



EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
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 - 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

LEVEL 3

Using the Newspaper to Find An Apartment

Students will study the classified ads to find apartments suitable to their needs.

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

What will students do?

- Look for apartments in the classified ad section of the newspaper.
- Learn meaning of the abbreviations and vocabulary of apartments.
- Make practice calls to inquire about the apartments.
- Set up appointments for viewing.

What will teachers do?

- Provide materials and instruction.
- Assist and guide students as needed.

Activities used to implement this learning plan.

- Use a picture dictionary to familiarize students with the vocabulary of apartments.
- Show an ad for an apartment on the overhead. Point out abbreviations. Explain.
- Students will then work in groups or pairs looking at ads. Each student will select an ad that would be suitable for him/her and cut out the ad. Each student will decode his/her ad and write his/her information on paper.
- Each student will then tell the class about his/her apartment.
- As a class and with teacher's help, students will form a conversation group to ask questions about the apartment in his/her ad and write it on paper.
- Students will then practice making phone calls about their ads.

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

- Written translation of the ad.
- Written phone conversation.
- Oral phone conversation.

Instructor Comments and Reflections

This procedure could be adapted for job ads.

Using the Newspaper to Find an Apartment, continued

Worksheet for Using the Newspaper to Rent an Apartment

1. Where is the apartment located? _____
2. What is the phone number? _____
3. How many bedrooms are there? _____
4. How many rooms are there? _____
5. How much does it cost per month? _____
6. Are utilities extra? _____
7. How much is the deposit? _____
8. Is the apartment furnished or unfurnished? _____
9. When is it available? _____
10. What is their policy about pets? _____
11. What kind of heat and air does it have? _____
12. What is special about this apartment? _____
13. What kind of appliances does it have? _____
14. In what kind of neighborhood is it located? _____
15. What do you like about this apartment? _____

16. What don't you like about this apartment? _____



LEVEL 3

Using the Newspaper To Study Restaurant Ads

As part of a unit on eating in and/or working in restaurants, students will study restaurant ads in the newspaper and identify pertinent information.

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

Length of Activity: 2 hours, depending on size of the class.

What will students do?

- Work in pairs or groups looking at restaurant ads.
- Clip an ad that looks interesting to them.
- Complete a questionnaire compiled by the teacher.
- Answer questions from fellow students about their ads.

What will teachers do?

The teacher will provide instruction, materials and monitor and assist as necessary.

Activities used to implement this learning plan.

1. Students will have learned restaurant vocabulary in the earlier part of the unit, so the teacher can proceed by putting a restaurant ad on the overhead. She will point out the operating hours, locations, special prices, coupons, etc.
2. Students will then work in pairs or groups studying ads and each student will cut out an ad.
3. Students will use their ad to write answers to questions on a worksheet.
4. Students will then ask each other questions about the restaurant. They can use the questions in the questionnaire. They may work in pairs or they may ask the entire class.

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

- Can they identify a restaurant ad?
- Can they read the information?
- Can they read and answer the questions correctly?
- Can they understand orally and respond correctly?

How will you collect this evidence?

Worksheets and observation.

Instructor Comments and Reflections

Can be used with Level III and up. For multi-level groups, do the entire exercise in groups.

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

Using the Newspaper to Study Restaurant Ads, continued

Restaurants

1. What is the name of the restaurant? _____
2. Where is it located? _____
3. What days are they open? _____
4. What are the hours? _____
5. Do they serve a special food? _____
What is it? _____
6. Is there a coupon? _____
What is it for? _____
7. Do they advertise any special prices? _____
What is the special? _____
8. What is the telephone number? _____
9. Do they have entertainment? _____
What is it? _____
10. What are some of the dishes they serve at this restaurant? _____

11. Would you like to eat at this restaurant? _____
Why? _____

Using the Newspaper to Study Restaurant Ads, continued

Restaurants

Nouns

appetizer	cup	menu	salt
ashtray	dessert	mug	serving
bar	dish	napkin	spoon
bowl	fork	order	table
booth	glass	plate	tablecloth
buffet	gourmet	platter	tax
chair	gratuity	reservation	tip
check	knife	round (of drinks)	wine cellar
cocktail	main course	refill (of coffee)	wine list
course	meal	salad bar	

Verbs

dine	order	prepare	tip
eat out	pay	reserve	take out

Types

automat	diner	luncheonette	snack bar
cafe	drive-in	natural foods	soda fountain
cafeteria	fast-food	pizzeria/pizza	vending machine
coffee shop	gourmet	parlor	

Personnel

baker	chef	headwaiter	manager
bartender	cook	host	waiter
busboy	dishwasher	hostess	waitress
cashier	guest	maitre d'	

Adjectives

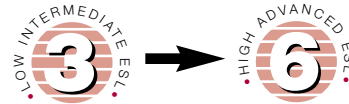
à la carte	dry	overdone	steamed
baked	fresh	rare	succulent
bland	fried	raw	take-out
boiled	grilled	salty	tasteless
broiled	hot	scrumptious	tasty
cold	mashed	sliced	to go
delicious	medium	spicy	well-done

Idioms and Expressions

wine and dine	doggy bag	go dutch	dine and dance
bill of fare	dutch treat	take the check	
bottomless cup	room and meals tax	foot the bill	

MULTI-LEVEL, PRIMARILY LEVEL 3 – 6

Christmas Customs



Length of Activity: Approximately two 2-hour sessions

What will students do?

- Read for information on the plants of Christmas.
- Interact with each other and with teacher using the information/vocabulary on the topic.
- Share information about their cultures.
- Use listening, writing, reading and speaking skills while using the information available in the lesson.

What will teachers do?

- Provide resources for the students to learn about the plants of Christmas.
- Respond to questions.
- Lead game activity.
- Lead creation of a model thank-you note as an example for students to follow in doing one on their own.
- Provide direct instruction on idioms at close of lesson.

Activities used to implement this learning plan.

Helpful resources for adapting information for students to use:

- *Celebrations: The Complete Book of American Holidays* by Robert J. Myers. ISBN 0-385-076770-0, 1972.
- *The Winter Solstice: The Sacred Traditions of Christmas* by John Matthews. ISBN 0-8356-0769-0, 1998.
- *Hark! A Christmas Sampler* by Jane Yolen & Tomie dePaloa. ISBN 0-399-21853-X, 1991.

1. Depending on number of students present, either form groups to study a specific plant of Christmas, or give individual students information on different plants. Distribute sheet of questions which follows this Student Learning Plan. (The Plants of Christmas ESOL Team Learning 12/00) to each student. Working in small (3-4 people) groups or individually, complete the questions. Once complete, students share with the whole class what has been learned about their assigned plant. (It helps if teacher brings in a live or artificial example of each plant, e.g., poinsettia, mistletoe, ivy, pine, etc.)

