LEARNING ENGLISH THROUGH PHOTOGRAPHY

LEVELS 5 AND 6

Adventures in Photography

Length of Activity: About two to three weeks

What will students do?

• Keep a journal of activities and vocabulary.
• Have their own camera and film.

What will teachers do?

Teachers will supply activities, speakers, and workshops for students to have a clear understanding of “what makes a good photograph?”

Activities used to implement this learning plan.

• Discuss the Five Things Needed to Make a Photograph: Film – Light – Camera – Subject – Processing.
• Discuss types of film, caring for film.
• Discuss kinds of cameras, how cameras work, camera care.
• Discuss creating a photograph, natural light, using a flash, angles, background clutter, composition, light conditions.
• Glossary words.
• Have a speaker give a photography demonstration to class.
• Students have one week to shoot and develop a role of film:
  —Students need to tell a story with their pictures.
  —Students need to be creative in their picture-taking.
• Students must choose their six best pictures:
  —One picture will be used to create a class calendar. Our class obtained a grant through an art agency. This money paid for the cost of the calendars.
  —Beside the chosen photograph, the student must tell about the actions taken.
• The other five pictures are to be glued on a poster board.
• The student must write a story about the actions in the pictures.
• Each student will read his/her stories to the class.

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

Students will be observed by the teacher to assess their ability to communicate orally, express their ideas clearly, and listen when others are speaking.

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:

Diane Cohn

COUNTY/PROGRAM:

Williamson County Adult Center
Learning English Through Photography, continued

How will you collect this evidence?
Students’ understanding of vocabulary will be evaluated through the completion of the Photography Stories.

Instructor Comments and Reflections
This is a fun, fun activity that I have done for the last two years. To make it cost effective, I used an arts grant to pay for the calendars, film development, and disposable cameras for anyone who didn’t own one. We use the calendars in speeches to different community agencies to show our productive and diverse ESL class.

The Five Things Needed to Make a Photograph

1. Film
This flexible plastic is coated on one side with tiny light sensitive particles called silver halides. Particles that are exposed to light will darken.

2. Light
How much light actually strikes the film is very important. A particular film will require a specific amount of light to make a well-defined image.

3. Camera
The camera is basically a box that keeps the film in total darkness until the “shutter release button” is pushed. Then a specific amount of light is briefly allowed into the camera through the lens, striking an isolated piece of the film, creating an image of your subject.

4. Subject
This is what you are taking a photograph of. Perhaps the most fun part of photography is HOW you decide to capture your subject! (What kind of light, what camera angle, how close should you be, how far away, etc.)

5. Processing
Images on film are invisible (a latent image) until the film is bathed in special processing chemicals. From this processed film, prints are made. Photo labs develop film into prints and color slides through an efficient, largely automated process.

Make a Photo Story

In creating your story, outline the most important parts.

1. Make a plan.

2. Take photographs of these steps.

3. Select five to ten of these pictures that best illustrate your story.

4. Mount these pictures, adding words only if necessary.

ASK YOURSELF...
• What is the story I want to tell?
• What sort of photographs will best tell the story?
• How can I make it interesting and fun to look at?
LEVELS 5 AND 6

Teaching English Vocabulary Through Geography

To teach English vocabulary basic knowledge through a map of the 50 states of the United States.

Length of Activity: Approximately two weeks of classes

What will students do?
• Identity all 50 states and abbreviations.
• Learn interesting facts and trivia about the individual states.

What will teachers do?
The teacher will provide an assortment of maps, information, and activities for the students to study and learn.

Activities used to implement this learning plan.
• Provide a map with states listed and give the class a quiz. See how many states they can label. Discuss the activity and provide students with a completed map for them to study. Date and save this first map for their portfolios.
• After the map activity, give the students a trivia quiz. Have a large map on the classroom wall for reference. Some examples of questions one might ask are, What are the three states south of Tennessee? What is the smallest state? In the continental U.S., what state is the farthest north?
• Give students a list of the states. Practice pronunciation; then determine abbreviations for each state. A review activity is to match a list of states with a list of abbreviations. This is an important activity because the postal system prefers abbreviations.
• Give students a blank map and a list of states and abbreviations. Match the state with correct name and correct abbreviation.
• Oral activity: Have students list which states they’ve visited. Discuss with the class favorite destinations and activities while traveling.
• Use 3x5 cards. On one card list different cities in the U.S. On another card list modes of transportation, such as airplane, car, motorcycle, etc. Have the transportation card holder choose two cities; then have the trio sit together and create a route by making a list of states they would have to travel through to get from one city to the next.
• A variation of this activity would be to provide road maps. Have the students map a route by using interstates, highways, etc., from one city to the next.

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SUBMITTED BY:
Diane Cohn
COUNTY/PROGRAM:
Williamson County Adult Center
Teaching English Vocabulary Through Geography, continued

- To make this activity more difficult, have students figure mileage from one city to the next. Use different mileage scales for this activity.
- Have each student choose a state to study. Through the use of teacher information, encyclopedias, and the Internet, have each student give a 10-minute presentation about each state.
- Have students create population, topographic, highway, or historical, etc., maps of selected states. Present their findings to the class.

What evidence will you look for to know that learners are developing this learning skill?
- Provide the same quiz and map activity that was given at the beginning of this activity.
- Compare results from this quiz with the results of the original quiz.

How will you collect this evidence?
- Samples of work will be collected for portfolios.
- A before and after quiz will be given to compare progress.

Instructor Comments and Reflections
This is such a fun unit to do. There are so many more map activities than I have stated. The sky’s the limit.
LEVELS 5 & 6

The Use of Symbols/Labels During the Holocaust

Nazi Europe used labels to differentiate between different groups of people. What are common cultural labels today?

Length of Activity: one or two class periods

What will students do?
Students will read, discuss, and listen to information about this emotional subject.

What will teachers do?
The teacher will facilitate learning activities and discussion in a fair manner.

Activities used to implement this learning plan.
1. Discuss the different labels used during Nazi-occupied Europe to differentiate between people.
   Nazis – wore swastika armbands on left arm
   Jews – yellow Star of David
   Gypsies – black triangle
   homosexuals – pink triangle
   Jehovah's Witnesses – purple triangle
   criminals – green triangle

2. Discuss why this labeling was deemed necessary.

3. Discuss labeling on one’s feelings of individualism.

4. How does this labeling affect how one sees oneself and how one feels others see you?

5. Discuss segregation and paranoia. How does labeling feed into these feelings?

6. How does United States culture label people? (titles, rings, clothing)

7. How do we use words today to label people? (religious, economic, educational, political, age, immigrant)
   What are examples of word labels?

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SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Education
8. How are word labels beneficial?

9. How are word labels detrimental?

*10. Think about the ways that people are labeled in society to answer the following questions.
   a. How does labeling shape the way you see yourself?
   b. How does labeling shape the way others treat you?
   c. How have other people labeled you in the past?
   d. Write a list of labels that you like to use to describe yourself.

