

Tools for ESL Lesson Planning

A book of techniques, sample lesson plans,
activities and resources for teaching ESL
(Second Edition)

ESL and Citizenship Programs
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CONTENTS

Acknowledgments

INTRODUCTION

ii

BASIC TEACHING TOOLS

Classroom Management Techniques xi

Pair Work xii

Team Work xiii

Multi-Level Strategies xvi

SAMPLE LESSON PLANS

Beginning Low Lesson Plans 2

Beginning High Lesson Plans 32

Intermediate Low Lesson Plans 62

Intermediate High Lesson Plans 92

Advanced Low Lesson Plans 118

TECHNIQUES & ACTIVITIES GUIDE

Teaching with...

Early Production 149

TPR (Total Physical Response) 150

Dialogs 151

Drills 152

Games 154

Grammar in Context 155

How to conduct a/an...

Corners Activity 156

Focused Listening 157

Information Gap 158

Jigsaw Activity 159

Mixer 161

Narrative Reading Activity 162

Peer Dictation Activity 163

Problem Solving Activity 164

Roleplay 165

Survey 166

Writing Activity 167

REFERENCES

Books from the Sample Lessons 169

Resources for...

Visuals and TPR Sequences 170

Information Gaps 170

Focused Listening 171

Jigsaw/Reading Activities 171

Writing Activities 171

Team Tasks 172

Problem solving and Roleplays 172

Internet & Supplemental Materials 173

Definition of Scans Skills and Competencies

174

TOOLS FOR ESL LESSON PLANNING

Introduction

WHY THIS BOOK?

Lesson planning means many things to many teachers. For some, it means several hours of labor over the weekend to create a weekly overview or rising early in the morning to lay out a daily plan. For others, it is the thinking time while driving between jobs. For many teachers, it is the perusal through the textbook to see which pages meet their students' needs. No matter what type of lesson planning you do, this book was written to make your teaching life richer and less stressful.

The materials in this book were designed for both the novice and experienced adult ESL teacher. They were written and field tested by over 30 adult ESL teachers from all over the Los Angeles Unified School District. Within these pages you will find techniques and activities that are supported by different language acquisition theories: language as behavior-based, language as transaction-based, or language as structure-based. Several different methodologies are also represented within the lessons, including the Audio-Lingual Method, the Communicative Method and the Natural Approach. (Theory and methodology aside, it is your teaching style, your students' needs and the course outline that will most often determine how and what you teach.)

The following time-tested principles of language learning work well in most teaching situations and form the foundation for the materials in this book.

1.) When teachers assess their students' prior knowledge of a lesson's content, they discover what students need and want to know.

2.) When teachers contextualize language through visuals or previously-learned language their students understand and retain more.

3.) When teachers provide a variety of guided and communicative practice activities they build students' accuracy and fluency.

4.) When teachers have students work together with their classmates--in pair, small group and whole class configurations--to complete meaningful tasks, they create a realistic, communicative environment in which students can use their new language skills.

WHAT'S IN THIS BOOK?

This book is divided into four sections:

- ***Basic Teaching Tools***
- ***Sample Lessons***
- ***Techniques and Activities Guide***
- ***References***

The ***Basic Teaching Tools*** on pages xi-xvii provide suggestions for classroom management techniques as well as general ideas for conducting team, pair work and multi-level activities.

The ***Sample Lessons*** section, pages 2-146, includes 35 two-and-a-half hour lessons: one lesson in each of the seven competency areas, for each of five levels. These beginning-low, beginning-high, intermediate-low, intermediate-high, and advanced-low lessons integrate the SCANS skills and competencies, the CASAS competencies and the LAUSD course outlines' content and grammar objectives. The sample on pages iv -v shows how each lesson is laid out.

The ***Technique and Activities Guide***, pages 148-169, contains step-by-step suggestions for teaching with Dialogs, Drills, TPR, Early Production Questions and Games; teaching

Grammar, Narrative Reading, and the Writing Process; and conducting Survey, Mixer, Peer Dictation, Information Gap, Corners, Jigsaw, Problem Solving, Roleplay and Focused Listening activities. Each technique or activity lists the SCANS skills and/or competencies as well as the CASAS Learning to Learn competencies that are simultaneously being taught.

