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An ESL Program for A Bilingual Elementary School

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An ESL Program For A Bilingual Elementary School

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Abstract:

This project is an English as a Second Language Program designed for a small elementary school class in a bilingual French-American school.

The first part of the project includes a description of the school environment and an examination of my personal assumptions about learning and teaching. This examination takes the form of objectives which I set for myself and my students in order to clarify my priorities and determine what I wanted to accomplish as a teacher.

The second part of the project includes my ESL syllabus, as well as weekly and daily lesson plans. The weekly and daily lesson plans demonstrate my approach -- or the "how" of my teaching. These plans also reflect how my assumptions and beliefs are put into practice in the classroom situation. The project in its entirety is meant to meet the needs of the given ESL students and teacher.

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Introduction

In September of 1982, I faced, what was for me quite a challenge: to teach ESL to a small, 3rd grade class (8-10 students) of native French speakers attending a bilingual elementary school in Larchmont, New York. The children received English instruction from me for one hour and a half on a daily basis, and I, as teacher, could determine the curriculum, and have a say in the selection of materials.

In accepting this challenge, there arose many areas of concern to be addressed, choices to be made, and dilemmas to be resolved. Initially I set objectives for myself and my students in order to have clear aspirations to work toward. The process of establishing objectives clarified what I wanted to accomplish, what I felt my role as teacher should be, and what I wanted my students to learn above and beyond English. This process also helped me to determine what my students' needs were in order to engage successfully in the learning process and what would facilitate a strong teacher-student rapport. The next stage was long-term planning -- the "what" of my teaching program in terms of formulating a sequence of grammar and vocabulary points and a general awareness of materials to be used, games, poems, cultural awareness activities and eventual reading materials to be included in the program. Then came the short-term planning to focus on the "how" of my program. How was I going to present a given topic: how was I going to offer my students sufficient and varied opportunities to practice it:

how was I going to evaluate their mastery of it and how was I going to reinforce the given topic at a later point in conjunction with other topics? All these stages were marked by continual, persistent modification and revision.

What I have chosen to do in this project is to first present a brief description of the environment in which I worked during my first year of teaching (and where I'll continue for my second year) to provide the reader with background information and a basis for understanding what follows. Second, I list the objectives I set for myself and my students before beginning. This is followed by a discussion of how they worked and what problems arose, based on my actual experience. I have concluded these discussions by revising some objectives and including ideas and suggestions to improve results, so that these objectives will be more meaningful and effective for me in the future. Next I have included the syllabus I designed for my ESL class which reflects my objectives and the needs of my students as 3rd graders living in New York and trying to become proficient enough in English to enter a mainstream class after one year. I have then outlined two week's of lesson plans to illustrate the next step in meeting my students' needs. Finally I have taken the first two days of the first week and presented in detail how I would go about teaching the lessons. These daily lesson plans illustrate best how my objectives can be implemented in the classroom. In my concluding remarks, I have summarized what I have presented and what I have learned from writing this project.

To recapitulate then, this project is divided into the

the following components:

- 1) Introduction
- 2) Environment - a description of the French-American School and the Larchmont community.
- 3) Objectives - those which I set for myself and my students and an assessment of how I fulfilled them, and how I would improve them.
- 4) Syllabus - a list of topics to be covered.
- 5) Weekly Lesson Plans
- 6) Daily Lesson Plans - demonstrating in detail how the objectives are put into practice in the classroom.
- 7) Conclusion

Environment

The French-American School of Larchmont, New York is a private institution founded in 1980 by Katrina Watkins and Sylvette Maschino for preschool and K through two to meet the needs of a growing French community in suburban New York. In 1982 the school expanded to include grades three to five.

The philosophy of the French-American School is to offer students instruction in two languages, with two distinct educational systems and cultures, making students aware of similarities and differences in French and American approaches in order to promote bilingualism and bicultural understanding. It is hoped that students will eventually apply the diversity of approaches to life and education seen in school to the global situation, realizing that there is not one way to do anything, but many, and they may all be equally valid.

The school emphasizes being truly bilingual in all aspects, and thus divides class hours equally between the two languages with an American and French teacher for each grade level. For grades 1 - 5, each student receives 90 minutes of French and 90 minutes of English every morning. Afternoons also include instruction in both languages. Math, history and physical education are taught in French; social studies, science, music and art are taught in English. English as a Second Language is offered at all grade levels; French as a Second Language is available for 1st grade, rendering it necessary for students who do

not speak French to enter the school by 1st grade.¹

Larchmont is an affluent suburb in Westchester County, located approximately 18 miles northeast of New York City on Long Island Sound. The French community in Larchmont and other neighboring towns, such as Scarsdale, New Rochelle, Rye and Mamaroneck arose primarily because French and European businesses were growing and expanding in Manhattan and importing their own trained personnel from Europe. Many of these business executives with families chose not to live in Manhattan but preferred to emigrate to the nearby cleaner, calmer suburbs.

In 1982, 130 children were enrolled in the school: two-thirds of them French, the remaining third American, Swiss, Belgian, Dutch, Malian and Senegalese. The population of the French American School sees considerable change on a yearly basis due to the transient nature of business and diplomatic transfers. Many families eventually plan to return to France, and those who stay often choose to send their children to the Lycee Francais of New York to complete their education in French. A smaller number eventually send their children to American schools. Yet although the individual student population changes frequently, the typical student does not. He or she comes from an upper or upper-middle class family living in New York on a temporary basis.

¹ Since French is the 1st language of approximately 90% of the school's population, there has not been a need to offer French as a second language at upper levels. Also personnel and funding are limited.

Objectives

To introduce my ESL program for a small elementary school class of native French speakers, I would like to begin with the long-term objectives I set for myself and my students. These objectives reflected my primary concerns and preoccupations about learning and teaching.

Though these objectives were by no means perceived as immutable, or fully comprehensive, I was nonetheless naive about the extent to which the daily actualities would alter or obliterate some concerns, and even more importantly would uncover and reveal completely new directions of thought to consider. Herein, I believe, lies the ultimate fascination and frustration of teaching: the utter lack of finalization. The interplay of variables -- the students, the teacher and their subsequent moods, the physical set-up, the subject matter, the style of presentation, the order of presentation, the various reinforcements of concepts and how they will be received -- can never be totally predictable. Thus there always remains the element of revision and modification -- the lurking possibility of changing a student's seat, switching partners, supplying an additional oral drill of new vocabulary words before students must read or write them or providing extra clues to a student before telling him the answer and on and on it goes.

Since I think this "discovery" factor is so fundamental in terms of one's growth and development as a teacher, I would like to include it in my discussion of my long-term objectives.

