

# Course Outline

NEW: February/2012



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

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

**Course:** 2:1050 ESL Multi Level

**50-04-57**

**ESL Multi-Level/Communication at School/CBET 1**

## Course Description:

This competency-based course is designed to provide instruction for CBET (Community Based English Tutoring) parents in effective communication at their child(ren)'s K-12 school. This course provides parents with oral language practice and vocabulary development in the context of parent engagement in the K-12 school setting. This is the first of two courses.

**Credits:** 0

**Hours:** 30

## Prerequisites:

Completion of ESL Beginning Literacy or equivalent skills as measured by the Division placement test.

## Note:

The primary purpose of this course is the promotion of English language and tutoring skills for English learners who are CBET parents.

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

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*ESL Multi-Level/Communications at School/CBET 1 (50-04-57) February/2012, LAUSD Division of Adult and Career Education*

## **ACKNOWLEDGMENTS**

Appreciation is expressed to LIZ KOENIG for writing this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

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*ESL Multi-Level/Communications at School/CBET 1 (50-04-57) February/2012, LAUSD Division of Adult and Career Education*

**CBE**  
**COMPETENCY-BASED EDUCATION**

***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	Location
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GOALS AND PURPOSES	Cover
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*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. 12-14
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*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.*

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.

**CBE**  
**COMPETENCY-BASED EDUCATION (continued)**

Course Outline Components	Location
<p>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 pre-stated standards.</p>	pp. 12-14
<p>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.</p>	
<p><b>INSTRUCTIONAL STRATEGIES</b></p> <p><i>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</i></p> <p>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.</p>	p. 15
<p><b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b></p> <p><i>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.</i></p> <p>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.</p>	Cover  pp. 12-14

**CBE**  
**COMPETENCY-BASED EDUCATION (continued)**

Course Outline Components Location

EVALUATION PROCEDURES p. 17-18

*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.*

Instructor's 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.*

## **GUIDELINES FOR IMPLEMENTATION**

The purpose of this course is to provide adult students of ESL Beginning Low a and above with oral communication skills and vocabulary to effectively engage in their child(ren)'s K-12 school. Parents practice their English language conversation skills in the context of communicating at their child(ren)'s school.

This is the first of two 30-hour courses focusing on oral language and vocabulary development. The course is most appropriate for adult ESL/CBET classes held for CBET parents at K-12 school sites. For students studying ESL at adult schools or employment preparation centers, this course may be offered separately to parents who have pledged to tutor their children.

CBET Pledge Cards must be completed by every student upon registration in the course. The first session of this course must include the distribution, explanation, and completion of the Pre-Course Parent Survey. (see pages 80-82). Students who enroll after the first session must also complete the Pre-Course Parent Survey. The instructor should use the Pre-Course Parent Survey to determine student needs, interests, and goals. The Post-Course Parent Survey may be completed incrementally as competencies are taught, or completed all at once in the final session of the course.

In addition, CBET parents must fill out a weekly CBET Tutoring Log (see pages 83-85). The instructor should monitor the accurate completion of the CBET Tutoring Log on a weekly basis and use the tutoring log as an opportunity to encourage parents to actively engage in their child(ren)'s education.

In order to be marked as a Completer for this course, a CBET parent must: 1.) Demonstrate attainment of the course competencies, 2.) Attend a minimum of 30 hours (100% of the hours of the course), 3.) Complete a Pre and Post-Course Parent Survey, and 4.) Have evidence of tutoring as evidenced by a CBET tutoring log. Non-CBET enrolled students must 1.) Attend a minimum of 30 hours (100% of the hours of the course) and 2.) Complete a Pre and Post-Course Parent Survey. Non-CBET enrolled students are not required to have a tutoring log.

There are no required textbooks for this course. This course outline provides complete multilevel lesson plans for each competency of the course. The materials are designed to be adapted to varying language proficiency levels in a multilevel ESL setting. Student handouts and materials will need to be photocopied from the course outline for each lesson.

## **HOW TO USE THIS COURSE OUTLINE**

This course is designed for use in a multilevel ESL setting. There is a complete multilevel ESL lesson plan including handouts and supplementary materials for each competency in the outline. Each lesson is designed to take 3-4 hours of class time depending on the abilities, needs, and interests of the students.

This course outline provides suggested like-ability (similar language ability) practice activities for three different language ability levels. The activity levels are designated as A (beginning), B (intermediate) and C (advanced). The activities are appropriate for a range of students from Beginning Low-Advanced Low. While there may be up to nine official ESL level designations (BLa-AL) in a multilevel ESL forum, the selection of Activity A, B, or C should be made according to its appropriateness for the individual student, not necessarily a student's officially designated ESL level. It is recommended that students work in no more than three like-ability levels in a multilevel ESL forum. The course adheres to the following principles and strategies for multilevel ESL instruction:

### ***Plan Lessons Around a Common Theme***

Have all students work on the same general theme or topic (although they may have different learning objectives within that topic). In this course outline, all students work on the same general lesson objective but the grammar structures and vocabulary items are adjusted to the language level of the students.

### ***Open and Close the Class with a Whole-Class Activity***

In order to foster a cohesive class community of learners, it is recommended that multilevel ESL classes begin and end with whole group activities. When possible, presentations should also be done as a whole group.

### ***Use Materials that Can Work Across Levels***

Pictures and visuals are ideal to make input comprehensible to students at varying levels. Most lessons in this course outline use vocabulary lists of 16 items supported by visuals. In this course outline, all students work with the same general vocabulary theme. The level can be controlled by limiting or expanding the number of vocabulary items a student will be asked to learn. For example, lower level students may be asked to learn just 4-8 items, while more proficient students may be asked to learn all 16 items. In addition, lower-level students can be asked to work on their receptive understanding of the vocabulary items, while more proficient students may be asked to use the words productively.



## ***HOW TO USE THIS COURSE OUTLINE (continued)***

### ***Provide Group Practice Activities for Like-Ability Groups (similar language ability) and Cross-Ability Groups (different language abilities)***

Students in multilevel classes need an opportunity to practice their language skills with other students in pairs and groups. Students should have the opportunity to practice language with other students of similar language ability (like-ability) and with students of varying language ability levels (cross-ability).

In general, guided or controlled practice is most appropriately done among students of similar language ability (like-ability). In this stage of the lesson, students are grouped in two or three general ability levels. Those students practice the structures and vocabulary in pairs or groups of students with similar abilities. While designated language levels in a multilevel ESL class can range from BLa-AL, it is not necessary or recommended to create separate lessons for each designated level. This course outline provides suggested like-ability practice activities for three general language ability levels (beginning, intermediate, and advanced).

Many lessons in this course outline utilize like-ability dialogs between parents and school personnel. The dialogs are designed to be consistent in theme and purpose, but to offer varying levels of language difficulty. This allows all students to be working on the same general task, but at different ability levels.

The like-ability activities in this course outline also feature a grammar focus. The grammar is presented implicitly without explicit explanation. Some teachers may elect to provide a grammar explanation and appropriate grammar practice activities at this stage of the lesson for further like-ability practice.

Mixed-ability (cross-ability) groups allow students to work with students of varying language abilities. This develops a sense of classroom community and allows students to learn from each other. The key to a successful cross-ability activity is to assign roles and responsibilities for a group or pair activity that are compatible with students' language ability. For example, a group of 4 students may be asked to create and perform a role play. Within the group, the more proficient students would be responsible for writing and directing the role play, while the less proficient students might contribute in ways that are less linguistically demanding such as keeping the time or being responsible for props. Many lessons in this course outline include a suggested cross-ability activity for further communicative practice.

## **THE MULTILEVEL ESL LESSON PLAN**

**Objective:** In multilevel classes, students generally work on the same overall objective with the grammar and vocabulary adjusted to the different levels.

### **Warm Up/Review**

It is at this initial lesson stage that the theme is established and students are encouraged to begin thinking about what they already know about the lesson topic. In a multilevel class, it is recommended that this be done as a whole class.

### **Introduction**

This is an initial lesson stage in which the instructor shares the objective of the lesson with the students i.e. *Today we are going to learn how to...*

### **Presentation**

In this initial lesson stage, the teacher models, explains, and drills the new information which students will be using in that lesson. In a multilevel lesson, a presentation can be done for the whole class when there is a common theme and the instructor uses instructional techniques to make the input *comprehensible* to all students.

### **Comprehension Check**

As part of the lesson presentation, the instructor checks to confirm student understanding.

### **Guided Practice/Like Ability Practice**

This is a mid-lesson stage in which students begin to practice the language in a controlled activity. For a multilevel class, guided practice is most appropriately done in pairs or groups of students of similar language ability (like-ability).

### **Communicative Practice/(Like-Ability or Cross Ability Practice)**

When students reach this stage of the lesson, they are able to use the language they have been practicing in order to complete an authentic communicative task, usually in pairs or groups. This should occur *after* extensive guided practice. In a multilevel class, students may engage in communicative practice with like-ability peers, or in cross-ability pairs or groups.

### **Evaluation**

This is a final lesson stage in which students demonstrate their attainment of the lesson objective by showing, explaining, or reflecting on what they have learned. Completing a portion of the Post-Course Survey at this point in the lesson may also serve as an evaluation.

## ***THE MULTILEVEL ESL LESSON PLAN (continued)***

### **Application**

At this final lesson stage, students are prepared to apply what they have learned in a new classroom activity or in a real-life situation. Whenever possible, parents should be encouraged to apply what they are learning by becoming engaged at their child's school.

**EXIT LANGUAGE SKILL PROFICIENCIES**  
**for the ESL Multi-level/ Communication at School/CBET 1**

**Listening**

Demonstrate comprehension of school-related words and phrases.

Demonstrate understanding of oral directions and commands.

Demonstrate understanding of simple face-to-face communication in a school setting.

Demonstrate strategies to check for understanding.

Listen for and identify school-related information.

**Speaking**

Ask and answer simple questions.

Ask for and give clarification.

Give simple commands and directions.

Respond appropriately in simple face-to-face communication with teachers and school personnel.

**Reading**

Interpret terms on CBET forms (Tutoring Logs, Pledge Cards, Parent Surveys).

**Writing**

Complete course-related forms (Tutoring Logs, Pledge Cards, Parent Surveys).

