Sixth Grade English
An English Language Curriculum
for the
Collège St. André
Hinche, Haiti
Leah Depue, Tahna Hopper, Adrienne Matunas, Susan Spano, & Jaimee Stoll De Pompeo
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Introduction and Rationale

Sixth Grade English is a course designed for the Collège St. André, a private Episcopal school in Hinche, Haiti. Currently, English study at the school begins in grade seven. But given the ever-increasing importance of English proficiency for work and higher education, the principal requested that Team Haiti create a program of study introducing English at lower levels. The eight-lesson unit outlined below is intended as a template, demonstrating to the school’s English faculty how additional components can be created. When four Team Haiti members visit St. André’s later this month they will stage teacher-training workshops designed to demonstrate how the eight lessons that we have created can be implemented in the sixth grade.

Team Haiti conducted a needs assessment that involved interviewing members of a previous group of TESOL students who visited the school in January, 2014; meeting with Lisa Donohoe, who organized the Monterey Institute of International Studies TESOL program-St. André’s partnership; learning about the ongoing relationship between the Collège St. André and St. Dunstan’s Episcopal Church in Carmel Valley, which has donated over a million dollars to the church and school in Haiti over the last 30 years; soliciting information from English teachers at the school, in the form of a survey; and talking to principal Père Noé Bernier, via Skype.

Team Haiti got a chance to meet Père Noé when he visited California in early May to take part in a symposium at MIIS on Sustainable Assistance. He informed us that the school now has 1,000 students who travel significant distances to reach their classrooms and that their parents “are ready to sell their pants” to get their children into St. André’s (personal communication, May 9, 2014). His aim is to make it the best school on Haiti’s Central Plateau, offering English from K-13. The school’s moto, we learned, is Plus Haut, Plus Fort, Plus Loin.
(Higher, Stronger, Farther), reflecting not just its educational purpose, but its vision for the future of Haiti.

The needs assessment process was productive, if unwieldy, given the distance and language factors involved, as well as varying stakeholder motivations. Moreover, it will be an ongoing process because Team Haiti members will continue to gather information that should greatly assist future MIIS TESOL groups who make St. André’s the focus of Curriculum Design class projects in semesters to come.

As a result of our investigation, we decided to develop an English curriculum for the school’s sixth grade, accompanied by teacher training workshops and community English language learning events. Thus, the overriding goal of the course is to prepare students for future study, while promoting familiarity with the English language, as well as enthusiasm and confidence about learning it.

Learners’ L1 is Haitian Creole, though they begin studying French in grade one. They are literate in their L1, but economic exigencies of life in Haiti result in spotty school attendance. Moreover, many students come to class without so much as notebooks and writing implements, and while the school is a relatively prestigious private institution, resources are wanting. Classes are large (approximately 60 students); Haitian teachers are far from proficient English speakers; equipment is limited to desks, benches, a chalkboard, and chalk. St. André’s has a sporadically-functioning computer lab and underused library. Other resources, such as maps, handouts, and teacher laptops must be brought from the U.S. by Team Haiti members when they visit the school to implement the curriculum. Beyond that, lesson plans have been designed to minimize the need for materials; in all but a few cases, nothing is needed besides chalk and a chalkboard.
Scarcity of resources is compounded by the team’s lack of fluency in Haitian Creole, though some Team Haiti members speak French and it may be possible for Haitian instructors to co-teach with teachers visiting from the U.S. Born as a pidgin enabling African slaves to communicate with their colonial masters, Haiti’s national language is now a full-fledged creole that differs significantly from French. It differs, as well, from English especially with regard to syntax, pragmatics, and intonation, meaning that teachers must be aware of potential problems resulting from language transfer.

Another important purpose of the course involves introducing learners to methods of Communicative Language Teaching (CLT) they have not encountered in general instruction, currently delivered in a preponderantly grammar-translation context, chiefly driven by reading and writing. The goal of CLT is communicative competence, which Goh and Burns (2012) describe as “the ability to use language effectively in actual communication (p. 51). Team Haiti recognizes that barriers may arise in an educational environment as yet unexposed to CLT, that teachers may doubt its viability for cultural and practical reasons (Wesche & Skehan, 2002). Thus, lesson plans include such traditional methods as vocabulary building alongside classroom activities and tasks aimed at getting students to speak English and to inductively arrive at formal understanding, without explicit instruction.

Our curriculum incorporates scaffolded Task-Based Instruction, featuring listing, ordering, comparing, and creative activities related to students’ real world that give primacy to meaning and present learners with communicative problems to solve (Wesche & Skehan, 2002). Group work fosters interactional communication and inter-learner meaning negotiation. Content-Based Instruction takes its place with a lesson devoted to the study of geography in English at the end of the unit.
We have designed the course along analytic lines, organizing it in terms the kinds of language needed by students to prepare for advanced courses in English. As such, the syllabus could be considered notational (Wilkins, 1976). It has no text per se, except the *English-Haitian Oxford Picture Dictionary* provided by St. Dunstan’s, which serves as a jumping-off-place for lessons and provides students with an in-hand resource for further, self-motivated study. Only the first few steps of Bloom’s taxonomy are covered: remembering, understanding, and applying. But we hope that, in preparing students for further English language study, they will have a firm foundation for not just analyzing, evaluating, and creating thoughts in English, but for building better futures and a more prosperous Haiti.

**Course Goals**

This year-long course introduces English language study in lower grades at St. André’s School, giving sixth-graders a firm foundation for further learning in grades seven to thirteen. Its aims can be described in cognitive, performative, affective, and metacognitive terms.

1. **Cognitive**—*Students will be able to:*

   - Confidently take up study in grade seven with foundational knowledge of the English language
   - Develop basic verbal communicative competence, a feature lacking in the grammar-translation approach currently used at the school. Communicative competence includes linguistic competence (grammar, spelling, vocabulary, etc.) and sociolinguistic competence (appropriate application of vocabulary, register, politeness, style, etc.) (Canale & Swain, 1980)
• Recognize and function with familiarity of North American English phonology and intonation
• Identify and remember vocabulary items from each lesson
• Formulate thoughts using basic English grammatical structures

II. Performative—*Students will demonstrate the ability to:*

• Use in speech and write vocabulary words introduced in lessons
• Use in speech and write grammatical structures practiced in lessons
• Follow teacher directions given in English
• Teach others what they have learned at Community English Sharing events

III. Affective—*Students will feel:*

• Confident and enthusiastic about continuing their English studies in grade seven
• Empowered by teaching others
• Comfortable about speaking English
• Positive about learning English