The **References** section, pages 170-175, includes lists of visuals, tapes, textbooks, and supplementary books organized by level, as well as other informative materials you will want to consult for your lesson planning.

USING THIS BOOK

Ideally, you will have all the time you need to peruse this entire book. Realistically, you may have to be a bit more focused. If you are a new teacher, begin by looking at the lessons for your level and then referring, if desired, to the pages featuring the techniques and activities from those lessons. If you are an experienced teacher, you may want to start by looking through the **Techniques and Activities Guide** section to find something you would like to add to your repertoire, noting the SCANS and CASAS correlations.

HOW DO I TEACH FROM THE LESSONS?

The lessons in this book are templates that are meant to be adapted in order to meet the particular needs of your students and your teaching situation. In many cases, the time frames will alter once you bring the lesson into your own class. A discussion will take longer because student interest is piqued, or a guided practice activity will move more quickly because students are familiar with the activity type. Do consider, however, that students need time, within the same class period, to practice the material that you present. If your warm up or review activities are taking more than a third of your class period, you may be reteaching rather than reviewing. Consider narrowing your

objectives so that they are achievable within a 2.5 hour time frame. (It is not at all uncommon to have to reteach lessons in open entry/open exit classes.) Sometimes you may want to begin a class with a practice activity from the previous lesson. Just remember to provide an evaluation activity to help you determine if students are ready to move on to a new lesson.

If you are at the beginning of the term, you will probably want to start with a lesson from the *Personal, Social, Cultural* competency area. Each level has a lesson in this area, and the page number for each of those lessons are:

Beginning Low	page 3
Beginning High	page 33
Intermediate Low	page 63
Intermediate High	page 93
Advanced Low	page 119

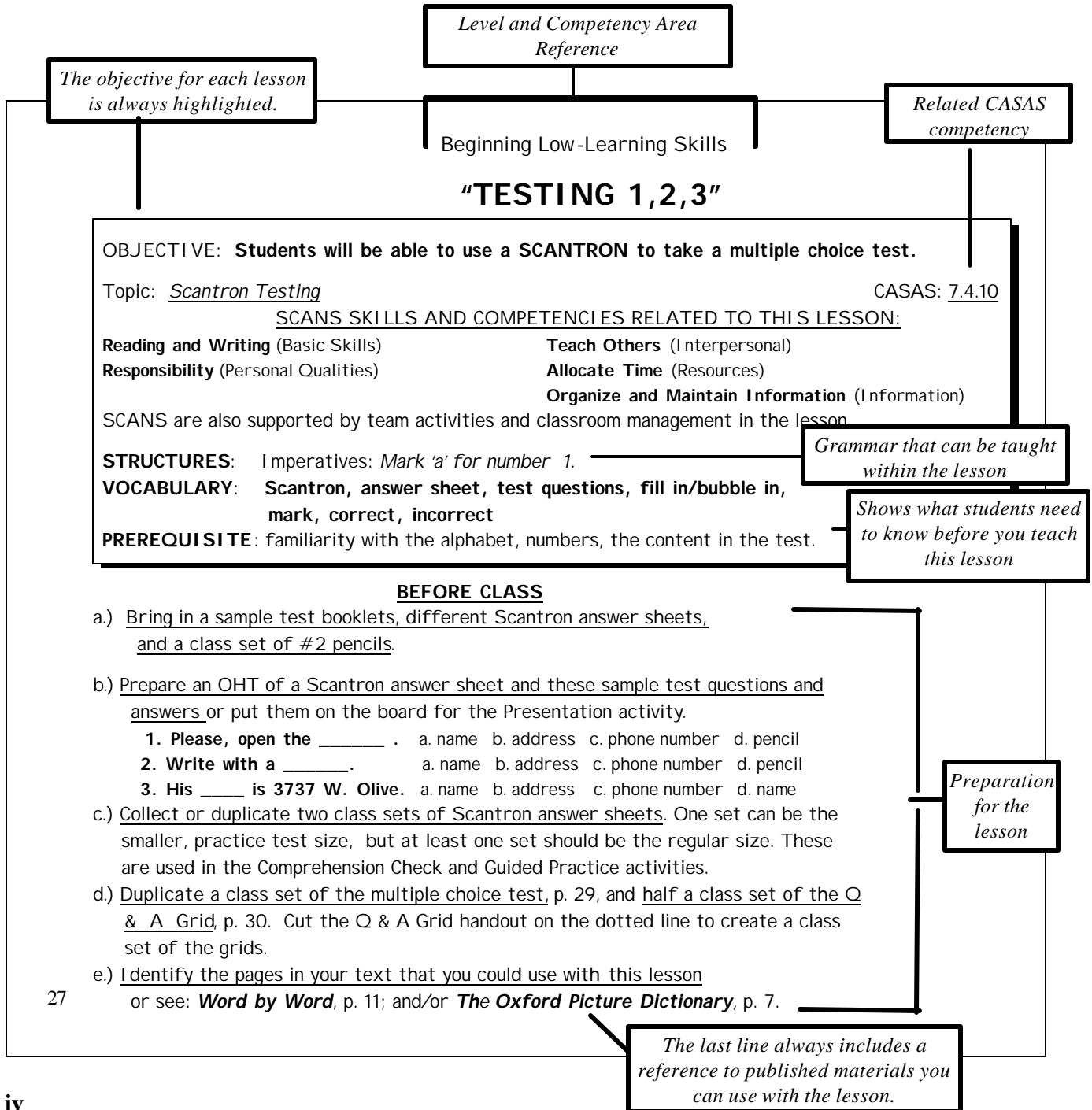
Once you've chosen a lesson to teach, look at the objective listed on the first page of the lesson plan. Is this an objective that matches your students' needs? Read through the structures and vocabulary that are part of the lesson. Are your students already familiar with this language? If they are, perhaps you can focus on different vocabulary or a different structure and still follow the lesson format. Look at the prerequisites. Will you need to teach or review any information before you teach the new lesson?