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the ESL Multi-Level/Communication at School/CBET 1 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	LESSON
<p>A. INTRODUCTION</p> <p>Understand goals of course.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Complete Pre-Course Survey.               <ol style="list-style-type: none"> <li>a. Discuss student goals.</li> <li>b. Relate student goals to goals of the course.</li> <li>c. Complete Pre-Course survey and discuss results.</li> </ol> </li> <li>2. Complete Weekly Tutoring Log.               <ol style="list-style-type: none"> <li>a. Create Tutoring Log.</li> <li>b. Discuss ways parents can ensure children’s success in school including the importance of reading, talking regularly about school, monitoring homework, and being involved at the child’s school.</li> </ol> </li> </ol>	<p>pages 80-82</p> <p>pages 83-85</p>
<p>B. BASIC INFORMATION</p> <p>Provide basic information about K-12 child(ren).</p>	<ol style="list-style-type: none"> <li>1. State name, grade, school, and birth date of child.</li> <li>2. State child(ren)’s age, and name of school</li> </ol>	<p>Lesson 1 pp. 23-25</p> <p>Lesson 2 pp. 26-30</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	LESSON
(7 hours)	3. Describe child(ren)'s personality as it pertains to school.	Lesson 3 p. 31-37
<p>C. COMMUNICATION AT SCHOOL</p> <p>Communicate with administration, faculty, staff, and fellow parents at K-12 child(ren)'s school</p>	<p>1. Identify school personnel. (<i>teacher, principal, nurse</i>)</p> <p>2. Introduce self and child to school personnel.</p> <p>3. Communicate with school office personnel.</p> <p>a. Address school personnel by appropriate titles (<i>Mr. Mrs. Ms. Miss</i>).</p> <p>b. Make polite requests (May I visit the class? Could I meet with you after school?).</p> <p>c. Use strategies to clarify comprehension when speaking to school personnel (<i>Could you repeat that? Can you say that again?</i>).</p> <p>4. Identify common subjects of study in the K-12 school (<i>social studies, math, English, science</i>).</p> <p>a. Discuss child's likes and dislikes</p>	<p>Lesson 4 p. 38-44</p> <p>Lesson 4 p. 38-44</p> <p>Lesson 4 p. 38-44</p> <p>Lesson 5 p. 45-50</p> <p>Lesson 6 p. 51-57</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	LESSON
(20 hours)	5. Identify and describe school locations ( <i>auditorium, gym, cafeteria, drinking fountain, next to, by, </i> ).	Lesson 7 p. 58-65
D. EVALUATION  (1 hour)	1. Complete Post-Course Parent Survey and reflect on learning.	page 80

## ***INSTRUCTIONAL STRATEGIES***

Instructional strategies for the ESL Multi-Level/Communication at School/CBET 1 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.



## **SUGGESTED INSTRUCTIONAL RESOURCES**

### **Online Resources**

<http://esl.adultinstruction.org>

DACE ESL website with all CBET-related documents and translations

[www.cbetexchange.pbworks.com](http://www.cbetexchange.pbworks.com)

Online CBET instructional resource for teachers, parents, and administrators

<http://families.lausd.net>

LAUSD resource for parents and families

<http://kids.lausd.net/>

Official website for K-12 students of LAUSD

[www.famlit.org](http://www.famlit.org)

National Center for Family Literacy

[www.nifl.gov](http://www.nifl.gov)

National Institute for Literacy

[www.capta.org](http://www.capta.org)

Website for California State PTA

The following materials are available through the **Division of Adult and Career Education (DACE), ESL/CBET and Citizenship Programs (213) 241-3166.**

*CBET Competencies, Activities, and Lesson Plans*

*Tools for ESL Lesson Planning*

*(50-04-55) ESL Multi-Level/Using Computers and the Internet/CBET*

*(50-04-56) ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET*

### **RESOURCE PERSON**

Subject area supervisor

*ESL Multi-Level/Communications at School/CBET 1 (50-04-57) February/2012, LAUSD Division of Adult and Career Education*

## ***PLACEMENT and EVALUATION PROCEDURES***

### **Placement**

Students placed in this class should have language skills equivalent to ESL/Beginning Literacy or above.

### **Ongoing Evaluation**

The Pre-Course Parent Survey is used to determine students' areas of need and interest.

Ongoing evaluations used to monitor student progress may include:

Paper and pencil tests (e.g., fill in the blank, cloze, sentence completion, short answer)

Applied performance (e.g., follow directions, oral interview, complete forms)

Observation (e.g., while working, reading out loud)

Simulation (e.g., role playing)

Portfolio of students' work (e.g., completed worksheets, checklists, graphs of own progress)

Reflection (e.g., reflection activity for lesson, journals, learning logs)

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.

### **Final Evaluation**

The Post-Course Parent Survey is used for the final evaluation of the course.

***PLACEMENT and EVALUATION PROCEDURES (continued)***

**CBET Course Completer Criteria**

ESL Multi-Level/Communication at School/CBET 1 (50-04-57)	Demonstration of the exit language skill proficiencies, a pre- and post-course survey, and 30 hours of attendance.  For CBET students, demonstration of the exit language skill proficiencies, a pre- and post course parent survey, 30 hours of attendance, and evidence of tutoring as recorded on a tutoring log.
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## **TEACHER FEEDBACK FORM**

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

### **Personal Information (Optional)**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Contact Number \_\_\_\_\_

### **Feedback**

Course Number and/or Title of Course

\_\_\_\_\_

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

*ESL Multi-Level/Communications at School/CBET 1 (50-04-57) February/2012, LAUSD Division of Adult and Career Education*

**TEACHER FEEDBACK FORM (continued)**

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

***TEACHER FEEDBACK FORM (continued)***

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18<sup>th</sup> Floor, Room 185.

## **APPENDIX**

### **ESL Multilevel /Communication at School/CBET 1**

Lesson Plan 1	Pages 23-25
Lesson Plan 2	Pages 26-30
Lesson Plan 3	Pages 31-37
Lesson Plan 4	Pages 38-44
Lesson Plan 5	Pages 45-50
Lesson Plan 6	Pages 51-57
Lesson Plan 7	Pages 58-65
How to Teach Multilevel CBET Activities	
How to...	
Check Comprehension	Page 66
Teach Vocabulary	Page 67
Teach Substitution Dialogs	Page 68
Conduct a Categories Activity	Pages 69-70
Conduct a Match Mine Activity	Pages 71-74
Conduct a Multilevel Bingo Mixer Activity	Page 75
Conduct a Multilevel Mixer Activity	Page 76
Conduct a Corners Activity	Page 77
Conduct an Information Gap Activity	Page 78
Required Documents	Page 79
Pre/Post Course Survey	Pages 80-81
20 Week Tutoring Log	Pages 82-84

*ESL Multi-Level/Communications at School/CBET 1 (50-04-57) February/2012, LAUSD Division of Adult and Career Education*

## ESL Multilevel /Communication at School/CBET 1

### Lesson Plan 1: Basic Information

**Lesson Objective(s) B1:** *Students will state name, grade, and birth date of their children.*

**C3c:** *Students will use strategies to clarify comprehension.*

#### **BEFORE CLASS:**

Make student copies and an OHT of the *Interview Mixer* grid on page 25 and the *Ordinal Numbers* handout on page 24.

#### **Warm Up/Review**

Review ordinal numbers (1<sup>st</sup>-31<sup>st</sup>). Review months and dates.

#### **Introduction**

Share the objective of the lesson with the students. *Today we are going to learn how to say our children's grade and birth date.*

#### **Presentation**

Copy the *Interview Mixer Grid* on page 25 on the board or use the OHT. Introduce and model the questions: *What is your child's name? What grade is he in? What is his birth date?* Ask more proficient student volunteers to provide answers while you demonstrate how to write information in the grid. Model asking for repetition and clarification (*Could you spell that? Please repeat that?*) as you write the sample answers on the grid.

#### **Comprehension Check** (see page 66 for strategies)

Ask students to write information on their worksheet grid for one of their own children. Circulate around the room to ensure students are doing it accurately.

#### **Cross Ability Practice-Grid Interview Mixer**

Ask two higher level student volunteers to model asking questions and filling in their partner's information on the grid. When students are ready, ask all the students to walk around the room and interview different students using the *Interview Mixer* handout from page 25. Students should record their partner's information in the grid using clarification strategies as needed. Set a time limit to practice. Encourage higher level students to answer questions in complete sentences (*i.e. What grade is he in? He is in the first grade*). Adjust the activity for the less proficient students by allowing them to answer with one word and/or to ask and answer fewer questions (*i.e. What grade is he in? First.*)

#### **Evaluation/Application**

Students complete the *CBET Pledge Card* and/or *Tutoring Log* with child(ren)'s name, grade, and birth date.



# Ordinal Numbers

<b>1</b> 1 <sup>st</sup>	<b>2</b> 2 <sup>nd</sup>	<b>3</b> 3 <sup>rd</sup>	<b>4</b> 4 <sup>th</sup>	<b>5</b> 5 <sup>th</sup>	<b>6</b> 6 <sup>th</sup>
<b>7</b> 7 <sup>th</sup>	<b>8</b> 8 <sup>th</sup>	<b>9</b> 9 <sup>th</sup>	<b>10</b> 10 <sup>th</sup>	<b>11</b> 11 <sup>th</sup>	<b>12</b> 12 <sup>th</sup>
<b>13</b> 13 <sup>th</sup>	<b>14</b> 14 <sup>th</sup>	<b>15</b> 15 <sup>th</sup>	<b>16</b> 16 <sup>th</sup>	<b>17</b> 17 <sup>th</sup>	<b>18</b> 18 <sup>th</sup>
<b>19</b> 19 <sup>th</sup>	<b>20</b> 20 <sup>th</sup>	<b>21</b> 21 <sup>st</sup>	<b>22</b> 22 <sup>nd</sup>	<b>23</b> 23 <sup>rd</sup>	<b>24</b> 24 <sup>th</sup>
<b>25</b> 25 <sup>th</sup>	<b>26</b> 26 <sup>th</sup>	<b>27</b> 27 <sup>th</sup>	<b>28</b> 28 <sup>th</sup>	<b>29</b> 29 <sup>th</sup>	<b>30</b> 30 <sup>th</sup>

### INTERVIEW MIXER

Instructions: Walk around the room. Ask your classmates: *What's your child's name? What grade is he/she in? What's his/her birth date?* Write your partner's answer in the grid.

Child's Name	Grade	Birth Date
María	2nd	May 20, 2005

#### MONTHS

- |             |              |
|-------------|--------------|
| 1. January  | 7. July      |
| 2. February | 8. August    |
| 3. March    | 9. September |
| 4. April    | 10. October  |
| 5. May      | 11. November |
| 6. June     | 12. December |

#### Useful Phrases

- Excuse me. Can I ask you a question?*
- Please repeat that.*
- Could you say that again?*
- Can you please spell it?*
- I beg your pardon?*

**ESL Multilevel /Communication at School/CBET 1**  
**Lesson Plan 2: Basic Information**

**Lesson Objective(s) B2:** *Students will state child's grade, age, and school.*

**Before Class:**

Make student copies and/or OHT of the *Grade Level Organization worksheet* on page 27. Make copies of the *Pictures for Dialog Practice* on page 28 and the *Like-Ability Substitution Dialogs* on pages 29-30.