*11. Think about a time in your life you were a victim of stereotyping, prejudice, or discrimination. How were you labeled? Describe how this episode affected you.

*12. Class question: Write answers on the board.
   Do you believe that the use of labels to describe individuals is justified? Why or why not?

13. How can we use labeling for positive purposes to show similarities and not just differences in human beings?

14. Students need to reflect on these discussions about what they’ve learned, and what does this study of symbolism/labels mean to them personally in the larger context of the Holocaust? As citizens of a democracy?

*Taken from UT/Center for Literacy Studies “Lessons from the Holocaust.”

What evidence will you look for to know that learners are developing this learning skill?
Students will be observed by the teacher to assess their ability to communicate orally, express their ideas clearly, and listen when others are speaking.

How will you collect this evidence?
Students’ understanding of vocabulary will be evaluated through the completion of the discussions.

Instructor Comments and Reflections
Students thought this was a very helpful experience and appreciated the information learned.
LEVELS 5 & 6

Using the Newspaper to Complete Sentences

To rewrite headlines so they are complete sentences.

Length of Activity: One 1-1/2 hour session

What will students do?
- Look through newspapers and write down headlines.
- Add words or change words around to make complete sentences.
- Write their sentences.

What will teachers do?
- Demonstrate the manner in which the activity is to be completed.
- Provide newspapers and perhaps suggestions as to certain headlines that would be appropriate.
- Assist as needed and finally help students to evaluate their own work.

Activities used to implement this learning plan.
- Teacher will demonstrate finding a headline in the newspaper and then making a complete sentence from it.
- Teacher will select a headline for each student who will then change it into a complete sentence.
- Students will then locate headlines themselves and make complete sentences.
- Students will write their sentences on the board and the class will comment as to the correctness of the sentences.

What evidence will you look for to know that learners are developing this learning skill?
1. Is the word order correct?
2. Can they read the sentence?
3. Can they correct others’ work?

How will you collect this evidence?
1. Collect their written work.
2. Observation.

Instructor Comments and Reflections
The students enjoyed this activity.

EFF Standard(s) Used in This Learning Plan
- 1. Read With Understanding
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SUBMITTED BY:
Connie Mayes
COUNTY/PROGRAM:
Sevier County Adult Education
**Using the Newspaper to Complete Sentences, continued**

**Complete Sentences**

**Objective:** To rewrite headlines so they are complete sentences

**Directions:** Headlines in the newspaper are not always complete sentences. Words are often left out because only a certain number of letters and spaces can be used. Look for 10 headlines in the newspaper today. Write the headlines and the complete sentences in the spaces below.

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<th>Headline as it appears in the newspaper</th>
<th>Headline as a complete sentence</th>
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LEVELS 5 & 6

Using the Scientific Method to Teach Vocabulary

Teaching English vocabulary and basic knowledge through learning the Scientific Method.

Length of Activity: 1 week of different activities should be sufficient.

What will students do?
Students will continue creating their student dictionary with new vocabulary words. They will work individually and in groups to study information given.

What will teachers do?
The teacher will provide information and learning activities, and be a moderator for group learning activities.

Activities used to implement this learning plan.
1. Discuss as a class different methods about gathering information. Write these on the board.

2. Provide an article about a scientific experiment to the class.
   a. Preview the article: What does the title tell about the article?
   b. What information does the picture give you?
   c. Are there any diagrams or graphs?
   d. What information do these diagrams or graphs provide?
   e. Write two questions you think this article will answer.

3. Have students read the article aloud. Circle any words they do not understand.

4. First discuss vocabulary words. Add them to the students’ dictionaries.

5. The teacher will then reread the article.
   a. What is the purpose of the article?
   b. What clues led you to your answer?

6. Discuss the four components of the Scientific Method. Write them on the board. OBSERVATION, HYPOTHESIS, EXPERIMENT, CONCLUSION.

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12. Guide Others
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✓ 15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Education
7. Write the different sections of the article that go under these four headings.

8. Provide another article about a scientific experiment. Can the students complete the different sections of the article under the four scientific components? Have several students demonstrate their findings on the board.

9. Have each student provide a written answer about doing an experiment or solving a problem. Write the description in complete sentences. Exchange the descriptions with a partner. With a different color pen, underline and label the four scientific method components in the paragraph. Discuss your findings with the class.

10. **Oral activity:** Discuss as a class how using the scientific method would be important in everyday life.

11. In groups of four, each group must use an everyday problem and try to find a solution for it by using the Scientific Method. For example,

   **Observation:** Every day I wake up with my left hand tingling.
   **Hypothesis:** I am sleeping on my left side without moving.
   **Experiment:** I will try not sleeping on my left side.
   **Conclusion:** I should wake up every day without my left hand tingling.

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

A quiz can be given covering Scientific Method. Applications of practical uses of the Scientific Method are discussed and questioned during class.

**How will you collect this evidence?**

Samples of the students’ work will be placed in their portfolios. Teacher observation is important during the class discussions and activities.

**Instructor Comments and Reflections**

This is a good beginning activity for teachers who have international students in their GED classes. This process can be repeated for other scientific procedures.
LEVELS 5 & 6

Learning English Through A Mathematics Activity

Teaching English vocabulary and comprehension through mathematics and the Pythagorean Theorem.

Length of Activity: A one or two week period, depending on the need for repetition and review.

What will students do?
Students will learn to apply the Pythagorean Theorem formula to practical story problems to further their use of English.

What will teachers do?
The teacher will provide information, plenty of practice and math story problems with diverse vocabulary words.

Activities used to implement this learning plan.
1. The students need a notebook to create a math dictionary for new words and definitions. Example: hypotenuse, triangle, legs, right triangle, and relationship, etc.

2. Introduce and explain the formula: \( a^2 + b^2 = c^2 \)

3. Divide the class into pairs. Have each pair determine the sides of five triangles, and then use the formula to determine if their triangles are right triangles. Using the board, present their findings to the rest of the class.

4. Provide plenty of exercises (including story problems) for students to practice.
   Example: A ladder is placed against the side of a house and reaches the roof line. The house is 24 feet high and the distance of bottom of the ladder from the house is 10 feet. How long is the ladder?

5. Provide a review of number squares and square roots. Use plenty of story problems. Example: \( 7^2 = 49 \)
   \( \sqrt{49} = 7 \)
   Jose and Maria disagree on the expression \( 7^2 - 5^2 \).
   Jose says it’s \( 14 - 10 = 4 \). Maria says its \( 49 - 25 = 24 \). Who is right?

