



Grades
6–12

Champion of IDEAS

English Language Development Program

Writing Tasks

Writing Task 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 the preview of a *Champion of IDEAS* writing task to see the systematic approach that helps teachers scaffold instruction, using the previously taught vocabulary, oral language skills, and grammar forms and function to prepare ELs to begin writing their own sentences. The program is organized by vocabulary, grammar forms, and language function/tasks.

As you preview this packet, **note the red highlighted section on page 2** that introduces the writing task for the chapter. This sample is focused on writing 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 format.

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CHAPTER 4: MAKING A LIVING

Lesson 1: Ask ETTY

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). 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 	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
 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. 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 	L: 1-2, 4, 7, 12 S: 1, 4-5, 9, 12 R: 1-4, 19 W: 1-5, 9-11	<i>Naming people, places, and things:</i> Nouns, regular plurals with -s, -es, or -ies (e.g., bank tellers, cities) and Adjectives, opposites (e.g., cheap/expensive, many/few)	126-129
Homework Observing Student Progress 			

to solve a problem (i.e., the mechanic's hurt feelings). Tell students you are going to ask them questions about the details.

Activity 36 Date: _____

The Details

DIRECTIONS: Write the answers to the questions.

LETTER 1

1. Who wrote the letter? _____
2. To whom did "A Funny Bank Teller" write? _____
3. Where does the bank teller work? _____
4. How does the bank teller know the mechanic? _____
5. What did the mechanic want the bank teller to do? _____
6. Why did the mechanic need the money? _____
7. What did the bank teller say that hurt the mechanic's feelings? _____
8. What did Etty say to the bank teller? _____
9. What did Etty suggest the bank teller do? _____

LETTER 2

1. Who wrote the letter? _____
2. To whom did "A Private Carpenter Who Supports Public Libraries" write? _____
3. What organization does the carpenter belong to? _____
4. Who is the president of the organization? _____

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Introduce Activity 36 in the Writer. Organize students in pairs. Ask students to reread the selection in the Reader and write the answers to the questions. When students are done, read a question and call on a pair to answer it. Ask other pairs if they agree with the answer, can add more information, and so forth. Continue until students have answered all the questions. Ask students if they agree or disagree with Etty's advice. Give them a chance to offer their own advice. Follow this same model for the second and third letters in the reading. Point out that the main idea is the same in each of the letters (i.e., a writer wants Etty's advice to solve a problem).

4. **Have students identify the main idea (i.e., problem) and details.** Ask students: **Why do people write letters? Have you written a letter?** Give students a chance to share their ideas. Draw students' attention to the first letter and ask: **What is the main idea of this letter? Why is the person writing?** Give students a chance to share their ideas. Lead them to understand that the main idea is that the writer wants Etty's advice on how

5. **Introduce the writing process; have students write a short text (a letter asking for advice).** Tell students they are going to write a letter asking for advice about a problem. Post a chart showing the steps in the writing process you want students to follow. You may use Guide 1 (located on the Digital Resources) or your own version. Most writing experts agree that the writing process includes the four major steps outlined on Guide 1.

Guide | 1

The Writing Process

- 1. Pre-writing – brainstorming; gathering information; determining a purpose; identifying an audience; choosing an organizational structure**
- 2. Writing – putting ideas into sentences and paragraphs; connecting ideas**
- 3. Revising – checking for organization; determining if there is too much/not enough information; making sure sentences flow from one idea to the next**
- 4. Editing – checking for correct grammar, vocabulary, spelling, and punctuation**

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Talk briefly about each of the steps in the writing process. Then focus on pre-writing. Talk about brainstorming. The purpose of brainstorming is to come up with as many ideas as possible. Tell students that there are some rules to follow when they are brainstorming:

- 1) There are no right or wrong answers. Say whatever comes into your head.
- 2) Try to come up with as many ideas as possible.
- 3) Don't judge your ideas or anyone else's ideas during brainstorming. If you think that your idea is bad, you won't say it. If you make a comment (such as "that's stupid") about other people's ideas, they will be less likely to share their ideas.

Show students how to use a graphic organizer to brainstorm ideas. Write the following questions on the board:

Who? What? Where? When? Why?

Go through each question one at a time and encourage students to share their ideas related to a letter asking for advice. Write all student responses on the board under the appropriate question.

Who?	What?	Where?	When?	Why?
Who gives you good advice when you have a problem? Who will you write to? Who are you?	What problem do you need help with?	Where is the problem happening —at school, work, or home?	When does/did the problem happen?	Why do you need help?

When students have completed the brainstorming exercise, tell them they are ready to go to the next step in the writing process: writing. Show them how to go back and review the ideas to select information they can use to write a short text. As a class, write a short letter (following a model) asking someone for help. Show students a letter format to follow and write a first draft as a class.

