hands-on
english language learning
Middle Years

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Introduction to
Hands-On English Language Learning

Important Note About Blackline Masters
A series of blackline masters accompanies each lesson of Hands-On English Language Learning, comprising content such as Vocabulary Cards, Activity Sheets, Glossary sheets, and so on. Each blackline master (BLM) has a sequential reference number: For example, BLM 3.6.2 is the second BLM from module 3, lesson 6. All BLMs are found on the CD that accompanies Hands-On English Language Learning, and each BLM is easily located on the CD via its reference number. You will find snapshots of these BLMs at the end of each lesson in the Hands-On English Language Learning book (four BLMs per page).

Program Introduction
The Hands-On English Language Learning program focuses on developing students’ English language skills through listening, speaking, reading, writing, viewing, and representing. In keeping with the philosophy of the Hands-On series of books, activities presented herein are student-centered and use authentic, hands-on experiences to support and encourage English language learning.

The Hands-On English Language Learning program is designed to be a resource for classroom teachers, specialist teachers working with English language learners, and other educational professionals who support these students.

Who Are English Language Learners (ELLs)?
Students may be learning English as an additional language for a variety of reasons. English language learners include

- Students new to Canada who have experienced living in refugee camps for all or part of their lives. These children may have limited or no school experience, and may also have experienced traumatic events in their lives;
- Students born in Canada and who have been raised and/or educated in a language other than English, such as children from German-speaking Hutterite colonies;
- Aboriginal students who come to school speaking one or more Aboriginal languages or who speak a dialect of English that has been strongly influenced by Aboriginal languages.

The background and experiences of English language learners vary from student to student; this must be carefully considered when planning their education, and instruction should be differentiated to meet the needs of individual students. This will ensure that instruction is appropriate for each English language learner. It is critically important to take into consideration the individual language profiles of each learner when planning programming for them.

Stages of Language Acquisition
Current research on language acquisition indicates that language learners progress through various stages of proficiency in
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listening, speaking, reading, writing, viewing, and representing. Provincial policy documents related to English language learning in Canada and abroad reflect this premise by identifying the characteristics of learners in the different stages of language acquisition. The following outlines some of these characteristics using one common structure:

Stage 1 – These students use English for essential daily purposes and are becoming familiar with English language patterns. They try to make sense of messages and show some limited understanding of shorter passages of language. Their comprehension often relies on visual cues or gestures. Students frequently respond non-verbally (for example, by nodding their heads for “yes”) or with single words or short phrases.

Stage 2 – These students use English in supported and familiar activities and contexts. They listen with greater understanding and use everyday expressions independently. They demonstrate growing confidence and use personally relevant language appropriately.

Stage 3 – These students use English independently in most contexts. They speak with less hesitation and demonstrate increasing understanding. They produce more complex phrases and sentences and participate more fully in activities related to academic content areas. They use newly acquired vocabulary to retell, describe, explain, and compare.

Stage 4 – These students use English with proficiency that enables them to interact effectively in a wide range of personal and academic contexts. Stage 4 is often the longest in the language-acquisition process. There may be significant differences between the ability of students at the beginning of this stage and those at the end of this stage. Students use more extensive vocabulary with greater accuracy and correctness. They use reading and writing skills to explore concepts in greater depth, even though their proficiency is still developing in language that is specific to academic program areas (Adapted from the Ontario Curriculum, Grades 1–8: English as a Second Language and English Literacy Development, 2001).

The four-stage developmental continuum described above reflects the approach used by several educational jurisdictions to identify language levels of middle-years students. It is important to note that these descriptions are summative in nature and do not replace the guidelines presented in provincial policy documents related to English language learners. Teachers are encouraged to review the guidelines presented in such documents and then use the Hands-On English Language Learning program to support local mandates.

The Hands-On English Language Learning program has been designed to accommodate this four-stage continuum. The modules have been developed with a developmental progression: module 1 is for beginning English language learners, while modules 2, 3, and 4 offer progressively more challenging language learning opportunities for students (module 5 has a different format altogether, guiding teachers in developing their own curriculum-specific unit plans). However, it is also important to note that each module offers a variety of suggestions for differentiation, and also provides numerous opportunities for whole-class integrated learning experiences. As such, the lessons in modules 2, 3, and 4 can be used at varying middle-years grades, with students of diverse language abilities.

Program Principles

The themes and activities presented in the Hands-On English Language Learning program are based on the following guiding principles:
1. Activities and resources recognize, validate, encourage, and build on students’ background knowledge and experiences;

2. Activities and resources promote the development of bilingual skills, by encouraging connections between students’ first language and English;

3. Essential language skills and knowledge form the basis of preliminary activities;

4. Subject-area content is used as a vehicle for English-language instruction/learning;

5. Activities highlight the different ways in which language is used in various subject areas;

6. A variety of concrete and visual supports are used frequently throughout the program;

7. Activities are designed to enable students in the different stages of learning English and/or at varying stages of development in English literacy to be successful;

8. Listening, speaking, reading, writing, viewing, and representing tasks form the basis of lesson activities, to encompass the wide range of English language skills and concepts.

9. Language skills should be integrated and embedded in meaningful contexts to maximize learning.

10. Students require explicit instruction in learning about and engaging with different aspects of diversity, including linguistic, cultural, socio-economic, age, and gender diversity.

11. Activities are designed to integrate concepts and skills from all subject areas. This thematic approach allows ELL students to make connections between new ideas, vocabulary, and language structures (Freeman and Freeman 2007).

12. Emphasis is placed on teaching skills and concepts that exist across all subject areas. This includes research skills, problem solving, decision-making, and critical thinking.

13. Students benefit from developing an understanding of their own metacognitive processes. In the middle years, students should be encouraged to think about their thinking related to their own learning, reflect on what they know and what they do not know.

14. The role of parents is significant for all students, but the academic stakes are much higher for the middle-years learner than for younger children. Therefore, parental support and involvement in student learning is essential.

Note: It is crucial to understand that parental involvement, while important, may be challenging. Some parents arriving in Canada may be limited in their knowledge of English. Others may also have limited literacy skills in their first language. As such, cultural liaisons and community translators will be an asset. For more information about refugee students, please refer to the publication Students from Refugee Backgrounds: A Guide for Teachers and Schools found on the British Columbia Ministry of Education website (see <www.bced.gov.bc.ca/esl/refugees_teachers_guide.pdf>).

15. In order to address the diverse needs of English language learners, differentiated instruction is requisite. Some ELL students will have school experience and reading/writing skills in their first language. Other students may have limited school experience and may therefore be emergent readers and writers. Teachers must consider these diverse needs and adapt each student’s program accordingly, including activities, activity sheets, and assessment techniques. Suggestions for adaptations are made throughout the Hands-On English Language Learning book, but teachers are also encouraged to base differentiated
instruction strategies on the individual skills and strengths of each student.