**Warm Up/Review**

Review ordinal and cardinal numbers using and OHT of page 24. Survey the students and ask how many children they have. Ask how many have sons and how many have daughters. Ask how many have children in Preschool, Elementary School, Middle School, and High School. Tally the numbers on the board.

**Introduction**

Share the objective of the lesson with the students. *Today we are going to learn how to say our children's schools and grade levels.*

**Presentation**

Teach information on the *LAUSD Grade Level Organization Chart* on page 27.

**Comprehension Check** (see page 66)

**Like Ability Practice**

- ***Substitution Dialog/Conversation*** (see page 68)

Put students in like-ability (similar ability) pairs. Assign Substitution Dialog A or Conversation B and/or C on pages 29-30 to the appropriate students. Model the task for each group. Task B and C requires students to apply what they learned from the *Grade Level Organization* presentation to match age with grade level and school. Have students practice their assigned dialogs in pairs for a predetermined time limit. If time, invite one student pair from each ability level to perform their dialog for the class.

**Evaluation/Application**

Ask students to draw a family tree with their child(ren)'s names, ages, and grades. Invite students to share their drawing with a partner, a group, or the whole class. Instruct students to keep their family trees for reference throughout the course.

**Los Angeles Unified School District**  
**Grade Level Organization**

**PRESCHOOL**



**Ages 3-4**

**ELEMENTARY SCHOOL**



**Ages 5-10**

Kindergarten Age 5	1st Grade Age 6	2nd Grade Age 7	3rd Grade Age 8	4th Grade Age 9	5th Grade Age 10
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**MIDDLE SCHOOL**



**Ages 11-13**

6 <sup>th</sup> Grade Age 11	7 <sup>th</sup> Grade Age 12	8 <sup>th</sup> Grade Age 13
---------------------------------	---------------------------------	---------------------------------









**HIGH SCHOOL**



**Ages 14-17**

9 <sup>th</sup> Grade Age 14	10 <sup>th</sup> Grade Age 15	11 <sup>th</sup> Grade Age 16	12 <sup>th</sup> Grade Age 17
---------------------------------	----------------------------------	----------------------------------	----------------------------------

## Pictures for Dialog Practice

<p>1.</p>  <p><b>Maria</b> Age 8</p>	<p>2.</p>  <p><b>Joe</b> Age 10</p>	<p>3.</p>  <p><b>Elena</b> Age 16</p>	<p>4.</p>  <p><b>Tom</b> Age 5</p>
<p>5.</p>  <p><b>Billy</b> Age 3</p>	<p>6.</p>  <p><b>Sarah</b> Age 13</p>	<p>7.</p>  <p><b>Ana</b> Age 15</p>	<p>8.</p>  <p><b>Donny</b> Age 12</p>

## ***Like-Ability Practice*** ***Communicating At School***

**Set the Stage:** *You are at your child's school. You are talking to another parent about your child.*



### **Level A Dialog Practice:** *Structures: verb "to be"*

*Use the Pictures for Dialog Practice handout on page 28 to practice the substitution dialog with your partner.*

EXAMPLE:

A. Who is this?

B. This is     **Maria**    .  
*(child's name)*

A. How old is *(he/she)*?

B. *(He/she)* is     **eight**    .  
*(age)*

---

### **Level B Dialog Practice:** *Structures: verb "to be", simple present*

*Use the Pictures for Dialogue handout on page 28 and the LAUSD Grade Level Organization on page 27 to practice the dialog with your partner. (Use the information on page 27 to determine the child's grade and school.)*

EXAMPLE:

A. Who is this?

B. This is my *(son/daughter)*     **Maria**    .  
*(name)*

A. How old is *(he/she)*?

B. *(He/she)* is     **eight**     years old.  
*(age)*

A. What grade is *(he/she)* in?

B. *(He/she)* is in     **third**     grade. *(He/she)* goes to     **elementary school**    .  
*(grade)* *(school)*

ESL Multilevel /Communication at School/CBET  
B.2. State Child(ren)'s age, grade, and school

**Level C Dialog Practice:** *Structure: present perfect  
continuous*



*Use the handouts on page 27 and page 28 to practice the dialog with your partner.  
(You will need to use the information on page 27 to determine the child's grade, school,  
and length of time at the school.)*

EXAMPLE

A. Who is this?

B. This is my (son/daughter) **Maria**.  
(name)

A. How old is (he/she)?

B. (He/she) is **eight** years old.  
(age)

A. What grade is (he/she) in?

B. (He/she) is in **third** grade. (He/she) goes to **elementary school**.  
(grade) (school)

A. How long has (he/she) been going to **elementary school**?  
(school)

B. (He/she) has been going to **elementary school** for **four** years.  
(school)

ESL Multilevel /Communication at School/CBET 1  
**Lesson Plan 3: Basic Information**

**Lesson Objective(s) B3:** Students will describe child(ren)'s personality

**Before Class:**

Ask students to bring in pictures of their families or use family trees created in Lesson 2.

Make copies of *Describe Children's Personality Picture Vocabulary* worksheet(s) on pages 33 or 34. For beginning level students, use 1-8 words, for higher level students use up to 16 words. Provide pictures only version if you want students to write in the words (more challenging) or provide the pictures with the vocabulary words pre-printed.

Make copies and/or an OHT of *Like-Ability Practice Dialogs/Conversation* on pages 36-37.

Prepare materials for the Match Mine (see pages 71-74 for activity instructions), the Categories activity (see pages 69-70), and the Bingo Mixer (see page 75).

**Warm Up/Review**

In pairs or in groups, ask students to name their family members using pictures they have brought in or a family tree they created in Lesson 2. (i.e. *This is my daughter Ana. This is my son Marco.*)

**Introduction**

Share the objective of the lesson with the students. *Today we are going to learn how to describe our children.*

**Presentation**

Provide students with appropriate vocabulary handout. Explain or act out each word and have students repeat and/or write each vocabulary word.

**Comprehension Check** (see pages 66)

**Whole Class Guided Practice**

- **Match Mine with Teacher** (see pages 71-74 )

**Like Ability Guided Practice Activities**

- **Categories Activity** (see pages 69-70)

Use the T chart on page 70, or have students copy the chart on a piece of paper. Ask Level A students to put pictures in two categories for one of their children, ( *My child is/My child isn't*) Ask Level B/C students to *write* sentences in the two categories.



- **Substitution Dialogs** (see page 68)

Put students in like-ability pairs. Ask students to take out their family picture or family tree.

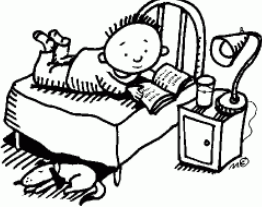















Assign Dialog A or B or Conversation C on pages 36-37 to the appropriate students. Explain that students will be asking and answering questions about their own children and they can refer to their picture or family tree as they practice. For level B students, explain the difference between **What is he like?** and **Who is he like?** For Level C students, introduce the difference between **What is he like?** **What does he look like?** and **What does he like?** Invite level A and B students to read a dialog for the class. Invite a level C student to share a description of his/her child.

### **Cross Ability Communicative Activity/Application/Evaluation**

- **Bingo Mixer** (see page 75 for full activity instructions)

Provide a copy of the Grid handout 1-8 on page 73 to A and/or B level students, and the Grid handout 1-16 on page 74 to level B and/or C level students. Show students how to copy one word from the vocabulary list into a square. Students should continue until all the squares are filled in, each with a different vocabulary word. When all students have their Bingo grids ready and filled out, students will walk around the room and ask other students, *Is your child \_\_\_\_\_?* When his/her partner responds “yes” he/she should write the student's name in the square. The first student to get 4 in a row yells “Bingo!!” and is declared the “winner”.

ESL Multilevel /Communication at School/CBET  
**Describe Child's Personality Vocabulary**

<p><b>quiet</b></p> 	<p><b>kind</b></p> 	<p><b>curious</b></p> 	<p><b>active</b></p> 
<p><b>responsible</b></p> 	<p><b>shy</b></p> 	<p><b>helpful</b></p> 	<p><b>smart</b></p> 
<p><b>cooperative</b></p> 	<p><b>attentive</b></p> 	<p><b>artistic</b></p> 	<p><b>outgoing</b></p> 
<p><b>respectful</b></p> 	<p><b>enthusiastic</b></p> 	<p><b>imaginative</b></p> 	<p><b>funny</b></p> 

ESL Multilevel /Communication at School/CBET  
Describe Child's Personality Vocabulary Pictures



## Describe Child's Personality Vocabulary Words

<b>quiet</b>	<b>kind</b>	<b>curious</b>	<b>active</b>
<b>responsible</b>	<b>shy</b>	<b>helpful</b>	<b>smart</b>
<b>cooperative</b>	<b>attentive</b>	<b>artistic</b>	<b>outgoing</b>
<b>respectful</b>	<b>enthusiastic</b>	<b>imaginative</b>	<b>funny</b>

## ***Like-Ability Practice*** ***Describing Your Child***

**Set the Stage:** *It is the first day of school. You are describing your child's personality to his/her teacher.*



### **Level A Dialog Practice:** *Structure: "to be"*

*Use the Describe Children's Personality Vocabulary handout on page 33 to practice the dialog with your partner. Ask and answer questions about your own child(ren).*

#### **EXAMPLE**

**TEACHER:** Is your (son/daughter) quiet?  
(personality vocabulary)

**PARENT:** Yes, (he/she)is. (He/she) is very quiet.  
(personality vocabulary)

OR

**PARENT:** No, (he/she)isn't. (He/she) isn't very quiet.  
(personality vocabulary)

---

### **Level B Dialog Practice:** *Structure: be like*

*Use the Describe Children's Personality Vocabulary handout on page 33 or 34 to practice the dialog with your partner. Ask and answer questions about your own child(ren).*

**TEACHER:** Tell me about your (son/ daughter) What is (he/she) like?  
Is (he/she) quiet?  
(personality vocabulary)

**PARENT:** Yes, (he/she)is. (He/she) is very quiet.  
(personality)

OR

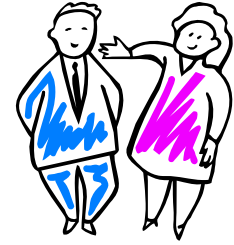
**PARENT:** No, (he/she)isn't. (He/she) isn't very quiet.  
(personality vocabulary)

**TEACHER:** Who is (he/she) like?

**PARENT:** (He/she) is like my mother. They are both very quiet.  
(family member) (personality)

### Level C - Conversation Practice

Work with a partner to describe your child(ren). Use vocabulary from the *Describe Children's Personality Vocabulary handout*. Answer the questions for each of your children in English:



1. *What are they like?*
2. *Who are they like?*
3. *What do they like?*
4. *What do they look like?*

2. After your conversation, write 2-3 sentences to answer each question. Share your answers with the class.

ESL Multilevel /Communication at School/CBET 1  
**Lesson Plan 4:** Basic Information/Communication at School

- Lesson Objective(s)** **C1:** Students will identify K-12 school personnel  
**C2:** Students will introduce self to school personnel  
**C3:** Students will address school personnel by appropriate title.

