



Grades
6–12

Champion of IDEAS

English Language Development Program

Vocabulary and Oral Language Tasks

Vocabulary & Oral Language Tasks 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.

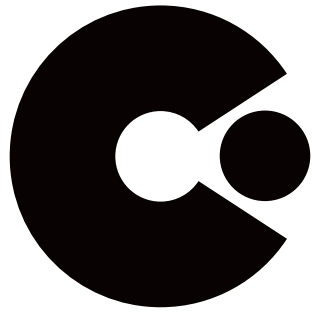
Take a look at the preview of the *Champion of IDEAS* vocabulary and oral language tasks to see the systematic approach that allows teachers to implement and scaffold explicit and robust vocabulary instruction while integrating uses in reading and writing tasks that lead to oral language development. The program is organized by vocabulary, grammar forms, and language function/tasks.

As you preview this packet, **note the red highlighted section on page 9** that introduces the vocabulary and oral language objectives. This sample is focused on vocabulary and oral language 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.**

info@ballard-tighe.com | www.ballard-tighe.com | (800) 321-4332



An English Language Development Program

Champion *Teacher*

Champion *of IDEAS*



Digital Resources for Teachers (Paper Edition)

This is for classrooms using the paper edition of the components.

Scan the QR code or visit the website:
<http://digitalresources.championofideas.com>

If your username and password do not appear here, please contact
Ballard & Tighe, Publishers.
info@ballard-tighe.com
(800) 321-4332



Language Ladder Platform (Digital Edition)

This is for classrooms using the digital interactive edition. You will access the Digital Resources and other teaching tools from this platform. Your username and password should have been set up by your site administrator.

Scan the QR code or visit the website:
<http://www.language-ladder.com>

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LANGUAGE OBJECTIVES: BEGINNING LANGUAGE LEVEL

UNITS 1 AND 2

LISTENING

1. Follow commands, instructions, classroom routines, clear one-step directions, and requests from teachers or peers; respond to announcements over the intercom or by teachers. Examples: "Meet me at my locker after 9th period." "Close your book." "What is the last word on page 45 of the dictionary?"
2. Respond nonverbally (e.g., through movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues) or in one- or two-word phrases to greetings, requests, or simple questions in 1:1 and group situations (e.g., yes/no, open-ended, personal information, either/or).
3. Recognize patterns of sound in oral language (e.g., rhyming and alliteration).
4. Listen attentively to stories and information.
5. Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g., listening, pointing, moving, matching, drawing, and gesturing.
6. Demonstrate comprehension of oral presentations and instructions through nonverbal responses, e.g., gestures, pointing, drawing.
7. Understand key words, phrases, and simple sentences.
8. Identify positive and negative behaviors from illustrations (such as in school, on the playground, in gym class, or on the bus).
9. Role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or taking turns).
10. Match oral commands/directions with learning strategies represented visually (such as fill in bubbles on answer sheets and use of multiple-choice format).

11. Identify/match needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers).
12. Listen and use information gained for a variety of purposes, such as determining the main ideas/details, gaining information from interviews, following directions, pursuing a personal interest, or determining stereotypes, bias, and persuasion techniques in nonprint messages (e.g., commercial advertisement).
13. Select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting and evaluating the techniques and intent of a presentation, taking action in career-related situations, and discerning/acknowledging the feelings and messages sent in a conversation.
14. Select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
15. Use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

SPEAKING

1. Use gestures, single words, and simple phrases or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases) and simple vocabulary (single words or short phrases) during basic conversations and to communicate needs in social and academic settings (e.g., locations, greetings, classroom objects).
2. Use and respond to common social greetings and simple repetitive phrases, compliments, introductions, or farewells (e.g., "Good morning, Ms. ____").