**The Middle-Years Learner**

In the Canadian school system, “middle years” usually refers to grades 5 to 8 students between the ages of 10 and 14 years. Children in this age range have distinct developmental needs, and they require a unique learning environment that meets their specific requirements and which may differ from those of students in early-years and senior-years classrooms. The middle years are a time of transition from concrete, emergent learning experiences toward more abstract contexts. Although every child is unique, middle years students tend to share some common traits.

*Note:* The following description is of the typical middle-years learner, regardless of whether or not he or she is an English language learner.

Middle years students:

- Demonstrate a wide range of development in the transition between concrete and abstract thinking;
- Prefer active learning experiences to conventional academics;
- Prefer interaction with peers during learning experiences;
- Respond positively to real-life contexts and situations;
- May show a strong need for approval from both peers and adults;
- Demonstrate an interest in social and environmental issues;
- Value democratic practices in the classroom;
- Are influenced by adult role models who listen to personal concerns;
- Demonstrate a more sophisticated sense of humour.

In responding to these traits, the following strategies will benefit the middle-years English language learner and serve the middle-years teacher well:

- Use a wide variety of methodologies to differentiate instruction.
- Communicate clear expectations.
- Use student curiosity and interests to focus classroom inquiry.
- Plan for and implement a variety of learning experiences, including independent, collaborative, and cooperative learning.
- Give specific feedback, and celebrate student achievements.
- Embed instruction in meaningful activities.
- Model effective interpersonal communication skills.
- Get to know students by gaining an understanding of their background and academic strengths and challenges.
- Value and validate students’ concerns and ideas.
- Promote a democratic classroom to encourage students to take increasing responsibility.
- Display a sense of humour and an element of fun in the classroom setting.

(Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation*, Manitoba Education and Training, 1998.)

**Topics of Study**

The **Hands-On English Language Learning** program includes topics of study that will assist students in developing language skills as well as experiential knowledge related to their school, their community, and the world around them. Consideration has been given to essential language skills and knowledge required by Canadian students.
Module 1 focuses on basic language skills, with topics such as the classroom, the school, numbers, colours, letters, and calendars. These lessons are intended to give students essential language skills required to communicate and participate in their classroom and school.

Modules 2, 3, and 4 focus on the following themes:

Module 2: Environmental Issues
Module 3: Cultural Diversity
Module 4: Global Citizenship

Themes and activities are age-appropriate and of high interest to middle-years students, and have been created to foster the development of essential English-language vocabulary and skills in listening, speaking, reading, writing, viewing, and representing. Consideration has also been given to current curricular documents (see subject-area correlation charts on pages 20–31) as well as to research in acquisition of English as an additional language.

Module 5 provides guidance for teachers for developing their own curriculum-specific unit plans to meet the needs of English-language learners within an inclusive learning environment.

Program Implementation

*Hands-On English Language Learning* is arranged in a format that makes it easy for teachers to plan and implement. All modules in *Hands-On English Language Learning* are organized as follows:

**Introduction**: This section introduces the overall topic of study for the module. It provides a general outline, background information for teachers, and planning notes.

**Books for Students** and **Websites**: This section offers a list of children’s books and several annotated websites that relate to lesson topics.

Resources incorporate a variety of diverse authors, topics, and viewpoints.

**Lessons**: Each module is organized into lessons, and each lesson includes the following:

**Curricular Connections**: All lessons provide information on how topics align with subject-area curricula in language arts, mathematics, science, social studies, physical education/health, and the arts.

**Background Information for Teachers**: Some lessons provide teachers with content knowledge required to present the lesson, or other important related information teachers might need to help them lead the lesson. This information is offered in a clear, concise format and focuses specifically on the topic of study.

**Vocabulary**: New vocabulary introduced in the lesson is listed at the beginning of each lesson. Vocabulary cards with the lesson’s new vocabulary are also included at the end of the lesson to support students in learning (and teachers in defining) new vocabulary.

**Note**: For most vocabulary cards, a picture is included with the new word. Some particularly abstract vocabulary, however, such as *effect(s)* and *book review* (see module 4, lesson 7), are difficult to illustrate. For this vocabulary, only the word is included on the card. Teachers should introduce such vocabulary in context to ensure understanding. For example, the term *book review* can be introduced after reading a book with the class and conducting a book review with teacher guidance. Then, students and teachers can explore and discuss ways of illustrating the vocabulary card to reflect students’ understanding of the term.

**Materials**: A complete list of materials required to conduct the lesson’s main activities is provided. The quantity of materials necessary will depend on how the activities are conducted. If students are working individually, teachers will need enough materials for each student. If
students are working in groups, the materials required will be significantly reduced. Many of the items are for teachers to use for display or demonstration purposes, or to make charts for recording students’ ideas. In some cases, visual materials (for example, large pictures, sample charts) have been included with the activity to assist teachers in presenting ideas and questions and encouraging discussion.

**Activities:** A variety of task types need to be practised in a range of communicative contexts to support learners in reaching their language-learning goals. Accordingly, the main activity within each lesson is divided into five parts:

**Integrated Class Activities:** To create meaningful links to the rest of the classroom community as well as to academic content areas, these activities are intended for the whole class. They focus on curricular topics and/or academic skills, and enable students to participate in meaningful and contextual learning experiences.

**Whole-Class Career Connections:** Middle-years students are progressively more interested in exploring their future life plans and benefit from opportunities to learn about career choices, future educational opportunities, and employability skills. Each lesson in the *Hands-On English Language Learning* program includes suggestions for engaging students in activities related to career education; specifically, career topics are connected to the topic of each lesson. These activities will benefit all students in an inclusive classroom setting, and it is suggested that they be considered whole-class learning experiences.

**Note:** Both the integrated class activities and the whole-class career connections can be implemented at various times during the lesson. For example, doing an integrated class activity as a springboard to other instruction allows for the introduction of academic content and language that will benefit all students while supporting ELLs through scaffolding. Alternatively, doing whole-class career connections activities following instructional, peer, and independent activities provides another context for ELLs to use and review vocabulary and concepts just learned. As such, teachers will make these decisions according to the needs of their students, while understanding the benefits to varying the sequencing of lessons and maintaining flexibility in planning.

**Instructional Activities:** Intended to be led by a teacher or other qualified adult, these activities are designed to introduce new language and teach new concepts. Each activity comprises a step-by-step procedure with higher-level questioning techniques and suggestions to encourage discussion, inquiry, decision making, and problem solving.

**Peer Activities:** These cooperative learning activities, designed for small, combined groups or pairs of both English language learners and peer helpers, foster student relations and classroom community (see page 9 for more about peer helpers).

**Independent Activities:** Designed for use by individual students, these include activity sheets, practice tasks, and solitary games.

**Activity Sheets:** Most lessons include (a) reproducible activity sheet(s), which is (are) designed to correlate with the lesson’s instruction and new concepts. Students will use some of these activity sheets to record ideas during instructional activities, and others as independent follow-up activities to instructional and peer activities. Depending on their students’ needs, teachers may choose to have students work on these activity sheets independently, in pairs, or in small groups. Alternatively, teachers may choose to read through the activity sheets aloud and complete them together as a group; or, they may transform the activity sheets into overheads, PowerPoints, or other technologically
generated images. Since it is also important for students to learn to create their own charts and recording formats, teachers can use the activity sheets as examples of ways to record and communicate ideas about an activity. Students can then create their own sheets rather than use the ones provided.

