

## LESSON OBJECTIVES:

- Students will recognize and read out loud the alphabet, numbers 1-31, and the months of the year.
- Students will alphabetize various nouns and organize birthdays in chronological order.
- Students will use simple verbal and nonverbal strategies to communicate names and birthdays.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> <li>• alphabet</li> <li>• alphabetical order</li> <li>• numbers</li> <li>• chronological order</li> <li>• birthday</li> <li>• first name</li> <li>• last name</li> </ul>	<ul style="list-style-type: none"> <li>• Slideshow 1: How to Arrange Names in Alphabetical Order</li> <li>• Slideshow 2: How to Arrange Events in Chronological Order</li> <li>• Handouts #1, 2, 3, 4</li> <li>• Quiz #1</li> <li>• Student Roster Printouts (two sets: one for cutting and one for evaluation: make sure the rosters only have students' names and no other personal information)</li> <li>• Scissors</li> <li>• White copy papers</li> <li>• Extra markers for Guided Practice</li> <li>• (Optional: card stocks for grouping)</li> </ul>



## WARM UP (15 minutes):

## Handout #1

- Introduce and review letters (A-Z upper and lower cases) and numbers (1-31).
- Have students work on Handout #1. First, demonstrate writing letters by writing on the board. Read each letter with the class. Then have students write letters on Handout #1 while reading each letter out loud. Follow the same steps for numbers. Spend about 15 minutes. Students may finish the handout or may complete it at home.



## INTRODUCTION (25 minutes):

## Handout #2

- How to arrange names alphabetically (workforce prep)
  - Explain when working as an administrative assistant in a doctor's office or a clerk in a city hall, he/she needs to know how to file forms and folders according to last name, company name, etc. in the order of the alphabet.
  - Write down three student names on the board and show how to arrange these names in alphabetical order using last names first. If two last names begin with the same letter, show how to compare the second letters, and so on. If there are two of the same last names, teach them how to use first names. Point out to students they need to use a capital letter (upper case letter) in the beginning of first and last names.
- How to arrange events in chronological order (planning, prioritization, time management): First, introduce and review months of the year (Handout #2)



### INTRODUCTION (25 minutes):

- Share the importance of planning for education (pathways), goals (buying a house, getting a job). When arranging events, we tend to arrange them in chrono (time) – logical order, in the order of time from old events to new events.
- Write down three months on the board (March, January, and August) and show how to arrange them in chronological order. Again, point out to students to use a capital letter/upper case letter when writing months of the year.
- How to read dates
  - Write today's date on the board (i.e. January 14, 2018).
  - Demonstrate how to read today's date, January 14th, two thousand eighteen or January 14th, twenty eighteen. Practice by writing down three more dates and have students practice reading them out loud.



### PRESENTATION (20 minutes):

- Slideshow 1: How to Alphabetize Names
  - Students watch the slideshow. While watching, have students practice notetaking strategies by writing down practice answers on their paper.
  - Review answers (last slide) and have some Q&A time after the presentation.
- Slideshow 2: How to Arrange Events in Chronological Order
  - Students watch the slideshow. While watching, have them write down practice answers on their paper.
  - Review answers (last slide) and have some Q & A time after the presentation.



### GUIDED PRACTICE (20 minutes):

Printed rosters, scissors

\* Let's Arrange Our Names Alphabetically!

Printed rosters: A small group activity

- Print out the rosters.
- Group students into groups of five or six.
- Have them cut out the names and mix them up (make sure the rosters only show student names).
- Have each group arrange the names in alphabetical order. Have extra rosters as the answer sheet.
- Hand out the answer sheet and have students check their work.
- When finished with the activity, have each group write the names alphabetically on the board. Students can take turns writing on the board.



### COMMUNICATIVE PRACTICE (20 minutes):

This activity can be used for different topics and is a great way to get students moving and to engage them in conversation.

Step 1: Hand out blank copy papers (8.5 x 11). Fold the paper in half four times. (While doing this, speak out your actions to help students see the connection between your action and the verbs.) Unfold the paper and you will end up with sixteen boxes. Demonstrate folding and unfolding for students to visually see and hear



### COMMUNICATIVE PRACTICE (20 minutes):

how to do it while describing what you are doing, so students can associate the verb with the action (fold/unfold).

Step 2: Write down four questions on the top row (e.g., What's your first name?; What's your last name?; When is your birthday?; What is your favorite number?).

Step 3: Students ask three students and write the answers. They don't need to be in complete sentences.

Step 4: When done, have students arrange three interviewee names alphabetically on the back of the paper. Additionally, have them arrange the names chronologically according to their birthdays on the back.

What's your first name?	What's your last name?	When is your birthday?	What's your favorite number?
Ann	Ramirez	November 12	10

\* A GREAT TEACHING/ LEARNING MOMENT: "How do you spell that?" when asking names.

A: "What's your name?"

B: My name is Kathy Leon.

A: How do you spell your last name?

B: L-E-O-N.

A: Thanks.

\*16 boxes Conversation Activity (CATESOL Conference 2016)



### APPLICATION (20 minutes):

How to plan your month/Calendar Activity (Handout #4)

Each student gets Handout #4/Calendar worksheet.

- Have each student fill out the month and dates on the calendar.
- Then, have students write down appointments, birthdays, plans for this month.
- After filling out the information, have them circle important dates.



### EVALUATION (30 minutes):

Quiz 1: How to Arrange Names and Events

Give about 15 minutes for the quiz. Students can work individually or with a partner.

- Find out the answers together with class. Think out loud, so your students can "see" your thinking process in finding the answers.



### EVALUATION (30 minutes):

- Provide many visual aids, such as circling the first letter of each last name with a red marker (on the board), using arrows or numbers to show the orders, and using different color markers.



