

[GO!] WELCOME NEWCOMERS®

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



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Instructional Support Components

This Teacher's Guide contains instructional support for each topic in *Go! 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 incorporate the survival vocabulary cards are provided. A suggested lesson that helps students make real-world connections to the vocabulary is included.



GUIDED READING QUESTIONS (one page for each topic): Comprehension questions are provided for both the nonfiction and the fiction books for each topic. Use these questions after students initially read the books. They allow for a deeper rereading of the book and an exploration of key elements related to the topic. Questions are appropriate for whole class, small group, or individual instruction.

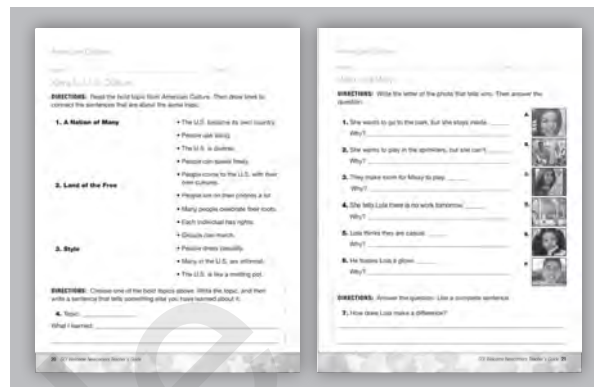




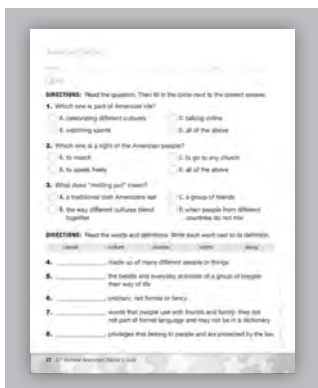
TOPIC-BASED ACTIVITY (one page for each topic): This activity page provides a place for students to show their understanding of the topic. Graphic organizers, vocabulary activities, and puzzles are all examples of activities on these pages. Activities are appropriate for paired or independent work.

BOOK-BASED ACTIVITIES (two pages for each topic): These activity pages provide

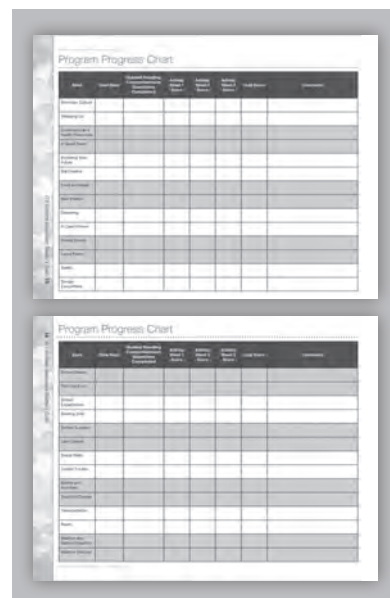
opportunities to monitor students' comprehension of the topic's two books and to build reading skills. One page focuses on the nonfiction book, and one page focuses on the fiction book. Activities are appropriate for paired or independent work.



QUIZ (one page for each topic): The topic quiz consists of three multiple-choice questions and five vocabulary items. The vocabulary items 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 cards can be used for individual and partner vocabulary practice. The vocabulary page for each topic incorporates 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	70L HL	1.8	799
Stepping Up	F	adjusting to American customs	200L HL	1.6	974
Community and Health Resources	NF	key public and medical services in a community	150L HL	1.8	789
A Good Team	F	getting along when a family member moves in	160L HL	1.6	999
Exploring Your Future	NF	setting goals and taking time to pursue interests	150L HL	1.8	769
Big Dreams	F	a boy and his father disagree about career goals	180L HL	1.6	1000
Food and Meals	NF	the variety of foods and eateries in the U.S.	180L HL	1.8	750
New Friends	F	food brings people together	200L HL	1.5	990
Grooming	NF	habits and tools for looking one's best	180L HL	1.8	701
A Clean Winner	F	good grooming habits lead to increased confidence	200L HL	1.7	906
Money Basics	NF	currency and spending in the U.S.	170L HL	1.8	796
Lucky Penny	F	raising money to play in a basketball tournament	150L HL	1.5	1000
Safety	NF	tips for staying safe at home, in the community, and online	170L HL	1.8	797
Danger Everywhere	F	a newcomer faces her fears	200L HL	1.5	983
School Basics	NF	American educational system	120L HL	1.8	764
First Day Fear	F	a newcomer's first and second days of school	200L HL	1.6	996
School Expectations	NF	common procedures and rules in American schools	100L HL	1.8	793
Starting Over	F	twin newcomers navigate starting school in the U.S.	200L HL	1.7	999
School Success	NF	tips for doing well in school	170L HL	1.8	794
Last Chance	F	a partner project leads to unexpected connections	140L HL	1.6	995
Social Skills	NF	ways to get along with others	120L HL	1.8	790
Cousin Trouble	F	a visiting cousin's behaviors seem rude	150L HL	1.5	998
Sports and Activities	NF	the variety of recreational opportunities in the U.S.	120L HL	1.8	789
Tough to Choose	F	choosing an extracurricular activity is not easy	170L HL	1.7	999
Transportation	NF	ways to get around in a community	180L HL	1.7	752
Roam	F	navigating transportation options to get to the hospital	200L HL	1.7	994
Weather and Natural Disasters	NF	types of weather and weather events in the U.S.	160L HL	1.7	791
Weather Watcher	F	a trip reveals different weather across the U.S.	190L HL	1.7	983

