

Stand Out:

Evidence-Based Instruction for College and Career Readiness

Rob Jenkins

Staci Johnson

Webinar by Rob Jenkins

Stand Out:

6 Level Series



Maximize learning through

Evidence-based Instruction, Critical Thinking, & Learner-Centered Activities

Today's Goals and Objectives

1. Understanding the philosophy will lead to student success taking full advantage of the direction and intention of the activities provided.
2. Understanding the philosophy will give you confidence with WIOA requirements, College and Career Readiness Standards, and English Language Proficiency Standards.
3. Knowing how to access all resources will allow you to tailor instruction to your students' needs.

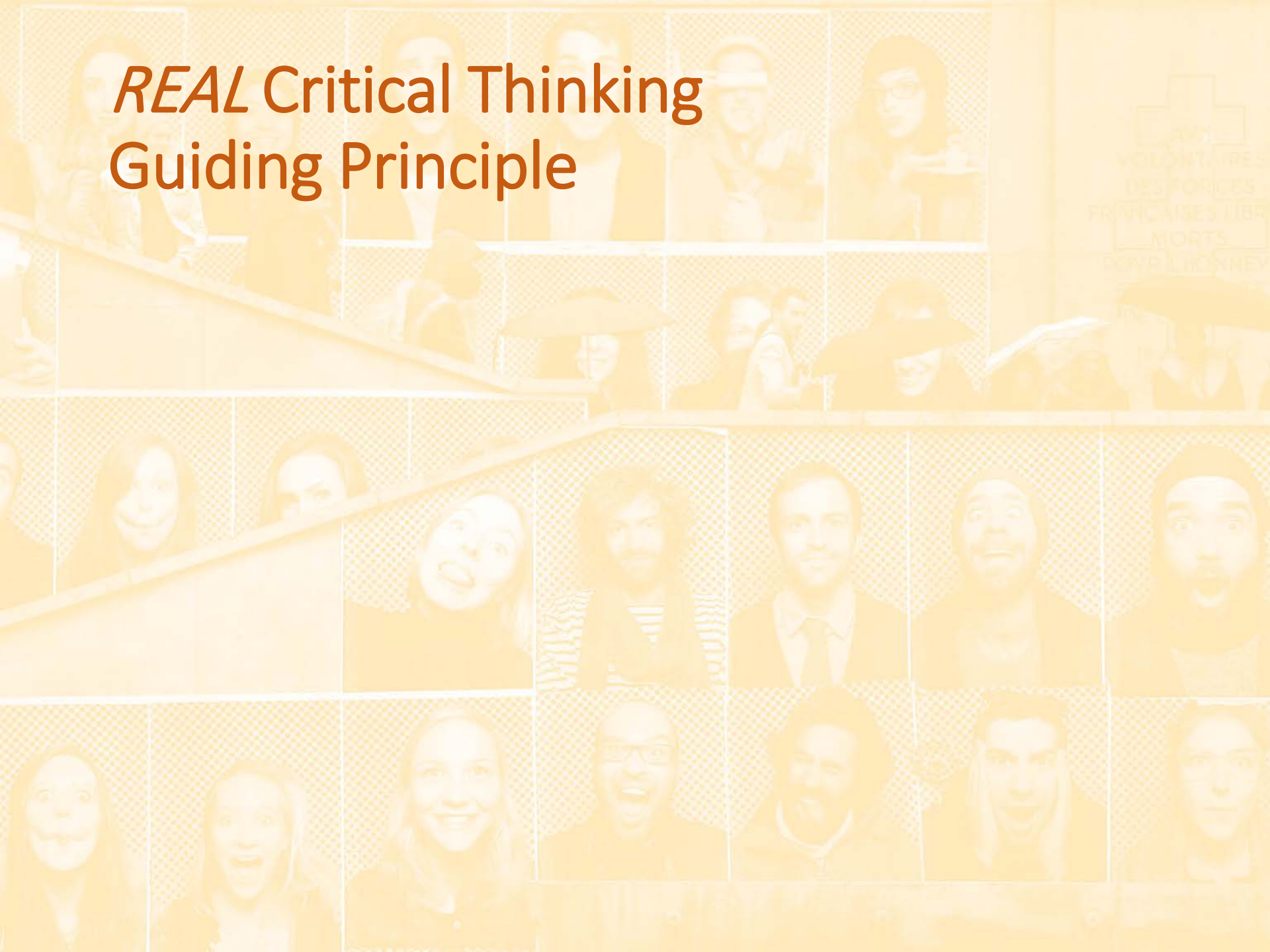
For philosophy documents,
go to *ESL-Teacher.net*



“Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.”

