

WELCOME NEWCOMERS[®]

T E A C H E R ' S G U I D E



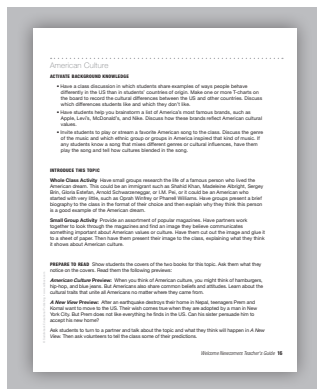
Table of Contents

Introduction	4
Instructional Support Components	7
Book Overview Chart	9
Implementation and Differentiation	10
Program Progress Chart	13
Topics (Nonfiction/Fiction Book Pairs)	
American Culture	15
Citizenship	23
Community Services	31
Finding and Keeping a Job	39
Food and Meals	47
Grooming	55
Health Resources	63
Managing Money	71
Money Basics	79
New Home	87
School Basics	95
School Expectations	103
Transportation	111
Weather and Natural Disasters	119
Answer Key	127

Instructional Support Components

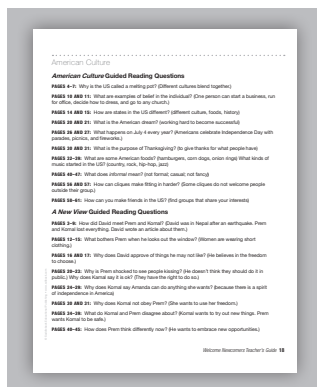
This Teacher's Guide contains instructional support for each topic in *Welcome Newcomers*®. The nonfiction and fiction books as well as the survival vocabulary cards are addressed within each topic's pages.

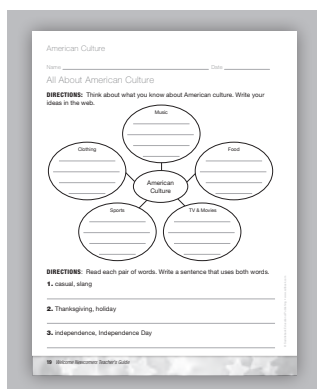
TOPIC INTRODUCTION (one page for each topic): The introduction page is intended to give the teacher an overview of the topic and its books. Suggested instructional resources that can be used at any time during the unit to prepare students for the topic or extend their understanding are also listed.



LESSON PLAN (one page for each topic): The lesson plan page includes three distinct sections. Activate Background Knowledge suggests one or more activities to help prepare students for instruction by making connections with what they already know about the topic. Introduce This Topic includes suggested whole group, small group, and partner activities to help students explore the topic in their school or local community. Prepare to Read provides teachers with brief previews to read aloud to students to get them excited about the books for the topic.

VOCABULARY LESSON (one page for each topic): The vocabulary page focuses on the ten survival vocabulary words highlighted in the topic's books and cards. The words are listed with their definitions. Suggested activities that integrate the survival vocabulary cards are provided. A suggested lesson that helps students make real-world connections to the vocabulary is included.





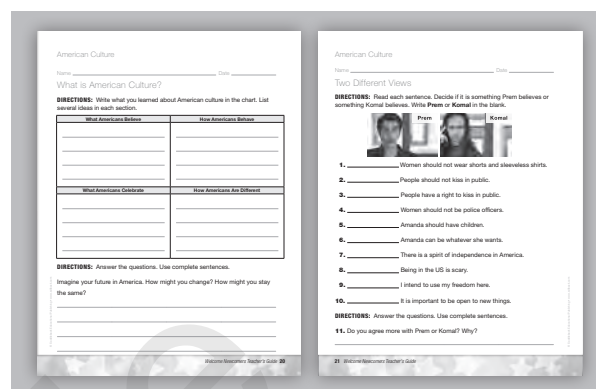
TOPIC-BASED ACTIVITY (one page for each topic):

This activity page provides a place for students to show their understanding of the topic. Graphic organizers, vocabulary activities, and puzzles are all examples of activities on these pages. Activities are appropriate for paired or independent work.

BOOK-BASED ACTIVITIES

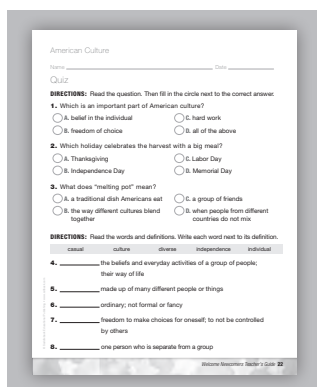
(two pages for each topic): These activity

pages provide opportunities to monitor students' comprehension of the topic's two books and to build reading skills. One page focuses on the nonfiction book and one page focuses on the fiction book. Activities are appropriate for paired or independent work.



