MULTI-LEVEL

Our Campus, A Discovery Tour

Length of Activity: 2 to 3 hours

What will students do?
• Listen to an orientation.
• Go on a tour of the campus.
• Visit at least one other class in session.
• Take notes and fill in a blank map of the campus.
• Ask questions.
• Participate in a follow-up discussion.

What will teachers do?
• Obtain or plan and execute a simple, blank map of the campus.
• Arrange at least one visit to another class.
• Study and know the function of each facility that the class will be taken to.
• Prepare to answer basic questions about welding, nutrition, computer, etc.—the activities that the students will see.
• Present a vocabulary including a list of places: auditorium, gymnasium, parking lot, etc.
• subjects: mathematics, computer keyboard, tailoring, etc.
• plant life: magnolia, grass, holly, hedge.

Activities used to implement this learning plan.
• Class assembles—probably in the classroom, although an auditorium or such could be an “exciting” starting point—especially if you can add to this drama with an important guest speaker such as the principal to welcome and initiate this discovery tour.
• Teacher explains the nature of the tour, prepares students for what they will see, hear, need to understand about classes they will monitor, etc.
• Proceed on tour. If possible, make a visit to another class first and/or last. Class is introduced to other class and teacher. The other instructor explains what is done in the class, allows ESOL students to ask questions and gives students in both classes the opportunity to talk and ask questions of each other.
• Proceed from visiting a class to a general walking tour of the campus: anywhere and everywhere is valuable. Some examples might be to visit the cafeteria kitchen, to see the “ropes,” props, and “boards” of back stage in the auditorium, or to peek in the door of a computer class, art class, etc. (Even if your class takes place in a grammar school, seeing what the children are doing in their classes prompts endless language opportunity.)
• From the buildings, proceed outside to point out the faculty parking lot, the oak, the magnolias, the holly, the grass and clover, the red bricks and
mortar. Don’t overlook the impromptu: A robin! Mud puddle! Poison ivy!

• An optional tour of the rim of the campus is sometimes good to include, time and weather permitting. “The school is next to the grocery store.” “This is a sidewalk; this part we are standing on is the curb.” “There are four junipers in that front yard.” … and so on.

• Return to class for follow-up activities. Back in the classroom students can search for and identify things seen in the Oxford Picture Dictionary (Oxford University Press). Beginners can write and say sentences in the simple past such as, “I saw a robin.” “I liked the magnolia tree.” “I wanted to study more computer.” “I didn’t like the poison ivy.” “The principal’s name was Ms. Carol Miller.” They can also work at filling in the map of the campus. Intermediates fill in or prepare a map of the campus and are able to express what is where: “The cafeteria is across from the principal’s office.” Everyone can work at filling in blanks such as, “Faculty is another word for ____.” Advanced students can assist others and/or write a chronological report theme, other paper, or journal entry on the trip.

• Finally, have a conversation; talk about what you have seen, what you enjoyed, what you learned, classes you would all like to take. I, for example, would like to take the locksmith course offered on our campus, and my students know this. We all seem to want more computer lessons, and many of the students are interested in various other courses our adult high school offers.

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

• Ability to express physical surroundings with new vocabulary.

• Ability to express location…both in oral and written form.

How will you collect this evidence?

This evidence is collected by encouragement of conversation, critiquing of written work, etc.

Instructor Comments and Reflections

Don’t underestimate this kind of “pounding the pavement” connection of language and surroundings: it works! Never overlook this or any other opportunity to teach grammar, vocabulary, etc. “on the spot”—as the questions, situations arise. In fact, perhaps more than this is an activity plan about a campus tour, it is a plan about using what is around you and what is at hand as your plan: for your ESOL students everything—every blade of grass, each layer of mortar and brick, every “frog” in the parking lot—is an English lesson…and each syllable of these words that you give them makes you an English teacher.
MULTI-LEVEL

Emotional Good-byes and Ambivalent Hellos, Culture Shock

Length of Activity: 2 or 3 hours

What will students do?
• Learn “emotion” vocabulary.
• Listen to teacher’s story of a difficult good-bye.
• Prepare their own story of a difficult good-bye.
• Participate in “broom game.”
• Listen and talk about culture shock.

What will teachers do?
• Provide a broom.
• Learn the broom game and prepare to explain it to students.
• Prepare a telling of an emotional parting in his/her own life.
• Create a list of emotion adjectives and adverbs.
• Help students develop realistic expectations of a new life after the upheaval of the old.
• Provide opportunities for students to express.

Activities used to implement this learning plan.

Optionally, begin class with a vocabulary of emotion adjectives: joyful, angry, sad, and so on. The Broom Game: Each person in turn takes a broom and attempts to sweep in a manner that demonstrates one of the new words. Others try to guess, “You are furious.” When the guess is correct, you can add, “Yes, he was sweeping furiously”…thereby introducing the adverb form of the word. If someone asks, explain. Otherwise, just do this without other comment. The person who guesses gets the honor of the second demonstration, but try to make sure everyone has at least one try. I have had wonderful success with this “game,” and at other times, not. i.e. Use it if you think it will work in your group…and not!

Next, ask the class, “Have you ever had to say good-bye to someone you loved? If you can, give the students a bit of your own personal history: I often tell my students of a time in June of 1995 when my youngest brother was returning to the mission field in Brazil. All the family gathered at the airport to see him off. We were all unhappy to see him go, but I think my father “knew” that it would be the last time he would see Scott. His hug was extended, and he wept openly as he clung to his son. “Of course, it was an emotional time for all of us, “ I tell the class. “We felt very sad. We left the airport sadly. Have you ever felt that way?”

At this point, introduce the concept of the other side of those good-byes—inevitably, for our students, it is the story of arriving in the United
States. This is an excellent day to have a guest speaker...or a text on culture shock and the range of emotions it brings for the...or do your own research and provide printouts for the students. Discuss the aspect of living in a new country. “How did you feel when you first arrived in the United States? Was it a dream come true for you? Did everything seem wonderful? What were some of those first happy feelings?” Listen to the responses. “Sometimes, as soon as that first happiness dies down, another thing happens to people: they become depressed. This is normal. “Everyone goes through it.” Allow students to express here if they wish.”I missed my family.”...is often as far as students want to go here. Still, they hear and the message is important.

Move to the future: if possible, have an advanced student who has had lots of adjustment time discuss how he/she has done so. Encourage others to discuss the positive aspects of their new lives. “What is the best thing about your new life?” or “Why are you happy to be in the USA?” In some of my classes, similar questions have brought amazing responses—everything from, “I can eat good pizza whenever I want,” to “I am happy for my son’s life,” from a Chinese woman. “Oh,” I responded. “You are happy that your son will have a good life here?” “No!” she said. “In China my son would not have a life. I cannot have a second child—only here.” A success story of first order! Your students will have many stories of how their lives are succeeding in this country. When the stories have stopped, consider introducing the concept of journal writing in this session. Beginning students can begin theirs in their native language with perhaps just a listing of the English adjectives that apply to their feelings. Other will want to use more English. Emphasize that in either language this is a project just for the individual.

What evidence will you look for to know that learners are developing this learning skill?
Students are able to comment on stages of cultural shock using new vocabulary. They are able to write, express in a personal, emotional way.

How will you collect this evidence?
Listening to students. Watching them begin to write of their own hopes and struggles.

Instructor Comments and Reflections
This can seem a difficult subject to approach, but try to get past your own reluctance. Emotions are a part of life, and life must be reflected and expressed with language. What could be more frustrating than being unable to express one’s emotions in one’s new language?

Aspects of this activity can pop up at anytime in your ESOL class. Listening to students, helping them to express their frustrations and emotions can be a big and recurring part of an English teacher’s life.

Emotional Good-byes and Ambivalent Hellos, continued

Optional Activity
If desired, read a short piece on saying good-bye such as that on p. 30 of Side-by-Side, Level III, second edition (Pearson Education ESL). Have some students read it aloud again. Then for writing and discussion have students spend some time preparing and delivering their own good-bye story. Beginners can make a simple statement, “I say goodbye to my family in Moscow.” Others will attempt more of a story.
MULTI-LEVEL

Our Classroom

Length of Activity: about 2 hours

What will students do?

• Learn vocabulary for things “at hand” in classroom.
• Practice prepositions as they apply to surroundings.
• Speak/write of things in classroom.
• Discuss how to make room better/perhaps begin “hands on.”

What will teachers do?

• Teach vocabulary.
• Teach prepositions.
• Direct exercise in writing and speaking of room.
• Direct discussion of how to better room.
• Read a poem.
• Teach students a game and participate in it.
• Conclude with happy thoughts about “our room.”

Activities used to implement this learning plan.

A good, practical place to begin this lesson is in the Oxford Picture Dictionary, p. 76, “A Classroom” (Oxford University Press). Point out, pronounce the various objects on the page. Have students repeat the words. If they exist, ask students to point out their counterparts in the room. “Do we have a loudspeaker?” “Where is our chalk tray?” Point out other objects common to all rooms, “window,” “light switch,” etc. Set beginners about the task of writing the new vocabulary. If you desire, they can write it with a simple sentence such as, “We have a pencil sharpener.” “We do not have an overhead projector.”

Meantime, review prepositions on p. 102 of the same text. Intermediates especially can go about the task then of writing/speaking sentences about where things in the room are in relation to other objects, “A butterfly is at the window.” “Our wastebasket is below the light switch.” “There is a camera in the teacher’s drawer.” “We have a beautiful candlestick on the entrance table.”

Encourage advanced students to look more closely at the common accouterments (You might even try that word on them!) “This is a door, but what is this?” “A hinge.” “This, a window, but this?” “A pane.”

As the interest in the vocabulary wanes, begin to guide a discussion: “But is that all there is to a classroom? What other things are important to our room?” Talk about your favorite things in the room. Have students express theirs. If someone else doesn’t, be sure you at least mention the

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COUNTY/PROGRAM:
Memphis City Schools, ABE
people in the room—you and the students—who make the room truly and uniquely “ours.” Move to writing projects about these favorite things. Beginners can write simple sentences, “My favorite things in the room are the big windows.” Intermediates can vary sentences. Advanced might try their hand at a descriptive paragraph...or even a poem about the window-panes or creaky hinges! Compare, discuss writing.

If time allows, discuss how you could make the room better: Create a bulletin board committee? Bring plants? A book committee? A book monitor? Class officers? A board? (You, the CEO, of course!) Yes, the ideas can grow from the physical to the esthetic to the organization of the people, and they will be uniquely yours...“ours.”

In the end, and especially if no one else has, remember the unique treasure of the books in the room. Pick one up. Remind the class of all the wonders that are contained just within the tiny physical space of that one book. Read something special, magical...a poem, of course. (The New Horizon's series contains many wonderful ones from “Lazy Jane” in Book One to “The Sound of Silence” in Book Five.)

Still, the selection isn’t important; what you want here is just the SOUND of the beauty and magic of the most important “thing” of all in our room, this magnificent English language.

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

- How many objects can the students name?
- How well can they write, talk about the room, its needs, “our” solutions, etc.

**How will you collect this evidence?**

- Listening to students’ responses, discussion.
- Critiquing their writing.

**Instructor Comments and Reflections**

In an activity such as this one, it is a good idea to have beginning, intermediate, and advanced levels of the project, but don’t be too rigid. An intermediate might want to copy the basic vocabulary; a beginner might wander over to discover the names of the hinge and the pane...just let it happen.

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**Our Classroom, continued**

**Optional Activity**

If time allows, you can end the day with a game, “Black Magic.” You will need an accomplice for this game. This is how it is played. Either you or your accomplice leave the room and any possibility of overhearing what goes on in the room. Students in the room are encouraged to pick ANY object, however large (the blackboard) or tiny (the top left hinge of the cabinet door). It makes no difference. When the choice is made—let’s say the overhead projector—the absent one is invited back into the room. The other of you two asks, “Is it the piggy bank?” “No, it isn’t.” “Is it the teacher’s text book?” “No, it isn’t.” Etc....until, “Is it the blue chair?” “No, it isn’t.” And only then, “Is it the overhead projector?” “Yes, it is!” Your secret? The chosen object is always named immediately after the first object asked about with four legs – such as “the blue chair.” Give as many students as possible the opportunity to “stump” you. Divulge the secret or not? That’s up to you, but send the students home with the idea that “our” classroom is a magical and fun place to be!
**MULTI-LEVEL**

**Our Town, Tennessee**

**Length of Activity: about 2 hours**

**What will students do?**
- Listen.
- Learn names and locations of city sites; find these, their own home, etc. on a map.
- Express and/or discuss location of various city sites in relation to others
- Prepare a written report for oral presentation.
- Discuss and vote on an appropriate site to visit on a field trip during another session of the class.

**What will teachers do?**
- Provide a city map.
- Provide local paper(s).
- Provide pictures and/or brochures of the city.
- Tell students of his/her favorite places and things to do in the city.
- Ask students to express what they already know of the city.
- Help students find various places on the map of the city.
- Help students prepare reports.
- Help students decide where to go on a future field trip.

**Activities used to implement this learning plan.**
(Example city used in this activity is Memphis.)
- The teacher can begin the session with this question: “Where do you live?” Listen to answers. Some students will give their address. Some will say that they live in Tennessee, or in your town or in a particular area of town. Some might say that they live in the United States.

- Follow this up with something like, “We live in all those places, but today we want to talk about and learn about Memphis. Where are some special places you have been in Memphis?” Answers will, of course, vary…. Perhaps the Peabody, Court Square, or the Goldsmith Botanical Gardens will be mentioned. Perhaps, places such as Piggly Wiggly or a particular church. “Mamadou, can you tell us about Mud Island?” “Why do you like to go to the Piggly Wiggly, Maria?”

- Now tell the students about places you like, events that are going to happen that you would like to attend, etc.
• Study the map of your town together. Find the places you have talked about. Help students find the school campus and their own street, and don’t overlook important places such as hospitals, libraries, and the police station. Discuss these, especially in relation to one another. “My house is in the southeast.” “His house is near the Mall of Memphis.” “The Memphis Belle is on Mud Island.”

• Next divide into groups. One group will study brochures and other material to investigate permanent sites in the city that might make good destinations for a future field trip. Level One can do this, or you can make sure people of different levels are on each committee. Another group will find activities and events for the following week and month. This is a good project for intermediates. In Memphis, *The Flyer* is an excellent source for this research team. Your town has a similar alternative paper—or a section in the regular newspaper devoted to such information. Another group will read the current newspaper to discover the most newsworthy events that have happened in your town recently. (Alternatively or additionally, a local newscast can be watched on television.) These students will attempt to answer who, what, when, where and why questions. This project, of course, is best left to advanced students.

• All groups find their information with the help of the teacher’s questions, comments, etc. Often on occasions such as this, I tell my students, “I am part of every group,” meaning, of course, that they should call me to their group for whatever assistance they need. Otherwise, this is a good time to step back and let your students be in charge. Students discuss, write reports, select spokespersons—“reporters.” When all have finished or there is no more allotted time, call the groups back together. It is a good idea to have your advanced group go first. Less experienced students always gain confidence, ideas about what to do, etc. by watching the more experienced students first. Thus, your third group reports on the news of the recent past. “There was a wreck on Poplar at Highland. Two people were killed. This is a dangerous place.” “Today Mayor Herrington went to New York.” …with additional detail.

