

# **Differentiated Instruction for ESL Learners**

With Student-Centered Projects



**Toolkit for ESL Teachers**

**SUE HUBBERT  
TARU NIEMINEN**

# **Differentiated Instruction for ESL Learners**

**With Student-Centered Projects**

**Supplementary activities for**

**Levels I – III**

**Sue Hubbert, M.A. and Taru Nieminen, M.A.T.**

Library of Congress Cataloging-in-Publication Data

Differentiated Instruction for world languages with student-centered projects. /Sue Hubbert and Taru Nieminen

ISBN 978-0-9889791-3-0

1. English language— Study and teaching.
2. English as a Second Language— Study and teaching.
3. Foreign language-- Study and teaching.
4. Differentiated instruction.
5. Curriculum.
6. Assessment and rubrics.

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Layout and design by Taru Nieminen and Kristiina Gray

ISBN 978-0-9889791-3-0

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Our toolkit includes engaging, supplementary activities to foster critical thinking, creativity, responsibility, and independence in an ESL classroom.

- Teaching tips included with each section!
  - Aligned to ACTFL Foreign Language and TESOL's PreK–12 English Language Proficiency Standards– each activity coded for easy transition into your lesson plans!
- An assessment rubric is provided with each activity sheet–grading is a snap!
- Each unit contains supplementary projects to create and nurture an exciting learning environment for your ESL learners!

We hope you and your students enjoy these lessons as much as we do!

Sincerely,

Sue Hubbert and Taru Nieminen

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# Introduction

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## ❖ The Why and the How

### Why?

- ❖ We need to produce leaders who are creative, critical, and independent thinkers
- ❖ Latest research reveals the effectiveness of Student-Centered teaching and Project-Based learning
- ❖ Differentiated Instruction allows each student to achieve his/her level of development and success
- ❖ Projects allow students to work at their own levels
- ❖ Ready-made assessments with rubrics support Common-Core Standards
- ❖ Student assignments are required to meet cross-curricular standards

### This Book:

- ❖ Aligns to ACTFL Foreign Language and TESOL's PreK–12 English Language Proficiency Standards
- ❖ Fits into the Project-Based Learning format
- ❖ Challenges the unique learning styles of each student
- ❖ Encourages more mature language acquisition
- ❖ Offers many projects with cross-curricular standards
- ❖ Provides the learner with Student-Centered and Student-Generated projects

### How?

- ❖ Teachers give the students the suggestion of an *idea* which sparks critical and innovative thinking instead of word-for-word instruction
- ❖ The students' determination of *how* to use the information is crucial to the creation of the leaders and innovators of the next generation
- ❖ The projects keep all work student centered and student generated
- ❖ Students are empowered when given the reins to direct their own learning
- ❖ Teachers can easily recognize the connection between the activity and the Proficiency Standard it supports

### This Book:

- ❖ Facilitates the inclusion of standards into the teachers' lesson plans
- ❖ Provides teacher tips for activities which spark critical and innovative thinking
- ❖ Generates independent thinkers
- ❖ Allows students to make integral decisions to achieve project success
- ❖ Builds on the general principles of Second Language Acquisition and independent study
- ❖ Provides different language situations through realistic interactions

## ❖ Teacher Tips for Successful Projects

- ❖ Have students use English as much as possible to complete projects.
- ❖ Although not included in each assessment, it is expected that students use correct grammar and spelling for all projects.
- ❖ To effectively use English, most projects have a requirement for a presentation element to class or teacher. Adjustments may be necessary to achieve the desired student outcome.
- ❖ If you have time constraints to showcase student projects, split students into groups and have each student within a group present his/her project. This enables you to go around the room to listen, watch, and assess.
- ❖ Displaying and presenting projects gives students a sense of accomplishment and pride.
- ❖ When students complete “Your Choice” projects, it is their responsibility to write down assessment requirements for your approval. Students should write these in the rubric square provided. It may be necessary for you to give additional help when students are writing assessment requirements.
- ❖ Unless otherwise noted, students are expected to use color in all the projects. There are only a few exceptions. Research has proven that COLOR stimulates and inspires creativity! 😊
- ❖ In the projects, students should be as close to scale as possible, should use appropriate size within the project, i.e. all elements must correspond in size and distance.
- ❖ Because of the creative nature of the projects, please ensure that students understand the *required* elements of the projects.
- ❖ Since every teacher, classroom, and group of students are unique, please feel free to add or remove any elements of the assessments to adapt to your particular situation.
- ❖ **Menus:**
  - **Tic-tac-toe:** Students choose 3 in a row; diagonal, across or down.
  - **Nine-Square Menu:** Students choose two to complete.
  - **Columns:** Students complete one from Column I and one more from Columns II or III.
  - **Score 100:** Instructions are on the project sheet.
  - **List menu:** Instructions are on the project sheet.
- ❖ **Teacher’s Choice Projects:**
  - Excellent group projects.
  - Teacher chooses groups.
  - Teacher assigns project(s) for each group.
  - Teacher gives groups a time limit on presentation.
  - Group presents its project together; all members must be part of presentation.
  - Projects make great displays for the classroom.
  - **OPTIONAL:** Have each group come up with 2-3 questions about their topic which the teacher then transfers onto a worksheet for students to complete as a quiz.
  - **TECHNOLOGY IS FABULOUS:** Teachers have students email the questions to them which the teachers then proofread, copy, and paste to a document: quiz created. 😊
- ❖ **Easy Grading for Score 100 menu:**

