner. For example, Form A is missing the cost of bread. The student who has Form B will have the cost (\$2.25). Have one pair model the activity by doing question #1.
4. Begin the activity. Tell students they will have approximately 15 minutes to complete the activity. Circulate to observe the pair work and make note of student errors.
5. Ask pairs to report back by asking and answering one question each. Review correct usage or pronunciation from errors noted during activity.**

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Shopping	32. Ask for and give locations in a store. CASAS #1.3.7	16c. Wh- questions 9d. Countable and uncountable nouns

SAMPLE SCANS ACTIVITY: Dialog Substitutions
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Stages of Lesson: Warm Up Introduction **Presentation** Practice Application

Steps for Sample Activity: Approximate Time of Activity: 10-15 minutes	SCANS FOCUS
<p>Purpose: This is a whole class dialog substitution activity in which volunteers will ask and answer questions about the location of items in a store.</p> <ol style="list-style-type: none"> 1. Make eight signs on index cards (3x5 or larger) with “Aisle 1” through “8.” Bring in realia, actual items or their containers, for eight common supermarket items previously learned in class (e.g., batteries, shampoo, tissues, aspirin, deodorant, band-aids, toothpaste, and soda). 2. Arrange student seats in rows in give an index card with an aisle number to the student sitting at the front of each row. Distribute the supermarket items to students in different rows or “aisles.” 3. Write the following dialog on the board. <p>A: Excuse me, where is/are the _____?</p> <p>B: It’s/They’re in aisle ____.</p> <p>A: Thank you.</p> 4. Tell the students they will practice asking for and answering about locations of items in a supermarket. Practice the sample dialog with the whole class using 2-3 of the items distributed to the class. For each new dialog, have the student holding the item raise it so everyone can see where (on which “aisle”) it is located. 5. Ask for a student volunteer to practice part A of the dialog in front of the class. When the volunteer asks for a particular item, have the students who have the item and the card indicating the aisle number hold them up. Call on another volunteer to do part B. Continue with new volunteers for part A and part B until all the items have been located.** 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Seeing Decision Making/ Seeing Things in the Mind’s Eye</p> <p>Personal Qualities: Sociability/ Self- Management/ Self- Esteem</p> <p>Resources: Allocates Materials</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems</p>

6. Follow up: Pass out a picture of a supermarket that shows the aisles and what products are located on them, and have pairs of students practice asking and answering questions about the location of different items.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Shopping	33. Identify basic clothing. CASAS #1.3.9	10b. Demonstratives <i>this</i> and <i>that</i> 9b. Singular and plural nouns

SAMPLE SCANS ACTIVITY: Group Task

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

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a cooperative group task in which students identify and label basic clothing items. Students should already know clothing words and demonstratives.</p> <ol style="list-style-type: none"> 1. Obtain old catalogs and magazines containing pictures of clothing, scissors, glue sticks or tape, large sheets of construction paper and black pens. (You will need a set of materials for every 4-5 students in the class.) Write three lists of 10 clothing items each on the board, e.g., List 1: socks, jacket, pants, etc. List 2: hat, shirt, suit, etc. 2. Divide the class into groups of four or five students. Assign each group a clothing list. For example, two groups do list #1, two groups do list #2, etc. Assign and explain student roles. Write the roles on the board if needed: <ul style="list-style-type: none"> • The Materials Monitor gets the materials from the teacher and cuts out the pictures. • The Secretary glues and labels the pictures. • The Timekeeper watches the clock and keeps count of the number of pictures. • The Reporter shows the pictures to the class at the end. • Everyone helps find pictures in the magazines. 3. Explain that each group must find several pictures of <i>each</i> of the 10 articles of clothing on their assigned list. Then, they must cut out the clothing pictures, glue them to the construction paper, and label them. They will have 30 minutes. 4. Have all the Materials Monitors stand up and get a set of magazines, scissors, glue, pens, etc. for their group. Ask the Timekeepers to note the time and begin the activity. Circulate and praise students carrying out their roles well. Call on the Timekeepers after 30 minutes. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal: Participates as Member of a Team/ Exercises Leadership</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p>

5. Write: "This is a _____." or "These are _____." on the board. Borrow one group's collage and model the reporting activity. Point to a picture. Ask the class what it is. Have them use the language on the board to respond. For example, "This is a dress."
6. Have each group reporter show his/her group's clothing collage to the class. **
7. Follow up: Hold up the collage. Point to a picture and, without dictating, have the class write down a sentence saying what it is. For example, students would write: 1. That is a shirt. 2. Those are pants. 3. Those are shoes. 4. That is a jacket.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics A. Shopping	34. Describe clothing colors and sizes. CASAS #1.1.9	2. Present continuous tense

SAMPLE SCANS ACTIVITY: Listening Observation Game
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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
<p>Purpose: This is a listening observation game in which students identify what they and the other students are wearing. Students should already be familiar with vocabulary for clothing and colors.</p> <ol style="list-style-type: none"> 1. Write several sentences about what you are wearing on the board. For example, "I'm wearing blue jeans. I'm wearing a gold necklace," etc. 2. Tell students to write three sentences describing what they are wearing. They must write their name on the paper, and they must hand in the paper to the teacher. Give them a time limit of 10 minutes. They can write more sentences if they want to. 3. Circulate and offer assistance as needed. 4. Collect all the papers in a box. Explain that this is like the lottery, but in this game, the LAST student whose name is drawn is the winner. This will ensure that everyone pays attention until the end. Offer a small prize to heighten interest. 5. Draw the papers one by one and read the descriptions without naming the student. Students must listen and point to or say the name of the student who is being described.** The last student who is described is the winner. 6. Follow up: Write some of the students' writing mistakes from their papers on the board. Correct them as a class. <p style="margin-left: 40px;">** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Time</p> <p>Information: Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics B. Meals	35. Identify common foods. CASAS #1.3.8	1c. Simple present tense 16c. Wh- questions 17. Questions with <i>do/does</i>
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									
<p>Purpose: This is a categorizing activity in which students match common foods to the meals associated with them.</p> <p>1. Prepare a list with three columns. Write 10 common foods under each meal. Example:</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding-right: 40px;">BREAKFAST</th> <th style="text-align: left; padding-right: 40px;">LUNCH</th> <th style="text-align: left;">DINNER</th> </tr> </thead> <tbody> <tr> <td style="padding-right: 40px;">7: 00 a.m. eggs cereal</td> <td style="padding-right: 40px;">12:00 p.m. sandwich apple</td> <td>6:00 p.m. steak potato</td> </tr> </tbody> </table> <p>2. Make 10 photocopies of the list. Cut up each list into pieces with one food item on each and place the 30 pieces from one page into an envelope. Make a transparency of the complete list. If possible, obtain pictures of all the foods on the list.</p> <p>3. Write on the board: “When do you eat _____?”</p> <div style="margin-left: 40px; border-left: 1px solid black; padding-left: 20px;"> <p>I usually eat _____ for</p> <table style="border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">breakfast</td> </tr> <tr> <td style="padding-right: 10px;">lunch</td> </tr> <tr> <td style="padding-right: 10px;">dinner</td> </tr> </table> </div> <p>4. Model how to ask and answer the above question. Point to pictures of common foods and have various students ask or answer the question. For example, Student A: “When do you eat cereal?” Student B: “I usually eat cereal for breakfast.”</p> <p>5. Explain that the students will put a list of foods into three groups: breakfast, lunch and dinner. Explain that some foods may fit in more than one group.</p>	BREAKFAST	LUNCH	DINNER	7: 00 a.m. eggs cereal	12:00 p.m. sandwich apple	6:00 p.m. steak potato	breakfast	lunch	dinner	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind’s Eye/</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Interpersonal: Participates as member of a Team/ Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Maintains and Organizes Information</p>
BREAKFAST	LUNCH	DINNER								
7: 00 a.m. eggs cereal	12:00 p.m. sandwich apple	6:00 p.m. steak potato								
breakfast										
lunch										
dinner										

6. Put the students in groups of four. Model the activity with one group. Give them the envelope with the 30 slips of paper. Take one slip from the envelope and have the group ask you, "When do you eat _____?" Answer, "I eat _____ for _____." Place the paper in one of three piles for breakfast, lunch and dinner. Do several examples. Explain that each student will take turns until all the slips are grouped into three piles.
7. Pass out an envelope to each group. Begin the activity. Circulate and check for understanding.
8. Call time after most groups have finished. Put the complete list in the three categories on the overhead projector and let groups check their work. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Consumer Economics B. Meals	36. Interpret a simple food label, including basic abbreviations. CASAS #1.6.1	16c. 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												
<p>Purpose: This is a jigsaw reading activity in which students interpret simple food labels. Students should be familiar with food names and prices, and abbreviations for weight.</p> <p>1. Collect eight different food items with price tags on them (a box of cereal, a can of soup, etc.). Create a numbered grid with the brand names of the eight items going down the first column. Make one copy per student and one transparency of the grid. Example grid:</p> <table border="1" data-bbox="175 1100 1133 1381"> <thead> <tr> <th></th> <th>What is it?</th> <th>How much is it?</th> <th>What is the weight?</th> </tr> </thead> <tbody> <tr> <td>1. Raisin Bran</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Campbell's Soup</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		What is it?	How much is it?	What is the weight?	1. Raisin Bran				2. Campbell's Soup				<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Problem Solving/ Seeing Things in the Mind's Eye</p> <p>Resources: Allocates Materials/ Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team</p> <p>Information: Acquires and Evaluates Information/ Maintains and Organizes Information</p> <p>Systems: Understands Organizational Systems</p>
	What is it?	How much is it?	What is the weight?										
1. Raisin Bran													
2. Campbell's Soup													
<p>2. Review food labels with students by drawing some sample food labels on the board and asking "What is it?" "How much is it?" "What is the weight?"</p> <p>3. Put the students in groups of four. Distribute the grids. Each group member will be responsible for collecting information on two items ONLY. Verify student understanding by asking, "Who has items #1 and 2? Who has items #3 and 4?" etc. Make sure students understand that they are only to get the information for their assigned numbers.</p> <p>4. Explain that the students are to go to their two assigned items and read the labels to complete their portion of the grid. Model this for the students.</p>													

5. After they have completed their portion of the grid, students return to their group. Each one reports the information they found to their group. The other group members must listen to the other team members and fill in the remaining items on their grid.
6. When the grids are completed, have the students report back to you as you fill out the grid on the overhead. Make some mistakes so that the students can correct you. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics B. Meals	37. Order simple meals in a fast food restaurant. CASAS #0.1.2, 0.1.3, 2.6.4	7. Modals <i>can</i> and <i>may</i> 8. Modal <i>would like</i>

