New Student Learning Plans

These Student Learning Plans were submitted in 2002 by Tennessee Adult Education programs who had received a federal EL/Civics grant. Please insert them after page 322 in your Tennessee Adult ESOL Curriculum Resource Book.
LEVEL 1

Reading a Bus Timetable and Using the Bus

To practice asking for specific information about bus times as well as practice telling the time. To practice reading for specific information and understanding a bus timetable.

Length of Activity: Two class sessions

What will students do?
• Orally practice and produce inquiries about bus time arrivals and departures.
• Receive and respond to information gained.
• Use authentic material — map, bus timetable.
• Practice reading for specific information.
• Role-playing “riding the bus system.”

What will teachers do?
• Provide map, timetables, flashcards.
• Present the target language and at this stage aid and guide the student toward correct word order, pronunciation, stress, and intonation.
• Monitor throughout.
• Set up role-play activity, encouraging “passengers” to greet and interact with each other.

Activities used to implement this learning plan.
(Students have already had a lesson on telling time.)
• Draw a picture of a numbered bus, a bus stop, and the transfer point on the whiteboard and elicit this vocabulary.
• Unfold map of Knoxville (or relevant city) on the desk. Students stand around the desk. Ask students to point to specific landmarks/major streets/their own homes. Each student is given the chance to locate a place. Students may instruct each other.
• Use an eraser as the ‘bus’ and follow a major bus route. Pins are ‘bus stops.’ A pen top is the ‘transfer point.’
• Concept check understanding, name of road, number of the bus, starts at…. the transfer point, goes to…. the mall, etc.
• Use four major points on the route: transfer point, destination, and two bus stops in between.
• Each word is written on a piece of card, students work together to put the cards into the correct word order.

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:
Cathy Hogan Davies
COUNTY/PROGRAM:
Knox County
Reading a Bus Timetable and Using the Bus, continued

This task may be graded by using fewer flashcards.

- Turn the cards face down. Say each ‘chunk’. Students repeat chorally/individually.
- The whole is repeated using the cards as prompts.
- Substitute the leave card for the get to card. Consolidate understanding with the help of the bus/eraser.
- Students record the questions in their notebooks.
- Students return to desk. Place a time card next to each of the four bus stops.
- Instruct one student to ask the question and another to respond with the time.
- Students practice in pairs—taking turns to ask and answer. (*This may then be substituted for another route and times.*)
- Students return to their desks. Hand out copies of the number 11 bus timetable drawing attention to the Mon-Fri timetable, a Saturday timetable, and that no buses run on Sunday.
- Help with the initial understanding of reading a timetable, ask for times/students respond. (*This activity may be made into a full information exchange carried out in pairs.*)
- Return to picture of the bus on whiteboard, mime waiting at a bus, stepping toward the edge of sidewalk as the bus arrives, getting on the bus, having the correct fare, how to pay for and receive a ticket.
- Role-play as driver and invite one student to be the passenger. Role-play once more, this time with a timetable. The student now has a role card asking for specific information.
- Set out chairs and construct a ‘bus.’
- Each student has a role card. Students take turns playing the driver.
- Encourage them to greet and say farewell to each other when getting on or off the bus.
- Hold up street names on a card to explain where the bus is on the route.
What evidence are you going to look for to know that learners are developing this learning skill?
• Can the students orally produce the questions?
• Can they understand and respond correctly?
• Have they completed the reading task, information exchange, and role-play successfully?

How are you going to collect this evidence?
• Through monitoring the task progress of the group and the individual.

Materials and resources
• Map, timetable, flashcards.

Instructor comments and reflections
• An imaginary city may be used to simplify the map-reading process. It can also allow an injection of humor if the road names/buildings are those of the students/teachers/faculty members.
• Props can be used at role-play stage: putting on coats, holding umbrellas, a bus driver’s cap, etc.
• This can be extended to a day excursion and actually travel the bus together.
• The first two stages of the lesson can be adapted to train or airplane inquiries.

Progress check
( ) I can ask for bus times.
( ) I can give bus times.
( ) I can read parts of a bus timetable.
( ) I feel confident enough to use the bus.

Dialogue for role-play

Asking for information.
Passenger: What time does the number 11 bus … leave the transfer point? … get to Kingston Pike? … get to the mall?
Bus Driver: Answering with the time.

Greetings
Passenger 1: Hi, Juan! How are you?
Passenger 2: Hi, Maria! I’m fine. How are you?
Passenger 1: Fine, thanks.

Farewells
Passenger 1: See you, Juan.
Passenger 2: Bye, Maria. See you.
LEVEL 1

Asked For and Giving Basic Directions

To identify place names and match with their function. To understand, recognize, and produce certain propositions. To ask for, give, and respond to basic directions.

Length of Activity: Two class sessions

What will students do?

• Look, listen, and record.
• Read, write, and record.
• Take an active role through the use of total physical response.
• Take an active role through communicating meaning to complete a gap fill task.
• Take responsibility in pair work so that their partner can successfully finish the information-exchange activity.

What will teachers do?

• Provide flashcard material.
• Set up a fair-sized table to lay out map, flashcards, etc.
• Adapt worksheets to meet the specific needs of each group.
• Provide realia (a pen top to represent a student, etc.).
• Present, guide, and monitor.

Activities used to implement this learning plan.

• Hold up picture flashcards of different places in the community. Elicit from the students the name of each place.
• Use explanation/mime/additional pictures to consolidate meaning. Students point to correct flashcard. State the name of each place with students repeating chorally, then individually.
• Hold up the flashcard with the place name written on each card and state each place name. Students match picture and word flashcards.
• Students record these items in their New Word Books.
• Students complete a worksheet matching pictures and words. Students check answers in pairs, which leads to whole class feedback.
• Use the flashcard to elicit propositions and drill. Use total physical response to check understanding. Students may then instruct one another.
• Create several ‘streets’ on a desk using pens, pencils, and rulers to define roads, junctions, etc. Students gather around. Use, for example, two pen tops to represent two students from the class. Street names can be student names.

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✓ 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:
Cathy Hogan Davies

COUNTY/PROGRAM:
Knox County
• The dialogue has already been written up on the whiteboard and covered with paper. (A basic dialogue can be developed into a slightly more complex one depending on the group’s confidence/success in dealing with the target language.)
• Reveal letter by letter the target language until the sentence is fully disclosed.

Use mime/facial expressions to convey the meaning of the question, “Where is the __________?”

Use the place name picture flashcards to complete the question, “It is ______________ the supermarket?”

Again use the picture flashcards to elicit the correct preposition.
• Drill the sentence—correcting word order, grammar, and pronunciation.
• In open pairs, one student asks and another answers. Substitute the picture flashcards.
• Students record prepositions and question-and-answer dialogue.
  (Optional written worksheet to check individual understanding.)

Model the speaking/listening activity with a student. Student A and Student B have maps locating three places and missing three places. In asking for basic directions and sharing information, they complete the task. Each student MUST NOT look at the other’s map.
• Obtain class feedback.

**What evidence are you going to look for to know that learners are developing this learning skill?**
• Response to total physical response in checking prepositions.
• Checking worksheets.
• Outcome of information-exchange activity.

**How are you going to collect this evidence?**
• Through worksheets and task-based activities.

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### Asking For and Giving Basic Directions, continued

<table>
<thead>
<tr>
<th>Basic Dialogue</th>
<th>More Detailed Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Where is the _______?</td>
<td>A. Excuse me. Where’s the _______?</td>
</tr>
<tr>
<td>B. It’s __________ street.</td>
<td>B. It’s on________ street.</td>
</tr>
<tr>
<td>: next to</td>
<td>: next to</td>
</tr>
<tr>
<td>: behind</td>
<td>: behind</td>
</tr>
<tr>
<td>It’s ___________ the school</td>
<td>It’s ___________ the school</td>
</tr>
<tr>
<td>: in front of</td>
<td>: in front of</td>
</tr>
</tbody>
</table>
Asking For and Giving Basic Directions, continued

Resources
• Materials adapted from Life Prints Level 1 p. 9 (flashcards), p. 40 (Gapfill).
• Other worksheet were made by the teacher.

Instructor comments and reflections
• This is a very controlled lesson providing confidence, security, and success in the task to the first-time language learner. This lesson uses visual aids as prompts to raise interest and set context for low level learners.
• The learners stand around the desk/table while the teacher presents the target language. This helps to remove distractions and keep the learners’ attention.
• The lesson can be graded making it more demanding with more prepositions and a longer dialogue.

Progress check
( ) I can ask for directions
( ) I can give directions
LEVEL 1

Transportation

Learn about community transportation options
• Public transportation
• Taxi
• Owning an automobile
• Car pooling

Length of Activity: 1-hour session

What will students do?
• Listen to and discuss options and family needs related to transportation.
• Be an active participant in discussions.
• Evaluate which option will best meet family needs.
• Use maps and bus schedules to develop timetable for getting to work and coming to class.
• Develop a chart of costs involved in owning a car. This will show cost of purchasing a car, car maintenance, and insurance.

What will teachers do?
• Introduce and explain vocabulary related to transportation.
• Provide bus maps and schedules.
• Present, guide, and monitor discussion and activities.
• Provide information for costs involved in auto ownership.
• Assist students in comparing costs and convenience of each option.

Activities used to implement this learning activity
• Discuss vocabulary related to transportation, use flashcard to match words to pictures of vocabulary words.
• Discuss the options available in community for transportation.
• Provide students with bus maps and schedules.
• Students will develop a schedule for using bus to get to work and to class.
• Discuss advantages and disadvantages of using public transportation.
• Show students information on costs of using a taxi.
• Discuss advantages and disadvantages of carpooling.
• Discuss the advantages and disadvantages of owning a vehicle.
• Using materials provided, develop a chart showing costs of purchasing and owning a vehicle.

Vocabulary
Bus, bus schedule, bus stops, auto, financing, insurance, taxi.

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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:
Carol Robbins
County/Program:
Knox County
Transportation, continued

What evidence are you going to look for to know that learners are developing this learning skill?
• Participation in discussion.
• Checking activity sheets.
• Understanding of cost comparison demonstrated by choices.
• Ability to make informed decision about best choice for family based on individual situation.

How are you going to collect this evidence?
• Observation of student participation.
• Collection and review of completed activities.

Instructor comments and reflections
Transportation issues are critical to many students for employment and daily living. Because most communities have developed around the assumption that autos are available to residents, newly arrived students accustomed to living in areas where autos aren’t a necessity find it difficult to function in American communities. This lesson would be followed up with a lesson on how to obtain a driver’s license.
LEVEL 1

Medical Insurance

Learn about insurance options available. Choose appropriate insurance plan for family needs.

Length of Activity: 1-3 hours

What will students do?
• Learn vocabulary related to insurance.
• Compare insurance plans and benefits of each.
• Compare insurance plans with family needs.

What will teachers do?
• Introduce vocabulary related to insurance.
• Provide information on insurance plans available in the community: Blue Cross/Blue Shield, John Deere, Cariten, Aetna.
• Prepare charts showing costs and benefits of each plan.
• Provide examples of family needs.
• Assist students in comparing needs with insurance plans.

Activities used to implement this learning activity
• Introduce vocabulary. Explain and practice vocabulary.
• Discuss need to have insurance coverage. Medical care is expensive and is not provided routinely by the government.
• Discuss benefits of each plan.
• Discuss what plans may be available to them. (Teacher will ask prior to class what plans are available to each student.)
• Discuss enrollment periods. Coverage can be changed each year if students have a choice of plans.
• Use charts to compare plan benefits and costs.
• Use case studies to look at family needs and select appropriate plan for each case study. (Teacher may do this and explain or students may be asked to make and explain choice; this will depend on the level of the class.)
• Provide information and forms to students for use in making choices for their family.

Vocabulary
HMO, PPO, POS, deductible, primary care, benefits, PPO savings.

EFF Standard(s) Used in This Learning Plan
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✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Carol Robbins

COUNTY/PROGRAM:
Knox County
What evidence are you going to look for to know that learners are developing this learning skill?
• Questions and requests for repetition.
• Completion of activities.

How are you going to collect this evidence?
• Observing student participation.
• Choices made for appropriate family coverage.

Instructor comments and reflections
Many students have had government-provided medical coverage and have never had to make choice of insurance coverage.

References:
Member handbooks from insurance options obtained through businesses employing students.
### Insurance Worksheet

<table>
<thead>
<tr>
<th>Insurance Company 1:</th>
<th>Insurance Company 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost:</td>
<td>Cost:</td>
</tr>
<tr>
<td>Deductible:</td>
<td>Deductible:</td>
</tr>
<tr>
<td>Pharmacy:</td>
<td>Pharmacy:</td>
</tr>
<tr>
<td>Maximum Out of Pocket:</td>
<td>Maximum Out of Pocket:</td>
</tr>
<tr>
<td>Co-pay:</td>
<td>Co-pay:</td>
</tr>
<tr>
<td>Cost of doctor’s visit:</td>
<td>Cost of doctor’s visit:</td>
</tr>
<tr>
<td>Noncovered costs:</td>
<td>Noncovered costs:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insurance Company 3:</th>
<th>Insurance Company 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost:</td>
<td>Cost:</td>
</tr>
<tr>
<td>Deductible:</td>
<td>Deductible:</td>
</tr>
<tr>
<td>Pharmacy:</td>
<td>Pharmacy:</td>
</tr>
<tr>
<td>Maximum Out of Pocket:</td>
<td>Maximum Out of Pocket:</td>
</tr>
<tr>
<td>Co-pay:</td>
<td>Co-pay:</td>
</tr>
<tr>
<td>Cost of doctor’s visit:</td>
<td>Cost of doctor’s visit:</td>
</tr>
<tr>
<td>Noncovered costs:</td>
<td>Noncovered costs:</td>
</tr>
</tbody>
</table>
LEVEL 1

Beginning Communication

Length of Activity: 1-hour every session

What will students do?
The students will orally produce complete sentences for survival skills.

What will teachers do?
The teacher will stimulate discussion on what areas students need survival English.

Activities used to implement this learning activity
Basic communication such as How can I explain my job situation on my work area – we talk only in English for this activity – and community such as go the the post office, restaurants, malls, etc.

What evidence are you going to look for to know that learners are developing this learning skill?
Good pronunciation, correct use of basic grammar and an increase in the number of new vocabulary words used in communication.

How are you going to collect this evidence?
I give them paper to work with and exercises with oral activity. Oral and written exercises indicate level of improvement and mastery.

Instructor comments and reflections
The most active students get more out of this activity. The quiet ones lock in paperwork mostly.

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✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 1

Personal Information

Length of Activity: Ongoing

What will students do?
• Students will introduce themselves.
• Students will practice speaking clearly and slowly.
• Students will practice writing and spelling personal information.
• Students will learn how to give directions.
• Students will learn what personal information to give and when, i.e. Social Security number.
• Students will practice speaking in English with other classmates.

What will the teacher do?
• The teacher will model orally the proper pronunciation of English vocabulary.
• The teacher will prepare a personal information form.
• The teacher will demonstrate the personal information form.
• The teacher will introduce the map of Chattanooga.
• The teacher will introduce the use of BellSouth telephone directory.

Activities used to implement this learning activity
• Each student will be given a copy of a personal information form. The chalkboard will be used as an information form. The students will be directed on how to complete the form. The activity will be closely monitored by the teacher. The map and telephone book will also be major parts of this activity.
• An information form will be modeled orally by the teacher. The students will have to orally introduce themselves giving personal information. Vocabulary will be repeated. Vocabulary will be used to check for understanding.
• Small group and individual repetition will be done. Repetition in various forms will be used for more practice.

Vocabulary
First name, middle name, last name, street, circle, lane, drive, avenue, road, lot number, address, Zip Code, telephone number, Chattanooga, Hixson, Ooltewah, Collegedale, Social Security number, place of employment, Chattanooga State, north, south, east, west, East Ridge, Ringgold, Georgia, and family member names.
**Personal Information, continued**

**Dialogue**
Dialogue is taken from Real Life English, Level 1, Student Book/Workbook, Steck-Vaughn Company.

Culture: The various cultures in the class are attempted to be merged into the community.

**Resources**
- Real Life English, Level 1, Student Book, pp. 2-15, Steck-Vaughn Company.
- Real Life English, Level 1, Workbook, pp. 2-16, Steck-Vaughn Company.
- Real Life English, Audiocassette, Units 2-3, Steck-Vaughn Company.
- Chattanooga Area Map.
- 2002 BellSouth Telephone Directory.

**What evidence are you going to look for to know that learners are developing this learning skill?**
Students will give oral and written presentations (cursive/manuscript).

**How are you going to collect this evidence?**
Teacher observation of oral and written presentations.

**Instructor comments and reflections**
Students learning to speak English need extensive practice giving personal information is a mandatory skill. Transitioning into the community will be smoother and less confusing. Correct pronunciation of information is a must. It must be clearly understood. This Learning Plan is only a skeleton of what takes place in class.
LEVEL 1

Beginning Vocabulary Skills

Length of Activity: 1-hour session, 2 times a week

What will students do?
Listen and repeat words and sentences.

What will teachers do?
Observe and correct them and write pronunciation.

Activities used to implement this learning activity
• Use the Oxford Dictionary Book.
• Cassette player for vocabulary.

What evidence are you going to look for to know that learners are developing this learning skill?
They read back to me and I can see a great improvement.

How are you going to collect this evidence?
Tape the activity so they can hear themselves.

Instructor comments and reflections
This one activity seems to be the best for this level.

EFF Standard(s) Used in This Learning Plan

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11. Resolve Conflict and Negotiate
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16. Use Information and Communications Technology

SUBMITTED BY:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 1

Group Discussion

Length of Activity: 30 minutes

What will students do?
They sit in small groups and practice and evaluate one another's pronunciation of new words.

What will teachers do?
As students talk to each other, help them with pronunciation and make observations.

Activities used to implement this learning activity
Group 1. Three or four people share pronunciation of words that they've written on their paperwork.
Group 2. They listen to the pronunciation and see if it is close to the word written on the paper.

What evidence are you going to look for to know that learners are developing this learning skill?
Ask for information and give them questions to think about.

How are you going to collect this evidence?
Most of this evidence I collect in paperwork activity.

Instructor comments and reflections
This activity brings to the student a lot of encouragement.
LEVEL 1
Using a Dictionary

Length of Activity: 1 hour

What will students do?
Look for specific words in dictionary.

What will teachers do?
Give students selected words with specific purposes of finding and using those words.

Activities used to implement this learning activity
Each student has a dictionary.
Each student is assigned 5 words to look up.
Each student explains in his or her own words what the word means.

What evidence are you going to look for to know that learners are developing this learning skill?
Each word is targeted to help them on different areas of the other activities.

How are you going to collect this evidence?
I keep their workpaper.

Instructor comments and reflections
This one activity brings new words for them.

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SUBMITTED BY:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 1
Listening and Visual Skills

Length of Activity: 45 minutes to 1 hour

What will students do?
Listen and watch.

What will teachers do?
Prepare material.

Activities used to implement this learning activity
• Students follow Oxford Dictionary of Pictures.
• Students follow Crossroad Café material before and after.

What evidence are you going to look for to know that learners are developing this learning skill?
Comprehension of questions from the video and dictionary as they are administered to students.

How are you going to collect this evidence?
Keep each one’s work on file and grade it.

Instructor comments and reflections
Pictures, sounds help them in many areas such as visualizing the action of the words.
MULTI LEVEL 1-2

Liquid Measurements

Length of Activity: 1 or two 2-hour sessions

What will students do?
• Read, write, pronounce, spell, and use measurement words for liquid volume.
• Identify liquid containers by volume using the words cup, pint, quart, half gallon, and gallon.
• Learn the abbreviations of volume measurements and identify these terms on commonly used containers.
• Work in a group and use the volume equivalency chart to practice measuring and making equivalent measurements.
• Complete teacher prepared worksheets.
• Working within a group, prepare a punch drink by following the directions, measuring, and recording liquids.

