

Family Literacy Curriculum
Introductory Module
Building a Community of Learners

Purpose:

Learners will survey classmates and explore the diversity in their classroom and community. Using peer interviews, they will compile a class set of biographical stories. They will also research contact information for community services important to families.

Lesson 1: Learning About Each Other

Lesson 2: Creating a Class Profile



Lesson 3: Telling Our Stories



Lesson 4: Finding Services in My Community



Stand-Alone Internet Activity: Using the Mouse

Lesson 1: Learning About Each Other

Note

Because this lesson involves basic personal ID concepts, it serves as an introductory lesson for use at the start of the class cycle. Please note that learners will use the survey results from this lesson to complete Lesson 2.

Life Skills:

Learners will . . .

- Become comfortable with spelling names as a means of clarification.
- Ask for clarification in different ways.

Language Skills:

Learners will . . .

- Comprehend and transcribe spoken information.
- Practice asking questions to obtain information and clarification.

Literacy Skills:

Literacy learners will . . .

- Say the alphabet.
- Recognize upper-case letters by sight.
- Write upper-case letters.

EFF Skills:

Learners will . . .

- Speak so others can understand.
- Listen actively.
- Learn through research.

Word Bank:

First name, last name, survey

Materials Needed:

- Flip chart or board and markers
- A small, soft ball
- **Handout 1: Class Survey**
- **Handout 2: The Alphabet, Upper Case** (a few copies for literacy students)
- (Optional) Alphabet flashcards
- (Optional) A class set of *The Oxford Picture Dictionary* (2nd ed.)

Presenting the Concepts

1. Welcome students to the class. Tell students your name and that of your teaching aide.
2. Explain to students that they will practice speaking today and will learn about each other. They will also practice asking questions when they don't understand something.
3. Ask students, What are some questions you can ask when you don't understand something? Elicit clarification questions and note them on the board.

Examples:

Excuse me?

Could you repeat that, please?

I'm sorry, but I don't understand.

Could you say it another way?

Activity 1: Ball Toss

1. Explain that students will play a game to introduce themselves and practice asking for clarification.
2. Have everyone stand.
3. Model the ball toss by throwing the ball to an aide or a student volunteer and saying, "My name is _____."
4. The person who catches the ball has to ask for clarification (e.g., "Could you repeat that, please?")
5. Clarify the name and sit down.
6. The person who caught the ball now throws it and says his name.
7. Repeat the exercise until all of the students have said their name.

Note: After each student has clarified her name, ask all of the students, "What's her name?" and have everyone say the name. This keeps all of the learners engaged during the activity.

Activity 2: Class Survey

1. Explain that another way to clarify a name is by asking, "Can you spell that, please?" Mention that it's important to know how to spell your last name quickly or to understand someone else's spelling, especially when you're on the phone and it's difficult to understand the information you hear.
2. Tell students that they will now practice saying all of the letters. Ask for a volunteer to write the alphabet on the board, and then say it together aloud – first in choral fashion and then as a round-robin, with each student saying a letter.

Extra practice for beginners

With a set of homemade alphabet flashcards (e.g., index cards with one large-print letter per card), you can drill students for extra practice, making sure that the cards are out of sequence so that the task is more challenging. Then split students into small groups and have a volunteer in each group drill the others in round-robin fashion by showing a flashcard and eliciting the name of the letter.

Literacy students

*Students who don't seem to know the alphabet can benefit from the small-group flashcard work described above. If you skip that, you or the aide can use flashcards with one literacy student or with a small pull-out group as the other students begin the survey. Give students a copy of **Handout 2: The Alphabet, Upper Case** and show them how they can practice copying letters at home.*

3. Distribute **Handout 1: Class Survey**. Explain that students will ask each other questions to find out more about each other.

4. Read through the handout questions and have students repeat them. Make sure that students understand the difference between "first name" and "last name" (you can make a column on the board for each, and illustrate by writing a few of the students' names in the proper columns).

5. Model the exercise by asking the questions to an aide or student volunteer. When you ask the questions about names, ask the other person to spell them; show students as you write the names on the handout, letter by letter.

6. Have students stand up, walk around, and complete the survey.

Literacy students

You or an aide can "shadow" literacy students as they complete the survey: Walk with them and have others ask them the survey questions; literacy students can repeat after you the spelling of their first and last name. Then have the literacy students practice asking the questions (repeating them after you if necessary). They can watch as you write the names, letter by letter.

Activity 3: Tally of Results

1. Debrief the exercise by going around the room, having each student read aloud one student's name, native country, and languages. List the countries and languages on the board.

Extra practice for beginners

Using information from the survey, write model sentences on the board (e.g., "Ahmed is from Morocco. He speaks Arabic and French." "Nestor, José, and Floridalma are from El Salvador. They speak Spanish.") Have students write similar sentences based on their surveys, whether in class or for homework.

2. Tally the number of students from each country (ask students, "How many people are from _____?"), and write the number on the board.

