



***Child Care and Guidance ESL Support (ECE 130)***  
**XESL 0516J CRN 44340**  
**SYLLABUS Spring 2013**

**Instructor:** Tracy Henninger

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**Office Hours:** Tuesdays 5:00 – 6:00 or by appointment

**Moodle:** <http://classes.lanecc.edu/>

**Class Day & Time:** Tuesdays 6:00 – 9:00 (3.0 hours noncredit)

**Class Location:** Building 19, Room. 243      **Computer Lab:** Building 19, Room 261

**Course Description:**

This is contextualized English as a Second Language class taught in conjunction with the Child Care and Guidance introductory class, ECE 130, which acquaints students with the logic and ethics of developmentally appropriate guidance of children aged birth to five years.

In this ESL class, students will receive support in developing their reading, writing, speaking and listening skills. They will develop these skills so they can participate fully in ECE 130 to understand lectures, see and give visual presentations and participate in classroom discussions that focus on discipline and guidance, social and emotional behavior patterns, and daily routines of young children. Students will also learn strategies for writing, note-taking, learning new vocabulary, and general time management and study skills that they can use in other academic classes as well as in other areas of their lives for lifelong learning.

**Course Objectives & Student Learning Outcomes:**

By the end of the course, learners will be able to:

1. Listen actively and read with understanding about:
  - the use of developmentally appropriate guidance techniques;
  - the difference between guidance and punishment;
  - a reasonable and appropriate daily routine for young children; and
  - reasonable and developmentally appropriate expectations for children by age difference.
2. Speak so others can understand and write to express meaning about the topics listed above.
3. Have the language skills to be able to demonstrate understanding through exams, conversations and action regarding guidance situations with children.
4. Know how listening, speaking, reading and writing strategies learned in the class can be used in further academic courses and other life settings.
5. Access and navigate the ECE 130 Moodle site.

### **Required ECE 130 Reading that will be supported:**

- *Constructive Guidance and Discipline*, 6<sup>th</sup> Ed., Marjorie Fields, Parricia Meritt & Deborah Fields.
- Supplemental Reading Packet
- On-line articles and class handouts, as assigned.
- Videos, class lectures, and PowerPoint presentations

*You must complete the readings in order to participate in class discussions, complete assignments and take quizzes.*

### **STRATEGIES FOR CLASS SUCCESS AND MEASUREMENTS OF LEARNING:**

**Read the syllabus:** You are responsible for all the information contained in this course information sheet. Please read it carefully and ask questions if you do not understand something. Your teachers and advisors can answer any questions to help you be successful. *A **schedule of dates for reading and assignments and the ESL support work are outlined on the last page.***

Help create a respectful learning environment by:

- Understanding that you and your classmates all have abilities, but they may be different. We are all learning and growing, and we can do this best when we respect and support each other.
- Coming to every class, arriving on time and staying until the end of class. Sometimes life's responsibilities or an emergency may affect our attendance, but we should make every effort to have regular attendance and participation. If you miss part of class, it is your responsibility to talk with your teacher and other classmates to know what you missed and determine how to make it up. Being in class every day and for the entire class time will allow students to fully understand class content.
- Participate fully in classroom activities and assignments to do outside of class. It is important to create a balance in your life so that you can complete all the class work. If you need help, your teachers and advisors are available to assist you so you can be successful. Do your best work and feel proud of your accomplishments.

### **ATTEND CLASS: worth 5 points per class**

Attendance is very valuable in order to succeed in this class. Attendance points are based in part on participation in small group and/or large group activities. You must attend the entire class to receive the attendance points.

If you know you are going to miss a week or more of class due to an extended illness or other situation, please personally contact your teacher.

PLEASE DO NOT USE CELL PHONES IN CLASS. IF YOU HAVE AN EMERGENCY AND NEED TO ARRIVE LATE OR LEAVE EARLY, PLEASE DO SO QUIETLY SO OTHER STUDENTS AND YOUR TEACHER CAN FOCUS ON THE CLASS.

### **COMPLETE ALL ASSIGNMENTS:**

This ESL class is designed to support you in participating completely in your ECE 130 class.

**Weekly Assignments:** This ESL class is designed to support you in completing the assignments in your ECE 130 Weekly Assignments packet. There are 9 weekly assignments in your packet. Any extra homework you have in this ESL class will be towards supporting your completion of the ECE coursework. The ECE 130 assignments are designed to help you apply and integrate the material you are learning. Each assignment is due on a Thursday. In your Tuesday ESL class, you will receive points for group and individual work that supports your ECE 130 assignments. You will have one extra time management assignment, for a total of 10 assignments. ESL activities are worth 5 points each.

**Constructivist Guidance Response Assignment:** This ECE 130 assignment is both a small group and individual project designed to help students to both understand and apply the learning objectives of this class. Your ESL class will support you in helping you build the vocabulary, discussion, reading, writing and group work skills needed to complete the Constructivist Guidance Response Assignment.

### **Weekly Quizzes (on Moodle):**

There is a **quiz** every week in your ECE 130 class and one extra fun quiz in your ESL class, for a total of 10 quizzes. (See the class calendar and ECE 130 Moodle page for the quiz schedule.)

The quiz must be completed on Moodle, is due no later than Thursday 6 p.m. of the week assigned, and will cover the text and packet reading material for that week. Your ESL class will support you in learning the computer and navigational skills on Moodle to do these quizzes. You will get 5 points for getting help and doing each quiz.

### **STUDY FOR AND TAKE THE FINAL EXAM:**

The ECE 130 final exam covers everything learned in the class. You will earn 75 points in your ESL class by participating in activities and doing assignments that support your being successful on the ECE 130 final exam.

### **Grading:**

You have the potential to earn the maximum possible points for the class. If you keep up with your total points you will be able to determine your own standing at any time or ask your teacher or advisor to review your points. This ESL class is Pass or No Pass. Total points of 70% and above is a Passing grade.

### Assigned Points Value

<b>Attendance:</b>	10 classes X 5 points	<b>50</b>
<b>Get help on and take Moodle Quizzes:</b>	10 quizzes X 5 points	<b>50</b>
<b>Do activities in class for Class Assignments:</b>	10 assignments X 5 points	<b>50</b>
<b>Do activities in and out of class to support Constructivist Guidance Response Assignment:</b>		<b>75</b>
<b>Do activities in and out of class to support Final Exam:</b>		<b>75</b>
<b><u>TOTAL POSSIBLE POINTS</u></b>		<b><u>300</u></b>

#### **Grades:**

**Pass = 100 - 70% (210 points and above)**

**No Pass = 69% and below (209 points and below)**

**First week information regarding attendance:** If you are going to miss more than one day the first week of class, please contact me if you do not want to be administratively dropped.

**“At Lane Community College you have rights and responsibilities. You are protected from, and prohibited from engaging in, harassment and discrimination based on race, color, ethnicity, national origin, sex, marital status, familial relationship, sexual orientation, gender, gender identity / expression, pregnancy, age, disability, religion, or veteran status. If you believe you have been harassed or discriminated against, wish to report someone engaging in discrimination, or for more information, go to <http://www.lanecc.edu/cops/aaguide.htm> .**

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#### **Disability Resources Statement , Accessibility and Accommodations:**

**To request assistance or accommodations related to disability, contact Disability Resources at [\(541\) 463-5150](tel:5414635150) (voice), 711 (TTY), [disabilityresources@lanecc.edu](mailto:disabilityresources@lanecc.edu) (e-mail), or stop by Building 1, Room 218.**

**Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.**

## WEEKLY TOPICS AND ASSIGNMENTS CALENDAR

Spring 2013

### ***Child Care and Guidance ESL Support (ECE 130)***

***3 credits***

#### **Course Description:**

This contextualized English as a Second Language class is taught in conjunction with the Child Care and Guidance introductory class, ECE 130, which acquaints students with the logic and ethics of developmentally appropriate guidance of children aged birth to five years.

In this ESL class, students will receive support in developing their reading, writing, speaking, listening, and study skills with a special emphasis on reading, listening and study skills as well as fundamental vocabulary development in the Early Childhood Education field. Students will develop skills so they can participate fully in ECE 130 to understand the readings, lectures and participate in classroom discussions that focus on discipline and guidance, social and emotional behavior patterns, and daily routines of young children.

As part of the special emphasis this term on reading, vocabulary and study skills, students will focus particularly on reading strategies, note-taking techniques, learning new vocabulary, and general time management skills that they can use in their academic class(es) as well as in other areas of their lives for lifelong learning.

#### **Course Requirements and Overall Objective**

This course is the first of a three-course cohort of classes. Students who successfully complete these courses, and meet a number of other objectives with the assistance of their career coach are eligible to receive a Career Pathways certificate.

Students taking this class are co-enrolled in ECE 130. This outline details how these courses work together.

