



Grades
6–12

Champion of IDEAS

English Language Development Program

Text Work

Text Work Preview

Champion of IDEAS

English Language Development Program

Champion of IDEAS is a rigorous, research-based language development program for middle and high school English learners at all levels of language proficiency. *Champion* integrates listening, speaking, reading, and writing with major content areas to prepare students for success in mainstream academic classes taught in English. Students practice both social and academic language in authentic contexts and gain exposure to different genres, styles, academic vocabulary, and content.

Take a look at this *Champion of IDEAS* lesson to see the integrated skills approach to reading and writing that helps English learners (ELs) to comprehend and engage with both informational text and fiction. The program is organized by vocabulary, grammar forms, and language function/tasks.

As you preview this packet, **note the red highlighted sections on page 2** that demonstrate the scaffolded approach to reading. This sample is focused on text work but the full chapter covers all language skills. The included lessons, reading, and activities are only a small sample of the complete chapter. To access the full chapter with all the lessons and activities, visit www.ballard-tighe.com/ell/pilotseries.

Enjoy the preview, and [please reach out](#) with any questions or if you'd like a closer look at [Champion of IDEAS](#) or any of our other English language development programs.

Champion is available for students in paper, hybrid, or digital formats and includes a robust reading section with inclusive and vast topics.

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CHAPTER 4: MAKING A LIVING

Lesson 1: Ask Eddy

Language Level: Beginning

Approximate Teaching Time: 7 (50-minute) class periods

Resources Needed: *Champion Reader*; Digital Resources; *IDEA Picture Dictionary 2*; *Champion Writer* (Activity 33-37); *Champion Audio*; manila folder for each student; old magazines and catalogs; 100 index cards; chart paper/pens/pencils/paper

Target Vocabulary

Nouns: bank teller, barber, carpenter, cashier, check, chemist, credit card, dime, doctor, dollar bill, electrician, gardener, mechanic, money, nickel, nurse, penny, plumber, quarter, sales person, secretary, waiter; numbers 1-100

Verbs: to apologize, to build, to cash, to come, to contribute, to fix, to give, to hurt, to install, to joke, to leave, to pay, to serve, to spill, to support

Adjectives: cheap, confused, different, expensive, few, funny, many, private, public, quick, right, same, serious, slow, wrong

 WARM-UP (1 Class Period)	Language Objectives	Language Functions & Forms	Page
1. Use target vocabulary to describe occupations; encourage students to ask questions to clarify meaning. 2. Introduce the target vocabulary using visuals. 3. Ask questions/guide nonverbal and simple one- or two-word responses; introduce English writing conventions (e.g., use of capital letters at the beginning of a sentence, end punctuation). 4. Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information. Homework Observing Student Progress 	L: 1-2, 7, 15 S: 1-5, 7, 12 R: 1-2, 5 W: 1-2	<i>Asking and answering informational questions:</i> Simple questions/answers, nouns (e.g., Who uses a hammer and nails? A carpenter uses a hammer and nails.) <i>Naming people, places, and things:</i> Sentence structures, nouns (e.g., I see a woman.)	122-123

 CONNECT (3 Class Periods)	Language Objectives	Language Functions & Forms	Page
1. Review homework and topics covered in the previous class session. 2. Have students look up the target vocabulary and demonstrate comprehension (nonverbally or verbally). 3. Review the concept of a noun, introduce the concept of a proper noun, introduce English writing conventions (use of capital letters with proper nouns and the pronoun <i>I</i>), and have students ask/answer simple questions. 4. Review the concept of a verb; have students follow commands. 5. Review the concept of a contraction and review English writing conventions (use of capital letter at beginning of sentence, end punctuation).	L: 1-2, 4-6, 12, 15 S: 1, 4-5, 7 R: 1-4, 7, 10-13 W: 1-5	<i>Naming people, places, and things:</i> Proper nouns (e.g., Etty, United States) <i>Describing actions:</i> Verbs (e.g., to apologize, to cash) <i>Expressing ideas:</i> Contractions (e.g., that's, don't, here's)	123-126
6. Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features (e.g., title, pictures, captions); have students listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting. 7. Read the text; encourage students to ask questions to clarify meaning. 8. Check student comprehension.			
Homework Observing Student Progress 			
 EXTEND (3 Class Periods)	Language Objectives	Language Functions & Forms	Page
1. Review homework and topics covered in the previous class session. 2. Review the concept of singular/plural; have students use the target vocabulary. 3. Review the concept of an adjective and the concept of opposites; introduce the concept that some words have multiple meanings; have students use the target vocabulary.	L: 1-2, 4, 7, 12 S: 1, 4-5, 9, 12 R: 1-4, 19	<i>Naming people, places, and things:</i> Nouns, regular plurals with -s, -es, or -ies (e.g., bank tellers, cities) and Adjectives, opposites	126-129
4. Have students identify the main idea (i.e., problem) and details. 5. Introduce the writing process; have students write a short text (a letter asking for advice). Homework Observing Student Progress 	W: 1-5, 9-11	(e.g., cheap/expensive, many/few)	