EFF Standard(s) Used in This Learning Plan

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- 14. Reflect and Evaluate
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- 16. Use Information and Communications Technology

SUBMITTED BY:
Diane Cohn

COUNTY/PROGRAM:
Williamson County Adult Education
Learning English Through
A Mathematics Activity, continued

6. Divide the class into groups of three. Give each group a story problem to solve. The group must read the problem to the class, solve the problem on the board showing reasons for each of the steps taken.

What evidence will you look for to know that learners are developing this learning skill?
• A review sheet will be provided.
• Each student must solve the problems individually.
• Then each student will solve problems on the board.
• A class discussion will determine the correct answers.

How will you collect this evidence?
• Students will work in groups and individually to solve problems.
• Samples of their work will be dated and placed in their portfolios to show progress.

Instructor Comments and Reflections
It is fun to teach math cooperatively. It provides plenty of opportunity for discussion and the practice of speaking English correctly. It also provides opportunity for one to increase one’s own vocabulary.
LEVELS 5 & 6
Expanding Vocabulary Through the Use of Literature

Choose any story from the “Chicken Soup for the Soul” series, learning vocabulary, and comprehending cultural situations.

Length of Activity: One 2-hour class session

What will students do?
The students will read the short story with two basic purposes: to comprehend the story and increase vocabulary.

What will teachers do?
The teacher will serve as a moderator in the discussion about the story and will provide activities to expand learning and comprehension.

Activities used to implement this learning plan.
• Pre-reading activities: Read the title, ask the students what they think the story will be about.
• Notice the chapter title, for example, “Parenting,” “Love,” “Live Your Dream,” etc. Ask the students if this information changes their opinion?
• Have the students read the story aloud. Tell them to sound out all unknown words.
• Have the students circle the unknown words.
• List the unknown words on the board. Provide definitions and a sample sentence for each word.
• Students should write these words and definitions in their dictionaries.
• The teacher should then reread the story to the class.
• Discuss the moral of the story. Example: What is the story trying to teach? What does the story say about American culture? Could this story happen in any culture?
• Have each student tell something they learned from the story.

What evidence will you look for to know that learners are developing this learning skill?
The students will be able to use their new vocabulary words in grammatically correct sentences. The students will be able to discuss the meaning of the short story.

How will you collect this evidence?
Have students choose five new words from their dictionaries. They must each write five sentences using these words correctly.

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✓ 1. Read With Understanding
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SUBMITTED BY:
Diane Cohn
COUNTY/PROGRAM:
Williamson County Adult Education
Expanding Vocabulary Through the Use of Literature, continued

Instructor Comments and Reflections

This sequence of activities can be used with any story in order to increase students’ vocabularies. It is a fun way to teach American culture through literature.

More and more international students are attending GED classes across the state. This is being met with varying degrees of success. To teach a regular GED class, the lessons must be content-based. For a successful international GED class, these two modes of teaching must be mixed to help the student. First and foremost, the student’s need to increase vocabulary is most important in order to match the new vocabulary with previous knowledge.

It is my hope that students will create their own dictionaries throughout all the activities to increase their vocabularies and, consequently, their reading comprehension.
LEVELS 5 & 6

Locating a Job (About Town)

Students will complete a job application and participate in a job interview.

Length of Activity: Approximately 4 hours

What will students do?
- Complete several different job application forms.
- Practice telling about their job experience and skills with a partner.
- Use the information to write a letter of recommendation for their partners.

What will teachers do?
- Hold a practice job fair in the classroom where each student is interviewed by the instructor.
- See that students dress appropriately for interviews.
- Remind students to bring application and recommendations with them to the interview table.

Activities used to implement this learning plan.
- Students will be requested to list the skills they have which they could use in performing a job.
- The teacher will hand out classified ads from the local newspaper.
- Students will be directed to choose at least two jobs for which they appear qualified.
- Students will look at a job application to learn what information is needed to complete the application.

What evidence will you look for to know that learners are developing this learning skill?
- Interaction between candidate and interviewer.
- A readable recommendation.
- A neatly completed application.
- Appropriate dress.

How will you collect this evidence?
- Teacher observation.
- Read applications and recommendations.
- Record interview to discuss with students.

Instructor Comments and Reflections
- Students find the activity challenging and fun.
- It is an essential skill for finding acceptable work in the community.
- Confidence in job search will be useful if skills are practiced.

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LEVELS 5 & 6

Using the Newspaper to Teach Verb Tenses

Length of Activity: 1-1/2 hours

What will students do?
• Identify verbs in a newspaper, then classify as to present, past or continuing.
• Practice pronunciation of the verbs, paying special attention to the “d, t, and -ed” sounds.
• Share their verbs with the class.
• Write some sentences using the verbs they have found.

What will teachers do?
Provide newspapers, instructions, and assist as necessary.

Activities used to implement this learning plan.
• Students will identify 20 verbs they find in the newspaper. They will write the verbs on a piece of paper.
• Students will categorize the verbs into columns of past, present and continuing tense.
• Students will complete each verb by writing the past, present and continuing tense of each one.
• Students and teacher will talk about the verbs they have chosen, discussing definitions, and answering questions students may have about their verbs.
• Students will write definitions for their verbs.
• Teacher will compile the lists and make copies for all the students. As a class, they will classify them as “d, t, or -ed” words and pronounce them as a group.
• Each student will choose 10 verbs and write a sentence with each one in the past, present, and continuing sense. This would probably be a homework assignment.

What evidence will you look for to know that learners are developing this learning skill?
• Ability to identify verbs from a written selection.
• Ability to determine the tense in which they are used.
• Ability to correctly write sentences with the verbs.

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**How will you collect this evidence?**
- Written lists.
- Written homework assignment.
- Observation.

**Instructor Comments and Reflections**
Students must be able to read for this to be an effective lesson. In a multi-level class, it might be best for students to work in pairs. This exercise provides them the opportunity to study commonly-used verbs.
LEVEL 6
Using the Advice Column of a Newspaper

Length of Activity: 1 hour. If time runs out, then response could be assigned as homework.

What will students do?
Students will read an advice column from the newspaper and then enhance their English thinking, speaking, and writing skills by discussing the article and writing a response.

What will teachers do?
Teacher will provide an appropriate article from an advice column. She/he will read the article to the class, then guide a discussion on the problem and possible solutions.

Activities used to implement this learning plan.
• Teacher will explain what an advice column is, then read the column to the class while they follow along with their copies.
• Students will ask for clarification of words and phrases that they don’t understand.
• Students will discuss the situation and then identify the problem.
• Students will discuss possible solutions.
• Students will pretend to be Ann Landers and write their own personal responses.
• Finally, teacher will read Ann Lander’s response to the class.
• This may precipitate further discussion.

What evidence will you look for to know that learners are developing this learning skill?
• Are students’ observations and comments appropriate in regard to the problem?
• Writing progress.