When you've answered the questions above, you are ready to move through the preparation guidelines and stages of the lesson, adapting and editing as you go along. Two reproducible pages accompany each lesson, providing visual support and/or practice activities for the lesson. The preparation guidelines, on the first page of each lesson, detail how many copies to duplicate of each reproducible and how to use them.

The following pages show a sample lesson and outline the key features of the lesson design. While the sample is a beginning-low lesson, the key features are the same for all levels.

USING THE SAMPLE LESSON PLANS

The first page of each lesson contains the lesson's level, title, objective, CASAS and SCANS competencies, structure and vocabulary as well as suggestions about any language or structures that should be taught prior to embarking upon the lesson. Most lessons require some advance preparation, usually nothing more difficult than photocopying the attached handouts and/or putting material on the board, an OHT (overhead transparency) or butcher paper. This preparation is outlined in the BEFORE CLASS section along with ideas for creating visual aids and text references.



The second page of the lesson plan contains each stage of the lesson, laid out step-by-step.

**“TESTING 1,2,3”
LESSON PLAN:**

WARM UP:
(10 minutes)

- Go over test-taking rules, eliciting the rules students already know being sure to include the rules below. List the rules on the board and act them out to ensure comprehension.

1. Use a #2 pencil.
2. Wear a watch.
3. Don't talk.
4. Write your name on your paper.
5. Erase mistakes completely
6. Don't write on the test.
7. Cover your answers.
8. Don't help others.

INTRODUCTION:
(5 minutes)

1. Set the scene: **Tonight we are going to practice taking a test using a Scantron sheet where we mark the correct answers.**
2. Show students a test booklet and a Scantron sheet, identifying the vocabulary test booklet, answer sheet, Scantron, and #2 pencil. (See p. 27-a.)

PRESENTATION:
(20 minutes)

1. Use the sample test questions (p. 27-b) to demonstrate the process of reading a question in one place and filling in the answer on a Scantron answer sheet. Use the first question to teach the concept of “multiple choice.”
2. Read each question together, and have the students tell you the answer. Demonstrate bubbling in the answer to the first question on the board or OHT. Demonstrate incorrect ways to fill in the answer sheet, such as crossing out, circling, or checking the letters on form.

COMPREHENSION CHECK: [YES/NO SILENT DRILL]
(5 minutes)

1. Ask yes/no questions about the rules from the warm-up. **Is a #3 pencil okay for this test?** Have students respond silently to the questions with one finger for yes, two fingers for no.