IV. Metacognitive—*Students will know how to go about:*

• Productively using the *Oxford Picture Dictionary*, XO laptops, the school’s new computer lab, and library
• Working collaboratively in groups, learning through peer-to-peer negotiation
• Expanding their expectations about what learning involves and where it leads

**Unit Objectives**
The Sixth Grade English unit described in the following pages covers two weeks of classes (Monday-Thursday) at St. André’s School, each lasting approximately 60 minutes. It will serve as a template for designing additional units making up the rest of the course. Its objectives can be discussed in cognitive, performative, affective, and metacognitive terms:

I. Cognitive—*Students will be able to:*

- Recognize a minimum of five vocabulary items from each lesson
- Follow teacher instructions given in English
- Appreciate where Haiti is in relation to North and Central America
- Formulate thoughts using basic grammatical structures

II. Performative—*Students will demonstrate the ability to:*

- Use in speech and write a minimum of five vocabulary items from each lesson
- Respond appropriately to classroom directions given by teacher in English
- Describe themselves, their community, and immediate surroundings in simple English

III. Affective—*Students will feel:*

- Confident about greeting an English speaker and introducing themselves in English
- Excited about and motivated to continue English studies in grade seven
- Interested in cross-cultural differences expressed through language

IV. Metacognitive—*Students will know how to go about:*

- Practicing English through songs taught in class
- Connecting what they have learned in one lesson to what they learn in another
• Autonomously using resources such as the *Oxford Picture Dictionary* and XO laptops to further their English acquisition

**Course Syllabus and Units**

**Sixth Grade English: Course Syllabus (first two weeks)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Topic</th>
<th>Description (Students will learn…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Meeting &amp; Greeting</td>
<td>Expressions for greeting others, introducing yourself/others, and saying farewell</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Classroom &amp; School/Instructions</td>
<td>Basic vocab of school and classroom and understanding/responding to teacher instructions</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Family</td>
<td>Simple vocab associated with the family</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>Body</td>
<td>Basic body part vocab</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Clothing</td>
<td>Clothing vocab common in Haitian context</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Weather/Seasons/Calendar</td>
<td>Vocab related to weather and temperature; names of months</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Food/Farming/Animals</td>
<td>Farm/food/animal vocab through <em>OPD</em>, songs, and task-based learning</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Geography</td>
<td>Basic geography vocab, map-reading, use of reference resources such as XO laptops and <em>OPD</em></td>
</tr>
</tbody>
</table>

**Sixth Grade English: Unit One**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Task (s)</th>
<th>Material</th>
<th>Objective/SWBAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meeting &amp; Greeting</td>
<td>Introduction/role play</td>
<td><em>OPD</em>, chalkboard, chalk, pencil/paper</td>
<td>Greet, introduce themselves and others</td>
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<tr>
<td></td>
<td></td>
<td>Greeting/rhythmic game</td>
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<tr>
<td></td>
<td></td>
<td>Count greetings in Beatles song</td>
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</tr>
<tr>
<td>2</td>
<td>Classroom &amp; School</td>
<td>Draw classroom</td>
<td>As above</td>
<td>Understand/use basic classroom/school vocab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand/respond to instructions</td>
<td></td>
<td>Respond to/give instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simon Says</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Family &amp; Home</td>
<td>Taboo</td>
<td>As above</td>
<td>Understand/use basic family/home</td>
</tr>
<tr>
<td></td>
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<td>Draw monster</td>
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<tr>
<td>9</td>
<td>Family tree</td>
<td>Discuss their own families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Body</td>
<td>Group creation of body illustration</td>
<td>As above</td>
<td>Understand/use basic body part vocab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Song performance</td>
<td></td>
<td>Sing body part song</td>
</tr>
<tr>
<td>5</td>
<td>Clothing &amp; Color</td>
<td>Elaboration of body illustration</td>
<td>As above</td>
<td>Understand/use vocab related to body and colors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outfit creation</td>
<td></td>
<td>Identify common types of clothing and their colors</td>
</tr>
<tr>
<td>6</td>
<td>Weather, Seasons &amp; Calendar</td>
<td>Month song</td>
<td>As above</td>
<td>Understand/use weather vocab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass the marker game</td>
<td></td>
<td>Recognize written words for/name the months</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discuss weather</td>
</tr>
<tr>
<td>7</td>
<td>Food, Farming &amp; Animals</td>
<td>Sing Old MacDonald</td>
<td>As above</td>
<td>Understand/use basic food, farm, animal vocab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draw a farm</td>
<td></td>
<td>Speak vocab comfortably</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animal charades</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describing food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Geography</td>
<td>Learn/study language chunks related to geography</td>
<td>As above, plus XO laptops, enlarged maps</td>
<td>Understand/use geography vocab and sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show Me map exercise</td>
<td></td>
<td>Use map and XO’s to locate geographical features</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geography song</td>
<td></td>
<td>Recognize Haiti’s location relative to North and Central America</td>
</tr>
</tbody>
</table>

**Assessment**

Unit assessment for Sixth Grade English will conform to course goals and unit objectives, placing primacy on what Swain (1984) has described as “bias for best” and “work for washback”
These two principles involve designing assessment tools that prompt students’ best performance and making sure that course content and assessment are in close alignment.

Sixth Grade English is a class for raw beginners, exposing them not just to a new language, but to a different, more communicative way of learning. Moreover, students at St. André’s are subjected to high-stakes, end-of-term national exams. Therefore, unit exams for Sixth Grade English will take the form of what can be described as an alternative to traditional language assessment: *English Word Jeopardy!* based on the popular American TV game show *Jeopardy!* created by Merv Griffin and in continuation production since 1964 (Bailey, 1999).

*English Word Jeopardy!* is aimed at providing the teacher with information about how well students have learned vocabulary items and structures introduced in class. Question categories will be devoted to each lesson topic and prompts will vary. For instance:

a. Moderator shows a picture of a word and respondents say it in English

b. A vocabulary item is said in Creole and respondents must give the English version

c. A cloze sentence, such as *How _____ are you?*

The event will be mentioned frequently in lessons to spark anticipation and motivate students to study material covered. The class will participate in teams, giving students incentive to perform; if possible the teacher will make paper pinnies for team members to wear. The teacher will tap a colleague to serve as moderator allowing for observation of both performance and how students collaborate with peers to negotiate answers, an important part of learner training.

**English Word Jeopardy!**
Lesson One

Meetings & Greetings

Setting: St. André’s is a K-13 school located in Hinche, Haiti. Currently, English instruction begins in the 7th grade. This lesson will be part of a curriculum to introduce English in the 6th grade, with the ultimate goal of incorporating it from K through 13.

Level: Beginning. This is the students’ first formal English lesson!