Example:

Morocco - 1

El Salvador - 3

3. Do the same for the number of speakers of each language cited.

Example:

Arabic - 6

French - 1

Spanish - 8

4. Copy the tally of results; students will use this information in Lesson 2.



Extension Activity

Distribute copies of *The Oxford Picture Dictionary* (2nd ed.). Read through the terms on p. 4 ("Personal Information"). Have students role-play a meeting to register a child for school: Student A works in the office, and Student B is the parent. Student A asks Student B for all of the information on the school registration form at the bottom of the page; Student B has to answer orally.



Parent-Child Activity: The Name Game

To reinforce class practice with the alphabet, have parents and children play a game that is similar to "hangman":

1. Think of the name of one of the students, and write on the board blank spaces corresponding to each letter of the name.

2. Have everyone take turns guessing the letters until someone guesses the name.

3. The person who guesses should think of the next name and write the blank spaces on the board, having the others repeat the activity.

4. Emphasize to parents that this is a game they can play at home, in any language, to practice with their children saying and writing the letters of the alphabet and spelling words.

HANDOUT 2: The Alphabet, Upper Case

A A _____ _____ _____ _____

B _____ _____ _____ _____ _____

C _____ _____ _____ _____ _____

D _____ _____ _____ _____ _____

E _____ _____ _____ _____ _____

F _____ _____ _____ _____ _____

G _____ _____ _____ _____ _____

H _____ _____ _____ _____ _____

I _____ _____ _____ _____ _____

J _____ _____ _____ _____ _____

K _____ _____ _____ _____ _____

L _____ _____ _____ _____ _____

M _____ _____ _____ _____ _____

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Lesson 2: Creating a Class Profile



Note

This lesson builds on the class survey students completed in Lesson 1. Be sure to bring the tally of results, as students will graph this information in class.

Life Skills:

Learners will . . .

- Explore the diversity in the classroom and in Fairfax County schools.
- Negotiate tasks within a group.

Technology Skills:

Learners will . . .

- Learn different ways of displaying information and create a graph or chart.

Language Skills:

Learners will . . .

- Write sentences using "there is" and "there are."
- Use English to interact with peers in completing a group project.
- Practice asking questions to obtain information and clarification.
- Listen for keywords and write them.

Literacy Skills:

Literacy learners will . . .

- Write lower-case letters.
- Match upper- and lower-case letters.

EFF Skills:

Learners will . . .

- Speak so others can understand.
- Work together and guide others.
- Listen actively.

Word Bank:

People chart, pie chart, bar graph, dictation

Materials Needed:

- Flip chart or board and markers
- A copy of the tally of results from the Lesson 1 class survey
- A set of upper- and lower-case flashcards (for literacy students)
- **Handout 3: The Alphabet, Upper and Lower Cases** (for literacy students)
- **Handout 4A: Fairfax County Schools Dictation – Reading Copy**
- **Handout 4B: Fairfax County Schools Dictation – Writing Copy**
- Two sheets of flip chart paper or posterboard
- Two sets of markers or crayons and two rulers
- *Margaret and Margarita /Margarita y Margaret* (Reiser, 1993)
- (Optional) A class set of *The Oxford Picture Dictionary* (2nd ed.).

Presenting the Concepts

1. Welcome students to the class and review names.
2. Tell students that you are going to use the information you got in the last class about what languages people speak and what countries they are from.
3. Write the tally results from the last class on the board, noting the names of countries and languages and how many students fit into each group.
4. Ask students a few questions about the results.

Examples:

How many people are from Morocco?

How many people speak Spanish?

Activity 1: Writing Sentences

1. To model writing patterns for students, write a few sentences on the board about the survey results.

Examples:

There is one person from Morocco in the class.

There are three people from El Salvador in the class.

One person speaks French.

Eight people speak Spanish.

2. Point out the difference between "there is" and "there are," as well as the difference between third person singular and plural (e.g., "one person speaks" and "six people speak").
3. Tell students that they will now practice writing. Write the following prompts on the board, and have students write sentences with them; students with more proficiency can write as many sentences as they can, while students with less proficiency can focus on just completing the prompts.

There is _____ person from _____ in the class.

There are _____ people from _____ in the class.

_____ *person* _____.

_____ *people* _____.

4. Ask for a few student volunteers to share sentences aloud.

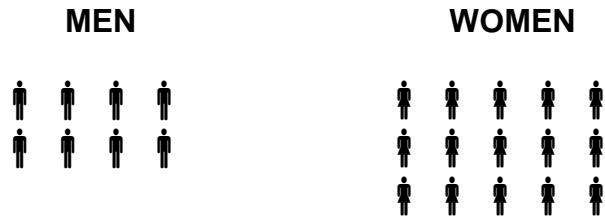
Activity 2: Class Profile Graphs

1. Explain that students are going to work in groups to make posters with the information from the survey that they did in the last class. For extra practice, students will first make three different kinds of graphs together to show how many women are in the class and how many men.

2. Together, tally the number of men and women in the class. Then draw three sample graphs on the board: a "people chart," a pie chart, and a bar graph.

