



iSOSY

STAT
Short Targeted and Timely



iSOSY Resources



STUDENTS START HERE Estudiantes Comienzan Aquí

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INSTRUCTIONAL RESOURCES

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Provider Level Data Collection Forms

OSY Profile

- [OSY Profile \(English\)](#)
- [OSY Profile \(Spanish\)](#)

Learning Plan

- [OSY Learning Plan: Provider](#)
- [OSY Personal Learning Plan: Student \(English\)](#)
- [OSY Personal Learning Plan: Student \(Spanish\)](#)



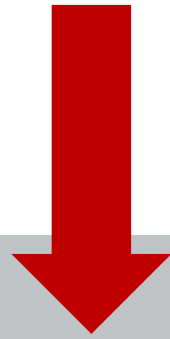


OSY Student Profile



OSY PROFILE

Date:		MEP Project Region:				COE# or MEP ID:					
Name:					<input type="checkbox"/> Male <input type="checkbox"/> Female		Age:				
Address/Camp:				Phone:		Optional: How long is youth planning on being in the area?					
Has access to transportation: <input type="checkbox"/> Yes <input type="checkbox"/> No		Last grade attended? (Check)		When?		Where?					
English oral language proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1 st grade/ <i>primero de primaria</i> <input type="checkbox"/> 2 nd grade/ <i>segundo de primaria</i> <input type="checkbox"/> 3 rd grade/ <i>tercero de primaria</i> <input type="checkbox"/> 4 th grade/ <i>cuarto de primaria</i> <input type="checkbox"/> 5 th grade/ <i>quinto de primaria</i> <input type="checkbox"/> 6 th grade/ <i>sexto de primaria</i>		<input type="checkbox"/> 7 th grade/ <i>primero de secundaria</i> <input type="checkbox"/> 8 th grade/ <i>segundo de secundaria</i> <input type="checkbox"/> 9 th grade/ <i>tercero de secundaria</i> <input type="checkbox"/> 10 th grade/ <i>primer y segundo semestres de preparatoria (Bachillerato)</i> <input type="checkbox"/> 11 th grade/ <i>tercer y cuarto semestres de preparatoria (Bachillerato)</i> <input type="checkbox"/> 12 th grade/ <i>quinto y sexto semestres de preparatoria (Bachillerato)</i>							
Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:											
Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:				Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:							
Youth lives: <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone				Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Disengaged <input type="checkbox"/> Pregnancy/Childcare <input type="checkbox"/> Other:							
Expressed interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> HSED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:				Availability: (Check)							
					Su	M	T	W	Th	F	Sa
				Morning							
				Afternoon							
				Evening							
At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:				Youth is a candidate for: <input type="checkbox"/> HS diploma <input type="checkbox"/> Pre HSED/HSED <input type="checkbox"/> HEP <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> Other: <input type="checkbox"/> Health education <input type="checkbox"/> Job training <input type="checkbox"/> Career exploration <input type="checkbox"/> ESL <input type="checkbox"/> Life skills <input type="checkbox"/> PASS <input type="checkbox"/> MP3 player <input type="checkbox"/> CAMP							
Comments:											



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Learning Plans



OSY Personal Learning Plan - Provider Version

Student Name: _____ Service Provider(s): _____ District/Site: _____
 DOB: _____ State ID #: _____ MSIX #: _____
 Student's Goal: _____ Goal Timeline: _____

Goal Follow-Up - "Progress" checks for objectives (steps)

Step #	Date	Date	Date
Step 1 Action	What was completed?	What was completed?	What was completed?
	What's next?	What's next?	What's next?
Step 2 Action	What was completed?	What was completed?	What was completed?
	What's next?	What's next?	What's next?
Step 3 Action	What was completed?	What was completed?	What was completed?
	What's next?	What's next?	What's next?
Step 4 Action	What was completed?	What was completed?	What was completed?
	What's next?	What's next?	What's next?

Continue on Page 2



OSY Personal Learning Plan - Student Version

Student Name: _____ Service Provider(s): _____
 MSIX #: _____ Goal Timeline: _____
 My Goal: _____
 Step 1: _____
 What do I know/have? _____ What do I need to know/have? _____
 What should I do? _____ Who do I need help from and why? _____
 Start Date: _____ Target Date: _____ Date Completed: _____
 Step 2: _____
 What do I know/have? _____ What do I need to know/have? _____
 What should I do? _____ Who do I need help from and why? _____
 Start Date: _____ Target Date: _____ Date Completed: _____
 Step 3: _____
 What do I know/have? _____ What do I need to know/have? _____
 What should I do? _____ Who do I need help from and why? _____
 Start Date: _____ Target Date: _____ Date Completed: _____



