Introduction
Getting to Know My Community

Grade 2

Content-Based ESL Class

Barbara Brozek
FLA 518
Summer 2005
Unit Introduction

1. Title: Getting to know My Community

2. Grade Level: Grade 2

3. Target Group: Content-Based ESL class

4. Source of Written Reading Material:


6. Picture Sources:
   www.google.com

   My Town by Rebecca Treays

   Let's Visit the Library by Marianne Johnston

   A visit to the Supermarket by B.A. Hoena

   Let's visit the Fire Station by Marianne Johnston

   What's Inside a Police Station? By Sharon Gordon

   My Community by Jill Norris

   Helping Hands by Jill Norris

   Pictures, please! By Marcia Stevenson Abbate & Nancy Bartell LaChappelle

   The New Oxford Picture Dictionary by Ian Hague
Unit Introduction

7. **Learning Goals:**

   I want my students to know what a community is.

   I want my students to know what a neighbor and neighborhood are.

   I want my students to know the different types of buildings in a community.

   I want my students to know some of the services provided by workers in the community.
<table>
<thead>
<tr>
<th>ESL LANGUAGE</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
</tr>
</thead>
</table>
| Knowledge    | Vocabulary | 1. Types of Communities  
2. Explain what a neighbor and a neighborhood are.  
4. Services provided in a community. | Read and recognize the feature of a non-fiction text. |
| Skills       | 1. Discuss the characteristics of a community.  
2. List ways neighbors help each other in a neighborhood.  
3. Write a paragraph about a building in a community and draw a picture.  
4. Create riddles showing services in the community. | 1. Identify the characteristics of a community.  
2. Describe and define neighbor and neighborhood.  
3. List the different types of buildings in the community.  
4. Classify the different services in the community.  
5. Match different services to the workers. |
| Attitudes/ Awareness | | 1. Aware of community helpers.  
2. To appreciate the kindness of our neighbors. |
Lesson 1
### Functional - Notional - Lesson 1

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Formula Expression</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Characteristics of a community</td>
<td>Communities are made up of __________ and __________</td>
<td>noun singular plural</td>
<td>people buildings</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>The different communities</td>
<td>What community has many people living close together?</td>
<td>WH - Questions adjectives noun</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What community is near a large city?</td>
<td></td>
<td>urban</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What community has few people and a lot of land?</td>
<td></td>
<td>suburban</td>
</tr>
<tr>
<td>List</td>
<td>The community features</td>
<td>Urban communities have __________</td>
<td>Direct Objects</td>
<td>Street lights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suburban communities have __________</td>
<td></td>
<td>sidewalks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural communities have __________</td>
<td></td>
<td>trees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>grass</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>open fields</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>farms</td>
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</table>
Barbara Brozek
Getting to know My Community
Grade Level: Grade 2
Target Group: Content-Based ESL Class

This lesson is an introduction to a unit on community. The goal of this lesson is to
arouse prior knowledge and student connections related to the meaning of community.

Goal: Through this lesson the students will know the different types of communities.

Content Objective: The students will identify the characteristics of a community.

Language Objective: Students will discuss the characteristics of a community.

Pre-production: Students will be able to know what a community is and be able to point
to one of the communities.

Early Production: Students will be able to know what a community is and be able to
name one or two of the communities.

Speech Emergence: Students will be able to know what a community is and be able to
name all three.

Intermediate Fluency: Students will be able to know what a community is and be able
to name all three. This student will be able to recognize something in each community.

Materials:
Teacher’s and student’s book Silver Burdett Neighborhoods and Communities
Pocket Chart
White Board
Cards with Pictures of the Different Communities
Card with the word Community
Cards with the names Urban, Suburban, Rural
Student activity handout of Community Circle Graphic Organizer and writing pencils
Scissors and glue
Dry Eraser Markers
Lesson 1

Key: OL = Original Lesson
My original lesson is found in its own appendix in the back of the book.

Lesson 1 - Modified

Approximate Time: (7 min)

To introduce this lesson the teacher will: Post the word Community (see appendix 1, p.39) on the pocket chart and for the students to see. The teacher will say “The word Community (slowly) and repeat the process again. (pause)

Introduction:
Teacher: “Who can tell me what the word Community means?” (pause)
The teacher will write answers that the children give on the white board.
If no one responds because this is a challenging word, then the teacher will respond.

Teacher: “A community is where people live and work. (pause)
Teacher will repeat again slowly. Teacher:” A community is where people live and work.” (pause) Teacher: “Please say it with me, A community is where people live and work.”
Teacher: “Now I want you to listen and finish the sentence. “A community is where people class answers. (live and work) “(pause) The teacher will say it again.
Teacher: “A community is where people class answers. (live and work) “Teacher: “Please listen.” The teacher will point to the word in the pocket chart and say “A community is where people live and work.”
Teacher: Today we will learn about different types of communities.

Procedure:
Approximate Time : (25 min)
Teacher: “Let’s take a look at pages 40 and 41.”(OL) The children will then look at the pages. (pause) The teacher will read the first sentence on page 40 while pointing to each picture and then the teacher will (pause). The teacher will now read the next sentence on page 40 (see appendix 2 & 3, p. 40, 41) while the students are looking at their book.
Teacher: “Now let’s point to the communities in our book on pages 40 and 41.” The students will follow the teacher’s lead by saying the word community and pointing to the picture in their book. Now the teacher will read the last sentence in the book on page 40. While she is reading the sentence, Some are large (the teacher will draw a large circle with her/his hand in the air) The teacher will read the next sentence, Some are small (the teacher will draw a small circle with her/his hand in the air) The teacher will have the students do the same thing a she/ she reads each sentence again. Teacher; “Let’s look in our book on page 40 and 41 and what do we see?” The teacher and students will point to each picture and say community.
Lesson 1

Teacher points to the student’s book and will ask:

**Pre-production:**
“I want you to point to a community.”

**Early Production:**
Teacher will point to page 40 and will ask “what do you see in this picture?”

**Speech Emergence:**
Teacher points to the top of page 41 and will ask “Describe what you see in this picture.”

**Intermediate Fluency:**
Teacher points to the pictures on page 40 and 41 and will ask “How are they different?”

Teacher continues: “There are different kinds of communities. (pause) The teacher will hold up each card (appendix 4, p.42) urban/city (pause), suburban (pause), and rural (pause)
The students will then be told to:”Look on page 40 (OL) as the teacher holds up the card urban. Teacher:” this is an urban community known also as a city.” Teacher holds up city card. (pause) The teacher will put both cards in the pocket chart. The teacher will repeat the above sentence. The students will be told to look on page 41(OL) as the teacher holds up the next card suburban,”Look on page 41 this is a suburban community. (pause). The teacher will put the two cards in the pocket chart and repeat the above sentence. The students will be told to look at the bottom of page 41(OL) as the teacher holds up the card rural “this is a rural community “. (pause)The teacher will put this card in the pocket chart. Next the teacher will point to each word and (slowly) say each word. Then the students will repeat the word after the teacher.
The teacher will have the students look at pages 40 and 41 and ask them to “point to the urban community and continue in this manner until all the cards have been done.

