Stand Out:
Evidence-Based Instruction for College and Career Readiness
Rob Jenkins
Staci Johnson
Webinar by Rob Jenkins
Stand Out:
6 Level Series

Maximize learning through
Evidence-based Instruction, Critical Thinking, & Learner-Centered Activities
Today’s Goals and Objectives

1. Understanding the philosophy will lead to student success taking full advantage of the direction and intention of the activities provided.

2. Understanding the philosophy will give you confidence with WIOA requirements, College and Career Readiness Standards, and English Language Proficiency Standards.

3. Knowing how to access all resources will allow you to tailor instruction to your students’ needs.

For philosophy documents, go to ESL-Teacher.net
“Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.”

Jenkins 2008
REAL Critical Thinking
Guiding Principle
“Tasks that require learners to think deeper than the superficial vocabulary and meaning”

Jenkins & Johnson 2016
A. **CLASSIFY** Put the clothing from the box in the correct columns. Then, add two more words to each column.

<table>
<thead>
<tr>
<th>t-shirt</th>
<th>sandals</th>
<th>jacket</th>
<th>gloves</th>
<th>shorts</th>
<th>boots</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cold weather clothing</th>
<th>Warm weather clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
A. INTERPRET Complete the chart below with information from the pie chart.

Where Daniel spends time

- Inside a building: 30%
- Inside the house: 50%
- Inside a car or bus: 10%
- Outside: 10%

1. How much time does he spend inside the house? __________%
2. How much time does he spend inside a car or bus? __________%
3. How much time does he spend in a building? __________%
4. How much time does he spend outside? __________%

B. CREATE On a separate piece of paper, make a pie chart for yourself.

C. Read about Daniel Raven-Ellison.

Paragraph 1: Daniel Raven-Ellison is no ordinary geographer. He is a “guerilla geographer.” He is challenging everyone to explore the world around them in new and exciting ways. Some people think geography is learning about faraway places, but Daniel believes there is a lot to learn where people already live.

Paragraph 2: One of his projects is Mission: Explore. Mission: Explore is a geography education website that helps children have adventures in the town or city where they live. With Mission: Explore, children go on missions to learn about geography. Daniel wants children to get outside and see all there is to see. He wants them to experience all of life.

Paragraph 3: In 2014, Daniel started a project in the United Kingdom. He wanted to show people that they could climb enough steps to equal climbing Mount Everest without leaving the city, so he walked up the stairs of the tallest buildings in London until he climbed 29,029 feet or 8,848 meters! Many children are now finding stairs and counting steps today because of the project.

D. INFERR Answer the questions about the main idea.

1. Which paragraph is about an adventure Daniel had? __________
2. Which paragraph is about Daniel’s work? __________
3. Which paragraph is about the people Daniel cares about in his work? __________

E. CITE Answer the questions in a group. Underline the supporting ideas in the article.

1. Do you think Daniel likes children?
2. Did Daniel climb Mount Everest?
3. Does Daniel believe people need to visit faraway places to learn about geography?

F. APPLY Talk in a group about where you live. What do you like to do in your city?
D. Augustin and his family don’t eat together because they are very busy. Read what they eat.

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvia</td>
<td>cereal and milk</td>
<td>green salad and fruit juice</td>
<td>spaghetti with meatballs and ice cream</td>
</tr>
<tr>
<td>Augustin</td>
<td>coffee</td>
<td>sausage, beans, rice, and water</td>
<td>cheese, bread, green salad, and fruit</td>
</tr>
<tr>
<td>Fernando</td>
<td>fruit, cereal, milk, and toast</td>
<td>pepperoni pizza and milk</td>
<td>fried chicken and a baked potato</td>
</tr>
<tr>
<td>Rosa</td>
<td>toast and coffee</td>
<td>soup, bread, fruit, and yogurt</td>
<td>turkey, potatoes, green salad, and water</td>
</tr>
<tr>
<td></td>
<td>doughnut and coffee</td>
<td>hamburger, fries, and soda</td>
<td>pepperoni pizza and beer</td>
</tr>
</tbody>
</table>
Examples of Critical Thinking Activities

- analyzing data (graphs, charts)
- classifying
- collaborating over a problem
- comparing (VENN, Johari, charts)
- defining concepts
- evaluating information with a rubric
- individually solving problems
- predicting outcomes
- ranking
- reaching consensus
- summarizing concepts
Why Critical Thinking?
College and Career Readiness
Abbreviated

READING

Key Ideas and Details
1. Read for detail.
2. Read for main ideas.
3. Analyze why and how.