### EXTENSION (20 minutes):

- Suggestion 1: How to Alphabetize City Names
- Suggestion 2: How to Arrange National Holidays in Chronological Order
- Suggestion 3: Communicative Group Activity:
  - Put students in a group of five or six.
  - Have them share their birthdays.
  - Write down the model sentences on the board. (When is your birthday? My birthday is \_\_\_\_\_.) Have students form a line in chronological order according to their birthdays.

### CORE LESSON COMPONENTS:

#### BASIC COMMUNICATION:

- Pronounce numbers and letters.
- Ask how to spell someone's name.

#### COLLEGE/WORKFORCE PREP:

- Arrange events/ holidays in chronological order.
- File folders alphabetically.

#### DIGITAL PREP:

- Search information online using search engines.
- Log into a valid email account and send a simple email to the teacher.

#### 21<sup>ST</sup> CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

#### ONLINE RESOURCES:

- [www.starfall.com](http://www.starfall.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.kahoot.it](http://www.kahoot.it)

### ADAPTATIONS:

#### Warm Up:

- Multi-level: Use Handout #1/ high-level students can write words using the alphabet instead of copying the letters, such as A for apple, B for ball.

## ADAPTATIONS:

- No Tech: Use Handout #1, sing ABC song on Handout #1.
- High Tech: Use online resources to spend more time on recognizing and familiarizing students to the alphabet and numbers ([www.starfall.com](http://www.starfall.com))

## Introduction:

- Multi-level: While low-level students do the group activity above, high-level students can do a similar activity using American national holidays and list five national holidays in chronological order.
- No Tech: Handout #2
- High Tech: The introduction doesn't require technology. Students are welcome to use their phones or laptop computers to search American national holidays or national events.

## Presentation:

- Multi-level: After students watch the presentation, group students into a pair. Each pair should have high- and low- level students. Have students discuss the presentation and explain arranging names and dates to each other.
- No tech: No technology needed. Make sure your projector works. If there's no access to a projector, repeat the introduction above and present more examples.
- High Tech: Students write a simple autobiography in Word, following a sample paragraph.
  - (Handout #3) You need to demonstrate how to turn on the computer and open Microsoft Word. Demonstrate how to set font, font size, and line spacing before students start to write (My name is \_\_\_\_\_. I live in \_\_\_\_\_ (city). My birthday is \_\_\_\_\_. My favorite color is \_\_\_\_\_. My favorite food is \_\_\_\_\_.)

## Guided Practice:

- Multi-level: High-level students can oversee the group work and work as a leader. He/she can delegate duties by having some students in charge of picking all last names with A-E, F-J, K-O, P-T, or U-Z.
- No tech: No technology needed.
- High Tech: If students can use laptops, iPads, or Smartphones, have each group search and find ten famous people's names, such as actors, actresses, or singers including those from their respective countries. Here students can share a little about themselves and create more classroom community. Have them arrange these names alphabetically. If extra time, share pictures, audio, etc. of these famous people.

## Communicative Practice:

- Multi-level: Low-level students can write short answers. High-level students can write the answers in complete sentences.
- No tech: No technology needed.
- High Tech: If using technology and with multi-level students, offer more questions like "Where are you from?" and "What's your favorite native dish?" Then, have students search images to share with class. Students can share pictures of their country, country flag, traditional food, map, etc.

## Application:

- Multi-level: High-level students can use this calendar for their academics. They can compare the course outline and mark some important dates on the calendar.

## ADAPTATIONS:

- No tech: No technology needed.
- High Tech: Show how to add events on Smartphones (if everyone has one) using a calendar app and how to set reminders for tests, presentations, appointments, etc

## Evaluation:

- Multi-level: Have student volunteers come up and share their answers. They can share their thought process. Suggest high-level students to model first for low-level students.
- No tech: No technology needed.
- High Tech: Play “Kahoot!” to evaluate and engage students. Students need to have Smartphones to play this game. You need to open a free Kahoot! account. You can search public Kahoot games or make your own. (additional 30 minutes- prep 15 minutes, play-15 minutes). For more information on how to play Kahoot reference the appendices.

## Extension:

- Multi-level: You can group students by their level and have high-level students play with more names or more questions.
- No tech: No technology needed.
- High Tech: Students can use laptops or smartphones to find images that relate to the activity topic. For example, when alphabetizing city names, students can save city images on the phone and share the images with their partners.

## TEACHER TIPS:

### Teacher tip: Communicative Activity

- The communicative activity can also be used to review previously learned sentence structures or topics.
- When students participate, remind them to talk to students sitting far away or ones they usually don't talk to.
- You should participate in the activity as well. This is one of the many ways to find out about your students' personal interests and preferences.

### Teacher tip: Application Activity

- In order to make the application activity more engaging, have students share their calendar. Pair up students and have them share. They can use simple words and dates.
- Write down example sentences to use on the board. (On January 28th- doctor's appointment, On January 30th- my son's birthday)
- Walk around and listen to your students. Join in the conversation whenever possible to ask questions or to solicit more details.

### \*Teacher tip: Evaluation

More evaluation can be done through observation. When students do activities, you need to walk around, listen to their conversations, and make notes of areas that need some attention. Try not to correct too much individually. After observing the class, make a few grammar or pronunciation suggestions to the whole class so everyone can benefit.

TEACHER TIPS:

\*Teacher tip: Extension

Students at this level are very limited in listening and speaking skills. They may also be very shy and self-conscious about how they sound. It is very important for you to speak slowly and repeat as many times as needed. Be patient and provide them a lot of visual support, including body language and facial expressions, along with emotional support, such as acknowledging their efforts, correct sounds, or complementing whenever possible.