

SUBE AND THE TESOL STANDARDS

INTRODUCTION

In its ongoing research, SUBE ESL recognizes the constant time and effort of English as a Second Language (ESL) teachers and English Language Development (ELD) teachers to align their curriculum with national and state standards. We have developed the following guidelines to help make this task easier.

NATIONAL TESOL STANDARDS

The most important ESL standards are created by TESOL (Teaching English to Speakers of Other Languages). TESOL is used internationally to refer to the discipline of teaching English to non-native English speakers, including English as a Foreign Language (EFL). The term is also used to refer to English Language Learners (ELL) and to its major international professional organization, Teachers of English to Speakers of Other Languages (TESOL), which has conferences and publications worldwide.

The organization of the ESL standards is divided into:

GOALS: The goals reflect three all-encompassing areas in which students need to develop competence in English: (1) social language, (2) academic language, and (3) sociocultural knowledge. Each of the three goals is supported by three content standards (see following detailed descriptions). Upon meeting all three of these standards, students will be proficient in English as a second language.

STANDARDS: The nine content standards indicate more specifically what students should know and be able to do as a result of instruction. The standards in Goal 1 focus on using English to accomplish personal and social interaction tasks.

- The standards in Goal 2 are concerned with using English to further academic learning and to accomplish academic tasks.
- The standards in Goal 3 address the cultural parameters of using English with others, including nonverbal communication.
- The third standard of each goal specifically targets the use of learning strategies to enhance knowledge of the social, academic, and sociocultural purposes of using English.

DESCRIPTORS: Under each of the TESOL Standards are descriptors that are broad categories of representative behaviors that students exhibit when they meet a standard. SUBE ESL offers students the opportunity to use English effectively and respond accurately to personal, social, and academic circumstances. These descriptors help curriculum developers and classroom teachers to identify curriculum objectives. The descriptors that are used in teaching SUBE ESL can be noted by the teacher in the Overview Planners and Notes sheet provided to create a SUBE English curriculum that can be used and expanded repeatedly for: lesson plan preparation; alignment with school and state requirements; use by administrators in ESL/ELD grant proposal writing.

SUBE AND THE TESOL STANDARDS

INTRODUCTION

SAMPLE PROGRESS INDICATORS: Under each of the TESOL Standards are sample progress indicators that are assessable, observable activities that students may perform to show progress toward meeting the designated standard. These progress indicators represent a variety of instructional techniques that may be used by SUBE ESL teachers to determine how well the students are doing. The SUBE ESL teacher is challenged by having students entering the same classroom with different levels of English and native language proficiency. The progress indicators represent a sampling of activities that can be demonstrated by the learners at three proficiency levels of English (beginning, intermediate, advanced) and by students with limited formal schooling in their native languages. These indicators can be noted by the teacher in space provided in the Overview Planners to enhance and strengthen the SUBE ESL/ELD teacher's curriculum in alignment with national TESOL Standards. This documentation saves the teacher's valuable time in preparing:

- Weekly lesson plans aligned to standards
- Progress reports, assessments, evaluations
- Send-home material and yearly records
- Teaching portfolios and presentations
- Guide to your curriculum for school administrators and your state
- Department of Education.

Along with the following goals, standards, descriptors, and sample progress indicators, detailed examples of teaching vignettes/scenarios are available from TESOL, 700 S. Washington St. #200, Alexandria, VA 22314, fax 703-836-6447, and assessment materials are given on their website www.tesol.edu (see Frequently Asked Questions about TESOL).

Evaluating Student Levels

Here are some guidelines that can help you evaluate your student's language level.

