Guide for Adapting TSTM Lesson Plans for ESL
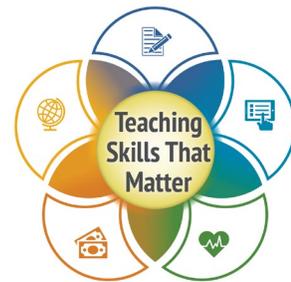
Civics Education

First Amendment Rights

- Grammar per NRS level:

  - Beginning levels: can, cannot (They can march.)

  - Low intermediate: could, may (They may boycott the company, if…)

  - High intermediate: be able to (People are able to protest…)

- General vocabulary: *march, demonstration, boycott, letter/email/phone campaign, protest*

- Adaptations: Newsela contains leveled versions of the same article; the appropriate version can be chosen based on individual learners' goals and abilities.

The Flint Water Crisis

- Grammar per NRS level:

  - Beginning: simple past tense (Lead leeched into the water.)

  - Low intermediate: progressive past tense (Lead was leeching into the water.)

  - High intermediate: past tense modals (Lead had leeched into the water.)

- General vocabulary: *lead, pipe, toxic, metal, mining, leech, ill, effect/affect, contamination, crisis, corrosion, solder, public health*

- Adaptations: Printing or projecting pictures is a helpful way to support reading and reinforce vocabulary for beginning learners.

Integrated and Contextualized Learning

- Grammar per NRS level:

  - Beginning: simple present tense yes/no questions (Do you volunteer?)

  - Low intermediate: future tense (I will volunteer at my child's school.)

  - High intermediate: conditionals (If my child's school asks for volunteers, I will volunteer.)

- General vocabulary: *volunteerism, community, engagement, charitable giving, donations*

- Adaptations: Use photos of community activities and then label them as a class. Use pictures of activities for the one-question survey and provide a simple question model: "Do you _____?" Also, create true/false questions for the listening exercise.

Problem-Based Learning

- Grammar per NRS level:

    – Beginning: want (We want more computers.)

    – Low intermediate: want + infinitive (We want to change …; We want to end…)

    – High intermediate: gerunds and infinitives (We want to change this law…; We will stop working until this is resolved…)

- General vocabulary: *public agenda, political issues, legislation, media attention, civic action, officials, senators, editors, campaign, petition, demonstration, protest, funding*

- Adaptations: The lesson could be refocused on making one change within the classroom rather than changes in the public agenda.

Project-Based Learning

- Grammar per NRS level:

    – Beginning: can (We can change the schedule.)

    – Low intermediate: polite requests (Could I please set up a time to meet? Would it be possible for us to work with the coaching staff?)

    – High intermediate: gerunds and infinitives (The PTA wants to change the schedule. The parents are interested in changing the schedule.)

- General vocabulary: *parental involvement, school community, obstacles, volunteer opportunities*

- Adaptations: To simplify this for a lower level, the lesson could be refocused on making one change within the classroom rather than changes in a neighborhood K–12 school.

Digital Literacy

Workplace Safety

- Grammar per NRS level:
    - Beginning: negative present tense (Do not run. Do not smoke.)
    - Low intermediate: supposed to (You are not supposed to run.)
    - High intermediate: reported speech (My boss told me to wear eye protection.)
- General vocabulary: *dangerous, prohibit, mandatory, safety, conditions, warning, fire, protection, flammable, escape, exit, smoking, circle, square, rectangle, triangle*
- Adaptations: This exercise could also be adapted to school safety, so you would know that students had seen the specific signs.

Social Media

- Grammar per NRS level:
    - Beginning: present simple (Teachers are women.)
    - Low intermediate: because/so (I do not post negative pictures on social media because I do not want people to feel bad. I do not like to see negative pictures on social media, so I do not post them either.)
    - High intermediate: present perfect (I have seen negative images online.)
- General vocabulary: *stereotype, negative, positive, reflection, culture, social media, responsible*
- Adaptations: Ask students to use Google Images to search for terms such as "baby girls," "teacher," "construction worker," "doctor," "nurse." Ask them to make a sentence that describes the majority of images they see. For example, if you enter "teacher" into Google Images, the majority of the images are of women. The students may say, "Teachers are women." Follow up by asking whether their sentence is always true: "Are all teachers women?*"* When they say "no," introduce a simple definition of stereotype.

Integrated and Contextualized Learning

- (Similar to Workplace Safety adaptations.)

Problem-Based Learning

- (Similar to Social Media adaptations.)

Project-Based Learning

- Grammar per NRS level:

    – Beginning: This is _____.

    – Low intermediate: past tense

    – High intermediate: past perfect tense

- General vocabulary: *folk story, culture*

- Adaptations: Allow students to look for a folk story in their native language, and then ask them to write a very short description of the story with a formula that you provide. For example, "This is a story from _____ and it is about _____." Students can memorize their descriptions and present them to the class.

Financial Literacy

Purchasing a Car

- Grammar per NRS level:

    - Beginning: want/because clause (I want a _____ car because _____.)

    - Low intermediate: count/noncount; how much versus how many (How many miles per gallon? How much does insurance cost?)