Objective 1: To instill in my students a favorable attitude toward the English language and Americans.

In regard to the language, I was quite fortunate as my students were not studying English in a vacuum -- as new residents of Larchmont, Scarsdale and Mamaroneck, English was already a living force with real (if unknown) meaning. Impressive allies on my side were television, video games, E.T., glow in the dark stickers and all fast food establishments.

Another contributing factor to their enthusiasm for English was the bilingual school itself. In all grades from kindergarten to fifth, there are pupils who are completely bilingual and some who prefer to speak English; therefore, the newly arrived ESL students are motivated to learn the language to communicate with others in the schoolyard and in the lunchroom and to secure friendships. Eventually the ESL students become motivated to make the transition from the ESL class to the mainstream English class, whether out of desire to join comrades or to succeed academically or for other reasons -- the motivation varies considerably from child to child.

Moreover, in the bilingual school setting where the total class hours are divided equally in French and English, the children are not put in a position of having to suppress their first language and culture to learn English. They are not learning English at the exclusion of French. This fact, in my opinion, contributes to student well-being and adjustment to a novel environment.

In addition to teaching ESL this year, I also taught main-

stream English to 4th graders and I experienced first hand in my mainstream class the cases of two girls who were in ESL classes in American schools when they arrived from France as 3rd graders the year before. In both cases their school experiences were negative ones filled with frustration at having to master a strange language and education system in a very short time and also devoid of any meaningful companionship. According to their own accounts and those of their parents, they reacted very negatively to English, resisted doing homework assignments and rejected their parents' or siblings attempts to read them stories in English. Both being extremely bright, however, they eventually managed a level of competence which enabled them to be placed in a mainstream class when they switched to the French-American School the following year. In our bilingual school, they no longer exhibited any resistance to English, all their basic skills skyrocketed, and they established strong friendships with classmates. Naturally no one can enumerate the precise reasons why this turnaround occurred. Part of the explanation may be that the girls overcame their initial negative experiences as outsiders forced to compete in a new language and environment and managed to achieve a degree of success through diligent effort and study. Nevertheless, I do contend that the opportunity to pursue one's first language while discovering a second one is very stabilizing, particularly for students who need time to be comfortable in English, yet yearn for academic success which they can more readily achieve in French.

Finally, although attitude toward English cannot be gauged

on any scale, I felt my daily observations served as a pretty fair indicator. Students loved learning words that they had seen in cartoons or on television, but hadn't understood. They also loved teaching new words to their parents or knowing anything Mommy or Daddy didn't know. The general consensus of the class was that English was an easy language to learn without the intricate conjugations and masculine/feminine agreement of French which worked to my advantage too. The main difficulties my students experienced were in pronunciation and reading -- particularly with vowel sounds -- due to interference from their first language. What boosted their confidence most and fostered positive attitudes toward the language, in my opinion, was the successful completion of classroom exercises and activities and the numerous opportunities to demonstrate their newly acquired knowledge in their every day living. Every time they answered the telephone, ordered at MacDonald's or spoke to the American kids on their block, they were demonstrating their ability to communicate in English to themselves and others.

Looking toward the concept of instilling a favorable attitude toward Americans in my students, I was pleased not to be the unique representative of the USA they would encounter. Their living situation would put them in contact with many Americans, exposing them to the diversity needed to form an opinion. But on reflection, I realized I was highly uncertain about just what I wanted to convey about Americans. For me, the word "American" conjures up numerous images and ideas, but they are my personal beliefs and stereotypes which I didn't especially want to share.

Yet when I heard students say, "Americans only eat hamburgers," "American kids can drink coke whenever they want, but we can only have it on weekends," or "My mother says American T.V. is for stupid people," I felt a desire to show them that these opinions and ideas are not true for everyone, that every American home is different, that the mass media is not the all important factor in some people's lives. I wanted to make my students aware of how life differs in the U.S. from region to region and the role ethnicity plays in America. I felt if they could have a sense of American heterogeneousness they would have greater insight into the American character and American ways of doing things.

To take education as an example, there is a great uniformity in French public education from the elementary grades through high school. On any given school day, 4th graders in Lyon, Paris, Bordeaux and Clermont-Ferrand are supposed to be studying the same math problems, French grammar structures, etc. In the United States, however, public education is regulated by each state. In the private sector there are many more kinds of schools that address different needs and groups of students. The point is that though there are advantages and disadvantages to each system, there are more options, more possibilities for change in American education and this influences our way of thinking.

Therefore I would revise my original objective to read: To instill a favorable attitude toward the English language in my students and an open-minded attitude toward the differences they will encounter in Americans and American systems.

One activity which touched directly upon this issue of American identity was a cultural awareness exercise in which I asked students questions about what kind of products are American, what activities Americans enjoy, what qualities or personality traits are typically American -- all in French -- and the students responded in their notebooks and subsequently shared their ideas with the class. I translated responses orally in English and wrote them on the board in French and English. In retrospect, it was a meaningful exercise to stimulate the thought process and highlight the students' upcoming experiences. In future, I would also try to promote more discussions of American culture based on the students' travel experiences and exposure to American films and books.

Objective 2: To create a secure, workable environment.

When I undertook my teaching assignment, I felt security was an essential pre-requisite if learning were to take place. I believed my students needed to feel that their teacher was genuinely interested in them and supportive of them, regardless of academic performance. Moreover, my students needed to know what was expected of them academically and behaviorally. They also needed to have a sense of continuity in the classroom which would allow them to fulfill my expectations with greater ease. I still contend that all these concerns are valid ones, but they take time and patience to develop, and they go hand in hand with the teacher's own sense of security.

To arrive at my own sense of security, I needed (and still

need) to feel self-confident and capable. In particular, I wanted to feel well-prepared and sure of how I was going to teach the lesson, because that is the way I function best. In addition, I needed to develop a strong rapport with my students because their reactions and input helped me to know what was working and what was not. The first month was the most difficult for me in terms of feeling secure because I was struggling with working out the curriculum and lesson plans and because we didn't have a classroom, which meant our meeting place was not always adequate and it changed often. But what was most difficult was not knowing my students, what their capabilities were, what their personalities were. Once I did feel more comfortable with them and knew them better, I felt more secure, even if problems with the lesson arose.

I think that part of making this objective work for me and my students in the future, is to simply relax and trust my instincts for the first few weeks and not panic or revert to self-doubt if everything does not work out as I had planned. If I am more relaxed, I am less likely to lose my patience or say something to a student without thinking that will make the class less sure of my good intentions, and consequently less secure. Also if I am more relaxed and confident, I am much better able to listen, to really listen to what my students are saying. I may have to postpone asking myself whether I am meeting my performance goals until I work through that initial period and feel secure -- since my security will influence my students' security.