**Before Class:**

Make student copies of *School Personnel Picture Vocabulary* worksheet(s) on pages 40 or 41. For beginning level students, use 1-8 words, for higher level students use up to 16 words. Provide pictures only version if you want students to write in the words (more challenging) or provide the pictures with the vocabulary words pre-printed.

Make copies or an OHT of *Like-Ability Practice Dialogues* on page 43 and the *Brainstorm* on page 44.

Prepare materials for the Categories activity (see pages 69-70) and the Multilevel Mixer (see page 76).

**Warm Up/Review**

Ask students if they know the people who work at their children's school. Take a survey of how many people know their child's teacher.

**Introduction**

Share the objective of the lesson with the students. *Today we are going to learn how to introduce ourselves and talk to people at our child(ren)'s school .*

**Presentation**

Provide students with vocabulary pictures. Explain or act out each word and have students repeat and/or write each vocabulary word.

**Comprehension Check** (see page 66)

**Like-Ability Guided Practice Activities**

- **Categories Activity** (see pages 69-70)

Ask Level A students to put pictures in two categories (*People I know/People I don't know*) Ask Level B/C students write words in two categories (*I have talked to/I have never talked to*) Ask student pairs to share their information. (*I know the assistant principal, I don't know the coach. Or I have talked to the principal. I have never talked to the music teacher*)

- **Substitution Dialog/Conversation Pair Practice** (see page 68)

Put students in like-ability pairs. Assign dialog A or B or Brainstorm C on pages 40-41 to the appropriate students. Model the task for each group. Point out that Dialogs A and B require students to use their own information. Have students practice their assigned tasks in pairs for a

predetermined time limit. If time, invite student pairs from each ability level to share with the class.

### Cross Ability Communicative Practice Activities

- **Multilevel Mixer** (see page 76 for full activity instructions)

Provide each student with one vocabulary card each. Ask students to walk around the room and ask other students questions according the vocabulary item.

Level A will ask: “Do you know the librarian?”

Level B/C will ask: “Have you ever met the coach at your child’s school?”

Level A students can answer yes or no. Level B/C should give a complete one-sentence answer. When both students have answered the questions, students trade cards and move on to find a new partner. Allow students to mingle for 10 minutes.

### Evaluation/Application

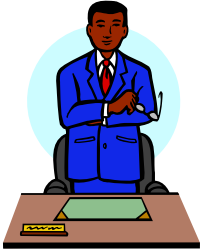

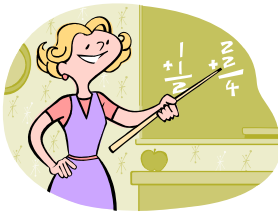



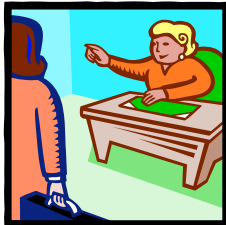









Give students the task of reporting the name, title and contact information of one person from their child’s school. If the class is being taught at an elementary school or middle school site, assign students the cooperative task of creating a school contact list for the school.

Example

Name	Title	Contact
Mrs. Allocca	Principal	818 908 -0977
Mrs. Alcantera	Teacher	<a href="mailto:alcantera@aol.com">alcantera@aol.com</a>



ESL Multilevel /Communication at School/CBET  
**School Personnel Vocabulary**

<p><b>principal</b></p> 	<p><b>teacher's aide</b></p> 	<p><b>teacher</b></p> 	<p><b>assistant principal</b></p> 
<p><b>librarian</b></p> 	<p><b>bus driver</b></p> 	<p><b>secretary</b></p> 	<p><b>nurse</b></p> 
<p><b>counselor</b></p> 	<p><b>attendance clerk</b></p> 	<p><b>cafeteria worker</b></p> 	<p><b>coach</b></p> 
<p><b>interpreter</b></p> 	<p><b>substitute</b></p> 	<p><b>music teacher</b></p> 	<p><b>custodian</b></p> 

# ESL Multilevel /Communication at School/CBET School Personnel Vocabulary Pictures



ESL Multilevel /Communication at School/CBET  
**School Personnel Vocabulary Words**

<b>principal</b>	<b>teacher's aide</b>	<b>teacher</b>	<b>assistant principal</b>
<b>librarian</b>	<b>bus driver</b>	<b>secretary</b>	<b>nurse</b>
<b>counselor</b>	<b>attendance clerk</b>	<b>cafeteria worker</b>	<b>coach</b>
<b>interpreter</b>	<b>substitute</b>	<b>music teacher</b>	<b>custodian</b>

## ***Like-Ability Practice*** ***Open House at Your Child's School***



**Set the Stage:** *You are attending your child's Open House. Introduce yourself to school personnel. Use your own name and child's name.*

### **Level A Dialog Practice:** *Structure: verb "to be"*

*Use the vocabulary handout on page 40 to practice the dialog with your partner.*

**EXAMPLE:**

**PARENT:** Good evening. I am (Mr./Mrs./Miss) \_\_\_\_\_.  
(your last name)

**SCHOOL:** Welcome to our Open House. I am the principal.  
(school occupation vocabulary)

**PARENT:** Nice to meet you.

---

### **Level B Dialog Practice:** *Structure: possessives, "to be"*

*Use the vocabulary handout on page 40 or 41 to practice the dialog with your partner. Use your own information for the names.*

**EXAMPLE:**

**PARENT:** Good evening. I am (Mr./Mrs./Miss) \_\_\_\_\_.  
(your last name)

**SCHOOL PERSONNEL:** Hello, nice to see you. Whose parent are you?

**PARENT:** I am \_\_\_\_\_'s (mother/father). (He/she) is in \_\_\_\_\_ grade here.  
(your child's name)

(He/she) is in (Mr. Mrs. Miss) \_\_\_\_\_'s class.  
(your child's teacher's name)

**SCHOOL:** Oh yes! It's a pleasure to meet you!

I am the principal. Welcome to our school.  
(school occupation vocabulary)

**PARENT:** Thank you. It's nice to be here.

ESL Multilevel /Communication at School/CBET

C1. Identify School Personnel

C2. Introduce Self to School Personnel

## Level C: Brainstorm

Work in a group or with a partner. Using your vocabulary list of school occupations, **brainstorm** a list of questions to ask each person at the school. Read your questions to the class. See if your classmates can guess who the question is for.



For example:

### Questions for the Principal

What time is Open House over?

When is the next ELAC meeting?

How were the test scores this year?

Do you have any tutoring available?

Etc...

### Questions for the librarian

How many books are in the library?

How many books can the children check out?

What is the most popular book?

What book do you recommend for a 2<sup>nd</sup> grade girl?

Etc..

ESL Multilevel /Communication at School/CBET  
**Lesson Plan 5:** Communication at School

**Lesson Objective: C3b:** Students will be able to communicate polite requests to school office personnel.

**Before Class:**

Make copies of the *School Communication Vocabulary Pictures* worksheet(s) on pages 46 or 47. For beginning level students, use 1-8 words, for higher level students use up to 16 words. Provide pictures only version if you want students to copy the words (more challenging) or provide the pictures with the vocabulary words pre-printed.

Make copies or an OHT of *Like- Ability Practice Dialogs* on pages 49-50.

Prepare materials for the Categories activity (see pages 69-70).

**Warm Up/Review**

Ask students if they have visited the office at their child's school to make a request. Take a survey of how many people have visited the office. Brainstorm reasons parents go into the school office.

**Introduction**

Share the objective of the lesson with the students. *Today we are going to learn how to make polite requests at our child(ren)'s school.*

**Presentation**

Provide students with vocabulary pictures. Explain or act out each word and have students repeat and/or write each vocabulary word.

**Comprehension Check** (see page 66)

**Like-Ability Practice Activities**

- **Categories Activity** (see page 69-70)

Using a T Chart, ask Level A students to put pictures in two categories (*I did this before/I didn't do this*) Ask Level B/C students write and or say phrases in two categories (*I have \_\_\_\_/I have never \_\_\_\_\_.*)

- **Substitution Dialog/Conversation Pair Practice** (see page 68)

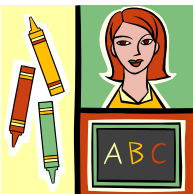






Put students in like-ability pairs. Assign dialog A, B, or C on pages 49-50 to the appropriate students. Model the task for each group. Task B and C requires students to use their own information. Have students practice their assigned dialogs in pairs for a predetermined time

limit. If time allows, invite one student pair from each ability level to perform their dialogs for the class.

**Application/Evaluation**

Ask parents to visit the office at their child's school and request a lunch menu, translation information, tutoring information, or other school information in English. Ask them to bring the item back to class and report.

ESL Multilevel /Communication at School/CBET  
**School Communication Vocabulary**

<p><b>talk to the principal</b></p> 	<p><b>meet with my child's teacher</b></p> 	<p><b>volunteer</b></p> 	<p><b>observe my child's class</b></p> 
<p><b>join the parent group</b></p> 	<p><b>pick up my child early</b></p> 	<p><b>drop off my child</b></p> 	<p><b>get information about tutoring</b></p> 
<p><b>drop off my child's immunization records</b></p> 	<p><b>get a copy of the lunch menu</b></p> 	<p><b>drop off my child's PE clothes</b></p> 	<p><b>buy a uniform</b></p> 
<p><b>learn about after-school programs</b></p> 	<p><b>enroll my child</b></p> 	<p><b>get a copy of my child's school records</b></p> 	<p><b>request a translation</b></p> 



ESL Multilevel /Communication at School/CBET  
**School Communication Vocabulary Pictures**



## School Communication Vocabulary Words

<b>talk to the principal</b>	<b>meet with my child's teacher</b>	<b>volunteer</b>	<b>observe my child's class</b>
<b>join the parent group</b>	<b>pick up my child early</b>	<b>drop off my child</b>	<b>get information about tutoring</b>
<b>drop off my child's immunization records</b>	<b>get a copy of the lunch menu</b>	<b>drop off my child's PE clothes</b>	<b>buy a uniform</b>
<b>learn about after-school programs</b>	<b>enroll my child</b>	<b>get a copy of my child's school records</b>	<b>request a translation</b>

## ***Like-Ability Practice In the School Office***



**Set the Stage:** *You are in the school office making a request.*

### **Level A Dialog Practice-Structure: *would like***

*Use the vocabulary handout on page 46 to practice the dialog with your partner.*

**EXAMPLE:**

**PARENT:** Good morning. I would like to talk to the principal.  
(vocabulary item)

**OFFICE CLERK:** Certainly. Please sign in here.

**PARENT:** Thank you.

---

### **Level B Dialog Practice:-Structure: *polite requests with modals***

*Use the vocabulary handout on page 46 or 47 to practice the dialog with your partner.  
Use your own name and childrens' grade(s).*

**EXAMPLE:**

**OFFICE CLERK:** Good morning. How can I help you?

**PARENT:** Good morning. I am (Mr. Mrs. Miss) \_\_\_\_\_.  
(your last name)  
May I talk to the principal this morning?  
(vocabulary)

**OFFICE CLERK:** Of course you may. What grade is your child in?

**PARENT:** (He/she) is in \_\_\_\_\_ grade.

**OFFICE CLERK:** Thank you. Would you sign in here and take a seat? We will be with you shortly.

**PARENT:** Thank you.

**Level C Dialog Practice:** Structures: *polite requests/embedded questions*



Use the vocabulary handout on page 46 or 47 to practice the dialog with your partner. Use your own name and child(ren)s' grade(s). Practice different ways to make polite requests.