 Date

Dear _____,

I am a student at _____. I need help with a problem. [say what the problem is] This happens [tell where and when the problem happens] [say why you need help]

Sincerely,

[Name]

When students have completed the letter, tell them they are ready to go to the next step in the writing process: revising. Read the letter aloud and ask if any information is missing.

Show students how to revise a draft by adding/deleting/changing information and making sure that one idea flows to the next. When students are satisfied with the content, tell them it is time to move to the final stage in the writing process: editing. They should check to see that: all sentences begin with a capital letter; all sentences end with the correct punctuation; proper nouns are capitalized; and so forth.

Ask students to use the model on the board and the writing process you have demonstrated to draft their own letter asking for help. Circulate around the room and provide help as students



write their first draft. If possible, allow students to write the draft using a word processing program. When students have completed a first draft, ask them to go to the next step: revising. If desired, have students trade papers with a partner. Then ask each student to review his/her partner's letter. Tell students to read the letter carefully. They are to note

any spelling or punctuation errors and also note any missing information. Have students hand back the papers to the original writers and ask students to revise their letters based on the partner's review. Then have students do the final editing. If possible, have them use a spell checker. Have students place the final draft of the letter in their portfolio.

At Home

- Introduce Activity 37 in the Writer and review the directions. Have students complete the worksheet for homework. Review the edited letter with the class.

Activity 37

Date: _____

Edit a Letter

DIRECTIONS: Read the letter carefully. Correct any spelling, capitalization, and punctuation errors.

November 22, 2007

Dear Etty,

I am a student at the Sierra School. I need help with a problem. The problem is another student she wants me to give her my homework.

this haps every day. I need you help.

can you help me.

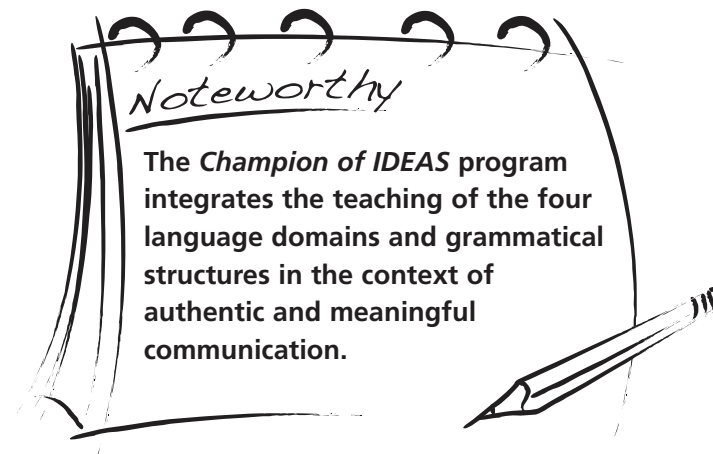
Sincerely,

A Student Who Does Her Own Homework

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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.



The Details

DIRECTIONS: Write the answers to the questions.

LETTER 1

1. Who wrote the letter? _____
2. To whom did “A Funny Bank Teller” write? _____
3. Where does the bank teller work? _____
4. How does the bank teller know the mechanic? _____
5. What did the mechanic want the bank teller to do? _____
6. Why did the mechanic need the money? _____
7. What did the bank teller say that hurt the mechanic’s feelings? _____

8. What did Etty say to the bank teller? _____
9. What did Etty suggest the bank teller do? _____

LETTER 2

1. Who wrote the letter? _____
2. To whom did “A Private Carpenter Who Supports Public Libraries” write? _____
3. What organization does the carpenter belong to? _____
4. Who is the president of the organization? _____

(continued on next page)

Activity | 36 continued

5. What did the doctor want all the members of the organization to do? _____

6. How did the carpenter help the organization? _____

7. What else did the doctor ask them to do? _____

8. What question did the carpenter ask Etty? _____

9. Did Etty tell the carpenter to give money? _____

LETTER 3

1. Who wrote the letter? _____

2. To whom did “A Confused Cashier” write? _____

3. Where does the cashier work? _____

4. Who eats at this restaurant? _____

5. Who is one of the waiters at the restaurant? _____

6. Is Tim a good waiter? Why or why not? _____

7. What makes Tim angry? _____

8. What question did the cashier ask Etty? _____

9. What did Etty tell the cashier to do? _____

Edit a Letter

DIRECTIONS: Read the letter carefully. Correct any spelling, capitalization, and punctuation errors.

November 22, 2007

Dear Etty,

I am a studant at the Sierra School i need help with a
prblem The problem is another studint she wants me to
give her my homework
this haps every day i need you help
can you help me

Sincerely,

A Students Who Does Her Own Homework

The Writing Process

1. **Pre-writing** – brainstorming; gathering information; determining a purpose; identifying an audience; choosing an organizational structure
2. **Writing** – putting ideas into sentences and paragraphs; connecting ideas
3. **Revising** – checking for organization; determining if there is too much/not enough information; making sure sentences flow from one idea to the next
4. **Editing** – checking for correct grammar, vocabulary, spelling, and punctuation