**Next Steps:** Some lessons include this section, which guides teachers through a subsequent activity or sequence of activities to carry out with students, following developmentally from the preceding activity or activities. For example, the instructional activity for a lesson on numbers and counting may include a detailed description of activities using numbers from 0 to 10. The next step would be to move to using numbers and counting to 20, then to 30, and so on.

**Extensions:** Most lessons include optional extension activities to extend, enrich, and reinforce the lesson’s vocabulary and concepts.

**Assessment Suggestions:** Throughout each module, several suggestions are made for assessing student learning. Assessment is addressed in detail in the next section of *Hands-On English Language Learning*. These strategies focus specifically on assessment for, assessment as, and assessment of learning (please refer to pages 35–36 within the *Hands-On English Language Learning* Assessment Plan for more information on this approach). Keep in mind that the suggestions are merely ideas to consider; for any lesson, you are also encouraged to refer to the other assessment strategies described in the next section or to use your own assessment practices.

**Tips for Teachers**

When implementing lessons for English-language learners, consider the following best practices:

- Simplify vocabulary and sentence structure to encourage comprehension, but use a natural voice and pace.
- Give instructions and ask questions in clear, simple English.
- Use many verbal and nonverbal cues throughout activities. Nonverbal cues include visuals, gestures, and concrete materials.
- Allow learners sufficient response time for oral answers.
- Review vocabulary and concepts regularly to check for learner comprehension.
- Emphasize a gradual release of responsibility of learning and performing tasks. Move students from dependence on the teachers or peer helpers through increasing degrees of independence to self reliance and full independence.
- Use graphic organizers to assist English-language learners in learning and recording vocabulary and concepts. A variety of graphic organizers is used throughout the *Hands-On English Language Learning* program.
- Remember that learner “errors” are typically part of the early stage of language acquisition as ELLs attempt to communicate. Mispronunciations, inappropriate word choices, and grammatical errors are part of this process and are to be expected. During this process, it is important for teachers to encourage communication and language usage in terms of listening, speaking, reading, writing, viewing, and representing, as these practices are the avenue to refining students’ language skills.

**Classroom Environment**

The classroom environment is an important component of the learning process. An active
environment—one that gently hums with the purposeful conversations and activities of students—indicates that meaningful learning is taking place.

**Note:** It is important to understand that, in the beginning stages of English-language learning, students will most often experience a silent period during which the emphasis will be on observation and a processing of the new language, which is done non-verbally.

While studying a specific topic, the classroom should display related objects and materials, student work, pictures and posters, maps, graphs, and charts made during activities, and summary charts of important concepts taught and learned. These visuals reinforce concepts and skills that have been emphasized during lessons, and can be used by students as an ongoing part of their learning resources.

**Timelines**

No two groups of learners will cover topics at the same rate, and so planning the duration of each module is left up to the teacher. In some cases, the lesson activities described will not be completed during one block of time and will have to be carried over. In other cases, students may be especially interested in one topic, and teachers may decide to expand upon it. It is also important to use ongoing assessment to determine and track student progress and plan appropriately. The individual needs of students should be considered—there are no strict timelines involved in the *Hands-On English Language Learning* program.

**Classroom Management**

Although active learning is emphasized throughout this program, the manner in which the activities are implemented depends upon individual circumstances. As in every classroom, there is a diversity of needs to be met. Teachers are adept at planning to meet these needs through differentiated instruction and thorough planning. How teachers support the progress of English language learners will depend on several factors, including the number of English language learners in the class and the stage of language acquisition for each one, the needs of other students in the class, and the additional supports available. In some cases, for instance, educational or teacher assistants may be provided for English language learners. This added support can be used in many ways: for example, the assistant can work with individual or small groups of English language learners who are at the same stage of language acquisition. Alternatively, the assistant can work with other students in the classroom, giving the teacher time to focus on the English language learners.

In some instances, teachers may have English language learners working with materials and resources individually; in others, teachers may choose to use small group settings. Small groups encourage the development of language and social skills, enable all students to be active in the learning process, and mean less cost in terms of materials and equipment. Again, classroom organization is up to the teacher who, ultimately, determines how the students in his or her care function best in the learning environment.

**Note:** All learners, and ELLs in particular, will need support in developing the group work skills necessary to complete cooperative learning tasks. Again, depending on prior learning experiences, learners may be unfamiliar with this process.

**Cooperative Learning Activities**

Throughout each module of *Hands-On English Language Learning* you will find several activities with a cooperative learning component. Cooperative learning is an
Cooperative learning activities can help English language learners’ language development for a number of reasons:

- The speaking is natural, authentic communication.
- There is a positive interdependence as learners rely on all group members.
- Students work with a group of supportive peers, which makes it easier to take risks with the language.
- This type of activity maximizes output; output with peers can be more meaningful than with a teacher/adult.
- When English-speaking students understand their ELL peers better, they gain an understanding of diverse backgrounds, and they become accustomed to different accents (Coelho, 2004).

Peer Helpers

All lessons presented in each module of Hands-On English Language Learning require the support of peer helpers. It is essential to identify students who are both willing and able to support English language learners for this role. At the beginning of the school year, or prior to the arrival of a new ELL student, the teacher should identify a pool of potential peer helpers. Students who make good peer helpers are responsible, reliable, keen, friendly, and good-natured; it is not always necessary to choose the top students. Before any peer activities with ELL students, the teacher and peer helpers should discuss what being an ELL peer helper involves and the benefits to both the ELL student and the peer helper.

Important Notes About Terminology

Throughout Hands-On English Language Learning, the authors and editors have made choices about terminology and the best ways to articulate specific concepts and terms. The goals are always to be as inclusive, politically correct, succinct, and current as possible. Here are some of the terminology choices we have made, with details about our rationale, when appropriate:

English language learner (learning)/ELL:

There are many ways to refer to students who are learning English (as well as to the discipline of teaching English to non-English speakers). For many years, the term English-as-a-second-language has been used in reference to these
students. More recently, the phrase *English-as-an-additional-language* has been used, to account for the fact that for many students English may well be a third or fourth language. We have chosen to use the term *English language learning* and, as such, we refer to students as *English language learners*, because it conveys the essence of the concept on which this book is based—learning to speak the English language.

*English-speaking student* is the term we use to refer to students for whom English is a first language and to distinguish these students from their English-language-learner classmates. We recognize that the term *English-speaking student* is not completely accurate, since ELL students are also English-speaking students—though their language use is still developing. The rationale for use of this term is simply one of space.

**Aboriginal:** We use the term *Aboriginal* to refer collectively to students (or other people) of First Nations, Inuit, and Métis descent.

