

Resources for Teachers of English Language Learners

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The Why

In the 2013-2014 school year, 9.3% of students in the public school system were learning English as a second language (Fast Facts). You may not have an English Language Learner in your classroom every year, but when you do you need the right resources to help these students succeed.

It takes approximately five to ten years for an English Language Learner to test at grade level in English (Haynes). Haynes debunked the myth that “English Language Learners receiving ESL services do not make more rapid progress in English than students in other types of programs.” English Language Learners are just as smart if not smarter than the other students in your class, they need the extra help and individualized learning to get to grade level.

Do's and Don'ts

Do model for students what they are expected to do or produce, especially for new skills or activities, by explaining and demonstrating the learning actions, sharing your thinking processes aloud, and showing good teacher and student work samples

Don't just tell students what to do and expect them to do it

Do speak slowly and clearly, and provide students with enough time to formulate their responses, whether in speaking or in writing

Don't speak too fast, and if a student tells you they didn't understand what you said, never, ever repeat the same thing in a louder voice!

Do give verbal *and* written instructions -- this practice can help all learners, especially ELLs

Don't act surprised if students are lost when you haven't clearly written and explained step-by-step directions

Do regularly check that students are understanding the lesson.

Don't simply ask, "Are there any questions?" This is not an effective way to gauge what all your students are thinking

Do encourage students to continue building their literacy skills in their home language

Don't "ban" students from using their native language in the classroom

How to Build the Perfect ELL Lesson Plan

Effective lessons include:

- building background knowledge
- explicit instruction and modeling
- guided practice
- peer practice
- assessment of content learned

How to execute it:

1. Present the lesson's focus to your students
2. Begin to practice the lesson's focus
 - a. Use this time to help students overcome errors
3. Allow students to utilize the new content freely
 - a. This allows for them to establish confidence within the material
4. Have backup activities planned
 - a. This is in case your students finish the lesson quickly or are there in case the lesson does not go as planned

Tips:

- Start the lesson off with a game
- Introduce the subject matter in a way that explains what new vocabulary means in a way that the students will understand it
- Practice the topic numerous times
- Review everything with your class again and give feedback on the topic about errors that were potentially made

Sample Lesson Plans

Be a Weather Reporter

Here is a quick weather lesson for your younger students. It is also a good demonstration of how to bring the TESOL Standards to beginning K-2 students

Theme or Lesson Topic:

Learning weather expressions

Proficiency/Grade Level:

Beginning to Advanced Beginning K-2.

Goal and Standard:

Goal 2, Standard 2: To use English to achieve academically in all content areas.

Content Concepts and Skills:

1. Basic weather expressions: It's cloudy today; it's a rainy day; it's a windy day; it's sunny today; it's snowing; it's a snowy day; there's a thunderstorm today; there's thunder and lightning today.
2. Building sentences on the basic weather expression.
3. Relating language to pictures/symbols

Materials or Resources:

Gilberto and the Wind, Taro's Umbrella, The Cloud Book, The Snowy Day;
downloadable weather turtle

Instructional Sequence:

This lesson was designed to be covered during three days of instruction (30 minutes each day).

- Introduce students to basic weather terms through literature and download Weather Turtle. Each student is given a copy of the turtle. The vocabulary taught can be geared to the age and language ability of your students. For example, to beginning kindergarten students, teach "It's snowing" instead of "it's a snowy day."
- Make a copy of the weather icons on the left hand side of the page. Use them as flashcards or to play a concentration game.
- Have students color the turtle. They should then cut the turtle out. Fold it lengthwise and make two slits on the white lines. Be sure that students do not cut out the entire black square.
- Have students cut out the weather icons in a strip.