LANGUAGE OBJECTIVES: BEGINNING LANGUAGE LEVEL

UNITS 1 AND 2

3. Orally communicate basic needs (e.g., “I need to borrow a pencil.”/“Do we have to ___?”). Ask questions or exchange information with peers.
 4. Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).
 5. Repeat, restate, retell, paraphrase, or respond to oral instructions or assignments or stories or information (e.g., visually supported information on ads, cartoons, signs, or posters) from social and academic settings using single words and phrases.
 6. Retell predictable and familiar stories using single words, phrases, and sentences.
 7. Ask and answer simple questions (including WH-questions) related to immediate context (e.g., simple written texts) with single words, simple sentences, or phrases (e.g., yes/no, either/or, personal information).
 8. Ask questions to obtain and clarify information and make comments and observations that reflect understanding and application of content, processes, and experiences using single words and phrases.
 9. Use both social and academic learned vocabulary in context.
 10. State basic personal information and preferences (e.g., for types of music, games, TV programs, movies, magazines, stories, authors, or recreational activities).
 11. Make simple presentations in small groups using single words and phrases and visual support.
 12. Speak for various occasions, audiences, and purposes, including conversations, discussions, and projects, and for informational, persuasive, or technical presentations.
 13. Prepare and deliver short oral presentations; use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
 14. Understand and use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
 15. Orally identify types of media by name (e.g., magazine, documentary film, news report).
 16. Orally identify main ideas and some details of familiar literature and informational materials/public documents/text (e.g., newspaper, brochures) using key words or phrases.
 17. Orally respond to simple literary texts by answering factual comprehension questions using one- or two-word responses; orally identify the beginning, middle, and end of a simple literary text.
 18. Orally identify different characters and settings in simple literary texts using words or phrases; read and orally identify the speaker or narrator in a simple selection.
 19. Role play a character from a familiar piece of literature using words and phrases, or simple sentences.
 20. Use pictures, lists, charts, and tables to orally identify the characteristics of three different forms of literature: fiction, non-fiction, and poetry.
 21. Recite simple poems.
- ### READING
1. Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.
 2. Understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language; demonstrate knowledge of sound-symbol relationship in context and in own reading and writing.
 3. Recognize, decode, and pronounce while reading aloud high frequency sight words, most English phonemes, and most

LANGUAGE OBJECTIVES: BEGINNING LANGUAGE LEVEL

UNITS 1 AND 2

common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

4. Read aloud simple words presented in literature and content areas; demonstrate comprehension by using one or two words or simple sentence responses.
5. Create a simple dictionary of frequently used words and use an English dictionary to derive meaning of simple known vocabulary.
6. Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big/large), and antonyms (hot, cold).
7. Recognize and interpret information and identify facts from pictures, words, phrases, or sentences supported by visuals (e.g., illustrations, academic content sources such as graphs, maps, graphic organizers, diagrams) associated with various genres.
8. Use graphic organizers for various purposes, including to compare/contrast information between texts.
9. Follow one-step or multi-step written directions in context (classroom or work-related activities), schedules, or calendars.
10. Select and use pre-reading strategies that are appropriate to the text (such as discussion, making predictions, brainstorming, generating questions, and previewing visually supported text to glean basic facts and to connect information from visually supported text to self) to anticipate content, purpose, and organization of a reading selection.
11. Point out text features such as title, table of contents, and chapter headings.
12. Identify, select, and use beginning reading strategies (e.g., illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries/resource materials) to make text comprehensible and meaningful (e.g., understand words and text) and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
13. Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.
14. Recognize categories of common informational materials (e.g., newspapers, brochures); recognize a few specific facts in familiar expository texts such as consumer, workplace documents, and content area texts.
15. Use pictures, lists, charts, and tables to identify the vocabulary, syntax, grammar, and factual components of compare and contrast patterns in informational materials (e.g., newspapers, magazines, speeches, debates, manuals, and contracts).
16. Use pictures, lists, charts, and tables to identify the sequences of events from simple literary texts.
17. Refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
18. Apply a variety of response strategies, including rereading, note-taking, summarizing, outlining, writing a formal report, and relating what is read to experiences and feelings.
19. Determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material, and sequence of events from modified/visually supported texts based upon purpose for reading, using nonverbal or one- or two-word phrases.
20. Determine the author's purpose and point of view and their effects on the text.
21. Describe and evaluate personal preferences regarding fiction and nonfiction.
22. Demonstrate awareness that language and literature are primary means by which culture is transmitted.

