Differentiated Instruction for ESL Learners
With Student-Centered Projects

Toolkit for ESL Teachers

SUE HUBBERT
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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.
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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# Differentiated Instruction for ESL Learners

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Introduction

❖ 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/](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!)
  - YouTube videos: [https://www.youtube.com/watch?v=4N0X3DkXNtM](https://www.youtube.com/watch?v=4N0X3DkXNtM) and [https://www.youtube.com/watch?v=S824yY9ZegM](https://www.youtube.com/watch?v=S824yY9ZegM).

- **Check out our website for some examples of completed student projects:** [http://wltoolkit.com/student-work/](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.\(^1\)
- It’s estimated that up to 7,000 different languages are spoken around the world.\(^2\)
- Eskimoes have hundreds of words for “ice” but none for “hello.”\(^3\)
- 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).\(^4\)

\(^1\) http://www.bbc.co.uk/languages/guide/languages.shtml
\(^2\) http://www.bbc.co.uk/languages/guide/languages.shtml
\(^3\) http://www.rcasteel.com/StrangeThings/language.aspx
\(^4\) 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:
  - Language study
  - Entertains
  - All who
  - Respond
  - Nicely
  - Caring
  - Over-the-top
  - Rambunctious
  - Agile

- **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

<table>
<thead>
<tr>
<th>Item</th>
<th>Inches</th>
<th>Centimeters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard poster</td>
<td>27 x 41</td>
<td>~ 68 x 104</td>
</tr>
<tr>
<td>Shoebox</td>
<td>Approx. 5 W x 4 H x 16 L</td>
<td>~ 13 W x 10 H x 40 L</td>
</tr>
<tr>
<td>Letter size paper</td>
<td>8.5 x 11</td>
<td>A4 = 21 x 29.7</td>
</tr>
<tr>
<td>3 x 5 in. index cards</td>
<td>3 x 5</td>
<td>~ 8 x 13</td>
</tr>
<tr>
<td>4 x 6 in. index card</td>
<td>4 x 6</td>
<td>~ 10 x 15</td>
</tr>
<tr>
<td>Construction paper</td>
<td>9 x 12 / 12 x 18</td>
<td>~23 x 30 / 30 x 45</td>
</tr>
<tr>
<td>Half-sheet</td>
<td>5.5 x 8.5</td>
<td>~14 x 20</td>
</tr>
<tr>
<td>Timeline</td>
<td>3 ft. long, 1 ft. high</td>
<td>~90 x 30</td>
</tr>
</tbody>
</table>

Great site for converting measurement of all kinds!

- [http://www.worldwidemetric.com/measurements.html](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.

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

<table>
<thead>
<tr>
<th>*Write an Acrostic Poem</th>
<th>*Make Flashcards</th>
<th>*Create Word Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>__/5</td>
<td>__/5</td>
<td>__/5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Lead a Spelling Bee</th>
<th>*Your Choice!</th>
<th>*Design a Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>__/5</td>
<td>__/5</td>
<td>__/5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Write an Alphabet Book</th>
<th>*Draw an Alphabet People Poster</th>
<th>*Compose a Song or a Rap</th>
</tr>
</thead>
<tbody>
<tr>
<td>__/5</td>
<td>__/5</td>
<td>__/5</td>
</tr>
</tbody>
</table>

Corresponding ACTFL and TESOL Standards

<table>
<thead>
<tr>
<th>Alphabet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 – 2L</td>
</tr>
<tr>
<td>1.2 – 2L</td>
</tr>
<tr>
<td>1.2 – 2W</td>
</tr>
<tr>
<td>1.2 – 2R</td>
</tr>
<tr>
<td>1.3 – 2R</td>
</tr>
</tbody>
</table>

| 1.3 - 2R | 3.1 - 2R +Art | 1.3 - 2R |

Differentiated Instruction for ESL Learners PREVIEW
Unit 1: Getting Started

A
- Teacher Tips Page for Section A ................................................................. 10
- Alphabet ........................................................................................................ 11
- Names and Nametags .................................................................................. 13
- Numbers and Money ..................................................................................... 15
- Expressing Time ............................................................................................ 17

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- Teacher Tips Page for Section B ................................................................. 19
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- Greetings, Responses, and Introductions ..................................................... 24
- Colors and Clothing ...................................................................................... 26

C
- Teacher Tips Page for Section C ................................................................. 28
- Classroom Objects ......................................................................................... 29
- School Subjects, Teachers, and Times ......................................................... 31
- Family Nouns .................................................................................................. 33
**Teacher Tips Page for Section A**

