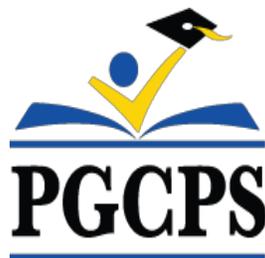


High School
ESOL English Newcomer
Summer Enrichment Packet



Prince George's County Public Schools
Division of Academics
Department of Curriculum and Instruction



Newcomer ESOL – The Accident

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will analyze a text using prediction and other reading strategies.

Language Objectives: Students will write a summary paragraph of a dialog using the future tense (be going to) to make predictions.

Text: *Keys to Learning*, pp. 220-221, Unit 5, Chapter 13 “He’s going to fall!”

The Accident

Carlos: Look at me! I can skate on one foot...

Carmen: Be careful, Carlos! You’re going to fall and break your leg!

Carlos: Don’t worry, Carmen. I know what I’m doing.

Bic: Hey! Look over there at Maria! She skates really well.

Carlos: Yeah, she does.

Liliana: See you later. I want to go and ask Maria something.

Carmen: What are you going to ask her?

Liliana: I’m going to ask her to give me some skating lessons!

Carmen: That sounds like a good idea! I want to go with you.

Bic: Me, too!

Carlos: Yeah! Come on, Bic. Let’s race!

Carmen: Be careful.

Liliana: Oh, no! Carlos is skating too fast. He’s going to fall.

Carmen: Oh, no! He did fall!

Carlos: Ouch! I hurt my arm. And my leg hurts, too.

Carmen: Don’t move, Carlos. Be still!

Liliana: What are we going to do?

Carmen: I’m going to call 911.

Liliana: Here, Carmen! Use my cell phone.

Carmen: Hello? We have an emergency. My brother fell down. We think he broke his arm and his leg. We’re at Jackson Park... Yes, on State Street... Thank you! And please hurry!

Lessons for The Accident

Analysis Task:

1. Read the text and complete the graphic organizer.

a. Title: _____

b. Author: _____

c. Genre: _____

d. Characters: _____

e. Setting (when): _____

f. Setting (where): _____

g. Problem:

h. Solution:

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the dialog with people in your house! (Translate for anyone who wants a translation.)!

Grammar Task:

1. *Explanation:* We can write and talk about events in the future tense by using “to be going to + the base form of the verb.”
2. *Examples:* I am going to play soccer next year. / We are going to eat pizza for dinner-yum! / After school, they are going to study for the test.
3. *Text Search:* Re-read the text and underline the future tense.
4. *Practice:* When we go back to school, I
_____ with my friends. We
_____. My teachers
_____. I
will be happy to go back to school.

Skills Task:

1. *Explanation:* Good readers MAKE PREDICTIONS when they read. Scientists also make predictions. So do you in your everyday life. To make a prediction when you read, you have to use information from your mind and information from the text to say what you think will happen next.
2. *Examples:* Tomorrow is my birthday! I predict that I will get a present and we will eat cake. / We are going to study for the test, so I predict that we are going to earn good grades.
3. *Text Search:* Re-read the text. In the first two parts, the girls are worried about Carlos. They predict that Carlos

4. *Practice:* Read each scenario and make a prediction.
 - a. I cooked dinner and cleaned the kitchen today. When my mom comes home after work, I predict she is going to say,
- b. My friend practices soccer every day. She wants to be on the school soccer team and she is a good player. I predict she is going to

Summary Task:

1. Summarize the text. You can use this paragraph frame:

This text is about (main idea) _____ . The text is a (genre) _____. The characters are _____. The dialog is set in _____ and it is probably on a weekend or after school. The problem is that _____ and the solution is that _____ .

2. Read your summary out loud to a family member.
3. Celebrate your work!

Newcomer ESOL – The Visitors

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will analyze a text using inferencing and other reading strategies.

Language Objectives: Students will act out a dialog related to calling 911.

Text: *Keys to Learning*, pp. 228-229, Unit 5, Chapter 13

The Visitors

It's a gray and cloudy Tuesday afternoon. Carlos is feeling very "blue."

On Sunday, he watched TV all day. On Monday, he watched TV all morning. In the afternoon, Carmen brought him his homework from school, but his mother said, "Rest, Carlos. Don't do your homework now." His father said, "Yes, you need to rest. Do your homework tomorrow." Carlos yawned and said, "Okay. I'm going to sleep."

Now it is Tuesday, and Carlos is very bored. "Why don't my friends come to visit me?" he thinks.

Then he hears voices outside his door.

"Is he awake?" asks Lilitana.

"Maybe he's too tired for visitors," says Carmen.

Carlos wants to leap from his bed. But he cannot. So he shouts, "Come in! Come in! I'm awake. I'm not tired!"

His sister Carmen and his friends Bic, Pablo, and Lilitana go into Carlos's room.

"Carlos, are you okay?" asks Pablo.

"What did they tell you at the hospital, Carlos?" asks Bic.

"I broke my wrist and sprained my ankle," says Carlos in a weak voice. "The doctors put on this cast." He holds up his arm with the case.