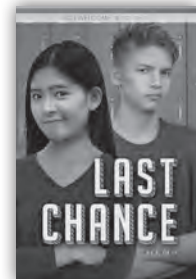
School Success

DESCRIPTION Achieving success at school is a goal for any student, but it can be particularly challenging for newcomers who may be unfamiliar with American classroom routines and procedures. The books for this topic emphasize the positive strategies that students can use to do their best in school (e.g., keeping schoolwork organized, doing homework and turning it in, choosing appropriate study methods). Understanding common grading systems and how to get help when needed are also key elements that help students succeed. This topic focuses on empowering students and preparing them to do their best so that they can enjoy the benefits that go along with success at school.



NONFICTION SYNOPSIS *School Success* provides students who are new to the U.S. with tips for doing well in school that emphasize the importance of being prepared, developing good study habits, and participating in class. The book presents information related to learning styles; types of schoolwork, including homework assignments and group projects; grades; and getting appropriate help with schoolwork. Readers are encouraged to take a role in their own success by being organized, checking their work and fixing mistakes, talking to the teacher when something is hard to understand, and maintaining a positive attitude.

FICTION SYNOPSIS *Last Chance* tells the story of Tam, who came to the U.S. from Vietnam after years in an orphanage and now lives with her adoptive mom. Tam is adjusting to U.S. schools, but she is shy. She keeps to herself for the most part. Then her science teacher assigns partners for a big project, and Tam finds herself paired with a bully. Neither is happy about the pairing, but the teacher sees this as a good opportunity to help both students succeed.



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.

- Invite former immigrant students to share success stories, including what helped them to do well in school.
- Arrange for teachers who tutor after school to speak to the class. Ask them to explain how students can sign up for extra help.
- Showcase your school's awards for academic achievement and perfect attendance. Point out how students can qualify for these awards.
- There are a number of TED talks by young people who have achieved success at a young age. Search for some of these online and show them to the class. Discuss the attitudes and behaviors that helped these young people overcome obstacles and reach their goals.

School Success

ACTIVATE BACKGROUND KNOWLEDGE

Write the word *success* on the board. Ask students what the word makes them think of, and write their ideas on the board. Explain that part of being successful at something is working hard to do and be your best, and that there are certain steps we can take to help us succeed. Ask students to name people they consider to be successful and explain why they chose them. Choose a few of these people and search for quotes or stories about how they achieved success. In particular, look for examples of how goal setting and hard work helped them get where they wanted to be in life.

INTRODUCE THIS TOPIC

Small Group Activity Discuss the meaning of grades at your school based upon descriptions in your school's handbook or on school district report cards. Have students form small groups. Ask each group to brainstorm at least five benefits of getting As and Bs. Encourage them to think beyond just the rewards that your school provides (e.g., honor roll) and consider post-graduation advantages. After each group has a list of ideas, ask for a volunteer from each group to present those ideas to the class. Write them on the board. Use these ideas to discuss the opportunities and scholarships good grades can lead to.

Partner Activity Discuss the importance of being organized in order to do well in school. Form pairs of students, and ask each pair to invent an organizer tool that students at your school could use. Ask them to consider how their invention keeps papers in order, alerts students to upcoming assignments, keeps track of school supplies, and allows students to personalize or show off their own likes and dislikes. Note that the organizer may be either physical like a binder or digital like an app. Have pairs present their inventions to the class.

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 Success Preview: Doing well in school takes work and planning. Studying, doing homework, and taking tests are all part of the process. Hard work pays off in the form of good grades. Learn steps you can take to succeed at school.