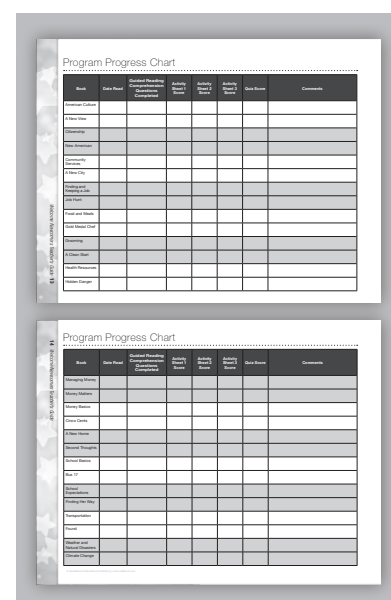
QUIZ (one page for each topic):

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



PROGRAM PROGRESS CHART

(Reproduce one for each student.) A reproducible progress chart is provided on pages 13 and 14 so that teachers can track student progress as they read the books and complete the activities and quizzes.



SURVIVAL VOCABULARY CARDS (one set per box):

The cards include 10 words from each of the 14 topics for a total of 140 cards.

These are the same words highlighted and defined in the books. Each full-color, 3.5" x 5" card features a photograph on one side and the vocabulary word

and definition on the other. These can be used for individual and partner vocabulary practice. The vocabulary page for each topic integrates these cards into the suggested activities. Each topic has its own color, and each card has one rounded corner for ease of organization.



Book Overview Chart

Book	Nonfiction/ Fiction	Theme	Lexile	Readability Level	Word Count
American Culture	NF	what it means to be an American	230L HL	2.5	755
A New View	F	adjusting to a different culture	150L HL	1.6	1000
Citizenship	NF	rights and responsibilities of US citizens	210L HL	2.5	728
New American	F	an immigrant becomes a citizen	250L HL	2.4	909
Community Services	NF	services available in the community	220L HL	2.5	787
A New City	F	helping a family member who is ill	220L HL	1.7	1000
Finding and Keeping a Job	NF	getting a job and doing good work	250L HL	2.5	765
Job Hunt	F	an interview goes very badly	290L HL	2.2	996
Food and Meals	NF	buying food and eating out in the US	290L HL	2.3	754
Gold Medal Chef	F	hosting a holiday meal	220L HL	2.0	998
Grooming	NF	grooming habits and tools	290L HL	2.5	781
A Clean Start	F	bad grooming habits cause dating problems	190L HL	1.7	1000
Health Resources	NF	ways to get medical care	240L HL	2.5	748
Hidden Danger	F	dealing with an injury	270L HL	2.4	973
Managing Money	NF	banking, saving, and credit	280L HL	2.5	743
Money Matters	F	money gets stolen	270L HL	2.1	993
Money Basics	NF	currency and spending in the US	290L HL	2.3	774
Cinco Cents	F	choosing work over a party	200L HL	1.6	995
A New Home	NF	finding and caring for a home	280L HL	2.5	715
Second Thoughts	F	struggles with a new roommate	240L HL	2.2	995
School Basics	NF	American educational system	280L HL	2.4	724
Bus 17	F	mistakes on the first day of school	230L HL	2.0	900
School Expectations	NF	how American schools work	250L HL	2.5	739
Finding Her Way	F	balancing school and family responsibilities	290L HL	2.2	985
Transportation	NF	ways to get around in the US	280L HL	2.4	762
Found	F	an orphan travels to meet his brother	210L HL	1.9	968
Weather and Natural Disasters	NF	types of weather in the US	270L HL	2.4	742
Climate Change	F	dealing with weather emergencies	200L HL	2.0	910

School Expectations

DESCRIPTION The School Expectations topic extends the exploration of American school rules, customs, and behavior introduced in the School Basics book set. Understanding the academic requirements to pass classes is essential. Many newcomers arrive highly motivated to learn but lack knowledge of certain customs such as homework deadlines, class participation, and being on time—which can result in poor grades. In addition, while many school rules may be provided in a student handbook, many more are “unspoken.” This book helps newcomers prepare for expectations they may be unaware of—like wearing clean clothes, bringing lunch money, and what to do when the bell rings. Finally, this book directs newcomers to resources that can help them with their academic work and social life, such as tutoring and extracurricular activities.