• Group two next reports on events taking place in the city in the near future, suggesting the best of the best for the upcoming week and month. “I personally like the wine-tasting at the art gallery on Saturday afternoon, but the group has voted to recommend the Blues Concert in Tom Mayes Park on Sunday. You can bring all your family and a picnic. It is free. You can hear the real Memphis music. We think it is the best event in Memphis for this week.”
Our Town, Tennessee, continued

• Finally, group one reports on permanent attractions. “Here are some places we can go in Memphis: Mud Island for a big map to the Mississippi River and a famous airplane, the Memphis Belle; Memorial Park, there is the beautiful grotto. We can go to see the art at Brook’s Memorial Art Gallery. We think the best place to go is the zoo. It is in the Overton Park.” At this juncture the class can vote on a future field trip, the date can be decided on, and plans can be made to study more about the winning site in an interim class.

An Additional Possibility for This Activity
THINK BIG! Invite the mayor or the president of the Chamber of Commerce as a guest speaker.

What evidence will you look for to know that learners are developing this learning skill?
• Students are able to demonstrate where their house, your school, important sites are on a city map.
• Students are able to report on an aspect of the city in written and oral forms.
• Students are able to make decisions about where to go on a field trip and begin to organize this trip.

How will you collect this evidence?
• By observing student’s ability to understand and talk about the city map.
• By critiquing both oral and written reports.
• By observing decision-making process.

Instructor Comments and Reflections
If you love your hometown as much as I love Memphis, this lesson will be a pleasure for you as well as your students!
MULTI-LEVEL

**Our State: Tennessee**

**Length of Activity:** about 2 hours

**What will students do?**
- Listen.
- Learn names and locations of some state sites, counties, cities, etc. and find these on a map.
- Express and/or discuss location of various state sites in relation to other sites, their new hometown and county, as well as other cities and counties in the state.
- Prepare a written report for oral presentation.
- Discuss and vote on an appropriate site to visit on a family weekend trip or possibly even a class field trip.

**What will teachers do?**
- Provide a state map—if at all possible one for each student that they can keep.
- Provide pictures and brochures of the state’s attractions.
- Tell students of his/her favorite places and things to do in the state.
- Lecture about and supervise discussion of state.
- Help students prepare reports.
- Help students decide where they would like to travel within the state.

**Activities used to implement this learning plan.**
(Example state used in this activity is Tennessee.)

The teacher can begin this activity with this question: Where do we all live? Listen to the answers: Some students will say the name of your town or county, some might say that they all live in a particular neighborhood or even in the United States. Hopefully, some will answer, “Tennessee.” Follow this up with a statement such as, “We live in all those places, but today we want to talk about and learn about Tennessee. Where are some special places you have visited in our beautiful state?

Answers will of course vary: Perhaps Gatlinburg, Shiloh, Pickwick Dam—maybe Nashville or the state capitol building. But don’t be surprised at offerings such as “Alabama” or even, “My cousin’s farm.” Continue the discussion, correcting answers such as “Alabama,” but also asking students to tell about the places they have been. “Jesus, what can you tell us about Pickwick Dam?” Listen and then without ceremony, use the moment to explain TVA, etc., in simple, conversational terms—much as you might to an English-speaking visitor to the state.

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

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Next, tell the students about places you like to visit in the state, and while this is more a geographical discussion than a civics one, I think it is a good idea to at least mention the name of the governor of the state. Study the map of the state together. Find the places you have talked about. Help students find your home county and town, the county where their cousin’s farm is, etc. Don’t overlook important places such as the county seat; the capital city, Nashville; and the largest city, Memphis. Especially in Tennessee, I think it is nice to point out our neighboring states and count them together. “We have more neighbors than any other state.” Look at the important waterways in the state. Of course, in Tennessee, the Mississippi, which forms our western border, and the Tennessee, which divides our state into its three regions, are musts. This is also a perfect time to introduce the flag of Tennessee and discuss the three stars which represent these same three regions. Discuss all these things—especially in relation to one another. “Memphis is on the Mississippi River and is in the southwest corner of Tennessee.” “Nashville is northeast of Memphis.” “Shiloh and Pickwick are very close to each other.” “Gatlinburg is in the Smoky Mountains and very near Knoxville.”

Now divide into groups of two or three “partners” in order to create reports about various places in the state. As much as possible, make sure that people of different levels are in each group of partners. Each group will study brochures and other materials related to different tourist attractions and historical sites in the state—especially those that are near enough to your town to make good destinations for family outings or class field trips—prepare a report, and select a reporter who will give their report to the class. All groups find their information with the teacher’s assistance, questions and comments—but only on an “as needed basis.” It is important to step back and let your students do as much of the work as possible. When all groups are ready (or allotted time has run out), have your strongest group report first and continue until all reports are given. If it is possible to plan a future field trip for the class, a vote could be taken at this time on feasible destinations, the date can be decided on, and plans can be made to study more about the winning site in a future class.

**Additional Activities**
State history, state civics.

**What evidence will you look for to know that learners are developing this learning skill?**
- Students are able to demonstrate where their new hometown is, as well as the location of the state capital, largest city, and other important sites on a state map.
• Students are able to report on a site in the state in written and oral forms.
• Students are able to discuss and make decisions about where to go on a field trip and begin to organize this trip.

How will you collect this evidence?
• By observing students’ ability to understand and talk about the state map.
• By critiquing oral and written reports.
• By observing decision-making process.

Instructor Comments and Reflections
It is a lot of fun showing these new residents our beautiful state.
MULTI-LEVEL

Our New Country: The United States of America

Length of Activity: about 2 hours

What will students do?

- Listen.
- Learn names and locations of states, some major and capital cities, find these, the state in which they are located, on map of the United States.
- Prepare a written report for oral presentation.
- Discuss possible nearby out-of-state sites to visit.
- Play a game.

What will teachers do?

- Provide a map of the USA.
- Provide various materials about the country as a whole and individual states.
- Tell students how many states he/she has visited and some highlights of some of them.
- Ask students to express how many states they have visited.
- Help students find various states on the map.
- Point out all 50 states at least once.
- Help students prepare reports.
- Help students decide on good destinations in neighboring states.

Activities used to implement this learning plan.

Begin the session with this question: “Where do we live?” If you have been using these location lessons as a series, the students will by now enjoy anticipating the answer you are looking for: The one you want to emphasize today is, of course, the United States of America. In fact, if someone does not give that full name, be sure you do. Follow this up with a question: “Where are some places you have been in the United States?” Answers will vary. Some might name your hometown, Tennessee, even “Germany!” Respond especially, however, to the mentioning of other states. “Ricardo, what did you like about Texas?” “Urshula, what did you see in New York?” etc.

Next, introduce a map of the United States and point out and name all 50 states. Pause for questions. Then tell the students how many states you have been to and tell at least something of your experiences. Find some of the places all of you have been on the map.

Discuss the location of the various states, the smallest state, Rhode Island, the largest, Alaska. Talk again about the neighboring states to Ten-
TENNESSEE ADULT ESOL CURRICULUM RESOURCE BOOK

Student Learning Plan

Our New Country: The United States of America, continued

Tennessee: Arkansas, Missouri, Kentucky, Virginia, North Carolina, Georgia, Alabama, and Mississippi. Discuss the various regions of the U.S. and especially make students aware that Tennessee is in the southeast, a region that is often referred to as “The South.” In addition, don’t forget to point out the District of Columbia.

Next, divide the class into groups—I think groups of two or three partners work best for this project, putting your weaker students with the stronger. Each group will research and report on one particular state or region, as you and your available research materials deem best, but I think a special emphasis on our neighboring states by at least one group will prove most practical. The purpose of this location series is to learn more about physical locations, and this should always be emphasized in your comments to the various groups as you monitor their group research, but never forget to step back as much as possible and let the students do the work—mistakes and all. When all groups have finished or there is no more allotted time, call the groups back together and proceed with the reports. Have individuals recall what they remember from reports other than their own.

“There are many wheat fields in Nebraska.” “Sacramento is the capital of California.” Lead a discussion about some of the best possibilities of destinations for future travel. Especially if our neighboring states are discussed, the class could at least discuss and vote on a “dream” field trip: “Helen Keller’s home in Alabama is not too far from here.” “We could take a bus through the Smokies and go to North Carolina,” etc.

A game that works well in this session is “Let’s Get on a Bus.” Your have a piece of paper and pen. No one else is allowed to write. Students compete as individuals—open or closed book as you wish—but if you have beginners, open book is probably fairest. First contestant says, “Let’s get on a bus and go to ______.” Let’s imagine “Arizona.” (You begin a list with “Arizona,” and continue it with each student’s addition.) The next contestant must remember “Arizona,” and say, “Let’s get on a bus and go to Arizona and…West Virginia.” So on and so on, each contestant adding to the list. (Yes, Hawaii is allowed on this imaginary bus trip!) Anyone who does not remember the list in perfect order or hesitates more than ten seconds is out. This is an excellent exercise for remembering in one’s new language. I have witnessed some amazing contests with long, long lists before we had a winner, and it is very empowering even to those individuals who are out early. By and large, they continue to follow the game, and win or lose, many students realize for the first time that they have actually sustained a thinking process in their new language. An alternative or additional activity would be to put students into two teams and see which one can record the most states in an allotted time. All fifty? Great!
Our New Country: The United States of America, continued

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

- Students are able to demonstrate where the state of Tennessee and at least some other states are on a map.
- Students are able to report on interesting facts and sites in other states in written and oral forms.
- Students are able to make decisions about where to “go” on a “dream” field trip as well as on future personal trips.

How will you collect this evidence?

- By observing students’ ability to understand and talk about the map of the United States.
- By critiquing both oral and written reports.
- By observing students’ ability to understand and talk about the map of the United States.
- By observing the decision-making process.
- By observing the students’ ability to remember the names of states.

Instructor Comments and Reflections

One excellent source of information on attractions and historical sites in all fifty states is Reader’s Digest Travel Guide USA.

The game played in this activity is adaptable to many vocabularies; for example, “I am going to the supermarket and I am going to buy ________,” of course, proceeding with an ever longer list as in the game above.
MULTI-LEVEL

Our World

Length of Activity: about 2 hours

What will students do?
• If possible, bring pamphlets, books, and other items containing information about their home country.
• Express, discuss and inform others of aspects of their homeland.
• Listen.
• Learn names of all the continents of the world and be able to locate all the countries represented on them, i.e. countries represented in class.
• Prepare a written report for oral presentation.

What will teachers do?
• Provide a map of the world.
• Provide additional brochures, atlases, and books for research.
• Talk to students about places he/she has visited outside the USA.
• Teach the names of the continents of the world in English as well as various oceans, mountain ranges, etc., especially as they come up in conversation.
• Ask students to talk briefly about where they are from.
• Help students prepare a longer report on their country.

Activities used to implement this learning plan.
As with other location themes, the teacher can begin this session with the now familiar question, “Where do we live?” Probably no one will think to name the Earth, but however these answers unfold, follow them up with “We live in all those places, but today we want to talk about our world, Planet Earth.” Show a map of the world, go over the names of the continents, and ask students to express where they are from, what continent it is on, and one other interesting thing about it. Naturally, you will all want to locate each country as it is mentioned. Answers will vary, and advanced students and intermediates will have an easier time of it than beginners, but try to get even the beginners to say something extra of their country if only, “I love Peru.”

Ask students to form groups according to their nationality. If there are more than three or four people from the same country, you will want to form more than one group to represent that country. Students will work together to prepare a report about their country. (If you wish, you can prepare a list of research questions for the various levels, but I find that this and all of the location theme activities work best when I move from group to group, see what they are doing, how they are thinking, etc., and then offer

EFF Standard(s) Used in This Learning Plan
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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: Anne Pittman
COUNTY/PROGRAM: Memphis City Schools Adult Education
Our World, continued

impromptu research ideas and questions that fit the moment and the materials they have at hand.) They will also need to elect a spokesperson for the group or decide what specific aspects that each individual in the group will report on. (Incidentally, if all of your class is made up of one nationality, you will want to follow the latter plan, as well as making other adjustments to this activity such as looking at various other countries on the map and possibly having students report on a country that is not their own.)

Don’t worry too much about time in any of these group projects that I have described in my various student activities—the students will worry about it for you and will be eternally not ready, but you just use the time that is available to you and when it is gone, just say, ”Ready or not, here we go,” then proceed into the report phase of the session.

Students give reports.

When they have finished, ask students to recall something they learned about a country other than their own. Ask someone to repeat the names of the continents, etc., and finally, ask who remembers the name of our planet in English.

If time allows, a good way to end this session is with the game “I’m Going on Vacation.” I have played this game for years with students of all levels. Everyone can play it, everyone loves it, and it is especially good for helping beginners remember their English letters:

Divide the class into two teams. The person going on vacation is you, and where you are going is any country in the world. You say, “I’m going on vacation, and I’m going to….” At this point you draw short blanks on the board to equal the number of letters in the country’s name (in English, of course). For example: _ _ _ _ _ _ . The first player on the first team asks, “Does it have a/an _?” Let’s say a “U.” “No, it doesn’t.” Proceed to the first player on the second team, who might ask, “Does it have a/an ‘A’?” And you answer, “Yes, it does.” Write in: _ A _ A _ A. At this point with the guessing of a letter contained in the name, the player earns the right to guess the country. “Do you want to guess?” …and so on until someone guesses “Canada!” Their team wins the point and the process starts all over with a new country.

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

• Students are able to recite the names of the continents and the Earth.
• They are able to demonstrate where their own and other countries are on the map.
• They are able to work together in a group to research and decide on what to put in a report.
• They are able to report on aspects of their own country in oral and written form.

**How will you collect this evidence?**

• By observing students’ ability to understand and talk about the world map.
• By observing the group research process.
• By critiquing both oral and written reports.

**Instructor Comments and Reflections**

Another possible activity for this location series might be “Our Universe.”
MULTI-LEVEL

Presenting New Verb Tenses: A Grammar-Oriented Activity

Length of Activity: about 2 hours

What will students do?
- Listen and observe explanation of new verb tense structure, and use it.
- Ask questions.
- Practice new verb tense in oral and written exercise.
- Participate in short skits.
- Use new verb form in structured conversation.
- Plan to use new tense in at least three real-life situations within the next 24 hours.

What will teachers do?
- Review structure and use of verb tense.
- Present explanation of verb tense in oral, written and drawn forms.
- Guide students through written and oral exercises.
- Help students prepare skits.
- Help students converse with new tense.
- Help students plan how they can introduce verb form into real life within 24 hours.

Activities used to implement this learning plan.

(example verb tense: past perfect)
I usually start an introduction of a verb tense by linking it to a previously learned tense. Thus, were I to be teaching the past perfect, I would start by reviewing the present perfect for and with the students. First I would remind the students of the way the present perfect is formed, using the example verb “to eat,” and demonstrate by asking them to orally supply the various parts of the formula, correcting them when needed and writing the following on the board as we work together for the answers.

```
present perfect

to eat

simple present of the verb “to have” + past participle of main verb

He has + eaten
```

Next, we work together to remember how the verb is used. I usually use the drawing of a time line to help the students visualize this: “Basically the present perfect expresses that something started in the past..."
and continues until now. It leaves the future open, making no commitment one way or the other.”

On board:

He has eaten apples all his life.

<table>
<thead>
<tr>
<th>Past</th>
<th>Now</th>
<th>Future</th>
</tr>
</thead>
</table>
| 1987 |     | ????

(For the purposes of this comparison, variations of this basic affirmative use are usually omitted.)