SAMPLE SCANS ACTIVITY: Mixer

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

<p>Steps for Sample Activity: Approximate Time of Activity: 10-15 minutes</p> <p>Purpose: This is a whole class mixer activity in which students take and place orders of fast food items. Students should already be familiar with fast food vocabulary.</p> <ol style="list-style-type: none"> 1. Obtain a set of blank index cards and write the names of different fast food items discussed in class (e.g., soup, salad, coffee, hamburger, cheeseburger, taco plate, etc.). Make enough cards for each student. Glue pictures of items on the cards if possible. 2. Write the following dialog on the board: <ul style="list-style-type: none"> A: Hi, may I help you? B: Yes, I would like a/the _____. <li style="text-align: center; font-size: small;">(fast food item) A: Anything else? B: No, thank you. (No thanks.) 3. Tell class that they are going to "<i>mingle</i>" (socialize) and practice ordering the items on their cards from their classmates. Tell students they will switch cards and practice asking for another food item with another student. Review each food item on the cards and practice pronunciation. 4. Ask for two volunteers. Model the activity. Keep one card for yourself and give one card to each volunteer. Begin by saying the dialog with one of the volunteers. After you have said the dialog, switch cards, go to the other volunteer and repeat the dialog with a new card. 	<table border="1" style="width: 100%; height: 100%;"> <tr> <th style="padding: 5px;">SCANS FOCUS</th> </tr> <tr> <td style="padding: 5px;"> <p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Materials</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Understands Social Systems</p> </td> </tr> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Materials</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Understands Social Systems</p>
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5. Pass out a card to each student. Begin the activity. Circulate and help students with their dialogs until students have reviewed the majority of the food items. **
6. Call time after 10 minutes. Ask for student volunteers to perform some of the dialogs they practiced in front of the class. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics C. Housing	38. Identify rooms of a house, furniture and appliances. CASAS #1.4.1	13. There is/there are 14a. Prepositions of place

SAMPLE SCANS ACTIVITY: Match Mine

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS								
<p>Purpose: This is a Match Mine activity in which “receivers” complete a picture of a house using information described by a “sender.” Students should already know room and furniture vocabulary and <i>there is/there are</i>.</p> <p>1. Find or create a floor plan of a house that contains several rooms the students know, such as the bedroom, living room, kitchen, bathroom and garage in the example below. Add to one copy the names of the rooms and a few pieces of simple, typical furniture (drawn and/or labeled in the appropriate rooms.) On the other copy, label only the living room, as shown below. Make a class set of copies of the blank floor plan. Make enough copies of the floor plan with furniture and rooms labeled to have one for every group of three students in your class.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind’s Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Esteem</p> <p>Resources: Allocates Time/ Allocates Materials/ Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Information: Acquires and Evaluates Information/ Interprets and</p>								
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Living Room									
Living Room									

2. Divide class into groups of three. Have groups choose a Team Leader, who will be the sender.
3. Have Team Leaders go to a central place where they will pick up a copy of the floor plan with the rooms labeled and the furniture either drawn or written into each of the rooms. Tell them not to show the picture to their teammates.
4. Hand out the sheet with five empty boxes to the other members of each group. Draw a similar group of five boxes on the board.
5. Explain to the Team Leaders that they must go back to their groups and describe the picture of the house and its furniture to their teammates using words only, without letting them see the picture. For example, "There is a bathroom next to the living room. There is a sink in the bathroom." They will describe the whole house to their teammates, who will be receivers.
6. Explain to the receivers that they should listen to the senders and write or draw the rooms and furniture in the correct boxes on their papers. Model a couple of examples with student volunteers, labeling rooms and writing names or drawing sample furniture on the floor plan on the board.
7. Review vocabulary for furniture by brainstorming some words on the board.
8. Tell students they will have a 15-minute time limit. Allow them to begin.
9. Call time. Have the Team Leaders check their teammates' papers against the original picture for accuracy. **
10. Have student volunteers give you names and locations while you write or draw furniture onto the floor plan on the board.

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

Communicates
Information

Systems: Understands
Organizational Systems/
Monitors and Corrects
Performance

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Consumer Economics A. Housing	39. Inquire about apartment and house rentals. CASAS #1.4.2	16a. Yes/No questions 16c. Wh- questions
SAMPLE SCANS ACTIVITY: Role Play		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students ask and answer questions about apartment rentals.</p> <ol style="list-style-type: none"> Write a model dialog on the board. For example, <ul style="list-style-type: none"> A. I'm calling about the apartment for rent. Is it still available? B. Yes, it is. A. How much is the rent? B. \$800 a month. A. How many bedrooms does it have? B. It has two bedrooms. A. Is there a swimming pool? B. Yes, there is. Model the dialog a couple of times with volunteer students. Explain vocabulary as necessary. Have students practice the dialog in pairs for five minutes, then switch roles and practice for five minutes more. Elicit from the class additional "Is there..." questions. (Is there a fireplace? A dishwasher? A parking space?) Model the dialog again using different "Is there..." questions. Write a checklist with the important elements of the dialog on the board. For example: <div style="text-align: right; margin-right: 100px;">(name) (name) (name)</div> <ul style="list-style-type: none"> Did he or she... give a reason for the call? ask about the cost of the apartment? ask about the number of bedrooms? ask for other information? 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Esteem</p> <p>Resources: Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Systems: Monitors and Corrects Performance</p>

7. Have students copy the list of questions. Have two volunteers model the dialog. Have students add the name of the student who took part A to the right of their questions, and then answer “yes” or “no” for each question. Congratulate the volunteers and then go over the answers to the checklist to point out all the elements of the dialog.
8. Form small groups and have each group choose two students to play the manager and the apartment seeker. Instruct the other members of the group to add the name of the apartment seeker to the right of the questions on their papers. Have them use the questions as an observation checklist as they listen to the role play. **
9. Monitor the group practice, helping with pronunciation and answering any questions. Encourage groups to add another name to the checklist and observe another pair doing the role play.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	40. Identify national holidays. CASAS # 2.7.1	1a. Present of <i>be</i> 14c. Prepositions of time
SAMPLE SCANS ACTIVITY: Matching		

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

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS						
<p>Purpose: This is a matching activity in which students ask about national holidays and their correct dates. The students should be familiar with the names of the holidays.</p> <ol style="list-style-type: none"> 1. Prepare a handout with a list of 10 holiday names and dates that you have covered in class and the dates they fall on in the current year. Make enough copies of the list to have one for each group of four students. Cut each list into 20 strips with the 10 holidays and 10 dates and put each set in an envelope. 2. Write a few holidays and dates on the board. Write the question: "Which date is _____?" Ask the question for each holiday and have the students tell you the date. <table border="0" data-bbox="289 1203 925 1308" style="margin-left: 40px;"> <tr> <td style="padding-right: 40px;">Independence Day</td> <td>January 1</td> </tr> <tr> <td>New Year's Day</td> <td>December 25</td> </tr> <tr> <td>Christmas Day</td> <td>July 4</td> </tr> </table> 3. Explain that students will be working in groups to match holidays and dates. 4. Put the students in groups of four. Assign two roles in each group: the holiday pair and the date pair. Don't give out the envelopes yet. 5. Model the activity with one group. Take the strips out of one envelope. Give one pair the holidays and the other pair the dates. Have one student pick up a holiday slip and read it to the other pair: "Labor Day." Indicate the question on the board and have the student say, "Which date is Labor Day?" Prompt the date pair to choose the slip with the correct date. Have one of them read the date. Ask the other three students if the date is correct. If they say yes, have them put the two slips to the side and say, "It's a match!" 	Independence Day	January 1	New Year's Day	December 25	Christmas Day	July 4	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p>
Independence Day	January 1						
New Year's Day	December 25						
Christmas Day	July 4						

6. Pass out the envelopes to each group. Explain that they should raise their hands as soon as they have matched all of the slips.
7. Begin the activity. Circulate and help the groups read and pronounce the items they have trouble with.
8. Stop the activity as soon as most groups have finished. Have one member from each group report one of their matches. After each group reports, poll a few other groups: "Is Independence Day on May 5th?" Write all the matches on the board. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	41. Identify important U.S. presidents, including the current president. CASAS #5.1.4	1. Simple present tense 4a. Past of <i>be</i> 4b-c. Simple past tense (exposed)
SAMPLE SCANS ACTIVITY: Jigsaw Reading		

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

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a jigsaw reading in which students must interpret a short reading about a US president and share the information with their group. Students should be familiar with US money, ordinal numbers, and dates.</p> <ol style="list-style-type: none"> Prepare 6 different readings about 6 different US presidents including the current president. Number the readings 1 through 6. For example: <p style="text-align: center;"><i>#1 George Washington</i> George Washington was <i>the first president of the United States. He was born in Virginia in 1732. His face is on the dollar bill and the quarter.</i></p> Post the readings in 6 different locations in the classroom. Make a cloze exercise of all the readings and put them on one paper. For example: <p style="text-align: center;"><i>#1 George Washington</i> George Washington was the _____ president of the United States. He was born in Virginia in _____. His face is on the _____ bill and the _____.</p> Put students in groups of 5. Assign one student per group to be the writer. Give the writer the cloze exercise with all 6 readings. Explain that the writer is going to fill out the information and the others are going to tell him what to write by going to the reading and reporting back to the writer. Model with the first two readings. Put the cloze on the overhead and have a student volunteer go to reading #1 and report back to you. Fill in the blanks according to what he says. Do the same for reading number 2. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

6. Assign the other 4 students 1 reading each. Verify understanding by asking "Who has reading #3? Raise your hand. Point to reading # 3," etc. When all are clear as to what they are reading, instruct them to go to the readings posted on the wall, and report back to the writer in their group. The writer will fill in the paper according to what his teammates say.
7. When all the groups have finished, have each group report back to you as you fill in the cloze on the overhead. Read it together as a class.**

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law	42. Identify simple highway and traffic signs. CASAS #1.9.1, 2.2.2,	1b. Present of <i>have</i> 16c. Wh-questions

SAMPLE SCANS ACTIVITY: Matching Mixer

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

Steps for Sample Activity: Approximate Time of Activity: 15-20 minutes	SCANS FOCUS
<p>Purpose: This activity is a mixer in which students will circulate and ask questions in order to match the illustration of a traffic sign with its meaning. Students should already know the meanings of the signs used in the activity.</p> <ol style="list-style-type: none"> 1. Photocopy the traffic signs on the following page, and color them as indicated if possible. (Note: the signs are available in color from a driver's handbook at the DMV or from the internet.) Cut out enough signs for half of your class and glue them to small index cards. On separate index cards, write the meaning of each sign: Don't Walk, STOP, etc. 2. Tell students that they will move around the room and find another student to create a match: one student with a card with a picture of a sign and one student with the card with that sign's meaning. Once students find their match, they should stand with that person in a designated area in the classroom. 3. Pass out the picture cards and meaning cards to the class at random. Each student should have either a picture of a sign or the meaning of a sign. 4. Model the activity. Choose a card yourself, show it to the class, and then ask a volunteer student, "Excuse me, what do you have?" If the student's card is a match, go with the student to the designated area. If the student's card is not a match, say "Thank you" and indicate you'll keep looking. Ask several students in a row to model the mixer activity. 5. Have the class begin the activity. Circulate and help students. 6. Call time after 10 minutes. Have each pair describe and/or show the class their sign and its meaning.** <p style="margin-left: 40px;">** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Speaking/ Listening</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management</p> <p>Resources: Allocates Materials</p> <p>Interpersonal: Participates as a Member of a Team/ Works with Diversity</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Understands Social Systems/ Monitors and Corrects Performance</p>



COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Medical Care	43. Identify major parts of the body. CASAS #3.1.1	N/A
SAMPLE SCANS ACTIVITY: Line Up		