Jenkins 2008

REAL Critical Thinking Guiding Principle




VOLONTAIRE
DES FORCES
FRANCAISES LIBRES
MORTS
ROYAUME UNI

REAL Critical Thinking Guiding Principle

“Tasks that require learners to think deeper than the superficial vocabulary and meaning”

Jenkins & Johnson 2016

REAL Critical Thinking

-  A. **CLASSIFY** Put the clothing from the box in the correct columns. Then, add two more words to each column.

t-shirt

sandals

jacket

gloves

shorts

boots

Cold weather clothing	Warm weather clothing

REAL Critical Thinking

READING CHALLENGE

EXPLORER DANIEL RAVEN-ELLISON

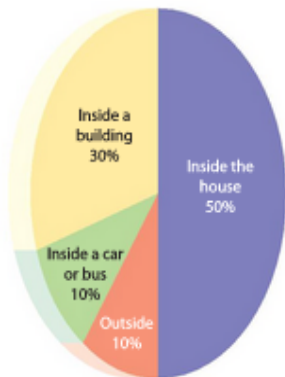
Guerrilla Geography

"Geography is about curiosity, exploration, and discovery. It gives you the power to see places in new ways, search for your own answers, challenge things as they are, and make sense of the world."
—Daniel Raven-Ellison



A. INTERPRET Complete the chart below with information from the pie chart.

Where Daniel spends time



1. How much time does he spend inside the house?
_____ %
2. How much time does he spend inside a car or bus?
_____ %
3. How much time does he spend in a building?
_____ %
4. How much time does he spend outside?
_____ %

B. CREATE On a separate piece of paper, make a pie chart for yourself.

C. Read about Daniel Raven-Ellison.

Paragraph 1: Daniel Raven-Ellison is no ordinary geographer. He is a "guerrilla geographer." He is challenging everyone to explore the world around them in new and exciting ways. Some people think geography is learning about faraway places, but Daniel believes there is a lot to learn where people already live.

Paragraph 2: One of his projects is Mission: Explore. Mission: Explore is a geography education website that helps children have adventures in the town or city where they live. With Mission: Explore, children go on missions to learn about geography. Daniel wants children to get outside and see all there is to see. He wants them to experience all of life.

Paragraph 3: In 2014, Daniel started a project in the United Kingdom. He wanted to show people that they could climb enough steps to equal climbing Mount Everest without leaving the city, so he walked up the stairs of the tallest buildings in London until he climbed 29,029 feet or 8,848 meters! Many children are now finding stairs and counting steps today because of the project.

D. INFER Answer the questions about the main idea.

1. Which paragraph is about an adventure Daniel had? _____
2. Which paragraph is about Daniel's work? _____
3. Which paragraph is about the people Daniel cares about in his work? _____

E. CITE Answer the questions in a group. Underline the supporting ideas in the article.

1. Do you think Daniel likes children?
2. Did Daniel climb Mount Everest?
3. Does Daniel believe people need to visit faraway places to learn about geography?

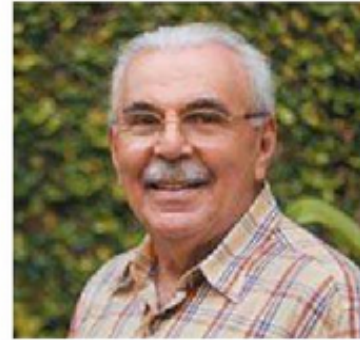
F. APPLY Talk in a group about where you live. What do you like to do in your city?