**\*Polite Requests**

*May I.....*

*Can I .....*

*Could I...*

*Would it be possible for me to ...*

**EXAMPLE:**

**OFFICE CLERK:** Good morning. How can I help you?

**PARENT:** Good morning. I am (*Mr. Mrs. Miss*) \_\_\_\_\_.  
(*your last name*)

\*May I ***talk to the principal*** \_\_\_\_\_ this morning?  
(*vocabulary*)

**OFFICE CLERK:** Of course. Could you tell me what grade your child is in?

**PARENT:** (*He/she*) is in \_\_\_\_\_ grade.

**OFFICE CLERK:** And do you happen to know which room (*he/she*) is in?

**PARENT:** (*He/she*) is in room 12.

**OFFICE CLERK:** Can you tell me who your child's teacher is?

**PARENT:** (*Mr. Mrs. Miss*) \_\_\_\_\_  
(*your child's teacher's name*)

**OFFICE CLERK:** Thank you. Would you sign in here and take a seat? We will be with you shortly.

**PARENT:** Thank you.

ESL Multilevel /Communication at School/CBET  
**Lesson Plan 6:** Basic Information/Communication at School

**Lesson Objective: C4:** Students will be able to identify common subjects of study in the K-12 school.

**Before Class:**

Make copies of the *School Subjects Vocabulary Pictures* worksheet(s) on page 53 or 54. For beginning level students, use 1-8 words, for higher level students use up to 16 words. Provide pictures only version if you want students to copy the words (more challenging) or provide the pictures with the vocabulary words pre-printed.

Make copies or an OHT of *Like-Ability Practice Dialogs* on page 56 and the *Role Play* on page 57.

Prepare materials for the Match Mine (see pages 71-74), and the Categories activity (see pages 69-70).

**Warm Up/Review**

Introduce the idea of a school “subject”. Ask students what subjects they like to study.

**Introduction**

Share the objective of the lesson with the students. *Today we are going to learn how to talk about school subjects.*

**Presentation**

Provide students with vocabulary pictures. Explain or act out each word and have students repeat and/or write each vocabulary word.

**Comprehension Check Activities** (see page 66)

**Like-Ability Practice Activities**

- **Match Mine** (see pages 71-74)

Put students in like-ability pairs. Have them do a Match Mine listening activity.

- **Categories Activity** (see pages 69-70)

Ask Level A students to put pictures in two categories, (*My child studies../doesn't study..*) Ask Level B students to write sentences in two categories (*My child has studied..../My child has never studied....*)

- **Substitution Dialog/Conversation pair practice** (see page 68)

Put students in like-ability pairs. Assign dialog A or B or Role Play C on pages 56-57 to the appropriate students. Model and explain the task for each group. Have students practice their


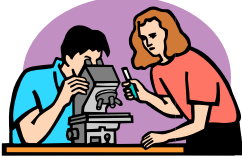











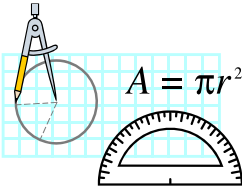

assigned tasks in pairs for a predetermined time limit. Invite student pairs from each ability level to share their dialog or role play with the class.

**Application/Evaluation**


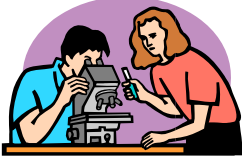







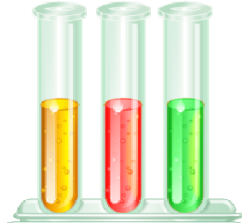

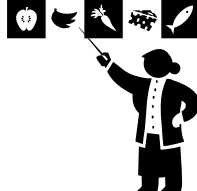

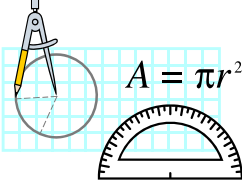

**Cross Ability Activity-Student Surveys**

Invite parents to go home and interview their child(ren) about their favorite subject (and least favorite subject) in school. At the next class meeting, put students in cross-ability groups and have them make a graph or chart representing the results. Ask groups to summarize what they learned. *(i.e. 3 children like math best. Most of our children like history.)*

ESL Multilevel /Communication at School/CBET  
**School Subject Vocabulary**

<p>math</p> 	<p>science</p> 	<p>language arts</p> 	<p>social studies</p> 
<p>art</p> 	<p>P.E</p> 	<p>computers</p> 	<p>music</p> 
<p>biology</p> 	<p>chemistry</p> 	<p>physics</p> 	<p>health</p> 
<p>US history</p> 	<p>geometry</p> 	<p>algebra</p> $a + b = c$	<p>English</p> 

ESL Multilevel /Communication at School/CBET  
**School Subject Vocabulary Pictures**

			
			
		 <p>Newton</p>	
	 <p><math>A = \pi r^2</math></p>	<p><math>a + b = c</math></p>	 <p>Shakespeare</p>



ESL Multilevel /Communication at School/CBET  
**School Subject Vocabulary Words**

<b>math</b>	<b>science</b>	<b>language arts</b>	<b>social studies</b>
<b>art</b>	<b>P.E</b>	<b>computers</b>	<b>music</b>
<b>biology</b>	<b>chemistry</b>	<b>physics</b>	<b>health</b>
<b>US history</b>	<b>geometry</b>	<b>algebra</b>	<b>English</b>

## ***Like-Ability Practice Back to School Night***



**Set the Stage:** You are talking to your child's teacher at Back to School night. Answer questions about your own child(ren).

**Level A Dialog Practice:** Structure: simple present  
Use the vocabulary handout on page 53 to practice the dialog with your partner.

**TEACHER:** In this class, we work on math every day.  
(subject)

Does your (son/daughter) like math?  
(subject)

**PARENT:** Yes, (he/she) does. (He/she) likes math.  
(subject)

**OR**

**PARENT:** No, (he/she) doesn't. (He/she) doesn't like math very much.  
(subject)

**TEACHER:** Okay. That is good to know

-----  
**Level B Dialog Practice:** Structures: can, good/well  
Use the vocabulary handout on page 53 or 54 to practice the dialog with your partner.

**PARENT:** Can you tell me how \_\_\_\_\_ is doing in math this year?  
(child's name) (subject)

**TEACHER:** (He/she) is very good at math and he/she is doing very well.  
(subject)

**PARENT:** That's good to hear. What about science?  
(subject)

**TEACHER.** Well, (he/she) can improve in science. There are some assignments missing and (he/she) is falling a bit behind.  
(subject)

**PARENT:** What can I do to help?

**TEACHER:** Can you make sure (he/she) does (his/her) science homework every day?  
(subject)

**PARENT:** Ok. I will. Thank you.

ESL Multilevel /Communication at School/CBET  
C.4: Identify common subjects of study in the K-12 school

**LEVEL C: Role Play**



It's Back to School Night and a parent wants to know how he/she can help his/her child do better in a subject at school. With your partner, select one school subject and write a dialog/role play between the parent and the teacher. Include at least three suggestions from the teacher as to how the parent can help his/her child do better in that subject. Perform your role play for the class.

**Structures: Modals of Advisability**

*should*  
*ought to*  
*be supposed to*  
*must*  
*have to*  
*had better*

ESL Multilevel /Communication at School/CBET 1  
**Lesson Plan 7:** Basic Information/Communication at School

**Lesson Objective: C5:** Students will be able to identify and describe school locations.

**Before Class:**

Make copies of the *School Locations Pictures* worksheet(s) on pages 60 or 61. For beginning level students, use 1-8 words, for higher level students use up to 16 words. Provide pictures only version if you want students to copy the words (more challenging) or provide the pictures with the vocabulary words pre-printed.

Make copies and/or an OHT of *School Map Activity A* on page 63 for A level students. Make Copies of Information Gap Activity on pages 64-65 for B and C level students. (see page 78 for Information Gap activity instructions.)

Prepare materials for the Match Mine (see page 71-74), and the Categories activity (see page 69-70).

Get chart paper and pens for the cross-ability Map Making activity.

**Warm Up/Review**

Ask students to name locations in the school.

**Introduction**

Share the objective of the lesson with the students. *Today we are going to learn how to identify and describe school locations.*

**Presentation**

Provide students with vocabulary pictures. Explain or act out each word and have students repeat and/or write each vocabulary word. Introduce/review *prepositions next to, between, across from, on the corner, around the corner.* .

**Comprehension Check Activities (see page 66)**

**Like Ability Guided Practice Activities**

- **Match Mine** (see page 71-74))

Put students in like-ability pairs. Have them do a Match Mine listening activity.

- **Categories Activity** (see page 69-70)

Ask students to put pictures in two categories (*Inside/Outside*). Ask Level A students name the location at they place the item on the grid (i.e. *"The playground is outside."* Ask Level B students to write or say sentences about each location:"*Children play on the playground.*

*Children eat in the cafeteria. Children sing in the auditorium.*, etc. Ask C level students to write sentences using adjective clauses: *a playground is a place where children play, a computer lab is where students learn computers.*

□ **Map-Information Gap pair practice** (see page 78)










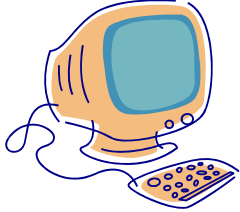






Put students in like-ability pairs. Provide A-Level students with the handout on page 63. Ask student pairs to name locations *"This is the auditorium. This is the cafeteria."* Assign the Information Gap on pages 64-65 to the B and C level students. (See directions for conducting and Information Gap on page 78) Model the task for each group. You may elect to have C level students use a more complex question structure such as, *"Could you tell me where the \_\_\_\_\_ is?"* Have students practice for a predetermined time limit.

