

Section One

Getting Started

List 1.1. Tips for Teaching ESL/ELLs

Language development research tells us that second-language acquisition follows the same natural order as first-language learning. The initial stage is a silent period in which individuals develop the ability to hear the sounds, rhythms, and patterns of the language and match some words to actions, ideas, and things. It is often a frustrating time for English language learners (ELLs) because they cannot communicate their needs or ideas and they feel isolated from others in the classroom.

In the second stage, ELLs begin to put their knowledge of words and syntax together to speak in simple sentences. They augment their productive communication with gestures, pointing, and simple diagrams or pantomimes.

As listening and speaking competence continues to develop, ELLs' readiness for reading and writing emerges. Although we think of these stages as coming one after another, it is more accurate to think of them as a progression of starting points for three stages that continue along an increasingly integrated pathway toward proficiency. Here are some tips to help you support ELLs' transition to proficiency.

- Welcome students every day with a smile, a greeting, and their given names.
- Speak clearly and slowly, and use short, simple sentences.
- Face students when speaking to them; communicate with facial expressions and gestures.
- Watch students' body language and facial expressions for signs of comprehension.
- Pause between sentences to give students processing time.
- Praise students' efforts and successes appropriately; use "One Hundred Ways to Praise" (List 1.3).
- Use the same language for repeated tasks and routines.
- Demonstrate or pantomime responses to directions until all students understand and can perform them.
- Introduce yes/no active response cards immediately to enable active participation; frame questions for yes/no responses.
- Use choral response and whole-group active response cards to limit individual students' anxiety.

- Use realia, labels, and pictures to name objects and show actions.
- Establish routines for attendance, calendar review, assignments, homework review, and so on.
- Read to students daily using high-interest controlled vocabulary materials with lots of pictures.
- Present information in more than one modality: words and graphics plus spoken language.
- Provide computer-aided practice for individual students to give opportunities for self-paced work, including self-selected topics.
- Construct word walls to prompt students' memories and help them to be independent.
- Provide bilingual dictionaries at appropriate grade levels and encourage students to use them.
- Plan nonverbal ways for students to show they have understood stories, directions, and so on; for example, have them select appropriate pictures or draw diagrams.
- Write page numbers and other information on the board after giving directions to "turn to page . . ." or "underline the answer. . ."
- Post homework assignments in the same place every day.
- Establish assessment systems that enable students to record and monitor their own progress in at least one or two areas.
- Have students keep word books and journals and add to them frequently.
- Post a world map (or regional map as needed) and have students identify their countries of origin.
- Provide opportunities for students to share cultural and linguistic information; for example, have them label a family tree with family relationships in both English and their first language; or have them list each language's greeting or its words for *excellence*, *student*, *learning*, and so on.
- Plan music and art exhibits to showcase cultures represented in the class.
- Remember that students know much more than they can say—don't water down content; do simplify the language.
- Gather content reading materials on several grade levels.
- Use cognates to help connect new learning with prior knowledge.
- Establish class rules with brief commands and gestures: *Sit. No talking. Show me the answer. Go to page____.*
- Post the names of students in groups and point to each group's list of names when calling students to a learning station or table. Seeing and hearing group members' names helps ELLs learn the names and eases communication within the group.
- Start portfolios of students' work at the beginning of the term and add to them as they progress throughout the year.

List 1.2. Teaching Taxonomy for Beginning ELLs

A taxonomy is an ordered list that categorizes many elements. The following teaching taxonomy organizes essential English language objectives to provide ideas and guidance for lesson planning. It is not meant to be followed in sequence. The taxonomy includes elements that are also part of an English Language Arts (ELA) curriculum, but it does not replace your reading, spelling, or writing objectives. ELLs need both ELA and English as a Second Language (ESL) instruction to succeed. Copy the list and put a check or date next to the elements needed by your current ELL students to plan a month, term, or year at a time.

Personal and Family Information

- ☐ Personal identity information: name, address, phone number, parents' names, guardian's name, country of origin, age, nationality, birth date, Social Security number
- ☐ Spelling of first and last names
- ☐ Responses to questions about grade, school, teacher
- ☐ Responses to and requests for personal information, for example, *Where do you . . . ? Who are . . . ? When did . . . ? What is . . . ?*
- ☐ Completing an information card, including providing a signature
- ☐ Responses to questions about parents, siblings, sponsors
- ☐ Family members and relations
- ☐ Pets and other animals

Social Interaction and Self-Expression

- ☐ Greetings and good-byes
- ☐ Asking and thanking
- ☐ Introductions to peers, nonpeers; shaking hands; kissing
- ☐ Expressing like/dislike, agreement/disagreement
- ☐ Manners and customary phrases for events: birthdays, anniversaries, holidays, illness, giving compliments and congratulations, and so on
- ☐ Beginning and ending conversations
- ☐ Asking for assistance or services; offering help
- ☐ Small talk about family, friends
- ☐ Expressing emotions and feelings: anger, frustration, love, affection, fears, needs, concerns, hopes, wishes
- ☐ Asking for clarification
- ☐ Expressing lack of understanding or lack of English skills
- ☐ Polite and impolite language
- ☐ Making eye contact
- ☐ Manners as a guest and host
- ☐ Invitations: making, accepting, and refusing
- ☐ Apologizing and expressing regret
- ☐ Using the phone: answering, making a call, leaving messages
- ☐ Writing a letter, addressing an envelope
- ☐ Post office: types of mail, cost of postage
- ☐ Writing e-mail and text messages