Lilitana asks, "Does it hurt?"

Carlos says, "Yes. It hurts a lot."

Lilitana says, "Oh, I'm so sorry, Carlos! Here... Maria and I made you some cookies."

"And Samir and I brought you a new CD," says Bic.

"I brought my guitar so I can play a new song I wrote," adds Pablo.

"Oh," says Carlos weakly. "That's so nice of you..."

"You know, I think Carlos is in a lot of pain," says Carmen. "We'll come back later, Carlos."

"No! I feel great! I'm not in pain. Don't go! Cries Carlos.

"Pablo, please play me the song!"

Everyone looks at Carlos. They all start laughing. Lilitana says, "Carlos, you're such an actor!"

Lessons for the Visitors

Analysis Task:

1. Read the text and complete the graphic organizer.
 - a. Title: _____
 - b. Author: _____
 - c. Genre: _____
 - d. Characters: _____
 - e. Setting (when): _____
 - f. Setting (where): _____
 - g. Problem: _____

 - h. Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)!

Grammar Task:

1. *Explanation:* We can write and talk about events in the future tense by using “to be going to + the base form of the verb.”
2. *Examples:* My uncle is going to call 911 because there is a fire in my kitchen. We need the fire fighters. / I am not going to call 911 because the problem with my neighbors is not serious. I can talk with them.
3. *Text Search:* Re-read the text and underline the future tense.
4. *Practice:* Last night I saw on television that sometimes people call 911 for racist reasons. We _____ (talk) about that in class today. We _____ (learn) about social justice. We _____ (work) together so that people call 911 for help, not for racist reasons.

Skills Task:

1. *Explanation:* Good readers MAKE INFERENCES when they read. So do you in your regular life when you try to figure out what is going on. To make an inference when you read, you use the text clues and information from your brain.
2. *Examples:* I see a boy who is lying on the ground crying. I infer that he is injured. / I smell delicious chicken cooking in the kitchen. I infer that we will have chicken and rice tonight.
3. *Text Search:* Re-read the text. We can MAKE AN INFERENCE that Carlos's friends are visiting because Carlos is injured. We can MAKE AN INFERENCE that Carlos is acting super sick because he wants more attention.
4. *Practice:* Read each scenario and make an inference.
 - a. Juanita's sister is happy. She has her report card in her hand. Juanita can infer that her sister is _____.
 - b. Luis cooked breakfast for his parents and brother. Everyone is eating and smiling. We can infer that the breakfast is _____.

Summary Task:

Directions: Choose ONE assignment.

1. Write about a time that you were sick or injured and people helped you.
2. Write about a time that you helped someone who was sick or injured.
3. Watch the news or read about how medical people- doctors, nurses, and other hospital workers- are helping in the coronavirus pandemic. Then summarize what you learned and share with someone in your house.
4. How is the coronavirus impacting African American and Latino communities differently than white communities? Find information and discuss with a friend or family member.
5. How can we work together to help our neighbors, now or in the future? Think and then make a plan with friends or family members.

Newcomer ESOL – The Storm

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

WIDA ELP Standard 4: Language of Science

Content Objectives: Students will journal about their interrupted school year.

Language Objectives: Students will use the past continuous tense and simple past tense to journal about their interrupted school year.

Text: *Keys to Learning*, pp. 234-235. Unit 5, Chapter 14, “Hey! The Lights Went Out!”

The Storm

Carlos: Whoa! That’s a big storm out there.

Mrs. Kim: Yes, it is. And speaking of storms, let’s continue our lesson on weather. Now, yesterday we were talking about...

CRASH!!!!!!!!!!!!!!!

Carmen: Hey! The lights went out!

Maria: Oh! I can’t see anything!

Mrs. Kim: Calm down, class. I’m sure the lights will come back on soon. Now, what was I saying? Oh, yes. We were talking about...

Carlos: Wow. It sure is dark out there.

Mrs. Kim: Excuse me, Mr. Alvarez. Please take your seat.

Carlos: I’m not sure I can find it!

Students: hahahahaha

Principal: Good morning, Mrs. Kim. Good morning, students.

Mrs. Kim: Good morning, Mr. Gonzalez.

Principal: The school’s electricity is off. A tree fell on the power line. I’m closing the school for the rest of the day. The buses are going to be here soon.

Carlos: Where are those buses? I’m freezing!

Carmen: Pablo, what were you doing when the lights went out?

Pablo: I was watching a video in history class. What about you?

Carmen: I was listening to Mrs. Kim.

Pablo: Maria, here comes our bus.

Carlos: Hey Carmen... our bus is behind theirs. Let’s go!

Carmen: Oh no! I don’t have my umbrella!

Maria: Here, Carmen. You can use mine.

Carmen: Thanks, Maria!

Lessons for The Storm

Analysis Task:

1. Read the text and complete the graphic organizer.

a. Title: _____

b. Author: _____

c. Genre: _____

d. Characters:

e. Setting (when): _____

f. Setting (where): _____

g. Problem(s):

h. Solution(s):

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the dialog with people in your house! (Translate for anyone who wants a translation.)!

