

Newark Public Schools

ADMINISTRATION

2004-2005

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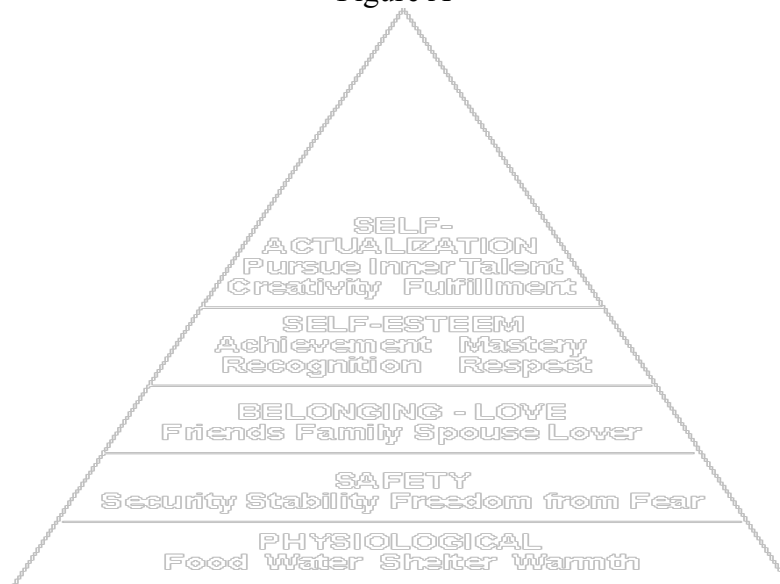
Meeting the Needs of Newcomers

New English language learners (ELL) come from diverse cultural, linguistic, and academic backgrounds. Some students may have received an adequate education in their home countries whereas others may not have attended school. It is imperative for teachers to welcome all newcomers into their classrooms with the mindset that all students share the same aspirations of becoming fluent English speakers while simultaneously achieving academic success.

Additionally, it must be noted that all newcomers experience an acculturation process similarly to the [Maslow's Hierarchy of Needs Pyramid](#) (Kunc, Norman. "The Need to Belong: Rediscovering Maslow's Hierarchy of Needs," 1992). Please refer to Figure A below, for Maslow's Hierarchy of Needs Pyramid. With that said, teachers must introduce and reinforce "survival English." This language facilitates the basic interpersonal communication needs of the students and helps alleviate anxiety by lowering the affective filter of students. By removing anxiety, the students' self-esteem and confidence grow, and they are able to participate in classroom activities.

Our goals for new English language learners emphasize active participation in all subject matters and academic success. The development of the English language learner into a fluent English speaker is geared toward the aforementioned goals. Inasmuch as our purpose is to achieve the stated goals, we have designed eleven lessons for newly arrived ELLs adapted from Hampton-Brown's *Success for Newcomers* found in **Into English!** Levels C-G to provide a more successful transition into the elementary program in the Newark Public Schools. It is imperative to note the student's age and academic background when using the lessons from the newcomer's booklet. We recommend that you, as the teacher use your best judgment in making adjustments to any of the lessons based on the abilities and experience of the students and existing circumstances in your classroom.

Figure A



Assessing the Needs of Newcomers

It is important to gather information about the student's country, family, and friends. We suggest that the teacher keep an index card with the student's personal information for future reference. This information will be useful when preparing activities that ask the student about himself or herself and family. If the teacher doesn't speak the same language as the student, then a student who does should be assigned to aid the teacher and the student in getting to know each other.

Get to know the student

- Observe the student to determine personality traits, motivation, and stress levels.
- Arrange for one-on-one interaction with the newcomer during every class period.
- Refer to Language Builder Reinforcement activities labeled 1 and 2 in each lesson of ***Into English!***, and observe the student's ability to follow directions and teacher's modeling.
- As the student performs the language activities mentioned above, observe his/her ability to use basic supplies like scissors, paste, pen, pencils, etc. as this may be indicative of non-language related impediments, or lack of formal schooling.
- Based on your observations and background information, determine whether to use the eleven Newcomer Lessons beginning on page 1, or engage students in the Pre-Production and Early Production activities suggested in the Teacher's Edition of ***Into English!***.
- Assess phonemic awareness and concepts of print. Refer to Appendix C.

Working With Newcomers

The district endorses small-group instruction in a setting where student and teacher are able to use audiovisual components that enhance language learning for newcomers and Tier 1- Beginners. The best pedagogical practices for newcomers and Tier 1-Beginners entail frequent oral repetition, singing, and role-play. These practices would be nearly impossible in the back of a classroom while another teacher is instructing a separate group of students.