Information on the plants of Christmas can be found in the resources listed above.

Mistletoe – *Hark!*, page 61; **Holly/Ivy** – *The Winter Solstice*; **Christmas tree**, *Hark!*, pages 62-63, page 66; **Poinsettia** – *Celebrations*, page 338
(A story about the legend of the mistletoe is included with this lesson plan.)

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SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
**Kingsport City Schools
Adult Education**

**Christmas Customs,
continued**

2. Play Christmas BINGO. A grid to set up such a game can be found in Elizabeth Claire’s book, *The ESL Teacher’s Holiday Activity Book*, with pictures of Christmas symbols. Put the pictures of the objects in several random arrangements on the BINGO grid, copy them and have ready for students to use. Use buttons, small squares of colored construction paper or BINGO markers to place on the pictures during play. Before playing, with the whole class, go over the pictures and name the objects. Students can provide names they already know; teacher can supply new ones. (Be sure NOT to have the names of the objects printed on the BINGO grid—it’s more challenging and a better learning experience that way!) Teacher calls out the objects, students cover the picture if it is on their grids; first one to cover a line in any direction calls out “Bingo.” Usually, this game is played with little reference to the BINGO letters at the top of the grid; if the student can find the correct object anywhere on the grid, he/she can cover it with a marker. Of course, the game could be played the traditional way for more advanced students. Candy canes as prizes add to the fun.

3. Using *English for Everyday Activities* (Delta Systems Co., Inc.) **teach “Writing a Personal Letter” (page 73) and “Mailing a Letter”** (pages 74-75). Explain to students that much mail is sent during the American holiday season and one important kind to send is thank-you notes.

4. Write a thank-you note. As a class, construct a thank-you note for a gift on the board. Teacher can bring in magazine pictures or advertisements for items which would be suitable gifts. Also, teacher can provide notecards and envelopes for practice; use paper folded to a notecard shape, or use left-over notecards or some of the ones which charities send out to many people. Once the class thank-you note is complete, pass out pictures of more gifts, plus notecards and envelopes for the students to create a note and address and envelope. These notes can be shared if desired.

5. Dictate a Christmas-related short piece for students to write down, word for word. One possibility is:

“Things don’t mean that much in life. It’s what you do for other people and how you treat other people. When you leave this earth, you can’t take a house with you, or pretty clothes, or cars, or nothing. It’s all left.”— from *A Foxfire Christmas*, page 65

(There are other good possibilities in this book or in many other works on Christmas.)

**Christmas Customs,
continued****6. Idioms to introduce:**

- *Don't look a gift horse in the mouth* – be grateful for gifts; do not examine them too closely
- *Give someone "the works"* – give someone the complete treatment, everything related to his/her wishes
- *Remember someone to someone else* – let someone know that another person is thinking about him/her
- *All of a sudden* – something happens quickly, without warning
- *Keep one's fingers crossed* – a good luck action to make wishes come true
- *by heart* – learn something by memorizing it
- *Do someone good* – something that is good (beneficial) for someone
- *Have one's heart set on* – really want something badly, want very much

7. Students could conclude this lesson by sharing how each says "Happy Holidays" in their native languages. Expressions could be written on the board and practiced by everyone.

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

- Oral presentation of information on the plants of Christmas.
- Participation in Christmas BINGO game.
- Written responses to thank-you note exercise and dictation exercise.

How will you collect this evidence?

- Teacher observation.
- Teacher looking at/correcting written responses.

Christmas Customs, continued

The Legend of the Mistletoe

Baldur was the most beloved of all the Nordic gods. He was beautiful, kind and wise. He was not, however, free from despair. Night after night he had terrible dreams of gloom and grief. When he told his mother, Frigga, about these dreams, she became very worried because she knew he was being followed by the cold shadow of death. To protect her son, Frigga went through the fields and forests asking every living thing to swear that they would not harm Baldur.

A bold messenger of the gods, Hermod was the first to challenge the power of these oaths. He threw his ax at Baldur, but the ax dropped harmlessly at his feet. Everyone was happy to see no harm come to their beloved Baldur, and they spent the day in an open field throwing knives, stones and other weapons at Baldur, just to prove that nothing would hurt him.

One of the other Nordic gods, Loki, was jealous of all the attention being paid to Baldur. He disguised himself as an old woman and went off to visit Frigga. He told Frigga that he had traveled a long way and had seen a terrible sight. "There is a terrible sport going on in a field near here. All the gods are ganging up on one man, throwing weapons at him."

Frigga explained to the old woman that the gods were throwing weapons at her son, but that he was safe because she had received oaths from all things never to harm him.

"I hope you have gotten oaths from absolutely everything," the old woman said.

Frigga said she had gotten oaths from everything except the mistletoe, because it seemed too young to give an oath. "Oh, I am sure it was too young," said the old woman. "I must be going now."

Loki quickly made his way to the part of the forest where mistletoe grew. At that time mistletoe grew as a tree. Loki uprooted the tree, stripped it of the leaves and sharpened one end to a point. Then he hurried off to the field where everyone was still gathered.

There he found Baldur's brother, Hod, who was feeling left out of all the fun. Loki told Hod he would help him throw a dart at Baldur. When that was done, the mistletoe flew through the air and pierced Baldur's chest, going into his heart. Baldur fell to the ground, dead.

Frigga ran to Baldur and held him. Her tears became gentle white berries on the mistletoe. She sent Hermod to the kingdom of death to plead for her son. The god of death said that if everyone would give up their evil thoughts and long-standing grievances and memories of past wrongs, if they would forgive each other, then Baldur would not have to die.

Frigga said she would be the first to open her heart and as an expression of that, she would give mistletoe a special place of honor. Instead of growing as a tree, mistletoe would now be supported by the great oak tree. Frigga said that whoever met beneath the mistletoe, be they enemy or friend, that they shall embrace and open their hearts to one another.

That is why during the Christmas season that people who meet under a sprig of mistletoe kiss each other. Because we have not all forgiven each other, Baldur is still waiting to return from the kingdom of the dead.

—Adapted from *Doorways to the Soul*,
edited by E.D. Pearmain

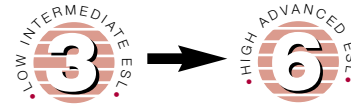
Christmas Customs, continued

Christmas Word Search

Can you find all the Christmas words in the puzzle below?