While the students are looking at their book the teacher will ask:
**Pre-production:**
“I want you to find the urban community.”

**Early Production:**
Teacher pointing to suburban community, “Please tell me if this is the suburban or rural community.”

**Speech Emergence:**
Teacher: “Please tell me one thing you see in the suburban community.”

**Intermediate Fluency:**
Teacher:” How is the urban and rural communities different?”
Lesson 1

The teacher will take out the 3 picture cards and hold up the first one for the class. The teacher holds up the first picture of an urban community/city. (see appendix 5, p.43) “Take a look at this picture and tell me what community it is.” Then the teacher will put the picture cards next to the correct word on the pocket chart. (pause). The teacher holds up the suburban community, (see appendix 6, p.44) “Look at this picture and tell me what community it is.” Then the teacher will put the picture card next to the correct word on the pocket chart. (pause). The teacher will hold up the picture of the rural community (see appendix 7 p.45) “Take a look at this picture and tell me what community is it? Then the teacher will put the picture card next to the correct word on the pocket chart. (pause). Once all the pictures are matched up to the correct community the teacher will have the students look at each one on the pocket chart. The teacher will point to each picture and ask,” This is a students will answer community the teacher will do this several times. Then while the teacher is walking around the class a student will go to the pocket chart and pick a community of their choice. The class will say the communities name out loud and find the community in their book either on page 40 or 41. The teacher will repeat this activity several times.

Teacher: Pointing to the urban community on the pocket chart “There are a lot of people living close together.”(the teacher will put both hands together) (pause). The teacher will point to the suburban community on the pocket chart. “There are fewer people in this community with more space and lots of trees and grass. (the teacher points to the items described) Next the teacher points to the rural community “This community has lots of space (pointing to the open fields and showing the farms) in this community you will find farms.” (pause) The teacher will repeat the above.

Approximate Time (20 min)

Activity:

Children will develop vocabulary (OL). The teacher will draw three circles on the white board identifying them as one being urban, suburban and rural. (see appendix 8, p.46) From this the class will make a graphic organizer of the features of each community. Each student will be given a graphic organizer of which the level of the text and writing assignment will vary according to the level of the student. (see appendices 9-15, p.47-53) The students will tell what they see in the different pictures of each community and the teacher will write the word on the correct line of each circle graphic organizer. Then the teacher will walk around the room to see that the students are on task.
Lesson 1
Reflective Narrative

I have presented lessons which have been modified to benefit English Language Learners (ELLs) of varying levels from beginning to fluent. The lessons are written for a Content-Based second grade class.

My lessons open with a brainstorming activity that activates the student’s background knowledge. In displaying a large word card and modeling the think aloud process helps the student gather information to begin to arouse prior knowledge. I have also modeled repetition and pacing teacher speech when developing key vocabulary. I pause at various times to let the students stop and internalize the lesson.

Throughout the lesson I have used various sheltered strategies. For example, I put the key vocabulary in a pocket chart and continually refer to them. When reading the text to students I have slowed down my speech and use repetition, I have also included various pictures outside the text and gesturing during the reading of the text to make it more comprehensible. I have adjusted the questions for varying ELLs from the pre-production to the fluent speakers. I have made modifications to the multiple graphic organizers by using visuals, adding a word bank to help the various levels.

The instructional conversations used in my class are developed to create a safe and stimulating environment, by stopping and asking questions during the lesson helps check for understanding and negotiates meaning for the students. This situation helps with improving English language skills.

Connecting the word with the pictures of the text and using teacher made pictures allows the students to make a visual connection to what I am discussing. Students then are given opportunities to identify various communities using the pocket chart. Students are actively engaged in group instruction among their peers. The students see every effort made is not judged. This helps lower anxiety and develops confidence in language skills.

The student will work together with the teacher at the end of the lesson by completing the circle graphic organizer on their level. By working with this graphic organizer allows the ELL students to be able to work at their own pace, model language and to be interactive learners both in content and language.
Lesson 2
# Functional - Notional - Lesson 2

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Formula Expression</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Explain what a neighbor and neighborhood are</td>
<td>People that live near each other are ____________ Where people live is called ____________</td>
<td>singular nouns, plural nouns, direct objects</td>
<td>neighbors, neighborhood</td>
</tr>
<tr>
<td>List Describe</td>
<td>The ways neighbors can help</td>
<td>Neighbors can ______ together</td>
<td>verb present tense</td>
<td>work, have fun, play</td>
</tr>
<tr>
<td>Name</td>
<td>Things neighbors can do in their neighborhood</td>
<td>Neighbors have fun in their neighborhood by ____________ Neighbors work in their neighborhood by _______ Neighbors play in their neighborhood by _______</td>
<td>Verbs - ing direct object prepositional phrase compound words</td>
<td>playing outside, sledding, riding a bike, raking, digging, sweeping, playing baseball, football, catch</td>
</tr>
</tbody>
</table>
Lesson 2 – What is a neighbor and neighborhood?

Goal: I want my students to know what a neighbor and neighborhood are.

Content Objective: The students will describe neighbor and neighborhood.

Language Objective: Students will list ways neighbors help each other in a neighborhood.

Pre-production: Students will be able to know what a neighbor and neighborhood are and be able to point to one way a neighbor helps.

Early Production: Students will know what a neighbor and neighborhood are and be able to name one way a neighbor can help.

Speech Emergence: Students will be able to know what a neighbor and neighborhood are and be able to name three ways a neighbor can help.

Intermediate Fluency: Students will be able to know what a neighbor and neighborhood are and be able to name various ways a neighbor can help.

Materials:
Teacher’s and student’s book Silver Burdett Neighborhoods and Communities
Pocket Chart
White Board
Cards with Pictures of different Neighbors and Neighborhoods
Cards with the words neighbor and neighborhood
Student activity hand out of What Goes Together? Chart and writing pencils
Scissors and glue
Dry Eraser Markers
Lesson 2

Lesson 2- Modified

Approximate Time (10 min)

To introduce this lesson the teacher will: Post the word *neighbor and neighborhood* (see appendix 16, p.54) on the pocket chart and for the student s to see. The teacher will say the words *neighbor and neighborhood* (slowly) and repeat the process again. (pause)

Introduction:

Teacher: “These are words that you will hear (pulls on ear) when talking about a community.” (pause) Teacher points to the word neighbor and says “neighbor” (pause) and then the teacher points to the word neighborhood and says “neighborhood.” (pause) Teacher: “Remember a community is where people live and work. (pause) Teacher: Who can tell me what the words *neighbor and neighborhood* mean? (pause) The teacher will write the answers on the white board. If no one responds the teacher will begin by pointing to the word neighborhood and will show the different pictures. (see appendix 17 & 18, p.55-56) after she puts them on the pocket chart. Teacher: While pointing to picture of the neighborhood. “A neighborhood is a place where people live near (teacher puts hands together) each other. This is one small part (teacher cups hands together) that makes up a community.” Teacher; “A neighborhood is where people live near each other.”(pause) Teacher will repeat again (slowly) The next step, Teacher: “Please say it with me, A neighborhood is where people live near each other.” (pause) Teacher will have the students say the above sentence again. Teacher: “Now I want you to listen (pulls on ear) and finish this sentence. “A neighborhood is where class answers (people live near each other) pause. The teacher will have the students repeat this again. Teacher; “A neighborhood is where people live near each other.” Teacher: “Now let’s look at the word neighbor.” Teacher points to this word that she /he has put on the pocket chart. Teacher puts picture one of the neighbors on the pocket chart. (see appendix 19, p.57). Pointing to this picture the teacher will say. Teacher: “Neighbors are the people who live near each other.”(pause). “Neighbors help each other and can play together.”(pause) Teacher will repeat (slowly) “Neighbors are the people who live near each other.”(pause) Teacher puts up pictures two and three of neighbors on the pocket chart. (see appendix 19a & 20, p.58-59) Teacher will repeat the next part of the sentence (slowly) “Neighbors can help each other and play together.”(pause) Teacher: “Let’s say these together neighbors are the people who live near each other. Neighbors help each other and can play together.” (pause) The teacher and class will repeat the two previous sentences again.