(15 minutes) [DEMONSTRATING COMPREHENSION]

1. Write the following on the board:
 $1. A. B. _ D. \quad 2. A. _ C. D. \quad 3. _ B. C. D. \quad 4. A. B. C. _$
2. Give students a sample Scantron form (See p. 27, c) and have them identify the letters and fill in the correct “answer” for each.
3. Circulate to check that students are correctly filling in answers.

GUIDED PRACTICE:
(30 minutes)

1. Distribute the tests, Scantrons and #2 pencils. (See p.27-a,c,d.)
2. Give students directions: **This is a sample test. Read the test questions and mark the answers on your Scantron answer sheets.** Set a 10 minute time limit.
3. Collect the answer sheets only. Then, using the test handout, review the answers with the class.

COMMUNICATIVE PRACTICE: [QUESTION/ANSWER GRID]
(25 minutes)

1. Form groups of four, assign each student a number (1-4).
2. Distribute the Q & A grid handout. (See p. 27-d.)
3. Have students write the names of their group members on the handout.
4. Students take turns asking their question of each group member and group members record the responses on their grids.
6. Tally and compare the class' answers.

EVALUATION:

- Review the collected answer sheets from the Guided Practice. Note any problems and discuss them anonymously with the class.

Suggested time frames for a 2.5 hour lesson

Specific references to BEFORE CLASS prep

Warm-Up/Review activities make use of students' prior knowledge to pre-view or review material related to the

The Introduction stage focuses students on the lesson objective.

The Presentation stage is where the new language is taught.

It is critical to check students' comprehension of the new material before moving on to the practice stages.

Guided Practice provides students with highly structured activities that ask students to work with the new language.

Communicative Practice activities allow students to integrate the new material with their previously acquired language, usually in an interactive setting.

In the Evaluation stage you & your students assess their growth.

There are two reproducible sheets for each lesson. Many of the reproducibles are designed for small group activities.

- Duplicate half a class set of this page.
Fold back these directions and cut the sheet in half.
- Distribute one grid to each team member.

Removable directions to the teacher at the top of each reproducible

TESTING 1,2,3
QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Instructions to students build competency in following and clarifying directions.

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math
	<i>Examples clarify the process for teachers and students</i>			



Paper is conserved whenever possible.

TESTING 1,2,3

QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math

Reproducibles can be visuals, dialogs and/or worksheets. The worksheet below is a practice test for students to use in the guided practice stage of the lesson.

- Fold back these directions and duplicate a class set of this test. Fold each test in half to create a test booklet.
- Write "Test Booklet" on the blank front cover and give each test booklet a number.

"TESTING 1,2,3"

SAMPLE TEST, PAGE 1

1. His _____ is Joe.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
2. His _____ is (818) 555-1234.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
3. His _____ is 7123 Pine Street, L.A..
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
4. His _____ is 3/3/79.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
5. 91325 is Mary's _____.
 - a. address
 - b. ZIP code
 - c. birthdate
 - d. phone number
6. Mary's middle name is Elizabeth.
Her middle initial is _____.
 - a. A.
 - b. I.
 - c. M.
 - d. E.
7. Mary and Joe are married.
Mary is Joe's _____.
 - a. husband
 - b. brother
 - c. wife
 - d. daughter



SAMPLE TEST, PAGE 2

8. Are Mary and Joe married?
 - a. Yes, he is.
 - b. Yes, she is.
 - c. Yes, they are.
 - d. Yes, I am
9. Is today Sunday?
 - a. No, it isn't.
 - b. Yes, it is.
 - c. Yes, he is.
 - d. No, he isn't.
10. Is this a test?
 - a. No, it isn't .
 - b. Yes, it is.
 - c. Yes, I am.
 - d. No, I'm not.
11. What are you doing?
 - a. I taking a test
 - b. test
 - c. I'm a test.
 - d. I'm taking a test.
12. Who are you?
 - a. I'm a student.
 - b. I student.
 - c. I'm student.
 - d. Yes, I am.
13. Where are you?
 - a. I'm at home.
 - b. I'm in class.
 - c. I'm at the market.
 - d. I'm at Disneyland.
14. Is this the last question?
 - a. No, it isn't.
 - b. Yes, it is.
 - c. Yes, I am.
 - d. No, I'm not.

HOW DO I TEACH USING THE TECHNIQUES AND ACTIVITIES GUIDE?