**First language:** We use this term to refer to a students’ home or primary language—that is, the first language that the student learned to speak (and read/write, if the student is literate) from parents, family members, and other members of the community; the language that is spoken in the students’ home or in the country from which the student originated.

**Country of origin:** We use this term to refer to a students’ home country—that is, the country from which the student originated (though not necessarily the *last* country in which the student lived or stayed before coming to Canada) or from which his or her parents (and/or family) originated.

**Using Care and Sensitivity**

It is important to be cautious and sensitive when asking students to share information about past experiences. Some ELL students will have gone through traumatic events, and sharing information about these events may be difficult. This is also true when having students share information about their homes. Some ELL students will have lived in refugee camps or other places where homes were less than comfortable. Allow students to choose whether or not to share information. Seek advice from the school guidance counselor about this, and consider the needs and expectations of each ELL student on an individual basis.
**Introduction**

The *Hands-On English Language Learning* program is based on topics and outcomes/expectations commonly found in Canadian curriculum documents, and has been designed to reflect Canadian policy guidelines related to English language learners. The documents listed below were considered in the development of this resource.

*Note:* Although program terminology may vary from province/territory to province/territory (for example, *English language learning*, *English as a second language*, *English as an additional language*), the pedagogy underlying the programs has a common framework.

The Scope and Sequence charts on the following pages identify target behaviours for students that correlate with many of the themes found in these Canadian subject-area curriculum documents for middle-years education (see subject-area correlation charts on pages 20-31).

Each module builds and reviews academic concepts, language structures, and vocabulary students will need across the curriculum. The lessons and activities within each module are not necessarily intended to be used in sequential order; teachers are encouraged to determine the order that works best for their class based on the needs and interests of students and the topics on which they are focusing. At the same time, lesson topics focus on basic language skills, subject-area themes, and common life skills that will support language learners as they develop competence and proficiency in English.

*Note:* *Hands On English Language Learning* also includes a universal design template, offering planning guidelines, teaching strategies, and blackline masters for use with specific topics not covered in modules 1 to 4. See module 5 on page 415.

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**ELL Policy Documents**


Manitoba Education. *English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL), Kindergarten to Grade 12, Manitoba Curriculum Framework of Outcomes*. Winnipeg: Manitoba Education, September 2010 (draft).


# Scope and Sequence

## Module 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Target Language Outcomes</th>
</tr>
</thead>
</table>
| 1      | Greetings/Social Communication | - Express meaning in English using common greetings  
- Use different communication patterns and language when interacting with a friend versus a teacher/other adult  
- Use appropriate social behaviour during classroom discussions versus social settings  
- Demonstrate understanding of key classroom vocabulary and simple commands/one-step directions (for example, line up, sit down, open your book, and so on)  
- Follow some classroom rules and routines  
- Demonstrate understanding of key school-related vocabulary  
- Seek information about the school using short patterned questions (for example, Where is the gym?)  
- Follow some school routines and schedules  
- Identify and use vocabulary related to school classes, schedules, and extra-curricular activities  
- Develop organizational skills related to school responsibilities  
- Develop time-management skills related to school responsibilities and activities  
- Recognize and print the Roman alphabet (upper and lowercase)  
- Use letters to represent words  
- Replace nouns with pronouns in an exchange (for example, What colour is the apple? It is red.)  
- Provide one-word responses to prompts using colour vocabulary  
- Receptively recognize and understand number words  
- Count orally to a specified number (depending on the grade level of the student)  
- Name the days of the week  
- Sequence the days of the week  
- Use weekly calendars to plan and follow personal activities  
- Name the months of the year  
- Place appropriate information on a calendar  
- Use vocabulary to convey personal information  
- Use illustrations to express ideas  
- Articulate personal information in appropriate settings  
- Understand safety issues related to sharing personal information  
- Use design skills based on a model  
- Follow directions and rules of games  
- Use simple instructions to teach a game to others  
- Use design skills based on a model  
- Follow directions and rules of games  
- Use simple instructions to teach a game to others  |
Assessing the progress of English language learners involves selecting assessment techniques that are both valid — in other words, that "measure what they are supposed to measure" — and fair — that is, they "provide meaningful and appropriate information about a child's language-use ability and avoid bias against any child because of that child's characteristics (first language and cultural background, age, gender, and so on)" (McKay 2006). In addition to assessing learners in ways that are culturally, linguistically, and developmentally appropriate, assessment techniques should encourage students to demonstrate their language abilities and knowledge through meaningful tasks and activities that align with the current educational focus on assessment for learning, assessment as learning, and assessment of learning (Earl and Katz 2006).

Recent literature on supporting English language learners (for example, Instruction and Assessment of ESL Learners: Promoting Success in your Classroom, by Faye Brownlie, Catherine Feniak, and Vicki McCarthy; Assessment and ESL: An Alternative Approach, by Barbara Law and Mary Eckes) provide insight into the various functions of classroom-based assessment for language learning and offer teacher-friendly approaches to conducting authentic and relevant assessment. This section provides an overview of assessment purposes and tasks, followed by considerations teachers should take into account when assessing middle-years English language learners. The following is not an exhaustive overview of assessment purposes, strategies, and considerations but is intended to add some English language learner-specific ideas to teachers’ existing assessment repertoires.

Cultural Knowledge

It is important that teachers working with students of various cultures develop an understanding of cultural identities. Knowledge of students’ background and culture will enable teachers to make stronger connections with their students and their students’ families. As such, it will be beneficial to connect with community liaisons representing various cultures, and to access resources on cultural identities. One valuable website that offers cultural information on all countries is the Centre for Intercultural Learning (Foreign Affairs and International Trade Canada) “Country Insights”: <www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp>.

Note: Keep in mind that resources such as the Country Insights website can only ever provide a partial view of certain cultural characteristics. Also, remember that students and their families provide the best source of information about their own lives and cultures.

Cultural Competency

Cultural competency refers to an ability to interact effectively with people of different cultures. Cultural competence encompasses four components: (a) Awareness of one’s own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures (Mercedes and Vaughn 2007).

To reflect on your own level of cultural competency, consider completing the Cultural Competency Checklist (I.1) shown on page 37.
Purposes of Classroom-Based Assessment for Language Learning and Use

In addition to some of the classroom assessments that teachers may use with other students, certain assessments may be particularly appropriate for use with English language learners. For example, assessment for placement purposes might involve administering an interview, a short reading session, and a writing task to a language learner to determine the appropriate stage of language development (ELL students may well be at different stages with different language skills) (McKay). Assessing a learner for placement purposes should allow the learner to demonstrate knowledge and abilities across different language skill areas and tasks.

Another key assessment purpose is assessment to encourage and motivate, in which language learners are shown “what they have learned and [given] positive feedback, motivating them to succeed” (McKay). This type of assessment, while useful for all learners, is particularly relevant for English language learners in light of the vulnerability that accompanies learning another language (McKay) and the demands of learning the curriculum content at the same time as they are learning to speak English.

