

## Cloze Passage

### “Scarborough Fair”

(English Folk Song)

**Directions:** This song is a traditional love song often sung by a man asking a woman to do impossible things, followed by a woman asking a man to do impossible things. As you listen, please fill in the words from the blanks. When the song is over, talk to a partner and answer the following questions: Why would people who love each other ask for the impossible?

#### (Man)

Are you going to Scarborough (1) \_\_\_\_\_?

Parsley, sage, rosemary, and thyme.

Remember me to one who lives there.

She once was a true love of mine.

Tell her to make me a cambric (2) \_\_\_\_\_.

Parsley, sage, rosemary, and thyme.

Without no seam nor (3) \_\_\_\_\_.

Then she'll be a (4) \_\_\_\_\_ love of mine.

#### (Woman)

Tell him to find me an acre of (5) \_\_\_\_\_.

Parsley, sage, rosemary, and thyme.

Between the salt water and the sea (6) \_\_\_\_\_.

Then he'll be a true love of mine.

Are you going to Scarborough (1) \_\_\_\_\_?

Parsley, sage, rosemary, and thyme.

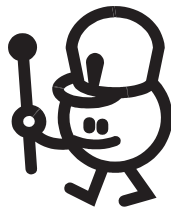
Remember me to one who lives there.

He once was a (4) \_\_\_\_\_ love of mine.

Vocabulary answers  
1. Fair  
2. shirt  
3. needlework  
4. true  
5. land  
6. Stand

# How to Make a Group

**Directions:** Give one card to each member of a group of three. For larger groups, consider creating other responsibilities such as timekeeper (someone who monitors and informs the group about time remaining) and informant (someone who sees what other groups are doing and saying). All group members should be active participants in sharing ideas and performing the activity.



## Group Leader

Job description: Help the group follow the instructions for the activity. Does everyone understand what to do? Help them understand. Make sure each member of the group has a chance to speak about the task. Don't do all the talking, but instead lead the group to complete the activity with equal participation from each member.



## Secretary

Job description: Help the group by taking notes on what is discussed. Keep your notes simple. Give the main ideas of what is talked about. Important!! Write your notes so that another person can read what you write. Summarize. The group members will help you decide exactly what to write if you aren't sure.



## Reporter

Job description: You have two jobs. (1) Help the group by keeping track of the time for the activity. The teacher will give the time limit. It's your responsibility to warn the group when time is nearly at an end. (2) After your group finishes, you will tell the whole class about your group discussion. You must use the secretary's notes to help you speak about the work that your group did together. When it's your turn, stand up and speak for your group. Speak for 2-3 minutes.

## Half-Reading

**Part 1 Directions:** Read this article and answer the questions provided below. Then read the full article and see how well you were able to infer the answers.

**Questions 1-2 are based on the passage.**

Early scientists believed that dinosaurs, like most reptiles, immediately abandoned their young after they hatched. However, the discovery of a group of nests has challenged this belief. These nests, which contained fossilized dinosaur eggs, showed that dinosaurs were not just parents but also caregivers. Evidence that dinosaur parents stayed with their young for some time has been found. For some species, babies stayed at the nest until they were able to bring back plant matter. In other cases, parents stayed at home until their young could roam safely on their own.

1. What did scientists used to believe about dinosaurs?
2. What did the newly hatched young have to do?
3. What do scientists believe now about dinosaurs?

**Part 2 Directions:** Your teacher will now read the full text. After listening to the teacher, discuss with your partner what you heard and revise your answers according to what you hear.

**Questions 1-2 are based on the following passage.**

Early scientist believe that all dinosaurs, like most reptiles, laid and then immediately abandoned their eggs. The newly hatched young were left to take care of themselves. However, the recent discovery of a group of nests has challenged this belief. The nests, which contained fossilized baby dinosaurs they were not unborn, provided evidence that dinosaur parents actually cared for their young. For some time after birth, the babies stayed at the nest while the parents brought back plant matter for food. The young stayed at home until they were large enough to roam safely on their own.

## Reader's Outline

**Directions:** As you read, look for three or more main ideas. Under each main idea, what are the subtopics under each idea? And under the sub-topics, are there points and even more points the author makes? Use the following outline provided below to write an outline of the reading.

