

INVENTORY OF ENGLISH SKILLS FOR THE LEP STUDENT

Vocabulary Units	Can Do	Needs to be Taught	Improvement	No Improvement
1. Personal information	_____	_____	_____	_____
2. Alphabet	_____	_____	_____	_____
3. Numbers to 30	_____	_____	_____	_____
4. Colors	_____	_____	_____	_____
5. Body Parts	_____	_____	_____	_____
6. Days of the week	_____	_____	_____	_____
Times of day	_____	_____	_____	_____
Months of year	_____	_____	_____	_____
Meals	_____	_____	_____	_____
Seasons	_____	_____	_____	_____
Weather Information	_____	_____	_____	_____
Holidays	_____	_____	_____	_____
Time in hours	_____	_____	_____	_____
7. Money	_____	_____	_____	_____
8. Shapes	_____	_____	_____	_____
9. Common animals	_____	_____	_____	_____
10. Common objects & places in the environment	_____	_____	_____	_____
11. Action words	_____	_____	_____	_____
12. Common articles of Clothing	_____	_____	_____	_____
13. Common feelings	_____	_____	_____	_____
14. Common foods	_____	_____	_____	_____
15. Common categories	_____	_____	_____	_____
16. Dimensions, comparatives, opposites	_____	_____	_____	_____

17. Verb tenses

18. Singulars & plurals

19. Matching English words
to pictures

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(Con't.)

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20. Miscellaneous parts of speech				<hr/>
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B. Brief Language Units:

1. The child can understand brief phrases and sentences.				<hr/>
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2. The child can repeat brief phrases and sentences.				<hr/>
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3. The child can speak in brief phrases and sentences.				<hr/>
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C. Longer Language Units:

1. The child can answer specific questions.				<hr/>
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2. The child can tell a story about a picture.				<hr/>
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3. The child can make his basic needs known in English.				<hr/>
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During the MISD Bilingual Instructional Sessions the BIA will be generally following the sequence below:

1. Conversation in English
2. Asking the child what he needs to know RIGHT NOW.
(This may be done in the child's native language)
3. Review of previously learned materials.
4. Instruction in vocabulary and pronunciation.
5. Language instruction from ESL materials.
6. Review of new material learned today i.e.
 - a. Give the student a model of the sentence structure several times
 - b. Be sure student watches and listens.
 - c. Together repeat sentence structure in chorus.
 - d. Student says it alone

Working with limited English-proficient (LEP) students who speak a language other than English in the home.

It is important that the concepts are taught, especially to younger non-English speaking children, in their native tongue. Then, teach the English words for the concepts. The bilingual instructional assistants will avoid working in areas of the curriculum where the concept has not been taught in the classroom or in areas where the child has not learned a concept unless the teacher tells them to introduce the concept. For example, if the student can not tell time in his native tongue, he will need to learn the concept before he can use the English words for telling time.

MISD Bilingual Instructional Assistants will stress the aural-oral and whole language approach. If the student is ready to work with written and reading materials, the teacher should provide classroom materials for those more advanced students. If the student is unable to function with regular classroom materials, the Bilingual Instructional Assistant will bring ESL materials for the tutorial lesson.

MISD Bilingual Instructional Assistants will teach ENGLISH AS A SECOND LANGUAGE; The student learns academics (science, math, social studies, etc.) in the regular classroom.

Try to schedule some time to talk to the Bilingual Instructional Assistant who works with students assigned to your classroom to coordinate the tutorial sessions with what you are teaching in the classroom.

Points to remember when teaching English skills:

Don't talk too slowly or with exaggerated pauses between words.

Speak in your natural voice and rhythm, but make sure you speak clearly enough so the child may copy you. Don't speak overly loud, the child is not hard of hearing.

Teaching short from replies, before teaching full sentence replies. You may use sentence patterns for early teaching for non-English speaking students.

Praise the child for the English skills he already has and for the efforts he makes to use English. Use what he knows to teach the things he does not know.

Provide ample practice and repetition.

Make sure the student is actively involved in every lesson.

Use activities as much as possible.

Have the student make a booklet titled "*My English Book*" with lessons that other students and/or parents can practice with him. (See the next section.)

My English Book

An English Lesson Sequence

for

**Beginning English
Limited Proficient Students**

Following is a suggested set of lesson plans based on the Survival English Assessment given earlier in this manual. These lessons can be made into a booklet titled “*My English Book*” and personalized for the child by having the Bilingual Instructional Assistant prepare the page with the student’s native language to correspond with the English sentence pattern.

Practice and repetition could be provided during the mainstream classroom with classroom buddies asking the questions and the limited English proficient student answering the questions. This is a pattern language drill technique used in teaching English as a Second Language.

Child’s English Book Lesson Sequence

Cover:

First English Book

Page 1. Survival skills

What is your name?

My name is _____.

How old are you?

I am _____ years old.

Where do you live?

I live at _____.

What is your phone number?

My phone number is _____.

Where do you go to school?

I go to _____ school.

Who is your teacher?

My teacher is _____.

Who teaches you English?

_____ teaches me English.

Page 2: **Photographs of Child's family:**

Who are these people? This is my family.

Who is this? This is my father/daddy.

Who is this? This is my mother/mommy.

What is this? This is my dog/cat, etc.

Page 3: These are the parts of my body.

Picture of body with labels of English names for parts and native language.

What is this?

This is my _____.

(Point to various parts and ask the question.)

Where is your _____? My _____ is here.

Months of the year

What month is this?

This month is January July

February

August

March

September

April

October

May

November

June

December

Meals

What meal have you eaten today?

Breakfast

Lunch

Dinner

Today I ate _____.

Seasons

What time of the year is it?

Fall

Spring

Winter

Summer

Weather

How is the weather today?

The weather is _____?

raining

snowing

sunny

cloudy

cold
foggy

hot
clear

Holidays

Birthdays
Christmas

Easter
Thanksgiving

Halloween
Valentine's Day

Fourth of July

Numbers

1	+	one	first
2	++	two	second
3	+++	three	third
4	++++	four on to 300	fourth etc.

Time:

The child should first know how to tell time in his native language.

3 o'clock etc.

Money: (Use real money)

1 cent	penny
5 cents	nickel
10 cents	dime
25 cents	quarter
50 cents	half dollar
\$ 1.00	one dollar
\$ 5.00	five dollars
\$10.00	ten dollars
\$20.00	twenty dollars

Alphabet

capitals and lower case

Printing and cursive

A a

A a

B b

B b

C c

C c

Colors

red blue green yellow orange

black brown purple white

Page 10:

Shapes:

circle

square

rectangle

oval

Page 11:

Articles of clothing;

hat boots shoes shirt pants

dress pajamas

socks belts blouse purse coat

etc.

Common Animals

cat dog bear bird butterfly

goat

duck lamb mouse turtle cow

worm

chicken fish horse rabbit turkey

frog

Action words:

help open close play work
 cry

sit stand run laugh climb walk

jump throw catch look like
 think

know go seem see listen say

get try come tell make went

give count eat drink

14: Common objects and places in the environment:

Cut and paste pictures in book and label them i. e.

home girl store school etc.

15. Common Foods:

Use same techniques as above.

16. Common feelings:

happy sad glad

17: Opposites or polar pairs

long - short big - little same - different
cold - hot sweet - sour open - close

Booklet may continue with other vocabulary word sections.