Teacher: “Today we will learn about a neighborhood and its neighbors.”
Lesson 2

Approximate Time : (25 min)

Procedure:

Teacher: “Let’s take a look at pages 42 and 43 “(see appendix 21 & 22, p.60-61). The children will then look at the pages. (pause) The teacher will read the first sentence on page 42, while pointing to each picture and then the teacher will pause. The teacher will now read the next sentence on page 42 while the students are looking at their book. Teacher: “Now let’s point to the neighbors on the top of page 42”. Teacher will start to point and then students will follow. Teacher and students point to each person and say “neighbor” (pause) The teacher will then read the third sentence on page 42. (pause) As the teacher reads “They live in the same neighborhood.” he/she will draw a circle around each picture using one finger. (pause) The teacher will then make a large circle around pages 42 and 43 as he/ she reads the next sentence, “A group of neighborhoods make up a community.” The teacher will have the students follow her /his gestures (using one finger) as the teacher says neighborhood (children will circle one person in each picture) neighborhood (children will circle the entire picture on each page), community (children will circle both pages).

Teacher points to the student’s book and will ask:

Pre-production:
I want you to point to a neighborhood.”

Early Production:
Teacher will point to page 42 and will ask “Where are these people?”

Speech Emergence:
Teacher points to the top of page 42 and say,”Tell me about this picture.”

Intermediate Fluency:
Teacher points to the picture on page 42 and 43 and will ask: How are these people neighbors?”

Teacher continues reading the last two sentences on page 42 and then points to the picture at the bottom of pages 42 and 43. (pause). Teacher continues to read page 43 and points to the picture at the top of page 43. (pause) Teacher:”Let’s look at the pictures on page 42 and 43 again.” Teacher: pointing to the top of page 42 “This picture shows neighbors playing together. (pause)” Teacher; “Look at the bottom of page 42 and 43 this picture shows neighbors working together./pause Teacher:”Look at top page 43
this picture shows **neighbors having fun together.** (pause) Teacher: “Now I want you to listen (pulls on her ear) to me. The class will now follow her directions. Teacher: “Please look at pages 42 and 43 in your book. I want you to point to the picture of the **neighbors playing together.** (pause), point to the **neighbors working together.** (pause), point to the picture of the **neighbors having fun together.** Teacher continues: **Neighbors can work, play and have fun together in their neighborhood.** The teacher will put three pictures on the pocket chart. (see appendix 23, 24 & 25, p.62-64). The teacher will point to the first picture, “Neighbors can have fun. (pause) the teacher points to the second picture, “neighbors can work together.” (pause) The teacher points to the third picture, “neighbors can play together.” (pause) Teacher: The teacher will point to each picture and then ask the class, “Repeat after me, neighbors are having fun. Second picture “neighbors can work together, third picture neighbors can play together.

Now the teacher will have the students look back in their books pages 42 and 43.

**Pre-Production:**
“I want you to find a neighbor that can help.”

**Early Production:**
Teacher will point to the top of page 42 and will ask “What are the neighbors doing?”

**Speech Emergence:**
Teacher will point to the top of page 43 and ask” Please tell me about the picture.

**Intermediate Fluency:**
Teacher pointing to the top of page 43 and the bottom of page 42, 43,”How are these two pictures different?”

**Approximate Time (20 min)**

**Activity:**
Teacher: “Before we start let’s take a look at the pocket chart.” Teacher points to the first picture again and says “Neighbors can class answers (have fun together). Teacher points to the second picture again and says, “Neighbors can class answers (work together). Teacher points to the third picture again and says “Neighbors can class answers (play together). The teacher will have the students repeat this a second time. The teacher will then draw three columns on the white board (see appendix 26, p.65) identifying them as neighbors help each other, neighbors play together, and neighbors have fun together. Each student will be given a paper with the name, **What Goes Together?** (see appendix 27, 28 & 29, p.66-68) of which the level of the text and writing assignment will vary according to the level of the student.(see appendix 30, 31, 32 & 33, p. 69-72). The students will tell what the neighbors can do in each column and the teacher will write the correct answer under the column. Then the teacher will walk around the room to see that the students are on task.
Lesson 2 – Narrative

This lesson opens with a brain storming activity that activates the student’s background of information. This task arouses student’s prior knowledge and personal connections. I have modeled repetition and paced my speech when developing key vocabulary.

I have also used various amounts of visuals to help the students connect with the text. Students engage actively within a whole group and link new knowledge to existing knowledge among their peers. The student’s anxiety is lowered and there is heightening motivation to learn. This helps the students develop confidence in language skills.

I have also made modifications to the work sheet What Goes Together chart for each student by adding pictures and a word bank. This chart will help the student list while comparing and contrasting the possible actions of neighbors in the neighborhood.

My frequent stops to check for comprehension through asking questions has helped the students stay on task and to ask questions if need be. I have adjusted wait time between questions so that students will have time to process the question before responding.

I will walk around the room while the children are completing the chart to make sure that all questions have been answered and that each child is on task. Once they have completed this chart it will be a quick way to check each student’s understands of this lesson.
Lesson 3
### Functional - Notional - Lesson 3

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Formula Expression</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>The different kinds of places for people to live.</td>
<td>A community has many kinds of places for people to live.</td>
<td>noun singular plural</td>
<td>buildings apartments condos house trailer house</td>
</tr>
<tr>
<td>Name</td>
<td>The different places where people work.</td>
<td>A community has a __________________</td>
<td>noun singular plural direct object compound words</td>
<td>school post office library fire station police station store/supermarket</td>
</tr>
<tr>
<td>Describe</td>
<td>The different buildings in your community</td>
<td>I live in a _______________</td>
<td>noun</td>
<td>house, condominium house trailer apartment store/supermarket school post office library fire station police station</td>
</tr>
<tr>
<td></td>
<td>I buy food at a _______________</td>
<td>adjective</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>I learn at ___________________</td>
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<td></td>
<td>I mail a letter at the __________</td>
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<td></td>
<td>I can get a book at the ______</td>
<td>compound word</td>
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<td></td>
<td>I can go to a _______ _______ and a _______ _______ for help.</td>
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</tbody>
</table>
Lesson 3- Buildings in the community.

Goal: I want my students to know the different types of buildings in a community.