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

Steps for Sample Activity: Approximate Time of Activity: 10-15 minutes	SCANS FOCUS
<p>Purpose: This is a line-up activity in which students sequence the parts, of the body from head to toe in front of the class. Students should have already learned the names of major body parts.</p> <ol style="list-style-type: none"> 1. Using 8 1/2 x 11 sheets of paper, write the names of the body parts one per page, in large print. 2. Keep “head” for yourself and pass out the rest. Tell the students they will line up from left to right. Beginning with the head, they have to find their place in the line to form the human body. 3. Call on the two students who have “eyes” and “hair” to come to the front and stand on either side of you. 4. Ask the class if the three of you are standing in the correct order. If not, have them tell you where to stand. 5. Tell the rest of the volunteers they will do the same. Have all of them stand up and find their places in line. Encourage them to talk with each other in English to work out where they belong in line. 6. The students sitting at their desks can participate by looking to see if the students are in the correct place. If any of the volunteers are not in the correct place, ask the students where they belong. 7. Go down the line to check if everyone is in the right place.** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind’s Eye/ Reasoning</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Interpersonal: Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Maintains and Organizes Information</p> <p>Systems: Understands Organizational Systems</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Medical Care	44. Ask about and describe common ailments/symptoms. CASAS #3.1.1	16. Simple present of <i>have, feel</i> 16a. Yes/No questions
SAMPLE SCANS ACTIVITY		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a dialog activity in which students will ask and answer questions about ailments at the doctor's office. Students should already be familiar with ailments associated with the verbs <i>feel</i> (sick, dizzy) and <i>have</i> (a fever, a sore throat).</p> <ol style="list-style-type: none"> Copy a set of pictures of people with various ailments discussed in class on a sheet of paper (e.g., a man who has a stomachache is holding his stomach). Cut each sheet into separate pictures and put them into an envelope. Make enough sets for pair work: one envelope for every two students in your class. Write a sample dialog on the board: Doctor: Are you O.K.? Patient: No, I'm not. I feel _____. (tired, nauseous) I have a/an _____. (headache, earache) Tell students they will pretend to be at the doctor's office. One student will be the doctor and the other will be the patient. Explain that they should alternate roles every time they choose a new ailment. Ask for one student volunteer to be a patient. Have the student pick out an ailment from an envelope you are holding. Demonstrate the dialog. Then switch parts: pick an ailment for yourself and have the student be the doctor. Pair students by assigning a partner from the opposite side of the room. Pass out one envelope to each pair. Tell the students they will have 15 minutes to practice. Call time. Ask for student volunteers to demonstrate various dialogs in front of the class.** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Materials</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Medical Care	45. Request appropriate over-the-counter medications for simple ailments.. CASAS #3.1.1, 3.3.3	6. Modal <i>can/can't</i> for ability

SAMPLE SCANS ACTIVITY

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

<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is an information exchange activity in which students interview each other to find out which medicine they use for a particular ailment.</p> <p>1. Prepare an interview sheet with 12 questions about treatments for various ailments: fever, cold, toothache, diarrhea, a cough, etc. Make a classroom set of the sheet. Make a transparency. Make a transparency.</p>	SCANS FOCUS												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;">STUDENT #1</th> <th style="width: 25%; text-align: center;">STUDENT #2</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">What is your name?</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td style="padding: 5px;">What can I use for a stomachache?</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">What can I use for a rash?</td> <td></td> <td></td> </tr> </tbody> </table>		STUDENT #1	STUDENT #2	What is your name?			What can I use for a stomachache?			What can I use for a rash?			<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Interpersonal: Works with Diversity</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>
	STUDENT #1	STUDENT #2											
What is your name?													
What can I use for a stomachache?													
What can I use for a rash?													
<p>2. Put the transparency on the overhead. Reveal only questions #1-3. Explain that the students are going to interview two students about medicines they use for ailments.</p> <p>3. Model the interview process with two students. Ask and answer questions #1-3 with each student. For example, "What can I use for a stomachache?" Possible answers might include: Alka Seltzer, Pepto Bismol or ginger tea. Indicate that there are many possible answers. Write each volunteer's response in the answer section on the transparency.</p>	<p>Systems: Understands Organizational Systems</p>												

4. Put students in pairs. Hand out the interview sheets. Begin the interviews. Keep an eye on students who finish and are looking for their second interview partner. Help them find a second partner as needed when they finish with the first one. Circulate and monitor.
5. Call time after 15-20 minutes. Write the list of ailments on the board. Have different student pairs report the remedies they discussed for each ailment. Write several remedies next to each ailment. Have students check their own spelling. ** (Note: This is a good opportunity to teach and/or practice the question "How do you spell _____?" so students can check their spelling of other words on their interview grids.)
6. Followup: Write several students' names on the board, along with several of their answers to the interview questions. Practice the sentence "He/She uses _____ for a _____ (stomachache, rash, etc.)". Then ask various students to report back on their interviews by asking "Who did you talk to? What does he/she use for a _____?" **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety A. Medical Care	46. Follow simple instructions during a medical or dental exam. CASAS #3.1.3	5. Imperatives
SAMPLE SCANS ACTIVITY: TPR		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a Total Physical Response (TPR) activity in which student pairs will alternate giving and following commands used during a medical exam.</p> <ol style="list-style-type: none"> Obtain a set of pictures of commands usually given during a medical exam. For example, a person opening his/her mouth, rolling up his/her sleeve, coughing, breathing in, breathing out, sitting on the table, etc. Copy enough sets of the pictures for 1/2 of your class, cut them up, and place them in an envelope. Make a transparency of the pictures. Tell the students they will practice giving and following instructions during a medical exam. Put the transparency on the overhead projector. Demonstrate and say the action for each picture on the transparency with the students. Point to different pictures and have various students say and do the action. Pair the students up. Give one volunteer pair an envelope and have them demonstrate the activity. Have them take out all the pictures and place them face down on the desk. Have the two students take turns choosing a picture and giving their partner the command to follow. Have the pair model several examples to be sure the class understands the activity. Pass out the envelopes to all the pairs and begin the activity. Allow 15-20 minutes and circulate to monitor student performance. Call time. Ask different student volunteers to go to the front of the class and give several commands to the class. Have the class follow the commands given.** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Materials</p> <p>Interpersonal- Participates as a member of a Team/ Teaches Others</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety B. Safety	47. Follow fire and earthquake procedures at school. CASAS #3.4.2	5. Imperatives
SAMPLE SCANS ACTIVITY: Sequencing		

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

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p>	SCANS FOCUS
<p>Purpose: This is a sequencing activity in which student groups put earthquake procedures in order.</p> <ol style="list-style-type: none"> 1. Write a simple list of 8-10 sentences concerning earthquake procedures on the board. Write the sentences out of order. For example: <ul style="list-style-type: none"> - Get under the desk. - Everything is shaking. - Turn away from the windows. - Stay calm. Don't scream. - There is an earthquake. - Protect your head. - Wait for instructions. 2. Have the students copy the sentences into their notebooks. Make sure they understand each sentence. Demonstrate any sentences that are unclear. 3. Model how to sequence. Ask the class which sentence should be first on the list. Write #1 next to "There is an earthquake." Ask the class, "What happens next...?" Elicit possible answers from the class. Write #2 next to "Everything is shaking." 4. Put the students in groups of four. Explain that the students must number the rest of the sentences in a logical order. 5. Have the students begin the activity. Circulate and help the groups. 6. Call time after 10-15 minutes. Have a member from each group come to the board. Ask the first student to write #3 next to the appropriate sentence, the next student to write #4 and so on. Discuss discrepancies in opinion as they come up. ** 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Esteem</p> <p>Resources: Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

7. Follow up: Give students the list of appropriate procedures combined with inappropriate procedures: run outside the building, call your family on your cell phone, scream, etc. Have them separate the procedures into appropriate and inappropriate.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety B. Safety	48. Give and respond to short safety commands and warnings. CASAS #0.1.3, 3.4.1	5. Imperatives
SAMPLE SCANS ACTIVITY: TPR		

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

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This is a Total Physical Response (TPR) activity in which students give and respond to safety commands.</p> <ol style="list-style-type: none"> 1. Create a list of 7-10 commands such as: <ul style="list-style-type: none"> • Duck! • Watch out! • Get out! • Get down! • Freeze! • Don't touch that! 2. Don't expose the list yet. Tell students to watch while you act out the commands and say them at the same time. 3. Tell students to watch and listen as you say the commands and act them out. Repeat this procedure again, and have the students act out the commands with you. Repeat without demonstrating the commands for them. 4. Repeat the commands out of order and ask the students to act them out. 5. Act out the sequence again, say nothing and have the students say the commands. 6. Write the commands on the board and have the students copy them. 7. Have students, in pairs, read and act out the commands. ** 8. Have a group of volunteers act out the sequence while another student volunteer gives the commands from memory. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety B. Safety	49. Identify and follow safety signs and symbols. CASAS #2.5.4, 3.4.1, 4.3.1	N/A
SAMPLE SCANS ACTIVITY: Concentration Game		

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

Steps for Sample Activity: Approximate Time of Activity: 20 minutes	SCANS FOCUS
<p>Purpose: This is a concentration game in which two teams of students match written safety signs with their symbols. Students should already be familiar with the safety signs.</p> <ol style="list-style-type: none"> 1. Make a grid of 16 squares, four across and four down. Number the squares 1-16. In eight squares chosen at random write previously studied safety signs, and in the other eight squares draw corresponding pictures or symbols. For example, a skull and crossbones in one square and the word "Poison" in another square. 2. Make an overhead transparency of the grid. Cover each square with a Post-it. Make sure the numbers are visible. 3. Divide the class into two teams. Ask all the students on Team 1 to put their names into a cup. Ask the students on Team 2 to put their names into another cup. Tell them they are going to play a memory game. Instruct them not to write anything. 4. Model the game by revealing two squares that don't match. Then reveal two squares that do match and explain that each match equals one point. 5. Call on students randomly by drawing names from the two cups, alternating between Team 1 and Team 2. Have the student give you two numbers. When the picture and the sign match, they get a point for their team. Expand by asking what the signs say and what they mean as you play the game. When all the matches have been made, the game is over. The team with the most points wins.** 6. Follow up: make several sets of cards and have the students play in groups of four. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	50. Identify common occupations. CASAS #4.1.8	10a. Articles <i>a/an</i>
SAMPLE SCANS ACTIVITY: Roundtable/Report Back		

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

Steps for Sample Activity: Approximate Time of Activity: 15-30 minutes	SCANS FOCUS
<p>Purpose: This is a roundtable brainstorm activity in which student groups write as many occupations as possible in a specific set of time.</p> <ol style="list-style-type: none"> 1. Bring crayons or multi-colored pencils (one per student), 10 single sheets of non-lined paper, scotch tape, and a timer. Write a number at the top of each sheet: 1-10. 2. Tell the students that they will work in groups to write as many occupations as they can in 7 minutes. 3. Put the class into groups of 3-4 people. Give each group 3-4 different colored pencils/crayons. Hand out one sheet of paper with a different number on top to each group. 4. Tell the students that each person in the group should write down an occupation and pass the paper to the student on their right. If they can't think of an occupation, they should pass and wait for another turn. They must not write the same occupation twice. At the end of the 7 minutes, the single sheet of paper should have items in different colors corresponding to each student. 5. Start the timer and walk around the classroom as students write on their papers. 6. When the timer goes off, collect the single sheets of paper and tape them up to the wall. You may give a prize to the group with the most occupations listed and/or the student who wrote the most occupations in his/her group. 7. Ask students to get up and look at each of the sheets hanging on the wall. Tell students to circle occupations on other group's papers which they hadn't written down. 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Resources: Allocates Time/ Allocates Materials</p> <p>Interpersonal: Participates as Member of a Team/ Exercises Leadership</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p>

8. Have each group report two or three occupations on their list which were circled by others. ** Write the occupations on the board, and go over the pronunciation of each and article usage (*He/She is a/an* _____.) if desired. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	51. Identify basic duties of common occupations. CASAS #4.1.8	1c. Simple present tense
SAMPLE SCANS ACTIVITY: Guessing Game Mixer		

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

Steps for Sample Activity: Approximate Time of Activity: 20 minutes

Purpose: This is a mixer in which students guess the occupation that matches a particular task.