Plan de Aprendizaje Personal - Estudiante

Nombre: _____ Proveedor(es) de Servicio: _____
 MSIX #: _____ Tiempo que necesito para completar la meta: _____
 Mi meta: % % % % % % % % % % % % % % % % %
 Paso 1: % % % % % % % % % % % % % % % % %
 Recursos/Conocimiento que tengo: _____ Recursos/Conocimiento que necesito: _____
 ¿Qué me gustaría hacer? _____ ¿De quién necesito ayuda y por qué? _____
 Fecha de inicio: _____ Fecha objetivo: _____ Fecha finalización: _____
 Paso 2: % % % % % % % % % % % % % % % % %
 Recursos/Conocimiento que tengo: _____ Recursos/Conocimiento que necesito: _____
 ¿Qué me gustaría hacer? _____ ¿De quién necesito ayuda y por qué? _____
 Fecha de inicio: _____ Fecha objetivo: _____ Fecha finalización: _____
 Paso 3: % % % % % % % % % % % % % % % % %
 Recursos/Conocimiento que tengo: _____ Recursos/Conocimiento que necesito: _____
 ¿Qué me gustaría hacer? _____ ¿De quién necesito ayuda y por qué? _____
 Fecha de inicio: _____ Fecha objetivo: _____ Fecha finalización: _____
 %
 %
 %

STAT

Short Targeted and Timely

- Staying in Hotel
- Ordering in a Fast Food Restaurant
- Working on a Dairy

Key Features of STAT Lessons

- Address practical needs and interests of beginning English language learners
- Focus on listening and speaking modalities to support effective communication
- Designed to be delivered in 30-60 minute sessions
- Feature interactive activities
- Include pre- and post-tests for checking student understanding
- Access online or in paper format to continue practice and learning



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Staying at a Hotel

Staying in a Hotel

Overview of resource development:

The lesson was developed for OSY worker groups who stay in hotels. The idea to create it came from experiences of teaching them and discovering that they were unable to report requests to the front desk. In some cases, items were broken or not working properly. In other cases, standard items such as a table or chair were missing from the room. Sometimes emergencies occurred that needed to be reported.

Goals/Expectations/Objectives:

- Student will be able to use the target vocabulary for staying in a hotel.
- Student will be able to use common phrases needed when staying in a hotel.
- Student will be able to ask for help with issues encountered when staying in a hotel.

Staying in a Hotel

Main components of resource/lesson:

- Pre- and post-tests
- Vocabulary acquisition and practice
- Games and videos for learning and practice of the target vocabulary

Key areas an instructor needs to know/focus on:

- Pronunciation
- Building confidence when practicing scenarios
- Proficiency of the target phrases

Staying in a Hotel

Materials the instructor needs to prepare:

- Laptop or other mobile device
- Photos of a typical hotel chain room (optional)
- Vocabulary sheets with images
- Quizlet Matching Game <https://quizlet.com/371498898/match>
- Vocabulary Flashcards
 - ✓ VOCABULARY ONLY
- <https://quizlet.com/594876539/vocabulary-for-staying-in-a-hotel-el-vocabulario-para-alojarse-en-un-hotel-flash-cards/>
 - ✓ VOCABULARY WITH PHRASES
- <https://quizlet.com/371498898/frases-para-usar-en-el-hotel-flash-cards/>
- <https://www.youtube.com/watch?v=N3pY2emvki4> (5:41 video)
- Copies of pre-test and post-test

Staying in a Hotel

Recommended time: 60-90 minutes

- 5 Minutes—Give pre-test
- 10 Minutes—Introductory discussion
- 40-60 minutes OR 30-45 minutes—Teach vocabulary

Note: If you teach the lesson without the emergency vocabulary, it will probably be 10-15 minutes shorter.

- 10 Minutes—Give post-test
- 5 Minutes—Discuss post-test/questions

Staying in a Hotel

Examples of when to use the lesson:

This lesson was designed for use with OSY worker groups who travel from place to place staying in hotels. It can be used as one of the first lessons taught to an OSY group after recruitment. If time is limited, the lesson could be split in two parts:

1. Vocabulary
2. Phrases

Anticipated areas of challenge:

- Pronunciation
- Confidence in scenario practice
- Confidence in real hotel situations

Staying in a Hotel

What other iSOSY resources connect to this resource to expand/enhance the lesson?

Direct students to the *English for Daily Life Lessons*:

- **Emergencies**
- **In Your Community (Directions on a Map)**
- **Groceries and Shopping**
- **Banking and Numbers**



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Ordering in a Fast Food Restaurant

Ordering in a Fast Food Restaurant

Overview of resource development:

This lesson was developed as a request from students who were staying in a town with several fast food restaurants. They wanted to know how to order the food in three of them. This particular lesson is directed toward a restaurant with hamburgers and fries.

Goals/Expectations/Objectives:

The student will be able to use the target vocabulary of any fast food restaurant as well as use common phrases and ask basic questions in a fast-food restaurant.

Key areas an instructor needs to know/focus on:

The instructor should focus on asking questions and role playing between customer and restaurant employee.

Ordering in a Fast Food Restaurant

Main components of resource/lesson:

- **Vocabulary acquisition**
- **Vocabulary practice with web app and video**
- **Pre- and post-testing**

Ordering in a Fast Food Restaurant

Preparation an instructor will need:

- Laptop or other mobile device
- Fast Food Menu (optional)
- Vocabulary sheets with images
- Quizlet Matching Game <https://quizlet.com/559745418/match>
- Vocabulary Flashcards <https://quizlet.com/559745418/ordering-food-in-a-fast-food-restaurant-como-pedir-la-orden-en-un-restaurante-de-comida-rapida-flash-cards/>
[\[Order\] May I take your order? Anything else? For here or to go. - English for Kids](#)
(1 min. 45 sec. video)
- Copies of pre-test and post-test

Ordering in a Fast Food Restaurant

Recommended time: 60 mins

- Pre-test: 5 mins
- Vocabulary acquisition: 25 mins
- Vocabulary practice with Quizlet flash cards and matching game: 20 mins
- Vocabulary practice with video: 5 mins
- Post-test: 5 mins

Ordering in a Fast Food Restaurant

Anticipated areas of challenge:

- Pronunciation
- Vocabulary usage (interchanging one item for another)
- Confidence during role playing
- Confidence real interacting in a fast food restaurant

Ordering in a Fast Food Restaurant

What other iSOSY resources connect to this resource to expand/enhance the lesson?

Direct students to the *English for Daily Life Lessons*:

- **Describing Items in a Grocery Store**
- **In Your Community (Asking Questions)**
- **Groceries and Shopping (Prices of Groceries)**
- **Banking and Numbers**



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Working on a Dairy

Working on a Dairy

Overview of resource development:

This lesson came about as a result of conversations with recruiters and service providers trying to help students who work at a dairy communicate more effectively. It includes vocabulary, phrases, worksheets, and videos submitted by several states.

Goals/Expectations/Objectives:

- The student will be able to use the vocabulary of a dairy or farm.
- The student will be able to communicate issues concerning work at a dairy or farm.

Information and videos in this lesson came from the Vermont Migrant Education Program. Many thanks to Sarah Braun Hamilton and to Mimi Arntein for their vocabulary lists and videos. And thank you to Michelle Bastiani for her many contributions to the lesson as well.

Working on a Dairy

Main components of resource/lesson:

The lesson is divided into two parts due to the large amount of vocabulary involved.

Each part has the following components:

- Pre-test
- Vocabulary introduction (with vocabulary flashcards/illustrated sheets/videos)
- Vocabulary practice (with illustrated worksheets/ games/ and videos)
- Post-test

Working on a Dairy

Preparation an instructor will need:

- Laptop or other mobile device
- Photos of different cattle or fences/gates (optional)
- <https://www.youtube.com/watch?v=FFGfYyUOfoc&feature=youtu.be> (video about work at a dairy)
- <https://www.youtube.com/watch?v=gnmPBIncUL0&feature=youtu.be> (video about parts of a cow)
- Flashcards with words / flashcards without words
- Lesson sheet with vocabulary and images / answer key
- Electronic version of lesson sheet for work at a dairy (Quia - with/without answers)
- Electronic version of lesson sheet for parts of a cow (Quia - with/without answers)
- Copies of pre-test and post-test

Working on a Dairy

Recommended time: 60-90 mins each for Part 1 and Part 2

- Pre-test: 5 mins
- Introductory discussion: 10 mins
- Teach vocabulary: 20-30 mins
- Post-test/discussion: 15 mins

Working on a Dairy

Anticipated areas of challenge:

- Students might have issues with pronunciation
- Students might have difficulty remembering the different cattle names
- Students might have low confidence in scenario practice

Working on a Dairy

Examples of when to use the lesson:

- This lesson can be used as an orientation lesson for new workers on the farm or to provide additional practice for experienced workers.
- The lesson can also be used as a refresher course before going on to learn more advanced vocabulary and phrases, especially for workers who return every year.

Working on a Dairy

What other iSOSY resources connect to this resource to expand/enhance the lesson?

Direct students to the *English for Daily Life Lessons*:

- **Locations** (to help with prepositions and demonstrative adjectives)



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