Next, I like to introduce the past perfect by erasing the appropriate words in the simple present of “to have” and “he has,” replacing them with the appropriate words to form the past perfect …all the while, of course, orally explaining. The result looks something like this:

Simple past of

The verb “to have” + past participle of main verb

He had + eaten

Next, I begin an erasing process on the time line, all the while explaining the uses of the new tense: “The past perfect is used to express that something started and stopped in the past, often before something else happened.” The end result of the erasing/replacing process looks something like this:

When I arrived at seven, he had already eaten dinner.

<table>
<thead>
<tr>
<th>Past</th>
<th>Now</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 p.m.</td>
<td>7 p.m.</td>
<td>/</td>
</tr>
</tbody>
</table>

I explain as I draw, “He ate between 6 and 6:30. His plate was cleaned. I arrived at seven. He had already eaten when I arrived. I had to eat alone,” etc.

Encourage questions. Be prepared to answer them.

Next, I like to go through an oral repetition of the conjugation of the tense. Most texts provide these and/or I write them out on the board for us to follow.

Next, move students into the oral exercises provided by whatever text you are following. These are usually and universally in dialogue form. I like to read both parts of an example. Ask again for questions. Then I usually have a student join me in repeating the example dialogue – I as “A,” they as “B.” If it is a strong class, I usually proceed through the exercise
with volunteers; if it is a multi-level or weak class, I am often a participant in “Number 1,” asking the students to think with me as I make my decisions. Then I usually call on individuals to continue a chain process (If a student is “B” in number 1, the same student is “A” in Number 2, etc.). I find it is usually best to hold questions until the end of an exercise. There are many reasons for this, but one of the most important ones is that so often students find the answer on their own through the simple repetition of pattern that a good dialogue exercise offers. “Nothing teacher. Now I know,” is a frequent response when I ask a student to repeat his question at the end of an exercise.

Follow oral exercises with written exercises. I like to do these in class and encourage students to work individually, with a buddy, or with me—as needed. Of course, I check the work as they finish.

Next it is time for a bit of drama or “IMPROV.” In this case, i.e. the past perfect, I often pair students. Presupposing the group’s previous learning of expressions of past tense, I tell them I want each pair to demonstrate the difference in the following sentences:

• When I got home, he ate.
• When I got home, he was eating.
• When I got home, he had eaten.

Encourage them to “develop” a scene with a bit of drama. These are fun, they move toward the natural use of the tenses, and you will be amazed at what talented improv actors are lurking right there in your ESOL class, just waiting to “ham it up” and entertain you. I am usually pretty tight with correction here and in conversation. Now is just a time for all to enjoy the understanding of the language.

If time allows, end the day with conversation in the new tense. This can be combined with an expression of what situation of the next 24 hours can be used to introduce the verb tense into the students’ real lives. Assure them that you will want reports, and wish all a cheerful good-bye. You have all worked hard!

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

• They ask intelligent, informed and/or thoughtful questions about it.
• They are able to use it correctly in oral and written exercises.
• They are able to demonstrate and compare its use in impromptu skits.
• They are able to express in the verb tense in structured conversation … and finally, the best evidence: You hear the tense coming back to you in a real-life conversation with your student—music to an ESOL teacher’s ears.
**How will you collect this evidence?**

- Note the nature of the questions asked.
- Observe and critique the results of oral and written exercises.
- Compare these to the efforts of the improv skits.
- Listen to the structured conversation.
- Listen to your students’ real conversation.

**Instructor Comments and Reflections**

This is intended as a sort of explanation to beginning ESOL teachers of a process that at least one somewhat experienced teacher goes through in the introduction of a typical verb tense. It is by no means meant to be a formula that everyone—or anyone—must follow, but rather just an example of what a typical verb tense presentation might be.
MULTI-LEVEL

Let’s Rent a Movie

Length of Activity: 2-1/2 to 3 hours

What will students do?
• Listen to teacher’s preview of movie.
• Read questions to be answered during viewing of movie.
• Look at pre-movie vocabulary list and ask for/look for definition.
• Keep an additional vocabulary list.
• Advanced students approach the watching of the movie as a research project.
• Intermediate students attempt to answer at least two of the research questions and keep a vocabulary list.
• Beginning students relax into the sound of the movie, enjoy the visual clues, listen to teacher and other students discuss the movie, attempt to make at least one statement about the movie.
• All approach this as something to enjoy.

What will teachers do?
• Determine movie to be viewed. (Examples here refer to You’ve Got Mail. Another I have found to work well in all levels is What About Bob. In fact, comedies with simple themes seem to work best both for ESL students as such and for a mixed group of adults… everybody loves to laugh.)
• Obtain movie, VCR, etc. and arrange seating. (If a number of people must view a relatively small screen, a deep “V” arrangement of chairs often works well.)
• Preview the movie with the class in mind (even if you have seen it before).
• Prepare a pre-vocabulary list and discuss it with the class before the movie.
• Prepare a list of “research” questions for advanced students with at least two directed to intermediates, and hopefully, one that beginning students might answer.

Some questions might be:
• What is the setting? time? place?
• How is the setting important?
• What is the opening… or final song? (in You’ve Got Mail for example, “Somewhere over the Rainbow” is sung over the final scene.)
• Who sings the song? (extra credit question!)
• What is the significance of this song?
• What are adjectives used to describe the main character(s)?

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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:
Anne Pittman
COUNTY/PROGRAM:
Memphis City Schools
Adult Education
(A variance for You’ve Got Mail might be, “What are Kathline’s and Joe’s e-mail ‘handles?’")

• Describe your favorite scene. How is it important to the rest of the movie?

• “Never marry a man who lies,” is a quote from the movie. How do Joe’s actions later reflect this quote?

• Other specific questions about our example movie might be,
  —“What is the dog’s name?” (“Bradley.”)
  —“How does the horn sound in the song sung at Thanksgiving?” (“Forlorn.”)
  —“What does Joe’s computer say when he turns it off?” (“Goodbye.”)

You get the idea…make your own questions for the movie you have selected.

• Review these questions with students before movie.

• Finally, help beginning students relax and be aware of just listening to the sound of English coupled with the screened images for a learning experience of language. “To listen is good.” “When we see English with words, we learn.”

Activities used to implement this learning plan.

• Students and teacher gather for the Big Event of the movie! What could be more American than watching a “flick” together? (Popcorn and sodas do nothing to hurt the atmosphere, if it’s convenient to have them.)

• The teacher sets the stage—what will basically happen in this movie, what students may need to understand. Review vocabulary and “research” questions. Assure even the advanced students that they as individuals are not expected to answer every question. I encourage students not to try to understand everything, but to relax and appreciate the understanding that comes.

• Students and teacher watch movie with as few interruptions as possible.

• Post movie: Stay relaxed. Have fun talking about what you have just experienced together. Teacher takes vocabulary questions; class discusses “research” questions with teacher encouraging more from advanced, some from intermediates and finally, just one answer, “The computer say ‘goodbye’” or at least a comment from the beginners. “I no understand,” is an observation…but even beginning students usually do better than that. “They use computer to write love.” Just be sure the beginners go last. The inspiration/knowledge that they receive from more advanced students in multi-level classes is a source of continual amazement.
Let’s Rent a Movie, continued

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

Teacher observes the oral and written responses of students:

- Do they evidence an understanding of the movie?
- Do advanced students in particular articulate and write about this well?
- Do intermediates in particular demonstrate an understanding of vocabulary?
- Are beginning students each able to express at least something about the movie?

**How will you collect this evidence?**

Teacher observation.

**Instructor Comments and Reflections**

One of the greatest motivators is WANTING to understand. Couple this with the fun of a movie, and the new language results in your students are often surprising.

ONE IMPORTANT NOTE: This should be an exceptional class activity—An Event. (Perhaps an end-of-semester treat.) When used properly and sparingly, movies make a wonderful in-class activity. However, never fall into the mistake of too many movies, too often.
MULTI-LEVEL

Making an International Quilt

Length of Activity: from 1 to 2 weeks

What will students do?
The students will each create a fabric block and will then construct a classroom international quilt.

What will teachers do?
The teacher will make sure all necessary materials and tools are available. She will oversee the construction of the quilt.

Activities used to implement this learning plan.
2. Discuss making a class quilt. Make a list of materials needed and who can bring what.
3. Decide on a quilt theme. How can the quilt best represent/symbolize our ESL class and our backgrounds?
4. Distribute 8.5” x 11” pieces of paper and markers. Have students design their quilt square. Review theme and purpose of the quilt.
5. Have each student show class their square and tell about it.
6. Divide the class into groups of four. Have each group elect a “head tailor.”
7. Demonstrate to the “head tailors” the various steps of the directions. Explain vocabulary including edges, right side of the fabric, wrong side of the fabric, sew, pin.
8. Have “head tailors” review and discuss directions with each group.
9. Follow directions and sew blocks together until quilt is complete.
11. On board ask students to list steps taken to make their quilt. Have students copy these directions.
12. Have each student write a paragraph about what their quilt square means to them.
13. Make a round-robin story about making the quilt. Have one student write a sentence about their feelings. Then have the next student continue writing another sentence. Go around the room until everyone has written a sentence. Read the story aloud 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.

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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 Education
How will you collect this evidence?
Students’ understanding of vocabulary will be evaluated through the completion of our International Quilt.

Instructor Comments and Reflections
This is such a fun activity and it is wonderful for all levels to work together.
MULTI-LEVEL
Learning About the Local Police Force

Students will increase their knowledge about and comfort level with the local police force.

Length of Activity: several class sessions

What will students do?
• Discuss what experiences, observations, knowledge they have about the police and what questions they have.
• Develop a list of questions to ask the police chief as a guest speaker.
• Interview him using their questions.
• Afterwards, list and discuss new vocabulary words and key concepts from his visit to the classroom.
• Write a summary of his presentation.

What will teachers do?
• Guide students in preparing and editing their questions.
• Invite the police chief to the ESOL class.
• Explain key concepts and new vocabulary.
• Develop a page of matching words to their meanings and a crossword puzzle using the new words, possibly an easier and a more difficult version of each, depending on ability levels of the students.
• Develop a simple form for students to keep in their cars about what to do and what information to obtain in the event of a car accident.

Activities used to implement this learning plan.
In the initial discussion (see above) students will also talk about cultural differences between the police here and in their native countries, and perhaps why some may feel afraid and untrusting of the police. They will discuss their questions/concerns in class, each write 2-3 for homework, and edit them in class in mixed ability groups. Students will role-play in pairs as a practice for asking their questions. After the police chief visit, the students will compose together a written thank-you note and will address the envelope correctly using the phone directory to obtain the correct address.

What evidence will you look for to know that learners are developing this learning skill?
Students will participate in the discussions. They will take turns asking the police chief their questions. They will later write a summary of the information they learned. They will practice filling out the teacher-developed accident report form. They will

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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:
Cindy Barnett
COUNTY/PROGRAM:
Henry County Adult Education
complete the teacher-developed matching exercises and crossword puzzle of vocabulary words.

**How will you collect this evidence?**
Teacher observation, written summary, correctly completed accident form, completed matching exercise and puzzle

**Instructor Comments and Reflections**
I found this activity to be successful with a class of 10 students from upper-beginning to lower-advanced levels. It was part of a unit on community services. The student chose to invite a police officer from a list of community service workers. The activity seemed to allay some of their fears and helped them to feel more comfortable with what to do in certain situations involving the police (traffic accidents, police stops, roadblocks, police searches, etc.). At least two of the students were undocumented and had been open about it with me and the other students. At first they were apprehensive about inviting the police chief, but they turned out to be among his more animated questioners.

**ESOL Listserv Comments**
*Re: Student learning Activity “Learning about the Local Police Force”*
*from Paul H. deLeon, ESOL teacher with the Knox County Adult Education program:*

One thing that struck me is that this kind of activity can be educational for the police as well as for ESL folks, helping the cops understand the concerns and conditions many immigrants face, and in general just getting them on the police screen as people to be respected. I’m told that battered women are finally (in some places) getting treated better by the police, because of such educational work over the years. Wouldn’t hurt to remind the rank-and-file too that, in many places, police policy is to strictly limit cooperation with the INS to very specific circumstances.

So an extended lesson about the police could also include helping learners develop a list of local resources, such as bilingual lawyers. Fran Ansley at the UTK Law School (ansley@utk.edu) has had her students researching immigration issues for a couple of years, and I’ve also had them to class. My recollection is that their focus is more on housing and job issues than on criminal matters. Then there’s the National Immigration Law Center, which publishes various materials in English and Spanish (other languages?).

I’ve also seen some related newspaper articles, which could have a variety of classroom applications, from news about the murders in Monterey, TN to the Durham, NC Herald-Sun’s 1995 article on crime in the Latino
Talking about cops, courts and crime also lends itself to practicing questions, forms, commands (“Freeze!”—good for ESL folks to know so they don’t get shot 41 times), excuses (“Officer, I’m rushing my mother to the hospital”), past continuous (in the textbooks, often in the context of alibis), and language related to emergencies. I’ve seen books with cartoon sequences about emergencies that learners can reconstruct and retell. Some learners may even be interested in the arcana of police jargon, a la “cops”; I’ve seen audiotapes called Essential Spanish for Law Enforcement, by Living Language (Random House, 1997).

You might have already mentioned it, but it occurred to me that talking about the police and courts can also lend itself to practicing indirect questions and statements (“He said he saw someone run out of the alley”) and conditionals (“What would you do if…?”)

### Police Vocabulary Words

Instructions: Write the letter of the correct meaning beside each word.

1. accidental (adj) A. something a person is expected to do
2. saddest (adj) B. in a way that follows the law
3. happiest (adj) C. happening by accident
4. city limits (n) D. to do something against the law
5. responsibility (n) E. a charge for a service
6. investigator (n) F. most sad
7. unmarked (adj) G. plain, with no design or markings
8. legally (adv) H. most happy
9. fee (n) I. rules for how to do something
10. guidelines (n) J. someone who tries to solve a crime
11. background check (n) K. an imaginary (not real) line around a city
12. commit (a crime) (v) L. a computer check on a person’s past

### In case of accident...

Always call the police. Don’t admit fault. Don’t discuss the accident with anyone except the police or the insurance company. Obtain the following information if another party is involved:

- Name
- Address
- Phone Number
- License Number
- Make, Model, & Year of Vehicle
- Insurance Company & Policy Number (optional)
- Police Officer’s Name and Badge #
- Names of any Witnesses
- Address
- Phone Number
- Police Department:
- Sheriff’s Office:
MULTI-LEVEL

Folk Tales From Many Lands

Student will tell folk tales from their native countries.

Length of Activity: Several class sessions, depending on the size of the class and how long it takes for everyone to tell his/her story. Allow time for about four students to present and the ensuing discussion per 2-hour class.

What will students do?
• As homework or during class time, prepare a presentation of familiar folk tales from the students’ native countries.
• Ask the students to tell the story to their classmates using pictures, drawings, or other visual aids if they choose.
• Participate in a class discussion of similarities/differences in native stories and the universality of the morals taught in the stories.
• (Optional: Write folk story.)

What will teachers do?
• Give assistance where needed in the preparation phase.
• Video- or audio-tape record each student’s presentation.
• Guide class discussion.

Activities used to implement this learning plan.
In addition to the activities described above, the students will enjoy watching the video or listening to the taped stories. This is a good opportunity for students to observe themselves speaking English. It can help boost their confidence about speaking. They may pick up on errors they hadn’t noticed before.

What evidence will you look for to know that learners are developing this learning skill?
The effectiveness of the presentations, the interest stimulated in the listeners, and participation in the class discussions.

How will you collect this evidence?
Video- or audio-tapes. (Optional: written stories.) The originals or copies of students’ drawings or other visuals can be put into their portfolios.