NONFICTION SYNOPSIS *School Expectations* gives a detailed look at the rules, behavior, and academic performance required of students in American secondary schools. The book reviews the expectations governing attendance, timeliness, and dress code. It also covers prohibited behaviors such as using cell phones during class and bringing weapons or drugs to school. Readers learn what they must do to pass classes, such as turning in homework assignments on time and participating during class discussions. The book explains students' options for eating meals on or off campus, as well as resources that can enrich their academic and social lives—such as enlisting the help of a tutor or joining an extracurricular club or sports team.

FICTION SYNOPSIS *Finding Her Way* focuses on Alicia, a newcomer who must reconcile family duties with the requirements of her new American high school. Alicia just arrived in Phoenix from Honduras, and it turns out there are many rules—both spoken and unspoken—that she must learn. Alicia is surprised to discover that she is expected to share her opinions in class, that homework is not optional, and that leaving campus during school hours without checking out appropriately is against the rules. When her grandma calls to ask for help during class, Alicia's two worlds collide—but fortunately a friendly counselor helps Alicia navigate the transition.



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 American customs.

- Take advantage of the many popular American movies and TV series that focus on high school life. Show short clips depicting typical scenes, such as going to lockers between classes, eating in the cafeteria, changing for gym class, showing up late to class, extracurricular activities, etc. Keep subtitles turned on, and discuss each situation with students, pointing out important terminology.
- Debate over school dress codes is a common theme in the United States. Do a website search for school dress code debate and select articles to share with students. Draw a T-chart on the board and list reasons for and against school dress codes. Then have students vote on the issue.

School Expectations

ACTIVATE BACKGROUND KNOWLEDGE

Before class, ask students to locate photos online that show a typical day at a school like the one they attended in their country of origin. For example, they can use a search engine to find photos from that country that show a typical classroom, uniforms, teachers, or school activities like the ones they participated in. Ask students to email you the photos (or links to the photos). During class, have each student present their photos on a computer display and explain what each photo shows about the rules, behavior, customs, and facilities at their previous school. Wrap up by discussing in what ways their new school is different from their old school.

INTRODUCE THIS TOPIC

Whole Class Activity Invite a school administrator to speak to the class about your school's rules and expectations. Ask the administrator to talk about the things students can do to succeed in school. Encourage the administrator to share stories that illustrate both spoken and unspoken rules.

Partner Activity Have students work with a partner. Give each pair of students a copy of one page or section of your school's student handbook. Each pair should have a different portion of the handbook. Have each pair read through and discuss the information together, making sure they both understand it. Help students define any unfamiliar terms, and encourage them to ask for clarification if needed. Next, have each pair create a poster displaying and illustrating the most important information from the handbook section in their own words. After pairs have created their posters, have them present the information they found to the class. Display finished posters on the classroom wall.

PREPARE TO READ 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 Expectations Preview: Schools in the US have many rules. Some might seem familiar to you, but some might be new. There are unspoken rules too. Learn how students are expected to behave, dress, and get good grades. Find out how to get extra help on your assignments and to get involved in school clubs and teams.

Finding Her Way Preview: Alicia just started school in the US after moving from Honduras. But her family expects her to help care for her grandmother. How can she follow US rules and attend high school all day when her grandmother needs her help at home?

Ask students to turn to a partner and talk about the topic and what they think will happen in *Finding Her Way*. Then ask volunteers to tell the class some of their predictions.

School Expectations

INTRODUCE THE SURVIVAL WORDS Point out that each of the books students just previewed includes ten words that are highlighted in the text. These words are key vocabulary related to school expectations. Introduce the words and their definitions below using the survival vocabulary cards in the *Welcome Newcomers* box.

announcements: information that is shared school-wide; there are often daily announcements about upcoming events and other important news

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

cafeteria: the room in a school where students go to eat meals; most schools have a kitchen that prepares food students can buy

campus: the school grounds; this includes all of the school buildings and land

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

homework: assignments that a student is expected to finish outside of school hours

locker: a small place for storing personal items; the door locks and opens with a code so that items are safe and secure

student handbook: a book that includes information, rules, and expectations about a specific school

student ID card: a card that shows that a student belongs at a school; a picture of the student will be on the card; some cards can be used to buy things at school

tutor: a person who teaches one student or a small group of students about specific skills; also helps with completing assignments

VOCABULARY ACTIVITIES Display the word and definition side of the ten School 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.