Build Confidence

- Allow the child to feel "at home" immediately.
- Affirm student's home language and culture by acquiring first-hand knowledge; talk with family and community members.
- Encourage newcomers to use their home language in narrating wordless books or creating their own books and storyboards.
- Pair bilingual peers with newcomers to be "buddies" for a week or more.
- Create a nurturing classroom environment. Correct errors indirectly through modeling. Celebrate all efforts of producing English.

- Make student's progress visible. Display student work from beginning to end, illustrating a child's progress in acquiring the language.
- Provide informal feedback such as: "Wow, your pronunciation is improving." Communicate the students' success with their families and the school community.

Build Language Skills

- Students who are new to the culture and language may tend to isolate themselves from the group. This behavior is typical of those at the Pre-Production and Early Production levels of language proficiency. (Silent Period).
- Use active listening opportunities such as role-play, field trips, and TPR to engage the student in group activities instead of rushing him/her into speaking. These experiences will give newcomers a rich base from which their speech will emerge.

Build Emergent Literacy Skills

- A student needs direct instruction in order to develop literacy as he/she develops oral language proficiency.
- Introduce one or more concepts of print and work with common, simple patterns of English.
- Help students track print to make one-on-one connections between sounds and written symbols.
- Model the use of picture clues and text-pattern clues to construct meaning.
- Implement the eleven *Newcomer Lessons* to provide consistency.

Grading Newcomers

While newcomers are making the transition into learning English, it is recommended that a teacher does not apply the letter grading system when evaluating their performance in Language Arts or content areas such Social Studies, which require a strong command of the new language. Rather, a separate grading system is provided in the District's Report Cards for newcomers and Tier 1 students.

- Not-Evident NE
- Emergent E
- Developing DEV
- Secure S (grades K-3)
- Proficient P (grades 4-8)

Introduction

Our goals for new English language learners emphasize active participation in all subject matters and academic success. We have designed eleven lessons for newly arrived ELLs adapted from Hampton-Brown's *Success for Newcomers* found in **Into English!** Levels C through G to provide a more successful transition into the elementary program in the Newark Public Schools. It is imperative to note the student's age and academic background when using the lessons from the newcomer's booklet. We recommend that you, as a teacher use your best judgment in making adjustments to any of the lessons based on the abilities and experience of the students and the existing circumstances in the classroom. This booklet was designed to be a brief transition for the students when they first enter school. They should be able to begin completing ESL requirements in the Curriculum Guide and **Into English!** units within two to three months.

How to use the newcomer's booklet

- Each lesson should be completed within five days of instruction.
- Adapt any lesson when necessary.
- Utilize the audiotapes [included for each lesson] to aid in language development.
- Reproduce activity sheets to enhance student achievement.
- Take advantage of the various levels of assignments in each lesson provided (activities, extended activities, homework, and assessments).

- Be sure to check student's progress by administering the assessment at the end of every lesson. The assessment can be an informal observation, a one-on-one conversation, or administered as a teacher made test.

How to use the Portfolio Record

The portfolio record was designed to allow the teacher to assess the student by using a rubric. These rubrics highlight the varied degrees of student ability and language proficiency while they work to improve their oral, written, and academic skills. A teacher should use the oral and written assessment rubrics to score the student's oral performance and written work. The assignments that are included on the portfolio record are taken directly from each lesson.

Sample of Completed Portfolio Record

Oral Assessment

Lesson 1 Ask & Answer Survival Questions	Lesson 2 Identify Classroom Objects	Lesson 3 Use Appropriate Greetings	Lesson 4 Introduce School Workers	Lesson 5 Identify Body Parts	Lesson 6 Express Likes About Healthy Foods
Date: 10/9/04 Score:	Date: 12/3/04 Score:	Date: 2/14/04 Score:	Date: 4/18/04 Score:	Date: 5/17/04 Score:	Date: 6/20/04 Score:
1 Minimal	1 Minimal	2 Limited	2 Limited	3 Hesitant	3 Hesitant
Comments: Understands little or no English. Repeats words and phrases.	Comments: Begins to name concrete objects. Uses functional vocabulary.	Comments: Speaks in single-word utterances and short patterns.	Comments: Begins to communicate personal and survival needs. Requires repetition.	Comments: Understands simple sentences in sustained conversation; requires repetition.	Comments: Begins to initiate conversation, retells a story or experience; asks and responds to simple questions.