Class and School

- ☐ Classroom elements: books, desks, screen, whiteboard, chalk, pens, blackboard, learning center, overhead projector, computer, table, pencil sharpener, closet, and so on
- ☐ Class directions, such as *point to, show, circle, print, copy, color, put an X through, sit down, line up, take out your___ book, turn to page___, stop talking, raise your hand, turn to your neighbor*
- ☐ Class procedures: flag salute, announcements, calendar, weather, class schedule, morning exercises, attendance, permission form, bathroom pass, hall pass
- ☐ School locations: classroom, library, principal's office, cafeteria, gym, locker room, nurse's office, and so on
- ☐ School personnel: teacher, secretary, custodian, principal, librarian, and so on
- ☐ School activities: learning, subjects, assembly, clubs, field trips, home room, sports teams, newsletter, school home page, permission forms, medical exam, testing program, guidance counselor, resource room
- ☐ School assessments: homework, directions, grades and report cards, cheating, independent and group work
- ☐ Test-taking skills

Calendar, Time, and Weather

- ☐ Calendar: days of the week, dates, months, seasons
- ☐ Read, write, and say the current date
- ☐ Holidays, birthdays, anniversaries, school holidays, vacations
- ☐ Writing and reading dates in alternate forms
- ☐ Concepts of yesterday, today, and tomorrow
- ☐ Difference between weekday and weekend
- ☐ Telling time: digital and analog clocks, watches
- ☐ Concepts of day, noon, midnight, dawn, morning, evening, and so on
- ☐ Telling time with Roman numerals
- ☐ Concepts of starting and ending time, beginning and end, opening and closing time, class periods, terms, semesters, school year
- ☐ Weather conditions: hot, cold, cool, sunny, cloudy, rainy, snowing
- ☐ Weather phrases and related vocabulary: *What's it like out? How will it be later? What's the temperature? Hazy, hot, and humid. Winds will die down later. Weather vane, meteorologist, weather report, tracking the storm,* and so on

Health and Safety

- ☐ Vocabulary for body parts
- ☐ Vocabulary for health problems and illnesses: *Does your head hurt? I have a headache.*
- ☐ Making and keeping appointments with doctors, nurses, dentists
- ☐ Medical-related vocabulary: *illnesses, clinic, hospital, procedures*
- ☐ Medical insurance-related vocabulary needed for applications and claims
- ☐ Emergencies: calling 911, describing the emergency, giving the location
- ☐ Symbols and vocabulary for *poison, emergency, no smoking, flammable, danger, caution,* and so on

- ☐ Staying safe at home: locking doors, fire safety, dangerous objects, child safety, bathtubs, leaving children, seasonal issues, firecrackers
- ☐ Recognizing and following directions and symbols for walking to school and crossing streets
- ☐ Reporting incidences of bullying, abuse, or assault

Life and Living

- ☐ Recognizing and using color names
- ☐ Recognizing and using shape names
- ☐ Recognizing and using names for foods
- ☐ Recognizing and using food-related vocabulary: *breakfast, lunch, dinner, supper, snack, beverage, drink, buying lunch, bringing lunch, packing lunch, eating lunch, nutrition*, and so on
- ☐ Working with recipes and food measurements
- ☐ Understanding the food pyramid and nutrition
- ☐ Making a shopping list, using coupons, shopping
- ☐ Setting the table
- ☐ Using table manners
- ☐ Reading prices using dollars and cents
- ☐ Selecting clothing: types, sizes, colors, fabrics, parts
- ☐ Shopping for clothes: store types, prices, sales, ads, trying on/fitting room
- ☐ Doing laundry: how, when, and why
- ☐ Recognizing, reciting, and writing numbers 1–10, 1–100, beyond 100
- ☐ Counting by 2, 5, and 10
- ☐ Recognizing odd and even numbers
- ☐ Recognizing and writing number words one to ten, one to one hundred, beyond one hundred
- ☐ Recognizing and using ordinal numbers
- ☐ Recognizing and understanding the use of a comma in numbers
- ☐ Recognizing and using money: coins, bills, counting, making change
- ☐ Reading prices and currency amounts
- ☐ Understanding decimal and comma use in currency
- ☐ Counting money and making change
- ☐ Setting up bank accounts (savings, checking), writing checks, using the ATM
- ☐ Making and using a budget
- ☐ Recognizing and using measurements: *cup, quart, gallon, ounce, pound*

Home and Community

- ☐ Names for rooms in house and related vocabulary
- ☐ Names for types of housing: *house, apartment, condo, mobile home, attached, ranch, split level, co-op, rooming house*, and so on
- ☐ Names for furniture and furnishings
- ☐ Locations in community: churches, theaters, shopping mall, library, schools, government buildings, supermarkets, hospitals
- ☐ Signs and symbols for restrooms, entrance, exit, accessible route, parking

- ☐ Community workers and their jobs
- ☐ Government: local, state, federal
- ☐ U.S. flag, Pledge of Allegiance, patriotic songs
- ☐ Names of mayor, governor, and president
- ☐ Names and associated words for common jobs
- ☐ Employment vocabulary: *getting a job, earning a living*
- ☐ Types of entertainment and sports and related vocabulary
- ☐ Common games, rules, and related vocabulary

Transportation and Directions

- ☐ Directions: left, right; ahead, behind; up, down
- ☐ Directions: north, south, east, west; compass; compass rose
- ☐ Using directions to find a location, giving directions to a location
- ☐ Using a map to locate a city, state, the United States, birthplace, country of origin
- ☐ Asking for clarification of directions
- ☐ Using online direction service to find directions to important places in city
- ☐ Transportation words
- ☐ Highway and travel words and symbols
- ☐ Travel safety: child safety seats, leaving children or pets in cars, speed limits, parking zones, calling for help, emergency equipment for car