Craft and Structure
4. Interpret words.
5. Analyze structure.
6. Analyze how purpose affects reading.

Integration of Knowledge and Ideas
7. Evaluate content from diverse formats.
8. Evaluate validity of claims.
9. Compare 2 or more text.

Range of Reading and Level of Text Complexity
10. Read increasingly complex text.

WRITING

Text Types and Purposes
1. Write arguments with supporting information.
2. Write well organized informative/explanatory conveying complex information.
3. Write well-structured narratives.

Production and Distribution of Writing
4. Produce writing appropriate to task, purpose, and audience.
5. Use a process of planning, revising, editing, rewriting, etc.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct research projects.
8. Gather relevant information.
9. Draw evidence to support analysis, reflection, and research.

Range of Writing
10. Write over various time frames depending on purpose.

SPEAKING & LISTENING

Comprehension and Collaboration
1. Participate effectively in a range of conversations/collaborations.
2. Evaluate information from diverse formats.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence.
5. Use digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks.
Workplace Connection

- Combine ideas and information
- Make decisions
- Exercise leadership roles
- Manage time
- Complete tasks as assigned
- Interact appropriately with team members
- Collect and gather information
- Interpret and communicate information
- Apply technology

See Lesson Planner for Annotations
**Team Project**

**Make your own company**

In a group, you are going to make a new company. Write job advertisements and interview new employees.

1. **Collaborate** Form a team with four or five students. In your team, you need:

<table>
<thead>
<tr>
<th>Position</th>
<th>Job description</th>
<th>Student name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1:</td>
<td>Check that everyone speaks English.</td>
<td></td>
</tr>
<tr>
<td>Team Leader</td>
<td>Check that everyone participates.</td>
<td></td>
</tr>
<tr>
<td>Student 2:</td>
<td>Write a classified ad with help from the team.</td>
<td></td>
</tr>
<tr>
<td>Recruiter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 3:</td>
<td>Prepare an application form with help from the team.</td>
<td></td>
</tr>
<tr>
<td>Designer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students 4/5:</td>
<td>Prepare interview questions with help from the team.</td>
<td></td>
</tr>
<tr>
<td>Interviewers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. You are the owners of a new company. What is the name of your company? What kind of company is it?