Grammar Task:

1. *Explanation:* We can describe events in the past by using the past continuous tense. We use the past continuous tense to describe an action that was happening at the time when another action began and ended. We make the past continuous tense with "was/were + verb+ing." (Spanish constructs the past continuous in the same way. French does not use a specific past continuous tense.)
2. *Examples:* I was doing my homework when my dad came home. / We were having a barbeque when it started to rain. / Malik was speaking when the bell rang.
3. *Text Search:* Re-read the text and underline the past continuous tense.
4. *Practice:* Sandra and Andrea _____ (plan) to go to El Salvador during the summer. Now they can't go because of the coronavirus. Yesterday the friends _____ (talk) about what to do instead. They

_____ (plan) to volunteer at a food pantry.

Skills Task:

1. *Explanation:* Good readers PAY SELECTIVE ATTENTION to what they read. That means that they look for the most important information in the text.
2. *Example:* The coronavirus is a very contagious, dangerous illness. There are some ways we can keep ourselves and our families safer. First, stay home as much as possible. Some people have to go out to work, but nobody has to go out to play or hang out with other people. Second, wash your hands with soap often, especially after you are outside. Third, wear a mask if you go outside. Fourth, if you feel sick, call your doctor and try to stay away from people in your home. Finally, listen to the news and listen to the doctors and scientists because they have correct information.
3. *Text Search:* Re-read the text. Underline the most important parts of the text.
4. *Practice:* PAY SELECTIVE ATTENTION as you read this text. Underline the most important details.
**** In an emergency, it is very important to stay calm and listen to directions. We can be safer if we listen to reliable leaders. For example, when the lights went out in school, the students listened to the teacher and the teacher listened to the principal. The students helped each other and everyone was safe.

Summary Task:

1. We have learned about an emergency at school. The coronavirus is an emergency in communities all over the world. Write about the impact of the coronavirus on you or your family or your community. Use as much English as possible, but you can also use some words in your language.
2. If you want to, read your writing to someone in your house.

Newcomer ESOL - Mother's Plan

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

WIDA ELP Standard 4: Language of Science

Content Objectives: Students will analyze a text through the lens of examining gender roles.

Language Objectives: Students will have a discussion around gender roles and household chores.

Text of the Week: *Keys to Learning*, pp. 242-243. Unit 5, Chapter 14, "Hey! The Lights Went Out!"

Mother's Plan

For two days, students at Washington School had to stay home. Washington School was closed. It was raining heavily and the school had no electricity.

On the second day, Carmen and Carlos's mother said, "It's a perfect day to do your homework."

But Carmen and Carlos did not think so. Instead, they were watching TV.

"Turn off the TV, said their mother. "Don't you know it's dangerous to watch TV or talk on the phone during bad weather?"

"Bus, Mom, it's only raining outside," said Carlos. "Isn't it only dangerous to watch TV or talk on the phone during a thunderstorm?"

"Hmmm. I guess so," said their mother. But she had another plan. She said, "You can help me clean the house. Go and clear your bedrooms."

Carlos did not want to clean his room. His broken wrist was hurting. "Mom, my wrist hurts," he said. "Can I do my homework instead?"

"And my room is clean," said Carmen. "Can I please call one of my friends and talk on the phone?"

Carlos's mother smiled at Carlos. "Yes, Carlos, you can do your homework," she said. Then she added, "And Carmen, you can clean Carlos's room for him."

"Mom!" said Carmen, but she cleaned Carlos's room.

Lessons for The Mother's Plan

Analysis Task:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.) What do you think about the text

Grammar Task:

1. *Explanation:* Possessive adjectives are words that tell to whom something belongs. The possessive adjectives are: my, your, his, her, its, our, their. Possessive pronouns also tell to whom something belongs. The possessive pronouns are: mine, yours, his, hers, ours, theirs.
2. *Examples:* My room is messy. I should clean my room. My brother's room is very messy, but he will have to clear his own room. I have to clean mine, but I don't want to clean his.
3. *Text Search:* Re-read the text and underline the possessive adjectives and possessive pronouns.
4. *Practice:* The teacher gave me that book! I love _____ book! The book is _____.

Skills Task:

1. *Explanation:* Good readers read with an ANALYTICAL LENS. A lens is what you see through, like eyeglasses. An ANALYTICAL LENS for reading is when you, the reader, notice something about the text that the writer maybe didn't even intend. Your ANALYTICAL LENS is you, thinking about what you have read.
 2. *Example:* We are going to a restaurant today. You can have hamburgers, hot dogs, ribs, steak, *carne asada*, chicken or pork. ANALYTICAL LENS: There is no vegetarian or vegan food here. This might not be a good restaurant for our class, because some of our classmates do not eat pork or beef. Some do not eat any meat.
 3. *Text Search:* Re-read the text with an ANALYTICAL LENS. What assumption is Mother making about who is responsible for cleaning? Why? Why is Mother asking for help cleaning the house? Where is father?
-
-

Summary Task:

Have a respectful conversation with members of your family about gender roles and responsibilities in your household. What will you keep when you are an adult? What would you like to change?

