**PRE-UNIT PROFICIENCY SUGGESTED ACTIVITIES**

|  |  |  |
| --- | --- | --- |
| BEGINNING ACTIVITIES | MIDDLE ACTIVITIES | END ACTIVITIES |
| KK TO 1ST GRADE | | |
| * **Introductory Role- Play** * **(see sample # 1)** * -Role- Play in the TL to introduce the 2 different levels: low N1-proficient N2 will to the students– Introducing Family Members. For example: A student from the TL visits the school with his family and introduces them to the class He says: mom, dad, sister (scenario 1) and later he says this is my mom, my mom’s name is …., my dad’s name is…., I like my family at the end. | * Interpretive Activity **Matching Activity 1:** * Whole Class activity * Listen to the teacher and match the correct pictures from both columns. * ( student receive a work sheet and use a pencil to match both pictures) * **Make a sentence** * **(see sample # 2)** * - Give the students pictures and ask them to combine them to create sentences. example: colors, objects, sizes) * Variation of this activity * -Combine two pictures to say a sentence (2 spinners, or 2 pictures) for example family members and likes/dislikes to do. | * **Identify and explain (Reme finished)** * Show 2 different video samples, one proficient and one below proficient and ask the students to guess their level. (It can be the teacher conversation with a puppet) |
|  | * **Describe a picture** * **(Finished Inesa)** * The teacher presents the picture to the students and asks them what do they see in the picture. * The teacher observes if the students start to answer saying sentences, “I see a sun, it’s yellow…” or they say just words “sun, red, mom, etc”. * The teacher divides the class in two teams. * The team that comes up more sentences wins more points. * Each time a team member says a sentence about the picture wins 5 points, words are 1 point. * (The teacher uses the smart board to write their scores and show pictures). | * **“Creation with language” (FINISHED INESA)** * Students will receive a new sheet with pictures in 2 columns, some of the pictures will be question marks, meaning that the student has to create their own vocabulary words. * The last 2 pictures will all be question marks. Here the student will have to create a complete full sentence. * (Graphic will be attached) |
|  | * **Questioning/ Compare 2 scenarios ( Reme on construction)** * MAKE A POWER POINT ABOUT A BOY AND A GIRL. THE BOY RESPONDS ALWAYS USING WORDS AND THE GIRL USING SENTENCES .   ASK THE STUDENTS ABOUT THEIR OPINIONS, WHO DID THEY UNDERSTOOD BETTER , AND WHAT DO THEY THINK IS THEIR LEVEL | * **“Practice to create sentences” ( FINISHED INESA/DING)** * Pair Activity (Matching) * Match your pictures in both columns on your own choice and form sentences, when our ready say them to your partner. * Partner 2 needs to listen and match the pictures according to what partner 1 says and switch turns. * The students will take turns saying their sentences and compare their sheets and share with the partner at the end of the activity. |
|  | * **“ Finish my sentence”**   **The teacher asks the students to finish the sentence for her** |  |
| Mickey Story simulating Novice Low and High proficiency levels.  The students will listen the story of Mickey a Novice low student who wants to be a Novice High student.  Using Natural Approach the teacher will explain the differences between Novice low , novice mid and Novice high levels to the students at the end of this activity and the students will be asked about the story.  Example:  What does Mickey do to be a Novice high speaker? Could you understand what he said at the beginning? Was it difficult to understand or easy?  Does he speak using words or rather sentences?  Could he have a conversation with Minnie? Why? |  | Students will reflect about their own proficiency levels and complete a worksheet.  Worksheet 1: Students will color the ice-cream scups corresponding to their proficiency level and explain it with their own words and with the help of the teacher.  Worksheet 2: Students will write their proficiency level goal, or color scup goal and circle what they will do at home and at school to level up in proficiency. The teacher needs to read the questions to them and explain what they mean before they circle it. |
| **Explain the difference between words and sentences and give examples to the students.** | **Show the students 2 videos: video 1 with student speaking in sentences and video 2 with student using just words.**  **Ask the students who did they understand better.**  **Who use words and who uses sentences.** | Show the students 2 more videos and ask them to tell you what color level they are. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| 2ND TO 5TH GRADE | | |
| * **Activity 1 Introductory Role-Play** * -Role- Play in the TL to introduce the 4 different levels: N1- N2 and N3 /N4 /I1 to the students. | * CIRCUS * Divide the students in 4 groups: Each of the groups needs to describe a picture of a circus using English. * Group 1 needs to use only words to describe the picture (Example: elephant, zebra, big, small) Group 2 needs to use only phrases to describe the picture (Example: the big elephant, orange tiger). * Group 3 needs to use only simple sentences to describe the picture (Example: The elephant is big, the zebra is black and white, etc…) * Group 4 needs to use strings of sentences to describe the picture ( Example: There is a big elephant dancing and an orange lion in the middle of the room There is also a lady in front of the tiger but she does not look scared of the tiger.) * When each group finish describing the picture the teacher asks the students what group do they think that communicated more or they understood better. * Then the teacher explains to the students what proficiency level is each group and explains the characteristics of each proficiency level. * Afterwards the teacher asks the students to write a little paragraph explaining with their own words the different proficiency levels. | * **Describe a picture (Ding on construction)** * The teacher presents the picture to the students and asks them what do they see in the picture. * The teacher observes if the students start to answer saying sentences, “I see a sun, it’s yellow…” or they say just words “sun, red, mom, etc”. * The teacher divides the class in two teams. * The team that comes up more sentences wins more points. * Each time a team member says a sentence about the picture wins 5 points, words are 1 point. * (The teacher uses the smart board to write their scores and show pictures). |