Last Chance Preview: Tam is adjusting to a new school after being adopted by a woman in the U.S. She is shy and prefers to work alone. Then her teacher assigns a project that must be done in pairs. Tam is not happy about this. Things only get worse when she learns who her partner is. Will the two of them be able to get along and complete the project successfully?

Ask students to turn to a partner and talk about the topic and what they think will happen in *Last Chance*. Then have volunteers tell the class some of their predictions.

School Success

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 success. Introduce the words and their definitions below using the survival vocabulary cards in the *Go! Welcome Newcomers*® box.

fail: to not finish or not succeed at doing something

grade: a letter or number that tells how well a student did on an assignment or in a class

learning style: a way of learning, such as by hearing, seeing, or doing

organized: keeping assignments and supplies in good order so that they are easy to find

participate: to join in and share ideas in class

pass: to show understanding of a subject or class

project: an assignment done over time; may be done alone or as part of a group

schoolwork: work that must be done for class

test: a group of questions put together to find out what students learned

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 Success 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 Arrange students in pairs, and have them sit facing each other. Each student 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. For example, for the word “grade,” the clue might be “what you get on a test that lets you know how well you did.” Each clue that follows can provide more words from the definition to help students guess the word. Have students take turns giving clues for additional words.

School Success

School Success Guided Reading Questions

PAGES 4–13: What is important to do on the first day of school? (Listen carefully. Write down what the teacher says. Learn what to bring. Take note of class rules.) What do teachers try to do for students when they teach a lesson? (reach all learning styles)

PAGES 14–23: What can you do to participate in class? (Join in. Ask questions and share ideas. Say what you think.) What should you do before you turn in your schoolwork? (Check it for mistakes and fix them.)

PAGES 24–29: What are some tips for doing homework? (Find a good place. Turn off the TV. Put away your phone.) How can group work help you learn? (Group members may explain something in a new way. It could make more sense.)

PAGES 30–35: How is a project different from homework? (A project can take several days.) What is one way to practice facts for a test? (flashcards)

PAGES 36–41: What do grades show? (how well students are learning) What does it show if a student passes a class? (They understood the subject.)

PAGES 42–49: What should a student do if they get a D? (Take steps to improve.) What may a student have to do if they fail a class? (take it again)

PAGES 50–55: Who should a student tell if something is hard to understand? (teacher) Who is another person that can help? (tutor)

PAGES 56–61: Besides studying, what is another tool that can help students? (a good attitude) Even though school is hard work, what should students do? (Be patient. Do not give up. Keep pushing ahead.)

Last Chance Guided Reading Questions

PAGES 3–7: How does Tam keep her schoolwork organized? (a folder for each class) Is Ben prepared for class? (no) How do you know? (He does not have any books or supplies.)

PAGES 8–15: How did Tam and Ben do on the test? (Tam did well. Ben got a low score.) What does Tam think about working with a partner? (Working alone is easier.)

PAGES 16–25: Why does Ms. Marks pair Tam and Ben? (She thinks Tam can help Ben do well.) What does Ms. Marks tell Tam that Ben needs to do? (participate more)

PAGES 26–31: What does Tam suggest they study? (stale bread) What does Tam say they will do after each of them watches the bread? (meet; share photos and notes)

PAGES 32–37: What does Tam tell Ben about stale bread? (It is all she had to eat.) Why is the project important to Tam? (She wants to help others. The world needs safer food. This project is a start.)

PAGES 38–45: What do Tam and Ben have in common? (They both lost their parents.)

School Success

Name _____ Date _____

Plan for Success

DIRECTIONS: Choose words from the box to complete the sentences. Use each word only once.

A	due dates	excellent	folders	learn	listen
plan	questions	success	teacher	tests	

1. _____ at school starts on day one. Teachers may give a short talk. _____ carefully.
2. Keep track of work. Write down _____. Keep important papers in _____.
3. Something may be hard to understand. Tell the _____. Make a study _____.
4. Group members can help you _____. Talk with them. Ask _____.
5. _____ are important. They show how much you are learning.
6. Most schools gives grades. An _____ is a top grade. It means _____ work.

DIRECTIONS: Think about how you learn best. Then complete the sentences.