This menu requires students to select one or more projects which add up to 100. To keep the assessment simple, the rubrics use the same point value (25) as all others. To calculate final grade for each student, determine the percentage of points earned.

**EXAMPLE 1:** Student A has chosen the 20, 30, and 50 *Score 100*-projects from the menu. Student A has received 60 out of 75 on the assessment rubrics. To determine overall percentage, divide 60 by 75. The student has earned an 80% for a grade.

**EXAMPLE 2:** Student B has chosen the 20 and 80 *Score 100*-projects and has received a total of 45 out of 50 on the assessment rubrics. Divide 45 by 50; student has earned a 90% for a grade.

**How to define *creativity* as an assessment?** In some projects, we have included “Creativity counts” as an assessment piece. Below are the dictionary definitions for the words *creative*, *original*, and *imagination*.

- *Creative*: 1. Characterized by originality; 2. Imaginative.
- *Original*: 1. Initial, first; 2. Fresh and unusual, new; 3. Creative, inventive.
- *Imagination*: 1. The process or power of forming a mental image of something not real or present; 2. Creativity, inventiveness; 3. Resourcefulness.

❖ **Take something that is known, and give it a fresh approach, as in the following examples:**

- A kite is designed to hang in the room. One girl’s kite is a tuxedo. A boy’s kite is shaped like a basketball.
- A game is created with a painted pizza box as a game board and container “all in one.”
- A PowerPoint is designed with a fresh approach to share the information. E.g. music, animation, or graphics are innovatively added.
- A song is composed with original lyrics and score.

❖ **Challenges**

- Use as additional individual projects or as extra credit projects.

❖ **We recommend you have the following items on hand in order to complete most of the projects:**

- Poster board, glue, glue gun, tape, markers, colored pencils, white copy paper, 9 x 12 in. and 12 x 18 in. construction paper, scissors, old magazines of all kinds, magazines in English, yarn, string, paper fasteners/brads, paper punch, rulers.
- Shopping list of items provided in the *Reference Pages and Templates* section.



❖ **How to bind books:**

- Staple the sheets of paper down the middle of the book with an oversized book stapler.
- Paper-punch holes (min. 2 required) in the side of the book and lace them together.
- Paper-punch and use individual rings, bag ties, wire, etc. to tie the book together.
- Fold and staple along the spine (min. 2 staples).
- Sew along spine with sewing machine or use yarn.
- Use brass fasteners to keep book together.
- Make sure that sharp ends of staples are covered with tape or glue.

❖ **How to make flipbooks:**

Here are a few websites we found:

- <http://www.readwritethink.org/files/resources/interactives/flipbook/> (You are able to type the titles, draw, type text onto the pages, and print the book!)
- <http://pinterest.com/sjww/teacher-made-books/> (Many types of different books to make.)
- YouTube videos: <https://www.youtube.com/watch?v=4N0X3DkXNtM> and <https://www.youtube.com/watch?v=S824yY9ZeqM>.

