

MVALP



ESOL Curriculum for Adults

Introduction

This Adult ESOL Curriculum Guide (2009) was developed by Jeanne Burke (MVALP Director), Nicole Hawkes, and Diane Sylvia (MVALP Instructors).

The Guide borrows language and ideas directly from the *REEP ESOL Curriculum (Arlington Education & Employment Program), Arlington Public Schools, Arlington, Virginia - 2003*; and from *The SABES/ACLS Lesson Planning Guide (Massachusetts Department of Elementary and Secondary Education - 2008)*. It refers regularly to, and aligns with, the *Massachusetts Adult Basic Education (ESOL) Curriculum Framework, Massachusetts Department of Education/Adult and Community Learning Services (2005)*.

The Guide also includes information on program goals, approaches, and objectives previously found in the MVALP Staff Handbook, developed by Jeanne Burke. The activities, materials, and sample lesson plans represent the best of the combined efforts of all of us at MVALP, and owe a debt of gratitude to the many teachers and students from whom we have learned.

Intent

This Curriculum Guide was developed as an aide for MVALP teachers. Our intent is to provide an overview of the structure and format of educational planning at MVALP, and to provide a systematic approach to the development of effective lesson plans at each level.

ESOL approaches, methods, and theories are contextually interwoven in the introductory paragraphs of each level descriptor, and within each sample lesson plan.

The MVALP mission is to assist students in achieving their educational, work-related, and community goals. We developed this Curriculum Guide as an additional tool toward fulfillment of that mission.

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CURRICULUM ORGANIZATION

The **MVALP Curriculum** consists of **six instructional levels** ranging from low beginning to advanced. Each level consists of approximately 175 hours of instruction, over the 29-week course.

Teachers develop lesson plans around seven to 10 thematic units of between 17-25 hours each. Teachers are not required to complete all of the suggested units. Through the "Mapping Your Neighborhood" and other Needs Assessment activities, teachers and students prioritize coverage.

Instruction is geared toward the attainment of "communicative competence" in real-life settings. Learners work on developing Reading, Writing, Speaking, and Listening within each unit. As well, the units are designed to assist students to develop Intercultural Knowledge, Language Learning Strategies, Learner Autonomy, and the ability to Navigate Systems that influence their lives.

Examples of student chosen themes that typically organize the units are listed here:

- Work
- Health
- Community
- Family/Home
- Culture
- Everyday/Survival
- Money/Finances
- Misc/Other
- Misc/Other
- Misc/Other



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ASSESSMENT MEASURES AND CRITERIA

Initial Assessment

New students are tested prior to enrollment to determine placement into one of six instructional levels. Initial assessment includes the following:

- BEST (Basic English Skills Test) assesses learners' oral competency, and is administered by trained testers. For information about this test, go to <http://www.cal.org/BEST/>
- a written test developed in-house to assess reading and writing competency
- consideration of: age, time in the US, education level, previous study at MVALP and/or other English programs.
- the TABE ClasE Writing Test, administered by a trained tester, for students that test above a 540 on the BEST. For information about this test, go to

Teacher's Role in Initial Assessment

Despite careful initial assessment, individual skill levels frequently overlap within the instructional levels. Teachers will observe students' language abilities in the classroom setting, in the first few days and weeks, to determine whether the students have been placed appropriately. Designing activities that allow students to demonstrate their abilities is critical for teachers to help verify correct student placement.



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COURSE PLANNING

Initial Needs Analysis Activities

Guided by teachers with full student cooperation during the first two weeks of class; the purpose of the initial needs analysis is to:

- assess students' language learning goals, interests, and needs and
- select the units to cover based on students' language learning goals, interests, and needs

Students chosen units: The students select 7-10 priority themes, or topics, based on their language learning goals, interests, and needs. In this way, the students decide the contexts through which they will learn the language skills for a particular level. Resources, ideas, and activities to assist teachers with the Needs Analysis process are suggested in the “Getting Started Unit” at each level.

Once the themes are chosen, teachers then design units around the student chosen themes, and begin the process of creating lesson plans. These student chosen units will carry you through the eight month (29 week) course. See the Lesson Planning Section (p 6) for how to develop themes into units, and how to create your lesson plans.

Ongoing Assessment Activities

Ongoing assessment is an important component of the teaching and learning process at MVALP. Its aim is to assist teachers in planning effective and relevant lessons, and to ensure that student needs and goals are met. MVALP teachers include ongoing assessment in the following ways:

- on each MVALP lesson plan there is a section labeled “Assessment.” In this section, the teacher writes how students will demonstrate what they have learned during the lesson. The assessment must match and measure the stated lesson objective. (See p 11 in the Lesson Planning section)
- administration of a “Month-One” assessment to each student (program provided)
- through student *self*-assessments (program provided or teacher developed)
- meeting with students twice during the year to discuss, update, and record student goals
- teacher completion of a Mid-year Class Continuation Guide for each student
- teacher completion of an End of year Benchmark Checklist, and Continuation Guide (program developed)

In addition, all students have the opportunity to complete an anonymous in-depth Final Program Evaluation that assists administrative and teaching staff in future planning.



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Needs Analysis/Assessment (continued):

Effective needs analyses and assessments are vital because adult ESL learners who feel they are not learning what they need to know in English class are more likely to dropout than to express their discontent.

Eliciting needs assessment information from low-literacy or limited English speakers can be challenging. In addition to language barriers, the concept of participating in instructional goal setting can be strange to adults from other cultural backgrounds where learners expect the teacher to set the course objectives.

The following will help to ensure that your needs analysis/assessment is effective:

- **Is your assessment tool appropriate** to your group/level? For example, if reading and understanding the language of a questionnaire is time-consuming or impossible for learners, then choose another type of assessment tool. Having students draw pictures of where they most urgently need to use English may be more appropriate for beginner students. The sample assessments provided by MVALP are organized according to level.
- Does your assessment tool serve a **learning purpose** as well as an **information gathering purpose**? It is important that neither teacher nor students perceive needs assessment as a waste of learning time. Effective activities can, and should be, incorporated into the lesson. Learners should be actively practicing and using the target language while collecting and analyzing data.
- **Are you processing the activity** with the group so that both teacher and learners become aware of the purpose and goal of the activity?

For learners to understand the purpose and value of needs assessment, teachers must apply the gathered information in obvious ways during the course so that students feel that their needs are being met. Adults who feel that what they are learning is vital are more likely to complete a course and continue to seek future educational opportunities.

Refer to the “Getting Started Unit” at your level, and the MVALP sample assessment section.



LESSON PLANNING

In Preparation

Lesson Planning at MVALP is multifaceted. There are a few steps to take before you develop a lesson plan, and there are numerous components to the creation of the actual lesson plan.

Before developing a lesson, teachers must:

- read the Adult ESOL Massachusetts Department of Education (DOE) Curriculum Framework
 - familiarize yourself with the Strands and Standards
 - know the benchmarks at the level you will teach
- preview sample MVALP lesson plans
- know the needs, interests, and DOE goals of the students in your class (via the Needs Analysis and goal setting process)

Creating a Lesson Plan

Use the **MVALP lesson plan template** to write a lesson plan for each class (or unit). It is located on the MVALP computers in the teacher file. Each template has space for

- date
- level
- unit
- topic
- student interests, needs, goals
- intercultural knowledge, learning strategies, system navigation
- specific language objective
- DOE Benchmarks
- activities
- materials
- assessment
- reflection
- follow-up/next steps

Date

- Write the date the lesson will be delivered, or the dates that the unit will cover

Level

- Write the level you are writing the plan for in the space provided



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Units

- Teachers develop units for the course by creating lesson plans around the student chosen themes (decided on during the Needs Analysis Activities). You may teach 2-8 classes under the unit Health, for example.

Topics

- A Health unit may include different topics such as *Parts of the Body, Making an Appointment, Describing Symptoms, and Medication/Reading Labels*. Each topic will most likely have different language objectives, activities, and assessments. You will decide if it is more useful to create a separate lesson plan for each class, or if you will include all of the components of the unit in one Lesson Plan Template.

Student Interests, Needs, Goals /

Intercultural Knowledge, Learning Strategies, Systems Navigation

- Write the student interests, needs, and DOE goals that the lesson will address, or meet, in the space provided.
- Also, or alternately, write how the lesson will address or meet the DOE Intercultural Knowledge, Learning Strategies, and Systems Navigation Strands in this space.

Specific Language Objectives

- Language objectives are clear statements of what you want your students to know and be able to do as a result of the class or classes.
- You should write them in a way that lends themselves to being assessed or measured (e.g., "Students will be able to identify two symptoms for three common illnesses with 90% accuracy").
- The knowledge and skills the objectives reflect should connect to student interests, goals, and assessed needs, and be guided by the DOE Strands and Benchmarks
- Each lesson should include 1-3 language objectives. More than three will probably prove to be unrealistic.
- Use descriptive action words that will express the level of knowledge, or the specific type of skill that you want your students to demonstrate. (See chart for examples)

Table of Action Words for Language Objectives



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| | | | | |
|----------------|------------------|---------------|------------------------|--------------|
| to demonstrate | to locate | to isolate | to sort | to clarify |
| to identify | to define | to describe | to state | to name |
| to list | to recall | to express | to categorize | to chart |
| to organize | to differentiate | to synthesize | to group | to edit |
| to prioritize | to question | to advocate | to justify | to persuade |
| to rank | to explain | to tell | to reproduce | to recognize |
| to recite | to classify | to compare | to contrast | to classify |
| to read | to write | to say | to listen & understand | to dispute |
| to produce | to use | to spell | to explain | to summarize |

Examples of weak and strong Language Objectives

- The action verbs “to learn,” “to know,” and “to become familiar with” do not lend themselves to assessment, because there is no indication of how achievement will be measured. Choosing measurable or “strong” learning objectives make envisioning and designing the assessment portion of your lesson plan easier.

| Weak Language Objectives | Strong Language Objectives |
|---|---|
| <p>Students will . . .</p> <ol style="list-style-type: none"> 1. learn their name and address 2. know the body parts 3. will study the Present Perfect 4. will learn about US Culture | <p>Students will be able to . . .</p> <ol style="list-style-type: none"> 1. say, spell, and write their first and last name and full address (with 95% accuracy) 2. name three parts of the eye, 10 parts of the face, and a minimum of 14 of the body 3. use “for” and “since” to discuss time in the Present Perfect <ol style="list-style-type: none"> 3b. ask and answer “Have you ever . . . ?” questions 4. summarize what they have learned about MV Culture and history - orally and in writing |



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DOE Benchmarks

- Each lesson plan will address between 6-12 DOE Benchmarks at the appropriate level. List the benchmarks in the space provided.
- Benchmarks can be cut and pasted from the DOE Framework or from a more user-friendly, linear format, stored on MVALP computers.
- Ensure that the benchmarks you list are a good match for the language objectives, activities, and assessments you have included in the lesson.

Activities

- A systematic approach to how you will present the lesson should be detailed in the activity section. You should write it so that a substitute, or new teacher, could pick up the lesson plan and know exactly how to proceed. Example language from the activities section of a very beginner class follows:
 - 1) *Teacher will write the alphabet on the board in upper and lower case letters. Students will practice pronunciation of letters with teacher's help.*
 - 2) *Students will work in pairs to make alphabet flashcards and will practice pronunciation together.*
 - 3) *Teacher will write her full name on the board and spell it. She will demonstrate making a nametag. Students will make their own nametags for the desk.*
 - 4) *Teacher will point to the letters of her name as she spells it. Students will do the same.*
 - 5) *Teacher will model the simple sentence/answer: "What is your name?" "My first name is Arturo" "My last name is Silva" and will then ask students. Students may practice in pairs, too.*
 - 6) *Alphabet Bingo game. Teacher begins as the caller, and then students become callers, as they are ready.*
- As you write your activity section, you should adhere closely to the overall format of an MVALP ESL class, described here.

Before class begins:

- Write the night's agenda on the board

As students enter:

- Greet each student by name.
- Make small talk, to get students talking a little bit about themselves.

During first part of class (before the break):

- Address students' attention to the night's agenda. Possibly have a student, or students, read it.
- Introduce your topic by determining what/how much students already know about the subject/topic/grammatical point.



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Throughout the class:

- Present your activity instructions/explanations in clear, uncomplicated language using a minimum amount of verbiage.
- Write all instruction/vocabulary on the board, as well as verbalizing them.
- Always let students show what they know, or try to figure something out, before providing an explanation.

Example: If you are introducing *occupations* through the use of pictures, ask students if they know the names of any, even if you have not taught them this vocabulary yet. Acknowledge their correct answers by writing on the board if they have volunteered answers. You could also put them in small groups to determine if/how many answers they come up with between them, and then let them compare with other students' answers.

Example: If you are introducing a grammatical point, such as comparisons, you could ask if anyone could give an example of a comparison. Alternatively, you could write a few sentences using comparisons, on the board, and ask students to determine what is happening; ask if anyone knows the rule, how to form them, what they are called, etc.

Example: When a student is unclear on meaning, use gesticulation, rather than lots of additional language, or translation.

Example: When students are reading, allow them to try to figure out vocabulary from context. Have them guess at meaning of new vocab from the tone of the reading and from other words around it.

- Provide opportunities for the students to talk and produce during activities. Keep teacher talk to a minimum
- Provide time for students to process, remember, and access the language they are learning.
- Design activities that utilize all the skills: reading, writing, speaking, and listening
- Design your activities so that they address the learning styles of all students – whole class instruction, group and pair work, individual attention, tactile, visual, auditory, etc.
- Use adult, authentic materials in your activities.
- Organize activities that enable students to develop the knowledge, skills, and confidence needed to become more active community members.

Break at 8:15:

- Teacher should time activities so that they finish at or about this time. She should indicate break time clearly to students.



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After the break, from 8:30 – 9:30:

- A game or light activity should be introduced by a clear transition and with clear direction from the teacher.
- This part of the class should provide an opportunity for students to practice and to show what they learned in the first part of the class.
- What works best at this late hour is something light and fun, or easily engaging.

Materials

- List all the materials needed to conduct the activities described.
- Attach handouts to the Lesson Plan.
- If it is impractical to attach materials, suggest where/how to access or locate them.
- Use authentic materials that relate to students' interests. Using a Vineyard employment application will be more meaningful than a generic application photocopied from a workbook. Articles from the MV Times or regional/national newspapers, newsletters from their children's school, local maps, and Island supermarket flyers are other examples of relevant authentic materials.

Assessment

- Assessments are tools such as presentations, quizzes, projects, check-ins, successfully completed workbook pages, observations (including role-play), paragraph writing, or other instruments used to measure whether students have gained the new knowledge, or acquired the skills described in the Language Objective section.
- Clearly written, strong language objectives will suggest their own activities and assessment(s).
- It may be useful to plan your assessment(s) before your activities.
- The DOE Curriculum Framework benchmarks are a reliable source of assessment ideas because they are written as indicators of acquired knowledge and skills. For example, one of the Speaking benchmarks states that learners will be able “to request and provide information with elaboration beyond the minimum” (e.g. I want to learn English so I can . . .; I'm sneezing because I'm allergic to . . .)
- Teachers should include a sample of completed student assessments in each student's folder.

Reflection

- Include here your thoughts on how successful the lesson was, or how you might modify it.
- There is a checklist portion and a section for comments



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- Consider having students reflect on how successful the class was also. You can include results in the comment section.
- Examples of how to include student reflection are:
 - Ask students to summarize what they have learned. This not only helps with reflection, but helps students to synthesize and retain knowledge
 - Encourage students to consider ways they can apply newly learned language and skills to their lives
- Encouraging student reflection gives students a sense that they are genuinely making progress. It also allows you to discover if students are still unsure about something, and can lead you to next steps.

Sample Reflection Prompts for Students

Basic:

- What worked well in today's class? What didn't work well?
- Write three things you want to remember from today's class.
- What was new to you today? (Use pictures, numbers, and/or words)
- Today I learned . . . I really liked . . . I had difficulty with . . .

Intermediate/Advanced:

- How might you use the new language outside the class?
- The most interesting part of today's class was . . . because . . .
- Three things that I learned that I never knew before were . . .
- The least interesting part of today's class was . . . because . . .



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Unit: Everyday Survival/ Getting Started 01

This unit is unique to the beginning classes. This unit lays the groundwork for success in learning English and navigating in an English speaking environment. It encompasses vocabulary and concepts that will be revisited and reinforced through out the course. In this unit the students will learn how to pronounce the letters of the alphabet and the cardinal and ordinal numbers. They will learn to spell their names and addresses. They will learn the basic vocabulary necessary for success in the classroom. They will be able to write dates and set up appointments on a calendar. They will learn some basic vocabulary that will be reinforced and expanded throughout the course, woven into the other units such as health and occupations. They will develop an understanding of the weather patterns of Martha's Vineyard and how they differ from their native environment.

It is important in this unit to set the atmosphere of the class for the coming months by developing an environment of comfort, yet setting the scene as a serious place to learn. The students must feel that the learning will be centered around their needs and interests and this will be achieved by assessing their needs, interests, and goals in structured purposeful activities.

Starting with the alphabet and numbers gives the students confidence and a feeling of success. Activities that help the students learn each others names, jobs and interests will be a part of each class. At the end of the unit a needs analysis will be given to direct the areas of study for the coming months.

Possible Topics:

- Greetings
- Alphabet
- Spelling
- Cardinal numbers
- Ordinal numbers
- Colors
- Personal information
- Weather
- Months / days
- Seasons
- Body parts
- Time
- Daily routines

Grammar Points:

- Imperative/ Classroom commands
- Verb "to be"
- Questions with "What, when, where, how"
- Plural nouns
- Negative statements with the verb "to be"



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Goals Addressed:

1. Learn about US Culture.
2. Retain current job by meeting new criteria.
3. Students learn vocabulary to describe their needs.

Activity 1: Beach Ball Toss

Teacher begins the activity by tossing a ball to a student and saying, “My name is _____.” Students continue the tossing saying their names. The game is played daily for the first few classes but the statements can change to telephone number, town, address, etc. For listening practice, the students can repeat what he/she heard. “His name is _____”

Benchmarks: L1.1b, L3.1e, S1.1a

Activity 2: Name Tag Quiz

Students complete a folded card with their name, date of birth, address and telephone number. They turn the card toward their partner. The partners take turns asking each other questions about name, telephone number, etc.

Benchmarks: L1.1b, L3.1e, S1.1a, S3.1a, R2.1h

Activity 3: Make an Appointment

Hand out a clock to each participant.

Give the group 15 minutes to walk around the class and make appointments on each hour. (*time them*). Students ask each other in English for help in spelling the names.

Have the participants return to their seats.

The instructor goes through the hours starting with 12:00.

Anyone who does not have an appointment raises their hand.

Those participants are partnered up unless they have each other at another time slot. If they do, then have them write open on the line for that time slot.

If only one participant does not have an appointment for that hour, he or she writes open for that time slot.

Anyone with an open time slot may work with another partnership of their choice making a group of three.*

To form partners, the teacher will ask the student to meet with their 1:00 appointment, 9:00 appointment etc..

Benchmarks: L1.1c, L2.1e, L1.1b, L3.1e, S1.1b, W2.1

Activity 4: Alphabet Swat

Preliminary activities:

Write the alphabet with upper and lowercase letters on the board and practice pronunciation with choral response.

Have the students work in pairs to create a set of alphabet cards. Students will use them to practice pronunciation in pairs. Teacher walks around the room to help with correct pronunciation.



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Activity: Randomly write the letters of the alphabet on the board. Give two students fly swatters. The teacher calls out a letter and the students try to be the first to swat the correct letter symbol. The student who is the first to swat the correct letter remains at the board and the other passes the swatter to another student.

Alphabet Swat Extension: In pairs or triples, the students spread out 1 set of their alphabet cards on their desk. One student stands in the front of the class and randomly turns over the letters and calls out the letter for the class. The students at the desks try to be the first to swat the letter. They keep the letter they swatted.

Benchmarks: L2.1e, L1.1c, L1.1d, S2.1a, R1.1c, R2.1b

Activity 5: Asking for a Letter

Preliminary activity:

Stick the letters of the alphabet on the board. Announce to the class, “Give me the letter B” Wait for a student to respond. If no one responds using gestures, try to get a student to go up to the board and get the letter and give it to you.

Activity: In pairs or triples, the students spread their alphabet cards on their desk. One student asks, “Give me the letter ____.” Students will take turns asking for letters. After a few rounds of play explain that it could be considered impolite to say “Give me a pencil.” Write the new sentence “Please, give me a pencil.” on the board. This would be a time that a simple translation for “please” could be used. Repeat the activity.

Benchmarks: L2.1e, L1.1c, L1.1d, S2.1a, R1.1c, R2.1b

Activity 6: Hundred’s Chart

Preliminary activity: Practice pronunciation of the numbers in the teens by clapping out the syllables with accent on the second syllable. Repeat this with tens by clapping out the syllables with emphasis on the first syllable.

Activity: Give the students the handout with the numbers from 1 to 100 and a blank hundred’s chart. Project a blank hundred’s chart on the board. Introduce rows and columns. Ask one student to tell you the numbers in the first row. Model the sentence, “Please read me the numbers in the first row.” Write the numbers in the chart as the student reads them. Repeat with the second row. Then have a student read the numbers in the first column. Have a volunteer student come to the board to write the numbers being read. Continue having students read random rows and columns until the chart is complete.

Have students repeat the activity in pairs and complete the blank chart on their handout.

Benchmarks: L2.1e, S2.1a, S2.1d, S3.1c, R2.1b, W2.1

Activity 7: Today is _____

Once the days, dates, weather and seasons have been introduced, the class will begin with sentences for the students to read and complete both orally and in writing.

Ex. Today is _____, the _____ of _____, _____.

The weather is _____ and _____.

The season is _____.



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This activity is appropriate to continue throughout the year.

Benchmarks: R1.1c, R2.1g, W2.1a, W2.1d, W3.1a

Activity 8: Act it Out

At the end of the class when students have learned new vocabulary, this activity will give them a chance to practice pronunciation. The nice thing about this activity is that normally quiet and shy students are suddenly actively shouting out their new vocabulary.

