

WELCOME SLIFE™

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

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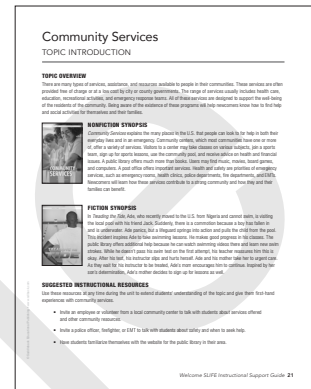
Instructional Support Components

This guide contains instructional support for each topic in the *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.

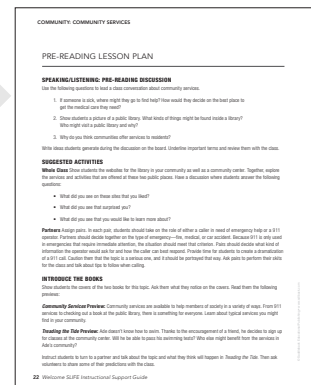
- **Topic Overview:** A general description of the topic is presented along with how it applies to English learners.
- **Nonfiction Synopsis:** This is a summary of the nonfiction book, noting key information covered.
- **Fiction Synopsis:** This is a summary of the fiction book, focused on the book's 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.



PRE-READING LESSON PLAN

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

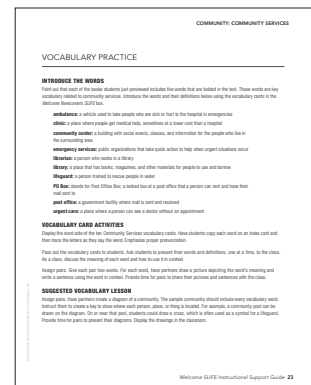
- **Speaking/Listening: Pre-Reading Discussion:** Questions are presented that can help students make connections between their previous experiences and the topic.
- **Suggested Activities:** To help students further explore the topic in their school or local community, suggestions are provided for whole 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.



VOCABULARY PRACTICE

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

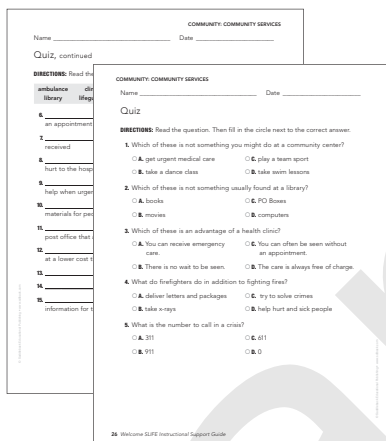
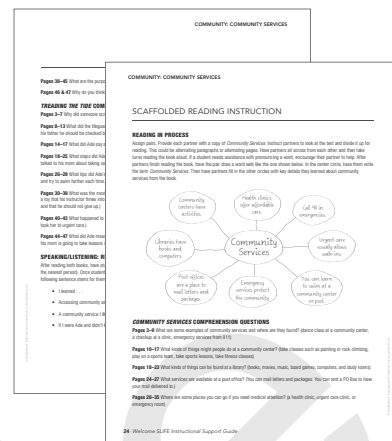
- **Introduce the Words:** The ten words and definitions from the books' glossaries are listed. Teachers are encouraged to use the *Welcome SLIFE* vocabulary cards to introduce the words to the students before reading.
- **Vocabulary Card Activities:** These suggested activities are additional ways to 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.



SCAFFOLDED READING INSTRUCTION

For each book, a reading instruction strategy is suggested. Then reading comprehension questions and reflection activities are provided to help students connect to the stories.

- **Reading in Process:** A suggested reading activity is provided, with emphasis on providing reading support to SLIFE through choral or paired reading. Students also use multimodal reading supports to navigate the text and summarize key points.
- **Comprehension Questions:** Several questions are provided to use during or after reading for both the nonfiction and fiction books. Some of the questions can be answered with evidence from the text while others are open-ended. Use these questions to deepen students' understanding of the books' themes and to help them make personal connections.
- **Speaking/Listening: Reflection:** Suggested sentence starters are provided to encourage students to share their thoughts about both books with partners.