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

Instructor Comments and Reflections
Students enjoy this activity and usually engage in lively discussions.
Using the Advice Column of a Newspaper, continued

Monday, December 11, 2000

A D V I C E

Mother-in-law’s partying keeps the kids up too late

Dear Ann Landers:
My mother-in-law lives out of the country. She visits once a year, and stays with us for two months. She likes to cook, which is nice, but when she does, the meal isn’t ready until 9:00 p.m. Sometimes we don’t eat until after 10. This is very hard on my young children. I prepare food for them separately, but my mother-in-law thinks that is insulting. When they stay up to eat her meal, they have trouble getting out of bed the next morning for school.

On the weekends, it’s worse. My mother-in-law invites people to our house for dinner and conversation, and they often stay past 10 p.m., making too much noise for my children to sleep. I have asked the adults to be more quiet, but it’s useless. There are always bursts of laughter or shouting. Last weekend, my youngest was still awake at midnight.

My mother-in-law says adults should be able to party on the weekends. She insists that the children will become accustomed to it over time. If this were a one-week visit, I would put up with it. If my mother-in-law were here all year, perhaps my children would get used to these nocturnal noises over time. However, neither is the case, and my children and I are miserable over the disruption to their schedules. I have asked my husband to intercede, but he agrees with his mother. Can you help me?
—Americanized in Washington

Dear Washington:
I can’t help you, but your children’s pediatrician can. Ask him to write a letter stating that your children must eat their evening meal no later than 7 p.m. and they need a full night’s rest. Suggest to your mother-in-law that she get together with her friends at someone else’s house. You can also put a fan or other “white noise” in your children’s bedroom to muffle late-night conversation.

I suggest counseling for you and your husband, as well. He is putting his mother ahead of you and causing problems in your marriage. This must stop, but he needs to hear it from a professional. Good luck.
Using the Advice Column of a Newspaper, continued

**Emotions**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>affection</td>
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<td>abject</td>
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<td>awe</td>
<td>bewilder</td>
<td>angered</td>
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<td>belligerence</td>
<td>blush</td>
<td>angered</td>
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<td>bitterness</td>
<td>bore</td>
<td>angered</td>
</tr>
<tr>
<td>bliss</td>
<td>bother</td>
<td>angered</td>
</tr>
<tr>
<td>boredom</td>
<td>burn up</td>
<td>angered</td>
</tr>
<tr>
<td>bravery</td>
<td>calm</td>
<td>angered</td>
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<tr>
<td>cheer</td>
<td>cheer up</td>
<td>angry</td>
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<tr>
<td>courage</td>
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<td>cry</td>
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<td>dejection</td>
<td>delight</td>
<td>annoyed</td>
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<tr>
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<td>depress</td>
<td>annoyed</td>
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<tr>
<td>depression</td>
<td>detest</td>
<td>annoying</td>
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<td>disappointment</td>
<td>disgust</td>
<td>annoying</td>
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<td>disgust</td>
<td>annoying</td>
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<td>enthusiasm</td>
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<td>envy</td>
<td>excite</td>
<td>annoying</td>
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<td>fatigue</td>
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<td>annoying</td>
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<td>fear</td>
<td>fear</td>
<td>anxiety</td>
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<td>feeling</td>
<td>feel</td>
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<tr>
<td>fright</td>
<td>frighten</td>
<td>anxious</td>
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<tr>
<td>gladness</td>
<td>fume</td>
<td>anxious</td>
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<tr>
<td>glee</td>
<td>gladden</td>
<td>anxious</td>
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<tr>
<td>greed</td>
<td>hate</td>
<td>anxious</td>
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<td>happiness</td>
<td>hope</td>
<td>anxious</td>
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<tr>
<td>hope</td>
<td>laugh</td>
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<td>horror</td>
<td>lament</td>
<td>anxious</td>
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<tr>
<td>indifference</td>
<td>like</td>
<td>anxious</td>
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</table>

<table>
<thead>
<tr>
<th>Idioms and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>at wit’s end</td>
</tr>
<tr>
<td>blow one’s top</td>
</tr>
<tr>
<td>fit to be tied</td>
</tr>
<tr>
<td>go to pieces</td>
</tr>
<tr>
<td>happy as a clam</td>
</tr>
<tr>
<td>hot and bothered</td>
</tr>
<tr>
<td>in a dither</td>
</tr>
<tr>
<td>make sense</td>
</tr>
<tr>
<td>method in one’s madness</td>
</tr>
<tr>
<td>love will find a way</td>
</tr>
<tr>
<td>out of sorts</td>
</tr>
<tr>
<td>stand-offish</td>
</tr>
<tr>
<td>tear jerker</td>
</tr>
<tr>
<td>troubled waters</td>
</tr>
<tr>
<td>end of your rope</td>
</tr>
</tbody>
</table>
LEVEL 6

Three Structures of a Word: Prefix, Root, Suffix

Length of Activity: 4 hours

What will students do?
• Recognize common prefixes, roots, suffixes, and their meanings.
• Use the three structures of a word to help define new words.
• Change words from one part of speech to another.

What will teachers do?
• Define the three structures of a word.
• Supply students with a list of ten common prefixes, ten common roots, seven common suffixes.
• Guide students in learning.

Activities used to implement this learning plan.
• List the ten common prefixes on the board. Have the students brainstorm some words they know that have these prefixes; ex.: ad-, mis-, sub-, (adhere/advance, mistake/misunderstood, subway/submerge).
• Have students tell you the meaning of the words.
• Students should notice there is a similarity to the words with the same prefixes. “Submerge” and “subway” are words with the meaning of “under.”
• Give students a list of words.
• Discuss the meaning of these words.
• Have students add prefixes to the words and discuss the new meaning of the prefix.
• Have students write each new word in a sentence.
• Have students read two sentences aloud in class.
• List the seven common suffixes on the board.
• Have students brainstorm some words they know that have these suffixes. Discuss the similarities.
• Give a list of ten words to the students. Discuss the meaning of these words.
• Have students change the word from one part of speech to another by adding a suffix.
• Teacher indicates which words are to be changed to a noun, adjective, or adverb. (ex., “capt – capture, captivate”)
• Discuss the similarities.
• Give students ten words that have the common roots.

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:
Shanna Sutton

COUNTY/PROGRAM:
Putnam County Adult Education
Three Structures of a Word: Prefix, Root, Suffix, continued

• Using the common roots list, have students write what they think is the meaning of the words.
• Discuss what the students think.
• Give students a list of definitions to the words.
• Have student choose the correct definitions.
• Have students write sentences using these words. Have students read two sentences.

What evidence will you look for to know that learners are developing this learning skill?
• Recognition of the three structures.
• Recognition of similarities in words that have the same prefix, root, and suffix.
• Class activities and discussions.