Content Objective: The students will list the different types of buildings in the community.

Language Objective: Students will write a paragraph about a building in the community and draw a picture.

Pre-production: Students will be able to know what a building is in the community and point to one.

Early Production: Students will know what a building is in the community and be able to name one.

Speech Emergence: Students will be able to know what a building is in the community and be able to name three buildings.

Intermediate Fluency: Students will be able to know what a building is in the community and be able to name various buildings.

Materials:
Teacher’s and student’s book Silver Burdett Neighborhoods and Communities
Pocket Chart
White Board
Cards with pictures and words of buildings in the community
house, apartment/condo, house trailer, school, library, police station, fire station, grocery store/supermarket
writing paper
Art paper 9x12
Crayons
Pencils
Dry eraser markers
Student Activity sheet: Teacher will write the activity on paper for Early Production and Speech Emergence. The teacher will write the directions for the Intermediate Fluency on the white board.
Lesson 3

This lesson will be longer and may continue to the next day’s lesson

Lesson 3- Modified

Approximate Time : (10 min)

To introduce this lesson the teacher will hold up the word card community (see appendix 1, p.39) and ask the class: “Who remembers what Community means?” (pause) The teacher will then put the word card in the pocket chart.

Then the teacher will say “A community is where people live and work “Please say it with me a community is where people live and work. Now we are going to take a look at buildings where people live and work.

Introduction:

As teacher holds up the word card neighborhood (see appendix 16, p.54) and places it in the pocket chart she will remind the students, Teacher: “A neighborhood is a place where people live”. Who can tell me some places where people live in your community?”

Teacher will write the responses on the white board. If no one responds the teacher will respond by “Now let’s look at one of the places where people live in a neighborhood.”

The teacher will put up the picture of a house (see appendix 34, p.73) in the pocket chart. Teacher: “This is a house where one family lives. (teacher holds up one finger) The teacher will put the word house (see appendix 35, p.74) next to this picture. Teacher: “Who lives in a house?” (pause) Then the teacher will put up the next picture of an apartment building (see appendix in the pocket chart. Teacher: “Who can tell me what building this is?” (pause) If no one responds then the teacher will respond “This is an apartment building and sometimes they can be called condos where many families live. The teacher will use his/her finger to trace a circle around each of the families shown.” (pause) The teacher will also show the children the inside picture of the apartment building with the many floors (see appendix 36 & 37, p.75-76) then the teacher will put the words apartment building and condo in the pocket chart. (see appendix 38, p.77) Teacher: “Who lives in an apartment building?” (pause) “Who lives in a condo?” (pause) Next, the teacher will put the picture of the house trailer (see appendix 39, p.78) in the pocket chart. Teacher: ”Who can tell me what building this is?” (pause) If no one responds then the teacher will respond “This is a house trailer where one family lives.” (teacher holding up one finger) If needed this house trailer can be put on wheels (teacher takes two fingers from each hand and twirls them around each other) and moved. Then the teacher will put the word house trailer (see appendix 40, p.79) next to the picture. (pause)
Lesson 3

As the teacher points to each word and then picture she/he will say, Teacher: “Now let’s say the name of each place in the community where people can live”. The teacher will start at the top of the pocket chart by pointing to the word house and then (slowly) saying the word and pointing to the picture it matches with the students saying it after her/him. This will be done with all three pictures (twice.) Now let’s take a look in our book at the different buildings where people can live.

Approximate Time (25 min.)

Procedure:

Teacher: “Now let’s take a look at pages 44 and 45.” (see appendix 41 & 42, p.80-81). The children will then look at the pages. (pause) The teacher will read the first sentence on page 44 when she/he gets to the part (has many kinds of places for people to live) the teacher will point to each picture. (pause) The students will follow along in their book as the teacher reads the rest of page 44 and 45. Teacher: “Now let’s point to each picture on pages 44 and then 45 and say the name of each building.” The students will follow the teacher’s lead.

Teacher points to the student’s book and will ask:

Pre-production:
“I want you to point to a place where people live.”

Early Production:
Teacher will point to page 44 and will ask “What do you see in this picture?”

Speech Emergence:
Teacher points to the bottom of page 44 and will ask: “Describe what you see in this picture.”

Intermediate Fluency:
Teacher points to the pictures on page 44 and 45 and will ask “How are they different?”

Teacher continues: Now we will look at buildings in the community where people work. (pause) Teacher: Let’s look at pages 46 and 47 in our book. (pause) (see appendix 43 & 44, p. 82-83) “Who can tell me what buildings they see(teacher points to her eyes), (pause) The teacher will write the responses on the white board. If no one responds the teacher will respond by:
Lesson 3

Teacher: The buildings are pictures of different schools and the picture where students like you come to learn. (pause) The teacher will put up the word school along with a picture of it. (see appendix 45 & 46, p.84-85) Teacher: “Let’s take a look at the different school pictures on pages 46 and 47 in our book.” The teacher will then point to each picture on pages 46 and 47. Teacher: Each picture on these two pages is a picture of a school in a neighborhood. One of the pictures might look like your school. This is one building in our community where people work. (pause) Now let’s look at another building where people work, Teacher puts up the picture of the library (see appendix 47, p.86) on the pocket chart. Teacher: “Who can tell me what building this is?” (pause) Teacher writes answers on the white board. If no response teacher will respond, Teacher: “This is a library. (see appendix 48, p.87) and put up the word library. (pause) Teacher: “A library is a building where the community can borrow books and learn new things about their world and their community.” (pause) The teacher puts up the second picture, (See appendix 49, p.88). Teacher: “Who has been to the library?” (pause) As teacher points to the students book page 46 and 47, “What buildings do you see?” (pause) Teacher: “That’s right schools.” Teacher: (pointing to the pocket chart) “Please tell me what building this is.” “That’s right a library.” Teacher: Now let’s look at other buildings that are in a community.” Teacher puts up the picture of the police station (see appendix 50, p.89) (pause) Teacher: “Who can tell me what this building is?” Teacher will write responses on the white board. If no one responds then the teacher will respond. Teacher: “This building is a police station put in the word in the pocket chart (see appendix 51, p90) (pause) Teacher will say this (slowly) “A police station is a building in the community where people work to make sure everyone in the community follows the laws that keep us safe.” (pause) Teacher: “Now we will look at another building in our community.” Teacher puts up the picture of the fire station (see appendix 52, p.91) Teacher: “Who can tell me what building this is” (pause) If no one responds the teacher will say, Teacher: “This is a fire station put up word card (see appendix 53, p.92) Teacher will say (slowly) “A fire station is a building in the community where fire trucks (points to the picture) and people work to keep us safe. (pause) Teacher: “Now let’s look back at the buildings.” Teacher will point to each picture and then ask the questions (slowly) while students answer. Pictures are all on pocket chart. Teacher points to the picture of the school. “This building is a class answers. (School). “This building is a class answers, (library) the teacher will continue in this manner until all four buildings that have been covered so far are mentioned. Teacher: “Now let’s continue and look at other buildings that are in the community.” Teacher puts up the picture of the post office (see appendix 54, p.93) on the pocket chart. Teacher: “Who can tell me what this building is?” (pause)
Lesson 3

Teacher will write the responses on the white board. If there is no response, Teacher: “This is a **post office** (see appendix 55, p94) teacher puts up the word in the pocket chart. (pause) Teacher: “A **post office** is a building where people work to make sure the mail gets delivered.” (pause) Teacher: “Let’s take a look at the next building.” Teacher puts up the picture of the store. (see appendix 56, p.95) (pause) Teacher then puts up the second store picture.(see appendix 57, p.96) Teacher will write responses on white board, if no one responds the teacher will. Teacher: “This is a grocery store/supermarket”. teacher puts up words (see appendix 58, p.97) (pause) **Teacher:** will say this (slowly) “A grocery store/supermarket is a building where people work and where we can buy food.”