QUIZ

The topic quiz consists of five multiple-choice questions and ten vocabulary questions. The vocabulary questions require matching words to their definitions. These can be considered summative assessments for each topic.

| Quiz | Pages | Score | Date | Comments |
|--------------------|-------------|-------|------|----------|
| Community Services | 14 and 15 | 2/5 | | |
| Emergency Services | 16 and 17 | 2/5 | | |
| Food | 18 and 19 | 2/5 | | |
| Housing | 20 and 21 | 2/5 | | |
| Health | 22 and 23 | 2/5 | | |
| Transportation | 24 and 25 | 2/5 | | |
| Community Services | 26 and 27 | 2/5 | | |
| Emergency Services | 28 and 29 | 2/5 | | |
| Food | 30 and 31 | 2/5 | | |
| Housing | 32 and 33 | 2/5 | | |
| Health | 34 and 35 | 2/5 | | |
| Transportation | 36 and 37 | 2/5 | | |
| Community Services | 38 and 39 | 2/5 | | |
| Emergency Services | 40 and 41 | 2/5 | | |
| Food | 42 and 43 | 2/5 | | |
| Housing | 44 and 45 | 2/5 | | |
| Health | 46 and 47 | 2/5 | | |
| Transportation | 48 and 49 | 2/5 | | |
| Community Services | 50 and 51 | 2/5 | | |
| Emergency Services | 52 and 53 | 2/5 | | |
| Food | 54 and 55 | 2/5 | | |
| Housing | 56 and 57 | 2/5 | | |
| Health | 58 and 59 | 2/5 | | |
| Transportation | 60 and 61 | 2/5 | | |
| Community Services | 62 and 63 | 2/5 | | |
| Emergency Services | 64 and 65 | 2/5 | | |
| Food | 66 and 67 | 2/5 | | |
| Housing | 68 and 69 | 2/5 | | |
| Health | 70 and 71 | 2/5 | | |
| Transportation | 72 and 73 | 2/5 | | |
| Community Services | 74 and 75 | 2/5 | | |
| Emergency Services | 76 and 77 | 2/5 | | |
| Food | 78 and 79 | 2/5 | | |
| Housing | 80 and 81 | 2/5 | | |
| Health | 82 and 83 | 2/5 | | |
| Transportation | 84 and 85 | 2/5 | | |
| Community Services | 86 and 87 | 2/5 | | |
| Emergency Services | 88 and 89 | 2/5 | | |
| Food | 90 and 91 | 2/5 | | |
| Housing | 92 and 93 | 2/5 | | |
| Health | 94 and 95 | 2/5 | | |
| Transportation | 96 and 97 | 2/5 | | |
| Community Services | 98 and 99 | 2/5 | | |
| Emergency Services | 100 and 101 | 2/5 | | |

QUIZ PROGRESS CHART

A reproducible progress chart is provided on page 11 so that teachers can track students' progress as they read the books and complete the quizzes.

VOCABULARY CARDS

The *Welcome SLIFE* library includes a box with vocabulary cards. These feature the words from the glossaries at the back of the books. A photograph is featured on one side of each card and the word and its definition on the other. These cards can be used for individual and partner vocabulary practice.



Book Overview Chart

| Book | Fiction/ Nonfiction | Theme | Readability Level | Lexile Level | Word Count |
|------|------------------------|-------|----------------------|-----------------|---------------|
|------|------------------------|-------|----------------------|-----------------|---------------|

Community

| | | | | | |
|---------------------|----|---|-----|--------|-----|
| American Culture | NF | traditions, holidays, sports, and music that shape life in the U.S. | 2.1 | HL130L | 648 |
| American Harmony | F | music helps a newcomer feel more comfortable in the U.S. | 2.0 | HL190L | 642 |
| Community Services | NF | key public and medical services in a community | 2.4 | HL180L | 542 |
| Treading the Tide | F | a newcomer decides to conquer his fears and take swim lessons | 1.4 | HL60L | 641 |
| Safety | NF | tips for staying safe at home, in the community, and online | 1.8 | HL170L | 650 |
| Boiling Point | F | two teens learn the importance of kitchen safety | 2.0 | HL190L | 648 |
| Social Expectations | NF | learning unspoken rules in the U.S. related to personal space, greetings, table manners, and more | 1.7 | HL130L | 633 |
| Eyes Up | F | a newcomer struggles with American social customs that differ from her country of origin | 1.6 | HL160L | 618 |