Addressing the concept of a workable environment, I had en-

visioned my students seated in a horseshoe or clustered together in groups sitting on the floor, doing their English assignments. What I discovered was that apart from the first day, my 7 and 8 year old students felt quite comfortable in the school setting, having attended school for several years already, but they were highly unaccustomed to so informal an atmosphere. Sitting around a table was an invitation to tap Jean-Hugues on the head, take Delphine's pencil or openly converse with Guillaume -- in French of course. I found they needed their own space in order to attend to the lesson and fulfill tasks requested of them.

But the dilemma of restricting their French conversation during English class did not evaporate with the adoption of a more conventional rowed seating plan, unfortunately. I then initiated a system of rewards at the end of the class (stickers, balloons or a picture) for those who did not receive a demerit (or an X as I called it). The "X" could be doled out for a variety of infractions including speaking French, getting out of one's seat without permission, throwing or taking things, talking back to the teacher or deliberately bothering a fellow student. This system proved effective for a while, but I eventually decided that the rewards were not preventing infractions satisfactorily, so I discontinued the system. Later I had students sign a contract, promising not to speak French in class and breaking the contract or displaying any other undesired behaviors, as previously outlined, resulted in a supplementary homework assignment. Thus far I have maintained this system, but I am still searching for other techniques to inhibit disruptive

behavior while attempting to comprehend the underlying reasons for it.

Objective 3: To render English a tool for the students' personal expression: to promote a process of internationalization where vocabulary and structures serve as a taking off point for their own communication in English. To render the students sufficiently competent in English to enter a mainstream class after one year.

In establishing this objective I was conscious of my own second language learning experience where memorization was the foremost method -- not only for grammatical structures but for lengthy vocabulary lists about such topical subjects as "la speleologie" (cave exploration). Consequently I could discuss digging, head and body gear, but could not order a meal, shop or make a simple apology. Therefore I tended to orient my ESL program around what I considered meaningful and appropriate language for 7 and 8 year olds living in New York and spending half their school hours in English.

I began with a personal approach: their backgrounds and families, their activities and games and expanded to include familiar objects in and outside the classroom, as well as familiar places, such as schools, homes, stores, parks and zoos. When I created dialogues I either made use of "Pierre Romanet" and "Lisa Evans" -- imaginary students who attended our school or developed roles using my own students' names. To my surprise, the children seemed to enjoy not only performing dialogues, but

reciting them as proof of memorization, so I utilized them more than I had originally anticipated. Also in keeping with the notional-function concept, I had the students engage in less structured role plays (for example, a dialogue between a police officer and a woman who lost her child, a train conductor and a passenger unsure of his destination or a shoe salesman and an impossible customer) which they performed in pairs. Another technique I employed was developing stories around Charlie Brown, Snoopy and Barbie dolls which recounted daily routines, meals (Charlie was somewhat of a glutton enabling me to include as many foods as possible), home environments and vacations.

One helpful ally in fulfilling this goal was freedom in selection of materials. My given materials, although helpful, were quite sparse, compelling me to create my own designed for teaching the eight individuals I was coming to know rather well. Students and teacher alike were pleased when lessons reflected such student interests and experiences as pets, visits to the zoo or seasonal activities, and I noticed much less disruptive behavior and increased attention spans. Therefore I worked at keeping my students actively involved and encouraged student generated materials. When the students learned food and restaurant vocabulary words, they wrote their own menus, illustrated them and shared them with the class. Often when they learned other groups of vocabulary words, I designed a related fill-in exercise showing these words used in sentences, with one sentence about each class member. (They loved seeing their names in print and tended to better retain the vocabulary). Later when

they read stories from a 3rd grade reader to prepare them for the transition to a mainstream class, I had them retell the story in their own words and asked them questions relating the story to their own experience or I had them write their own stories and share them with the class.

As far as the fulfillment of this objective goes, after six or seven months I experienced the pleasure of seeing English become internalized to varying degrees in all of my students. During recreation they chatted about the past weekend, recounted what dreaded trick their sibling played, or told their video game scores -- all in English.

At this point (June of 83), I feel that their communicative skills are adequate, but they are very much in need of further study and experience to broaden and expand their knowledge. Before the end of the school term, my students took a New York State standardized reading test for 3rd graders, and based on the results of this test, they were accepted into the 4th grade mainstream English class for September 83. Despite this fact, I am less confident of their academic readiness in English than in the level of their personal expression. This is partially due to the wide disparity between the structure of ESL classes and mainstream classes.

The mainstream classes use an American reader and workbook at grade level, plus an American grade level social studies and science text, and most students are very proficient in English. In an ESL class, it is a long route to reading readiness, beginning with very basic vocabulary study, speaking and listen-

ing skills. Students are exposed to the written word early on, but even when more serious reading takes place, it is difficult to even approach grade level for an 8 year old within given time limits. While it would seem futile to have the 3rd grade ESL students remain in an ESL class for the 4th grade, with other new students who are starting English for the first time, and be obliged to repeat lessons which are unchallenging and far too simple for them, it is nonetheless difficult to place them in mainstream classes which do not address their transitional state of readiness.

In retrospect, I think it would have been wise to be more conscious of the kind of transition the school is expecting the ESL students to make within a year's time and aim directly at making students ready with more focused academic goals. My goals for the first two months would be focused largely on listening and speaking skills. To give a general idea, using my syllabus as a guide, I would expect my students to understand and correctly respond to questions about their families, ages, classroom objects, school, etc. using both short answers and complete sentences. I would expect them to be able to identify categorized vocabulary words from looking at pictures and pronounce the words correctly. As an example of my goals for the grammatical structures being covered, I would expect my students to be able to form affirmative sentences in the present tense using the verb to be with all persons (i.e. We are French, he's a student, they're hungry, etc.). Then I would expand to include negative and interrogative sentences with to be. I would con-

tinue to expand with other syllabus verbs (i.e. I want to try, she looks very pretty today, etc.) and in time other verb tenses. Looking toward reading and writing goals, I would expect my students to silently read a brief paragraph containing syllabus vocabulary words, correctly answer multiple-choice comprehension questions and write fill-in answers as well. Retaining the same pattern, I would increase the difficulty until students could read a passage -- then a story -- from the mainstream 3rd grade reader. For writing, I would begin by simple sentences, then work toward paragraphs and short compositions.

Objective 4: To allow my students to take as much responsibility for their own learning as possible and avoid a completely teacher dominated classroom.

In writing this objective, I was highly influenced by what I considered the benefits of the Silent Way approach. Dr. Gattegno comments in his, The Common Sense of Teaching Foreign Languages,¹ "The subordination of teaching to learning is the only way of handling the challenge of freeing students while ensuring that they learn by an economic exchange of their time for maximum learning." Though I was uncertain about subordinating teaching to learning (and still am), it seemed important to me not to become so blindly preoccupied with my role as teacher that I would overlook the students' role and how the learning process unfolds. I wanted to be clear-headed as to what was

¹ Caleb Gattegno, The Common Sense of Teaching Foreign Languages, Educational Solutions, New York, 1976, page 14

working for the class as a whole, which individuals were responding well to something and which were not, and when I was assuming too much in the way of their knowledge, comprehension or readiness or losing their interest altogether. I wanted to develop an appreciation for the distinct learning styles of my students to better address their needs. Moreover, I wanted to reverse the teacher-student dynamic with more student to student interaction and activities which provided students with opportunities to take initiatives and be the leader.

Yet as I undertook my own ESL class, (beginning 3 days after being hired) I did not feel competent enough or desirous enough to adopt an exclusively Silent Way approach, of which I had superficial knowledge and limited experience. Within my eclectic approach, there was the Silent Way technique of using rods to teach colors, commands and possessives. To work on increasing student participation, the students took turns at leading such games as Simon Says, and bingo once the procedures had been established, reducing my role to that of observer. While engaging in guessing mimes, 20 questions and partner role plays, the students also dominated the activities. Nonetheless, I found it an immense challenge to reverse the teacher-student focus -- one which I did not always meet.

On reflection, I suspect that this was largely due to my own experience as a student -- even through college -- where the teacher was, without exception, the class leader who dominated teacher-student activities at the exclusion of almost any student-student interaction. My image of "teacher" as omniscient dispenser

of information was hard to shake as I grappled with my own novel identity -- "Maitresse," "Miss Kelly," "Teacher." Similarly I was influenced by my students' expectations as well. They were totally unaccustomed to working in pairs or as teams, much less playing games in the classroom or conversing about non-academic subjects. Within the French half of their school day, my students were following a rigorous curriculum comprised of grammar drills, dictes and compositions with exacting requirements and specifications. At first, they reacted to the new kind of learning in their English class as something not to be taken seriously and responded with much disruptive behavior. I had to swiftly learn how to set limits and better prepare students for activities, resulting in better attitudes and more productive work.

Certainly the age factor weighed heavily in shaping our roles and the issues of classroom management too. I was forced to continually remind myself that for my students what was expected of them was not a given -- or automatic -- in any sense and that they required much guidance and patience to perform expected tasks successfully. They also demonstrated a need for ample and frequent positive reinforcement at the risk of becoming easily discouraged or losing motivation. In addition, I found I was bombarded with petty practicalities to oversee and settle that had nothing to do with learning or teaching English, and that, unquestionably, my students looked to me as sole decision-maker. I feel that in future I must strive to expand possibilities for increased student-student interaction and to instill a sense of responsibility for learning in my students while main-

taining a realistic perspective of the supervision and guidance young children require to function comfortably and successfully.

Objective 5: To teach students to respect each other; to behave responsibly; to listen to each other. To encourage students to work together well in pairs or as a team.

In formulating this goal, I should not have entirely omitted the teacher. I was dismayed to discover how provoking and downright "bratty" 7 and 8 year olds can occasionally be. There arose a need to discipline myself to avoid losing my patience and my temper; to be firm, yet consistent with any disciplinary action I took and not allow unruly students to undermine my ability to resume my best efforts in continuing the lesson. These were challenges not easily met, and I still have to work at them, though with a bit more confidence and determination.

Concerning the implementation of this objective in the classroom, whenever a student presented the product of an exercise or writing assignment to the class, I would stop the proceedings if any students were speaking at the same time. If a student asked a question that another student had just asked, instead of my simply repeating the answer, I would have the student ask his classmate for the response to enforce the idea that all student contributions are important and should be attended to.

I found that student performance in pair work or in teams was largely dependent on the activity itself. When students were divided into two teams to play "Jeopardy" -- a quiz game where students vied for points by answering questions organized

into categories -- they were extremely cooperative with teammates because they wanted to win. Conversely, when they were divided in pairs to practice a dialogue and then alternative roles, I observed considerably more variation in performance. Therefore I sought to have students work toward meeting a specific goal in any pair or team work -- to complete a word puzzle or to win a game -- to motivate students to work together well.

As far as teaching students to respect others goes, I deemed it essential to create an atmosphere in which I stressed that each student was working for him or herself -- not for me, their parents or to compete with classmates. I explained this to them early on, especially regarding quizzes and report cards. I believed that if they could experience this self-respect, they would respect each other more. I sensed that several of my students were influenced by my little talks on self-motivation, but others were not in the least; therefore, my own attitudes and reactions were crucial in fostering and maintaining this ambience. I had to resist making comparisons between work performances. I also had to demonstrate that it was O.K. to make mistakes -- that I made them and that it was a natural part of language learning. To keep motivation high, I rewarded any displays of diligent effort, any astute observations or questions with big smiles and verbal praise. I tried to show my students that I was very pleased with their English accomplishments, but that I accepted them and respected them as individuals too.

In conclusion, I would contend that this objective remains a subtle, on-going process to continually strive towards. It

requires time for a new teacher to feel his/her way in relating to students and in shaping the kind of environment to which he/she aspires. Despite temporary setbacks in the mishandling of a situation or the inappropriateness of a remark, it is the long-term, overall attitude and comportment of the teacher which lead to success or failure in this regard.

ESL Syllabus, Weekly and Daily Lesson Plans

In compiling the ESL syllabus, I have tried to focus on the needs of my students as third graders attending a bilingual school in New York, hoping to achieve grade-level competency within one year. The sequence of grammatical topics is a progression from very simple expressions to increasingly difficult ones, enabling the student to keep building on his knowledge. The vocabulary lessons reflect topics of general interest to all ESL students, but also zero in on such topics as farm animals, pets, sports, games and seasonal activities which most third graders find especially appealing. The rhymes and games have been included in order to enhance variety in the lessons, make the students more well-rounded and increase student participation and fun. The cultural awareness activities promote student reflection on existing conditions in the United States, teach the different regions and regional products of the United States and expand knowledge of the diversity of American culture. The reading/writing selections are intended to hone and embellish these fundamental classroom skills by presenting interesting reading material and guides for student writing. The syllabus as a whole, then, should provide a solid foundation on which further study may rest.

The weekly lesson plans are designed to show the syllabus at work and demonstrate how the areas of concern discussed in my objectives are dealt with in a pragmatic way. The daily lesson plans delve deeper into how I attempt to fulfill my ob-

jectives in the classroom environment. They show how I try to promote favorable attitudes toward the study of English, how I encourage student participation in structured activities and how I work at creating a secure environment for myself and my students.