Beginning Proficiency Level

ELLs at the Beginning Level of English language proficiency demonstrate dramatic growth. They progress from having little or no receptive or productive English skills to possessing a basic use of English. Students at the Beginning Level are able to:

- Comprehend high-frequency words and basic phrases in immediate physical concrete surroundings
- Produce learned words and phrases
- Use gestures to communicate basic needs
- Interact with frequently used English print in a limited fashion
- Demonstrate initial English print awareness
- Write familiar words and phrases
- Demonstrate understanding of familiar words, phrases, and questions drawn from content areas
- Follow classroom routines and schedules
- Express basic personal and safety needs
- Respond to questions with one-to two-word answers and gestures
- Demonstrate and use basic social conventions

Early Intermediate Proficiency Level

ELLs at the Early Intermediate Level of English language proficiency start to respond to more varied communication tasks with learned material and increasing ease. Students at the Early Intermediate Level are able to:

- Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations
- Produce basic statements
- Ask questions in direct informational exchanges on familiar and routine subjects
- Interact with a variety of familiar print as part of a group
- Recognize words and phrases from previously learned material

Evaluating Student Levels

- Write basic personal information and short responses within structured contexts
- Use high-frequency vocabulary drawn from other content areas
- Express basic personal and safety needs
- Respond to questions and simple phrases
- Participate in simple face-to-face conversations with peers and others

Intermediate Proficiency Level

ELLs at the Intermediate Level of English language proficiency begin to refashion learned material to meet their immediate communication and learning needs. Students at the Intermediate Level are able to:

- Comprehend information on familiar topics in contextualized settings
- Produce sustained conversation with others on a variety of general topics
- Interact independently with a variety of simplified print
- Write basic information and expanded responses in contextualized settings
- Comprehend main ideas and basic concepts in content areas
- Express a variety of personal and safety needs
- Respond to questions using short sentences
- Initiate simple conversations with English speakers outside of school

Early Advanced Proficiency Level

ELLs at the Early Advanced Level of English language proficiency begin to utilize the English language in more complex, cognitively-demanding situations and are able to use English as a means for learning in other academic areas. Students at the Early Advanced Level are able to:

- Comprehend detailed information with fewer contextual clues on unfamiliar topics
- Produce, initiate, and sustain spontaneous language interactions using circumlocution when necessary
- Interact with increasingly complex written material while relying on context and prior knowledge to obtain meaning from print
- Write to satisfy limited social and academic needs through the recombination of learned vocabulary and structures
- Participate actively in all content areas

Evaluating Student Levels

- Express more complex feelings, needs, and opinions using extended oral and written production
- Participate actively in non-academic setting requiring English

Advanced Proficiency Level

ELL students at the Advanced Level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. Students at the Advanced level are able to:

- Comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings
- Produce, initiate and sustain extended interactions tailored to specific purposes and audiences
- Read, with a limited number of comprehension difficulties, grade-level written material
- Write to meet most social needs and academic demands for specific purposes and audiences
- Participate fully in all content areas at grade level
- Express and satisfy personal and safety needs in a wide variety of settings
- Participate fully in non-academic settings requiring English

TESOL National Standards

GOAL 1, Standard 1

To use English to communicate in social settings. Students will use English to participate in social interactions.

Descriptors

- a. Sharing and requesting information
- b. Expressing needs, feelings, and ideas
- c. Using nonverbal communication in social interactions
- d. Meeting personal needs
- e. Engaging in conversations
- f. Conducting transactions

Sample Progress Indicators

- a. Engage listener's attention verbally or nonverbally
- b. Volunteer information and respond to questions about self and family
- c. Elicit information and ask clarification questions
- d. Clarify and restate information as needed
- e. Describe feelings and emotions after watching a movie
- f. Indicate interests, opinions, or preferences related to class projects
- g. Give and ask for permission
- h. Offer and respond to greetings, compliments, invitations, introductions, and farewells
- i. Negotiate solutions to problems, interpersonal misunderstandings, and disputes
- j. Read and write invitations and thank you letters
- k. Use the telephone

GOAL 1, Standard 2

To use English to communicate in social settings. Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Descriptors

- a. Describing, reading about or participating in a favorite activity
- b. Sharing social and cultural traditions and values
- c. Expressing personal needs, feelings, and ideas
- d. Participating in popular culture

Sample Progress Indicators

- a. Describe favorite storybook characters
- b. Recommend a game, book, or computer program
- c. Listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
- d. Recount events of interest
- e. Ask information questions for personal reasons
- f. Make requests for personal reasons
- g. Express enjoyment while playing a game
- h. Talk about a favorite food or a celebration
- i. Express humor through verbal and nonverbal means

TESOL National Standards

GOAL 1, Standard 3

To use English to communicate in social settings. Students will use learning strategies to extend their communicative competence.