Teacher: “Now we will go back and look at each building.” (pause) The teacher will point to each building and then have the class say the name. Example, Teacher: Let’s look at the pictures, tell me the name of this building (as the teacher points to the **school** the class will say school) then the teacher will point to the **library, police station, fire station, post office and grocery/supermarket** and continue (slowly) with the questioning of each building mentioned in the same manner. The teacher will do this several times.

Teacher will then **ask** the following questions:

**Pre-production:**
“I want you to point to a building in the community.”

**Early Production:**
Teacher will point to a picture of the library on the pocket chart,”Is this the library or police station?”

**Speech Emergence:**
Teacher points to the picture of the supermarket,”Tell me about this picture.”

**Intermediate Fluency:**
Teacher points to the pictures of the police station and fire station:”How are these two buildings alike.”
Lesson 3

Approximate Time: (20 min.)

Activity:

Teacher: “Before we start let’s review the buildings that are in a community.” The class and the teacher will again go over each picture on the pocket chart. The pictures are as follows: house, apartment/condo, house trailer, school, library, police station, fire station, and grocery/supermarket. (pause) Teacher: You will pick one building (teacher will put up one finger) in the community and draw a picture of that building. Then you are to tell me something about that building by writing it on the paper. This will be an activity where the students will interact and ask questions. The teacher will help the students when needed.

The writing piece is modified for each student. The teacher will write the sentences for Early Production and Speech Emergent on writing paper before this activity has begun. The teacher will write the directions for the Intermediate Fluency on the white board.

Pre-production:
The students will pick a building and then draw it. They will write the name of their building on their paper. The teacher will help them by having the student look at the pocket chart.

Early Production:
The students will pick a building and then draw it. They will be able to tell me something about their building using the following. The student will fill in the blanks and use the pocket chart. Students will get help from their teacher and peers.

_________ is a place where people (work, live) ________ in the community.

Speech Emergence:
The students will pick a building and then draw it. They will be able to tell me something about their building using the pictures on the pocket chart and the following.

_________ is a place where people (work, live) ________ in the community.
This ______ is a place in the (community, neighborhood) _________.

22
Intermediate Fluency;
The students will pick a building and then draw it. They will be able to describe their building using the pictures on the pocket chart and the following.

Students will describe in a few sentences the building of their choice.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

The teacher will walk around the room as this activity is going on and help students when needed. This activity is also one where students can help each other. I stated at the beginning of this lesson that this might take another lesson to complete. The teacher will give the students an opportunity to finish on the next day.
Lesson 3

Lesson 3 - Narrative

This lesson opens with an activity to activate prior knowledge from the previous lesson. This helps the students build on prior knowledge and personal connections. I have made my speech more comprehensible by using simple sentence structures. My pace of speech is slowed without losing the natural flow of speech.

I have used various visuals to embrace meaning making a clearer connection to help my students. This strategy allows students to make a visual connection to what I am referring to as we discuss the various buildings in the community. I stop frequently to check for comprehension through asking direct questions. I adjust my wait time so that the students will have time to process the question before responding.

I made modifications to the completion of the paragraph based upon the activity level of the students functioning. The Pre-production level will just write the word for the building they choose. Students functioning on Early Production and Speech Emergent will fill in the blanks, the students functioning on the Intermediate Fluency level will be required to write three or more complete sentences. Each group will be allowed to interact with their peers and have teacher assistance, working with their peers allows ELLS to model proper language, work at their own pace, and be interactive learners in both the content and language. Students also are in a relaxed atmosphere that allows the student time to think and process the information.
Lesson 4
### Functional - Notional - Lesson 4

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<tr>
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<th>Grammar</th>
<th>Vocabulary</th>
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<td>The ________________ provides the service of _________________________</td>
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<td>verb - ing</td>
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<td>mail carrier</td>
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<td>delivering the mail</td>
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<td>grocery clerk/cashier</td>
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<td>helping at the store</td>
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Lesson 4

Lesson 4 - The services provided by workers in the community.

Goal: I want my students to know some of the services provided by workers in the community.

Content Objective: Students will classify and match the services in the community.

Language Objective: Students will create riddles showing the services in the community.

Pre-production: Students will be able to know what a service is in the community and be able to point to one.

Early Production: Students will know what a service is in the community and be able to name one.

Speech Emergence: Students will know what a service is in the community and be able to name three services.

Intermediate Fluency: Students will be able to know what a service is in the community and be able to name various services.

Materials:
Teacher’s and student’s book Silver Burdett Neighborhoods and Communities
Pocket Chart
White Board
Cards with pictures and words of buildings in the community
school, library, police station, fire station, grocery store/super market
Picture cards of people that work in the community such as a teacher, librarian, police officer, fire fighter, grocery clerk/cashier
Crayons and pencils
Glue and scissors
Dry Eraser markers
Student Activity Sheet: Each group will be given a card to make their riddle and a sheet of community workers to choose from.
Lesson 4

Lesson 4- Modified

Approximate Time (7min)

Introduction:

To introduce this lesson the teacher will activate prior knowledge. Teacher holds up one word card at a time and (slowly) says each word (see appendix 35, p.74, appendix 38, p.77, appendix 40, p.79). The words are house, apartment/condo, house trailer. The teacher will put them in the pocket chart after she/he has said each word and for the class to see. Teacher: “Who remembers that these words are places in the community where people (pause) class answers (live)” “Now let’s look at other words with their pictures.” (see appendix 45 & 46, p.84-85, appendix 47 & 48, p.86-87, appendix 50 & 51, p.89-90, appendix 52 & 53, pages 91-92, appendix 54 & 55, pages 93-94, appendix 56, 57 & 58, p.95-97) Then the teacher will put these words and pictures together on the pocket chart which are the following; school, library, police station, fire station, post office and grocery store/super market. She/he will say the word (slowly) and then point to its picture. Teacher: “These are places in the community where people (pause) class answers (work).” Teacher: “Do you know the word that stands for things that families need or want done that others must do for them?” (pause) (OL) If no one responds the teacher will hold up the card services (see appendix 59, p.98). (pause) Teacher: “Services are the things done for you by other people.” (pause) Teacher; “Today we are going to take a look at different services in the community.