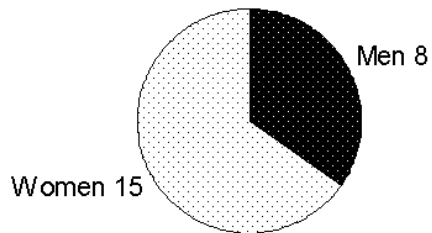
Examples:

PEOPLE CHART



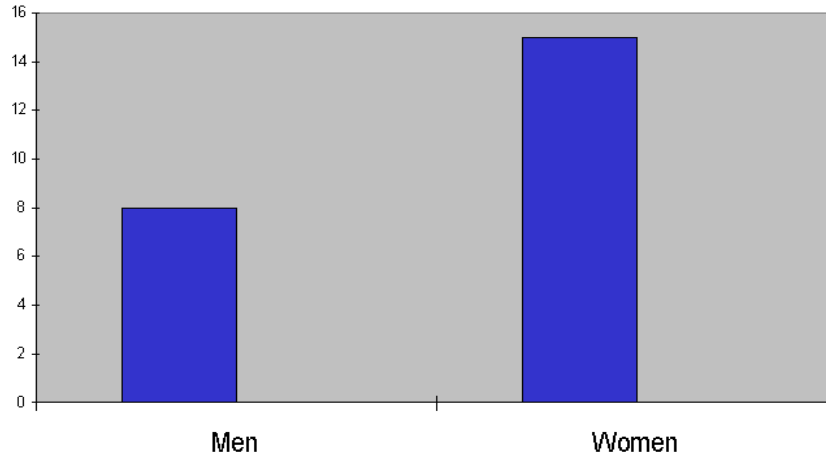
PIE CHART

Men and Women



BAR GRAPH

Men and Women



5. Divide students into two groups.
 - Group 1 will make a graph – any kind – to show the countries and how many people in the class are from each country.
 - Group 2 will make a graph – any kind – to show the languages and how many people in the class speak each language.

Note

If the majority of students in the group speak the same language, omit the graph displaying the different languages spoken; instead, have two or three groups make different graphs of the countries represented (e.g., Group 1 makes a pie chart; Group 2 makes a people chart; Group 3 makes a bar graph).

6. Give each group a sheet of flip chart paper or posterboard, a ruler, and some markers and crayons. Write the following tasks on the board:

Write the title

Read the words

Read the numbers

Draw the graph

Color in the graph (2 or 3 people)

Present the graph to the class

7. Go through the tasks, modeling each one, and explain that people in each group will decide what task they want to do. Then have students make the graphs.

Literacy students

Encourage literacy students to take part in the project by drawing or coloring the graphs. Although they may not understand everything that is occurring, they can feel the satisfaction of contributing to the group effort. If possible, you or an aide can sit with the literacy students and illustrate the task they are to complete.

8. After students have completed the graphs, have each group present its graph to the class, reading aloud the different categories on the graph.

9. Ask students what they learned from making the graphs. To help students make a connection with the community at large, mention that Fairfax County is just like this classroom: There are people from many different places who speak many different languages.

10. Discuss any of the following questions with students:

- Do you hear many languages in your neighborhood?
- Does your child have friends at school who speak different languages?
- Are your neighbors from different places? Do you talk to them? What do you say?

Activity 3: Multilevel Dictation

1. Explain that in Fairfax County, the children in school come from many different places in the world. For fun, have students guess answers to the following questions, writing their estimates on the board:

- How many children go to school in Fairfax County?
- How many elementary schools are there in Fairfax County?
- How many people work in Fairfax County schools?

2. Tell students that they will do a dictation to get the answers to these questions. Explain that a dictation is when somebody reads the words and you write them.

3. Have students form small groups. Ask for a volunteer in each group who wants extra pronunciation practice. This student will read the top half of **Handout 4: Fairfax County Schools Dictation**. Be sure to emphasize that the student read each word **slowly**.

4. Give the reader in each group the top half of **Handout 4**, along with some extra copies so that the other group members can check their papers with it.

5. Tell the other students that they will write the words that the group member reads. Ask them, "Do you want to write all of the words, or do you want to use the handout and just write some of the words?"

6. Give the students who want to just write some of the words the bottom half of **Handout 4**. Ask other students to take out a sheet of paper for writing.

7. As one student in each group reads, have the other students in the group write the missing words on the bottom half of **Handout 4** – or all of the words on

another sheet of paper. Encourage students to use the clarification questions they practiced earlier in the lesson for words or phrases they need repeated.

Literacy students

As the other students work in small groups, you or an aide can review the alphabet with literacy students. Then use **Handout 3: The Alphabet, Upper and Lower Cases** to introduce the lower case. After students have practiced copying, drill them with lower-case flashcards. Next, have them match a set of upper-case and a set of lower-case flashcards. Give students another copy of *The Alphabet, Upper and Lower Cases* handout to practice writing both cases at home.

8. When they finish, readers can give other group members the top half of **Handout 4** so students can check their paper.

9. To debrief the activity, go through the answers to the three questions you discussed at the beginning. See which estimates on the board are the closest; if possible, award "prizes" (e.g., pens, stickers) to those with the winning guesses.