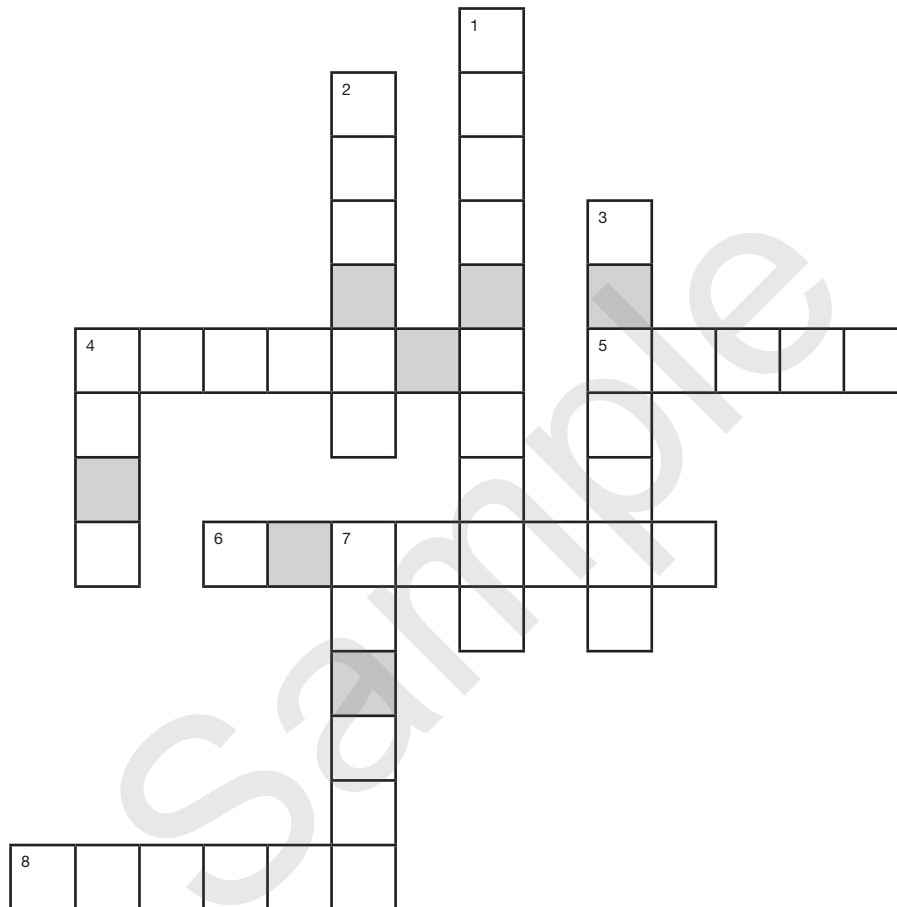
7. I learn best when _____

8. When I study, it helps me to _____

Name _____ Date _____

School Success Crossword

DIRECTIONS: Use the clues to solve the puzzle. The letters in the shaded boxes will be used in the activity below.



ACROSS (→)

4. schoolwork that is done over time
5. do this when you have a test
6. students have different styles of this
8. you might do schoolwork alone or in these

DOWN (↓)

1. read these to know what to do
2. these show how well students are learning
3. teachers plan these to help students learn
4. to do this you need a grade higher than an F
7. they are at school to help

DIRECTIONS: Unscramble the letters in the shaded boxes to complete the sentence.

9. With hard work, all students can _____.

Name _____ Date _____

Who Is It About?

DIRECTIONS: Write **Tam** or **Ben** on the line to tell who it is about.



1. has a folder for each class _____
2. does not have books or supplies for class _____
3. worked hard to do well on the test _____
4. had a low score on the test _____
5. begs Ms. Marks to work with a friend _____
6. wants to study stale bread _____
7. does not take photos of bread _____
8. grew up eating stale bread _____

DIRECTIONS: Answer the questions. Use complete sentences.

9. How does working together help Tam? How does it help Ben?

School Success

Name _____ Date _____

Quiz

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

1. Which one is a main topic in *School Success*?

- ☐ **A.** doing well in class ☐ **C.** supplies students need
☐ **B.** making friends ☐ **D.** having fun at school

2. What can help you do well in school?

- ☐ **A.** Always read directions. ☐ **C.** Check your work and fix mistakes.
☐ **B.** Ask questions. ☐ **D.** all of the above

3. Which is an example of a learning style?

- ☐ **A.** looking at pictures ☐ **C.** acting things out
☐ **B.** making things with your hands ☐ **D.** all of the above

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

grade

organized

participate

pass

tutor

4. _____ to show understanding of a subject or class

5. _____ to join in and share ideas in class

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

7. _____ keeping assignments and supplies in good order so that they are easy to find

8. _____ a letter or number that tells how well a student did on an assignment or in a class