WEEK	TOPICS	READING ASSIGNMENTS: Complete by Tuesday of the week assigned.	ASSIGNMENT & EXAM DUE DATES
1 April 1	Constructive Guidance	Chapter 1 in <i>Constructive Guidance and Discipline</i> textbook; pages 3-19  Assigned Packet pages: 37-42	<b>Assignment 1</b> Due: In class this week.  <b>Quiz 1</b> Due Thursday, before class
ESL Support	Accessing Moodle & fun online quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 1:</b> Writing development: basic rights of children & effective life skills		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to write from an outline</b>
2 April 8	Physical and Emotional Development Affect Child Behavior	Chapter 2 in <i>Constructive Guidance and Discipline</i> textbook; pages: ALL  Assigned Packet pages: pages 42-55	<b>Assignment 2</b> Due: 4/18  <b>Quiz 2</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 2:</b> Writing development: write to carefully to answer the question asked, incorporating new vocabulary and concepts		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to write using new vocabulary</b>
3 April 15	Intellectual and Social Development Affect Child Behavior	Chapter 3 in <i>Constructive Guidance and Discipline</i> textbook; pages ALL  Assigned Packet pages: pages 56-58	<b>Assignment 3</b> Due: 4/25  <b>Quiz 3</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 3:</b> Discussion & writing development: incorporating new vocabulary and concepts		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to discuss &amp; write using new vocabulary</b>

4 April 22	Environments That Prevent Discipline Problems	Chapter 4 & 5 in <i>Constructive Guidance and Discipline</i> textbook; pages 76-81; 107-121  Assigned Packet pages: 59-64	<b>Assignment 4</b> Due: 5/2  <b>Quiz 4</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 4:</b> Jigsaw activity, reading, note-taking & discussion development: understanding new vocabulary and concepts		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to read, take notes &amp; discuss using new vocabulary &amp; concepts</b>
5 April 29	Effective Discipline Through Effective Communication	Chapter 7 in <i>Constructive Guidance and Discipline</i> textbook; pages ALL  Assigned Packet pages: 66-71	<b>Assignment 5</b> Due: 5/9  <b>Quiz 5</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 5:</b> Video clip on Moodle, listening, note-taking & writing development: understanding new concepts		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to listen, take notes &amp; write using new vocabulary &amp; concepts</b>
6 May 6	Helping Children Understand and Accept Limits	Chapter 8 in <i>Constructive Guidance and Discipline</i> textbook; pages ALL  Assigned Packet pages: no reading	<b>Assignment 6</b> Due: 5/16  <b>Quiz 6</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 6:</b> Observation, listen, watch, take notes, write showing understanding of new concepts		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to observe, listen, take notes &amp; write using new vocabulary &amp; concepts</b>

7 May 13	Beyond Behaviorism	Chapter 9 in <i>Constructive Guidance and Discipline</i> textbook; pages ALL  Assigned Packet pages: 65 only	<b>Assignment 7</b> Due: 5/23  <b>Quiz 7</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 7:</b> Write showing understanding of new concepts		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to write using new vocabulary &amp; concepts</b>
8 May 20	Punishment vs. Discipline	Chapter 10 in <i>Constructive Guidance and Discipline</i> textbook; pages ALL  Assigned Packet pages: no reading	<b>Assignment 8</b> Due: 5/30  <b>Quiz 8</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts <b>Assignment 8:</b> Writing development, synthesis of new ideas		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to synthesize ideas &amp; write using new vocabulary &amp; theories</b>
9 May 27	Children Who Have Unmet Needs and Challenging Behaviors	Chapter 12 in <i>Constructive Guidance and Discipline</i> textbook; pages ALL  Assigned Packet pages: 74-79	<b>Assignment 9</b> Due: 6/6  <b>Quiz 9</b> Due Thursday, before class
ESL Support	Accessing Moodle quiz Reading & vocabulary learning strategies Discussion group using new vocabulary and concepts Speaking & pronunciation Working in a group to prepare a skit <b>Assignment 9:</b> Writing development, synthesis of new ideas		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare to synthesize ideas &amp; write using new vocabulary &amp; theories</b>



10 June 2	Analyzing Discipline Problems	Chapter 15 in <i>Constructive Guidance and Discipline</i> textbook; pages ALL  Assigned Packet pages: no reading	<b>No assignment or quiz due this week.</b> Groups will present skits this week and Week 9. Groups will present skits
ESL Support	Discussion group using new vocabulary and concepts <b>Group Skits:</b> Speaking & pronunciation, working in a group, synthesis of new ideas & theories		<b>Personal dictionary</b> <b>Learn new vocabulary</b> <b>Prepare vocabulary, speaking &amp; pronunciation for small group skit</b>
11 June 9			<b>FINAL EXAM due by 6/14</b>
ESL Support	Prepare for final exam		<b>Review readings &amp; notes</b>

# Vocabulary Sort (and informal assessment)

**Set-up:** To introduce this assessment/review of vocabulary, T. elicits vocabulary that students remember about the theories that have been covered thus far in their credit classes and writes them on the board.

**Activity:** Then students, in groups of 3, are asked to use the words on the board and any additional words from below and write them on sticky notes. Then on a piece of butcher paper, they work together to categorize the words. The categories should be logical and they should be able to explain why they chose the categories they did afterwards when they share with the class.

## VOCABULARY LIST

abstract	concrete
Jean Piaget	psychosocial development
Erik Erikson	egocentrism
logical	self-worth
learning through reflexes	representational symbols
self-centeredness	symbolic representation
birth-1 year old	social knowledge
1-2 years old	perspective taking
2-6 years old	trust
mistrust	learn through the 5 senses
initiative	only focuses on one thing at a time
sensorimotor	autonomy
preoperational	guilt
learns by manipulating materials	shame
"I can do it myself!"	birth-18 months
Is the world safe or unsafe?	18 months-6 years
"I'm a big kid now."	overgeneralization

**Debrief:** Students put their posters on the wall, and students circulate looking at them. Then, they take turns answering questions that others have about their categorization.

**Assessment:** Teacher takes notes about which vocabulary or concepts seem to present the most confusion (if any) and which individuals may need further work on the concepts and vocabulary. Use this activity to plan if further instruction is necessary.

## Lesson Plan/Reflection Week 4 ECE 130 ESL Support

### **Week 4: Environments that Prevent Discipline Problems**

#### *Learning Outcomes:*

With the understanding of the course content, learners should be able to:

- Say what they remember about new theories and vocabulary from the readings and class activities
- Be able to answer guiding chapter questions/take a simple quiz on Moodle
- Use new, content-based vocabulary in speaking and writing
- Demonstrate understanding of the video they are required to reflect upon
- Organize their writing according to their audience and the topic (both homework assignments)

#### **Prepare for ECE 130:**

- Readings:
  - *Constructivist Guidance and Discipline: Birth to Age Eight: Chs. 4 & 5*, pp. 76-81; 107-121
  - Packet: pp. 59 - 64
- Assignments in ECE 130: Assignment 4
- Chapter 4 Reading Questions/Moodle Quiz 4

#### **Lesson Plan Overview**

1. Warm-up & Review of Vocabulary/Concepts: PIES
2. Reading Check-In & Review: Vocabulary Sort
3. Ch. 4 Check-in: Classroom Configuration Activity
4. Break
5. Ch. 4 Reading Questions/Moodle Quiz #4 Check-in & Preparation
6. Video Homework Check-In
7. Closing
8. Homework

#### **Materials**

1. PIES Classroom Configurations PowerPoint, PIE Sorter-cut up (5 PIES x 4 slices)
2. Slips of paper for role plays: integrated, correlated
3. Readings
4. Video cued
5. Handout: Assignment 3 (copies per # of students)
6. Smart Cart with digital camera and computer attached to projector

#### **Part One: Preparation for Ch. 4 material (20-30 minutes):**

Warm-up: Distribute a piece of a "PIE" and ask Ss to find someone with the same piece that they have (see attached)

1. With your group, agree on a definition of what your "domain" looks like in a classroom. Look in the book, if necessary, and agree on a definition and an example (T check in). 4 groups
2. Regrouped into a full "PIES" jigsaw and share definitions and examples. 5 groups

Transition/Lead-In (10 minutes):

1. Elicit how the physical part of setting up a classroom is addressed in the entire PIE(S) or all four domains.
2. Ask students to form a line based on how long they have worked in an ECE classroom or any experience they have in ECE.

Reflection Note: There were about half who either worked or had worked in a childcare center or had their own daycare, and I had them arrange themselves by amount of time until we had a line.

3. Count off into 4 groups, with the first 4 being the group leaders because they have all worked in an ECE classroom the longest.
4. Distribute Handout 4.2 (they filled this out in the previous class—it asked them to draw and then write about a place where they felt safe).

### **Classroom Configuration: Comprehension/Vocabulary Activity:**

- Give each group a picture of a classroom (each one had a different classroom—see PowerPoint for pictures) and look to see if you can find things that were on Handout 4.3 (open, closed, complex, simple, inclusive, seclusive, etc.).
- When each group has finished their discussion, pull up the pictures on the PPT and have each group come up and summarize their findings.
  - Reflection: They had lots of questions. I had each picture on a PowerPoint slide (see attached), so we looked at each one while the groups explained what they found. We also looked to see if we could find clues as to the age of the students the classroom was designed to serve.
- Now, think of your own classrooms. Discuss any changes you might make based on the reading.

Debrief: How does the physical set-up of a room help prevent discipline problems?

BREAK

### **Part Two: Preparation for Ch. 5 material:**

Lead-in: Prefix activity with inte- and co-

1. Write prefixes on board and elicit any words students can think of that contain these prefixes. Write what they say and elicit meaning for these prefixes.
2. Then write the words "integrated" and "correlated."

3. Have student randomly select slips of paper with integrated or correlated on it.
4. Ask students to read pp. 110-113 in their small groups and then think of a classroom activity that represents that type of activity
5. Students then give an example of an activity and the other students we guess whether it is correlated or integrated.

**Reflection/Addition:** When students presented a correlated activity, we talked about how to make the correlated activities more integrated. We talked briefly about logico-mathematical, physical and social, but only briefly because we needed to get to the video.