Life

| | | | | | |
|--------------------|----|--|-----|--------|-----|
| Food and Meals | NF | breakfast, lunch, and dinner options at home and dining out | 1.9 | HL180L | 616 |
| Recipe for Success | F | two newcomers combine their cultures' foods when planning meals for campers | 1.5 | HL180L | 640 |
| Jobs | NF | finding the right job and tips for applying and preparing for interviews | 2.0 | HL170L | 531 |
| Lucky Break | F | a newcomer searching for a job discovers that her skills can lead her in the right direction | 1.5 | HL100L | 650 |
| Money | NF | the basics of how money works, from using cash and debit cards to paying with apps and checks | 2.1 | HL190L | 642 |
| Travel Money | F | a teen wants to save money for a trip but discovers not everything goes as planned | 1.5 | HL90L | 647 |
| Transportation | NF | ways to get around in the U.S., from buses and trains to cars and bikes | 1.5 | HL190L | 620 |
| On the Go | F | a newcomer must navigate public transportation options after the bus he normally rides breaks down | 1.5 | HL190L | 645 |

People

| | | | | | |
|---------------------------|----|--|-----|--------|-----|
| Communicating Effectively | NF | the importance of active listening and tips for effective communication | 1.6 | HL70L | 640 |
| Talk It Out | F | two classmates learn how important communication is when working on a group project | 1.4 | HL160L | 627 |
| Relationships | NF | tips for developing and maintaining strong relationships | 3.2 | HL190L | 582 |
| Pitching Partners | F | a newcomer is excited to join the baseball team but must work through conflict with another player | 1.4 | HL170L | 649 |

| Book | Fiction/ Nonfiction | Theme | Readability Level | Lexile Level | Word Count |
|------|------------------------|-------|----------------------|-----------------|---------------|
|------|------------------------|-------|----------------------|-----------------|---------------|

People

| | | | | | |
|------------------|----|---|-----|--------|-----|
| Social Awareness | NF | learning how to recognize how others feel based on body language, tone of voice, and other clues | 1.7 | HL120L | 650 |
| Offstage Drama | F | a newcomer realizes that understanding others involves more than just hearing their words | 1.7 | HL90L | 646 |
| Social Skills | NF | building meaningful connections by getting along with others and making them feel comfortable | 2.0 | HL170L | 644 |
| Listen Up | F | volunteering at an assisted living community teaches a newcomer the value of kindness and respect | 1.5 | HL180L | 647 |

School

| | | | | | |
|-------------------------------|----|--|-----|--------|-----|
| Navigating Campus | NF | tips for students to learn their way around campus | 2.0 | HL190L | 650 |
| Campus Journey | F | after getting lost at her new high school, a newcomer learns it is okay to ask for help | 1.7 | HL130L | 648 |
| School Rules and Expectations | NF | important school rules and tips for staying organized, respecting others, and doing one's best | 2.0 | HL170L | 640 |
| Showing Up | F | a newcomer struggles with school attendance due to his work hours | 1.5 | HL140L | 638 |
| School Staff and Personnel | NF | introduces key staff members and their roles at American schools | 2.2 | HL180L | 641 |
| The Missing Mascot | F | a newcomer teams up with a teacher to find the missing school mascot | 1.7 | HL170L | 650 |
| Sports and Activities | NF | various recreational opportunities in the U.S. | 2.0 | HL180L | 631 |
| Cricket Club | F | a newcomer wants to play cricket and decides to start a new school club to make it happen | 1.8 | HL180L | 637 |