3. What job are you going to advertise? What information will you put in the advertisement?

4. What questions will you have on the application form? What questions will you ask at the job interview?

5. Interview four students for your job.

6. Decide who you will hire and present your work to the class.

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**Project-Based Learning (PBL)**
<table>
<thead>
<tr>
<th>Basic</th>
<th>Book 1</th>
<th>Book 2</th>
<th>Book 3</th>
<th>Book 4</th>
<th>Book 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a class book</td>
<td>Create a student profile</td>
<td>Describe a student</td>
<td>Make a schedule</td>
<td>Create a goal chart</td>
<td>Create a personal profile</td>
</tr>
<tr>
<td>Make a display (culture)</td>
<td>Plan a department store</td>
<td>Design a clothing store</td>
<td>Create a purchase plan</td>
<td>Purchase plan</td>
<td>Create a financial plan</td>
</tr>
<tr>
<td>Make a shopping list</td>
<td>Create a restaurant</td>
<td>Plan a menu for a week</td>
<td>Create a housing plan</td>
<td>Real estate brochure</td>
<td>Create an auto handbook</td>
</tr>
<tr>
<td>Open a clothing store</td>
<td>Plan a dream home</td>
<td>Plan a move</td>
<td>Create a city brochure</td>
<td>Community Resource Guide</td>
<td>Housing issues Presentation</td>
</tr>
<tr>
<td>Describe your community</td>
<td>Make a city brochure</td>
<td>Describe your community</td>
<td>Create a healthy living plan</td>
<td>Community health pamphlet</td>
<td>Health Presentation</td>
</tr>
<tr>
<td>Create an appointment book</td>
<td>Role-play an emergency</td>
<td>Make a health pamphlet</td>
<td>Create a job app portfolio</td>
<td>Job application portfolio</td>
<td>Create an online store</td>
</tr>
<tr>
<td>Start a company</td>
<td>Get a new job</td>
<td>Make your own company</td>
<td>Create employee handbook</td>
<td>Solve a company problem</td>
<td>Set-up a business office</td>
</tr>
<tr>
<td>Create a study guide</td>
<td>Meet your goals</td>
<td>Make a timeline</td>
<td>Run for mayor</td>
<td>Conduct an election</td>
<td>Give an opinion speech</td>
</tr>
</tbody>
</table>
Components

1. Pre-Unit
2. Let's Go Shopping!
3. Food and Nutrition
4. Housing
5. Our Community
6. Health
7. Work, Work, Work
8. Goals and Lifelong Learning

Appendices
3 FOOD AND NUTRITION

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Opener - p. 60</td>
<td></td>
</tr>
<tr>
<td>Lesson 1: Augustin's restaurant - p. 62</td>
<td></td>
</tr>
<tr>
<td>Lesson 2: Do we need carrots? - p. 65</td>
<td></td>
</tr>
<tr>
<td>Lesson 3: At the supermarket - p. 68</td>
<td></td>
</tr>
<tr>
<td>Lesson 4: A healthy diet - p. 71</td>
<td></td>
</tr>
<tr>
<td>Lesson 5: Following instructions - p. 74</td>
<td></td>
</tr>
<tr>
<td>Lifeskills - p. 77</td>
<td></td>
</tr>
</tbody>
</table>
GOAL  Identify healthy foods

A. Close your books and listen. Then, read about nutrition and discuss the paragraph with the class.

   Nutrition means the food we eat and how much we eat of each food group. Good nutrition is important. When we eat good food, our bodies are stronger and we stay healthy. MyPlate is a guide that helps us choose the best foods for a balanced diet. It is healthy to eat food from each of the main food groups.

B. **INTERPRET**  Look at the MyPlate nutrition guide. What foods can you put into the different groups?

![MyPlate Diagram](image)

C. **CLASSIFY**  Write nutritious foods for each category.

<table>
<thead>
<tr>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Protein</th>
<th>Dairy</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
D. Augustin and his family don’t eat together because they are very busy. Read what they eat.

- **Silvia**
  - Breakfast: cereal and milk, fruit juice
  - Lunch: green salad and fruit
  - Dinner: spaghetti with meatballs and ice cream

- **Augustin**
  - Breakfast: coffee
  - Lunch: sausage, beans, rice, and water
  - Dinner: cheese, bread, green salad, and fruit

- **Fernando**
  - Breakfast: fruit, cereal, milk, and toast
  - Lunch: pepperoni pizza and milk
  - Dinner: fried chicken and a baked potato

- **Rosa**
  - Breakfast: toast and coffee
  - Lunch: soup, bread, fruit, and yogurt
  - Dinner: turkey, potatoes, green salad, and water

- **Gabriel**
  - Breakfast: doughnut and coffee
  - Lunch: hamburger, fries, and soda
  - Dinner: pepperoni pizza and beer

E. **RANK** Who has the best diet? In a group, rank the family members in order from the best diet to the worst. 1 is the best.

- 1. Silvia
- 2. Augustin
- 3. Fernando
- 4. Rosa
- 5. Gabriel

F. **COMPARE** Complete the diagram. Write the foods Rosa and Augustin eat for breakfast, lunch, and dinner.

- Rosa
  - Breakfast: toast
  - Lunch: coffee
  - Dinner: sausage

- Augustin
  - Breakfast: toast
  - Lunch: coffee
  - Dinner: sausage

G. **APPLY** What do you and your family eat for breakfast, lunch, and dinner? Complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**SIMPLE PRESENT: HAVE**

- I have ...
- You have ...
- He/She has ...