As an experienced teacher, you are already familiar with performance-based objectives and the stages of a lesson. Even teachers who have been teaching for years, however, tend to focus on one or two language skills-- (say, speaking and listening)--or one technique--(say, dialog and drill.) Look through the different techniques and activities in this section and find one that covers skills you don't often address in the classroom. Read through the technique/activity guidelines, and then take a look at any one of the lessons referenced at the bottom of the page. Once you see how the technique/activity fits into a lesson, you can use the guidelines to insert this technique or activity into your own lessons.

In addition, the Reference section lists books and materials for each of the different techniques and activities. You can usually find these in your school's resource library or at the local, regional and state conferences that occur each year.

WHAT EXACTLY ARE THE SCANS SKILLS AND COMPETENCIES?

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. The three SCANS foundation skills are:

- 1) **Basic Skills**-reading, writing, speaking, listening, arithmetic/mathematics;
- 2) **Thinking Skills**-creative thinking, decision making, problem solving, seeing things in the mind's eye, reasoning, knowing how to learn; and
- 3) **Personal Qualities**-responsibility, self esteem, sociability, self management, and integrity/honesty.

The five SCANS competencies are:

- 1) the ability to identify, plan, organize and allocate **resources**;
- 2) the ability to work with others (**interpersonal**);
- 3) the ability to acquire and use **information**;
- 4) the ability to understand complex **systems**; and
- 5) the ability to work with a variety of technologies (**technology**).

When we integrate SCANS competencies into ESL instruction, we promote the development of skills employers are looking for. At the same time we are using excellent teaching strategies, facilitating learning, and providing our students with the tools they need to succeed in this complex world.¹ You will find the SCANS skills and competencies that apply to each objective listed on the first page of the lesson. They are also listed in the introduction to each technique or activity. After looking through these lists, you will see how easily SCANS fit into the ESL lesson plan.

INTEGRATING MODEL STANDARDS, SCANS, CASAS, the COURSE OUTLINE and YOUR TEXTBOOK

Sometimes it can be a bit overwhelming to think about planning a lesson that...

- meets model standards,
- works out of the course outline,
- fulfills SCANS and CASAS competencies and still make use of the textbook that students have bought.

Actually, you may be happily surprised to learn that the LAUSD Course Outlines are already correlated to the California State Model Standards for Adult ESL Instruction, CASAS, and the textbooks from the Recommended Core-Textbook list. Similarly, you will find that most publishers have provided a CASAS correlation in their textbooks' scope and sequence (usually located near the front of the book. Newer texts are providing SCANS correlations as well.

The sample lessons on pages 2-146 will provide you with a model for correlating these key elements to your lessons.

When you sit down to plan lessons, it's a good idea to have your Course Outline, CASAS and SCANS references available. Each sample lesson suggests that you look at your core text to find pages that relate to that particular lesson and also references a particular text that has activities, grammar practice, or a dialog related to the lesson objective.

Whenever possible, texts from the Recommended List are used; however, many of the referenced texts are recent publications and had not been available for review when the last List was developed.

WHAT ABOUT TESTING?

The District has been conducting standardized promotional tests for more than ten years. In 1998 a testing committee was formed to develop a new set of promotional tests that are correlated to Model Standards and CASAS. These tests as well as the CASAS pre- and post-assessment tests are now a part of our adult ESL curriculum.

The materials in this book will help you plan lessons that, in turn, will help your students do well on the tests. Each of the sample lesson plans in this book contains an evaluation activity that assesses students' understanding and use of the new information. One beginning-level lesson even teaches students how to take a multiple choice test using Scantron forms. Be sure to give students the opportunity to practice test-taking strategies within your lessons. This is not only an academic skill but an important job skill as well. (Many job promotion processes include testing.)

Evaluation is an ongoing process. Therefore, informal assessment is as important as formal quizzes and tests. Throughout the *Sample Lesson plans* and *the Techniques and Activities Guide*, you will see references to comprehension checks and teacher monitoring.

Because so many communicative activities allow students to work in groups or pairs, teachers are released from their "front and center" position in order to move about the classroom.

While monitoring, it is best to be as unobtrusive as possible. This is the time for you to make mental or actual notes of where students are having difficulty, to listen for grammar and pronunciation problems, to see if and how students ask for clarification, etc. You can then address problems individually or in mini-lessons following the activity.²

I TEACH A MULTI-LEVEL CLASS IN A BRANCH LOCATION WITHOUT THE USUAL CLASSROOM ACCOUTREMENTS. HOW CAN THIS MATERIAL HELP ME?