BELL	N	T	O	Y	L	A	N	D	E	Y	S	C	N	N	S
BLITZEN	E	L	U	Y	C	Z	B	O	O	T	A	D	I	A	N
BOW	X	J	S	F	L	E	T	J	F	N	O	C	N	B	O
BOY	I	O	T	K	L	E	X	I	D	N	H	T	S	O	W
CANDY	V	L	N	L	L	G	G	Y	D	O	A	A	P	W	M
CHRISTMAS	A	L	E	T	E	Z	D	E	L	T	M	D	B	S	A
CLAUS	J	Y	S	H	R	Q	R	A	Z	T	F	I	H	H	N
COMET	B	I	E	G	A	E	S	T	S	G	D	P	P	T	X
CUPID	M	B	R	I	Y	U	C	I	O	H	Q	U	L	A	Y
DANCER	E	O	P	E	A	R	R	N	F	Y	E	C	O	E	L
DASHER	L	Y	B	L	P	H	R	L	A	P	S	R	D	R	L
DONDER	G	I	C	S	C	T	R	E	E	R	U	B	U	W	O
ELF	N	Z	W	C	O	M	E	T	M	K	P	X	R	Y	H
FIREPLACE	I	N	E	Z	T	I	L	B	R	E	C	N	A	D	S
GIFTS	J	L	C	P	A	F	I	R	E	P	L	A	C	E	E
HOLLY															
JINGLE															
JOLLY															
JOY															
MERRY															
MISTLETOE															
NICHOLAS															
PRANCER															
PRESENTS															
RUDOLPH															
SANTA															
SLEIGH															
SNOWMAN															
TOYLAND															
TOYS															
TREE															
VIXEN															
WREATH															

MULTI-LEVEL, INTERMEDIATE THROUGH ADVANCED

Martin Luther King

Length of Activity: Most activities in this lesson plan could be accomplished within a **3-hour class or in two shorter sessions.**

What will students do?

- Speculate/predict about conditions in the U.S. in the 1960's and before regarding dark-skinned people.
- Use all language acquisition areas (reading, listening, speaking, writing) to process information on this subject.

What will teachers do?

- Pose questions about a picture from prior to 1960 displaying drinking fountains marked "White" and "Colored."
- Read aloud as students follow in printed text.
- Form small groups to work on questions on articles, poems, songs and stories.
- Provide direct instruction on idioms and address questions from students on this subject.

Activities used to implement this learning plan.

- From the text, *Holidays in the USA*, (Scott-Foresman) show the photograph on page 9 and discuss the context. Read the article on Martin Luther King Day on page 10; students can listen or follow along in the text.
- Form small groups. Give each group a different story from *A Trilogy of Martin Luther King Stories* plus the page of questions on their story. In small groups or pairs, students read, discuss and respond to the questions. When all groups/pairs have completed the questions (or the majority of them) gather again as a class and have each group talk about its story and how it relates to M. L. King.
- Using a tape recording of Mr. King speaking in August 1963, at the Washington Monument, allow students to listen to at least part of his speech. Provide copies of the text so that students can follow the printed version during the oral presentation. (I would suggest allowing the students to listen at least from the point where he says: "When will you be satisfied?" to the conclusion.) Following the listening, students and teacher can discuss the speech or, for advanced only groups, students can form groups and work on the questions on the speech provided with this lesson plan.
- As a whole class, students can listen to, follow the printed version, then try singing the song "We Shall Overcome." Questions on vocabulary and meaning can be addressed at this time. (A tape is available which accom-

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SUBMITTED BY:
Heather Nicely

COUNTY/PROGRAM:
Kingsport Adult Education

Martin Luther King, continued

panies the *Holidays in the USA* book. (Scott-Foresman) Students listen first while reading along, then try singing it together.

- An advanced class might read some or all of Walt Whitman’s “I Hear America Singing” as an introduction to this next exercise, but the exercise can be done on its own as well. Teacher should explain that Langston Hughes was a black poet who lived in the early twentieth century. Students can read the poem chorally after the teacher models it, then can discuss what it shows about singing America and predicting what the future will be.
- In small groups or in pairs, students can discuss “Talk About It” and decide what is worth protesting. Responses to this discussion can be shared with the entire class if time allows (often groups/pairs come to different but equally valid conclusions).
- As a concluding exercise, teacher can provide direct instruction on the following related idioms:

get on your soapbox – preach or talk about something you really believe in

take the bull by the horns – get in there and solve the problem

straight from the horse’s mouth – get information from an original source

shoot off one’s mouth – speak without thinking first

feed someone a line – tell someone what they want to hear; lie to someone

talk through one’s hat – talk although you really do not know what you are talking about

at the end of your rope – at the end of one’s patience

As a homework exercise, students could try to create sentences using these idioms which could be shared and discussed from the board during the next class. As an alternate assignment, the teacher could provide some situations which could be described using these idioms. Idioms could also be taught early in the lesson and then used during discussion of the various ideas that emerge from the information given in this context.

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

- Students can share information on the stories they read.
- Students can provide written responses to questions on stories, speeches, songs and poems.
- Students can write sentences using idioms.
- Students can respond to or ask meaningful questions.
- Students can participate in singing of folksong.

How will you collect this evidence?

Teacher observation.

Teacher reading/correcting sentences and responses to questions.

Teacher listening to exercise which uses singing.

**Martin Luther King,
continued****A Trilogy of Dr. Martin Luther King, Jr. Stories**

Written by Debbie Rauch

Two Brothers and M. L.

Introduction: Have you ever had your parents tell you, for whatever reason, that you could never play with one of your friends again?

That is what really occurred many years ago in 1935. It happened to a six-year-old boy who later became very famous. Read on and see if you can guess who it is.

Once there were two brothers who lived in Atlanta, Georgia. Their house was right next to the small neighborhood grocery store that their father owned.

For as long as they could remember, they had been best friends with a boy who lived across the street. His name was M. L. and his father was a preacher.

M. L. and the two brothers played together almost every day from the time they were first able to walk until they were six years old. Then the three boys became old enough to enter school for the first time. None of them could understand why, if they were best friends, that they couldn't go to the same school. That last summer before first grade, they were sad at the thought of soon being separated. But they were comforted by one thought: "Well, at least we can play together after school and on the weekends."

Finally the first day of school arrived. The two brothers, with their blond hair and blues eyes and white skin, went off to an all-white school.

And M. L., with his black hair and brown eyes and brown skin, went off to an all-black school.

After school on that first day, M. L. ran across the street to his friends' house and rang their doorbell. The two brothers started to answer the door. But their mother held them back. She sent them up to the room that they shared with a stern voice. They didn't understand what

they had done wrong. They walked up the stairs slowly.