Age: The students are in 6th grade and around twelve years of age.

Linguistic Background: Students have little or no exposure to the English language and have had no formal English instruction. The students’ L1 is Haitian Creole and they have had 3-4 years of formal French instruction.

Students’ Learning Goals: Gain a basic foundation in the English language that will prepare them for formal English instruction in the 7th grade.

Number of students: approximately 60

Time Frame: 60 minute

Materials and Equipment:

- Chalkboard
- Chalk and eraser
- Blank paper and writing implements
- Oxford Picture Dictionary
- Stone or other small object

Learner Objectives:

As a result of this lesson, students will be able to:

Cognitive (...demonstrate understanding of)

1. Know words for saying hello and goodbye at different times of day
2. Know words for introducing themselves and others

*Performative* (...demonstrate the ability to)

1. Greet other people using an appropriate greeting for the time of day
2. Introduce themselves
3. Introduce someone else
4. Teach English greetings and introductory expressions to members of the community

*Affective* (...feel)

1. Feel excited about beginning their study of English
2. Feel excited about exploring the picture dictionaries
3. Feel confident about greeting and introducing themselves to someone who speaks English

*Metacognitive* (...know how to go about)

1. Use the Oxford Picture Dictionary to learn new words

**Teaching Objectives:** The teacher will spark students’ interest in learning English, acquaint students with the Oxford Picture Dictionary as a resource they can consult on their own to learn new words, and empower students to have a conversation with English speakers they meet (and teach adults in the community how to do the same!)

**Before This Lesson:** This is the students’ first formal English lesson, so no prior knowledge is expected.

**Vocabulary to be learned in the lesson:** Hello, Hi, Good morning/afternoon/evening/night, What’s your name?/My name is…, Nice to meet you, This is my friend…, How are you?, Goodbye, See you later

**Lesson Outline**

<table>
<thead>
<tr>
<th>Stage and Time</th>
<th>Activity with Description</th>
<th>Objective Addressed and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong> (10 min.)</td>
<td>Teacher (T) asks students (Ss) what words they already know in English, and to give a few reasons why it might be useful to know English in Hinche and in Haiti. If there is a map in the classroom, ask Ss to identify countries where English is spoken.</td>
<td>A1 (Feel excited about studying English)</td>
</tr>
<tr>
<td>Picture Dictionary Intro (15 min.)</td>
<td>T distributes Oxford Picture Dictionaries (OPD) to small groups and writes these seven Creole words on the board. Groups compete to find the English word in the dictionary, writing down the word and the page they found it on: 1. pat dantifris (toothpaste, p. 109) 2. mòv (purple, p. 24)</td>
<td>OPD, chalkboard, chalk, paper, pens or pencils A2 (Feel excited about exploring)</td>
</tr>
</tbody>
</table>
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3. pye (foot, p. 104)
4. parasòl (umbrella, p. 90)
5. reken (shark, p. 212)
6. gita (guitar, p. 238)
7. Jiyè (July, p. 21)

Show Ss how to use Table of Contents to find words by theme. After the winning team has been declared, one member from each team comes up to the board to write one of the answers.

| Introduce and practice vocabulary (15 min.) | T asks Ss to turn to pp. 2-3 (“Meeting and Greeting”) in the OPD. Ask students to look at the pages or draw upon prior knowledge to come up with ways to
| | ● greet people at different times of day (Hello, Hi, Good morning, Good afternoon, Good evening)
| | ● introduce yourself (My name is ____, I’m _____. What’s your name?, Nice to meet you)
| | ● introduce someone else (This is ____)
| | ● Initiate conversation (What’s your name?, How are you?)
| | ● Say farewell (Goodbye, Bye, See you later, Good night)
| | Two student scribes will write these on the board as the class comes up with them.
| | T divides Ss into groups of three. Groups will practice new vocab by having a brief conversation in which A & B, who are friends, meet C for the first time. Redo conversation three times, so students can alternate roles and use greetings for different times of day.
| | *Community service: Ss will help teach these expressions for greeting & introducing to adults in the community during a community language
| **More vocab practice (15 min.)** | Rhythmic passing game. Ss will sit in a large circle in the classroom (if feasible), OR outside, OR in several smaller circles, each monitored by a T. They will pass a stone or other small object to a steady rhythm while going around the circle introducing themselves and asking questions.  
- Ss will need to sit close to each other & cross-legged, with their left hand open on their left knee. They will keep time by using their right hand to make the motion of passing the stone from their left hand to the left hand of their neighbor.  
- Round 1: beat marked with **bold** for R hand picking up stone, *underline* for placing stone in neighbor’s palm. **Hi my name is X. [pause]** What’s your name?  
- Round 2: **I’m fine thanks. [pause]** How are you?  
- Round 3: **See you tomorrow.**  
- To keep things interesting, start out slow, with just one stone, and then add stones/increase to warp speed once Ss have the motion down! | Stone or other small object  
A3 (Feel confident about greeting and introducing themselves to someone who speaks English) |
| **Noticing expressions of greeting & farewell in a song (5 min.)** | Noticing expressions of greeting & farewell in a song. T will play the song “Hello Goodbye” (by The Beatles) if a CD player or computer is available...if not, will sing! Half of the Ss will count how many times they hear the word “hello”, and half will count occurrences of “goodbye”. Ss will be encouraged to count in English if they know how! Afterwards, the class will come together to see if they came up with the same numbers.  
If Ss are enjoying the song, play it again so they can sing along! (If they are more interested in the Jonas Bros or Jump5, there are | CD/MP3 player or computer to play song (if available), OR  
lyrics (in Appendix A) for teacher to sing.  
C1 & C2 (Recognize English words for greeting and
<table>
<thead>
<tr>
<th>contemporary renditions too…)</th>
<th>introducing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3 (Feel confident about greeting and introducing themselves to someone who speaks English)</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Two**

**Classroom & School**

**Setting:** St. André’s is an Episcopalian school located in Hinche, Haiti. Currently, English instruction begins in the 7th grade. This lesson will be part of a curriculum to begin English instruction in the 6th grade.

**Level:** Very early beginner; this lesson is their second lesson in English.

**Age:** The students are in 6th grade and are approximately 12 years old.

**Linguistic Background:** The students are native Haitian Creole speakers. By 6th grade, they have received about 3-4 years of French instruction and have received very little exposure to English with no formal English instruction.

**Students’ Learning Goals:** Students want to learn enough English to provide them a good foundation for starting the normal 7th grade English curriculum.