Not every classroom comes with a chalkboard or an overhead projector. Not every classroom has moveable desks or tables. The lessons, techniques and activities in this book do not require a specially-equipped classroom. While suggestions are offered for different learning environments, you are the final arbiter of how well something can work in your classroom. Every lesson suggests various ways to present or post information. Often the direction line includes something such as ***Write the following questions on the board, an OHT, or butcher paper.*** (An OHT is an overhead transparency.)

Whenever possible, original for the necessary visuals or handouts are provided with each lesson. Often the lessons can be "handout-free" and students can copy material from the board, the OHT or butcher paper into their notebooks.

The multi-level ESL class has characteristics that are similar to but not exactly the same as the standard ESL class. Although most ESL classes have a multi-level aspect, in a standard class there is usually a span of no more than three levels, with the majority of the students being at the main level. In a multi-level class there can be as many as six levels. Teachers of multi-level classes need lessons that address all levels' needs. They also need activities that allow each level group to work independently so that the teacher can work with another level

group when necessary. Often it is useful to prepare a lesson on a single topic with different objectives for each level. For example, within the Occupations Competency Area, a topic would be the job search. A teacher could decide on the following objectives for his or her different levels:

Literacy level: Ss will be able to identify and write the names of five jobs

Beg. Low: Ss will be able to identify five to ten jobs and their related tasks (paint, fix, file, etc.)

Beg. High: Ss will be able to request assistance with a job task.

The sample lessons on Earthquake safety on pp. 49-52, and pp. 135- 138 show how one competency area and topic can have objectives at different levels: Beginning High and Advanced Low. In these examples, the lessons for both these levels use similar information (although at a higher level for the advanced group), and both levels' lessons include teamwork activities where students work cooperatively and independently from the teacher.

Once you and your students have become comfortable with the different types of teamwork activities, planning the multi-level lesson becomes much easier. See the guide to Multi-Level Instruction on page **xvi** for more information on teaching in a multi-level setting.

¹ from *SCANS in a Nutshell*. Kit Bell. LAUSD-DACE, 1999

² from *The Oxford Picture Dictionary Teacher's Book*. Jayme Adelson-Goldstein, Norma Shapiro and Renee Weiss. Oxford. 1999

AND ONE MORE THING...

They know enough who know how to learn.
-Henry Adams

You never know what is enough unless you know what is more than enough.
-William Blake

The lessons and suggestions in this book were designed to supplement **your** best thinking about ESL instruction and lesson planning. The materials on the following pages are flexible templates that you can expand upon and adapt.

It is our hope that you will find lessons and/or activities that match your teaching style and maybe one or two that provide you with the opportunity to experiment.

To teach is to learn twice.
-Joseph Joubert

While this book represents one form of staff development, we'd like to suggest an even more powerful one: share your own successful activities and lessons with your colleagues. You can use the time before class or at the break, ask for time during staff development meetings, or give workshops at CATESOL and CCAE conferences. When we see how much we learn from each other, we become better advocates for student-to-student learning within our own classrooms.

Should you have questions or comments about this material, feel free to write to:

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BASIC TEACHING TOOLS

Classroom Management Techniques

Managing the communicative ESL classroom can be daunting at first. Team and pair work often translates into moving furniture, getting materials to students working in different areas of the room, and monitoring the activity to be sure that all students are using the target language. In addition, almost all classes have the following tasks on a daily basis: taking attendance, sharing the lesson objective and class agenda, distributing and collecting papers and sets of classroom materials, writing and erasing boards or OHPs, and setting up and storing media equipment.

If the teacher alone takes on all these tasks, instruction time can be greatly impacted. If, however, you give your students the opportunity to assume roles and responsibilities within the class, both you and your students will benefit.

Suggestions for how to handle various tasks are listed below. You may also find it useful to make a chart that shows which students or teams are doing which tasks for the week.

Setting up teams to help manage the class:

Teams can be set up in a number of ways. Teams may be formed randomly, by student choice, or by teacher selection. (See *Basic Teaching Tools: Teamwork*, p. xiii.)

