## The New Boy Is Lost! An ESL Picture-Novel

## Teacher's Guide and Activity Book



## Elizabeth Claire

## What Are They Saying?

1. 


2.

3.

4.

5. Draw your picture here. What are you saying?


| 1. a. | b. $\left(\begin{array}{cccc} 11^{11} & 12 & 1 & 2 \\ 9 & 4 & & 3 \\ 8 & & & 4 \\ 7 & 6 & 5 \end{array}\right.$ | c. $\left(\begin{array}{cccc} 11 & 12 & 1 & \\ 10 & & & 2 \\ 9 & & 5 & 3 \\ 8 & & \downarrow & 4 \\ 7 & 6 & 5 \end{array}\right)$ | d. |
| :---: | :---: | :---: | :---: |
| 2. a. | b. | c. | d. |
| a. | b. | c. | d. |
| 4. a. | b. |  | d. |
| 5. a. | b. | c. | d. |
| 6. a. <br> Address 4472 29th Street Jackson Heights New York, N.Y. 11379 | b. Telephone (718) 555-2121 | c. Name Taro Yamada | d. |

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$\qquad$

- Say the above sentences in order. Have the students write the missing words in the blanks.

- Have the students write in their own words what the people are saying.

4c. Complete the I.D. Cards (Stages 1-4)


- Help the students fill in the I.D. cards for themselves with their correct addresses and telephone numbers. Have them cut out the cards and write other useful information on the back (parents' work phone numbers, a neighbor's phone number, etc.). Laminate the cards or cover them with clear Con-Tact® paper. Tell the students to keep their I.D. cards with them at all times.
- Teach the terms first name and last name. Have the students fill in the I.D. card for Ramón Soto, using the information given in the pictures.


## Answers:

| IDENTIFICATION |  |  |
| :---: | :---: | :---: |
| Ramón | Soto |  |
| First name | Last name |  |
| 4275 Woodside Ave. |  |  |
| Address |  |  |
| New York | N.Y. | 11379 |
| City | State | Zip code |
| (718) 555-9876 |  |  |
| Telephone |  |  |

## Extension Activities

Identification: Stating Your Name, Age, Address, and Telephone Number. Demonstrate that the terms last name and first name may have different meanings in different cultures. Taro's first name in Japanese is Yamada, which is his family name. Explain that in English the first name is our own personal name (the name that friends call us). The last name is the family name (the name that everyone in the family has).

Have the students practice asking and answering questions about their first and last names, ages, addresses, and telephone numbers.

Discovering Grammar. Point out that when you tell someone to do something, you use the basic form of the verb for a command-and don't plus the basic form for a negative command. Make a chart with affirmative and negative commands from the novel and from TPR activities you have done in class.

Time. Talk about the use of clocks and time in the story of Taro. Ask questions such as What time did Taro get out of school? and What time do you get out of school? Give the students small card clocks with movable hands, or have them make clocks from paper plates with paper fasteners, and movable oaktag hands. Call out times and have the students set their clocks, raising the clock faces toward you for instant feedback.

Have the students write down their important daily activities and draw a clock to show the usual time for each activity. Have them write sentences such as I wake up at 7 o'clock; I go to school at 8 o'clock; and I eat lunch at 12 o'clock.

Safety. Clarify the meaning of the word stranger. Explain that young people should not talk to strangers in public places. They should never go with a stranger or give a stranger information about their address or their family. Explain that people who offer children candy, money, or other treats or who invite a child to go somewhere with them can be dangerous. Children should not believe a person who says their parent sent him or her to pick them up-even a person they know. Tell the students to run away from strangers who try to talk to them and tell their parent, teacher, or principal immediately.

Sharing Culture. Ask the students questions such as What time does school start in your country? What time is school over? How much homework do the siudents have? How many students are usually in a class? What did you like about school in your native country? What didn't you like? What do you like about this school? What don't you like? If you have students from several different countries, have the students ask each other questions about school life in other countries. In EFL classrooms, give the students information about schools in the United States. Generally, the U.S. school day starts at nine and ends at three, but different places and levels may have different times.

Doing Research. Have the students study a map that shows the school neighborhood. Then walk around the neighborhood, noticing the locations (and learning the English names) of landmarks such as schools, gas stations, stores, post office, traffic lights, bus stops, parking lots, and so on. In class, have the students create a postersize map of the neighborhood, indicating the landmarks with symbols and a key.

Self-Expression. Have the students draw pictures showing one of their surprises or first impressions about their new school. Have them talk about their pictures in pairs. Then have them write about the experience. (EFL students can draw a picture of something they like very much (or would like to change) about your school, talk about it with a partner, and then write about it.