1. Make paired index cards with the name of an occupation on one card and a task that matches the occupation on the other card. Make enough cards for every student to have both an occupation card and the corresponding task card, duplicating occupations for large classes. Possible occupations: waiter, bus driver, baker, seamstress, carpenter. Possible tasks: serve food, drive a bus, bake cookies, make clothes, build houses. Bring to class some tape or pins for the students to attach the index cards to their clothing.
2. Write a few of the occupations and tasks on the board. Ask the students questions to match them. For example, "Who serves food?" Have students answer, "A waiter serves food." Continue through several examples.
3. Write the following sentence frame on the board:

A/an _____ -s _____.
 (occupation) (task)
4. Bring up two volunteer students to model the activity. Tape or pin the index card for an occupation on each student's back and the index card for the corresponding task on his/her front. Show each student the occupation on his/her back before you tape it on, but don't show the occupation to the other student. Ask student #1 one to look at #2's task card and guess the occupation. For example, if the task card says "make clothes," student #1 may say, "A seamstress makes clothes." Have student #2 turn around and show his partner the occupation on his back to check for correctness. Have student #2 repeat the same process with student #1's card.

SCANS FOCUS

Basic Skills:

Listening/ Speaking/
Reading

Personal Qualities:

Responsibility/ Sociability/
Self-Management

**Information: Acquires and
Evaluates Information/**

Interprets and
Communicates
Information

**Interpersonal: Works With
Diversity**

5. Pass out the index cards, a matched pair to each student, and tape or pins to the class. Ask them to tape the task on their front and the occupation on their back. Explain that they should stand up and walk around the room. Encourage them to speak to at least 15 different students.
6. Have students begin the activity. Tape a pair of index cards on yourself and circulate with the students, helping and checking for understanding.
7. Call time after 8-10 minutes. Have different students report their sentences and list all of them on the board. Go over grammar, spelling and pronunciation. **
8. Follow up: Have students use the list of occupation tasks to interview each other in pairs about their abilities. For example, "Can you bake cookies?" "Yes, I can./No, I can't."

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	52. Read a simple 'help wanted" sign or advertisement. CASAS #4.1.3, 4.1.6	N/A

SAMPLE SCANS ACTIVITY: Messenger/Scribe

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This activity is a memory game in which student pairs read, report and write information from a job ad. The students should already know basic vocabulary used in a job ad: such as job title, wage/salary, hours, etc.</p> <p>1. Write a simple job ad on an 8 1/2 x 11" sheet of paper. For example:</p> <p style="padding-left: 40px;">Waitperson needed. P/T, evenings \$5.95/hr. + tips call Pat Ryan (310) 555-0000 Mac's Bar and Grill</p> <p>2. Make 5-10 copies of the ad, depending on the size of your class. Post the copies of the job ad around the room or outside in the hallway if possible.</p> <p>3. Put the students in pairs. Tell them that one is the writer and one is the runner.</p> <p>4. Have one pair model the activity for the class. Have the runner go to the job ad posted closest to them, memorize the first line of information and run back to tell his partner. Have his partner write it down and have the runner return to the job ad to memorize the next line. Emphasize that the runner cannot bring a pen, pencil or paper with them. If the runner forgets the information, he must go back and read the ad again. Instruct the class to work as quickly as possible.</p> <p>5. Begin the activity. Circulate and monitor the pairs. As soon as a pair finishes, have them write their names on the paper, and in what order they finished (i.e., the first pair to finish is #1, the second pair is #2, etc.). Collect the paper from each pair as they finish.</p>	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Resources: Allocates Time/ Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team</p>

6. Stop the activity after 5-8 minutes maximum. Collect any remaining papers. Write the job ad on the board in large letters. Read the pairs' papers out loud to the class beginning with the pair who finished first. Have the class listen and tell you if it sounds correct or not. ** Give a prize to the pair who finished fastest with the correct information.
7. Hand the papers back to the pairs and have them check their own spelling, etc. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	53. Respond to a simple "Help Wanted" ad or sign in person. CASAS #4.1.2	1a. Present of <i>be</i> 4. Simple past tense 8. Modal <i>would like</i>
SAMPLE SCANS ACTIVITY: Role Play		

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

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students ask and answer questions about help wanted ads.</p> <ol style="list-style-type: none"> 1. Write a model dialog on the board. For example, <ul style="list-style-type: none"> A. I saw your help wanted sign. Is the job still open? B. Yes, it is. A. What are the hours? B. Monday to Friday, from 10:00 AM to 6:00PM A. How much is the salary? B. \$10 an hour. Would you like an application? A. Yes, I would. Thank you. 2. Model the dialog a couple of times with volunteer students. Explain any vocabulary as necessary. 3. Have students practice the dialog in pairs for five minutes, then switch roles and practice for five minutes more. 4. Model the dialog again, playing part B and giving different responses for schedule and salary. 5. Ask students for a couple more important questions a job seeker might ask. Add those to the model dialogue on the board. 6. Write on the board a simple checklist with the important elements of the dialog: <ul style="list-style-type: none"> Availability: Did he ask if the job was still open? _____ Schedule: Did he ask about the hours? _____ Salary: Did he ask how much the salary was? _____ 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p> <p>Resources; Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others</p> <p>Systems: Monitors and Corrects Performance</p>

7. Have students copy the checklist in their notebooks, leaving space on the right for several sets of answers to the questions.
8. Have two student volunteers perform the role play for the class again. Write student A's name above the spaces for yes/no answers, and then have the class help you answer the questions for that role play. Explain that groups of students will perform the role play several times and use the next sets of blanks to answer the questions each time.
9. Form small groups and have each group choose two students to play the manager and the job applicant. Instruct the manager and the job applicant to practice the role play while the others fill out observation check lists.
10. Monitor the group practice, helping with pronunciation and answering any questions.
11. Call on student volunteers to perform the role play for the class while the rest of the students complete observation checklists for each pair. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	54. Respond to personal information questions in a simple job interview. CASAS #4.1.5	6. Modal <i>can</i> for ability
SAMPLE SCANS ACTIVITY: Interview Grid		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS												
<p>Purpose: This is an interview activity in which students ask and answer common job interview questions.</p> <ol style="list-style-type: none"> 1. Create an interview grid with 10-12 common job interview questions that begin with “Can you....?” and make a copy for every student, plus an overhead transparency if desired. For example: <table border="1" data-bbox="237 1003 1117 1136"> <thead> <tr> <th>Can you...?</th> <th>Name</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>...work nights?</td> <td></td> <td></td> </tr> <tr> <td>...drive?</td> <td></td> <td></td> </tr> <tr> <td>...type?</td> <td></td> <td></td> </tr> </tbody> </table> 2. On the board, write “Can you _____?” Ask the students to brainstorm some questions they may encounter in a job interview. Practice answering “Yes, I can” or “No, I can’t.” 3. Tell the students they are going to practice answering questions in a job interview. Hand out copies of the grid. 4. Go over each question for understanding. Have students repeat questions chorally for pronunciation. 5. Use the overhead transparency or draw the chart on the board. Model the interview procedure with a student volunteer. Write the student’s name. Ask the questions, and mark the volunteer’s answers “yes” or “no.” Make sure the students understand that they are marking their partner’s answers to the questions, not their own. 6. Give the students 10 minutes to interview two students. 7. Call time and ask students to report back to you on a few people they’ve interviewed. ** 	Can you...?	Name	Name	...work nights?			...drive?			...type?			<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Interpersonal: Works With Diversity</p> <p>Systems: Understands Organizational Systems</p>
Can you...?	Name	Name											
...work nights?													
...drive?													
...type?													

8. Follow up: Ask pairs to write their own interview questions and answers.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	55. Interpret a basic work schedule. CASAS #4.1.6, 4.2.1	1c. Simple present tense 16c. Wh- questions
SAMPLE SCANS ACTIVITY: Peer Dictation		

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

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
<p>Purpose: This is a peer dictation activity in which students interview each other to fill in a work schedule.</p> <ol style="list-style-type: none"> 1. Prepare work schedules for two employees with different work times and days. Prepare handouts for Employee #1 and Employee #2, each with a blank work schedule below, as shown on pages 117 and 118. Make enough copies for pair work: one of each handout for each student pair. Make a transparency of the blank work schedule. 2. Review and write appropriate questions on the board. For example, <p style="margin-left: 40px;"><i>Do you work on Monday? What time do you start? Do you have a lunch break? What time do you have lunch? What time do you finish work on Saturday?</i></p> 3. Place the blank schedule on the overhead projector. Interview one student volunteer about his/her actual work schedule. Fill in the schedule as on the handouts, with the words <i>start</i>, <i>lunch</i> and <i>finish</i> in the blanks. 4. Put students into pairs and designate Employee #1 and Employee #2. Give each partner the appropriate handout, each with their own schedule. Have all students write their names at the top. Tell them not to show their schedules to their partners. 5. Have Employee #1 begin by folding the paper so that only the blank schedule shows. Explain that Employee #1 must ask Employee #2 about his work schedule and write it down without looking at Employee #2's paper. Then Employee #2 will do the same. 6. Have students begin the activity. Circulate and monitor the practice. 7. When most students have finished, call time. Have pairs compare their handouts to check for accuracy. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Honesty/Integrity</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Interpersonal: Teaches Others/ Exercises Leadership</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

Employee #1

Name: _____

	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.	Sun.
6:00 am						start	start
8:00 am	start	start	start				
10:00 am							
12:00 pm	lunch	lunch	lunch			lunch	lunch
1:00 pm							
3:00 pm						finish	finish
5:00 pm	finish	finish	finish				
7:00 pm							

Employee #2

Name _____

	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.	Sun.
6:00 am							
8:00 am							
10:00 am							
12:00 pm							
1:00 pm							
3:00 pm							
5:00 pm							
7:00 pm							

Employee #1 **Name** _____

	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.	Sun.
6:00 am							
8:00 am							
10:00 am							
12:00 pm							
1:00 pm							
3:00 pm							
5:00 pm							
7:00 pm							

Employee #2 **Name** _____

	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.	Sun.
6:00 am							
8:00 am			start				start
10:00 am				start	start	start	
12:00 pm			lunch				lunch
1:00 pm				lunch	lunch	lunch	
3:00 pm							
5:00 pm			finish				finish
7:00 pm				finish	finish	finish	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	56. Talk about basic problems on the job. CASAS #4.6.1, 4.6.4	1. Simple present tense 7. Modal <i>can</i> to request help 9. Use affirmative and negative statements
SAMPLE SCANS ACTIVITY: Dialog Substitutions		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS			
<p>Purpose: This is a dialog practice activity in which students ask for help and report a problem at work.</p> <ol style="list-style-type: none"> Put students in groups of three. Ask them to brainstorm tools and machines used at work. For each group, assign one student to be the recorder who writes all the ideas, one to be the timekeeper who keeps time, and one to be the reporter who reports the group's answers to the class. Give the groups five minutes to work on the task. Ask the group reporters to report back to you. Write their ideas on the board. Show the students how to report a problem with equipment at work by taking the list and making a frame sentence around it like this: <div style="text-align: center; margin: 10px 0;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding-right: 10px;">The</td> <td style="border-left: 1px solid black; padding-left: 5px; text-align: center;"> fax machine copier computer </td> <td style="padding-left: 10px;">doesn't work.</td> </tr> </table> </div> Practice each sentence chorally with the class. Have the students copy the following dialog: <ol style="list-style-type: none"> A) Excuse me. Can you help me? B) Sure. What do you need? C) The _____ doesn't work. D) OK. I'll take care of it. 	The	fax machine copier computer	doesn't work.	<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Interpersonal: Participates as a Member of a Team</p> <p>Systems: Monitors and Corrects Performance</p> <p>Technology: Maintains and Troubleshoots Technology</p>
The	fax machine copier computer	doesn't work.		