Finally, the syllabus, the weekly and daily lesson plans together, show how my assumptions can be put to work in a real classroom situation.

ESL SyllabusVOCABULARY

- personal information: name
address, age...
- classroom objects
- numbers
- colors
- clothing
- games and sports
- family
- opposites
- nationalities
- professions
- days of the week
- body parts
- time
- daily activities or schedule
- foods
- menus and restaurants
- furniture and homes
- weather
- geography
- seasons and months
- coins
- farm animals
- shapes
- stores and shopping
- community and community
personnel

GAMES

- bingo
- simon says
- treasure hunt
- 20 questions
- spelling bee
- telephone

GRAMMAR

- questions and answers
(what's this...it's a...)
- negative statements
- simple commands
- indefinite articles: a - an
- present progressive tense
- plural of nouns
- demonstrative adjectives
- descriptive adjectives
- subj. pronouns and to be
present tense - affirm, neg.,
and interrogative
- prepositions
- simple present-affirm., neg.,
and interrogative
- object pronouns
- possessive adjs. - poss.
pronouns
- yes/no questions and short
answers
- past tense - to be: affirm,
neg., and interrogative
- past tense: affirmative,
neg., and interrogative
- adjectives and adverbs:
comparative
- adjectives and adverbs:
superlative
- future tense: will and going
to: affirm., neg. and inter-
rogative
- modals: can, could, may,
might, should, ought to,
would
- present perfect: affirm.,
neg. and interrogative
- reflexive pronouns

RHYMES AND POEMS

- Twinkle Twinkle
- Humpty Dumpty
- Child of the Week
- Old MacDonald
- The Owl and the Pussycat

GAMES (Cont'd.)

- "Jeopardy" quiz game
- charades and mimes
- spontaneous role plays
- crossword puzzles
- "The Thing" - object game
- scramble puzzles

CULTURAL AWARENESS ACTIVITIES

- what is America like?
- what things are American?
- regions of the U.S.: geography and local products
- Indian tribes in New York State
- maple sugaring and visit to Pound Ridge Reservation
- favorite American dishes
- American music: jazz, folk, soul and rock
- research project on U.S. culture

READING/WRITING

- Puppet Role Play
- Barbie's Morning
- Charlie Brown's Meals
- Lunchtime at the Larchmont Diner
- A Christmas S'rprise
- Saturday
- The Carter's Pets
- Warren's Wonderful Trip/
Helen's Horrible Trip
- My Summer Plans
- "Three Fables"
- "Can Dolphins Talk?"
- "The Rooster Who Understood Japanese" by Yoshiko Uchida
- "The Founding" by Carol Carrick
- "Something Strange at the Ball Park" by Elizabeth Levy
- "Who Can Count to Ten" by Frances Carpenter
- short dialogues or passages written by the teacher; some to serve as models for student writing.
- selections from Zooming Ahead/Lipincott Basic Reader - Grade 3

WEEK ONEDay 1

- A. Brief introduction by teacher
- B. Present and Practice SS Introductions
 - My name is...
 - I live in...
 - I am ____ years old.
- C. Possible Selection of American nicknames by SS
- D. Chain Drill Intros. by T and SS
- E. Cultural Awareness Exercise on
 - what American words SS know
 - what products are American
 - what traits are American
 - which Americans SS admire and why
- F. Present Classroom Objects
 - What's this?
 - It's a pen.
 - desk.
 - etc.

Day 2

- A. Conversation Follow-up on
- name
 - address
 - age
- B. SS reconstruct word lists from Day 1's Cultural Awareness and practice pronouncing the words on the board
- C. Classroom Objects with picture file and/or prop box
- What's this?
It's a...
 - Is it a...?
Yes, it's a...
-- Is it a...?
No, it isn't a...
It's a...
- D. Present Numbers with Sesame Street cards
- 1 - 10
 - multiples of 10
- SS practice combining cards to make two digit numbers
- E. Bingo Game
- T calls nos. SS fill in cards with chips or buttons

Day 3

- A. Review numbers orally
Follow with oral number quiz
- B. Review neg/affirm with class objs:
 - ...Is it a...?
 - No, it isn't a...
 - It's a...Follow-up written exercise with pictures
- C. ** Present Puppet Role Play based on typical school dialogue
 - T performs 2x
 - SS perform in groups
 - oral questions/answers on dial
- D. Introduce Simon Says Game with simple commands
 - T acts as leader
 - Simon says jump
 - Simon says hop
 - Simon says touch...

** See Appendix

Day 4

A. Puppet Role Play

SS groups perform role play for the class

Follow-up questions/ans.

-- SS underline answers to dial. questions on written copy of role play

-- cloz exercise on role play

B. Bingo game: SS take turns calling nos.

C. Written practice negative statements

-- It isn't a...

-- I'm not a...

-- She isn't a...

D. Introduce Indef. Articles: A - An with objects, pictures

-- It's an apple

-- It's a peach

-- It's an orange

-- It's a banana

Day 5

- A. Review indef. article with objects, pictures
Written fill-in exercise on Indef. Article
- B. Present Colors with rods:
 - This is a blue rod
 - It's blue
 - This is a red rod
 - It's red
- C. Simple Commands with rods:
 - Take one blue rod and give it to Paul
 - Take two red rods give them to Sue and put them back in the box
 - Take three beige rods, drop one and pick it up
- D. Simon Says Game
SS take turns at being Simon

WEEK TWODay 1

- A. Review colors and neg/affirm. using prop box, fruits and objs. in view
- What color is this pen?
 - It's yellow
 - Is this door red?
 - No, it isn't
 - It's green
- B. Simple commands and present progressive using rods
- Take 4 beige rods, drop them and pick them up
 - Take 4 beige rods, "I'm taking 4 beige rods."
- Drop them
- "I'm dropping them." etc.
- C. Present clothing using Barbie and her clothes
- Follow-up fill-in exercise with pict.
- D. Poem: Twinkle Twinkle Little Star

Day 2

- A. Poem: Twinkle Twinkle Little Star
Class practices, indiv. recite
- B. Conversation -- review colors and clothing
-- What are you wearing?
-- I'm wearing jeans, a red T-shirt, blue socks and sneakers
-- What am I wearing?
-- You're wearing a black and white dress and black shoes
- C. Review vocab. list of Barbie's clothes
Cloz exercise on articles of clothing
- D. Simon Says using present progress
T: Simon says clap your hands
SS: I'm clapping my hands