What will teachers do?
• Provide all the needed materials for the lesson included in the list and punch ingredients.
• Model vocabulary words and identify and label each container with a flashcard.
• Explain and demonstrate the difference between the word ounce as a liquid measure and a weight measure.
• Demonstrate the word equals using equivalent measurements.
• Prepare worksheets using vocabulary words and equivalent measures.
• During group activities, travel around the room asking questions and encouraging students to use the vocabulary words and make equivalent measurements.

Activities used to implement this learning plan
• After the teacher has introduced the vocabulary words and identified the liquid containers by labeling each container with flashcards, have the students match the containers with both the full and abbreviated form. This could be done as a game or a group discussion.
• Reinforce the vocabulary words by using the word-search sheet as an individual or partner activity.
• Give each student a volume equivalency sheet. Demonstrate the word equal or equivalent by using the measuring cup, containers, and water to show each equal measurement on the sheet.

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SUBMITTED BY:
Hilda Monroe

COUNTY/PROGRAM:
Cheatham County Adult Education
Liquid Measurements, continued

- Divide the class into small groups and allow them to measure. The teacher can encourage the activity by holding up a flashcard with a measurement on it.
- Have the students complete the crossword puzzle and matching sheets to review the vocabulary and equivalent measurements.
- Hold up the various containers and have the students write the names and then hold up the correct flashcard so they can check their spelling.
- Close the class by dividing the class into two groups and making the ESOL punch. Encourage the students to use the vocabulary and equivalent measures by asking such questions as, “If you put two cups of juice into the punch, how many pints did you use?”

What evidence are you going to look for to know that learners are developing this learning skill?
- Classroom participation in identifying and labeling containers correctly.
- Successful completion of the measurement worksheets and dictation activity.
- Use of new vocabulary words during class discussions and group work.
- Participation in and completion of the closing group activity.

How are you going to collect this evidence?
- Teacher observation.
- Worksheets on measurements and vocabulary words, including matching, word search, and a puzzle.
- Dictation.
- Culminating group activity.

Instructor comments and reflections
The Harcourt Brace Picture Dictionary has a measurement chart on page 22. I also used the internet site of schooldiscovery.com to make the worksheets.
MULTI LEVEL 1-2

Know Your Feelings

Length of Activity: Approximately 3 hours

What will students do?
• Become familiar with the names of various human emotions.
• Associate the meaning of the emotion with the word.
• Identify emotions exhibited through pictures.
• Demonstrate and identify emotions through role-play.
• Relate emotions to occurrences in their everyday lives.
• Listen to a story being read.
• Complete related worksheets.

What will teachers do?
• Inform students of the names of various human emotions.
• Explain the meaning of the emotions verbally and through action.
• Supply pictures to be used by students in identifying different feelings.
• Read a story.
• Observe and monitor students in discussions and demonstrations.
• Provide related worksheets.

Activities used to implement this learning activity
The teacher will begin this activity by introducing Feelings found in the Oxford Picture Dictionary for the Content Area, Topic 33. The students will complete the accompanying activity sheet found in the Content Area Workbook. Several pictures will be made available for the class to view. Students will use what they have learned about emotions to identify the various feelings depicted in the pictures. The students will listen as the teacher reads the familiar story of Cinderella. The students will be requested to identify the different emotions observed in this story. The students will randomly select one of the emotions being studied and demonstrate through role-play. The other students will attempt to identify the emotion. Students will complete other related worksheets.

What evidence are you going to look for to know that learners are developing this learning skill?
• Teacher observation of students during teacher presentation.
• Students’ participation in discussions and demonstrations.
• Completed worksheets.

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:
Carrie M. Dowell
COUNTY/PROGRAM:
Sumner County Schools
Adult Education
Know Your Feelings, continued

How are you going to collect this evidence?
Oral responses to questioning will be evaluated, and written assignments will be taken up.

Instructor comments and reflections
Having an understanding of various human emotions enables one to have a better understanding of self and others.
LEVEL 1-2

Seven Questions

Learn to ask and answer these seven important questions: who, what, where, when, how, how much, and why.

Length of Activity: 10 to 15 minutes at the end of each class

What will students do?
Guided Practice
1. Look, listen, say, read, and write.
2. Look up vocabulary words in dictionaries.
3. Say the words with the teacher.
4. Listen to teacher modeling sample sentences using the seven questions.
5. Practice oral sentences using the seven questions.
6. Work in pairs to fill out teacher handout.
7. Class discussion.
8. Write sentences.

What will teachers do?
Lesson Presentation
1. Prepare vocabulary list.
2. Prepare worksheet.
3. Put vocabulary on the board.
4. Model the vocabulary words.
5. Give sample sentences.
7. Monitor and assist where needed.

Activities used to implement this learning activity
After verbal practice, students will work in pairs to complete the worksheet with questions using “who,” “what,” “where,” etc. As a class, discuss some of the questions and answers from the worksheet. Students will write sentences using “who,” “what,” “where” questions.

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

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
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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:
Shari Dvorak

COUNTY/PROGRAM:
Rhea County Adult Education
Seven Questions, continued

How are you going to collect this evidence?
• Teacher observation.
• Worksheet handouts.

Instructor comments and reflections
This is a very basic lesson appreciated by all the students, as they are often asked many of these questions when they first come to the U.S. It is also a lesson that can be used informally for practice at the end of each class.

Additional Information
You might need to go over some of the extra vocabulary words in this list before you use it as a handout, or you can just make your own list with words already taught. Sometimes I put a student in level one with a student from level two.
Worksheet

1. How are you? ________________________________________________________
2. What is your name? _________________________________________________
3. What is your favorite food? __________________________________________
4. What is the color of your hair? _______________________________________
5. What is the color of your eyes? _______________________________________
6. When were you born? _______________________________________________
7. Where were you born? _______________________________________________
8. What country are you from? _________________________________________
9. Why did you come to the U.S.? _______________________________________
10. Where do you live now? _____________________________________________
11. Why do you want to go to school? ____________________________________
12. Where do you work? ________________________________________________
13. When do you work? ________________________________________________
14. What shift do you work? ____________________________________________
15. What time do you go to work? _______________________________________
16. When do you finish working? ________________________________________
17. Where are you from? _______________________________________________
18. How many children do you have? ____________________________________
19. How many tables are there in the room? _______________________________
20. How much did your hat cost? _________________________________________
21. How much does it cost to go to school? ________________________________
22. Who is sitting next to you? _________________________________________
23. What is your teacher’s name? _______________________________________
LEVEL 1-2

Reading and Understanding
Business Signs

Length of Activity: One class session

What will students do?
The students will study various store and business signs relating business hours. Students will learn to read and understand different sign formats. Students will use math to determine how many hours per day and per week the business is open. They will answer various questions about store business hours. They will plan a series of errands and will make decisions based on store business hours.

What will teachers do?
The teacher will prepare for this activity by collecting a variety of pictures of business signs showing store hours (some samples are included with this activity, but film or digital photographs work well and can be enlarged or reproduced). The teacher will review important vocabulary with class. The teacher will distribute samples of business signs and will let students examine them. The teacher will ask questions appropriate to student levels. The teacher will continue asking questions, allowing all students practice at answering, and challenging students with more difficult questions as they appear more capable.

Activities used to implement this learning activity
Teacher should begin this exercise by reviewing important vocabulary words, such as hours, open, closed, days of the week, abbreviations for days of the week, a.m., and p.m., and the use of the dash for inclusive days (Mon-Sat). Teacher will use one or two enlarged business signs to demonstrate to students how to read and interpret the information. Then teacher will distribute photcopies or pictures of signs for students to study. The teacher will allow students to study the signs and will begin with easy questions to allow all levels of students to demonstrate competence.

Some sample questions
Level 0:
• Which store is closed on Saturday?
• Is this store open on Sunday?
   (Allows students to point to correct picture or answer with yes or no.)
Level 1:
• What time does this store close on Monday?

SUBMITTED BY: Suzanne Elston
COUNTY/PROGRAM: Bradley County Adult Education
• How many hours is this store open on Saturday?
  (Allows students to answer with one- or two-word answer. Second question
  requires some simple mathematics.)

Level 2 and up:
• How many hours is this business open each week?
  (Requires multistep mathematics with brief answer.)
• Which store hours are more convenient for you?
• Why?
  (Requires critical evaluation and elaborated response.)

Questions about total hours per day and per week offer valuable practice in
workplace skills such as computing hours worked. More advanced students
might be challenged by suggesting a series of errands at several different
stores and having students plan the order in which they would accomplish
their errands based on store hours.

**What evidence are you going to look for to know that learners are
developing this learning skill?**
Students will be able to read a business sign and interpret it, answering
questions about the store’s hours of operation.

**How are you going to collect this evidence?**
Teacher will observe students’ ability to answer questions about the busi-
ness signs.

**Instructor comments and reflections**
I developed this exercise when I noticed that some of my students had
trouble with the BEST Test portion about reading business signs. I realized
that many of these signs use abbreviations that students were not familiar
with. This also seemed like a good opportunity to get in some workplace
skills such as keeping track of hours worked.
LEVEL 1-3

My Friend the Yellow Pages

Length of Activity: One 2-hour session

What will students do?
Students will be able to use the local phone book to find a doctor. They will be able to research a specialty or location. They will be able to make a decision based on their need.

What will teachers do?

Activities used to implement this learning plan
Write “Physician” on board. Explain that this is another word for doctor and that it is the listing used in the phone books. Give out copies of physician listings in phone book. Guide students in determining the kinds of physicians (how many different kinds are listed). Teach vocabulary: pediatrician, ob/gyn, EMT, etc. Ask students if they have ever used a pediatrician, surgeon, etc. Break class into groups of four students. Write on board, “I have a 6-year-old son with allergies. Please recommend a doctor.”

What evidence are you going to look for to know that learners are developing this learning skill?
Classroom and group participation, monitoring group discussions of problem. Testing vocabulary by asking what a particular doctor did for his or her patient.

How are you going to collect this evidence?
Monitoring small groups. See if students break down appropriate recommendations to pediatricians and allergists.

Instructor comments and reflections
Many students did not know about the “Physician” heading. During the group discussions, the students learned about location. Since our phone book is a county book, some of the doctors listed came from towns outside our county. Students understood that you can sometimes tell by the exchange number that you can get some idea of location. They also practiced asking “Where are you located?” in order to get directions.
LEVEL 2
Learning to Use a Workbook

Length of Activity: 2 hours

What will students do?
Study one chapter of the Crossroad Café books at a time.

What will teachers do?
Prepare an activity for that chapter.

Activities used to implement this learning activity
Books: Use or create different activities from Oxford Dictionary and Crossroad Café books.

What evidence are you going to look for to know that learners are developing this learning skill?
Ask questions from the material the students read.

How are you going to collect this evidence?
Photocopy the book activity.

Instructor comments and reflections
The activities are welcome anytime. They like it very much.

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:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 2

Integration of English

Length of Activity: 30 minutes

What will students do?
Before class starts (in groups) each student explains and evaluates his or her improvement, including where, when, and how he is able to use what he is learning.

What will teachers do?
Give verbal input about what is shared.

Activities used to implement this learning activity
Before we start any activity class we get together to bring current events from—
1. work
2. home
3. community
and discuss these events in English.

What evidence are you going to look for to know that learners are developing this learning skill?
I will tape our conversation and evaluate the student’s progress demonstrated in the conversation.

How are you going to collect this evidence?
Using a recorder we converse, then we write about what we discussed.

Instructor comments and reflections
This activity really helps to bring the group together.

SUBMITTED BY:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 2
Learning to Use Personal and Possessive Pronouns

Length of Activity: One class period of 2 hours, more if needed.
First hour: personal pronoun usage
Second hour: possessive pronoun usage
• Instruction in pronunciation and usage of pronouns: 10 minutes of each hour
• Matching magazine pictures with pronouns on flashcards: 10 minutes of each hour
• Answering questions about magazine pictures: 10 minutes of each hour
• Partner and group activities: 20 minutes of each hour
• Practice sheets: 10 minutes of each hour

What will students do?
• Recognize pronouns on flashcards.
• Match persons or objects in pictures with flashcards.
• Answer questions about pictures using appropriate pronoun.
• Practice using appropriate pronoun with partner and in group activities.
• Fill in sentences on practice sheet with appropriate pronoun.

What will teachers do?
• Define personal and possessive pronouns: I, you, he/she/it, we, you, they, mine, his/hers/its, ours, yours, theirs.
• Instruct in proper pronunciation and usage of pronouns.
• Provide flashcards or instruction in writing and pronouncing pronouns.
• Supply magazine pictures of individuals and groups for questioning students regarding pronouns.
• Direct students in group activities and games for skills development in pronoun usage.
• Provide practice sheet with sentences demonstrating correct pronoun usage.
• Model and facilitate pronoun usage in all of teaching activities.

Activities used to implement this learning activity
• Teacher will define personal and possessive pronouns, writing them on board and showing flashcard of each.
• Teacher will show magazine pictures of individual people, groups of people and inanimate objects, asking students to select flashcard showing correct pronoun to describe picture.

SUBMITTED BY:
Donna Poole and Regina Robbins
COUNTY/PROGRAM:
Pellissippi State ESOL

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
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10. Advocate and Influence
11. Resolve Conflict and Negotiate
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14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology
Learning to Use Personal and Possessive Pronouns, continued

- Teacher will ask students questions about each picture, leading them to respond with appropriate pronoun.

**Example:**
Q “In this picture, what is the lady in the red dress eating?”
A “SHE is eating a pear.”
Q “Does the pear look good?”
A “Yes, IT does look good.”

In partner groupings, students will question their partner about something interesting he or she has done that can be shared with the group. Partners will then tell the group what they have discovered about their partner, using only pronouns.

**Example:**
“She once climbed a tall mountain in her country.”

Students will form a circle and play “Button, Button, Who Has the Button?” using both a name and the appropriate pronoun for that person when they guess who has been given the button.

**Example:**
Q “Who has the button?”
A “I think Maria has the button. SHE has it.”

Teacher will pass a basket around the circle and collect from each student an item (coin, piece of jewelry, etc.) to be used in the next activity. The teacher holds up each item, asking the question “Whose is this?” The student to whom the item belongs responds with “It is mine.” The other group members answer with “It is his/hers.” Teacher demonstrates the possessive pronoun “yours” by showing the basket of items all together. The pronoun “ours” is identified by placing one of his or her own personal items in the basket with the students’ items. For the pronoun “theirs” the teacher can replace two of the group members’ items in the basket after all other items have been returned to students.

Students will be given a practice sheet containing sentences in which correct and incorrect pronoun usage must be determined. Sample sentence: Jack likes to ride HIS bike. He rides IT everyday.
What evidence are you going to look for to know that learners are developing this learning skill?
- Students’ pronunciation of pronouns.
- Ability to use pronouns in given context.
- Discrimination between personal and possessive pronoun usage.
- Facial features suggesting understanding or confusion.
- Written responses on practice sheets.

How are you going to collect this evidence?
- Monitoring student responses to flashcard matching activity.
- Observing students in partner interaction and group activities.
- Group participation responses.
- Practice sheet answers.

Instructor comments and reflections
A good homework assignment might be asking students to write a brief paragraph containing at least two personal and two possessive pronouns.
LEVEL 2 AND UP

Pets

To guide students on how to find and care for pets.

Length of Activity: Three 2-hour classes

What will students do?
1. Look, listen, read, and write.
2. Research on Internet.
3. Read articles teacher will bring to class on pet populations and suitability of different pets.
4. Write about pets they had (or wanted) before they came to U.S.
5. Discussion about pound pets, veterinarian care, shots, etc.

What will teachers do?
1. Bring articles from papers and magazine on overpopulation of pets due to lack of neutering and spaying.
2. Hand out list of vocabulary words from articles.
3. Go over words and ask for any questions.
4. Divide group into pairs to do teacher-assisted research on pets on the Internet.
5. Prepare and hand out lists of local resources for veterinarian care and the local pound (include telephone numbers).
6. Lead discussion on the importance of getting pets neutered and getting rabies shots.
7. Give directions to the pound or even better, if possible, take a field trip to the pound.
8. Direct students in writing an essay on pet of choice.

Activities used to implement this learning activity
Open class with a discussion of the problems involved with packs of dogs running free or too many cats around. After a short discussion, hand out copies of articles from papers and magazines. Go over any vocabulary words and answer any questions. Lead a discussion on the importance of pet neutering and shots. Divide into pairs and do Internet search on appropriate pets for the family, a single person, working household, etc. The second day of class can be spent doing the teacher-guided Internet research. At the end of class have a discussion about what was learned. The third day of class can be spent on a field trip to the pound and/or writing an essay on pet of choice. (You may need to extend this Student Learning Plan to a fourth day.)
What evidence are you going to look for to know that learners are developing this learning skill?
1. Vocabulary words pronounced understandably.
2. Participation in discussion, showing understanding.
3. Student writings showing understanding.

How are you going to collect this evidence?
1. Teacher observation.
2. Student writings.

Instructor comments and reflections
The students enjoyed talking and writing about pets from their childhood.
LEVEL 2 AND UP

White Fang

Students will study the story of White Fang, written by Jack London, to become familiar with one American author and story.

Length of Activity: Variable. One hour at a time.

What will students do?
1. Read the story.
2. Record unknown vocabulary words in notebooks.
3. Look up vocabulary words.
4. Read out loud and silently.
5. Work in White Fang notebooks.
6. Discuss the chapters.
7. Watch the movie.
8. Write a critique of the movie.

What will teachers do?
1. Introduce the story.
2. Work with the students as they record and look up vocabulary words.
3. Read some of the chapters out loud.
4. Supervise work in White Fang notebooks.
5. Lead discussions.
6. Show movie.
7. Assist where needed as students write critique.

Describe in detail the activities used to implement this learning activity. Do the workbook first as this gives the main gist of the story, with questions asked at the end of each synopsis to track the students in their understanding. Pass out the books and let the students dive into reading. Break when all students have finished a chapter to make sure everyone is following the story. Let the students take turns reading aloud, and read a chapter to them now and then. (Alternate silent and aloud reading.) Discuss each chapter. Rent and show the movie when everyone has finished reading the story. Write a movie critique.

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

Evaluation
1. Vocabulary words pronounced understandably.
2. Participation in discussions.
3. Reading the dialogue understandably.
4. Showing understanding of the story.

How are you going to collect this evidence?

Monitoring
1. Teacher observation of discussion interaction.
2. Attention to pronunciation of vocabulary word and dialogue reading.
3. Checking notebooks (White Fang notebooks and personal vocabulary notebooks).
4. Written movie critiques.

Instructor comments and reflections
The time required to finish this lesson will vary widely. It could be spread over a number of weeks to months depending on how often the class meets. The lesson focusing on White Fang is done only about an hour each class session. The students begin to look forward to the lesson almost as to a soap opera. We were able to borrow these books from the GED class, but you might be able to borrow a set from the high school.
LEVEL 2-6

Veteran’s Day Activity

Length of Activity: Two hours

What will students do?
Interact with teacher and one another while discussing Veteran’s Day pictures, defining vocabulary new to them, listening, reading, and making sentences.

What will teachers do?
• Guide and respond to the discussion and activities.
• Establish groups for activities.
• Prepare and distribute materials.

