

**Suggested Teaching Components**

- Sit in chair at table for an extended period of time
- Know class teachers' and classmates' names
- Locate rooms, identify subjects
- Know/negotiate basic rules and appropriate routines
- Come prepared to class, e.g. bring books, calculator etc.
- Exhibit appropriate and polite classroom behaviour, for example:
  - work cooperatively in pair or group
  - wait for others to finish speaking/turn taking
  - follow teacher instructions
- Organise work book or folder, e.g. margins, date, heading, maintaining worksheets in appropriate manner
- Attempt set class work and homework
- Use a dictionary with teacher guidance (personal/bi-lingual)
- Borrow and access information from library, e.g. CDs, reference books
- Participate in appropriate social interactions such as asking questions, apologising, making a request, clarifying, interrupting etc
- Maintain homework diaries, sheets, folders etc. and use the vocabulary ladder (Section 3, *Refugee Handbook for Schools*, in the *ESOL Information for Schools* folder), and the Look, Say, Spell, Cover, Write, Check method to learn vocabulary

**Sample Strategies****Teacher directed**

- Set out regularly and reinforce all procedures with L1 support
- Model and monitor use of margins, dates, headings, folders, homework diaries etc.
- Change groupings in classroom to encourage cross-cultural understanding
- Model and practise appropriate social interactions to guide asking questions, interrupting, disagreeing, clarifying etc.
- Set homework and give feedback regularly using simple marking codes
- Timetable regular library visits

**Joint/guided construction/task**

- Participate in weekly shared book sessions (including use of sophisticated picture books)
- Play basic dictionary games
- Play games to reinforce greetings, names, organisational information etc., e.g. card games, circle games
- Participate appropriately in casual classroom exchanges

**Independent construction/task**

- Be ready for class with appropriate equipment
- Take home taped texts (books and tapes) to develop fluency
- Help to orient new students to class routines or tell a new student about something you have learnt in the different curriculum areas

**Suggested Themes, Topics and/or experiences**

School environment/layout, set of rules and expectations, class trips

**Suggested Assessment Tasks**

- Use of check lists (filled in by self)
- Observational Records
- Oral questions