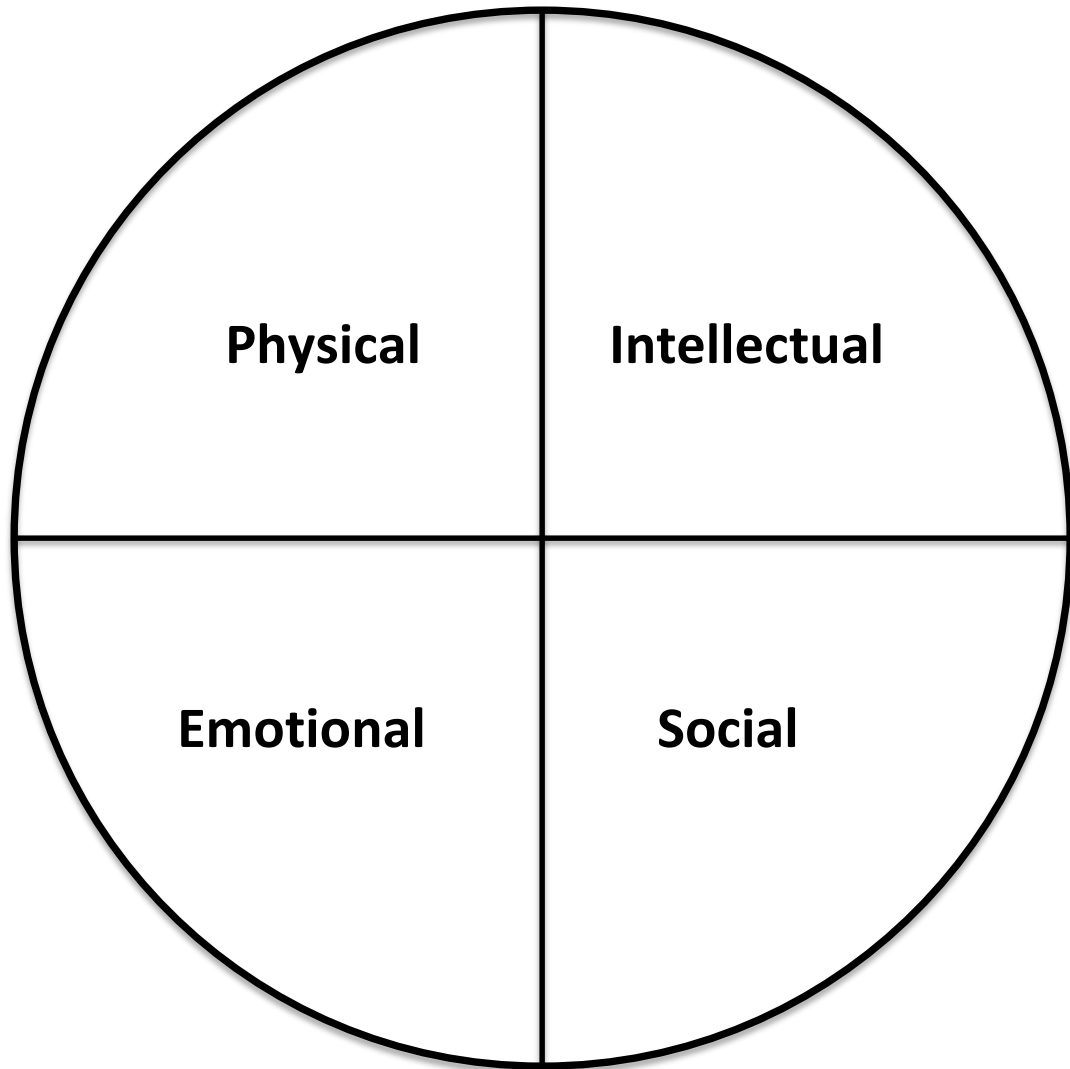
Debrief: How does the planning of an integrated lesson prevent discipline problems?

Preparation to Watch the Video (Note: Students have a homework assignment to watch this video independently and complete an assignment for it in their credit class, but students emailed me letting me know they were struggling to understand it).

1. Set the scenario: Explain that the video is a discussion with two different moms about their children in an ECE classroom. We hear the educator talk to each mom and then view their child in the classroom. The educator is explaining to the parents how the school is using positive guidance strategies for correction rather than more punitive punishment in order to discipline the children. Key vocabulary: Time out
2. Watch the first scene, pause and elicit a summary. Explain vocabulary as necessary. Clarify meaning as necessary.
3. Continue in this same manner until students are understanding a majority of the clip. Clips can get longer as understanding increases.

Reflection: The classroom vocabulary/reflection activity took a lot longer than I thought it would, and I would change that activity to make it shorter next time so we would have more time to spend on the video. Some valuable vocabulary work, but could be condensed by perhaps using the same classroom or 1/2 the class having one classroom designed for babies and the other half one for toddlers, so we could discuss it as a group.

**Attachment:** PIE diagram (cut out and students put together to find groups)



## **Assignment # 5**

**Your name**\_\_\_\_\_

Watch on Moodle the clip: *Barbara Coloroso : Giving up Threats, Bribes and Punishment* (you will find this in Week 1) and then answer the following questions based on the clip.

1. a. Write down an example of the teacher in this clip using a bribe on a child.  
  
b. What could the teacher have done instead?
  
2. a. Write down an example of the teacher in this clip using a threat on a child.  
  
b. What could the teacher have done instead?
  
3. How does Barbara Colorosa's suggestion to the parent as to how to deal with sibling's fighting help support autonomy and initiative in the children?
  
4. How did you feel hearing Barbara Colorosa tell the parent she NEVER uses punishment (and does not believe it is necessary)?



## ESL CHILD CARE AND GUIDANCE VESL

### Weekly Lesson Facilitator Guide

#### **Week 5: Effective Discipline Through Effective Communication**

##### *Learning Outcomes:*

With the understanding of the course content, learners should be able to:

- Be able to articulate the basic theories and concepts in child development and child care they have learned
- Be able to identify examples of these basic theories and concepts in child development and child care in action while observing in a child care facility
- Make an appointment to observe in an industry setting
- Talk about new theories and vocabulary from the readings and class activities
- Be able to answer guiding chapter questions/take a simple quiz on Moodle
- Use new, content-based vocabulary in speaking and writing
- Organize their writing according to their audience and the topic

##### **Prepare for ECE 130:**

- Readings:
  - *Constructivist Guidance and Discipline: Birth to Age Eight*: Ch. 7
  - Packet: pp. 66 - 71
- Assignments: Assignment 5 & 6
- Chapter 5 Reading Questions/Moodle Quiz 5

##### **Lesson Plan Overview**

1. Warm-up & Review
2. Ch. 5 Reading Questions/Moodle Quiz #5 Check-in & Preparation
3. Break
4. Assignment #5 Preparation: video on Moodle
5. Assignment #6 Preparation: Industry Observation
6. Closing
7. Homework

##### **Materials**

1. Personal Dictionaries
2. Dictionaries
3. Document camera
4. Handout: Assignment 5 (copies per # of students)
5. Handout: Assignment 6 (copies per # of students)
6. Computer with internet access
7. Projector

Time	Activity
30 min	<b>1. Warm-Up &amp; Review</b> <ul style="list-style-type: none"> <li>• <u>Personal Dictionaries</u>. “Vocabulary Talk” Students share new words in their personal dictionaries with each other. Students can change or add to their definitions based on what their classmates have recorded.</li> <li>• Teacher chooses/elicits most common unknown words to present and discuss as a class</li> </ul>
30 min	<b>2. Reading Check-In &amp; Note-taking Development</b> <ul style="list-style-type: none"> <li>• The instructor asks how learners are doing with the reading and finding answers to Chapter 5 Reading Questions.</li> <li>• Students compare answers and show each other where they found the information.</li> <li>• This is a time for the instructor to circulate and check individual students’ comprehension and vocabulary issues.</li> </ul>
30 min	<b>4. Assignment #5: Prepare to Listen &amp; Take Notes</b> <ul style="list-style-type: none"> <li>• Students will be watching the video clip <i>Barbara Coloroso: Giving up Threats, Bribes and Punishment</i> on Moodle in their content class or independently.</li> <li>• The teacher passes out Assignment #5. Students read it and clarify vocabulary and grammar.</li> <li>• The instructor should make sure students articulate and are clear about the words <i>bribe</i>, <i>threat</i>, <i>punishment</i>, <i>sibling</i>, <i>autonomy</i>, and <i>initiative</i>.</li> <li>• The instructor should make sure the students understand the past modal sentence, “<i>What could the teacher have done instead?</i>”</li> <li>• Role-plays: in groups of three, students put together short role-plays that include a bribe, threat or punishment. They perform for the class and, upon finishing, ask the class (in unison), “What could the teacher have done instead?”</li> <li>• The class should begin their answer with, “To help support the development of autonomy in the child,...” or “To help support the development of initiative in the child, ...”</li> </ul>
15 min	<b>4. Break</b>
25. min	<b>5. Arranging an Observation</b> <ul style="list-style-type: none"> <li>• Ask student how they plan to arrange the observation—by email or telephone (or other?). Place them into groups depending upon how they want to contact the schools</li> <li>• Look over the form and brainstorm together what key pieces of information (day, time, place, special instructions, name of contact, etc.) they will need to find out in the email or phone call. Write on the board: <ul style="list-style-type: none"> <li>○ <b>Date:</b></li> <li>○ <b>Time:</b></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Location/Address:</b></li> <li>○ <b>Name of Contact:</b></li> <li>○ <b>Special Instructions:</b></li> </ul> <ul style="list-style-type: none"> <li>● Have the email group(s) craft an email on butcher paper and the telephone group(s) write out a dialogue.</li> <li>● Have both groups present and make modifications based on feedback and comparison with each other.</li> <li>● Confirm with students that they feel ready to make the contact. Elicit suggestions for those who still feel overwhelmed (e.g., practice several times)</li> <li>● Encourage students to complete this activity independently and come back next week with stories of how it went</li> </ul>
45 min	<p><b>6. Assignment #6: Observing Young Children in Guidance Situations</b></p> <ul style="list-style-type: none"> <li>● Students will be observing in a classroom or childcare facility. They need to be able to make an appointment to observe. They may do their observation at the LCC Child Care Center or another location, such as Head Start or Relief Nursery.</li> <li>● Students need to know how to frame their observation based on what they have learned so far this term in regards to theories and concepts.</li> <li>● The instructor elicits a discussion of students' prior experience in a classroom or childcare center. The instructor guides the discussion to talk of guidance strategies students have observed in these settings. This is an opportunity to review the vocabulary and concepts associated with <i>demandingness</i> and <i>responsiveness</i>.</li> <li>● The instructor asks students if they think it would be useful for them to observe a classroom and see if they can identify these guidance strategies.</li> <li>● The instructor passes out Assignment #6</li> <li>● As a class or in small groups, student read the assignment carefully to understand exactly what they will need to be looking for. This is a good moment to review Tier 3 vocabulary, such as <i>proximodistal</i> and <i>cephalocaudal principles of development</i>.</li> <li>● This is also a good moment to clarify Tier 2 vocabulary, such as encounter, assert, demonstrate, concrete, environment, and encourage. Students can record more words in their personal dictionaries.</li> <li>● The teacher asks the class to predict what kinds of situations they might observe. Student can tell each other in small groups what they think they will see, and they can write a paragraph about it. When discussing and writing, students should incorporate the Tier 2 and 3 vocabulary.</li> <li>● Optional: the class brainstorms where to observe and how to make an appointment. They can role-play making an appointment by phone or in person. What language is needed? The teacher guides students to use modals for politeness and requests, and to give background information.</li> <li>● The teacher also guides students to talk about how pronunciation and intonation might affect a listener's comprehension. The discussion can also include talking about how correct or incorrect grammar might affect</li> </ul>