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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:
Cindy Barnett

COUNTY/PROGRAM:
Henry County Adult Education
Instructor Comments and Reflections

This activity was a big hit among my students. Some put more effort into it than others. Some of the discussions were quite animated. The drawings/visuals appealed to visual learners. One student made elaborate Japanese-style story cards to accompany her story. She made colored chalk drawings on one side of each piece of poster board and wrote the text on the other side. She later used them to tell her story to a local pre-school group.

I hadn’t taped my students before this activity. It was an eye-opener for some to hear themselves speaking English. Future tapes could be compared with these to help students see their progress. These can also be kept in portfolios.

ESOL Listserv Comments about Student Learning Activity

“Folktales from Many Lands”
from Heather Nicely, teacher, Kingsport City Schools

Adult ESOL Program:

The only comment I might make is that I would encourage students to TELL stories, not read them during their presentations. To give them the confidence that this can be done, you could have practice sessions ahead of this activity in which you give students copies of very short stories (such as those on the Hodja story cards) [Story Cards are available from Pro Lingua (800-366-4775)] which they read, study and ask the teacher questions until they fully understand. Then, the cards/story texts are taken away from the students and they find a partner (or are assigned one) to tell their story to. Change partners a few times in the course of this activity to give additional practice. The students (and sometimes their teacher!) are amazed at how well they can do this without the “prop” of written text.

Stories and their telling are wonderful ways to practice English, as well as being able to share cross-culturally.
MULTI-LEVEL

International Potluck Dinner

This activity will involve several sessions of learning about U.S. measurements, reading and writing recipes and discussing foods, all culminating in a potluck dinner, which can be scheduled for a holiday or end-of-school-year party.

Length of Activity: This could take 3-4 sessions, up to many more class sessions, depending on how much you decide to do with it.

What will students do?

• Compare U.S. and metric measurements, analyze U.S. equivalencies (i.e. 4 cups = 1 quart), and identify abbreviations for measurements.
• Read and analyze recipes for a variety of dishes.
• Beginning students can learn names of foods, cooking utensils, and basic cooking verbs (chop, boil, bake, etc.), and identify actual foods or pictures of foods.
• Discuss similarities/differences in American foods and foods from their native countries.
• Write one or more recipes for a favorite dish(es) from the student’s native country. Explain preparation to the class, and demonstrate, if practical.
• Prepare and bring this dish to the potluck dinner. Taste and appreciate, if not enjoy! Foods from many lands.

What will teachers do?

• Provide students with copies of a table of weights and measurements, such as the one from The Basic Picture Dictionary (Delta Systems Co., Inc.), Appendix C.
• Bring measuring cups, spoons, quart and gallon containers to class.
• Bring actual cooking utensils, or use pictures from The Basic or New Oxford Picture Dictionary.
• Provide a variety of recipes and cookbooks for students to look at and discuss.
• Bring actual foods and/or pictures of foods cut from magazines for students to identify.
• If time and money allow, bring an occasional prepared dish to class for students to taste, along with its recipe.
• Guide class discussions.
• Assist students in writing and re-writing their recipes.
• Compile recipes into a class cookbook.
• Bring a typical American dish to the potluck dinner.
• Enjoy tasting foods from other countries and know that food is an important part of culture.
Activities used to implement this learning plan.
There is so much you can do with this type of activity. Advanced students could type (word process) the recipes on the computer and compile the cookbooks. You could teach nutrition and portion sizes. The health department has colorful pamphlets available on the Food Guide Pyramid. The nutritionist there or the extension office home economist could talk to the class about nutrition or demonstrate preparing healthy foods.

In addition to bringing fruits, vegetables, etc. for identification, you and/or students could bring packages of foods that require preparation (cake mix, instant pudding, macaroni and cheese, etc.) and practice reading the instructions, teaching any new vocabulary words.

You could use teacher-made flash cards to review vocabulary, with the food picture on one side and the word on the other.

You could teach the imperative (command) form using food preparation verbs.

You could use the T.P.R. (Total Physical Response) method for this with beginning students.

You could make word searches or crossword puzzles using new vocabulary (www.puzzlemaker.com).

What evidence will you look for to know that learners are developing this learning skill?
Written recipes, class cookbook, participation in class discussion, presentations/food preparation demonstration, participation in potluck dinner, completed vocabulary puzzles.

How will you collect this evidence?
Copies of students’ recipes or the class cookbook can be put into their portfolios.

Instructor Comments and Reflections
One of the activities my students enjoyed the most, besides the actual dinner, was the local extension office home economist’s food preparation demonstrations. (We are fortunate to have a self-contained, portable kitchen demonstration unit at the Adult Learning Center.) She made omelets on one occasion and broccoli-cheese soup on another. Everybody got to practice making omelets and help make the soup. Getting the recipes from our class cookbook included in the Tennessee Literacy Coalition cookbook, and the students’ names in the local newspaper about it, was an unexpected bonus.
New Year’s Day

Length of Activity: about 2 hours

What will students do?
• Read information about New Year celebrations.
• Interact with each other and teacher using vocabulary learned from reading.
• Share elements of their cultures’ observances of the new year.
• Use writing, listening, and speaking in addition to reading in the language acquisition process.

What will teachers do?
• Form cooperative groups.
• Respond to questions.
• Guide students in acquiring needed information for class discussion.
• Provide direct instruction on idioms at conclusion of lesson.

Activities used to implement this learning plan.

1. At beginning of class session, teacher will step in front of the semi-circle of students and “sign” (using Sign Language, instructions for signing at end of this plan) Happy New Year. Repeat the sign several times, then get students to try forming it. After they can do it, let them know what they have been saying.

2. From each language group represented among your students, elicit how Happy New Year is said in their language. Put on the board. (This is good opportunity for the students to practice spelling aloud to you!) Repeat expressions together. (Beginners can participate in this exercise with more advanced students.)

3. Form groups of 3-4 students each, mixed level and mixed background. Distribute information about New Year’s from *Holiday in the USA* (Scott-Foresman) and from *ESL Teacher’s Holiday Activity Kit* (The Center for Applied Research in Education) to appropriate level students. Distribute team-learning question sheet on New Year’s Eve and New Year’s Day. Students read and discuss together to find responses to questions.

4. Distribute information on Chinese New Year with multiple copies of the pictures of the animals. Students are to determine which animal sign they each are and what qualities they have. During class discussion of the questions and Chinese New Year signs, students can talk about their own signs and those of their teammates.
5. Since the Chinese Zodiac uses animals, this is a good time to introduce how languages represent the sounds that animals make. Distribute the sheet: “Sounds Like a _______” and model the sounds listed on the chart. Allow students to guess what animal sound is being represented by the words. After students go through the English sounds, elicit how such sounds are represented in their languages.

6. Prepare a sheet with the following questions. Let students jot down notes about their responses, then discuss as a class.
   a. Was last year good or bad for you?
   b. What was one good thing about last year?
   c. What was one bad thing about last year?
   d. What is one thing you want to do in the new year?
   e. What are three things you want to do in the new year?

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

- Participation in discussion.
- Written and oral responses to questions on New Year celebration.

**How will you collect this evidence?**

- Teacher observation.
- Teacher checking of written responses to questions during discussion of New Year.

**New Year’s Day, continued**

**Related Activity**

1. Teacher can present and students repeat and discuss the sections from *Everyday for Everyday Activities* (Delta Systems Co., Inc.) on:
   - Going to a birthday party, pg. 76
   - Going to a dinner party, pg. 77
   This also provides an opportunity to share customs relating to entertainment, particularly the American sense of time (on time, in time at ___ time) and the importance of arrival time at social events.

2. To conclude lesson, teacher can lead discussion of the following idioms. Put idioms on board before or as they are discussed:
   - *a clean slate* – begin anew
   - *turn over a new leaf* – start fresh
   - *different strokes for different folks* – different things are good for different people
   - *give it my best shot* – I’ll try my hardest to succeed

**Party expressions:**

- *dressed to the nines/teeth/to kill* – very dressed up, very fancy
- *knock someone’s socks off* – really surprise someone
- *keep someone in stitches* – really entertain someone, make someone laugh a lot
- *kick up one’s heels* – have a very good time
MULTI-LEVEL

Columbus Day/Traveling

Length of Activity: a 3-hour session (with some condensation), or could be used for two shorter (e.g., 2-hour) sessions.

What will students do?
• Be exposed to vocabulary concerning traveling and history.
• Read information about Columbus and the discovery of America.
• Interact with each other and the teacher using the vocabulary and information about the topic.

What will teachers do?
• Guide exposure to the vocabulary using the texts noted in the list of activities.
• Respond to questions.
• Establish groups/pairs for class work.
• Provide direct instruction on idioms.

Activities used to implement this learning plan.
1. On the classroom board, before class begins, write the poem below for discussion:

“In fourteen hundred ninety two
Columbus sailed the ocean blue
Mighty strong and brave was he
As he sailed across the sea.”

Students can repeat the poem chorally after the teacher, then ask questions about vocabulary (or teacher can go over poem line by line, eliciting responses on meaning from the students.)

2. Provide copies of “The Discovery of America” (from ESL Teacher’s Holiday Activity Kit by E. Claire, The Center for Applied Research in Education) for all students. Read chorally, or allow students to take turns reading aloud. Then, give copies of other Columbus information (“Christopher Columbus” from ESL Teacher’s Holiday Activity Kit, “Columbus Day” from Holidays in the USA, Scott-Foresman, and “The First Americans” from Yesterday and Today in the USA by A. Live) to students depending on their level, plus a copy of the questions on Columbus. Put students into small groups and mix the levels of students in each group. Their task is to discover the answers to the questions, using the materials that the group has. After the groups complete the question sheets, the whole class can share responses, guided by the teacher.

3. As a whole class, teacher can introduce the idea of travel, since Columbus traveled around the world himself. Using English for Everyday Activities (Delta Systems Co., Inc.) go over the following sections concerning
travel by having students repeat each sentence or phrase after you and discussing any additional vocabulary:

page 22, Car – Starting Our
page 23, Car – Operating
page 24-24 – Driving Along
page 27 – Taking a taxi
page 28 – Walking Somewhere

4. Using the “Travel” page(s) of Oxford Picture Dictionary, students will do level appropriate exercises (Beginning Workbook, p. 73 & 74; Intermediate Workbook, p. 66 & 67, 71 & 72) on vocabulary of travel, working in pairs.

5. Using the exercise “Talk About It” (from Holidays in the USA, Scott-Foresman, p. 104 and 105) students work in pairs to generate responses to the questions about travel. In sharing with the whole class, each member of the pair will tell about his/her partner’s trip.

6. Give a dictation exercise using one of the 55-word stories from The World’s Shortest Stories. (Story on page 111 or 160 works well for this topic.)

7. Idioms for topic on travel:
   - It’s a “fur” piece. – It’s a long way.
   - driving me crazy – irritates me, makes me crazy
   - neither here nor there – not important
   - in time/on time – with enough time/at the exact time
   - by _______ – not later than _________

Use of IN/OUT OF to indicate transportation in vehicle holding 5-6 persons (car, boat, private plane, taxi). Use of ON/OFF to indicate transportation in vehicle holding one or a large number of people (ship, plane, train, bus, horse, bicycle).

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

• Completion of written exercises.
• Oral responses to questions/sharing with class.
• Oral communication of information used and learned in small groups about Columbus.
• Student response to exercise on this topic at beginning of next class (from Intermediate Workbook on Oxford Picture Dictionary do page 39; pass out exercise and copies of dictionary for students to use).
• Ability to at least attempt to write the dictation exercise.

How will you collect this evidence?

• Teacher observation.
• Listening by teacher to reports from pair exercises and small group activities.
• Looking at/correcting workbook exercises and dictation.
The Discovery of America
1. Over twenty thousand years ago, people from Asia discovered America.
2. They were hunters. They were looking for animals to hunt for food. They walked over land from Siberia into Alaska.
3. There were many animals in North America. The newcomers stayed, and more people came. They spread over the two continents.
4. After thousands of years, there were many different groups of people living in North and South America. They spoke different languages and had different ways of living.
5. Today, we call these people Native Americans.
6. Some of these Native Americans hunted animals and ate wild plants. Other Native Americans became farmers. In Mexico and South America, Native Americans built cities and great civilizations.
7. For thousands of years, the people in Europe did not know about America.
8. In the year 600 A.D., Irish sailors sailed to America. They did not stay, and they did not bring others with them.
9. Bjarni Herjolfsson (Byarnee Heriulfson) was a Viking. He sailed to the coast of America. He did not land. He told stories about the land he saw. This was in 986 A.D.
10. Leif Ericksson (Leef Eriksin), a Viking, heard the stories. He came to America a few years later. He called the land Vinland. The Vikings stayed in America for a short time.
11. In 1492, Christopher Columbus came to America. He was Italian, but he was sailing in Spanish ships. He was looking for a way to go to Asia.
12. Columbus made four trips to America. He brought many people after him. But Christopher Columbus did not know that he had discovered a new continent.

Christopher Columbus
1. Christopher Columbus was born in Genoa, Italy in 1451. He loved the sea. He became a sailor when he was fifteen years old.
2. After many years and many travels, Columbus became an excellent sea captain. He had many maps that showed that the earth was round. The maps showed that it was possible to sail west to get to the East.
3. Columbus’s maps showed that Japan was across the Atlantic Ocean, 2,700 miles away. Columbus did not know that his maps were wrong. Japan is really 12,200 miles to the west! And North and South America are in the way.
4. Columbus asked King Henry of Portugal for ships and sailors to discover the way to China and Japan. King Henry said no.
5. Then Columbus went to Spain and asked Queen Isabella and King Ferdinand. There was a war in Spain. “Wait until the war is over,” Queen Isabella said.
6. Columbus had to wait many years. The war was over, at last, in 1492. Then Queen Isabella said yes.
7. The city of Palos gave Columbus three ships: the Nina, the Pinta, and the Santa Maria. Queen Isabella gave Columbus money and ninety sailors.
8. The three little ships sailed from Palos on August 3. First they stopped at the Canary Islands for more food and water. They left the Canaries on September 6.
9. The weather was good and the trip was easy. Columbus promised the sailors that they would all become rich. At first the sailors were excited. But day after day passed and they did not see land. The sailors became afraid.
10. After four weeks the sailors wanted to go back. They thought they would die if they didn’t turn around.
11. Columbus said, “If we don’t find land in three days, we will go back.” He offered a prize to the first man to see land. Two times someone shouted, “Land!” but it was a mistake.
12. At last, they saw some birds. They followed the birds. On the thirty-fifth day, two hours after midnight, a sailor on the Pinta shouted, “Land!” He could see land by the light of the moon.
13. That morning, October 12, all the men went ashore. They were very happy to be on land. They kissed the sand on the beach.
14. The people who lived on the island were the Arawak. They called their island Guahanal.
15. The Arawaks came to see the large ships and the sailors. They were amazed at the sailors’ strange clothes. They were amazed at the beards on the sailors’ faces.
16. The Arawaks thought the ships and the men had sailed down from the sky. They brought the sailors presents, food, and parrots.
17. Columbus and his men gave presents to the Arawaks, too. He tried to ask them if this was part of Japan. They
could only use sign language. Columbus thought that he was in the Indies. He called the people Indians.

18. Columbus named the island San Salvador. He claimed San Salvador for the King and Queen of Spain. He did not ask the Arawaks if they would like to belong to Spain.