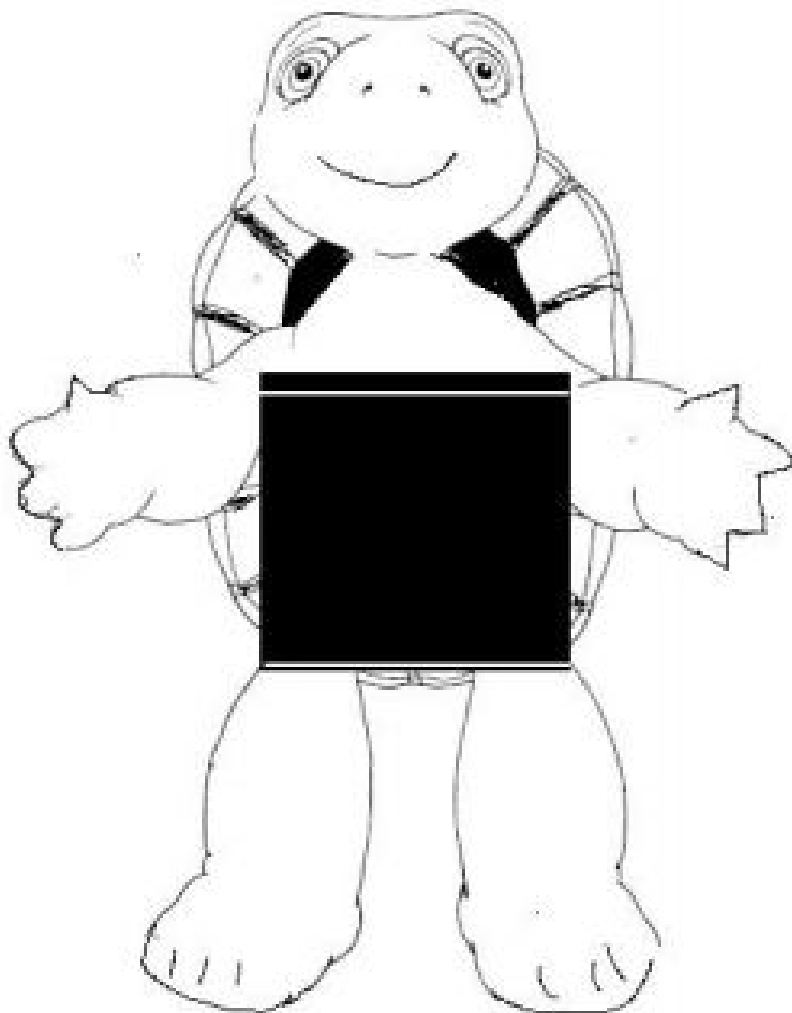
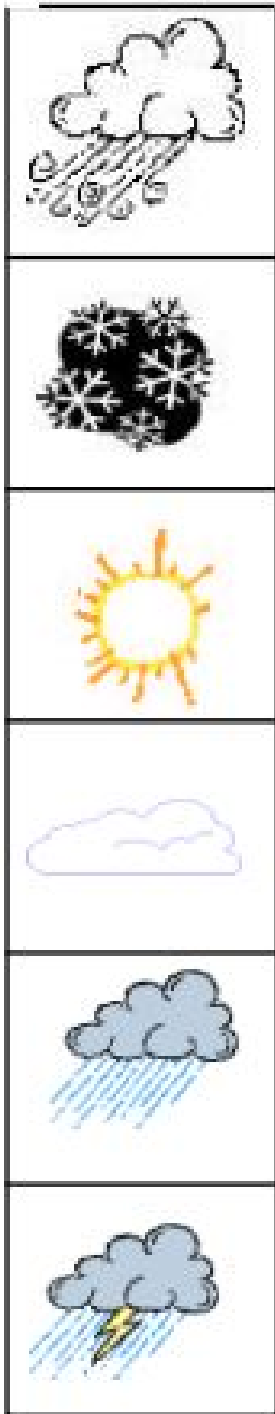
- Thread the strip through the slits so that the black square is covered. Student should pull the strip through the turtle to demonstrate your sentences. If you say, "It is a windy day" students will show the wind icon. Have them ask one another what kind of day it is. Expand on the basic sentence but having students add how that makes them feel. "I'm happy because it's a snowy day."
- Expand the language further by asking, "It's a snowy day today. What will you do? What will you wear."

Descriptors and Progress Indicators:

During this unit students worked on the following skills:

- comparing and contrasting information
- listening to and speaking about subject matter information
- retelling information
- interpreting information presented visually
- following oral directions.
- formulating and asking questions

What's the weather ?



Will a Pumpkin Sink or Float?

Lesson topic

Will a pumpkin sink or float?

Proficiency/Grade level

Advanced beginning to intermediate ESL students grades 1-4

Content Concepts and Skills

Floating and sinking; predicting results

Vocabulary

Sink, float, solid, hollow

Materials or Resources

A variety of small pumpkins of different shapes; a bucket of water; assorted fruits and vegetables.

Instructional Sequence

- Have students guess whether their pumpkins will sink or float when placed in a pail of water. Have them record their guesses. Make a chart of student guesses under the words “Sink” and “Float.”
- Download PDF file [Pumpkin Records](#). Have students put a variety of pumpkins in a pail of water. After they see that the pumpkin will float, ask them to discuss which side is up when a pumpkin floats (stem, side or bottom) and whether all pumpkins will float the same way. Have each student or group of students float a pumpkin see if they all float the same way. Fill the results on the record sheet.
- Try and see if other fruits and vegetables will float and graph the results. Have students complete the chart on the second page of [Pumpkin Records](#).
- Have students brainstorm what the vegetables that float have in common. Elicit from them that they are all hollow inside. Does the shape of the pumpkin determine where the stem is when a pumpkin floats? Compare chart results to get a response.
- Try some of the pumpkin activities in [Pumpkin Science](#).
- Enjoy eating the different vegetables and fruit after you are finished the lesson.