### Standards

#### Alphabet

<table>
<thead>
<tr>
<th>1.2 – 2W</th>
<th>1.2 – 2W</th>
<th>1.2 – 2W</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 – 2S</td>
<td>1.3 – 2W</td>
<td></td>
</tr>
<tr>
<td>1.3 – 2W</td>
<td>3.1 – 2W</td>
<td>1.3 – 2SW</td>
</tr>
</tbody>
</table>

- **Challenge:** 1.1 – 2S

#### Names and Nametags

<table>
<thead>
<tr>
<th>All projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 – 1SW</td>
</tr>
</tbody>
</table>

#### Numbers and Money

<table>
<thead>
<tr>
<th>2.2 – 3W</th>
<th>1.3 – 3W</th>
<th>1.3 – 3W</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 – 2S</td>
<td>3.1 – 2W</td>
<td>3.1 – 2W</td>
</tr>
<tr>
<td>1.3 – 2SW</td>
<td>4.1 – 2W</td>
<td>1.3 – 2W</td>
</tr>
</tbody>
</table>

- **Challenge:** 1.1 – 2S

#### Time

<table>
<thead>
<tr>
<th>1.1 – 1W</th>
<th>1.3 – 1W</th>
<th>4.2 – 1W</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 – 1W</td>
<td>4.1 – 2W</td>
<td>2.1 – 2W</td>
</tr>
<tr>
<td>1.2 – 2W</td>
<td>1.3 – 2W</td>
<td>2.1 – 2W</td>
</tr>
</tbody>
</table>

- **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/](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.

<table>
<thead>
<tr>
<th>Write an Acrostic Poem</th>
<th>Make Flashcards</th>
<th>Make a Word Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an acrostic poem for the word <em>alphabet</em> in English using vocabulary words.</td>
<td>Draw a picture of each letter of the English alphabet. May be completed with a partner.</td>
<td>Make a word search with every letter of the alphabet in English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead a Spelling Bee</th>
<th>Make a Game</th>
<th>Make a Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use vocabulary words or student names in English to lead a spelling bee for your classmates.</td>
<td>Your Choice!</td>
<td>Design a game using the alphabet in English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write an Alphabet Book</th>
<th>Make an Alphabet People Poster</th>
<th>Write and Sing a Song or a Rap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write and illustrate an alphabet book in English.</td>
<td>Draw the “Alphabet People” and use vocabulary words.</td>
<td>Write and sing an original song or rap using the alphabet.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Shoot a Video</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Must include all letters of the English alphabet</em></td>
<td>___ / 5</td>
</tr>
<tr>
<td><em>Clear pronunciation and good volume</em></td>
<td>___ / 5</td>
</tr>
<tr>
<td><em>Use a min. of 5 visuals or props</em></td>
<td>___ / 5</td>
</tr>
<tr>
<td><em>Give a tape to the teacher to watch before the performance</em></td>
<td>___ / 5</td>
</tr>
<tr>
<td><em>Perform live or play video for the class</em></td>
<td>___ / 5</td>
</tr>
</tbody>
</table>

**Total points** ___ / 25
### Alphabet Assessment Rubric

<table>
<thead>
<tr>
<th>Write an Acrostic Poem</th>
<th>Make Flashcards</th>
<th>Make a Word Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Min. 8.5 x 11 in. paper ____/5</td>
<td>* Max. 4 x 6 in. index card ____/5</td>
<td>* Min. 8.5 x 11 in. paper ____/5</td>
</tr>
<tr>
<td>* Each word or phrase must begin with one of the letters of the word alphabet ____/5</td>
<td>* Must have an item which begins with the same letter that is on the card ____/5</td>
<td>* Must have a min. of 20 vocabulary words ____/5</td>
</tr>
<tr>
<td>* Typed or neatly written with the word alphabet printed from top to bottom on the left side of the paper ____/5</td>
<td>* Write the name of each item on the other side of the card; use correct spelling ____/5</td>
<td>* Each word must start with a different letter of the alphabet ____/5</td>
</tr>
<tr>
<td>* Use color ____/5</td>
<td>* Cards must be in a container or bag ____/5</td>
<td>* Include answer key and puzzle ____/5</td>
</tr>
<tr>
<td>* Illustrate your poem ____/5</td>
<td>* Present to class ____/5</td>
<td>* Neatly written or typed ____/5</td>
</tr>
</tbody>
</table>