Beginning Literacy

- ☐ Alphabet: recognize, recite, alphabet song, print upper- and lowercase
- ☐ Understanding alphabetical order
- ☐ Writing upper and lower letters in cursive and to form words
- ☐ Recognizing book parts
- ☐ Directionality for print: left to right, top to bottom
- ☐ Copying words (print) in correct order and direction
- ☐ Labeling pictures
- ☐ Matching words and pictures
- ☐ Discriminating between rhyming and nonrhyming words
- ☐ Discriminating individual words in sentences
- ☐ Phonemic awareness
- ☐ Following one-, two-, and three-step verbal directions
- ☐ Giving one- and two-step verbal directions
- ☐ Rhymes and chants
- ☐ Singing along with repetitive songs
- ☐ Recognizing word order in sentences
- ☐ Listening to and getting the gist of a story read aloud
- ☐ Sequencing pictures
- ☐ Relating sounds to beginning and ending phonemes
- ☐ Segmenting words into individual syllables and sounds
- ☐ Recognizing and using rhyming words and word families
- ☐ Recognizing and using short vowels
- ☐ Recognizing and using long vowels

- ☐ Blending sounds
- ☐ Recognizing and using diphthongs and digraphs
- ☐ Discriminating minimal pairs
- ☐ Recognizing sight vocabulary in frequency lists, word walls, labels
- ☐ Recognizing and using sound clusters
- ☐ Recognizing silent letters
- ☐ Recognizing and using root words
- ☐ Recognizing and using prefixes and affixes
- ☐ Accent reduction

Nouns, Pronouns, and Modifiers

- ☐ Articles: *a, an, the, some*
- ☐ Singular and plural regular nouns
- ☐ More than one noun as subject (*and, series*)
- ☐ Compound nouns
- ☐ Countable and noncountable nouns
- ☐ Personal pronouns
- ☐ Object pronouns
- ☐ Possessive pronouns
- ☐ Demonstrative pronouns
- ☐ Adjectives of color, size, age
- ☐ Other descriptive adjectives
- ☐ Comparison of adjectives
- ☐ Adverbs of frequency
- ☐ Adverbs of manner
- ☐ Adverbs of time and place
- ☐ Comparison of adverbs
- ☐ Using *many* and *much*

Verbs

- ☐ Verb: *to be*
- ☐ Verb: *be + not*
- ☐ Verb: *have/don't have*
- ☐ Simple present tense: affirmative
- ☐ Simple present tense: negative
- ☐ Simple present tense: questions
- ☐ Simple past tense: affirmative
- ☐ Simple past tense: negative
- ☐ Simple past tense: questions
- ☐ Simple past tense: irregular verbs
- ☐ Common verbs in present tense
- ☐ Future tense: *will + verb*
- ☐ Future tense: *going to*
- ☐ Verbs: command forms
- ☐ Verbs: negative commands

- ☐ Common two-word verbs
- ☐ Past continuous tense: *was* + verb + *ing*
- ☐ Verb pattern: Verb + *to* + verb
- ☐ Passive voice

Sentence Patterns

- ☐ Distinguishing nouns and verbs
- ☐ Sentence pattern: noun + verb
- ☐ Sentence pattern: subject + *be* + verb + *ing*
- ☐ Sentence pattern: subject + *be* + verb + *ing* + noun
- ☐ Sentence pattern: questions using *who*, *what*, *where*, *when*, *how*, *why*
- ☐ Compound sentences
- ☐ Sentence pattern: tag questions
- ☐ Sentences beginning with *there is*, *there are*
- ☐ Sentences using nonspecific *it*: It's time to go. It's raining.
- ☐ Subject-verb agreement
- ☐ Sentence pattern: subject + *be* + verb + prepositional phrase
- ☐ Sentences using transitions : *however*, *therefore*, and so forth
- ☐ Sentences using *if* clauses

Reading and Learning from Text

- ☐ Using a picture dictionary
- ☐ Using a bilingual dictionary
- ☐ Using a chart or graph to answer questions
- ☐ Using an index to find information
- ☐ Using a table of contents to find information
- ☐ Recognizing and using sequence and chronology markers
- ☐ Using context clues to aid comprehension
- ☐ Choral reading
- ☐ Reading and understanding poetry
- ☐ Reading and understanding expository text
- ☐ Reading and understanding narrative text
- ☐ Finding information through key word searches on the Internet
- ☐ Fluency
- ☐ Sentence rhythms

Spelling, Capitalization, Punctuation, and Writing

- ☐ Using objects, drawings, charts, and other media to support spoken message
- ☐ Irregularly spelled but frequently used words
- ☐ Spelling rules
- ☐ Punctuation marks and sentence types
- ☐ Capitalization rules and proper nouns and adjectives
- ☐ Language registers and writing for the audience
- ☐ Writing a description

- ☐ Writing a paragraph with time sequence
- ☐ Writing directions using numbered steps
- ☐ Writing a story
- ☐ Writing dialogue
- ☐ Keeping a journal
- ☐ Writing a book report

Other Instructional Targets

- ☐ Antonyms
- ☐ Contractions
- ☐ Conjunctions
- ☐ Homographs and homonyms
- ☐ Idioms
- ☐ Prepositions: *to, in, on, under, near*
- ☐ Prepositions: *at, from, for, with, next to, between, behind, over*
- ☐ Synonyms

List 1.3. One Hundred Ways to Praise

Learning to speak another language is not easy. It takes motivation, courage, perseverance, attention, and work. Recognizing students' efforts and gains builds confidence, motivates, confirms, shows respect, acknowledges, rewards, and sets standards for accomplishment. Use words of praise often—even for small successes; it will encourage greater ones. Be genuine and specific about what was praiseworthy. Remember, your smile and tone convey a lot, even with a limited vocabulary.