**Number of students:** Approximately 60 students

**Time Frame:** 60 minutes

**Materials & Equipment:**

- Chalkboard
- Chalk and eraser
- Oxford Picture Dictionary
- Paper & pencils
Learner Objectives:
Cognitive (...demonstrate understanding of): The basic vocabulary associated with school & the classroom as well as basic classroom commands.
Performative (...demonstrate the ability to):
1. Say words for items in classroom when they are pointed to
2. Respond to commands with action
3. Tell other students basic commands.
Affective (...feel):
1. More confident in saying words in English
2. Feel confident that they know a few words for classroom items in English
3. Feel comfortable hearing commands in English.
Metacognitive (...know how to go about):
1. Differentiating between words in Haitian Creole & English
2. Responding to basic commands in English.

Teaching Objectives: The teacher will keep speaking as the main objective in the class. The teacher will teach vocabulary through showing students objects in the classroom and then scaffold up to the point where students can understand and respond to commands in English.

Before this lesson: The previous lesson (Meeting & Greeting) was the first formal lesson; students are only able to say a few words in English.

Vocabulary to be learned in this lesson: classroom, teacher, chalkboard, student, chair, chalk, desk and any commands which can be grasped.

Lesson Outline

<table>
<thead>
<tr>
<th>Stage &amp; Time</th>
<th>Activity with description</th>
<th>Objectives Addressed &amp; Materials</th>
</tr>
</thead>
</table>
| Reviewing the previous day’s lesson  | Teacher (T) will greet students (Ss) and say their name. To be silly (and liven up the students), T will ask students to say their name back (all at once). T will then ask for a volunteer to role play introducing themselves to one another. | -No materials  
-Review of previous day’s objectives: meeting & greeting in English. |
| (5 minutes)                          |                                                                                         |                                                                        |
| Activate Schemata (10 minutes)       | Because of the low level of English, T will begin by asking what random objects are called in the classroom in Haitian Creole. | -No materials  
-Activating content schemata                                          |
<p>| Set up (5 minutes)                   | T will pass out OPD books to the students and ask them to look at pages 5-7.             | -OPD                                                                  |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing new vocabulary (10 minutes)</td>
<td>T will use the same objects which were used in the schema activation phase. T will ask Ss what the names of the objects are (Ss are encouraged to look for answers in the OPD). T will correct students and will do their best to provide the best exemplary pronunciation possible. T will have Ss repeat words as necessary so they become more comfortable with saying words in English.</td>
<td>-OPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Say words for items in classroom when they are pointed to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-More confident in saying words in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Feel confident that they know a few words for classroom items in English</td>
</tr>
<tr>
<td>Drawing the classroom (10 minutes)</td>
<td>Ss will work in small groups. Ss will draw the classroom on the paper and label as much as they can in English.</td>
<td>-OPD</td>
</tr>
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<td></td>
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<td>-Paper &amp; pencils</td>
</tr>
<tr>
<td>Basic Commands (5 minutes)</td>
<td>T will teach the following basic commands by saying the command in Haitian Creole followed by the command in English while showing the students the action. T will then have students look at page 6 where the commands are given in Haitian Creole &amp; English. 1. Raise your hand. 2. Stand up. 3. Sit down. 4. Open your book. 5. Close your book</td>
<td>-Book (to demonstrate commands)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Feel comfortable hearing commands in English</td>
</tr>
<tr>
<td>Simon Says in English (10 minutes)</td>
<td>-T will explain the game of Simon Says to students using Creole. T will also demonstrate a round of the game in Creole. -T will then begin playing Simon Says using the 5 Books (to show understand of commands) -Benches (to sit on)</td>
<td>-OPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Books (to show understand of commands)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Benches (to sit on)</td>
</tr>
</tbody>
</table>
Students’ Learning Goals: Gain a basic foundation in the English language that will prepare them for formal English instruction in the 7th grade.

Number of students: 60

Time Frame: 60 minutes

Materials and Equipment:
- Chalkboard
- Chalk and eraser
- Blank Paper
- Writing Utensils

Learner Objectives:
As a result of this lesson, students will be able to…
Cognitive (...demonstrate understanding of)
1. The basic vocabulary associated with family

Performatice (...demonstrate the ability to)
1. Discuss family

Affective (...feel)
1. More confident in their ability to comprehend oral English
2. More confident in their ability to read English
3. More confident in their ability to speak English

Metacognitive (...know how to go about)
1. Connect class themes

Teaching Objectives: The teacher will assist in bridging cultural gaps that may exist in the content. He/she will assist students in moving through the content and activities through scaffolding. The teacher will also learn to better engage students while introducing vocabulary.

Before This Lesson: At this point, students have had instruction meetings and greetings as well as the classroom and school.

Lesson Outline

<table>
<thead>
<tr>
<th>Stage and Time</th>
<th>Activity with Description</th>
<th>Objective Addressed and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (5 minutes)</td>
<td>Teacher (T) will distribute the Oxford Picture Dictionaries (OPDs) and have students (Ss) turn to pages 34 and 35. T will draw Tim Lee’s family tree from the OPD on the board. T will guide Ss in going over the family tree as a class.</td>
<td>Board and Chalk OPD</td>
</tr>
<tr>
<td>Vocabulary Introduction (5 minutes)</td>
<td>Ss will work with a partner sitting next to them and look over Ana Garcia’s family tree.</td>
<td>OPD</td>
</tr>
<tr>
<td>Taboo: Vocabulary Game (20 Minutes)</td>
<td>T will split the room into 3 or 4 teams. Each team will send one person to the front of the room. The Ss will stand or sit with their backs to the board. T will write a vocabulary word on the board with two other related words. Ss will try to get their team member to guess the word first but Ss cannot say the two related words. This can be done as many times as time permits.</td>
<td>Board and Chalk</td>
</tr>
<tr>
<td>Pre- Activity (5 minutes)</td>
<td>Ss will partner with someone around them (this will be determined by whoever has blank paper). Ss will draw a monster and name it.</td>
<td>Blank Paper and Writing Utensils</td>
</tr>
<tr>
<td>Main Activity</td>
<td>Ss will draw a family tree for their monster labelling each</td>
<td>Blank Paper</td>
</tr>
</tbody>
</table>
Lesson Four

Setting: St. André’s is a K-13 school located in Hinche, Haiti. Currently, English instruction begins in the 7th grade. This lesson will be part of a curriculum to begin English instruction in the 6th grade.

Level: Early beginning; essentially blank slates, this is the lesson is their third lesson on the syllabus

Age: The students are in 6th grade and around twelve years of age.

Linguistic Background: Students have little or no exposure to the English language and have had no formal English instruction. The students’ L1 is Haitian Creole and they have had 3-4 years of formal French instruction.