**Total points** ____/25

<table>
<thead>
<tr>
<th>Lead a Spelling Bee</th>
<th>Make a Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Use a min. of 20 words or names ____/5</td>
<td>* Must include 20 questions or activity cards ____/5</td>
</tr>
<tr>
<td>* Write each word or name on a half-sheet of paper ____/5</td>
<td>* Give your game a name ____/5</td>
</tr>
<tr>
<td>* Print words neatly ____/5</td>
<td>* Write a set of rules ____/5</td>
</tr>
<tr>
<td>* Make a certificate for the winner(s) ____/5</td>
<td>* Make a written plan for choosing teams and the playing order ____/5</td>
</tr>
<tr>
<td>* Lead the spelling bee ____/5</td>
<td>* Play the game with the class ____/5</td>
</tr>
</tbody>
</table>

**Total points** ____/25

<table>
<thead>
<tr>
<th>Write an Alphabet Book</th>
<th>Make an Alphabet People Poster</th>
<th>Write and Sing a Song or Rap</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Min. 5.5 x 8.5 in. bound book ____/5</td>
<td>* Standard poster size ____/5</td>
<td>* Sing live or play video ____/5</td>
</tr>
<tr>
<td>* Illustrate the front and the back covers ____/5</td>
<td>* Draw each letter with different alphabet people ____/5</td>
<td>* Include each letter of the English alphabet ____/5</td>
</tr>
<tr>
<td>* Include every letter of the alphabet ____/5</td>
<td>* Must use vocabulary words ____/5</td>
<td>* Must have melody ____/5</td>
</tr>
<tr>
<td>* Illustrate in color ____/5</td>
<td>* Must be in color ____/5</td>
<td>* Must be sung in alphabetical order ____/5</td>
</tr>
<tr>
<td>* Write your English name on the front cover ____/5</td>
<td>* Write your English name on the back of the poster ____/5</td>
<td>* Give taped or written copy of words to teacher to read before singing ____/5</td>
</tr>
</tbody>
</table>

**Total points** ____/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.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a Menu and Write a Recipe Card</td>
<td>Describe Family Life in an English speaking country</td>
<td>Write a News Report about the Facts and Figures</td>
</tr>
<tr>
<td>Make a menu for at least five items and write a detailed recipe card for one dish.</td>
<td>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.</td>
<td>Write a news report about the facts and figures of an English speaking country. Include flag, currency, economy, geography, climate, and government.</td>
</tr>
<tr>
<td>Write about the Education, Language(s), and Religion(s)</td>
<td>Create a PowerPoint of the Major Historical Events</td>
<td>Create a PowerPoint on Visual and Performing Arts</td>
</tr>
<tr>
<td>Write about the educational system, languages, and the religions practiced in an English speaking country. Use complete sentences.</td>
<td>Make a PowerPoint of the major historical events of an English speaking country.</td>
<td>Make a PowerPoint displaying important visual and performing arts or artists in an English speaking country.</td>
</tr>
<tr>
<td>Create a PowerPoint about Clothing</td>
<td>Draw a Mural of Jobs and Hobbies</td>
<td>Create a Collage of Customs and Traditions for Different Holidays</td>
</tr>
<tr>
<td>Make a PowerPoint about the traditional and present-day clothing of an English speaking country.</td>
<td>Draw or paint a mural with at least 10 different jobs and hobbies of an English speaking country.</td>
<td>Make a collage of the customs and traditions for different holidays in an English speaking country.</td>
</tr>
</tbody>
</table>
Unit 3: Home and Abroad

- 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

<table>
<thead>
<tr>
<th>House and Home</th>
<th>House and Home Conversations with Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 – 2W</td>
<td>3.2 – 1W +Art</td>
</tr>
<tr>
<td>2.2 – 2W</td>
<td>3.1 – 2W +Art</td>
</tr>
<tr>
<td>1.3 – 2SW</td>
<td>3.2 – 1W</td>
</tr>
<tr>
<td></td>
<td>1.3 – 2LSW</td>
</tr>
<tr>
<td></td>
<td>All dialogues</td>
</tr>
<tr>
<td></td>
<td>1.1 – 2LRW 1.2 1.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neighborhood and Directions</th>
<th>City and Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 – 5W</td>
<td>2.2 – 1, 5</td>
</tr>
<tr>
<td>1.3 – 1W</td>
<td>1.3 – 5W</td>
</tr>
<tr>
<td>1.3 – 5LS +Math</td>
<td>4.2 – 5W +Tech</td>
</tr>
<tr>
<td></td>
<td>1.3 – 2W</td>
</tr>
<tr>
<td></td>
<td>1.3 – 5W</td>
</tr>
<tr>
<td></td>
<td>4.1 – 5LS</td>
</tr>
</tbody>
</table>

- **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

---

Create a Map Game

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Min. 12 x 18 in. in size</td>
<td>____/5</td>
</tr>
<tr>
<td>* Include a min. of 5 destinations</td>
<td>____/5</td>
</tr>
<tr>
<td>* Include vocabulary expressions for directions on game activity cards</td>
<td>____/5</td>
</tr>
<tr>
<td>* Must be in English</td>
<td>____/5</td>
</tr>
<tr>
<td>* State the importance of the destination on game board spaces</td>
<td>____/5</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>____/25</td>
</tr>
</tbody>
</table>
## House and Home
Select two projects to complete.