## CHAPTER 5: THE SECOND MORNING

## Question Bank

Ask Stage 1 and Stage 2 questions as needed, in addition to the following questions.
++ What did Taro eat for breakfast? (rice and soup)
+++ What did the weatherman say? (It will rain very hard today.)
++ What language did the weatherman speak? (Japanese)
++ What was the weather that morning? (It was sunny.)
+++ What did Taro think? (The weatherman made a mistake.)
+++ What did Taro's mother say at eight o'clock? (It's time to go to school.)
+++ What three questions did Taro's mother ask him? (Do you have your lunch? Do you have your books? Do you have money for the bus?)
+++ What question did Taro's mother not ask him? (Do you have your I.D. card?)
++++ Why didn't she ask him? (Because the telephone rang, and she answered it. Taro didn't wait.)
++ Where was Taro's I.D. card? (I don't know.)
+++ What did Taro do next? (He said goodbye and walked to the corner.)

## Predictive Questions for Chapter 6:

++ Do you think Taro took the wrong bus?
+++ What will Taro do at school in the morning?
+++ What will happen at lunchtime?
++ Will Taro see any of the other students?

## Activity Sheets

## 5a. Listen and Circle (Stages 1-4)



- Have the students circle the letter of the picture that shows what you are saying.

1. The next morning Taro got up early. (b)
2. He got dressed. (b)
3. It was a sunny day. There were no clouds. (b)
4. "Do you have your lunch?" asked Taro's mother. (a)
5. "Yes, I have money for the bus," said Taro. (d)
6. A bus came and Taro got on it. (d)

See additional suggestions provided for Activity Sheet 1a on pages 15-16.

## 5b. What Do You See? (Stages 1-4)



- Have the students look at the picture and say the names of the things they see.

- Have the students read the words, find each object in the picture, and write the correct letter next to each word.


## Answers:

1. E, 2. F, 3. H, 4. D, 5. A, 6. B, 7. C, 8. G


- In pairs or small groups, have the students tell about the actions in the picture.


## THE NEW BOY IS LOST! Teacher's Guide and Activity Book <br> by Elizabeth Claire


#### Abstract

There's a kaleidoscopic wealth of teaching points embedded in the novel The New Boy Is Lost! This classroom-tested practical "kit" will provide the busy teacher with everything needed to use the Student Book effectively and enjoyably with students at all levels of language proficiency. This convenient resource also includes $\mathbf{4 5}$ Reproducible Activity Sheets that reinforce language and extend the themes explored in The New Boy Is Lost! The reproducible Activity Sheets can be used easily with students at various levels of language ability.


For each of the 15 chapters in The New Boy Is Lost! this Teacher's Guide provides:

- "Stop-and-Talk" strategies with multilevel Question Banks
- Visualization and Total Physical Response activities
- Suggestions for Language Extension Activities
- Activities for sharing personal experiences and culture
- Teaching "grammar through discovery"
- Survival-skills extensions
- Directions for the Activity Sheets
- Guided writing and creative writing


## THE NEW BOY IS LOST! Student Book <br> by Elizabeth Claire

The New Boy Is Lost (formerly titled Where is Taro?) is an ESL picture-novel for students in grades 2-8. With 300 fullcolor pictures illustrating the action (one for each sentence), this novel can be "read" by preliterate students as well as by readers at all other levels. Suitable for multilevel classes!

This engaging novel tells the adventures of a new arrival (Taro) during his first days in the United States. He feels sad and alone on his first day of school. He can't understand the teachers or read the textbooks. He worries that he'll never have friends. His problems are compounded on the second day, when he takes the wrong bus home from school and gets lost. He had left his ID card home, and doesn't know his phone number or address. With no money, and only a few words of English, Taro has to find his way through the dark and rainy streets of Jackson Heights, NY.

Students will want to know "what happens next?" as they relate to this emotion-packed story that speaks to any newcomer's own first-days' experiences. Author/teacher Elizabeth Claire skillfully weaves cross-cultural and survival topics into the story, told in simple sentences and with a vocabulary limited to 500 high-frequency words. Students everywhere will be drawn to this engaging story, with its themes of courage and resourcefulness in the face of new challenges. At the same time, they will learn or review basic words for people, family members, colors, numbers, time, weather, descriptive adjectives, feelings, school subjects, nationalities, transportation, making introductions, asking for directions, describing people, using the telephone. . . and much more.
(ISBN: 0-937630-12-8)

## THE NEW BOY IS LOST! Audio by Elizabeth Claire

The entire adventure of the lost new ESL student is dramatically read by the author on CD or cassette. Beginning students will be able to follow along easily in the book as they listen to the story. Intermediate and advanced students can listen independently with or without the student book.

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