Display the photo side for each vocabulary card. Have the class name the word represented by the photo and then brainstorm situations where they might use that word.

Have students work with partners. Assign two or three words to each pair. Have partners draw their own pictures for the words and write a sentence using each word. Ask students to share the pictures and sentences with the class.

VOCABULARY LESSON Have pairs of students sit facing each other. Each partner should hold a list of the survival vocabulary words and their definitions. Have one student choose a word from the list and present clues to help the other partner guess the word. The limitation is that the student's clues should not include any important words from the definition. (Unimportant words like *a*, *the*, and *with* are acceptable.) For example, for *cafeteria*, the clue should not include the words *eat*, *meals*, and *food*, since these are in the definition. Instead, the clue could be *the place with long tables you sit at when you are hungry*. Have students take turns giving clues for additional words.

.....

School Expectations

School Expectations Guided Reading Questions

PAGES 6 AND 7: What do you think “unspoken rules” are? (rules that aren’t official but that people follow to fit in)

PAGES 10 AND 11: What information does a student handbook have? (rules, schedules, holidays, bus routes)

PAGES 12 AND 13: Why should you be at school on time? (It is the rule; teachers check attendance; school announcements are made.)

PAGES 16 AND 17: When are you allowed to miss school? (if you have a good reason such as being sick) What must you bring to the office afterward? (a note)

PAGES 22–25: What rules might a school have about clothes? (a dress code or uniforms) What are examples of good hygiene? (clean clothes, brushing hair and brushing teeth)

PAGES 26–31: Why is sharing ideas in class important? (Responses will vary.)

PAGES 32–37: What is homework? (assignments done outside of school) What happens if you turn in homework late? (It could hurt your grade.)

PAGES 40–49: What options for eating do students have at lunchtime? (food from the school cafeteria, from their own packed lunch, or from a local restaurant if the school has an open campus policy)

PAGES 56–59: What are two ways you can get extra help at school? (get tutoring; join a program for newcomers)

Finding Her Way Guided Reading Questions

PAGES 6 AND 7: Why does Alicia need a student ID card? (It shows she belongs at the school)

PAGES 8–13: What is happening in the classroom when Alicia walks in? (Students are sharing their opinions about an important issue.)

PAGES 16–21: How does the cafeteria worker help Alicia? (lets her keep the food on her tray even though she didn’t know to bring money; tells her to bring money or her own food the next day)

PAGES 22–27: What rules does Alicia break? (no talking on cell phones during class and no leaving campus without permission)

PAGES 28–31: Why is Alicia’s teacher unhappy? (Alicia is late to class and did not do her homework.)

PAGES 32–35: What does Mr. Sanchez show Alicia? (a student handbook)

PAGES 38–41: Why is Mr. Sanchez going to call Alicia’s mom? (to see if Alicia’s aunt can help Grandma while Alicia is at school)