Approximate Time (25 min)

Procedure:

Teacher: “Let’s take a look at pages 52 and 53.” (see appendix 60 & 61, p.99-100) The children will look at the pages in their book. (pause) The teacher will read the first sentence on page 52 while pointing to each picture on pages 52 and 53. The teacher will have the students explain what buildings they see on pages 52 and 53. Teacher: “Now let’s look on pages 54 and 55 (see appendix 62 & 63, p.101-102) (pause) Teacher reads page 54 and points to the two top pictures. (pause) Teacher: Let’s look at the first picture at the top of page 54”, (teacher points to that picture and has students do the same) Teacher: “What service is provided?” (pause) If no response, teacher will respond, “This is a teacher.” (pause) “What service does the teacher provide?” Teacher will write the answers on the white board, if no one responds the teacher will answer:”The teacher helps the children learn.” “That is the service the teacher provides. (pause) The teacher will point to the picture on the top of page 54. “This is a mail carrier” “What service does the mail carrier provide?” (pause) Write answers on white board if no one responds the teacher will answer “The mail carrier delivers mail.” “That is the service the mail carrier provides.”
Lesson 4

Teacher: Let's take a look at the top of page 55 (pause) Teacher reads the question on page 55. If no response, teacher will respond, "This is a librarian" (pause) "Look at the picture and tell me what service does a librarian provide?" If no response, teacher will respond, "A librarian helps us find and check out books." That is the service a librarian provides. (pause) The students will look at the bottom of page 55. Teacher: "This is a firefighter. (pause) "What service does the firefighter provide?" Teacher will write answers on the white board, if no one responds the teacher will answer: "The firefighters put out fires and keep us safe." That is the service that a firefighter provides. Teacher: "Now let's look go back and review each picture and service on pages 54 and 55." (teacher points to the first picture) "This is a teacher what service does the teacher provide?" Teacher: "The teacher provides a service by class answers (helping us learn) (pause) the teacher will repeat the above sentence. Teacher: "Let's look at the top of page 54 and the second picture." (teacher points to that picture and has the students point also) Teacher: "The mail carrier provides a service by class answers (delivering the mail) (pause) the teacher will repeat the above sentence. Teacher: Let's look at the top of page 55" (teacher points to the top picture and students follow). Teacher: This is a librarian , "What service does the librarian provide?" The librarian provides a service by class answers (helping us find and check out books). (pause) The teacher will repeat the above sentence. Teacher: let's look at the bottom of page 55 (teacher points to the bottom picture and the students point also) teacher" "This is a fire fighter, "What service does the fire fighter provide?" The firefighter provides a service by class answers (putting out fires and keeping us safe). The teacher will repeat the above sentence.

Teacher will point to the book and will ask:

Pre-production:
"I want you to point to someone providing a service."

Early Production:
Teacher will point to the top of page 54 (mail carrier) and will ask "Does the mail carrier or teacher deliver the mail?"

Speech Emergence:
Teacher will point to the top of page 55 and will ask: "Please tell me about the picture."

Intermediate Fluency:
"Please look at page 55, which worker would you call if your home was on fire?"
Lesson 4

Teacher continues; “Now let’s look at the pocket chart and review the places where people work. (the pictures and words will be up already from the beginning of this lesson) The teacher will point to each word and picture (slowly) Teacher: school, library, police station, fire station, grocery store, super market. Teacher: “Now let’s look at the people who provide the services.”

Teacher will show the class a picture card of a (see appendix 65, p.103 for all) teacher, mail carrier, fire fighter, police officer, librarian, and grocery clerk . Teacher :( holds up picture card of teacher) “I am a teacher the service I provide is class answers (helping children learn)

The teacher will put this card next to the school and say “I work at a school (pause) Teacher picks up the librarian “I am a librarian the service I provide is class answers (helping people find and check out books). The teacher will put the librarian next to the library and will say “I work at a library (pause) the teacher will have the class repeat the dialogue of (the teacher and librarian). Teacher: “I am a police officer the service I provide is class answers (keeping people safe) and I work at the police station, the teacher will put the police officer next to the police station. The teacher will hold up the fire fighter, and say I am a fire fighter the service I provide is class answers (helping put out fires and keeping us safe). The teacher will put the fire fighter next to the fire station and say “I work at the fire station (pause) the teacher will have the class repeat (the police officer and fire fighter), Teacher ( holds up the picture card of the mail carrier )”I am a mail carrier the service I provide is ,class answers (delivering mail). The teacher puts the mail carrier next to the post office and will say I work at the post office. The teacher will hold up the grocery clerk/cashier and say “I am a grocery clerk/cashier, the service I provide is class answers (helping people find things and telling you how much it costs) The teacher will have the class review each picture and worker. The teacher will say it (slowly) Example: Pointing to the school, this is a school and I am the teacher the service I provide is class and teacher will answer (helping children learn), this will be the format for the rest of the workers on the pocket chart.

Now the teacher will have the students look at the pocket chart and ask:

Pre-production:
“I want you to find someone who performs a service.”

Early Production:
Teacher pointing to the fire fighter,”does the firefighter put out fires?”

Speech Emergence:
“Who is the worker that delivers the mail?”

Intermediate Fluency: Pointing to the teacher and librarian,”What do these two workers have in common?”
Lesson 4

Approximate Time (25 min)

Activity:

Teacher: “Now I want you to listen to this riddle and see if you can guess which worker it is.” The teacher starts, “I carry the mail from the post office to your house. “Who am I?” class answers (the mail carrier) Teacher: Let’s try another,” “It is my job to put out fires wherever they happen. “Who am I? class answers (the fire fighter) Teacher:” Now I want you to think of a riddle.” The students will work in groups to come up with a worker and a riddle.

The teacher will make groups of children with different abilities. By doing this the children will learn from each other and be able to interact with their peers. The teacher will be available if needed. Each group will be given a card to make their riddle. (see appendix 66, p.104) and a sheet of community workers to choose from (see appendix 67, p.105) See example of completed riddle in (appendix 68, p.106)

The teacher will write the following on the white board to help the students.

I help you learn new things at school.
Who am I?
_________________ (on the line I would put teacher)

When the students are finished they will share them with the other groups.
Lesson 4

Lesson 4-Narrative

This fourth lesson focuses on the services provided by workers in the community. Students are asked to name the services that workers provide to people in the community. This reinforces the previous lesson where the students were asked to name the different buildings in the community.

I used the pairing strategy with both the novice and advanced English language learners (ELLs) when students are asked to create riddles for a particular community worker of their choice. The novice students create a list of words to describe the worker with the guidance of a partner. Advanced students begin working independently on writing three words to describe their chosen worker before orally sharing findings with his or her partner/group. The advanced students are responsible for writing down the partners descriptive words into a riddle to share with the class later. Students will draw a picture or choose one of the workers provided to color in.

This helps the students form a personal connection through use of writing and art. Students are utilizing communicative skills as well as working with vocabulary that they already possess. The student’s anxiety is lowered and there is heightening motivation to learn.
Final Assessment of the Unit

This activity is used for the final assessment of my unit. Through this activity I will be able to see the students that have grasped the concept and those that may need additional help. Through this assessment the students will use vocabulary that they have acquired throughout this unit. Each student will be given a graphic organizer of which the level of the text and writing assignment will vary according to the level of the students. The students will classify the different things found in each community.

Explanation of each Graphic Organizer:

Pre-production:
The student will use pictures to match the various columns in each community.