Only after she heard their bedroom door close did she answer the front door. There was M. L. asking, as he had asked dozens of times before, if her two sons could come out and play. He was disappointed, but not too upset, when she made the excuse that they were busy cleaning their room and could not play that day. M. L. went back home. The mother went upstairs to talk to her sons.

The two brothers heard the front door close. They heard their mother walking up the stairs. She entered their room and sat down on one of the beds. She drew the two boys to each side of her. They listened quietly to what she had to say.

"Boys, I must talk to you. I know that you are not going to understand what I'm about to say now, but you will someday when you are older. Now that you are big boys and going to school, it is time you put certain things behind you. You are white boys and go to an all-white school. M. L. is black and goes to an all-black school. I know how much you like M. L. and I like him too, but if your new friends found out that you played with a black boy, they would make fun of you. Therefore, your father and I think it best that you only play with white children from now on. Do you understand?"

"Yes, Mama," the boys answered in unison.

Then one brother spoke up. "But when do we get to play with M. L.? He's our best friend!"

Their mother answered firmly, "Boys, you may never play with M. L. again! If I catch you talking to him or playing with him, you will be severely punished! That is my last word on the subject!" Then she got up, walked out of their bedroom, and closed the door.

The two brothers looked at each other in sadness and

Martin Luther King, continued

confusion. They didn't understand what had just happened. One of them started to cry. They didn't say anything because they didn't know what to say. They just sat and played quietly the rest of the day.

After school the next day, the brothers heard the doorbell ring. Once again their mother sent them up to their room.

Their mother answered the door to M. L., who once again was asking if the two brothers could come out and play. She sighed and then began to speak.

"M. L., my sons cannot play with you anymore."

"Why?" M. L. asked in great shock.

"It is because you are black and my sons are white. You go to a separate school from my sons. Let's just keep it that way from now on—separate. Do not come back to this house ever again. Good-bye!

The door was shut. M. L. went home in tears and confusion to seek what comfort he could in the words and explanations of his mother.

As time passed, and the boys made new friends at school, the painful sadness of losing their best friend gradually lessened. Their parents, seeing them happy again, truly felt they had made the only decision possible for their sons' futures.

Across the street, M. L.'s mother tried to pick up the pieces. She pulled M. L. onto her lap. For the first time she tried to explain to six-year-old M. L. about slavery. She tried to explain to him about segregation as it existed in the year of 1935. She talked for a long time.

Finally she said, "M. L., you may not remember or understand everything that I have told you today. But if you don't recall anything else, I want you to always remember this: You are just as good as anyone!"

And six-year-old M. L., short for Martin Luther King, Jr., never forgot his mother's words. He spent his life working to prove to each and every one of us that:

"You are just as good as anyone!"

THE END

GoodBye, Denise

Introduction: When I was in 5th grade, in 1969, one of my school friends died on the last day of school. She was hit by a car and died instantly. It was my first real experience with death. My friends and I were very upset and confused!

Six years earlier, in 1963, one fifth-grade girl and three eighth-grade girls died in a church in Birmingham, Alabama. They were killed by a bomb!

My best friend died yesterday. It is still so hard for me to get over the shock. Her name was Denise. She is—was—eleven. We had just started the fifth grade together.

Today is Monday, September 16, 1963. School is closed in Birmingham—or, rather, all the black schools are closed so that we can attend the funerals.

You see, Denise wasn't the only one that died yesterday. Cynthia, Carol, and Addie Mae also died. Those three girls were fourteen years old and were in the eighth grade.

Rev. Martin Luther King is coming back to Birmingham to preside over the funerals of Denise and two of the older girls.

I guess you're wondering how they died. The newspaper headline stated: "Black Church Bombed! Four Girls Killed!" The church that was bombed was our church, the Birmingham Sixteenth Street Baptist Church. That was the church that Dr. Martin Luther King used as his headquarters when he was here last. We were so proud! Proud of him and proud of our church. The four girls killed were Denise and three eighth-grade girls. They were in the back of the church putting on their choir robes when the bomb exploded.

Cynthia, Carol, and Addie Mae had been singing in the choir for some time. Today was to be Denise's first time to sing with them. She was so excited and proud to be chosen. She has—had—a beautiful voice.

The rest of us were sitting in the pews or standing in the aisles when that bomb exploded. We all ran out screaming and crying. One girl was blinded. She was twelve years old. But we thought nobody else was hurt. We all stood there staring at our church in shock. There were big gaping holes torn out of it.

I kept waiting for Denise to come running from the back of the church. She didn't come. So finally I started to wander to the back of the church, but two men stopped

Martin Luther King, continued

me. They wouldn't let me go back there. But they did tell me that Denise and those three bigger girls were dead.

Dead! How can my best friend be dead?

That happened just yesterday! It feels like a hundred years has passed between Sunday, September 15th and today, Monday, September 16th.

Lots of blacks were real angry. Some of them said that it was time for us to arm ourselves with guns. But Denise's father, Mr. McNair said, "I'm not for that. What good would Denise have done with a machine gun in her hands?"

Dr. King presided over their funeral. He said a lot of things that made me feel a little better. I wrote his words down so that I won't ever forget them. I want to be able to read these words over when I can't sleep at nights wondering why—why I had to lose my very best friend. I'll read them to you:

"Denise McNair, Cynthia Wesley, Carol Robertson, and Addie Mae Collins were heroines of a holy crusade for freedom and human dignity. Their deaths tell us to work passionately and unceasingly to make the American dream a reality. They did not die in vain. God still has a way of wringing good out of evil. History has proved again and again that unearned suffering is redemptive. The innocent blood of these little girls may well serve as the redemptive force that will bring new light to this dark city."

"They did not die in vain."

Well, that's what happened. I just have one more thing to say. I miss you, Denise!

THE END

The Bad Law

Introduction: This story is a very loose parallel to the Civil Rights Movement. In 1955 to 1956, the black people in Montgomery, Alabama staged a bus boycott that lasted over a year. The end result was that the black people were no longer forced to sit on the back of a bus or to give up their seats to white people.

When the boycott was over, Dr. Martin Luther, Jr. noted that the sky did not fall when blacks and whites were allowed to sit down together on a bus. That statement inspired the next story.

Long, long ago, there was a forest filled with bears, wolves, foxes, rabbits, and many other animals. One of those bears was the ruler of the forest. He was known as President Bear.

The bears and most of the other animals in the forest were allowed to wander anywhere within and without the forest as they desired. But there was one group of animals, the rabbits, that were confined—by law—to one particular corner of the forest. A large fallen tree marked the border line that divided these rabbits from all the other animals in the forest.

If President Bear was ever questioned about the rabbits, he would state rather foolishly, "The rabbits must stay in their corner of the forest and no other. That is the law! It was the law in President Daddy Bear's time. It was the law in President Granddaddy Bear's time. And it is the law in our time. As my Granddaddy always told me, "A law is a law is a law."

And if anyone ever asked President Bear how that law got started, he would say: "There was once a horrible big storm. A huge tree came crashing down almost on top of a bunch of rabbits. The Wise Fox, who was visiting from foreign parts, told my granddaddy that the huge tree falling like that was a warning. He said that rabbits shouldn't be allowed to run free like that. And if my granddaddy didn't pass a law super quick to confine all the rabbits to stay behind that fallen tree, the sky would fall. That tree fell in that spot on purpose so as to mark the border line for all time."

All the animals in the forest had been raised to believe that tale about the sky falling. The rabbits had heard this tale too, and most of them believed it. But there was one rabbit, by the name of Martin, who did not believe that it

Martin Luther King, continued

could possibly be true that the sky could ever fall. He tried to tell this to the other rabbits, but they would not listen to him—at first.

But one morning, the rabbits woke up and realized that there was no more food left in their corner of the forest. They started moaning and groaning, “Oh, no! We’re going to starve! We’re going to die! And there is nothing we can do about it. Oh, dear!”

They began to roll around on the ground in agony. All of a sudden, Martin spoke up. “Hey, fellow rabbits! Get hold of yourselves! There is something we can do about it!”

The rabbits all looked up hopefully. “There is? What can we do?”

Martin replied, “We simply have to hop over that fallen tree and get the good food that waits for us.”

The other rabbits spoke up fearfully, “But Martin, we can’t do that! If we cross the fallen tree, the sky will fall, and then we will die!”

Martin replied, “If we do not hop over the fallen tree, we will die anyway of starvation!”

The rabbits hedged and stalled. And Martin could see that most of the rabbits would rather die in their holes than face the horror of the sky crashing down upon their heads. He realized that he must convince them before it was too late that the sky would not remain or fall depending on the movements of mere rabbits. He knew he had to give them proof.

Therefore, he called to his fellow rabbits, “Follow me to the fallen tree. I wish to show you something important!”

The rabbits all followed Martin to the border line. They lined up along the edge of the fallen tree and waited to see what he was going to do.

Martin called out very loudly, “President Bear! President Bear! We rabbits need to speak to you immediately!” Some of the other animals heard, and the message was passed on.

President Bear was told of their request, and it was not long before he appeared with his entourage of animals following closely behind.

“Yeah, what do you want?”

Martin Rabbit said, “President Bear, my name is Martin. We rabbits have a problem. We have run out of food.” President Bear asked, “What do you expect me to do about it, Martin?”

“President Bear, either we rabbits need to be allowed

to hop over the fallen tree so that we can get some food for ourselves, or food needs to be brought in to us.”

President Bear ignored the latter part of their request and addressed only the first part. “You may never cross the border line!”

“Why not?”

President Bear said, “It is the law!”

Martin asked, “President Bear, is that a good law, do you think?”

President Bear replied, “It doesn’t matter whether it is a good law or a bad law, for as President Granddaddy Bear always said, ‘a law is a law is a law.’”

Martin insisted, “President Bear, it is a bad law. And a bad law is a law that needs to be changed.”

President Bear stated, “Permission is denied. You may not break the law! If you rabbits hop over the fallen tree, the sky would fall. That is my last word on the subject!”

President Bear started to turn around to walk back to his cave. But Martin called out to him and said, “President Bear, we rabbits are starving! We have no more food! Therefore, I challenge this bad law of yours. A bad law is a law that needs to be changed. I don’t believe that the sky will fall, and I will prove it. I am going to hop over the fallen tree.”

All the animals flopped down on their bellies and fearfully covered their heads with their paws and waited for the sky to come crashing down upon them. Only President Bear and Martin remained standing.

Martin lifted his right front paw and placed it on the ground just beyond the fallen tree. President Bear stared fearfully up at the sky, but—nothing happened!

Martin lifted his left front paw and placed it on the ground just beyond the fallen tree. Again, President Bear stared fearfully up at the sky, but, again,—nothing happened! Then Martin hopped completely over the fallen tree and stood on the forbidden ground. President Bear dropped down to the ground and covered his head, convinced that the sky was going to fall. There was silence.

Martin called out, “All you animals, lift your heads! Look for yourself! A rabbit has crossed the border line and the sky did not fall! What do you think of your bad law now, President Bear?”

All the animals, President Bear included, lifted up their heads, saw that Martin had indeed hopped over the fallen tree, and then looked up at the sky. The sky was still up there in the sky! They began muttering among themselves.

Martin Luther King, continued

President Bear slowly got to his feet. He stared at the sky in utter amazement. He ran over and quickly consulted with his advisors. Then he raised his head and spoke: "Friends, it seems that a small part of this law has been misrepresented. It appears that one rabbit may cross the border line and the sky will not fall. But if even two rabbits cross the border line, then the sky will surely fall. Therefore, Martin, I will revise this law. One rabbit at a time may hop over the fallen tree and get food for himself. That is the law!"

Martin quickly turned to the other rabbits and said, "Fellow Rabbits, that law, too, is a bad law. A bad law is a law that needs to be changed. Please hop over the fallen tree. Help me to prove that the sky will not fall."

The rabbits twitched their ears as they thought. Their heads were swimming with fear and confusion. Their stomachs were grumbling with hunger. They were rooted to the ground with indecision.

Martin knew he had to help the rabbits to think. He called out again, "Fellow Rabbits, are you hungry?"

"Yes, Martin! We're starving!"

"Fellow Rabbits, do you want to be able to move about and eat whenever and wherever that you will?"

"Yes, Martin! We do!"

"Fellow Rabbits, are you willing to risk your lives to change your lives?"

That was a harder question. But then, the rabbits grew determined and desperate.

Martin saw the change in them. He called out demandingly, "Fellow Rabbits, are you ready?"

And one by one, they called out, "Yes, Martin! We are

ready!" And one by one, all the rabbits hopped over the fallen tree. And nothing happened! The sky was still up there in the sky.

Then Martin looked at President Bear and all the other animals. Again he asked, "What do you think of your bad law now, President Bear?"

President Bear consulted quickly with his advisors. "I don't understand it. How could my Granddaddy be wrong?"

Wise Wally Wolf, one of the advisors replied, "President Bear, I believe your Granddaddy wasn't exactly wrong, just foolish for listening to a stranger. It was the stranger that was wrong. It was the foolish fox who told a lie!"

President Bear cheered up and said, "Yeah, you're right! My Granddaddy wasn't wrong, just foolish."

President Bear turned around and said rather sheepishly, "Martin, you were right! It was a bad law! And a bad law is a law that needs to be changed! So I will make a new law!"

"The new law is that the rabbits are free to go anywhere within and without the forest as they please. Thank you, Martin, for teaching me a very important lesson. Thank you for teaching me that a bad law is a law that needs to be changed."

President Bear and Martin the Rabbit touched noses. All the animals cheered!

THE END

Martin Luther King, continued

“Two Brothers and M.L.”

1. Tell about the three friends:
2. What will change when they all go to school?
3. Where do the two brothers go to school?
4. Where does M.L. go to school?
5. What happens after the first day of school?
6. How did the two brothers feel about not being able to play with M.L.?
7. How did M.L. feel about not being able to play with his friends?
8. What did M.L.’s mother tell him?
9. Who was M.L.?

“Good-bye, Denise”

1. How old was Denise?
2. What happened to her?
3. What is a funeral?
4. What happened at the Birmingham Sixteenth Street Baptist Church?
5. Why did the two men stop the author from going to the back of the church?
6. How did the black people feel about what happened at the church?
7. Who came for the funeral? What did he say?
8. How did Dr. King’s words help the author?

“The Bad Law”

1. Why were the rabbits confined to one corner of the forest?
 2. What did the rabbit, Martin, tell the other rabbits?
 3. What happened one morning in the rabbit’s corner of the forest?
 4. What did Martin suggest they do?
 5. How did the other rabbits feel about that suggestion?
 6. What did Martin ask President Bear?
 7. What did President Bear answer?
 8. What did Martin think should be done with a bad law?
 9. What was the first thing Martin did to show that the law was bad?
 10. What was the result?
 11. What did Martin and the other rabbits do then?
 12. What did their actions prove?
 13. Why did Martin and President Bear touch noses?
- How does this story compare to what happened in the United States during the Civil Rights Movement?

Martin Luther King, Jr. Day

A black man in a picture is drinking from a water fountain. It is 1955. There is a sign COLORED on the drinking fountain. For many years, black Americans did not have the same rights as white Americans. Drinking fountains and rest rooms had WHITE or COLORED signs. African Americans had to sit in the backs of buses. Many restaurants did not serve food to black people. In some places, black children and white children did not go to the same schools. Many African Americans could not vote. They had trouble getting good jobs.

A young black man from Georgia became angry. His name was Dr. Martin Luther King, Jr. He wanted equal rights for all Americans. He worked hard to make people's lives better. He led many peaceful demonstrations. One important demonstration was in 1963. Dr. King gave a speech in Washington, DC, at the Lincoln Memorial. There were 250,000 people there. He told them,

"I have a dream . . . that one day little black boys and girls will join hands with little white boys and girls and walk together as sisters and brothers."

One year later, in 1964, Dr. King received the Nobel Peace Prize. In 1968, a white man assassinated Dr. King. When Dr. King died, he was only 39 years old.

Dr. King's dream of peace and better lives for all Americans is alive today. In 1983, his birthday became a national holiday. On the third Monday in January, many Americans remember Martin Luther King, Jr. Students study about him. People listen to speeches and think about civil rights.

Life for African Americans is better today than it was in 1965. But there are still many problems. Dr. King's dream is still a dream.

—from *Holidays in the USA*, (Scott-Foresman)

**Martin Luther King,
continued**



EFF Standard(s) Used in This Learning Plan

- ✓ 1. Read With Understanding
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- ✓ 3. Speak So Others Can Understand
- ✓ 4. Listen Actively
- ✓ 5. Observe Critically
- 6. Use Mathematics in Problem Solving and Communication
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- 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:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

LEVEL 4

Job Application

Length of Activity: 4 hours

What will students do?

- Be able to apply for a job.
- Give personal information.
- Fill out a job application.

What will teachers do?

- Guide students in filling out a job application.
- Supply students with job applications from local businesses to fill out for practice.

Activities used to implement this learning plan.

- Discuss with students how to ask a business if they have any jobs available.
- Use “may” plus verb to request permission to do something: “May I apply for a job?” “May I have a job application?”
- Have students practice asking questions to other students using “may” + verb. “May I borrow a piece of paper?” “May I look at your book?”
- Share with the students the difference between “print” and “write.”
- Put some words on the board, some printed and some written.
- Point to a word, have student pronounce the word and tell you if it is printed or written.
- Give each student the same copy of a job application.
- Tell students that forms and documents should be completed by printing with pen or typed.
- Share with students that print is easier to read (more legible).
- Review the job application with students. Encourage students to ask about parts of the form they do not understand.
- Complete the job application together as a class.
- Distribute different job applications to students.
- Ask students to compare the forms to see how many different ways there are to ask for the same information.
- Student then completes his/her job application.
- Encourage students to share their applications with the class.

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

- Class discussions and activities.
- How well they fill out an application.
- Interest of the learner.

How will you collect this evidence?

Collect the job applications that the students filled out on their own.

**Job Application,
continued**

Instructor Comments and Reflections

Forms, documents, and applications are overwhelming for ESOL students.
The students gained confidence from this lesson in filling out forms.



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- 16. Use Information and Communications Technology

SUBMITTED BY:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education

LEVEL 4

Warning Labels

Length of Activity: 4 hours

What will students do?

- Be able to read product labels.
- Follow directions.
- Locate and identify warnings.
- Talk about products.

What will teachers do?

- Guide the learning activities.
- Introduce new vocabulary.
- Bring in products for students to read labels.

Activities used to implement this learning plan.

- Introduce new vocabulary to students: “label, caution, directions, net weight, use” and discuss meaning of words with students.
- Explain abbreviations – “oz., lb., g., kg.”
- Use a box of laundry detergent and demonstrate to the class where to locate each vocabulary word.
- Divide the class into groups and supply students with products that the teacher brought from home (Clorox, oven cleaner, Pledge, etc.)
- Give students a list of questions to complete about the products.
 1. What is this product used for?
 2. How do you use it?
 3. Is there a caution with this product?
 4. How to use the product?
- Encourage students to add new words to the vocabulary list.
- Have each group share their product and answers to the worksheet with the class.

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

- Students’ interest in the lesson.
- Discussions about the lesson and vocabulary words.

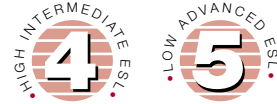
How will you collect this evidence?

- Collect the question sheet about the product.
- Observe how well the students explain the product they examined.

Instructor Comments and Reflections

The students enjoyed the lesson. They did have prior knowledge of warning labels; however, they did gain new knowledge.

LEVELS 4 AND 5

Getting the Facts

To locate the facts in news stories by identifying the 5W's.