❖ **Check out our website for some examples of completed student projects:**

<http://wltoolkit.com/student-work/>

## ❖ Student Instructions for Successful Projects

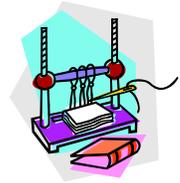
- ❖ The purpose is to connect you with the English language.
- ❖ Use English to complete projects.
- ❖ Although not included in each assessment, it is required that you use correct grammar and spelling for all projects.
- ❖ Remember that your teacher is an important resource when writing the necessary project requirements for “Your Choice”. (Hint: Write the items first on a separate sheet, so your teacher can make changes and then write the items on the rubric sheet.)
- ❖ Remember to keep a copy of the rubric so the teacher can use it to grade your project(s).
- ❖ The abbreviation *min.* means *minimum*: the smallest amount or size that is necessary for the project.
- ❖ The abbreviation *max.* means *maximum*: the largest amount or size that is necessary for the project.
- ❖ All illustrations should be in color. To do this, use markers, colored pencils, paints, magazine pictures, photos, pictures from the internet, and/or clipart.
- ❖ Since every teacher, classroom, and student is unique, please understand that your teacher may change any item of the assessment rubric.
- ❖ Keep a journal to write down ideas for future projects.
- ❖ **Here are some things you can start to collect for future projects:**

- Shoeboxes and other boxes that are the correct size for dioramas
- Poster board, large pieces of cardboard
- Scrapbook materials
- Old magazines



### ❖ How to bind books:

- Staple the sheets of paper down the middle of the book with an oversized book stapler.
- Paper-punch holes (min. 2 required) in the side of the book and tie them together.
- Paper-punch and use individual rings, bag ties, wire, etc. to tie the book together.
- Fold and staple along the spine (min. 2 staples).
- Sew along spine with a sewing machine or use yarn.
- Use brass fasteners to keep the book together.
- Make sure that sharp ends of staples are covered with tape or glue.



### ❖ Interesting Facts about Language

- Korean is the only language which has a known origin.
- Chinese, Japanese, and Finnish are the three hardest languages to learn in the world. They compete for first place amongst each other in most polls taken.
- English: What other words besides "hungry" and "angry" end in "-gry?" There aren't any!
- The United Nations uses six official languages to conduct business: English, French, Spanish, Chinese, Russian and Arabic.<sup>1</sup>
- It's estimated that up to 7,000 different languages are spoken around the world.<sup>2</sup>
- Eskimos have hundreds of words for "ice" but none for "hello."<sup>3</sup>
- In nearly every language around the world, the word for "mother" begins with an *m* sound. Some exceptions can be found in the Uralic language group (e.g. äiti in Finnish.)<sup>4</sup>

<sup>1</sup> <http://www.bbc.co.uk/languages/guide/languages.shtml>

<sup>2</sup> <http://www.bbc.co.uk/languages/guide/languages.shtml>

<sup>3</sup> <http://www.rcasteel.com/StrangeThings/language.aspx>

<sup>4</sup> <http://www.allfunandgames.ca/facts/languages.shtml>

## ❖ Definitions

- Acrostic: A poem or series of lines in which certain letters, such as the first in a line or verse, form a name, motto, or message when read in order. Examples:

<b>L</b> anguage study	<b>C</b> aring
<b>E</b> ntertains	<b>O</b> ver-the-top
<b>A</b> ll who	<b>R</b> ambunctious
<b>R</b> espond	<b>A</b> gile
<b>N</b> icely	

- Approve: To accept, permit, or agree
- Assessment rubric: A scoring scale used to evaluate student performance for a task-specific set of criteria
- Bibliography: A list of the works of an author or of sources of information in print or online on a specific subject
- Brochure: A pamphlet or a booklet that is often used for advertisement or information
- Format: The number and size of spaces in a record or graph, or the spacing and punctuation of information in a written report or graph
- Decorate: To improve and enhance the appearance of your project with color and design
- Diorama: A three-dimensional miniature scene with painted, molded figures and background
- Flipbook: A set of sheets of paper, hinged so that they can be flipped over to show information or illustrations in sequence
- Illustrate: To explain or decorate a text with pictures, photographs, or diagrams
- Mobile: A hanging sculpture consisting of parts that move
- Scrapbook: A book with blank pages for mounting pictures and other mementoes
- Skit: A short, usually comical, theatrical play/drama

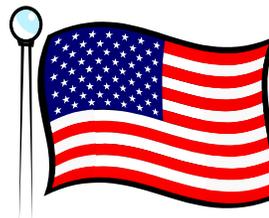
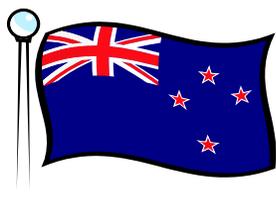
## ❖ Abbreviations

- E.g. = For example
- I.e. (i.e.) = In other words
- Etc. = et cetera = and so on
- Min. = Minimum  
The abbreviation *min.* means *minimum*: the smallest amount or size that is necessary for the project.
- Max. = Maximum  
The abbreviation *max.* means *maximum*: the largest amount or size that is necessary for the project.

