

Chapter 1 : Free English Lessons for Kids | FredisaLearns

Learn Spanish for beginners: Lesson 2 with 11 lessons in one video! Each of the 11 lessons uses audio speech and specially drawn pictures to teach absolute beginner Spanish learners 10 items of.

For a standard left keep to the left follow kerb around to the left. If turning right, position to the centre of the road. If the give way is open enough that you can clearly see early on the approach that it is safe to emerge, generally approach in second gear. You will find that most T-junctions need to be approached very slowly to allow you enough time to check properly when clear to emerge, therefore you should select first gear. You must stop where a junction has a Stop sign. Cyclists and motorcyclists can be hard to spot. Keep re-assessing both ways if busy. Joining New Road Safely Observations To emerge safely you must do so where any traffic, including cyclists, are not forced to change speed or direction because of your actions. Be aware of any pedestrians crossing the road. If you are sure they are intended for you then make sure it is clear in all directions before merging. Once You Have Joined a New Road Check your mirrors and make progress by building up your speed suitable for the road and conditions. Obstructions on Main Road If you emerge onto a road that has obstructions parked cars then you may need to creep forward to improve your view. Lean forward in your seat and have your clutch just at or close to the biting point to control your speed. Be extra mindful of pedestrians crossing the road from behind the parked cars. Unmarked If you emerge onto a road that has no Give Way markings or you have double broken lines all the way across the road you are leaving do not assume you are exiting a one-way and position yourself for a two-way road as on diagram. Keep to the left for turning left and move over to the right for turning right as on diagram. Try not to get unnecessarily close to parked cars obstructions. You may need to approach more slowly. Emerging Out of Narrow Roads - Entrances Position Keeping to the left may lead to the back wheels running over the kerb. It is also possible you may swing out too much in the new road. Move further to the centre of the road you are leaving. Therefore you should give way to traffic opposite when turning right as you will be cutting across their path. This diagram below is showing an example of following the road ahead. The yellow car has priority. Mirrors No signal confirms you intend to go straight ahead. When going ahead face car to the left of the road you are entering if the crossroads are not staggered then your position should stay the same. Speed Slow down enough to check all roads. Look Look right then left, back to your right and straight ahead. Traffic on the main road has priority as usual - check ahead for emerging traffic and see if it is clear to enter pedestrians etc. Parked Cars Obstructions Parked cars obstructions may block your view of approaching traffic on the main road which has priority over you. Drivers emerging opposite blue car could have a clear view so be aware that they may not pull out before you even when you have priority! Where possible you should try to get eye contact with the driver on the opposite side of the crossroads to try to work out their intentions. They may not have spotted you They may wave you on make sure you still check the main road is clear before emerging Both Turning Right, Equal Priority Equal Priority! Where both you and the driver opposite intend on turning right no-one can assume priority as you are both doing the same thing. You need to work out the safest way of emerging. If you emerge onto the main road at the same time your options are to emerge nearside to nearside or offside to offside see diagram below. As you are both doing the same thing then it will be equal priority therefore you will need to decide whether it is best to pass. Nearside to Nearside or Offside to Offside Nearside to Nearside With the left side of your car passing the left side of the other vehicle. Check which way the wheels are facing on the vehicle opposite to see if the driver has turned them to the right which would give an indication of their intention to emerge Nearside to Nearside as shown on the right hand side diagram. Be careful the driver does not block your view of any traffic on main road. Bikes in particular could be hidden from view. Offside to Offside With your right side of your car passing the right side of the other vehicle. This is normally a better option where the crossroads is staggered. Again you could look at the car opposite for an indication of their intentions as straight wheels would make it more likely the driver intends to emerge offside to offside. Unmarked Crossroads Never assume priority over another road if there are no road signs or markings. Another vehicle may expect you to give way to them, they may misjudge your speed, or not see you at all! Approach

the crossroads with caution, being prepared to give way if necessary. Box Junctions Yellow criss-cross lines mark a box junction. The purpose is to keep traffic clear by preventing traffic stopping in the path of crossing traffic. You must not enter a box junction unless your exit road is clear. When turning right it is OK to enter the box when you are only prevented from turning by oncoming traffic. For emerging at light controlled junctions see Traffic Lights.

Chapter 2 : VOA Learning English - Let's Learn English VOA - Voice of America English News

Free English Lessons for Kids. Starter 2 English Lesson. This is an elementary English course for young learners with beginner ESL/EFL skills. Download Course Guide. Unit 1 - Pets. Unit 2 - Sports. Unit 3 - Zoo Visit. Unit 4 - Places Around.

Class set of Vocabulary Cards
Class set of the Glossary
Class set of whiteboards and whiteboard markers
Class set of index cards

Key terms
actual: Real, true, or exact. To feel sure that something is going to happen. To find out the exact size of something. A method used to do something. A word that describes a noun. A word that describes how or when or where we do things. Particular things to focus on. A word that shows an action. This lesson can be used as a pre-lesson for the Close Reading: Objectives

Academic Students will be able to understand that close reading is a strategy that helps them read with a focus in order to deepen comprehension. **Language Students** will be able to describe story details with adjectives, adverbs, and verbs using cooperative learning groups.