Newcomer ESOL – Help for Maria

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will analyze a text looking for goals and steps.

Language Objectives: Students will use the SET GOALS strategy to write a plan.

Text of the Week: *Keys to Learning*, pp. 248-249 Unit 5, “We’ll Have a Study Group” Chapter 15.

Help for Maria

Bic: It was fun staying home from school for a couple of days.

Samir: Yeah, but now we have a lot of work to catch up on.

Carlos: And you know what that means. It means Mr. Gomez might give us extra homework!”

Mr. Gomez: Class, we need to talk about our final exam in reading.

Maria: Reading? A reading test?

Mr. Gomez: Yes, Maria, a reading test.

Maria: But I can’t read!

Mr. Gomez: Of course you can read.

Maria: But I’m bad at taking exams. I get really nervous.

Samir: Don’t worry, Maria. I’ll help you get ready for the exam.

Bic: I will, too.

Carmen: And so will I.

Mr. Gomez: That gives me an idea. Why don’t you have a study group?

Carmen: That’s a good idea, Mr. Gomez. That’ll help Maria and everyone.

Mr. Gomez: What do you think, Maria?

Maria: I guess it might help, but.....

Mr. Gomez: Oka, everyone. Please ask your parents to come to a meeting tomorrow night.

We’ll make plans for the study group.

Mei: Mr. Gomez, may I ask my grandmother to come, too?

Mr. Gomez: Of course, Mei.

Carmen: What else can we do to get ready for the exam?

Mr. Gomez: Well, you can study the vocabulary words and review the stories in our book. Try to read one story every day. Read, read, read.

Maria: Oh, no. I can’t.

Everyone: Yes, you can, Maria!

Lessons for Help for Maria

Analysis Task:

1. Read the text and complete the graphic organizer.

a. Title: _____

b. Author: _____

c. Genre: _____

d. Characters: _____

e. Setting (when): _____

f. Setting (where): _____

g. Problem: _____

h. Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)!

Grammar Task:

1. *Explanation:* We use may and might to talk about possibility in the future. The construction is "may/might + verb."
2. *Examples:* I might eat pizza for dinner, but I might make chicken instead. / We may go to the beach this summer, but we don't know if it will be safe.
3. *Text Search:* Re-read the text and underline sentences that use may or might.
4. *Practice:* This summer I _____, but I don't know. I may _____ instead. My sister says she _____. My brother says he _____.

Skills Task:

1. *Explanation:* Successful students SET GOALS and plan how to reach their goals.
2. *Examples:* My goal is to go to college. I need to get a 3.0+ GPA, find the right college and look for scholarship money. I will ask my counselor and teachers for help!

3. *Text Search:* Re-read the text. a.) What goal do the students have? b.) How will they reach their goal?

4. *Practice:* Write down one goal you have for the next year. It can be about school or sports or friendship or family or work.

Summary Task:

1. Write about your goal and three steps that you will take to reach your goal. You can do it!!!

For this next school year, my goal is

_____ . In order to reach my goal, I will, 1.) _____, 2.) _____ and 3.) _____.

Newcomer ESOL – Grandmother Chu

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will set goals and make plans for academic success.

Language Objectives: Students will have conversations with classmates.

Text of the Week: *Keys to Learning*, pp. 256-257 Unit 5, Chapter 15

Grandmother Chu

My name is Mei. I live with my father, two sisters, three brothers, and my grandmother. My grandmother is seventy-five years old. At night, she tells me stories about her life in China. She always tells me her stories in Chinese. Then she holds my chin and looks into my eyes. "Your eyes are my home," she says. I love my grandmother very much.

Yesterday I told my grandmother about the meeting at school. She looked sad and said, "I can't go. My English is so bad." I told her there is a teacher who speaks Chinese who will translate everything.

My grandmother's eyes lit up. "Okay. I will go to school with you!"

This evening, my grandmother and I went to the meeting at school. All my friends were there with their mothers or fathers.

My grandmother whispered in my ear, "Mei, I always wanted to go to school! Now I am here. School is such a lovely place."

"Oh, Grandmother, you never went to school."

"I had to work. I had to help my family."

"But you know how to read in Chinese. How did you learn?"

"Your mother taught me."

"My mother?"

Then Mr. Gomez started to talk. The interpreters spoke softly in Spanish, Chinese, and Vietnamese. I thought about how I wanted to do well on the exam. I thought about making my grandmother proud.

Mr. Gomez said, "Parents, we need your help. Your children will do well on the exam, but they may need extra time to study. Can you help?"

I looked at my grandmother. She was nodding her head. I raised my hand. I said, "My grandmother has something to say."

Mr. Gomez said, "Please go ahead, Mrs. Chu."

My grandmother spoke in Chinese and Mrs. Wong interpreted for her into English. She said, "Mei and her friends can study in my home. I will make cookies and good Chinese food for them. Please come to my home."

My grandmother was smiling. She said to me quietly, "Yes, I will have a study group for you and your friends."