Length of Activity: 1 hour**What will students do?**

- Read articles in the local newspaper or “Easy English News,” then answer questions pertaining to who, what, when, where, and why.

What will teachers do?

- Read an article to class, then will discuss the “who, what, when, where, and why” with the class.
- Select articles for students to read.
- Provide a questionnaire.

Activities used to implement this learning plan.

- Teacher will read an article to class, then discuss the “why, who, what, when, and where” with them.
- Teacher will select an article for each student to read.
- After reading the article, student will complete a worksheet answering the 5W questions.
- Students will then question each other with questions beginning with the 5W's.

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

- Are students' answers appropriate?
- Are students' questions correct?

How will you collect this evidence?

- Observation.
- Written assignments.

Instructor Comments and Reflections

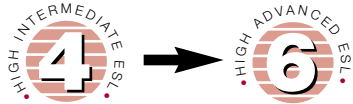
Students must be able to read for this lesson to be effective.

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- 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



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- 16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

LEVELS 4 AND UP

Using the Newspaper To Find Clothing Sales

As part of a unit on clothing, students will look through the newspaper for clothing sales. They will learn vocabulary for sales, such as discounts, percent off, regular price, etc. and also mathematically figure the sales price.

Length of Activity: Approximately 2 hours

What will students do?

- Find ads for clothing in the newspaper.
- Clip, read, discuss, answer questions, and figure prices from % off.

What will teachers do?

- Provide instruction, materials, assist as needed and create a worksheet.

Activities used to implement this learning plan.

(Students already will have studied the vocabulary of clothing earlier in the unit.)

- Teacher will show on the overhead a clothing ad and point out the sales words.
- Students will work in pairs or groups finding ads for themselves and each other.
- Students will each clip an ad and then complete a worksheet answering questions about the ad.
- Students will use the information from their questionnaire to tell the class about their ad.
- Students in the class will ask questions of the speaker.

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

- Observation.
- Worksheet.
- Oral questions and answers.

How will you collect this evidence?

- Teacher observation.

LEVELS 4 AND UP**Using the Newspaper to Buy a Car**

Students will learn to find and read ads for sales of vehicles by looking through the newspaper for ads by dealers and also the classified section. They will learn the vocabulary and abbreviations of vehicle ads.

Length of Activity: 2 hours

What will students do?

- Look through the newspaper, identifying vehicle ads, clipping them out and discussing the ads.
- Complete a worksheet answering questions about the ads.

What will teachers do?

- Supply materials and instruction.
- Make worksheets.
- Assist as needed.

Activities used to implement this learning plan.

- Teacher will explain to class the procedure for finding prices of vehicles in the newspaper. She will hand out newspapers and point out some ads.
- Teacher will lead the class in a discussion of types of cars and the vocabulary of buying a car such as interest rates, bargains, trading, rebates, etc.
- Each student will clip out a regular ad and a classified ad that is of interest to him/her.
- Teacher will ask students questions about their ads.
- Students will complete worksheets with questions about their ads (one worksheet for the regular ad and one for the classified ad).
- Students will ask each other the questions on the worksheet, to be answered with answers about their own ads.

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

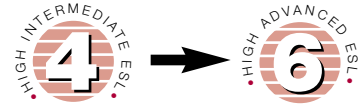
- Are they able to participate in the discussions with the correct observations?
- Are they able to successfully complete the worksheets?

How will you collect this evidence?

- Worksheets.
- Observation.

Instructor Comments and Reflections

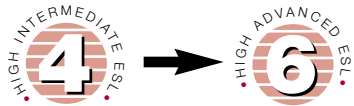
This is high-interest practical exercise.

**EFF Standard(s) Used in This Learning Plan**

1. Read With Understanding
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- ✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education



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SUBMITTED BY:
Connie Mayes

COUNTY/PROGRAM:
Sevier County Adult Education

LEVELS 4 AND UP

Using Coupons at the Grocery Store

Students will learn how to use coupons to save money at the supermarket.

Length of Activity: 1 hour

What will students do?

- Find and cut coupons from the Sunday newspaper.
- Study the coupons and learn how to use them to save money at the grocery store.

What will teachers do?

- Supply the newspapers.
- Instruct and guide students in the “art of couponing.”

Activities used to implement this learning plan.

- Teacher will instruct students about the “art of couponing.” Some information presented will be: “What is a coupon?” “Why would I want to use one?” “What is the difference between a store coupon and a manufacturer’s coupon?” “What is the vocabulary of coupons?” “What is meant by double coupons?” “How much money can I save?”
- Teacher will hand out newspapers and students will clip the coupons. They could then trade them until each student has six coupons of items that he/she would like to buy.
- The teacher could then ask each student about his/her coupons.
- Students could ask each other questions.
- Each student will total up his/her savings.
- Some current grocery ads could also be used so that students could learn the value of shopping the sales and using coupons together.

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

- Do they answer the teacher’s questions correctly?
- Are they able to question their fellow students knowledgeably?
- Will they use coupons when they shop?

How will you collect this evidence?

- Observation.
- A worksheet could be developed.

Instructor Comments and Reflections

A coupon box could be kept in the room where students could bring coupons for trading.

LEVELS 4 AND UP

Present Time

A general introduction and activities about the simple present and the present progressive.

Length of Activity: approximately three to four weeks

What will students do?

Through a series of sequential activities students will identify present and present progressive verbs.

What will teachers do?

- Provide the necessary charts, information, and activities about present time.
- Demonstrate the use of these verbs.
- Encourage the correct use of these verbs in writing and speaking.

Activities used to implement this learning plan.

1. Students will interview their partners. Then each student will introduce their partner to the class. Information to be presented should include name, native country, address, profession, and hobbies.
2. How is the simple present and present progressive differentiated?

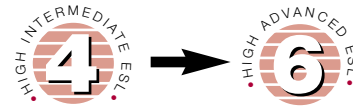
The Simple Present	The Present Progressive

Page 3, *Fundamentals of English Grammar* (Delta Systems Co., Inc.)

3. Plenty of writing practice needs to be provided. Use of one verb in the present state, progressive state, negative and question state is necessary.

Example: I like to play Bridge.
 I am playing Bridge today.
 Do you like to play Bridge?
 My friends don't like to play Bridge.

4. Provide a list of common verbs. Allow time for discussion and use of dictionaries.
5. *Charades:* The teacher provides 3x5 cards with action verbs written on them. The student chooses a card and pretends to do something. The rest of the group tries to guess what the action is and describe it using present progressive.
Examples: Driving a car, playing tennis, talking on the telephone, etc.