## ❖ English-speaking countries

We consider the following countries to be English speaking countries. All of them are suitable for use with the projects and activities in our book.

- Australia\*
- Canada
- Ireland
- New Zealand
- England\*
- United States of America



\*Official names for Australia and England:

Australia = Commonwealth of Australia

England = The United Kingdom of Great Britain and Northern Ireland

## Measurement Equivalent Table

<b>Item</b>	<b>Inches</b>	<b>Centimeters</b>
<b>Standard poster</b>	<b>27 x 41</b>	<b>~ 68 x 104</b>
<b>Shoebox</b>	<b>Approx. 5 W x 4 H x 16 L</b>	<b>~ 13 W x 10 H x 40 L</b>
<b>Letter size paper</b>	<b>8.5 x 11</b>	<b>A 4 = 21 x 29.7</b>
<b>3 x 5 in. index cards</b>	<b>3 x 5</b>	<b>~ 8 x 13</b>
<b>4 x 6 in. index card</b>	<b>4 x 6</b>	<b>~ 10 x 15</b>
<b>Construction paper</b>	<b>9 x 12 / 12 x 18</b>	<b>~23 x 30 / 30 x 45</b>
<b>Half-sheet</b>	<b>5.5 x 8.5</b>	<b>~14 x 20</b>
<b>Timeline</b>	<b>3 ft. long, 1 ft. high</b>	<b>~90 x 30</b>

Great site for converting measurement of all kinds!

❖ <http://www.worldwidemetric.com/measurements.html>

## ❖ National Standards for Foreign Language Learning (U.S.)

Each project has been tagged with one of the national standards; however, many of the projects meet more than one national standard when completed by the student. Many projects also meet various cross-curricular standards.

- ❖ **STANDARDS FOR FOREIGN LANGUAGE LEARNING** can be found on the American Council on the Teaching of Foreign Languages website: <http://www.actfl.org/> and further in their publication: National Standards for Foreign Language Education.

## ❖ TESOL PreK-12 English Language Proficiency Standards

Each project has also been tagged with one of the TESOL standards; however, some of the projects meet more than one TESOL standard when completed by the student. Many projects also meet various cross-curricular standards. One of the four language domains (listening, speaking, reading, and writing) has been included with each standard.

- ❖ **PROFICIENCY STANDARDS FOR TESOL** can be found on the Teachers of English to Speakers of Other Languages website: <http://tesol.org> and further in their publication: TESOL PreK-12 English Language Proficiency Standards.

<b>Language Domains:</b>			
Listening = L	Speaking = S	Reading = R	Writing = W

## ❖ ASSESSMENT

**Based on the National Foreign Language Learning and TESOL Standards**

- The “Teacher Tips” pages for each section or unit contain the National Foreign Language Learning and TESOL Standard for each of the student projects. (TESOL standard with language domain(s) is **BOLDED**)
- The format of the National Foreign Language Learning and TESOL Standards diagram corresponds to the assessment rubric format for each project sheet. Example below.

### Alphabet Assessment Rubric

*Write an Acrostic Poem ___/5	*Make Flashcards ___/5	*Create Word Search ___/5
*Lead a Spelling Bee ___/5	*Your Choice! ___/5	*Design a Game ___/5
*Write an Alphabet Book ___/5	*Draw an Alphabet People Poster ___/5	*Compose a Song or a Rap ___/5

### Corresponding ACTFL and TESOL Standards

<b>Alphabet</b>		
<b>1.2 – 2L</b>	<b>1.2 – 2L</b>	<b>1.2 – 2W</b>
<b>1.2 – 2R</b>		<b>1.3 – 2R</b>
<b>1.3 – 2R</b>	<b>3.1 – 2R</b> <b>+Art</b>	<b>1.3 – 2R</b>

# Unit 1: Getting Started

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## A

❖ <b>Teacher Tips Page for Section A</b> .....	10
❖ Alphabet.....	11
❖ Names and Nametags.....	13
❖ Numbers and Money.....	15
❖ Expressing Time.....	17

## B

❖ <b>Teacher Tips Page for Section B</b> .....	19
❖ Dates, Days of the Week, and Months.....	20
❖ Seasons and Weather.....	22
❖ Greetings, Responses, and Introductions.....	24
❖ Colors and Clothing.....	26