D. Augustin and his family don't eat together because they are very busy. Read what they eat.



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

SIMPLE PRESENT: HAVE

I have ...

You have ...

He/She has ...

Examples of Critical Thinking Activities

- analyzing data (graphs, charts)
- classifying
- collaborating over a problem
- comparing (VENN, Johari, charts)
- defining concepts
- evaluating information with a rubric
- individually solving problems
- predicting outcomes
- ranking
- reaching consensus
- summarizing concepts

Why Critical Thinking?

NATIONAL GEOGRAPHIC LEARNING CENGAGE Learning

STAND OUT

Evidence-Based Learning for Life, College, and Career
THIRD EDITION

1



ROB JENKINS
STACI JOHNSON



Academic Success



Workplace Success



READING

Key Ideas and Details

1. Read for detail.
2. Read for main ideas.
3. Analyze why and how.

Craft and Structure

4. Interpret words.
5. Analyze structure.
6. Analyze how purpose affects reading.

Integration of Knowledge and Ideas

7. Evaluate content from diverse formats.
8. Evaluate validity of claims.
9. Compare 2 or more text.

Range of Reading and Level of Text Complexity

10. Read increasingly complex text.

WRITING

Text Types and Purposes

1. Write arguments with supporting information.
2. Write well organized informative/explanatory conveying complex information.
3. Write well-structured narratives.

Production and Distribution of Writing

4. Produce writing appropriate to task, purpose, and audience.
5. Use a process of planning, revising, editing, rewriting, etc.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct research projects.
8. Gather relevant information.
9. Draw evidence to support analysis, reflection, and research.

Range of Writing

10. Write over various time frames depending on purpose.

SPEAKING & LISTENING

Comprehension and Collaboration

1. Participate effectively in a range of conversations/collaborations.
2. Evaluate information from diverse formats.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence.
5. Use digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks.

College and Career Readiness Abbreviated



Workplace Connection

- Combine ideas and information
- Make decisions
- Exercise leadership roles
- Manage time
- Complete tasks as assigned
- Interact appropriately with team members
- Collect and gather information
- Interpret and communicate information
- Apply technology




TEAM PROJECT  **Make your own company**

In a group, you are going to make a new company. Write job advertisements and interview new employees.

- COLLABORATE** Form a team with four or five students. In your team, you need:

Position	Job description	Student name
Student 1: Team Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Recruiter	Write a classified ad with help from the team.	
Student 3: Designer	Prepare an application form with help from the team.	
Students 4/5: Interviewers	Prepare interview questions with help from the team.	

- You are the owners of a new company. What is the name of your company? What kind of company is it?
- What job are you going to advertise? What information will you put in the advertisement?
- What questions will you have on the application form? What questions will you ask at the job interview?
-  Interview four students for your job.
- Decide who you will hire and present your work to the class.

are a family of four or five people. You
that can you make for breakfast, lunch,

dents. In your team, you need:

	Student name
ks English. icipates.	
with help	
he family	
on with	

st, lunch, and dinner for one week.

you need? Estimate the prices of the items on

ass about the meals on your menu. How much
left? What can you do with the money that will

Project-Based Learning (PBL)



Team Projects

Basic	Book 1	Book 2	Book 3	Book 4	Book 5
Make a class book	Create a student profile	Describe a student	Make a schedule	Create a goal chart	Create a personal profile
Make a display (culture)	Plan a department store	Design a clothing store	Create a purchase plan	Purchase plan	Create a financial plan
Make a shopping list	Create a restaurant	Plan a menu for a week	Create a housing plan	Real estate brochure	Create an auto handbook
Open a clothing store	Plan a dream home	Plan a move	Create a city brochure	Community Resource Guide	Housing issues Presentation
Describe your community	Make a city brochure	Describe your community	Create a healthy living plan	Community health pamphlet	Health Presentation
Create an appointment book	Role-play an emergency	Make a health pamphlet	Create a job app portfolio	Job application portfolio	Create an online store
Start a company	Get a new job	Make your own company	Create employee handbook	Solve a company problem	Set-up a business office
Create a study guide	Meet your goals	Make a time line	Run for mayor	Conduct an election	Give an opinion speech

P



PRE-UNIT

1



EVERYDAY LIFE

2



LET'S GO SHOPPING!