Self

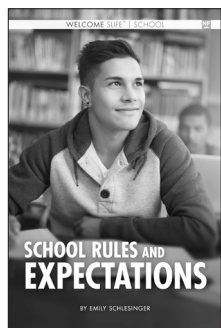
| | | | | | |
|-----------------------------|----|--|-----|--------|-----|
| Finding Help/ Resources | NF | tips for accessing community resources to solve problems and manage feelings | 2.1 | HL170L | 622 |
| Healing the Hurt | F | after getting suspended, a teen spends time with her aunt and begins learning how to deal with her anger | 1.9 | HL180L | 635 |
| Grooming | NF | habits and tools for looking and feeling one's best | 2.0 | HL180L | 607 |
| The Power of Clean | F | a newcomer learns the importance of healthy habits | 1.8 | HL180L | 642 |
| Physical Health and Fitness | NF | tips for eating well, staying active, and getting good sleep | 1.8 | HL170L | 649 |
| Energized | F | a newcomer realizes he needs to change his habits to stop feeling sluggish and out of sorts | 1.6 | HL190L | 646 |
| Self-Awareness | NF | learning to recognize and understand the emotions behind one's actions | 2.0 | HL170L | 645 |
| Balancing Act | F | a teen realizes that he needs some quiet time to regroup after getting overwhelmed in a social setting | 1.7 | HL110L | 635 |

School Rules and Expectations

TOPIC INTRODUCTION

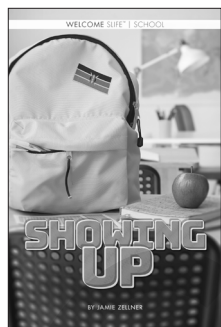
TOPIC OVERVIEW

School rules and expectations can be challenging for newcomers because they are often different than what these students adhered to in their countries of origin. New students may not want to draw attention to themselves, especially negative attention. It can be difficult to know how to do the right thing at the right time and avoid that negative attention without a clear understanding of what the right thing is. The books in this topic detail best behaviors at school as well as consequences of misbehavior. The most important thing for new students to understand is that it is okay to ask for help.



NONFICTION SYNOPSIS

School Rules and Expectations focuses on the behaviors expected of students in U.S. schools. A big part of being a successful student is attendance. Students must be present to learn. In classrooms, students are expected to listen to their teachers, follow school rules, and be active participants in discussions. There are classroom assignments, homework assignments, and individual or group projects to complete. These demonstrate student learning and provide teachers with insights into students' academic progress. Knowing grading expectations will help students advance to the next grade. By showing respect and good manners, students are more likely to get along with classmates and teachers. The book also lays out potential consequences for breaking rules or not meeting expectations. Its goal is to prepare students to do well in U.S. schools.



FICTION SYNOPSIS

In *Showing Up*, Joseph, who has recently moved to the U.S. from Kenya, is called to the principal's office. His teacher, Mr. Park, tells him it is probably regarding the number of days he has missed school. Joseph is so nervous that he hides in the restroom until the end of the day. When he goes back to class to retrieve his belongings, Mr. Park tells Joseph he understands some of what the teen is going through. He says school personnel are there to help Joseph, but that he needs to understand the importance of being in school every day. Joseph explains the reason he has been missing school is due to his work schedule. Mr. Park offers to call Joseph's boss about changing the teen's work schedule. Joseph feels better knowing his teacher wants him to succeed and is willing to help him do so.

SUGGESTED INSTRUCTIONAL RESOURCES

Use these resources at any time during the unit to extend students' understanding of the topic and give them first-hand experiences with school rules and expectations.

- Invite someone from the attendance office or administration team to speak to the class about attendance guidelines and why schools have them.
- Invite the in-school suspension teacher or vice principal to speak with students about behavior expectations and consequences.
- Visit your school's website to see if there is a section detailing school expectations. An example of a list of classroom expectations can be found at https://hampton2hs.ss3.sharpschool.com/staff_directory/barbara_moomey/classroom_rules___expectations.