6. Practice the dialog with the class several times, substituting different machines. Have volunteers read and model for the class.
7. Put students in pairs and have them practice the dialog with different machines from the list. Give them five minutes.
8. Have student volunteers act out the dialog for the class without reading. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	57. Call to explain absence or tardiness. CASAS #4.4.1	6. Modal <i>can</i> for ability
SAMPLE SCANS ACTIVITY: Dialog Practice		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a dialog practice activity in which students in pairs practice calling in sick/late to work with acceptable excuses.</p> <ol style="list-style-type: none"> Write a list of acceptable excuses for calling in sick/late for work on the board (e.g., broken down car, illness of a child, person has the flu). Review the excuses with the class. On the opposite side of the board, write the following sample dialog: <ul style="list-style-type: none"> A: Hello, this is _____. I can't come to work today. <li style="padding-left: 150px;">I'm going to be late to work today. B: Is everything O.K.? A: Not really, _____. I'll try to be in tomorrow. <li style="padding-left: 150px;">(excuse) I'll be in at _____. Ask students to copy the dialog. Tell class that they are going to practice calling in sick or late to work with a partner. Review phone etiquette with students and go over the sample dialog with the whole class. Choose one of the excuses on the board and read A while the class reads B. Break class into groups and give students 10 minutes to practice with as many excuses as they can. Have students alternate A/B roles. Circulate and help students with their dialogs. Call time. Ask for student volunteers to present the dialogs in front of the class. ** <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management/ Integrity/Honesty</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team</p> <p>Systems: Understands Social Systems/ Monitors and Corrects Performance</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	58. Use the alphabet. CASAS #7.4.5	1b. Present of <i>have</i> 17. Questions with <i>do/does</i>
SAMPLE SCANS ACTIVITY: Go Fish Card Game		

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

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a game in which the students practice pronouncing the alphabet.</p> <ol style="list-style-type: none"> 1. Prepare a Go Fish deck of cards by dividing two sheets of 8 1/2 by 11" paper into 26 equal squares, 13 on each paper. Write a letter of the alphabet in each square. Make 20 copies of each paper to create 10 games. Obtain 10 envelopes. Use two papers from each set and cut the four pages into squares and place in an envelope. Each envelope should contain two cards for each of the 26 letters in the alphabet. 2. Write the 26 letters of the alphabet on the board. Write the sentence frame: <div style="margin-left: 40px;">Do you have ___? Yes I do. Here it is. No I don't. Go Fish.</div> 3. Review and practice the pronunciation of the letters of the alphabet with the students. Do an oral drill with the students, and then point to a letter and have the students say it. 4. Pass out the envelopes to students in groups of four. Have the students look at the Go Fish card deck. Show them that each letter has two cards. Explain that they will play by asking for the matching letter of the alphabet. 5. Model the game with one group. Pass out three cards to each student and yourself. Put the remaining cards in the middle. Show the class your hand: for example, B, C and O. Ask one student, "Do you have a B?" Point to the dialog on the board and have the student answer with "yes" or "no." If the student says "yes", take the card and place the pair face down on the table. If the student says "no," go to the card deck and explain that you are fishing for a B. Take the top card and instruct the next student to ask. Emphasize that they may only ask one person. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Participates as member of a Team/ Teaches Others</p> <p>Systems: Understands Social Systems</p>

Explain that the person with the most sets of two matching cards wins the game. Explain that if one player runs out of cards, he should take another card from the “lake” and continue to play. The game is over when everyone has matched all the pairs.

6. Begin the game. Go quickly from group to group and play with them to monitor understanding. When most of the groups have played the game two times, call stop.
7. Follow up: Use the card deck as flash cards. Have one student hold up the cards and the other students call out the letter of the alphabet.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	59. Use various objective test formats. CASAS #7.4.10	N/A

SAMPLE SCANS ACTIVITY: Test Taking Practice

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

Steps for Sample Activity: Approximate Time of Activity: 20-30 minutes	SCANS FOCUS
<p>Purpose: This is a test-taking activity in which students assess their understanding of a lesson and prepare for multiple choice test items. It can be used after many kinds of lifeskills reading lessons.</p> <ol style="list-style-type: none"> 1. Choose a single piece of realia from the lesson (e.g., an addressed envelope, a page from a calendar, a phone and address list, etc.). Write four multiple-choice questions to test students' understanding of the material. Create a class set of mock bubble answer sheets for four test items. 2. Create four questions and, if possible, one set of a,b,c,d, answers. For example: <ol style="list-style-type: none"> 1. What is his birth date? <ol style="list-style-type: none"> a. 569-4091 c. 47 b. 91301 d. 7/01/82 2. What is his age? <ol style="list-style-type: none"> a. 569-4091 c. 47 b. 91301 d. 7/01/82 3. What is his address? <ol style="list-style-type: none"> a. 569-4091 c. 47 b. 91301 d. 7/01/82 4. What is his Zip code? <ol style="list-style-type: none"> a. 569-4091 c. 47 b. 91301 d. 7/01/82 3. Write these test items on the board, or use the template on page 125 to create an overhead transparency of the test items or a class set of copies of the "test." 4. Elicit students' prior knowledge of standardized tests by asking and answering questions about Scantron forms, test booklets, and/or visuals of students taking tests. 	<p>Basic Skills: Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Self-Management/ Integrity/Honesty</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems</p>

5. Demonstrate how to take a multiple choice test by having students answer these questions about the test items and the test answer sheet. For example, *Is this test about the post office or the market? (Point to a question) Is this a question or an answer? How many questions are there? Do you circle or blacken the letters on the answer sheet? How many letters do you blacken for each answer?*
6. Do the first question as an example and then have the class take the “test.”
7. Repeat with additional multiple-choice questions, if desired.

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

MULTIPLE CHOICE TEST

[Paste up, draw, or write real reading material here.]

1. _____

- a. _____
- b. _____
- c. _____
- d. _____

2. _____

- a. _____
- b. _____
- c. _____
- d. _____

3. _____

- a. _____
- b. _____
- c. _____
- d. _____

4. _____

- a. _____
- b. _____
- c. _____
- d. _____

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning Skills	60. Scan for specific information in simple reading material. CASAS #N/A	3. <i>be + going to</i> future
SAMPLE SCANS ACTIVITY: Team Task		

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

<p>Steps for Sample Activity: Approximate Time of Activity: 15-30 minutes</p>	SCANS FOCUS
<p>Purpose: This is a team task activity in which students scan a reading and then work in teams to answer questions about the reading.</p> <ol style="list-style-type: none"> 1. Find a reading passage that contains 2-3 short paragraphs including times, dates and places an event(s) will occur. Make an enlarged copy of the story so that it can be read from a few feet away. 2. Create a form that has spaces for several dates, times and places. For example: <ul style="list-style-type: none"> Date of event: _____ Time of event: _____ Location of event: _____ 3. Divide the class into teams of four. Have each team choose a Team Leader/ Writer. 4. Place a copy of the story in 9-12 different places in the classroom (on bulletin boards, chalkboards, and the walls, for example). 5. Give each team leader one form. Tell the team leader to assign one reading task from the form to each teammate. For example, Student 1 reads for the date, Student 2 the time, and Student 3 the location. 6. Explain that each of the three teammates must go to one corner, scan the reading ONLY for the information they need and return to their group. The team leader will use all their combined information to fill out the form. Explain that their goal is to read quickly and bring back the specific information. 7. Start the activity. Circulate and monitor. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Problem Solving/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Esteem/ Self- Management</p> <p>Resources: Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others/ Exercises Leadership</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

8. When most of the students have returned and most of the groups have completed their forms, stop the activity and check the forms for accuracy. You might want to give a reward to the first team that finishes with all the information completed correctly. **

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

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 Division of Adult and Career Education provides CBET instruction through two models, depending on the needs of the local community.

- The first model serves parents and children at K-12 school sites.
- The second model serves adult students enrolled in ESL classes at community adult schools and employment preparation centers.

For the programs **at K-12 school sites, all the adult ESL students have pledged to tutor children.** Most of these students are parents who study in ESL classes held at the elementary, middle, and secondary schools that their children attend. They study English while their children are in class or at the end of the school day while their children are involved in after-school programs. Students in CBET classes at children's school sites are usually placed in multi-level ESL classes where students at several ESL levels study together.

For students studying in ESL classes **at adult schools and employment preparation centers, the CBET students study alongside other students who are not part of the CBET program.** In this case, the students are placed in the traditional ESL levels of Literacy through Advanced Low. They may have CBET-related lessons as part of their ESL class, and/or they may participate in an extra class or special group instruction that addresses CBET competencies.

The CBET competency list that follows can be used for teaching ESL classes in either of the CBET programs described above. It can be used by the ESL teacher for guidance in planning lessons related to the needs of CBET students. The list 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 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.

COMMUNITY-BASED ENGLISH TUTORING (CBET) COMPETENCIES
for the ESL Beginning Low Course

BEGINNING LOW

The following competencies, found in the Competency-Based Components section on pages 10-14, are core competencies for teaching CBET students within a general ESL class. In addition, the 12 competencies listed on page 132 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

A. Personal Information

1. Identify first, middle, and last names and state name of self and others.
2. Identify simple addresses, including abbreviations, compass directions, city, state and country.
3. Identify ages and birth dates, using both cardinal and ordinal numbers.
4. Distinguish among various personal information numbers, including telephone, zip code, social security and date of birth.
5. Identify country of origin.
6. Identify family members, marital status and gender.
7. Interpret and fill out a simple form with basic personal information.
8. Address an envelope.

II. SOCIAL/CULTURAL INTERACTION

9. Use language appropriately to begin or end a conversation.
 - a. Greet and say goodbye.
 - b. Introduce self and others.
 - c. Identify people by appropriate titles.
 - d. Interrupt or get someone's attention.
10. Ask for permission at school and work.
11. Use strategies to clarify comprehension.
 - a. Ask for repetition.
 - b. Ask for additional information.
 - c. Express a lack of comprehension.
12. Identify common activities in the classroom, at home and for recreation.
13. Ask and answer questions about common activities.
14. Give information about simple personal facts:
 - a. Express likes and dislikes. (I like chocolate. I don't like to play soccer.)
 - b. Express ability and inability. (I can ride a bike. I can't swim.)

III. COMMUNITY

A. School and the Classroom

15. Identify classroom items.
16. Identify school personnel.
17. Ask and answer questions about school locations.
18. Give and follow simple classroom commands.

COMMUNITY-BASED ENGLISH TUTORING (CBET) COMPETENCIES
for the ESL Beginning Low (continued)

V. GOVERNMENT AND LAW

- 40. Identify national holidays.
- 41. Identify important U.S. presidents, including the current president.