3



FOOD AND NUTRITION

4



HOUSING

5



OUR COMMUNITY

6



HEALTH

7



WORK, WORK, WORK

8



GOALS AND LIFELONG LEARNING

A



APPENDICES



Units



Credits

Help



⏪ BACK TO UNITS

3 FOOD AND NUTRITION

Lessons

Workbook

Unit Opener - p. 60

Lesson 1: Augustin's restaurant - p. 62

Lesson 2: Do we need carrots? - p. 65

Lesson 3: At the supermarket - p. 68

Lesson 4: A healthy diet - p. 71

Lesson 5: Following instructions - p. 74

Lifeskills - p. 77



Units



Credits

Help



LESSON 4 A healthy diet

GOAL Identify healthy foods



A. Close your books and listen. Then, read about nutrition and discuss the paragraph with the class.

Nutrition means the food we eat and how much we eat of each food group. Good nutrition is important. When we eat good food, our bodies are stronger and we stay healthy. MyPlate is a guide that helps us choose the best foods for a balanced diet. It is healthy to eat food from each of the main food groups.

B. **INTERPRET** Look at the MyPlate nutrition guide. What foods can you put into the different groups?



C. **CLASSIFY** Write nutritious foods for each category.

Grains	Vegetables	Fruits	Protein	Dairy

- D.** Augustin and his family don't eat together because they are very busy. Read what they eat.



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Gabriel

Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

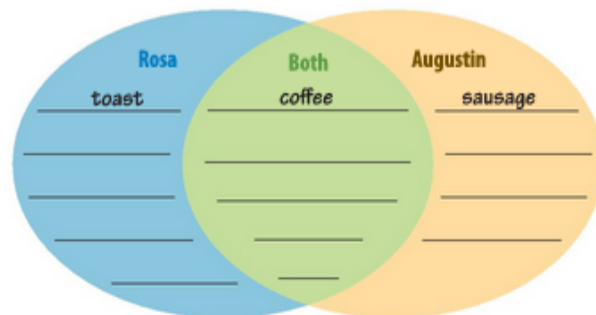
SIMPLE PRESENT: HAVE

I have ...
 You have ...
 He/She has ...

- E.** **RANK** Who has the best diet? In a group, rank the family members in order from the best diet to the worst. 1 is the best.

- ___ Silvia
 ___ Augustin
 ___ Fernando
 ___ Rosa
 ___ Gabriel

- F.** **COMPARE** Complete the diagram. Write the foods Rosa and Augustin eat for breakfast, lunch, and dinner.



- G.** **APPLY** What do you and your family eat for breakfast, lunch, and dinner? Complete the chart.

Breakfast	Lunch	Dinner

- H.** **Ask a partner.**

1. What do you eat for breakfast? _____
2. What do you eat for lunch? _____
3. What do you eat for dinner? _____

⏪ BACK TO UNITS

3 FOOD AND NUTRITION

Lessons

Workbook

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Lesson 5: Following instructions - p. 74

Lifeskills - p. 77



Units



Credits

Help



GOAL ■ Read recipes

A. Read the menu and underline the verbs.

Spaghetti and Meatballs

Ingredients: *Serves 6 people*
 2 jars of tomato sauce
 2 eggs
 1 onion
 1 package of spaghetti
 2 pounds of ground beef
 salt
 pepper

Instructions:
 1. Cook the pasta according to package directions.
 2. Combine the eggs, chopped onion, salt, and pepper in a large bowl. Add the beef and mix well.
 3. Shape the mixture into approximately 48 balls and fry until cooked.
 4. Heat the tomato sauce for 10 minutes on medium heat.
 5. Add the meatballs and simmer for 15 minutes. Then, add to pasta and serve.

