

Benchmark

Hello!

Teacher's Resource System

Making New Friends



Classroom Curiosity



My School in the U.S.A.



I Am Unique



Community Connections



How I See the World



Zoom Into My Life



Wondering About the World



BENCHMARK EDUCATION COMPANY

Activity sheets for Needs and Requests

Realia to elicit each request, for example, pencil, paper, bathroom pass, hall pass, water, snack

Needs and Requests

Introduction for the Teacher Teaching newcomers how to request basic needs helps them feel safe, comfortable, and in control. It also promotes student agency.

INSTRUCTIONAL STEP	What the Teacher Does	What the Teacher Says	Students' Response
State Learning Objective	Display the realia and point to each item as you refer to it.	<i>Today we will learn how to ask for things we need, such as paper, a pencil, and being excused to go to the bathroom.</i>	Listen and observe closely
Assess Knowledge	Describe each need and show how to make a request using the realia to assess what students know and can say.	<i>Listen to a situation that could happen to you. I have a pencil, but I do not have any paper. I need paper. What do I say to the teacher?</i>	Use prior knowledge to express what they know and can say
Introduce Vocabulary	Display the realia. Hold up a piece of paper and point to the pencil. Continue in this way with the other items on the activity sheet.	<i>I have paper. I do not have a pencil.</i> (point to the pencil) <i>I need a pencil, please.</i> <i>Listen: pencil.</i> <i>Say it with me: pencil.</i> <i>Your turn: ____.</i>	Listen and observe Repeat each word twice
Model and Teach	Hand out the realia to students. Model by gesturing and requesting the object from the student who has it. Practice saying <i>thank you</i> and <i>you're welcome</i> . Continue in this way with the other items on the activity sheet.	<i>Listen: I need a drink of water, please.</i> <i>Say it with me: I need a drink of water, please.</i> <i>Your turn: ____.</i> Help the student with the water pass say <i>Okay. Here.</i> and give you the water pass. Take the pass and say: <i>Thank you.</i> Invite all students to repeat. Help the student say: <i>You're welcome.</i> Invite all students to repeat.	Repeat each request twice Role-play politely responding to the request
Practice and Apply	Distribute the Needs and Requests activity sheet and explain the task. Then engage students in practice. Have Student B pretend to give Student A the object representing the need, or give partners realia to use. Check that students understand who says <i>Thank you</i> and <i>You're welcome</i> .		
Review and Expand	Encourage students to use the language to make other requests, e.g., <i>I need a ruler, please. Thank you.</i>		

Needs and Requests

Work with a partner.

Take turns pointing to a picture and acting out the request.



Student A: I _____.

Student B: Okay. Here.

Student A: Thank you.

Student B: You're welcome.

Basic Instructional Commands










Introduction for the Teacher Learning instructional commands builds newcomers' self-efficacy and independence. Teach the use of the word *please* in front of the command as a formal and polite language form.

INSTRUCTIONAL STEP	What the Teacher Does	What the Teacher Says	Students' Response
State Learning Objective	Point to the commands on the activity sheet.	<i>Today we will learn instructional commands. Instructional commands are action words teachers use to help students learn.</i>	Listen and observe closely
Assess Knowledge	Say each command to assess what students know and can express.	<i>Listen. Can you do these commands? Open / Close your book. Read. Write. Draw. Talk to your partner. Take out / Put away your book. Raise your hand.</i>	Use prior knowledge to express what they know and can say
Introduce Vocabulary	Demonstrate each command with a student, dramatically acting it out. Then repeat the commands.	<i>Watch. Open your book.</i> (open a book) <i>Read.</i> (run fingers across page) <i>Close your book.</i> (close the book) <i>Write.</i> (pretend to write) <i>Draw.</i> (pretend to draw) <i>Talk to your partner.</i> (turn and talk) <i>Take out your book.</i> (take out book from desk) <i>Put away your book.</i> (put book back) <i>Raise your hand.</i> (raise your hand)	Listen and observe closely
Model and Teach	Say as you act out the commands with students. Point out the use of polite language by saying <i>please</i> .	<i>Now say and do the commands with me. We will be polite and use the word "please."</i> Say: <i>Please stand up.</i>	Say and do the commands
Practice and Apply	Distribute the activity sheet and explain the task. Then engage students in practice.		
Review and Expand	Teach commands for annotating a text: <i>Underline . . . , Circle . . . , Draw a box around</i> Ask: <i>What other instructional command do you know? What can we do when we do not understand an instructional command?</i>		

Basic Instructional Commands

A. Listen and point.

The teacher will give a command. You will point to the picture.

 <p>1. Open your book.</p>	 <p>2. Close your book.</p>	 <p>3. Read.</p>
 <p>4. Write.</p>	 <p>5. Draw.</p>	 <p>6. Talk to your partner.</p>
 <p>7. Take out your book.</p>	 <p>8. Put away your book.</p>	 <p>9. Raise your hand.</p>

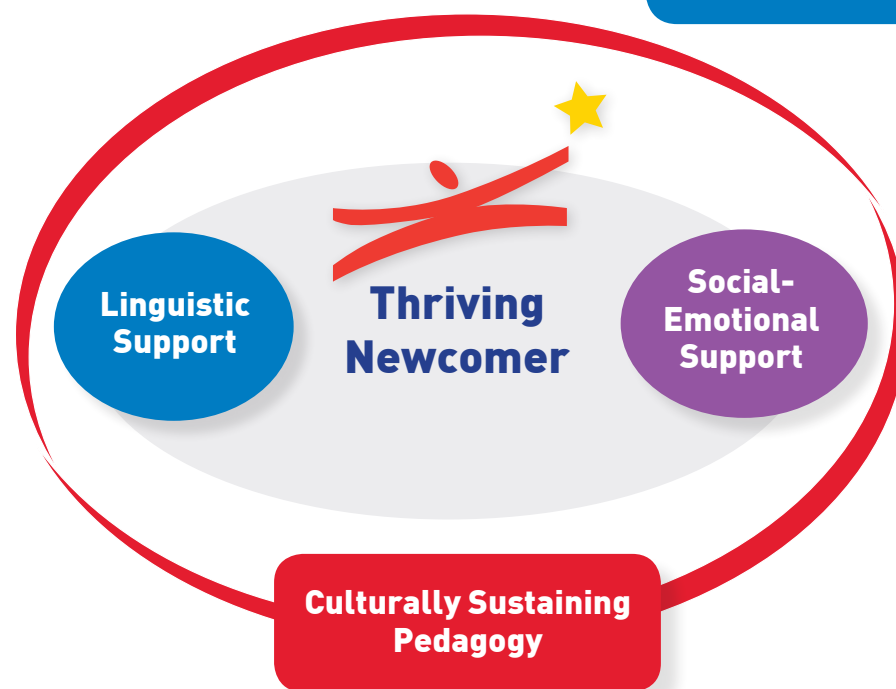
B. Partner Work

One partner gives the command. The other partner acts it out or points to the picture.



Eight Language-Building Topics

- 1: Making New Friends
- 2: Classroom Curiosity
- 3: My School in the U.S.A.
- 4: I Am Unique
- 5: Community Connections
- 6: How I See the World
- 7: Zoom Into My Life
- 8: Wondering About the World



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