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# ESOL TAPAS

TEACHING AND PROFESSIONAL APPETIZERS

## Web Resources

### Immigration Webinars – March 4 and March 11, 2010

A free two-part webinar addressing the impacts of ICE ACCESS programs on local communities. Register at [www.detentionwatchnetwork.org/iceaccesswebinar](http://www.detentionwatchnetwork.org/iceaccesswebinar).

**Instant Poetry** – Students can create poems online at <http://ettcweb.lrk12.nj.us/forms/newpoem.htm>

**Moviemaker** – Students can create movies at [www.dvolver.com/live/moviemaker.html](http://www.dvolver.com/live/moviemaker.html).

**Unauthorized Immigrants Estimate - January 2009**  
[http://www.dhs.gov/xlibrary/assets/statistics/publications/ois\\_ill\\_pe\\_2009.pdf](http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2009.pdf)

**Visual Recipes** - <http://visualrecipes.com> Has pictures and simple steps for following directions.

## Employment Opportunity!

**Cleveland Metropolitan School District** is looking for 1 or 2 instructors to teach ESOL class(es). Monday - Thursday (Day) and Monday and Wednesday (Evening)

These are substitute positions for March 1 - May 2010  
To apply go to [www.CMSDnet.net](http://www.CMSDnet.net). Click on HR to complete on-line application for Substitute Teacher position. Contact Alice Kiderman at [Alice.Kiderman@cmsdnet.net](mailto:Alice.Kiderman@cmsdnet.net) or (216) 634-2155.

## Resources for Teachers on Refugee Populations

### *Bantu in Our Midst: A Resource for ELT Classrooms*

Go to number 6 on: [www.neable.org/resources/bodega/bodega-esl/](http://www.neable.org/resources/bodega/bodega-esl/)

**Bhutanese Refugees in Nepal** – teachers can use this PowerPoint with students for pictures they will identify.

[www.cal.org/CO/overseas/bhutanese/Nepal/default.htm](http://www.cal.org/CO/overseas/bhutanese/Nepal/default.htm)

**CAL Cultural Orientation Resource Center** - [www.culturalorientation.net](http://www.culturalorientation.net)

**Cultural Adjustment, Mental Health, and ESL - The Refugee Experience, the Role of the Teacher, and ESL Activities.** Go to number 7 on

[www.neable.org/resources/bodega/bodega-esl/](http://www.neable.org/resources/bodega/bodega-esl/)

*The Haitians: Their History and Culture* - [www.cal.org/resources/pubs/haitians.html](http://www.cal.org/resources/pubs/haitians.html)

*Welcome to the United States: Guidebook for Refugees.* Now in 15 languages!

Order at Number 2 on:

[www.neable.org/resources/bodega/bodega-el-civics](http://www.neable.org/resources/bodega/bodega-el-civics)

## TESOL Book Giveaway!



Today is the final day to enter to win a free Technology book package from TESOL, Inc. The package includes: *Learning Languages Through Technology*, *CALL Environments (2nd Ed.)*, *Technology-Enhanced Learning Environments*, *CALL Essentials*. Enter online at [www.tesol.org/s\\_tesol/TC/giveaway.html](http://www.tesol.org/s_tesol/TC/giveaway.html). Don't delay; you have until 11:59pm tonight!

### Classroom Activity: Census 2010

You can make it a teaching moment. See pages 3-6 for a lesson that you can use with your students tomorrow!

Courtesy of Carol Fleischman at Washington Local EL/Civics program

### Alternative Delivery Professional Development: Design Your Own PD

Register for "Design Your Own PD" at [http://mercury.educ.kent.edu/database/rcn/calendar\\_results\\_alternative.cfm](http://mercury.educ.kent.edu/database/rcn/calendar_results_alternative.cfm)

This activity allows you to select your own resource for professional development. Simply register online, let the Northeast Resource Center know which book or video you would like, read the book or watch the video, and then submit a reaction paper of how the resource will help your teaching. There are over 50 titles available for the activity. Please call (800) 361-7076 or email [info@neable.org](mailto:info@neable.org) if you need any help getting started with this activity.

#### Some titles include:

*Call Essentials: Principles and Practice in CALL Classrooms* by Joy Egbert, TESOL, 2005. This book on Computer Assisted Language Teaching offers tips on how to integrate technology into teaching.

*Leadership in English Language Teaching and Learning*, University of Michigan Press, 2008. This volume of 18 articles is intended for three groups of ELT professionals: 1) language profession leaders who want to learn, develop, and/or hone leadership skills and tools they need for their professions 2) language professionals at various levels who want to prepare themselves to take on leadership roles and 3) language teachers who are interested in personal development and self-improvement.

*Learner's Stories: Difference and Diversity in Language Learning*, Phil Benson and David Nunan, Cambridge University Press, 2004. This book focuses on learners as people, and the ways in which language learning is embedded within the personal and social lives of learners. It shows how first-person accounts of language learning can be used practically both inside and outside the classroom.

*Lost Boys of Sudan*, Mylan and Shenk, DVD Video, 2003. This video follows two teenage Sudanese refugees on their journey from Africa to the United States.

*Tools for ESL Lesson Planning*, second edition, Los Angeles Unified School District, 2004. This book contains techniques, sample lesson plans, activities and resources for teaching ESL.

*What Teachers Need to Know About Language*, Delta Systems and the Center for Applied Linguistics, 2002. Lily Wong Fillmore and Catherine E. Snow discuss the knowledge about language that teachers need to be effective educators in a linguistically and culturally diverse society.

## EL/Civics Lesson Plan 2010

Program Name

Washington Local

Staff Responsible for Lesson

Carol Fleischman

Date(s) Used	January 2010
Civics Category	I. Rights and Responsibilities of Citizenship
Civics Objective	7. Government and Law-Law
Time Frame to Complete Lesson	1 hour class (1 <sup>st</sup> of 2 lessons)
EFL(s)	4
Standard(s)/Components of Performance	Read with Understanding
Benchmark(s)	R 4.1, R 4.2, R 4.3, R 4.4, R 4.5, R 4.6
Materials	<b>U.S. 2010 Census</b> Study Sheets, Basic or Bilingual Dictionaries
Activities	<ol style="list-style-type: none"> <li>1. See what the students know about a <b>census</b>.</li> <li>2. Pass out US Vocabulary Preview and Study Sheet.</li> <li>3. Pass out dictionaries.</li> <li>4. Pronounce each of the 20 words, one at a time.</li> <li>5. Have the students pronounce after you.</li> <li>6. Have one of the students read #1.</li> <li>7. Have that student match the word with its definition.</li> <li>8. Have all the students mark the answer D by #1.</li> <li>9. Pair the students to complete the matching.</li> <li>10. Circulate among the pairs, checking to see if they are using dictionaries and working together.</li> <li>11. After most of the group is finished, have the students take turns giving the answers.</li> <li>13. Have students take turns reading about the sample family.</li> <li>14. Have another student read about Person #1.</li> <li>15. Have the students turn over their paper, and take turns reading the three paragraphs.</li> <li>16. Have the students restate and rephrase text.</li> <li>17. Answer any questions, the students can't answer.</li> </ol>
Assessment/ Evidence	The students can be assessed as the teacher circulates among the pairs and as they answer and ask questions.
Reflection	Will this preview be enough, so that they can easily fill-out the practice 2010 Census sheet?

## What is the 2010 Census?

The census is a snapshot of everyone living in the United States. The U.S. Constitution requires a national census once every 10 years. The census is a count of everyone residing in the United States: in all 50 states, Washington, D.C., Puerto Rico, U.S. Virgin Islands, and more. This includes people of all ages, races, ethnic groups, both citizens, and non-citizens. In addition, the 2010 Census creates hundreds of thousands of temporary jobs across the nation.

The future of your community is helped by the census. Census information helps determine or decide locations for schools, roads, hospitals, child-care, and senior citizen centers. Businesses use census data to locate supermarkets, shopping centers, and new housing. Every year, more than \$300 billion in federal funds is given to states and communities based on census data. Also, the census determines how many seats each state has in the U.S. House of Representatives.

In conclusion, completing the census questionnaire is simple and safe. It asks only a few simple questions of each person (name, relationship, gender, age and date of birth, race, and whether the respondent owns or rents his or her home.) This simple, short questionnaire should take just a few minutes to complete and return by mail. Your information is safe and confidential. This year each household will get a census form in the mail in March. Forms should be completed and sent back by Census day, April 1, 2010.

[www.census.gov/2010census](http://www.census.gov/2010census)

## U.S. Census Vocabulary Preview and Study Sheet

Directions: match these words to their definitions

- |                       |  |
|-----------------------|--|
| 1. _____census        | A. people of the same origin             |
| 2. _____required      | B. shared cultural beliefs and practices |
| 3. _____ethnic        | C. quick look                            |
| 4. _____residing      | D. count                                 |
| 5. _____snapshot      | E. must be done                          |
| 6. _____race          | F. living                                |
| 7. _____relationship  | G. person answering questions            |
| 8. _____gender        | H. form to be filled out                 |
| 9. _____questionnaire | I. connected to a family                 |
| 10. _____respondent   | K. sex ( male or female )                |
| 11. _____count        | L. private                               |
| 12. _____participate  | M. not permanent                         |
| 13. _____data         | N. people in a house                     |
| 14. _____confidential | O. 1,2,3...                              |
| 15. _____household    | P. add to                                |
| 16. _____institution  | Q. individual                            |
| 17. _____permanent    | R. not changing                          |
| 18. _____temporary    | S. take part in                          |
| 19. _____include      | T. public group                          |
| 20. _____person       | U. numbers                               |

Sample family:

				<u>Birthdays</u>	
1.	John	Michael	Brown	father	9/12/78
2.	Mary	Lisa	Brown	mother	11/23/77
3.	Susan	Ann	Brown	daughter	10/05/98
4.	Timothy	Andrew	Brown	son	8/13/2000
5.	Patricia	Susan	Willis	Mary's mother	7/01/55

Person 1's last name Brown first name John MI M.  
sex male age on April 1, 2010 31  
Month 09 Day 12 Year 1978