Heading:

1. Main Topic

a. Sub Topic

- i. points under the subtopic
- ii. more points
- iii. even more points

b. Sub Topic 2

- i. points under the subtopic
- ii. more points
- iii. even more points

2. Main Topic 2

a. Sub Topic

- i. points under the subtopic
- ii. more points
- iii. even more points

b. Sub Topic 2

- i. points under the subtopic
- ii. more points
- iii. even more points

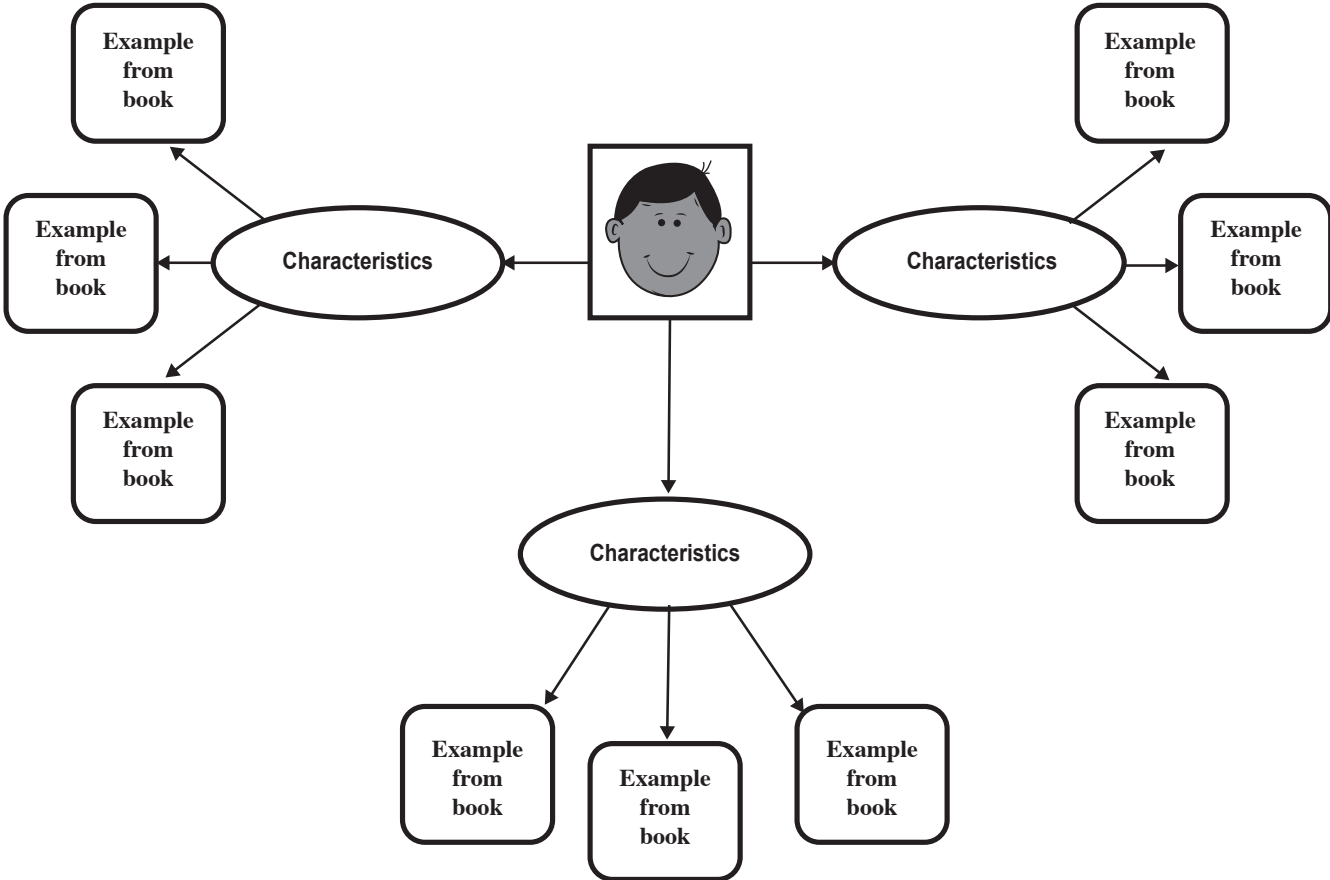
3. Main Topic 3

a. Sub Topic

- i. points under the subtopic
- ii. more points
- iii. even more points

# Character Map

**Directions:** Choose a character. Find three characteristics that are worth exploring. Find examples to support each of the characteristics you have chosen.



# TESOL Mapp

**Directions for a Reading:** After reading a story, think of the main idea, supporting details, and purpose of the story. Then write your own personal reaction to the story. (Example based on the story, “No Speak English” from the *House on Mango Street*, by Sandra Cisneros.)