How will you collect this evidence?
• The class brainstorm list.
• The written activities from class.
• The sentences the students write with words containing a prefix, root, and suffix.
Three Structures of a Word: Prefix, Root, Suffix, continued

References:
Grammar and Composition – Prentice Hall

Warriner’s English Grammar and Composition – Harcourt Brace Jovanovitch

Ten Common Roots

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-cap-</td>
<td>-capt-</td>
<td>to take or seize</td>
<td>capt- + ivate</td>
</tr>
<tr>
<td>-dic-</td>
<td>-dict-</td>
<td>to say or point out in words</td>
<td>pre- + dict</td>
</tr>
<tr>
<td>-mit-</td>
<td>-mis-</td>
<td>to send</td>
<td>re- + mit</td>
</tr>
<tr>
<td>-mov-</td>
<td>-mot-</td>
<td>to move</td>
<td>mov- + able</td>
</tr>
<tr>
<td>-pon-</td>
<td>-pos-</td>
<td>to put or place</td>
<td>com- + pose</td>
</tr>
<tr>
<td>-spec-</td>
<td>-spect-</td>
<td>to see</td>
<td>spec- + tator</td>
</tr>
<tr>
<td>-ten-</td>
<td>-tain-</td>
<td>to hold</td>
<td>de- + tain</td>
</tr>
<tr>
<td>-ven-</td>
<td>-vent-</td>
<td>to come</td>
<td>con- + vene</td>
</tr>
<tr>
<td>-vert-</td>
<td>-verse-</td>
<td>to turn</td>
<td>in- + vert</td>
</tr>
<tr>
<td>-vid-</td>
<td>-vis-</td>
<td>to see</td>
<td>vis- + ible</td>
</tr>
</tbody>
</table>

Using Roots to Define Words

Match the words in the first column with their meanings in the second column.

1. prospect a. way of using words
2. inversion b. the act of coming between
3. dictation c. something sent for approval
4. mobility d. a turning upside down
5. intervention e. to oversee
6. transpose f. future outlook
7. submission g. someone taken as a prisoner
8. supervise h. to reach
9. attain i. to change places
10. captive j. ease of movement
## Three Structures of a Word: Prefix, Root, Suffix, continued

### Ten Common Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad-</td>
<td>to, toward</td>
<td>ad- + here</td>
<td>to stick to</td>
</tr>
<tr>
<td>com-</td>
<td>with, together</td>
<td>com- + pile</td>
<td>to gather together</td>
</tr>
<tr>
<td>dis-</td>
<td>away, apart</td>
<td>dis- + grace</td>
<td>to lose favor</td>
</tr>
<tr>
<td>ex-</td>
<td>from, out</td>
<td>ex- + port</td>
<td>to send out</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>mis- + lead</td>
<td>to lead in a wrong direction</td>
</tr>
<tr>
<td>post-</td>
<td>after</td>
<td>post- + war</td>
<td>after the war</td>
</tr>
<tr>
<td>re-</td>
<td>back, again</td>
<td>re- + occupy</td>
<td>to occupy again</td>
</tr>
<tr>
<td>sub-</td>
<td>beneath, under</td>
<td>sub- + merge</td>
<td>to place under water</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>trans- + oceanic</td>
<td>across the ocean</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>un- + beatable</td>
<td>unable to be defeated</td>
</tr>
</tbody>
</table>

### Working With Prefixes

1. press  
2. read  
3. play  
4. arm  
5. form  
6. change  
7. marine  
8. venture  
9. reliable  
10. place  

## Words  Definitions

| Words | Definitions |
Three Structures of a Word: Prefix, Root, Suffix, continued

Seven Common Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able ( -ible)</td>
<td>capable of being</td>
<td>comfortable + -able</td>
<td>adjective</td>
</tr>
<tr>
<td>-ance ( -ence)</td>
<td>the act of</td>
<td>confid + -ence</td>
<td>noun</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>joy + -ful</td>
<td>adjective</td>
</tr>
<tr>
<td>-ity</td>
<td>the state of being</td>
<td>senior + -ity</td>
<td>noun</td>
</tr>
<tr>
<td>-ly</td>
<td>in a certain way</td>
<td>firm + -ly</td>
<td>adverb or adjective</td>
</tr>
<tr>
<td>-ment</td>
<td>the result of being</td>
<td>amaze + -ment</td>
<td>noun</td>
</tr>
<tr>
<td>-tion ( -ion, -sion)</td>
<td>the act or state of being</td>
<td>ten + -sion</td>
<td>noun</td>
</tr>
</tbody>
</table>

Using Suffixes to Change Words from One Part of Speech to Another

Change each of the following words to the part of speech indicated. The spelling of some of the words will change slightly. Write a brief definition of each new word.

1. Change perform to a noun.
2. Change regret to an adjective
3. Change act to a noun.
4. Change like to an adjective.
5. Change attend to a noun.
6. Change timid to a noun.
7. Change cheer to an adjective.
8. Change mobile to a noun.
9. Change predictable to an adverb.
10. Change correspond to a noun.
LEVEL 6
Descriptive Paragraphs/Photo Analysis

Length of Activity: 4-6 hours

What will students do?
• Use adjectives and synonyms.
• Use words to describe sensory responses (see, smell, taste, touch, hear).
• Write a descriptive paragraph.

What will teachers do?
• Review adjectives and synonyms with students.
• Discuss the five senses.
• Explain what makes a good descriptive paragraph.
• Supply students with photographs to write a descriptive paragraph.

Activities used to implement this learning plan.
• Write the five senses on the board—see, smell, taste, touch, hear.
• Have students copy these on a sheet of paper and fill in their sensory responses. Not all five senses will be stimulated.
• Have students share their list with the class.
• Now have students add adjectives to their sensory list—ex., see, window, large.
• After they have added the adjectives, have them think of synonyms.
• Have students share this with the class.
• Tell students that this is what will make a good descriptive paragraph, using descriptions that appeal to the five senses.
• From the sensory list the students just completed, have them write a descriptive paragraph about the classroom.
• Pass out magazine pictures to the class.
• Have students make a sensory list.
• Have students complete the sensory list using images from the photo.
• From their list, have them write a descriptive paragraph about the photo. Also, have students write what they think was the intended message of the photo.
• Have students share their photo and descriptive paragraph with the rest of the class.
• You may have students think of synonyms for the reader’s paragraphs.

What evidence will you look for to know that learners are developing this learning skill?
Ability of student to use adjectives/synonyms that make sense, how well he/she completes the sensory list, oral class activities and participation.
**How will you collect this evidence?**

- The sensory list the student completes along with synonyms for the adjectives.
- The descriptive paragraphs the students write.

**Instructor Comments and Reflections**

Advanced level students love to write, even though this area can be difficult for them. They enjoyed this lesson and so did I. There were some great paragraphs.
LEVEL 6
Thanksgiving

Length of Activity: Approximately one 3-hour session

What will students do?
• Read information about the observation of Thanksgiving in the U.S.
• Interact with teacher and each other using vocabulary and information gleaned from the reading.
• Use reading, writing, listening, and speaking in the language acquisition process.