Lessons for Grandmother Chu

Analysis Task:

1. Read the text and complete the graphic organizer.
 - a. Title: _____
 - b. Author: _____
 - c. Genre: _____
 - d. Characters: _____
 - e. Setting (when): _____
 - f. Setting (where): _____
 - g. Problem: _____

 - h. Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)!

Grammar Task:

1. *Explanation:* We use the future tense to talk about things that will happen. We can construct the future tense with: "will + base form of verb."
2. *Example:* We will work together for social justice by talking with our librarian. He will buy more books with African-American, Latinx and Afro-Latinx characters. I will read *The Poet X* by Elizabeth Acevedo!!!
3. *Text Search:* Look in the text, "Grandmother Chu" and underline the future tense.
4. *Practice:* When I go back to school, I will _____ and _____ with my friends. We will feel _____ to be at school again. Our teachers will _____. Soon, we will graduate.

Skills Task:

1. *Explanation:* Successful readers USE BACKGROUND KNOWLEDGE to understand. For example, if you are reading about transportation, you think about what you know about cars, buses, Lyft/Uber, and bicycles.
2. *Examples:* In the text, "Sometimes I Study With My Friends," I was thinking about how I always use What's App with my friend Sonia to study for chemistry.
3. *Text Search:* Re-read the text. Does this make you think about how you study?

Summary Task:

With parent permission, contact three friends and ask them to be your study partners for the summer or in the fall. Decide how you will study. Will you use google meets? Will you meet at the library every Tuesday?

Newcomer ESOL – The Study Group

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Standard: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will use an outline to plan for writing.

Language Objectives: Students will write a three-paragraph essay on their free-time activities.

Text of the Week: *Keys to Learning*, Unit 6, Chapter 16, pp. 268-269, “Sometimes I Study With My Friends”

The Study Group

Carlos: Hi, everyone! I'm sorry I'm late. Soccer practice went a little longer than it usually does.

Pablo: It's okay, Carlos. We just started.

Maria: What were you doing at soccer practice? Your wrist is still broken.

Carlos: I sometimes help the coach.

Pablo: You know, I really like having a study group.

Carlos: Me, too. And I especially like studying at Mei's house.

Mei: You do? Why?

Carlos: I like eating the snacks your grandmother makes for us.

Carmen: Typical Carlos. He's always thinking about food!

Maria: Listen...do you mind if we start studying? I'm really worried about the English test.

Carmen: Maria, stop worrying so much. You're going to get gray hair, like my grandmother!

Mei: Why are you so worried, Maria?

Maria: Oh, Mei, you know. I have such a hard time with English. Especially with reading.

Carmen: Studying helps, right? How often do you study? I study about three times a week.

Maria: Well... you're good in English, Carmen. I have to study every day! And it's still hard for me.

Carlos: Wait. Where's Sophie? Isn't she coming to the study group?

Mei: That's a good question.

Carmen: Sophie has dance class every afternoon. She told me she'll be here later.

Maria: I hope so. Or she'll miss the chance to study with us.

Carlos: That's right... and she'll miss the great snacks.

Lessons for The Study Group

Analysis Task:

1. Read the text and complete the graphic organizer.

a. Title: _____

b. Author: _____

c. Genre: _____

d. Characters: _____

e. Setting (when): _____

f. Setting (where): _____

g. Problem: _____

h. Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)

Grammar Task:

1. *Explanation:* Gerunds are words that look like progressive verbs because they end with -ing. However, gerunds are nouns. So tricky! Gerunds can be objects of verbs, as in the examples below.
2. *Examples:* I like cooking. / The students love studying. / We like listening to music.
3. *Text Search:* Re-read the text and underline the gerunds.
4. *Practice:* I like communicating with my friends. I like _____ (use)
What's app with my friend Monica back home. I like _____ (text)
with my soccer teammates. I like _____ (call) my boyfriend on the
weekend. There are so many ways to communicate.

Newcomer ESOL – At The Nurse’s Office

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will use a paragraph frame and the PREDICTION strategy to write a paragraph.

Language Objectives: Students will use modals “should” and “could” in order to give advice and suggestions in written and oral form.

Text of the Week: *Keys to Learning*, Unit 6 “It Was Too Easy,” Chapter 17 pp. 282-283.

At the Nurse’s Office

Maria: Mr. Gomez...I...

Mr. Gomez: Yes, Maria?

Maria: I feel terrible.

Mr. Gomez: You do? Okay, Maria. You should go see Ms. Cho. Carmen, please walk with Maria to the nurse’s office.

Carmen: Sure.

Sophie: Feel better, Maria.

Maria: Thanks.

Ms. Cho: Okay. Tell me how you feel.

Maria: I have a sore throat, a stomach ache and a bad headache.

Ms. Cho: Hmm... Tell me, Maria, how is Mr. Gomez’s class?

Maria: What? Oh...it’s very hard.

Ms. Cho: English is a hard class...Maria, you’re going to be fine.

Maria: Is that all?

Ms. Cho: You should get a lot of rest and drink plenty of water.