<p><i>To show the difficulties of a working immigrant’s wife and her barriers to learn English and fit in.</i></p> <p><b>Main Idea</b></p>	<ol style="list-style-type: none"> <li>1. <i>Doesn’t leave the house</i></li> <li>2. <i>Complains to husband</i></li> <li>3. <i>Sings songs from her country</i></li> <li>4. <i>Looks at pictures</i></li> <li>5. <i>Tries to stop boy from speaking English</i></li> </ol> <p><b>Analysis of Supporting Details</b></p>
<p><b>Purpose</b></p> <p><i>To inform us to understand a situation, to make us feel compassion for Mamacita</i></p>	<p><b>Personal Reaction</b></p> <p><i>I liked this story a lot. It made me want to visit Mamacita and give her some advice.</i></p>
<p><b>Main Idea</b></p>	<p><b>Analysis of Supporting Details</b></p>
<p><b>Purpose</b></p>	<p><b>Personal Reaction</b></p>

## Rank Order Exercise

**Directions:** While you are reading, write down the ideas that seem most important to you. After you finish reading, decide which ideas are most important or most interesting. Put the most important or interesting point first, then the second, third, fourth, and so on. Be prepared to discuss why you put these ideas in this order.

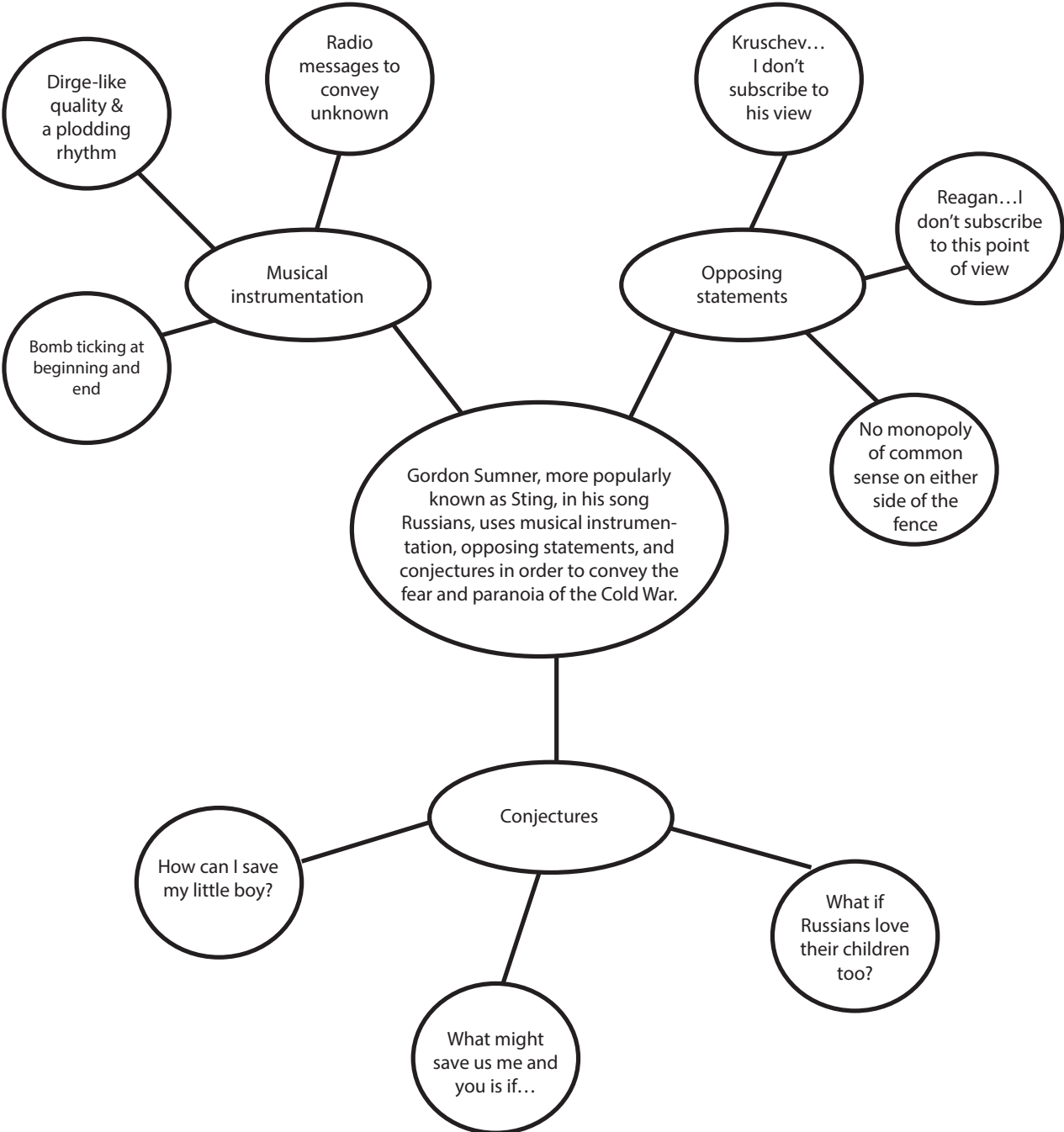
Ideas	Ranking (order of importance or interest)
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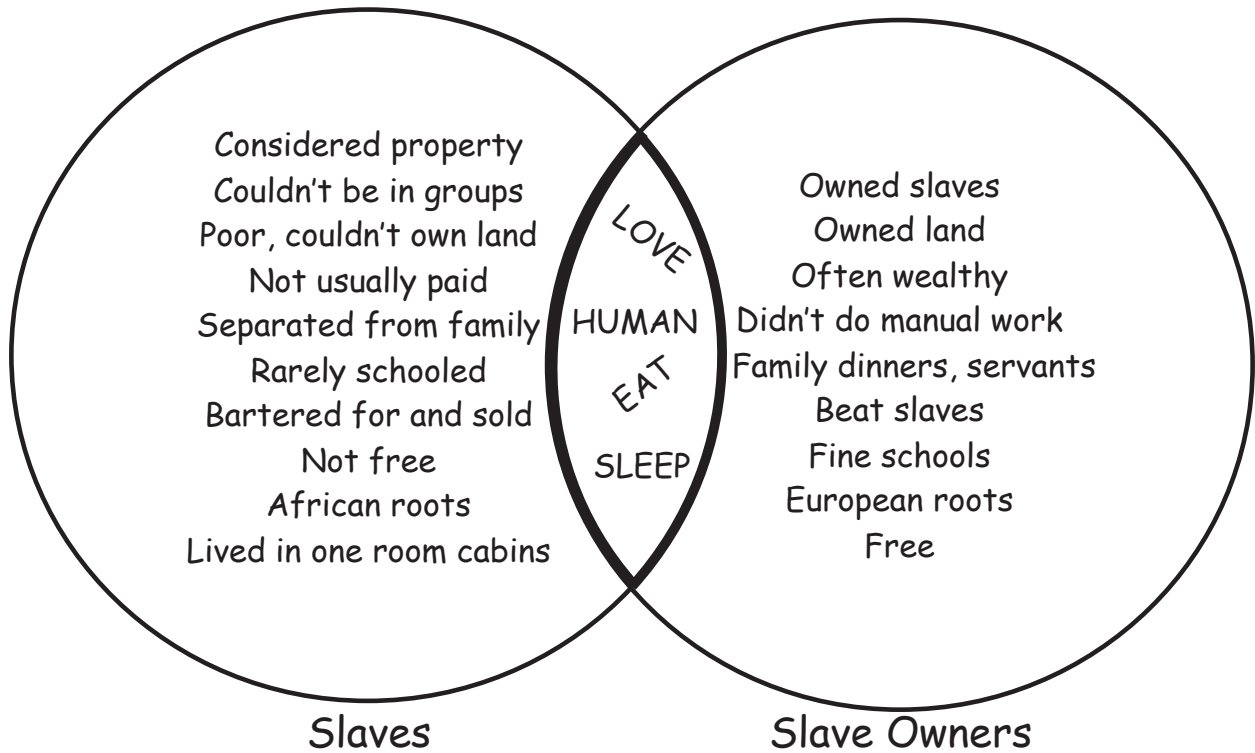
# Example of a Cluster/Brainstorm

**Directions:** A proper cluster can guide an entire essay by organizing a thesis statement (pictured in the center) with subtopics branching out from the main idea, and details or evidences to support each subtopic. The cluster below is a textual analysis of the anti-war song “Russians.”