Students’ Learning Goals: Gain a basic foundation in the English language that will prepare them for formal English instruction in the 7th grade.

Number of students: 60

Time Frame: 60 minutes

Materials and Equipment: Chalkboard and chalk, paper and writing implements, Oxford Picture Dictionary

Learner Objectives:
As a result of this lesson, students will be able to…

Cognitive (...demonstrate understanding of)
1. Vocabulary associated with body parts

Performative (...demonstrate the ability to)
1. Sing the song related to body parts taught in the lesson

Affective (...feel)
1. Confident that learning English is a reachable goal for them
2. Positively towards the English language
3. Confident in their ability to express themselves regarding clothing, colors, and body parts

Metacognitive (...know how to go about)
1. Building their content specific vocabulary
2. Expanding and utilizing their metalinguistic knowledge
3. Improve their ability to digest comprehensible input
4. Increase creativity and autonomous learning in their language acquisition

Teaching Objectives: The teacher will assist students in moving through the content and activities through scaffolding. They will also explain and model any kinesthetic activities involved in the lesson and/or give sample output for any oral or orthographic production required from the students.

Before This Lesson: The students will have recently finished a lessons on Greetings, Classroom and School, and Family and Home. They will now be expanding on the vocabulary and grammar used in these first three lessons to be able to express themselves, particularly in the first person, in a more detailed way.
**Vocabulary to be learned in the lesson:** head, shoulders, knees, toes, eyes, ears, mouth, nose

**Lesson Outline**

<table>
<thead>
<tr>
<th>Stage and Time</th>
<th>Activity with Description</th>
<th>Objective Addressed and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Schema Activation</td>
<td>Teacher (T) will greet the class and have the students (Ss) greet one another using the vocabulary taught earlier in the syllabus.</td>
<td>Confidence that learning English is a reachable goal for them</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td>Positive attitude towards the English language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanding and utilizing their metalinguistic knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board and Chalk</td>
</tr>
<tr>
<td>Instruction</td>
<td>T will distribute the Oxford Picture Dictionaries (OPD) to the students, grouping them however is most logical. T will show Ss pages 104 and 105 and show them a sample model output: a picture of a person with their body parts labeled both in English and in Haitian Creole</td>
<td>Oxford Picture Dictionary</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
<td>Pencil and Paper</td>
</tr>
<tr>
<td>Vocabulary Activity</td>
<td>Ss will work in groups according to who has pencil and paper. They will then use the OPDs to draw one or more people and label their body parts in both English and Haitian Creole. Little instruction will be given potentially as to encourage creativity in their drawing.</td>
<td>Increase creativity and autonomous learning in their language acquisition</td>
</tr>
<tr>
<td>(20 minutes)</td>
<td></td>
<td>Build their content specific vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary associated with body parts</td>
</tr>
</tbody>
</table>
| Song Activity  
(20 minutes) | T will put key vocabulary on the blackboard before presenting the song “Head, Shoulder, Knees, and Toes”. T will first present the song very slowly and clearly before inviting the class to join in using their drawings as reference if necessary. After the class has practiced all together, they will go back into their groups and practice the song. T will encourage Ss to create their own dance moves to go along with the song. | Vocabulary associated with body parts  
Sing the song related to body parts taught in the lesson  
Increase creativity and autonomous learning in their language acquisition |
|-------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Presentation  
(10 Minutes) | T will ask for a volunteer from the Ss to come and sing with T and show the class their new dance moves. | Increase creativity and autonomous learning in their language acquisition  
Vocabulary associated with body parts |
| Closing  
(5 Minutes) | T will ask Ss if there are any final questions and use closing grammar (goodbye, etc) presented in the previous lessons on the syllabus. T will collect drawings Ss did for use in future lessons | Board and Chalk |

**Lesson Five**

**Setting:** St. André’s is an Episcopalian school located in Hinche, Haiti. Currently, English instruction begins in the 7th grade. This lesson will be part of a curriculum to begin English instruction in the 6th grade.

**Level:** Early beginning; essentially blank slates, this is the lesson is their third lesson on the syllabus.

**Age:** The students are in 6th grade and around twelve years of age.

**Linguistic Background:** Students have little or no exposure to the English language and have had no formal English instruction. The students’ L1 is Haitian Creole and they have had 3-4 years of formal French instruction.

**Students’ Learning Goals:** Gain a basic foundation in the English language that will prepare them for formal English instruction in the 7th grade.

**Number of students:** 60

**Time Frame:** 60 minutes

**Materials and Equipment:**
- Chalkboard
Learner Objectives:
As a result of this lesson, students will be able to…

Cognitive (...demonstrate understanding of)
1. Vocabulary associated with clothing
2. Vocabulary associated with colors

Performatively (...demonstrate the ability to)
1. Identify common types of clothing and their colors

Affective (...feel)
1. Confident that learning English is a reachable goal for them
2. Positively towards the English language
3. Confident in their ability to express themselves regarding clothing, colors, and body parts

Metacognitive (...know how to go about)
1. Building their content specific vocabulary
2. Expanding and utilizing their metalinguistic knowledge
3. Improving their ability to digest comprehensible input
4. Increasing creativity and autonomous learning in language acquisition

Teaching Objectives: The teacher will assist students in moving through the content and activities through scaffolding. They will also explain and model any kinesthetic activities involved in the lesson and/or give sample output for any oral or orthographic production required from the students.

Before This Lesson: The students will have recently finished a lessons on Greetings, Classroom and School, Family and Home and Parts of the Body. They will now be expanding on the vocabulary and grammar used in these first four lessons to be able to express themselves, particularly in the first person, in a more detailed way.

Vocabulary to be learned in the lesson: head, shoulders, knees, toes, eyes, ears, mouth, nose