LANGUAGE OBJECTIVES: BEGINNING LANGUAGE LEVEL

UNITS 1 AND 2

23. Demonstrate an awareness of the difference between the use of English in formal and informal settings. (e.g., cloze activity—replacing a popular expression with a formal equivalent); and understand that language changes over time.
24. Recognize the difference between first and third person using phrases or simple sentences.
25. Search topics on the Internet or in libraries; classify topics identified through hypermedia or multiple sources.

WRITING

1. Write basic personal information.
2. Label objects and illustrations presented in content area lessons and organize and record expository information on pictures, lists, charts, and tables for literature and content areas.
3. Write simple sentences and phrases using a model or with some assistance.
4. Write about personal and group experiences using illustrations, words, and phrases.
5. Use key words presented and emphasized in content (e.g., literature, mathematics, and science area lessons).
6. Identify basic vocabulary, mechanics, and structures in a piece of writing.
7. Record and organize content area information using graphic organizers.
8. Write text, notes, outlines, comments, and observations that demonstrate comprehension.
9. Select and use appropriate pre-writing strategies such as brainstorming, graphic organizers, and outlines.
10. Use the writing process to write simple compositions such as descriptions and compare/contrast that have a main idea and some detail or a short personal narrative using simple

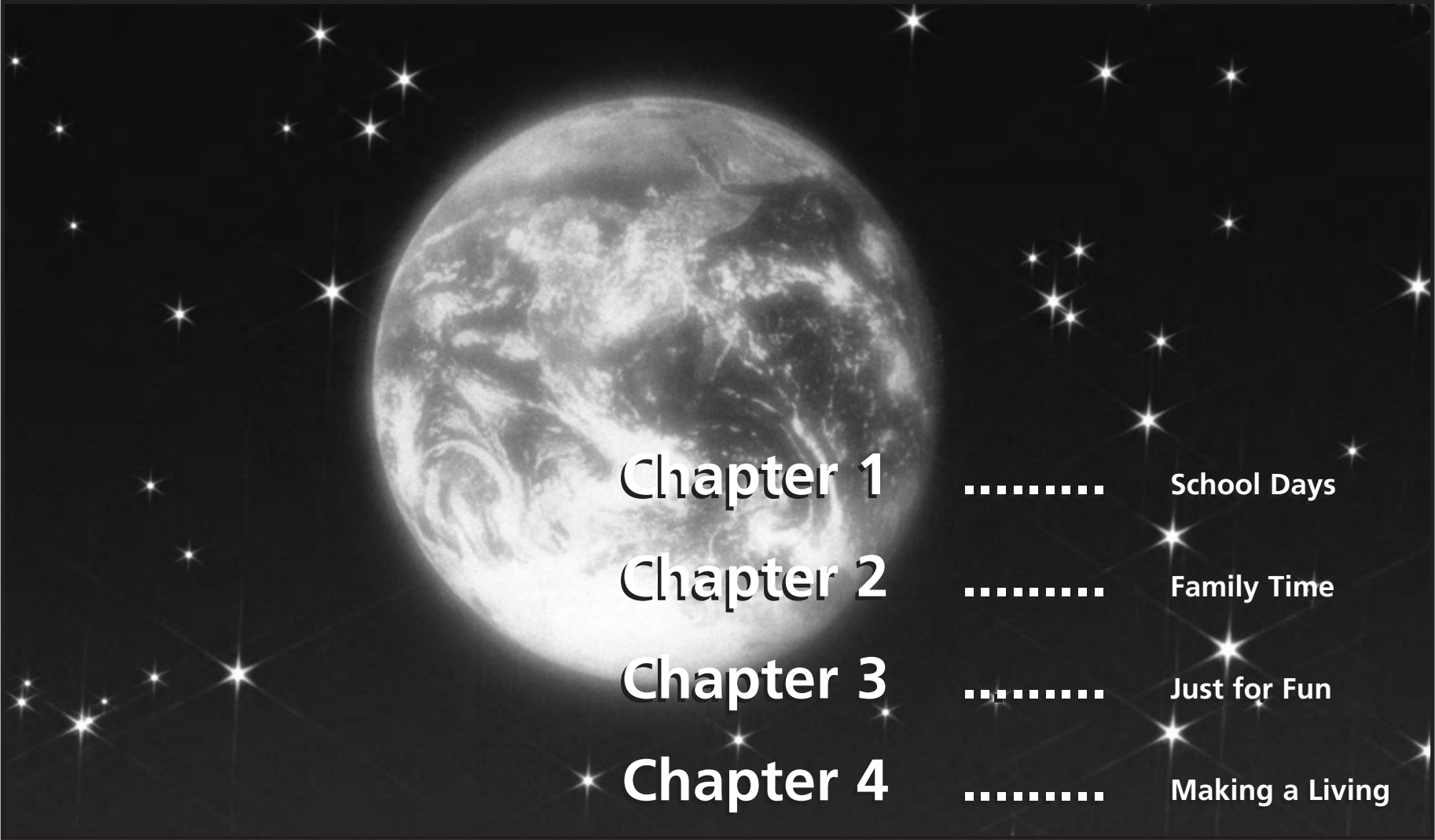
sentences with a few standard grammatical forms and setting and some details.