## C

❖ <b>Teacher Tips Page for Section C</b> .....	28
❖ Classroom Objects.....	29
❖ School Subjects, Teachers, and Times.....	31
❖ Family Nouns.....	33

# Teacher Tips Page for Section A

## Standards

Alphabet			Names and Nametags		
1.2 – 2W	1.2 – 2W	1.2 – 2W	All projects		
1.2 – 2S		1.3 – 2W			
1.3 – 2W	3.1 – 2W <b>+Art</b>	1.3 – 2SW	3.2 – 1SW		
➤ Challenge: 1.1– 2S					
Numbers and Money			Time		
2.2 – 3W	1.3 – 3W	1.3 – 3W	1.1 – 1W	1.3 – 1W	4.2 – 1W
3.1 – 2S		3.1 – 2W <b>+Math</b>	1.3 – 1W		4.1 – 2W <b>+Tech</b>
1.3 – 2SW	4.1 – 2W	1.3 – 2W	1.2 – 2W	1.3 – 2W	2.1 – 2W
			➤ Challenge: 1.1 – 2S		

### ❖ Preview Material

- For videotaped or recorded products, it is always wise to preview the video or recording prior to class presentation.

### ❖ Alphabet

- Example for an Alphabet Acrostic in English:

Affirming  
 Literate  
 Practical  
 Hip and happening  
 Accurate  
 Beautiful  
 Entertaining  
 Terrific

### ❖ Numbers and Money

- For easy conversion tables and a universal currency converter, use <http://www.xe.com/>.

### ❖ Time

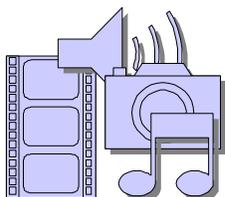
- Make copies of Facebook Page template on page 112-113.

# The Alphabet

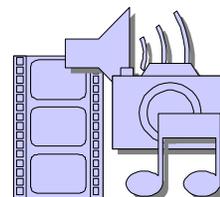
Select "Three-in-a-Row" to complete the tic-tac-toe.

<p><u>Write an Acrostic Poem</u></p> <p>Write an acrostic poem for the word <i>alphabet</i> in English using vocabulary words.</p>	<p><u>Make Flashcards</u></p> <p>Draw a picture of each letter of the English alphabet. May be completed with a partner.</p> 	<p><u>Make a Word Search</u></p> <p>Make a word search with every letter of the alphabet in English.</p>
<p><u>Lead a Spelling Bee</u></p> <p>Use vocabulary words or student names in English to lead a spelling bee for your classmates.</p> 	<p><u>Your Choice!</u></p> 	<p><u>Make a Game</u></p> <p>Design a game using the alphabet in English.</p> 
<p><u>Write an Alphabet Book</u></p> <p>Write and illustrate an alphabet book in English.</p>	<p><u>Make an Alphabet People Poster</u></p> <p>Draw the "Alphabet People" and use vocabulary words.</p> 	<p><u>Write and Sing a Song or a Rap</u></p> <p>Write and sing an original song or rap using the alphabet.</p>

➤ **Challenge:** Shoot a Video of yourself teaching and/or learning the alphabet in English.



Shoot a Video	
* Must include all letters of the English alphabet	___ / 5
* Clear pronunciation and good volume	___ / 5
* Use a min. of 5 visuals or props	___ / 5
* Give a tape to the teacher to watch before the performance	___ / 5
* Perform live or play video for the class	___ / 5
<b>Total points</b>	<b>___ / 25</b>