What will teachers do?
• Guide cooperative learning activities about the American Thanksgiving.
• Respond to questions.
• Establish small groups/pairs for teamwork.
• Provide direct instruction on related idioms/terms at close of lesson.

Activities used to implement this learning plan.
1. Form mixed level groups; teacher distributes printed information.
   a. For beginning level: “The Story of Thanksgiving” from ESL Teacher’s Holiday Activity Kit by E. Claire and “All About Thanksgiving” from the same book.
   b. For intermediate level: “Thanksgiving Day” from Holidays in the USA
   c. For advanced level: “Thanksgiving” (article included)

2. Students read information, then work together to respond to the questions.
   Intermediate and advanced level students receive the questions sheet entitled: Adult ESOL Thanksgiving 11/00, and beginning level students receive the one entitled: Adult ESOL (BICS) Thanksgiving 11/00. When students have had time to respond to most or all of their questions, responses are shared with entire class, by teacher reading questions and asking a representative from groups to respond.

3. If time allows, teacher can ask the class some general questions about the observance of Thanksgiving and address any vocabulary items students wish to ask about.

4. Using the tape which accompanies Holidays in the USA (Scott–Foresman) play the Thanksgiving folksong, “Over the River and Through the Woods.”
   a. Students listen to the song.

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:
Heather Nicely

COUNTY/PROGRAM:
Kingsport City Schools
Adult Education
b. Teacher distributes the words to the song; students listen to the song again.
c. Group sings song.
d. Teacher addresses vocabulary items which may be unfamiliar to students (e.g. sleigh, drifted snow, stings, dapple gray, hunting hound, spy).
e. Students then put away printed copy and do “fill in the blanks” dictation. (Beginning students should receive the copy marked BICS; all other students receive the other copy.) Teacher will read the words to the song; students fill in the missing words. Following the dictation, students can check spelling using the copies of the words to the song used for the singing.

5. Students and teacher arrange the chairs/desks in a semi-circle or full circle. Distribute the exercise “What are you thankful for this year?” and instruct students to think a few minutes about the question, perhaps make a few notes on the page. Then, everyone does “Blessing Reception.” The first player says: “I am thankful for ______.” The next player repeats what the first said, then adds what he/she is thankful for. Each successive player must repeat the blessings of all previous players before adding his/her own. Students (and teacher!) can be given the opportunity to repeat all the blessings—if they dare!

6. Remind students that an important part of the observance of this holiday is food. Distribute copies of English for Everyday Activities (Delta Systems Co., Inc.) and go over the pages that pertain to food preparation and buying. (pages 32-39 – preparation; pages 62-63 – shopping) The materials may be taught/practiced by having teacher model each sentence/phrase and students repeat chorally. Vocabulary can be addressed during presentation/discussion. Teacher may select the pages on food preparation which would be of particular interest to the group.

7. On a table teacher arranges a full place setting including: place mat, dinner plate, tableware, salad bowl. Before class, make large, clear labels for each item in the place setting. Teacher can then hold up each item to be named; unfamiliar vocabulary can be written on the board. Then, erase the board and give students the labels. One at a time, they come to the place setting and place the label in the correct place. For additional practice particularly for beginners, more advanced students can request that beginners bring them various items from the place setting. (I used an old set of Melmac dishes for this exercise—easy to transport and use.) As additional practice the place setting picture can be distributed for the students to label on their own.
Thanksgiving, continued

8. To conclude the lesson, teacher introduces some related idioms (which can be written on the board ahead of time.)

* Let’s talk turkey – Let’s do business, speak frankly
* I could eat a horse – I am very hungry
* She eats like a horse/bird – She eats a lot/only a little
* Bite off more than you can chew – take on more than you can handle
* Eat your words – take back what you said, apologize, admit you were wrong
* Shake a leg – hurry up, go fast
* Would rather – a polite way to request something

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

* Written and oral responses to questions on Thanksgiving.
* Participation in singing of “Over the River…”
* Response to circle exercise of Blessing Repetition.
* Response to labeling of parts of table setting.

How will you collect this evidence?

* Teacher observation.
* Teacher reading of written responses to questions.
* Teacher reading/correction of dictation exercises.
Thanksgiving, continued

**Thanksgiving Day**
The fourth Thursday in November is Thanksgiving. Thanksgiving is a national holiday; so most people don’t go to work. People get together with their families and friends to give thanks for the good things in their lives. Many people travel by plane, train, bus, or car to be with their relatives. More people travel for Thanksgiving than for any other holiday.

On Thanksgiving Day, families come together for a special dinner. They are going to eat turkey, stuffing, mashed potatoes, and cranberries. They will have pumpkin pie for dessert. After dinner, the family will relax and talk. Some of them will watch a football game on TV.

Thanksgiving started over 350 years ago with the Pilgrims. In the fall of 1620, one hundred Pilgrims came to America from England. They came on a boat, the Mayflower. Half of the people came for religious freedom. All came for new lives.

The first winter, the Pilgrims were hungry, sick, and cold. Many people died. Then the Native Americans, the Indians, helped the Pilgrims. They taught the Pilgrims how to plant corn and how to hunt and fish. The Pilgrims worked hard building cabins and making warmer clothes for the coming winter. In the fall, they knew they were ready for the long winter ahead. They had food stored up, a warm place to live, and warm clothes. They had friends who helped them. They were able to worship God the way they wanted to. The Pilgrims were so happy; they wanted to have a special day of thanks like they celebrated in England. In England they called this day Harvest Home. The Pilgrims invited the Native Americans to join them for their day of thanks.

That first Thanksgiving in America lasted for three days. The Native Americans brought deer and wild turkey for dinner. They cooked outside. They played games and said prayers of thanks to God for their many blessings. After that first celebration, other harvest celebrations took place in America, but not every year, and not always on the same day. When Abraham Lincoln became president in 1860, he made Thanksgiving an official American holiday. It is celebrated on the fourth Thursday of November every year. On Thanksgiving Day and the day after children do not go to school. Many adults do not go to work. Families and friends get together and have a big meal, just as the Pilgrims did. They often eat turkey and dressing, mashed potatoes and gravy, cranberry sauce and vegetables, and pumpkin pie and apple pie. They may watch parades and football games on TV. Thanksgiving is a time when Americans think about their blessings and are thankful.

**Thanksgiving**
In 1620, a ship called the Mayflower sailed across the sea. One hundred men, women, and children were on their way to a new land. These people were called Pilgrims. They left their homes in England because the King of England would not let them worship God the way they wanted. They were going to a new land where they could make their own rules. The Mayflower arrived on the east coast of what is now America. There were no houses or streets or cities then. It was winter and the Pilgrims had very little to eat. They did not have clothes that were warm enough for the cold weather. Many Pilgrims died during that long, cold winter.