Activities used to implement this learning activity
• Pass a copy of the book entitled Celebrate With Us to each student. Turn to page 38.
• Discuss the pictures on pages 38 and 39, using as many of the vocabulary words as possible. Make sentences using the remaining words. Encourage students to write the sentences in their notebooks.
• Teacher reads story on page 40 to the class.
  – Teacher then entertains questions from the class as to vocabulary or any other questions pertaining to the selection. Discuss the selection for comprehension.
  – Then some students may volunteer to read the story.
• Students close books. Page 40. Listening Comprehension.
  – Pass out yes/no cards to each student. (Each student has a card that reads “yes” and one that reads “no.”)
  – If there is a student in the class who reads well, let that student read the statements. Otherwise, the teacher reads them. After each statement, students hold up their cards as to whether the statement is true or false (yes or no).
• Page 41. Before class, teacher has prepared cards with the sentences from Section B. Each card has one sentence on it. Before handing out the cards, work sentence 1 with the students, showing them how to cross out the incorrect word and write in the correct word.

Depending on class size and level of class, you may want to have students work in pairs or independently. You also may want to give more than one card to each student or pair. If you have a multilevel class, pair off students by putting a lower-level student with a higher-level student.
• Section 2. New Words. Identify vocabulary. Then simply work together as a class for answers.
• Page 44. Writing. Section B. The same procedure can be used as for page 41.
• Finally, if there is still time, you can discuss the questions on page 43, Section 5. Try to get students to write their answers on cards to pass to you. Some of these questions could be assigned for homework. You also could have them work in groups to come up with written answers, then report back to class.

What evidence are you going to look for to know that learners are developing this learning skill?
• Oral responses to questions.
• Completion of written exercises.
• Participation in exercises.

How are you going to collect this evidence?
• Cards.
• Observation during the activities.

Instructor comments and reflections
My students thoroughly enjoy the lessons in this book. They like the variation of the activities with the cards, rather than a worksheet. Being able to read with comprehension is a requirement for this lesson, so it is not appropriate for levels zero or one. In a multilevel class, it is important to pair the lower students with the more accomplished students.
LEVEL 2-6

Courtroom Procedures

Length of Activity: Four class periods. Eight hours total.

What will students do?
• Learn the vocabulary of the court system.
• Learn how to conduct themselves in the courtroom.
• Learn what to do if charged with a crime.

What will teachers do?
• Prepare vocabulary lists and pictures.
• Invite a member of the legal community to speak to the class.
• Supply books and props.
• Provide video clips from TV programs.

Activities used to implement this learning activity
Day 1:
• Teacher elicits responses from the students as to their experiences with local law enforcement and the courts. Have they had any problems? What has happened? What are their thoughts about the police? What have they heard? What are some reasons one might have to appear in court?
• Introduce vocabulary. *The Oxford Picture Dictionary*, page 43, may be used along with any additional pictures the teacher may have found. Define vocabulary together and make sentences. Prepare some questions to ask speaker.

Day 2:
• Speaker.

Day 3:
• View various situations from video clips. Discuss. Talk about:
  – What to do if you are required to appear in court.
  – What to do if you are given a traffic ticket.
  – What to do if you are charged with a crime.
  – What to do if you are a victim of a crime.
• Student groups make posters of various people who have roles in the courtroom, such as police officers, lawyers, judges, parole officers, etc. Show their duties and language that they would use.

EF Standard(s) Used in This Learning Plan
✓ 1. Read With Understanding
✓ 2. Convey Ideas in Writing
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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:
Connie Mayes
COUNTY/PROGRAM:
Sevier County Adult Education
• Students role-play various scenarios that the teacher has prepared such as:
  – You are in court because of a traffic ticket.
  – You are in court because a neighbor has complained of loud music at your house.
  – You are in court because your child was found unattended in the neighborhood.
  – You are in court because you did not have an insurance card or insurance.
  – You are in court for a DUI.
  – You are in court because you are getting a divorce.
  – You are in court as a witness for someone else.
  – You are in court because of an automobile accident.

Day 4:
Students set up a mock courtroom and role-play the judge and other participants. The makeup of your students will determine whether you will have attorneys, a jury, witnesses, etc.

What evidence are you going to look for to know that learners are developing this learning skill?
• Finished posters.
• Observation of role-play.
• Questions students ask.

How are you going to collect this information?
• Teacher observation.
• Finished posters.
• Sentences from vocabulary words.

Instructor comments and reflections
This is a very practical lesson. Students are petrified when they have to appear in court. If possible, a visit to a courtroom would be recommended.
LEVEL 2-6

Making Apologies

Length of Activity: 2 hours

What will students do?
• Learn the vocabulary of making apologies.
• Learn various ways of making apologies.
• Role-play scenarios where an apology is in order.

What will teachers do?
• Prepare vocabulary list and other materials.
• Prepare cards with scenarios when an apology is in order.
• Examples: stepping on someone’s foot, breaking something that belongs to someone else, spilling food on a customer, spilling coffee on a classmate, being late for an appointment.
• Guide students as they list possible times when an apology is needed.
• Monitor students in role-play.
• Lead students in jazz chants.

Activities used to implement this learning activity
During two class periods immediately prior to the lesson on apologies, the teacher introduces jazz chants from unit 8 of Carolyn Graham’s Small Talk. There are three jazz chants. One should be presented two weeks before, one should be presented one week before, and the final one can be presented on the day of the lesson. This introduces students to the vocabulary, rhythm, and phrases of apologies.
• Teacher elicits responses from the students as to their experiences making apologies.
• Class lists possible times when an apology is necessary.
• Different ways of making apologies are discussed.

Teacher then presents a scene. Students work together to devise the proper apology. They can get ideas from the jazz chants.

Finally, students are divided into groups. Teacher gives each group a scenario card. Each group works out a role-play for the scenario, then presents it to the class.
• Students complete the apology dictation from unit 8 of the jazz chants.

SUBMITTED BY:
Connie Mayes
COUNTY/PROGRAM:
Sevier County Adult Education
What evidence are you going to look for to know that learners are developing this learning skill?

• Observation of role-play.
• Questions students ask.
• Dictation.

How are you going to collect this evidence?

• Teacher observation.
• Use of apology appropriate to the situation in group role-play.
• Dictation worksheet.

Instructor comments and reflections

Students were anxious to talk about their embarrassing times and mistakes they have made because of the language. They were eager to learn the proper procedure to say “I’m sorry.”
LEVEL 3
Citizenship

Length of Activity: 20 minutes

What will students do?
Read from citizenship book about United States history and government.

What will teachers do?
Guide student in learning new vocabulary and concepts.

Activities used to implement this learning activity
• Reading on citizenship lesson.
• Discussion of lesson by students and teacher.
• Comprehension of written questions.
• Responses to completed questions.

What evidence are you going to look for to know that learners are developing this learning skill?
• Grading of completed questions.
• Observation of discussion regarding issues and ideas brought out in reading.

How are you going to collect this evidence?
• Teacher observation.
• Retrieval of question sheets.
• Oral questions by teacher.

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
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9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 3
Vocabulary Development

Length of Activity: 20 minutes

What will students do?
The students will read and listen to teacher pronounce sentences or words. They will individually repeat the pronunciation of these words.

What will teachers do?
The teacher will model the pronunciation of words and sentences written on the board.

Activities used to implement this learning activity
• Teacher writes words and sentences on the board.
• Teacher points to word or words to be spoken and models pronunciation.
• Teacher asks group to pronounce word or words together with him.
• Teacher has individual students say the word after the teacher models pronunciation.

What evidence are you going to look for to know that learners are developing this learning skill?
Improvement toward target pronunciation.

How are you going to collect this evidence?
• Teacher observation.
• List of student names, teacher marks either check minus, check, or check plus to indicate level of improvement.

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:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 3

The Art of Storytelling

Length of Activity: 5 minutes per student. 30 minutes per class.

What will students do?
Demonstrate their abilities to create and communicate ideas through the art of storytelling. Listeners will ask questions at end of story.

What will teachers do?
Teacher will provide pictures for students to use to illustrate their stories.

Activities used to implement this learning activity
• Pictures of people, animals, places, and things will be placed on a table in front of class.
• The students will be called upon by teacher to come to front of class and look at pictures on table.
• He or she will then tell a story of a factual or fictional event based upon the pictures chosen.
• Students will ask questions of the storyteller at conclusion of story.

What evidence are you going to look for to know that learners are developing this learning skill?
Teacher observation of the following:
• How well story flowed.
• Correct vocabulary.
• Correct grammar usage.

How are you going to collect this evidence?
Teacher will have checklist of proficiency in each of the three areas evaluated.
New Student Learning Plans

LEVEL 3
Active Listening

Length of Activity: 30 minutes

What will students do?
Orally read a section of an anecdote or factual account. The students will answer written questions about the reading and discuss and give opinions about particular aspects of the reading.

What will teachers do?
The teacher will facilitate class discussion on parts of the anecdote that students find interesting.

Activities used to implement this learning activity
• Distribute anecdote.
• Assign sections to be read orally by each student.
• Distribute written comprehension questions to students.
• Discuss story with class.

What evidence are you going to look for to know that learners are developing this learning skill?
• Note correct answers to completed questions.
• Observe student participation in discussion of story.

How are you going to collect this evidence?
Record correct observations of students answering comprehension questions and in their discussion.

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:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 3

Mapping Skills

Length of Activity: 20 minutes

What will students do?
The students will be given maps and directions about getting from point A to point B using direction terms. They will correctly give directions.

What will teachers do?
The teacher will explain and model the use of direction words and phrases and have class practice several examples prior to the activity.

Activities used to implement this learning activity
• Each student will be given a map with various streets and places already labeled on map.
• Students will then divide into pairs.
• Student A will then give directions to his partner, Student B, about how to get from one point to another.
• Student B will draw the route on his map as described by Student A. At the conclusion of Student A’s directions, Student B will show and discuss any problems he or she had with A’s directions.
• Reverse roles and repeat with different beginning and ending points.

What evidence are you going to look for to know that learners are developing this learning skill?
• Teacher observation.
• The accuracy of maps drawn by listening students.

How are you going to collect this evidence?
By retrieving the maps drawn.

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:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
LEVEL 3

Developing Writing Skills

Length of Activity: 30 minutes

What will students do?
The students will write a paragraph on the given topic.

What will teachers do?
The teacher will give the topic or situation to the students to write about.

Activities used to implement this learning activity
Students will be given 10 minutes to write their paragraph. The teacher will collect the paragraphs and write each anonymous paragraph on the board. Students will then take turns finding and correcting errors in each paragraph under teacher’s guidance.

What evidence are you going to look for to know that learners are developing this learning skill?
Accurate correction of paragraph errors.

How are you going to collect this evidence?
Teacher will record who made appropriate corrections.

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: Mark Butler and Ruben Paz
County/Program: Warren County
LEVEL 3

Summarizing and Retelling Information

The students will have an opportunity to practice reading aloud, writing a summarization of what they have read, and verbally reporting to the class what they have written. This will be done in small groups of three students each, in the form of a television “News Report.”

The teacher’s goal is to help the students be successful in correctly using English grammar in spoken and written forms.

Length of Activity: Two, 2-hour sessions

What will students do?

Students will:
• Bring to class current events newspaper articles, as assigned the previous week.
• Read aloud and discuss their articles in their small group and decide how each article can be summarized for a News Report.
• Together each group will write a summary for their three articles, each one being three or four sentences long. The summaries will become the text for the News Report.
• Present their News Report to the class and help each group correct mistakes that may have been made in the presentations.

What will teachers do?

The teacher will:
• Divide the students into three groups according to skill level or mixing the skill levels, depending upon the total group's dynamics.
• Guide the students in their preparation to present a News Report by moving from group to group helping with pronunciation, summarizing, grammar, etc.
• Collect written summaries for correction of grammar. Summaries should be copied and the original returned to the students so they can practice their presentation before the next session.
• During the presentations, the teacher records words or sentences that need correction. After the presentations the teacher will write the words or sentences on the board for the class to evaluate and repeat aloud as a group.

1st Session: Small Group evaluation of article and writing of the summaries.

2nd Session: News Report presentations and evaluations.

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:
Jeannie Obenschain

COUNTY/PROGRAM:
Pellissippi State ESOL
Activities used to implement this learning activity
• Ask the students how news is reported in their countries.
• Give an example of retelling a story from a newspaper article or other short story.
• Using the facts of the story, show how the information is easily retold.
• The students should consider what may need to be left out.
• Spend some time practicing verb tenses and other common grammar mistakes using examples from their articles.
• Do not allow the students to simply read sentences from the article, but tell the story.

What evidence are you going to look for to know that learners are developing this learning skill?
• Student participation in small- and large-group exercises, including bringing an article to class and producing a written summary of each article.
• Observation and interaction with each small group and student to monitor progress in the task.
• The student corrects himself and/or offers help to another student in the process of writing the summary.

How are you going to collect this evidence?
• Collection and correction of written summaries.
• Evaluation of presentations.

Instructor comments and reflections
Practicing conversations and working on writing skills is important for the students. They could be encouraged to dress in costume, report on location, or add any of their own ideas to make the exercise fun and full of conversation.

Bring extra newspapers!

Summarizing and Retelling Information, continued

Extension Activity
Encourage the class to videotape the presentations for evaluating one another and for the fun of it. Each group could present a feature article—food or travel, for example—in place of a news article.

Suggest that a few creative students prepare a commercial advertisement to be presented between each group presentation.
LEVEL 3
Parents Practice Reading to Their Children

The students will use children’s story books to work on pronouns, spelling, vocabulary, and capitalization.

Length of Activity: 1 to 2 hours

What will students do?
• The students will be given preselected children’s storybooks to read aloud to the entire class.
• The students will be asked to rewrite the story, changing nouns to pronouns and pronouns to nouns, making necessary capitalization changes.

What will teachers do?
• The teacher will have short children’s books selected for the class.
• The teacher will hand out and review rules for capitalization and pronouns.
• The teacher will help with pronunciation and definition of unfamiliar words.

Activities used to implement this learning activity
• The teacher will pass out and review handouts with rules for pronouns and capitalization.
• Each student will take a turn reading a storybook aloud to the class.
• The teacher will list unfamiliar words on the board as students read and will help them with their pronunciation.
• As the stories are being read, students will identify all pronouns and capitalized words, other than at the beginning of the sentence.
• Students will look up definitions in the dictionary, and then take turns writing definitions on the board for the unfamiliar words from the story they read.
• Students will then rewrite their story replacing 10 pronouns with nouns and replacing 10 nouns with pronouns. If time permits, they can read the new story to the class.

What evidence are you going to look for to know that learners are developing this learning skill?
The evidence that the students are learning new vocabulary and spelling will be on the board (the definitions from the dictionary). The evidence that they are developing the use of pronouns and capitalization will be seen in the rewrite of their story.
How are you going to collect this evidence?
The rewrite of the short story will be collected by the teacher.

Instructor comments and reflections
The books chosen for this exercise should be rich with vocabulary and good sentence structure. But they should not be long. Keep the stories short! The use of a dictionary to look up the definitions may seem tedious but is a tried-and-true way to learn spelling and definitions. Reading aloud to a group can be intimidating, but the experience will help with pronunciation as well as learning to communicate clearly to the class. The teacher can make copies of each story available to the entire class.
LEVEL 3
Learning About Adjectives

Length of Activity: Approximately 2 hours

What will students do?
• Work in teams to develop a list of adjectives.
• Review a written passage and identify the adjectives.
• Review a second written passage to identify adjectives and turn in their work.

What will teachers do?
• Provide a working definition of adjectives.
• Coordinate and facilitate student interaction activity.
• Introduce and teach concepts of various types of adjectives.
• Provide two written exercises.
• Evaluate each student’s progress.

Activities used to implement this learning activity
• The teacher will define adjectives and give some introductory examples.
• Students will divide into groups of two or three; in their groups, they will develop a list of adjectives that they can use to describe one another or describe some article of clothing or jewelry that is on their person.
• The class will reassemble and the students will relate their lists with their living examples.
• The teacher will discuss the use of adjectives in simple sentences and phrases, using written examples. The use of successive adjectives will be discussed.
• The students will be given a written passage and asked to identify the adjectives by underlining or circling the words.
• The passage will then be discussed in class and any questions entertained.
• The teacher will then introduce the special adjectives called articles, “a” and “an”; the passage will be reviewed again to identify the correct use of articles.
• The teacher will then introduce the topic of personal adjectives with some comparison to personal pronouns. (The next class will focus on this topic.)
• The class will review the written exercise again to identify personal adjectives.
• The teacher will hand out a short passage on adjective identification, to be turned in at the end of class.
What evidence are you going to look for to know that learners are developing this learning skill?

- Are the students readily identifying adjectives in the passage used in the class discussion?
- Are any of the students not participating or looking puzzled?
- What are the results of the exercise handed in at the end of class?

How are you going to collect this evidence?

- Teacher observation of the results of the in-class exercises and discussions.
- Review of the exercise that is handed in, which will be corrected by the teacher.

Instructor comments and reflections

- Adjectives, correctly used, are crucial for expressive written and spoken English.
- Adjectives are a relatively simple concept to understand, thus giving the student confidence in tackling more difficult topics.
LEVEL 3-5
Let’s Eat Out!

Length of Activity: Two to four class sessions.

What will students do?
The students will study a menu from an area sit-down restaurant and will make dinner selections. Students will role-play ordering from the menu, asking appropriate questions about menu items, and responding to waiters’ questions. Students will estimate dinner costs, check dinner ticket for accuracy, and estimate appropriate tip. Students may follow up in-class activity with actual restaurant visits and report back to class about their experiences. Students may write about their experiences.

What will teachers do?
The teacher will prepare for this activity by collecting sample menus from area restaurants if possible (if actual menus are unavailable, teacher may be able to find menus online). Many chain restaurants have websites with menus posted, and some communities have restaurant review websites that post menus from area restaurants. These menus may or may not have prices listed but often give price ranges for menu categories. The teacher will provide picture dictionaries to review vocabulary associated with food and dining out. The teacher will role-play the part of the waiter with the students.

Activities used to implement this learning activity
Teacher may want to begin exercise by reviewing food and restaurant vocabulary using a picture dictionary. Teacher will explain to students that they are going to learn about dining at a sit-down restaurant where they will have to read and interpret a menu and order from a waiter. Teacher will allow students to select a menu from the collection and study it (this exercise may be done individually or in small groups). Teacher will encourage students to ask questions about new vocabulary. When students have made a selection, teacher will role-play the part of the waiter, taking orders, answering questions, and writing up a ticket. Teacher may encourage more-advanced students to take turns role-playing as the waiter and the diner. Teacher will present students with a dinner ticket and allow them to check for accuracy, estimate a tip, and role-play making payment with credit card or cash. Teacher will encourage students to dine at a sit-down restaurant and report back to the class about the experience, or teacher may arrange a class outing to a local restaurant for dinner or lunch. Teacher may ask students to write about their experiences.
What evidence are you going to look for to know that learners are developing this learning skill?
Students will be able to read a menu and ask appropriate questions, reply to a waiter’s questions, and order a meal. They will be able to estimate dinner costs and use math to verify bill accuracy. They will be able to estimate an appropriate tip.

How are you going to collect this evidence?
Teacher will observe students role-playing dining at a sit-down restaurant. This role-play may be recorded or videotaped. Students may share with the class their experience dining out, or they may write about their experience and the teacher can collect the writing for their portfolios.

Instructor comments and reflections
Many of my students would enjoy going to nicer restaurants from time to time but opt for fast-food and buffets because the necessity to speak is more limited in those environments. They enjoyed the opportunity to explore various menus in a nonthreatening environment. I am planning to keep a catalogue of menus on hand in class as a resource for students who may want to try new restaurants in the future. This way they can take their time to study the menus and make some choices prior to their visit.
LEVEL 3-6

Crossroads Café (Opening Day)

Length of Activity: Approximately 2.5 hours

What will the students do?
Introduce themselves and others. Students will view and discuss video and character events. Read and fill out job application form. Build vocabulary skills based on video and job application forms. Students will develop sentence sequencing skills. Small group exercises: Picture word cards – Set 1, Spell It program, level 2, Lesson 1 (progressing to level 5 reading), and Dolch words.