Descriptors and Progress Indicators

During this unit students worked on the following skills:

- listening to, speaking, reading, and writing about subject matter information
- retelling information
- hypothesizing and predicting
- representing information visually and interpreting information
- selecting, connecting, and explaining information
- formulating and asking questions

Pumpkin Work Sheet

Judie Haynes,
everythingESL.net

Look at your pumpkins. Answer each question.	Pumpkin 1	Pumpkin 2
Pumpkin color		
Size: How tall?		
Size: How heavy?		
Size: How big around?		
How many lines?		
What shape is your pumpkin?		
Guess the number of seeds		
Estimated number of seeds		
Judie Haynes, everythingESL.net		

Multicultural Holidays Through Student Artwork

An English language learner may feel confident at home and in their native language social milieu, but their self-esteem suffers when they are in their U.S. school environment. They often feel painfully isolated by their inability to express themselves in English and frustrated when trying to become a part of the social and academic life of their classrooms. ESL teachers can help ELLs development pride in their cultures through a multicultural holidays unit. This unit is ideal for mixed ability groups as beginners can draw a picture and label it.

Lesson Plan:

Multicultural Holidays Through Student Artwork

Grade Level:

2-8

Ability Level:

Advanced beginner to intermediate ESL

Goals:

- to help students write a description of an aspect of a holiday from their native country
- to have students choose and draw a picture of an aspect of a holiday from their culture
- to develop oral language skills
- to develop positive self-esteem
- to help students become part of the social and academic life of their classrooms.
- to help students learn to give and receive compliments

Instructional Sequence

1. Ask students to tell you about a holiday in their countries. (If students don't give much information, it may be because they do not view their holidays as interesting or as a worthy subject of study.)
2. List some possible holidays: Seul-Lunar (Korean New Year), Oshu-gatsu(Japanese New Year), the Harvest Moon Festival (Chinese),Chu Suk, (Korean Thanksgiving) Dawali (India), Dia de los muertos (Day of the Dead).

3. Have students think about questions people might ask them about these holidays. (Do you do a special dance? What food do you eat? What do you wear?)
4. Have students in Grades 5-8 research their holiday on the internet.
5. Ask parents to help their children choose a holiday and discuss it with them using the list of questions the students had generated.
6. Review with students how to write a paragraph.
7. When students finish the discussion of the questions at home, ask them to choose one aspect of their holiday to draw and write about.
8. Have students draw their pictures and then write about their holiday.
9. Have students give a short talk to their ESL group about their holidays. They should practice giving compliments and making positive statements about each other's' work.
10. Ask students to take their work to their classroom to share with classmates and teacher.
11. Hang the work up in a visible place.

Johnny Appleseed, An American Folk Hero

Teach your ELLs about American Folktales through a unit on Johnny Appleseed. This is a perfect accompaniment to a thematic unit on Apples or on other Fall topics.

Lesson Topic

American Folktales

Grade/Proficiency Level

Grade 2 -6; Advanced Beginning to Intermediate ESL

Content Objectives

- Students will demonstrate knowledge of the elements of folktales through class discussions.
- Students will analyze American folktales through the use of skills listed in the reading objectives.

Language Learning Objectives

- Reading: The student will learn to use various skills, such as Comparing & Contrasting to improve and demonstrate reading comprehension.
- Writing: The student will learn to use writing skills & strategies, such as graphic organizers.

Materials

- Individual copies of grade appropriate book on Johnny Appleseed
- A large Venn diagrams for class use
- Magic Markers

Vocabulary

nurseryman, orchard, fertile land, tin pot, settlement

Instructional Sequence

1. Elements of folktales will be reviewed together.
 - Stories are about heroes.
 - Stories are shared orally.

- Some are about real heroes & some are make-believe.
- Exaggerated details describe things as being greater than they really are.
- The heroes are "larger than life."
- They are bigger or stronger than real people.
- They solve problems in ways that are hard to believe.

2. Preview vocabulary from the folktale. List and discuss the words and meanings on chart paper. (nurseryman, orchard, fertile land, tin pot, settlement, etc.)

3. Johnny Appleseed will be read and discussed together.

4. In pairs, the students will discuss the difference between the real Johnny Appleseed's life and how his life would be if he lived today. (What would have to be different? What might stay the same?) Each pair will make a list in their reader's response journals. Students will use examples from the book and factors of life today to support the information on their list.

5. On the board, hang a large Venn diagram. Using information from the students' discussions, guide the class in comparing and contrasting the real Johnny Appleseed with Johnny Appleseed today.

6. Display Venn diagram for the class.

TESOL Goals and Standards

ELP Standards:

Standard 1: English language learners communicate in English for social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

ELA Standards:

Standard 1 Reading: E1a, E1b

Standard 3 Listening, Speaking: E3a, E3b, E3c

Standard 5 Literature: E5a, E5b

Soaring High With Kites

Help your ESL students obtain new heights in English language learning through this dynamic unit on kites. Through this topic your students can study the importance of kites in cultures around the world and investigate the role that kites have played in scientific discovery,

Combine the study of science, art, and culture with this dynamic thematic unit about kites. Have students investigate cultural importance of kites around the world and the development of flight. Teach students how to retell kite legends and stories from various cultures.

This unit can be taught to students over a wide range of grade and English language ability levels. The ESL teacher can also work with students who are developing their listening, speaking and social skills; and, at the same time, include those older students who are reading and writing.