B. Match the verbs to the ingredients. Draw lines.

- | | |
|---------|-------------------------------|
| add | mixture |
| combine | pasta |
| shape | tomato sauce |
| cook | eggs, onion, salt, and pepper |
| heat | beef |

C. Read the recipe.

Egg Salad Sandwiches Serves 4 people

Ingredients	6 eggs	8 slices of bread
	2 tablespoons of mayonnaise	salt to taste
	1 tablespoon of mustard	
	lettuce	
Instructions	1 Boil eggs.	
	2	
	3	
	4	
	5	
	6	
	7	
	8	

D. Read the instructions below. They are in the wrong order. Number them in the correct order and fill in the *Instructions* section on the recipe card in Exercise C.

- | | |
|--|-----------------------------------|
| _____ Put eggs in cold water. | _____ Mash eggs with a fork. |
| _____ Serve on bread. | _____ Add mayonnaise and mustard. |
| 1 Boil eggs. | _____ Peel eggs. |
| _____ Finally, add salt and chopped lettuce. | 6 Mix ingredients. |

E. Read the charts.

Imperatives			
		Base verb	Example sentence
you		drain	Drain the water.
		chop	Chop the potatoes.
		peel	Peel the potatoes.
Negative Imperative			
		Base verb	Example sentence
you	do not don't	boil	Don't boil the water.
		use	Do not use butter.
		cook	Don't cook in the microwave.

Food Groups

A. Write an “x” in the correct column for each food item.

Food items	Meat	Vegetables	Fruit	Breads, grains	Dairy	Fats, oils, sweets
apples			x			
butter						
ham						
bread						
lettuce						
ground beef						
vegetable oil						
tomatoes						
bananas						
eggs						

B. Talk to a partner about Fernando’s breakfast, lunch, and dinner.

Example:

A: *What does Fernando eat for breakfast on Saturdays?*

B: *He eats two eggs, ham, toast, and juice.*

Fernando’s breakfast on Saturdays
2 eggs 1 slice of ham 1 piece of toast (bread) orange juice

Fernando’s lunch on Saturdays
1 tuna sandwich (tomato, lettuce) 1 bag of potato chips 1 glass of milk

Fernando’s dinner on Saturdays
1 bean burrito (beans, tortilla, cheese, tomato) rice apple 1 glass of milk

C. Write the foods in the columns for each meal.

	Meat	Vegetables	Fruit	Breads, grains	Dairy	Fats, oils, sweets
Breakfast	<i>ham</i>					
Lunch						
Dinner						

2000 Multi-level Customizable Worksheets

Grammar Practice

Reading/Writing Practice

Listening Practice

Access worksheets, audio, and video at: [**ngl.cengage.com/SO3**](http://ngl.cengage.com/SO3)

Username: standout

Password: teacher

Go to ESL-teacher.net for a booklet on teaching ML.

Healthy Living

UNIT OUTCOMES

- Identify body parts
- Describe symptoms and illnesses
- Identify medications
- Describe healthy habits
- Identify actions in a waiting room

Look at the photo and answer the questions.

1. What are the people doing? How does it benefit their health?
2. What other ways can you keep healthy?

Visitors to the Blue Lagoon bathe in volcanic water and wear mud masks.

A Dangerous Commute

"I should have climbed out of the hole for a more secure footing, but I knew the moment would be lost."
—Jimmy Chin



A. PREDICT Look at the picture and answer the questions.

1. Where is Jimmy in the picture?
2. What is his job?
3. How do you think he gets to work?

B. BRAINSTORM In a group, make a list of transportation words.

Type of transportation	Ways to travel
car _____	drive _____
bicycle _____	walk _____
_____	_____

C. Read about Jimmy Chin.

Jimmy Chin is from Mankato, Minnesota. He has a very dangerous job: He's a photographer. But is that a dangerous job? Jimmy takes photos of adventurers in some of the world's most interesting places, like Mount Everest. When Jimmy takes photos of climbers, he doesn't take a bus or a train to work; he doesn't walk to work. He climbs to work!

D. COMPARE How does Jimmy get to work? How do you get to school?

<input checked="" type="checkbox"/> Jimmy Chin	Me
Jimmy _____ to work.	I _____ to work.
Jimmy doesn't _____ to work.	I don't _____ to work.