11. Plan, draft, revise writing (using outlines, class and research notes, webs, maps, and time lines), and produce final documents that are focused, purposeful, and reflect insight into the writing situation; reflect attention to English conventions, including mechanics, usage, punctuation, capitalization, sentence formation, and spelling; spell frequently used words and some sight words correctly in the context of writing; and format basic written work appropriately, e.g., margins, dates, and indenting.
12. Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications (e.g., simple song with a metaphor, personification, ellipsis, etc.).
13. Distinguish between emotion and logical argument.
14. Complete basic business forms such as job applications by providing basic personal information (e.g., name, age, address, telephone number, and education) with assistance.

Language is
developmental

UNIT 1: MY WORLD

Language Level: Beginning



Chapter 1

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School Days

Chapter 2

.....

Family Time

Chapter 3

.....

Just for Fun

Chapter 4

.....

Making a Living

Note: This unit is intended for students who have a basic understanding of the English alphabet, Arabic numerals, directionality in reading, and who have some literacy skills in their native language. If students do not have these basic skills, begin instruction with a program intended for older students without basic literacy skills or familiarity with the English alphabet.

CHAPTER 4: MAKING A LIVING

Overview

Language Level: Beginning

Teaching Time	25 (50-minute) class periods
Chapter Evaluation	1 class period
Unit Evaluation	1-3 class periods (depending on class size)
Target Vocabulary	Nouns: bank teller, barber, bus driver, carpenter, cashier, check, chemist, credit card, dime, doctor, dollar bill, electrician, gardener, job, lifeguard, mail carrier, mechanic, money, nickel, nurse, penny, pilot, plumber, quarter, sales person, secretary, waiter; numbers 1-100 Verbs: to apologize, to build, to cash, to come, to contribute, to deliver, to drive, to fix, to give, to hurt, to install, to joke, to leave, to pay, to pursue, to serve, to soar, to spill, to support Adjectives: cheap, confused, different, expensive, few, funny, many, private, public, quick, right, same, serious, slow, wrong Prepositions: across, around, down, for, up Articles: a, an, the
Social Language & Classroom Commands	<u>Lesson 1:</u> Who uses a ____? I need help with a problem. <u>Lesson 2:</u> What is your telephone number? My telephone number is _____. What is your address? My address is _____. Do you have an e-mail address? Yes, my e-mail address is _____./No, I only use regular mail.
Academic Language	etiquette, problem, feelings, member, organization, diabetes, disease, lighting, talent, downtown, area, restaurant, hospital, tip, service, fault, manager, habit, skill, employer, employee, world of workplace, career, communication, resume, cover letter, patient, customer, advantage, solution, initiative, time management, supplies, opportunity, to interview, to lead, to follow, to cooperate, to compromise, to solve, to juggle, to prepare, to order, to trust, to steal, successful, future, part-time, confident, honest, trustworthy
Reading Selections	<u>Lesson 1</u> Reader: “Ask Etty” (Flesch-Kincaid Grade Level: 5.4; 450L) <u>Lesson 2</u> Reader: “What Will I Be?” (Flesch-Kincaid Grade Level: 1.3; 450L) <u>Lesson 3</u> Reader: “School Today and Work Tomorrow” (Flesch-Kincaid Grade Level: 6.0; 630L) <u>Lesson 4</u> “Clara Barton: Angel of the Battlefield” in <i>People and Stories in American History: A Historical Anthology</i> (pages 9-10) (from the <i>Champion</i> Library)