Assessment Tasks Appropriate for Middle-Years English Language Learners

Teachers of middle-years learners often embed at least a component of their assessment in the daily routines of the class. These familiar assessment techniques, including anecdotal records, individual student observations, rubrics, and portfolios, may also be used appropriately with English language learners.

When assessing language learners, teachers should use activities across a range of contexts and tasks to obtain a more accurate picture of students’ understanding and progress. For example, rather than relying on written tasks, the following approaches can also be useful (adapted from Schmidt and Tavares 2006):

- Observe and note how students perform specific tasks or activities.
- Ask questions, preferably while students are engaged in a relevant task, as this provides contextual support.
- Ask students to show their understanding visually; for example, through hands-on demonstration or drawing.
- Ensure that tasks, activities, and criteria are appropriate for students’ stage(s) of English language development.
- Adapt tasks as appropriate. English language learners’ difficulties with the English language can mask their true understanding and abilities. Therefore, teachers may allow more time, use shorter extracts of texts, or ask for shorter responses. Increase the language component of the tasks as students become more proficient.
- Where appropriate, ensure that tasks are graded in terms of language demands such that while the rest of the class may attempt all questions or tasks, there will be some more accessible ones that English language learners can also perform successfully.
- Refer to appropriate ELL frameworks to find outcomes more appropriate for English language learners. Where English language learners have insufficient English to achieve the grade-level outcomes for a specific subject at the appropriate level, ELL outcomes will be more appropriate than outcomes at lower levels of the subject area.
Explicitly outline the assessment criteria when setting formal assessment tasks.

Provide a clear outline of what is expected and valued in a good response for those English language learners who may be accustomed to more traditional assessment processes. This strategy particularly applies to more open-ended tasks where a degree of analysis or reflection is required. Teachers should also give explicit feedback in terms of the assessment criteria.

Clearly model the expectations of written and spoken tasks, and provide some guidance on how the task is to be presented.

For presentations or longer assignments such as a portfolio, model a sample structure of what each section might contain, and, where appropriate, model some language support. This strategy may involve providing sentence starters for each section or recording examples of the kind of language required on the board or chart paper.

Teacher Considerations When Assessing Middle-Years English Language Learners

The following points offer considerations for teachers as they approach classroom assessment involving English language learners:

Once English language learners have received initial assessment and placement, ongoing assessment is required to make teaching-related decisions, to inform students and parents about learners’ progress, to collect evidence of progress for reporting purposes, and to complete summative evaluations (McKay).

Most English language learners will continue to need support and instruction for at least five to seven years after arrival, even though they are fluent in everyday English (Coelho 2004). Ongoing support with academic content and language is extremely important as learners progress through the middle-years grades and academic demands increase.

Classroom teachers, subject-area teachers, and ELL-specialists have a role to play in supporting and assessing English language learners.

English language learners should not be compared to students whose first language is English; they should be assessed according to standards of ELL proficiency.

Assessment of oral language (for example, pronunciation) should focus on clarity and comprehensibility, not on eliminating accents. ELL teaching should be additive in nature and should not focus on replacing students’ first languages with English.

Assessment Tools

The Hands-On English Language Learning program provides a variety of assessment tools that enable teachers to build a comprehensive and authentic assessment plan for students. When ELL students first arrive, it is important for classroom teachers to conduct informal observations in order to determine the abilities and needs of each student. The Entry Observation form (I.2), shown on page 37, may be used to record anecdotal observations, comments, and recommendations. The anecdotal data will also assist the teacher in determining educational programming for the student. As well, combined with other information about the student’s background, this information will enable the teacher to respond holistically—or meet the needs of the whole student.
In keeping with current education research, authentic and effective assessment includes three different kinds of assessment: assessment for learning, assessment as learning, and assessment of learning. Teachers can use these assessment tools to help identify students’ language skills, stages, and progress.

**Assessment for Learning**

To assess students as they work, use the assessment for learning suggestions and questions provided with many lessons/activities. Questions focus on the lesson outcomes, language skills, and active inquiry.

While observing and conversing with students, use the Anecdotal Record sheet (I.3) and the Individual Student Observations sheet (I.4) to record assessment-for-learning data.

**Anecdotal Record** (I.3): For an authentic view of a student’s progress in acquiring English language skills, recording observations during activities is critical. The Anecdotal Record sheet, shown on page 37, provides the teacher with a format for recording individual or group observations.

**Individual Student Observations** (I.4): During activities when teachers wish to focus more on individual students, the Individual Student Observations sheet, also shown on page 37, may be useful. This blackline master provides more space for comments and is especially useful during conferencing, interviews, or individual student presentations.

Data collected from Anecdotal Record sheets and Individual Student Observations sheets can help teachers identify the language development of students according to their performance on given tasks.

**Assessment as Learning**

It is important to encourage students to reflect on their own learning and progress in acquiring English language skills. For this purpose, teachers will find an Entrance Autobiography sheet (I.5), a Student Self-Assessment sheet (I.6), and a Cooperative Skills Self-Assessment sheet (I.7), all shown on page 38.

Note that the Entrance Autobiography sheet (I.6) should be completed by ELL students with support from family members and/or a translator (if available). The activity provides an opportunity for students to share their background experience in terms of family, culture, and past schooling.

Other effective strategies for student self-assessment include the use of student illustrations, audio recordings, and journal writing. A blackline master for Journal Writing (I.8) is shown on page 38.

**Note:** It is important to keep in mind that students with limited English language skills may not be able to fully articulate self-assessment. For this reason, self-assessment should be limited in the early stages of language acquisition, or, alternatively, and if there are bilingual peers with whom the ELL student can work, conducted in their first language. As students develop greater skills in English, they will be more confident and capable of demonstrating their ability to reflect on their own learning.
Assessment of Learning

Assessment of learning provides a summary of student progress at a particular point in time related to the accomplishment of the curricular outcomes/expectations. Assessment of learning suggestions are provided throughout each module of the Hands-On English Language Learning program. To record student results, use the Anecdotal Record sheet (I.3), shown on page 37, the Individual Student Observations sheet (I.4), also shown on page 37, and the Vocabulary Tracking Checklist (I.9), shown on page 39.

During and after lessons, it is important to determine the degree to which students are able to use new vocabulary. The Vocabulary Tracking Checklist (I.9) is for recording observations in this area. Teachers can record vocabulary from a specific lesson or select and record vocabulary from a series of lessons/modules on the tracking sheet; then, they can assess students during lessons or through individual conferences. The Vocabulary Tracking sheet can be used for both assessment for learning and assessment of learning.

To assess students' abilities to work effectively in a group, a Cooperative Skills Teacher Assessment sheet (I.10) is shown on page 39 for use while observing the interaction within the groups.

Performance Assessment

Assessment of learning also includes performance assessment, which is planned, systematic observation and assessment of students for a specific activity. Teacher- or teacher/student-created Rubrics can be used to assess student performance.

A sample Rubric (I.11) and a Rubric blackline master for teacher use (I.12) are both shown on page 39. For any given activity, select four language criteria that relate to the learning outcomes. Students receive a checkmark for each criterion accomplished for a possible total rubric score of four. Teachers may then transfer the rubric scores onto the Rubric Class Record sheet (I.13), shown on page 40.