# Alphabet Assessment Rubric

Write an Acrostic Poem	Make Flashcards	Make a Word Search
* Min. 8.5 x 11 in. paper _____/5	* Max. 4 x 6 in. index card _____/5	* Min. 8.5 x 11 in. paper _____/5
* Each word or phrase must begin with one of the letters of the word <i>alphabet</i> _____/5	* Must have an item which begins with the same letter that is on the card _____/5	* Must have a min. of 20 vocabulary words _____/5
* Typed or neatly written with the word <i>alphabet</i> printed from top to bottom on the left side of the paper _____/5	* Write the name of each item on the other side of the card; use correct spelling _____/5	* Each word must start with a different letter of the alphabet _____/5
* Use color _____/5	* Cards must be in a container or bag _____/5	* Include answer key and puzzle _____/5
* Illustrate your poem _____/5	* Present to class _____/5	* Neatly written or typed _____/5
<b>Total points</b> _____/25	<b>Total points</b> _____/25	<b>Total Points</b> _____/25
Lead a Spelling Bee	_____!	Make a Game
* Use a min. of 20 words or names _____/5	_____/5	* Must include 20 questions or activity cards _____/5
* Write each word or name on a half-sheet of paper _____/5	_____/5	* Give your game a name _____/5
* Print words neatly _____/5	_____/5	* Write a set of rules _____/5
* Make a certificate for the winner(s) _____/5	_____/5	* Make a written plan for choosing teams and the playing order _____/5
* Lead the spelling bee _____/5	_____/5	* Play the game with the class _____/5
<b>Total points</b> _____/25	<b>Total points</b> _____/25	<b>Total points</b> _____/25
Write an Alphabet Book	Make an Alphabet People Poster	Write and Sing a Song or Rap
* Min. 5.5 x 8.5 in. bound book _____/5	* Standard poster size _____/5	* Sing live or play video _____/5
* Illustrate the front and the back covers _____/5	* Draw each letter with different alphabet people _____/5	* Include each letter of the English alphabet _____/5
* Include every letter of the alphabet _____/5	* Must use vocabulary words _____/5	* Must have melody _____/5
* Illustrate in color _____/5	* Must be in color _____/5	* Must be sung in alphabetical order _____/5
* Write your English name on the front cover _____/5	* Write your English name on the back of the poster _____/5	* Give taped or written copy of words to teacher to read before singing _____/5
<b>Total points</b> _____/25	<b>Total points</b> _____/25	<b>Total points</b> _____/25

Show your project choices to your teacher by: \_\_\_\_\_

All of your projects are due on: \_\_\_\_\_

# The General Heritage and Customs of \_\_\_\_\_.

Complete one from Column I and one more from Columns II or III.

Column I	Column II	Column III
<p><u>Create a Menu and Write a Recipe Card</u></p> <p>Make a menu for at least five items and write a detailed recipe card for one dish.</p> 	<p><u>Describe Family Life in an English speaking country</u></p> <p>Research the structure and culture of a typical family in a target country. Answer questions such as: Who makes the rules? Is it the parents or grandparents? Describe five facts in your speech.</p>	<p><u>Write a News Report about the Facts and Figures</u></p> <p>Write a news report about the facts and figures of an English speaking country. Include flag, currency, economy, geography, climate, and government.</p> 
<p><u>Write about the Education, Language(s), and Religion(s)</u></p> <p>Write about the educational system, languages, and the religions practiced in an English speaking country. Use complete sentences.</p>	<p><u>Create a PowerPoint of the Major Historical Events</u></p> <p>Make a PowerPoint of the major historical events of an English speaking country.</p> 	<p><u>Create a PowerPoint on Visual and Performing Arts</u></p> <p>Make a PowerPoint displaying important visual and performing arts or artists in an English speaking country.</p>
<p><u>Create a PowerPoint about Clothing</u></p> <p>Make a PowerPoint about the traditional and present-day clothing of an English speaking country.</p>	<p><u>Draw a Mural of Jobs and Hobbies</u></p> <p>Draw or paint a mural with at least 10 different jobs and hobbies of an English speaking country.</p>	<p><u>Create a Collage of Customs and Traditions for Different Holidays</u></p> <p>Make a collage of the customs and traditions for different holidays in an English speaking country.</p>



# Unit 3: Home and Abroad

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- ❖ **Teacher Tips Page for Unit 3** ..... 55
- ❖ House and Home..... 56
- ❖ Neighborhood and Directions..... 55
- ❖ City and Transportation ..... 60