Day 3

- A. Written vocab. quiz on colors and clothing
- B. Present plural of nouns
 - one book - 2 books
 - one box - 2 boxes
 - one fly - 2 flies
 - one foot - 2 feet
- C. Present progress: poster of action pictures
 - What's he doing?
 - He's playing tennis
 - What's she doing?
 - She's washing the dog
 - What are they doing?
 - They're watching T.V.
- D. 20 questions using "Magic Box"
 - Is it a...?
 - create word list of new vocabulary:
 - gomme = eraser
 - regle = ruler

Day 4

- A. Class treasure hunt with commands
 - T and SS go thru short one together
 - SS work on one as 2 teams
 - 1. Walk to the window (they find next clue)
 - 2. Pick up the box of rods (They find next clue)
 - 3. Take it to Bobby's desk, etc.
- B. Oral practice -- plural of nouns
 Fill-in exercise on plurals from the board (written)
- C. Demonstrative adj. in conjunction with sing-plur. nouns
 This is a book
 These are books
 That is a desk
 Those are desks
 written ex. with pictures
- D. Spelling Bee with all vocab Weeks 1 and 2

Day 5

- A. Present Progress. with pict. poster 1 repeated from Day 3 and one for sports
- swimming
 - football
 - hockey
 - baseball
 - tennis, etc.
- B. Conversation: sports and games
- What games or sports do you like?
 - I like LEGO and swimming
- C. Present family relationships using rods or dolls
- mother, father, sister, brother, daughter, son
- Eventually
- grandmother, grandfather, aunt, uncle, cousin, niece, nephew
- SS to SS interviews on families
- How many people are in your family?
 - How many brothers/sisters do you have?
 - etc.

Daily Lesson Plans

Day 1

A. Introduction - Following my outline of week 1, I would say "Good Morning" in English and follow with a few words in French just to make my students feel more comfortable. I would explain that I am going to say a few words of introduction in English and not to worry if they can't follow, but to listen carefully to see what they can understand.

I would say: "My name is Miss Kelly and I am going to be your English teacher this year. We will have class together every day from 9 o'clock until 10:30. I am very pleased and happy to be here with you in the French-American School and I want very much to get to know all of you individually and work with you. I hope you will like English, work hard and always try to do your best."

Then I'd ask in English (and French, if necessary): "What did you understand -- you can tell me in French." While listening to their responses, I would tell them how much they understood, how pleased I was and that their knowledge of English will keep growing.

B. Student Introduction - Showing my students a Charlie Brown doll, I would say, "His name is Charlie Brown."
(then) "My name is Miss Kelly."

and I would ask individuals, rotating around the class:

"What is your name?" modeling, "My name is..." when necessary.

After the ss say their name a few times, I would show them a

picture of Charlie's house with "Larchmont" captioned below, and say, "Charlie Brown lives in Larchmont (then) "I live in Yonkers."

and again rotate, asking students, "Where do you live?" modeling "I live in..." when necessary.

Then I would show them a number card of 8 and say, "Charlie Brown is 8 years old." "Ms. Kelly is older than Charlie," then ask students and rotate with "How old are you?" modeling "I am __ years old" and counting fingers to arrive at ages.

Next I would put up a chart reading:

His name is Charlie Brown
He lives in Larchmont
He is 8 years old.

I would model the chart and have the students repeat together. Then I'd ask students randomly, "What's his name?", "Where does Charlie live?" and "How old is Charlie?", pointing to answers and modeling when necessary.

Then I would put up a chart showing:

My name is...
I live in...
I am __ years old.

and leave it, asking students to give the 3 lines of information orally in consecutive order. I might cue them with questions or point to answers if they get stuck.

C. Selection of Nicknames - In order to make my students' new second language seem more personal and appealing, I would explain to the students that in French my name is "Mademoiselle Kay-lee" and in English it's "Miss Kelly." One student I had was "Guillaume" in French but "William" in English, another

"Ludovic" in French, but "Luddy" in English. One girl was "Delphine" but she wanted to be called "Victoria" because that was her favorite name.

I would ask them to think about having an American nickname for a few moments and then take any responses. I would leave the option of thinking about it for a day or so, in case they weren't sure.

D. Chain Drill Intros - I would explain to the students that we'll be playing a memory game and that they are going to give some information, the person next to them is going to repeat it and add his own info etc. I would ask them to stand in a horseshoe, then I would say:

"My name is Ms. Kelly
I live in Yonkers.
I am older than you."

Then I would help the first student to say, "her name is, she lives in, she is older than us" and move on down the chain. When the last student had said all the info, I would begin again in the opposite direction, so those who had to remember and say so much would have it easier and vice-versa. (Even after explaining very simply and slowly how the game works in English, I would expect some students not to get the idea until the game is put into motion).

E. Cultural Awareness - To make students aware of their own ideas and beliefs about the country they're living in, I would point to a map of the U.S. and ask them to think about America for a few moments.

(For this entire exercise I would speak in English first, then simultaneously translate into French when necessary or have

a student with sufficient comprehension skills translate for the class).

I would divide the class into pairs, so that they'd have the experience of working with someone and getting to know that person (which is particularly nice to do before friendships -- and sometimes prejudices -- form). I'd distribute some white paper and magic markers and ask the pairs to work together to write down answers to my questions about America and Americans, reminding them there are no right or wrong answers, but that everyone has his own ideas and we're going to learn more about each other through sharing them.

Question 1: What American words do you know? (to give them an example -- television or cigarette).

2: Name 2 products that are American?

3: What words say what kind of people Americans are? (examples to demonstrate adjectives: words like nice, bad etc.)

4. Name an American you like and tell why. (examples to start them thinking: someone on T.V., a famous singer, or a person who plays a sport, etc.)

5. What are some activities that Americans like to do?

I would have the students tape their responses to the front blackboard and ask them to say their responses orally when I reread the questions. I would also translate any French words into English and have the students pronounce them.

I would share some of my own thoughts too, and ask them ques-

tions such as: How is this different from French people? (or Belgian, etc.). How is it the same? Do you think all Americans are like this? Or just some of them? Why - why not? What have you learned about Americans from this exercise?

F. Classroom Objects - In any remaining time, I would tell the students that they're going to be adding to the list of Americans words they know by looking at our classroom.

I would select objects (pens, rulers, erasers, notebooks, desks, chairs, windows, doors, etc.) and ask students, "What's this?" to see what they know. Then I'd say, "It's a pen." and ask individuals at random, "What's this?" I would repeat with as many objects as possible and see what the students could remember at the end.