Lesson Topic

Kites

Proficiency/Grade Level:

Grades 2-6; High Beginning to Advanced students.

Content Concepts/Skills

Science concepts: Weather, wind, flight, inventions

Cultural concepts: The importance of kites in various cultures.

Vocabulary:

Kite vocabulary; including parts of the kite; types of kites and verbs to describe what kites do in the air.

Materials Needed:

Books about kites (fiction and nonfiction); photocopy paper, art supplies, straws, tissue paper

Unit Overview

This topic was taught over a wide range of grade and ability levels in three different ESL groups. My 2nd graders made simple kites from patterns and wrote kite safety rules. They also each wrote a short haiku. Third and fourth graders listened to stories about

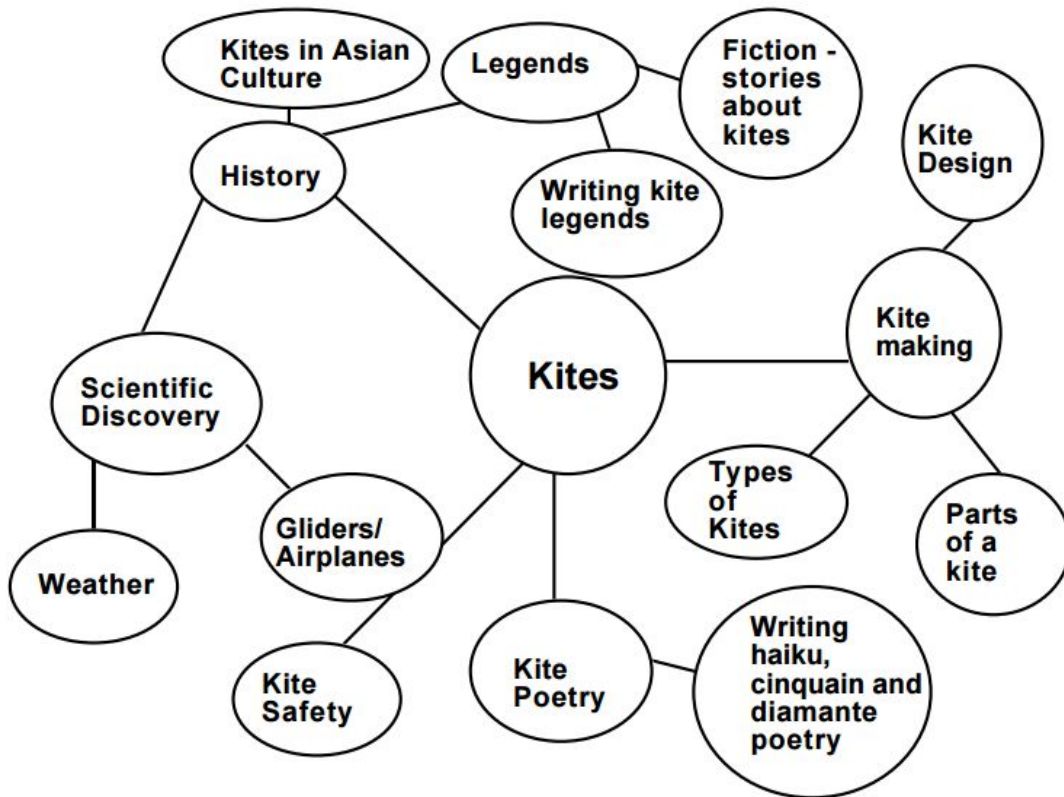
kite festivals in different countries. They wrote about these festivals and made their own kites. Fifth and sixth graders designed unique kites and wrote about kite legends from Asia. They also wrote diamante poems about kites.

To see an overview of the unit download my [Kite Thematic Web](#).

Instructional Sequence

- To introduce the unit, I asked students to tell me what they know about kites. I showed students a few kites that I have from Asia. I also brought in a simple plastic kite. We compared the two types as a group.
- Next, I read Jane Yolen's book [The Emperor and the Kite](#) to my students in Grades 2-6. Students then talked about Djeow Seow's feelings in different parts of the story and we reviewed that vocabulary. We also discussed how the kite was used in the story.
- I asked students to hypothesize how kites fly. We brainstormed a list of guesses. Students then consulted the website [Go Fly A Kite](#). We compared our guesses with the kite flying information on the site.
- We looked at various books on kite design in China and Japan. [Best Ever Paper Kites](#) written by Norman Schmidt contains beautiful and brightly colored pictures of kites. For older students there are patterns to make these intricate kites. I asked students in grades 4-6 to think about what the kite designs from Asia said about the importance of kites in those cultures.
- All students learn the names of different types of kites. Those in grades 4-8 learned the parts of the kite. Much of this information is presented in very simple form in Teacher Created Materials theme book [Kites](#).
- We brainstorm a list of kite safety rules. First, we brainstormed places we see kites flown in the neighborhood. Then we talked about places where it would be dangerous to fly kites. The thematic unit book has rules but I prefer to have students come up with their own. They included in their rules what would happen if you don't follow the rule. For example, one student wrote "Stay away from cars. Cars could break your kite or could hit you."
- We checked various websites to find directions for making simple kites. We looked at [Simple Clown Kite](#), [The Virtual Kite Zoo](#) and [Clem's Homemade Newspaper Kite](#). Students used the simple construction shown on Anthony's Kite Workshop but decorated the kites using their own ideas. We had Korean flags, bumblebees, butterflies, flying squirrels, birds, and other exotic designs. We attached colorful tissue paper tails to the kites and used them to make a display/bulletin board.