19. Columbus sailed to other islands. He left forty sailors on the island of Hispaniola. He returned home to Spain with just two ships. He took home many things to show Queen Isabella. He brought parrots, pearls, gold, and six “Indians.”

20. When the two little ships returned, the people in Spain were very, very excited. As the ships came into the port of Palos, cannons thundered, church bells clanged, and people cheered.

21. Queen Isabella made Columbus the ruler of the lands he discovered. She was very happy with his discoveries.

22. Many sailors wanted to go with Columbus on his next trip. They thought they would find gold and become rich. The next year Columbus sailed again. This time he had seventeen ships and fifteen hundred men.

23. He sailed to other islands, and to Honduras, the coast of Florida, Venezuela, and Panama.

24. The men who went with him did not find a lot of gold. They were disappointed. Some of them said Columbus was a cruel leader. They sent him to jail in Spain.

25. Isabella freed Columbus, and he went back to Hispaniola. He lived there for ten years. He was rich, but he was not healthy. He went back to Spain where he died in 1506.

26. Americans remember Columbus in many ways. Places are named for him, such as the District of Columbia; Columbus, Ohio; and Columbia, South Carolina. Columbia is a nickname for the United States in several songs. Columbia University is named for Columbus. Hundreds of schools are named for him. There is a famous statue of Columbus at Columbus Circle in New York.

27. Americans celebrate Columbus Day with parades, parties, and good times. The year 1992 was the five hundredth anniversary of Columbus’s discovery of America.

Columbus Day

Americans remember Christopher Columbus on Columbus Day. Christopher Columbus was born in 1451 in Italy. He lived in Genoa, a city by the sea. He loved the sea and learned to sail.

In the fifteenth century, Europeans wanted gold and spices from Asia. The trip by land to Asia was very long and difficult. Christopher Columbus wanted to find a faster way to Asia. He wanted to sail west from Spain.

He asked the king and queen of Spain for help. They gave him money for the trip. Columbus bought three ships—the Nina, the Pinta, and the Santa Maria. In August 1492, Columbus and 83 men left Spain to find Asia.

They sailed for many difficult weeks. On October 12, the men saw land. Columbus thought it was Asia, but he was wrong. The land was the Bahamas, a group of islands. Columbus found a “New World.” He made four trips to the New World before he died.

Columbus died a poor man. He wasn’t famous. But Americans remember him each year on Columbus Day. The first Columbus Day celebration was in New York City in 1792. Now Americans celebrate Columbus Day on the second Monday in October. It is a legal holiday in many states. Most people do not go to work or school. There are Columbus Day parades. Many stores have big sales.

Christopher Columbus was not the first European to come to the New World. About 500 years before Columbus, Leif Ericson sailed from Norway to Canada. He found the New World of North America. In 1964, President Lyndon Johnson named October 9 Leif Ericson Day. So in October, Americans remember two important men, Christopher Columbus and Leif Ericson.
Student Learning Plan

MULTI-LEVEL

Halloween

Length of Activity: 2-hour class session (without storytelling session)

What will students do?
• Be exposed to vocabulary about Halloween.
• Read information about Halloween.
• Discuss information learned about Halloween.
• interact with the teacher and with each other using vocabulary and information learned.

What will teachers do?
• Guide exposure to the vocabulary about Halloween.
• Respond to questions.
• Establish groups for class work.
• Guide hands-on project.
• Provide direct instruction on idioms at close of lesson.

Activities used to implement this learning plan.
• As a whole class, address the question: What do you know about Halloween? Elicit whatever information class already knows. Pictures of Halloween items can be shared at this time, so that the students may review or add to their list of terms.
• Form groups of mixed levels, pass out the question sheets and information sheets according to the language level of the students. The longer article, adapted from Celebrations by R.J. Myers, can be used for high intermediate to advanced learners; the shorter article on Halloween from Holidays in the U.S.A. by Porter, Minicz & Cross (Scott-Foresman) can be used with advanced beginners through low intermediate students.
• Working together, students generate responses to the questions, using the information from the different articles. Students should share information because it is possible that each article may not contain all the answers they need.
• As a whole class, go over the responses to the questions. Each group can take turns responding with the information from their reading and discussion. Pictures of Halloween items can be used during this discussion to reinforce the vocabulary they are working with.
• As a whole class, student will participate in the hands-on activity of creating a jack-o-lantern from Hands On English (New Readers Press). Teacher needs to provide: one pumpkin, a sharp knife, a large spoon, newspapers, trash bag and tie, black marker pen, small flashlight, votive candle, slips of paper.

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
• Prior to class, teacher will type the following list and cut into individual strips. Place into envelope with a picture of jack-o-lantern on it (for reference!) and the above list of needed items with which to do the project.

1. Cover the table with newspaper.
2. Pick up the knife and cut a circle around the stem of the pumpkin. Take off the lid.
3. Pick up the spoon and scrape out the inside of the pumpkin.
4. Pick up the marker and draw two eyes on the pumpkin.
5. Pick up the marker and draw a triangle nose on the pumpkin.
6. Pick up the marker and draw a big mouth on the pumpkin.
7. Pick up the knife and cut out the eyes.
8. Pick up the knife and cut out the nose.
9. Pick up the knife and cut out the mouth.
10. Pick up the spoon and scrape out the pumpkin again until it is very clean inside.
11. Clean up and throw away the mess.
12. Pick up the flashlight, turn it on and put it inside the pumpkin. (Then, the teacher turns out the classroom lights so the class can admire their handiwork.)

• Teacher will pass out the slips of paper and each student will write his/her name on the slip of paper. They will all be collected, placed into a container and then a drawing will be held to find out which student will take home the jack-o-lantern. Before taking it home, teacher will take flashlight and give a tealight candle to the student to use on Halloween inside the jack-o-lantern.

• Teacher and/or students can then read or tell favorite ghost or Halloween stories.

• Using *Holidays in the U.S.A.* by Porter, Minicz, & Cross (Scott-Foresman), students can follow the words to the song “Skeleton Bones” by using the accompanying tape or the lead of the teacher. After going through the song a time or two, students can stand up and indicate each part of the body as the song tells of them, pointing or touching their “foot bone, ankle bone, leg bone,” etc.

• Following the introduction/review of body part names via the skeleton song, students will use appropriate level pages of the *Oxford Picture Dictionary Workbook* to reinforce this vocabulary.
  Beginning – pages 4-5
  Intermediate – pages 3-4
Halloween, continued

• To conclude the lesson, teacher will lead discussion of following idioms which are written on the board. Students can take notes as the idioms are discussed and defined.
  
  scared to death – very scared, frightened
  
  drives me batty – makes me crazy, annoyed
  
  play tricks on – do jokes on
  
  skeleton in the closet – have a secret one doesn’t want to share
  
  give up the ghost – die
  
  ghost of a chance – very little chance
  
  work yourself to death – work very hard

Comments

When assigning “jobs” during the pumpkin carving, don’t worry too much about which level students get which jobs; they will assist each other in knowing what to do next.

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

• Oral responses to questions.
• Oral communication of information used and learned in small groups.
• Written responses to questions about Halloween and body parts vocabulary.
• Participation in hands-on activity.

How will you collect this evidence?

• Teacher observation.
• Listening by teacher during group activities and whole class sharing.
• Looking at/correcting written exercises.
Halloween, continued

Halloween
The word Halloween was formed from Hallow’s Evening, which is the day before All Saints’ Day, celebrated on November first. Sounds in the two words blended into one shorter, easier word. Halloween had its origins in religious observances connected with the New Year; most of the customs come from ancient traditions of both pagan and Christian religions.

For Celtic tribes in Wales, Ireland, Highlands of Scotland and Brittany who followed the Druid religion, November first was New Year’s Day. It was also their joint festival honoring the Sun God and Samhain, the Lord of the Dead. This time of year was selected for this festival because it marked the return of cattle to the barns for the winter, just as the feast of Beltane on May first marked the time when cattle were turned out to pasture at the beginning of the summer.

For many cultures, New Year festivals were a time when the dead returned to the living world to mix with the living. The Celtic people believed that the sinful souls of those who had died during the year were relegated to the bodies of animals. Only through gifts and sacrifice could these souls be freed of their sins and be able to go to Heaven. Samhain, Lord of the Dead, judged these souls and decided how their existence would continue, whether in the body of an animal or a human being. A common sacrifice was of horses because they were sacred to the Sun God. Even humans were sacrificed, often by being burned. By the Middle Ages, human sacrifice was not as common, replaced by burning black cats instead (black cats were thought to be “familiars” or friends of witches.)

Fire was a significant part of Celtic rituals for New Year’s. Old fires were allowed to go out and new ones kindled during the New Year’s celebrations. Fires were thought to rejuvenate the sun and to aid in banishing evil spirits. Fire rituals were also used to predict the future. In North Wales, for example, every family built a large bonfire near the house on Halloween. As the fire died down, each family member would throw in a white stone, marked for later identification. They would say prayers and walk around the fire before bedtime. In the morning, if any stone was missing from the ashes of the fire, it was believed that the owner of the stone would not live until the next Halloween. Fire was also believed to be an effective weapon against witches and other evil spirits, who were said to fear the power of the fire. So, fire was used to purify an area and safeguard it from bad spirits.

In the eighth century, when the Pope moved the observance of All Hallows, or All Saints’ Day to November first, Halloween began to have a connection with Christianity. All Saints’ Day was in honor of all saints who had died with or without official church recognition of the sainthood and was a religious holiday. The evening before this observance, All Hallows’ E’en, however, became known as a time favored by witches and sorcerers.

Halloween came to America after the first two hundred years of its settlement with the Irish, who arrived in great numbers in the 1840’s. From that time until the present, though, the association of Halloween with All Saints’ Day has become less and less important, until it has developed almost entirely into a holiday for children, a fun-filled occasion.

Some of the present day Halloween customs, however, have their roots in long-ago customs. Dressing in costumes and going door to door begging for treats has its roots in the pagan New Year’s celebrations. In those days, costumed villagers representing the souls of the dead paraded through towns to lead the ghosts away. (The people thought if they dressed in costumes that the ghosts would not recognize them!) When Christianity became more widespread, the church wanted to give a more religious meaning to the customs, so the people parading in costumes on Halloween would offer to fast for departed souls, or would represent patron saints of the local churches. Playing “tricks” comes from the pagan belief that on the night before Halloween, ghosts and fairies roamed the countryside doing very mischievous things, such as turning the milk sour or riding people’s horses until they were exhausted. Even apples and nuts have a connection to the old customs. Apples honored the Roman goddess of fruits, Pomona, and nuts were part of the harvest. Both were used to tell fortunes. A young woman would peel an apple in one continuous strip and then throw the strip over her shoulder. Whatever shape it took when it fell was the initial of her lover. Nuts representing lovers were thrown into the fire. If they burned slowly and steadily, they represented a faithful lover; if they exploded, that was the sign of an unfaithful lover.

Apples have also been used for games during the Halloween celebration. “Bobbing” for apples in a tub of water and trying to bite an apple hanging from a string both began in Great Britain. A more risky game was done by
Halloween, continued

Putting an apple on one end of a stick and a lighted candle on the other. The stick was then suspended and turned. The player had to try to bite the apple and avoid the candle!

Witches and goblins, spirits and ghosts—they are all part of the present day Halloween observances. Their roots, however, lie deep in the past, in a pre-Christian time, when the world seemed even more mysterious and unpredictable. This holiday, like many others, connects us not only to present customs, but to ancient ones as well. (Adapted from CELEBRATIONS by Robert J. Myers, 1972.)

Halloween

October 31 is Halloween. Halloween is not a national holiday, so people go to work. Children go to school. Halloween is a day to dress up and have fun. Children wear many different costumes. Some dress up as witches or ghosts. Other children wear animal costumes. Some dress up as TV characters. Parents make costumes for their children or buy costumes in stores.

Young children wear their costumes to school for class parties. After school, children go from house to house in their neighborhoods. Parents usually go with them. The children ring doorbells and say, “Trick or treat!” The treat is candy, fruit, or money. Children trick-or-treating usually carry a bag to hold their treats.

Some adults like to dress and go to Halloween parties too, but adults don’t go from house to house to ask for candy!

Halloween means “holy evening.” Halloween is the day before a religious day, All Saints’ Day. On All Saints’ Day, Christians remember dead family and friends. They go to church and to the cemetery.

Many years ago, people in Great Britain were afraid the night before All Saints’ Day. They were afraid of bad spirits from dead people. They wanted to scare away the dead spirits, so they painted their faces. They wore their clothes inside out. They cut scary faces in pumpkins and put candles inside. Immigrants from Great Britain brought these Halloween customs to the United States.

Today people are not afraid on Halloween. Halloween is just for fun. People decorate their homes with witches, ghosts, and skeletons. They put scary pumpkins outside their houses. When Halloween is over, children are sad. They look forward to next year and a new costume. Only 364 days until next Halloween!

Lets Sing

On Halloween, many people decorate their stores and houses with pictures of skeletons. This is an old American folk song about skeleton bones.

Skeleton Bones

With the toe bone connected to the foot bone,
And the foot bone connected to the ankle bone,
And the ankle bone connected to the leg bone,
Oh goodness, they scare!

With the finger bone connected to the hand bone,
And the hand bone connected to the elbow bone,
And the elbow bone connected to the shoulder bone,
Oh goodness, they scare!

With the hip bone connected to the back bone,
And the back bone connected to the neck bone,
And the neck bone connected to the head bone,
Oh goodness, they scare!

Team Learning

1. What date is Halloween?
2. What do children do to celebrate Halloween?
3. How do adults celebrate Halloween?
4. What is the history of Halloween?
5. How is Halloween different now than it was in earlier times?
6. Make a list of all the things that are used now to decorate for Halloween.
MULTI-LEVEL

Weather and Seasons

Length of Activity: Could be used over more than one class session, depending on length of sessions. In a three-hour session, all the activities (except idiom lesson) were able to be covered, but it would depend on the level of the students and how much time was available.

What will students do?
• Be exposed to vocabulary about weather and seasons.
• Read information/stories relating to topic.
• Interact with each other and with teacher using vocabulary and information about the topic.

What will teachers do?
• Guide exposure to the vocabulary using the texts listed in the activities section.
• Respond to questions.
• Establish groups/pairs for class work.
• Do direct instruction on idioms which close out the lesson.

Activities used to implement this learning plan.
1. At the beginning of the session, the whole class will use page 25-26 of the Oxford Picture Dictionary (Delta Systems Co., Inc.). Beginning students will also use pages 62-63 of the Harcourt Brace Picture Dictionary (Steck-Vaughn) to learn the vocabulary of weather and seasons.
2. As individuals, students will do the appropriate written exercises from the Oxford Picture Dictionary Workbooks: Beginning, page 30; and Intermediate/Advanced, page 31. Teacher will guide and assist completion of these exercises; students may also assist each other.
3. In small groups established by the teacher, students will practice temperature conversion using 3X5 cards with thermometers on them of both Celsius and Fahrenheit measures. They will convert any temperatures given in C to F and any given in F to C. Each small group will be provided with another pair of 3X5 cards on which the conversion formulas are given. After the groups have completed their conversions, this information will be shared with the entire class by having representatives from each group show the work on the board.
4. Groups will then work together on the exercise on Word Building and Language Play concerning weather and seasons. Students will communicate with each other as they complete the lists of “Weather I Like” and “Weather I Don’t Like.”
5. Teacher will assign each group a season (winter, fall, spring, summer). Small groups will then discuss their season and answer the three ques-
Weather and Seasons, continued

tions in the exercise, Sharing Stories. Once all groups have completed
the exercise, the information will be shared with the whole class by the
students with the teacher facilitating the sharing.