# Teacher Tips Page for Unit 3

## Standards

<p><b>House and Home</b></p> <table border="1"> <tr> <td>1.1 – 2W</td> <td>3.2 – 1W <b>+Art</b></td> <td>1.3 – 2RW</td> </tr> <tr> <td>2.2 – 2W</td> <td></td> <td>3.1 – 2W <b>+Art</b></td> </tr> <tr> <td>1.3 – 2SW</td> <td>3.2 – 1W</td> <td>1.3 – 2LSW</td> </tr> </table>	1.1 – 2W	3.2 – 1W <b>+Art</b>	1.3 – 2RW	2.2 – 2W		3.1 – 2W <b>+Art</b>	1.3 – 2SW	3.2 – 1W	1.3 – 2LSW	<p><b>House and Home</b> Conversations with Family</p> <table border="1"> <tr> <td colspan="3" style="text-align: center;">All dialogues</td> </tr> <tr> <td>1.1 – 2LRW</td> <td>1.2</td> <td>1.3</td> </tr> </table>	All dialogues			1.1 – 2LRW	1.2	1.3			
1.1 – 2W	3.2 – 1W <b>+Art</b>	1.3 – 2RW																	
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All dialogues																			
1.1 – 2LRW	1.2	1.3																	
<p><b>Neighborhood and Directions</b></p> <table border="1"> <tr> <td>4.1 – 5W</td> <td>1.3 – 1LSW</td> <td>1.3 – 1LSW</td> </tr> <tr> <td>1.3 – 1W</td> <td></td> <td>1.3 – 5W</td> </tr> <tr> <td>1.3 – 5LS <b>+Math</b></td> <td>3.1 – 5W <b>+S.S.</b></td> <td>1.1 – 1LSW</td> </tr> </table> <p>➤</p>	4.1 – 5W	1.3 – 1LSW	1.3 – 1LSW	1.3 – 1W		1.3 – 5W	1.3 – 5LS <b>+Math</b>	3.1 – 5W <b>+S.S.</b>	1.1 – 1LSW	<p><b>City and Transportation</b></p> <table border="1"> <tr> <td>2.2 – 1, 5</td> <td>1.3 – 5W</td> <td>4.2 – 5W</td> </tr> <tr> <td>1.3 – 2W</td> <td></td> <td>4.2 – 5LS <b>+Tech</b></td> </tr> <tr> <td>1.3 – 5W</td> <td>4.1 – 5LS</td> <td>1.3 – 5W</td> </tr> </table>	2.2 – 1, 5	1.3 – 5W	4.2 – 5W	1.3 – 2W		4.2 – 5LS <b>+Tech</b>	1.3 – 5W	4.1 – 5LS	1.3 – 5W
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1.3 – 5W	4.1 – 5LS	1.3 – 5W																	

❖ **Preview Material**

- For videotaped or recorded products, it is always wise to preview the video or recording prior to class presentation.

❖ **House and Home**

- Use rubric on page 25 to assess dialogues, if needed.

❖ **Neighborhood and Directions: Amazing Race Scavenger Hunt**

- This activity can be a group activity; the students make up the directions and create the “treasure” to be found. It can also be played in an “orienteering” fashion; the students get a stamp on their “passports” as they find the correct location through the directions given.

❖ **City and Transportation**

- **Challenge:** Create a Map Game of the capital city, a target country, or a section/region of a target country. Include destination places for tourists to visit and directions on how to get to the destinations. **Challenge:** 3.1/S.S. – 5W

<b>Create a Map Game</b>	
* Min. 12 x 18 in. in size	___/5
* Include a min. of 5 destinations	___/5
* Include vocabulary expressions for directions on game activity cards	___/5
* Must be in English	___/5
* State the importance of the destination on game board spaces	___/5
<b>Total points</b>	<b>___/ 25</b>

# House and Home

Select two projects to complete.

<p><u>Describe Your Room</u></p> <p>Describe your room in detail using target vocabulary.</p>	<p><u>Be an Architect</u></p> <p>Draw a typical house in an English speaking country.</p> 	<p><u>Make a Matching Activity Worksheet</u></p> <p>Create a matching activity using appliances and tableware vocabulary.</p>
<p><u>Make a List</u></p> <p>Create a list of objects using the category: <i>Outdoor Items and Objects</i>. (E.g. garage, mower, fence, garden, trees, etc.)</p>	<p><u>Your Choice!</u></p> 	<p><u>Build a Diorama</u></p> <p>Build a diorama of your “dream room” using target vocabulary.</p>
<p><u>Draw a Floor Plan</u></p> <p>Draw a floor plan of your bedroom or another room in your house and label it using target vocabulary.</p>	<p><u>Write a Journal</u></p> <p>Write about daily chores you might need to do while living with a target country family.</p> 	<p><u>Describe and Draw</u></p> <p>Describe furniture in your “dream house.” Then have someone else draw it as you describe it aloud. This is a partner activity; both students must complete all requirements.</p>

**Students create a dialogue or have a conversation about the following topics:**

- ❖ May I borrow the car?
- ❖ May I have money for new shoes or jeans, movie or a phone?
- ❖ What do you want for your birthday, Christmas, or graduation?
- ❖ What do you talk about at the dinner table?
- ❖ Ask a grandparent about his or her childhood, job, or favorite things.