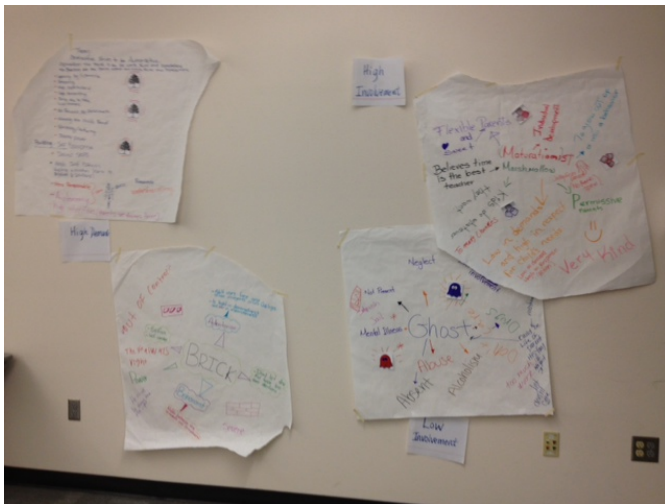
	comprehension. Students can say what would be effective pronunciation, intonation, grammar and vocabulary for the purpose of setting up an observation.
5 min	<b>7. Closing</b> <ul style="list-style-type: none"> <li>• The instructor asks learners what they think they need to do for homework to practice what they learned in class today (get on and navigate Moodle, reading assignments, vocabulary learning strategies, organizing one's writing).</li> <li>• The instructor summarizes on the board and adds to it if necessary.</li> <li>• Students record their homework in an organized location in their binders.</li> </ul>
	<b>8. Homework</b> <ul style="list-style-type: none"> <li>• Chapter 5 Reading Questions/Moodle: Quiz 5</li> <li>• Re-watch video and complete Assignment #5</li> <li>• Prepare Assignment #6 Observation: Make an appointment with approved list of Childcare facilities for Observation</li> <li>• Add to, study and use your new words in your personal dictionary in speaking and/or writing</li> </ul>

## Activity to deepen understanding of Vocabulary

Lead-in/Warm-up (20 min): Students “blindly” drew a card when they walked in the classroom. It had the picture of a brick, tree, marshmallow or ghost on the card. They found their group-mates, made their way to a table that had a large piece of butcher paper on it. The teacher then asked them to write everything they could remember from Thursday’s class about that symbol on the butcher paper. I encouraged them to look through the book and pull out any names or specific terms associated with their theory (Example: Piaget).

Vocabulary/Discussion of Concepts (40 min):

- Students taped their poster on the wall and took one last look at it. They stood as a group around their poster. Then, we did a “carousel” where the students as a group moved from poster to poster, reading and absorbing it, and added anything they thought was missing until they finally circled back to their original poster. They then read the poster and decided if they agreed or disagreed with the additions.
- We noted the similarity of the words “Authoritarian” (Brick word) and “Authoritative” (Tree word) and discussed their differences. We talked about paying special attention to the endings of those words as we read.
- Students then went back to their seats, and one representative from each group came up and talked about their quadrant.
- Then the teacher put up 4 signs (with help from tall students) “High involvement (up top) and low involvement (down low)” and “High Demand”



to the far left and “Low Demand” to the far right. [Note: explained that involvement and responsive were basically synonyms because Aoife had used “involvement” and assignment 2 uses “responsiveness”]

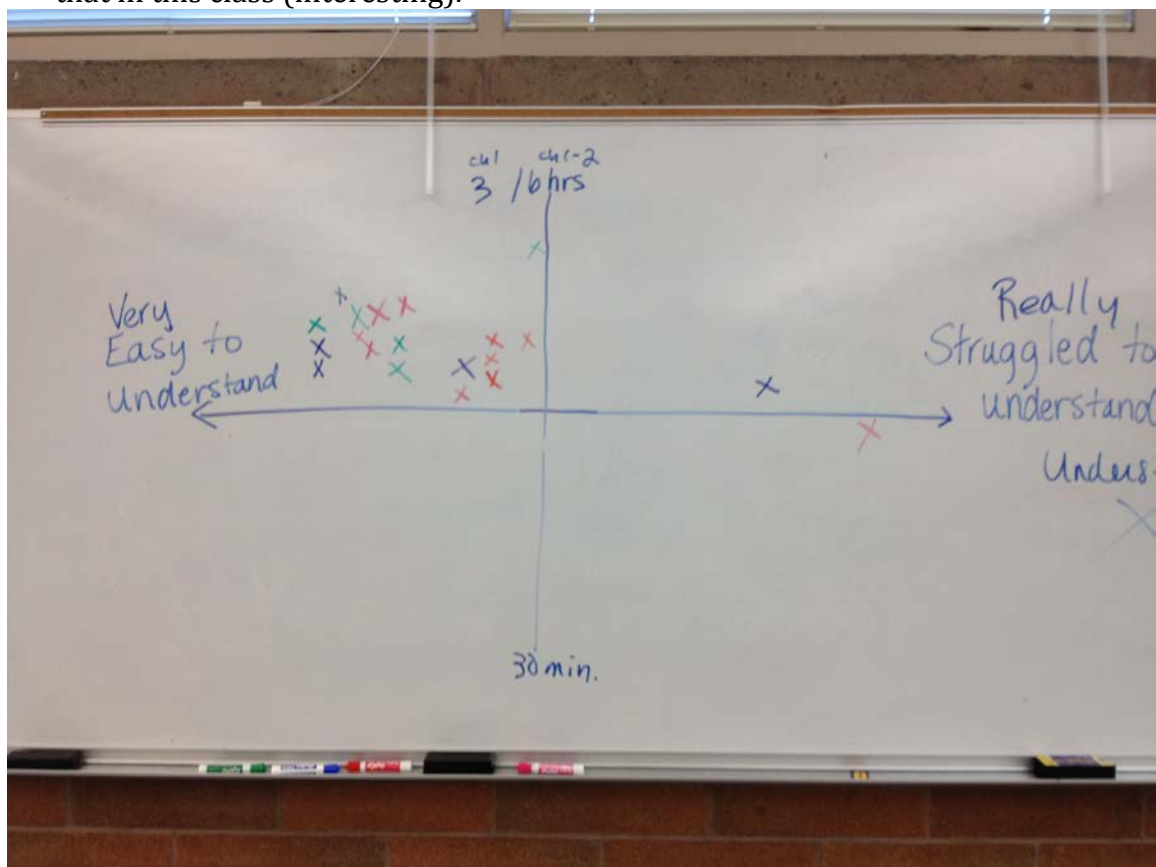
- Students then discussed which “quadrant” each poster should go in. They all agreed that the tree should go in the upper left quadrant and we discussed why. They then put the marshmallow poster next to that

and discussed why. Then they decided the brick should go in the lower left and the ghost next to that.

Creating and Using Graphs (Also, Feedback/Check-in) (30 min.):

- Before class, I had written on the white board a quadrant chart and had put on the left side “Very Easy to Understand” and on the right side “Very Difficult to Understand” and at the bottom “30 min” and at the top “6 hours.” I

- asked them to think about their experience reading the book and understanding the concepts. I asked them to think about where they were on the horizontal line first and then the vertical. Then they went up to the board and put an X where they were at. They did and then we discussed it. Two students admitted they were struggling to understand. All of the students reported spending 3-5 hours on the reading.
- This led to a discussion about reading strategies and several students talked about the strategies they were using. One student said that she could understand, but she was having a hard time concentrating on the reading. I did a quick demonstration of the INSERT strategy of annotation, and we talked about how to interact with the text more. The student admitted that she used this very strategy in her math class, but she hadn't thought to do that in this class (interesting).



Some students were having difficulty understanding how quadrants worked and how the above quadrant worked. Many had never seen a quadrant chart. To demonstrate, I used something they were familiar with and as a springboard to discuss realistic time commitments for understanding difficult reading. I asked them to put an X where they thought they were in terms of the reading. The above graph led us to a discussion of the reading they had done. Then we went back to the other four quadrants (above) and discussed.

### **Understanding the ECE class assignments**

The teacher of the ECE class began to create reading guides to help students navigate the chapters. These reading guides focused the students where she wanted them to focus. Ss reported that the reading guides are really helping them understand the reading better. They helped me in the ESL class as well. Now we could focus on what students weren't understanding much more easily. In the lesson plan it just states, go over the reading guide and answer questions, or something like that. What that looked like was this:

- There were two questions that they were having a hard time answering from Reading Guide 1 and that we then discussed. They were questions 3-4. We went to our posters (that we created in Vocabulary Sort Assessment, see portfolio) to find the answer to #3 and...
- #4 lead us to the next part of my planned lesson which was a WORD MAP [See below] using Moral Autonomy [one student mentioned this as a long-term result of using the constructivist model, and other students reported still being confused] Perfect transition point into this part of the lesson which we ended up condensing to a group collaboration of this word and further discussion of other results that could come from using the constructivist model.

### **Activities for “unpacking” dense handouts:**

[The following were different ways I went about preparing students for various topics that the ECE instructor was going to be wanting to go into greater depth about. She gave me various handouts, and I did different activities to aid in their understanding. Each activity was followed by a strategies question where we extend the activity into lifelong learning—how can you recreate this later?]

Temperament: I passed out the temperament handout that listed various aspects of temperament with a brief definition, and then had a scale of 1-5. I projected a copy of the handout on the screen (using the digital camera). We all stood in a row in front of the screen so that we were standing in front of the 3 in the scale. I asked them to think of one of their kids or themselves. Then we went through each one and we stepped to the right or left depending upon the child (or ourselves) that we were thinking of. Students talked about each point as they did this and asked questions as we went along.

Erikson's Developmental Stages: I passed out this handout and everyone read it silently. I asked them if they had seen this before and many students said that they remembered some of it from the reading and we talked about how the first 4 stages are in the reading. I asked them to decide what stage they were at, and lots of jokes flew about. Then I asked them to think about each stage and someone they knew or what their kids were like at that stage. What could they do? What couldn't they do?