Note: Performance tasks can be used for both assessment of learning and assessment for learning.

Portfolios

With student input, teachers may select student work to include in an English language portfolio or in a section of a multi-subject portfolio. This can include activity sheets, illustrations, photographs, as well as other written material. Teachers may use the portfolio to reflect on the student's progress over the course of the school year. Blackline masters are included to organize the portfolio: both the Portfolio Table of Contents sheet (I.14) and the Portfolio Entry Record sheet (I.15) are shown on page 40.

Note: In each module of the Hands-On English Language Learning program, assessment suggestions are provided for several lessons. It is important to keep in mind that these are merely suggestions. Teachers are encouraged to use the assessment strategies in a wide variety of ways, to use these assessment ideas to build an effective assessment plan, and to rely on their own valuable experiences as educators.
Cultural Competency Checklist

Circle the number that best describes your response to the statements below. Use the following descriptors:

I have high expectations of all students. 1 2 3
My classroom curriculum reflects the experiences, cultures and perspectives of a range of cultural and ethnic groups. 1 2 3
Classroom materials and resources reflect cultural diversity and specifically reflect the cultures represented in my classroom. 1 2 3
Classroom displays reflect cultural diversity. 1 2 3
Student reading materials available in the classroom and school library reflect the cultures represented in my classroom. 1 2 3
The teaching styles I use address and support the learning styles of students. 1 2 3
The assessment and testing procedures I use are culturally sensitive. 1 2 3
The classroom culture reflects a sense of community and respect for diversity. 1 2 3
Students show respect for other students’ first language(s) and dialect(s). 1 2 3
I have an effective plan for the involvement of parents/family in the classroom program. 1 2 3
I make an effort to research and learn about the cultural identities of my students. 1 2 3
I have adequate knowledge of other cultures to be able to work in a diverse setting. 1 2 3
I have sufficient training in the recognition of stereotyping, prejudices, and bias. 1 2 3
The school I work in adequately represents cultural groups in pictures and displays. 1 2 3

Date: ______________________

Entry Observation

Student Information

Student Name ________________________ Age ____________________

First Language _______________________

Country of Origin _____________________

Past School Experience _______________________

Initial Observations

Interactions with other students: _______________________

Response to teacher(s): _______________________

Activities/tools that engage the student: _______________________

Comments/Recommendations

Date: ______________________

Anecdotal Record

Purpose of Observation: _______________________

Student/Group Comments

Student/Group Comments

Student/Group Comments

Student/Group Comments

Individual Student Observations

Purpose of Observation: _______________________

Student: _______________________

Observations

Student: _______________________

Observations

Student: _______________________

Observations

Student: _______________________

Observations
Introduction

This module of *Hands-On English Language Learning* is designed for use with students in grades 5 to 8 who are at a beginning stage of English language acquisition (see Stages of Language Acquisition on page 1 of the Introduction to *Hands-On English Language Learning*). Students at this stage use English for survival purposes and are becoming familiar with English language patterns. They try to make sense of messages and show some limited understanding of shorter passages of language. Their comprehension often relies on visual cues or gestures. These students frequently respond non-verbally (for example, by nodding their heads for “yes”) or with single words, short phrases, or responses in their first languages.

Accordingly, the lessons in this module focus on survival language, everyday English, and basic concepts needed in the classroom and school settings. At the same time, the lessons focus on extending students’ language development and understanding of basic concepts through hands-on activities and real-life applications.

**Effective Teaching Strategies for English Language Learners**

While teaching the lessons in this module, be sure to consider the following:

- Students learn language through interaction with others. Create a learning environment that encourages and provides opportunities for rich dialogue and social communication.
- Use many verbal and non-verbal cues throughout activities. Non-verbal cues include visuals, gestures, and concrete materials.
- Simplify vocabulary and sentence structure to encourage comprehension.
- Give instructions, and ask questions in clear, simple English. Paraphrase regularly, using other words to restate and to simplify communication.
- Allow learners sufficient response time for oral responses.
- Provide opportunity for students to use patterned language, in which certain language structures are repeated in various contexts or with different vocabulary.
- Review vocabulary and concepts regularly to provide reinforcement and to check for learner comprehension.
- Encourage, where appropriate, the strategic use of students’ first languages.
- Determine prior knowledge, and build a bridge between it and new learning.

**Reinforcing Vocabulary**

Students should learn to recognize and understand the vocabulary presented in this module. At the same time, they should be encouraged to make connections between their first languages and the English language.

To reinforce vocabulary, consider creating a multilingual word wall for the classroom, personal subject/topic-specific bilingual picture dictionaries, and individual vocabulary folders for students.

**Multilingual Word Wall**

Dedicate a classroom bulletin board to your multilingual word wall, and display the letters of the English alphabet along the top. Use index cards to record English vocabulary introduced in each lesson, tacking these to the board under the appropriate letter. Also include vocabulary in students’ first languages (use students’ prior knowledge, bilingual dictionaries, other students, staff, parents, and bilingual members of the community as sources of vocabulary). This contributes to the world/classroom-as-a-global-village message, validates first languages/cultures, and creates an atmosphere of inclusiveness. It also establishes an environment in which knowledge about other languages, and the merits of multilingualism are highlighted.
and celebrated. Along with vocabulary, also include picture and phrase cues, as appropriate. Encourage students to refer to the word wall during activities and assignments.

**Vocabulary Folders**

If it is not feasible to dedicate classroom wall space to a word wall, use open legal-size folders to make multilingual vocabulary folders for students. Open each folder, and divide it into 26 sections on the inside, one section for each letter of the alphabet, filling up the entire inside area (as in the illustration below). There are two ways students can collect and record vocabulary—they can glue small envelopes to each lettered section and then record vocabulary on small cards to be housed in the envelopes, or they can record new vocabulary on sticky notes and attach the notes directly to the appropriate lettered sections. Either way, be sure students also include illustrations, usage examples, as well as related vocabulary from their first language with their recorded English vocabulary. Students can close the folder again for storage (for this reason, do not have letter boxes directly on the folder crease).

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**Personal Dictionaries**

It can also benefit students to create their own personal English language dictionaries for reference during lessons. Use one of the blackline masters included with lesson 1 (1.1.6, 1.1.7). Or, have students use notebooks with sticky notes to indicate alphabetization.

**Note:** There are two blackline masters provided for the personal dictionary. The first provides a column for English words and a column for pictures/descriptors (1.1.6). The second may be beneficial for students who are literate in their first language, since another column is provided to record both English and first-language translations (1.1.7). Teachers may choose the template that best meets the needs of individual students.

**Note:** In addition to recording English words in their personal dictionaries, also have students record words in their first languages where appropriate. This helps them make bilingual connections and extends meaning. It will therefore benefit ELL students if bilingual dictionaries are available in English and their first languages (see Books for Students on page 48 and References for Teachers on page 121).