Introduction 2 minutes Activate prior knowledge by asking students to think about what helps them focus when they read independently. Allow students time to think on their own before sharing with a partner. Then, have them share out as a group. They missed important information because they were not paying attention. Go over the language objective and have students repeat it aloud. Display a list of the tiered vocabulary words, and ask students to rate their knowledge on a scale of 1 to 4 on each word. Explain the rating scale as follows: Pass out a set of Vocabulary Cards to each student and go over the definition of each of the words. Give students time to sketch images that will help them remember the definitions. Allow students to talk to each other during this time to share ideas. Model using the word "actual" in a sentence. For example, I saw an actual alligator walking on the street. Put students into partnerships and have them work together to create sentences for the words expect and actual. Instruct each partner to write a sentence with one of the assigned words on their white boards. Scramble partnerships and have students share their sentences with a new partner. Then, share out as a whole class.

Sentence 10 minutes Explain that there are different types of words that authors use when writing. As readers, we need to pay close attention to these words so we can learn about the story. Share that these three parts of speech can give us a lot of information about characters, settings, and major events in a story. Provide more examples of adjectives, adverbs, and verbs in example sentences. Guide students to complete the first two examples in part one of the worksheet. That makes me think that she has had toy pets, but never a real pet. Go over the answers as a class, and then scramble the partnerships. Explain the process for completing part two of the worksheet by modeling how to complete the first question. Show students that you need to identify an adjective to complete the sentence, and that you can use the information box at the top of the worksheet to remind yourself about adjectives. Have the new partnerships complete the rest of the worksheet together, and go over the answers as a class. Call on nonvolunteers to share their answers. Ask the others to give a thumbs up or down to show whether they agree or disagree.

Discourse 12 minutes Distribute a copy of the Close Reading in Fiction worksheet to each student. Explain that they are going to read a short fictional text to practice looking at the important adjectives, adverbs, and verbs that give us more information about the story. These words help us focus on the details in the text. The close reading strategy is the method that will help us focus on details and important information, which improves our reading comprehension. After sorting the words, they will use them to answer comprehension questions about the story. Ask a volunteer to read the information at the top of the page to review the parts of speech. Read aloud the text to the class, and have them circle any unknown words they wish to discuss. Offer definitions and clarification as needed. Model sorting the first few words into the chart based on the part of speech, and engage learners to guide you in the next few. Then, put students into small groups and have them complete the remainder of part one of the worksheet. Go over the answers together. Show students how to answer the first question by using the chart as a Word Bank. Have learners complete the two remaining questions in their small groups. Call on nonvolunteers to share their answers to the sentence frames. Have them share by reading the completed sentence frame aloud. Ask the other students to give a thumbs up or down based on whether they agree or disagree. Review that the strategy of close reading requires

us to look at words, like adjectives, adverbs, and verbs, to better understand the story. By paying attention to these small words while close reading, we stay focused while reading and we learn a lot. Additional EL adaptations Allow access to reference materials in home language L1. Have learners repeat instructions and key vocabulary to the teacher. Partner ELs with students that will offer support during discussions and group work. Ask ELs to verbally summarize information that was modeled before moving on to student practice. Choose advanced ELs to share their ideas first in group and class discussions. Ask advanced ELs to add on, rephrase, or clarify what their peers say in class discussion. Have learners repeat instructions and key vocabulary, summarizing important information for the class. Formative assessment of academic language 5 minutes Distribute an index card to each student and instruct them to write their names on them for the Exit Ticket. Ask students to respond to the following question: Then, call on nonvolunteers to share their answers with the whole class. Remind learners that we pay attention to small words when reading to help us better understand what we read.

Chapter 3 : ELL Leveled Reader Packs | English Language Learners | Reading A-Z - Reading A-Z

Model sorting the first few words into the chart based on the part of speech, and engage learners to guide you in the next few. Then, put students into small groups and have them complete the remainder of part one of the worksheet.

Chapter 4 : Reading Lesson Plans | theinnatdunvilla.com

Our lesson plans are free to use - just click on the lesson plan links below and print. Access to the flashcards, worksheets, craft sheets, songs and classroom readers, however, require a Membership.

Chapter 5 : Close Reading Strategy | Lesson Plan | theinnatdunvilla.com | Lesson plan | theinnatdunvilla.com

Grade 6, Module 1: Unit 2, Lesson 9 Jan 26, - In this lesson students determine the theme of the myth of Prometheus and connect details from the text to allusions and themes in The Lightning Thief.

Chapter 6 : CC3 Resources " CPM Educational Program

This guide supersedes and cancels DS Manual , "English as a Second Language Program", July and replaces previous administrative procedures and associated information for the ESL program.

Chapter 7 : Everyday Math | Free Lesson Plans | Teachers

Reading Lesson Plans. Having a variety of interactive reading lessons continuously on hand teaches students the foundational skills to become engaging, confident readers.

Chapter 8 : Learners Guide - Lesson Plan - Emerging

for serving english learners WHO OPT OUT OF EL PROGRAMS This is the seventh chapter of the English Learner Tool Kit, which is intended to help state and local education agencies.

Chapter 9 : SIOP - Lesson plans and activities

ELL Leveled Reader Packs are the perfect ELL companion for our existing leveled books. Each pack provides the content-based vocabulary, grammar, and writing support English language learners need in order to access narrative and informational text and become successful readers as they acquire English language skills.