Keep small squares of paper handy on which you will write simple sentences with new vocabulary words. Students will randomly select a paper and act out the words while the rest of the class tries to guess the correct sentence using their vocabulary list. This works great with weather words: cold, hot, rain, snow, ice, lightening, thunder, sun, clouds, fog, spring, fall, summer, winter. Ex. It's hot.

Benchmarks: L3.1a, S1.1c

Activity 9: Monthly Calendar

On the board write 1st month, 2nd month, etc. See if the students can correctly name the months. Write the names on the board and have the students copy them into their vocabulary lists. Practice saying the names with choral response. Make up flash cards with the names of the months. Hold up a flash card and ask the students to name the next month. Have the students work in pairs taking turns saying the names of the months.

Ask the students how many days there are in each month. Teach the students how to know how many days are in each month.

Each month the students will use a blank form to fill out a monthly calendar labeling the month, year days of the week, days and use it to identify specific dates and label it with community activities. This activity will reinforce ordinal numbers, give practice in writing dates on a calendar, and help the students differentiate between days and dates. It is also a good opportunity to teach culture by introducing holidays and sharing community activities.

Benchmarks: R1.1c, R2.1g, W2.1a, W2.1d, W3.1a



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Unit: Family/Home 01

This unit will build on and review some of the vocabulary learned in the personal information lesson plans from the Everyday Survival unit.

Possible Topics:

- Street Addresses (Review numbers)
- Extended Family (Review nuclear family)
- Family Trees
- Important dates (date of birth, birthday, anniversary) (Review months, days, dates)
- The house
- Directions
- Favorites

Grammar Points:

- Imperative/ Classroom commands
- Verb” to have”
- Questions with “What, when, where, how, who”
- Prepositions of place
- Present continuous
- “There is... There are....”

Goals Addressed:

- Learn about US Culture.
- Retain current job by meeting new criteria.
- Students learn vocabulary to describe their needs.

Activity I: Brainstorm and Draw Pictures

In this activity, students will draw as many pictures as possible related to a house. This is a good preassessment of knowledge on the topic.

1. Write house on the board, and give the students five minutes to individually draw as many simple pictures as possible related to this topic.
2. When all of the students have made their drawings, assign pairs, and have the students share their drawings with partners, who will name the things in the pictures. The teacher can help out with vocabulary. Switch partners several times.

Option: Tape up the drawings on the classroom walls, and pairs circulate and write the names of the items pictured. Then, discuss as a class. This activity is from **Communicative Teaching for the ESL/EFL Classroom**.

Benchmarks: L3.1e, S2.1b, W3.1a , W3.1b



Activity 2: Draw What I Tell You

Students hear instructions and draw pictures in response.

Preteaching Activity: Draw three lines on the board. Write 3 letters on each line. Label the lines top, middle, bottom. Ask which letter is in the top right, etc.

Before Class Preparation:

Write set of a numbered set of 5 commands, which require the students to draw a picture representing personal information. The command should also tell the students where on their papers to draw the pictures.

Commands:

1. In the top-left corner of your paper, draw a picture of a clock showing what time you woke up this morning.
 2. In the center, draw a simple picture representing how many children you have or would like to have.
 3. In the top left, draw your wife.
 4. In the center bottom of the paper, draw your house.
 5. In the bottom right, draw your transportation.
1. Have a student read the first command to the class, and the class draws as instructed.
 2. Call on another student to read the second command, and the class again draws what they are told.
 3. Repeat for all the commands.
 4. When all the commands have been read, students in pairs exchange their pictures, and the students explain their partners' drawings: For instance, "You have two children. You got up at 6:30 this morning."
 5. Also, encourage students to ask follow-up questions for more conversation practice: For example, "Are your children boys or girls? Do you like to wake up early?"

This activity is from

Communicative Teaching for the ESL/EFL Classroom.

Benchmarks: L1.1c, L3.1e, S1.1a, S2.1b, S2.1c

Activity 3: Draw a Favorite Activity

In this activity, students draw something they really like to do.

Before Class Preparation:

Think about a favorite activity that you enjoy doing and how you would draw it. For example, if you like gardening, you could draw a simple picture of yourself working among some flowers.

In-Class Presentation:

1. Model the activity for the class by drawing on the board an activity that you enjoy doing.
2. Have students ask you some follow-up questions about your activity. For example, if you draw a picture of a gardener, follow-up questions might be, "When do you work in the garden? What do you like to plant?"
3. Give the students a couple of minutes to think and draw a simple stick figure of themselves doing something they enjoy.