What will teachers do?
The teacher will discuss the story with the students. Students will discuss the characters and events in the story. Teacher will help them fill out a job application and teach them how to present themselves at an actual interview. Teacher will aid in sentence sequencing. Teacher will aid in role-play introductions.

Activities used to implement this learning activity
- Video: Crossroads Café #2 - Opening Day page 1.
- Worksheet from text page numbers 3-14.
- Sentence sequencing pages 3 and 5.
- Actual employment application.
- Build vocabulary skills page 3.

What evidence are you going to look for to know that learners are developing this learning skill?
- Retell the story. Fifty percent accuracy building to 80 percent accuracy.
- Use of vocabulary skills. Fifty percent accuracy building to 80 percent accuracy.

How will you collect this evidence?
- Teacher observation.
- Listening skills.
- Student critique skills.
- Completion of worksheet assignment.

Instructor comments and reflections
The students enjoy working with Crossroads Café.
LEVEL 3-6
Crossroads Café (Growing Pains)

Length of Activity: Approximately 2.5 hours

What will students do?
View and discuss video. In small groups, write a simple newspaper job advertisement using story-related vocabulary words. Read employment-related forms. Students will build vocabulary skills from job advertisements and video. Students will develop sentence-sequencing skills by using exercises in the book. Students will role-play using exercises in the book. Students will be required to critique role-play. Small group activities: Picture word cards - Set 1, Spell it program, level 2 (progressing to level 5), and Dolch words.

What will teachers do?
The teacher will discuss the story with the students in order to receive feedback from the students. Students will discuss the story. Teacher will instruct students on how to answer a job advertisement. Teacher will aid with developing sentence structure skills. Students will discuss role-play introductions and critique.

Activities used to implement this learning activity
• Video: Crossroads Café #2 - Growing Pains page 15.
• Worksheet page numbers 17-38 from text.
• Actual job advertisements from newspaper.
• Build vocabulary skills page 17.
• Role-play pages 21 and 22.
• Picture word card set 1
• Dolch cards

What evidence are you going to look for to know that learners are developing this learning skill?
• Retell the story with 50 percent accuracy, slowly building to 80 percent accuracy.
• Use of vocabulary skills with 50 percent accuracy, building to 80 percent accuracy.
• Appropriate role-play and critique.

How are you going to collect this evidence?
• Teacher observation.

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:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
Crossroads Café (Growing Pains), continued

- Listening skills.
- Student critique skills.
- Completion of worksheet and newspaper job advertisement assignment.

**Instructor comments and reflections**
Students enjoy working with Crossroads Café.
LEVEL 3-6

Start a Conversation

Length of Activity: 1 hour

What will students do?
• Write responses to a conversation starter on an index card.
• Work with a partner to make a short conversation.
• Discuss conversation with class.

What will teachers do?
• Write a different question on six or seven index cards.
• Divide class into pairs to work on activity.
• Distribute one index card to each pair.
• Guide students as they come up with responses for a question on the card.
• Discuss each new conversation with class.

Activities used to implement this learning activity
Write a conversation starter (one or two questions) on each of the index cards. Some conversation starters could be the following:
• How is your new job?
• What do you like about living in the United States?
• Why are you taking a class to learn to speak English?
• Why is obtaining your citizenship important to you?

After dividing the class into pairs, hand out one card to every pair of students. Instruct students to discuss and write out a short conversation using the question on the card as the conversation starter. Ask them to come up with at least four responses to the question on the card. After students have completed the activity, discuss each conversation, making corrections as needed.

What evidence are you going to look for to know that learners are developing this learning skill?
• Participation in conversation activity.
• Written responses to conversation starter.
• Discussion of each new conversation in class.

How are you going to collect this evidence?
• Listening to students’ discussions.
• Observing students’ written responses on activity.

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:
Michelle Lanius

COUNTY/PROGRAM:
Montgomery County
Adult Education
Start a Conversation, continued

Instructor comments and reflections
You may want to model this activity before assigning it to your students. The questions or “conversation starters” really depend on each class as well as students’ interests and ability levels.
LEVEL 3-6
Getting to Know Your State and Local Governments

Length of Activity: 1 week

What will students do?
• Listen to an explanation of state government.
• Copy the diagram from the board.
• Read about the powers of the state government.
• Read about the members of the General Assembly from our district.
• Listen to an explanation of county and city government.
• Read about the members of the city council.
• Listen to an explanation of the function of the city council and what takes place at a meeting.
• Work with a partner to come up with and write down a city problem to present at a mock city council meeting (lower-level students may be given several to choose from for this part of the activity).
• Present the problem to the class in a mock city council meeting.
• Decide in the capacity of the city council the best course of action to be taken to resolve the problem that has been presented.
• Fill in the parts of the state and local government on a worksheet.

What will teachers do?
• Use a diagram to explain state government and its function.
• Pass out a list of the powers of the state government.
• Pass out names and information about our district’s leaders.
• Use previous diagram to add on the county and city governments and explain their relationship to the state government.
• Pass out names and biographical information of the city council, mayor, and vice-mayor of Columbia.
• Explain what takes place at a city council meeting.
• Pass out possible city problems or concerns to beginning-level students, or pair the advanced-level students with the beginning-level students to brainstorm together for a city problem or concern to write down and hand in to the teacher to put on the agenda for the mock city council meeting.
• Guide the students through a presentation of their concerns or problems to the class.
• Guide the students through discussion of the concerns or problems and possible solutions.

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:
Pamela G. Brown

COUNTY/PROGRAM:
Maury County Adult Education
Activities used to implement this learning activity

State Government
Using a diagram of the state and local governments on the board, the teacher will explain the way the state legislature is set up in districts. The teacher will concentrate on the district that includes the students’ county. An explanation of the powers of the state legislature will be given, and the students will receive a handout that explains this. Handouts will be used to give biographical information about various legislators. The students will be asked to read that information silently, and after they have read the information the teacher will ask if anything needs clarification.

County and City Government
Next the teacher will explain the hierarchy of the county and city governments and name the people that make up that group in their county and their city. The students will be given biographical information on that group of people and asked to read it silently. Again, any questions will be cleared up by the teacher before proceeding.

City Council Meetings
The teacher will explain when and where city council meetings take place and what their function is to our city. The lower-level students will then be given a list of problems or will be paired with a higher-level student and asked to come up with their own problem to present to the city council. The students will then write their own question or choose one to write down and present to the teacher to be put on an agenda for a mock city council meeting. The students will be called on to present their question to the mock city council, and the city council will decide what action needs to be taken.

Evaluation
The final activity will be to practice arranging the state and local governments in the chart that the teacher has used to show the hierarchy. The teacher will hand out a blank diagram for the students to fill in their own chart.

What evidence are you going to look for to know that learners are developing this learning skill?
The students will demonstrate their learning by participating in class activities, writing down a question or concern for the mock city council meeting, and filling in the worksheet at the end of the lesson.

How are you going to collect this evidence?
The evidence of learning will be observed by the teacher or collected in the class as indicated.
 LEVEL 4

Sequences

Length of Activity: Approximately 2 hours

What will students do?
• Recognize that the sequence of events effects the outcome.
• Use the comic strips to make a story that makes sense.
• Learn vocabulary that deals with sequencing.
• Unscramble the sentence strips to make a sensible story.
• Each student write a story about the comic strip.

What will teachers do?
• Introduce the concept of sequences by giving examples of good sequencing.
• Provide comic strips that have been cut apart and glued to index cards.
• Prepare sentence strips that can be put together to make a simple story or that give directions to make something.
• Offer help as needed.
• Coordinate and facilitate student interaction activity.
• Evaluate each student’s progress.

Activities used to implement this learning activity
• The teacher will define sequences and give some introductory examples.
• As a group look at one set of comic strips. Discuss what is happening on each card.
• Put the cards in the correct order.
• Divide into groups of two. Give each group a set of comic strip cards. Have them arrange the cards in the correct order and write a short story about their comic strips.
• Have the groups share their comic strips with the rest of the class.
• Discuss the sequencing vocabulary such as first, second, then, and finally.
• Put a set of sequence strips on the board with tape. As a group decide what happens first, then second, then third, and then last or finally.
• Have a student put the strips in the right order on the board.
• Divide into groups of two. Give each group a set of sentences strips. Have the group put the sentences in the correct order.
• Have the group share their sentence strip stories with the rest of the class.
• Individually have students write directions to tell how to make something. The directions must include at least four steps. Encourage the students to use the new vocabulary words.

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

SUBMITTED BY:
Ann Fischer & Regina Robbins

COUNTY/PROGRAM:
Pellissippi State ESOL
Sequences, continued

What evidence are you going to look for to know that learners are developing this learning skill?
• How well do the students present their comic strips and sentence strips?
• Are any of the students not participating, or looking puzzled?
• What are the results of the exercise handed in at the end of class?

How are you going to collect this evidence?
• Teacher observation of the results of the in-class exercises and discussions.
• Review of the exercise that is handed in, which will be marked or corrected by the teacher.

Instructor comments and reflections
• Stories or directions have a logical order: one thing must happen before another thing happens.
• Changing the order will either give a different ending or the story will not make sense.
LEVEL 4-6

Sales Sheet Scavenger Hunt

Length of Activity: 1 hour

What will students do?
• Find sales items in sales sheets.
• Calculate and compare purchase totals.

What will teachers do?
• Provide grocery lists with regular prices.
• Provide sales sheets.

Activities used to implement this learning activity
• The teacher will give each student a grocery list that has regular prices beside each item and sales sheets containing some, or all, of the items on the list.
• Students will find items that are on sale or that have coupons. They will calculate the total of the items, then figure the cost without the sale price or coupons.
• Students will then calculate their savings.

What evidence are you going to look for to know that learners are developing this learning skill?
• Ability to perform the activity.

How are you going to collect this evidence?
• Observation.
• Correct answers on calculations.

Instructor comments and reflections
The grocery lists and sales sheets can be the same for the whole class or a variety can be distributed.

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:
Marcia Robertson
COUNTY/PROGRAM:
Stewart County
LEVEL 4-6

No Wonder the English Language Is So Difficult to Learn

Homographs (heteronyms): This lesson is to help students who are confused when trying to pronounce and use words that are spelled the same but have different pronunciations and meanings.

Length of Activity: Fifteen minutes a day for several weeks culminating in a one-hour activity.

What will students do?
• Recognize words that have the same spelling and different pronunciations.
• Recognize the definitions and different pronunciations of homographs.
• Practice using the pronunciations and definitions of the words.
• Be able to place the correct word in sentence strip with missing homographs.
• Use homographs in a sentence.

What will teachers do?
• List words that have the same spelling and different pronunciations.
• Define the words.
• Supply students with a list of words.
• Model the pronunciations of the words.
• Demonstrate the use of different homographs in sentences.

Activities used to implement this learning activity
• Write the definition of a homograph on the board: “Two or more words spelled the same way but pronounced differently.” Example: to bow (bau) low, and a bow (bow) and arrow.
• Give students the list of homographs.
• Each class period, list two or three homographs from the list on the board.
• Allow students to tell or guess the meanings and pronunciations of the words.
• Discuss the meanings of the words.
• Pronounce the words and have the students repeat.
• Write a sentence using the words on the board and have the students read aloud the sentence.
• Have the students write the words in a sentence.
• Review the words from the previous class before introducing new words.
After the entire list has been introduced and practiced, divide the students into groups for an activity using the homograph introduced in previous classes. Allow one hour.

• Provide the groups with 5-10 sentence strips that have the homographs missing and separate cards with the missing words (homographs). Each group can have a different set of sentences.
• Have the groups begin at the same time trying to find the right word for the sentences. Reward groups as they complete the activity.
• Ask each member of each group to read aloud one of their completed sentences.

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

• The class and group participation and discussion.
• The oral pronunciation and reading of sentences.
• The writing of sentences.
• The completion of the sentence strip activity.

How are you going to collect this evidence?
Written sentences, oral responses, and completed sentence strips.

Instructor comments and reflections
This teaching activity could be adapted for use in regular classrooms as either language arts instruction or as a way to help students understand how immigrants feel as they struggle with learning English.
Source: Homonyms, Heteronyms, and Allonyms: A Semantic/Onomantic Puzzle by Fred W. Riggs  http://www2.hawaii.edu/~fredr/homonymy.htm
LEVEL 4-6

Using Catalogs to Make Purchases

Students will learn to understand catalog descriptions, correctly interpret order information, and complete order forms.

Length of Activity: 3 hours

What will students do?
• Look through catalogs (in groups of two or three).
• Contribute to class list of new vocabulary.
• Give an oral report on his or her selection.
• Complete an order form as homework.
• Write a sentence using each new vocabulary word as homework.

What will teachers do?
• Provide dictionaries.
• Provide catalogs.
• Lead discussion of new vocabulary words.
• Provide sample order forms.
• Lead discussion of terms and abbreviations on order forms.

Activities used to implement this learning activity
• Each student will be given a catalog.
• Groups of two or three students will work together to understand catalog information and to develop a list of five unfamiliar vocabulary words with their definitions.
• Each student will select a gift from the catalog for a designated family member, marking the page and circling the selection.
• Each team will share its vocabulary list and definitions with the class.
• Each student will give an oral presentation to the class telling what item they selected, for whom it was intended, and why it was chosen.
• The teacher will hand out sample catalog pages and order forms highlighting several catalog items and discuss or explain any new terms or abbreviations.
• As homework, the teacher will ask the students to complete the order form in their catalog for the item they selected. (Students will be cautioned not to use a real credit card number in filling out the form.)

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:
Mary Vogel

COUNTY/PROGRAM:
Pellissippi State ESOL
What evidence are you going to look for to know that learners are developing this learning skill?
- Are they contributing to the class discussion of vocabulary and terminology?
- Are they able to define these new words?
- Have they been able to make a selection from the catalog and are they able to describe and explain that selection?
- Have they successfully completed the order form for their selection?

How are you going to collect this evidence?
- Observation.
- Worksheets (order forms assigned as homework).
- Written definitions of vocabulary (assigned as homework).

Instructor comments and reflections
While the ability to use catalogs is certainly not, in itself, a survival skill, the individual skills needed for this activity are. This learning plan encourages oral and written expression and promotes the knowledge of terminology dealing with subjects such as shipping and handling, state and local taxes, clothing sizes, and American weights and measures.
LEVEL 4-6

Giving and Receiving Gifts

Students will learn about American customs and etiquette regarding the giving and receiving of gifts and they will write a thank-you note.

Length of Activity: 1 hour

What will students do?

- Students will read and discuss photocopied articles about American customs related to gift giving.
- Students will read and discuss photocopied articles about American etiquette as it relates to gift giving.
- Students will identify any unfamiliar vocabulary words.
- Students will write a thank-you note.
- For homework, advanced students will read O’Henry’s “Gift of the Magi” and write a short essay telling the main idea of the story. (Or, the teacher can read this to the class.)

What will teachers do?

- The teacher will prepare articles explaining American gift-giving customs and etiquette.
- The teacher will lead discussions of these articles and explain any unfamiliar vocabulary words.
- The teacher will explain the form and content of a well-written thank-you note.

Activities used to implement this learning activity

- The teacher will introduce the day’s topic to the students.
- Students will take turns reading out loud the articles on American gift-giving customs and etiquette.
- Any new vocabulary words will be listed on the board and defined by the students or the teacher.
- Students will be asked to share any differences between their countries’ customs and etiquette and those of America as they relate to the giving and receiving of gifts.
- The teacher will use the board to show the correct form and basic content of a well-written thank-you note.
- The students will select the name of a gift from slips of paper turned face down. They will then write a thank-you note for that gift. If this activity is not completed by the end of class, it will be completed at home and turned in the next day.
For homework, intermediate students will be asked to write a short essay telling about a favorite gift they have received.

For homework, advanced students will be asked to read O’Henry’s “Gift of the Magi” and to write a short essay telling the main idea of the story.

**What evidence are you going to look for to know that learners are developing this learning skill?**
- Participation in class discussion.
- Written thank-you note.
- Written homework.

**How are you going to collect this evidence?**
- Observation.
- Correcting written class assignment and homework.

**Instructor comments and reflections**
This was an enjoyable activity for the class.
LEVEL 5 AND 6

Learning to Be Assertive

Length of Activity: 2 to 4 hours

What will students do?
• Define the word assertive.
• Discuss times when they needed to be assertive but were unable to communicate.
• Discuss times in the future they may need to be assertive.
• Respond to scenarios presented by the teacher.

What will teachers do?
• Lead discussion about assertiveness.
• Present the language and demeanor of being assertive.
• Present video scenes from TV shows of people being assertive.
• Provide scenario cards for role-play.

Activities used to implement this learning activity
• Teacher defines the word assertive. Then she leads a discussion about students’ experiences with being assertive. Talk about when it is necessary, the consequences of being assertive, of not being assertive, and of being too assertive.
• Teacher presents the language and demeanor of being assertive: Students make checklist, or teacher can make the checklists to hand out.
  – Know your rights.
  – Keep calm.
  – State the facts.
  – Tell what you expect.
  – Use “I” statements, not “You” statements. I expect, I need, I want, etc.
  – Ask to speak with the manager or supervisor.
• As a class, students make conversations and practice the language.
• Finally, teacher gives pair of students two cards with possible situations requiring assertiveness. Students role-play for class.

Some examples:
(a) Returning an item to a store.
(b) Being asked to do something you don’t want to do.
(c) Taking your car to the garage and the bill is far higher than you were told it would be.
(d) Telephone salespeople.
(e) Problems with a child’s teacher.
(f) Problems with neighbors.
(g) Asking for a raise.
(h) Being treated unfairly at work.

What evidence are you going to look for to know that learners are developing this learning skill?
• Observation of role-play.
• Participation in discussion.

How are you going to collect this evidence?
• Observation.

Instructor comments and reflections
This is a very practical exercise and enjoyable for students. My students told of times that, rather than speak up for themselves (due to the language barrier), they just paid extra money or settled for whatever circumstance was involved, even though they were treated unfairly. This lesson arms them with some “ammunition for handling difficult situations.” Students could also practice writing letters to a company about a product they are dissatisfied with.
Newspaper Scavenger Hunt

Length of Activity: One 1-hour session

What will students do?
• Search newspaper.

What will teachers do?
• Provide newspapers.
• Provide items-to-find lists.

Activities used to implement this learning activity
The teacher will divide the class into groups. Each group will get a newspaper section (classifieds, comics, sales, local, etc.). Each group member should have his or her own copy of the section their group is assigned. The teacher then gives the groups a specific assignment for which they will search, such as adjectives, adverbs, science words, weather terms, animals, etc. Each group will report to the class.

What evidence are you going to look for to know that learners are developing this learning skill?
• How well the group members work together.
• Reports.

How are you going to collect this evidence?
• Observation.
• Reports to class.

Instructor comments and reflections
This can be tailored to include whatever the class is studying at the time.
LEVEL 5 & 6

Courtroom Drama

Length of Activity: Two 2-hour sessions

What will students do?
• Play a role in a court trial.

What will teachers do?
• Guide the mock trial.

Activities used to implement this learning activity
The teacher will present a court case for the class to perform (the students may suggest possible issues). Students will role-play in a courtroom drama. Roles will be decided by a draw. The first two hours will be preparation time. The second two hours will be the actual drama. The roles of judge, defendant, defense lawyer, prosecutor, witnesses, and jury will be included. The students then write an evaluation of how the trial was handled and what they learned.