When spring finally came, Native Americans made friends with the Pilgrims. They taught the Pilgrims how to plant corn and how to hunt and fish. The Pilgrims worked hard building cabins and making warmer clothes for the coming winter. In the fall, they knew they were ready for the long winter ahead. They had food stored up, a warm place to live, and warm clothes. They had friends who helped them. They were able to worship God the way they wanted to. The Pilgrims were so happy; they wanted to have a special day of thanks like they celebrated in England. In England they called this day Harvest Home. The Pilgrims invited the Native Americans to join them for their day of thanks.

That first Thanksgiving in America lasted for three days. The Native Americans brought deer and wild turkey for dinner. They cooked outside. They played games and said prayers of thanks to God for their many blessings. After that first celebration, other harvest celebrations took place in America, but not every year, and not always on the same day. When Abraham Lincoln became president in 1860, he made Thanksgiving an official American holiday. It is celebrated on the fourth Thursday of November every year. On Thanksgiving Day and the day after children do not go to school. Many adults do not go to work. Families and friends get together and have a big meal, just as the Pilgrims did. They often eat turkey and dressing, mashed potatoes and gravy, cranberry sauce and vegetables, and pumpkin pie and apple pie. They may watch parades and football games on TV. Thanksgiving is a time when Americans think about their blessings and are thankful.
Thanksgiving, continued

Thanksgiving
Adult ESOL (BICS) 11/00

1. What was the name of the ship?

2. Where did the Pilgrims come from?

3. Who helped the Pilgrims?

4. What foods do Americans eat on Thanksgiving?

5. How many days was the first Thanksgiving?

6. When is Thanksgiving?

Thanksgiving
Adult ESOL 11/00

1. Who were the Pilgrims?

2. How did they get to America?

3. What was life like for Pilgrims when they first arrived in America?

4. Why was the first Thanksgiving celebrated?

5. Who celebrated the first Thanksgiving? How long was it? What did the people do?

6. How long has Thanksgiving been a national holiday?

7. What happened between the Indians and the whites after the first Thanksgiving?

8. How do you think the Indians felt when the white man first arrived in American? How do you think they felt after the first Thanksgiving?

9. How do modern Americans celebrate Thanksgiving?

10. Why does more travel occur during Thanksgiving than during any other time in America?
Thanksgiving, continued

Let’s Sing

Today most Americans travel by car, plane, train, or bus to be with their families on Thanksgiving. But many years ago, people traveled by horse. In the winter, horses pulled sleighs in the snow. This is an old American folk song about Thanksgiving. A family is going to visit their grandmother for Thanksgiving dinner. They are riding in a sleigh.

Over the River and Through the Woods

Over the river and through the woods
To grandmother’s house we go.
The horse knows the way to carry the sleigh
Through the white and drifted snow.
Over the river and through the woods
Oh how the wind does blow!
It stings the toes and bites the nose
As over the ground we go.

Over the river and through the woods
Trot fast my dapple gray!
Spring over the ground like a hunting hound
For this is Thanksgiving Day!
Over the river and through the woods,
Now grandfather’s face I spy!
Hurrah for the fun! Is the turkey done?
Hurrah for the pumpkin pie!

ESOL Dictation

“Over the River and Through the Woods”
11/97 (BICS)

Over the river and through the ______
To grandmother’s ______ we go.
The ______ knows the way to carry ______ sleigh
Through the _______ and drifted snow.
_______ the river and through the ______
Oh how the ______ does blow!
It stings the toes and bites the ______
As over the ground we ________.

Over the _______ and through _______woods
Trot ______ my dapple gray!
Spring ______ the ground like a hunting hound
For this is Thanksgiving _______!
Over the river and through the woods
Now grandfather’s ______ I spy!
Hurrah for the ______! Is the turkey done?
Hurrah for the pumpkin ______!

ESOL Dictation

“Over the River and Through the Woods”
11/97

Over the river and _______ the woods
To grandmother’s _______ we go.
The ______ knows the way to carry _______ sleigh
Through the _______ and drifted _______.
_______ the river and through the ______
Oh how the _______ does blow!
It stings the ______ and bites the ______
As ______ the ground we ________.

Over the _______ and through _______ woods
Trot ______ my dapple gray!
Spring ______ the _______ like a hunting hound
For this is _______ Day!
Over the river and through the woods
Now ______ face I spy!
Hurrah for the ______! Is the _______ done?
Hurrah for the _______ pie!
LEVEL 6

Native Americans

Length of Activity: Material and activities for this lesson for a mostly intermediate level class will take at least two class periods of two to two and a half hours each.

Note: Use of this lesson plan is contingent on address to the following texts (or others similar to them):
The Elders Are Watching by Dave Bouchard/Roy Henry Vickers
Native American Legends written and adapted by Terri Cohlene
—Quillworkers, a Cheyenne Legend
—Ka-ha-si and the Loon, an Eskimo Legend
—Little Firefly, an Algonquin Legend
—Turquoise Boy, a Navajo Legend
—Clamshell Boy, a Makah Legend
—Dancing Drum, a Cherokee Legend

What will students do?
• Read information about a Native American tribe which will be shared with the whole class.
• Interact with each other and with teacher using vocabulary and information about Native Americans.

What will teachers do?
• Guide cooperative-pair learning about a Native American tribe.
• Respond to questions.
• Establish small groups/pairs for teamwork.
• Provide guided or direct instruction on idioms at close of lesson.

Activities used to implement this learning plan.
1. Of the whole class, teacher will ask: “What do you think of when you hear the phrase – American Indian or Native American?”

2. After discussion, teacher will then ask: “What do you know about these people?”

3. Teacher pairs up students. Each pair will be given one of the small books on a Native American group and instructed to use the information at the end of the books to find answers to the questions on the “ESL Team/Pair Learning on Native American People.” In addition to responding to the questions, students should notice the instructions before the questions about reading the small poem at the beginning of
each book and explaining it at the beginning of their presentation to
the class.

4. Once the questions are answered by each pair, the whole class assembles
again and each pair then talks about the Native American people they
have studied. The presenting pair should sit at the front of the room.
Teacher can remain in a seat or be at the board to help give explanation
of vocabulary if necessary.

5. Give copies of the long poem “The Elders are Watching” to the class
members. Show the illustrations from the book. Ask the class: “Who are
the elders?” Read the poem to the class after giving them the instruction
that they will join you in reading the parts that are highlighted in yel-
low. Following the reading, time permitting, there can be discussion of
the poem, or small groups can be formed and students can respond to
the questions on “ESOL Team Learning – The Elders are Watching.”

6. Individual work – Teacher can dictate the following as the class writes
exactly what is said. Following the dictation, piece can be put on over-
head or on board for students to check their own work.