Maria: Shouldn’t I take some medicine?

Ms. Cho: Not today. But call a doctor tomorrow if you don’t feel better.

Maria: Shouldn’t I stay home for a couple of days?

Ms. Cho: You should go home today because you are sick. But you could come to school tomorrow if you feel better.

Lessons for At the Nurse's Office

Analysis Task:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem: _____

Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)

Grammar Task:

1. *Explanation:* We use "should" and "could" to make suggestions and give advice. Basically, you can use "could" or "should" to give advice to a friend. We do not use "should" with older people or our boss.
2. *Examples:* My friend has a fever. She should go home. / "Mom, you have a stomach ache. You could drink some tea."
3. *Text Search:* Re-read the text and underline all the examples of "should" and "could."
4. *Practice:*
 - a. My friend has a toothache. She

 - b. My cousin is nervous about getting the coronavirus. He should

Skills Task:

1. *Explanation:* Successful readers make predictions while they read. Sometimes the predictions are correct, but sometimes they are incorrect. That is OKAY!
2. *Examples:* Netsanet: I have a very bad headache. I want to go to the doctor.
Prediction: The doctor will tell Netsanet she needs to take medicine.
3. *Text Search:* Re-read the text. What predictions can you make as you read?

Summary Task:

Directions: Complete the paragraph with "should" or "could" and make predictions!

My cousin is not feeling well. Her husband is worried. She feels nauseous every morning. She gets a headache every afternoon. I told her, "Rosana, you _____ to the doctor." So Rosana made an appointment. The doctor made a prediction. She said, "Rosana, I think _____." Here is a test." The doctor was correct! Now Rosana and her family are very happy!

Newcomer ESOL – The Artist

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will compare best and worst experiences of their lives.

Language Objectives: Students will use irregular adjectives to compare their lived experiences.

Text: *Keys to Learning*, Unit 6, Chapter 17, pp. 290-291

The Artist

"I'm worried about Maria," said Samir to Carlos, Carmen and Sophie. "I think she's sick because she's worried about the test in Mr. Gomez's class tomorrow."

"Maybe we should go and see her," said Carmen. "We could talk to her about the test."

"Good idea," said Carlos "You go ahead to Maria's. I'll meet you there.

Carmen, Samir and Sophie went to see Maria.

Maria, we're worried about you. Are you okay?" asked Carmen.

"No, I'm sick. But I should be better the day after tomorrow," said Maria.

"The day after tomorrow? You can't miss the English test," said Carmen.

"Maria, are you worried about Mr. Gomez's test?

asked Sophie.

"Yes, I'm very worried about it," said Maria.

"my grandma says worry can make you sick," said Samir. "Maybe you're sick because you're worried about it."

"I don't know. I could be sick because of the test," said Maria.

"You shouldn't worry. I'm sure you'll do well on the test," said Carmen.

"Really? Why are you so sure?" asked Maria.

Lessons for The Artist

Analysis Task:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem: _____

Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)

Grammar Task:

1. *Explanation:* Adjectives are words used to describe nouns. There are irregular adjectives that we use to compare. Here are some examples: **good-better-best** AND **bad-worse-worst**
2. *Examples:* The best day of my life was the day my little sister was born. The worst day of my life was the day my grandmother died. / Today was a good day because I saw my friends at school. Tomorrow will be a better day because my friends and I will have a party.
3. *Text Search:* Re-read the text and underline the irregular comparative adjectives (good-better-best, bad-worse-worst)
4. *Practice:*
 - a. The best present I ever got is _____.
 - b. A good friend _____.
 - c. A best friend _____.

Skills Task:

1. *Explanation:* Successful readers and writers use the COGNATE RECOGNITION strategy. Cognates are words that are the same or similar in two or more languages. English, Spanish, Haitian Creole, Portuguese, French and German all have many cognates.
2. *Examples:* class-clase-Klase / democracy-democracia
3. *Text Search:* Re-read the text. Do you see any words in English that are the same or similar in another language? Underline those words.

Summary Task:

Directions: Write a paragraph to compare the best meal you ever ate and the worst meal you ever ate. Give details to describe what made the meals the best and the worst.

Newcomer ESOL – How Nature Works

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

WIDA ELP Standard 3: The Language of Science

Content Objectives: Students will analyze a scientific text for main details.

Language Objectives: Students will draw and label the life cycle of an animal of their choice.

Text: “How Nature Works: Ecosystems and Food Chains,” *Keys to Learning*, pp. 263-264.

How Nature Works: Ecosystems and Food Chains

An ecosystem is a community of living things that interact with each other and the environment they share. All living things including humans, plants and animals are part of an ecosystem. Non-living things such as sunlight, air, rocks and soil are also important parts of ecosystems.

Each part of an ecosystem depends on or affects another. For example, plants need air, water, soil, and sunlight to grow. Animals need air, water, and food such as plants or other animals to survive.