What evidence are you going to look for to know that learners are developing this learning skill?
• Students abide by court rules.
• Students demonstrate spontaneous problem-solving.
• Students’ evaluations.

How are you going to collect this evidence?
• Observation.
• Student evaluations.

Instructor comments and reflections
• This activity may be at the completion of a judicial system unit. Before the drama, invite a lawyer into the classroom to discuss trials and the different people involved in courtroom trials.

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✓ 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:
Marcia Robertson

COUNTY/PROGRAM:
Stewart County
LEVEL 5 & 6

Learning About Cars

Length of Activity: 2 hours

What will students do?
- Demonstrate prior knowledge by listing all the automobile-related vocabulary they can recall.
- Learn new vocabulary about the automobile.
- Identify various parts on a car.
- Practice dialogue related to the car.
- Demonstrate writing abilities by writing about a car breakdown, road trip, etc.

What will teachers do?
- Observe and evaluate the students' familiarity with a car by having the students list parts of a car.
- Introduce vocabulary by presenting students with a picture of a car.
- Help them to write a story about their most interesting car adventure using as much of their new vocabulary as possible.
- Distribute index cards with the new vocabulary.

Activities used to implement this learning plan
- Have students list parts of a car on the board. Pronounce and discuss the words. Ask students if the parts are on the inside or outside of the car. What is the part for? Have you had to have this part fixed on your car?
- Distribute dialogues. Have the students practice the dialogues. Distribute the index cards. Have the students create dialogues using the new vocabulary.
- Tell the class of a car breakdown, adventure, or such. Help students to write a car story of their own.

What evidence are you going to look for to know that learners are developing this learning skill?
- Vocabulary words and dialogues pronounced understandably.
- Dialogues are understandable and achieve purpose effectively.
- Stories are understandable and use target vocabulary.
How are you going to collect this evidence?
• Listen to pronunciations and dialogues.
• Check written work.
LEVEL 5 & 6

Earth Day Every Day

Length of Activity: 4-6 hours

What will students do?
Learn new vocabulary. Identify how to have an impact and recognize individuals can make a difference. Get involved in the community and get others involved.

What will teachers do?
Define new vocabulary. Give assistance, motivation, and direction. Organize and plan Earth Day activities. Provide the necessary materials needed for class projects.

Activities used to implement this learning activity
• Introduce, define, and discuss new vocabulary:
  – biologist – food
  – cloth – material
  – decomposition – metal
  – dirt – plastic
  – Earth Day (April) – potting soil
  – ecology – natural resources
  – ecosystem – rot
  – Environmental Protection Agency (EPA) – rubber
• Give each student a copy of “Earth Day - April 22, 1970.” Read the article to the class. Have students take turns reading the paragraphs orally. Discuss and define new words.
• Encourage students to share the ways they can save the environment. Examples: recycle, volunteer for clean-up projects, assigned community work, etc.

Class Project - Rotten Stuff
• Divide the class into five groups. The number of students per group depends on the size of the class.
• Each group will be responsible for one of the five materials: food, cloth, rubber, plastic, and metal. The teacher should provide an example of each material to share with the students.
• Have the students gather five things made from their assigned material. These materials should come from home.
• Get five plastic containers and fill them with dirt from outside. Do not use potting soil.
• Bury each group’s material in one of the containers. Ask for the permission to bury the containers on-site.
• Have the groups convey predictions in writing about what will rot. Have a group member share the group’s predictions orally in class.
• Keep containers moist and warm for several weeks. Then dig up the containers.
• Allow each group time to analyze their material. Have the group convey the outcome in writing. Compare the predictions with the outcome. Have a group member share the comparison orally in class. What rots? What does not?
• The teacher and the students participate in a community clean-up project.

References
• Silent Spring, Rachel Carson, 1962
• www.EarthDay.net
• www.cfe.cornell.edu/EarthDay/ednethome.html

What evidence are you going to look for to know that learners are developing this learning skill?
• Class discussion.
• Interest of the learner.
• Class participation.

How are you going to collect this evidence?
• The prediction/outcome comparisons the groups did in class.
• The questions the students prepare for the landfill and recycling center workers.
• Have students write the workers’ responses on paper.

Instructor comments and reflections
This is a good lesson to encourage the students’ awareness of Mother Earth and the impact we have on the environment.
April 22, 1970

Earth Day

Save the Earth! was the cry on the first nationwide Earth Day, held April 22, 1970. More than 20 million Americans showed they cared about the environment in many ways. They picked up trash and planted trees. They held giant parades and rallies. They biked and walked instead of driving cars. More than 1,500 college campuses and 10,000 schools participated in a nationwide “teach-in.” Teachers taught students about possible solutions to problems such as air pollution and rapid population growth. More than five million students, from grade school to college, participated. Earth Day was the greatest single student activism in the nation’s history.

Earth Day organizers wanted people to conserve natural resources. They also wanted people to be aware of the increasing threats to the Earth’s ecosystems. Concern about environmental issues has been growing since the 1960s. Rachel Carson’s book Silent Spring was published in 1962. It made Americans aware of the dangers of overusing chemical pesticides. When President Kennedy’s Science Advisory Committee studied the problem of pesticides, it proved that Carson’s findings were true. As a result, the Environmental Protection Agency (EPA) was created in 1970.

Earth Day was the idea of Wisconsin Senator Gaylord Nelson. It was largely organized by a college student, Denis Hayes. Hayes left Harvard University to serve as National Coordinator.

Earth Day celebrations continue to help teach people about the environment and ways to help.
LEVEL 6

War on Poverty

Length of Activity: 4-6 hours

What will students do?
Learn new vocabulary. Identify, monitor, and anticipate problems, community needs, strengths, and resources for the poor. Figure out how the system that affects an issue works.

What will teachers do?
Introduce new vocabulary. Help students better understand the workings of government. Give assistance, motivation, and direction.

Activities used to implement this learning activity
• Introduce, define, and discuss new vocabulary:
  – Disabilities
  – Disadvantaged
  – Food stamps
  – Impoverished
  – Congress
  – Great Society
  – Medicare
  – Community Action Programs (CAPs)
  – Initiatives
    a. Head Start
    b. Neighborhood Legal Services
• Guide the students in a class discussion about reasons that some people have a low income. Why might they stay that way? List the reasons on the board. Examples: Not enough education, no job training, single parenthood, drug/alcohol addiction.
• Give each student a copy of “President Johnson’s War on Poverty.” Read the article to the class. Have students take turns reading the article orally. Discuss and define new words. Provide information to the students about President Johnson.
• Have students share if they believe that government could and should fix society’s problems. How do they think government can help people best? Have students discuss how their native government helps their native citizens. What kinds of programs?

Class Project - Mock War on Poverty
• Tell the students that they are going to get a chance to lead a mock war on poverty. Divide your students into several “task forces.” Tell them that the state’s governor (played by the teacher) has dedicated 30 million dollars over three years for a War on Poverty in our state.

EFF Standard(s) Used in This Learning Plan
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✓ 6. Use Mathematics in Problem Solving and Communication
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✓ 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
• The War on Poverty programs exist in the following six areas:
  1. education  4. housing
  2. medical care  5. job training/job placement
  3. child care  6. food stamps/food aid

• Some programs are strong; some are not so successful. Your task force may create a new program in one of these six areas, or you may choose to help make an existing program more successful.

• Provide students with a goal sheet of the following questions:
  – In which program area(s) should you spend the money?
  – Whom should you help among the poor? Everyone? The elderly? Teenagers? Mothers?

• What can they do that will best help further the governor’s goal?

• Remind the students that the money will run out in three years.

• After each task force discusses options, decide on a plan.
  – How would you begin?
  – What steps would you take?
  – How would you wrap it up in three years?

• When the plan is finished, have each task force present it to the governor (teacher). Persuade the governor your plan is great. Explain its benefits and how it will help to further the governor’s War on Poverty goal. Each task force must choose a spokesperson who will present the group’s recommendation.

• The teacher might want to reward the task force with the best recommendation to a pizza lunch.

References
• www.hcfa.gov/facts/f9510ann.htm
• Celebrate the Century - United States Postal Service

What evidence are you going to look for to know that learners are developing this learning skill?
• Class discussion.
• Interest of the learner.
• Class participation.

How are you going to collect this evidence?
Teacher observation.
President Johnson’s

War on Poverty

In the 1960s in America, as it is today, poverty was a complicated problem. The federal government tried to decide “How poor is poor?” It created a “poverty line.” A person or family who made less than a certain amount of money a year was defined as “poor.” In 1964, a family of four who made less than $3,169 a year was defined as poor by the federal government.

Here are some of the programs that were developed in the 1960s during President Johnson’s War on Poverty:

- Loans for small businesses and for rural development.
- Funding for work-study programs for college students.
- Volunteers In Service To America, or VISTA. VISTA volunteers went into rural and urban America and worked with local agencies to help with local problems of poverty.
- Job Corps centers to give job training.
- Neighborhood Youth Corps to create jobs for young people.
- Community Action Programs (CAPs), which called for local leaders to create programs for their communities.
- Two notable CAPs were:
  - Head Start, which tried to help preschoolers from poor families get ready for school.
  - Neighborhood Legal Services, which offered legal advice to poor people on welfare and others.

Congress gave about $800 million for Johnson’s War on Poverty in 1964. There were at least 35 million poor people in America in 1964. Many people felt that this was not enough money to make a difference. It came to about $228 per person for the year.
LEVEL 6
American History and Culture Through Literature:

Mark Twain and The Adventures of Huckleberry Finn

The purpose of the lesson is to expand vocabulary, practice reading, writing, and speaking while teaching American history and culture through literature.

Length of Activity: 4-6 hours

What will students do?
• Read and discuss a short paragraph of background information on Mark Twain, his writings, and life on the Mississippi River during his time.
• Read an excerpt from Mark Twain’s The Adventures of Huckleberry Finn.
• Discuss the vocabulary in the reading and the excerpt.
• Discuss and list descriptive words that help paint a mental picture of life on the Mississippi in the 1800s.
• Discuss early river travel and the hazards the early primitive rafts experienced and compare this with the journeys the students took to reach the United States.
• Find and discuss the nonstandard English found in the excerpt, such as misspellings and verb tenses.
• Construct a raft using the written description in the excerpt.
• Show and describe rafts to the class.
• Write an essay in response to a quote by Mark Twain about the American spirit and the urge for freedom.

What will teachers do?
• Present background information on Mark Twain and life on the Mississippi in the 1800s.
• Teach new vocabulary.
• Demonstrate the activities of the lesson.
• Supply students with materials used in the lesson.
• Guide the discussions and the writing.

Materials:
– A map of the United States.
– A box with glue, scissors, markers, pieces of wood, nails tacks, twine, string, glue, tongue depressors, modeling clay, Ivory soap, chewing gum, marshmallows, toothpicks, cloth, construction paper, and other odds and ends that could be materials for constructing a raft.
– Copies of the background material on Mark Twain and the excerpt from *The Adventures of Huckleberry Finn*.
– Pictures of the time period or story.

**Activities used to implement this learning activity**

- Have the students find the Mississippi River, Hannibal, Missouri, and Hartford, Connecticut, on the map of the United States.
- The teacher will read aloud the background on Mark Twain while students follow.
- Students will then read aloud, one sentence at a time.
- Students will circle any unknown words.

**Vocabulary Used in Lesson**

- Names of items in the materials box.
- Vocabulary found in the background material and the excerpt.
- Teacher will list unknown words on the board and provide definitions and sample sentences for each word. Allow students time to copy into notebooks.
- Repeat this for the excerpt and the quote.
- Discuss the descriptions of the characters and the rafts and what they understand of the American culture during this time period.
- Find the nonstandard English usage such as misspelled words and misused verb tenses. Discuss the technique Twain used of writing the way the characters might speak, local color or use of vernacular.
- Discuss how perilous this adventure must have been during the era of intensive river travel. Have the students compare this to the journeys they took to reach the United States.
- Divide the students into groups with access to the materials box and have each group construct a raft that is as close to the description in the excerpt as possible, including Huck and Jim.
- Have the students present their rafts to the class and have the class vote on the raft that is closest to the description.

**Writing Activity:** Read and discuss the statement from *The Adventures of Huckleberry Finn*, “Other places do seem so cramped and smothery, but a raft don’t. You feel mighty free and easy and comfortable on a raft.” Have the students write how they think this statement captures the essential American spirit — the simple, spontaneous urge for freedom.

- Have students read completed essays to the class.
Mark Twain and The Adventures of Huckleberry Finn, continued

What evidence are you going to look for to know that learners are developing this learning skill?
- The class participation.
- The communication and interaction between students.
- The oral reports, completed rafts, and essays.
- Student observations of learning.

How are you going to collect this evidence?
- Observation, oral reports, raft projects, and completed writing.

Instructor comments and reflections
Recently a movie was shown on A&E about Mark Twain. In the movie Mark Twain was speaking at his daughter Susy’s commencement and he tells many of his adventures. This might be good to use to supplement this lesson.

Resources
- Adapted from “Rafting the Mighty Mississippi with Huck and Jim” by Allyson Geary, WOW, 1993.
- Reader’s Digest: The World’s Best Reading Pamphlet, The Adventures of Huckleberry Finn: Mark Twain, 1986
**Mark Twain** is one of America’s most distinctive writers. He is also one of America’s funniest writers. Samuel Langhorne Clemens (Mark Twain is his pen name) was born in Hannibal, Missouri, in 1835. He worked as a printer, riverboat pilot, prospector, and journalist. He saw a picture of his future wife on a cruise to Europe and the Near East when a Mr. Charles Langdon showed him a miniature of his sister Olivia. Samuel returned to America and arranged to meet Olivia Langdon. He courted her until she consented to be his wife. They were married in 1870. They moved to Hartford, Connecticut, where they built a big, odd-looking house. Their three daughters grew up in this house.

In 1895, Twain’s daughter Susy started to write a biography of her father. “Papa’s appearance has been described many times, but very incorrectly. He has beautiful gray hair, not any too thick or any too long, but just right; a Roman nose, which greatly improves the beauty of his features… in short, he is an extraordinarily fine-looking man. He has got a temper…. And oh, so absent-minded. He does tell perfectly delightful stories. Clara and I used to sit on each arm of his chair and listen while he told us stories about the pictures on the wall.”

*Huckleberry Finn* was published in America in 1895. The book was an enormous success. The first printing of 40,000 copies were sold out in advance. Some think it is America’s greatest novel. In 1913, H.L. Mencken predicted that “it will be read by human beings of all ages, not as a solemn duty but for the honest love of it, and over and over again.” Ernest Hemingway said, “All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*… There has been nothing before. There has been nothing as good since.”

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**EXCERPT**

**The Adventures of Huckleberry Finn**

by Mark Twain

“When it was beginning to come on dark we poked our heads out of the cottonwood thicket, and looked up and down and across; nothing in sight; so Jim took up some of the top planks of the raft and built a snug wigwam to get under in blazing weather and rainy, and to keep the things dry. Jim made a floor for the wigwam, and raised it a foot or more above the level of the raft, so now the blankets and all the traps was out of reach of steamboat waves. Right in the middle of the wigwam we made a layer of dirt about five or six inches deep with a frame around it for to hold it to its place, this was to build a fire on in sloppy weather or chilly; the wigwam would keep it from being seen. We made an extra steering oar, too, because one of the others might get broke on a snag or something. We fixed up a short forked stick to hang the old lantern on, because we must always light the lantern whenever we see a steamboat coming downstream, to keep from getting run over; but we wouldn’t have to light it for upstream boats unless we see we was in what they call a “crossing”, for the river was pretty high yet, very low banks being still a little underwater; so up-bound boats didn’t always run the channel, but hunted easy water.

This second night we run between seven and eight hours, with a current that was making over four mile an hour. We catched fish and talked, and we took a swim now and then to keep off sleepiness. It was kind of solemn, drifting down the big, still river, laying on our backs looking up at the stars, and we didn’t ever feel like talking aloud, and it warn’t often that we laughed—only a little kind of a low chuckle. We had mighty good weather as a general thing, and nothing ever happened to us at all—that night, nor the next, nor the next.
MULTI-LEVEL

Re-entry to Class After a Vacation

Length of Activity: One 2-hour session
(if there is much interest, it could be continued another day)

What will students do?

• Listen.
• Recall each other’s names and native country and its location.
• Express emotions.
• Relate experiences.
• Recall past activities.
• Cooperate with partners or groups of three.
• Write lists.
• Express opinions.
• Give and receive information.
• Brainstorm.
• Make a survey.
• Create a vocabulary list.
• Speak in past tense, present tense, future tense, and use modals.
• One student will act as secretary to write down all vocabulary words that students need to practice.

What will the teacher do?

• Provide a map and string and tags.
• Relate experiences similar to student’s experiences and express emotions surrounding them.
• Initiate recall of past activities.
• Supply a list of lesson topics.
• Give vocabulary definitions and usage examples as needed.
• Give examples of the proper tense to use for each activity.
• Appoint an advanced student as secretary to write down all vocabulary words students need to practice.

Activities used to implement this learning activity

• Before class write the following on the board:
  – Name (present tense)    My name is…
  – Home of origin (past tense)    I was born in…
  – How long have you lived in this country? (present perfect)    I have been here…
  – How long have you been in this class? (present perfect or present perfect continuing)    I have come…. (or) I have been coming…
– How did you spend your vacation? Guests at your house or a trip: (past tense)
• Teacher gives appropriate greeting (such as “Happy New Year!”) “We have been away from each other for a while and we have some new classmates, so we will take some time getting to know each other.”
• Explain that we will tell the class the following and place our name tag on the map: name, home of origin, how long have you been in this country, how long have you been in this class, and then what you did during the vacation such as have guests at your house or take a trip.
• Teacher demonstrates with her facts.
• Teacher encourages everyone to remember the name and one fact.
• Do recall game: Starting and ending with the teacher the students in turn say their own name and one fact they recall from the person on their left and all those repeated back to the teacher. Go all the way around the circle, each student repeating all that went before and then stating only his or her own name. The teacher must then recall all names and facts. Make it clear that it is acceptable to get as much help as you need. This is just fun, so encourage laughter at your own mistakes.
• Brainstorm on board as a large group: What activities do you remember doing in class in the past?
• Break into groups of two or three students. Give each group a sheet to complete with these topics:
  – Which activities did you enjoy the most?
  – Which activities did you find the most frustrating?
  – What would you most like to learn?
  – What are your needs?
 (Teacher gives an example or two for each category to get them started.)
• Each group reports back to the whole group.
• Using ESOL Curriculum Resource Book, read through several lesson plan topics to see which ones the students vote for as topics they would find useful. Use tally marks to find those most wanted.

What evidence are you going to look for to know that learners are developing this learning skill?
• While playing the recall game, students will indicate that they have recalled names and facts about other students.
• As they speak in their small groups, the teacher will observe their word and grammar usage.
• By observing the decision-making process of the groups.
Re-entry to Class
After a Vacation, continued

How are you going to collect this evidence?
• Lists from each group.
• Answers brainstormed on the board.
• Lists received from teacher-appointed secretary who makes lists of vocabulary words students need to study.

Instructor comments and reflections
Not only will this be a lesson in which students are learning, but the teacher also will be learning how to plan future lessons for her particular class. Students will gain a feeling of self-importance to the class. They will feel that they have some control over what will be taught.
MULTI-LEVEL

This Is an Emergency!

Length of Activity: Two 2-hour sessions plus time needed for follow-up if necessary.

What will students do?
Students will be able to use the 911 system for an emergency, use a fire extinguisher, and decide what is an emergency and what is not.