E. APPLY Write about you.

Name	1.
Birthplace	2.
City	3.
Street	4.
Home (apartment / house / mobile home)	5.
Transportation	6.

1. My name is _____
2. I am from _____
3. I live in _____
4. I live on _____
5. I live in _____
6. I _____

F. Tell a group your story. Repeat the sentences in Exercise E.

SKILLS  **Do you live around here?**



More You Watch
Look at the picture and answer the questions.

1. Where are Naomi and Hector?
2. What is Hector doing?

While You Watch
B. Watch the video and complete the dialog. Use the words in the box.

bus town near streets live going

Naomi: I (1) _____ live _____ on Maple Street.
 Hector: Maple Street. That's (2) _____ Chestnut Street, isn't it?
 Naomi: I think so. I'm still learning the names of all the (3) _____ I just moved here.
 Mateo: Glendale's a small (4) _____ You'll get used to it pretty soon.
 Naomi: I hope so. Where are you (5) _____ to school?
 Hector: I'm taking the (6) _____

Check Your Understanding

- C. Put the sentences in order to make a conversation.
- _____ It comes at 11:30.
 - _____ You're welcome.
 - _____ Take the Number 2.
 - _____ Excuse me, how do I get to the mall?
 - _____ Thank you.
 - _____ What time does it come?

Lifeskills Video

VIDEO CHALLENGE
A Mongolian Family



Mongolian families move their yurts from place to place.

Over the last four units, you have met a lot of new people. You know their names, where they come from, and where they live. You may even know a little bit about their hometowns. Now you will meet a new group of people from Mongolia; however, something is different about these people. They don't always live in the same place.

108 A Mongolian Family

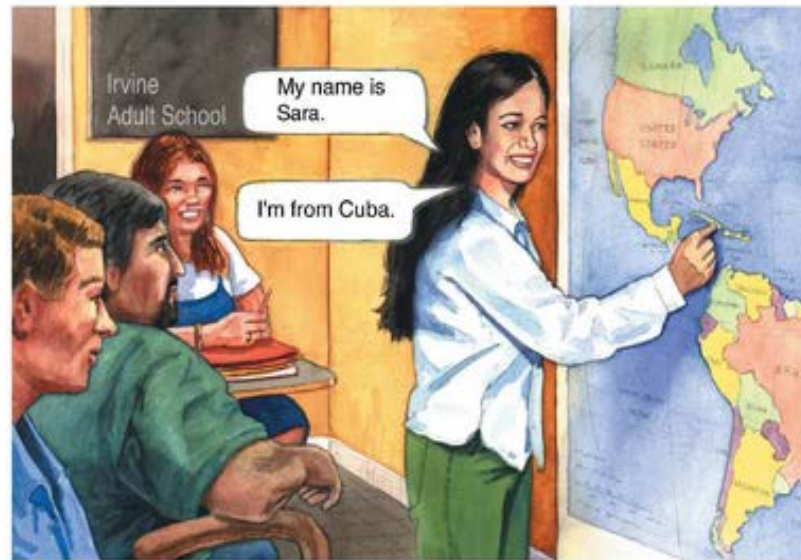
Access worksheets, audio, and video at: ngl.cengage.com/SO3
Username: standout
Password: teacher

Videos

LESSON 2 Where are you from?

GOAL Express nationalities

A. Read and listen.



B. Write.

1. What's her name? _____

2. Where is she from? _____

C. Ask your classmates.

1. What's your name?

2. Where are you from?

D. SURVEY Ask about other classmates.

1. What's his name? What's her name?

2. Where's he from? Where's she from?

Presentation 1

7–10 mins. ■■■

List countries on the board. Make sure you include the native countries of all the students. Circle your native country and put a check mark next to it. Ask students to come up and do the same for their native countries. Ask students to find their country on a map. If most students are from the same country, have them tell their hometown.

Have students open their books and ask where Sara is from. Ask for a volunteer to find Cuba on a world map. Ask students to repeat the sentences in the speech bubbles.

A. Read and listen.

Play the recording and ask students to listen. Then play it again and ask them to point to the speech bubble when they hear each statement.