6. In small groups, students will read folktales relating to weather and sea-
sons. A different story will be available for each level, e.g.:
—Beginning: “Sunny Day” from Stories to Tell Our Children by G. Wein-
stein-Shr
—Intermediate: “Why the Sun Comes Up When Rooster Crows” from
How and Why Stories by M. Hamilton & M. Weiss
—Advanced: “Why the Monsoon Comes Each Year” from Tales from
Many Lands by Anita Stern

Volunteers from each group can then share the story with the entire
class by telling the story, not reading it. Teacher can facilitate this by
summarizing or addressing vocabulary which may be unfamiliar to the
remainder of the class.

7. This lesson will be closed out by the teacher writing on board and then
giving direct instruction (or eliciting responses from students) on the
following weather/season idioms:
under the weather – feeling a bit sick
once in a blue moon – rarely
be up in the air – undecided about something
out of the blue – suddenly, unexpectedly
clear the air – resolve something
spring fever – feeling restless when spring comes
it’s raining cats and dogs – raining hard (This is a good one to have stu-
dents share how their language describes very hard rain.)

What evidence will you look for to know that learners are
developing this learning skill?
• Oral responses to questions.
• Oral communication of information used and learned in small groups.
• Ability to tell story after time to study it and ask questions about it.
• Correct computation/conversion of temperatures.
• Student response to new exercise related to this topic when they gather
for next week’s session. (While students are assembling, and exercise
using information from previous week’s session is given each student to
do on his/her own. Exercise used for this lesson was a crossword puzzle
on the season, fall.)

How will you collect this evidence?
• Teacher observation.
• Listening during class activities and whole class sharing.
• Looking at/correcting written exercises.
MULTI-LEVEL
Housework

Length of Activity: This lesson provides enough material for two 2-hour sessions, or for one 3-hour class with some deleting of activities.

What will students do?
• Be exposed to vocabulary about the house and how to take care of it.
• Read information about houses and housework.
• Interact with each other and with teacher using vocabulary and information about the topic.

What will teachers do?
• Guide exposure to the vocabulary using the texts listed in the Activities section of this Student Learning Plan.
• Respond to questions.
• Establish groups/pairs for class work and distribute activity manipulatives for group work.
• Provide direct instruction on idioms.

Activities used to implement this learning plan.
• Since the theme for this lesson is “Working Around the House,” vocabulary needs to be introduced using the Oxford Picture Dictionary (page 38, Delta Systems Co., Inc.) and/or the house-related items from Steck-Vaughn’s Magnetic Way.
• Students then individually do level appropriate exercises from Oxford Picture Dictionary Workbooks, i.e., page 50 from both the beginning and intermediate level books.
• Working as a whole class, students will then be introduced to the following from English for Everyday Activities (Delta Systems Co., Inc.)
  “Cleaning the House,” pages 50-51
  “Doing Laundry,” pages 48-49
• Teacher passes out books and students look, listen and repeat the sentences/phrases sequentially from each page. Discussion of the items follows and teacher addresses questions on the vocabulary from the students.
• This vocabulary can be further reinforced for beginning students by going over related words in the Basic Oxford Picture Dictionary and for intermediate students by doing Lesson 1.5 from American Vocabulary Builder 2 (Delta Systems Co., Inc.).
• Form small groups (3-4 members in each) and give each group a room from the Magnetic Way. They are to discuss in their groups how to clean this room and review the names of items in the room. Then, each group

EFF Standard(s) Used in This Learning Plan
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✓ 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
Housework, continued

presents to the rest of the class what is in the room and how to clean it.

• Each small group then receives a large picture (I used pictures from *Double Action Picture Cards* – Addison-Wesley). Together, the groups are to write sentences about what needs to be done with or cleaned in the picture of that room. Sentences are put on the board and discussed.

• Class is concluded with teacher giving direct instruction in the related idioms. The phrases are put on the board and teacher elicits responses from students and guides discussion of possible meanings.

Idioms:

- *run out of* – use up
- *do the dishes* – wash the dishes
- *catch up on the laundry/housework* – finish all needed work
- *clean off/out/up: off* – clear surface; *out* – clear container such as drawer, cupboard, closet; *up* – general cleaning
- *get rid of* – throw out
- *worn out* – too old to use, ready to dispose of

• Other closing activity can include working the Spring Cleaning puzzle from *Hands-On English* (Level A for lower level students and Level B for higher level students) and a dictation on Spring Cleaning from the same issue (Vol. 9, No. 6). (New Readers Press)

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

- Completion of written exercises.
- Oral responses to questions.
- Oral communication of information used and learned in small groups.
- Student response to exercise on this topic done at the beginning of the next session of their ESOL adult class (crossword puzzle from HOE can be used for this purpose).
- Generation of sentences about housecleaning done in small groups.

**How will you collect this evidence?**

- Teacher observation.
- Listening by teacher during group activities and whole class sharing.
- Looking at/correcting written exercise.
MULTI-LEVEL

Addressing an Envelope

Length of Activity: 3-4 hours

What will students do?
• Learn vocabulary (address, return address, house number, street, city, state, zip code, glue, postage, lick, stamp, self-stick stamps).
• Learn abbreviations – Rd., St., Ave., Dr.
• Position of addresses on envelope.
• Address an envelope.

What will teachers do?
• Define vocabulary.
• Check for understanding.

Activities used to implement this learning plan.
• Activity opener: Hold up an envelope and ask students what it is, how is it used, what do you write on it?
• On the board, illustrate addressing an envelope, point to different parts of the address and ask students which vocabulary word defines that part.
• Write the vocabulary words and abbreviations (Rd., Dr., etc.) on index cards and pass them out to the students. Have students say the word and then go to the board and write an example (zip code – 38501; Dr. – Drive)
• Have a few students come to the board and write their addresses in a rectangle. Have different students ask and answer questions using the vocabulary words from their envelopes. (What city does the friend live in?” “What street does she live on?”)

What evidence will you look for to know that learners are developing this learning skill?
• Responses given in class discussions.
• Work they do by going to the board.
• Addressing an envelope.

How will you collect this evidence?
• Have students address an envelope to the teacher including return address.
• Observation of class participation.

Instructor comments and reflections:
This lesson went well among the students. I was surprised that many did not know the meaning of the words “glue” and “lick.”

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✓ 2. Convey Ideas in Writing
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✓ 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:
Putman County Adult Education
**Student Learning Plan**

**MULTI-LEVEL**

**The Calendar and Dates**

**Length of Activity: 6-8 hours**

**What will students do?**
- Recognize and name the days of the week and months of the year.
- Use a calendar.
- State the date.
- Describe weekly routine.
- Say and write the place and date of birth.
- Answer questions with “when” and “where.”
- Learn Consonant sounds d and y.
- Write dates with abbreviations.
- Understand yesterday, today, tomorrow.

**What will teachers do?**
- Give instructions on the days of the week and months of the year.
- Teach how to abbreviate.
- Direct questions using when and where.
- Teach the consonant sounds d and y.

**Activities used to implement this learning plan.**
- Have students choose a card which has on it the name of a month (12 cards), read the card, and line up in the correct order of the months. The student then writes abbreviation of his/her month on the board (Dec. and 12). Do the same with days of the week.
- Make a calendar for the month. Put “yesterday, today, tomorrow” on the board. Have a student choose a date from the calendar, and he/she writes it on the board under one of the categories. Have other students complete the categories.
- Get in small groups. Have students ask and answer when and where they work, what they do on Saturday, Sunday, etc.
- On a sheet of paper, have students write where they were born and when. Have different students ask the questions to other students. Teacher checks sheets for accuracy.
- Have students practice writing d’s and y’s. Have the class brainstorm for d and y words. Put list on the board. Have students say the words and listen for correct sound.
- Use various worksheets to reinforce each activity.

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

- ✓ 1. Read With Understanding
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- ✓ 3. Speak So Others Can Understand
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- ✓ 6. Use Mathematics in Problem Solving and Communication
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- ✓ 14. Reflect and Evaluate
- 15. Learn Through Research
- 16. Use Information and Communications Technology

**SUBMITTED BY:**
Shanna Sutton

**COUNTY/PROGRAM:**
Putman County Adult Education
What evidence will you look for to know that learners are developing this learning skill?
The interest in the listeners, participation in class discussions, observing the students as they complete written activities.

How will you collect this evidence?
Worksheets that are completed in class, group activities, coming to the board to fill in information, oral activities (dialogue).

Instructor Comments and Reflections
The students enjoyed the lesson. They gained confidence in this area.

Resources
- *Longman ESL Literacy Second Edition*
  Unit 4 – “The Calendar” (Delta Systems Co., Inc.)
- *English ASAP Literacy Level*
  Unit 4 – “Time Management” (Steck-Vaughn)
- *Word by Word Picture Dictionary*
  “The Calendar” page 33 (Pearson Education ESL)
- Teacher-made worksheets
MULTI-LEVEL

Money

Length of Activity: 6-8 hours

What will students do?

• Name U.S. coins and commonly used bills and identify their values.
• Read and write money amounts using symbols and the decimal point.
• Count money in order to determine total value.
• Determine equivalent money amounts.
• Figure the total cost of several items and compute correct change.

What will teachers do?

• Give instruction on the student objectives.
• Give assistance where needed.
• Check for understanding.

Activities used to implement this learning plan.

• Hold up and name the coins, including the half dollar, silver dollar, Susan B. Anthony silver dollar and Sacagawea gold dollar. Tell each coin's value. Help students identify the pictures on the coins.
• Students pass the coins around and compare them, describing the differences in color and size.
• Hold up the coins again and have students name coins and tell the value of each.
• Do the same with bills ($1, $5, $10, $20).
• After teaching and illustrating the $ sign, ¢ sign, and decimal point, give each an index card with a money amount written on it. Have students come to the board and write the amount with numbers, using $ sign, ¢ sign, and decimal point (one dollar and twenty cents, $1.20, or fifty dents, .50 – 50¢). Have students say the amount.
• Using the amount from the index cards and using play money, have students count the correct amount using the least amount of change.
• Have the class get into small groups. Using the amount on their index cards, total the value. The teacher will pay the total with a bill and the group is to figure the change by starting with the total and, selecting small denomination coins first, count up to the total amount paid.

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

• Participation in class activities.
• Correctly write and speak amounts of money.
How will you collect this evidence?

- Worksheets.
- Possibly a post-test.

Instructor Comments and Reflections

The students learned valuable information from the lesson. I am amazed that there were several students who did not know the U.S. currency and the value. The two coins that students get confused with are the nickel and dime because of size vs. value.

Resources

- *Life School Consumer Economics*
  Clovis Adult School – Unit Money
- *Word by Word*
  Money Page 66 (Delta Systems Co., Inc.)
- *English ASAP Literacy Level*
  Page 77 (Steck-Vaughn)
- *Longman ESL Literacy Second Edition*
  Page 75 (Delta Systems Co., Inc.)
MULTI-LEVEL

The Telephone Book

Length of Activity: 6 hours

What will students do?
• Put words in alphabetical order.
• Use guide words to locate information in the white pages and the yellow pages.
• Find government listings.
• Find emergency numbers.
• Identify area codes.
• Learn how to use the operator.
• Learn and practice telephone dialogue.
• Listen and write phone numbers correctly.

What will teachers do?
• Supply students with local telephone books.
• Instruct and guide students on how to use the telephone books.
• Give assistance when needed.

Activities used to implement this learning plan.
• *Alphabetical order:* Put some words on the board that begin with different letters. Discuss A-B-C order and have students alphabetize the words. Do the same with a list of words that begin with the same letter. Alphabetize to the second letter.
• Using the telephone book, discuss the white pages and the yellow pages. Ask a student to find his/her phone number in the book. Tell class page number. Look at the last name, address, initials. Teach and discuss guide words. Do this with a few more students’ phone numbers.
• Have students ask/answer questions from the page in the book, “What is ___ telephone number? What is her address?” Pick any name at random.
• Have students name government offices they have dealt with or may deal with. Discuss where each would be listed. Instruct students on how to find city, county, state governments, and United States Government. Put a list of government listings on the board (library, health department, a local school, etc.) and have students locate them in the book.
• Discuss emergency listings. Have students name what numbers would be considered emergency (fire, police, poison control). Help students locate these numbers in telephone book.
• Have students make a personal emergency list. Include friends’ and relatives’ numbers.
• Write names of different states on index cards. Have students find the area code. Include states that have more than one area code. Have students ask/answer: “What is the area code of West Virginia? It is 304.”
• Also, discuss 800 numbers.
• Discuss situations in which using the operator is necessary or a good idea. Practice dialogue for these types of calls, “I would like to make a collect call.”
• Read some telephone numbers to the students and have them listen and write them.
• Discuss the idiom “Let your fingers do the walking.”

The Telephone Book, continued

What evidence will you look for to know that learners are developing this learning skill?
Participation in class discussion and activities, completing worksheets, questions and answers by students.

How will you collect this evidence?
Coming to the board, oral activities (dialogue), class participation, oral and written activities. Give students different individuals, businesses, or institutions; have them find the listing and then write it down.

Instructor Comments and Reflections
Immigrants are intimidated by the telephone. They have a difficult time speaking/listening on the phone. Students gained confidence because of this lesson.
MULTI-LEVEL

Getting to Know You, A “First Class” Experience!

Length of Activity: Flexible 1 – 2 hours, possibly divided into beginning and ending activities of a session that also includes a short, first text/grammar lesson in the middle portion of the session.

What will students do?
• Participate in mixer.
• Introduce self, others.
• Remember others’ names, countries, other details and recite these.
• Use simple present of “to be,” other verbs.

What will teachers do?
• Prepare a welcome, an optional mixer activity, optional refreshments.
• Prepare to tell students of self, interests, family, etc.
• Ask each student in turn to tell of self—prompting, assisting, allowing omission, etc. as seems fit.
• Remember students’ names and something about each and demonstrate.
• Encourage students to do same.
• Ask “how many” questions.
• Say some form of “goodbye” and “come back” to each individual.

Activities used to implement this learning plan.
• I find that an informal beginning works best for me. I like to greet people at the door, encourage them to sit down, walk about introducing myself and others, chatting, encouraging others to do so. A simple mixer activity such as the following can be fun.
• Pin a picture of an object—a doll, a house, a car, etc.—on the back of some students. Pin the corresponding English word on the back of others. When two people “match up,” they can become “partners” or, if you prefer, that can simply be the end—a sufficient point being just the fun of meeting a few of one’s new classmates. (In a mixed-level group, one person’s English usually compensates for the other’s, people “help,” it is all in fun and in that spirit, all works out.)
• Five or ten minutes into the hour, call the class into session. Introduce yourself as planned, and then ask each student in turn to introduce themselves, prompt them to tell something about themselves, “Are you married?” “What can you do?” etc. (Alternately, if students have a new partner, they can introduce their partner to the class.) Then…SURPRISE them; this is “wake-up” time. Pointing to one of the students, ask, “Who is this?” “Where is Alicia from?” or “How many children does Franco have?” This gets attentions: Suddenly, these “new” students are struggling to

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13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Anne Pittman

COUNTY/PROGRAM:
Memphis City Schools
Adult Education
remember what they have just (half?) heard in English! In the process of asking about everyone, DON’T FORGET TO ASK ABOUT YOURSELF: “What’s my name?” “What can I do?” etc.