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4. When everyone is done, put students in pairs and have them show their pictures to their partners. **The partners will guess the activity and ask at least three follow-up questions about the activity.**
5. When the students are finished with this, have them make new pairs with a new partner, and repeat the activity. This switching of partners can be done several times, if desired.
6. Call on volunteers to show and describe their pictures, and have the class ask questions about the activity.

Option:

Before any discussion, put the pictures up around the room, and have pairs walk around and guess the activity using the present continuous and the identity of the "artist." Finally, discuss as a class.

Follow-Up:

Have the students describe their original partner's activity and write out the questions and answers about the activity. This activity is from **Communicative Teaching for the ESL/EFL Classroom**.

Benchmarks: L3.1e, S1.1a, S1.1c, S2.1b, W2.1e

Activity 4: Van Gogh's Bedroom

In this listening and drawing activity, the entire class participates in recreating a picture.

1. Describe the picture to the students, without showing them the picture. Students simply listen and imagine the picture as you describe it.
2. Then, pairs of students discuss the picture as they imagine it based on what they heard.
3. Next, have one student come to the board (perhaps a volunteer with artistic talent).
4. Call on the class to describe parts of the picture as they imagine it, and the student at the board draws what he or she imagines. The class can edit as needed by either coming to the board to adjust the picture or by calling out changes that should be made.
5. When the students can add no more details to the picture on the board, show the original picture and discuss any differences.
6. Then, have pairs describe the picture to each other, using either the drawing on the board or a handout of the drawing.
7. Follow-Up:
Have students write a description of the picture, either from memory or using the handout copies of it.

Benchmarks: L3.1e, S1.1c, S2.1b, W2.1e

Activity 5: Diane's House

1. Read part 1 to the students as they read along
2. Then, have the students turn over their papers and in pairs retell the part of the story they just read. In retelling the story, the students should take turns speaking.
3. Repeat this procedure for the other parts of the reading.
4. In pairs, have the students ask each other the questions in the activity. Each student writes the answers.
5. Students complete the sentences they share and compare their answers with their partner.

Benchmarks: L3.1e, S1.1c, S2.1b, R2.1g, R3.1a, W2.1e, W2.1f, W3.1a

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Unit: Community 01

Possible Topics:



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- Shopping
- Bus, Ferry/ Reading Schedules
- Library
- Map reading /directions
- Occupations
- Dining out

Grammar Points:

- Imperative/ Classroom commands
- Review “to have”
- Regular verbs: like, need, want
- Questions with “What, when, where, how, who, how much, how many”
- Prepositions of place
- Questions with regular verbs
- Plural nouns
- Superlatives
- Past tense” to be”
- Modal “can”

Goals Addressed:

1. Learn about US Culture.
2. Retain current job by meeting new criteria.
3. Students learn vocabulary to describe their needs.
4. Navigating systems. Get and use a library card.
5. Increase computer literacy skill.

Activity 1: Reading the Ferry Schedule

Preliminary activities:

1. Write transportation on the board, and give the students five minutes to individually draw as many simple pictures as possible related to this topic. When all of the students have made their drawings, assign pairs, and have the students share their drawings with partners, who will name the things in the pictures. The teacher can help out with vocabulary. Switch partners several times.
2. Review to and from. Have the students walk **to** the door **from** their seat. Etc.

Activity:

1. Make an overhead transparency of the boat schedule.
2. On the board write, “At 6:30 AM, the ferry goes from Wood Hole to Vineyard Haven.” Ask:” What word tells me the ferry goes from Woods Hole?” What word tells me the ferry goes to Vineyard Haven?
3. Have the students complete the sentence: “At 7:00 AM, _____
_____.”



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4. In pairs, have the students ask each other, “What happens at 8:15?” Students take turns asking each other questions using the ferry schedule.
5. Students complete handout writing complete sentences.
6. In pairs, students compare answers.

Benchmarks: L3.1e, S2.1b, W3.1a , W3.1b

Activity 2: The Price is Right

Make transparencies with food from a supermarket flyer. On the left put a picture of food. On the right put the price of the items. Cover the prices with a strip of paper so that only the pictures of food show. Divide the class into two groups. Write the question “What is the price?” on the board. Write the sentence that the students will respond with “The price is _____dollars and _____ cents.” One group will discuss the price **in English** and make a joint decision. The other group will then make a counter guess. The group that has the closest price will win a point.

It is important to establish at the beginning that only answers in the correct sentence format will be accepted and that they will lose a point for speaking anything but English.