    - High intermediate: conditionals (If I pay $200 more, then I can have power locks in my car.)

- General vocabulary: For beginning ESL, switch to *"buy"* instead of "purchase"; practice numbers.

    - Higher levels can cover words such as *negotiate, down payment, interest, trade-in, percent, borrow, cash, credit, dealership, calculate, subtract, loan, taxes,* and *fees*.

- Adaptations: Have printed images of a variety of cars with their prices listed (these could be approximate); allow students to choose the cars they would like to buy, and ask them to explain why they chose the car using a model that you provide (e.g., "I want a big car because I have four children.*")*. Then have them practice negotiating with a partner, using a provided script with blanks that they should fill in with the numbers. With higher level classes, you can start to incorporate the additional pieces like trade-ins, down payments, and interest calculations, but it is still a good idea to use teacher-created examples (versus online examples) to customize the language for ELLs.

Money Management

- Grammar per NRS level:

    - Beginning: how much (How much do you have now?)

    - Low intermediate: future tense (I will spend *x* on groceries, I will spend *y* on gas, and I will spend *z* on rent, so I will have *p* left over.)

    - High intermediate: conditionals (If I buy a new car, then I cannot afford my rent.)

- General vocabulary:

    - For beginning levels, review numbers as well as *rent, groceries, gas*, and *entertainment*.

    - For intermediate levels: *budget, income, cost, finances, cash flow, savings, expense, inflow, outflow, fixed income, spend*, *variable*

- Adaptations: Create a very basic chart with income at the top and expenses in the rows beneath. Instruct students to complete the subtraction problems and ask, *"*How much do you have now?*"*

Integrated and Contextualized Learning

- Grammar per NRS level:
    - Beginning: how much (How much do you have now?)
    - Low intermediate: future tense (The savings account is going to earn 3% interest.)
    - High intermediate: conditionals (If I can earn more interest, then I should try to put more money into savings.)
- General vocabulary:
    - For beginning levels, review numbers as well as *rent, groceries, gas,* and *entertainment.*
    - For intermediate levels: *budget, income, cost, finances, cash flow, savings, expense, inflow, outflow, fixed income, spend, variable*
- Adaptations: For lower levels, stick to a very basic chart with income at the top and expenses in the rows beneath. Instruct students to complete the subtraction problems and ask, "How much do you have now?*"*

Problem-Based Learning

- Grammar per NRS level:
    - Beginning: Which…? (Which job is good for Joe?)
    - Low intermediate: because versus so (Joe should choose the *x* job, because he needs a flexible schedule so he can watch his children.)
    - High intermediate: modals (He must consider his children. He might think about going back to school. He ought to talk to a career counselor.)
- General vocabulary: occupations, *salary*
- Adaptations: The instructor could place images of a variety of jobs on the board with their corresponding name, annual salary (pulled from state labor information online), and a schedule below each. Then the instructor could provide very basic scenarios (Joe is a single dad. He has four children. His rent is $1,000 a month.) and have students choose a job for Joe based on salary and schedule. This can be leveled up by adding more information, such as required level of education, benefits, commute, and so on.

Project-Based Learning

- Grammar per NRS level:
    - Beginning: how much/how many, and can (How many oranges can you buy with $5? I can buy 10 oranges.)
    - Low intermediate: how much/how many and count/noncount nouns
    - High intermediate: adverbs of frequency (I often buy apples. I rarely buy soda. I never buy meat.)

- General vocabulary: food vocabulary, numbers, and *budget, afford, healthy, unhealthy, coupon*

- Adaptations: Make two columns and have students list foods that are healthy and unhealthy. Then give them a scenario (You have three children. You have $200. Buy food for 1 week.) and a real grocery store flyer and ask them to list which healthy foods they would buy within the budget. They could even further divide the food into breakfast/lunch/ dinner to ensure that they are buying enough food for the amount of time given.

Health Literacy

Health Information and the Internet

- Grammar per NRS level:
    - Beginning: present simple questions (Is the website clear?)
    - Low/high intermediate: Wh- questions/past tense (Who wrote it? When was it updated?)
- General vocabulary: *website, checklist, updated, trustworthy, accurate, reliable*
- Adaptations: Have the students assess the Center for Disease Control's webpage with updates on the flu (https://www.cdc.gov/flu/index.htm). Work together as a class to find the elements from the checklist on the website. If a computer lab is not available, the page could be printed.

What Is Good Health?

- Grammar per NRS level:
    - Beginning: should (You should exercise. You should not smoke.)
    - Low intermediate: supposed to (You are supposed to drink water every day. You are not supposed to drink soda often.)
    - High intermediate: all modals
- General vocabulary: *moderation*, also:
    - Healthy activities (walking, eating vegetables, drinking water, sleeping, exercise)
    - Unhealthy activities (smoking, eating junk food, drinking alcohol, watching TV)
- Adaptations: Continue to use pictures of activities to help students generate health-related vocabulary. Maintain a student-created word bank of health-related vocabulary, and display the word bank in the classroom or on a "health wall" in a common area. Refer to it often.