Excellent!
Good work!
You did well today.
Impressive!
Wow!
A+
Fantastic!
Good thinking.
This is great!
Very good!
This is clever.
Much better.
Keep it up.
Interesting!
Good job!
This is well done.
Very nice!
I like the words you chose.
You are creative.
Superb!
Beautiful work.
What neat work!
Congratulations!
Very interesting!
You have improved a lot.
Terrific!
Good point!
You made a great start.
Super!
I like your idea.
This is excellent.
Well done!
* * * *
GR 8!
Awesome!
Fantastic!
I like your topic.
Great style!

This is well organized.
Very convincing!
Good use of details.
You've really mastered this.
Excellent beginning!
Good observation.
You've got it!
Your family will be proud of this.
This shows your talent.
That's really nice.
* quality!
You're on target.
Expert work.
You know this well.
Thank you!
You've made my day.
Very creative.
Very interesting.
I like the way you're working.
That's an interesting way of looking at it.
Now you've figured it out.
Keep up the good work.
You're on the ball today.
This is something special.
Excellent work.
That's the right answer.
Exactly right.
I like your choice of words.
I can tell you were very careful with this.
You made me smile.
You're quite an expert.
Very informative.
You really caught on!
Be sure to share this—it's great!
You're a Rising Star!
You're on the right track.
This is quite an accomplishment.
I like the way you handled this.

This is coming along nicely.
You have been paying attention.
You've put in a full day today.
This is prize-winning work.
Bravo!
I like your style.
Hurray!
Clear, concise, and complete!
A well-developed theme!
You're right on the mark.
Good reasoning.
Dynamite!

Outstanding!
This is a winner!
Great going!
I knew you could do it!
What neat work!
You really outdid yourself today.
That's a good point.
That's a very good observation.
You've got it now.
This shows you've been thinking.
Very fine work.
That's quite an improvement.

List 1.4. Meeting and Greeting

Meeting people, making new friends, and finding their way around in school and in the neighborhood are priorities for new ESL/ELL students. Many students will have some knowledge of the spoken forms of the following frequently used words and phrases but may not have adequate pronunciation and visual recognition skills, fluency, or natural intonation or accent patterns to be understood or to understand others. Use these words and phrases to develop appropriate dialogues for role-playing in class.

Hello.

Hi.

Good morning.

Good afternoon.

Good evening.

Hi, there.

How are you?

How're you doing?

How's it going?

How have you been?

Fine, thanks. And you?

Good, thanks. And you?

I can't complain. And you?

Fine, thank you. And you?

What's your name?

My name is _____.

Your name, please.

I'm [name]_____.

May I have your name?

Where do you live?

I live on _____ Avenue.

What's your address?

I'm at 34 Locust Drive, Montville.

My address is 612 Second Avenue,
Allenhurst.

Street Avenue Road Drive Circle
Court Place Boulevard Lane Way

Do you go to school?

Where do you go to school?

What school do you attend?

What school are you in?

Are you in high school?

Do you go to the high school?

Do you go to [name of school]?

What grade are you in?

What class are you in?

What are you taking this year?

What classes do you have this year?

What do you have fourth period?

I'm a freshman [sophomore, junior, senior].

I'm a student at _____.

I go to _____ School.

I attend _____.

I'm in third grade.

I'm in middle school.

I'm in Mr. Cox's class.

I'm taking algebra.

I'm in the ESL class.

I have math fourth period.

I have math fourth period with Mr. Bix.

Where's the cafeteria?

Where is the library?

Principal's office, school nurse, book room,
attendance office, boys' locker room, girls'
room, Coach's office, home room, assem-
bly hall, theater, auditorium, stage, hockey
field, gym, chemistry lab, IT office, mul-
timedia center, AV storeroom, visitors'
entrance, teachers' room, teachers' lounge,
staff room, custodian's office

Do we have practice?

Is there a game tonight?

Would you like to go to the game?

Do you like to dance?

Do you like music?
Would you like to listen to some music?
What kind of music do you like?
What's your favorite group?
Do you like to go to concerts?

I'm hungry.
Are you hungry?
Do you want to get some lunch?
Do you want lunch?
Do you want to eat now?
I'm starved.
I'm famished.
I'm thirsty.
I need something to drink.
I'm dry. I'd like some water.
Would you like a bottle of water?
Where can I get a bottle of water?
Where can I get something to eat?
Where can I buy a snack?

Would you like a cup of coffee? Tea?
I'd like a cup of coffee, please.
May I have a cup of coffee, please?
What can I get you?
Can I get you something?
What would you like to have?
A burger and large fries, please.
Just an iced tea, please.

Thank you.
Thanks a lot.
Call me tonight.
What's your phone number?
I've got to go now.
I have to run.
Have a nice day.
See you later.
See you tomorrow.
Bye now.
Bye-bye.
Good-bye.
So long.
Good night.

Are you new here?
When did you move here?
Where did you live before?
Where are you from?
Are you from _____?
Where are you going?
What's the matter?
Is something the matter?

Excuse me.
I'm sorry.
Pardon me.
I apologize.
That's all right.
No problem.

Go ahead.
Come on, let's go.
Come on in.
I appreciate it.
You're very kind.
No, thank you.
Yes, please.
May I help you?
Would you help me, please?
Of course.
It would be a pleasure.
My pleasure.