- We then studied the history of kites and inventions. Students were fascinated to learn that kites were the forerunner of the airplane. They also learned how early kites in the U.S. were used by the U.S. Weather Service. Each Grade 3-6 student wrote a kite fact related to inventions.
- Grade 5-6 students listened to legends about kites in Chinese, Japanese and Korean history. They retold these legends in their own language and wrote down their stories.
- All students wrote either Haiku or Diamante poems to go with their kites. If you'd like a model for this type of poem, goto diamante kites. In order to have enough vocabulary to write poems about the kites, poems about kites from the Teacher Created Materials book on kites. Students took words from these poems and made a word wall on a kite-shaped piece of art paper. We practiced the meaning of each word including a list of kite "ing" words.
- When the weather is nicer, we will attach string to our kites and take them out to fly.



Kite Vocabulary

Types of Kites

Delta
Box
Flat
Sled
Figure
Windsock
Fighter
Stunt

Parts of the Kite

kite
string
tail
handle
skin
spar
spin
bridle
flying line

Nouns

wind (windy)
breeze (breezy)
Spring
clouds
high
sky

Expressions

flying high
over the treetops
up in the sky
in the clouds
touching the sun

"Ing" words

bending
blowing
catching
chasing
circling
dancing
darting
diving
flying
floating
gliding
looping
riding
skimming
soaring
swirling
swishing
swooping
tossing
traveling
weaving
zipping
zooming

Let's Read It Again: Comprehension Strategies for English-Language Learners

STUDENT OBJECTIVES

Students will

- Improve English comprehension and fluency and learn new vocabulary words in their non-native language using repeated readings of a bilingual picture book
- Reinforce their knowledge of new vocabulary by creating their own English/Spanish dictionaries
- Apply what they have learned and practice the writing process by writing both an acrostic poem and a retelling of the story in English
- Work collaboratively to read and write

SESSION 1: INITIAL READING OF CON MI HERMANO/WITH MY BROTHER

1. Gather students together and ask them to talk about what they think kids the same age as them do in other parts of the world on a typical day. Write students' answers on the board. You want to reinforce the idea that although people in other countries may speak different languages, they do many of the same things that we do.
2. Show students *Con Mi Hermano/With My Brother* by Eileen Roe. Explain that the book is written in English and Spanish and that they will hear the story twice, once in each language.
3. Instruct students to pay attention to the everyday experiences of the little boy in the book because they will retell the story later.
4. Take students on a picture walk of the book and then read the book aloud, making sure to show the pictures as you read. You should read each page first in English, then in Spanish. **Note:** You can also have a Spanish-speaking volunteer read the book with you or play a recording of it in Spanish (see Preparation, Step 2).
5. After reading, answer any questions and then ask students what they think is the most important idea in the story (i.e., the reason it was written). What do they think the author wants them to understand? Answers might include "it's

fun to be a younger brother" or "when you're little, it's hard to wait to do things the older kids get to do." Write students' responses on the board and have the class vote on the one that they think most explains the author's reason for writing the book. Tell them that this is called the *main idea*.

6. Congratulate students on a job well done identifying the main idea of the story, and explain that in a future session they will reread the story aloud with you and then retell the story as they remember it.

SESSION 2: CHORAL READING AND WORD IDENTIFICATION

For this session's activities, it is best to have multiple copies of the book. If you do not have enough books, make a transparency for each page and write the text from each page in English and Spanish on the transparency large enough so students can see it. Post all of the Pictures for *Con Mi Hermano/With My Brother* on the board in no particular order.

1. Hand out copies of the book to students and explain that they will reread the story out loud with you. Remind them to point to each word as they read. (If you are using an overhead projector because you do not have enough copies of the book, be sure to point to each word as the transparencies are read.)
2. When you finish the story, project the Concept Web Worksheet transparency on the overhead projector and write in the middle circle: *The little boy in the story likes to do many special things with his brother.*
3. Ask students to turn to a classmate sitting next to them and quietly discuss some of the things that the little boy in the story likes to do with his older brother.
4. While they are talking, pass out copies of the Concept Web Worksheet. Then ask for volunteers to come up and choose a picture that shows one of the things that the little boy in the story likes to do with his brother.
5. Whether or not the student makes a correct choice, write the words that describe the picture in both Spanish and English next to the appropriate picture and then read them aloud. (The words are listed in the key on the first page of the Pictures for *Con Mi Hermano/With My Brother*.) Then have students say the words with you and ask them if they think the picture is one of the activities

the boy likes to do. If it is, have them write both words in one of the bubbles on their Concept Web Worksheet while you write them on the transparency. Repeat these steps until students have chosen all of the things the little boy likes to do with his older brother.

