

WELCOME SLIFE™

I N S T R U C T I O N A L S U P P O R T



TABLE OF CONTENTS

Introduction	5
Instructional Support Components	7
Book Overview Chart	9
Quiz Progress Chart	11
Community.....	13
American Culture.....	14
Community Services.....	21
Safety.....	28
Social Expectations.....	35
Life.....	43
Food and Meals.....	44
Making Friends.....	51
Money Basics.....	58
Sports and Activities.....	65
People.....	73
Communicating Effectively.....	74
Relationships.....	81
Social Awareness.....	88
Social Skills.....	95
School.....	103
Enrichment.....	104
Navigating Campus.....	111
School Rules and Expectations.....	118
School Staff and Personnel.....	125
Self.....	133
Finding Help/Resources.....	134
Grooming.....	141
Physical Health and Fitness.....	148
Self-Awareness.....	155
Answer Key	162

Instructional Support Components

This guide contains instructional support for each topic in the *GO! Welcome SLIFE* library. The nonfiction/fiction book pair as well as the vocabulary cards are addressed within each topic's pages.

TOPIC INTRODUCTION

This section provides information for the teacher to use in lesson planning.

- **Topic Overview:** A general description of the topic is presented along with how it applies to English learners.
- **Nonfiction Synopsis:** This is a summary of the nonfiction book, noting key information covered.
- **Fiction Synopsis:** This is a summary of the fiction book, focused on the book's theme and key plot points.
- **Suggested Instructional Resources:** These can be used at any time during the unit to prepare students for the topic or extend their learning.

The thumbnail shows the 'Community Services' Topic Introduction page. It includes sections for 'TOPIC OVERVIEW', 'DEFINITION SYNOPSIS', 'FICTION SYNOPSIS', and 'SUGGESTED INSTRUCTIONAL RESOURCES'. The 'SUGGESTED INSTRUCTIONAL RESOURCES' section lists activities like 'Review the glossary of a community center', 'Collect facts from the book', and 'Write a story about a community center'. It also includes a 'GO! Welcome SLIFE Instructional Support Guide 21' footer.

PRE-READING LESSON PLAN

This section includes suggestions for introducing the topic and books to the students.

- **Speaking/Listening: Pre-Reading Discussion:** Questions are presented that can help students make connections between their previous experiences and the topic.
- **Suggested Activities:** To help students further explore the topic in their school or local community, suggestions are provided for whole group, small group, or partner activities.
- **Introduce the Books:** Brief previews are provided for both books for teachers to read aloud to students. Students are encouraged to make predictions about the books based on the previews.

The thumbnail shows the 'Community Services' Pre-Reading Lesson Plan page. It includes sections for 'PRE-READING LESSON PLAN', 'SPEAKING/LISTENING: PRE-READING DISCUSSION', 'SUGGESTED ACTIVITIES', and 'INTRODUCE THE BOOKS'. The 'SUGGESTED ACTIVITIES' section lists activities like 'Read aloud to students' and 'Write a story about a community center'. It also includes a 'GO! Welcome SLIFE Instructional Support Guide 22' footer.

VOCABULARY PRACTICE

This section focuses on teaching the vocabulary bolded in the book pair's text and defined in the books' glossaries.

- **Introduce the Words:** The ten words and definitions from the books' glossaries are listed. Teachers are encouraged to use the *GO! Welcome SLIFE* vocabulary cards to introduce the words to the students before reading.
- **Vocabulary Card Activities:** These suggested activities are additional ways to use the vocabulary cards to help students master the words and definitions.
- **Suggested Vocabulary Lesson:** A partner or small group activity is suggested as a way to help students use the vocabulary words in context.

The thumbnail shows the 'Community Services' Vocabulary Practice page. It includes sections for 'VOCABULARY PRACTICE', 'INTRODUCE THE WORDS', 'VOCABULARY CARD ACTIVITIES', and 'SUGGESTED VOCABULARY LESSON'. The 'SUGGESTED VOCABULARY LESSON' section describes a partner or small group activity. It also includes a 'GO! Welcome SLIFE Instructional Support Guide 23' footer.

Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
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Community

American Culture	NF	core beliefs, traditions, holidays, sports, and music that shape life in the U.S.	2.1	HL140L	619
Sweet Memories	F	camping with a friend and eating s'mores helps a newcomer adjust to American culture	2.0	HL170L	636
Community Services	NF	key public and medical services in a community	2.5	HL180L	583
Something New	F	a newcomer uses the public library and community center to find summer activities	2.0	HL170L	626
Safety	NF	tips for staying safe at home, in the community, and online	1.8	HL170L	632
Only One You	F	a newcomer learns an important lesson about bicycle safety	1.8	HL160L	639
Social Expectations	NF	learning unspoken rules in the U.S. related to personal space, greetings, table manners, and more	1.9	HL140L	619
Take a Bow	F	a newcomer is uncomfortable with social customs that differ from her country of origin	3.1	HL150L	642

Life

Food and Meals	NF	breakfast, lunch, and dinner options at home and dining out	1.8	HL170L	645
Winner's Choice	F	cousins navigate food options at a state fair	1.6	HL140L	650
Making Friends	NF	tips for building and maintaining friendships	1.7	HL120L	649
Friendship in Progress	F	a newcomer's empathy helps her make a new friend	1.6	HL90L	649
Money Basics	NF	U.S. currency and the basics of using and saving money	1.8	HL170L	637
Budget Belt	F	a newcomer gets a job to help pay for judo lessons	1.5	HL120L	648
Sports and Activities	NF	the benefits of joining a sports team or an after-school club	2.0	HL170L	644
Ready at Bat	F	a newcomer learns what it takes to make the school's baseball team	1.5	HL110L	641

People

Communicating Effectively	NF	the importance of active listening and tips for effective communication	1.7	HL90L	646
Tough Talk	F	a middle schooler faces a difficult conversation with his father about wanting to quit field hockey	1.6	HL180L	650
Relationships	NF	tips for developing and maintaining strong relationships	3.0	HL180L	588
Cousin Connection	F	cousins must resolve conflict caused by misplaced anger	1.5	HL140L	645

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
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People

Social Awareness	NF	learning how to recognize how others feel based on body language, tone of voice, and other clues	1.9	HL80L	623
All the Right Signs	F	a newcomer becomes intrigued by the way students in an American Sign Language class communicate	1.7	HL160L	650
Social Skills	NF	building meaningful connections by getting along with others	2.0	HL150L	647
Follow the Leader	F	a newcomer steps up and displays strong leadership skills	1.6	HL130L	650

School

Enrichment	NF	opportunities for students to learn outside of their core classes, including electives and field trips	2.3	HL180L	649
See What Sticks	F	a middle schooler on a school field trip to a culinary school discovers a new career option	1.6	HL170L	650
Navigating Campus	NF	tips for students to learn their way around campus	1.9	HL170L	623
Back on Schedule	F	brothers from El Salvador figure out how to adjust to their first day of school in the U.S.	1.6	HL130L	650
School Rules and Expectations	NF	an overview of common rules and policies in U.S. schools	2.0	HL150L	578
Unwritten Rules	F	a newcomer misunderstands unwritten rules related to taking a test	1.6	HL110L	643
School Staff and Personnel	NF	introduces key staff members and their roles at American schools	2.2	HL170L	562
Turning the Page	F	a newcomer tries out for the basketball team and seeks support when she isn't chosen	1.6	HL140L	650

Self

Finding Help/ Resources	NF	tips for accessing school and community resources to solve problems and manage feelings	2.2	HL180L	625
You Can Count on Me	F	a newcomer reaches out to help another newcomer	2.3	HL180L	643
Grooming	NF	habits and tools for looking and feeling one's best	1.8	HL180L	650
The Dirty Truth	F	friends and family try to tell a middle schooler that he needs to wash his favorite jersey	2.8	HL150L	634
Physical Health and Fitness	NF	tips for eating well, staying active, and getting good sleep	1.7	HL180L	633
Out of My Head	F	a middle school student struggles with healing after suffering a leg injury	2.1	HL170L	649
Self-Awareness	NF	learning to recognize and understand the emotions behind one's actions	1.9	HL140L	641
Shining Through	F	a newcomer struggling to make friends has to learn to let his personality shine through	1.9	HL180L	613