Extension Activity

Distribute copies of *The Oxford Picture Dictionary* (2nd ed.). Read through the terms on pp. 6-7 ("A Classroom"). Make strips of paper with the commands (A-J) on the bottom of p. 6. Call one student at a time to the front of the room. That student reads the command to herself, acts it out, and has the other students guess what it is.

Parent-Child Activity: Story Reading, *Margaret and Margarita* /*Margarita y Margaret*

Do a story reading with the bilingual children's book *Margaret and Margarita* /*Margarita y Margaret* (Reiser, 1993).

Book description (from Amazon.com):

"Margaret speaks English and not Spanish. Margarita speaks Spanish and not English. In this delightful bilingual book they meet, and despite the language barrier they quickly become friends. Margaret learns Spanish words. Margarita learns them in English. Full-color illustrations."

Activity steps:

1. Have everyone sit in a circle (on the floor if necessary) and explain that you will read a book together about two little girls who speak different languages but who play together and understand each other.

2. Go through the illustrations, page by page, and ask parents and children what they see in the pictures. Do not read the book yet; the idea is to elicit language and model how parents can share a book with children without having to read the words.
3. Read the story aloud, page by page, pointing to the words in the pictures as you say them in English and Spanish (or as a volunteer reads them in Spanish).
4. Ask some comprehension questions (e.g., "How did Margaret and Margarita feel when they saw each other for the first time?" "Did they want to play together? Why not?" "What happened? Did they play together?" "How did they understand each other?")
5. Read the book aloud together, choral style: Read the English page and have everyone repeat the words as you point to the corresponding illustration; then read (or have a volunteer) read the Spanish page and have everyone repeat the words.
6. Show everyone the picture of the rabbit in the book. Ask speakers of other languages how to say "rabbit." Have the class repeat the term in different languages.
7. Repeat the above step with other terms in the book (e.g., "cat," "shoes").
8. Explain to parents that it helps their children to look at books and talk about them – in any language. They can read a book together, or they can look at the pictures and talk about the story.
9. Tell parents that their "homework" is to look at a book with their child.
10. If your site has a lending library of book and cassette sets, introduce parents to it, showing them how to check out a set. Invite parents and children to select a set to bring home for the week.

HANDOUT 3: The Alphabet, Upper and Lower Cases

A a Aa _____

B b _____

C c _____

D d _____

E e _____

F f _____

G g _____

H h _____

I i _____

J j _____

K k _____

L l _____

M m _____

N n _____

O o _____

P p _____

Q q _____

R r _____

S s _____

T t _____

U u _____

V v _____

W w _____

X x _____

Y y _____

Z z _____

HANDOUT 4A: Fairfax County Schools Dictation – Reading Copy



Directions: Read the words.

More than 168,000 children and teenagers go to Fairfax County Public Schools. They come from many different countries. They speak more than 100 different languages. Approximately 21,000 students in grades 1 to 12 take ESOL classes. There are 137 elementary schools in Fairfax County. In all of the schools, there are more than 90,000 computers workstations. More than 22,000 people work full-time for Fairfax County Public Schools.

HANDOUT 4B: Fairfax County Schools Dictation – Writing Copy



Directions: Write the missing words.

More than 168,000 _____ and teenagers go to Fairfax County Public _____. They _____ from many different countries. They _____ more than 100 different languages. Approximately _____ students in grades 1 to _____ take ESOL classes. There are 137 elementary schools in _____ _____. In all of the schools, there are more than _____ computer workstations. More than 22,000 people _____ full-time for Fairfax County public schools.

Lesson 3: Telling Our Stories

Life Skills:

Learners will . . .

- Practice asking for and conveying basic personal information.
- Work with a partner to complete prewriting, writing, and computer tasks.

Technology Skills:

Learners will . . .

- Discuss what the Internet is and complete an exercise on the Internet.
- Practice typing and entering information on the computer.

Language Skills:

Learners will . . .

- Read stories about characters similar to them.
- Practice asking questions to obtain information and clarification.
- Listen for specific information and note it on paper.
- Write stories about one another, using prewriting tasks to generate ideas and information and a reading sample to serve as a model for writing.

Literacy Skills:

Literacy learners will . . .

- Recognize by sight the terms *first name* and *last name*.
- Write their first and last names.
- Recognize and generate letters on a computer screen.

EFF Skills:

Learners will . . .

- Read with understanding.
- Convey ideas in writing.
- Use information and communications technology.

Word Bank:

Interview, Internet, mouse, click, digital camera

Materials Needed:

- Flip chart or board and markers
- **Handout 5: Alphabet Practice on the Computer** (a copy for yourself and the aide)
- **Handout 6: Student Stories**
- **Handout 7: Computer-Assisted Writing** (a copy for yourself and the aide)
- **Handout 8: Interview Questions**
- **Handout 9: First and Last Names** (for literacy students)
- A digital camera
- Computers with Internet access and a word-processing program

Presenting the Concepts

1. Welcome students and explain that today, they are going to practice talking to each other and writing stories.
2. Ask students, "What are some things you like about living in the United States?" Make a list on the board (e.g., good jobs, good schools).
3. Discuss with students what things they miss about their country, and list examples on the board (e.g., food, family, friends).
4. Tell students that they are going to practice reading and writing stories about people. They will also take turns doing some reading and writing practice on the computer.