What will teachers do?
The teacher will invite a guest speaker from the local fire department and a 911 dispatcher to class. Prepare students for the visit with vocabulary and also hold a follow-up lesson to clear up any questions.

Activities used to implement this learning plan
• Teacher will prepare students for visit using specialized vocabulary (i.e. emergency, help, fire).
• Rehearse students in
  – My name is ____________,
  – I am at ________ location. Discuss home accident/fire locations or incidents occurring away from home: “I am on Depot Street near the movie theater.” “I am on Hwy 24 going east, near mile marker 10.”

What evidence are you going to look for to know that learners are developing this learning skill?
• Kinds of questions students ask.
• Use of TPR in use of fire extinguisher.

How are you going to collect this evidence?
A follow-up 1-hour session to clarify vocabulary and questions. Writing assignment: “What important thing did you learn about using 911?”

Instructor comments and reflections
Our speaker was a firefighter and a 911 dispatcher. All of the literature was in English, so this will be a problem for beginners, but it is also an opportunity for the higher-level students to help out with translations.

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:
Beth Christopher

COUNTY/PROGRAM:
Bedford County ESOL
Adult Learning Center
The Flag of the United States: Patriotic Customs


Length of Activity: 1.5 hours.

• Word assimilations/completions: 20 minutes per small group.
• Small group presentations/ large group discussions/ completion: 40 minutes at 10 minutes/group.
• Break: 10 minutes.
• Flag demonstrations and Pledge: 30 minutes.

What will the students do?

• Read/review booklet The Flag Code; research English dictionary, as needed; assimilate definitions, per instructor assignment, with patriotic customs.
• Work in small groups to complete respective assignments.
• Present findings to larger class.
• Follow-up with class discussions and questions.
• Decide and demonstrate respective displays, per small group decision, of the U.S. flag.
• Recite Pledge of Allegiance.

What will teachers do?

• Provide an overview booklet content, per section.
• Distribute to students and explain written activities.
• Assign small groups: count off by threes or fours (or other at teacher discretion).
• Instruct small groups in completion of group activities (a. word match; b. completion; c. flag display).
• Facilitate small group reports to class and large group discussion and questions.
• Provide flag(s) for demonstrations.

Activities used to implement this learning activity

Vocabulary:

Goal: ESL students become familiar with patriotic customs regarding Flag of United States of America

• Students will read booklet The Flag Code (and use dictionary, when necessary) to determine correct definitions regarding display/ceremonies/patriotic customs of observance of U.S. flag.
• Students will be assigned specific number of words from list below and will work in small groups of three or four.
• Students will discuss findings within large group, with all students completing entire list per discussion/questions.

A custom is a habitual practice of doing something in respect to certain circumstances.

- Pledge
  a. to raise briskly
- Allegiance
  b. disfigure or mar
- Republic
  c. raise to full staff, then lower to half mast
- Indivisible
  d. loyalty to government
- Liberty
  e. freedom
- Justice
  f. solemn, sincere promise
- Display
  g. undivided
- Uniform
  h. an identifying garment; when pledging
- Headdress
  i. hat or cap; men not in uniform should remove when pledging, or facing
- Horizontal
  j. formal activities conducted on a public
- Ceremony
  k. patriotic/festive decorations made in the colors of the U.S. flag; bunting must be
- Bunting
  l. contains the 50 stars, each star with one point upward, and a background of blue
- Hoisting
  m. colors of the flag of the USA
- Salute
  n. parallel to the ground; at right angles to vertical; union of flag should be uppermost left
- Union of the Flag
  o. exhibit
- Half-staff
  p. equitable; rightful
- Deface
  q. formal gesture of respect, as raising right hand to the side of the head
- Red, White, and Blue
  r. power rests in the body of citizens
- 50
  s. number of states in USA = stars in union
- 13
  t. number of horizontal stripes: 7 (seven) red and 6 (six) white, alternating

The Flag of the United States: Patriotic Customs, continued
The Flag of the United States: Patriotic Customs, continued

Position and Manner of Display of the Flag of the USA:

- Student Activities: Reading Comprehension, Small Group activity: fill in blanks; full class discussions; demonstrations; correct manner in which to display and pledge allegiance to flag.
- Use The Flag Code, from the words listed in parentheses, select the correct word for the statement and place in blank provided.
- Memorize and recite pledge to flag demonstrating correct use of head-dress and other customs.
- Demonstrate correct display of U.S. flag simulating different setting:
  - Platform of Speaker Flat against a wall Raising/lowering flag
  - Floor of audience Hung from ceiling Half-mast

In small groups, complete the following:

1. In a parade, the flag should be in front center and at ________ (lowest, mid, highest) point when in a line with other flags, or should be to the far right when carried in a procession.

2. When displayed against a wall, the union (blue) of the flag should be ________________ (uppermost, top left; uppermost, top right) to the observer.

3. When on a speaker’s platform, the flag should be displayed above and behind the speaker, or when displayed from a staff, should be to the speaker’s ________ (right, left)

4. The flag should be displayed daily on or near the ________________ (main administration office or building; the back lot) of every public institution.

5. The flag should be displayed during school days in or near ________ (some, most, every) schoolhouse or campus and near every polling place on election day.

6. The flag ____________ (can, cannot) be used to drape hood of car.

7. The flag ____________ (should, should not) be affixed/clamped to right fender of car in motorcade.

8. The flag ____________ (should, should not) be displayed during inclement weather.

9. The universal custom to display the flag is only from ____________ (8:00 a.m., sunrise) to ____________ (4:00 p.m., sunset). When displayed 24 hours, it must be illuminated during hours of ________________ (daylight, darkness).

10. When the flag covers a casket, it should be so placed that the union (blue) is at the head and over the ____________ (right, left) shoulder.
11. When the flag is suspended across a corridor or lobby in a building, it should be suspended ________________ (vertically, horizontally) with the union of the flag to the observer’s ________ (left, right).

12. The flag ____________ (should, should not) ever touch the ground.

13. When the flag has become worn and torn, the proper way in which to discard it is: by dignified and honorable manner of ______________ __________(throwing into wastecan, burning, tossing into dump fill).

14. When pledging allegiance to flag, persons should stand at attention facing the flag with ______________ ____ (right, left) hand over heart. When not in uniform, men should _______________ (remove, retain) headdress (as hats, caps) and hold over ______________ __ (left, right) shoulder. Persons in uniform should face the flag and ___________ ___________ (give, not render) military salute.

15. The 50th star was added to the flag on July 4, 1960, following the admission of the 50th state ______________ __________ (Alaska, Washington, Hawaii) into the Union on August 21, 1959.

After completion, discuss and demonstrate correct display of flag of USA.

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

- Choice of words/understanding of terminology.
- Percentage: Match patriotic customs with terms.
- Group discussion.
- Appropriate demonstrations of displays of flag.

**How are you going to collect this evidence?**

- Teacher: Circulation/observation/listening/questioning.
- Student/Teacher: Review of terms with patriotic customs.
- Review/discussion of appropriate displays of flag.

**Instructor comments and reflections**

The students seemed to enjoy this activity. This was new and welcome information to them.
MULTI-LEVEL

Memory Game

Length of Activity: 1 hour

What will students do?
• Recall as many items from bag as possible.
• List items recalled from bag.
• Discuss each item from bag as to its meaning, uses, spelling, and pronunciation.
• Write new meanings and uses of items from bag.

What will teachers do?
• Collect 15 to 20 various items to show and discuss in class.
• Display the various items briefly to the class.
• Return all items to the bag.
• Guide students’ discussions on items’ uses, meaning, spelling, and pronunciation.
• Write the name of each item on the board for class to see and write in their notes.

Activities used to implement this learning activity
Begin this activity by bringing out a bag of items to show the class. In this activity our class discussed and learned more about infant products as all items in bag were things pertaining to taking care of a baby. We had a baby bottle, pacifiers, baby food, diapers, rattles, and so on. Take out each item slowly and put it aside. After removing all items from bag, return items to bag. Next have students recall as many items as possible and write each item on paper. Give the students a time limit as to how long they can write down their recalled items. Instruct them to use the English language. When time is up, have students share how many items they could remember. Then, lead discussions of each item. Again display each item and write the word for each on the board. Talk about the word’s spelling, meaning, and pronunciation. Also, discuss the item’s uses in everyday life.

What evidence are you going to look for to know that learners are developing this learning skill?
• Participation in memory activity.
• Written notes about each item in activity.

How are you going to collect this evidence?
• Listening to students’ discussions.
• Observing students’ written notes on activity.
Instructor comments and reflections
You can have students “play” this game in pairs as well as individually. You may also want to stick to a theme for all the items except one and have students guess which item didn’t belong in that particular group. Have fun!

Memory Game, continued
International Cooking

Length of Activity: 1 to 2 hours

What will students do?
• Prepare a familiar meal or dish.
• Write recipes for prepared meal.
• Instruct class on how to make the meal.
• Help serve meal to class.

What will teachers do?
• Help students prepare meal (in class, if possible).
• Lead discussion on origin of meal.
• Assist student in instruction of recipe.

Activities used to implement this learning activity
Have each student sign up for a night in which he or she can bring in ingredients to prepare a meal or dish from his or her home country. In our classroom we are fortunate that we have a full kitchen to cook in. If you don’t have access to a kitchen, have students bring prepared dish from home along with a recipe. As the student who is cooking for the night begins, a discussion is started on the origins of the meal or recipe. Next the student discusses how to prepare the dish and goes over the recipes involved. Discuss how measurements and ingredients are very different in each international dish. Have all students participate in preparing or serving the meal.

What evidence are you going to look for to know that learners are developing this learning skill?
• Participation in international cooking activity.
• Discussion of each international cooking activity.
• Written recipe of meal or dish.
• Instruction of preparing meal.

How are you going to collect this evidence?
• Listening to students’ discussions.
• Observing students’ participation in activity.
• Collecting written recipes from each student.

Instructor comments and reflections
I have found that my students really enjoy this activity. So far we have had meals from Korea, Colombia, Honduras, Russia, and India. The students...
enjoy telling about their homeland foods as well as cooking them for the class. It also allows them to gain confidence in their speaking skills as they instruct the class on how to make these wonderful dishes.

International Cooking, continued
MULTI-LEVEL

Interviews with Presidents

Length of Activity: Three 2-hour sessions

What will students do?
• Work together in groups of three.
• Gather information about an assigned president’s life before taking office.
• Research an important accomplishment while in office.
• Use research and information to develop five interview questions.
• Use question to prepare a video interview.
• Present interview.

What will teachers do?
• Divide class into groups of three.
• Assign each group a president.
• Have each group include an important accomplishment of its president.
• Instruct each group to develop five interview questions.
• Assign roles: video camera operator, president, interviewer.
• Direct each group to use its five questions to prepare a video interview.

Activities used to implement this learning activity
• Ask students what they know about interviewing.
• Discuss interviewing. Ask if they have seen a president interviewed. Tell them they will be divided into groups of three to do pretend, or mock, interviews of past or present presidents.
• Divide the class into these groups; if possible, each group would include a student from level 1 or 2, a student from level 3 or 4, and a student from level 5 or 6. Instruct each group to research its president using books and/or Internet and include birthplace, birthdate, family history, and any other interesting or important facts before taking office.
• Tell the class to write five questions from the information they collected.
• Assign upper-level student as president, middle as interviewer, and lower as video camera operator. Allow time for rehearsal and taping, giving guidance as needed. Schedule a time for presentations and discussion.

What evidence are you going to look for to know that learners are developing this learning skill?
• Observation of cooperation among group members.
• Do interview questions show understanding of researched material?

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:
Marcia Robertson/ Jennifer Parks

COUNTY/PROGRAM:
Stewart County
• Do interview responses show understanding of researched material?
• What is the response from the rest of the class?

How are you going to collect this evidence?
• Observance of groups as they research, work together, and complete taped interviews.
• Watching interviews.
• Feedback from class after each interview.

Instructor comments and reflections
An important part of this activity is to show the necessity and equality of each member. Without any one of the three, the project would fail. So the level 1-2 student feels she or he is as important as the level 3-4 student and level 5-6 student.
MULTI-LEVEL

An Interview With Former Presidents

Length of Activity: 1 to 2 hours

What will students do?
• Listen to a fictional interview about four former presidents.
• Read a fictional interview (written into a play) about presidents.
• Discuss different vocabulary words and facts about the presidents.
• Discuss similar ideas and facts from other countries.
• Participate in an oral reenactment of the interview.

What will teachers do?
• Make copies of the attached fictional interview for each of the students.
• Write the names of the four presidents to be discussed on the board.
• Write any other information needed about presidents on the board.
• Guide the class in the reenactment of the interview.

Activities used to implement this learning activity
Begin this activity by introducing the four presidents to be discussed: George Washington, Abraham Lincoln, Franklin Roosevelt, and John F. Kennedy. Although there are 42 former presidents, the focus will be on these four. While they are not alive today, we will “bring them to life” in this interview given by Barbara Walters. Briefly discuss the career and popularity of Barbara Walters. After having the class read the play, assign each part to any student who wishes to read aloud. Have several readings until all the students have a chance to play a part. Correct the inflection and enunciation of the students’ reading.

What evidence are you going to look for to know that learners are developing this learning skill?
• Observing students’ understanding of facts and concepts provided in discussion of play.
• Provide a quiz on the facts of these four presidents.

How are you going to collect this evidence?
• Written teacher observation.
• Quiz given at end of lesson.

Instructor comments and reflections
If you have access to a camcorder, videotape a rendition of this play and then redo this same lesson at the end of the school year to see gains in read-
ing levels. The students will be surprised at the information they remember from this lesson as well as their improved language skills.

An Interview With Former Presidents, continued
An Interview With George, Abraham, Frank, and Jack
by Barbara Walters

Barbara Walters: Hello, sirs, or should I say Mr. Presidents! I am so glad you decided to come together here and answer a few questions. It is truly a privilege! Let’s start with you, President Washington. I know that being the very first president, you would probably like to go first. What year did you become president?

George Washington: Thank you, Barbara. I’m so pleased to be here. My presidency began in 1789 and lasted until 1797. I must say that things were certainly different back then.

BW: In what ways, Mr. President?

GW: Well, to begin with, we didn’t have the political parties you have today.

Abraham Lincoln: Let me assure you, Barbara. I’m so pleased to be here. My presidency began in 1789 and lasted until 1797. I must say that things were certainly different back then.

BW: And I would think another notable fact about yourself, Mr. Lincoln, would be that you were the first president to be assassinated. Sorry to bring that up, but it is noteworthy!

BW: I agree, but I’d like to also mention another proud moment in my life was when I delivered the Gettysburg Address proclaiming a...
An Interview With George, Abraham, Frank, and Jack, continued

“new birth of freedom” after the Battle of Gettysburg.

**BW:** Thank you, Mr. Lincoln. Now let’s return to our first president, Mr. Washington. What else can we learn about you?

**GW:** I do think I should point out my leading the army to defeat the British in the Revolutionary War. Many people feel that to be a strong reason for my becoming the first president.

**BW:** Were you any part of the writing of the Constitution?

**GW:** Yes, ma’am, indeed I was one of the many authors. I’d like to move on and ask a question of one of these other fine gentlemen.

**BW:** Do you want us to take the spotlight off of you, Mr. President? This is perfectly all right. Go ahead and ask anything you wish.

**GW:** Thank you, Mrs. Walters. (Turning to Roosevelt and Kennedy) I was wondering if either of you knew who served the longest terms in office as president?

**Franklin D. Roosevelt:** That would be me. Yes, I am Franklin D. Roosevelt and I served as president for four terms. It was the Great Depression and America was struggling. The jobless rate was 25 percent. Americans were becoming afraid of what might happen to their families in such a struggling economy. In my inaugural address I said, “The only thing we have to fear is fear itself.”

**BW:** Those words will live on for eternity! Thank you, Mr. Roosevelt. Our time is running out, and we haven’t gotten to our fourth and final president here. Mr. John F. Kennedy is our 35th president. Would you like to tell us a little about your role as president?

**John F. Kennedy:** Yes, I would, Mrs. Walters, but let me first point out that this man left out that during his terms as president he began the Social Security program and the . . .

**BW:** Thank you, Mr. Kennedy, but let’s focus on the question at hand. What programs did you start?

**JFK:** Oh, yes, I am very proud of the space program as well as the New Frontier program. I had so many other great ideas for our growing country, but I, like President Lincoln, was assassinated while in office. Over the years the Kennedy family has had many other members to hold public offices. Our family is one of the most famous in America.

**BW:** Yes, Indeed, it is one of the most famous in history. That concludes our interview, gentlemen. I would like to thank you for your openness and honesty. This has probably been the best interview I’ve done! I greatly appreciate you coming here today. To George Washington, Abraham Lincoln, Franklin D. Roosevelt, John F. Kennedy, and to you all, good night!
MULTI-LEVEL

Life Books

Length of Activity: 3 to 4 weeks, two 1-hour sessions per week

What will students do?
• Photograph certain aspects of everyday life.
• Create a “Life Book” incorporating all photos.
• Organize photos according to “Life Book” directions.
• Write captions for each photo in “Life Book.”
• Discuss with the class the progress of the activity.

What will teachers do?
• Purchase a disposable camera for each student.
• Give students directions on how to make “Life Books.”
• Guide students’ discussions on development and presentation of “Life Books.”
• Distribute photos to students as they are developed.
• Assist students in vocabulary development in all areas of language—reading, writing, listening, and speaking.

Activities used to implement this learning activity
(Example used here is Clarksville, Tenn.)
• Begin this activity by discussing the importance of community. Talk about out previous homes and communities and lead into the topic of creating a life book. Explain how these books will be instrumental in describing more about each student. In addition these life books will provide a means by which the students can utilize and improve all areas of the English language (reading, writing, listening, and speaking).
• Next, hand out instruction sheets on types of photos to be taken. Some examples of photos are as follows:
  – Take a picture of your local fire department.
  – Take a picture of your family here in Clarksville.
  – Take a picture of your favorite restaurant in Clarksville.
The students will be taking approximately 20 to 24 photos so for time purposes divide the list of photos into three parts, giving students the task of taking only six pictures at a time.
• At each class, discuss everyone’s progress with the project. Help students find solutions to how or when each picture can be taken. When students have all photos taken, have film developed and then distribute. Hand out notebooks with paper to create life books. Make tape, scissors, and pens available for the class. Give directions (and have students repeat the same

SUBMITTED BY:
Michelle Lanius

COUNTY/PROGRAM:
Montgomery County
Adult Education

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

TENNESSEE ADULT ESOL CURRICULUM RESOURCE BOOK
directions) on how to attach photos and captions for each photo. Lastly, have students present their completed life books to class.

**What evidence are you going to look for to know that learners are developing this learning skill?**
- Participation in all aspects of activity.
- Oral communication of information gained in activity.
- Written captions of photos.
- Oral and written responses to questions asked in class.

**How will you collect this evidence?**
- Completion of life books.
- Listening to students’ discussions.
- Teacher observation of life book presentations.

**Instructor comments and reflections**
Allow the students to be creative in this activity, giving them a sense of ownership as well as community. Some students may feel uncomfortable in presenting their life books; allow them to share only when they feel comfortable.
MULTI-LEVEL

Public School Registration and School Policies

Students will learn about local school registration processes and school policies.

Length of Activity: 2 or more hours

What will students do?
• Look, listen, read, and write.
• Complete worksheets.

What will teachers do?
• Obtain copies of the school policy manual and student handbooks for elementary, middle, and high schools in the county.
• Provide copies of handbooks for students.
• Introduce vocabulary found in handbooks.
• Make worksheets.
• Assist as needed.