• Another activity that works well on the first night is a simple “Who remembers how many people in the room are from China?” “How many people told us they can cook?” etc. End this with, “How many men (or opposite of teacher’s sex) are in the room?” Someone always quickly comes up with the right answer, “Seven.” “Good. There are seven men. Now, how many women are in the room?” Virtually always, the students will forget to count you! Sometimes I think we teachers are considered to be a third sort of being. “Eight.” “No.” A recount. “Yes. Teacher, there are eight women.” A few feminine (or masculine) gestures usually gets your point across – “Oh! Nine!” and every one has a good time with it, but I believe it also gets an important point of your shared adult humanity across to the students. (If you are going to build this activity around a text lesson, this is a good place to do it. Class rules and such can also be discussed here, but I find that there is time enough for these in the second session.)

• As the class is drawing to an end, have everyone stand. Attempt to name every individual, “You are Hong.” Perhaps adding, “you’re the one who likes to swim,” etc. whenever possible or as time allows. As you get each individual’s name, have then sit down. If you don’t, have them repeat their name and remain standing. Continue around and around the room again until everyone is seated. Another SURPRISE! Ask, “Does anyone think you can name everyone?” Congratulations are in order to anyone who can. Lead the applause!

• Wish the class well. Encourage them to come back. Be sure on this “night of nights” to wish, “Good night, Boris.” “Be careful, Yvonne.” Or just “bye, now!”…and look in the eye even if you still can’t remember a name.

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

• They respond.
• They speak some English.
• They leave feeling good about themselves and the potential that they as an individual and this new class have.

How will you collect this evidence?
By listening and seeing their English and human responses.

Instructor Comments and Reflections
Treat your new students much as you would guests at any important social gathering on this first day.
MULTI-LEVEL

Money, Money, Money

Length of Activity: one 3-hour class session

What will students do?
• Practice listening to and saying numbers in English.
• Read information about garage sales.
• Interact with teacher and each other using vocabulary presented on money and numbers.

What will teachers do?
• Model clear pronunciation of numbers in English.
• Provide direct instruction in writing of numbers in American.
• Form groups for cooperative learning.
• Provide direct instruction in related idioms at close of session.

Activities used to implement this learning plan.
• Practice pronunciation of numbers in English. Concentrate on the differences in pronunciation of the teens and tens (accent on the second syllable with teens; accent on the first syllable with tens). Numbers can be written on board and pointed to for practice, or flash cards can be used. After some oral/aural practice, give a list of numbers, one at a time, for students to write down. A volunteer student or two can also give such a list for the practice in listening to different voices and pronunciations.
• Teacher can then give direct instruction on the ways of writing numbers in the U.S. It should be explained that alternate methods for writing numbers are not erroneous, but can be confusing in this country. Regarding the writing of one’s and seven’s, emphasize that is probably true, “When in Rome…”
• Using a purchased game (from teacher supply store) play Money Bingo.
• Teacher forms mixed-level groups to work on the Garage Sale cooperative learning. Students read the article on “Garage Sales” (from A Look at Life in the USA). Student volunteers can read paragraphs; teacher addresses vocabulary questions. Then students use pages 50 and 51 in their groups and work together to produce responses to the questions. They decide together what prices to put on items as well. When complete, the teacher can go over responses with the whole class, giving an opportunity to compare the prices different groups have agreed upon, plus discuss the information contained in the advertisements for garage sales. (Note: Interesting things sometimes emerge from such discussions. One of the questions states: How many days is the garage sale at 4048 Camp-
bell Street? One of my students said: Thirty days. My question to him was: What made him come to that conclusion? He had interpreted 9-1 and 10-2 as dates not times, so his conclusion made sense.)

• As a whole class activity, teacher can dictate from page 52; students write on their own paper exactly what is read. Text can be written on board for students to check their work.

• Using English for Everyday Activities (Delta Systems Co., Inc.), as a whole class, the following texts can be used to present other useful money-related vocabulary items:

Shopping for groceries, pages 62-63; Paying for things, pages 64-65; Going to the bank, page 66; Using an ATM, page 67.

• Teacher models; students repeat chorally. Special attention should be given to notes and items in blue-shaded areas of text.

• Teacher provides direct instruction in money-related idioms to conclude the lesson:

  pay through the nose – pay more than is needed, pay dearly
  in the money – feeling lucky, winning money
  short-change someone – cheat someone
  get something for a song – get a very good (low) price
  feel like a million dollars – feel very good about something
  money talks – people listen when money is involved
  money to burn – having lots of money
  made of money – having lots of money
  pocket money – money to spend
  money burning a hole in one’s pocket – extra money possessed that one really wants to spend
  put your money where your mouth is – spend or give money for something one believes in

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

• Oral responses to pronunciation practice.
• Winning at Money Bingo.
• Responses to questions/exercises on garage sales.
• Written response to dictation.

How will you collect this evidence?

• Teacher observation.
• Teacher reading of dictation exercises/responses to written questions.
• Teacher listening to pronunciation during practice of numbers in English.
• Teacher checking of lists of numbers made by students listening to spoken numbers.
Money, Money, Money, continued

Garage Sales
Many people in the United States have old things in their houses or apartments. They have old clothes, books, dishes, and furniture in their closets and basements.

In the spring, people usually clean their houses or apartments very well. They wash windows, floors, and walls. People also clean before they move to a different house or apartment. When they clean, they find many used things. People often give these things to needy families.

Sometimes people sell their old things. One way to sell old things is to have a garage sale. When a family has a garage sale, they take their car out of the garage. They put old clothes, furniture, and other used things in the garage. If a family doesn’t have a garage, they can put the things to sell outside in their yard. Then they put a price on each thing.

Garage sales are great places to buy things for your house or apartment. You can find good used things at low prices. If you buy new things at a store, prices can be high. But if you buy used things at a garage sale, prices are usually low.

Prices are not always fixed at garage sales. You can usually bargain for a different price. If something costs ten dollars, you can offer five dollars. People usually pay cash at garage sales. They do not pay by check or credit card. There is no sales tax at garage sales.

Garage sales are usually on weekends. About a week before the sale, they make signs and put them around the neighborhood. Sometimes people put ads in the newspaper or put balloons in front of their house.

In some cities, people have to buy permits from the city for garage sales. Permits usually cost less than ten dollars. In some cities, families can have only one or two garage sales each year.

You can find good things at garage sales. Americans say, “One person’s trash is another person’s treasure.”

Talk About It, Activity 1
With a small group, talk about these 12 things to sell at a garage sale. Decide together the prices of these things. Write the prices on the lines. Then share the prices with the class.

____ six water glasses
____ tape recorder
____ woman’s dress
____ child’s table with two chairs
____ girl’s bicycle
____ frying pan
____ lamp
____ sofa
____ bathroom rug
____ four coffee mugs
____ baby bed
____ man’s coat

Talk About It, Activity 2
When people have garage sales, they often put ads in the newspaper before the sale. With a partner, look at these newspaper ads. Read the questions below and write the answers. Then share your answers with the class.

1. Where is the five-family garage sale?
2. Where is the yard sale?
3. Where can you buy a refrigerator?
4. Where can you buy a color TV?
5. What can you buy at 3111 Hill Street?
6. Where can you buy a sofa?
7. How many days is the garage sale at 4048 Campbell Street?
8. When is the garage sale on Meadow Lane?
9. Which garage sale would you go to?
   What would you buy?
MULTI-LEVEL

Telephone Bills

Length of Activity: 4 hours

What will students do?
- Identify relative costs for different types of long distance calls and telephone service options.
- Locate and identify information and charges listed on a telephone bill.

What will teachers do?
- Supply students with telephone bills, telephone book.
- Instruct students on types of long distance calls and service options.
- Teach student how to identify information and charges listed on a telephone bill.
- Provide information from local telephone company about service options.

Activities used to implement this learning plan.
- Ask the students what time of day they make long distance calls.
- Discuss a.m. and p.m.
- Ask if they call during the week or on weekend, and how long they usually talk.
- Discuss long distance rates, dial direct, call in the evening, call at night, call on the weekend, and keep your calls short. Explain to the students how this reduces the cost of the telephone bill.
- Ask students if they have touch tone, private/party line, additional phones, call waiting, etc. Look at information from the local telephone company of service options and calculate different types of options.
- Have students bring in a telephone bill or teacher supplies students with old ones.
- Teach how to read a telephone bill. Discuss date, time, minutes, day/evening, weekend, etc., place and number called, charge. Look for the key for the telephone bill – ex., DN = day call, night rate. Have students find their shortest call and longest call and teacher asks questions about the calls, when, where, how long, etc.
- Have students locate the monthly service charge and the long distance charge. Explain these to students.
- Practice dialogs on situations such as: getting or receiving a wrong number, taking a message or giving someone a message.

EFF Standard(s) Used in This Learning Plan

✓ 1. Read With Understanding
  2. Convey Ideas in Writing
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✓ 4. Listen Actively
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✓ 7. Solve Problems and Make Decisions
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  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
Telephone Bills, continued

**What evidence will you look for to know that learners are developing this learning skill?**
Ability to follow directions, locate specific charges on the telephone bill, class discussions and activities, answer questions about long distance calls.

**How will you collect this evidence?**
Worksheets. Give students the same copy of a telephone bill and have them underline or circle specific questions about the bill; ex.: On Jan. 23, circle the place and number called; circle and write down what type of call – DD = direct dial, day rate.

**Instructor Comments and Reflections**
The students found the information in this lesson interesting and useful. This lesson answered a lot of questions for them.
Introduction to the following ten Student Learning Plans

**Study Unit Calendar**
1. A Trip to McDonald’s
2. Walk and Talk
3. How To
4. Shopping
5. A Visit to the Hair Salon
6. A Stop for Ice Cream
7. Window Panes
8. Picnic at the Park
9. Free Time at the Library
10. Visit to School – Navigating the Internet

The following set of ten related lessons (pages 220-236) requires students to learn about the various tasks and pleasures of living in an American community. It may be altered by choosing activities for a small town or one urban in complexity. Students will enjoy activities in the classroom and may find opportunity for field experiences if funding and transportation are available.

Students will gain experience by first listening, followed by speaking, reading and writing. Each set of plans includes tactile-kinesthetic activities to help students visualize American lifestyles as perceived through all learning modalities.

I sincerely hope that your students, too, enjoy their learning trip “About Town.”

SUBMITTED BY:  
Shari Dvorak

COUNTY/PROGRAM:  
Rhea County Adult Education
A Trip to McDonald’s (About Town)

Students in this lesson will take a trip to McDonald’s and order breakfast.

Length of Activity: approximately 6 hours

What will students do?

Day 1 – Students will practice ordering several different meals, with students alternating between customer and clerk roles.

Day 2 – Students will travel to McDonald’s where they will order meals, pay for orders, and eat in the restaurant.

Day 3 – Advanced students will write about their experiences. Lower level students will complete a lesson on food vocabulary and practice making change.

What will teachers do?

• The teacher will discuss food vocabulary:
  Scrambled eggs  Sausage  Bacon  Pancakes
  Orange juice  Biscuits  Coffee  Milk
  Water  English muffin  Cheese  Syrup
  Croissant  Hash browns  Apple juice

• Discuss prices of individual items vs. prices of combination plates.
• Use menus to practice paying for one order – teacher directed.
• Eggs, biscuit, cheese, hash browns, coffee – locate items on menu and add up total price, pass out play money and make change for items with instructor.
• Use menu to price a combination plate.
• Locate the menu item called “McDonald’s Biscuit Meal” which includes a biscuit, eggs, cheese, bacon, hash browns, coffee, and orange juice.
• Determine which meal is less expensive—entrée or combination plate.

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

• Interaction between students and store personnel.
• Ability to make change.
• Use of vocabulary as students order.
• Social interaction as students enjoy breakfast.

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:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education

TENNESSEE ADULT ESOL CURRICULUM RESOURCE BOOK
Student Learning Plan

How will you collect this evidence?
• Teacher observation.
• Vocabulary quiz if desired.
• Vocabulary puzzle if desired.
• Written appraisal of experience.

Instructor Comments and Reflections
Students find this activity challenging and fun. It works well with multi-level classes since students can help one another. Students will encounter the problems of making themselves understood as they order in a community restaurant. Students need practice in community activities to gain confidence in use of language interaction.

A Trip to McDonald’s, continued
MULTI-LEVEL

Walk and Talk (About Town)

Students in this set of lessons will learn the difference between regular and irregular verbs. This lesson assumes that plurals of verbs have already been taught and understood.

Length of Activity: approximately 4 hours

What will students do?

• Students will use the cheat sheets and their knowledge of the add “-ed” to form regular verbs. They will each be given halves of 10 sentences. Some will be subject halves, other predicate (verb) halves—some predicate halves will contain incorrect verb forms which may not be used to create correct sentences. Students are to mingle with other students to create complete sentences which have correct subject and verb pairs. The sentences should all be about visiting areas of the community.

• Students will write sentences talking about walking through their own community.

What will teachers do?

• Have students do actions like sit, stand, shout, blink to show the action in a sentence. (This action is called a verb.)

• Show a sentence strip with each verb underlined.

The girls sit on the chairs.
The girl sits on the chair.
The boy stands up.
The boys stand up.
I shout when I am angry.
She shouts when she is angry.
I blink if the sun is bright.
He blinks if the sun is bright.

• Tell students that verbs show time. Today they will study how verbs show actions that happened in the past. (The grammatical structure is called past tense.)

—Present information: The rule is that many English verbs create past tense by ending in the letters “d” or “ed.” “Move” for example ends in e, so “d” only is added. “Walk” has no “e” so both the “e” and the “d” are added. “Walk” in the past tense becomes “walked.” (Show models on sentence strips or on an overhead projector or blackboard.) “Talk” becomes “talked” in the past tense form.

—Students are provided large sheets of white paper and are asked to write as many English verbs as they know on the paper. They are then to add “d” or “ed” to each verb according to the rule above.
—Place all sheets on the walls around the classroom.
—The teacher will then draw big red circles around all the regular verbs correctly written.
—The teacher will note that some verbs give trouble because they are irregular; that is, they do not follow the rule for past tense verbs ending in “-ed.” English has a number of other ways to form past tense irregular verbs. Tell the students they will probably have to memorize them.
—There are six groups which may help you to remember some of the common irregular verb forms. Past participle verbs require helping verbs like have, has or had so that the action started in the past, went on for a while, and ended in the past.
—The teacher needs to make cheat sheets for each of the following six groups of irregular verbs so that students can constantly refer to them.

1. Group one is the same for present, past and past participle:
   - burst, burst
   - let, let
   - cost, cost
   - put, put
   - hit, hit
   - set, set
   - hurt, hurt

2. Group two is different in the past, but the past participle is in the same form as the past:
   - bring, brought, have brought
   - buy, bought, have bought
   - catch, caught, have caught
   - feel, felt, have felt
   - find, found, have found
   - get, got, have got or gotten
   - hold, held, have held
   - keep, kept, have kept
   - lay, laid, have laid
   - lead, led, have led
   - leave, left, have left
   - lose, lost, have lost
   - make, made, have made
   - say, said, have said
   - sell, sold, have sold
   - send, sent, have sent
   - sit, sat, have sat
   - teach, taught, have taught
   - tell, told, have told
   - win, won, have won

3. Group three verbs are different in present and past, but the past participle adds (n) to the past tense:
   - break, broke, have broken
   - choose, chose, have chosen
   - freeze, froze, have frozen
   - speak, spoke, have spoken
   - steal, stole, have stolen

4. Group four forms the past participle by adding (n) to the present tense:
   - blow, blew, have blown
   - draw, drew, have drawn
   - drive, drove, have driven
   - give, gave, have given
   - grow, grew, have grown
   - know, knew, have known
   - rise, rose, have risen
   - see, saw, have seen
   - take, took, have taken
   - throw, threw, have thrown
Walk and Talk, continued

5. Group five verbs form the past and the past participle by changing a vowel.

begin, began, have begun

do, did, have done

ring, rang, have rung

shrink, shrank, have shrunk

sing, sang, have sung

sink, sank, have sunk

swim, swam, have swum

6. Group six forms the past and the past participle in various other ways.

come, came, have come

do, did, have done

eat, ate, have eaten

fall, fell, have fallen

go, went, have gone

lie, lay, have lain

ride, rode, have ridden

run, ran, have run

tear, tore, have torn

wear, wore, have worn

write, wrote, have written

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

• Watch to see that students use cheat sheets.