H. **Ask a partner.**

1. What do you eat for breakfast?
2. What do you eat for lunch?
3. What do you eat for dinner?
# 3 FOOD AND NUTRITION

## Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Opener</td>
<td>60</td>
</tr>
<tr>
<td>Lesson 1: Augustin’s restaurant</td>
<td>62</td>
</tr>
<tr>
<td>Lesson 2: Do we need carrots?</td>
<td>65</td>
</tr>
<tr>
<td>Lesson 3: At the supermarket</td>
<td>68</td>
</tr>
<tr>
<td>Lesson 4: A healthy diet</td>
<td>71</td>
</tr>
<tr>
<td>Lesson 5: Following instructions</td>
<td>74</td>
</tr>
<tr>
<td>Lifeskills</td>
<td>77</td>
</tr>
</tbody>
</table>
GOAL: Read recipes

**A. Read the menu and underline the verbs.**

**Spaghetti and Meatballs**

*Ingredients: Serves 6 people*
- 2 jars of tomato sauce
- 2 eggs
- 1 onion
- 1 package of spaghetti
- 2 pounds of ground beef
- salt
- pepper

*Instructions:*
1. **Cook** the pasta according to package directions.
2. Combine the eggs, chopped onion, salt, and pepper in a large bowl. Add the beef and mix well.
3. Shape the mixture into approximately 48 balls and fry until cooked.
4. Heat the tomato sauce for 10 minutes on medium heat.
5. Add the meatballs and simmer for 15 minutes. Then, add to pasta and serve.

**B. Match the verbs to the ingredients. Draw lines.**

<table>
<thead>
<tr>
<th>add</th>
<th>mixture</th>
</tr>
</thead>
<tbody>
<tr>
<td>combine</td>
<td>pasta</td>
</tr>
<tr>
<td>shape</td>
<td>tomato sauce</td>
</tr>
<tr>
<td>cook</td>
<td>eggs, onion, salt, and pepper</td>
</tr>
<tr>
<td>heat</td>
<td>beef</td>
</tr>
</tbody>
</table>

**C. Read the recipe.**

**Egg Salad Sandwiches**

*Serves 4 people*

<table>
<thead>
<tr>
<th>Ingredients</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6 eggs</td>
<td>8 slices of bread</td>
</tr>
<tr>
<td>2 tablespoons of mayonnaise</td>
<td>salt to taste</td>
</tr>
<tr>
<td>1 tablespoon of mustard</td>
<td>lettuce</td>
</tr>
</tbody>
</table>

*Instructions:*
1. **Boil** eggs.
2. **Mash** eggs with a fork.
3. **Serve** on bread.
4. **Add** mayonnaise and mustard.
5. **Peel** eggs.
6. **Finally,** add salt and chopped lettuce.
7. **Mix** ingredients.

**D. Read the instructions below. They are in the wrong order. Number them in the correct order and fill in the Instructions section on the recipe card in Exercise C.**

1. Put eggs in cold water.
2. Mash eggs with a fork.
3. Serve on bread.
4. Add mayonnaise and mustard.
5. Peel eggs.
6. Finally, add salt and chopped lettuce.
7. Mix ingredients.