Activities used to implement this learning activity
• Describe to students the process for registering their children for school. Show and discuss documentation required to register.
• Describe several types of classroom teaching styles: teacher lectures, teacher-student discussions, project-oriented class, cooperative learning, etc. Discuss the type of classroom they have experienced in the past. Inform students that all of these may be used in American schools. Rules for speaking and listening will vary with teacher style and preference.
• Ask for ages and grade level of children. Ask if any child is a special-needs student. (IEPs will be discussed at a later lesson if this applies.) Distribute student handbook(s) appropriate for their child(ren).
• Discuss grading system, report card, parent-teacher conferences, right to have interpreter present at meetings.
• Review information on PTA, open house, other school functions.
• Review schoolwide policies on attendance, dress code, and discipline.
• Distribute and complete worksheets to be completed by students on key information related to school policies.

What evidence are you going to look for to know that learners are developing this learning skill?
• Participation in discussions and response to inquiries.
• Are worksheets successfully completed.
How are you going to collect this evidence?
• Observations.
• Worksheets.

Instructor comments and reflections
This is an introduction lesson for newly arrived refugees or other students who are parents in need of such information.
MULTI-LEVEL

Voting Day

Students will learn about voting registration processes and policies.

Length of Activity: Ideally this would be a unit lasting two or three class sessions, culminating in the mock election on election day.

What will students do?
• Participate in discussions about the election process.
• Participate in group activities.
• Produce posters.
• Research.
• Complete voter registration form.

What will teachers do?
• Provide materials for posters and other activities.
• Lead discussions.
• Arrange for voting booths to be brought into the classroom on election day.
• Prepare glossaries of election terms for students.
• Once a week poll students (or appoint a student) as to their election choices.
• Supply videos, newspaper clippings, and TV blurbs of newsmaking events concerning the election.

Activities used to implement this learning activity

The following activities could not all be accomplished in one class setting. They should be spread out over about three or more class sessions. These are some possible activities. Probably you could not do all of them, and you may have some ideas of your own.

• Teacher should build interest by setting up an election interest center somewhere in the room. Decorate with red, white, and blue. Pictures of presidential candidates as well as those from the primaries can be hung around the room. Encourage students to bring in campaign materials such as bumper stickers, buttons, news stories, etc. A class scrapbook could be made, or these items could simply be added to the “election center” in your room.
• Teacher guides the class in a discussion of the process of American elections.
• Relate to present day.
• Identify terms in the glossary. Some possible terms: political parties, opinion polls, delegates, voting, election, candidate, voting booth, election day, campaign, democracy, nomination, convention, first family, party platform, issue, precinct, etc. Students should make sentences for each term and write them in their glossaries.

• Talk about the requirements and duties of the president and vice-president, what qualities the current candidates offer, etc. What qualities do students think a candidate should have?

• Divide students into groups. Be sure to mix levels in each group. Each group will make a poster. One group would make a campaign poster. They might also make radio or TV ads.

• Conduct a discussion on state and local issues that will be on the ballot. Sometimes lively discussions will ensue in an intermediate or higher level class. Groups also could make posters for or against these issues.

• Make an election analysis chart for the major candidates. Put on wall. Students are to gather information between the first class and election day about the candidates and write the info on the posters.

• Track the candidates. Give each student a copy of the U.S. map. They should take it home and from news reports, record the candidates’ travels. Use a blue line for Democrats and a red line for Republicans. Calculate the number of miles and states that the candidates traveled.

• You might be able to get some of the local candidates or a representative from each party to speak to the class.

• On the last class before the election, have sample ballots available. (You can get them from your local election committee.) Go over them together and show students how to mark the ballots. Get some voter registration forms from your local courthouse. Fill them out, then issue voter registration cards (which you have made) to each student.

• On election day have a voting booth. Your local election committee will be more than happy to bring it to you and show you how to operate it. Have students show their registration cards, sign in the voter book, and vote.

• After the vote, you will get a printout from the machine. Share this information with the class. Compare the class vote with the national vote and elicit their comments about the vote.

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

• Participation in discussions.

• Production of posters.

• Completion of assignments.

• Comments of students.
How are you going to collect this evidence?

- Posters.
- Observation.
- Written assignments.

Instructor comments and reflections

This is a fun activity. Students are very interested in our elections and love to give their opinions. It is a good activity for multilevel classes and a good way to get interaction among the students. Many skills are addressed.
MULTI-LEVEL

Basic Food Groups and Nutrition

Length of Activity: Approximately 4-6 hours

What will students do?
• Identify and differentiate types of food.
• Become familiar with the food pyramid.
• Categorize foods into appropriate groups.
• Plan balanced meals and snacks.
• Listen actively to teacher and resource person.
• Complete worksheets, solve puzzles, and do word searches.
• Sample nutritious snacks.

What will teachers do?
• Inform students of different types of foods.
• Secure a professional resource person to make a presentation on foods.
• Provide worksheets reinforcing acquired knowledge of food groups.
• Ask questions to elicit acquired knowledge of food and nutrition.
• Monitor the class as they develop balanced meals individually and cooperatively.
• Provide nutritious snacks for students.

Activities used to implement this learning activity
The teacher will begin this activity by discussing and identifying foods found in Topics 37-38 of The Oxford Picture Dictionary. The students will do the accompanying activities for these topics. The students will be allowed to use checklists for surveying classmates’ likes and dislikes of various fruits and vegetables. These checklists are found on pages 131 and 136 of Longman ESL Literacy. A professional from the local health department will conduct a presentation. The food pyramid will be introduced during this presentation. Students also will be instructed on making wise choices when planning meals and snacks. The students will use manipulatives to form healthy meals and snacks individually and as a group. Students will sample nutritious snacks at various intervals during the activity. The students will complete worksheets emphasizing placing foods in the correct category of the food pyramid. Other worksheets will reinforce acquired knowledge of the basic food groups and their nutritional value.

What evidence are you going to look for to know that learners are developing this learning skill?
• Participation of students in discussions and demonstrations.

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: Carrie M. Dowell
COUNTY/PROGRAM: Sumner County Schools
Adult Education
Basic Food Groups and Nutrition, continued

- Students’ abilities to form balanced meals and snacks.
- Students’ appreciation of healthy snacks.
- Students’ responses to oral questioning.
- Students’ abilities to complete worksheets.
- Interaction of students when working in a group.

How are you going to collect this evidence?
The students written work will be collected. Teacher observation during discussions and demonstrations also will be a vital tool.

Instructor comments and reflections
Becoming aware of the various kinds of foods and knowing how to use these foods to prepare healthy and nutritious meals is pertinent for all.
MULTI-LEVEL
Letter Writing

Length of Activity: Approximately 6 hours

What will students do?
• Learn the parts of a friendly letter.
• Identify parts of prewritten letters.
• Write letters, individually and cooperatively.
• Read letters to the class.
• Listen to other letters being read.
• Address envelopes.

What will teachers do?
• Inform students of parts of a letter and the purpose for each part.
• Provide models of letters written correctly.
• Guide students in writing individual and group letters.
• Provide a variety of worksheets, reinforcing letter-writing skills.
• Emphasize correct grammar and punctuation in letter writing.

Activities used to implement this learning activity
As an opener, the teacher shows physical body parts such as the head, the mouth, the torso, the legs, and the feet and compares them to the parts of a friendly letter. Several model letters will be written for the class, using the board and prepared worksheets. Students will be informed of other types of letters that may be written using similar form such as the thank-you letter and the letter of invitation. Students will be given written letters and asked to label the five main parts. Students will also be given letters with the five parts of the letter in the wrong place and asked to rearrange the parts so that the letter is written correctly. Students will draw names (using names of classmates) and write a letter to that person. Students will select a person within the community that they would like to write, then write the letter cooperatively. Students will share all letters written with the class.

What evidence are you going to look for to know that learners are developing this learning skill?
• Participation of students in activities and discussions.
• Students’ responses to oral questioning.
• Interaction of students when working cooperatively.
• Accuracy of written letters.

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

SUMMITED BY:
Carrie M. Dowell

COUNTY/PROGRAM:
Sumner County Schools
Adult Education
Letter Writing, continued

How are you going to collect this evidence?
All of the worksheets will be checked for accuracy. Many of the worksheets will be placed in a portfolio.

Instructor comments and reflections
This lesson is vital with all levels of the ESL population since most have family members living in other countries. This lesson also enhances other areas of written communication.
MULTI-LEVEL

Personal Hygiene

Length of Activity: Approximately 4-6 hours

What will students do?
• Identify and differentiate between body parts.
• Become familiar with products used for maintaining good hygiene.
• Associate products with appropriate body parts.
• View a video on personal hygiene.
• Complete a variety of related worksheets.

What will teachers do?
• Introduce body parts.
• Explain the importance of good personal hygiene.
• Provide a variety of products used in maintaining good hygiene.
• Provide a video on personal hygiene.
• Observe and monitor students as they work independently and cooperatively.
• Make available related worksheets.
• Evaluate completed worksheets.

Activities used to implement this learning activity
• The teacher will introduce this activity by identifying body parts using The Oxford Picture Dictionary for the Content Areas, topic 30.
• The teacher will inform the students on the importance of maintaining good hygiene.
• The teacher will discuss and show a variety of items and products needed in maintaining appropriate hygiene, such as soap, shampoo, lotion, deodorant, toothpaste, comb, nail file, etc.
• The teacher will elicit oral responses from the students as the items are being discussed.
• The students will view a video on personal hygiene and discuss the acquired skills.
• Students will work independently and cooperatively to complete related worksheets.

What evidence are you going to look for to know that learners are developing this learning skill?
• Teacher observation during and after the activity.
• Student participation in activities and discussions.
• Oral responses given by students.
• Completed worksheets.

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How are you going to collect this evidence?
The teacher will observe the students during and after the completed activ-
ity. The students also will turn in written assignments.

Instructor comments and reflections
Developing appropriate personal hygiene is a valuable skill that will be
needed for a lifetime.
MULTI-LEVEL

Survival at Home

Length of Activity: Approximately 4 hours

What will students do?
• View instruments and items used for maintaining safety at home.
• Observe demonstrations of safety techniques.
• Listen actively to the teacher.
• Participate in demonstrations.
• Complete related worksheets.

What will teachers do?
• Provide instruments and items that are useful in maintaining a safe home.
• Instruct students on how the items and instruments are used.
• Demonstrate techniques that are useful in maintaining safety.
• Observe and monitor students as they participate in demonstrations.
• Ask questions to elicit acquired knowledge.
• Provide related worksheets.

Activities used to implement this learning activity
The teacher will launch this activity by allowing the students to view a thermometer, a first-aid kit and its contents, and a blood pressure monitor. The purpose of each of these will be discussed. The teacher will demonstrate using self and student volunteers on the proper use of these items. The teacher will also inform the class of the Heimlich Maneuver and demonstrate how this procedure is done. Students will be allowed to give oral feedback to questioning provided by the teacher concerning what they have seen and heard. Students will be asked to demonstrate some of the techniques learned. Students will be requested to complete related worksheets.

What evidence are you going to look for to know that learners are developing this learning skill?
• Students will participate in discussions and demonstrations.
• Students will complete assigned worksheets.

How are you going to collect this evidence?
Through teacher observation, it will be determined if students have acquired the projected skill. The written assignments will be turned in.

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: Carrie M. Dowell
COUNTY/PROGRAM: Sumner County Schools Adult Education
Survival at Home, continued

Instructor comments and reflections

Having an awareness of safety techniques and knowing what to do when minor accidents occur saves time and lives.
MULTI-LEVEL

Presidential Qualities

Length of Activity: 2-hour session

What will students do?
• Review the three requirements of the U.S. presidency.
• Identify national issues.
• Identify other presidential qualities.
• Relate qualities to issues.
• Make presentations.

What will teachers do?
• Review three requirements of U.S. presidency.
• Guide students in identifying national issues.
• Guide students in identifying presidential qualities.
• Divide class into groups and have groups share reports.

Activities used to implement this learning activity
• Review the three requirements of being a U.S. president. List them on the board, have student write them, discuss until you feel everyone understands.
• Tell students a president has much more responsibility than those three requirements. They face national and international issues. Guide students to name issues they are concerned about: crime, drug abuse, war, etc. List them on the board, discussing each one, and have the students write them.
• Ask students what qualities a presidential candidate should have to help him or her deal with the job. List, discuss, and have the students write them down.
• Divide the class into small groups, mingling levels. Assign each group an issue from the first list and have them identify the qualities from the second list that would help the president handle the issue. Allow groups to share their reports with the class.

What evidence are you going to look for to know that learners are developing this learning skill?
• Understanding of requirements, issues, and qualities.
• Participation in discussion and group reports.
• Correct grouping of listed qualities with assigned issue.

How are you going to collect this evidence?
• Observation by teacher.
• Final reports.

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:
Marcia Robertson & Jennifer Parks

COUNTY/PROGRAM:
Stewart County
MULTI-LEVEL

Our Town U.S.A.
PART I: Hands-on Alcoa

- Students will demonstrate their understanding of community services/vocabulary.

Length of Activity: One to four 1-hour lessons.

What will students do?
- Listen, speak, read, write.
- Listen actively to learn about five community services/locations.
- Participate in the discussion, question-and-answer period, discuss experiences, compare or contrast with services in students' native country.
- Match pictures to vocabulary/services.
- Copy or write words, sentences, or paragraphs.
- Locate service buildings on a city map.

What will teachers do?
- Prepare pictures, word cards, and explanations relating to the five community buildings.
- Lead discussion of the five community service buildings, their services, and locations and compare and contrast to similar aspects of students' countries.
- Listen to students and provide support, walk around the room monitoring and making corrections as needed.

Activities used to implement this learning activity
- Explanation of five community service buildings (listening).
- Match vocabulary and service descriptions with pictures (reading).
- Describe services orally (speaking).
- Making sentences orally and writing sentences or paragraphs about services (speaking, writing).
- Locate service buildings on a map.
- Compare and contrast students' native countries services.
- Begin the activity by showing pictures and asking if anyone can identify the service buildings.
- Explain functions and locations (point to city map) of all places in an overview.
- Allow students to participate in discussion and question-and-answer
period, comparing and contrasting.

• Working individually, in pairs, or in small groups, allow students to match pictures with vocabulary and function cards.
• Students will copy words, write sentences or paragraphs (depending on level) about the five service buildings; higher levels compare and contrast.
• Students can use computer lab, if available, for writing activity.

What evidence are you going to look for to know that learners are developing this learning skill?
Writing samples, participation in class, success with speaking activities, success with matching activities, and copying words, sentences, paragraphs.

How are you going to collect this evidence?
Writing samples from nonspeakers. Multilevel students show progress in many ways. Rubrics of student progress is recommended. Teacher can list skills/rate progress/record.

Instructor comments and reflections
Some students were very honest in telling stories about their experiences with the police. I encouraged them to talk about it and resolve some misconceptions. Everyone did not know there was a fee for calling 911 fire. Other students were interested to find out about the car that burned up and the fee charged to put out the fire. The 911 fire fee was higher than the cost of the car. We all laughed.
MULTI-LEVEL
Our Town U.S.A.
PART II: Hands-on Maryville

- Students will demonstrate their understanding of community services/vocabulary
- Vocabulary: Post Office, Police Department, Fire Department (three locations), Maryville Utilities Board, Everett Learning Center (Blount Co. Adult Education), Sam Houston Schoolhouse Historical Site.

Length of Activity: One to four 1-hour lessons.

What will students do?
- Listen, speak, read, write.
- Listen actively to learn about six community services and their locations (listening).
- Participate in the discussion, question-and-answer period (speaking).
- Match pictures with their vocabulary and service cards (reading).
- Copy or write words, sentences, paragraphs according to levels (writing).
- Read about the services in handbooks for further research (advanced students).
- Formulate questions using who, what, when, where, why, how much, do you, can you, etc.

What will teachers do?
- Prepare pictures, word cards, service description cards, resource handbooks, and explanations related to the six community buildings.
- Lead discussion of the six community service buildings, their service functions, locations.
- Listen to students and provide support, walk around the room monitoring and making corrections as needed.

Activities used to implement this learning activity
- Explanation of six community service buildings (listening).
- Reading to match pictures with vocabulary and service descriptions.
- Making sentences and describing services orally.
- Copy and write words, sentences, or paragraphs about services.
- Formulating questions: index can be used as students find someone who...
  - has been to Everett Center.
  - knows what fresh food they sell at Sam Houston Schoolhouse and the cost.
• Begin lesson by showing pictures and asking if anyone can identify the service buildings.
• Explain services of all places in an overview, briefly.
• Allow students to participate in a discussion and question-and-answer period.
• Working individually, in pairs, or in small groups, allow students to match pictures with vocabulary and service function cards.
• Students will copy words, write sentences or paragraphs (depending on level) about the six service buildings.
• Students can use computer lab, if available, for writing activity.
• Students formulate questions (usually a lesson to itself).

What evidence are you going to look for to know that learners are developing this learning skill?
Original writing samples, oral responses and participation in class, success with matching activities, copying words, sentences, or paragraphs.

How are you going to collect this evidence?
Writing samples are collected from nonspeakers to advanced level; progress with oral responses, matching other activities and skills can be collected on teacher-made rubrics.

Instructor comments and reflections
We took a field trip to Sam Houston Schoolhouse Historical site that prompted a lesson by itself. Our vocabulary included hearth, medicine, musket, blacksmithing, museum, pioneer, tools, quilt, Cherokee, discipline, weaving, spinning, timeline, ax, log cabin, and governor. Once I began sharing our community, students enjoyed the experience of visiting these places, therefore, generating meaningful new language in the classroom.
**MULTI-LEVEL**

**Our Town U.S.A.**
**PART III: Hands-on Blount County**

Students will demonstrate their understanding of community services.

**Vocabulary:** Health Department, Department of Human Resources, Airport, Hospital, Justice Center, Courthouse, Library, Division of Motor Vehicles

**Length of Activity:** One to four 1-hour sessions

**What will students do?**
- Listen, speak, read, write.
- Listen actively to learn about eight community services and locations.
- Participate in the discussion, question-and-answer period.
- Identify and match pictures to their correct vocabulary, services.
- Orally tell about services without support cards (later skill).
- Copy or write words, sentences, paragraphs.
- Participate in pronunciation drills.

**What will teachers do?**
- Prepare pictures, word and service descriptions about eight community service buildings.
- Lead discussion of the eight community service buildings, their services, locations.
- Walk around the room monitoring and correcting as needed.
- Listen and provide support.
- Prepare pronunciation short drills that include the words below. First practice the words in isolation. Then practice the words in sentences with meaning relating to the lesson.
- The teacher says the words, students repeat. Teacher listens for clarification as the group speaks, then as individuals speak. Each student has a turn. Pronunciation awareness as well as listening skills increase with practice and drill. It takes time.

**H-words (hospital, health, human).**
Distinguish between apartment and department.
Relate to the lesson words like robin, habit, ladder, reading, bigger, again.
- I saw the robin at the hospital.
- Jose has a habit at the hospital.
- Get the ladder for Larry during lunch break at the library.
- The human resources department is bigger than the health department.
- Maria had to go to the Justice Center again.
Activities used to implement this learning activity

• Begin the activity by showing pictures and asking if anyone can identify the service buildings.
• Explain services and point to locations of all places in an overview.
• Allow students to participate in discussion and question-and-answer period.
• Working individually, in pairs, or in small groups, allow students to match pictures with vocabulary and service cards.
• Students will copy words, write sentences or paragraphs (depending on level) about the eight service buildings.
• Teacher leads pronunciation drills.
• Students can use computer lab, if available, for writing activity.

What evidence are you going to look for to know that learners are developing this learning skill?
Writing samples, participation in class, success with matching activities, copying words or sentences, success with pronunciation drills.