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

WARM-UP (1 Class Period)

1. **Use target vocabulary to describe occupations; encourage students to ask questions to clarify meaning.** Display a collection of items (e.g., a checkbook, various denominations of currency, scissors, hammer/nails, electrical cord, gloves/garden implements, toy stethoscope, menu, bandage, shopping bag, and credit card) associated with the target vocabulary students will encounter in this lesson. Point to each item, say what it is or ask students to name it, and indicate how it is used. Write the following sentence starter on the board:

Who uses a _____?

Ask: **Who uses a hammer?** If students are able, have them answer the question. Otherwise, answer it yourself: **A carpenter uses a hammer.** Follow this process with another item. Then say: **Now you ask me a question.** Give students a chance to ask a question associated with the information on the board following the sentence model.

2. **Introduce the target vocabulary using visuals.** Have students take out their Reader: **Open your book to page 36.** Give them time to study the pictures associated with this reading. Have students look at the picture on page 36. If desired, project this concept picture (located on the Digital Resources) onto a large screen. Point to the bank teller and say: **She works in a bank. She is a bank teller. She is giving the woman money. Raise your hand if you work in a bank. Raise your hand if you go to the bank. Who helps you at the bank?** Talk about the other pictures associated with this reading in a similar fashion. Ask simple questions or give commands and have students respond nonverbally. For example, point to the carpenter on page 37 and say: **A carpenter builds things with wood. This carpenter is cutting wood. Can you cut wood? Raise your hand if you are a carpenter.**

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).** Have students look at the picture on page 36. Call on student volunteers to answer the question: **What do you see in this picture?** Write this question on the board. Say and write on the board a model response: **I see a woman.** Ask: **What is the woman doing?** Write this question on the board. Help students respond following a model with the correct personal pronoun; say and write on the board a model response: **She is** [giving the woman dollar bills/money/cash]. Then ask: **What else is she doing?** Write this question on the board. Say

and write on the board a model response: **She also is smiling.** Provide affirmation and/or corrective feedback as needed. Point out that the first word of the sentence is capitalized. Tell students that in English writing, we always capitalize the first word in a sentence. Also point out the end punctuation. Tell students that in English writing we use a question mark at the end of a sentence that is a question; we use a period



at the end of a sentence that is a statement. Write more sentences on the board (questions and statements) and give students a chance to name the correct end punctuation. Introduce Activity 33 in the Writer and review the directions and example. Have students work independently or in pairs on this activity. Check the answers as a class.

4. **Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information.** Draw a manila folder cover on the board with a heading (Making a Living) and space for the student's name and the date. Read the title, "Making a Living," and explain what that means. Tell students that in this chapter they will be learning about things that people do to earn money. Show pictures that depict people at work. Be sure to choose a wide variety of pictures that include a great deal of diversity. Give students a chance to share their ideas about what kind of job they would like to have or the kind of work that interests them. Give each student a manila folder and ask students to write information on it following the model you provided on the board. Ask a student volunteer to say the day's date, including the month, day, and year. Write the date on the board and read it aloud. Ask another student volunteer to point out where students are to write their name and the day's date. If desired, provide craft materials for students to create an attractive cover. Instruct them how to draw or cut out/paste pictures that represent people at work. Tell students that they will keep this folder. As they complete work in Chapter 4, you will ask them to place their work in this portfolio folder. Remind them to bring the folder with them to every class.

At Home

- Assign target nouns for homework study. Display Nouns 7 (located on the Digital Resources) on a projector and assign each student 3-5 nouns. Students should write the assigned words in English and their home language using a bilingual dictionary. They also should draw a picture to depict each word.

Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 120.) Review concepts and give students more practice as needed and then continue with the next section.