Lesson Outline

<table>
<thead>
<tr>
<th>Stage and Time</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Schema Activation</td>
<td>Teacher (T) will greet the class and have the class greet one another using the vocabulary taught earlier in the syllabus.</td>
<td></td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>T will instruct Ss to take out the picture that they drew in the previous class, and ask for a volunteer to perform the song (Head, Shoulders, Knees and Toes) for the class.</td>
<td>Confident that learning English is a reachable goal for them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positively towards the English language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanding and utilizing their metalinguistic knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board and Chalk</td>
</tr>
<tr>
<td>Instruction (5 minutes)</td>
<td>T will distribute the Oxford Picture Dictionaries (OPD) to the students, grouping them however is most logical. T will show Ss pages 24,86,87 and show them a sample model output: a picture of a person with their clothing labeled (blue shirt) both in Haitian Creole and English</td>
<td>Oxford Picture Dictionary</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Ss will work in groups according to who has pencil and paper. They will then use the OPDs to draw one or more people and label their clothing in both English and Haitian Creole. Little instruction will be given potentially as to encourage creativity in their drawing.</td>
<td>Increase creativity and autonomous learning in their language acquisition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building their content specific vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary associated with body parts</td>
</tr>
</tbody>
</table>
| Dressing and Grammar Intro (10 minutes) | T will put key vocabulary on the blackboard before modeling to the class the following basic phrases: “I have a black shirt”, “She has blue pants”. Students should be familiar with pronouns and basic introductions.  
T calls on several Ss to ask them “what color is....” to practice the language | Vocabulary associated with clothing and colors |
|                        |                                                                                                 | Increase creativity and autonomous learning in their language acquisition |
|                        |                                                                                                 | Board and chalk |
| Clothing Game (10 Minutes) | T will put model output on the board and discuss specifics of the activity: having a complete outfit, word order when describing the article of clothing, etc  
Students will work in groups to describe the picture they drew at the beginning of the class. The students will write short sentences “Noe has a green shirt and white pants” “I have a black | Increase creativity and autonomous learning in their language acquisition |
|                        |                                                                                                 | Vocabulary associated with body parts |
| Connecting Body and Clothes (10 Minutes) | T will model output for the activity and talk about the “on” relationship with clothing and body: “The shirt goes on my chest”

T will have students take out both drawings and work together to describe the two pictures together “He has a blue shirt on his chest”. | Expanding and utilizing their metalinguistic knowledge
Vocabulary associated with clothing
Vocabulary associated with colors
Identify common types of clothing and their colors
Board and Chalk |
| --- | --- | --- |
| Closing (5 Minutes) | T will ask Ss to share one line of their answers on the board, choosing approx 5 students and having them read their answers aloud.

T will answer any final Ss questions and say goodbye using grammar and vocabulary previously taught in the syllabus. | Building their content specific vocabulary
Expanding and utilizing their metalinguistic knowledge
Improve their ability to digest comprehensible input
Increase creativity and autonomous learning in their language acquisition
Board and Chalk |

**Lesson Six**

**Setting:** St. André’s is an Episcopalian school located in Hinche, Haiti. Currently, English instruction begins in the 7th grade. This lesson will be part of a curriculum to begin English instruction in the 6th grade.

**Level:** Early beginning; this lesson is their sixth English lesson.

**Age:** The students are in 6th grade and around twelve years of age.
**Linguistic Background:** Students have little or no exposure to the English language and have had no formal English instruction. The students’ L1 is Haitian Creole and they have had 3-4 years of formal French instruction.

**Students’ Learning Goals:** Gain a basic foundation in the English language that will prepare them for formal English instruction in the 7th grade.

**Number of students:** 60

**Time Frame:** 60 minutes

**Materials and Equipment:**
- Chalkboard
- Chalk and eraser

**Learner Objectives:**

As a result of this lesson, students will be able to…

**Cognitive (…demonstrate understanding of)**
1. The basic vocabulary associated with weather
2. The names of the months

**Performatve (…demonstrate the ability to)**
1. Discuss the weather
2. Read the names of the months

**Affective (…feel)**
1. More confident in their ability to comprehend oral English
2. More confident in their ability to read English
3. More confident in their ability to speak English

**Metacognitive (…know how to go about)**
1. Connect class themes

**Teaching Objectives:** The teacher will assist in bridging cultural gaps that may exist in the content. He/she will assist students in moving through the content and activities through scaffolding. The teacher will also learn to better engage students while introducing vocabulary.

**Before This Lesson:** At this point, students have had instruction on clothing, colors, body parts, and health. This lesson will partially serve as a review for the clothing lesson.

**Vocabulary to be learned in the lesson:** hot, cold, sunny, it is raining, it is snowing, spring, summer, fall, winter, the names of the months.

## Lesson Outline

<table>
<thead>
<tr>
<th>Stage and Time</th>
<th>Activity with Description</th>
<th>Objective Addressed and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schema Activation (10 minutes)</td>
<td>Teacher (T) will distribute the Oxford Picture Dictionaries (OPDs) and have students turn to page 13. T will draw students attention to the vocab words 3, 6, 11, and 12. T will ask students (Ss) in English or Creole repeating the vocab word by alternating between the two languages: 1. What do I wear when it is hot (cho)? 2. What do I wear when it is cold (frèt)?</td>
<td>OPD</td>
</tr>
</tbody>
</table>
3. What do I wear when it is raining (gen lanpli)?
4. What do I wear when it is snowing (gen lanèj)?

Ss will answer in English with 1-2 piece of clothing.

| Vocabulary Introduction (5 minutes) | T will draw students attention to page 20 then T will model the next activity by saying:
1. What is the weather like in America? Today it is hot in America. (T will use gestures and emphasis to make the question clear especially today, yesterday, and tomorrow).
T will ask for a volunteer to describe the weather in Haiti that day. The S may refer to the OPD in order to provide a more detailed response.
T will then model the following and have students respond like above:
1. Yesterday it was warm in America.
2. Tomorrow it will be sunny in America. |

| Vocabulary Introduction (10 minutes) | T will write the names of the 12 months on the board.
T will introduce the Months Song by slowly singing it while pointing to each month as it is said. After a couple times Ss will join in. |

| Pre-Activity (5 minutes) | T will ask students question like:
1. In Haiti, is it hot or cold in January?
2. Is it rainy or sunny in August?
Ss will respond. |

| Main Activity (20 minutes) | T will split the class into two teams (this will be done by simply splitting the class down the middle. Each team will send up 4 representatives who will stand in two separate lines in front of the board. T will provide a vocab work and the first student in each line must race to write the word on the board. Then the chalk must be passed to the next person in their line who will write a related term. The last two Ss in each line will write another related term. Whichever team successfully completes the task first receives a point. This can be done as many times as time permits. |

| Closing (5 minutes) | Have Ss turn to someone sitting next to them and tell them three things that they learned during this lesson |
Lesson Seven

Setting: St. André’s is an Episcopalian school located in Hinche, Haiti. Currently, English instruction begins in the 7th grade. This lesson will be part of a curriculum to begin English instruction in the 6th grade.

Level: Very early beginner; this lesson is their 7th lesson in English.

Age: The students are in 6th grade and are approximately 12 years old.

Linguistic Background: The students are native Haitian Creole speakers. By 6th grade, they have received about 3-4 years of French instruction and have received very little exposure to English with no formal English instruction.

Students’ Learning Goals: Students want to learn enough English to provide them a good foundation for starting the normal 7th grade English curriculum.