Descriptors

- a. Testing hypotheses about language
- b. Listening to and imitating how others use English
- c. Exploring alternative ways of saying things
- d. Focusing attention selectively
- e. Seeking support and feedback from others
- f. Comparing nonverbal and verbal cues
- g. Self-monitoring and self-evaluating language development
- h. Using the primary language to ask for clarification
- i. Learning and using language "chunks" (phrases)
- j. Selecting different media to help understand language
- k. Practicing new language
- l. Using context to construct meaning

Sample Progress Indicators

- a. Test appropriate use of new vocabulary, phrases and structures
- b. Ask someone the meaning of a word
- c. Understand verbal directions by comparing them with nonverbal clues (e.g. folding paper into eighths, lining up)
- d. Tell someone in the native language that a direction given in English was not understood
- e. Recite poems or songs aloud or to oneself
- f. Imitate a classmate's response to a teacher's question or directions
- g. Associate realia or diagrams with written labels to learn vocabulary or construct meaning
- h. Practice recently learned language by teaching a peer

TESOL National Standards

GOAL 2, Standard 1

To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

Descriptors

- a. Following oral and written directions (implicit and explicit)
- b. Requesting and providing clarification
- c. Participating in full class, group, and pair discussions
- d. Asking and answering questions
- e. Requesting information and assistance
- f. Negotiating and managing interaction to accomplish tasks
- g. Explaining actions
- h. Elaborating and extending other people's ideas and words
- i. Expressing likes, dislikes, and needs

Sample Progress Indicators

- a. Ask a teacher to restate or simplify directions
- b. Join in a group response at the appropriate time
- c. Listen to and incorporate a peer's feedback regarding classroom behavior
- d. Greet a teacher when entering class
- e. Distribute and collect classroom materials
- f. Share classroom materials and work successfully with a partner
- g. Ask for assistance with a task

GOAL 2, Standard 2

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

Descriptors

- a. Comparing and contrasting information
- b. Persuading, arguing, negotiating, evaluating, and justifying
- c. Listening to, speaking, reading, and writing about subject matter information
- d. Gathering information orally and in writing
- e. Retelling information
- f. Selecting, connecting, and explaining information
- g. Analyzing, synthesizing, and inferring from information
- h. Responding to the work of peers and others
- i. Representing information visually and interpreting information presented visually
- j. Hypothesizing and predicting
- k. Formulating and asking questions
- l. Understanding and producing technical vocabulary and text features according to content area
- m. Demonstrating knowledge through application in a variety of contexts

TESOL National Standards

GOAL 2, Standard 2, continued

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

Sample Progress Indicators

- a. Identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words)
- b. Define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics)
- c. Explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature)
- d. Record observations
- e. Construct a chart or other graphic showing data
- f. Read a story and represent the sequence of events (through pictures, words, music, or drama)
- g. Locate reference material
- h. Generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications)
- i. Gather and organize the appropriate materials needed to complete a task
- j. Edit and revise own written assignments
- k. Use contextual clues
- l. Consult print and nonprint resources in the native language when needed

GOAL 2, Standard 3

To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

Descriptors

- a. Focusing attention selectively
- b. Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
- c. Using context to construct meaning
- d. Taking notes to record important information and aid one's own learning
- e. Applying self-monitoring and self-corrective strategies to build and expand a knowledge base
- f. Determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)
- g. Planning how and when to use cognitive strategies and applying them appropriately to a learning task
- h. Actively connecting new information to information previously learned
- i. Evaluating one's own success in a completed learning task
- j. Recognizing the need for and seeking assistance appropriately from others e.g., teachers, peers, specialists, community members)
- k. Imitating the behaviors of native English speakers to complete tasks successfully
- l. Knowing when to use native language resources (human and material) to promote understanding

TESOL National Standards

GOAL 2, Standard 3, continued

To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

Sample Progress Indicators

- a. Use verbal and nonverbal cues to know when to pay attention
 - b. Take pictures to check comprehension of a story or process
 - c. Scan an entry in a book to locate information for an assignment
 - d. Select materials from school resource collections to complete a project
 - e. Rehearse and visualize information
 - f. Take risks with language
 - g. Rephrase, explain, revise, and expand oral or written information to check comprehension
 - h. Seek more knowledgeable others with whom to consult to advance understanding
 - i. Seek out print and nonprint resources in the native language when needed
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TESOL National Standards