6. Explain to students that in the next session they will be creating their own dictionaries. Tell them that besides the words they learned today, there will be a list of additional words from the story for them to learn in English and in Spanish. Collect students' Concept Web Worksheets for use in the next session.

SESSION 3: CREATION OF PERSONAL DICTIONARIES

1. Hand back each student's Concept Web Worksheet, and give him or her a blank Flip Book (see Preparation, Step 5); the List of English/Spanish Vocabulary Words From *Con Mi Hermano/With My Brother*; and pencils, markers, or crayons.
2. Project the Concept Web transparency on the overhead projector. Tell students that they will write the words they have learned from the story in English and Spanish in their own personal Flip Book dictionaries.
3. Briefly show the sample Flip Book that you prepared in advance of the lesson. Emphasize to students that their personal dictionaries are English dictionaries and they should write the English word with the Spanish word next to it under the correct letter of the Flip Book page for the English spelling. They should also draw pictures to help them remember what the words mean.
4. Allow students time to write the six words shown on their Concept Web Worksheet and draw pictures in their dictionaries in the appropriate places.
5. Ask students to look at the List of English/Spanish Vocabulary Words From *Con Mi Hermano/With My Brother*. Review each word on the list by reading it aloud both in English and in Spanish with the students repeating each word in both languages.
6. Write each word from the list on the board in English and Spanish and ask students to tell you what they think the word means. If they have trouble

coming up with an answer, have them look at the page in the book where the word appears to see if the pictures help them. They should draw a small picture next to each word on the sheet to help them remember.

7. Allow students to work independently or with a partner on their dictionaries while you circulate around the classroom to help where needed.

SESSION 4: REPEATED READING WITH AN OLDER STUDENT

If you do not have classroom computers with Internet access, this session should take place in your school's computer lab.

1. Pair older struggling students from another class with your students, and hand out copies of the book *Con Mi Hermano/With My Brother* to each pair. ELLs should be paired with native English speakers. **Note:** It does not matter whether it is the older or the younger student who is an ELL. It is also not necessary for each pair to have an ELL.
2. Explain to students that they will take turns reading the book with the older student reading first and the younger student second. Further instruct that those pairs with ELLs should alternate between reading the English and Spanish text on each page. The remaining pairs should read the English text in its entirety and look for and pronounce their Spanish vocabulary words from their dictionaries in the Spanish text.
3. Before students start reading, ask them if they know what an acrostic poem is. Explain that it is a poem about a person or thing and that every line of the poem relates to and starts with a letter in the word. Read them the acrostic poem you have written (see Preparation, Step 7), and then, using the LCD projector, show them how you used the Acrostic Poems tool to write your poem.
4. Explain that once they have read the story together, the older students can help the younger students write acrostic poems in English about the things they like to do with one of their favorite people. The person they choose should be the topic word for the poem. Tell them that they can use the dictionaries the younger students created during Session 3 and refer to *Con Mi Hermano/With My Brother* to help them write their poems. They should print their work when it is done, as they cannot save it online.

5. Students should read their stories together quietly. Once students are done reading, they can start working on their acrostic poems while you circulate and offer assistance as needed. **Note:** If access to computers is limited, instruct those students not at a computer to write a draft of their acrostic poem on a piece of paper and then use the online tool to publish their poem once a computer becomes available. Hand out paper and pencils to those students who need them.
6. If there is time, students can share their poems with the class. You can also display the completed poems in your classroom.
7. Allow students to work independently or with a partner on their dictionaries while you circulate around the classroom to help where needed.

SESSION 5: REPEATED READING WITH A CLASSMATE

If you do not have classroom computers with Internet access, this session should take place in your school's computer lab.

1. Pair students and give each pair of students a copy of *Con Mi Hermano/With My Brother*. ELLs should be paired with native English speakers, but it is not necessary for every pair to have an ELL. Struggling readers should be paired with stronger readers.
2. Explain that students will take turns reading the story to each other. When they are done, they will work with their partners to retell the story in English.
3. Using the LCD projector, access the interactive Stapleless Book and demonstrate how the tool works. Explain that students should put a sentence on each page of the book retelling the events of the story in English. Once they are done, they should print out their book. Share a few pages from the book you created (see Preparation, Step 7). Explain that they can use the dictionaries they made during Session 3 and refer to *Con Mi Hermano/With My Brother* to help them with any text they may wish to put into their retellings.
4. Allow students time to reread the book and compose, type, print, assemble, and illustrate their stapleless books. Circulate around the room to help as needed. (If computers are limited, see the Note in Session 4, Step 5.)
5. If time permits, have students share their retellings with the class.

