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Roselle Park Public Schools
510 Chestnut Street
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"A High Performing School District"

James Salvo
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Home Instruction Packet for (ESL 2 Period 4)

Name of Teacher and Class: (Mrs. Kepuladze ESL 2 Period 4)

<p>In this packet are materials and directions for my ESL period 4 class. www.rphslibrary.org/home-instruction</p> <p>Students are responsible for submitting answers by email to the teacher This work will be graded and counted towards their marking period grade.</p>	
<p>I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.</p> <p>You contact me at: (mkepuladze@rpsd.org)</p>	
<p>Lesson: SWBAT recall facts about Jackie Robinson from African American History Month.SWBAT Guess meaning from context,recognize audience, Assessment all activities related to text.</p>	<p>Due dates will be weekly.</p>
<p>Week 1-</p> <p>Lesson 1:</p> <p>Lesson 2: SWBAT to recall facts from Jackie Robison’s life story.</p> <p>Lesson 3:</p> <p>SWBAT construct an opinion based on the Jackie Robison life story and other African American short stories.</p>	<p><i>Daily Flipgrid prompts to answer. Goal five minute response.</i></p> <p>Period 4 <i>complete list of sentences with errors.</i></p> <p><i>Review the life story of Jackie Robinson, pages 1-5</i> <i>Write a complete sentence for the section Words You Ought to Know.</i> <i>Write a 1 paragraph summary 5-8 sentences.</i></p> <p><i>Write a reaction to this question. Where is there still unfairness in our country that prevents certain people from getting certain jobs. Complete questions 1-3</i></p>

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<p>Week 2-</p> <p>Lesson 1:</p> <p>SWBAT guess meaning from context</p> <p>Lesson 2: SWBAT make a prediction</p> <p>Lesson 3:</p> <p>SWBAT understand details and main idea</p> <p>Week 3</p> <p>Lesson 1</p> <p>SWBAT identify American idioms</p> <p>To expand and develop vocabulary</p> <p>Lesson 2</p> <p>SWBAT</p> <p>Lesson 3</p> <p>SWBAT construct a written paragraph</p> <p>SWBAT</p> <p>Write a thank you note</p>	<p><i>ESL1/2 Period 4 Unit 3 Work Work Complete questions on Reading 1 Reading 2, and Reading 3 p.17 Complete Unit 3 articles</i></p> <p><i>Read article Your First Job complete before you read activity relating to topic. Complete exercises A,B, and C. Answer questions relating to personal experience 1,2, and 3.</i></p> <p><i>Read article Job Satisfaction Complete before you read activity p.21 After you read, exercises A,B,and C. D. Relating to personal experience: 1,2,3</i></p> <p><i>Read article Are you a workaholic complete before you read activity.</i></p> <p><i>After you read</i> <i>Ex, a, b, and c</i></p> <p><i>p.24 ex, a vocabulary expansion</i> <i>b. complete each dialogue with an idiom from ex, a</i></p> <p><i>Sports</i> <i>Answer questions from Do Pro athletes make too much money? 1 paragraph each pages 25-26</i></p> <p><i>Extreme sports</i> <i>Paragraph each</i></p> <p><i>Writing a thank you note(practice for ACCESS Test</i></p> <p>Page 41</p>
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<p>Week 4</p> <p>Student SWBAT expand and develop vocabulary Guess meaning from content</p>	<p>Read I Was Forced to Find My Gifts Answer before you read questions 1-3 Read story by Randy Soudes Complete questions 1-6 Answer every prompt under Making Connections Write complete sentences for every boldfaced word</p>
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I Was Forced to Find My Gifts

by Randy Souders

▲▲▲ BOOK EXCERPT

▲▲▲ LEVEL 2

▲▲▲ TOPIC: RECOVERING FROM AN ACCIDENT

▲▲▲ WORD COUNT: 962

51



Randy Souders with one of his paintings: "It was the art that provided the motivation for me."

▲▲▲ Before You Read

1. A person's natural abilities are sometimes referred to as "gifts." What are your gifts or natural abilities?
2. Read the title of this article. What might force someone to find their gifts?
3. As you read, guess the meaning of the boldfaced words from the surrounding words and sentences.

I was a pretty typical 17-year-old with a strong interest in drawing and painting.

It happened on a Saturday. My best friend, my cousin, and I went out to this old swimming hole, and I dove in. I hit something under the water head-on and broke a couple of vertebrae in my neck and badly jammed my spinal cord. The ambulance people came and secured me to a board and took me out.

Afterward, there was as much emotional trauma¹ as physical trauma for me. Because I had been completely physical, athletic, it was like being ripped from one body that worked and placed in another one that didn't.

For five months I was in this hospital, feeling like a useless **burden**—not only to family but also to friends and society.

And your self-image is instantly altered. You're relabeled with terms like "handicapped" or "quadriplegic"² or "crippled." These labels all conjure up a new self-image of helplessness, dependency, and worthlessness.

Everyone, I guess, has this feeling of "Why me?" But, all in all, I look back and I think, "Well, why NOT me?" What happened to me happens so many thousands of times each year—especially to young, ath-

letic males who are out there playing games, jumping off things, riding bikes and motorcycles. Yeah, I felt the anger, the depression. I was just so... fed up.³ After you fail at some minor task so many times—dropping something on the floor and trying to get it back up again—you're just **exasperated**.

Near the end of my stay in the hospital, one of my therapists almost forcibly strapped⁴ a paintbrush to my hand. The therapists had seen some of the things that I'd done prior to my injury, and I was encouraged to paint. I found that I still had this little spark of artistic ability left. So it was almost like a big weight had been lifted. At least I could do something worthwhile again, and it became a vital part of my recovery.

After I left the hospital, I stayed at home and cut myself off from society. It's important not to do that. No one can get along without love and acceptance.

That fall, I started at the University of Texas, majoring in graphic design. From college I went right into an internship⁵ at an ad agency. I happened to have one of my paintings leaning up along the wall to be photographed. The director of one of the banks we had been doing work for started commenting on how much he liked it. He asked if I had more, and did I ever do art shows. So

1 **trauma** damage; injury

2 **quadriplegic** unable to move arms and legs; paralyzed

3 **fed up** disgusted; bored; tired

4 **strapped** fastened with straps; tied

5 **internship** period of learning a job while working at it

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