6. **Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features (e.g., title, pictures, captions); have students listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting.** Have students turn to page 36 of the Reader. Tell students: **Let's pre-read pages 36-39. Let's start with the title.** Point to the title. **What is the title of this reading?** [*Ask Etty*] **Do you see the small title above the main title? It says "Workplace Etiquette." This information tells you what the article is about. In this reading, people ask questions about the right things to do or say when they have a problem at work. This reading is an advice column. Another word for advice is guidance. The writer, Etty, suggests solutions to workers' problems. Have you ever asked someone for their guidance or opinion with a problem? Often we want to get someone's advice. Raise your hand if you have asked for advice. Raise your hand if you have written to someone for advice. Raise your hand if you have read an advice column (e.g., Dear Abby, Ann Landers, Ask Amy). What kinds of things do people want advice about?** Give students a chance to share their ideas verbally or nonverbally.
7. **Read the text; encourage students to ask questions to clarify meaning.** Without stopping, read the selection aloud twice or have students listen to the *Champion* Audio. Then read the text again; however, this time stop after each sentence and ask students to repeat each sentence after you. Also take time to explain any words that students don't understand (e.g., organization, talents, downtown area, service, tip, fault). Read the text a fourth time, but for this reading stop at each bolded

word. Encourage students to supply the missing word. Give students time for paired reading.

8. **Check student comprehension.** Tell students: **There are some questions at the end of the story. I want you to answer the questions.** Read each Comprehension Check question slowly. Tell students: **Raise your hand if you know the answer.** Call on student volunteers to answer. When a student provides the correct answer, ask him or her to read the sentence that contains the answer.

Example:

Comprehension Question: What does Etty tell the bank teller to do?

Answer: **apologize/be friendly/don't try to be funny;** "You need to apologize to your mechanic. Be friendly to the people who come to your bank, but don't try to be funny."

At Home

- Assign target verbs for homework study. Display Verbs 7 on a projector and assign each student 3-5 verbs. Students should write the assigned words in English and their home language using a bilingual dictionary. They also should draw a picture to depict the words.
- Assign each student one of the more difficult vocabulary words from the reading. Ask students to find or create a picture to show the meaning of their word. Allow time in class for students to share their picture definitions.

Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 121.) Review concepts and give students more practice as needed and then continue with the next section.



EXTEND (3 Class Periods)

1. **Review homework and topics covered in the previous class session.**
2. **Review the concept of singular/plural; have students use the target vocabulary.** Write the headings *Singular* and *Plural* on the board. Remind students that *singular* means "one" and *plural* means "two or more." Have students name the nouns in bold in "Ask Etty." As students name a noun, ask them to say if it is singular or plural; write the word on the board under the appropriate heading. When students have named all the bolded nouns in the reading, go back and have students help you fill in the "blanks"; for example, *bank teller* should be under the *Singular* heading, so you would write *bank tellers* under the *Plural* heading. Continue with all the target nouns. As an extension, have students name other nouns in the reading and add them to the chart.
3. **Review the concept of an adjective and the concept of opposites; introduce the concept that some words have multiple meanings; have students use the target vocabulary.**
Ask: **Who remembers what an adjective is?** [*a word that describes a noun*] Ask students to name some adjectives they know. Then write the following words on the board: *big/little, tall/short, happy/sad, beautiful/ugly*. Ask students what we call these paired words. [*opposites*] Ask them to name other opposites they know. Say: **Many of the adjectives in "Ask Etty" are opposites. Let's name the adjectives in "Ask Etty."** Help students understand the meaning of each target adjective (e.g., cheap, confused, different, expensive) in the context of its opposite (e.g., "funny" means humorous, comical, or witty; "serious" means solemn, stern).

Write the following target adjectives on the board as shown below.

<i>cheap</i>	<i>funny</i>
<i>many</i>	<i>different</i>
<i>same</i>	<i>expensive</i>
<i>serious</i>	<i>few</i>
<i>wrong</i>	<i>slow</i>
<i>private</i>	<i>right</i>
<i>quick</i>	<i>public</i>

Call on a student volunteer to read the first word in column one and then to find the word in the second column that is the opposite. Introduce Activity 35 in the Writer and review the directions and example. Students may work in pairs and refer to their *IDEA Picture Dictionary 2* and the information on the board for help. Circulate around the room and help students as needed. Review the answers with students.

Point to the word *right*. Explain that this word has more than one meaning. For example, in this article it means “correct, fitting, or proper.” Tell them that the word *right* can also refer to the side of the body in which the liver is located, e.g., right side. As appropriate given your student group, discuss other meanings of the word (e.g., politically conservative, mentally sound, and so forth). Help students understand that many English words (including the word *letter*) have more than one meaning. Often the only way to tell the meaning is by understanding the context in which the word is used. Emphasize that students will learn how to do this as they learn English.

Workplace Etiquette

Ask Etty



Dear Etty: I work as a **bank teller** at a large bank. Yesterday, the **mechanic** who fixes my car came into the bank. He smiled and asked me to cash a **check** for \$20.41. He asked me to give him 20 **dollar bills**, a **quarter**, a **dime**, a **nickel**, and a **penny**. He said he needed the **money** because the **barber** was going to cut his hair. I said that's a cheap haircut. He did not smile. Then he walked away. I was joking, but I think I hurt his feelings. What should I do?