PRE-READING LESSON PLAN

SPEAKING/LISTENING: PRE-READING DISCUSSION

Use the following questions to lead a class conversation about school rules and expectations.

1. Why do you think schools have so many rules and expectations?
2. What advice would you give to a student who wants to be successful at your school?
3. What are some rules your school has that you wish you could change and why?

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

SUGGESTED ACTIVITIES

Partners Assign pairs. Instruct partners to create a top ten tip sheet for students about how to be successful in school. Each pair should come up with ten suggestions for complying with school expectations and doing one's best. Tell students to illustrate each tip. Provide time for pairs to present their tip sheets to the class. Display the sheets in the classroom.

Small Group Have students form small groups. Tell groups to create two skits. One skit will demonstrate an example of meeting school expectations. The second skit will provide a non-example. Provide time for groups to present their skits to the class. After all performances are completed, discuss what students learned about school rules and expectations.

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:

School Rules and Expectations Preview: Schools have rules and expectations for students. These include attending school every day on time, following school rules, and being a productive member of the school community. Learn tips for staying organized and being prepared to do well in school.

Showing Up Preview: Going to school every day helps ensure students get a good education. It is also the law. Joseph, who recently moved from Kenya, finds himself in trouble for missing too many days. Why does he have so many absences, and what can he do to improve his attendance?

Instruct students to turn to a partner and talk about the topic and what they think will happen in *Showing Up*. 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 school rules and expectations. Introduce the words and their definitions below using the vocabulary cards in the *Welcome Newcomers SLIFE* box.

absent: not present at school

assignment: a task or project given to students to do

attendance: being present for class; teachers often check for attendance at the beginning of each class period

class discussion: a group conversation between a teacher and their students about topics being covered in class

diploma: a certificate from a school showing a person has passed all required classes

dress code: a set of rules about what a person should and should not wear to school

excuse: to permit someone to not attend

pass: written permission from a teacher allowing a student to leave the classroom; also known as a hall pass

principal: an education professional who is in charge of a school

suspend: to temporarily take away a privilege as a form of punishment

VOCABULARY CARD ACTIVITIES

Display the word side of the ten School Rules and Expectations 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.