Lesson 1



CONNECT (3 Class Periods)

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).** Cut out all the words on Nouns 7. Organize students into small groups and give each group an equal number of words. Have students take out their *IDEA Picture Dictionary 2* and look up their words in the dictionary. Ask them to think about how they will present the words to the rest of the class. For example, if they have the word *check*, they can point to a check. Alternatively, they can draw a picture of the word, find a picture in a magazine or book, or describe it using verbal or nonverbal communication. Call on groups in turn to present their words.

Display Nouns 7: Numbers 1-100 on a projector. Organize students into small groups and assign each group 10-20 numbers. Give groups an index card for each number they have been assigned. Groups should write the numeral (e.g., 1) on one side of the card, and write out the word (e.g., one) on the other side of the card. Have members of each group "quiz" other group members by showing them the word (e.g., one) and having them write the numeral (1) and say it aloud. After groups have practiced with their set of cards, have groups trade cards and follow this same process. Continue until all groups have had a chance to quiz each other on all cards. For more oral practice, give each student several cards and call out directions such as: **If you have the number 5, 35, 72, or 89, stand up. If you have the number 17, 45, 60, or 100, clap your hands.** Collect all the index cards at the end of the activity.

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*

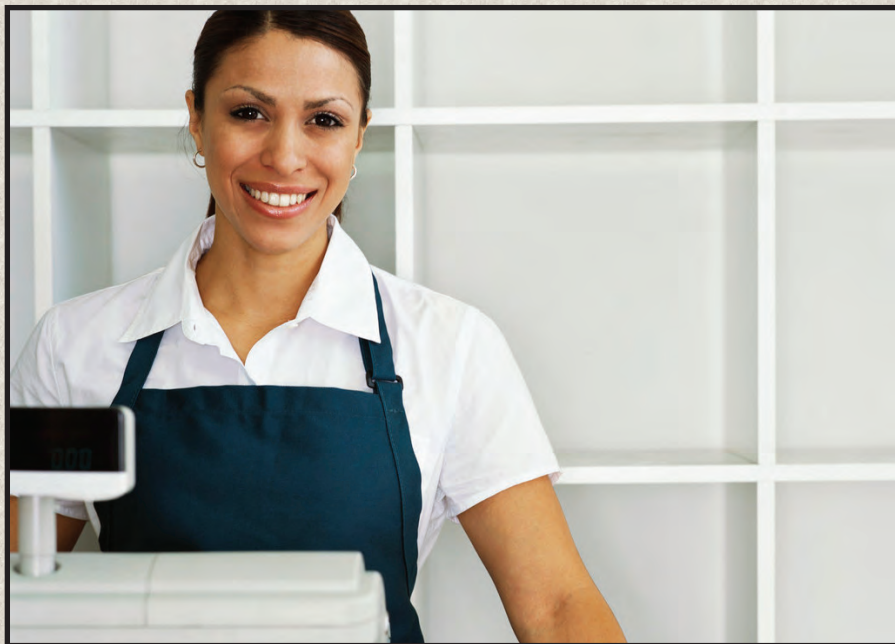
Dear Etty: I am a member of Libraries for All. This organization supports public libraries. The president of this organization is a **doctor**. She helps children who have diabetes and other serious diseases. She asked the members of Libraries for All to help repair the main library. I was glad to help. 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.

What's Wrong?

DIRECTIONS: These sentences need capital letters and ending punctuation. Rewrite the sentences correctly on the space provided.

Example:

who uses a hammer

Who uses a hammer?

1. a carpenter uses a hammer

2. she works in a bank

3. she is a bank teller

4. she is giving the man money

5. is she giving the man dollar bills

6. i can hammer a nail

7. what do you see in the picture

8. i see a woman

9. what is the man doing

10. he is cutting hair

11. is he a barber

12. did you see the waiter

13. do you have a credit card

14. no, I only have a check

Nouns 7

bank teller

doctor

penny

barber

dollar bill

plumber

carpenter

electrician

quarter

cashier

gardener

sales person

check

mechanic

secretary

chemist

money

waiter

credit card

nickel

dime

nurse