Grooming

TOPIC INTRODUCTION

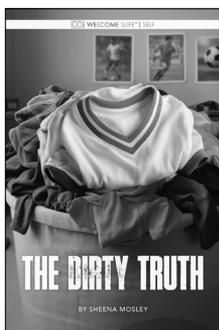
TOPIC OVERVIEW

Grooming involves caring for your body, including your hair and teeth, and wearing clean clothes. It is a critical part of daily life because it not only helps you look and feel good, it's also a way to fight germs and stay healthy. Sometimes, there's an assumption that young people will know what to do to care for themselves, but there are important guidelines that need to be taught. Newcomers may be unfamiliar with U.S. standards for good grooming. The books in this topic introduce simple steps that can help you look and smell better and feel more self-confident.



NONFICTION SYNOPSIS

Grooming features tips for looking better and feeling healthier. Good grooming starts with taking care of your body. Many Americans shower every day and use products such as soap or body wash. Products such as foot powder, deodorant, and antiperspirant are important for combating sweat and feeling fresh. Good grooming practices for hair, including facial and body hair, are explained. Tips are provided for keeping teeth and gums healthy and for keeping hands clean and free of germs. These practices will help students look and feel their best.



FICTION SYNOPSIS

In *The Dirty Truth*, Rio has a special soccer jersey he likes to wear every day. The jersey belonged to his favorite player, his dad, who died two years ago. The problem is that Rio does not wash the jersey. It has food and sweat stains along with built-up dirt and grime. His friends understand his attachment to the jersey, but the smell has become a problem. When they try to bring up the topic, Rio gets defensive and angry. Later, Rio's older brother is able to explain what's bothering Rio's friends. The jersey needs to be washed. Rio sees that his friends have been trying to apologize for the misunderstanding by text. He smells the jersey and realizes they were right. Now it is his turn to apologize to them for his reaction to the dirty truth.

SUGGESTED INSTRUCTIONAL RESOURCES

Use these resources at any time during the unit to extend students' understanding of the topic and give them firsthand experiences with grooming.

- Review the first two modules of the online publication about healthy hygiene habits sponsored in part by Nestle for Healthier Kids at https://pubhtml5.com/hvrc/wfdq/Hygiene_and_Healthy_Habits_for_Kids/1.
- As a class, play the online trivia game about personal hygiene at https://www.eslgamesplus.com/science-game-on-personal-hygiene/#google_vignette. Discuss the questions and answers.
- Invite the school nurse or a dentist, hair stylist, or healthcare worker from the community to talk with students about the importance of good grooming.

PRE-READING LESSON PLAN

SPEAKING/LISTENING: PRE-READING DISCUSSION

Use the following questions to lead a class conversation about grooming.

1. What are your favorite brands of soaps, shampoos, and deodorants? Why?
2. How are germs spread and how can you reduce the spread?
3. What would make you decide you needed to have a difficult conversation with a friend or family member about their grooming habits? How would you handle the conversation?

Write ideas students generate during the discussion on the board. Underline important terms and review them with the class.

SUGGESTED ACTIVITIES

Whole Class On small slips of paper, write out ten actions that are part of good grooming. These might include brush your teeth, comb your hair, wash your hands, trim your beard, use deodorant, wash your face, use foot powder, swish mouthwash, shave your legs, and change your clothes. Tell the class you are going to play hygiene charades. Have one volunteer at a time come to the front of the room, draw a slip of paper, and act out the grooming tip. Have students guess the action and explain why it is part of good grooming. Continue until all ten phrases have been acted out and discussed.

Small Group Have students form small groups. Tell each group to create an illustrated personal care checklist for students their age to refer to daily. Explain that checklists should be visually appealing and cover important steps for good grooming. Provide time for groups to share their checklists with the class.

INTRODUCE THE BOOKS

Show students the covers of the two books for this topic. Ask them what they notice on the covers. Read them the following previews:

Grooming Preview: Practicing good hygiene habits not only makes you look good but can also improve your health. There are simple guidelines to follow each day to look and feel your best. Learn how and why to make these part of your daily routine.

The Dirty Truth Preview: Rio has a favorite soccer jersey he likes to wear every day. The problem is it has not been washed in a while. When his friends try to talk to him about this, how will he react to the dirty truth?

Instruct students to turn to a partner and talk about the topic and what they think will happen in *The Dirty Truth*. Then ask volunteers to share some of their predictions with the class.