Early Production:
The student will use pictures to match the various columns in each community.

Speech Emergence:
The student will write the correct words in the correct column of each community. There is a word bank to help them.

Intermediate Fluency:
The student will write the correct words in the correct column of each community. The student will also fill in the blanks for each sentence. There is a word bank to help them.
<table>
<thead>
<tr>
<th>Names</th>
<th>Suburban</th>
<th>Urban/City</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Neighbor</td>
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<tr>
<td>2. Building</td>
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<td>3. Service</td>
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</tbody>
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Level 3
Final Assessment
Getting to Know Your Community

Suburban | Urban/City | Rural
--- | --- | ---
1. | 1. | 1.
2. | 2. | 2.
3. | 3. | 3.

Word Bank
- children playing soccer
- people walking down the busy street
- farmer's family
- house
- high-rise building
- farm
- Lawncutting service
- meter maid
- tractor
# Getting to Know Your Community

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<td>3.</td>
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</tbody>
</table>

## Word Bank
- children playing soccer
- people walking down the busy street
- farmer's family
- house
- high-rise building
- farm
- Lawncutting service
- meter maid
- tractor

## Fill in the blank.

A _______ is where people live and work.
A _______ is where people live near each other.
A _______ is the person who lives near you.
A worker provides a _______ for people living in the community.

Word Bank for sentences.
- neighbor
- neighborhood
- service
- community
Checklists
### Appendix

Unit: Getting to Know My Community

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<td>Classify</td>
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FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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Original Lessons
A community is a place where people live. There are many kinds of communities. Some are large. Some are small.
Fishing is an important industry in Gloucester, Massachusetts.

Have pupils tell what they see in the picture.

3. Vocabulary Development. With the help of the class make a list of community features shown in each picture. Have pupils tell exactly what they see. List such things as land, houses, and stores. Have pupils copy the list and arrange the features in alphabetical order.

4. Poetry. Have pupils turn back to pp. 36–37. Have them study the picture as you read the poem aloud. Call on pupils to read the lines of the poem that ask a question.

REMEDIATION For pupils who have difficulty, you may wish to have them draw a picture of one thing they would like to have a visitor know about their community.

ENRICHMENT For pupils who need a challenge, ask them to write a poem about their own neighborhood or community and read it to the class.
LESSON 2

GOALS 1. To understand that people who live near one another are neighbors. 2. To define neighborhood as a part of a larger community. 3. To list ways in which people in a neighborhood help one another.

READING VOCABULARY
neighbor, neighborhood

ORAL VOCABULARY
recreation, interest

TEACHING SUGGESTIONS

1. Vocabulary Development. Write the words neighbor and neighborhood on the chalkboard. Tell pupils that one way of looking at a neighborhood is to think of it as the area within walking distance of their home. (This concept applies more to cities and towns than to rural areas.) Ask them to name places in their area that are within walking distance—for example, parks, schools, houses, and stores. List the places on the chalkboard. Explain that people who live within walking distance of one another are neighbors and that the area within walking distance is their neighborhood. Help pupils understand that their neighborhood is one of several that make up a larger community.

2. Picture Reading. Call attention to the picture at the top of p. 42. Ask:
   a. Do you think these people are neighbors? How can you tell?
   b. When do people in your neighborhood get together?
   c. What do they do on these occasions? Have pupils draw a picture of something they do with their neighbors.

Community Resources. Read the text on p. These neighbors live in Brooklyn, New York.

The people in these pictures live near each other. They are neighbors. They live in the same neighborhood. A group of neighborhoods make up a community.

Neighbors sometimes help each other. They work together to clean up their neighborhood.

Point out that neighbors are often friends, and that they work together to make their neighborhood a nice place to live. Raise the question about what pupils can do to help keep their neighborhood a nice place to live. Raise the question about what pupils can do to help keep their neighborhood clean.
Ask: What are these neighbors doing? Do you think they are having fun? How can you tell? What season of the year is it?

Neighbors can have fun together. What do you do in your neighborhood?

Ask: How can vacant lots like this one be turned into gardens or play areas?

4. Filmstrip. Show the filmstrip Taking a Walk in the Community, in which the activities of a typical community are explored.

5. Art. Have pupils make a drawing of something families in a community do together. Display the drawings on the wall or bulletin board.

6. Oral Reporting. Have pupils tell the class about their own neighborhood. They should begin with their home address and then describe the kinds of buildings in the area and what they like most about their neighborhood.

7. Writing. Tell pupils to study the picture at the bottom of pp. 42–43. Explain that neighbors work together to make their neighborhood a better place to live. Ask pupils what they can do to improve things for their family or neighborhood. Tell them to copy the following "contract" from the chalkboard and fill in the blanks: I, (name), agree to help my family, friends, and community. The family member I will help is ______. For this person I will ______. One thing I will do for my community is ______.
Lesson 3

GOALS
1. To understand that communities have several types of houses.
2. To compare and contrast different kinds of shelter in which people live.
3. To understand that shelter is a basic need of all people.
4. To distinguish houses from other types of buildings.
5. To arrange sentences in proper sequence.

READING VOCABULARY
apartment building, houseboat, house trailer

ORAL VOCABULARY
shelter

TEACHING SUGGESTIONS

1. Vocabulary Development. Take pupils for a walk around the neighborhood. Point out different kinds of buildings. Help pupils distinguish houses from other kinds of buildings. After returning to the classroom, discuss some of the houses seen. Have pupils describe houses they have seen in other neighborhoods, in other parts of the country, or in books. Write the words house, shelter, and home on the chalkboard. Ask: What is a house? A shelter? A home? (Accept all reasonable answers.) Help pupils conclude that communities have many places for people to live.

2. Group Work. Help pupils construct a playhouse from building blocks or a cardboard box. Make a floor plan for the house. Include living room, bedrooms, kitchen, bathroom, and so on. Help pupils create a make-believe family to live in the playhouse. Name the family members and describe their relationship to one another.

3. Making a Map Key. Tell each pupil to make a map key for the playhouse by drawing symbols to stand for each room. For example, a stove or sink could stand for the kitchen and a bed or dresser for the bedroom.

This house is for one family.

A community has many kinds of places for people to live.
Some people live in houses made for one family.

Some people live in houses made for many families.
They are called apartment buildings.
Families share these buildings with other families.
Apartment buildings come in many shapes and sizes.
Find the apartment buildings on these pages.

This house is for many families.
Houseboats are homes on water. Some families live on houseboats year round. Others use them for vacationing.

If a community is near a lake or river, some people may live on houseboats. In some communities people live in house trailers.

What kinds of houses are in your community?

These are apartment buildings, too. Ask: How are they different from the apartment building on page 44?

House trailers can be moved from place to place.
LESSON 4

GOALS 1. To define service. 2. To discuss the importance of services to people in the community. 3. To identify some of the services that workers provide to people in the community. 4. To classify examples of goods and services.

READING VOCABULARY
service

ORAL VOCABULARY
firefighter, mail carrier, police officer, sanitation worker, librarian

TEACHING SUGGESTIONS
1. Discussion. Review the meaning of goods with the class. Ask pupils if they know of things that families need or want done that others must do for them (collecting trash, delivering mail, and so on). Write their responses on the chalkboard. Tell pupils that things done for them by other people are called services.

