

INVENTORY OF ENGLISH SKILLS FOR THE LEP STUDENT

A: Vocabulary Units	Can Do, Needs to be Taught, Improvement, or No Improvement
1. Survival Skills	
2. Photographs of Family	
3. Parts of the Body	
4. Date Orientation	
5. Numbers	
6. Time	
7. Money	
8. Alphabet	
9. Colors	
10. Shapes	
11. Articles of Clothing	
12. Common Animals	
13. Action Words	
14. Common Objects and Places in the Environment	
15. Common Foods	
16. Common Feelings	
17. Opposites/Polar pairs	

A: Vocabulary Units	Can Do, Needs to be Taught, Improvement, or No Improvement
1. Verb tenses	
2. Singulars & plurals	
3. Matching English words to pictures	
4. Miscellaneous parts of speech	
B. Brief Language Units:	
1. The child can understand brief phrases and sentences.	
2. The child can repeat brief phrases and sentences.	
3. The child can speak in brief phrases and sentences.	
C. Longer Language Units:	
1. The child can answer specific questions.	
2. The child can tell a story about a picture.	
3. The child can make his basic needs known in English.	

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. Instructions 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. The student can say 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 cannot 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 loudly, the child does not have a hearing problem
- 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.

Cover:

Child’s English Book Lesson Sequence

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 parts of my body

Picture of a body with labels for parts in English and native language.
(Point to various parts and ask the question)

- What is this? This is my_____.

- Where is your_____? My_____is here.

Page 4. Date Orientation

Days of the Week

- What day is it today? Today is _____.
- What day do you _____? I _____ on _____ (day).

Months

- What month is this? This month is _____.

Meals (Breakfast, Lunch, Dinner)

- What meal have you eaten today? Today I ate _____.

Seasons (Spring, Summer, Winter, Fall)

- What time of the year is it? It is _____.

Weather (Raining, Snowing, Sunny, Cloudy, Foggy)

- How is the weather today? The weather is _____?

Holidays (Birthday, Valentine's Day, Memorial Day, Thanksgiving, other)

- What holiday are you looking forward to _____.

Page 5. Numbers

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

Page 6. Time

(The child should first know how to tell time in his native language, example: 3 o'clock)

- What time of day is it? It is _____ (morning, afternoon, evening, night).
- When time do you _____?

Page 7. Money (Use Real Money)

Money	
Type	Cash Name
1 cent	Penny
5 cents	Nickel
10 cents	Dime
25 cents	Quarter
50 cents	Half Dollar
\$1.00	One Dollar Bill
\$5.00	Five Dollar Bill
\$10.00	Ten Dollar Bill
\$20.00	Twenty Dollar Bill

Page 8. Alphabet

Capital and Lower-Case Letters (A-Z Printing and cursive)				
Letter A	A	a	<i>À</i>	<i>á</i>
Letter B	B	b	<i>Ɓ</i>	<i>ƚ</i>
Letter C	C	c	<i>Ƈ</i>	<i>ƈ</i>

Page 9. Colors

- Red
- Blue
- Green
- Yellow
- Orange
- Black
- Brown
- Purple
- White

Page 10. Shapes

- Circle
- Square
- Rectangle
- Oval
- Triangle

Page 11. Articles of clothing

- Hat
- Coat
- Boots
- Shoes
- Socks
- Shirt
- Blouse
- Pants
- Dress
- Pants
- Belt
- Purse
- Etc.

Page 12. Common Animals

- Bear
- Bird
- Butterfly
- Cat
- Cow
- Chicken
- Dog
- Duck
- Fish
- Frog
- Goat
- Horse
- Lamb
- Mouse
- Rabbit
- Turkey
- Turtle

Page 13. Action Words

- Help
- Cry
- Open
- Close
- Play
- Work
- Cry
- Sit
- Stand
- Try
- Come
- Tell
- Make
- Went
- Get
- Try
- Come
- Tell
- Come
- Get
- Seem
- See
- Listen
- See
- Know
- Think
- Know
- Go
- Seem
- Speak
- Get
- Try
- Come
- Tell
- Make
- Went
- Give
- Count
- Eat
- Drink
- Run
- Laugh
- Climb
- Walk
- Jump
- Throw
- Catch
- Look
- Like

Page 14. Common objects and places in the environment

- Cut and paste pictures in book and label them. Examples:
 - Home
 - Girl
 - Store
 - School
 - Etc.

Page 15. Common Foods

- Use same techniques as above

Page 16. Common feelings

- Happy
- Sad
- Glad
- Etc.

Page 17. Opposite or Polar Pairs

Opposites or Polar Pairs	
Long	Short
Big	Little
Same	Different
Cold	Hot
Sweet	Sour
Open	Close

Booklet may continue with other vocabulary word sections.