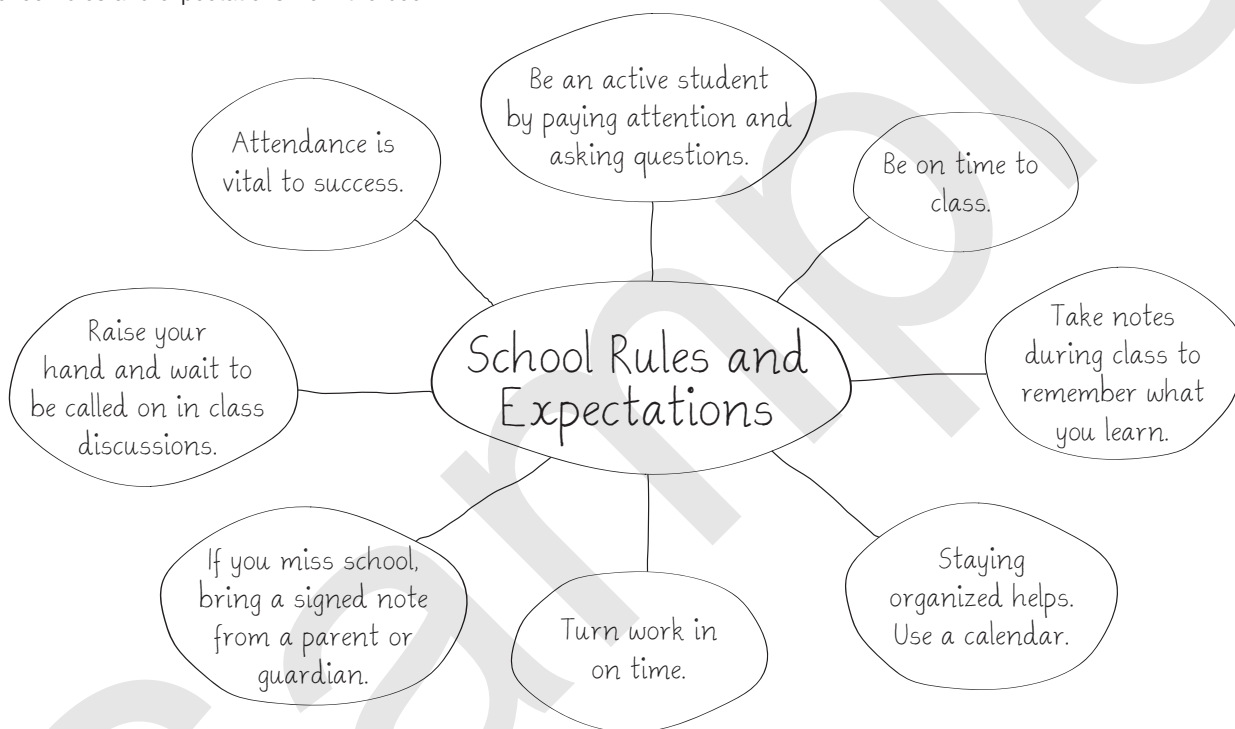
SUGGESTED VOCABULARY LESSON

Assign students to small groups. Instruct groups to create a skit that takes place in a school setting. All ten vocabulary words should be used in their skits. Provide time for groups to perform their skits for the class.

SCAFFOLDED READING INSTRUCTION

READING IN PROCESS

Assign pairs. Provide each partner with a copy of *School Rules and Expectations*. Instruct partners to look at the text and divide it up for reading. This could be alternating paragraphs or alternating pages. Have partners sit across from each other and then take turns reading the book aloud. If a student needs assistance with pronouncing a word, encourage their partner to help. After partners finish reading the book, have the pair draw a word web like the one shown below. In the center circle, have them write the words *School Rules and Expectations*. Then have partners fill in the other circles with key details they learned about school rules and expectations from the book.



SCHOOL RULES AND EXPECTATIONS COMPREHENSION QUESTIONS

Pages 3–5 What do you do if you are absent? (Bring a note signed by a parent or guardian about why you were absent when you return to school.)

Pages 6–15 What are some ways to be an active student? (Pay attention. Ask questions. Share your ideas.)

Pages 16–19 What is different about a project as compared to a regular assignment? (A project is a bigger assignment, and students are given longer to work on it. Sometimes projects are done in teams.)

Pages 20–27 What are some important things to know about grades? (The grade may be a letter where A is the highest and an F is failing. If numbers are used, the bigger the number, the better your grade.)

Pages 28–33 Why do you think it is important to earn good grades and to respect others at school? (Responses will vary.)

Pages 34–37 What are some things that are not allowed at school? (fighting, bullying, weapons, drugs, smoking)

Pages 38–43 What are some things that might happen if a student breaks a rule? (They may get a warning, or their parent might be called. If the problem is worse, the police might be called. Students can be suspended or expelled.)

Pages 44–47 What is meant by the phrase “A good education can take you far”? (Responses will vary.)

SHOWING UP COMPREHENSION QUESTIONS

Pages 3–9 What did Joseph’s teacher say could be the reason that the principal wanted to see him? (He had been absent a lot.)

Pages 10–17 Where did Joseph go instead of to the principal’s office? (He went into the boys’ bathroom.) Why? (He was afraid that the principal might call his father or that he might lose his job.)

Pages 18–21 What happened when Joseph went back to math class to get his things? (His teacher was waiting for him and told him that everyone had been looking for him.)

Pages 22–29 What did Joseph’s teacher say that made him feel better? (He said he understood that it was hard to come to a new place because he could still remember coming to the U.S. from Korea. He told Joseph not to be afraid and that everyone at school was on his side.)

Pages 30–33 What reason did Joseph give for missing school? (His boss wanted him to work on school days, and Joseph needed the money to help his family.)

Pages 34–39 What did Mr. Park explain to Joseph about attendance? (He said it was the law that students attend school. If Joseph was sick, he could have his parents send a note to have the absence excused.)