Attachment: I then passed out the “Circle of Security” handout, and we talked about how this was a visual of attachment and how it develops. We made a circle and went around the “Circle” and visualized our own kids or those we had cared for as we did and students chimed in with small anecdotes.

### **Preparation for Writing Assignments**

Students were given many narratives of children in various situations. This activity would be an example of how I helped them to prepare for one of these assignments. This particular one asked them to read the scenario and write what quadrant the parent or teacher was operating in (see above for the 4 quadrants).

- The students were in groups of 4, so I asked each of the groups to take one of the scenarios in the writing assignment and act it out. They brainstormed what they were going to do, and then each group acted out the scenario (perfectly!!) as the others watched.
- We then looked over at the wall where we had discussed and written (like the sample quadrant above) and talked about where on the demandingness/responsiveness quadrant continuum that scenario was.
- Then I asked them to jot a few notes after each one to think about what they might write for the assignment.

Closing: Asked them to think about what they were going to do to prepare for the next class.

Sample Assignment:

Complete two Word Maps for “Temperament” and “Developmental Stages” in preparation for Thursday’s credit class (see blank form below).



# Word Map

STUDENT HANDOUT

What is it?

What is it LIKE? (or NOT LIKE?)

(word)

What are some examples?

# Word Map

STUDENT HANDOUT

**What is it?**

**What is it LIKE? (or NOT LIKE?)**

**(word)**

**What are some examples?**

## Equal Employment Opportunity

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The CASE grant project (\$18,679,289) is 100% funded through the US Department of Labor's Trade Adjustment Assistance Community College and Career Training program. DOL Attribution This workforce solution was funded by a grant awarded by the US Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the US Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.

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**Exploring Early Childhood Curriculum ESL Support for ECE 160**  
**XESL 0516J CRN 11643/12398**  
**SYLLABUS: Summer 2013**

**Instructor:** Tracy Henninger-Willey  
**Contact Info:** Building 19, Office 263A  
(541) 463-3406  
[henningert@lanecc.edu](mailto:henningert@lanecc.edu)  
**Office Hours:** Tuesdays 5:00 – 6:00 or by appointment  
**Moodle:** <http://classes.lanecc.edu/>  
**Class Day & Time:** Tuesdays 6:00 – 9:00  
**Class Location:** Building 19, Room. 243      **Computer Lab:** Building 19, Room 261

**Course Description:**

This is contextualized English as a Second Language class taught in conjunction with Exploring Early Childhood Curriculum ECE 160, which introduces students to Curriculum design for preschool age children.

In this ESL class, students will receive support in developing their reading, writing, speaking and listening skills. They will develop these skills so they can participate fully in ECE 160 to understand lectures, see and give visual presentations and participate in classroom discussions that focus on discipline and guidance, social and emotional behavior patterns, and daily routines of young children. Students will also learn strategies for writing, note-taking, learning new vocabulary, and general time management and study skills that they can use in other academic classes as well as in other areas of their lives for lifelong learning.

**Prerequisites:**

Students attending this class are expected to have completed ECE 130 successfully, and be enrolled in the ECE VESL cohort.

**Course Objectives & Student Learning Outcomes:**

By the end of the course, learners will be able to:

1. Listen actively and read with understanding about:
  - the use of developmentally appropriate guidance techniques;
  - the basic principles of a play-based, emergent approach to curriculum planning;
  - the philosophy and practice of a constructivist, Reggio-inspired approach to curriculum planning; and
  - identify stages of play and summarize their specific characteristics.
2. Speak so others can understand and write to express meaning about:
  - the above topics, plus
  - appropriate goals and developmental objectives for preschool children and programs
  - a curriculum including specific kinds of learning opportunities based on a developmental model of early education.

3. Have the language skills to be able to demonstrate understanding through exams, conversations and action regarding guidance situations with children.
4. Know how listening, speaking, reading and writing strategies learned in the class can be used in further academic courses and other life settings.
5. Access and navigate the ECE 160 Moodle site.

**Required ECE 160 Reading that will be supported:**

- *Creating Learning Environments for Learning: Birth to Age Eight*. Julie Bullard. Pearson. 2nd ed., 2014. (\*This text is also used in ECE 210)
- On-line articles and class handouts, as assigned.

*You must complete the readings in order to participate in class discussions, complete assignments and take quizzes.*

**STRATEGIES FOR CLASS SUCCESS AND MEASUREMENTS OF LEARNING:**

**Read the syllabus:** You are responsible for all the information contained in this course information sheet. Please read it carefully and ask questions if you do not understand something. Your teachers and advisors can answer any questions to help you be successful. *A **schedule of dates for reading and assignments and the ESL support work are outlined on the last page.***

**Help create a respectful learning environment by:**

- Understanding that you and your classmates all have abilities, but they may be different. We are all learning and growing, and we can do this best when we respect and support each other.
- Coming to every class, arriving on time and staying until the end of class. Sometimes life's responsibilities or an emergency may affect our attendance, but we should make every effort to have regular attendance and participation. If you miss part of class, it is your responsibility to talk with your teacher and other classmates to know what you missed and determine how to make it up. Being in class every day and for the entire class time will allow students to fully understand class content.
- Participate fully in classroom activities and assignments to do outside of class. It is important to create a balance in your life so that you can complete all the class work. If you need help, your teachers and advisors are available to assist you so you can be successful. Do your best work and feel proud of your accomplishments.

**ATTEND CLASS: worth 5 points per class**

Attendance is very valuable in order to succeed in this class. Attendance points are based in part on participation in small group and/or large group activities. You must attend the entire class to receive the attendance points.

If you know you are going to miss a week or more of class due to an extended illness or other situation, please personally contact me by email or phone (see above).

## **COMPLETE ALL ASSIGNMENTS:**

This ESL class is designed to support you in participating completely in your ECE 160 class.

**Weekly Assignments:** This ESL class is designed to support you in completing the assignments in your ECE 160 Weekly Assignments in Reading and on Moodle.

**Emergent Curriculum Plan 1 and 2:** This ECE 160 assignments are both a small group and individual project designed to help students to both understand and apply the learning objectives of this class. Your ESL class will support you in helping you build the vocabulary, discussion, reading, writing and group work skills needed to complete these plans

### **Grading:**

You have the potential to earn the maximum possible points for the class. If you keep up with your total points you will be able to determine your own standing at any time or ask your teacher or advisor to review your points. This ESL class is Pass or No Pass. Total points of 70% and above 70% is a Passing grade.

### **Assigned Points Value**

<b>Attendance:</b>	10 classes X 5 points	<b>50</b>
<b>Personal Dictionaries:</b>	10 weeks X 5 points	<b>50</b>
<b>Do activities in class for Reading Assignments:</b>	10 assignments X 5 points	<b>50</b>
<b>Do activities in and out of class to support Emergent Curriculum Plans 1 and 2:</b>		<b>50</b>
<b>Active Class Participation</b>	10 weeks X 10 points	<b>100</b>
<b><u>TOTAL POSSIBLE POINTS</u></b>		<b><u>300</u></b>

### **Grades:**

**Pass = 100 - 70% (210 points and above)**

**No Pass = 69% and below (209 points and below)**

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Disability Resources Statement , Accessibility and Accommodations:

To request assistance or accommodations related to disability, contact Disability Resources at [\(541\) 463-5150](tel:5414635150) (voice), 711 (TTY), [disabilityresources@lanecc.edu](mailto:disabilityresources@lanecc.edu) (e-mail), or stop by Building 1, Room 218.

Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.

## ECE 160 READING & ASSIGNMENT SCHEDULE (ESL Support added)

\* Schedule subject to slight changes

Dates	Textbook Readings	Aiofe's Class Assignments	Tracy's Class Learning Support (tentative)
<b>Week 1</b> June 25, 27	<b>Chapter 1</b> <i>Understanding the Importance of the Environment</i>	Reading Guide Chapter 1 Assignment 1	Personal Dictionary Set Up Syllabus Vocabulary Grammar: Gerunds and Infinitives Reading Strategy 1
<b>Week 2</b> July 2, 4	<b>Chapter 2</b> <i>Establishing an Emotionally Supportive and Equitable Environment</i>	Reading Guide Chapter 2 Assignment 2	Personal Dictionary Vocabulary Work Grammar: Verb Tense Review Comprehension Strategy 1
<b>Week 3</b> July 9, 11	<b>Chapter 3</b> <i>Establishing a Context for Learning</i>	Reading Guide Chapter 3 Assignment 3	Personal Dictionary Vocabulary Work Grammar: Reduced Adjective Clauses Comprehension Strategies
<b>Week 4</b> July 16, 18	<b>Chapter 4</b> <i>Planning a Play-Based Curriculum</i>	Reading Guide Chapter 4 Assignment 4 Conduct Observation LCC Lab School: <i>Stages of Play</i>	Personal Dictionary Vocabulary Work Grammar: Adverb Clauses Fix-it Strategies (vocabulary understanding)
<b>Week 5</b> July 23, 25	<b>Chapter 5</b> <i>Arranging an Effective Environment</i>	Reading Guide Chapter 5 Assignment 5 Turn in <i>Stages of Play</i> Observation.	Personal Dictionary Vocabulary Work Grammar: Passive-Active Prep for Curriculum Plan #1
<b>Week 6</b> Ju 30, Aug. 1	<b>Chapter 6</b> <i>Design Considerations</i>	Reading Guide Chapter 6 Assignment 6	Personal Dictionary Vocabulary Work Grammar: Subject-Verb Agreement Prep for Curriculum Plan #1
<b>Week 7</b> August 6, 8	<b>Chapter 7</b> <i>Developing Dramatic Play Centers</i>	Reading Guide Chapter 7 Assignment 7 Turn in Emergent Curriculum #1 Group Presentations	Personal Dictionary Vocabulary Work Grammar: Paraphrasing Reading Activity
<b>Week 8</b> August 13, 15	<b>Chapter 8</b> <i>Developing Manipulative and Sensory Centers</i>	Reading Guide Chapter 8 Assignment 8	Personal Dictionary Vocabulary Work Prep for Curriculum Plan #2
<b>Week 9</b> August 20, 22	<b>Chapter 9</b> <i>Developing Block and Building Centers</i>	Reading Guide Chapter 9 Assignment 9	Personal Dictionary Vocabulary Work Prep for Curriculum Plan #2
<b>Week 10</b> August 27, 29		Turn in Emergent Curriculum #2 Group presentations	Final work for end of term
<b>Week 11</b> Sept. 3, 5	Accuplacer, FWA, and Final Exams (in-class and turn in essay)		



Figure 1 The button group



Figure 2 The herb group



Figure 3 The water and color group



Figure 4 The bean and grain group

The ECE teacher and I were able to attend the OPAL conference in Portland. We brought back many ideas and loads of hands-on activities for the students. These are the pictures of the activities from the Week 1 Lesson (in this portfolio). This was a first day activity that took about an hour, but that we used as an anchor for this term AND the next. It was a shared experience that they LOVED! They had the opportunity to experience 4 different Reggio-Emilio inspired activities and they really got immersed in them. You can see by their expressions. I took pictures of the



activities, and then I posted them and we used them throughout the term as documentation to talk about grammar (What were you doing in that picture? past continuous We have done many activities-present perfect, etc.) and content (types of play, calming activities, learning objectives, etc.). They used some of these activities at work and with their children and it served as a springboard into the content of the next two terms.