EFF Standard(s) Used in This Learning Plan

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- ✓ 2. Convey Ideas in Writing
- ✓ 3. Speak So Others Can Understand
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- 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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**Williamson County
 Adult Education**

Present Time, continued

6. *An oral activity:* A group of four students performs activities at the same time. The class describes the group's actions. These actions can be written on the board using present progressive.

Example: Yoko is scratching her ear.

Jose is rolling his eyes.

Then the next group of four students demonstrates different actions.

7. *A writing activity:* Students write their names on a 3x5 card. Then each student must chose a card with a name. Each student must then describe the person whose name is on the card using present and present progressive verbs. The class must guess who they are describing.

Example: This person is from Mexico.

They are wearing glasses.

They have short black hair.

8. *Review:* Create a story and have students complete the sentences using present or present progressive.

Example: Right now Vilma (read) _____ her English story, but she (understand, not) it. Some of the vocabulary (be) _____ too difficult for her. Vilma (think) _____ about her country Brazil.

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

- Samples of student's work will be dated and collected for their portfolios.
- Progress in number correct should be noted by the student and teacher.

How will you collect this evidence?

Written review activities will be completed individually by students and discussed as a class. Repetition about usage will be emphasized.

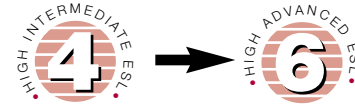
Instructor Comments and Reflections

The teaching of grammar tends to be dry and repetitive. It is important to intersperse written activities with oral activities to keep interest high.

Teaching grammar is the "meat and potatoes" of ESL classes. It is necessary for a well-written and well-spoken English speaker. Teaching grammar is often perceived as boring and repetitive. It is my purpose to provide three lesson plans based on grammar and interspersed with teaching ideas to make it more interesting. It is my hope that these basic plans will help generate other ideas which will be helpful in teaching a daily grammar lesson.

I would like to add that the Azar series, *Fundamentals of English Grammar*, both the text and the workbook, is excellent in providing written and oral activities to practice verb usage. Another excellent resource is *Intermediate Grammar* for high intermediate and low advanced groups. The Azar Series of three textbooks is published by Delta Systems Co., Inc.

LEVELS 4 AND UP
Past Time



A general introduction and activities about the simple past and the past progressive.

Length of Activity: approximately three to four weeks

What will students do?

Through a series of sequential activities, students will identify past and past progressive verbs.

What will teachers do?

- Provide the necessary charts, information, and activities about past time.
- Demonstrate the use of these verbs.
- Encourage the correct use of these verbs in writing and speaking.

Activities used to implement this learning plan.

- *Class discussion:* Answer the questions using simple present verbs or simple past verbs. Example: What do you usually do each morning? What do you usually do during class? What do you usually do on the weekend? On a piece of paper, summarize what was done yesterday. Students read their summaries to the class.
- Charts of regular past verbs need to be provided.
- Plenty of writing practice and discussion needs to be part of the activities, including question and negative forms. For example, She worked yesterday. She didn't work yesterday. Did she work yesterday?
- Charts of irregular verbs need to be provided.
- Plenty of practice must be provided to help with comprehension and spelling. For example, My dog (dig) _____ a hole in the yard and (bury) _____ his bone yesterday.
- *Oral activity:* Partner interview. Have students ask each other questions. They must tell the class three interesting things about their partner using past tense verbs.
- *Oral activity:* Form a circle. Each student must ask the student seated to their right a question. The student must answer the question using past time verbs. Continue questioning around the circle, teacher included.
- Provide chart and explanation of the simple past and past progressive.

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The Simple Past	The Past Progressive
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(Page 32 *Fundamentals of English Grammar* (Azar) Delta Systems Co., Inc.)

Past Time, continued

- Provide plenty of practice using past progressive. For example, I saw my friend at the store yesterday, she (buy) _____ milk. John didn't hear the phone ring, he (sing) _____ in the shower.
- Provide a written review where the student has the choice of using simple past or simple progressive. First have the student complete the activity alone. Then have the students work with a partner to compare answers. Discuss as a class any questions. For example, I (try) _____ to do my homework, but the phone (ring) _____. He (eat) a hamburger when his beeper (buzz) _____.
- Write a composition about your first day in the United States. When completed, go back and underline all present, present progressive, past, and past progressive verbs.

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

Samples of students' work will be dated and collected for their portfolios. Progress in number correct should be noted by the student and teacher. Also, daily journals could be written with questions asking for answers using the verbs that are being studied. Progress can be noted about writing ability.

How will you collect this evidence?

Written review activities will be completed individually by students and discussed as a class. Repetition about usage will be emphasized.

Instructor Comments and Reflections

The teaching of grammar tends to be dry and repetitive. It is important to keep interest high.

LEVELS 4 AND UP

Future Time

A general introduction and activities about Future Time.

Length of Activity: Three to four weeks

What will students do?

Through a series of sequential activities, students will identify future verb tense.

What will teachers do?

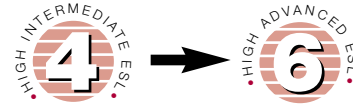
- Provide the necessary charts, information, and activities about future time.
- Demonstrate the use of these verbs.
- Encourage the correct use of these verbs in writing and speaking.

Activities used to implement this learning plan.

- *Partner interview:* Ask your partner questions about what they will do tomorrow, tomorrow night, next week, next month, next year, etc. Tell the class three interesting activities their partner will do in the future.
- The teacher will present charts and definition of future time.
- Plenty of writing practice needs to be provided. For example, I will go with you tomorrow. Will you go with me tomorrow? I won't go with you tomorrow.
- Write a paragraph using present, past, and future tenses. Use the words yesterday, every day, four days ago, and tomorrow in this paragraph.
- Have students write their name on a 3x5 card. Put cards in a bag. Have students draw a name. Each student must write a paragraph predicting the future of the name drawn. Discuss marriage, children, jobs, exciting adventures, etc. The class must guess which student is being discussed.
- Provide a verb tense review covering past, present, and future tenses. For example, I (go) _____ shopping this afternoon. I (know) _____ I (need) some money. How much money do you think I should bring?
- On 3x5 cards have verbs written. Students must choose a card and write three sentences on the board using this verb in present, past, and future tenses. The class must read the sentences and determine if they are grammatically correct.

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

- Samples of students' work will be dated and collected for their portfolios.
- Progress in number correct should be noted by the student and teacher.

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Future Time, continued

How will you collect this evidence?

- Written activities will be completed individually by students and discussed as a class.
- Repetition about usage will be emphasized.

Instructor Comments and Reflections

The teaching of grammar tends to be dry and repetitive. It is important to intersperse written activities with oral activities to keep interest high.