## Example of a Venn Diagram

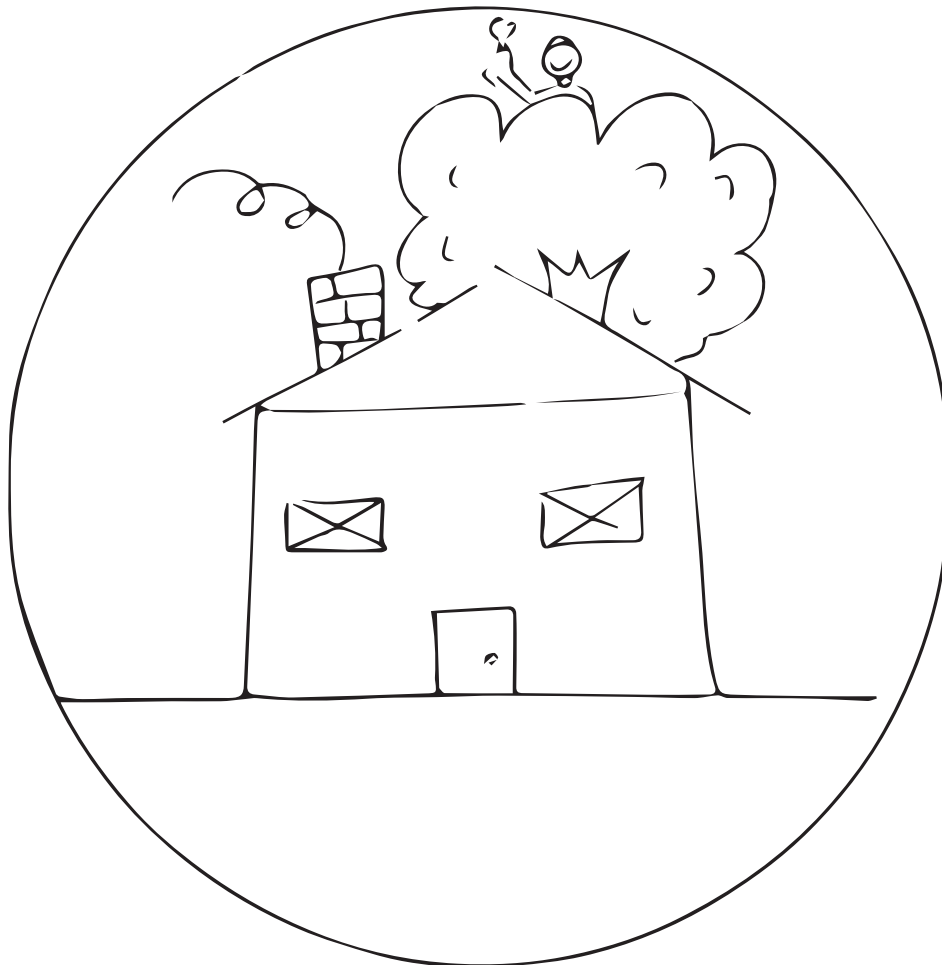
**Directions:** Put things that relate to one topic in one circle, things that relate to another topic in another circle, and things that they share in common at the intersection.



## Draw a Picture

**Directions for the Teacher:** Ask students to get out a piece of paper. Or, ask one student to read and another student to draw. The student who reads must not show the reading to the other student. You may tell the students that you want to see how close their drawing is to one that you are looking at. For more advanced students, invite them to ask questions (Where are the windows? Where is the door?)

**Directions for the Student:** Draw a VERY large circle on your paper. Inside the circle, draw a small house. There are two windows and a door. Put a chimney on top of the roof. There is smoke coming out of the chimney. Draw the smoke. Behind the house is a tree. Now draw a man who is at the top of the tree. He is waving and smiling. Does your picture look like mine?



# Value Lines

**Directions:** Your teacher will give some statements. Mark how much you agree with each statement by marking an x on the line, or circle the face if you **completely** disagree or agree.



Agree



Disagree



Agree



Disagree



Agree



Disagree



Agree



Disagree



Agree



Disagree



Agree



Disagree

# More Than Name Tags

**Directions for teachers:** On the first day of class (or perhaps a day when the class introduces themselves to a new student), cut out enough name tags for each student. Have students fasten these to their chests with a pin or tape and walk around the class sharing each idea. As an extension activity, students may have to memorize a partner's nametag and introduce the partner to the whole class.

PLACES		PEOPLE
	Name: _____	
FOOD		FUN

SOMETHING I LOVE		SOMETHING I HATE
	Name: _____	
SOMETHING I WATCH		SOMETHING I DO

## Find Someone Who...

**Directions:** Find classmates to sign the categories you see listed. You may write the name of a classmate on only one line. The winner is the first person to have all the categories signed!

Find someone who...