Integrated and Contextualized Learning

- Grammar per NRS level:
    - Beginning: count/noncount and *how many* vs. *how much*
    - Low intermediate: if clause (If Frankie stops smoking, what can he buy?)
    - High intermediate: used to (Rephrase as "Frankie used to buy seven packs of cigarettes per week...")
- General vocabulary: *pack, smoking, cost, save, spend, each, quit*
    - This is also a good opportunity to reinforce numbers.

- Adaptations: The questions and handouts should be put into simpler terms. "Frankie buys seven packs of cigarettes each week. His cigarettes cost $7.25 per pack. Calculate what Frankie spends on cigarettes each year." The worksheet questions are already in plain language, but "calculate" could be removed and rephrased to reinforce the question words to become "What (or how much) does Frankie spend on cigarettes each year?"

Problem-Based Learning

- Grammar per NRS level:
  - Beginning: to have (I have a headache. I have the flu.)
  - Low intermediate: have versus feel (I have a stomachache. I feel nauseous.)
  - High intermediate: modals (What should the Díaz family do? Who might be able to help the Díaz family?)
- General vocabulary: This is a great time to review body parts and symptoms with beginning levels. For intermediate levels, they can also practice adjectives to describe symptoms (*sharp* pain versus *dull* pain)
- Adaptations: For lower levels, find or create a very simple dialogue that students could practice with one another, playing the roles of doctor and patient. Then they can use sentence frames with different symptoms and practice the dialogues again. They should also practice set phrases they may need in an emergency, such as "I need a Burmese (or other language) interpreter."

Project-Based Learning

- Grammar per NRS level:
  - Beginning: to have (I have a headache. I have the flu.)
  - Low intermediate: Have versus feel (I have a stomachache. I feel nauseous.)
  - High intermediate: Present perfect (I have had a headache for 3 days.)
- General vocabulary: As with the Patient–Doctor Communication lesson, they should practice in English the phrases they would need to navigate their needs in a clinic or hospital, such as: "I need a Burmese (or other language) interpreter. Do you have this information in Burmese?"
Adaptations: Before the field trip, practice talking about symptoms and reciting phrases about asking for an interpreter. Also, ask the clinic what languages they can offer the tour group. Ask the tour guide(s) to explain everything slowly in English and then translate it into the languages available. Also ask the clinic to show the students where they could look for signs and materials in their native languages.

Workforce Preparation

O*NET Interest Profiler

- Grammar per NRS level:
    - Beginning: focus on vocabulary + want (I want the nurse job.)
    - Low intermediate: prefer/because clause (I prefer the accounting job because I like math.)
    - High intermediate: gerunds and infinitives (I prefer to… I like to… I hate… I love…)
- General vocabulary: occupations, and *salary, education, schedule*
- Adaptations: As with the Changing a Job lesson, place on the board images of a variety of jobs, with the corresponding names, annual salaries (pulled from state labor information online), and schedules below each. Provide very basic scenarios. This exercise can be leveled up by adding more information, such as required level of education, benefits, commute, and so on. Students can compare the positions with a Venn diagram and state which jobs they would choose and why.

Local Labor Market Information

- (Similar to O*NET Interest Profiler lesson adaptations.)

Integrated and Contextualized Learning

- Grammar per NRS level:
    - Beginning: need (We need tables. We need food.)
    - Low intermediate: future (We will rent tables. We will hire a caterer.)
    - High intermediate: imperatives (Rent tables. Hire a caterer.)
- General vocabulary: *event*
- Adaptations: For lower levels, have students write lists of what they need for a party or event. Use images to help stimulate vocabulary. For higher levels, get progressively more detailed about the event. To add a financial literacy component, you can also give students a budget for the event. To add a digital literacy component, have students research how much the items for the event would really cost.

Problem-Based Learning

- Grammar per NRS level:
    - Beginning: present tense (The road is icy.)
    - Low intermediate: present tense (The problem is… Solutions are…)
    - High intermediate: conditionals (If I am late and I do not call my boss, he will be angry.)

- General vocabulary: *identify the problem, define the problem, explore solutions, avoid possible barriers, lessons learned*

- Adaptations: When using the IDEAL framework with lower levels, the problem selected should be straightforward. For example, a sample scenario could be that a student needs to go to work but the road is icy. Then they can discuss this in simple sentences, for example, "The road is icy. I need to work. I can call my boss. I can try to drive. I cannot go to work and not call. The best solution is to call my boss." Use images of the problem and potential solutions to help students formulate sentences.

Project-Based Learning

- Grammar per NRS level:

    - Beginning: do/do not (Do be on time. Do not be late.)

    - Low intermediate: present progressive (We are navigating systems.)

    - High intermediate: future progressive (We will be problem solving.)

- General vocabulary: *rules* and *conduct*, + skills vocabulary

- Adaptations: Beginning-level students can write rules for the classroom (perhaps with the help of images) without the added component of learning the skills. Intermediate students can practice learning the skills vocabulary. Higher level students can discuss not only how classroom conduct connects with the skills, but how those skills then connect to their real, daily lives.