STUDENT ASSESSMENT/REFLECTIONS

- Observe students' participation during class discussions to see how well they grasp the main ideas of the story and how well they understand the vocabulary. Address any consistent misconceptions one-on-one or in small groups as necessary.
- Take notes during the Concept Web Worksheet activity to see how well students are able to correctly identify the pictures.
- Use the Checklist Sheet to assess each student's dictionary, acrostic poem, and stapleless book retelling. The checklist can be used as a reference sheet to assist in grading students' work, as documentation for students' portfolios, or as a means of giving feedback to students. You may want to have students with real gaps reflected in their checklist to repeat the work with a different bilingual book.
- Observe students as they read with other students during Sessions 4 and 5. Check for improvements in fluency by listening for how smoothly students read, what words they stumble over or have difficulty with, what words they have mastered in pronouncing, and how confident they sound as they read.

Teaching about America

Teaching about the American Flag

Your English language learners should know about the U.S. flag and what it stands for.

1. Teach the vocabulary of the flag. Download the [The U.S. Flag Fact Sheet](#). Teach vocabulary such as stars, stripes, field, colonies, states. After students have practiced the vocabulary have them fill in the blanks.

2. Ask children to name the colors of the American flag. Explain that we say the colors in a certain order: "Red, white and blue." Tell how each color has a special meaning. In the American flag, for instance, the blue stands for justice, the white stands for purity, and the red stands for courage. Put these terms into words the students can understand using examples. For example, justice means fairness; purity is clean; and courage means not afraid. You can find a copy of the flag at [U.S. flag printout](#)

3. Explain how the symbols on the flag are also important. The American flag has fifty stars, one for each state in the United States. The thirteen stripes stand for the first thirteen colonies.

4. Brainstorm with students some of the items that are special to them. Have them create a personal or class flag, You might also teach the meanings of the colors commonly used on flags so that students can choose colors for their designs.

- blue: fairness, faithfulness, sincerity
- black: grief; feeling very bad
- green: hope
- orange: strength; being strong
- purple: high rank (like a president, king or queen)
- red: courage; not being afraid; braveness
- red-purple: sacrifice
- silver or white: faith; purity
- yellow or gold: honor; loyalty

5. Show students how to fold the U.S. flag correctly. See [Flag Fold](#). This is a good activity to teach following directions.

The Pledge of Allegiance

1. Review with children the Pledge of Allegiance:

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands. One nation under God, indivisible, with liberty and justice for all."

2. Tell students what the appropriate behavior is during the flag salute. " Explain that they must stand respectfully during the Pledge but are not required to say the words. Explain that Americans pledge allegiance to the flag to show their loyalty to their country. Demonstrate what the words of the Pledge of Allegiance mean. Use the download [Pledge of Allegiance activity](#). Have students cover up each definition with the correct word from the pledge. Cut out the word from the right hand side of the activity. Fold on the dotted line so that you have a window that opens. Cut out the entire square with the Pledge and the definitions on it and glue it to blue and red paper.

4. Explain that the word "pledge" is a synonym for the words "promise". Brainstorm with your students a list of times that they have made a promise. Work in small groups to draft an ESL class pledge, then vote on pledges and adopt one.

Patriotic Songs

1. Teach your students what the correct behavior is during the singing of the Star Spangled Banner. Have students listen to patriotic songs about the flag on the internet at [Star Spangled Banner](#). The words to the Star Spangled Banner are difficult but playing the music will help students recognize the U.S. national anthem and it is a good opportunity to teach students to stand at attention. The words and musical score can be seen at [Star Spangled Banner Musical Score](#).

2. Teach students the words to "God Bless America." Go to [Kate Smith's rendition](#). Help students recognize this patriotic song.

Other Activities to Teach About America

1. Explain to students that a seal is used to represent something such as a country. Download a blank seal from [U.S. seal](#). Have students follow the directions to color or give directions orally. A colored copy of the U.S. seal can be found at [The Great Seal of the United States](#). Ask students to design a personal seal to represent themselves or their family.

2. Show students a picture of the [Statue of Liberty](#). Have them color a picture from [Enchanted Learning](#) and write a few sentences about this American symbol. Have students brainstorm what the Statue is a symbol of.

3. Have students view pictures of the Bald Eagle. A coloring page of our national bird can be found at Enchanted Learning.

4. Have students look at pictures of Uncle Sam. Print out a picture and ask students to write a few sentences about him. This is a good opportunity to show students how to find information on the internet.

4. Take your students on a virtual field trip. Go to My America Field Trip, and click on one of the numerous virtual trips.

Pledge of Allegiance

<p>I promise to be loyal to the flag of the United States of America and to the a country with elected leaders for which it stands, one country under God, cannot be divided with freedom and fairness for all.</p>	<table border="1"><tr><td>.....</td></tr><tr><td>pledge</td></tr><tr><td>.....</td></tr><tr><td>allegiance</td></tr><tr><td>.....</td></tr><tr><td>Republic</td></tr><tr><td>.....</td></tr><tr><td>Nation</td></tr><tr><td>.....</td></tr><tr><td>indivisible</td></tr><tr><td>.....</td></tr><tr><td>liberty</td></tr><tr><td>.....</td></tr><tr><td>justice</td></tr></table>	pledge	allegiance	Republic	Nation	indivisible	liberty	justice
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Warm-Ups

Make the most words

Write a topical vocabulary item on the board. In twos or threes students make as many new words from it as they can. Use longish seed words such as, *apologise*, *dictionary* or *september*. Score teams a point per word and award a bonus point for the longest.