1. Has a short name: \_\_\_\_\_
2. Has a long name: \_\_\_\_\_
3. Has a famous name: \_\_\_\_\_
4. Loves to cook: \_\_\_\_\_
5. Has a pet: \_\_\_\_\_
6. Plays a musical instrument: \_\_\_\_\_
7. Likes to sing: \_\_\_\_\_
8. Has a celebrity crush: \_\_\_\_\_
9. Has an unusual talent: \_\_\_\_\_
10. Will be famous some day: \_\_\_\_\_
11. Loves to talk a lot: \_\_\_\_\_
12. Is very shy: \_\_\_\_\_
13. Has visited more than 3 countries: \_\_\_\_\_
14. Can play a sport competitively: \_\_\_\_\_
15. Loves this class: \_\_\_\_\_
16. Doesn't like fruit: \_\_\_\_\_
17. Loves to read: \_\_\_\_\_
18. Hates cell phones: \_\_\_\_\_
19. Had a dream last night: \_\_\_\_\_
20. Has more than 3 brothers and sisters: \_\_\_\_\_

## Sentence Starters: What's My Line?

**Directions:** Finish as many sentences as you can. Your teacher may call on you or you may be asked to speak in a group.



1. I was very happy the time I...
2. My face has a big smile when...
3. I hate to eat...
4. I would not like to live without...
5. I wish I could...
6. I like my...
7. I like to pretend I...
8. I would like a great big...
9. It's hard for me to...
10. On Saturdays, I like to...
11. I feel silly when...
12. I'm sure glad I...
13. Sometimes I'm afraid of...
14. I always feel good when...
15. I once got hurt when...
16. When I grow up, I...
17. I'm pretty good at...
18. I hate it when...
19. At school, I like to...
20. I wish people would stop...
21. I like the sound of...
22. I feel sad when...
23. At school I like to...
24. My family likes to...
25. I am afraid to...
26. I laugh when...
27. Two of my favorite things are...
28. I don't like to...
29. Once someone helped me by...
30. I would hate to lose...
31. I love to give...
32. I hope that...
33. I would like to learn how to...
34. If I were a giant, I would...
35. I really like...
36. What really bothers me is...
37. I'll never forget...
38. I would hate to lose...
39. I love to give...
40. I'd like to say a good thing about...
41. I like to play...
42. I was really scared once when...
43. I like the way I...
44. Two things I like about myself are...
45. I sometimes get mad when....
46. I would not like to have...
47. I feel happiest when...
48. I feel bad when...
49. I would like a magic ring that...
50. I feel important when...

**Balanced and Integrated Lesson Guide**

**Instructor:** \_\_\_\_\_

	Day 1	Day 2	Day 3	Day 4	Day 5
<u>Activity Count-Report</u> How many activities of each skill that you completed this week.  Listening:  Speaking:  Reading:  Writing:					
<u>Materials Needed</u> Support materials for each day's lesson					



<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>
Predict from a Title Story Guesswork Jigsaw Question Jigsaw Find a Word, Find a Sentence Reading with Half the Words Reader's Outline Character Map Reading Log Scrambled Sentences Picture Books Focus on Organization Skits on Reading Focus on a Literary Technique Mapping Summarizing/Paraphrase Picture the Story Rank Order Exercise Alphabet Reading	Workstations Free-writing Fast-writing Clustering/Brainstorming Venn Diagrams Unfinished Stories Any 4 Pictures Make a Story Guesswork Dictation Remember the Picture Draw Your Neighborhood Journals Poetry Writing	The Missing Half Headbands Back to Back 20 Question Quiz Truth or Fiction Cloze Passage Draw a Picture Perform the Instruction (Fetch It!) Dictation Secret Orders Story with Mistakes Guest Speaker	Picture Prompt This Makes Me Think That... Circle Speaking Interaction Lines Agree/Disagree Value Lines Story Chain Ghost Stories in the Dark Folktale Storytelling Discussion Questions Fishbowl Three Objects in a Backpack

### Sample Class Structure for an Integrated Classroom

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Week 1	Reading Task Focused Speaking Begin Literature	Writing Task Focused Listening Literature, continued	Reading Task Focused Speaking Finish Literature	Writing Task Focused Listening Study Vocabulary	Turn in journals Check Logs Review/Catch-up
Week 2	Reading Task Focused Speaking Composition Rough draft due	Writing Task Focused Listening Vocabulary Game	Reading Task Focused speaking Vocabulary activity Composition due	Writing Task Focused listening Vocabulary Test	Check logs Turn in journals Testing