Number of students: Approximately 60 students

Time Frame: 60 minutes

Materials & Equipment:
· Chalkboard
· Chalk and eraser
- Oxford Picture Dictionary
- Paper & pencils

Learner Objectives:
At the end of this lesson, Students Will Be Able To (SWBAT):

Cognitive (...demonstrate understanding of):
- Basic vocabulary of farming.
- Basic vocabulary of food.
- Basic vocabulary of farm animals.

Performative (...demonstrate the ability to):
- Identify different foods
- Identify parts of a farm
- Talk about food they like & dislike (Is this appropriate?)

Affective (...feel):
- Comfortable when describing a farm.
- Comfortable when using the English words for different foods.

Metacognitive (...know how to go about):
- Connect class themes
- Build up their content vocabulary
- Looking up a word in the OPD
- Improving their listening & speaking skills

Teaching Objectives: The teacher will assist students through the new vocabulary and communication with one another in small groups through scaffolding and feedback. The teacher will also provide model output and pronunciation at all times.

Before this lesson: In the previous lesson, students learned about the weather & calendar (seasons & months) Up until this point, students have learned: meetings & greetings, school & classroom vocabulary, family & home vocabulary, body vocabulary, and clothing & color vocabulary.
**Vocabulary to be learned in this lesson:** Students will learn basic food & farming vocabulary (farm, farmer, cow, milk rice, corn). Much of the chapter will not be introduced, as I find vocabulary about restaurants and coffee shops to be inappropriate in this context. Teacher will have a better understanding of what is appropriate than I will.

**Lesson Outline**

<table>
<thead>
<tr>
<th>Stage &amp; Time</th>
<th>Activity with description</th>
<th>Objectives Addressed &amp; Materials</th>
</tr>
</thead>
</table>
| Review of last lesson’s vocabulary & transition (5 minutes) | T will review the previous day’s lesson by asking the students questions such as, “How is the weather today?” or “What is today’s date?” | -No materials  
-Connect class themes |
| Introduction/Activating Content Schemata (5 minutes) | T will transition to lesson by asking students questions like “Are there different foods at different times of the year?” or asking students if they have ever been to a farm | -No materials  
-Connect class themes |
| Singing (10 minutes) | T will teach students the song *Old McDonald had a farm*. T will draw an Old McDonald, a farm, and some animals to point to during the song. In addition, the lyrics to the song should be written on the board. | -Blackboard  
-Chalk  
-Basic vocabulary of farm animals  
-Build up content vocabulary. |
| Drawing a farm (10 minutes) | T asks Ss (in Creole) about what is on a farm. While the students tell him, he draws on the board and asks them to draw too. They both label their pictures (in English) at the same time. Target vocab: Farm, farmer, cow, milk, rice, corn, vegetables, fruit. | -OPD  
-Paper  
-Pencil  
-Basic vocabulary of farming  
-Identify different parts of a farm  
-Build up content vocabulary. |
| Charades (10 minutes) | T will explain to Ss about how charades works. (One student acts something out, the others guess) T will break students into small groups and Ss will take turns acting out animals by making noises, etc. and guessing which animals. (Task-based & negotiation for | -No materials.  
-Build up knowledge of farm animal vocabulary. |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about food (10 minutes)</td>
<td>T will call on previous vocabulary learned in terms of colors and shapes in order to describe food. T can ask Ss to say the name of the food if they think they know the answer. Food should be appropriate for this context: rice, fruit, vegetables, milk, eggs (nothing like coupons, shopping list, lobster, etc) Examples: “It is a fruit that is yellow and long.”</td>
<td>-Basic vocabulary of food. -Build up content vocabulary. -Improve listening &amp; speaking skills. -Most likely chalkboard &amp; chalk to draw some foods.</td>
</tr>
<tr>
<td>Describing foods-Taboo</td>
<td>T will break Ss into small groups and have them play a version of Taboo. Ss will have to think of fruits and describe them to other Ss in group who will have to guess the name of the fruit. Ss can look in the OPD for ideas.</td>
<td>-OPD -Looking up a word in the OPD -Improving listening &amp; speaking skills -Becoming more comfortable using English to describe food. -Identify different foods in English</td>
</tr>
<tr>
<td>Closing ( 5 minutes )</td>
<td>-T will bring students back together and try to wind them down. -T will refer to chalkboard with multiple drawings on it and review the vocabulary from the lesson. -T will lead students in singing Old McDonald one more time.</td>
<td>-Chalkboard -Vocabulary of the lesson (farm, animals, food) -Connect class themes</td>
</tr>
</tbody>
</table>

**Lesson Eight**

**Setting:** St. André’s is a K-13 school located in Hinche, Haiti. Currently, English instruction begins in the 7th grade. This lesson will be part of a curriculum to introduce English in the 6th grade, with the ultimate goal of incorporating it from K through 13.

**Level:** Early beginning; essentially blank slates, this is the final lesson in the unit
Age: The students are in 6th grade and around twelve years of age.

Linguistic Background: Students have little or no exposure to the English language and have had no formal English instruction. The students’ L1 is Haitian Creole and they have had 3-4 years of formal French instruction.

Students’ Learning Goals: Gain a basic foundation in the English language that will prepare them for formal English instruction in the 7th grade.

Number of students: 60

Time Frame: 60 minutes

Materials and Equipment:
- Chalkboard
- Chalk and eraser
- Blank paper and writing implements
- Oxford Picture Dictionary
- Enlarged maps to post around the chalkboard with tape (see Appendix B): North/Central America from Oxford Picture Dictionary (OPD); also Caribbean region and Haiti (see attached)
- XO laptops, if available

Learner Objectives:
As a result of this lesson, students will be able to:

Cognitive (…demonstrate understanding of)
1. Selected vocabulary items related to geography
2. Where countries near Haiti are located, correctly using their written/spoken names

Performative (…demonstrate the ability to)
1. Use the XO laptops and Oxford Picture Dictionary (OPD) to find geographical features on maps of North/Central America, the Caribbean region, and Haiti posted around the chalkboard

Affective (…feel)
1. Able to begin to use English in a content-driven context
2. Certain about where Haiti is in relation to the rest of North/Central America
3. Confident that learning English is a reachable goal
4. Positively towards the English language

Metacognitive (…know how to go about)
1. Building content-specific vocabulary
2. Expanding and utilizing metalinguistic knowledge
3. Improving ability to digest comprehensible input
4. Functioning creatively and autonomously in L2 acquisition

Teaching Objectives: The teacher (s) will assist students in moving through the content and activities through scaffolding. They will also explain and model any kinesthetic activities involved in the lesson and/or give sample output for any oral or orthographic production required from the students.
Before This Lesson: The students will have recently finished lessons on Greetings, Classroom/School, and Family/Home, Body, Clothing/Color, Weather/Seasons/Calendar, and Food/Agriculture. They will now be expanding on the vocabulary and grammar used in earlier classroom encounters with English to be able to express themselves, particularly in the first person, in a more detailed and expansive way. Lesson 8 moves more directly into Content-Based Instruction, using geography as a topic.