In the open entry/open exit classroom, maintaining teams for more than a single class session can be very challenging. However, in order to inspire our students to stay committed to the learning process, and to help them understand U.S. work culture, it is worth trying to create teams that stay together for a month at a time. Students within these teams have a responsibility and obligation to each other.

Teams should do a team-building activity each day to establish the trust and sense of camaraderie teamwork demands. A team building

activity can be as simple as interviewing team members about interests, fears, or favorites. A silly task, such as trying to blow the largest soap bubble or drawing the funniest face, can also be a fun team builder.

For classroom management tasks:

1. Assign the following jobs to different teams:
 - a. taking attendance
 - b. distributing class sets of textbooks
 - c. collecting class sets of textbooks
 - d. setting up audio-visual equipment (TV/VCR, cassette player(s), OHP)
 - e. facilitating classroom clean-up
 - f. writing the lesson objective and agenda on the board (per your notes)
 - g. arranging furniture according to your directions
 - h. erasing boards at the end of class
 - i. recording brainstorm on the board or OHP
2. Rotate jobs on a weekly basis.
3. At the end of each week assess how well the jobs were carried out. (See Price-Machado, *Skills for Success* for ideas on rewarding teams.)

For team-management tasks:

Assign team members different jobs by having team members number off (numbered heads) or by using personal characteristics. E.g. , #1s-*You are the leaders. You're responsible for reminding everyone to speak English* or *The students with the longest hair on each team, come up and pick up the worksheet for your group.* Jobs that can be assigned are distributing or collecting handouts, observing for specific grammar issues, monitoring first language interference, cutting out or assembling manipulatives, etc.

Once you've invested the time to train students for the different tasks, you and your students will enjoy the skill and competency-building benefits of the student-managed classroom.

BASIC TEACHING TOOLS: Pair Work

Pair work is written into the teaching practices of most methodologies. For example, in the Audiolingual Method, students work in pairs to practice dialogs and drills; the Natural Approach has students pair up to give and act out TPR commands; and the Communicative Method has pairs working together on tasks. Pair work is not unfamiliar to most teachers, but it can still feel strange to the student coming from a completely teacher-centered learning environment. Students need to know that they can learn from each other. While several SCANS foundation skills and competencies indicate that employers want workers who can work with cultural diversity, teach others, and know how to learn, students won't know this unless we share it with them. A bonus for teachers who use a variety of grouping strategies, including pair work, is that they have the opportunity to circulate and observe how well students are working with the language and to assess the lesson's success.

There are a number of ways to pair students. Pairing students who are seated near each other (using front to back or side by side rows) is the easiest. Other ways to form pairs are:

- a. conduct a mixer where students with a color, number, letter, word, picture, etc., find their match.
- b. have students pair who have different characteristics (different first language, native country, gender, age, or Zipcode.)
- c. have half the class form a circle facing out and the other half form a circle around them, facing in. As you play music, have students in the outer circle move from partner to partner introducing themselves. When you stop the music, students pair up with the last partner they talked to.

Note: If you have an odd number of students give a "wild card" to one student, so that s/he can join any pair.

You can bolster the success of pair work by giving partners a few minutes to get to know each other before you start an activity. Students who know each other's names and a little something about each other are usually more comfortable communicating.

Assigning roles and carefully checking comprehension before beginning an activity is another way to help pairs be more successful. In a Peer Dictation, for example, the student who is dictating becomes the teacher or supervisor and the student taking the dictation is the student or worker. By assigning roles, you create a clear context for the activity. When it's time for students to switch roles, be sure to check students' comprehension again, to be sure they know what's expected of them.

Using pair work to reinforce learning:

1. Find or create a task that helps students review, practice or apply the information presented in the lesson. (A Peer Dictation, Information Gap, TPR sequence, Dialog or Roleplay can all be pair activities.)
2. Review the language needed for the task by having students brainstorm necessary vocabulary or by eliciting what students already know about the topic and/or task.
3. Provide students with the task. Check students' comprehension of key vocabulary or concepts and clarify where necessary. Remind students of the goal(s).
4. Assign roles to each partner.
5. Set a time limit for each section of the task. Have pairs begin to work.
6. Stop the task periodically to check pairs' progress. Monitor the activity and make notes of any issues that arise.
7. Have pairs report back on their progress or product.

Pair work activities appear throughout the lessons in this book.