Who is that?
That's Alex.
Would you introduce us?
Philip, this is Alex.
Nice to meet you.
Please join us.
Thanks for calling.

Congratulations!
Happy Birthday!
What's that?
I don't know.
Who knows?
I'm sorry for your loss.
I was sorry to hear about your _____.
Is there anything I can do to help?
Can you use some help?

I'm sorry, I don't understand English.

Would you repeat that more slowly,
please?

What does _____ mean?

Please say that again.

I'm sorry, I don't understand.

Pardon?

How do you say _____ in English?

How do you pronounce this word?

How do you spell _____?

Is this the correct word?

Is this the correct spelling?

I don't understand the directions.

Please repeat the directions.

What should I do next?

I'm finished with the assignment.

List 1.5. Realia and Manipulatives

Realia—objects used to illustrate and teach vocabulary—are now commonplace in ESL/ELL classrooms. These artifacts provide multisensory experiences with words that express some facet of American life and, in addition to providing a natural context for learning, they facilitate students' cultural experiences. Manipulatives—objects that can be manipulated or changed during problem solving—have long been used in mathematics, and they add active learning to any classroom.

action figures	newspaper want ads
bingo tokens	phone books
blocks	plastic flowers
brochures from states, cities	plastic fruit
buttons	play jewelry
catalogs	play money
checks	postcard collection
clothing	puppets
costumes	receipts
counting rods	recipes and cookbooks
coupons	rock collection
dental floss, toothbrush, toothpaste	rulers
digitized audio files of sounds, conversations	seeds, flowerpot, watering can
dollhouse with furniture	shell collection
empty food packages	shoe collection
fruit	small dolls with clothes
games	small flags from around the world
globe	supermarket circulars
greeting cards for many occasions	top or other spinning toy
holiday decorations and figures	touch panel (with different textures)
jars and containers	toy animals (plastic or stuffed)
keys	toy boats
leaf collection	toy cars
magazines of all types	toy dish set
maps	toy doctor's kit
measuring cups	toy musical instruments
measuring spoons	toy phones
menus	toy pots
miniature houses	train and bus schedules
miniature tools	travel and tourism brochures
movie or concert tickets	vegetables (real or plastic)

List 1.6. Predictable School Routines

Getting off to a good start in any teaching and learning setting is important. One effective strategy is to establish routines from the very first meeting. For ESL/ELL classes the routines should engage the students, review core vocabulary, and use as many senses as possible. Write the class agenda on the board, post it on a bulletin board, or give it to students on a handout. The following list contains typical class activities and vocabulary.

Class Commands

Use gestures and demonstrations to show students what the commands mean. Begin with four commands and practice them until all students respond easily. Then add a few more commands and mix up the order. Review daily until students follow the directions without hesitation.

Sit down.
Stand up.
Raise your hand.
Put your hand down.
Raise both hands.
Put both hands down.
Take out a piece of paper.
Take out a pencil.
Give me your paper.
Give me your pencil.
Take out your language notebook.
Put your language notebook away.
Open your language notebook.
Close your notebook.

Look at me.
Look at the door.
Look at the window.
Look at the flag.
Look at your desk.
Look at the calendar.
Look at the blackboard.

Point to the door.
Point to the window.
Point to the flag.
Point to your desk.
Point to your chair.
Point to the calendar.
Point to the blackboard.

Stand up and walk to the door.
Walk to your desk.

Sit down.
Stand up and walk to the blackboard.
Walk to your desk.
Sit down.
Stand up and walk to the window.
Walk to your desk.
Sit down.
Stand up and push your chair in.
Pull out your chair and sit down.

Take out your language notebook.
Open your notebook.
Write your name on the top line.
Write the word *class* in your notebook.
Copy the word *class* two times.
Underline the word *class*.
Copy the word *class* again.
Circle the word *class*.
Close your book.
Put your book away.

Get your language notebook.
Open to a new page.
Take out your language book.
Open to page _____.
Close your book.
Put your book away.

[Student's name], please hand out the paper.
[Student's name], please hand out the pencils.
[Student's name], please collect the paper.
[Student's name], please collect the pencils.

Calendar Routines

Most teachers include a calendar routine at the beginning of the day or class. Start with the name of the day and the date. Later add birthdays and special events. In addition to oral recitation, have students write the day and date in their language notebook.

This is the calendar.
Today is [weekday name].
This month is _____.
Today's date is [month, date].
Today is _____'s birthday.
Happy Birthday, _____.

Weather and Season Routines

Weather routines often follow the calendar exercise. Below the calendar place a row of pictures of different sky and weather conditions with the descriptions captioned. Have students pick the sky and weather conditions that match the day's weather and pin them to the calendar in the appropriate spaces. Also have a digital thermometer nearby so students can read the temperature and post it on the calendar.

Today's sky is [blue, gray, cloudy, foggy, dark].
Today's weather is [sunny, rainy, snowy, windy].
Today's temperature is _____ degrees.
It is [cold, cool, mild, warm, hot].
We are in the _____ season.
Colors of [season] are [use pointer to point to the list on the word wall for seasons].
Special days in [season] are [use pointer to point to list on word wall for seasons].
Things we do in [season] are [use pointer to point to list on word wall for seasons].

Flag Salute

Teachers often end their opening exercises with the flag salute. On the bulletin board closest to the flag have the Pledge of Allegiance written out and point to the words as they are said.

Please stand up.
Face the flag.
Put your hand over your heart.
Say the Pledge of Allegiance with me.
I pledge. . . .