**E. Read the charts.**

| Imperatives |
|-------------|----------------|
| **Base verb** | **Example sentence** |
| **you** |  |
| drain | Drain the water. |
| chop | Chop the potatoes. |
| peel | Peel the potatoes. |

| Negative Imperative |
|---------------------|----------------|
| **Base verb** | **Example sentence** |
| **you** |  |
| do not |  |
| don't |  |
| boil | Don't boil the water. |
| use | Do not use butter. |
| cook | Don't cook in the microwave. |
# Food Groups

**A. Write an “x” in the correct column for each food item.**

<table>
<thead>
<tr>
<th>Food items</th>
<th>Meat</th>
<th>Vegetables</th>
<th>Fruit</th>
<th>Breads, grains</th>
<th>Dairy</th>
<th>Fats, oils, sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>butter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ham</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lettuce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ground beef</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vegetable oil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tomatoes</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bananas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eggs</td>
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</tbody>
</table>

**B. Talk to a partner about Fernando’s breakfast, lunch, and dinner.**

**Example:**

**A:** *What does Fernando eat for breakfast on Saturdays?*

**B:** *He eats two eggs, ham, toast, and juice.*

<table>
<thead>
<tr>
<th>Fernando’s breakfast on Saturdays</th>
<th>Fernando’s lunch on Saturdays</th>
<th>Fernando’s dinner on Saturdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 eggs</td>
<td>1 tuna sandwich (tomato, lettuce)</td>
<td>1 bean burrito (beans, tortilla, cheese, tomato)</td>
</tr>
<tr>
<td>1 slice of ham</td>
<td>1 bag of potato chips</td>
<td>rice</td>
</tr>
<tr>
<td>1 piece of toast (bread)</td>
<td>1 glass of milk</td>
<td>apple</td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
<td>1 glass of milk</td>
</tr>
</tbody>
</table>

**C. Write the foods in the columns for each meal.**

<table>
<thead>
<tr>
<th></th>
<th>Meat</th>
<th>Vegetables</th>
<th>Fruit</th>
<th>Breads, grains</th>
<th>Dairy</th>
<th>Fats, oils, sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
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</tr>
</tbody>
</table>
UNIT 6
Healthy Living

Visitors to the Blue Lagoon bathe in volcanic water and wear mud masks.

UNIT OUTCOMES
- Identify body parts
- Describe symptoms and illnesses
- Identify medications
- Describe healthy habits
- Identify actions in a waiting room

Look at the photo and answer the questions.
1. What are the people doing? How does it benefit their health?
2. What other ways can you keep healthy?
A Dangerous Commute

“I should have climbed out of the hole for a more secure footing, but I knew the moment would be lost.”
—Jimmy Chin

A. PREDICT Look at the picture and answer the questions.
1. Where is Jimmy in the picture?
2. What is his job?
3. How do you think he gets to work?

B. BRAINSTORM In a group, make a list of transportation words.

<table>
<thead>
<tr>
<th>Type of transportation</th>
<th>Ways to travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>drive</td>
</tr>
<tr>
<td>bicycle</td>
<td>walk</td>
</tr>
</tbody>
</table>

C. Read about Jimmy Chin.

Jimmy Chin is from Mankato, Minnesota. He has a very dangerous job: He’s a photographer. But is that a dangerous job? Jimmy takes photos of adventurers in some of the world’s most interesting places, like Mount Everest. When Jimmy takes photos of climbers, he doesn’t take a bus or a train to work; he doesn’t walk to work. He climbs to work!

D. COMPARE How does Jimmy get to work? How do you get to school?


Jimmy Chin
Jimmy doesn’t _______ to work.

Me
I don’t _______ to work.

E. APPLY Write about you.

<table>
<thead>
<tr>
<th>Name</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthplace</td>
<td>2.</td>
</tr>
<tr>
<td>City</td>
<td>3.</td>
</tr>
<tr>
<td>Street</td>
<td>4.</td>
</tr>
<tr>
<td>Home (apartment / house / mobile home)</td>
<td>5.</td>
</tr>
<tr>
<td>Transportation</td>
<td>6.</td>
</tr>
</tbody>
</table>

1. My name is _____________________________.
2. I am from _____________________________.
3. I live in _____________________________.
4. I live on _____________________________.
5. I live in _____________________________.
6. I _____________________________.

F. Tell a group your story. Repeat the sentences in Exercise E.
Do you live around here?

Do You Watch
Look at the picture and answer the questions.
1. Where are Naomi and Hector?
2. What is Hector doing?

While You Watch
B. Watch the video and complete the dialog. Use the words in the box.