By doing this activity at the beginning and letting them experience being a kid again, we really were able to capture their interest. They wrote about this activity in their journals for several weeks. The water group was especially captivated by their experience.

Procedure:

1. You can see in the picture that I wrote simple directions/questions for each group on a blue card. Then I let them simply experience the materials and try to answer the questions. An example could be something like: Place a drop of color in the water. What happens to the color? What happens if you add a different color? What happens if you add more water? Change the shape of the container? Go slow. Explore.
2. When they were done, I asked them to prepare a display of their activity and go visit the other tables. They could ask and answer questions. Some groups took great care setting up their displays.
3. When they were done visiting other tables, I asked them to freewrite about their experience. They could write down anything about the experience. Most of them said that it brought them back to their childhoods and that they felt like kids again. They were also amazed at how relaxing it was.

Note: This really reinforced much of what we learned in ECE 130 about the set up of the classroom and activities leading to better discipline of the children. When the children are engaged, they are not usually disruptive (unless they are in trauma for some reason).

# Verb Tense Review

	Meet friends	Wake up early	See the Dr.	Cook dinner
Lisa	✓	✗	✗	✓
Rachel	✓	✗	✓	✗
Kate	✗	✓	✗	✓

Answer questions 1-5 according to the above chart.

1-Lisa \_\_\_\_\_ her friends yesterday.

- a- met
- b- didn't meet
- c- meet
- d- did met



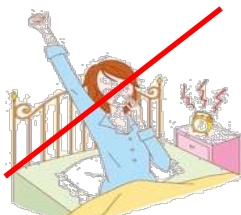
2-Kate \_\_\_\_\_ her friends yesterday.



- a- met
- b- did meet
- c- meet
- d- didn't meet

3-Lisa and Rachel \_\_\_\_\_ early yesterday.

- a- wake up
- b- woke up
- c- didn't wake up
- d- did wake up.



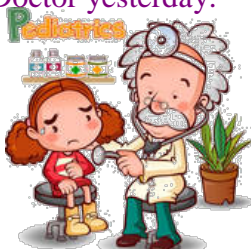
4-Lisa and Kate \_\_\_\_\_ dinner yesterday.



- a- cook
- b- cooked
- c- did cooked
- d- didn't cook

5-Rachel \_\_\_\_\_ the Doctor yesterday.

- a- saw
- b- see
- c- didn't see
- d- did saw



Read the rest carefully to decide the tense:

6-She usually \_\_\_\_\_ to bed early, but last night she \_\_\_\_\_ bed late.

- a- go/goes
- b- go/went
- c- went/goes
- d- goes/went to

7-When \_\_\_\_\_ you \_\_\_\_\_ Jane?

- a- did / phone
- b- did / phoned
- c- are / phoning
- d- do / phone



8-Ann \_\_\_\_\_ her teeth this morning.

- a- didn't brush
- b- didn't brushed
- c- brushed
- d- is brushing



9-She \_\_\_\_\_ geography in high school.



- a- study
- b- studied
- c- did study
- d- studied

10-A: \_\_\_\_\_?

B: By bus.

- a- How didn't you go to school?
- b- How did you go to school?
- c- Did you go to school?
- d- When did you go to school?



11- She \_\_\_\_\_ and \_\_\_\_\_ up her coat 2 min ago.



- a- come/hung
- b- came/ hanged
- c- came/hung
- d- come/hang

12- Barbara \_\_\_\_\_ at home because she \_\_\_\_\_ to the theatre last night.

- a- were / go
- b- was / went
- c- wasn't / went
- d- weren't / went



13-A: \_\_\_\_\_?

B: Yesterday.



- a- When did you arrive?
- b- How did you arrive?
- c- Who did you arrive with?
- d- Why did you arrive?

14- A: \_\_\_\_\_?

B: Because I was ill.

- a- When did you go to school?
- b- How did you go to school?
- c- Why didn't you go to school?
- d- Did you go to school?



15- Our teacher \_\_\_\_\_ some sentences on the board last class.



- a- write
- b- written
- c- writing
- d- wrote

16- Did you go to the zoo yesterday afternoon?

Correct the mistake:

- a- went → go
- b- did → were
- c- yesterday → tomorrow
- d- you → your

17- \_\_\_\_\_ you \_\_\_\_\_ your homework last night?

- a- were / do
- b- did / done
- c- were / done
- d- did / do

18- "Someone stole my bike yesterday."

Correct the mistake:

- a- someone → anybody
- b- stole → stole
- c- my → mine
- d- yesterday → tomorrow

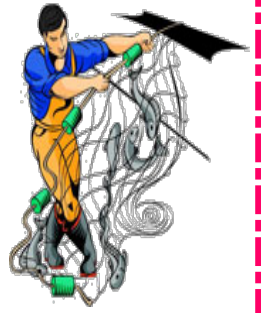
19- I \_\_\_\_\_ my leg in a skiing accident.



- a- broken
- b- break
- c- broke
- d- did broke

20- Yesterday I \_\_\_\_\_ lucky because I \_\_\_\_\_ a lot of fish.

- a- was/ caught
- b- am / caught
- c- was/ catch
- d- was / caught



21- He \_\_\_\_\_ to bring his eraser to class.

- a- forget
- b- forgotten
- c- forgot
- d- did forget

22- Yesterday I \_\_\_\_\_ a moustache but I \_\_\_\_\_ it, so I don't have a moustache now.

- a- have / shaved
- b- had/ shave
- c- haved / shaved
- d- had / shaved



23- Last week we \_\_\_\_\_ our friend and \_\_\_\_\_ to her sing.



- a- visited / listened
- b- visit / listen
- c- visited / listen
- d- visit / listened

24- We \_\_\_\_\_ at home yesterday because it \_\_\_\_\_ a lot.

- a- stayed/ rained
- b- stay/ rain
- c- staying/ rained



25- Cher likes to \_\_\_\_\_ to music before going to bed.



- a- listen
- b- listened
- c- did listen
- d- listening

## Gerunds and Infinitives

### Basic Rules for Using Gerunds (v-ing) and Infinitives (to + base verb)

**1. Use Gerunds as Subjects and Infinitives for Delayed Subjects:**

- a. Running is good exercise. → It is good exercise to run.
- b. Learning a new language is interesting. → It is interesting to learn a new language.

**2. Use Gerunds after Prepositions (and therefore phrasal verbs):**

- a. She was tired **after** teaching all day.
- b. I look forward **to** seeing you again.
- c. Children can learn a lot **by** playing with others.

**3. Use Infinitives after Adjectives:**

- a. It is **interesting** to learn a new language.
- b. I am **afraid** to walk alone in the dark.

**4. Use Gerunds or Infinitives as the Objects of verbs (see chart below):**

- a. I **agreed** to go with her to the party.
- b. I **avoid** walking alone at night in big cities.

	V-infinitive (to do)	V- gerund (do-ing)	V-gerund or infinitive
<b>A</b>	Agree, aim, appear, appoint, arrange for him, ask, authorize him	Admit, anticipate, appreciate, avoid	Attempt, can't afford
<b>B</b>	Beg, be		Can't bear, begin
<b>C</b>	Cause him, challenge him, choose him, claim, command him, not care, condescend, consent, convince	Complete, consider	Cease, commence, continue, can't stand
<b>D</b>	Dare him, decide, demand, desire, direct him/her	Defend, delay, deny, detest, discuss, dislike	Deserve, dread
<b>E</b>	Enable him, endeavor, expect, encourage him	Enjoy, escape, excuse	
<b>F</b>	Force him, forget (didn't do), fail	Finish, forget (no memory of)	
<b>G</b>	Get him	Get through, give up, go on, go (with activity)	
<b>H</b>	Happen, hesitate him, hire him, hope		Hate
<b>I</b>	Instruct him, intend, invite	Imagine, involve	
<b>K</b>		Keep/kept	
<b>L</b>	Lead him, learn, long		Like, loathe, love
<b>M</b>	Manage, motivate	Mention, miss, not mind, mind	
<b>N</b>	Need		Neglect
<b>O</b>	Oblige him, offer, order him		
<b>P</b>	Pay him, persuade him, plan, prepare, pretend, proceed, promise	Postpone, practice, put off, permit	Prefer, propose
<b>Q</b>		Quit	
<b>R</b>	Refuse, remember (do something), remind him, resolve	Recall, recollect, recommend, report, resent, resist, resume, risk, remember (memory of)	
<b>S</b>	Seem, select him, send him, strive, swear	Stop, suggest	Start, can't stand
<b>T</b>	Tell him, tend, threaten, train him, trust him	Take up, tolerate	Try
<b>U</b>		Understand	Undertake
<b>V</b>	Volunteer, vow		
<b>W</b>	wait for him, want, warn him, wish him, would like (for requests)	Would mind	
<b>Y</b>	yearn		

# Gerund & Infinitive Practice

## Level 5 Oral Skills

Fill in the blank with a **gerund** (verb + -ing) or an **infinitive** (to + base form):

Fill in the blanks with the correct form (gerund or infinitive) of the verb:	See rule #
1. Tommy wanted (play) _____ with the blocks.	4
2. Essie enjoys (play) _____ with dolls.	4
3. Do you plan (teach) _____ kindergarten?	4
4. You need to remind the children (pick up) _____ their toys.	4
5. The children look forward to (play) _____ at recess.	2
6. Would you mind (take) _____ Eduardo to the bathroom?	4
7. Carlos would like (play) _____ with the cars now.	4
8. Emma is planning on (draw) _____ the flower.	2
9. It is necessary for teachers (know) _____ how to plan a lesson.	1 & 3
10. I am proud (say) _____ I am an ECE teacher.	3
11. Callie stopped (cry) _____ when the teacher told her it was snack time.	4
12. (Dress) _____ up in costumes is Bella's favorite activity.	1
13. It is important (have) _____ lots of dramatic play materials for preschoolers to use.	1 & 3
14. (Play) _____ with blocks is Susie's favorite activity.	1
15. The teacher didn't know anything about (sew) _____.	2

Ask a native speaker the following questions:

- What do you enjoy doing in your free time? \_\_\_\_\_
- What do you plan to do this weekend? \_\_\_\_\_
- Fill in the following with advice for me: "It is important for you \_\_\_\_\_ if you want to be a good teacher."