List 1.7. Active Response Activities

Active response activities allow all students to participate throughout an exercise, greatly increasing time on task for every student. In addition, during ELLs' silent period, before they are able and confident enough to respond orally, students can practice and demonstrate their acquisition of target vocabulary, idioms, structures, and more. The following exercises are examples of activities that can be used with response cards for letters, numbers, yes/no, true/false, 1-2-3-4, A-B-C-D, same/different, and before/after answers. See List 1.8, on active response cards, for additional information on their use.

Distribute the appropriate set of cards to students and have them place the cards face up on their desks. Demonstrate how to select and show the answer. For "strip" cards, which have more than one answer (numbers, letters), show how to hold the card with fingers on the correct answer. Begin slowly and wait until everyone has responded, picking up the pace when everyone has understood the question-response pattern. Repeat challenging items to allow students to correct an earlier incorrect response. Do the drill silently as a quiz or have students vocalize their answers as they show them.

Yes/No Response Cards

Is Hector a boy? Is Anna a boy?
Do birds fly? Do cats bark?
Are baby lions called kittens?
Can you use a paddle to write?
Do you see with your ears?
Is this blue? [Show card or object.]
Is this California? [Point to state on map.]
Is this breakfast? [Show picture of a meal.]
Is this a sweater? [Show picture of clothing.]

Same/Different Response Cards

The sounds at the beginning of *pit/pen*
The sounds at the beginning of *sigh/slight*
The sounds at the beginning of *big/pig*
The sounds at the end of *pat/pad*
The sounds at the end of *bang/bank*
The sounds at the end of *hit/hid*

Before/After Response Cards

Study: before or after a test?
Practice: before or after a performance?
Pay: before or after picking a sandwich?
Wet: before or after the rain?
Sleepy: before or after a nap?

True/False Response Cards

Ms. Polk is the science teacher.
It is raining today.
It snowed yesterday.
The custodian cleans the school.
Rene has red hair.
The U.S. flag has twenty-five stars.
George Washington is president.
New York City is the capital of New York.

Letter Response Cards

Show me an *M* [any letter].
Show me the letter for [make a specific sound].
Show me the letter at the beginning of _____.
Show me the letter at the end of _____.
Show me the silent letter in _____.

Number Response Cards

Show me a 7 [any number].
Show me $2 + 6$ [any addition fact].
Show me $10 - 4$ [any subtraction fact].
If plums cost twenty-five cents each, how many can I buy with one dollar?
How many sides does a triangle have?
How many shoes are in seven pairs?

1, 2, 3, 4 or A, B, C, D Response Cards

Where do you sleep? 1. table; 2. desk; 3. bed; 4. lamp
Which one goes with parties? 1, 2, 3, or 4 [show pictures]
I have a toothache. Call: A. the nurse; B. the dentist; C. the clerk; D. the minister
The boy in the story had: A. a dog; B. a cat; C. a monkey; D. a pony

Note: To minimize memory problems and focus language, show images one at a time using presentation software.

List 1.8. Active Response Cards

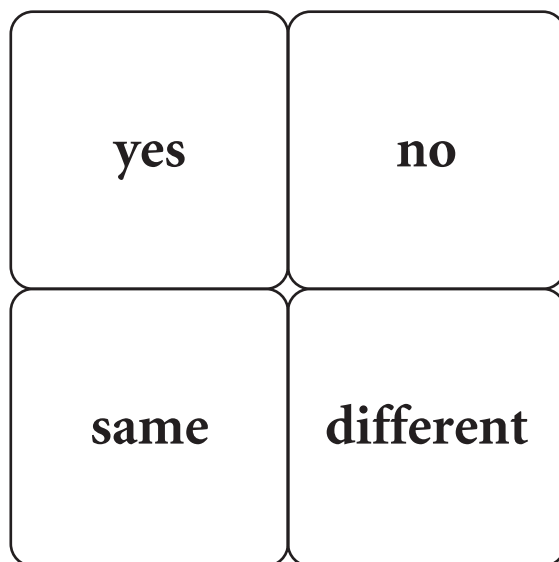
Response cards may be used with ESL/ELL students of any age and for both simple and complex exercises. See List 1.7, on active response activities, for exercises that work well with whole-class active response techniques. Photocopy a set of active response cards (letters, numbers, yes/no, true/false, 1-2-3-4, A-B-C-D, same/different, before/after) on heavy index stock for each student in the class. Cut the cards apart and distribute to the students. Demonstrate how to show the answer.

Yes/No Example

Ask, *Is Hector a boy?* Show the yes card to the class. Say, *Yes, Hector's a boy.* Then return the card to the desk and ask the next question: *Is Anna a boy?* Show the no card. Say, *No, Anna's not a boy.* Tell the class it is their turn to answer the questions, and begin a drill. Begin slowly and wait until everyone has responded, picking up the pace when everyone has understood the question-response pattern. Repeat challenging items to allow students to correct an earlier incorrect response.

Variations: Model the response and vocalization and have students show and say with you. Have them show the answer while you vocalize the correct answer. Do the drill silently as a quiz.