VI. HEALTH AND SAFETY

- 47. Follow fire and earthquake procedures at school.

VII. OCCUPATIONAL KNOWLEDGE

- 57. Call to explain absence or tardiness.

VIII. LEARNING SKILLS

- 58. Use the alphabet
 - a. Name the letters in order.
 - b. Spell a word out loud.
 - c. Alphabetize a short list of words.
- 59. Use various objective test formats.
 - a. Identify various test formats (multiple-choice, matching, complete the sentence, etc.) and answer appropriately.
 - b. Use a Scantron answer sheet.
- 60. Scan for specific information in simple reading material.

COMMUNITY-BASED ENGLISH TUTORING (CBET) COMPETENCIES
for the ESL Beginning Low (continued)

IX. COMMUNITY-BASED ENGLISH TUTORING

A. The School Community

- C1. Mark a calendar with school events, holidays, and vacations.
- C2. Discriminate between various school forms such as emergency cards, field trip permission slips, bus transportation forms, etc.
- C3. Fill out school forms requiring personal information.

B. Curriculum and Standards

- C4. Interpret 1-4 and A-F grades on report cards (1-4 grading system for grades K-3 and A-F grading system for grades 4-12).

C. Parent/Teacher Communication

- C5. Locate and/or request an interpreter for a parent-teacher conference.
- C6. Ask and answer simple questions about a child's school routine. (*What time is recess? Do you have Reading every day?*)

D. Home Learning Environment

- C7. Identify items needed for a good home learning environment: *table, chair, pencil, light, etc.*
- C8. Chart a child's completion of chores, personal hygiene tasks, homework assignments, etc.

E. Tutoring Skills

- C9. Use simple commands (*Point to/Show me, etc.*) with pictures or objects to check understanding.
- C10. Use simple commands to help a child begin his/her homework. (*Open your book. Get out a paper and pencil. Write your name at the top.*)
- C11. Use a simple checklist to determine if a child's homework is complete (e.g. name and date included, work printed neatly, etc.).
- C12. Offer praise for successful work. (*That's great! Good work!*)

***SAMPLE COMMUNITY-BASED ENGLISH TUTORING (CBET) ACTIVITIES
for the ESL Beginning Low Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring A. The School Community	C2. Discriminate between various school forms such as emergency cards, field trip permission slips, bus transportation forms, etc.	1. Simple present tense

SAMPLE SCANS ACTIVITY for CBET

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

<p>Steps for Sample Activity: Approximate Time of Activity: 25-30 minutes</p> <p>Purpose: This is a reading activity in which students match situations to the appropriate school forms.</p> <ol style="list-style-type: none"> 1. Obtain four different forms from an elementary school office: field trip permission slip, MTA Student ID application, emergency information card and a school transfer form. (Note: These forms are also available from the ESL/CBET Teachers' Resource Handbook, ESL/CBET Programs office.) Copy one set of all four forms for each pair of students in the class. Make photocopies of the situation handout on the next page for the entire class, one per student. Obtain one adult school registration form to use as an example. 2. Write "School Forms" on the board. Ask the class to tell you the names of forms they have filled out at their school or their children's school. Write their answers on the board: e.g., registration form, CBET pledge form, emergency information card, etc. 3. Have the class describe the situation in which each form is needed. For example, <i>Sarah is moving to a new neighborhood. She wants to study English there. She goes to the local school to find a class. They ask her to fill out a _____.</i> 4. Put students in pairs and hand out a set of four forms to each pair. 5. Explain that you are going to give them several situations to read. They must match each situation to the appropriate form, and then copy the title of the form on the handout. 6. Give students the situation handout. To demonstrate the activity, show the adult school registration form again and model discussing with a volunteer "partner" what the situation is and what the title of the form is. 	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">SCANS FOCUS</th> </tr> <tr> <td> <p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Material Resources</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Knows How Social and Organizational Systems work</p> </td> </tr> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Material Resources</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Systems: Knows How Social and Organizational Systems work</p>
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7. Have pairs begin the activity. Circulate and help students who have questions.
8. Call time in 10-15 minutes. Have several different pairs report their matches. **

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

SCHOOL FORMS

NUMBER ONE:

Your child takes the bus to school every day. It costs a lot of money. You think it is cheaper to ride the bus with a student bus pass. You ask for a:

_____ form.

NUMBER TWO:

Your child is playing at school. He falls down and breaks his arm. The school nurse needs to call you. She goes to the office and looks for an:

_____ form.

NUMBER THREE:

Your child's class is studying dinosaurs. The teacher plans to take the class to the George C. Page museum to learn more about dinosaurs. She needs each parent to sign a form that says it's okay. She sends home a

_____ form for you to sign.

NUMBER FOUR:

Your child goes to school in your neighborhood. You hear that there's a school near your job that is very good. You want your child to change schools. You go to the school office and ask for a/an:

_____ form.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring B. Curriculum and Standards	C4. Interpret report cards for grades K-3 (1-4 grading system) and grades 4-12 (A-F grading system).	N/A

SAMPLE SCANS ACTIVITY for CBET

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a scanning and dictation activity in which students scan a blank progress report, listen, and fill in the grades they hear for each subject.</p> <ol style="list-style-type: none"> 1. Make a class set of photocopies of the progress report on the page 137. Make one overhead transparency. Prepare one Progress Report with the grades you wish to use for the dictation, filling in all four reporting periods and using 1-4 grades instead of A, B, C, D grades because this progress report is for second and third grade children. 2. Using one copy of the progress report handout, pantomime and explain the meaning of <i>Progress Report</i>, the list of grades a child receives and brings home to show his/her parent. Write a few key vocabulary words on the board: <i>progress report, grades, good student, etc.</i> 3. Ask the class what subjects their children study in school. List them on the board, and have each student who suggests a subject also stand and pantomime, draw on the board, etc. to explain what the subject is. (Note: if students do not come up with all the subjects listed on the progress report handout, suggest and/or elicit them from the class as well.) 4. Explain the words <i>Effort</i> and <i>Achievement</i> as follows. Draw a picture and/or act out someone pushing a large rock up a hill. Teach the word <i>effort</i>. Next draw or act out the same person getting the rock all the way up and standing proudly on the top of the hill. Teach the word <i>achievement</i>. Write both terms on the board. 5. Using the transparency of the blank Progress Report, begin explaining and filling in the blanks for an imaginary student. (Elicit/suggest names of students in your class as student, principal, etc. if desired.) Then explain the reporting periods four times a year. Fill in grades on the overhead transparency for the first reporting period for all the subjects listed as students watch and listen. 6. Hand out the Progress Report copies. Go through the grades again for the first reporting period and have students copy them on their handouts as you go. 	<p>Basic Skills: Listening/ Reading</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Information: Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance</p>

7. When all students have copied the first reporting period as an example, begin the dictation. Make the language relatively natural, but clear. For example, *In the second reporting period, Johnny has two grades for reading, a 2 for achievement and a 4 for effort. In mathematics, he has a 4 for achievement and a 4 for effort.* To make the dictation more challenging, dictate the grades for the different subjects out of order so the students have to scan for the subject headings before filling in the grades.
8. Check the dictation by posting the correct answers on the overhead transparency. **

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



PROGRESS REPORT GRADES 2-3

PRINCIPAL _____

NAME _____

GRADE YEAR TRACK

SCHOOL _____

TEAM TEACHER(S) IF APPLICABLE _____

REPORTING PERIODS

1 st		2 nd		3 rd		4 th	
Achievement	Effort	Achievement	Effort	Achievement	Effort	Achievement	Effort

ACADEMIC

SUBJECTS	
READING <input type="checkbox"/> ELD READING	
COMMENTS (OPTIONAL)	
WRITING <input type="checkbox"/> ELD WRITING	
COMMENTS (OPTIONAL)	
XXXXX XXXXXX X XXX XXXX XXXXX XXXX XXXXXXXX XXXX XXX XXXXXXXX	
LISTENING <input type="checkbox"/> ELD LISTENING	
SPEAKING <input type="checkbox"/> ELD SPEAKING	
MATHEMATICS	
COMMENTS (OPTIONAL)	
XXXXX XXXXXX X XXX XXXX XXXXX XXXX XXXXXXXX XXXX XXX XXXXXXXX	
HISTORY/SOCIAL SCIENCE	
COMMENTS (OPTIONAL)	
XXXXX XXXXXX X XXX XXXX XXXXX XXXX XXXXXXXX	
HEALTH EDUCATION	
PHYSICAL EDUCATION	
ARTS	
COMMENTS (OPTIONAL)	
XXXXX XXXXXX X XXX XXXX XXXXX XXXX XXXXXXXX XXXX XXX XXXXXXXX	

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring C. Parent-Teacher Communication	C6. Ask and answer simple questions about a child's school routine.	1. Simple present tense 14a. Preposition of time <i>at</i> 16a. Yes/No questions 16c. Wh- questions

SAMPLE SCANS ACTIVITY for CBET

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is an interview activity in which the parents list their child's daily routine. Students should already know verbs for daily activities (study, take recess, etc.), clock time, and the preposition <i>at</i> for indicating time.</p> <ol style="list-style-type: none"> 1. Make one photocopy of the hourly schedule on page 140 for every four students. Make one overhead transparency. Note: the follow-up activity requires an additional copy of the handout for every student. 2. Ask a few students about activities their children do every day. Suggest activities such as take the bus, start school, take recess, have lunch, play at the park, etc. and ask what time the student's child does that activity. 3. Form groups of four. Assign a writer for each group. 4. Explain that each group is going to fill in ONE schedule with all the daily activities a typical child might do during the day. Their goal is to list as many activities as they can, and to list each activity at a certain time during the day. They will ask any parents in their group for information to put on their list of activities. 5. Write the model questions on the board: <p style="margin-left: 40px;">Does your child _____?</p> <p style="margin-left: 80px;">Yes, he/she does.</p> <p style="margin-left: 80px;">No, he/she doesn't.</p> <p style="margin-left: 40px;">What time does he/she _____?</p> <p style="margin-left: 80px;">He/she _____-s _____ at _____ o'clock.</p> 6. Put the transparency of the schedule on the overhead projector. Choose one group to model the activity. Have each student ask another group member a question. For example, "Does your child take the bus in the morning? What time does he/she take the bus?" Fill in the schedule with each of the four activities elicited, writing the exact time, such as 6:45, and the activity that the child does at that time. (Use either the base form of the verb or the 3rd person singular form of the verb consistently as a model for the writers.) 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Interpersonal: Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Systems: Understands Organizational Systems</p>

7. Hand out one schedule to each group. Have them create one schedule for a typical child, not the exact schedule for any one child. Remind the group to rotate asking questions.
8. Begin the activity. Circulate and help group members ask questions and name activities.
9. Call time after 20 minutes, or when all groups have filled in most of the lines on the schedule. Ask different group members to report some of their answers. Ask each group a variety of questions: *What does your child do at 10 am? What time does your child have lunch?* Write more activities on the schedule on the overhead transparency. **
10. (Optional) Have writers pass the sheet to another group member. Have that student pretend the schedule is for their own child, and have the other members of the group ask the questions on the board. Have groups pass the sheet to another person and repeat.
11. Follow up: Give each student a blank copy of the table. Have them take it home and ask their child the same questions. Have them fill it in and bring it back to class.