Daily Lesson Plan

Day 2

A. Conversation Follow-up - After greetings ("Good morning." and "How are you?" -- I would teach them, "Fine, thank you," "Alright," "Not so great.") I would ask my students if anyone else had decided on an American nickname. Then I'd tell them I wanted to see what they remembered from yesterday and I would ask students randomly:

"What's your name?"
 "Where do you live?"
 "How old are you?"

Then pointing to Charlie Brown:

"What's his name?"
 "Where does Charlie live?"
 "How old is he?"

B. Reconstruct Cultural Awareness List - I would ask the class to see what they could remember about Americans from the previous class. I would ask the questions again and write student answers on the board as they volunteered them orally.

After each question, I would model the words, have the students repeat them together, then ask for volunteers to pronounce the list.

C. Classroom Objects - I would use the same objects from the previous class and have students volunteer the answer to the question, "What's this?"

Then I would model, "Is it a pen?"
 "Yes, it's a pen."

I would ask students, "Is it a...?" and have them respond,

"Yes, it's a..."

Using the same objects -- for example holding a ruler --
I would model, "Is it a pencil?"
"No, it isn't a pencil."
"It's a ruler."

Likewise I would use the same pattern asking students, "Is it a...?" and having them respond, "No, it isn't a..." "It's a..."

Next to change the dynamic and have some student to student interaction, I would write the 2 questions on the board: "What's this?" and "Is it a...?" and have each student ask the class 3 questions using the objects. The student asking the questions could take volunteers or call on an individual.

D. Numbers - I would ask the students if they could count a bit in English to determine what they know.

Then using Sesame Street number cards (or a similar variety) I would hold up the number cards 1 - 10 sequentially and elicit the numbers from the students. I would repeat, eliciting responses in non-sequential order.

I would distribute groups of cards to each student -- using the side showing objects only -- and ask them to group together all the cards that show the same number of objects. The students could check their accuracy by counting the objects aloud on each card.

Next I would put up some white paper showing the multiples of ten from 10 - 100 numerically and in words, I would model the numbers and ask students to repeat. (Or simply elicit the numbers from the students, depending on the group).

Then using the number cards, I would form 2 digit numbers

at random by putting 2 cards together, such as 84, 43, 50, 27, etc., and elicit the responses from the students.

E. Bingo Game - I would explain to the students that they're going to have some fun with numbers with a game called Bingo. I would draw a Bingo card on the board and tell them they're going to receive their own card, which they'll be responsible for. When I call out a number, they should look and try to find that number on their card and if they do, they should cover it up. (I'd block out one of the card numbers on the board). The person who covers up all his numbers first, will be the winner and will receive a sticker. (For the first game, I would play the whole card and get into horizontal, vertical or diagonal lines later on).

I would distribute the cards and poker chips and begin to call out the numbers. If the students had trouble with 2 digit numbers, I would break them down, saying, "Fifty-five (and showing hands) five - five, that's fifty-five," so they wouldn't count in their language the first time the game is played.

I would also encourage students to volunteer to call the numbers (I'd watch their card) go give them the opportunity to lead. I would be better able to observe them too and would be reversing the teacher to student dynamic.

Conclusion

To conclude my Independent Professional Project, I would say that the human element -- the process of really getting to know my students -- has been the most enriching part of my job as a teacher, as well as the most enlightening. I have learned that the kind of ESL program is not very important if a child is unhappy with his transition to a new school and new environment, or if there is no parental support for the venture of learning English. If a child remains in a totally French environment outside the classroom, as sometimes happens, that, too, impedes progress.

Yet despite these limitations which are beyond my control, I have also learned that it is my responsibility to present an ESL program which is as comprehensive as possible and works to fulfill student needs. In order to devise such a program, I had to carefully examine the school environment and the Larchmont community. I also had to examine my own beliefs about learning and teaching and establish a set of priorities.

These priorities, which took the form of set objectives for myself and my students, were a basic tool that I used again and again to work through problems and new ideas. The basic tenets of (1) creating a favorable attitude toward English, (2) establishing a secure, workable environment, (3) working toward achieving mainstream competency, (4) avoiding a teacher-dominated class and (5) creating an atmosphere of mutual respect and tolerance served me well. They also boosted my confidence and encouraged

me to be well-prepared. These objectives were the foundation which supported the future endeavors of writing a syllabus and composing weekly and daily lesson plans, which helped me to do my job in a professional way.

But in conclusion, the human element has continued to be my most influential guide. I have learned to set aside plan books and the syllabus when I am attuned to the needs of my real-life students. The students themselves have helped me retain elements of spontaneity that make the teaching process so exciting.

Name _____

Date _____
Grade 3English

Pierre Romanet and Lisa Evans go to the French-American School in Larchmont, New York. Pierre is French and Lisa is American. They meet each other in the schoolyard on a beautiful, sunny day in September.

Lisa: Hi Pierre! What's new?

Pierre: Not much. Well, I'm happy we're back at school.

Lisa: Me too. I love the third grade.

Pierre: English is my favorite subject.

Lisa: Mine is math.

Pierre: I have to go home now. Good-bye Lisa.

Lisa: Bye. See you tomorrow at school.

Questions:

1. Where do Pierre and Lisa go to school?

2. Is Lisa French or American?

3. Where do they meet?

4. What kind of day is it?

THE END

Full Name _____

Date _____
Grade 3

English

Barbie's Morning

This is Barbie: At 7:00, she wakes up and gets out of bed. She does exercises for 20 minutes. Then she goes to the bathroom to wash and brush her teeth. At 7:30, she takes off her pajamas, she gets dressed and then combs her hair. Next she goes to the kitchen to make breakfast. For breakfast, she has pancakes, a bowl of cereal, orange juice and a glass of milk.

Barbie is a ballet dancer. At 8:15, she is ready to go to work. She drives to work in her orange convertible.

Name _____

Date _____
Grade 3 _____

English

Charlie Brown's Meals

This is Charlie Brown. He is a (boy) and he is 8 (years) old. Charlie Brown loves 3 things: his (dog) Snoopy, baseball and (food).

Charlie Brown loves to eat. These are the (meals) he eats:

At 7:30, Charlie Brown eats (breakfast). For breakfast, he has cornflakes with blueberries and (milk).

a banana

a (peach)

some strawberries

and a glass of (orange) juice.

At 10:00, Charlie has a (snack). Charlie has some oatmeal (cookies).

At 12:15, Charlie eats (lunch). For lunch, Charlie has tomato soup with (crackers).

a giant (sandwich).

a (can) of Sprite.

and a piece of banana (pie).

At 3:45 Charlie (eats) another snack. He has a (hot dog) with mustard.

At 6:30 Charlie eats (dinner). For dinner, Charlie eats: roast (turkey)

mixed (vegetables)

salad

(cheese)

fruit

and a big (piece) of chocolate (cake).