2. Picture Reading. Have pupils look at the pictures on pp. 52-55 and name the services shown. Ask: Which service helps keep our community clean? Ask them to tell what other services are shown and to name the people who provide the services. Ask:
   a. Which worker deals with books and with learning? (Librarian)
   b. Who is the worker who delivers the mail? (Mail carrier)
   c. Who keeps the community clean and free of litter? (Sanitation worker)
   d. Which worker would you call if your home were on fire? (Firefighter)

These buildings are also part of a community. Can you name them?

Ask: What kinds of work do firefighters do?
Lesson 4

Point out that many communities have a library. People can borrow books, pictures, and films. This would be a good time to take pupils on a tour of the school library.

Explain that a hospital may serve several communities. In a hospital, there are many people who help sick people to become well again. Pupils may assume that the woman in the picture is a nurse. She is a darkroom technician in the radiology (X-ray) department of the hospital. Working in a room in which there is no light, she develops the film used by the X-ray technologists.

Ask: What do you notice about the woman? (Her white uniform, her guide dog) Explain her work to the pupils. Explain that people without sight are capable of doing many kinds of work. Ask: What other workers does a hospital need?
Lesson 4

3. Writing. Ask the class to study the pictures and write one sentence about each service or service worker shown. To help pupils get started, write the following sentences on the chalkboard:
   a. Mail carriers bring letters to people in our town.
   b. Firefighters put out fires.

4. Discussion. Ask:
   a. What do the workers in these pictures have in common? (Each job involves doing something for other people.)
   b. Is each job important to others in the community? Why?
   c. Do you think that you would like to do this kind of work?

The people in these pictures work for the community. They provide services to people living in the community.
Lesson 4

Can you name the service each worker provides?

Ask: Do you ever borrow books from a library? Have you ever been to a story hour in a library? What are some things you can see in a library? How does a librarian help people?

Read the following statements about the service workers in this lesson and have pupils indicate whether the statements are true or false.

a. Mail carriers are important in our community because they print newspapers.

b. Librarians are important in our community because they help us find what we want in a department store.

c. Firefighters are important in our community because they deliver our mail.
Appendix
Community
A community is a place where people live. There are many kinds of communities. Some are large. Some are small.
Urban

Suburban

Rural
Lesson 1

Explanation of each Circle Graphic Organizer

**Pre-production:**
Each circle will have a picture inside to show the community. The student’s circle graphic organizer will have pictures for the student to use to put on the correct line.

**Early Production:**
The student’s circle graphic organizer will have pictures for the student to put on the correct line.

**Speech Emergence:**
The student will write the words on each line around the circle, there is a word bank to help them.

**Intermediate Fluency:**
The student will write the words on each line around the circle. The student will also fill in the blanks for each sentence. There is a word bank to help them if needed.
Graphic Organizer – Level 1
Choose from the pictures to describe the community.

Urban

Suburban

Rural
Graphic Organizer – Level 2
Choose from the pictures to describe the community.

Urban

Suburban

Rural
Graphic Organizer – Level 3
Choose the correct word to describe the community.

Word Bank:
houses
farms
fields
tractors
stop signs
garages
buildings
hospitals
cows
barns
apartments
Choose the word to describe the community.
Fill in the blanks in each sentence with the correct words.

**Word Bank:**
houses  
farms  
fields  
tractors  
stop signs  
garages  
buildings  
hospitals  
cows  
barns  
apartments

1. The urban community has ______ and ______.
2. The rural community has ______ and ______.
3. The suburban community has ______ and ______.
Neighbor

Neighborhood
Picture 1
Picture 3
The people in these pictures live near each other. They are neighbors. They live in the same neighborhood. A group of neighborhoods make up a community.

Neighbors sometimes help each other. They work together to clean up their neighborhood.
Neighbors can have fun together. What do you do in your neighborhood?
Lesson 2

Appendix 23

Picture 1

Lesson 2
Picture 2

Lesson 2
Picture 3

Lesson 2
### What Goes Together?

<table>
<thead>
<tr>
<th>Neighbors can have fun together</th>
<th>Neighbors can work together</th>
<th>Neighbors can play together</th>
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Lesson 2

Explanation of each What Goes Together Organizer

Pre-production:
Each student will have a picture inside the column to show the different activities in the neighborhood. The student’s graphic organizer will have pictures for them to match under each column.

Early Production:
The student will have pictures to use to match under each column of the graphic organizer.

Speech Emergence:
The student will write the words under each column, there is a word bank to help them.

Intermediate Fluency:
The student will write the words under each column. The student will also fill in the blanks for each sentence. There is a word bank to help them if needed.
Level 1
Choose the correct picture to describe each column

**What Goes Together?**

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</table>
- Throwing snowballs
- Singing
- Washing the dog
- Sweeping
- Riding bikes
- Taking a walk
catch

baseball

card games
Level 2
Choose the correct picture to describe each column

**What Goes Together?**

| Neighbors can have fun together | Neighbors can work together | Neighbors can play together |
Throwing snowballs

Singing

Riding bikes

Taking a walk

Sweeping

Washing the dog
base ball

washing dishes

to•ot•ball

Card games

catch
Level 3
Choose the correct word to describe each column.

**What Goes Together?**

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</table>

**Word Bank**
- football
- card games
- catch
- baseball
- washing dishes
- digging
- sweeping
- washing the dog
- riding bikes
- throwing snowballs
- singing
- taking a walk
Choose the correct word to describe each column.
Fill in the blanks in each sentence with the correct words.

**What Goes Together?**

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**Word Bank**
- football
- card games
- catch
- baseball
- washing dishes
- digging
- sweeping
- washing the dog
- riding bikes
- throwing snowballs
- singing
- taking a walk

1. Neighbors have fun in their neighborhood by ________.
2. Neighbors can work together by ____________________.
3. Neighbors can play _________ together.
Josie's house

Clothesline

Swing

Garage

Groover
House
Condo

Apartment Building
A community has many kinds of places for people to live. Some people live in houses made for one family.

Some people live in houses made for many families. They are called apartment buildings. Families share these buildings with other families. Apartment buildings come in many shapes and sizes. Find the apartment buildings on these pages.
If a community is near a lake or river, some people may live on houseboats. In some communities people live in house trailers.

What kinds of houses are in your community?
Communities have schools.
Schools are buildings set aside for learning.
Some schools are big. Some are small.
What does your school look like?

Long ago people did not have schools.
Children were taught to read and write at home.

Today the United States has many schools.
Children learn many things.
They learn about people in other parts of the world.
They learn skills that will help them become good citizens.
In some communities children walk to school. They also ride bicycles. In other communities children ride on a school bus.
School
Library
Police station
Fire station
Post Office
Grocery store

Supermarket
Services
These buildings are also part of a community.
Can you name them?
The people in these pictures work for the community. They provide services to people living in the community.
Can you name the service each worker provides?
I looked out my window
And what did I see?
I saw __________________
Helping you and me.
Example

Riddle written here
I help you learn new things at School.
Who am I?

Teacher

I looked out my window
And what did I see?
I saw a teacher
Helping you and me.