—A *Funny Bank Teller*

Dear Funny Bank Teller: Your comment wasn't funny. You need to apologize to your mechanic. Be friendly to the people who come to your bank, but don't try to be funny.

—Etty

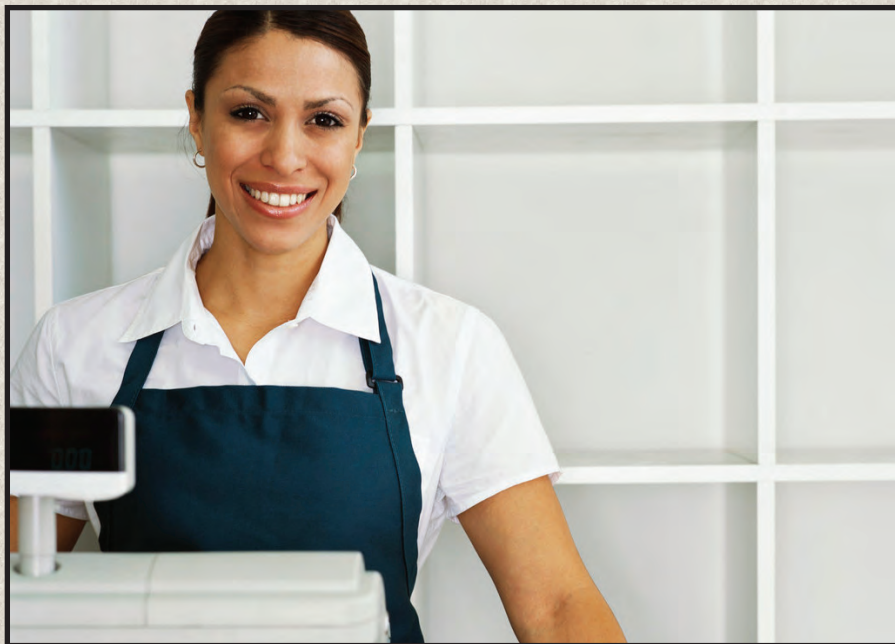
Dear Etty: I am a member of Libraries for All. This organization supports public libraries. The president of this organization is a **doctor**. She helps children who have diabetes and other serious diseases. She asked the members of Libraries for All to help repair the main library. I was glad to help. I am a **carpenter**. I built new bookshelves for the library. My friend is an **electrician**. He installed new lighting in the library. I have another friend who is a **plumber**. She fixed the pipes in the bathrooms in the library. My sister is a **gardener**. She planted new flowers at the front of the library. We thought we were doing the right thing. Here's my problem. The doctor asked us to give money to buy new windows for the library. I think that we have already given a lot of our time. Do we have to give money, too?

—A Private Carpenter Who Supports Public Libraries



Dear Carpenter: Tell the nice doctor: “We are glad we could share our time and talents to fix the library. The work we did for free costs hundreds of dollars. We hope to contribute more in the future.” Then smile and say good-bye.

—Etty



Dear Etty: I work as a **cashier** in a restaurant. The restaurant is very busy. The food is not expensive and we accept **credit cards**. Many **nurses** who work at the hospital eat a quick lunch here. A **chemist** and a few teachers come in for coffee. We also serve **secretaries** who work in nearby businesses. Tim is one of the **waiters** at the restaurant. He is not a good waiter. He talks too much and his service is slow. At lunch today he spilled water on a **salesperson**. Yesterday he gave

a customer the wrong food. It is the same every day. Here is my problem. Sometimes a customer pays but does not leave Tim a tip. When this happens, Tim gets very angry with me. I don't know what to say. It's not my fault. What can I do?

—A *Confused Cashier*

Dear Confused Cashier:

You need to talk to the manager of the restaurant about Tim. He should not talk to you this way. Maybe Tim needs to find a different job.

—*Etty*



COMPREHENSION CHECK

1. What does Etty tell the bank teller to do?
2. How does the electrician help the library?
3. What does Etty tell the carpenter to do after he talks to the doctor?
4. Where does the cashier work?
5. Name three reasons why Tim is not a good waiter.

Find the Opposite Word

DIRECTIONS: Write the opposite word on the line. Use the word bank to help you spell the words. Use each word one time only. Some words will not be used.

Word Bank

beautiful	✓ expensive	happy	on	quick	serious
cheap	famous	many	open	right	slow
close	few	new	private	sad	ugly
different	funny	off	public	same	wrong

Example: cheap expensive

1. serious _____ 6. wrong _____

2. quick _____ 7. open _____

3. happy _____ 8. private _____

4. same _____ 9. few _____

5. ugly _____ 10. on _____

Draw a picture to show a word and its opposite.

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Verbs 7

to apologize

to fix

to leave

to build

to give

to pay

to cash

to hurt

to serve

to come

to install

to spill

to contribute

to joke

to support