GOAL 3, Standard 1

To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting

Descriptors

- a. Using the appropriate degree of formality with different audiences and settings
- b. Recognizing and using standard English and vernacular dialects appropriately
- c. Using a variety of writing styles appropriate for different audiences, purposes, and settings
- d. Responding to and using slang appropriately
- e. Responding to and using idioms appropriately
- f. Responding to and using humor appropriately
- g. Determining when it is appropriate to use a language other than English
- h. Determining appropriate topics for interaction

Sample Progress Indicators

- a. Express humor through verbal and nonverbal means
- b. Interact with an adult in a formal and informal setting
- c. Role play a telephone conversation with an adult
- d. Make polite requests
- e. Use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports)
- f. Write a letter or e-mail message to an adult or a peer using appropriate language forms
- g. Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience
- h. Greet and take leave appropriately in a variety of settings

GOAL 3, Standard 2

To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

Descriptors

- a. Interpreting and responding appropriately to nonverbal cues and body language
- c. Demonstrating knowledge of acceptable nonverbal classroom behaviors
- d. Using acceptable tone, volume, stress, and intonation, in various social settings
- e. Recognizing and adjusting behavior in response to nonverbal cues

Sample Progress Indicators

- a. Respond appropriately to a teacher's gesture
- b. Obtain a teacher's attention in an appropriate manner
- c. Use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater

TESOL National Standards

GOAL 3, Standard 3

To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

Descriptors

- a. Observing and modeling how others speak and behave in a particular situation or setting
- b. Experimenting with variations of language in social and academic settings
- c. Seeking information about appropriate language use and behavior
- d. Self-monitoring and self-evaluating language use according to setting and audience
- e. Analyzing the social context to determine appropriate language use
- f. Rehearsing variations for language in different social and academic settings
- g. Deciding when use of slang is appropriate

Sample Progress Indicators

- a. Observe language use and behaviors of peers in different settings
- b. Rehearse different ways of speaking according to the formality of the setting
- c. Test appropriate use of newly acquired gestures and language

SUBE/TESOL Quick Reference Chart

SUBE ESL'S SUGGESTED ALIGNMENT WITH TESOL ESL GOALS/STANDARDS FOR PRE-K-3 STUDENTS

| SUBE PROJECTS | | G1 | | | G2 | | | G3 | | |
|---------------|------------------------------|----|----|----|----|----|----|----|----|----|
| | | S1 | S2 | S3 | S1 | S2 | S3 | S1 | S2 | S3 |
| 1 | Show and Tell, pg.23 | X | | X | | | X | | | |
| 2 | Where Is It?, pg.24/25 | | X | X | X | | | | | |
| 3 | Count It!, pg. 26 | | | X | | | X | | | |
| 4 | Count It! w/spatials, pg. 26 | | | X | | | X | | | |
| 5 | Tell Me The Colors!, pg.26 | | X | X | | | | | | |
| 6 | What Color Is It?, pg.27 | | X | X | X | X | | | | |
| 7 | How Do You Feel?, pg 27 | | X | X | | | | | X | |
| 8 | Action Game, pg.28 | | | X | X | X | | | | |
| 9 | Hide, Seek and Name, pg.28 | | | X | X | X | | | X | |
| 10 | Where Do You Put It?, pg.29 | | | X | | X | | | X | |
| 11 | What Do You Like?, pg.29 | | X | X | X | X | | | | |
| 12 | Verb Flash, pg.30 | | X | X | X | X | | | | |
| 13 | Where Do They Work?, pg.30 | X | X | X | X | X | | X | | |
| 14 | Alpha Word Game, pg.31 | X | X | X | X | X | | | | |
| 15 | Let's Go!, pg.31 | X | X | X | | X | | | | |
| 16 | Name that Verb!, pg.32 | | X | X | | X | | | | |
| 17 | Alphabet Snake Puzzle, pg.32 | | | X | X | X | | | | |
| 18 | Hot and Cold, pg.33 | | | | X | | X | X | X | |
| 19 | Clay Play, pg.33 | | X | X | X | X | | | | |
| 20 | Number Basket, pg.34 | | | | | X | X | | | |
| 21 | Create-a-Word, pg.34 | X | X | X | X | X | | | | |
| 22 | Building Game, pg.35 | X | | X | X | X | X | | | |
| 23 | Musical Greetings, pg.35 | X | X | X | X | X | X | X | X | X |
| 24 | Calendar Game, pg.36 | X | X | X | X | X | X | | | |
| 25 | Telling Time, pg.37 | X | X | | X | X | X | | X | |
| 26 | Call Me!, pg.37 | X | X | X | X | X | X | X | X | X |
| 27 | Geo-Play, pg.38 | X | X | X | X | | | | | |
| 28 | King and Queen,pg.39 | | | | | X | | X | | |
| 29 | Nice to Meet You, pg.39 | X | X | X | X | X | X | X | X | X |
| 30 | Musical Journey, pg.40,41 | X | X | X | X | X | X | X | X | X |