For letters and numbers: cut one-line strips, not individual letters or numbers. Have students show the correct answer by holding it between their thumbs and forefingers.



true

false

1

2

3

4

A

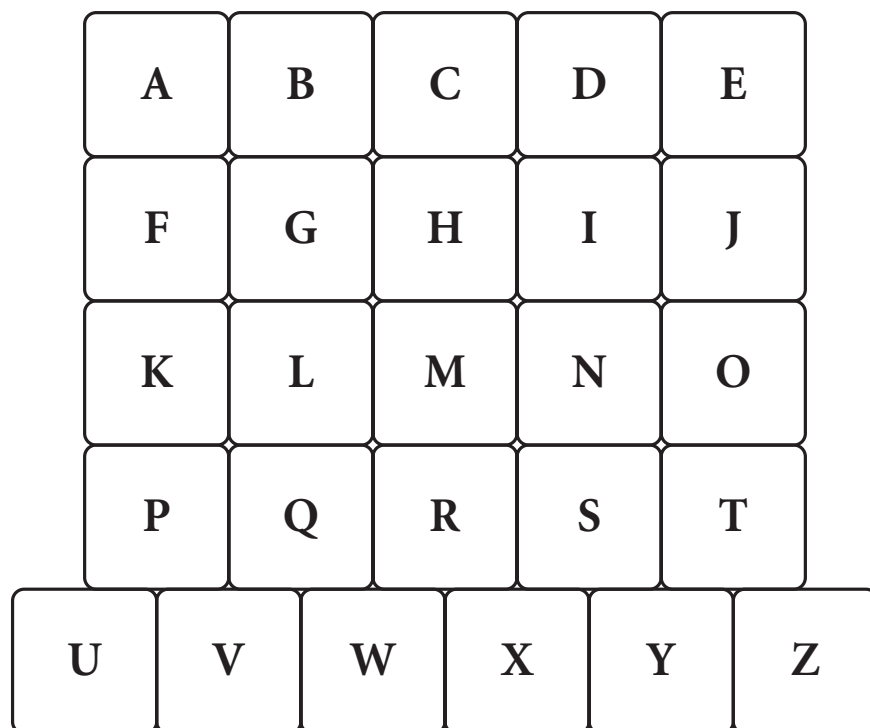
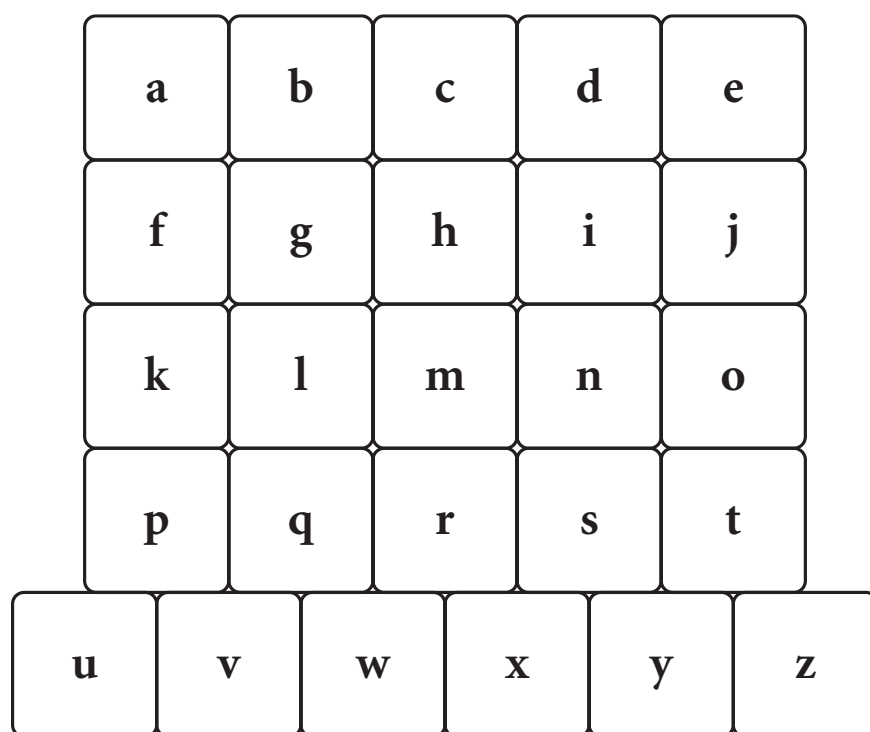
B

C

D

before

after



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

List 1.9. Class and School Vocabulary

One way to help newcomers become comfortable in their new surroundings is to help them learn the names of things they say, see, and do in school. Labels on objects and a word wall about “our classroom” or “our school” are useful aids in mastering this important category of vocabulary. Using the same idioms and vocabulary in daily routines will also make learning them easier.

Assignment Directions

Ask your neighbor	Hand in your _____	Raise your hand
Check your work	Next one	Show me the _____
Circle	No talking	Skip one
Cross out	Pass out the _____	Take turns
Draw a line	Point to _____	Write your name on your
Fill in the answer	Put an X on the _____	paper
Fill in the blank	Put the date on your paper	
Finger-width margin	Quiet, please	

General Class and School Words

absent	co-ed	flunk
achievement test	combination lock	game
administration	computer lab	girls' room
advanced placement	crayons	grades
advisor	dance	graduate
aide	data projector	graduation
assembly	dean	guidance counselor
assignment	desk	guidance office
attendance	desktop	gym
auditorium	detention	gymnasium
backpack	dictionary	half-day
ballpoint	dismissal	hall pass
bathroom	education	headphone
bell	ELL (English Language	headset
blackboard	Learner)	highlighter
book	enroll	holiday
book room	ESL (English as a Second	homeroom
bookstore	Language)	homework
boys' room	exam	honor roll
bus pass	examples	honors class
cafeteria	exercises	instructor
campus	extracurricular activity	janitor
cassette tape	faculty	lab
class discussion	fail	laboratory
classroom	file	language lab
club	finals	language proficiency test
coach	fire drill	laptop

lavatory	pen	school secretary
learn	pencil	scores
learning group	pencil sharpener	seat
lecture	period	security guard
librarian	permission slip	snow day
library	photocopy	software
locker	placement test	stage
locker room	playground	state tests
looseleaf paper	portfolio	student
lunch	present	study hall
lunch box	principal	superintendent
map	probation	tardy
marker	professor	teach
marking period	program	teacher
media center	prom	teachers' lounge
midterms	PTA	teachers' room
note	pupil	team
notebook	quiz	term
nurse	reading group	test
nurse's office	recess	textbook
online	remedial	theater
open house	report card	truant
orientation	resource room	tutor
pad	ruler	vacation
parent conference	safety glasses	vice principal
party	schedule	warning notice
pass	school	whiteboard
PC	school bus	workbook

