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# How to Use this Book

**ESL Active Learning Lessons** is not intended to be used as a complete curriculum and should not be perceived as such. The purpose of the lessons is to provide motivation and reinforcement for basic language skills instruction.

Each of the 15 complete content-based units may be used to reinforce language skills and concepts and to teach basic content concepts under many different circumstances and in many different ways.

Here are a few:

- As teacher-directed projects in a total class setting, with both English as a First Language and English as a Second Language students
- As introductory or motivational units or for reinforcement purposes
- For ESL students in the regular classroom.
- With individual students in tutorial settings (with slight adjustments made for group activities)
- With a small group of students on a skills-need basis
- Selected activities may be used for homework or independent follow-up projects
- For peer tutoring, preferably pairing English-speaking students with non-English-speaking students
- Set up as learning stations for independent work with carefully developed, clearly and concisely stated directions for use.

## Unit Overview

Each of the fifteen units includes the following components:

**Objective:** Skills and concept goals for the unit are specified.

**Content Focus:** Each unit is built around a major content area of high interest or significant need for students of the intended age or experience level.

**Materials needed:** Materials necessary to carry out each unit are listed.

# Detecting Directions

## Objective:

To provide practice in using the English language, developing vocabulary, applying basic language skills in everyday situations, and following directions.

## Content Focus: HEALTH

## Materials:

- Pencils
- Paper
- Coloured pencils
- Scissors
- Die
- Textas
- Resource books
- Paper bags
- Ribbon
- String

## Procedure:

**INTRODUCTION:** Verbally introduce the 'Detecting Directions' unit. Take the time to physically act out each of the Detecting Directions vocabulary words. Involve students in acting out the words whenever possible. Pass out the vocabulary worksheets to be used for reference and reinforcement.

### LEVEL ONE:

---

1. Introduce the following direction words: left, right, in, on, up, down, beside, forward, backward, under, across, out, around, ahead, behind, between, north, south, east, west.
2. Cut out the sentence strips (page 10). Shuffle the strips.
3. Divide the class into small groups of two or four.
4. Direct the students to take turns drawing a sentence strip, reading the sentence and following the directions.

### EXTENSION:

Provide paper bags, textas, and string or ribbon for students to make a puppet. Let students use the puppets to practise giving and receiving directions.

**EXAMPLE:** *Take four steps to the left; OR Which is your right hand?*

### LEVEL TWO:

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1. Reproduce and distribute the game board sheet (page 11).
2. Provide the following directions:
  1. This game is for two players.
  2. Use cubes or beans for markers.
  3. The first player rolls a die and moves the correct number of spaces.
  4. He or she must tell what direction the picture is illustrating and say a sentence using that direction word.  
**EXAMPLE:** *The book is on the table.*
5. The game continues until one player reaches 'Finish'.

**EXTENSION:**

Provide sheets of computer paper. Ask the students to trace the game board but not to trace the pictures. Then let the students draw their own pictures on the game board. Provide time for students to play the new game.

**LEVEL THREE:**

---

Lead a class discussion to review the following direction words: *left, right, in, on, up, down, east, west, north, south, beside, between, forward, backward, under, across, out, around, ahead, behind.*

Distribute the 'Word Wizards' worksheet and provide assistance as needed for students to complete the puzzle.

**EXTENSION:**

Direct students to:

1. Write the direction words that are found in the 'Word Wizards' activity on a piece of paper.
2. Rewrite the direction words in alphabetical order.

**LEVEL FOUR:**

---

Reproduce and distribute copies of the world map and of the accompanying worksheet (pages 13 and 14). Assist students in using the map to complete the worksheet according to the directions given.

**EXTENSION:**

1. Using coloured pencils, colour the continents on the map. Add the names of the oceans to the map and colour them.
2. Play a game based on 'I spy'.  
*EXAMPLE: One student says, 'I see Jose's country – Mexico. It is north, south, east or west of Kim's country – Vietnam.'*

**ASSESSMENT:** Reproduce and distribute the 'Detecting Directions' performance assessment scoring key and accompanying rubric (pages 15 and 16).

Instruct students to listen carefully and respond to the directions as you read them according to the scoring key. For each direction correctly carried out, the student circles the tick. For each one missed, the X is circled.

Ask each student to use the scoring key to reflect their performance, tally their score, and complete the rubric as appropriate.

# Vocabulary List

**Right**

**Forward**

**Left**

**Backward**

**In**

**Across**

**Out**

**Around**

**On**

**Ahead**

**Under**

**Behind**

**Up**

**North**

**Down**

**South**

**Beside**

**East**

**Between**

**West**

# Detecting Directions

## LEVEL ONE: DETECTING DIRECTIONS

---

-----  
Raise your right hand.  
-----

Who is sitting across from you?  
-----

Put a piece of paper in the rubbish bin.  
-----

Put your hands under the desk or table.  
-----

Stand behind your chair.  
-----

Stand between two members of your group.  
-----

Who is sitting on your left?  
-----

Walk four steps forward.  
-----

The students in the group stand in line.  
Who is ahead of you? Who is behind you?  
-----

Put your left hand behind your back.  
-----

Put a pencil in your left hand.  
-----

Go out the door.  
-----

Who is sitting beside you?  
-----

Hop two steps backwards.  
-----

Put your arms around your shoulders and give yourself a hug.  
-----

What is the opposite of up? Stand up. Sit down.  
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