**Application/Evaluation**

**Cross Ability Communicative Activity-Map Making**

Put students in cross ability groups. Provide each group with chart paper and pens. Ask the groups to draw a map of their school location and present it to the class. Beginning students can name locations (*this is the playground*), higher level students can describe the location (*the playground is in front of the cafeteria, the lockers are next to the library*)

ESL Multilevel /Communication at School/CBET  
**School Locations Vocabulary**

<p><b>playground</b></p> 	<p><b>cafeteria</b></p> 	<p><b>main office</b></p> 	<p><b>auditorium</b></p> 
<p><b>gym</b></p> 	<p><b>nurse's office</b></p> 	<p><b>library</b></p> 	<p><b>restroom</b></p> 
<p><b>drinking fountain</b></p> 	<p><b>computer lab</b></p> 	<p><b>athletic field</b></p> 	<p><b>principal's office</b></p> 
<p><b>bike rack</b></p> 	<p><b>lockers</b></p> 	<p><b>parent center</b></p> 	<p><b>the front gate</b></p> 

ESL Multilevel /Communication at School/CBET  
**School Locations Vocabulary Pictures**







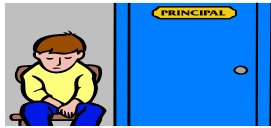



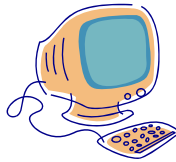






ESL Multilevel /Communication at School/CBET  
**School Locations Vocabulary Words**

<b>playground</b>	<b>cafeteria</b>	<b>main office</b>	<b>auditorium</b>
<b>gym</b>	<b>nurse's office</b>	<b>library</b>	<b>restroom</b>
<b>drinking fountain</b>	<b>computer lab</b>	<b>athletic field</b>	<b>principal's office</b>
<b>bike rack</b>	<b>lockers</b>	<b>parent center</b>	<b>the front gate</b>






# ESL Multilevel /Communication at School/CBET 1- School Map Activity A








Work with a partner. Take turns pointing to a picture and saying sentences about the school map. For example: "This is the front gate." "This is the auditorium."

		
		
<p>Classroom</p>		
		
		
		
		
		

**INFO GAP-PARTNER A** Work with a partner. Ask him/her questions in English to find locations on the school map. Write the location on the map.

Ask your partner: Where is the ..bike rack? ..computer lab? ..athletic field? ..parent center? principal's office?



<p style="text-align: center;">Auditorium</p> 	 <p style="text-align: center;">Front Gate</p>	<div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> </div>
		 <p style="text-align: center;">Playground</p>




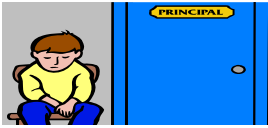
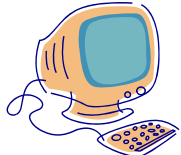



<div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> </div>	 <p style="text-align: center;">Main Office</p>	 <p style="text-align: center;">Nurse's Office</p>	
<p style="text-align: center;">Classroom</p>	<div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> </div>	
 <p style="text-align: center;">Library</p>	<div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> </div>		
<p style="text-align: center;">Gym</p> 	<div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> </div>		<p style="text-align: center;">Cafeteria</p> 
		<p style="text-align: center;">Restroom</p> 	

## ESL Multilevel /Communication at School/CBET

**INFO GAP- PARTNER B** Work with a partner. Ask him/her questions in English to find locations on the school map. Write the location on the map.

Ask your partner: Where is *..the auditorium? ..playground? ..gym? ..library? ..restroom? ..locker?*

<hr style="width: 50%; margin: auto;"/>	<div style="text-align: center;">     <b>Bike Rack</b> </div> <hr style="width: 50%; margin: auto;"/>
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<hr style="width: 50%; margin: auto;"/>	 <b>Parent Center</b>	 <b>Main Office</b>	 <b>Nurse's Office</b>
<b>Classroom</b>	 <b>Principal's Office</b>		 <b>Computer Lab</b>
<hr style="width: 50%; margin: auto;"/>	<b>Athletic Field</b> 		 <b>Cafeteria</b>
<hr style="width: 50%; margin: auto;"/>		<hr style="width: 50%; margin: auto;"/>	

# How to teach Multilevel CBET Activities

*ESL Multi-Level/Communication at School /CBET 1 (50-04-57) February/2012, LAUSD Division of Adult and Career Education*

**(50-04-57)**

How to ...

## CHECK COMPREHENSION

In a multilevel lesson, instructors can check for comprehension using questioning techniques that are tailored to the language learner's stage of language acquisition.

Once new material is presented in context, the teacher may use a sequence of questions to help students use the language and to check comprehension. The sequence is based on the difficulty of the response. Therefore a non-verbal command, or a Yes/No question to which students can respond by holding up one finger for yes, two fingers for no is the first step in the sequence, and a leading statement which students must complete with at least a one or two-word answer is at the more challenging end of the sequence.

There are five types of questions. From least challenging to most challenging they are:

- 1.) Non-verbal strategies: *Point to the cafeteria...Hold up one finger for yes, hold up two fingers for no...*
- 2.) Yes/No questions: *Is this the cafeteria?*
- 3.) "Or" questions: *Is this the cafeteria or the gym?*
- 4.) Open-ended/leading statements: *The place where children eat lunch is the...*
- 5.) Wh-questions: *Where do students eat lunch?*

These questioning strategies are a valuable vocabulary teaching and comprehension check tool at all levels. In a multilevel setting, an instructor can ask a variety of questions and students can respond at their own level of production. When individual students are no longer able to respond, they will still benefit from hearing the responses of their more advanced peers who will serve as a source of comprehensible input and modeling.

How to teach ...

## VOCABULARY

Many lessons in this course outline are based on themed vocabulary sets of 16 vocabulary pictures. In a multilevel class, it is suggested that you make beginning level students responsible for learning just 4-8 words, and the more advanced students responsible for up to 16. In general, vocabulary items 1-8 are less challenging than items 9-16. The more adept students may not only be responsible for knowing more words, they may be also responsible for knowing them in many different ways (being able to spell them, define them, use them in a sentence, write them, etc.)

Each vocabulary set comes in three versions: one with pictures and vocabulary items pre-printed, one with pictures only, and one with words only. The items are not numbered to provide the instructor with maximum flexibility. When presenting the new vocabulary, you may elect to provide the Level A students with the words and pictures version of the vocabulary sheet and the B and C level students with a pictures-only version of the vocabulary handout. The B and C students can then be responsible for writing the vocabulary words in the appropriate squares which is a more challenging task.

It is recommended that at the start of every vocabulary lesson, students be provided with two copies of the vocabulary list. Students should keep one list, and use the other list to create a separate set of vocabulary cards. Create the cards by cutting the vocabulary squares from the vocabulary sheet, or printing the vocabulary sets on card stock and cutting them into squares. You may elect to have the students write the vocabulary item on the back of the card. It is suggested that students be responsible for creating their own sets of vocabulary cards for each lesson. The cards can be used in many different class activities (including Categories and Match Mine) and for independent review and study. In addition, the vocabulary worksheets can be used flexibly to offer students additional practice.

### Expansion Practice Activities for Vocabulary Worksheets

- Ask students to match words and pictures in pairs.
- Ask students to quiz each other on spelling in pairs.
- Ask students to write the vocabulary item under the picture.
- Ask students to alphabetize vocabulary items.
- Ask students to quiz each other with picture flashcards.

How to teach with...

## SUBSTITUTION DIALOGS

Substitution Dialogs are important teaching tools that present vocabulary, grammar, and language functions in context. Traditionally, substitution dialogs have been used as the basis for the presentation of new information and to practice language in a controlled/guided practice. The dialogs in this course outline ask students to substitute vocabulary items from the lesson, and in some cases to answer questions with authentic information.

### BEFORE CLASS

Duplicate student copies of the Substitution Dialog/Conversation and the associated vocabulary worksheet for the appropriate levels (A, B, or C).

Make an OHT of the dialogs or display them on the board.

### ACTIVITY INSTRUCTIONS

In a multilevel class, the students should be paired with a like-ability partner according to language ability (A, B, or C). To present and practice a substitution/conversation dialogs in a multilevel class:

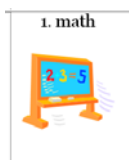
1. Briefly set the scene: *a parent is talking the teacher in a parent conference, a parent is in the school office and needs to talk to someone at the school, etc.* The scene will be the same for all ability groups.
2. Post or draw pictures of the speakers on the board, and present dialog A, standing near each speaker's picture as you say his/her lines. Expand to dialog B and/or C.
3. Ask students to restate what's happening in the conversation. *Who is talking? Why is the mother at school? What is the parent asking the teacher?*
4. Post the written model dialog A and model it again with a student volunteer. Provide copies of the dialog and the associated vocabulary. Repeat with the level B/C dialog.
5. If desired, give students an opportunity to chorally repeat each line of the dialog, so that they can practice accurate pronunciation. This can be done as a whole class.
6. With a student volunteer from each level, model substituting appropriate words from the vocabulary sheet. Ask student volunteers to demonstrate making substitutions in the dialog.
7. When students understand the procedure, have students practice in pairs. Assign a time limit. Circulate and monitor students' progress.
8. Invite a pair from each group to present one of their dialogs for the group.
9. Based on your observations during the practice session above, clarify pronunciation, grammar or vocabulary issues students may have.

## How to conduct a

# CATEGORIES ACTIVITY

In this activity, students put the vocabulary words they are learning into two different categories which are predetermined by the instructor. For example, in lesson 6, students may categorize the school subjects into two categories: *My Child Likes...* vs. *My Child Doesn't Like..*

My Child Likes | My Child Doesn't Like



Students place their vocabulary card in the appropriate column and say a sentence. For example, a student would say “My child doesn’t like math” while putting the vocabulary card for “math” in the appropriate column. His/her partner would do the same on his own T Chart. For A level students use fewer vocabulary words and provide students with pictures and words. To make it more challenging, higher level should use pictures only (without the vocabulary word) so they have to recall the vocabulary without any prompt.

In a multilevel class the categories may be slightly different. For example, A level students may categorize the school subject vocabulary into two columns: *I like* vs. *I don't like*, B Level students may categorize the words into *I have studied* vs. *I have never studied*. More advanced students can be asked to write sentences in the appropriate column: *I have studied math. I have never studied physics*, and then share their lists with a partner.

