

## **1. Multi-Level Instruction and Class Management**

Simulations

Clarification of key points

Sample lesson plan

## **2. The Issue of N-400 Part 12 Preparation**

To do or not to do

Materials

## **3. Interview Preparation**

Andy's method of group and individualized interview preparation

## **4. Your Project Reports**

What did you attempt to implement?

How did you do it?

How did it go?

What worked? What didn't? What did you learn?

## **5. The Importance of Trial and Error**

Get on the bicycle and ride; fall down; get up, adjust your balance and try again!

The benefit of team sharing – your volunteers can become your colleagues

Can you create a support team?

## **6. Quiz – What did you learn?**

## Simulation One – A day’s activities in the class that meets five days a week

Volunteers: Karma, Chris

1. 30 minutes of grammar work with whole class to clarify sentence structure of *before* and *after*.

2. 45 minutes of group work

Group 1: **Kathleen** leads history lesson with students: Fatma, Zeren, Zulekha and Barok.

Group 2: **Chris** leads discussion of vocabulary used in N-400 Part 12 questions with students: Ommol, Olga, Genady, Majid, Diepy and Menole.

Group 3: **Karma** gives dictation to Mahmood, Mercina and Jean.

BREAK TIME

3. 60 minutes of group work

Group 1: **Kathleen** continues history lesson with Diepy, Zeren, Zulekha and Barok.

Group 2: **Chris** repeats the same activity now with Fatma, Mahmood, Jean and Mercina

Group 3: **Karma** quizzes Ommol, Olga, Genady, Majid and Menole on 100 civics questions

## Simulation Two – Instruction and grouping in the class that meets one day a week

Group 1: **Kathleen** works with a new group of students, most of whom have not yet submitted their application.

- 100 questions assessment: Students study 5-10 new questions per week.
- Dictation for spelling practice
- Practice answering N-400 personal information questions
- Discussion of the vocabulary used in N-400 Part 12 questions

Group 2: **Karen** works with students who have submitted their applications but do not yet have interview dates.

- 100 questions practice
- Dictation for spelling practice
- Practice answering N-400 personal information questions
- Discussion of the vocabulary used in N-400 Part 12 questions

Group 3: **Andy** works with students who have interview dates.

See Andy’s handout on interview preparation procedure.

## **Clarification of Key Points**

**Materials** must be:

- Self-correcting so students can work with or without a teacher or assistant
- Simple to demonstrate and simple to use
- Whenever possible involve active, participatory learning (with peer interaction)
- Easy for the teacher to prepare
- Appropriate for the students
  - Level of difficulty
  - Learning objectives
- Whenever possible flexible enough to include mixed-level abilities within the same group

**Grouping** can be:

- Medium to small groups:
  - Divided by stage of preparation in the process
    - not yet applied
    - application submitted
    - fingerprint appointment completed
    - interview date received
  - Divided by needs and abilities
    - Need extensive writing practice
    - Need extensive reading practice
    - Low in communication skills
    - Other special needs
- One-on-one work with a tutor/volunteer assistant

**Activity** can be:

- Self-directed (no leader required)
- Directed by a leader
  - Teacher
  - Experienced volunteer
    - Native English speaking
    - Immigrant (with an accent and less than perfect English)
  - A student leader

**Assessment** can be:

- Individualized within a group setting
- One-on-one with a trained volunteer
- Self-assessment

**Your approach** must be:

- Compatible with your situation, for example:
  - My once-a-week class for students with intermediate to high communication skills
  - My 5-day-a-week class for students with low communication and literacy skills

**Conversation** practice should be included in your curriculum as often as possible!

**This is a sample lesson plan for my class that meets five days a week.**

Volunteer: Madeleine

**1. Practice with WHAT, WHY, WHO**

A. Call on different students to answer these questions:

- 1) Who is the president now?
- 2) Who is the Vice President now?
- 3) Who is the Governor of Massachusetts now?
- 4) Who is Donald Trump?
- 5) Who is Mike Pence?
- 6) Who is Charlie Baker?
- 7) Who is one Senator from Massachusetts?
- 8) Who is your U.S. Representative?
- 9) Who is Kathleen?
- 10) Who is Elizabeth Warren?
- 11) Who is Katherine Clark?
- 12) Why do some states have more representatives than other states?
- 13) Why did the colonists fight the British?
- 14) Why does the flag have 50 stars?
- 15) Why does the flag have 13 stripes?
- 16) Why are schools closed on Thanksgiving?
- 17) Why are you studying English?
- 18) Why do you want to live in the United States?
- 19) Why is it important for children to go to school?
- 20) Why is it important to obey (follow) the laws?
- 21) Why do we need police officers?
- 22) Why do we need a military?
- 23) Why is it important to vote?
- 24) Why do we need to pay taxes?
- 25) What is the name of the Speaker of the House?
- 26) What one reason colonists came to America?
- 27) What is one reason you came to America?
- 28) What is a jail?
- 29) What is a prison?
- 30) What is an election?
- 31) What is your mother's name?
- 32) What is the supreme law of the land?
- 33) What does the Constitution do?
- 34) What did the Declaration of Independence do?
- 35) What are two rights in the Declaration of Independence?
- 36) Who wrote the Declaration of Independence?
- 37) Why did the British want independence from Britain? (Why did they fight the British?)
- 38) Why do children like Halloween?

- B. Group students into partners. Include Madeleine with the students. If there is an extra student, partner with that student.
- 1) Give each pair a set of question strips with each partner getting 5 questions.
  - 2) Partners will take turns asking each other one question each. DEMONSTRATE THIS.
  - 3) When they finish the questions, partners will exchange question sets and repeat step 2.

## 2. Dictation

Divide the class in two groups: You will give a dictation to one group and Madeleine to the other. Have students use the writing boards. You may need to stand near Quang, as his spelling is very week.

### Groups:

<b>Karen:</b>	Jean, Mahmood, Barok, Quang, Mercina, Ommol, Olga	GREEN & YELLOW SHEETS
<b>Madeleine:</b>	Genady, Majid, Fatma, Zulekha, Zeren, Menole, Diepy	PINK & ORANGE SHEETS

## 3. Civics Questions

- Ask the civics questions in order from 1 to 100.
- Zulekha, Quang and Barok can look at their question sets. Tell them to answer the question without looking if they know the answer. If they don't know it, they should read you the answer.
- The other students will not look at the answers at all.
- To make it more challenging for some of the students you can give the answer and they will say the question.
- Madeleine can participate as a student.

## Questions Strips for Who, What, Why

Who do you live with?

Why did you come to live in Massachusetts?

What do you like to eat and drink in the morning?

What is your father's name?

Who did you live with when you were a child?

What do you like to eat and drink in the evening?

Why do people want to live in the United States?

What do you like to watch on TV?

What do you want to say to Donald Trump?

What do you want to do after you become a U.S. citizen?

# Quiz

## Multi-Level Instruction

What did you learn?

- A. Materials: What are two important factors in selecting materials for students working together without assistance from a teacher or volunteer?

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- B. What can you use to assess a group of students at different levels of achievement in the set of 100 civics questions?

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- C. What are two important considerations in grouping your students?

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## Interview Preparation

Identify one important issue in each of the following areas that can affect the citizenship interview.

- A. Travel

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- B. Marriage

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- C. Taxes

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- D. Legal name

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