Pages 40–43 What reassurance did Mr. Park give Joseph when Joseph talked about being lost in class? (Mr. Park reassured Joseph that he could catch up because Joseph was smart and worked hard.)

Pages 44–47 How did Mr. Park offer to help Joseph? (He said they could talk to his boss together.) How did this make Joseph feel? (He felt a sense of relief.)

SPEAKING/LISTENING: REFLECTION

After reading both books, have students stand and find a partner (e.g., tell students to greet five classmates and then turn to the nearest person). Once students find their partners, have them talk about what they thought of the two books. Provide the following sentence stems for them to use to spur conversation.

- I learned . . .
- Understanding school rules and expectations is important because . . .
- One of the school rules or expectations I sometimes struggle with is . . .
- If I were Joseph and got called to the principal’s office, I would . . .

Name _____ Date _____

Quiz

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

1. What is the procedure to get an absence excused?

- ☐ **A.** You can't get an absence excused.
- ☐ **B.** Have a doctor call the school office.
- ☐ **C.** Bring a note from your parent or guardian.
- ☐ **D.** Tell your teacher why you were absent.

2. Which of these is not a difference between an assignment and a project?

- ☐ **A.** A project may take longer to complete.
- ☐ **B.** A project is often smaller than an assignment.
- ☐ **C.** A project may be worked on by a team.
- ☐ **D.** A project is often bigger than an assignment.

3. Which of these is true about grades?

- ☐ **A.** Passing grades let you move ahead.
- ☐ **B.** An F is the highest grade.
- ☐ **C.** Grades are not based on tests.
- ☐ **D.** Parents can't see students' grades.

4. Which of these is not a possible consequence for breaking a school rule?

- ☐ **A.** receiving a warning
- ☐ **B.** being moved to the next grade
- ☐ **C.** getting expelled
- ☐ **D.** being questioned by police

5. What can a good education do?

- ☐ **A.** slow you down
- ☐ **B.** make you doubt yourself
- ☐ **C.** guarantee you get rich
- ☐ **D.** take you far

Name _____ Date _____

Quiz, continued

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

| | | | | |
|-------------------|-------------------|-------------------|-------------------------|----------------|
| absent | assignment | attendance | class discussion | diploma |
| dress code | excuse | pass | principal | suspend |

6. _____ being present for class; teachers often check for attendance at the beginning of each class period
7. _____ an education professional who is in charge of a school
8. _____ to permit someone to not attend
9. _____ a certificate from a school showing a person has passed all required classes
10. _____ written permission from a teacher allowing a student to leave the classroom; also known as a hall pass
11. _____ to temporarily take away a privilege as a form of punishment
12. _____ not present at school
13. _____ a set of rules about what a person should and should not wear to school
14. _____ a group conversation between a teacher and their students about topics being covered in class
15. _____ a task or project given to students to do

WELCOME SLIFE™

IN STRUCTURAL SUPPORT

COMMUNITY

American Culture ^{NF} | American Harmony
Community Services ^{NF} | Treading the Tide
Safety ^{NF} | Boiling Point
Social Expectations ^{NF} | Eyes Up

LIFE

Food and Meals ^{NF} | Recipe for Success
Jobs ^{NF} | Lucky Break
Money ^{NF} | Travel Money
Transportation ^{NF} | On the Go

PEOPLE

Communicating Effectively ^{NF} | Talk It Out
Relationships ^{NF} | Pitching Partners
Social Awareness ^{NF} | Offstage Drama
Social Skills ^{NF} | Listen Up

SCHOOL

Navigating Campus ^{NF} | Campus Journey
School Rules and Expectations ^{NF} | Showing Up
School Staff and Personnel ^{NF} | The Missing Mascot
Sports and Activities ^{NF} | Cricket Club

SELF

Finding Help/Resources ^{NF} | Healing the Hurt
Grooming ^{NF} | The Power of Clean
Physical Health and Fitness ^{NF} | Energized
Self-Awareness ^{NF} | Balancing Act