Kinds of Living Things

All living things have four characteristics. 1.) They grow and change. 2.) They reproduce. 3.) They need food to live. 4.) They die. Plants and animals are two kinds of living things. Fungi and bacteria are two other kinds of living things. Fungi include yeasts, mold and mushrooms. Bacteria are so small they can only be seen with a microscope, but they are all around us.

There are three kinds of living things: producers, consumers and decomposers. Plants are producers because they make food that other living things can eat. Animals are consumers, because they eat plants and/or other animals. Fungi, earthworms and bacteria are decomposers. When a living thing dies, decomposers break it down and mix it with soil. This provides the soil with nutrients for producers.

Food Chains

Plants, the animals that eat them and the animals that eat those animals are all part of a food chain. In a food chain, each living thing is linked to the other living thing. For example, a rabbit eats a leafy plant and a fox eats the rabbit.

Rabbits need plants to live. Foxes need smaller animals to live. Every part of the food chain is important in an ecosystem.

Lessons for How Nature Works

Analysis Task:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem: _____

Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)

Skills Task:

1. *Explanation:* Multi-lingual readers (like you!) use COGNATES when they read. COGNATES are words that are the same or similar in two or more languages.
2. *Examples:* community-communitate, plant-plantata
3. *Text Search:* Re-read the text and underline cognates.

Summary Task:

Draw and label an ecosystem. Include living and non-living elements of the ecosystem and at least one food chain. Label everything. Then, use the poster to teach a young person in your house.

Newcomer ESOL – Summer Plans

Standards:

L.1 CCR Anchor Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4 CCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate.

WIDA ELP Standard 1: Social and Instructional Language

Content Objectives: Students will analyze a text.

Language Objectives: Students will use the simple past tense to create a timeline.

Text: *Keys to Learning*, Unit 6, “Summer Plans,” p. 310

Summer Plans

Mr. Gomez was giving his students a party. They had all passed the final exam and now it was time to celebrate. They were talking about their summer plans.

“I’m going to help the soccer coach,” said Carlos. We’re going to teach soccer at a day camp for little kids.”

“Liliana and I are going to summer school for math,” laughed Carmen. “We both love math!”

Sophie had signed up for dance classes at the town recreation center. Samir was going to work at his uncle’s store and Mei had volunteered to work for a veterinary clinic. Bic was traveling with the school orchestra.

“I’m still looking for a job,” said Pablo. “But I also want to write more songs. What about you, Maria?”

“Babysitting,” said Maria, “and I’m also going to read every day. There are so many good books I want to read.”

“And we’ll all be back at Washington School at the end of the summer!” said Carmen with a smile. “We can share stories about our summer.”

“Um,” said Maria. “I wonder…”

“What is it, Maria?” asked Mei.

“Well,” said Maria, “I just wonder why our school is called Washington School. It’s so hard to spell!”

“Oh, Maria, that’s easy,” said Liliana. “Our school is named after George Washington, the first president of the United States. We’ll learn about him next year in history class.”

Lessons for Summer Plans

Analysis Task:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem: _____

Solution: _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)

Grammar Task:

1. *Explanation:* When we talk or write about events in the past, we can use the simple past tense, the past progressive or the present or past perfect.
2. *Examples:* Yesterday I ate pizza. While I was eating pizza, my sister called. She had locked her keys in the car and needed me to bring her other keys.
3. *Text Search:* Re-read the text and underline all the verbs in the past tense.

Skills Task:

1. *Explanation:* Successful readers are able to SEQUENCE events in a text and to write about these events in an orderly way. When we SEQUENCE, we put things in order.
2. *Examples:* Yesterday was a busy day. First, I cooked breakfast. Then, I took the bus to work. I worked for 7.5 hours in the tagging room in Macy's. I like my job. After work, my friend gave me a ride home. Then I played soccer with my cousins. After that, we made dinner. Finally, I showered and went to bed. It was a busy day!
3. *Practice:* Directions: What happened first, second, third, etc? Number the events. Re-read the text if you have to.

_____ The kids took the test.

_____ The kids started their summer vacation.

_____ The kids had a party in Mr. Gomez's room.

_____ The kids will study about George Washington.

Summary Task:

Make a timeline of the important events in the lives of the students at Washington School that you read about in Quarter 3.

Newcomer ESOL – Run Away Home

Standards:

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.

CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

WIDA ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Content Objectives: Students will analyze a fictional text for stated and inferred facts.

Language Objectives: Students will use sentence frames to write about characters' motivations.

Text: Excerpt from "Run Away Home"

Lessons

Analysis Task:

Read the text and complete the graphic organizer for the **first half of the text**.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)

Grammar Task:

1. *Explanation:* Adjectives describe nouns. We can use adjectives to describe people. We can use adjectives to describe people’s character traits, what they are like on the inside.
2. *Examples:* My friend is honest and friendly. The students are hard-working and intelligent.
3. *Text Search:* Re-read the text and underline adjectives used as character traits.
4. *Practice:* Think about people in your family. What are their character traits?
 - a. My _____ is _____ and _____.
 - b. My _____ is _____ and _____.
 - c. My _____ is _____ and _____.