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

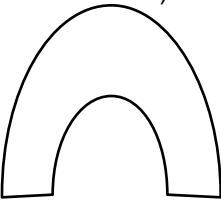
DAILY SCHEDULE

6:00 (or 6:___)	_____
7:00 _____	_____
8:00 _____	_____
9:00 _____	_____
10:00 _____	_____
11:00 _____	_____
12:00 _____	_____
1:00 _____	_____
2:00 _____	_____
3:00 _____	_____
4:00 _____	_____
5:00 _____	_____
6:00 _____	_____
7:00 _____	_____
8:00 _____	_____

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring D. Home Learning Environment	C7. Identify items needed for a good home learning environment.	1a. Present of <i>be</i> 16a. Yes/No questions 16c. Wh- questions

SAMPLE SCANS ACTIVITY for CBET

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

Steps for Sample Activity: Approximate Time of Activity: 50 minutes	SCANS FOCUS
<p>Purpose: This is a labeling activity in which students in pairs draw pictures of study items and identify which items they have at home.</p> <ol style="list-style-type: none"> 1. Make a class set of photocopies of the vocabulary grid on page 143. Make a transparency of the grid. 2. Put the transparency on the overhead. Make a rough drawing of one or two of the items (only) as you review or teach all the vocabulary words. For example, draw the magnet to explain what it is, and then discuss how it might be used to help children with their education. (Don't make drawings for all of the items, only enough to model the pair activity in step 3 below.) <div style="display: flex; align-items: center; margin: 10px 0;">  <div style="margin-left: 20px;"> <p>Ask how a magnet can be used at home: for example, to attach children's work to the refrigerator.</p> </div> </div> <ol style="list-style-type: none"> 3. Hand out the vocabulary grid to each student. Have pairs collaborate on how to draw a quick picture for each word to help them remember the vocabulary. Give a time limit of 10 minutes. Have artistic students draw the more difficult pictures on the overhead or on the board to help the other students. 4. Write three questions on the board: <ul style="list-style-type: none"> What is this? What is it for? Do you have a _____ in your home? 5. Explain that the students will work in pairs again. They will interview each other about each item on the grid using the questions on the board. 6. Put the students in pairs. Have one pair model asking and answering the questions. 7. Begin the activity. Circulate and help the pairs. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Resources: Allocates Material Resources</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others</p>

8. Stop the activity. Have each pair report on something they have or don't have. **
9. Follow up: If many of your students don't have a separate study area for their children at home, have each parent bring a shoebox to class. Bring materials for the parents to use to decorate the shoebox with their child's name, pictures, etc. The child may then use this as a storage box for school supplies, and it can be stored in the home (under the bed, on a shelf, etc.) and brought out daily for doing homework.

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

VOCABULARY GRID: STUDYING AT HOME

TABLE	CHAIR	PENCIL	LIGHT
NOTEBOOK	ERASER	BOOKS	BOOKSHELF
SHOE BOX STORAGE	PENCIL CASE	DRAWER	DESK
CALENDAR	CLOCK	MAGNET	PEN

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Community-Based English Tutoring E. Tutoring Skills	C12. Offer praise for successful work.	1. Simple present tense

SAMPLE SCANS ACTIVITY

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

Steps for Sample Activity:	SCANS FOCUS																
<p style="text-align: right;">Approximate Time of Activity: minutes</p> <p>Purpose: This is an interview activity in which students will ask and answer questions about their parenting behaviors.</p> <ol style="list-style-type: none"> 1. Make a copy of the handout on the next page for every student. 2. Begin by eliciting from students what phrases they know in English for praising their children when they do something well. Write them on the board and practice as needed. Examples: <table style="margin-left: 40px; border: none;"> <tr> <td style="padding: 2px 10px;">good</td> <td style="padding: 2px 10px;">fine</td> <td style="padding: 2px 10px;">excellent</td> <td style="padding: 2px 10px;">marvelous</td> </tr> <tr> <td style="padding: 2px 10px;">that's right</td> <td style="padding: 2px 10px;">correct</td> <td style="padding: 2px 10px;">wonderful</td> <td style="padding: 2px 10px;">very nice</td> </tr> <tr> <td style="padding: 2px 10px;">good for you</td> <td style="padding: 2px 10px;">that's perfect</td> <td style="padding: 2px 10px;">great job!</td> <td style="padding: 2px 10px;">way to go!</td> </tr> <tr> <td style="padding: 2px 10px;">you're the best!</td> <td style="padding: 2px 10px;">keep it up!</td> <td style="padding: 2px 10px;">that's the way!</td> <td style="padding: 2px 10px;">etc.</td> </tr> </table> 3. Explain the words <i>praise</i> (something you say) and <i>reward</i> (something you give to the child). Ask the class what kinds of things you can give a child as a reward. Add to the ideas generated some social rewards (a smile, a hug, a pat on the back) and some activity rewards (playing a game with the child, going out together, doing something together). 4. Hand out the list of rewards and go over them with the class. 5. Form pairs. Have pairs interview each other about their children. (If a student is not a parent, have him/her pair up with someone who is a parent to do the interview.) 6. Ask a few parents in the class to report on their favorite rewards for their children. ** <p>** This step serves as an evaluation of the activity.</p>	good	fine	excellent	marvelous	that's right	correct	wonderful	very nice	good for you	that's perfect	great job!	way to go!	you're the best!	keep it up!	that's the way!	etc.	<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others/ Works with Diversity</p> <p>Systems: Understands Social Systems</p>
good	fine	excellent	marvelous														
that's right	correct	wonderful	very nice														
good for you	that's perfect	great job!	way to go!														
you're the best!	keep it up!	that's the way!	etc.														

PRAISING CHILDREN: Interview your partner.

Do you _____? (or) How often do you _____?

SOCIAL REWARDS:

I smile at them.

I hug them.

I pat them on the back.

I tickle them.

I wink at them.

I kiss them.

I give them a "high-five."

I say something nice: "I love you!" or "You are wonderful!"

ACTIVITY REWARDS:

I play cards with them.

I take them to the park.

I read a book with them.

We bake or cook together.

I watch a TV show with them.

I play ball with them.

We go out for food together.

We play a game together.

MATERIAL REWARDS:

I give them money.

I buy them clothes.

I make them a special dessert or food they like.

I give them a small gift or toy: yo-yo, ball, balloon, etc.

TECHNOLOGY in the ESL CLASSROOM

Over the years, technology has become more and more a part of the ESL and Citizenship classroom. Students need technology skills to be successful in their daily lives and the SCANS competencies stress the use of technology. 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.

SAMPLE TECHNOLOGY ACTIVITIES
for the ESL Beginning Low Course

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES	SUGGESTED LEVEL
Social/Cultural Interaction, Community, Consumer Economics, Health and Safety, or Occupational Knowledge	12. Identify common activities in the classroom, at home and for recreation. 15. Identify classroom items. 22. Identify common places in the community. 33. Identify basic clothing. 35. Identify rooms of a house, including furniture and appliances. 43. Identify major parts of the body. 50. Identify common occupations (police officer, teacher, waiter).	Beginning Low (a) or Beginning Low (b)

SAMPLE TECHNOLOGY ACTIVITY USING AN OVERHEAD PROJECTOR

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

<p>Steps for Sample Activity: Approximate Time of Activity: 15-20 minutes</p> <p>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.</p> <ol style="list-style-type: none"> 1. Bring to class one blank overhead transparency and one transparency pen for each group of four to five students. 2. Form teams of four and tell students they will be brainstorming a list of words associated with a topic or phrase. 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. 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). 5. Give each team a blank transparency and a transparency pen. 6. Check students' comprehension of the task and set a time limit. 7. Have students begin the activity. 	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">SCANS FOCUS</td> </tr> <tr> <td> <p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information</p> <p>Interpersonal: Participates as a member of a Team</p> <p>Technology: Applies Technology to Task</p> </td> </tr> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information</p> <p>Interpersonal: Participates as a member of a Team</p> <p>Technology: Applies Technology to Task</p>
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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.
9. 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.

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES	SUGGESTED LEVEL
Social/Cultural Interaction, Community, Consumer Economics, or Occupational Knowledge	14. Give information about simple personal facts (in a social conversation). 19. Identify self and ask to speak with someone on the telephone. 39. Inquire about apartment and house rentals. 53. Respond to a simple "help wanted" ad or sign in person. 54. Respond to personal information questions in a simple job interview. 57. Call to explain absence or tardiness.	Beginning Low (b)

SAMPLE TECHNOLOGY ACTIVITY USING A WORD PROCESSOR

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 40 minutes</p> <p>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.</p> <ol style="list-style-type: none"> 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 <i>A:</i> and <i>B:</i> 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." 	<p style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self- Esteem</p> <p>Resources: Allocates Time/ Allocates Human Resources</p> <p>Information: Interprets and Communicates Information/ Uses Computers to Process Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership</p>
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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. **
8. 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

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES	SUGGESTED LEVEL
Community, Consumer Economics, Health and Safety, or Occupational Knowledge	18. Give and follow simple classroom commands. 23. Interpret and use a simple map. 37. Order simple meals in a fast food restaurant. 46. Follow simple instructions during a medical or dental exam. 51. Identify basic duties of common occupations.	Beginning Low (a) or Beginning Low (b)

SAMPLE TECHNOLOGY ACTIVITY USING A DIGITAL CAMERA

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

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 2-3 hours total</p> <p>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.</p> <ol style="list-style-type: none"> 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! 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Decision Making/ Seeing Things in the Mind’s Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p> <p>Resources: Allocates Time/ Allocates Material and Facilities/ Allocates Human Resources</p> <p>Information: Organizes and Maintains Information/ Uses Computers to Process Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity</p>

5. Provide time for groups to shoot their illustrations.
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. **
8. 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.

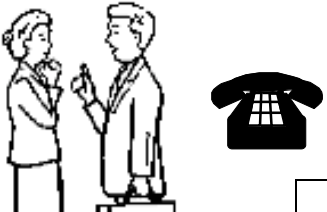
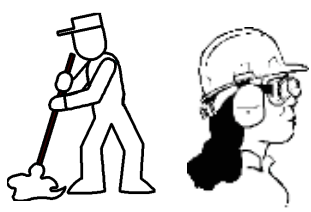
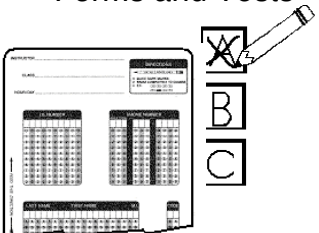

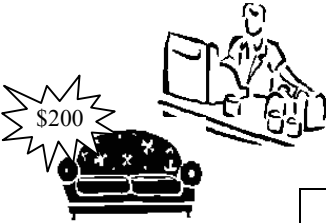
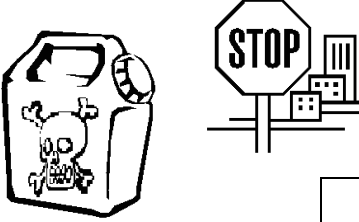
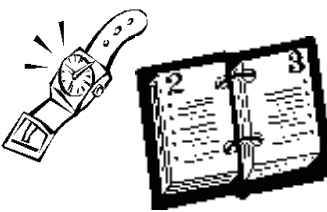

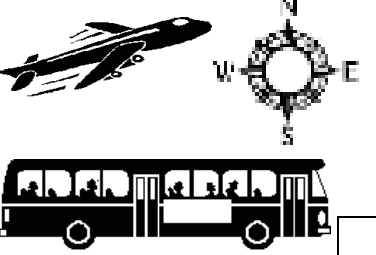
Systems: Understands Social and Technological Systems/ Monitors and Corrects Performance/ Improves and Designs Systems

Technology: Selects Technology/ Applies Technology to Task/ Maintains and Troubleshoots Technology

NEEDS ASSESSMENT
for the ESL Beginning Low Course

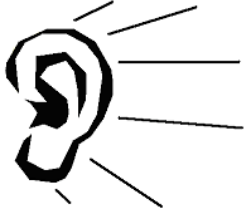



PLEASE CHECK ONLY 3 PICTURES.