Computer Pullout for Literacy Students

*After you have finished the introductory discussion, have an aide sit at a computer terminal with literacy students and work with them on the exercises in **Handout 5: Alphabet Practice on the Computer**.*

Activity 1: Reading Stories

1. Tell students that they are going to read two stories by students. Give them **Handout 6: Student Stories**.
2. Have students listen as you read the handout. Then have students read it aloud together, repeating each sentence after you.



Computer Pullout for Intermediate Students

*After you have read the stories on **Handout 6: Student Stories**, pull out intermediate students who do not need the reinforcement of the comprehension questions that follow. Have these students work on the intermediate activity described in **Handout 7: Computer-Assisted Writing**. The aide can help students start on the activity; if she is already working with literacy students at a computer terminal, she can take a break for a few minutes and help the intermediate students get started.*



Extra practice for beginners

If students need more practice with reading, they can take turns reading each story aloud to a partner, helping each other with the pronunciation.

3. With the beginners, elicit answers to the following comprehension questions:
 - Where is Karima from?
 - When did she come to the United States?
 - Why did she come to the United States?
 - What does Karima like about the United States?
 - What does she miss from Morocco?
 - Where is Edgar from?

- When did he come to the United States?
- Why did he come to the United States?
- What does Edgar like about the United States?
- What doesn't Edgar like about the United States?
- What does he miss from El Salvador?

Activity 2: Pair Interviews

1. Tell students that they are going to interview someone in the class and then write a story about the person like the stories they just read together. Explain that an interview is when you ask somebody questions about herself or himself.
2. Distribute **Handout 8: Interview Questions** and have students practice reading the questions.
3. Have each student find a partner from a different country. Explain that students will ask each other the questions on the handout and write the answers.
4. As students work on the pair interviews, encourage students who finish early to ask other questions to get more information.

Activity 3: Multilevel Story-Writing

1. Tell students that they will now write a story about the person they interviewed. Write the following prompts on the board:

_____ is from _____.

_____ came here in _____.

_____ came here because _____.

_____ likes _____ in the United States.

_____ misses _____.

2. Explain that students can use the information on the board to help write a story about their partner. They will complete the sentences with the information from their interview questions.

Workout for intermediate students

*When intermediate students return from the computer lab and write their stories, have them do so without the prompts on the board; as models, they can use the stories of Karima and Edgar (on **Handout 6: Student Stories**).*

3. Tell students that when they finish writing their story, they will use the digital camera to take a picture of their partner. Explain that you will put all of the stories and pictures together in a book for all of the students.
4. Monitor students as they write and show them how to take a picture with the digital camera. Also, show them how they can change the setting on the camera to display the photo they just took.

Computer Pullout for Beginner Students

After beginner students have finished the pair interviews and story writing, have them switch places with the intermediate students. With the help of the aide, beginners will complete the beginner activity in **Handout 7: Computer-Assisted Writing** while intermediate students return to the classroom and complete pair interviews and story-writing.

Literacy students

Have literacy students return to the classroom at the same time as the intermediate students.

- While the intermediate students interview each other, ask literacy students the questions on **Handout 8: Interview Questions**, eliciting responses to as many as possible. If you have more than one literacy student, have them practice asking each other as many questions as they can comprehend – even if this is limited to "What's your name?" and "Where are you from?"
- As intermediate students write their stories, you or an aide can use **Handout 9: First and Last Names** to help literacy students recognize by sight the terms first name and last name and understand what they mean.
- As literacy students are copying their first and last names on the second sheet of **Handout 9**, you or the aide can write a brief story about them (e.g., "Abu is from Sudan. She came here in June 2001. She likes being with her family in the United States."). Their stories will appear in the class book. Have literacy students take pictures of each other to go in the book.



Parent-Child Activity: "Who Is This?" Game

To give parents a chance to read the stories they have just written, have parents and children play a guessing game that engages them in listening.

1. If possible, have everyone sit in a circle or square.
2. Tell parents that they will take turns reading the stories they wrote about their partner. When they read the story, they should not say the name of the person; they should just say "my classmate." Everyone will listen, and at the end of each story, the children will point to the parent they think the story is about.
3. Using one of the student's stories (or a story you wrote about a literacy student), model the activity; start by saying, "My classmate is from . . ." and read the story. At the end of the story, ask, "Who is this?" and encourage children to point to the correct person.
4. Have everyone take turns reading the stories and guessing the identities. As each identity is revealed, take a photo of the corresponding parent and children.

Note

At the end of the class, be sure to collect the stories. Key them into a word-processing file, one or two per page. Next to each text, insert the digital camera photo files for each student. Print copies of the class book and distribute them in the next class.

HANDOUT 5: Alphabet Practice on the Computer

Setting Up the Exercise:

1. Open a word-processing program such as Microsoft Word.
2. Set the font size to 36 point type.
3. Type the letters of the alphabet in random order, leaving plenty of space between them so that students can easily read them on the computer screen.