**Required Content for each dialogue:**

- ❖ Correct Grammar
- ❖ Correct Sentence Structure
- ❖ Correct Pronunciation
- ❖ Correct Vocabulary Used



# Adjectives

Choose two projects to complete.



## Find Adjectives

Find an adjective for each letter or character of the alphabet in English.

## Illustrate Adjectives

Illustrate a min. of 10 adjectives and write a descriptive sentence for each.



## Design an Award

Make an award for your best friend. Describe the award in detail with a min. of 10 adjectives using English.



## Describe a Character

Describe a character from a book you are reading. Share your written description with the class.



## Find New Adjectives

Use the dictionary to find 10 new adjectives and use them in sentences.



## Create a Children's Book

Write and illustrate a children's book of adjectives; include colors.



## Complete a Venn Diagram

Compare two items or people, e.g. cats/dogs, you/your brother, two friends, etc. Use English.



## Describe a Teacher or a Friend

Describe your favorite teacher or best friend to the class. Use complete sentences in English.



## Your Choice!





# Adjectives Assessment Rubric



Find Adjectives	Illustrate Adjectives	Design an Award
* Use 8.5 x 11 in. paper _____/5	* Use 8.5 x 11 in. paper _____/5	* Drawing or 3-D object _____/5
* Illustrate a min. of 10 adjectives _____/5	* Use English _____/5	* 8.5 x 11 in. drawing, min. of 10 in. tall for 3-D _____/5
* List in alphabetical order _____/5	* Illustrate a min. of 10 adjectives _____/5	* Describe award with a min. of 10 adjectives _____/5
* Neatly written or computer generated _____/5	* Use correct form of adjective in the sentence _____/5	* Use adjectives correctly _____/5
* Use correct spelling _____/5	* Must be in color _____/5	* Read description aloud to the class _____/5
<b>Total points</b> _____/ 25	<b>Total points</b> _____/ 25	<b>Total Points</b> _____/ 25
Describe a Character	Find New Adjectives	Create a Children's Book
* Include a min. of 10 adjectives in the description _____/5	* Min. 8.5 x 11 in. paper _____/5	* Min. 5.5 x 8.5 in., bound book _____/5
* Include photo or illustration of character _____/5	* Include 10 new adjectives _____/5	* Illustrate 10 pages in color _____/5
* Include title of book and author in the description _____/5	* Illustrate 5 in color _____/5	* Use a min. of 10 adjectives _____/5
* Neatly written or typed with correct grammar & spelling _____/5	* Neatly written or computer generated in English _____/5	* Neatly written or computer generated with correct grammar and spelling _____/5
* Share with the class _____/5	* Use correct sentence structure and spelling _____/5	* Include student name on the title page _____/5
<b>Total points</b> _____/ 25	<b>Total points</b> _____/ 25	<b>Total points</b> _____/ 25
Complete a Venn Diagram	Describe a Teacher or a Friend	_____!
* 8.5 x 11 in. paper _____/5	* Min. 1 minute long _____/5	_____/5
* Use two sets of comparisons _____/5	* Give script for teacher to read before the speech _____/5	_____/5
* Include a min. of 15 adjectives _____/5	* Create the award or trophy in 3-D _____/5	_____/5
* Use color and creative designs in the diagram _____/5	* Deliver speech with good volume and excitement _____/5	_____/5
* Title your Venn and label the sections _____/5	* Great presentation (practice is evident) _____/5	_____/5
<b>Total points</b> _____/ 25	<b>Total points</b> _____/ 25	<b>Total points</b> _____/ 25

Show your project choices to your teacher by: \_\_\_\_\_

All of your projects are due on: \_\_\_\_\_

## More Verb Activities

- ❖ Make flashcards of verb vocabulary.
- ❖ Make a flipbook using verb vocabulary.
- ❖ Draw a cartoon/comic using verbs vocabulary.
- ❖ Create a word search with target vocabulary.
- ❖ Create a children's book of verbs.
- ❖ Write simple sentences about professions using action verbs.
- ❖ Make a scrapbook of 15 verbs using different tenses.
- ❖ Make a game of commands using verb vocabulary.
- ❖ Survey classmates about their weekend activities; translate their answers into English or use English throughout survey.
- ❖ Create a crossword puzzle where the solution word is a verb.
- ❖ Choose a famous person to role play from the target country. Describe 10 activities you can/would do if you were that person.