Check Your Understanding
C. Put the sentences in order to make a conversation.

A Mongolian Family

Mongolian families move their ger from place to place.

Over the last four units, you have met a lot of new people. You know their names, where they come from, and where they live. You may even know a little bit about their hometowns. Now you will meet a new group of people from Mongolia; however, something is different about these people. They don't

Access worksheets, audio, and video at: ngl.cengage.com/SO3
Username: standout
Password: teacher
Lesson Planners

Components

Lesson Planners

AT-A-GLANCE PREP

Goal: Express nationalities
Grammar: Simple present tense
Academic Strategy: Focused listening
Vocabulary: from, native country, birthplace

Agenda
- Review asking questions.
- Ask: Where are you from?
- Listen for countries of origin.
- Ask classmates: Where do you live?

Resources
Multilevel Worksheet: Lesson 2, Worksheet 1
Workbook: Unit 1, Lesson 2
Audio: CD 1, Tracks 18–24
Heinle Picture Dictionary: Nationalities, pages 44–45
Stand Out Basic Assessment CD-ROM
with ExamView®

Pacing
- 1.5 hour classes
- 2.5 hour classes
- 3+ hour classes

STANDARDS CORRELATIONS
CGRS: R.7, S.1, S.2, S.4, L.1
CASEE: 0.1.2, 0.2.1, 1.1.3, 4.8.7
SCANS: Basic Skills: Reading, writing, listening, speaking
Information: Acquire and evaluate information, organize and maintain information, interpret and communicate information
Interpersonal: Work with cultural diversity
Eff: Communication: Speak so others can understand, listen actively
Interpersonal: Cooperate with others

Warm-up and Review
8–12 mins.
Write on the board: What’s your name? Remind students to use correct pronunciation and intonation. Ask students to walk around the room and ask their classmates this question. They may record the information on a sheet of paper.

Introduction
2 mins.
Write the date and agenda on the board. Ask students what day it is. If you have a world map, show them what state or region they live in and where the city is. State the goal: Today we will express our nationalities.

Presentation 1
7–10 mins.
List countries on the board. Make sure you include the native countries of all the students. Circle your native country and put a check mark next to it. Ask students to come up and do the same for their native countries. Ask students to find their country on a map. If most students are from the same country, have them tell their hometown.

Have students open their books and ask where Sara is from. Ask for a volunteer to find Cuba on a world map. Ask students to repeat the sentences in the speech bubbles.

A. Read and listen.
Play the recording and ask students to listen. Then play it again and ask them to point to the speech bubble when they hear each statement.

LISTENING SCRIPT
Mr. Jackson: Hello, I'm Mr. Jackson. What's your name?
Sara: My name is Sara. I'm new in the class.
Mr. Jackson: Nice to meet you. Where are you from, Sara?
Sara: I'm from Cuba.
Mr. Jackson: That's great! Welcome to the class.

B. Write.
Ask students to write information about Sara. Walk around the room and check their work. One-word answers are expected at this level, not complete sentences.

Practice 1
5–7 mins.

C. Ask your classmates.
Ask students to walk around the room and ask several classmates what their names are and where they are from.

Evaluation 1
7–10 mins.

D. SURVEY Ask about other classmates.
Ask one student what another student’s name is and where the student is from. Then ask the student about a different student. Every time you hear a new country, point to it on the list.
Six Steps to Success

Lesson Plans

W • Warm-up / Review
I • Introduction
P • Presentation
P • Practice
E • Evaluation
A • Application

Meaningful, *evidence-based* activities that progress to application and real communication

Rob Jenkins & Staci Johnson
Online Workbooks powered by MyELT
Components

- Presentation Tool
- Critical Thinking
- National Geographic Images
- 3-Page Lessons
- Integrated Skills / Grammar / Pronunciation
- Video
- Review
- Reading Challenge
Components continued...

- Lesson Planners
- Print Workbook
- Activity Bank Worksheets
- Online Workbooks
- National Geographic Videos
Thank You!

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