**BEFORE CLASS:** Make copies of the T-Chart on page XX, the corresponding vocabulary sheet, and sets of vocabulary cards for each student according to their levels. Make an OHT of the T chart and the vocabulary cards cut into squares.

### ACTIVITY INSTRUCTIONS

1. Put students in like ability pairs.
2. Distribute one T Chart to each student and a package of vocabulary cards for the assigned level.
3. Show students how to label the chart into two categories at the top (See relevant lesson plan for suggested categories) .
4. Ask students to label the two categories at the top of their charts.
5. Use the OHT to model the activity for the students. For A level students, put a picture in a category while you say a sentence. For B and C level students, show them how to write a word or sentence in the appropriate column on the T Chart.
6. Ask students to work in pairs for a predetermined time limit.
7. Circulate and offer assistance as needed.





How to conduct a

## **MATCH MINE ACTIVITY**

### **MATCH MINE-TEACHER-LED LISTENING-Multilevel Adaptation**

This is a listening activity in which students must place vocabulary words on a grid according to the directions of the teacher so that ultimately the students' grid will match the teacher's grid. Students will not be able to see the teacher's grid until the end, so they must rely on their listening skills to complete the activity.

**BEFORE CLASS:** Make copies of the 16 square grid on page XX and sets of vocabulary cards for each pair of students.

Make an OHT of the grid and the vocabulary cards cut into squares.

### **ACTIVITY INSTRUCTIONS**

1. Put students in mixed ability pairs.
2. Provide each pair with a blank grid on page XX. Each pair should also have a set of words and pictures version of vocabulary cards or a pictures only version of the vocabulary cards (more challenging) cut into 16 squares.
3. Ask the pairs to lay all 16 vocabulary cards on the desk so that they can easily see them. Using an OHT of the grid and OHT of the vocabulary words in 16 squares, model for students by saying, "Number One:" and saying either the word or giving the definition or description of the word. For example, for the vocabulary on school personnel, the teacher may say : "*Number one: Principal*", or "*Number one: This is the person who is in charge of the school*" .
4. Students should then work with their partner to find the picture of the principal and place it in square number 1 of their grid. (the more advanced students may be asked to *write* the word in the grid)
5. Continue modeling until students understand the procedure. Explain that students should not shout out the answer, but just place the pictures on the grid according to your directions.
6. When students understand what to do, turn off the overhead, and continue giving the directions. You should continue to place the pictures in the grid as you go so you can later reveal the answers.
7. Direct some vocabulary items to the "A" level students only so that they will have a chance to do some without assistance.
8. When you have given all 16 definitions, quiz the students. "*Who's in square #1?*" The students should answer, "*The principal*".
9. Finally, turn on the overhead projector to reveal the correct placement. Have students check their answers.

## How to Conduct a...

### **MATCH MINE-STUDENT TO STUDENT LISTENING-Multilevel Adaptation**

This is a listening activity in which students must place vocabulary words on a grid according to the directions of their partner the two students' grids will match at the end of the activity. Students should not be able to see each other's grid until the end, so they must rely on their listening skills to complete the activity. It is recommended that you familiarize your students with this activity by doing a teacher-led match-mine activity some time prior to introducing this activity.

**BEFORE CLASS:** Make copies of the grids for the appropriate levels on pages XX and XX and sets of vocabulary cards for each student.

Make an OHT of the grid and the vocabulary cards cut into squares.

### **ACTIVITY INSTRUCTIONS**

1. Put students in like-ability pairs.
2. Distribute a grid and a package of level-appropriate vocabulary cards to each student. "A" level students should have a grid with 8 squares (page XX), B and C level students should have the grid with 16 squares (Page XX).
3. Ask the pairs to lay all vocabulary cards on the desk so that they can easily see them. Direct student pairs to prop a folder or a book on the desk between them to ensure that they can not see each other's grid.
4. Assign one student to be the speaker and the other to be the listener. The speaker will say a word or phrase and the listener will have to follow the directions of the speaker by placing the picture on the grid. (More advanced students may be asked *to write* the word in the grid.)
5. Invite a student volunteer to model the activity with you.
6. Turn on the OHP and display the grid. Ask the student volunteer to tell you what goes in square number one. For example, in the vocabulary on school personnel, the student may say: "*Number one: Principal*", or "*Number one: This is the person who is in charge of the school*".
7. Model finding the picture of the principal and placing it in square number 1 of the grid. Point out that the student should also be putting his picture on his own grid so they students can check their answers at the conclusion of the activity.
8. Continue modeling until students understand the activity, then have them work in pairs.
9. Circulate and offer assistance as needed.

When finished, students should take down the folder and compare their grids to ensure that they match. If time allows, students can switch roles and repeat the activity.

Match Mine Grid (8 Squares)

1.	2.	3.	4.
5.	6.	7.	8.

-----

1.	2.	3.	4.
5.	6.	7.	8.

Match Mine Grid (16 squares)

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.

## How to conduct a

# MULTILEVEL BINGO MIXER ACTIVITY

This is a conversation practice activity where students circulate around the room asking and answering questions of each other using Bingo grids they have created by copying vocabulary words into the squares. Students mingle around the room and ask each other questions using the vocabulary. When a fellow student answers a question in the affirmative, the student writes his partner's name in the square. The first student to have a different name in every square shouts "Bingo!" and is the winner.

**BEFORE CLASS:** Make a copy the Grid handout 1-8 on page X for the A and B level students, and the Grid handout 1-16 on page X for level C students. Students will need a copy of their respective vocabulary lists.

### ACTIVITY INSTRUCTIONS

1. Provide a copy of the Grid handout 1-8 on page X to A and B level students, and the Grid handout 1-16 on page X to level C students.
2. Show students how to copy one word from their vocabulary list into a square on the grid. Students should continue until all the squares are filled in, each with a different vocabulary word. Lower level students will work more slowly, but they will only have 8 words to fill in while the more proficient students will work more quickly, but they will have 16 words to fill in. Make sure students are filling the Bingo grids out randomly so that everyone will have a different Bingo game grid.
3. When all students have their Bingo grids ready and filled out, demonstrate how students will walk around the room and ask other students a question using the vocabulary word. For example, in the lesson about describing children, students may ask *Is your child kind?* If the answer is yes, demonstrate how the student should ask for his partner's name and write it in the corresponding square. Show students that when a student answers no, he/she should not write anything.
4. Student can keep asking questions until his partner responds affirmatively, but after that he must move on to another partner. The winner is the first person to have a different name in every square. You may also elect to have two winners, one for each level.
5. When the activity is finished, ask students to share what they learned. *"Maria's child is kind." "Hamid's son is smart."*

## How to conduct a

# MULTILEVEL MIXER ACTIVITY

This is a conversation practice activity in which students circulate around the room asking and answering questions of each other using vocabulary cards. When each pair has asked and answered a question, the students exchange cards and find a new partner. In a multilevel class, the students can ask the same question of each other, but the grammatical complexity of the answer will be determined by the student's level.

**BEFORE CLASS:** Make a set of vocabulary picture cards so that there will be one different vocabulary card for each student. It may be necessary to repeat vocabulary items in a class of more than 16 students.

### ACTIVITY INSTRUCTIONS

1. Distribute vocabulary cards to each student in class.
2. Write the question that students will be asking on the board. Practice and repeat several times. For example, in the Health Vocabulary unit, the question is "What's the matter?"
3. Write the level A answer frame on the board: He/she has a \_\_\_\_\_.
4. Demonstrate with several Level A students how they will answer according to the picture on their card. For example, "She has a headache ."
5. Demonstrate with several Level B students how they will answer according to the picture on their card. For example, "She has got a headache ."
6. Demonstrate with several Level C students how they will answer according to the picture on their card. For example, "She has got a headache . She has had it for 3 days . The nurse says she should rest." Students at this level will have to use their own ideas to express how long the child has been sick and what the nurse advises.
7. Ask a level A, B, and C student to stand up. Together, model how every student will ask the same question, but students will answer according to their level. Model how students should trade cards and find a new partner after every exchange.
8. When students understand the activity, ask everyone to stand up and begin. Give students 10 minutes to practice. Circulate and offer assistance as needed.
9. After 10 minutes, call time.

How to conduct a...

## CORNERS ACTIVITY

Corners activities provide students with an opportunity to stand up and “mingle” with other students. Signs posted around the room represent students’ different interests, age groups, responses to questions, or topics they’d like to learn more about. The groups that form around these signs can then discuss a follow-up question based on the sign or pair off and perform a particular task. Corners is an effective warm up activity to get students thinking about a topic and conversing with other students.

### BEFORE CLASS

Take the lesson topic and then come up with four or more related items, e.g. on the topic of school subjects: *math, English, PE, history*, or on the topic of schools: *Preschool, Elementary School, Middle School, High School*, or on the topic of tutoring: *homework, reading, talking about school, going to the library*, etc. Be conscious that Corners is a very public activity, so the choices you give students should be selected with that in mind.

Create the signs for the corners. You can use plain white 8 1/2 by 11” paper and a broad dark marker for the signs. You can also use calendar or large magazine pictures.

### ACTIVITY INSTRUCTIONS

1. Post the signs around the room.
2. Walk around the room pointing out each sign and clarifying its meaning.
3. Tell students they will have 30 seconds to choose the sign that has the word or picture they like the most and stand next to that sign.
4. Once students have grouped themselves, have them introduce themselves to a partner or, if the groups are small, to the entire group.
5. Set a time limit for the partners or group members to ask and answer a question that pertains to the corner they’re in. For example, using the topic of tutoring, students in the reading corner could ask and answer: *How often do you read with your child?* or *What is a book you like to read?* or *Do you like to read in English or your language?*
6. Once the students in each corner have had a chance to talk to at least two other people, they can thank their last partner and return to their chairs, OR sit down with their last partner and complete a worksheet or other task, OR c. form a team with a student from each of the other three corners, sit down and begin a new task.



How to conduct an...

## **INFORMATION GAP**

During an Information Gap activity, student pairs use the target language to ask for and exchange information. Each partner has the information the other needs to complete a grid, map, chart, or worksheet. By asking for and giving the necessary information, students use the language they've learned in a meaningful, realistic exchange. Students must listen carefully and speak accurately in order for the information gap to be "filled." To prepare students for an information gap, make sure students have the language they'll need for the task.

### **BEFORE CLASS**

Duplicate two copies of the material, one copy A and the other B. Then make half a class set of each.

Make an OHT of one of Partner A worksheet.