Name _____

Date _____
Grade 3

English

"Lunchtime at the Larchmont Diner"

It is Tuesday November 2nd. Lisa Evans and Pierre Romanet are having lunch at the Larchmont Diner.

Lisa: I'm so hungry.

Pierre: Me too. I forgot to eat breakfast this morning.

Waitress: Are you ready to order?

Lisa: Yes. I'll have a tuna sandwich on toast and a glass of milk.

Pierre: I'd like vegetable soup, ham and cheese on rye and a coke.

(A few minutes later).

Waitress: Here you are. Enjoy your lunch.

Name _____

Date _____
Grade 3

English

"A Christmas Surprise"

Ms. Kelly: O.K. Class. Let's go to the stationery store and buy some surprises for Christmas.

Willy: I want to buy a space man.

Frederick: I want to buy a chocolate bar.

Luddy: Hurry up you guys. I want to see what they have.

(Ms. Kelly's 3rd grade English class is now in the stationery store).

Vanessa: I have 35¢ (thirty-five cents) and I'm going to buy a Milky Way bar.

Victoria: I only have a quarter. Hicham, will you lend me a dime?

Hicham: Sure Victoria -- Oh, I don't have a dime, but I have two nickels. Here take them.

(Hicham gives the two nickels to Victoria).

Johnny: Hey Willy -- you dropped two pennies.

Willy: Thanks a lot. This is the space man I want.

Frederick: Look Willy. It costs \$1.00. (one dollar).

Luddy: I'm going to get one just like that too.

Johnny: Not me. I'm going to get some Pac Man Stickers.

Vanessa: Hey Johnny -- these look like the Ms. Kelly gave us.

Victoria: Look at this doll Vanessa. I wonder how much it costs.

Micham: It costs \$3.40 (three dollars and forty cents).
How come all girls can think about is dolls? Girls - UGH!!!

THE END!!!

Name _____

Date _____
Grade 3Saturday

Every Saturday Charlie Brown sleeps late because he has no school. He wakes up at 10 o'clock and goes to the kitchen to eat breakfast. His mother makes bacon and eggs and Charlie drinks orange juice.

After breakfast, Charlie goes to his room to get dressed. Usually he wears jeans and a sweater or sweatshirt.

Then Mrs. Brown drives Charlie to the swimming pool. Charlie takes swimming lessons twice a week. Charlie loves to jump into the water and play and swim. He likes to float on his back too.

There is another reason why Charlie likes to go to the pool. He wants to see Frieda, the pretty red-haired girl!

After swimming, Charlie goes to Frieda's house for lunch. Frieda and Charlie play together in the afternoon. They ride bikes, play LEGO, and roller skate.

Charlie loves Saturday because he can play all day. The best part of Saturday is: NO HOMEWORK!!!!!!!

NOW IT'S YOUR TURN _____

Name _____

Date _____
Grade 3

English

The Carter's Pets

George Carter and his sister, Liz, lived in Brattleboro, Vermont. George was 8 years old and Liz was 7. They both loved animals. They wanted to have many many pets, but their parents said that five was enough.

George and Liz thought about what pets to buy. George wanted a snake, but Mom said no. Liz wanted a squirrel, but Dad said that you can't keep squirrels in the house because they are not domestic animals.

After a while George and Liz made a decision. These are the animals they chose: a German shepherd, a Persian cat, a rabbit and two hamsters.

They couldn't wait until their new pets were part of the Carter family. The family bought the dog and the hamsters in a pet store in Putney. They got the cat and the rabbit from neighbors who didn't want to take care of them anymore.

Mrs. Carter thought the house was too noisy, but Mr. Carter, Liz and George were delighted with their new friends. They named the German shepherd Captain Jack and the cat, Bonkers. They called the rabbit Mr. Munchies and the hamsters were Tom and Jerry. Liz and George had many new jobs now -- like feeding the pets, changing their water and cleaning their cages. It was a lot of work, but George and Liz didn't mind. They were happy

to take care of their special pets.

THE END

-
1. Where did George and Liz live?
 2. How old were they?
 3. How many pets were enough in their parents' opinion?
 4. What pets did they get?
 5. Where did they buy the dog and hamsters?
 6. Where did they get the cat and rabbit?
 7. What did Mrs. Carter think about the pets?
 8. What did Liz, George and Dad think?
 9. What did they call the pets?
 10. What new jobs did they have?

Name _____

Date _____
Grade 3

English

1/ Warren's Wonderful Trip

Warren took a trip to San Francisco last summer. From the minute he arrived, everything was perfect. He went to Chinatown and he rode on a cable car./ He went to the Fisherman's Wharf on the water and ate a big lobster. Warren loved the big hills of the city and the giant redwood trees at Muir Woods./ The weather was beautiful and the people were friendly.

Warren had a great time and he was sorry when the 2 weeks were over and he had to go home and go back to school/

2/ Helen's Horrible Trip

Two weeks ago Helen took a trip to Los Angeles, California. From the minute she arrived everything went wrong. Her plane was 2 hours late and when she arrived in Los Angeles, she left one suitcase at the airport./

Every day the weather was terrible -- it rained and there was even a small earthquake in downtown Los Angeles. When Helen went to visit her cousin, her car broke down on the freeway./ But the worst moment came when she was mistaken for a jewel thief and arrested by the police.

Helen could not wait to leave California and her horrible trip behind her./

THE END

Name _____

Date _____
Grade 3"My Summer Plans"

by George Carter

This summer my family will drive down to New York State to visit the Catskill Mountains and New York City. I can't wait until June when we can leave on our vacation. I like Vermont, but I like to travel too, and everyone says New York City is fantastic.

First we will go to the Catskill Mountains which are in the northern part of the state. We'll go to the Catskill Game Farm where the animals roam around freely and are not in cages. You can stay really close to them too. They even let you feed the animals yourself. I want to feed the baby deer with a bottle just like a real baby.

Then we'll drive to Manhattan. I can't wait to see the Empire State Building, the Twin Towers and the Statue of Liberty. My mom promised to take me to the Hayden Planetarium, so I can learn about the stars, the planets and astronomy. I want to see some weird people too, like the guys who roller skate everywhere wearing shorts and headphones and people with purple hair. I want to eat a real New York hot dog and a big salty pretzel.

The only problem will be my sister Liz. Every time we go on a long trip in the car, she always gets carsick. Then she makes my dad stop at a restroom every 5 minutes. And whenever she eats anything, she spills it all over me. Last year she dropped a chocolate ice cream cone in my lap. I asked Mom if

we could leave Liz at home, but Mom said only if I could pay for a babysitter. So I suppose I'll just have to put up with her!

THE END!!