LISTENING SCRIPT



CD 1
TR 18

Mr. Jackson: Hello. I'm Mr. Jackson. What's your name?

Sara: My name is Sara. I'm new in the class.

Mr. Jackson: Nice to meet you. Where are you from, Sara?

Sara: I'm from Cuba.

Mr. Jackson: That's great! Welcome to the class.

B. Write.

Ask students to write information about Sara. Walk around the room and check their work. One-word answers are expected at this level, not complete sentences.

Practice 1

5–7 mins. ■■■

C. Ask your classmates.

Ask students to walk around the room and ask several classmates what their names are and where they are from.

Evaluation 1

7–10 mins. ■■■

D. SURVEY Ask about other classmates.

Ask one student what another student's name is and where the student is from. Then ask the student about a different student. Every time you hear a new country, point to it on the list.

AT-A-GLANCE PREP

Goal: Express nationalities

Grammar: Simple present tense

Academic Strategy: Focused listening

Vocabulary: from, native country, birthplace

Agenda

- Review asking questions.
- Ask: *Where are you from?*
- Listen for countries of origin.
- Ask classmates: *Where do you live?*

Resources

Multilevel Worksheet: Lesson 2, Worksheet 1

Workbook: Unit 1, Lesson 2

Audio: CD 1, Tracks 18–24

Heinle Picture Dictionary: Nationalities, pages 44–45
Stand Out Basic Assessment CD-ROM
with ExamView®

Pacing

- 1.5 hour classes ■ 2.5 hour classes
- 3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI.7, SL.2, SL.4, L1

CASAS: 0.1.2, 0.2.1, 1.1.3, 4.8.7

SCANS: Basic Skills Reading, writing, listening, speaking

Information Acquire and evaluate information, organize and maintain information, interpret and communicate information

Interpersonal Work with cultural diversity

EFF: Communication Speak so others can understand, listen actively

Interpersonal Cooperate with others

Warm-up and Review

8–12 mins. ■■■

Write on the board: *What's your name?* Remind students to use correct pronunciation and intonation. Ask students to walk around the room and ask their classmates this question. They may record the information on a sheet of paper.

Introduction

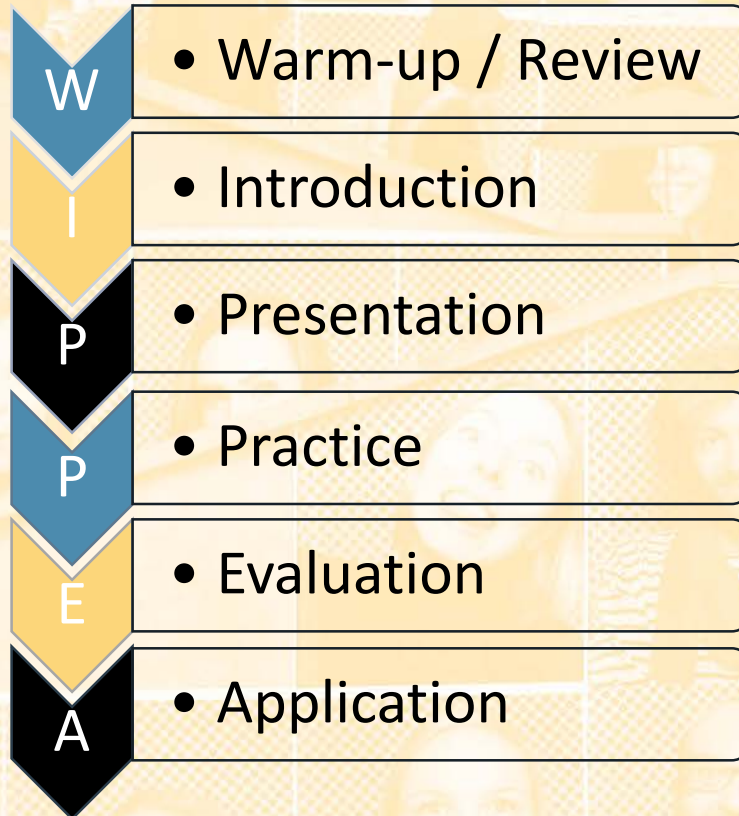
2 mins. ■■■

Write the date and agenda on the board. Ask students what day it is. If you have a world map, show them what state or region they live in and where the city is. State the goal: *Today we will express our nationalities.*