|  |  |  |
|  | * **Activity 3:** * Teach the Proficiency rubric/ice-cream scoops to the students, and provide a rubric adapted to their language that they can glue on their notebooks and use it as a reference. * Teach the different proficiency colors with a rubric. Have students relate each proficiency level with a color on the ice-cream, each scoop representing a proficiency level. * Students will be divided in groups and get a poster, have them to write sentences about each level and divide them in 4 different columns on a chart. * Afterwards ask them to write with their own words what proficiency levels are. * Ask them to write examples of each proficiency level in English and if possible TL. * Example: Where are you from? * China (N1) from China(N2) I am from China(N3) I am from China but I live in Memphis ¿and you? (N4) * Upper grades can have to write an individual reflection at home for homework. |  |
| * **Activity 2: ( finished)** * Show students some authentic videos from native speakers, famous people, cartoons and videos from native speakers and people learning TL and ask them questions comparing the different levels. * Show videos from students who grew a lot last year and compare what they were able to do at the beginning of the year and what are they able to do now. * This ways we can open to discussion the different levels of proficiency in class and the students can see the contrast between the different levels. * What can you tell me about this video? What is different with the other video that you saw? * ) | * **Activity 4: (Ding on construction)** * The teacher has a card set and pulls a card and reads it. The students have to guess what is the proficiency level based on what they heard. If they get it right, the teacher gives thumbs up. * Ask the students to explain why they agree or disagree before revealing if they got it right or wrong. |  |
|  | * **Activity 5 Make a sentence ( finished)** * - Give the students pictures and ask them to combine them to create a sentences. ( example: colors, objects, sizes) * Variation of this activity * -Combine two pictures to say a sentence (2 spinners, or 2 pictures) for example family members and likes/dislikes to do. |  |
|  | * **Questioning/ Compare 2 scenarios ( finsished reme)** * MAKE A POWER POINT ABOUT A BOY AND A GIRL. THE BOY RESPONDS ALWAYS USING WORDS AND THE GIRL USING SENTENCES . * ASK THE STUDENTS ABOUT THEIR OPINIONS, WHO DID THEY UNDERSTOOD BETTER , AND WHAT DO THEY THINK IS THEIR LEVEL.   Now the students will tell the teacher what do they need to do or they don’t need to do to be a Novice high student using a T-Chart.  Students will cut and paste strings the different descriptions on a T-Chart. They will have to identify what sentence corresponds to Novice Low speaker (Green level) and what sentences are under Novice High( orange level) |  |
|  | * **“ Build a sentence” (Reme on construction)** * **The teacher asks the students to finish the sentence for her.** * Modeling : * Focus: Use of connectors * Interpretive Activity ( beginning activity) * Matching Activity 1: * Whole Class activity * Listen to the teacher and match the correct pictures/sentences from both columns. * ( student receive a work sheet and use a pencil to match both pictures) | * **Practice to create sentences” (Ding on construction)** * Pair Activity (Matching) * Focus: Use of Connectors * Match your pictures in both columns on your own choice and form sentences, when our ready say them to your partner. * Partner 3 needs to listen and match the pictures according to what partner 1 says and switch turns. * The students will take turns saying their sentences and compare their sheets and share with the partner at the end of the activity. |
|  |  | * **“Creation with language” (Ding on construction)** * Focus: Use of Connectors * Students will receive a new sheet with pictures in 3 columns, some of the pictures will be question marks, meaning that the student has to create their own vocabulary words. * The last 3 pictures will all be question marks. Here the student will have to create a complete full sentence. * (Graphic will be attached) |
|  | * **Activity 10: ( Reme on construction)** * Match the Answers with the Questions. * Students need to find out what is the questions to the answer. * ( little flash cards, or matching bullets) * Variation: * You can have a conversation and some parts are missing, (Questions and Answers) ask the students to complete it. | * **“ Creation with questions” ( Reme on construction)** * **Students will discuss that in order to level up they need to ask a lot of questions**. * **The teacher will present a little scenario and the students will have to come up with questions to ask to the teacher and find out something about the story, a mystery**. * **Like I spy**… game or Tabu * The teacher can provide WH Question board to help the students to come up with questions on their own. |
|  | The students color the scoop with their current proficiency level and explain why do they think that they have that proficiency level.  The teacher will offer suggestions to level up in proficiency. | * Notebook Worksheet: * Student Self-Reflection * About their proficiency level, Strategies to level up. * The students will color the ice-cream scoop with their color goal and explain what do they need to do to achieve this level. * The students will write what do they will do to level up at school and at home. |
|  |  |  |
|  |  |  |