• Discuss correct sentences with the entire group to see what thought processes students are developing to make choices.

• Correct sentences on the completed sentence strips.

How will you collect this evidence?

• Teacher observation.

• Students will be able to write a sentence containing a regular ending past tense verb.

• Students will be able to write sentences containing irregular ending past tense verbs.

Instructor Comments and Reflections

Students find the activity challenging and fun. It works well with multi-level classes since students may work on plural endings, or past tense regular endings, or past tense irregular endings, or mix the sentences. This lesson probably needs to be repeated weekly to develop confidence.
MULTI-LEVEL

How To (About Town)

Length of Activity: approximately 8 hours

What will students do?

Day 3-4 – Decide on a campus location and write directions telling others how to move from the classroom to the other location. Working in pairs, one student will read from directions to tell partner how to go to the new location. Reverse tasks. Discuss which specific directions were missing from the written directions in order to actually arrive at the appropriate location.
— Prepare speeches telling an audience how to perform a chosen task. They may teach crocheting, cutting down a tree, or changing a tire. Students will choose any topic to prepare a presentation for the class.
— Students will present speeches directing others “How to…”

What will teachers do?

Day 1 – The teacher will direct students, through precise oral instructions, to make peanut, banana, and marshmallow fluff sandwiches.
Day 2 – The teacher will hand out city maps and direct students to draw a path from one location to another. Example—from the Adult Learning Center to the Post Office. Students will choose one route and let student direct them in a walk to mail letters containing recipes from the ice cream unit (page 229).

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

• Students can give a clear oral presentation—speech.
• Students will demonstrate the ability to read and write directions.
• Students will demonstrate the ability to use oral language to explain to others.

How will you collect this evidence?

• Teacher observation.
• Active listening to instructions.
• Students’ attempts to complete tasks demonstrated.

Instructor Comments and Reflections

Students find the activity challenging and fun. It works well with multi-level classes since students can help one another. Students learn to use resources like maps. Students will gain confidence in interacting with others in giving and taking instruction.

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:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education
MULTI-LEVEL

Shopping (About Town)

Students will select a wardrobe utilizing different budgets, including the figuring of taxes and sale discounts.

Length of Activity: approximately 4 hours

Materials Needed for Lesson
Play money, clothing, catalogs, measuring tapes, calculators.

What will students do?
• Use catalogs to locate two business-appropriate wardrobes. One selection must be chosen to be completed for under $100. The second must cost between $125 and $175.
• Female students select a dress, skirt and blouse, sweater, shoes and hosiery.
• Male students select pants, shirt, tie, shoes.
• Figure out the tax as part of the purchase price. They may use sale items and figure the % discount.
• Need to use the size charts provided in catalogs to determine correct sizing.
• May shop online or from catalogs.

What will teachers do?
Day 1 – Teacher will discuss the importance of first impressions in dressing for a job.
— Discuss differences between business, evening, and casual wear.
— Provide a list of stores which offer various levels of quality and pricing.

What evidence will you look for to know that learners are developing this learning skill?
• Interesting and appropriate clothing choices.
• A correctly itemized bill of sale.
• Tax and discounts figured correctly.
• Adhered to cost guidelines.

How will you collect this evidence?
• Teacher observation.
• Check math.
• Analyze choices of clothing.

Instructor Comments and Reflections
Students find the activity challenging and fun. Essential math skills are practiced. Lower level will practice vocabulary and will utilize teacher-guided wardrobe selection. Knowing appropriate business, casual, and evening wear will help students make wise choices in clothing purchases.
MULTI-LEVEL

A Visit to the Hair Salon (About Town)

Students will learn how to make an appointment at the hair salon for a hair cut, hair coloring or permanent. They will also keep the appointment, real or imagined, and learn about tipping and paying for the service.

Length of Activity: approximately 2 hours

Materials Needed for Lesson
• Magazines or books with pictures of different hairstyles.
• Vocabulary lists to be handed out to the students. Charge books and play money.

What will students do?
• Work in groups of two, guiding and influencing each other to choose a style that is flattering to them.
• Role-play the part of client ordering services or consultant offering advice.
• Consultants will write charge tickets and clients will pay for services including tip.

What will teachers do?
• Open lesson by demonstrating hair color and styles to explore new vocabulary.
  Hair Salon Terms:
  blonde  brown  black  brunette  red  auburn
  frosted  styles  short  long  curly  straight
  medium  wavy  shampoo  set  blow dry  shave
  manicure  hair cut  bad hair day  bangs  buzz cut
  roots are showing
• Assign students to work in pairs to decide on a new style or color for their partner. Look through magazines.
• Work with students as they work in pairs, one acting as shopkeeper, the other acting as a client ordering hair care. Have students reverse roles.
• Teach tipping practices.

What evidence will you look for to know that learners are developing this learning skill?
• Student interaction as choosing a new hairstyle progresses.
• Use of new vocabulary.
• Correct payment.

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:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education
A Visit to the Hair Salon, continued

How will you collect this evidence?
- Teacher observation.
- Vocabulary quiz if desired.
- Vocabulary puzzle if desired.

Instructor Comments and Reflections
Student interaction at all levels is immediately enjoyed. Practice in the classroom is a great stress leveler for the real experience.
MULTI-LEVEL

A Stop for Ice Cream (About Town)

Length of Activity: approximately 4 hours

Materials Needed for Lesson
Recipes, recipe supplies, cookies, pictures of ice cream.

What will students do?
Prepare ice cream using recipe brought to class by teacher.

What will teachers do?
Open lesson by showing each ingredient, utensil and measuring quantity needed to prepare homemade ice cream in order to explore new vocabulary.

Ingredients:
- ice cream
- crushed ice
- salt
- sugar
- milk
- vanilla
- whipping cream

What evidence will you look for to know that learners are developing this learning skill?
• Interaction as cooking progresses.
• A tasty product.
• Use of vocabulary as students prepare ice cream.
• Social interaction as ice cream and cookies are enjoyed.

How will you collect this evidence?
• Teacher observation.
• Vocabulary quiz if desired.
• Vocabulary puzzle if desired.

Instructor Comments and Reflections
Students find the activity challenging and fun. It works well with multi-level classes since students can help one another. The recipe names large servings. Eating allows for discussion of informal dining since ice cream is eaten right out of the plastic bag. Of course it could be removed and served on fine china if desired.

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:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education
A Stop for Ice Cream, continued

An Edible Experiment in Thermodynamics (Ice Cream)

Background Information

Ice keeps things cold because it absorbs energy from its surroundings, melting as it does so. The temperature at which a solid melts, called it a melting point, is the same temperature at which the liquid form freezes. For pure water, this is 0°C or 32°F. However, if some other substance is added to the water or ice, such as salt, the freezing/melting point is lowered. Thus, you can use salted ice to freeze liquid water.

In this activity, salt is added to ice in a large plastic bag.

Materials per class of 30 and (per student)

- at least five 1/4 cup measure scoops or cups
- at least five plastic measuring cups
- 5 sets of measuring spoons
- 1 gal (1/2 cup) milk (2% and reduced lactose milk will also work)
- 1 gal (1/2 cup) whipping cream or non-dairy creamer
- 8 cups (1/4 cup) sugar
- 1 bottle (1/4 tsp) vanilla
- 30 (1) quart or sandwich size zipper-lock bags (freezer weight suggested)
- 30 (1) gallon-size zipper-lock bags (freezer weight)
- 30 (1) plastic spoons
- 3 gal (about 2 cups) crushed ice
- 10 lb (1/2 – 3/4 cup) food grade salt (this is much cleaner than rock salt)
- nuts, fruit, or chocolate syrup, as desired
- ski mittens/gloves, thick bath-size towels, or 1-lb coffee cans (1 pair or 1 each per student)
- paper towels

Procedure

1. Measure 1/4 cup of sugar. Transfer the sugar to the small plastic bag.
2. Measure 1/2 cup milk; add 1/2 cup whipping cream to it. Do not transfer this to the bag.
3. Add 1/4 tsp vanilla to the mild/cream mixture. (Younger students may need assistance with this step.)
4. Transfer the contents of the cup to the bag with the sugar. Close the bag securely, squeezing out most of the air before closing. There is no need to stir the contents.
5. Place the small plastic bag inside the large plastic bag.
6. Surround the smaller bag with a few cups of crushed ice.
7. Pour 1/2 to 3/4 cup of salt over the crushed ice and seal the larger bag securely.
8. Put on mittens or wrap the bag in the thick towel, or place the bag into the coffee can. Knead or roll back and forth on a table or on the floor. Be careful not to put too much pressure on the bags.
9. After 10 minutes, check if the mixture is frozen. If not, continue kneading or rolling.
10. When the mixture is frozen, remove the smaller bag. Wipe the brine from the zipped edges of the bag, then eat the ice cream directly from the bag. (Add nuts, fruit, or chocolate syrup if desired.)
MULTI-LEVEL

Window Panes (About Town)

Students will learn to create window panes to help summarize written or oral presentations.

Length of Activity: approximately 2 hours

What will students do?
• Listen to the rest of the story and construct two more window panes.
• Looking at all three panes, make a fourth pane combining all three of the original panes.
• Tell the story to a partner referring to the panes as an outline.

What will teachers do?
The teacher will read the first section of “The Three Little Pigs” and then direct students in locating nine important words which will help them summarize the story. Each word is placed at the bottom of one pane of the window drawn on the index card. Immediately above each word, the student draws a picture to remind himself of the word in the story. The words should be sequential.

What evidence will you look for to know that learners are developing this learning skill?
• Choose words.
• Draw pictures.
• Retell a story.
• Combine to summarize.

How will you collect this evidence?
• Teacher observation.
• Listening.
• Look at cards produced.

Instructor Comments and Reflections
• Beginning students may need to create cards to learn the vocabulary.
• Advanced students will find the activity useful in summarizing many kinds of written material including science and math lessons if they write the processes.
• Students find the activity challenging and fun.
• Drawing helps students visualize since the activity uses both sides of the brain.

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:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education
Picnic at the Park (About Town)

Students will plan a picnic and enjoy a day in the park.

Length of Activity: approximately 4 hours

Materials Needed for Lesson
Vocabulary lists, food, pictures of parks, magazines.

What will students do?
• Bring food to class or will meet at designated park.
• Socialize while eating.
• Spend time playing games if desired.
• On the following day, write about the experience. Intermediate levels can do a vocabulary test. Lowest levels can cut pictures out of magazine to design their own park. Advanced levels might enjoy doing this also.

What will teachers do?
• Develop a crossword puzzle using vocabulary of things in the park.
  Slide Tennis courts Merry-go-round Swings
  Monkey bars Basketball courts Picnic tables Barbecue grills Walking track
• Explain pot luck and picnic.
• Assist in organizing what everyone will bring.
• Explain that students will cooperate to put together a meal and then socialize while enjoying the meal.

What evidence will you look for to know that learners are developing this learning skill?
• Interaction as eating progresses.
• Use of vocabulary.
• Social interaction as food is shared.

How will you collect this evidence?
• Teacher observation.
• Vocabulary quiz if desired.
• Vocabulary puzzle if desired.

Instructor Comments and Reflections
Picnic style eating allows for informal interaction outside the classroom allowing all levels to enjoy activities together.
MULTI-LEVEL

Free Time at the Library (About Town)

Students will visit the library, obtain a library card, and check out a book.

Length of Activity: approximately 4 hours

Materials Needed for Lesson
Transportation to the library, two ID’s (social security card, license, old light bill, etc.) and dictionaries.

What will students do?
• Work in groups of two.
• Get library cards (if desired).
• Working in pairs, find a book to look at or read while at the library.
• Get help from teacher (especially for lower level students).
• Check out a library book (if desired).
• On following day, share what they enjoyed about the trip and the books they checked out.

What will teachers do?
• Open lesson by demonstrating different things found in the library.
• Explore new vocabulary. Talk about the different types of reading.
  - Novel Biography Newspaper Poetry
  - History Drama Mystery children’s books
  - Reference materials – “how to” information
  - Computer information
• Explain need for two types of ID to check out books.
• Explain need to return books within library’s allotted time.
• Assign one higher level student to work with a lower level student.
• Guide discussion on favorite books and stories.

What evidence will you look for to know that learners are developing this learning skill?
• Interaction between students and library personnel.
• Obtaining a library card.
• Books checked out.
• Use of vocabulary.
• Sharing stories of books checked out.

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:
Shari Dvorak
COUNTY/PROGRAM:
Rhea County Adult Education
Free Time at the Library, continued

How will you collect this evidence?
- Teacher observation.
- Vocabulary quiz if desired.
- Vocabulary puzzle if desired.
- Document in student files whether or not library card was obtained and/or book checked out.

Instructor Comments and Reflections
Students find the activity challenging and fun. It works well with multi-level classes since students can help one another. Students enjoy field trips. Lowest level students can choose a video to be shown at a future time.
MULTI-LEVEL
Visit to School—Navigating the Internet (About Town)

*Students will learn how to use the mouse and navigate the internet.*

**Length of Activity: approximately 8 hours**

**Materials Needed for Lesson**
Computers. Vocabulary lists to be handed out to the students.

**What will students do?**
**Day 1** – Play games such as Solitaire or Whack a Mole (found on the Internet under “Whack a Mole”).
**Day 2** – Work in groups of two, guiding and influencing each other to choose a topic that is interesting to both of them. Students will follow different leads to research their topic.
**Day 3** – Write a short synopsis describing what information they found.
**Day 4** – Students will share information with the class. Lower levels can review vocabulary words.

**What will teachers do?**
- Open the lesson by demonstrating and discussing computer technology.
- Assign students to work in pairs to help make the process less intimidating the first time on the computer.
- Direct students to choose a topic in which they have an interest.
- Guide students through the process of clicking on home page and then typing in the different interest topics in the search line. Lower level students can be guided to a location that has Spanish.

**What evidence will you look for to know that learners are developing this learning skill?**
- Interaction.
- Ability to find a topic of choice.
- Written paragraphs.
- Verbal sharing of experience.
- Familiarity of computer terminology.

**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:**
Shari Dvorak

**COUNTY/PROGRAM:**
Rhea County Adult Education
Visit to School—Navigating the Internet, continued

How will you collect this evidence?
• Teacher observation.
• Vocabulary quiz if desired
• Vocabulary puzzle if desired

Instructor Comments and Reflections
Student interaction at all levels is immediately enjoyed with hands-on experience being utilized from the start. All levels can participate. This is a very practical lesson as students can look for information they can use in their lives (legal aid, immigration laws, citizenship, etc.). I also sometimes include a few days of typing lessons before I do this lesson so as to facilitate familiarity with the keyboard.