Example:

T W O

L C S

A R B

Exercises:

1. Using the mouse, point to each letter on the screen, asking literacy students, "What is that letter?"
2. Introduce students to the mouse, and let them practice using it. Then say a letter of the alphabet, and have the student use the mouse to click on it. When you've covered all the letters displayed on the screen, use the scroll bar or the "Page Down" button to show the rest of the letters (because the print is large, you can't display more than half the letters at once). Repeat the exercise.
3. Open a new file. Say a letter, and have the student type it. Repeat this many times.
4. Reverse Step 3: Have the student say a letter; you type in both the uppercase and the lowercase letters.
5. Type the student's name on the computer and then have the student type it.

Karima's Story



Karima is from Morocco. She came to the United States in January 2000. She came here to learn English and get a better job. She likes shopping in the United States and going to the store any time. She misses the sunny weather and the beach in Morocco. She also misses her parents and her friends.

Edgar's Story



Edgar is from El Salvador. He came to the United States in 1987. He came here because there was a bad war in his country. He likes the schools in America because his children can learn a lot, but he doesn't like working so much and paying a lot of rent. He misses the food from his country and all of the holidays.

HANDOUT 7: Computer-Assisted Writing

Web Site Featured:

Interesting Things for ESL Students

<http://www.manythings.org/>

(Note: Always preview sites to ensure that URLs and links are still active!)

Setting Up the Exercise:

1. Open the Internet browser on each computer and type the following URL:

<http://www.manythings.org>

2. Under the "Experimental" section, click "Computer-Assisted Writing."

Activity Steps – Beginner Variation:

1. Have each student sit with a partner in front of the computer screen.

2. Explain to students that they're going to practice asking the questions to their partner – like they did in the pair interviews – and typing the answers into the computer. Then the computer will "write" a story for them that they can read.

3. Have students look at the screen. Explain that they are looking at a site on the Internet. Ask if anyone can explain what the Internet is. If necessary, explain that the Internet is a program on the computer that lets you share information with other computers. You can also play games or listen to music on the Internet.

4. Demonstrate how to use the mouse. Have one person in each pair use the mouse and click on the words "Personal Information."

5. Explain that one person in each pair will read the information on the screen (i.e., the script prompt). The partner has to say the end of the sentence. Model the first question aloud with a student.

Example:

Partner A reads, "My name is _____."

Partner B says, "Silvia Alvarez."

6. Tell students that next they have to type in the words their partner says and click the "OK" box. Model this process with a student.

Example:

Partner A reads, "My name is _____."

Partner B says, "Silvia Alvarez."

Partner A types "Silvia Alvarez," clicks "OK," and reads the next question.

7. Have students begin the exercise. Tell them that when they finish, they will see a story about them written on the computer screen.

8. Have students click the "Back" button on their browser and then click "Personal Information" to repeat the exercise with their partner, switching roles.

9. If time allows, students who finish can complete another activity: Using the "Back" button, students can select "A Self-Introduction" and repeat the steps for the previous activity.

Activity Steps – Intermediate Variation:

1. Have each student sit with a partner in front of the computer screen.

2. Explain to students that they're going to practice writing a letter. The computer will ask them some questions; they will type some information; and then the computer will "write" a letter for them.

3. Have students look at the screen. Explain that they are looking at a site on the Internet. Ask if anyone can explain what the Internet is. If necessary, explain that the Internet is a program on the computer that lets you share information with other computers. You can also play games or listen to music on the Internet.

4. Demonstrate how to use the mouse. Have one person in each pair use the mouse and click on the words "Write a Quick Letter."

5. Explain that one person in each pair will read the information on the screen (i.e., the script prompt). The partner has to say the words that are necessary to finish the sentence. Model the first sentence aloud with a student.

Example:

Partner A reads, "My name is _____."

Partner B says, "Silvia Alvarez."

6. Tell students that next they have to type in the words their partner says and click the "OK" box. Model this process with a student.

Example:

Partner A reads, "My name is _____."

Partner B says, "Silvia Alvarez."

Partner A types "Silvia Alvarez," clicks "OK," and reads the next question.

7. Have students begin the exercise. Tell them that when they finish, they will see their letter written on the computer screen. The person who asked the questions should read the letter out loud to the partner.

8. Have students click the "Back" button on their browser and then click "Write a Quick Letter" to repeat the exercise with their partner, switching roles.

9. If time allows, students who finish can complete another activity: Using the "Back" button, students can select "Favorites" and repeat the steps for the previous activity.

HANDOUT 8: Interview Questions



What's your name?



Where are you from?



When did you come to the United States?



Why did you come to the United States?



What's one thing you like about the United States?



What's one thing you miss from your country?