SUBE PROJECT/TESOL Descriptor Alignment

- 1 Memory, pg.1**
G1-S3b,k
G2-S1a,c,f
- 2 Yeehaw! Bingo, pg.2**
G1-S3b,k
G2-S1a,c,f
G2-S2a
G2-S2k
- 3 Food Drawing, pg.3**
G1-S1e
G1-S3k
G2-S1a,i
- 4 Go Fish!, pg.3**
G1-S3b,k
G2-S1b
G3-S2d
- 5. Draw/Label, pg.4**
G1-S2a
G1-S3k
G2-S1a,i
G2-S2i,c
- 6 Match Up!, pg.4**
G1-S2c
G1-S3b,i,k
G2-S1a
G2-S2f
- 7 Silverware Placemats, pg.5**
G1-S2
G1-S3k
G2-S1a
G2-S2c,i
- 8 Silly Sentence Game, pg.5**
G1-S2c
G1-S3b,k,i
G2-S1b,f
G2-S2g
G3-S1f
- 9 Vocabulary Journal, pg.7**
G2-S1a,e
G2-S3d,e,f
G2-S3all
- 10 Fun Socializing, pg.7**
G1-S1 all
G1-S3 all
G2-S2c,m
- 11 Verb Gameboard, pg. 8**
G1-S2a
G2-S1f,g
G2-S3c,h,i
- 12 Charades, pg.8**
G1-S1a,c
G1-S3c
- 13 Body Trace, pg. 9**
G1-S3b,k
G2-S1b
G3-S1e
- 14 Notebook Trace, pg.14**
G2-S1b
- 15 Simon Says, pg.10**
G1-S3d
G2-1a
- 16 Create A Storybook, pg.11**
G1-S2a,c
G1-S3l,i,j,k,l
G2-S1a
G2-S3h,j
G3-S3-1f
- 17 Dress Up!, pg.11**
G1-S3c,i
G2-S1a,b
G2-S2c
G3-S2d
- 18 Town Mural, pg.12**
G1-S1e
G1-S3i,k
G3-S2d
- 19 Fashion Show, pg.12**
G1-S3b,l,k
- 20 Treats, pg.13**
G1-S2a,b
G1-S3i,k
G2-S1a,d
- 21 Junior Olympics, pg.15**
G1-S2a,d
G1-S3e,g,i,k
G2-S1a
- 22 *Dream House, pg.16**
G1-S1,2,3
G2-S1,2,3
G3-S1,2,3
- 23 *Corn Dolls, pg.17,18**
G1-S2b
G1-S3k
G2-S1a,b,d,e,f
- 24 *Around The World, pg.19-22**