Skills Task:

1. *Explanation:* FIND MOTIVATION means that the reader tries to understand characters and their motivation.
2. *Examples:* The mother in “Run Away Home” agrees with her daughter and helps take care of the boy, even though her husband doesn’t agree and helping the boy could put the family in danger. Why does she do that? I infer that the mother is caring, brave and compassionate.

Summary Task:

Think about the main characters in the story. Pick one character and write about their character traits and how the character traits motivate the characters.

One of the main characters in “Run Away Home” is _____. This character is _____ and _____. Because of these character traits, the character is motivated to do these things:

Newcomer ESOL – Run Away Home

Standards:

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.

CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

CCSS.ELA-Literacy.L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

WIDA ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Content Objectives: Students will analyze a fictional text for stated and inferred facts.

Language Objectives: Students will write a dialog.

Text: Excerpt from “Run Away Home”

Listen to/ Watch Runaway Home (<https://tinyurl.com/RunAwayHm>)

Lessons from Run Away Home

Analysis Task:

Listen to the text and complete the graphic organizer of the text.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Vocabulary Task:

1. Identify the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text. In your notebook, write sentences with these words.
3. Read the text with people in your house! (Translate for anyone who wants a translation.) You can also act out the story as a dialog.

Grammar Task:

1. *Explanation:* We use past tense verbs to describe actions in the past. We can use the simple past or the past continuous.
2. *Examples:* When I arrived in the United States, my grandmother helped me. She sewed me my clothes. / A new student came to our class yesterday and I showed her how to get to the cafeteria.
3. *Text Search:* Underline past tense verbs in the text. You can choose one page.
4. *Practice:* Write a paragraph about people who helped you when you first arrived in this country.

Skills Task:

1. *Explanation:* Good readers MAKE A CONNECTION to what they are reading.
2. *Examples:* If you are reading about a student who is nervous about an exam, you can think about how you feel when you take exams.
3. *Text Search:* Carefully re-read one or two paragraphs of the text. In the margin, put a star where you can make a personal connection between you and the text.
4. *Practice:* Write about that personal connection in your notebook.

Summary Task:

Based on the text, write a dialog between any of the characters, set 10 years in the future. In the dialog, have the characters write about what happened 10 years ago.

Newcomer ESOL – Zlata’s Diary

Standards:

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

WIDA ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Content Objectives: Students will create a personal strategies toolkit.

Language Objectives: Students will use sentence frames to create a toolkit.

Text: Listen *Zlata’s Diary* Keystone A pp 184-199 (<https://tinyurl.com/zlatasdiary1>)

Lessons for Zlata’s Diary

Analysis Task:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Vocabulary Task:

1. Highlight or circle the words you do not know.
2. Look these words up. Write the translation and/or definitions near the text
3. Read the text with people in your house! (Translate for anyone who wants a translation.)

Grammar Task:

1. *Explanation:* Modals are words we use with verbs to show possibility.
2. *Examples:* I can keep a diary when my life is difficult. / I could talk to a friend when I have questions.
3. *Text Search/Practice:* How does Zlata cope with her difficult situation?

Skills Task:

1. *Explanation:* Good readers and writers use POSITIVE SELF TALK. That means that we encourage ourselves as we read.
2. *Examples:* You can say to yourself, "I can read this story if I look at the pictures!" "We can write an essay if we use a graphic organizer." "I worked hard!"
3. *Text Search:* Does Zlata use POSITIVE SELF TALK? Find examples.
4. *Practice:* Write down a POSITIVE SELF TALK sentence.

Summary Task:

Create a poster of positive self talk sentences and strategies to help you with your reading, writing and other things in your life. Use modals such as "can" and "could"

Newcomer ESOL – Zlata’s Diary (Part 2)

Standards:

CCSS.ELA-Literacy.RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

WIDA ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Content Objectives: Students analyze a non-fiction narrative using the VISUALIZE strategy.

Language Objectives: Students complete a graphic novel of the strip

Text: Excerpt from *Zlata’s Diary*

Lessons from Zlata’s Diary (Part 2)

Analysis Task:

Listen to the text again. Review the graphic organizer you completed last week. Write a summary of the text using the details.

Vocabulary Task:

1. Look at the vocabulary from last your first viewing. Use each new word in a sentence.

Grammar Task:

1. *Explanation:* Writers use adjectives to describe people, places, animals and things. Many adjectives have synonyms and antonyms.
2. *Examples:* Zlata says that she got angry (=furious=mad) at the bombing. She was not happy or delighted about the war.
3. *Text Search:* Look for adjectives in the text and underline them.

Skills Task:

1. *Explanation:* Good readers use the VISUALIZE strategy. This means that as they read, they allow the words to create pictures or movies in their minds. This helps the reader understand the text.
2. *Examples:* Read this sentence: “I am happy because I earned a 95 on my test.” :) 95%
3. *Text Search/Practice:* Identify a sentence in the text. Draw a picture to go with the sentence.

Summary Task:

Draw a poster or a graphic novel to represent the text that you have read. You don’t have to be a great artist! You could ask a family member to help you. You can use symbols instead of pictures.