**Differentiating Instruction**

A number of English language learners will have been in school prior to their arrival at your school and, as a result, will have literacy skills that are on par with their same-age peers. Other students may have little or no previous school experience and may not be literate in their first languages. Consequently, the lessons in this module of *Hands-On English Language Learning* offer many opportunities to help students develop their reading and writing skills while learning English. Visual cues, concrete manipulatives, and cooperative learning are needed to support students as they learn all aspects of the English language.
However, teachers will still need to differentiate instruction and adapt both activities and activity sheets to meet the needs of individual learners. For example, a student with limited skills in reading and writing might work with a peer to complete activity sheets or use drawings instead of words. As another example, personal dictionaries may be essential for ELL students but can be equally beneficial for all students in the class through differentiation. More academically advanced students might collect descriptive words for use in personal writing, while students requiring additional support in spelling might collect challenging words for use in writing activities while, at the same time, ELL students would collect target vocabulary with pictures to reinforce recognition. Suggestions for adapting programs are made throughout the module, but teachers are also encouraged to use their own experience, techniques, and personal knowledge of students to differentiate instruction.

Peer Helpers

Many of the lessons presented in this module require the support of peer helpers to work in partnership with ELL students. Developing a classroom culture of inclusion and acceptance will be enhanced by working with the class to develop criteria for helpers, and to discuss why it is important to work together in the spirit of collaboration and community.

Every student in the class should have the opportunity to help and interact with the ELL students in their class; it is not always necessary to choose the top academic students. Before any peer activity with ELL students, the teacher and peer helpers should discuss the specific task, and the benefits to both the ELL student and the peer helper.

Note: It is important that students working together in a peer-helper setting focus on English language usage. However, it is also helpful for ELL students, when possible, to have contact with others who speak the same first language. This allows them access to translation and interpretation, and also validates their first languages and builds on prior experiences.

Note: Throughout *Hands-On English Language Learning*, we use the term *English-speaking student* (rather than the more cumbersome *students for whom English is a first language*) to distinguish these students from their English-language-learner classmates. We recognize that the term *English-speaking student* is not completely accurate, since ELL students are also English-speaking students—though their language use is still developing. The rationale for use of this term is simply one of space.

Assessing Students’ Prior Knowledge – Assessment for Learning

Before beginning this module, it is beneficial to determine students’ prior knowledge of lesson concepts and which of the target vocabulary students already know. This provides information that allows teachers to develop lessons and instructional activities to capitalize on students’ strengths and address their needs. As a pre-module assessment strategy, consider using the Vocabulary Tracking Checklist (I.9; shown on page 39 in the Introduction to *Hands-On English Language Learning*) along with all vocabulary cards provided in the module. Conference with ELL students individually, and review the target vocabulary with them to determine the vocabulary with which they are familiar. Also, discuss concepts related to the vocabulary in order to reveal prior knowledge, and address gaps.

Note: This assessment activity also serves as an activating strategy that introduces students to the language, visuals, and concepts focused on throughout the module.
Career Connections

All modules in the Hands On English Language Learning program for middle years include a focus on career education for students. These activities are intended for use with the whole class, in an integrated setting, since career education is an important topic for all students. For ELL students specifically, such activities will offer them insight into the possibilities for their future, since some of the careers available to them may not be a part of the job market in their countries of origin. Learning about careers offers students a closer look at one aspect of Canadian culture, so students acquire essential understanding and knowledge while developing language skills.

It is important to note that some of the language used during career connection activities might be quite challenging for ELL students. For example, there is a focus on employability skills, and their importance in the workplace. Although some of the vocabulary used in describing these skills is at a more advanced language level, the activities themselves are well-suited to both ELL students and their English-speaking peers. Career connection activities focus on class discussion, guest presentations, role playing, and so on, and ELL students will be able to participate in this immersive environment.
Books for Students


Multicultural Books


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**Language Resources**


* Bilingual versions of the *Oxford Picture Dictionary* are available for English and the following: Arabic, Brazilian-Portuguese, Chinese, French, Japanese, Korean, Russian, Spanish, Thai, Urdu, and Vietnamese.

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Module 1

Portage & Main Press
Websites

- <www.ed.gov/pubs/CompactforReading/index.html>
  **A Compact for Reading & School-Home Links:** This site offers a number of activities to support emerging readers. While not specifically intended for ELL instruction, it has value for ELL teachers.

- <www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp>
  **Country Insights:** This site provides information about different cultures and includes advice on cultural “do’s” and “don’ts.”

- <www.eslcafe.com>
  **Dave’s ESL Cafe:** A popular ELL site, Dave’s ESL Cafe targets both teachers and students. For a wide range of activities and games focusing on teaching young learners, go to “stuff for teachers,” click on “idea cookbook,” and go to “kids.”

- <www.edu.gov.mb.ca/k12/cur/diversity/eal/index.html>
  **Diversity and Equity in Education – English as an Additional Language:** This site provides provincial ELL information and is a great searchable database of educational sites including ELL sites.

- <www.englishclub.com/younglearners/index.htm>
  **EnglishClub.com:** Geared to learners and teachers of English, featured activities cover topics such as numbers, rhyming words, colours, shapes, animals, and the alphabet, as well as some short stories. Additional young learner links are provided at the bottom of the page.

- <www.esl-lounge.com>
  **ESL-Lounge.com:** This site offers free ELL lesson materials and plans with an emphasis on communication; most of the resources are geared to getting students talking. Included are printable grammar worksheets, surveys, flashcards, and reading comprehension and communication activities for each level. The site also provides board games and song lyrics for teachers as well as a section devoted to phonetics and improving English pronunciation.

- <www.mes-english.com>
  **MES-English:** This site offers free ELL resources for teachers of young learners. The resources are versatile and useful in many K–6 classrooms. The site provides free flashcards, handouts to match, phonics cards, and ELL games.

- <www.onestopenglish.com>
  **OneStopEnglish:** This site offers numerous free resources and lesson-plan ideas. The following links are particularly helpful when planning lessons for young ELL learners: “young learners,” “flashcards,” and “games and activities.”

- <www.songsforteaching.com/esleflesol.htm>
  **Songs for Teaching:** Using music to promote learning, this site provides a number of song lyrics accompanied by sound clips that teach conversational English and vocabulary.
School Activities

Curricular Connections

- Language Arts: speaking, listening, reading, writing, viewing, representing
- Mathematics: tallies, graphs, scale, proportion, telling time
- Social Studies: mapping skills, cardinal directions
- Physical Education: sports teams and extracurricular sports, physical activity clubs
- Art: drawing, photography

Background Information for Teachers

This lesson helps ELL students learn about the many activities that take place within the school, including both core subjects and extracurricular activities. The lesson also offers an opportunity to focus on learning to use a timetable and agenda and on developing time-management skills.