SUBE GAME/TESOL Descriptor alignment

1 Show and Tell, pg.23

G1-S1a
G1-S3a
G2-S3a,c,h

2 Where Is It?, pg.24/25

G1-S3a,b,d,e,h,i,k
G1-S2a
G2-dll

3 Count It!, pg. 26

G1-S3a,b,g,k
G2-S3a,e,h

4 Count It! w/spatials, pg. 26

G1-S3a,b,g,k
G2-S3a,e,h

5 Tell Me The Colors!, pg.26

G1-S2a,c
G1-S3a,b,d,g,i,k

6 What Color Is It?, pg.27

G1-S2a
G1-S3a,b,i,k
G2-S2a
G2-S2c,k,m

7 How Do You Feel?, pg 27

G1-S2a,c
G1-S3a,b,i,k,l
G3-S2a,d

8 Action Game, pg.28

G1-S3a,b,g,k
G2-S1a,d
G2-S2m

9 Hide, Seek and Name, pg.28

G1-S3a,b,c,d,g,i,k
G2-S1a,d
G2-S2m

10 Where Do You Put It?, pg.29

G1-S3a,b,d,g,i,k
G2-S2m
G3-S2d

11 What Do You Like?, pg.29

G1-S2a,b,c
G1-S3a,b,d,g,i,k
G2-S1a,c,d
G2-S2m
G2-S2a,c,d,e

12 Verb Flash, pg.30

G1-S2a,b,c
G1-S3a,b,d,g,i,k
G2-S1a,c,d
G2-S2m
G2-S2a,c,d,e

13 Where Do They Work?, pg.30

G1-S1a,b,e
G1-S2a,b,c
G1-S3a,b,d,g,i,k
G2-S1a,c,d,i
G2-S2a,c,d,e,m
G3-S1

14 Alpha Word Game, pg.31

G1-S1a
G1-S2a,b,c
G1-S3a,b,d,g,i,k
G2-S1a,c,d
G2-S2M

15 Let's Go!, pg.31

G1-S1a
G1-S2a
G1-S3a,b,i,k
G2-S2k,m

16 Name that Verb!, pg.32

G1-S2a,c
G1-S3a,b,d,g,i,k
G2-S2m

17 Alphabet Snake Puzzle, pg.32

G1-S3a,b,i,k
G2-S1a,d,f
G2-S2c,h

18 Hot and Cold, pg.33

G2-S1a,b,d,e
G2-S3a,c,h
G3-S1e
G3-S2d

19 Clay Play, pg.33

G1-S2a,c
G1-S3a,b,i,k
G2-S1a,d,e
G2-S2i,m

20 Number Basket, pg.34

G2-S2i,m
G2-S3a,c,h
G3-Sa,b,d,i

SUBE Game/TESOL Descriptor alignment

21 Create-a-Word, pg.34

G1-S1a
G1-S2a
G1-S3a,b,d,i,k
G2-S1a,b,c,d
G2-S2c,i,k,m

22 Building Game, pg.35

G1-S1a
G1-S3a,b,d,i,k
G2-S1a,b,c,d
G2-S2c,i,m
G2-S3a,c,h

23 Musical Greetings, pg.35

G1-S1d,e
G1-S2a,c,d
G1-S3a,b,d,i,k
G2-S1a,b,c,d
G2-S2m
G2-S3a,c,h
G3-S1a,b,d,e
G3-S2a,d
G3-S3a,b,e,f,g

24 Calendar Game, pg.36

G1-S1a,d,e
G1-S2a,c
G1-S3a,b,d,i,k
G2-S1a,b,d,e
G2-S2 all
G2-S3c

25 Telling Time, pg.37

G1-S1a,d,e
G1-S2a,
G2-S1a,b,c,d
G2-S2c,d,e,k,m
G2-S3a,c
G3-S2d

26 Call Me!, pg.37

G1-S1a,b,d,e,f
G1-S2a,c
G1-S3a,b,c,d,i,k
G2-S2c,k,m
G2-S3a,e,h
G3-S1 all
G3-S2d
G3-S3 all

27 Geo-Play, pg.38

G1-S1a,e
G1-S2a,b,c
G1-S3a,b,c,d,i,k
G2-S1a,b,c,d,e

28 King and Queen,pg.39

G2-S2c,k,m
G3-S1a,b,d,e,f,h

29 Nice To Meet You, pg.39

G3-S1,2,3 all

30 Musical Journey, pg.40,41

G1-S1a
G1-S2a,b,d
G1-S3a,b,d,i,k
G2-S1a,d,h
G2-S2c,k,m
G2-S3a,c,h
G3-S1b
G3-S3a,b,f