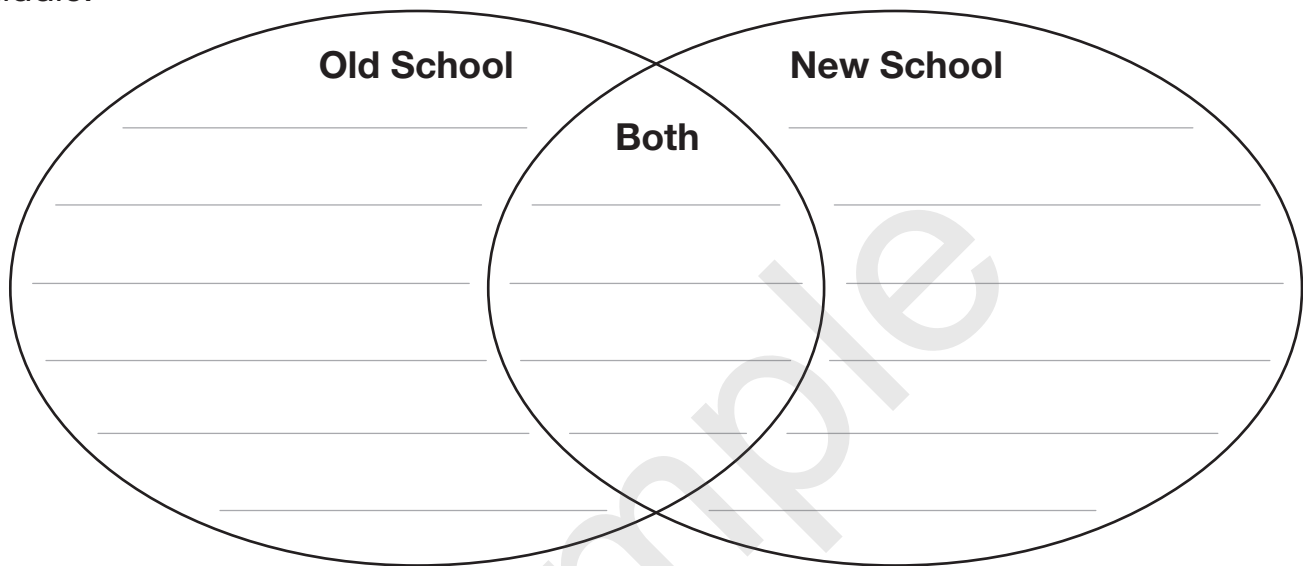
PAGE 42–45: Why does Mr. Sanchez take Alicia to talk to the Dance Club? (Alicia likes to dance, and she could make friends in the Dance Club.)

School Expectations

Name _____ Date _____

Old School, New School

DIRECTIONS: Compare your old school and new school. Write ways they are different in the outer parts of the Venn diagram. Write ways they are alike in the middle.



DIRECTIONS: Circle the word that completes each sentence.

1. You must arrive to school on time to hear important (announcements / attendance).
2. The school grounds including the buildings and land are called the (cafeteria / campus).
3. Sometimes you can use a (student handbook / student ID card) to pay for items.
4. Your school's (dress code / homework) tells you what you can and cannot wear.
5. Go to a (locker / tutor) if you need help studying for a test.

School Expectations

Name _____ Date _____

School Rules for Success

DIRECTIONS: Read the items in the box. Think about whether each one is something you should do or not do in school. On the left side of the chart, write things you should do at school. On the right, write things you should *not* do.

- share ideas in class
- use cell phones in class
- make friends
- read the student handbook
- bring weapons
- arrive on time
- brush your teeth and hair
- bring illegal drugs
- miss class without a note
- wear dirty clothes
- ask questions
- turn in homework late
- write assignments in a notebook
- leave campus without permission

Do...	Don't...

School Expectations

Name _____ Date _____

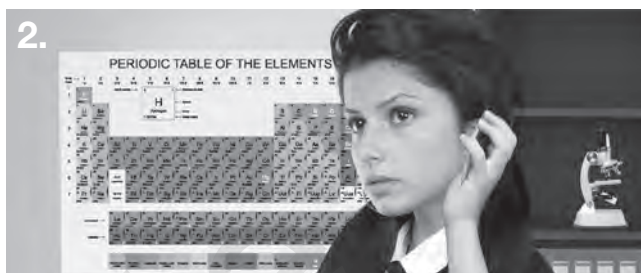
Alicia Learns Some Lessons

DIRECTIONS: Look at each picture. Tell what mistake Alicia made. Then tell what she learned from it.



Alicia's mistake:

What she learned:



Alicia's mistake:

What she learned:



Alicia's mistake:

What she learned:



Alicia's mistake:

What she learned:

School Expectations

Name _____ Date _____

Quiz

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

1. When is homework usually due?

☐

A. never

☐

C. the next day

☐

B. anytime

☐

D. the same day

2. What should you do when dressing for school?

☐

A. Follow the dress code.

☐

C. Brush teeth and hair.

☐

B. Wear clean clothes.

☐

D. all of the above

3. What is true about eating meals at school?

☐

A. Students can buy lunch at school.

☐

C. Students can eat in the cafeteria.

☐

B. Students can bring food to eat.

☐

D. all of the above

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

campus

homework

locker

student handbook

tutor

4. _____ the school grounds; this includes all of the school buildings and land

5. _____ a person who teaches one student or a small group of students about specific skills; also helps with completing assignments

6. _____ a small place for storing personal items; the door locks

7. _____ a book that includes information, rules, and expectations about a specific school

8. _____ assignments that a student is expected to finish outside of school hours