### **ACTIVITY INSTRUCTIONS**

1. Set up the rationale for exchanging the information, and the roles of the students exchanging the information.
2. Project your OHT of worksheet A or copy it onto the board.
3. Distribute the class set of B worksheets, and using your "paper" on the board or OHP, model how you ask for the missing information on your A worksheet.
4. Next, conceal your "paper" from the class and have volunteer students ask you questions to get the information that is missing from their B worksheets.
5. Pair students and identify A and B partners. Have a volunteer pair come to the front and demonstrate the information gap for the class.
6. Distribute the A worksheets to the A partners and the B worksheets to the Bs.
7. Set a time limit and have students begin the activity. Circulate and monitor the pairs at work.
8. Call time and have students report back on the information in the completed gap.

## ***Required Documents***

Pre/Post Course Parent Surveys	80-82
20-Week Tutoring Log	83-86

# LAUSD CBET Communication at School 1

## Pre/Post-Course Parent Survey



\_\_\_\_\_ Pre-Course Survey      \_\_\_\_\_ Post-Course Survey (Check one)

School:	Class/Section Number:
Teacher Name:	Date:
Student Name:	SIS Number:

**Read the sentences. Check one box for each sentence. Check Items you can do *in ENGLISH*.**

	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input checked="" type="checkbox"/> a little
<b>EXAMPLE:</b> I can speak English.			
1. I can say my child's birth date and age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can name my child's school and grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can describe the American school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can talk to my child's teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can identify school occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can describe my child's personality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can discuss my child's likes and dislikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can communicate with office staff at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can name common school subjects and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can ask and answer questions about school locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENT SIGNATURE \_\_\_\_\_

## Comunicación en la Escuela LAUSD CBET 1

Encuesta para padres preliminar y posterior al curso



\_\_\_\_\_ Encuesta preliminar      \_\_\_\_\_ Encuesta posterior (marque una)

Escuela:	Clase/Número de sección:
Nombre de la maestro:	Fecha:
Nombre del alumno:	Número de SIS:

**Lea las oraciones. Marque una casilla para cada oración. Marque lo que puede hacer *en INGLÉS*.**

<b>EJEMPLO:</b> Puedo hablar inglés.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input checked="" type="checkbox"/> un poco
1. Sé decir la fecha de nacimiento de mi hijo y su edad.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
2. Sé decir el grado escolar de mi hijo y el nombre de su escuela.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
3. Comprendo el sistema educativo norteamericano	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
4. Puedo comunicarme con los maestros de mi hijo.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
5. Puedo identificar los nombres de las ocupaciones del personal escolar.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
6. Puedo describir la personalidad de mi hijo.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
7. Sé decir las cosas que le gustan (o no) a mi hijo.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
8. Puedo comunicarme con el personal en la escuela de mi hijo.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
9. Sé decir el nombre de materias escolares y actividades comunes.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco
10. Puedo hacer preguntas y contestar preguntas sobre ubicaciones de escuelas.	<input type="checkbox"/> sí	<input type="checkbox"/> no	<input type="checkbox"/> un poco

FIRMA DEL ALUMNO \_\_\_\_\_

**LAUSD CBET PRE/POST COURSE PARENT SURVEY INSTRUCTIONS**  
**for the**  
**ESL Multi-Level/Communication at School/CBET 1 Course**

The CBET Tutoring Pre/Post-Course Parent Survey is to be collected for every student enrolled in ESL MultiLevel Communication at School/CBET 1 (50-04-57).

The Pre-Course Parent Survey should be filled out at the first class meeting if feasible. The Post-Course Parent Survey is an identical survey and should be completed as the students learn the relevant competencies. Post Course Surveys can be printed on the reverse side of the Pre-Course Survey, or they can be printed on a separate sheet of paper. Translated versions of the surveys are available in Spanish and other languages on the CBET link at <http://esl.adultinstruction.org>.

**PRE-COURSE SURVEY**

- The first week of class, distribute the surveys to the students. You may elect to preprint the school name, teacher name, date, and class/section number. Check the appropriate box to indicate that this is a pre-course survey.
- Ask students to write their full names and SIS number on the Pre-Course Survey.
- Use the example question to explain the three choices (yes, no, a little) and to demonstrate how to check the appropriate box. Make sure students know that they are to check only one box for each item.
- Read each item. Explain and clarify as needed. Help students understand that these are the skills that they will be learning in the class, and they are not expected to know them at this point.
- Ask students to sign the completed form.
- Maintain the completed Pre-Course Parent Surveys in the classroom. You may elect to use a binder or folders to store the surveys.

**POST COURSE SURVEY**

- In order to capture more complete surveys, it is recommended that students complete the Post-Course Parent Survey as the competencies are taught. Follow the same procedure cited above. Highlight the relevant competency and ask students to respond

*ESL Multi-Level/Communications at School/CBET 1 (50-04-57) February/2012, LAUSD Division of Adult and Career Education*

***LAUSD CBET PRE/POST COURSE PARENT SURVEY INSTRUCTIONS (continued)***

to those items, reminding students of what you did in class to learn those skills. Ask students to sign the form.

Maintain the Pre and Post-Course Surveys in class. At the end of the term, submit paired Pre and Post-Course Surveys as requested.

## **CBET TUTORING LOG INSTRUCTIONS**

Every student who pledges to participate in the CBET program must complete a CBET Tutoring Log on a weekly basis. All schools should use the 20-Week CBET Tutoring Log Form (see pages 73 and 74). Filling out the CBET Tutoring Log should be part of the weekly classroom routine for every CBET student. CBET parents should keep a record of tutoring activities they engage in with their K-12 children and complete the CBET Tutoring Log one week at a time.

Each week, CBET parents should record their tutoring activities by marking “yes” or “no” in each of the four columns numbered 7-10. CBET students should record how much time they spent reading with their children, assisting with school and/or homework, talking about school, and/or participating in an activity at their child’s school.

For item number 10 on the CBET Tutoring Log, CBET students should circle the K-12 school activity (parent conference, volunteering at the child’s school, or attending a K-12 school event) and record the time spent at the school event. Only these three activities are acceptable. Parents should not write in another activity.

The tutoring logs should be an accurate reflection of the parents’ weekly tutoring activities. Parents who did not engage in tutoring activities should leave the items blank or circle “no”. It is not necessary to complete every column.

CBET parents who are able should total their logs on a weekly basis in column number 11. At the end of the term, parents should total the entire log and record the total number of tutoring hours in the box labeled “Total Time” on the front of the tutoring log. Parents must sign the log.

### **CBET Tutoring Log Instructions for Coordinators and Administrators**

- Make copies of the 20-week CBET Tutoring Log with the adult school name, term, site, teacher, class, and section number. The Tutoring Log is designed to be double-sided, with pages one and two printed back-to-back. You may elect to use card stock for the tutoring logs for easier filing. Tutoring Logs may also be ordered from Central Office.
- Tutoring Logs are available in Spanish and other languages. They can be downloaded from the CBET link of the website <http://esl.adultinstruction.org>.
- At the beginning of the term, provide Tutoring Logs to teachers who have CBET students. You may elect to provide the logs to teachers in a binder or a folder.

### ***CBET TUTORING LOG INSTRUCTIONS (continued)***

- Collect the completed CBET Tutoring Logs at the conclusion of every term. Tutoring logs may not have entries for all twenty weeks. Make sure the total number of tutoring hours for the term is recorded in the designated box on the front of the tutoring log.
- Submit CBET Tutoring Logs to Central Office for tabulation as requested.
- Provide teachers with new CBET Tutoring Logs at the beginning of each term.
- Maintain all logs for the current school year and the previous school year. Keep representative samples of logs along with a summary of what was discarded for years prior to that.

#### **CBET Tutoring Log Instructions for Teachers.**

- At the beginning of the term, provide CBET Tutoring Logs to your CBET students. Instruct students to fill in their name and their children's information. You may ask the students to write the applicable weekly dates on the left side of the form.
- If needed, Tutoring Logs are available in Spanish and other languages. They can be downloaded from the CBET link of the website <http://esl.adultinstruction.org>
- Instruct students to answer the 4 yes/no questions and fill in the total weekly hours and minutes that they participated in each tutoring activity. Have students total the hours and minutes of all weekly tutoring activities in column 11.
- The tutoring logs should be an accurate reflection of the parent's weekly tutoring activities. Parents who did not engage in tutoring activities should leave the items blank or circle "no". It is not necessary to complete every column.
- Check logs weekly for accuracy.
- Develop a weekly routine for filling out the CBET Tutoring Logs. You may elect to put the logs in a binder and circulate the binder for students to complete.
- Logs should be maintained in the classroom. Do not allow students to take the Tutoring Logs home.



***CBET TUTORING LOG INSTRUCTIONS (continued)***

- At the conclusion of the term, ask students to total their tutoring hours for the entire term. They should record the number in the box located on the upper right side of the log. Remind students to sign the log.

# LAUSD Division of Adult And Career Education • Community-Based English Tutoring Log • School Year:

**Adult School** \_\_\_\_\_ **Term** \_\_\_\_\_ **SIS #** \_\_\_\_\_

Child 1 \_\_\_\_\_ School \_\_\_\_\_ **1. Adult Student Name** \_\_\_\_\_

Child 2 \_\_\_\_\_ School \_\_\_\_\_ **2. Adult Student Signature** \_\_\_\_\_ **3. Site** \_\_\_\_\_

Child 3 \_\_\_\_\_ School \_\_\_\_\_ **4. Teacher** \_\_\_\_\_ **5. Section #** \_\_\_\_\_

Child 4 \_\_\_\_\_ School \_\_\_\_\_ **6. Class** \_\_\_\_\_

**Instructions:** Circle "YES" or "NO" for each question each week, write in amount of time for "YES" boxes, and complete "Total Time" column.

This week...	7. I read with my child/children.	8. I helped my child/children with school/homework.	9. I talked about school with my child/children.	10. I participated in my child's school* <small>(Circle all that apply)</small>	11. Total Time all week
Week 1	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....
Week 2	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....
Week 3	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....
Week 4	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....
Week 5	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....
Week 6	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....
Week 7	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....
Week 8	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES: volunteer parent conference K-12 school event Hrs:.....Min:.....	Hrs:.....Min:.....

\* Only these 3 activities are acceptable. Leave box blank if parent did not participate.

This week...	7. I read with my child/children.	8. I helped my child/children with school/homework.	9. I talked about school with my child/children.	10. I participated in my child's school* <small>(Circle all that apply)</small>	11. Total Time all week
Week 9	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 10	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 11	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 12	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 13	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 14	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 15	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 16	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 17	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 18	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 19	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>
Week 20	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES</b>	Hrs. .... Min. .... <b>YES: volunteer parent conference K-12 school event</b>	Hrs. .... Min. .... <b>NO</b>

\* Only these 3 activities are acceptable. Leave box blank if parent did not participate.

Adult Student's Signature:.....

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Statement for Civil Rights

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

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