HANDOUT 9: First and Last Names

FIRST	NAME	<u>FIRST</u>	<u>NAME</u>
FIRST	NAME	_____	_____
LAST	NAME	_____	_____
First	Name	_____	_____
Last	Name	_____	_____

FIRST NAME	LAST NAME	FIRST NAME	FIRST NAME
FIRST NAME	FIRST NAME	LAST NAME	FIRST NAME
FIRST NAME	FIRST NAME	FIRST NAME	LAST NAME
LAST NAME	FIRST NAME	FIRST NAME	FIRST NAME
Last Name	Last Name	First Name	Last Name
Last Name	Last Name	Last Name	First Name
First Name	Last Name	Last Name	Last Name
Last Name	First Name	Last Name	Last Name

FIRST NAME

LAST NAME

FIRST NAME

LAST NAME

First Name

Last Name

First Name

Last Name

LAST NAME

FIRST NAME

LAST NAME

FIRST NAME

Last Name

First Name

Last Name

First Name



Stand-Alone Internet Activity: Finding Services in My Community



Note

This is an enrichment activity that you can do any night in the computer lab.

Life Skills:

Learners will . . .

- Explore available community services.
- Use the Internet to find specific information.
- Discuss when to call the police emergency and non-emergency numbers.

Language Skills:

Learners will . . .

- Scan online texts for addresses and phone numbers.
- Use English to negotiate computer tasks with one another.

Literacy Skills:

Literacy learners will . . .

- Copy information from a computer screen onto paper.

Technology Skills:

Learners will . . .

- Become familiar with the types of information available on the Fairfax County home page.
- Navigate the links on large home pages to get to the information needed.

EFF Skills:

Learners will . . .

- Use information and communications technology.
- Cooperate with others.
- Learn through research.

Word Bank:

Home page, Web site, scroll, link, "Back" button

Materials Needed:

- Flip chart or board and markers
- **Handout 10: My Community**
- Computers with Internet access
- A class set of *The Oxford Picture Dictionary* (2nd ed.)

Web Sites Featured:

- Fairfax County home page (<http://www.fairfaxcounty.gov/>)
- Inova Hospital home page (<http://www.inova.org>)

Setting Up the Exercise:

Open the Internet browser on each computer and type the following URL:

<http://www.fairfaxcounty.gov/>



Note

The activity steps help you guide students through the links they need to follow to get the handout information. If your students are already familiar with navigating the Internet, you can let them complete the activity on their own – in pairs or small groups – without explaining which link to click for each item on the handout. Remember, however, that navigating a county Web site may not be as easy as one would think! Be sure to try the activity first on your own.

Activity Steps

1. Have each student sit with a partner in front of the computer screen.
2. Explain to students that they're going to use the Internet to look for information about Fairfax County.



Literacy students

*Have the aide sit with the literacy students at one computer terminal, demonstrating the navigational tasks as you explain them (e.g., showing the student how to hold and click the mouse). Help the students follow the exercise, pointing to the relevant addresses and phone numbers on the screen as the students copy them onto their handout. Emphasize the pictures on **Handout 10: My Community** to help students connect the addresses and phone numbers with the community services.*

3. Have students look at the screen. Explain that they are looking at a home page; say that this is a site on the Internet with lots of different information about a place or a company. (Note: If necessary, explain that the Internet is a program on the computer that lets you share information with other computers.)
4. Demonstrate how to use the mouse. Have one person in each pair use the mouse and click on the words "Public Schools." Ask students, "What happened when you clicked on those words?" (i.e., the page on the screen changed to another page).
5. Explain to students that the words "Public Schools" are a link. When you use the mouse to touch the link, it's called clicking a link. You can click a link to go to another part of the home page where you see different information.
6. Give students **Handout 10: My Community**. Explain that today, they will find the addresses and phone numbers for the places on the handout. They will write this information on the handout. They can keep the handout and put it on the refrigerator at home, where they can look at it all the time.

7. Tell students that you will look for information about the school together. Have students to look at the Fairfax County home page. Ask, "What link would you click on to find information about your child's elementary school?"
8. Have one member of each pair click "Public Schools." Then, ask students, "What link would you click on this page to get the address and phone number of the school?"
9. Ask everyone to click, "Schools and Centers." Explain that students are now on the home page of Fairfax County Public Schools, which they used in Lesson 2. Give pairs a few minutes to try and find the school's address and phone number; when they do, they should write it on the handout.
10. Ask students, "Now you want to find information about a library that is close to your home. What can you do?" If no one volunteers the information, explain that you can click the "Back" button until you go back to the Fairfax County home page, where you started on the computer.
11. Have everyone click the "Back" button a few times, so they're looking at the Fairfax County home page. Then ask, "What link would you click now to find a library close to your home?" (*Hint: Ask students if they would look under the list for "Living," "Doing Business," or "Visiting."*)
12. Have a member of each pair click "Libraries." Then, ask students which link they should click next; if necessary, explain that they should click "Branches (locations, hours, directions)," and that "branches" means individual libraries.
13. Give pairs a few minutes to find a branch near them and note the information on the handout. Then, have everyone use the "Back" button to return to the home page.
14. Ask, "What link would you click now to find a recreation center close to your home?" If necessary, tell students to click "Parks & Recreation." Then, ask students which link they would click on for recreation centers (explain that "recreation centers" are also called "rec centers," so they should click on "RECenters").
15. Tell students that they can click on the "RECenters" links at the left until they find a rec center that is close to their home; then, they should write the address and phone number.
16. Next, explain that students will do the "Police" information first and not the hospital, because they have to go to a different Internet site for the hospital.
17. Have students return to the main page; ask which links they would click for police information (i.e., "Public Safety," then "Police Department," at the top of the screen). Have students note the emergency and non-emergency numbers; read them aloud to make sure everyone has noted them correctly (i.e., 911 and 703-691-2131).