Make the longest words

Write a topical target word vertically down the board, for example, WINTER. In twos or threes students attempt to come up with the longest word that begins with each letter. Give teams a point per word and a bonus point for the longest.

Waterfall

Industrious

Nausea

Terrified

Empty

Retailer

What does your name mean?

Using a dictionary, google or any other resource, students find and write down an appropriate adjective that begins with each letter of their first name. For example:

Flirtatious, Relaxed, Extrovert, Desirable

Mixed up sentence

Write a sentence on the board but mix up the word order, then challenge students to reconstruct the original sentence. For example:

morning hadn't eaten wish that döner kebab I at this 5am

Mixed up sentence (anagram variation)

Write a sentence on the board but this time scramble the letters of each word. For example:

hw y ddint' l dusty draher ta vieyunrsit?

What do you know about bananas?

Set a 5 minute time limit and in groups have students think up and write down as many facts as they can about bananas (or cats, Belgium, David Beckham, etc.). One point should be given for each true sentence.

How many sounds can you hear?

Students sit in silence for two minutes and write down every sound that they hear. Let them compare their lists with their neighbours before seeing who has the longest list?

A to Z race

Give students a theme, for example, jobs, things you take on holiday, food. Write the letters A to Z on the board. Students write an appropriate word beginning with each letter. See longer post [here](#).

Things to do with a potato

(one of many brilliantly simple ideas from [700 Classroom Activities](#) by David Seymour)
Produce a potato (if that's not possible, introduce the concept of a potato). Ask students to come up with a list of as many unconventional uses for it as they can. For example: paperweight, weapon, pen holder, smartphone dock. The longest list wins the potato.

Websites of ELL Lesson Plans

How to Build the Perfect ELL Lesson Plan -

<http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells>

Be a Weather Reporter - http://www.everythingsl.net/lessons/weather_vocab.php

Will a Pumpkin Sink or Float? -

<http://www.everythingsl.net/lessons/pumpkinscience.php>

Multicultural Holidays Through Student Artwork -

http://www.everythingsl.net/lessons/multicultural_holidays_through_60600.php

Johnny Appleseed, An American Folk Hero -

http://www.everythingsl.net/lessons/johnny_appleseed_american_folk_99744.php

Soaring High With Kites - http://www.everythingsl.net/lessons/kite_theme.php

Let's Read it Again -

<http://www.readwritethink.org/classroom-resources/lesson-plans/read-again-comprehension-strategies-1045.html?tab=4#tabs>

Teaching about America - http://www.everythingsl.net/lessons/teach_america.php

No-Prep warm up Activities - <http://eslgames.com/no-prep-warm-up-activities/>

Other Websites

<http://bogglesworldesl.com/> - worksheets, flashcards, songs, and games compiled by an ESL teacher for other teachers

<http://www.cal.org/siop/lesson-plans/> - strategies and activities

<http://www.colorincolorado.org/> - bilingual site for educators and students

<http://www.doe.virginia.gov/instruction/esl/> - Virginia standards for ELL

<http://www.eduplace.com/kids/sv/> - spelling and vocabulary games

<http://www.eslcafe.com/teachers/> - a place for ESL teachers to connect, created by an ESL teacher

<http://www.eslgold.com/> - Lessons, flashcards, tips, videos, recommendations

<https://esllibrary.com/courses> - 800+ lessons for English teachers

<http://www.everythingsl.net/> - Lesson plans for beginning and intermediate students and a discussion board for teachers to ask questions about ELL

<http://www.literacycenter.net/> - for children to practice basic reading skills

<https://sharemylesson.com/subject/english-language-learners> - 1,000's of lessons for all ages and all subjects

<http://www.uen.org/> - The Utah Education Network

<https://www.wida.us/> - tells what students can do at their level

<https://www.wyzant.com/resources/lessons/english/esl> - lesson plans from an ELL perspective

<https://www.youtube.com/watch?v=D6HUv2eFdLg> - How it feels to be an ELL in an English classroom

Books

Becoming One Community by Kathleen Fay and Suzanne Whaley

Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners by Douglas Fisher, Nancy Frey, and Carol Rothenberg

Teaching Reading in Multilingual Classrooms by David and Yvonne Freeman

The Cow that Went Oink by Bernard Most

The Words Came Down! by Emelie Parker, Tess Pardini

Working With Second Language Learners: Answers to Teachers' Top Ten Questions by Stephan Cary

Sources

"Fast Facts - English Language Learners." *National Center for Education Statistics*.
Institute of Education Sciences, n.d. Web. 17 Nov. 2016.

Haynes, Judie. "How Long Does It Take to Learn English?" *EverythingESL*. N.p., n.d.
Web. 17 Nov. 2016.