## Gerunds and Infinitives

## Homework Error Correction & Types of Play

*Decide what type of play is being described and correct the gerund and infinitive mistake (from your homework).*

1. Type of Play: \_\_\_\_\_  
Error Correction (Observation): 2 girls play, one as a mom and the other as a child who has to go to bed early. They do an activity before go to bed like change the clothes and brush teeth.
2. Type of Play: \_\_\_\_\_  
Error Correction (Observation): Children just look at their friends without get involved with the game or asking to join them.
3. Type of Play: \_\_\_\_\_  
Error Correction (Observation): I see a girl, who just looks at her friends who are playing. She just sits without do anything, not even asking what game her friends are playing.
4. Type of Play: \_\_\_\_\_  
Error Correction (Definition): Children enjoy to play alone without their friends.
5. Type of Play: \_\_\_\_\_  
Error Correction (Definition): Children begin play with other children, but they do not commit to a joint focus.
6. Type of Play: \_\_\_\_\_  
Error Correction (Definition): Children repeatedly practice their mental schemes by interact with objects, people and language. Simple repetitive muscle movements and use of materials in exploratory ways.

### **Review: Subject-Verb Agreement/Plural-Singular Nouns**

7. Type of Play: \_\_\_\_\_  
Error Correction S-V agreement (Observation): A girl is sitting by a mirror. She has a book in her hand. She opens the book and looks at the mirror and says, "Do you know what animal is this?" She answer to herself, "It is a lion." Nobody else is around.
8. Type of Play: \_\_\_\_\_  
Error Correction S-V agreement (Observation): A girl walks towards the teacher and says, "I want to show you my house." She has 4 Lego block in her hands. The teacher and the girl sits on the floor. The girl says, "I made it myself and my house has two doors" She opens one of the Lego and says, "See, I can put my car in."

# **ESL EARLY CHILDHOOD CURRICULUM VESL**

## **Weekly Lesson Facilitator Guide**

*Learning Outcomes for the term:*

With the understanding of the course content, learners should be able to:

- Create an effective environment for children to learn
- Have a beginning understanding about navigating Moodle
- Use new, content-based vocabulary in speaking and writing
- Identify some vocabulary learning strategies they can use
- Identify and utilize strategies to Read with Understanding a college-level text
- Actively listen and understand a variety of lectures and videos related to Early Childhood curriculum development
- Write an annotated bibliography
- Write a variety of narrative essays and paragraphs using correct form and verb tenses

### **Week 1: Preparation for New Term; What is Curriculum?**

*Oregon ABE Learning Standards addressed:*

- Reading with Purpose
- Text structure

*Learning Outcomes for week 1:*

With the understanding of the course content, learners should be able to:

- Talk and write about effective environments for children to learn
- Have a beginning level of understanding about navigating Moodle
- Use new, content-based vocabulary in speaking and writing
- Identify some vocabulary learning strategies they can use
- Identify and utilize strategies to Read with Understanding a college-level text

### **Prepare for ECE 160:**

- Readings:
  - *Creating Environments for Learning*: Ch. 1 pp. 2-23
- Assignments: Reading Guide 1  
FreeWriting

## Personal Dictionary

### Lesson Plan Overview

1. Introductions
2. Freewrite
3. Activity: Experience a child-centered activity
4. Moodle (during break for those who are not familiar)
5. Vocabulary strategies focusing on assigned readings
6. Closing
7. Homework

### Materials

1. Computers with internet access
2. Projector
3. Document camera
4. Handout: Assignment 1 (students should have copies)
5. Personal dictionaries
6. Strips of each heading in Ch. 1 (enough for pairs of students to share 1 set); the strips should be reflective of the text in some way; for example, in the text *Creating Environments for Learning*, the subheadings are a different color and smaller than the main headings as are the sub-subheadings. Although the teacher did not have a color printer, she did adjust the font size to match the book's usage.

Time	Activity
15 min	<b>1. Introductions</b> <ul style="list-style-type: none"><li>• Introductory activities to orient students to the instructor, each other, and the class. (New students introduce themselves and others introduce to new students)</li></ul>
20 min	<b>2. Freewrite</b> <ul style="list-style-type: none"><li>• Learners are introduced to this term's new activity: a freewrite. Each week students will write for approximately 10 minutes on a topic of relevance to the class in one of two class journals (blue books or other notebooks). The teacher will correct the grammar mistakes and make comments on the blue books and return them the following week. Students then correct those mistakes and/or respond to questions and will write in them the following week. The student will have two journals in order to be able to keep one of them for rewriting for homework while the teacher is correcting the other.</li></ul>



	<ul style="list-style-type: none"> <li>This week's topic: Draw a place from your childhood where you felt safe. (5 minutes). Now write about this place. Include as many details as you can about this place. (10 minutes)</li> </ul>
50 min	<p><b>3. Learning Centers: Experience, Reflect, Document</b></p> <ul style="list-style-type: none"> <li>Students are divided randomly into 4 groups. Each group has the beginning of a "learning center:" Suggestions include: <ul style="list-style-type: none"> <li>A) a variety of kitchen utensils such as a funnels, fork, spoon, potato masher, handheld mixer, some dishwashing detergent and a dishpan of water.</li> <li>B) a color center where there are three or four different colors with droppers and a variety of different jars and vases filled with water</li> <li>C) a sensory center where a variety of fragrant plants like roses, lavender, thyme, rosemary, basil, etc. are in the center and a mortar and pestle, a flat stone and rounded stone, a screen and brush and a variety of bowls and scissors and paper are available,</li> <li>D) a button table where there is a button box with a variety of buttons and bowls, cups and other items, and</li> <li>E) a grain table where there are jars of different types of grains and seeds along with some plates, containers, etc.</li> </ul> </li> <li>Ask the learners to come up with some questions and "play" with the materials to create something as a group or individually. They should spend at least 30 minutes doing this together.</li> <li>While they are working on the activity, take pictures of the groups and individuals as they work on their project.</li> <li>At the end of 30 minutes, tell them that they are going to be "taking a tour" of the other tables to see what they have created. If they need another 5 minutes to get ready, allow that. Take pictures of the final project.</li> <li>After the tour, ask them to open their journals and reflect upon their experiences (10 minutes)</li> <li>Ask them to share what they think the purpose of this activity was. Write their answers on the board.</li> </ul>
15 min	<p><b>4. Break</b></p> <ul style="list-style-type: none"> <li>Help students who need it to get on Moodle.</li> </ul>
60 min	<p><b>5. Reading and vocabulary strategies</b></p> <p><u>Word Meaning Strategies:</u></p> <ul style="list-style-type: none"> <li><u>Personal Dictionary:</u> Distribute the personal dictionaries (see appendix) and orient new students to how it works. Remind students of the strategy and resource list on pp. 1-2. Give learners 5 minutes to skim chapter 1 (they should already have read the chapter) and choose 5 words that were new to them to include in their dictionaries.</li> <li>As they are working on choosing their words, the teacher should walk and around record any key words that seem as if they would be helpful for all students to include.</li> <li>At the end of the 5 minutes, the teacher should call the students together and share several of the words and show how a student might record in the dictionary. Use the document camera and internet to help. Students can also help by using their smart phones to look up definitions or more examples of usage. Be sure to include the context of the word in the text. For example, in one class several students chose the word "cognitive" and the teacher then asked them what the three stages of cognitive play were according to Piaget. The teacher then asked them to think about why they were described by Piaget as "cognitive" and students discussed what they remembered from the term before about brain theory.</li> <li>The instructor facilitates a discussion of what is useful to include in a personal dictionary, such as the spelling, a definition in English and/or their own language, the pronunciation as it sounds to students, a picture prompt, and/or a sentence using the word correctly, going through each one using the students' words and encouraging them to add these words to their dictionaries if they haven't already included them.</li> </ul>

	<p><u>Reading Connected Text:</u></p> <ul style="list-style-type: none"> <li>• Learners are beginning a new text. Begin by asking them what differences they notice about this text compared to those in the past. Write answers on the board.</li> <li>• The instructor should then distribute the strips which have the headings of the chapter on them. Ask the students to close their books and then try to organize the headings. When they think they have the order correct, they should compare with another pair. After they have checked with several pairs and think they have the order correct, they can open the book and check.</li> <li>• After all the pairs have checked work, the instructor elicits from the learners what they have learned from this activity. How can this help them understand the text better?</li> <li>• Learners should keep their outline on their tables for the next activity.</li> </ul>
30 min	<p><b>6. Homework Check-in</b></p> <ul style="list-style-type: none"> <li>• Reading Guide 1 is the assignment that students will turn in at their ECE 160 class. The objective today is to check-in with learners for that assignment and make sure that they are paraphrasing the information and not just copying it verbatim.</li> <li>• Ask students to get out their reading guides, look at the outline and compare where they got the answers to their questions with their table groups. When they have all agreed to where the answers are located, the instructor should elicit what areas, if any, were difficult for them to understand. The students should discuss in their small groups.</li> <li>• After the content confusion has been discussed, elicit from the students any strategies they remember from last term about paraphrasing. What does it mean to put your answer in "your own words?" How can we do that? Possible answers: Use synonyms, give a personal example, rearrange the sentence, pretend you are explaining that question to a new student over the phone, etc.</li> <li>• Ask students to compare one of the questions with everyone at the table. Are each of the answers different? If not, how can they be tweaked to be their own. Go through one example on the board if students are struggling. Take an question and try to create three different versions of the answer together. One of the answers can be simply rewording the answer, another can be using an example and the other can be simplifying the concept. Erase the answers and ask students to write explain the answer to a partner and then write down their own version. Do they understand the answer better after doing this?</li> </ul>
10 min	<p><b>7. Closing</b></p> <ul style="list-style-type: none"> <li>• The instructor asks learners what they think they need to do for homework in order to practice what they learned in class today (get on and navigate Moodle, reading assignments, vocabulary learning strategies, text structure, paraphrasing).</li> <li>• The instructor summarizes on the board and adds to it if necessary.</li> <li>• Students record their homework in an organized location in their binders.</li> </ul>
	<p><b>8. Homework</b></p> <ul style="list-style-type: none"> <li>• Reading Guide 1; Read Ch. 2 and complete Reading Guide 2 for next week.</li> <li>• Use the text headings to help you with the class readings</li> <li>• Study and use your new words in your personal dictionary in speaking and/or writing</li> <li>• Optional: try out one of the learning center activities with your kids this week.</li> </ul>