18. Ask students, "When do you call 911?" Discuss some examples (e.g., you see someone with a gun; a building is on fire; you see someone who is unconscious or can't breathe).

19. Next, ask students, "When do you call the police nonemergency number?" Discuss some examples (e.g., to report that somebody stole your car; to complain about neighbors who are having a loud party).

20. Tell students that they will now find information about the hospital. Explain that this information is not on the Fairfax County government page because the hospitals in Fairfax County are run by a private company, Inova.

21. Ask students to look at the top of their computer screen, where it says "Address." Have them click in the box next to "Address" and type the following:

<http://www.inova.org>

22. Explain that this address is called a URL; when you type a new address and hit the "Enter" button, you go to a new Web page.

23. Have everyone hit "Enter" so they see the Inova home page. Then, tell students that they need to find the address and phone number of a hospital close to their home, or a hospital that they use with their insurance plan.

24. If students are having trouble finding a hospital, tell them to click the "Find Healthcare Services" link at the left-hand side of the page; then, click "Find a Facility."

25. When students have finished the exercise, discuss the following questions:

- What was difficult about this exercise?
- What was easy about this exercise?
- If you don't have a computer at home, where can you go to use a computer with the Internet? *(Note: You can suggest the local library.)*
- Is there any other information you would like to find on the Fairfax County home page or on the Inova home page? *(Note: If students make suggestions, you can search for the information together.)*



Note

If you have access to a laminating machine, you can collect the student's handouts and laminate them so that students have a quick-reference card to hang on the refrigerator.



Extension Activities with *The Oxford Picture Dictionary* (2nd ed.)

1. Teach the vocabulary for any of these community-related themes in the picture dictionary on the pages indicated. Then, have students practice new words with these role-plays:

- Call "911" and ask for help in an emergency (pp. 144-145)
- Report a crime (p. 142)
- Describe a lost child (pp. 32-33)
- Give directions to places downtown ("Excuse me. I'm looking for the ..."
"Take a right, walk one block, and ...") (pp. 124-125)
- Ask questions at the library ("Where is/are the . . . ?") (p. 133)

2. Teach individual and team sports (pp. 228-229) and/or sports verbs (p. 230). Have students survey each other as to what they like to do at a recreation center (e.g., exercise, swim, skate, play basketball, etc.)

HANDOUT 10: My Community



**Elementary
School**

**Phone Number:
Address:**



Library

**Phone Number:
Address:**



**Recreation
Center**

**Phone Number:
Address:**



Hospital

**Phone Number:
Address:**



Police

**Phone Number:
Address:**

Stand-Alone Internet Activity: Using the Mouse

Note

This activity helps students become comfortable with using the mouse. You can use it as a pull-out activity for students who have never used a computer – or you can use it with a full class, having the more computer-literate students work on the harder puzzles (the puzzles range from 6 to 247 pieces).

Life Skills:

Learners will . . .

- Visit an Internet site and use the mouse.

Language Skills:

Learners will . . .

- Follow directions in English for using the mouse.

Technology Skills:

Learners will . . .

- Become comfortable with using a mouse to click, drag, and drop.
- Navigate the links on a home page to access different puzzles.

EFF Skills:

Learners will . . .

- Use information and communications technology.
- Cooperate with others.

Word Bank:

Internet, mouse, click, drag, drop

Materials Needed:

Computers with Internet access

Web Site Featured:

The Jigzone (<http://www.jigzone.com>)

Setting Up the Exercise:

1. Open the Internet browser on each computer and type the following URL:

<http://www.jigzone.com>

2. For novice computer users, click on any category at the left; then, choose "6 piece classic" (other students can choose their own puzzle with any number of pieces).

Activity Steps

1. Have each student sit at an individual computer.
2. Explain to students that they're going to use the **Internet**. If necessary, explain that the Internet is a system that lets computers share information; the Internet also has games you can play.
3. Hold up the **mouse**, and tell students that they have to use the mouse when they are using the Internet.
4. Ask everyone to look at the puzzle on the screen. Explain that students will use the mouse to put the pieces of the puzzle together.
5. Show students how you hold and **click** the mouse, and have them do the same. Then have them click on a puzzle piece.
6. Explain that the students have to hold the mouse button down and **drag** the puzzle piece. When they want to put down the puzzle piece, they let go of the mouse button – or **drop** it.
7. Demonstrate dragging and dropping the puzzle pieces, and have students do the same to complete the puzzle.
8. When students finish, they can choose another puzzle by clicking "More Puzzles," at the bottom left.