Vocabulary – School Activities

- timetable
- agenda
- Language Arts
- Mathematics
- Science
- Social studies
- French
- Art
- Music
- Band
- Library
- Physical Education
- Health
- Human Ecology – Foods
- Human Ecology – Sewing
- Woodworking
- Technology
- Drama
- Sports teams
- Choir
- Book club
- Student council

Note: Use index cards to make additional vocabulary cards to represent other courses and/or extracurricular activities offered in your school but not mentioned in the preceding list.

Materials

- Vocabulary cards – School Activities (included. Photocopy two sets onto sturdy tagboard, and cut apart cards. Also photocopy one set for each ELL-student/peer-helper pair.) (1.4.1)
- Index cards
- Masking tape or sticky tack
- Collection of supplies/equipment/materials used for various school subjects (textbooks, novels, dictionaries, geometry set, art supplies, soccer ball/volley ball, and so on)
- Classroom timetable (Make one photocopy for each student, and make a display copy on chart paper or on an overhead transparency for use on the overhead projector.)
- School schedule (including school start, opening exercises, class start, breaks, lunch, school end, each with corresponding times)
- Teaching clock (with moveable hands)
- Chart paper
- Metric stick
- Mural paper
- Markers
- Sticky notes
- List of your school’s extracurricular activities

Integrated Class Activities

- All students will benefit from regular reviews of classroom timetables and the school schedule. Display a copy of the school schedule first. Discuss the times that are listed, and have students use the teaching
clock to replicate those times. This is an excellent opportunity to discuss the importance of punctuality for school and for classes.

- Display the classroom timetable. Discuss the times and courses listed for each school day. Use the teaching clock to identify the times.

On chart paper, list each subject included on the timetable. Have students brainstorm a list of supplies/things they must bring with them to each class. For example:

- Physical Education: shorts, t-shirt, runners
- Math: textbook, coil-bound notebook, calculator, pencils, erasers, ruler
- Band: instrument, music folder

Discuss the importance of being properly prepared for classes.

- As a class, brainstorm a list of the school’s extracurricular activities. Include sports, clubs, and interest groups. Draw a two-column table on chart paper, and record these activities in the left column of the chart.

**Note:** Some newcomers may not be familiar with specific extracurricular activities and the required equipment or supplies. Accommodations for these students may include using vocabulary cards and visiting various classrooms or programs to see first-hand what is involved and required.

Next, provide each student with several sticky notes. Have students record their names on several notes and then stick one note to the chart in the right-hand column next to each activity they have already participated in or plan to participate in. For example, if a student was on the volleyball team, is a member of the chess club, and plans to audition for the upcoming school musical, he or she would put a sticky with his or her name on it in the right column next to each of these activities.

Discuss students’ interests in these activities, and have them share what each of the various activities involve. This is an excellent opportunity for students to learn about activities in which they may not otherwise have participated. Students are sometimes hesitant to join a group without knowing details, so this discussion may offer some valuable information that may encourage students to try out new activities. It is also a great opportunity for students to share activities in which they participated prior to their present school experience.

- Most middle-years schools encourage the use of student agendas to record information and to offer better communication between home and school. If your class does not use agendas, consider starting this practice. As a class, discuss the importance of using the agendas, and review the kind of information that students should record in them (homework, special events, tests, field trips, library book due dates, and so on). Encourage all students to take time at the end of each class to record important information in their agendas.

**Note:** Also encourage students to record this information in their first languages, to offer better communication with family members.

**Instructional Activity**

Provide each student with a copy of the classroom timetable. Display the vocabulary cards – School Activities (1.4.1). Introduce the cards, and have students identify each word on their timetables.

Display the collection of supplies/equipment/materials used in the various school subjects. Together with students, peruse textbooks used in various subjects as well as other equipment and supplies.
Then, use the teaching clock to identify each of the times listed on the timetable. Say each time aloud, and have students repeat it.

Note: Depending on students’ reading and time-telling abilities, you may wish to have them create more user-friendly timetables, with illustrations for subjects (perhaps simplified variations of those found on the vocabulary cards) and small clock faces with times recorded.

Peer Activities
- Provide ELL-student/peer-helper pairs with mural paper, markers, a copy of the school map from lesson 3 (see page 66), and a set of vocabulary cards – School Activities. Have each pair of students create a large-scale map of the school on mural paper and then use masking tape or sticky tack to attach each vocabulary card to the map in the location where that school activity is held.

Note: Students will not use the vocabulary cards for timetable or agenda for this activity.

- Have each ELL student pair up with a peer helper to participate in a variety of extracurricular school activities.

Note: Joining new activities together with a peer will be helpful for most new students.

Independent Activity: Part One: Activity Sheet A

Note: Depending on the level of ELL students’ reading, writing, and speaking skills, you may wish to have peer helpers support ELL students in completing the survey on the activity sheet.

Directions to students:
Survey students in your class to see what their favourite extracurricular school activity is. Record your results as a tally. Answer the questions at the bottom of the sheet (1.4.2).

Independent Activity: Part Two: Activity Sheet B

Note: Depending on the level of ELL students’ reading, writing, and speaking skills, you may wish to have peer helpers support ELL students in completing the survey on the activity sheet.

Directions to students:
Survey students in your class to see what their favourite extracurricular school activity is. Record your results as a tally. Answer the questions at the bottom of the sheet (1.4.3).

Extensions
- Add new vocabulary to the multilingual word wall.
- Have students add new vocabulary to their personal vocabulary folders or personal dictionaries.
- Consider initiating new extracurricular school activities that are reflective of ELL students’ cultures. For example, start a language class or a cultural dance group. Invite ELL students, their family members, and community members to participate in these groups.
- Use survey results from Activity Sheet A (1.4.2) and Activity Sheet B (1.4.3) to create bar graphs with students, indicating their favourite school subjects, and extracurricular activities. You can also create double bar graphs by having students gather data for girls and boys separately.
Vocabulary Cards – School Activities

<table>
<thead>
<tr>
<th>timetable</th>
<th>agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Social Studies</td>
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</tbody>
</table>

Vocabulary Cards – School Activities

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>un</td>
<td>deux</td>
<td>trois</td>
</tr>
<tr>
<td>French</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Band</td>
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<tr>
<td>Library</td>
<td>Physical Education</td>
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</tbody>
</table>

Vocabulary Cards – School Activities

<table>
<thead>
<tr>
<th>Health</th>
<th>Human Ecology – Foods</th>
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<tbody>
<tr>
<td>Human Ecology – Sewing</td>
<td>Woodworking</td>
</tr>
<tr>
<td>Technology</td>
<td>Drama</td>
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</tbody>
</table>

Vocabulary Cards – School Activities

<table>
<thead>
<tr>
<th>sports teams</th>
<th>Choir</th>
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</thead>
<tbody>
<tr>
<td>book club</td>
<td>student council</td>
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</table>
Class Survey 1

Question: What is your favourite school subject?

Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Tally</th>
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What subject is the favourite for the most students? _____________________
What is your favourite school subject? _________________________________

Class Survey 2

Question: What is your favourite school activity outside of class (extracurricular activity)?

Results

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tally</th>
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Which activity is the favourite for the most students? _______________________
What is your favourite activity? ____________________________________________