VOCABULARY PRACTICE

INTRODUCE THE WORDS

Point out that each of the books students just previewed includes five words that are bolded in the text. These words are key vocabulary related to grooming. Introduce the words and their definitions below using the vocabulary cards in the *GO! Welcome SLIFE* box.

acne: small red spots that form on a person's face, neck, or back; also called pimples

body odor: an unpleasant smell that comes from a person when they sweat or are not clean

decay: to be damaged or broken down

face wash: a deep cleanser for skin designed to control oil and clean pores

filthy: extremely dirty

germ: a very small living thing—such as bacteria, a virus, a toxin, or a fungus—that can make people sick

grooming: the things people do to keep themselves neat and clean

laundry: clothing, sheets, and towels that need to be washed

perspire: to sweat

stain: a soiled or discolored spot or mark

VOCABULARY CARD ACTIVITIES

Display the word side of the ten Grooming vocabulary cards. Have students copy each word on an index card and then trace the letters as they say the word. Emphasize proper pronunciation.

Pass out the vocabulary cards to students. Ask students to present their words and definitions, one at a time, to the class. As a class, discuss the meaning of each word and how to use it in context.

Assign pairs. Give each pair two words. For each word, have partners draw a picture depicting the word's meaning and write a sentence using the word in context. Provide time for pairs to share their pictures and sentences with the class.

SUGGESTED VOCABULARY LESSON

Note that one of the main reasons to practice good hygiene is to fight the spread of germs. Assign pairs. Have each pair create a germ mascot that will be featured on a poster to promote good grooming habits. Give each pair one of the vocabulary words. Tell partners to work together to create a poster promoting good hygiene to fight germs related to their vocabulary word. They should incorporate their mascot into the poster. Provide time for pairs to share their posters with the class. Display the posters in the classroom.

SCAFFOLDED READING INSTRUCTION

READING IN PROCESS

Form groups of three. Provide each group with a copy of one of the two books in this pair. Explain that you want them to divide the text into chunks and take turns reading. If one student is unsure of a word, the other students in the group should chime in to help. Provide time for each group to read their book. Then ask groups to work together to write a summary of the book. Provide one of the summary scaffolds below to help them.

Nonfiction Summary Scaffold

Topic (What is the book's main topic?)

Three Key Details (What are three important points about the topic?)

Mostly About (Based on the details, how would you explain what the book is about?)

Fiction Summary Scaffold

Who (Who is the main character or characters?)

Wanted (What is their motivation? In other words, what do they want or not want?)

But (What obstacle or conflict is in the way of what they want?)

So (How is the conflict resolved?)

Then (How does the story end?)

GROOMING COMPREHENSION QUESTIONS

Pages 3–7 What are steps to follow for good grooming? (Wash your body. Care for your hair. Brush your teeth.) Why are these important? (They can make people look and feel better. They keep germs away, and people stay healthier.)

Pages 8–11 Why is washing frequently important? (Dirt and sweat build up.) What do soap and body wash do in addition to cleaning the skin? (They kill germs.)

Pages 12–17 What causes body odor? (sweat mixing with germs) How can it be helped? (using deodorant or antiperspirant)

Pages 18–21 Why is washing hair important? (Hair gets oily from sweat. This can cause it to look greasy. It can also make your head itch.) How do you decide how often to wash your hair? (It depends on how active you are, how much you sweat, and if you tend to have oily hair.)

Pages 22–27 How can you keep your teeth healthy? (Brush at least twice a day. Floss every day. Use mouthwash to kill germs and freshen your breath.)

Pages 28–35 How can you reduce the spread of germs? (Wash your hands often with warm water and soap. Hand sanitizer also works well.) How careful are you about the spread of germs and why? (Responses will vary.)

Pages 36–41 What are some extra steps people can take to look nice? (Keep your hair neat. Men may shave their faces or trim their beards. Women may shave or wax their legs and under their arms.)

Pages 42–45 What is meant by the sentence, "Clean clothes look sharp"? (Responses will vary.)

Pages 46 & 47 How can good grooming help you "look and feel your best"? (Responses will vary.)