I want to study English for _____.

<p align="center">Social Conversation</p> 	<p align="center">Work</p> 	<p align="center">Forms and Tests</p> 
<p align="center">School and Children</p> 	<p align="center">Shopping and Money</p> 	<p align="center">Signs and Labels</p> 
<p align="center">Time and Calendar</p> 	<p align="center">Health and Safety</p> 	<p align="center">Transportation and Maps</p> 

PLEASE CHECK ONLY 2 PICTURES.

I want to practice _____ in English.

<p align="center">Listening</p> 	<p align="center">Speaking</p> 	<p align="center">Reading</p> 	<p align="center">Writing</p> 
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INSTRUCTIONAL STRATEGIES

Instructional Strategies for the ESL Beginning Low 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 Low 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 153, 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.

SAMPLE LESSON PLAN
for the ESL Beginning Low Course

“EMERGENCY!”

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

Topic: Reporting Emergencies

CASAS: 2.1.2, 2.5.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)
Problem Solving (Thinking Skills)
Responsibility (Personal Qualities)

Teach Others (Interpersonal)
Work Cooperatively (Interpersonal)
Communicate Information (Information)

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

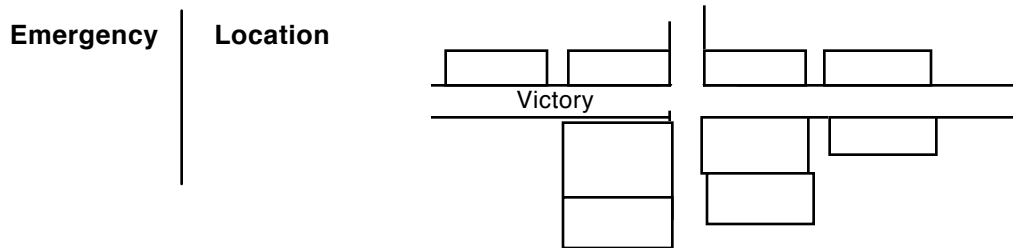
STRUCTURES: Present of *be* plus prepositions of location:
It's at the intersection of Olive and First.
Present continuous statements: *A man is bleeding. A woman is choking.*
Wh-questions: *What's the emergency? What's the location?*

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

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

BEFORE CLASS

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



- b.) Duplicate 1/3 of a class set of the map handout, p.159, one for every three students. Cut out the X at the bottom of each handout and clip it to the page.
- c) Bring in pictures of emergency situation or use the ones on p. 160 for the Introduction and Presentation activities.
- d.) Put the following dialog (or use one from your text) on the board, butcher paper or an OHT for the Presentation activity:
- A. Help, there's an emergency!
 - B. What's the emergency?
 - A. A traffic accident.
 - B. Give me the location.
 - A. It's at the intersection of First and Olive.

SAMPLE LESSON PLAN for the ESL Beginning Low Course (continued)

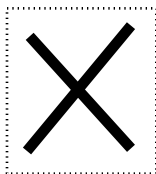
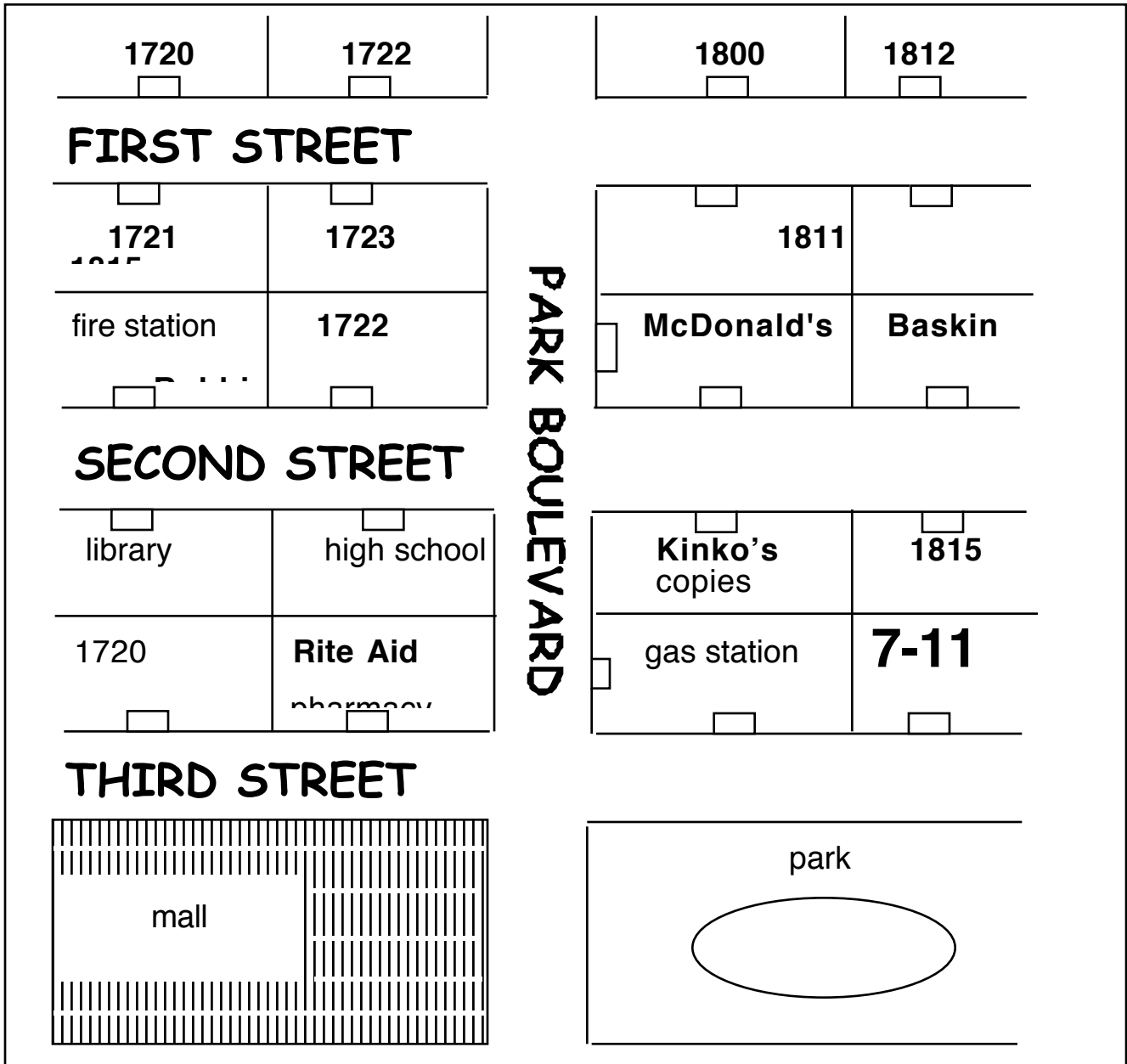
STAGE OF LESSON	Lesson Plan For "EMERGENCY"
<p>WARM UP</p> <p>Team Work</p> <p>(20 minutes)</p>	<ol style="list-style-type: none"> 1. Review prepositions of location such as <i>near, in, at the intersection of.</i>, etc. by asking students to name as many of these words or phrases as they can. 2. Draw a simple map and have students identify the locations as you point to them. 3. Form groups of three. Give a map and an X to each group. (See p.156-b.) 4. Number heads and have students take turns putting the X on the map and asking the group members to name the location. Where is it? 5. Set a 2-minute time limit for each turn. Circulate and give assistance where needed.
<p>INTRODUCTION</p> <p>(10 minutes)</p>	<ol style="list-style-type: none"> 1. Show another picture of a traffic accident. Get students' ideas on why it is important to report an incident to a police officer, 911 or someone who can get help. 2. Tell students, "Tonight you will be learning the names of common emergencies and be able to tell emergency personnel the location of an emergency situation."
<p>PRESENTATION</p> <p>Categorizing</p> <p>Dialog and Drill</p> <p>(30 minutes)</p>	<p>Show another picture, name it, and list it under the heading EMERGENCY. Next, establish the location of the emergency on the map and write it under the heading LOCATION.</p> <p>Model a dialog that demonstrates reporting an emergency. Have students practice and then copy the dialog.</p>
<p>COMPREHENSION CHECK</p> <p>Early Production Silent Drill</p> <p>(5 minutes)</p>	<p>Ask yes/no questions about the pictures and the locations; e.g., <i>Is this a robbery? Is the traffic accident on Main Street?</i></p>
<p>GUIDED PRACTICE</p> <p>Pair Work</p> <p>(15 minutes)</p>	<p>Have students, in pairs, practice the dialog, substituting different emergencies and locations from the list on the board.</p>

<p>COMMUNICATIVE PRACTICE</p> <p>Brainstorm (15 minutes)</p> <p>Roleplay (20 minutes)</p>	<p>Brainstorm and list various school personnel to contact in case of an emergency (teacher, principal, front desk workers, custodian, etc.) if the security officer is not available. Also list various locations at the school (room 110, the cafeteria, the front office, the restroom, etc.)</p> <ol style="list-style-type: none"> 1. Pair students and have them create a dialog about a school emergency situation, using the original dialog and the information from the brainstorm. Tell students they will be performing their dialogs for the class. 2. Set a 10-minute time limit, but provide students with more time if needed.
<p>EVALUATION</p> <p>Roleplay (20 minutes)</p>	<ol style="list-style-type: none"> 1. Have students make two columns on a sheet of paper, labeling the first column EMERGENCY, and the second column LOCATION. 2. Select 5-10 pairs to present their dialogs. 3. After listening to each presentation, have the students write down the emergency and the location that they heard during the dialog. 4. Talk about the successful aspects of each presentation with the class.
<p>APPLICATION</p> <p>Writing (homework)</p>	<p>Have students bring in a picture of an emergency situation from a newspaper or magazine and write a sentence describing what is happening in the picture.</p>

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

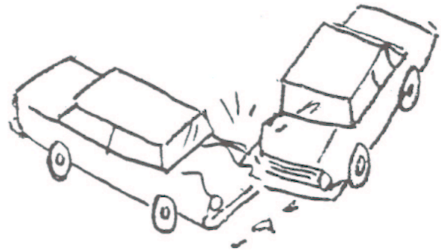
"EMERGENCY"
WHERE IS IT?

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



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

"Emergency" EMERGENCY PICTURES



a traffic accident



a fire



an injured woman



an injured man



a robbery



a fight

SUGGESTED EVALUATION ACTIVITIES

California Model Standards for ESL Student Evaluation

- Students' placements in ESL courses are determined by a variety of assessments.
- Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through use of a variety of informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.
- Assessments for moving from one level to another measure both *general language proficiency* and mastery of *specific instructional content*.

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

Division-developed placement tests are 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 and FOUNDATION SKILLS

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.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

- 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 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.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

- 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.

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.

CCAЕ – 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.

GLOSSARY of COMMON ESL TERMS (continued)

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).

GLOSSARY of COMMON ESL TERMS (continued)

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.

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.

GLOSSARY of COMMON ESL TERMS (continued)

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

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