Vocabulary to be learned in the lesson: country, ocean, island, mountain, lake, river, city/town

Lesson Outline

<table>
<thead>
<tr>
<th>Stage and Time</th>
<th>Activity/Description</th>
<th>Objective Addressed/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Preparation</td>
<td>Teacher posts maps around chalkboard</td>
<td>Maps and tape</td>
</tr>
<tr>
<td>Introduction and Schema</td>
<td>Greetings</td>
<td>Recall previous lessons and T check for retention</td>
</tr>
<tr>
<td>Activation (5 minutes)</td>
<td>T poses questions related to previous classes; asks if anyone has any announcements (in English and Creole); reminds Ss to prepare for upcoming English Word Jeopardy!</td>
<td>Build confidence in Ss ability to learn and use English</td>
</tr>
<tr>
<td>Warm-Up</td>
<td><em>Jodia nou edtidi jeografi.</em>/<em>Today we study geography.</em>&lt;br&gt;<em>Kisa jeografi?/What is geography?</em>&lt;br&gt;T writes the sentences above on the chalkboard, then says in English. T uses shadowing technique—breaking up chunk by chunk and having Ss repeat—to demonstrate pronunciation. T asks students with notebooks and writing implements to take them out and write down what is on the board.&lt;br&gt;Do you have paper?/*Ki gen payi? Please write/*Souple ekri.&lt;br&gt;Then T writes this sentence on the chalkboard: <em>This is geography.</em>/<em>Sa se jeografi.</em></td>
<td>Allow Ss to compare Creole to English&lt;br&gt;Practice pronouncing and writing vocab words&lt;br&gt;Chalk and chalkboard</td>
</tr>
<tr>
<td>Vocabulary Activity</td>
<td>T erases sentences and writes the mismatched vocab lists below on the board.</td>
<td>Build content-specific vocabulary in speech and writing&lt;br&gt;Learner training involving appropriate response to teacher</td>
</tr>
<tr>
<td>(15 minutes)</td>
<td>country <em>rivyè</em>&lt;br&gt;ocean <em>montay</em>&lt;br&gt;island <em>peyi</em>&lt;br&gt;mountain <em>lac</em></td>
<td></td>
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<tr>
<td>lake</td>
<td>piti vil</td>
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<td>river</td>
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<td>city</td>
<td>loseyan</td>
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</tr>
<tr>
<td>town</td>
<td>il</td>
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</tr>
</tbody>
</table>

directions and introduction of matching list technique
Chalk and chalkboard

Asks S to come to board and try to connect right English word with Creole, while pointing to the feature on a map; another S comes forward to do another word, and so on. Again T asks those who have notebooks to write down the words.

**Instruction**

(20 minutes)

T distributes OPD’s, helping students Ss form groups around available books and turn to the map of Central and North America on page 201. If XO’s are available, each group will get one. Using both English and Creole (*kote* for *where is*), T will ask Ss to find the U.S.A., Mexico, and Haiti on the OPD map. *Montre m’ Haiti…*

Then groups work on their own to find geographical features while T circulates

Check/foster map reading skills
Practice and use geography-related vocab just learned
Promote for autonomous and negotiated learning in group work
Posted maps, OPD’s and XO’s (if available)

**Activity**

(10 minutes)

T collects resource materials, then introduces The Best Geography Song Ever! Drawn from https://www.youtube.com/watch?v=fTyuVSWg3PI Ss join, miming movements to go with song

Inductive vocab learning though kinesthetic involvement
Exposure to NAE pronunciation and intonation

**Wrap-Up**

(5 minutes)

T returns to Warm-Up questions in English only, again with shadowing: *Today we study geography. What is geography? This is geography.*

T asks if there are any questions, urges Ss to get ready for final English Word Jeopardy! and closes using grammar and vocab presented in previous lesson.

May assign homework project/ *devwa*:
Make a map of the Collège St. André or find a map of Haiti in the computer lab or library and identify

Cycling instruction
Practice previously learned closing phrases
Generate excitement and positive feeling about upcoming English Word Jeopardy! game
Homework to connect
| more geographical features to report in class | lesson with Ss real world, spur autonomous learning, and train learners to use library and computer lab |

**References**


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**Appendix A**

*Hello Goodbye*, by The Beatles

You say yes, I say no
You say stop and I say go, go, go
Oh, no
You say goodbye and I say hello
Hello, hello
I don't know why you say goodbye
I say hello
Hello, hello
I don't know why you say goodbye
I say hello

I say high, you say low
You say why and I say I don't know
Oh, no
You say goodbye and I say hello
(Hello goodbye, hello goodbye)
Hello, hello
(Hello goodbye)
I don't know why you say goodbye
I say hello
(Hello goodbye, hello goodbye)
Hello, hello
(Hello goodbye)
I don't know why you say goodbye
(Hello goodbye)
I say hello

Why, why, why, why, why, why
Do you say goodbye?
Goodbye, bye, bye, bye, bye
Oh, no
You say goodbye and I say hello
Hello, hello
I don't know why you say goodbye
I say hello
Hello, hello
I don't know why you say goodbye
I say hello

You say yes (I say yes)
I say no (But I may mean no)
You say stop (I can stay)
And I say go, go, go (Til it's time to go)
Oh, no
You say goodbye and I say hello
Hello, hello
I don't know why you say goodbye
I say hello
Hello, hello
I don't know why you say goodbye
I say hello
Hello, hello
I don't know why you say goodbye I say hello
Hello

Hela heba helloa
Hela heba helloa, cha cha cha
Hela heba helloa, wooo
Hela heba helloa, hela
Hela heba helloa, cha cha cha
Hela heba helloa, wooo
Hela heba helloa, cha cah cah [fade out]
Appendix B

Maps
The sixth grade is the sixth school year after kindergarten. Students are usually either 11 or 12, though could be younger or older, if they are promoted (skip grades) or held back for not reaching a standard. In English, students usually learn about grammar and the different types of writing (e.g. poetry, narrative, book report, research report). In social studies, the curriculum varies from state to state, and often from local district to local district. Expectations of students in sixth grade English are high. English teachers tend to focus strongly on this subject because reading and writing is important for success in all subjects and throughout the student's educational career. Here are important lessons and activities for grammar, story elements, reading and writing. Use the following tips to keep your student's attention during instruction.