In the beginning, the people and animals lived in the sky and below the
sky there was only ocean. When the skies became too crowded, a tiny
water beetle was sent below to search for land in the ocean. When the
beetle could find no land to rest upon, it dived to the bottom of the
ocean and brought up a small piece of mud. This mud grew and began
to form the earth. The people then sent a great buzzard, while the land
was still very soft mud, to find a place dry enough for the people to live.
Flying over the land, the great buzzard became very tired. With his
wings still beating, he sank to the soft earth where his wings hardened,
becoming mountains and valleys.

(This is a Cherokee legend of the formation
of the Great Smoky Mountains.)

7. Following exercises on Native American people, the teacher can make
transition to modern times by saying that “home” is an important con-
cept to all people. Using English for Everyday Activities (Delta Systems
Co., Inc.) pages 30-31, do a listen/choral response practice with whole
class. Be sure to go over vocabulary questions and discuss the section
titled: For Special Attention.

Native Americans, continued
8. Lesson may be completed by direct instruction by teacher on the following related idioms:

- *once in a blue moon* – very occasionally
- *let sleeping dogs lie* – don’t disturb someone who may cause trouble
- *to buffalo someone* – to fool, trick or puzzle someone
- *eat like a horse/bird* – to eat a lot/a little
- *hold your horses* – wait a minute
- *bury the hatchet* – forget one’s disagreements
- *be low man on the totem pole* – to be the lowest one in the hierarchy

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

- Clarity of presentation on the assigned Native American group.
- Written responses to questions and dictation.
- Student response to Word Search, given either as homework or as a review exercise at the beginning of the next class.
- Participation in choral readings.

**How will you collect this evidence?**

- Teacher observation.
- Teacher reading of dictations/question sheets.
- Teacher listening to pair presentations on their Native American people.

**Instructor Comments and Reflections**

In an advanced group, students can also read the legends and perhaps retell the story to the class and discuss its meaning.

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**ESL Team/Pair Learning on Native American People**

*There is a poem or saying at the beginning of your book. Write it on the board and explain what it means.*

1. What is the name of the tribe you studied?

2. Where did these Native Americans live?

3. What did their houses look like? What were they made of?

4. What jobs did men in the tribe do? What did women of the tribe do?

5. What did the tribe eat? How did they obtain their food?

6. Describe the clothing of the tribe.
Native Americans, continued

The Elders Are Watching
ESOL Team Learning 11/95

They told me to tell you they believed you
When you said you would take a stand.
They thought that you knew the ways of nature.
They thought you respected the land.

They want you to know that they trusted you
With the earth, the water, the air.
With the eagle, the hawk and the raven,
The salmon, the whale and the bear.

You promised you’d care for the cedar and fir,
The mountains, the sea and the sky.
To the Elders these things are the essence of life.
Without them a people will die.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

They wonder about risking the salted waters,
The ebb and flow of running tide.
You seem to be making mistakes almost daily.
They’re angry, they’re hurting, they cry.

The only foe the huge forest fears
Is man, not fire, nor pest.
There are but a few who’ve come to know
To appreciate nature’s best.

They watch as you dig the ore from the ground.
You’ve gone much too deep in the earth.
The pits and scars are not part of the dream
For their home, for the place of their birth.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

They say you hunt for the thrill of the kill.
First the buffalo, now the bear.
And that you know just how few there are left,
And yet you don’t seem to care.

They have no problem with fishing for sport.
There are lots of fish in the sea.
It is for the few who will waste a catch,
For you, they are speaking through me.

You said you needed the tree for its pulp,
You’d take but a few, you’re aware
Of the home of the deer, the wolf, the fox,
Yet so much of their land now stands bare.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

They’re starting to question the things you said
About bringing so much to their land.
You promised you’d care for the daughters and sons,
That you’d walk with them hand in hand.

But with every new moon you seem to be
More concerned with your wealth than the few
Women and children, their bloodline, their heartbeat,
Who are now so dependent on you.

You are offering to give back bits and pieces
Of the land they know to be theirs.
Don’t think they’re not grateful, it’s just hard to say so
When wondering just how much you care.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.
Native Americans, continued

Now friend be clear and understand
Not everything’s dark and glum.
They are seeing some things that are making them smile,
And that’s part of the reason I’ve come.

The colour green has come back to the land.
It’s for people who feel like me.
For people who treasure what nature gives,
For those who help others to see.

And there are those whose actions show.
They see the way things could be.
They do what they can, give all that they have
Just to save one ancient tree.

They told me to tell you the time has come.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

Of all of the things that you’ve done so well,
The things they are growing to love,
It’s the sight of your home, the town that you’ve built.
They can see it from far up above.

Like the sun when it shines, like the full moon at night,
Like a hundred totems tall,
It has brightened their sky and that’s partially why
They’ve sent me to you with their call.

Now I’ve said all the things that I told them I would.
I hope I am doing my share.
If the beauty around us is to live through this day
We’d better start watching – and care.

They told me to tell you the time is now.
They want you to know how they feel.
So listen carefully, look toward the sun.
The Elders are watching.

—by Dave Bouchard

“The Elders are Watching” Questions
ESOL Team Learning – 11/95

1. Who is telling this story?

2. Who are the Elders?

3. What does “take a stand” mean?

4. What did the Elders trust the newcomers with?

5. What gives the most danger to the forests?

6. List the things that the Elders are concerned about:

7. To the Elders, what seems to be important to the newcomers?

8. What are some good things that the Elders have observed?

9. What message has been brought from the Elders?

10. For whom is this message?

11. VOCABULARY:
    hawk, raven, salmon, cedar, fir, essence, tide, foe, pest, ore, pits, scars, thrill, pulp, bits and pieces, glum, ancient, totems
Native Americans, continued

Word Search

T W P T P S I O U Q O R I R E
K A R I E O K I O T W A S M D
O S P M W M E N N E Y E H C
R C N A V A J O T R I A M K H
A O Z E C H O C T A W N I O I
K M X R O H P T M S D O N P N
P N E A C E E U K F W Q O E O
E E G E H R Y N E A S H L S O
Q E I B I O W H I A M O E I K
U K N C T O C O J M A N R O C
O O U W I N D E R O E Z Y U H
D R Z O A S T D U C L L R X O
H E I M I P G B A A T S A H S
E H O T T I U N I C Y A Q U I
N C S T I O G A B E N N E W A

Tribes and Nations

NAVAJO          UTE            WASCO          SHASTA
TEJAS           CADDIO         ZUNI           CHOCTAW
SENeca          YUMA           CHEROKEE       CROW
KAROK           APACHE         PAWNEE         COCHITI
YAQUI           CHINOOK        PEQUOD         CREE
IROQUOIS       HOPI           POMO           COMANCHE
KIOWA           PIMA           SEMINOLE       WINNEBAGO
ACOMA           SIOUX           SEMINOLE