

**About Section 3:** This section presents the topic of community helpers or occupations and professions to help children develop listening and speaking skills. Learners practice matching oral language of community workers by following directions and responding physically to the teacher’s language using toy buildings, toy dolls, pictures and objects. Students learn through pretend play, simple games and real experiences that connect them to their community and environment. Children show understanding using movements and gestures. Learners should start to produce simple one-word responses and may begin to combine language in more complex ways. Activities should rely on showing and modeling language to help children practice the new language without translating.

**Where this fits in:** This section is for beginning to advanced beginning level students who have some skills in the target language. Children practice oral skills, mainly listening and speaking by listening to stories, songs, playing games and working together with classmates using toys and learning materials. The teacher should use gestures, objects and pictures to help learners understand the

target language of vehicles so they can follow directions, practice turn-taking and show good listening.

**Expectations for the end of this section:**

- **Most students will** recognize the names of people who work in a community. Children will show listening comprehension through movements. Students will be able to follow simple directions and commands through pointing and moving toys.
- **Some students will have made more progress and will** understand and respond to simple either/or questions using gestures and single-word answers connected to the target language of community workers. Students may use language in games, asking simple questions with classmates, teachers and responding to stories.
- **Some students will have progressed further and will** be able to ask questions without teacher cues, respond or describe people in the community and characteristics of their work such as what they do, what tools help them with their work and why their work is important. More advanced language learners will be able to communicate with peers and teachers using the target language in new and novel ways.

OBJECTIVES & STANDARDS

LESSON / TEACHING CARD NUMBER

		11	12	13	14	15
• 38	Helps, shares and cooperates in a group					
• 42	Recognizes a variety of jobs and the work associated with them					
• 43	Uses past knowledge to build new knowledge					
• 44	Recognizes cause-and-effect relationships					
• 45	Engages in storytelling and pretend play to act out roles					
• 46	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations					