Student Learning Plans

In an action research project, Tennessee ESOL Peer Trainers and the recipients of an EL/Civics grant designed and wrote Student Learning Plans. These plans were tried out with ESOL students and shared with co-workers. The feedback from this research was used to complete the Student Learning Plans that follow.

For consistency, peer trainers and EL/Civics grant recipients were asked to use this format when submitting Lesson Plans.
LEVEL 1

Banking

• To learn the vocabulary used in banking, to become familiar with checks, deposit slips, and checkbook records and to be able to make a deposit and cash a check.
• To learn to keep a checkbook record.

Length of Activity: 1 hour or more

What will students do?
• Look, listen, read and write.
• Study and practice the vocabulary used with banking forms.
• Work in pairs.
• Practice dialog used when cashing a check.
• Become familiar with and fill out checks, deposit slips, and checkbook records.

What will teachers do?
• Observe and evaluate the students’ familiarity with banking forms and words.
• Adjust presentation to students’ level. Introduce vocabulary using copies of banking forms to illustrate the words.
• Sketch forms on the board and fill out at least one check, one deposit form and one page of checkbook record on the board.
• Provide scissors and copies of Blackline Master #13, English ASAP, Teacher’s Edition, Literacy Level, p. 149.
• Monitor students’ work, give help and encouragement as needed.
• Repeat filling out of forms, if required.
• Encourage partners to help each other.
• Model and promote practice of dialog.

Activities used to implement this learning plan.

Ask students if they know the name of any bank. Ask if anyone has a bank account and has a checkbook with them. Would anyone like to show his/her checkbook? If no one volunteers, teacher should be prepared with a checkbook. Name parts of the checkbook: checks, deposit slips, and a page of checkbook records. Distribute worksheet with examples of checks, deposit slips and page of checkbook records. Teacher sketches check form on the board while students cut out two checks. Assign partners and have each student write his/her name, first name first, and give it to partner. Teacher fills out check form on the board for $300.00. Students make out a check.
Banking, continued

check to partner for $300.00. Use current date. Verify the spelling of partner’s name. Write the amount in numbers and then in words, filling in any vacant spaces with a line. Complete check with student’s signature. Observe each student's work and distinguish between a signature and printing. Students should give partners the $300.00 check which is made out to them. Partner endorses it exactly as the name is written on the check for $300.00. Direct students to fill out another check made out to ________________ for $________. Sketch a deposit slip on the board, and fill it out with a starting balance of $450.00. Use the check from partner for $300.00 as part of the deposit, and $21.50 as the cash amount to be deposited. This is a good place to stop if students seem ready. Model dialog, or play tape for cashing a check and rehearse it until students are comfortable and can be understood. Use unison repetition, individual, and pair work as practice. If time allows, follow same procedure and complete a page of checkbook record, starting with a balance of $450.00.

What evidence will you look for to know that learners are developing this learning skill?

• Vocabulary words pronounced understandably.
• Correctly entered information on checks and deposit slips.
• Reading the dialogue understandably.

How will you collect this evidence?

• By attention to pronunciation of vocabulary words and dialog.
• By checking information recorded on checks and deposit slips and accuracy in endorsing and signature.

Vocabulary
Cash, check, write a check, endorse, sign, back, front, ID, driver’s license, deposit slip, checkbook, keep a checkbook record and balance.

Dialog
Student 1: I want to cash this check/money order.
Student 2: Is it made out to you?
Student 1: Yes, it’s from my family.
Student 2: Do you have ID?
Student 1: Here’s my ID card. (or Driver’s License).
Student 1: That’s fine. You’ll need to endorse it on the back. Sign your name exactly as it is written on the front.
Resources

• Action English Pictures, pp. 61 (Offers sequential pictures of a man cashing a check).

• English ASAP: Literacy, Teacher’s Edition, pp.149. (Steck-Vaughn Company)

• Oxford Basic Picture Dictionary, pp. 149: (Oxford University Press.)

• Oxford Basic Picture Dictionary Workbook, pp. 70: (Oxford University Press.)

• Real Life English, (Level 1-Student Book), pp. 55: Dialog: Bank closed on holidays. (Steck-Vaughn Company.)

• Small Talk, pp. 50, #1. Carolyn Graham,( Delta Systems Co., Inc.)

Instructor Comments and Reflections

The time required for this lesson will vary widely from one to two class sessions, determined by the students’ experience with banks. If additional material is needed, a study of other services which the bank provides would include credit cards, a drive-through window, ATM machines, safety deposit boxes, investments and loan information. For students with no experience with banks, a field trip to one would be worthwhile. Take care to make the bank representative who will conduct the tour aware of the students’ very limited knowledge of English. Copies of Action English Pictures, p. 61, provide a good review of the verbs used for students who are ready for this exercise.

Progress Check

Today I studied ________________.

( ) I can cash a check.

( ) I can make a deposit.

( ) I can show an ID.
LEVEL 1

Cardinal Numbers

To learn to read, write and spell cardinal numbers. To understand their use and to pronounce them understandably. To learn to ask for repetition and clarification.

Length of Activity: One to two class sessions, determined by students’ facility in using numbers

What will students do?
- Listen, look, read and write.
- Count beans and place them in a 10 x 10 grid.
- Work with partners, identifying numbers on dominoes or dice.
- Make flash cards and use them to read, spell, and pronounce numbers while working in pairs.
- Arrange flash cards sequentially.
- Play Bingo.
- Call Bingo.

What will teachers do?
- Provide materials: beans, grids, dominoes, dice, index cards, and Bingo game.
- Model writing numerals and number words and demonstrate their meaning.
- Count and write numbers in sequence.
- Initiate dialog by asking questions which are answered by numbers.
- Provide practice sheets with numerals and words written on them.

Activities used to implement this learning plan.
- Write numbers 1 – 12 on the chalkboard. Ask students to demonstrate the meaning by finger signs or by drawing objects. If there is difficulty, the teacher will model this activity and adjust the presentation. If students are able, invite them to write the number words under the numerals on the board.
- Review number words emphasizing correct pronunciation.
- Ask students to place beans (12) on the number grid.
- Use dominoes and/or dice for practice in identifying numbers.
- Review using classroom objects: doors, windows, students, tables, men, women, people from various countries.
- Distribute the index cards, 12 to each student, to create flash cards with numerals at the top and number words at the bottom of the cards (both

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written on the same side). Ordinal numbers will be placed on the back of the cards later. Have students arrange cards sequentially and then ask them to count, holding up the proper card, if needed.

- Give students copies of numerals and number words for practice in writing and spelling to be done outside of class.
- Play Bingo.

**Vocabulary**
Number words grouped one through twelve, thirteen through twenty-nine, and one hundred. If two sessions seem necessary, use thirteen through twenty-nine, and one hundred for the second session.

**Dialog phrases**
- How many are there?
- How many?
- Please repeat.
- Excuse me.

*What evidence will you look for to know that learners are developing this learning skill?*
- Participation in oral and written activities.
- Facial expression and speed of response.
- Creation of flash cards and ability to place them in sequence.
- Use of cards in response to question, “How many _________are there?”
- Practice sheet work.

*How will you collect this evidence?*
- Note amount and ease of participation in oral and written activities.
- Observe facial expression and speed of response.
- Check flash cards and students’ ability to place them in sequence without help.
- Note responses to question, “How many _________are there?”
- Monitor interactions with partner.
- Observe work on practice-sheet.

**Cultural Differences**
1 is written without an extension on the top, left.
7 is written without crossing it.
9 is written with a loop at the top, on the left of a straight line.
Cardinal Numbers, continued

Resources
- *Foundations*, p. 608 (Delta Systems Co., Inc.)
- *Listen First Unit 2*, PP. 11-16 (Delta Systems Co., Inc.)
- *Literacy in Lifeskills, Book 1*, pp. 5-10, pp. 12-18 (Heinle & Heinle). Extensive practice for students who need it.

Instructor Comments and Reflections
The numbers vocabulary is relatively small but intensely important. It is helpful to practice it until there is relaxed confidence in its usage. Numbers are used so frequently and in such a wide variety of activities that the security of being able to use numbers successfully gives students an encouraging start in their use of English.

Progress Check
Today I studied _________________.
( ) I can count from 1 to 12 in English.
( ) I can spell the number eight.
( ) I can read the words for numbers.
LEVEL 1

Money

To examine the currencies from several countries and to become familiar with U.S. currency and be able to use it comfortably.

Length of Activity: One or two class sessions

What will students do?
• Bring examples of currency from their countries and show it to class members.
• View currency from other countries.
• Learn the names, spellings and values of U.S. currency and practice its use.

What will teachers do?
• Be prepared to show additional currency if all students are from the same country.
• Give students an opportunity to show their country’s currency.
• Present American coins and explain their values.
• Direct student practice in writing and saying vocabulary words and using American coins.
• Introduce dialog phrases and direct practice.
• Prepare a practice sheet.

Activities used to implement this learning plan.
• Introduce each student and his/her native country. Ask him/her to show currency from his/her country.
• Discuss differences in currencies.
• Give each student a chance to present one coin even if all students are compatriots.
• Present additional currency if needed.
• Evaluate students’ familiarity with American money and adjust the level of the lesson appropriately.
• Present American coins and ask students for names and spelling of the coins. If students are able, they may write the coin names on the board and other students can add the value of each coin.
• Present bills of American currency, including a two-dollar bill.
• Introduce coins with which they may not be familiar such as a fifty-cent piece and a silver dollar.
• Ask students to write the names and values of American coins.
• Use a practice sheet to familiarize students with American coins and bills, if needed.

EFF Standard(s) Used in This Learning Plan
✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
✓ 11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology
Money, continued

What evidence will you look for to know that learners are developing this learning skill?
Student work at the board, speed of answering questions, amount and level of participation, facial expression, and practice sheet answers.

How will you collect this evidence?
• Observation of students’ responses, quality of attention, questions asked, presentation of currency.
• Check practice sheet.

Vocabulary
• Coins, change, penny, nickel, dime, quarter, half-dollar, bill, amount, total, and cash.

Dialog Phrases
• “Do you have any change?”
• “Do you have change for a five (dollar bill)?”

Culture
• Distinguish between a dollar “bill” and a “bill” to be paid.
• Demonstrate the placement of the cents sign following the amount, (50¢) and the dollar sign preceding the amount ($4.00). You can say amounts of money several ways, example: $1.25 may be said “one dollar and twenty-five cents,” “a dollar twenty-five” or “a dollar and a quarter.”

Resources
Basic Oxford Picture Dictionary, pp. 10: (Delta Systems Co., Inc.).
Basic Oxford Picture Dictionary Workbook, pp. 10: (Delta Systems Co., Inc.).
English ASAP, Literacy Level 1, Student Book, pp. 74-77: (Steck-Vaughn).
Small Talk, pp. 51: Carolyn Graham (Delta Systems Co., Inc.).

Instructor Comments and Reflections
Students enjoy bringing their money to show. They seem to feel comfortable as they talk about it, but may need help with many of the words.

Progress Check
Today I studied _________________________.
(   ) I can tell the value of each American coin.
(   ) I can change a dollar.
(   ) I can spell “dime.”
LEVEL 1

Ordinal Numbers

To learn the vocabulary for ordinal numbers, their use, and their correlation with cardinal numbers.

Length of Activity: One class session

What will students do?
- Review cardinal numbers.
- Read, write, pronounce, spell, and use ordinal numerals and words.
- Make flash cards and use them to answer questions.
- Practice working in pairs.
- Take dictation of these words.

What will teachers do?
- Review cardinal numbers.
- Provide flash card materials and study sheets with ordinal words and numbers.
- Introduce ordinal numbers.
- Guide and observe creation of flash cards.
- Conduct drills that use flash cards with partners and with class.
- Describe in detail the activities used to implement this learning plan.
- Review cardinal numbers.
- Pass out study sheets with both cardinal and ordinal numbers.
- Line students up to illustrate order.
- Use calendar to illustrate order.
- Ask about each student's birthday and write the dates on the board.
- Practice reading them as ordinal numbers.
- Mention illustrations such as first name, First Aid, Twenty-first Street, etc.
- Send students to the board and give out ordinal numbers to be equated with cardinal ones. Example: 6/6th, six/sixth.
- Students add ordinal numbers to the back of flash cards.
- Teacher conducts drills with students using correlated flash cards to answer questions.

What evidence will you look for to know that learners are developing this learning skill?
- Accuracy of words and numbers on flash cards.
- Ability to answer questions with ordinal words.
- Ability to pronounce ordinal words.
- Board work and flash card answers.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
3. Speak So Others Can Understand
4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
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How will you collect this evidence?
- By monitoring student activity in the creation of accurate flash cards, and by listening to answers to questions.
- By giving attention to students’ work on the board and noting correct answers.

Vocabulary
First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, etc.

Dialog Phrases
My first name is ____________________.
My last name is ____________________.
My birthday is the ____________ of ______________(month).

Resources
• *Interchange, INTRO, Student Book*, pp. 68, Cambridge University Press.
• *Real Life English, Student Book, Level 1*, pp. 47-49. Steck-Vaughn Company

Culture
Many cultures say family names first before given names. Students need to distinguish which of their names Americans call “first name” to prevent confusion and embarrassment.

Instructor Comments and Reflections
This vocabulary, like all others for beginning students, requires lots of practice. It can be boring for teacher and students alike. Utilize as much humor, entertainment, surprise, and variety as can be mustered. The purpose is to remove guessing and uncertainty so students can answer without long pauses and concern. Students then have good feelings about their progress and success.

Progress Check
Today I studied ____________________.
( ) I can give my first name.
( ) I can match cardinal and ordinal numbers.
( ) I made flash cards today.
LEVEL 1

Personal Information

To give personal information that is appropriate and understandable. To ask for clarification and repetition as needed.

Length of Activity: One class session

What will students do?
• Look, listen, read and write, respond to questions, give personal information both written and orally.
• Learn to use discretion in giving personal information to strangers, such as age, salary, phone number, address, credit card number, and social security number.
• Pronounce and practice vocabulary words. Introduce self, record and listen to introductions.

What will the teachers do?
• Provide several information forms to be completed, and give help as needed in completing them.
• Prepare copies of dialog.
• Model vocabulary words and dialogs.
• Discuss use of personal information.
• Demonstrate filling out forms, and direct practice.
• Check written work. Provide tape and tape player to record.
• Prepare copies of dialog.

Activities used to implement this learning plan.
• Give each student a worksheet of several information forms to be completed. Teacher may walk around the room and give help as needed, or use the board to demonstrate how to complete the form. Direct students to fill out additional forms using the same information. Walk around the room again and check each student’s progress.
• Model giving oral information. Include students by asking for their names, etc. Use vocabulary words to ascertain students’ understanding.
• Introduce dialogs and pass out copies of vocabulary and dialogs. Practice, using unison and small group repetition, followed by pair work. If more practice is needed, one of each pair may progress to the next partner.
• Partners will tape the dialogs and play them back to encourage clarity of pronunciation.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
✓ 7. Solve Problems and Make Decisions
✓ 8. Plan
9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

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D. Lee Wilson

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TENNESSEE ADULT ESOL CURRICULUM RESOURCE BOOK 55
Personal Information, continued

What evidence will you look for to know that learners are developing this learning skill?
Students are able to give their names, addresses, and phone numbers both orally and in legible writing.

How will you collect this evidence?
Teacher circulates in the room during pair work to observe clarity of speech, checks written work, and listens to tape.

Vocabulary
First name, last name, spell, street, avenue, road, circle, zip code, address, telephone number, social security number, and “I don’t have one.”

Dialog
Student 1: What’s your name?
Student 2: My name is ___________ _____________.
Student 1: What’s your first name?
Student 2: It’s _____________.
Student 1: How do you spell that? Or, can you spell that?
Student 2: _ _ _ _ _ _ _ _.
Student 1: Where do you live? Or, what’s your address?
Student 2: I live at ___________. Or, My address is _______________.
Student 1: What’s your zip code?
Student 2: It’s 37 _ _ _..
Student 1: What’s your phone number?
Student 2: It’s (_ _ _) _ _ _ _ _ _ _ _.

Culture
It is wise to be cautious when giving personal information to strangers. This includes financial information, phone number, address, and social security number. Some Americans do not like to tell how old they are, so it is better not to ask. It is customary for men to shake hands with other men when they are introduced, and women often do also.

Resources
• English ASAP, Literacy, Student Book, pp. 4-13. Steck-Vaughn Company
• English ASAP, Workbook, Level 1, pp. 6-8. Steck-Vaughn Company
• Foundations, pp. 2-10. Delta Systems Co., Inc.
• Literacy in Life Skills, Student Book, pp. 62-89. Heinle & Heinle
• *Real Life English, Level 1, Student Book*, pp. 2-15. Steck-Vaughn Company

**Instructor Comments and Reflections**
Set the standard for understanding students’ personal information rather high. Extensive practice is required. Students need practice pronouncing their names slowly and clearly. Using a tape recorder is helpful.

**Progress Check**
Today I studied _________________________.
( ) I can tell my name and address.
( ) I can spell my name and address.
( ) I can give my phone number.
LEVEL 1

Shopping, First Session

To learn the vocabulary used in shopping and to practice, write, and use it. To become familiar with different forms of payment.

Length of Activity: One class period, more if needed.

What will the students do?
• Help collect and price some items sold in drugstores.
• Practice, write, and use the vocabulary for shopping and payment.
• Price articles for sale and plan their arrangement.
• Prepare “play money.”

What will teachers do?
• Collect articles to be sold in the drug store, provide play money materials, prepare vocabulary and demonstrate its use.
• Conduct an exercise to practice identifying and familiarizing students with articles to be sold and the vocabulary words.
• Introduce vocabulary in three divisions as given in its listing.

Activities used to implement this learning plan.
• Present realia to be used as merchandise in groups as given in vocabulary listing.
  — Pain killers: show container and ask students to identify aspirin, Tylenol, ibuprofen and Advil.
  — Candy: peppermint, caramel and chocolate.
  — Makeup: lotion, lipstick, mascara, cream, eyebrow pencil, rouge or blush. Students will make a list of these products with the teacher’s help.
• Review the lists.
• Plan arrangements of merchandise for the shopping activity.
• Prepare “play money” to be used in shopping.
• Review names, spelling and values of coins and of bills.

What evidence will you look for to know that learners are developing this learning skill?
• Improved pronunciation and use of vocabulary.
• Ability to name and spell the names of the products to be sold.
How will you collect this evidence?
• Monitoring students’ speech and pronunciation, and participating in practicing vocabulary words.
• Viewing students’ lists of vocabulary words.

Vocabulary
• Pain killers: aspirin, Tylenol, ibuprofen and Advil.
• Candy: peppermint, caramel and chocolate.
• Makeup: lotion, lipstick, mascara, cream, eyebrow pencil, rouge or blush.
• Pay, check, credit card, cash, ID, driver’s license, passport, “How much is it?” and “I am just looking.”

Resources
• *Real Life English, Student Book, Level 1*, pp. 72-77. Steck-Vaughn Company
• *Real Life English, Student Work Book, Level 1*, p.32. Steck-Vaughn Company
• *Small Talk*, p.50, #2, p.51, #3. Carolyn Graham, Delta Systems Co., Inc.

Instructor Comments and Reflections
Students especially enjoy shopping lessons and they may even ask questions about their experiences. This lesson may be simplified by limiting the items for sale to one group, such as make-up. Garage and yard sales could also be featured.

Progress Check
Today I studied ____________________.
( ) I can pay by check when I have an ID.
( ) I can tell the clerk I am just looking.
( ) I can ask the clerk, “How much is it?”
LEVEL 1

Telephone Use

To learn to use the telephone to find numbers in the telephone book, to ask for clarification and repetition, to identify themselves on the phone, and to handle wrong numbers.

Length of Activity: Two class periods, more if needed

What will the students do?
- Bring telephone book and telephone to class if possible.
- Become familiar with sections of the telephone book and find numbers in the telephone book.
- Learn the customary way of phrasing telephone numbers.
- Practice requests to “repeat and clarify.”
- Practice identifying self and dealing with wrong numbers.

What will teachers do?
- Provide telephone books and telephones.
- Determine students’ experience with telephone use and adjust lesson to appropriate level.
- Direct practice dialing letters as well as numbers.
- Have some students at the board to take dictation from seated students.
- Exchange groups.
- Introduce vocabulary with examples and explanation.
- Prepare worksheets with vocabulary and dialogs.
- Direct dialogs in unison and then in pairs.

Activities used to implement this learning plan.
- Determine how much experience students have had with telephone use. Students who have been in the United States for a while are usually well experienced in calling home but do not try to speak English on the telephone.
- Point out letters on the telephone and explain how to use them.
- Give an example and have them dial a number that is given in letters. Send half of the students to the board. Ask remaining students to take turns dictating numbers to those at the board. Students may use their own telephone numbers or made up ones.
- Give students a few names and have them look up the telephone number in the phone book. Include one or two businesses. Introduce vocabulary with examples and explanations.
- Direct dialog activity. Rehearse first in unison then in pairs. This is a good
activity to record if there is time. Play the tape back so all students can hear their own recordings. If possible, allow students to record with a partner in a nearby location, not in the classroom.

What evidence will you look for to know that learners are developing this learning skill?
• Ability to find numbers in the telephone book.
• Remembering to identify self on the telephone.
• Proof of understanding new telephone numbers when dictated.
• Recognizable improvement in clarity, pronunciation and intonation of dialogs.

How will you collect this evidence?
• Observe students’ speech and determine understanding.
• Note success in finding numbers in the telephone book.
• Check the telephone numbers written during dictation.
• Listen to dialog as students practice with partners and listen again if they were taped.

Vocabulary
“Answer the phone,” dial, local call, receiver, area code, dial tone, long distance, wrong number, busy signal, hook, and “Please hold.”

Dialog
(Placing a Call)
Student 1: Hello.
Student 2: This is __________. May I speak to __________ please?
Student 1: This is he/she.

(Receiving a Call)
Student 1: Hello.
Student 2: Hello. This is __________. May I speak to __________ please?
Student 1: Just a minute, I’ll call him/her to the phone.

Dialog 1 (Receiving a Wrong Number Call)
Caller: Hello. May I speak to __________, please?
Answerer: I’m sorry, there is no one here by that name. Or, there is no by the name of ______ here. You have the wrong number.
**Telephone Use, continued**

*Dialog 2*

Caller: Hello. May I please speak with President Bush?
Answerer: WHO?
Caller: President Bush.
Answerer: President Bush does not live here. You have the wrong number.

**A Cultural Note**

The number 0 in a telephone number is usually pronounced “oh” not zero. It is polite to begin a telephone call by giving your name very clearly and slowly. Be prepared to repeat and spell your name.

**Resources**

Graham, Carolyn. *Small Talk*: pp. 22. (Delta Systems Co., Inc.)
*Foundations*: pp. 67. (Delta Systems Co., Inc.)
*Listen First*: pp. 16. (Delta Systems Co., Inc.)
*Literacy in Life Skills*: pp. 64-67. (Heinle and Heinle)
*Real Life English Literacy, Teacher’s Edition*: pp. 20-21. (Steck-Vaughn Company)

**Instructor Comments and Reflections**

Talking on the telephone is one of the things students find most difficult. It is helpful to remind them how to ask for repetition or clarification and learn that it is acceptable to say, “I don’t understand.” If there is a wide disparity in the students’ experience in using the phone, pair students with different ability levels together and let them go through a few exercises.

**Progress Check**

Today I studied ________________.
( ) I can give my telephone number.
( ) I know the area code for my telephone number.
( ) I can tell a caller he/she has the wrong number.
LEVEL 1

Telling Time

Students will learn to tell time and ask for the current time.

Length of Activity: One or two 2-hour sessions

What will the students do?

- Review the numerals 1-60; practice pronunciation of numbers, identify numbers by sight, and write the numerals.
- After listening to simple dialogs, circle the appropriate clock and times.
- Write the correct times as indicated.
- Say the correct times as indicated.
- Circle the times on a sample time card, and say the times.
- Learn a simple dialog requesting and giving the current time.
- In groups of two, ask and give the time from realia clocks.*

What will the teacher do?

- Guide students in reviewing numerals 1 – 60. Ideas for this are:
  - Write them on the board and have students copy the task(s).
  - Lead the whole class in choral reading emphasizing pronunciation differences in 13 – 30, 14 – 40, etc.
  - Point to individual numbers randomly and have students say the designated number along with variations where the number is said randomly and the student will have to write each number and/or work in small groups writing each number on index cards and then order the cards.

Activities used to implement this learning plan.

- Teach the form for writing the time (using the colon), how to say the times (one-fifteen, six-thirty, eleven-fifty, etc.), the word o’clock for the exact hour, a.m., and p.m. Use realia clocks* to teach times.
- Say a series of times as students circle the appropriate clock as shown on a series of pictures of digital and “face” clocks. This activity can be found on page 50 of Take Charge: A Student-Centered Approach to English, Book 1, by Edna Dialata, published by McGraw-Hill. Students can also indicate the correct time on their realia clocks.*
- Play the cassette or read the tapescript of a series of simple dialogs involving time as students circle the appropriate time. An example of this activity is on page 47 of English ASAP, Literacy Level, or p. 50 of Real Life English, Literacy Level, both published by Steck-Vaughn.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
✓ 4. Listen Actively
  5. Observe Critically
  6. Use Mathematics in Problem Solving and Communication
  7. Solve Problems and Make Decisions
  8. Plan
✓ 9. Cooperate With Others
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15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:  
Cindy Barnett

COUNTY/PROGRAM:  
Henry County Adult Education

*Patterns for making realia clocks can be found in the back of English ASAP: Connecting English to the Workplace and Real Life English literacy level (Steck-Vaughn).
**Telling Time, continued**

- Using a realia clock, show various times as students write the correct times.
- Using a realia clock, show correct times as students say the correct times.
- Have students circle and say the times indicated on real time cards or a sample time card such as found on p. 47 of *English ASAP* or p. 51 of *Real Life English* (Steck-Vaughn).
- Have students circle and say the times indicated on real time cards or teach a simple dialog requesting and giving the current time, such as:
  - “What time is it?”
  - “It’s 4:30.”
  - “Excuse me?”
  - “It’s 4:30.”
  - “Thank you.”
- Have students practice this dialog with their partner using realia clocks.

**What evidence will you look for to know that learners are developing this learning skill?**

Students circling the appropriate clocks and times, writing the correct times, saying the times correctly as a class and with partners.

**How will you collect this evidence?**

Teacher observation, written activities

**Instructor Comments and Reflections**

Of the three texts cited, I have taught only from *Real Life English*. I liked the thorough methodical approach of this text for literacy level students. The *English ASAP* seems to follow a similar approach for this level but it is geared more towards the workplace.
Telephone Use—Second Session: Leaving a Message

Learn to leave a message with a person or on an answering machine.

Length of Activity: One or two class sessions

What will students do?
• Listen to tapes that illustrate how to leave a phone messages.
• Read and practice the dialogs in unison with the class, and with a partner.
• Tape dialogs and replay them.
• When possible, leave a message on an answering machine.

What will the teachers do?
• Provide tape player and tapes.
• Prepare tapes and scripts which feature leaving a message with a person, or on an answering machine.
• Model, direct, observe, encourage and assist with dialog practice.
• Play the tapes.

Activities used to implement this learning plan.
• Introduce, explain and practice vocabulary.
• Review telephone use, and the need to ask for repetition and clarification.
• Play tape of first dialog, and ask what the students understood. Replay and ask if they understood anything more.
• Give students prepared script of dialogs and replay tape once or twice.
• Replay tape, pausing after each speech for students to repeat in unison. Ask students to select a partner and rehearse the same dialog.
• Circulate and observe difficulties and pronunciations which are not understandable. Assist students.
• Partners tape dialog in another room, if possible, while the remaining students continue to practice.
• Rehearse and practice second dialog using the same routine. Allow students to listen to their tapes immediately, then play all tapes for the class.

What evidence will you look for to know that learners are developing this learning skill?
• Understanding and repeating the dialogs.
• Questions or requests for repetition.
• The quality of the students’ tapes: are they understandable?

EFF Standard(s) Used in This Learning Plan
1. Read With Understanding
2. Convey Ideas in Writing
 ✓ 3. Speak So Others Can Understand
 ✓ 4. Listen Actively
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
 ✓ 7. Solve Problems and Make Decisions
 ✓ 8. Plan
 ✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
 ✓ 13. Take Responsibility for Learning
14. Reflect and Evaluate
15. Learn Through Research
 ✓ 16. Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson
COUNTY/PROGRAM:
Davidson County/Nashville
Metro Adult Education
How will you collect this evidence?
By observing students’ participation in vocabulary and dialog practice, with particular emphasis on being able to understand the tapes.

Vocabulary
Take a message, leave a message, answering machine, don’t hang up, hold on, hold the line, can you hold? and may I use your phone, please?

Culture
Students often hang up when they hear a message on an answering machine. To reduce their apprehension, suggest that they call the time and temperature number to accustom them to listening to a message without the necessity of speaking.

Dialogs
*Leaving a message with a person:*
Eric: Hello.
George: Hello. This George. May I speak to ____________, please?
Eric: I’m sorry, he isn’t here. Can I take a message?
George: Yes. Please tell him to call George at 297-4464.
Eric: Call George at what number?
George: 297-4464.
Eric: 297-4464?
George: That’s right. Thanks. Good-bye.
Eric: Bye.

*Leaving a message on an answering machine:*
Answering machine: You’ve reached 260-6375. We’re not able to answer the phone right now, but please leave a message after the beep and we’ll return your call.

BEEP
Caller: This is Maria. My daughter is sick so I can’t come to class. Please call me at 383-1338. I will be at home tonight. Thank you. Bye.

Resources
*Interchange, INTRO, Student’s Book,* pp. 100-102. IC-4. Cambridge University Press
*Interchange, INTRO, Teacher’s Manual,* pp. 130-134. Cambridge University Press
*Listen First,* p. 16, pp.29-32. Delta Systems Co., Inc.
**Instructor Comments and Reflections**

Students are especially afraid of speaking English on the phone. They often answer the phone in their native language. It is helpful for the teacher to call students and they are pleased to be called. It may be wise to tell them you will call. Remind students to ask for repetition, and to say, “I don’t understand.”

**Progress Check**

Today I studied _________________.

( ) I can give my telephone number.

( ) I can ask someone who calls to please repeat slowly.

( ) I can leave a message on an answering machine.

**Telephone Use—Second Session: Leaving a Message, continued**
LEVEL 1 AND/OR 2

Telephone Use, 911 Calls

To learn how to call for help in an emergency, and what information to have ready.

Length of Activity: One or two class sessions

What will the students do?
• Discuss and study vocabulary.
• Listen to and practice dialogs of emergency calls and practice making them.

What will the teachers do?
• Show pictures of fire, medical and police emergencies.
• Lead discussion of emergencies and vocabulary.
• Prepare a work sheet of situations that require help, and discriminate between life threatening and non-life threatening ones.
• Emphasize and direct practice as students give their names and addresses.
• Conduct repetition of dialogs as needed.

Activities used to implement this learning plan.
• Write vocabulary on the board, discuss, and use pictures to illustrate a fire, medical emergency, or need for police.
• Use work sheet of emergencies and practice telling operator what help is needed.
• Read and practice dialog of emergency phone calls.
• Practice with different partners.
• Emphasize need to continue to hold the line.
• Practice asking for translator and waiting for translator to come on the line.
• Rehearse giving home address.

What evidence will you look for to know that learners are developing this learning skill?
• Students’ ability to be understood.
• Remembering the 911 and additional numbers if given.
• Students staying on the phone line when asked to do so.

How will you collect this evidence?
By observation of students’ work on practice sheet, listening to dialogs and practicing phone calls.

EFF Standard(s) Used in This Learning Plan
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✓ 9. Cooperate With Others
✓ 10. Advocate and Influence
✓ 11. Resolve Conflict and Negotiate
✓ 12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
D. Lee Wilson

COUNTY/PROGRAM:
Davidson County/Nashville Metro Adult Education
**Vocabulary**
Emergency, life threatening, non-life threatening, fire, medical emergency, police, ambulance, weapon, gun, knife, wreck, injury, accident, location, cross street, drunk, interpreter, stay on the line, don’t hang up.

**Dialog 1**
Student: (Dials 911.)
Operator: 911 Emergency. Do you need police, fire, or medical? (Copied from police training directions.)
Student: Police. I need an interpreter-Polish.
Operator: You need police and a Polish interpreter?
Student: Yes. Man with a gun.
Operator: Don’t hang up. Wait.
Student: O.K.
Interpreter: (Speaks Polish.) What is your name? Phone number? Address? etc.

**Dialog 2**
Student: (Dials 911.)
Operator: Metro-Nashville Police, Smith speaking. Do you need police, fire, or medical?
Student: No English. Spanish.
Student: O.K.
Operator: Keep waiting. Don’t hang up. Spanish speaker is coming.
Student: O.K.
Operator: Just a minute. Hold on.
Student: O.K.
Interpreter: (Speaks Spanish.) Asks for fire, police or medical, also name, address or location, and phone number.
Student: (Answers questions in Spanish.)
Interpreter: You can hang up now.

**Culture**
If a call is made from a cell phone, location must be given. If call is made from a regular phone, police need verification of the address. It is crucial to keep the line open even when the caller cannot say anything. Police will investigate a 911 call even if no one can speak a word.

**Instructor Comments and Reflections**
This is difficult for beginning students, but it is a worthwhile safety measure. If students are able to give their name, address, and phone number in
Telephone Use, 911 Calls, continued

English, it saves time. Identifying the type of emergency is also vital. Some areas have a second emergency number to call for non-threatening emergencies. This includes wrecks with no injuries, etc. In Nashville the number is 862-8600. Using a phone for practice, even when it is not connected, is helpful to students. Writing the address may also be helpful during practice sessions.
LEVEL 1 AND/OR 2

Before and Now

Students will learn and use common verbs in simple past tense as they write about and discuss their lives before and after coming to the U.S.

Length of Activity: One or two 2-hour class sessions

What will students do?
- Write the past tense form of some common verbs.
- Complete sentences describing foods eaten before and now.
- In small groups, discuss this topic.
- Complete a chart about other ways they are changing, using present and past tense. Tell a partner about the completed chart.
- Complete a similar chart about the partner’s experiences.
- Write about how they and their families are changing since coming to the U.S.

What will teachers do?
- Write the base form and simple past tense form of some common verbs on the board for students to copy (such as: cook, like, live, buy, drink, eat, go, get, wear).
- Model pronunciation and have students repeat chorally.
- Instruct students to keep this for study and review. Write these sentences on the board for students to copy and complete:
  1. Before, in my country, I ate _____, but now, in this country, I eat _____.
  2. Before, I drank _____, but now, I drink _____.
  3. Before, my family cooked _____, but now, we cook _____.
- Have students discuss their sentences in small groups. They can report to the class afterwards if they want to.
- Pass out charts for students to complete, similar to this one from Collaborations: English in Our Lives, Beginning 2, by Gail Weinstein-Shr and Jann Huizenga (Heinle and Heinle):

<table>
<thead>
<tr>
<th>Now</th>
<th>Before</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live with ________</td>
<td>I lived with ________</td>
</tr>
<tr>
<td>I live near ________</td>
<td>I lived near ________</td>
</tr>
<tr>
<td>I like to ________</td>
<td>I liked to ________</td>
</tr>
<tr>
<td>I buy ________</td>
<td>I bought ________</td>
</tr>
<tr>
<td>I wear ________</td>
<td>I wore ________</td>
</tr>
<tr>
<td>I __________ (other)</td>
<td>I __________ (other)</td>
</tr>
</tbody>
</table>

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- 16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education
• Have students work with a partner to share the information from their completed charts. As students listen to their partners, they will complete a similar chart in third person (with the heading About My Partner. For example, instead of I live and I lived, use She/he lives and She/he lived.) Instruct each student to share their partner’s answers with the class. Lead any class discussion that follows.

• Assist students in writing a few sentences, dialog-journal style, about themselves and their families based on these questions: “Are you changing? If your family is here, are they changing? How?” If this is difficult, use the Language Experience Approach with a volunteer to use as a model for the others to follow.

**Activities used to implement this learning plan.**
See above. You may also want to spend time in this session or other sessions teaching the three ways to pronounce regular verb past tense endings, and add other verbs to this list.

**What evidence will you look for to know that learners are developing this learning skill?**
• Completion of sentences and charts.
• Classroom participation.
• Student writings.

**How will you collect this evidence?**
Teacher observation, sentences, charts, student writing.

**Instructor Comments and Reflections**
Students really like to talk about their lives before and compare experiences they’ve had since coming to the U.S. This stimulated some lively conversations in my class. Students enjoy class and probably learn better when the topic is meaningful to them.
LEVEL 2
Personal Introductions (or Present Tense of “To Be”), Lesson 1

Students will practice personal introductions using present tense “to be” statements.

Length of Activity: Two 2-hour class sessions

What will students do?
• Review basic vocabulary related to personal information.
• Listen to a recording of a series of simple introduction dialogs including name, spelling, where are you from, phone number, age, address, and request for repetition or clarification.
• Read the dialogs from the textbook (see below) as they listen.
• Practice the dialogs with a partner. Then practice introducing themselves and/or their partners in small groups.
• Complete a simple personal information form.
• Interview a classmate in front of the class. Other students will write down the information they hear.
• Read a simple story about an immigrant.
• Write answers to comprehension questions.
• Write a paragraph about themselves.
• Complete homework assignments from grammar workbook on present tense statements with “to be,” contractions with “to be,” and possessive adjectives.
• With a partner, complete textbook information gap review activities.

What will teachers do?
• Review with students by writing basic vocabulary words on board: first name, last name, age, address, etc.
• Do the same with personal pronouns and conjugation of “to be.”
• Teach “to be” contractions with personal pronouns and question word, “what.”
• Guide students through the above activities, circulating around the room, and helping where needed.
• Teach possessive adjectives.
• Make homework assignments.

Activities used to implement this learning plan.
These activities are taken from “Unit 1” of the textbook and cassette, Take Charge! A Student-Centered Approach to English, Book 2, by Edna T. Diolata

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  15. Learn Through Research
  16. Use Information and Communications Technology

SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education
Personal Introductions, continued

and published in 1997 by McGraw-Hill. The homework assignments are from the *Take Charge! Grammar Workbook* 2, by John Chapman.

**What evidence will you look for to know that learners are developing this learning skill?**

Classroom participation, successful completion of activities.

**How will you collect this evidence?**

- Teacher observation.
- The homework assignments should be collected and checked for accuracy.
- The writing assignments could go into the students' portfolios.

**Instructor Comments and Reflections**

I taught this lesson to a class of about 14 Hispanics, most of whom spoke at least some English, but wanted to learn to read and write in English. They have responded well to the approach of this textbook, which was recommended at one of the University of Tennessee, Center for Literacy Studies’ ESOL Institutes.
LEVEL 2

Present Tense of “To Be,” Lesson 2

Students will continue to practice using the present tense of “to be,” this time with location.

Length of Activity: One 2-hour class session

What will students do?

• As a whole class repetition, then with partners, practice a series of three dialog/substitutions drills from Chapter 2 of Side by Side, Book 1, by Molinsky and Bliss (Pearson Education ESL) responding in complete sentences with the correct form of “to be.”
• Discuss, write, and learn new vocabulary.
• Read two short passages silently, then listen while they are read aloud.
• Answer true/false comprehension questions.
• Discuss in groups where students are from, who’s in class today, who’s absent, where are they.
• Read and recite with the whole class the rhythm and pronunciation exercises found in the Side by Side Activity Workbook 1, Chapter 2.
• Complete written homework assignments from the workbook.

What will teachers do?

• Teach/review new location vocabulary.
• Model the dialogs from the substitution drills.
• Guide and assist students.
• Read passages aloud as students follow in their texts.
• Offer for a volunteer to read aloud.
• Ask comprehension questions.
• Guide group discussion.
• Read rhythm and pronunciation exercises.
• Assign homework.

Activities used to implement this learning plan.

See the textbook and Side by Side Teacher’s Guide 1 for more detail.

What evidence will you look for to know that learners are developing this learning skill?

Classroom participation in the activities and successful completion of homework assignments.

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SUBMITTED BY:
Cindy Barnett
COUNTY/PROGRAM:
Henry County Adult Education
Present Tense of “To Be,” Lesson 2, continued

How will you collect this evidence?
- Assign Homework will be collected at the next class session.
- Assign Teacher observation.

Instructor Comments and Reflections
The *Side by Side* textbook series contains lots of repetition and reinforcement, which is good for most of my students.
LEVEL 2
Telling Time

Students will use simple present and present continuous tenses to read, talk, and write about their daily routines, work schedules, and business hours.

Length of Activity: Several (three or four) 2-hour class sessions

What will students do?
- Review telling time.
- Review grammar using it to express time.
- Ask and answer questions about time in simple present tense, then write about their daily schedules.
- Analyze signs indicating business hours.
- Ask and answer questions in present continuous about time.
- Analyze, design, write, and correctly answer questions about work schedules.

What will teachers do?
- Explain and guide students through all activities.
- Teach any new vocabulary.
- Encourage participation.
- Suggest student groupings and pairings for each group activity.
- Provide texts, realia, charts, etc.
- Play cassette where indicated or read tape script.
- Check students’ written work.
- Correct homework assignments.
- Circulate throughout the classroom, assisting where needed.

Activities used to implement this learning plan.
- Review use of “it” to express time ("What time is it? It’s ____.").
- Review asking and telling time using realia clocks as a whole class and in pairs.
- Listen to a recording of simple dialogs about time, and circle the appropriate time. An example of this activity is found on p. 43 of English ASAP, Book 1, published by Steck-Vaughn.
- Analyze photographs (teacher or student taken) of signs indicating business hours from local businesses, or use the pictures on p. 54 of Take Charge: A Student-Centered Approach to English, Book 1, Edna Diolata, published by McGraw-Hill or on p. 55 of Real Life English, Book 1, published by Steck-Vaughn. Ask students questions about the business hours on different days of the week. Students ask each other in small groups or in pairs.

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SUBMITTED BY: Cindy Barnett
COUNTY/PROGRAM: Henry County Adult Education
Telling Time, continued

- In pairs, ask and answer questions in simple present about daily schedules, such as “What time do you get up? What time do you eat breakfast?” etc. charts for themselves and their partners. Take Charge, Book 2 has a good example of this activity on pp. 42-43. The Take Charge Grammar Workbook 2 has circling and writing activities on pp. 40-41 for practice using these questions and answers for first and third persons as well (“What time does she feed the children?” etc.)

- Read a short passage entitled “Rosa’s Daily Routine” and answer comprehension questions from p. 45 of Take Charge, Book 2. Write about their daily routines using questions from the next page as guides. This can be a homework assignment.

- In small groups, look at clocks showing various times. Students tell their groups, using present continuous tense, what they are doing at these times.

- English ASAP, published by Steck-Vaughn, contains several good activities dealing with work schedules (pp. 41-43 in the Student Book 1 and “Unit 4” in the Workbook 1). These include analyzing work schedules and asking questions in pairs, listening to a recorded telephone conversation between an employee and boss and completing a sample work schedule, practicing a dialog about asking to leave work early for an appointment, writing their individual work schedules, and completing a class project involving a fictitious business and designing work schedules for students.

What evidence will you look for to know that learners are developing this learning skill?
Classroom participation, successful completion of the above mentioned activities.

How will you collect this evidence?
Teacher observation and written assignments.

Instructor Comments and Reflections
My students especially enjoyed writing about their daily routines (and later reading them aloud to the class). I corrected these and returned them for the students to write a corrected version. We put these into their portfolios.
LEVEL 2

What Do You Do? (Work, Lesson 1)

Students will discuss, describe, and evaluate their current jobs.

Length of Activity: One 2-hour session

What will students do?
- Read a simple story describing a typical job, complete a cloze activity, and dictation based on the story.
- Discuss the story.
- Interview each other and complete a chart of their classmates’ job descriptions.
- Report to the class about other classmates’ jobs.

What will teachers do?
- Write and distribute copies of a simple, two-paragraph story in simple present tense describing a fictional, but typical, job such as one your students might have. (Or use one of the stories from Collaborations: English in Our Lives, by Weinstein-Shr and Huizenga, Heinle and Heinle.)
- Allow students to read it silently for a few minutes, then read it aloud to them, or have a volunteer read it.
- Lead student discussion of the story by asking questions such as, “What does she do?” “Does she like her work?” “Do you know anyone who has a job like this?”
- Distribute copies of the story written as a cloze activity for students to complete.
- Dictate two sentences from the story for students to write.
- Teach interview questions and answers about work such as, “What do you do?” “What is your job?” “What hours do you work?” “Do you like your job?”
- Teach job names, including “homemaker” and “student.”
- Distribute copies of a simple chart with columns, or put it on the board and have students copy it. The column headings should be something like: “Name, Job, Job Activities, Hours, Likes Job?”
- Instruct students to circulate around the room, interviewing each other and completing their charts. Afterwards, have them tell the class what they’ve learned.

Activities used to implement this learning plan.
This could be extended to cover more than one class session by also teaching the simple present tense, frequency adverbs, tools/equipment vocabulary, and/or adjectives to describe work. The Language Experience Approach

EFF Standard(s) Used in This Learning Plan

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SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education
What Do You Do?, Lesson 1, continued could be used to have a student or students tell about their job(s) as you write about it on the board. This could generate more discussion and ideas for future lessons.

**What evidence will you look for to know that learners are developing this learning skill?**
- Successful completion of cloze activity, dictation, and chart.
- Participation in discussion and interviewing activity.

**How will you collect this evidence?**
Teacher observation, the cloze activity, dictation, and charts.

**Instructor Comments and Reflections**
Most of these ideas are from the textbook, *Collaborations: English in Our Lives*. I like the student-centered, reflective approach of this text, which seems to give more responsibility for learning to the student than other approaches. However, some of my students prefer more structured grammar lessons than this text employs. So one suggestion is to use the book as a basic guide for daily classroom topics and add grammar lessons where appropriate.
LEVEL 2

Problems at Work, Lesson 2

Students will discuss work-related problems, suggest solutions to the problems, role-play solving problems at work, and write about their jobs.

Length of Activity: One 2-hour class session

What will students do?
• Read and discuss a simple story about problems at work.
• In groups, write suggestions for solutions to these problems, and write ideas about what other problems people might encounter at work.
• Discuss solutions.
• Share ideas with the class.
• Role-play with a partner about one or more of the problems and solutions. Write, in dialog journal style, about their work. Tell what they like and don’t like about their work.

What will teachers do?
• Write and distribute a simple story describing problems one of the students might encounter at work, or use a story such as this one from Collaborations: English in Our Lives, by Weinstein-Shr and Huizenga, Heinle and Heinle, Beginning 2, p. 60 and the Collaborations Beginning 2 Workbook, p. 53:
  “In the summer, I get dizzy from the heat in the kitchen. There aren’t enough cooks here. That’s the biggest problem. Sometimes I work ten hours with no break. Sometimes I get mad. I want to quit.”
• Guide student discussion of the story.
• Teach any new vocabulary.
• Teach use of “should.”
• Instruct and guide group activities.
• Guide class discussion.
• Make a master list of their problems and solutions on the board or on newsprint. Have students write about their jobs. Write questions on the board to assist their writing if necessary, such as: “I am a ______. At work, I like to work when ______. At work, I don’t like to ______. I feel good at work when ______. I feel bad at work when ______.” While students are writing, use the lists from the board or newsprint as role-play ideas. When they finish writing, assign problems/solutions to pairs to practice and perform for the class.

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SUBMITTED BY:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education
Problems at Work, Lesson 2, continued

Activities used to implement this learning plan.
This lesson could serve as a springboard for teaching work-related vocabulary and grammar lessons on “should,” “like to” and “don’t like to,” simple present tense, and irregular present tense verbs such as “have.” For the role-play, you will probably need to teach basic phrases such as, “Can you explain that again? Can I take a break now? May I leave at 4 o’clock today? I think there’s a mistake in my paycheck,” etc.

What evidence will you look for to know that learners are developing this learning skill?
Classroom participation, group participation, student writings, role-plays.

How will you collect this evidence?
Teacher observation, student writings, student-generated lists. The role-plays could be video- or audiotaped.

Instructor Comments and Reflections
Most of these ideas are from the textbook, Collaborations: English in Our Lives (Heinle and Heinle). This lesson could potentially generate strong emotions which can be good to stimulate discussion, but the teacher will need to be sensitive to students’ feelings.
LEVEL 2 & UP
Using the Newspaper to Buy Groceries

Students will learn how to read grocery ads and the terminology of ads.

Length of Activity: 2 to 4 hours. Probably two class sessions.

What will students do?
• Look through grocery ads.
• As a class, discuss the ad.
• Use picture dictionary to identify items.
• Talk about containers, prices, sales, abbreviations, dates of sales, and other terminology.

What will teachers do?
• Provide ads, dictionaries, and worksheets.
• Guide discussion and assist as necessary.

Activities used to implement this learning plan.
This lesson presumes that students have already been studying the food and supermarket vocabulary from the picture dictionary. As a class, students will discuss the ad and talk about the items and vocabulary of the ad.
• Students will work in pairs to complete worksheets with questions about the ads.
• Students will take turns standing in front of class asking questions of their classmates from the worksheet.
• Students will each make up a grocery list pertaining to their needs from the grocery ad.

What evidence will you look for to know that learners are developing this learning skill?
• Observation.
• Ability to successfully complete the written assignment.
• Ability to ask and answer questions of each other.

How will you collect this evidence?
• Observation.
• Written assignments.

Instructor Comments and Reflections
Students are enthusiastic about this practical assignment. The next lesson could be about coupon clipping.

EFF Standard(s) Used in This Learning Plan

1. Read With Understanding
2. Convey Ideas in Writing
✓ 3. Speak So Others Can Understand
4. Listen Actively
✓ 5. Observe Critically
✓ 6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
✓ 8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes
COUNTY/PROGRAM:
Sevier County Adult Education