Benchmarks: S1.1c , S3.1b , L1.1c, R2.1b

Activity 3: Trip to the Library

In this activity, students will take a trip to the library. They will each get a library card which they can use to take out materials. They will do a “Scavenger Hunt” which will familiarize them with the different resources available. After the trip they will complete the goals sheet which will be filed for the records for the DOE.

Before Class Preparation: About two weeks before the trip notify the library and make photocopies of the applications for library cards, complete them in class and return them to the library.

Benchmarks: L1.1c , L1.1d , L2.1c , L3.1e , S1.1b , S3.1a , R1.1b, R1.1d ,R2.1g

Activity 4: Job Letter of Introduction

Students write a few paragraphs about themselves. It will include their current occupation, what they want to do, their address, how long they have lived here, if they can drive, what skills they have. They will type it on the computer and add a photo to the letter.

Benchmarks: L1.1c, L2.1e, L3.1b, L3.1e, W2.1b, W2.1d, W2.1h, W3.1^a



MVALP Lesson Plan 1

Date:

Level: 01

Unit Everyday Survival/ Getting Started

Topic: Greetings, alphabet, spelling

How does this lesson relate to student interests, needs and goals (and/or address the Intercultural Knowledge, Learning Strategies, and Systems Navigation Strands)?

Students need to be able to spell their personal information for emergency situations, forms, and over the telephone. Students need to learn classroom direction words.

Specific Language Objective(s) What will students know (content) and be able to do (skills) as a result of the activity (-ies)?

1. Students will be able to correctly pronounce the letters of the alphabet.
2. Students will be able to identify the spoken letters of the alphabet.
3. Students will be able to spell their full name.
4. Students will be able to ask for paper and pencil.
5. Students will be able to respond to the phrase, "Nice to meet you."

DESE Benchmarks

- L2.1e Recognize individual letters in isolation
- R1.1b Use visuals to gain meaning
- L1.2c Listen and follow simple one step direction
- S1.1a Give basic personal identification information (e.g. name, address, phone number)
- S2.1a Recite the letters of the alphabet
- R2.1b Identify upper and lower case letters
- W1.1b Write basic personal identification information (e.g. name, address, date of birth, etc. in simplified forms)
- W2.1a Print upper and lower case letters in legible handwriting
- W2. 2d Write simple answers to basic questions

Activities

1. Teacher will greet students and shake hands. New phrase, "Nice to meet you." Response, "Nice to meet you, too."
2. Teacher will write the alphabet on the board in upper and lower case letters. Students will practice pronunciation of all letters with teacher's help.
3. Students will write the alphabet first with uppercase and then lowercase letters.
4. Students stand in a circle and play "Beach Ball Toss" Activity 1.
5. Teacher will write her name on the board and spell it. She will demonstrate making a name tag; students will make their own name tags for the desk. At the end of class the teacher collects name tags which will be used the next class for "Name Tag Quiz." Activity 2
6. First Name/Last name: Teacher will write and say her first name and last name. Students will write and say their first name and last name. Then they will spell it. Students will work



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in pairs to make alphabet flashcards together. They will then use the flashcards with each other to practice the pronunciation.

7. Flashcards will be placed on desk. Teacher asks the students, “Maria give me the letter A.” Then have the students ask each other for the letters.
8. Students will complete the listening exercise where they will circle the letter that the teacher reads.
9. Teacher will model the simple sentences/answers: “What is your name?” “My first name is Gentil, G-E-N-T-I-L. My last name is Silva, S-I-L-V-A.”
10. Students will complete the Clock Buddy template asking each other their names and how to spell them.
11. Alphabet Bingo Game. Teacher is caller for first game, then student becomes caller.

Materials: Name tag form, beach ball, blank cards, markers, bingo cards and chips.

Assessment (How will students demonstrate what they have learned?) Listening comprehension of the alphabet sounds will be assessed by completion of listening exercise with at least 80% accuracy. Check conversation success with completion of Clock Buddy Template with correct spelling.

Reflection (Your thoughts on how successful the lesson was, or how you might modify it)

I clearly introduced the lesson

Every student spoke

Every student participated

I made clear transitions between activities

All four skills were practiced

I used a variety of modalities and approaches

I included authentic materials

Students produced authentic (real-life) language

Ratio of teacher/student talking time? ____/____

How many different ways did I present the material? _____

How did I correct student error? _____

How did I check for student comprehension? _____

How did I conclude the lesson? _____

Comments:

Next Steps: More practice with pronunciation, spelling. New greeting, “Nice to see you.”

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