Course Titles

Algebra	Data Processing	History
American Government	Drama	Home Economics
Art	Driver's Education	Industrial Education
Basic Math	Earth Science	Italian
Bilingual _____	English	Latin
Biology	ESL (English as a Second Language)	Literature
Black Studies	European History	Mathematics
Bookkeeping	Foreign Language	Music
Business English	Forensic Science	Philosophy
Business Math	French	Phys. Ed.
Calculus	General Math	Physical Education
Chemistry	Geography	Physical Science
Civics	Geometry	Physics
Composition	German	Precalculus
Computer Science	Gym	Psychology
Cooperative Education	Health	Science
Dance		Shop

Social Studies
Sociology
Spanish
Spelling

Stenography
Technical Education
Technology
Trigonometry

Typing
U.S. History
Vocational Education
World History

Types of Schools

private school
public school
day care center
nursery school
kindergarten
preschool
elementary school

middle school
intermediate school
junior high school
secondary school
senior high school
regional high school
vocational school

technical school
trade school
junior college
community college
college
university

Common School Idioms

as easy as ABC
back to basics
bookworm
cap and gown
handouts
higher education
honor roll
in ink
in pen
in pencil
in single file
Ivy League
on campus
school of thought
show of hands
show-and-tell
teacher's pet
the three R's
to be absent
to be present
to be tardy
to brainstorm something
to call the roll
to collect homework
to collect the papers
to copy
to cover a lot of ground
to crack a book
to cram
to cut class
to daydream
to demonstrate
to dictate

to discuss
to do an assignment
to do an example
to do homework
to do math
to do research
to draw a blank
to drop out of school
to erase the board
to fill in the blanks
to flunk out
to get credit for
to get partial credit
to get through a course
to go off campus
to goof off
to hand out
to have one's nose in a book
to hit the books
to know one's ABC's
to learn
to learn by heart
to learn by rote
to lecture
to line up
to listen carefully
to make the grade
to meet the requirements
to memorize
to pass
to pass the papers out
to pass with flying colors

to pay attention
to play a tape
to play hooky
to print
to put on one's thinking cap
to read
to read out loud
to read through something
to read to oneself
to report to the office
to salute the flag
to sharpen a pencil
to sign
to sign in
to sign up
to skim the chapter
to study
to take [name of course]
to take a course
to take a test
to take an exam
to take attendance
to take notes
to take the roll
to talk about
to type
to work one's way through college
to write
to write a paper

List 1.10. ESL/ELL Students' Language Background

According to the U.S. Census Bureau's 2006 American Community Survey, 19.7 percent of the U.S. population over the age of five—some 54.9 million people—speak a language other than English at home. This may seem surprisingly high. However, more than half (55.8 percent) of these individuals not only speak their native language but also speak English very well. Children in many of these households develop competence in both languages as they grow up. In contrast, more than 24.2 million people in the United States are non-English or limited English speaking. Census data for 2006 indicate that nearly 5 percent of all U.S. households are linguistically isolated. That is, no member of the household aged fourteen or older speaks English very well.

Data submitted by states to the U.S. Department of Education identified four hundred languages spoken by students who are limited English proficient (LEP). The first of the following tables shows the languages, other than English, spoken most frequently in U.S. homes. The second table shows the most common language groups of LEP students. Spanish is by far the most frequently spoken other language in either category, accounting for 61 percent of non-English home language use and 79 percent of the language backgrounds of LEP students.

Languages Spoken at Home

- | | | | |
|---------------|--------------------|------------------|-------------------------|
| 1. Spanish | 7. Other Germanic | 13. Other Slavic | 19. Other Indic |
| 2. French | 8. Scandinavian | 14. Armenian | 20. Other Indo-European |
| 3. Italian | 9. Greek | 15. Persian | 21. Chinese |
| 4. Portuguese | 10. Russian | 16. Gujarathi | 22. Japanese |
| 5. German | 11. Polish | 17. Hindi | 23. Korean |
| 6. Yiddish | 12. Serbo-Croatian | 18. Urdu | 24. Khmer |

Language Groups of LEP Students

- | | | | |
|-------------------|--------------|--------------------|---------------------|
| 1. Spanish | 7. Arabic | 13. Portuguese | 19. Chinese (other) |
| 2. Vietnamese | 8. Russian | 14. Urdu | 20. Chamorro |
| 3. Hmong | 9. Tagalog | 15. Serbo-Croatian | 21. Marshallese |
| 4. Cantonese | 10. Navajo | 16. Lao | 22. Punjabi |
| 5. Korean | 11. Khmer | 17. Japanese | 23. Armenian |
| 6. Haitian Creole | 12. Mandarin | 18. Chuukese | 24. Polish |

For additional information visit the U.S. Census Bureau at <http://www.census.gov> or the National Clearinghouse for English Language Acquisition at <http://www.ncela.gwu.edu>.