Lesson Planners

Six Steps to Success

Lesson Plans



Meaningful, **evidence-based** activities that progress to application and real communication

Rob Jenkins & Staci Johnson

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Pre-Unit / Lesson 3 Activity A

INSTRUCTIONS ▲
Look at the pyramid. Then answer each question. C

Pre-Unit / Lesson 3 Activity C

INSTRUCTIONS ▲
Classify. Drag the information to the correct category.

community college college preschool

Lowest levels of education

Gradebook: Stand Out 3e >> Grades for a Single Student in Course Return

Student : Jones, Jason ✉ **Book :** Stand Out 3e ▼

Activity ▼	Score (Correct/Possible) ▼	%	Times Taken ▼	Last Taken On ▼	Total Time Spent (All Takes) ▼
Unit 8 / Lesson 1 / Activity A	2.00/7.00	28.57 %	1	2015/08/12, 04:26:02 PM	00:02:32
Unit 8 / Lesson 1 / Activity B	1.00/1.00	100.00 %	1	2015/08/12, 04:22:24 PM	00:00:01
Unit 8 / Lesson 1 / Activity C	1.00/8.00	12.50 %	1	2015/08/12, 04:19:21 PM	00:11:06
Unit 8 / Lesson 2 / Activity A	4.00/7.00	57.14 %	1	2015/08/12, 04:07:52 PM	00:04:42
Unit 8 / Lesson 2 / Activity B	1.00/1.00	100.00 %	1	2015/08/12, 04:02:01 PM	00:00:01
Unit 8 / Lesson 3 / Activity A	10.00/10.00	100.00 %	1	2015/08/12, 04:01:56 PM	00:04:18
Unit 8 / Lesson 3 / Activity B	4.00/6.00	66.67 %	1	2015/08/12, 03:57:41 PM	00:02:53
Unit 8 / Lesson 4 / Activity A	7.00/7.00	100.00 %	1	2015/08/12, 03:54:29 PM	00:01:19
Unit 8 / Lesson 4 / Activity B	6.00/6.00	100.00 %	1	2015/08/12, 03:53:07 PM	00:05:08
Unit 8 / Lesson 5 / Activity A	7.00/7.00	100.00 %	1	2015/08/12, 03:47:15 PM	00:04:46
Unit 8 / Lesson 5 / Activity B	5.00/6.00	83.33 %	1	2015/08/12, 03:42:12 PM	00:04:16
Unit 8 / Reading Challenge / Activity A	5.00/5.00	100.00 %	1	2015/08/12, 03:37:54 PM	00:00:44
Unit 8 / Lifeskills Video / Activity A	1.00/1.00	100.00 %	1	2015/08/12, 03:36:01 PM	00:00:01
Unit 8 / Writing Challenge / Activity A	6.00/11.00	54.55 %	1	2015/08/12, 03:35:31 PM	00:04:01
Unit 8 / Review / Activity A	5.00/8.00	62.50 %	1	2015/08/12, 03:31:22 PM	00:00:53
Unit 8 / Review / Activity B	5.00/5.00	100.00 %	1	2015/08/12, 03:30:26 PM	00:00:36
Unit 8 / Review / Activity C	8.00/8.00	100.00 %	1	2015/08/12, 03:29:44 PM	01:48:43

Show Answers Submit

Show Answers Submit



Components

- Presentation Tool
- Critical Thinking
- National Geographic Images
- 3-Page Lessons
- Integrated Skills / Grammar / Pronunciation
- Video
- Review
- Reading Challenge

Components *continued...*

- Lesson Planners
- Print Workbook
- Activity Bank Worksheets
- Online Workbooks
- National Geographic Videos

Thank You!

Rob Jenkins & Staci Johnson

robjenkins.esl@gmail.com &

stacijohnson.esl@gmail.com

ESL-Teacher.net