THE DIRTY TRUTH COMPREHENSION QUESTIONS

Pages 3–11 What was Rio looking for and what did he notice about it? (He was looking for his soccer jersey. He noticed it had smudges, a smear, and stains on it.)

Pages 12 & 13 Why did Rio wear the soccer jersey nearly every day? (It had belonged to his favorite soccer player from his home country who had died two years ago.)

Pages 14 & 15 Why did Che wince as Rio passed by? (He could smell Rio's body odor.)

Pages 16–21 What did Rio notice about his friends as he told them a story at the lunch table? (They were not really listening, and they were not looking at him.)

Pages 22–29 What did his friends manage to tell him before the bell rang? (They told him they understood why he wore the jersey, but the problem was he wore it every day.) What do you think they would have said if they had more time? (Responses will vary.)

Pages 24–33 How did Rio react to what they said? (Rio was angry. He avoided his friends and ignored their texts.)

Pages 34–39 What do we find out about the player the jersey belonged to? (It was Rio's dad, and Rio missed him.)

Pages 40–43 What did Che tell Rio he thought his friends were trying to say? (He said his friends were probably trying to tell him that his jersey needed to be washed.)

Pages 44–47 What did Rio realize and why? (He realized Che was right. Rio saw that his friends had apologized in the group chat. He knew they were right about his jersey needing to be washed, and it was his turn to apologize.)

SPEAKING/LISTENING: REFLECTION

After reading both books, have students turn to a student nearby. Have partners talk about what they thought of the two books. Provide the following sentence stems for them to use to spur conversation.

- I learned . . .
- My best advice for good grooming is . . .
- If I had to have a difficult conversation with a friend or family member about grooming, I would . . .
- If I had a special jersey like the one Rio had, I would . . .

Name _____ Date _____

Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.

1. What causes breakouts on your skin?

- A. body odor
- B. washing too often
- C. oil builds up
- D. antiperspirant

2. How often should you brush your teeth?

- A. once before bed
- B. at least twice a day
- C. at least twice a week
- D. once in the morning

3. How can you reduce the spread of germs?

- A. Wash your hands.
- B. Shake someone's hand.
- C. Touch many things.
- D. Avoid using hand sanitizer.

4. Which of these is not a good grooming practice?

- A. Men may shave their faces every day.
- B. People may wear a lucky shirt that never gets washed.
- C. Women may shave or wax their legs.
- D. Men may trim their beards to keep them neat.

5. Which of these is not a benefit of good grooming?

- A. You will stay healthier.
- B. You will look and feel your best.
- C. You will be more confident.
- D. You will find it takes a large part of your day.

Name _____ Date _____

Quiz, continued

DIRECTIONS: Read the words and definitions. Write each word next to its definition.

acne germ	body odor grooming	decay laundry	face wash perspire	filthy stain
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6. _____ the things people do to keep themselves neat and clean
7. _____ extremely dirty
8. _____ to sweat
9. _____ to be damaged or broken down
10. _____ small red spots that form on a person's face, neck, or back; also called pimples
11. _____ clothing, sheets, and towels that need to be washed
12. _____ a very small living thing—such as bacteria, a virus, a toxin, or a fungus—that can make people sick
13. _____ a deep cleanser for skin designed to control oil and clean pores
14. _____ an unpleasant smell that comes from a person when they sweat or are not clean
15. _____ a soiled or discolored spot or mark

GO! WELCOME SLIFE™

I N S T R U C T I O N A L S U P P O R T

COMMUNITY

American Culture  | Sweet Memories
Community Services  | Something New
Safety  | Only One You
Social Expectations  | Take a Bow

LIFE

Food and Meals  | Winner's Choice
Making Friends  | Friendship in Progress
Money Basics  | Budget Belt
Sports and Activities  | Ready at Bat

PEOPLE

Communicating Effectively  | Tough Talk
Relationships  | Cousin Connection
Social Awareness  | All the Right Signs
Social Skills  | Follow the Leader

SCHOOL

Enrichment  | See What Sticks
Navigating Campus  | Back on Schedule
School Rules and Expectations  | Unwritten Rules
School Staff and Personnel  | Turning the Page

SELF

Finding Help/Resources  | You Can Count on Me
Grooming  | The Dirty Truth
Physical Health and Fitness  | Out of My Head
Self-Awareness  | Shining Through