# ESL EARLY CHILDHOOD CURRICULUM VESL

## Weekly Lesson Facilitator Guide

### **Week 2: Establishing an emotionally supportive and equitable learning environment for children and for yourself**

#### *Learning Outcomes:*

With the understanding of the course content, learners should be able to:

- Say what they remember about their classmates
- Use new, content-based vocabulary in speaking and writing
- Identify some vocabulary learning strategies they can use
- Create a schedule for study
- Talk about the social and cognitive stages of play (or other key vocabulary that will be necessary for major assignments or content class discussions)

#### **Prepare for ECE 160:**

- Readings:
  - *Creating Environments for Learning*: Ch. 2 ALL
- Assignments: Assignment 2

#### **Lesson Plan Overview**

1. Freewrite
2. Reading Check-In
3. Moodle Check-In
4. Vocabulary Development
5. Break
6. Grammar
7. Documentation
8. Listening and Writing: Assignment #2
9. Closing
10. Homework

#### **Materials**

1. Computer with Projector
2. Large Post-its
3. Chart paper
4. Handout: Word Map (copies per # of students), double-sided map on both sides

5. Dictionaries
6. Document camera
7. Pictures of students from last week's activities
8. Blank Weekly calendars
9. Grammar worksheets: one fill-in-the-blank from the text, past verb tense review, irregular verb chart
10. Flashcards of social stages of play (available at <http://quizlet.com/24585824/social-stages-of-play-flash-cards/> )
11. Handout: Assignment 2 (copies per # of students)

Time	Activity
15 min	<p><b>1. Free Write</b></p> <p>Distribute blue book 2 (or have students get out their new journals. have student rewrite for homework in blue books. Answer the question: What are you most concerned about coming into this term. After 10-12 minutes, collect their writing and hand back journals (blue books) from last week.</p>
15 min	<p><b>2. Reading Check-In</b></p> <ul style="list-style-type: none"> <li>• The instructor asks how learners are doing with the reading. Points to consider are time they're spending reading, how much new vocabulary they're encountering, whether the concepts and theories are difficult or easy to wrap their minds around, etc.</li> <li>• The instructor asks students to get out their personal dictionaries from Week 1 and share new words in pairs.</li> <li>• The instructor asks pairs to choose words from the field to put on a Word Wall on chart paper. Students write words on large post-its with markers and put them on the Word Wall. Students can be encouraged to move the words around as categories and relationships between words and concepts emerge.</li> </ul>
45 min	<p><b>3. Time Schedule Set Up</b></p> <ul style="list-style-type: none"> <li>• Learners brainstorm together in their small groups all of the things they need to schedule into their week (time with kids, work, homework, time with husband/wife/significant other/friends, a TV show). They should try to write down everything they do or want to do.</li> </ul>

	<ul style="list-style-type: none"> <li>Individually, they should rank the top 5 things that they need to do and highlight them. Then, they should look down their list and decide if there are any things that they can put off or give up for the time they are in this class to get the time they need. For example, if they have a favorite TV show, can they record it or watch it on the web when the class is over?</li> <li>Distribute blank weekly schedule to each person. Ask them to schedule their top 5 things in the schedule. Those are the things they either HAVE to do (go to work, come to class, homework) or are TOP priority (playing with their kids). How much time do they have leftover?</li> <li>Discuss how much time is expected/needed for homework. Estimate for US colleges is 2 hours for every one hour in class.</li> <li>After they have scheduled their top 5, they should look back to their list and think about how or if they are going to schedule the other things on their list. For example, are there nights their husband or kids or a friend could cook dinner? Encourage them to work together to come up with creative solutions. Are there times that match up that they could meet for a study group with some classmates?</li> </ul>
15 min	<p><b>4. Break</b></p> <ul style="list-style-type: none"> <li>Learners stretch, do a gentle exercise of the instructor's choosing, move around, and drink water. Think about their needs and if they are being met. Discussion of how needs affect both adults and children.</li> <li>The instructor encourages learners to share other gentle exercises they know and bring new ideas back for next week's break.</li> </ul>
60 min	<p><b>5. Grammar in Context: Past Tense Review</b></p> <ul style="list-style-type: none"> <li>Ask students to get in the same groups they did last week for their Learning Circle activities (with the buttons, water, seeds, etc.). Put pictures at each table of the groups doing their work and of their final project to help them remember.</li> <li>Ask them to talk about what they were doing in each of the pictures. If there are students who were not in the first class, have their group fill them in and describe what happened in each of the pictures. For example, <i>we arranged the beans in a jar and put a flower in the center.</i></li> <li>Using a narrative description from the chapter of a situation in a classroom, create blanks where the past tense verbs are and place the verb in parenthesis. For example, the first couple of sentences of a narrative in chapter 2 that students read in <i>Creating Environments for Learning</i> would look like this:        "It ____ (be) November when Kumiko's parents ____ (enroll) her in preschool. They ____ (have) just ____ (arrive) from Japan to work on a ranch in an extremely isolated rural Caucasian community" (Bullard 25).</li> <li>The instructor asks the students to think about this story. <i>Was it told in the past or as if it was</i></li> </ul>

	<p><i>happening right now? It was told in the past.</i> The instructor goes over the first blanks with students and then asks the students to think about how the past tenses are used in this passage. Distribute irregular verb chart for reference in case there are irregular verbs used in the passage. After the students have filled in the blanks, they can check their work by comparing it with their text.</p> <ul style="list-style-type: none"> <li>• Distribute past tense verb review sheet. Go over the rules and discuss when the past is used in narrative type stories. Ask students to work together to write a narrative description of the activity their group did last week.</li> <li>• While learners are writing their narrative of the Learning Circle activities they did last week, the instructor can hang the pictures on the wall. Have the students post their narratives next to the pictures and students can circulate and read each other's narratives.</li> <li>• Elicit from students how they felt when they saw the pictures. Explain that this is an example of <b>documentation</b>. What are the advantages of documentation? What could children learn from documentation? How might children feel when they see pictures of themselves around the room?</li> </ul>
30 min	<p><b>5. Review of last week's "sticking points" and upcoming week's core content vocabulary</b></p> <ul style="list-style-type: none"> <li>• After meeting with the content instructor, the ESL instructor can go over vocabulary or concepts that were troublesome the week previous or are going to potentially cause confusion the next few content classes. For example, <i>this week students are going to be talking about social and cognitive stages of play and they will be doing an observation for various types of play. The instructor begins by drawing one circle (preview of webbing which is discussed in an upcoming chapter) with the <b>play</b> in the middle. Do you remember the two types of play (draws two circles off of play) that were talked about in Chapter 1 last week? Elicits <b>cognitive</b> and <b>social</b> and writes them in the two circles. Now, what types of play are part of Piaget's cognitive stages? Students might need to look in their books, but continue until you have both Piaget's and Parten's stages of play.</i></li> <li>• After a webbing activity, the instructor might distribute flashcards to groups with pictures and descriptions of the various types of play. Learners group the stages, label them, or describing the various types of play to each other in their groups. When they are done, they can either circulate to other groups discussing or check their understanding by going over the answers as a large group. See <a href="http://quizlet.com/24585824/social-stages-of-play-flash-cards/">http://quizlet.com/24585824/social-stages-of-play-flash-cards/</a> for examples of Parten's social stages of play flashcards with pictures.</li> </ul>
30 min	<p><b>6. Writing and Listening: Assignment #2 (and Assignment #1 Reflection)</b></p> <ul style="list-style-type: none"> <li>• The Instructor asks learners to share how they did with Assignment #1 writing in their content class. The instructor elicits a discussion about the actual writing process, organization and use of new vocabulary as well as content.</li> <li>• Learners discuss the questions in Assignment #2 and clarify what each question is asking.</li> <li>• Learners discuss how to organize each question, whether a long or short response is needed, how many sentences they should write, whether they should use complete sentences, and how important it is to incorporate new vocabulary and concepts into their responses.</li> </ul>

15 min	<p><b>7. Closing</b></p> <ul style="list-style-type: none"> <li>• The instructor asks learners what they think they need to do for homework to practice what they learned in class today</li> <li>• The instructor summarizes on the board and adds to it if necessary.</li> <li>• Students record their homework in an organized location in their binders.</li> <li>• The instructor facilitates a unifying closing activity, perhaps reviewing what learners have covered during this class period.</li> </ul>
	<p><b>8. Homework</b></p> <ul style="list-style-type: none"> <li>• Rewrite the freewrite from last week and add words to the personal dictionary.</li> </ul>

#### Equal Employment Opportunity

CASE is a WIA Title I- financially assisted program and is therefore an equal opportunity employer/program which provides auxiliary aids and services upon request to individuals with disabilities by calling 711 or 800.648.3458 TTY. US Department of Labor The CASE grant project (\$18,679,289) is 100% funded through the US Department of Labor's Trade Adjustment Assistance Community College and Career Training program. DOL Attribution This workforce solution was funded by a grant awarded by the US Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the US Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.