<table>
<thead>
<tr>
<th>Describe Your Room</th>
<th>Be an Architect</th>
<th>Make a Matching Activity Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your room in detail using target vocabulary.</td>
<td>Draw a typical house in an English speaking country.</td>
<td>Create a matching activity using appliances and tableware vocabulary.</td>
</tr>
<tr>
<td>Make a List</td>
<td>Your Choice!</td>
<td>Build a Diorama</td>
</tr>
<tr>
<td>Create a list of objects using the category: <em>Outdoor Items and Objects</em>. (E.g. garage, mower, fence, garden, trees, etc.)</td>
<td></td>
<td>Build a diorama of your “dream room” using target vocabulary.</td>
</tr>
<tr>
<td>Draw a Floor Plan</td>
<td>Write a Journal</td>
<td>Describe and Draw</td>
</tr>
<tr>
<td>Draw a floor plan of your bedroom or another room in your house and label it using target vocabulary.</td>
<td>Write about daily chores you might need to do while living with a target country family.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Find Adjectives</th>
<th>Illustrate Adjectives</th>
<th>Design an Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Use 8.5 x 11 in. paper</td>
<td>* Use 8.5 x 11 in. paper</td>
<td>* Drawing or 3-D object</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* Illustrate a min. of 10 adjectives</td>
<td>* Use English</td>
<td>* 8.5 x 11 in. drawing, min. of 10 in. tall for 3-D</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* List in alphabetical order</td>
<td>* Illustrate a min. of 10 adjectives</td>
<td>* Describe award with a min. of 10 adjectives</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* Neatly written or computer generated</td>
<td>* Use correct form of adjective in the sentence</td>
<td>* Use adjectives correctly</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* Use correct spelling</td>
<td>* Must be in color</td>
<td>* Read description aloud to the class</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>Total points</strong></td>
<td><strong>Total Points</strong></td>
</tr>
<tr>
<td>0/25</td>
<td>0/25</td>
<td>0/25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe a Character</th>
<th>Find New Adjectives</th>
<th>Create a Children’s Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Include a min. of 10 adjectives in the description</td>
<td>* Min. 8.5 x 11 in. paper</td>
<td>* Min. 5.5 x 8.5 in., bound book</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* Include photo or illustration of character</td>
<td>* Include 10 new adjectives</td>
<td>* Illustrate 10 pages in color</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* Include title of book and author in the description</td>
<td>* Illustrate 5 in color</td>
<td>* Use a min. of 10 adjectives</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* Neatly written or typed with correct grammar &amp; spelling</td>
<td>* Neatly written or computer generated in English</td>
<td>* Neatly written or computer generated with correct grammar and spelling</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>* Share with the class</td>
<td>* Use correct sentence structure and spelling</td>
<td>* Include student name on the title page</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>Total points</strong></td>
<td><strong>Total points</strong></td>
</tr>
<tr>
<td>0/25</td>
<td>0/25</td>
<td>0/25</td>
</tr>
</tbody>
</table>

| Complete a Venn Diagram | Describe a Teacher or a Friend |  |
|-------------------------|--------------------------------|  |
| * 8.5 x 11 in. paper | * Min. 1 minute long | ! |  |
| 0/5                 | 0/5                 | 0/5                  |  |
| * Use two sets of comparisons | * Give script for teacher to read before the speech |  |  |
| 0/5                 | 0/5                 | 0/5                  |  |
| * Include a min. of 15 adjectives | * Create the award or trophy in 3-D |  |  |
| 0/5                 | 0/5                 | 0/5                  |  |
| * Use color and creative designs in the diagram | * Deliver speech with good volume and excitement |  |  |
| 0/5                 | 0/5                 | 0/5                  |  |
| * Title your Venn and label the sections | * Great presentation (practice is evident) |  |  |
| 0/5                 | 0/5                 | 0/5                  |  |
| **Total points** | **Total points** | **Total points** |
| 0/25             | 0/25                  | 0/25                      |

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.