How are you going to collect this evidence?
Writing samples from nonspeakers to the advanced level, rubrics show student progress (needs work, shows improvement, acceptable, etc.) with matching, speaking and pronunciation activities.

Instructor comments and reflections
The pronunciation exercises were designed especially for Spanish speakers at the workforce site where I teach. They can easily be adapted for other classes. Flashcards can be used as well. Teaching students to be aware of their pronunciation is important but should not be used as a way to inhibit speech. Use caution when deciding the “right” time to introduce this kind of activity. Again, the idea is to improve speech, not cause embarrassment.
MULTI-LEVEL

Workforce Vocabulary I
with hands-on-materials

• To match workforce vocabulary (letters and words) with pictures.
• To read, write, and spell workforce vocabulary.
• To write simple sentences or paragraphs using workforce vocabulary in association with the working environment.

Length of Activity: 1 to 4 class hours

What will students do?
• Listen actively to explanations.
• Participate in class discussion.
• Work with partners to complete spelling “cloze” activities.
• Work with partners to write or copy simple words, sentences, paragraphs using vocabulary.
• Read and repeat vocabulary and match with pictures.

What will teachers do?
• Introduce vocabulary, provide pictures (up-to-date digitals, taken at the plant) as a stimulus for class discussion, provide cloze exercises.
• Pronounce each word, running hand under letters as word is pronounced.
• Lead discussion about each vocabulary word and relate it to the work environment.
• As learners volunteer sentences, write them so everyone can see. Read sentences aloud (again using hand to move under the letters as words are pronounced).
• Model writing a paragraph using a semantic map. Read the paragraph. Lead second and third readings as students join in.

Activities used to implement this learning activity
• Introduction of words, pronunciation, and pictures.
• Write words on the board, practice saying and spelling the words (use cloze exercises after practice).
• Make sentences that relate to the workforce environment. (Student or teacher may write them on the board.)
• Using a semantic map, write sentences that relate to one word in a paragraph. Begin with “My topic is . . . ” and end with “In conclusion . . . ” (see samples).

Vocabulary
tape, forklift, mop, broom, dustpan, “clean-up,” blister, stamp, plastic white bin.
What evidence are you going to look for to know that learners are developing this learning skill?

- Teacher notes participation in oral and written activities (independent or guided by partner).
- Reading, spelling, or repeating words, sentences, paragraphs.
- Matching pictures correctly with vocabulary.
- Teacher notes completion and correctness of oral and written activities.

How are you going to collect this evidence?

- Teacher may use a rubric to monitor student progress (independence, oral/written participation, noting level of student).
- Teacher collects papers and encourages corrections during monitoring.

Instructor comments and reflections

When taking pictures of “clean-up,” I involved students dramatizing this important task. However, it was necessary that I role-play this task. Quickly students caught on and it became a game for the camera. Example: One student held the dustpan while the other swept up. It is relating vocabulary to this type of shared experience, situation, or meaningful picture (that I developed later with the digital camera) that encourages students to learn the vocabulary and associate it with letters and words.
Workforce Vocabulary I, continued

Cloze Exercise and sample sentences and paragraphs.

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. t _ p e
   __________

2. f _ r k l _ f t
   __________

3. m _ p
   __________

4. b r _ _ m
   __________

5. d _ s t p _ n
   __________

6. “c l _ a n - _ p”
   __________

7. b l _ s t e r
   __________

8. _ t _ m p
   __________

9. w h _ t e     p l _ s t i c     b _ n
   ______________________

My topic is the blister.
   – The blister is clear.
   – The blister is clear plastic and transparent.
   – It seals and covers. In conclusion, the blister keeps the products clean.

My topic is the white plastic bin.
   – It has wheels or rollers. It is for different products.
   – It is for all finished products. All products are counted.
   – In conclusion, products in the white plastic bin are counted, finished, and have a lot number.

My topic is the stamp.
   – Everybody uses the stamp. It is a hand stamp.
   – It prints a number. It puts the number on the product box.
   – There is a lot number or a UPC number. Sometimes the computer puts the numbers on.
   – In conclusion, when we do not use the hand stamp, the computer does it.
MULTI-LEVEL
Workforce Vocabulary II
with hands-on-materials

• To match the workforce vocabulary (letters, words) with pictures.
• To read, write, and spell workforce vocabulary.
• To write simple sentences or paragraphs using workforce vocabulary in association with the working environment.

Length of Activity: 1 to 4 class hours

What will students do?
• Listen actively to explanations.
• Participate in class discussion.
• Work with partners to complete spelling “cloze” activities.
• Work with partners to write or copy simple words, sentences, paragraphs using vocabulary.
• Read and repeat vocabulary and match with pictures.

What will teachers do?
• Introduce vocabulary, provide pictures (up-to-date digital, taken at the plant) as a stimulus for class discussion, provide cloze exercises.
• Pronounce each word, running hand under letters as word is pronounced.
• Lead discussion about each vocabulary word and relate it to the work environment.
• As learners volunteer sentences, write them so everyone can see. Read sentences aloud (again using hand to move under the letters as words are pronounced).
• Model writing a paragraph using a semantic map. Read the paragraph. Lead second and third readings as students join in.

Activities used to implement this learning activity
• Introduction of words, pronunciation, and pictures.
• Write words on the board, practice saying and spelling the words (use cloze exercises after practice).
• Make sentences that relate to the workforce environment. (Student or teacher may write them on the board.)
• Using a semantic map, write sentences that relate to one word in a paragraph. Begin with “My topic is . . . ” and end with “In conclusion . . . ” (see samples).

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:
Rebecca Dotson
COUNTY/PROGRAM:
Blount/Blount County
Adult Education ESOL
**Workforce Vocabulary II, continued**

**Vocabulary**
Cardboard box, air gauge nozzle, machine view monitor, automatic bagger, pallet jack, skid pallet, temparin machine, staple gun, staple machine.

**What evidence are you going to look for to know that learners are developing this learning skill?**
Teacher notes participation in oral and written activities (independent or guided by partner).
Reading, spelling, or repeating words, sentences, paragraphs.
Matching pictures correctly with vocabulary.
Teacher notes completion and correctness of oral and written activities.

**How are you going to collect this evidence?**
Teacher may use a rubric to monitor student progress (independence, oral and written participation, noting level of student).
Teacher collects papers and encourages corrections during monitoring.

**Instructor comments and reflections**
As I got to know the workforce supervisors, I realized there are tasks that go with different jobs. Students need to know so much around the working environment. For example: “Only supervisor” or “Call supervisor” for certain equipment or areas. Many of the vocabulary words are new to me and I continue to develop an understanding of their meaning within the working environment. I feel lucky to have access to and support from workforce staff. We work together.
Workforce Vocabulary I, continued

Cloze Exercise and sample sentences and paragraphs.

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. c_r_d_b_a_r_d b_x
2. a_r g_u_e n_zz_le
3. m_ch_ne v_e_w m_n_t_e_r
4. _u_t_o_m_a_t_c b_g_g_e_r
5. p_lle t j_c_k
6. sk_d p_all_t
7. t_m_p_a_r_n m_a_c_h_ne
8. s_t_p_le g_n
9. s_t_a_p_l_ m_ch_ne

My topic is the cardboard box.
- It is big, brown, and square.
- It is bigger than the white plastic bin.
- It keeps products from the production line. It sits on a pallet.
- In conclusion, the cardboard box is big and keeps products as they fall from the line.

My topic is the pallet jack.
- It is big. It is heavy. It is yellow.
- It is for shipping. It moves boxes of products.
- It can move pallets.
- Only the supervisor operates the pallet jack.
- In conclusion, “Watch out, here comes the pallet jack!”

My topic is the temparin machine.
- It opens a small box so the workers can put in four items. These are: Q-tip, paper instructions, stick, and filling.
- The temparin machine stamps the lot number on the small box.
- If there is a problem with the product, we can recall the product by the lot number.
- In conclusion, our company can replace a product or give a refund to the customer.
MULTI-LEVEL

Gardening

To learn the vocabulary used in gardening, to become familiar with production agriculture, to learn about good water quality and soil erosion control methods, and if possible to actually plan and develop a garden so as to harvest the produce.

Length of Activity: Two 2-hour days and as much outside time as is needed. Possibly covering two growing seasons, spring and fall.

What will students do?

Guided Practice
• Look, listen, say, read, write, and work in the garden.
• Look up vocabulary words in dictionaries.
• Say the words with the teacher.
• Working in small groups of mixed levels, students will research on the Internet the growing seasons and seeds suitable for their local area.
• Working in small groups of mixed levels, students will make lists of vegetables they wish to grow and plan how they wish to plant the garden.
• Working in pairs, students will plant seeds in flats.
• Working in large groups, students will come together with the proper tools, at the proper time, to plant the seedlings outside. (If a garden plot is unavailable, students will take the seedling to plant at home.)
• Students will maintain and then harvest the garden.
• Students will write about what they learned.
• Class discussion.

What will teachers do?

Lesson Presentation
• Prepare vocabulary list.
• Model vocabulary list.
• Facilitate a discussion about garden planning.
• Divide students into planning groups.
• Monitor and give help where needed.
• Help paired students do Internet research.
• Find possible planting site.
• Assist in supply needs, including soil and planting flats.
• Help in garden.
• Enjoy produce and working companionship.
Activities used to implement this learning activity

• Open with a discussion on what the students like to eat, especially fresh produce.
• Show pictures of produce or bring produce to class. Ask if anyone has ever gardened.
• Hand out vocabulary list and go over the words. Break into groups and start to plan the garden.
• Spend a day or two doing paired Internet searches on how to plan and establish a garden.
• On another day you can review the vocabulary words and plant seeds in the flats.
• Choose a nice day to plant outside and plan a schedule for weeding and watering.
• Make harvesting a group event. You can plan a food event around the harvesting.
• Have the students write about their experience. (Lower level can write short sentences using the vocabulary words.)

Vocabulary
garden, row, roto-tiller, corn, beans, tomatoes, peppers, soil, erosion, cabbage, peas, potatoes, onions, spade, weeds, herbs, hoe, compost, rake, fertilizer, seeds, plants, bulbs, harvest, flowers

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

• Observation.
• Teacher observed social interaction as the students plan and plant the garden.
• Ability to successfully complete the written assignment.
• A successful garden.

How are you going to collect this evidence?

• Teaching observation.
• Worksheet handouts.
• Harvest the produce.

Instructor comments and reflections

This is a great lesson for a multilevel class as there is a lot of student interaction. If it is not feasible to obtain a garden plot, it is still a lot of fun to plan the garden and grow the seeds. The students can take the seedlings home to plant.
MULTI-LEVEL

Games

To study and enjoy childhood games and learn game vocabulary.

Length of Activity: 2 hours

What will students do?
• Look, listen, read, and write.
• Practice vocabulary.
• Watch teacher demonstrate how to play the games.
• Participate in games.
• Participate in discussion.
• Write about games played in their own country.

What will teachers do?

Lesson Presentation
• Teacher will supply list of vocabulary words.
• Put vocabulary words on the board.
• Provide games to be demonstrated such as checkers, marbles, pick-up sticks, and yo-yos.
• Model and promote use of different games.
• Lead discussion.

Activities used to implement this learning activity
• Open class with vocabulary. Model the words and lead the class in repeating the words.
• Pass out the yo-yos and show the students how to use them. (You may have a student in class, as we did, that is very proficient at this. It is great to have him or her show the class how to use the yo-yos.)
• Let the students practice for a while with the yo-yos and then move on to the marbles, pick-up sticks and, if time, checkers. Repeat the process.
• Have the students write about games in their own countries. (Lower levels can write sentences.)

Vocabulary
aim, toss, marble, cat’s eye, shooter, up, stick, pick, move, yo-yo, down, checkers, king, jump
What evidence are you going to look for to know that learners are developing this learning skill?
• Vocabulary words pronounced understandably.
• Understanding of the games as they are played.
• Social interaction.

How are you going to collect this evidence?
• Teacher observation.
• Written work.

Instructor comments and reflections
This is a great activity to do in between all the grammar lessons. The students have such a good time they forget to be uncomfortable with each other. It is also a good lesson for multilevel classes as everyone can play. They really seem to bond. Most of these games are played in some form in almost all countries and help break down barriers. We also have used jump rope with their accompanying chants.
Visit to the Dentist
Caring for Your Teeth

Students will learn the principles of dental hygiene and vocabulary needed to communicate their needs to the dentist.

Length of Activity: 1-2 hours

What will students do?
• Practice writing and saying vocabulary words.
• Write questions for visiting speaker.
• Lead hangman game using hygiene/dental vocabulary.
• Listen and watch speaker or teacher modeling dental hygiene.
• Write sentences about how he or she feels about going to the dentist.
• Role-playing telling the dentist.

What will teachers do?
• Put vocabulary words on the board.
• Prepare handout of vocabulary words.
• Model and lead verbal practice of vocabulary words.
• Arrange for speaker.
• Give out dental floss and toothbrushes. (Local dentists may be willing to donate these.)
• Assist in sentence writing.
• Set up circumstances for role-playing.
• Prepare a list of local dentists and their phone numbers.

Activities used to implement this learning activity
Pass out the handout and go over vocabulary words together. Point to random words on the board, then play hangman for extra practice. Assist the students in writing questions for the speaker and practice them out loud. Have the speaker come in the second hour after the students are familiar with the vocabulary. After speaker has gone, have the students write sentences about how they feel about going to the dentist. They can also role-play at this time, practicing what they are going to tell the dentist. The teacher will set up the circumstances.

Vocabulary
toothbrush, toothpaste, dental floss, mouthwash, clean, tooth, teeth, circular, enamel, food, stuck, cavity, pain, hurts, decay, Novocain, bite down, open, root canal, gold, silver, porcelain, dentures, crowns, bridges.
What evidence are you going to look for to know that learners are developing this learning skill?
• Vocabulary words pronounced correctly.
• Written sentences showing correct use of vocabulary words.
• Demonstration of correct way to use dental floss and toothbrush.

How are you going to collect this evidence?
• Teacher observation.
• Written sentences.

Instructor comments and reflections
The teacher may want to explain that this is a lesson that students can teach to their children to save their teeth.
Where in the World

This learning activity can be used as part of or as an extension of the Student Learning Plan The Earth on page 243 of the Tennessee Adult ESOL Curriculum Resource Book.

Length of Activity: 2 hours

What will students do?

• Identify the continents by shape and place on the map.
• Identify the oceans on the map.
• Identify the equator and the prime meridian.
• Communicate with other students.
• Tell the class what they learned from the activity.

What will teachers do?

• Review the concepts about the bodies of land and water on the earth.
• Teach the concepts of continents and oceans and their location on the map.
• Teach new vocabulary.
• Demonstrate the activities of the lesson.
• Supply students with materials used in the lesson.

Materials

• One blue poster board for each group (blue sheet of paper for smaller maps).
• Seven sheets of different colored paper for each group.
• Glue, scissors, markers.
• Picture or an example of completed project.

Activities used to implement this learning activity

• Number off the students to form mixed groups, preferably seven in a group (a student for each continent).
• Give each group a poster board, seven sheets of different colored paper, glue, scissors, and markers.
• Review the concepts of continents and oceans and their locations on the map.
• Show examples of completed projects or pictures as examples of what the students might do.
• Instruct the students to choose one of the seven continents so that every student has a different continent. The students will determine the shape of the continent from pictures, maps, or the previous lesson handouts, then tear or cut out the shape of the continent from one of the colored sheets of paper.
• The students in the group will place and glue the continents on the blue poster board to form a map of the world.
• The students will label the continents and oceans.
• The students will draw and label the equator and prime meridian lines on the map.
• The students will sign their names to the map.
• One student spokesman from each group will present and explain the group’s project to the class.
• The teacher will ask, “What have you learned from this activity?” and have each student tell the class one thing he or she learned.

Vocabulary
Tear, cut, glue, scissors, place, shape, equator, prime meridian, colors.

What evidence are you going to look for to know that learners are developing this learning skill?
• The class participation.
• The communication and interaction between students.
• Oral reports and student observations of learning.
• The completed maps.

How are you going to collect this evidence?
Observation, oral reports, and completed projects.

Instructor comments and reflections
Most students reported that they learned for the first time where many places were in the world. They had no idea of the relationships of places in the world to each other. The students in the classroom usually communicate with only those students of their own nationality. One student said, “We learned to talk to each other.” This activity required them to work together with students from other cultures and languages. In order to communicate and complete the project, they found that they must talk to each other in English.

Resources
Beach ball globes, outline maps, What Your Kindergartener Needs to Know by E.D. Hirsch Jr., pages 116-132.
MULTI-LEVEL

Getting to Know the Health Department

Length of Activity: This unit will be conducted for approximately four weeks.

What will students do?
Learn vocabulary: parts of the body, descriptive words to explain an illness or injury, and vocabulary for taking medicine.
• Students will complete a personal medical information form.
• Students will bring medicine containers for the class to read the instructions.
• Students will create questions to ask the speaker from the County Health Department.
• Students will listen to a speaker from the County Health Department.
• Students will role-play giving personal information to a Health Department worker.
• Students will role-play examining an illness or injury.
• Students will give both oral and written evaluations of the guest speaker.

What will teachers do?
• Introduce vocabulary: parts of the body, descriptive words to explain an illness or injury, and vocabulary for taking medicine.
• Assist students in reading the directions from medicine containers.
• Discuss the types of questions to ask the Health Department representative.
• Assist students in evaluating what they learned from the spokesperson.
• Discuss the need for immunizations for young children and school-age children.
• Assist students in role-playing activities.

Activities used to implement this learning activity
Vocabulary
• The teacher will give each ESOL student a visual representation of the human body with the designated body parts.
• The students will participate in activities, including songs and games, to aid in their learning of the body parts and health-related vocabulary.
• Students will be given dialogues about visiting a doctor’s office and will role-play using these dialogues as models.
• Students will be given sample information sheets to complete. The teacher will assist the students with any vocabulary needed to complete the form.

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:
Pamela G. Brown
COUNTY/PROGRAM:
Maury County Adult Education
A discussion will be held about the information they need to bring with them when they visit a health-care provider.

Vocabulary will be taken from the various medicine containers brought to class, including the warnings on each label.

**Role-Playing**

Using the vocabulary introduced, along with sample dialogues, the students will be asked to role-play real-life situations. They will have to give their own personal information orally to a health-care provider. They will have to tell the provider that they have an illness or injury. They will be asked to choose an appropriate over-the-counter medicine for a minor illness by reading the label.

**Health Department**

The teacher will initiate a discussion about what the Health Department’s job is within the community. The teacher will inform the students the location of the Health Department. The students will be asked to prepare questions to ask the representative from the Health Department. The students will evaluate the visit by the representative of the Health Department.

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

- Evidence that students are developing their language skills will be determined by:
  - Student participation in role-playing activities.
  - Student questions to the representative of the Health Department.
  - Written questions for the Health Department’s representative.

**How are you going to collect this evidence?**

Teacher observation during class activities.

**Instructor comments and reflections**

Students said they felt more comfortable about asking questions of a health professional.
MULTI-LEVEL

Exploring the Community—
The Public Library

Length of Activity: 1 to 2 weeks

What will students do?
• Students will be able to fill out an application with personal information.
• Students will be able to understand and use vocabulary needed in a library.
• Students will obtain a library card.
• Students will successfully go to the library and check out a book.

What will teachers do?
• The instructor will present new vocabulary.
• The teacher will prepare the overhead materials.
• The teacher will obtain sample library cards and applications for a library card.
• Set up the classroom to resemble a library.
• Arrange for the local librarian to visit the class.

Materials
• Community photo cards
• Picture vocabulary worksheet
• Sample library card
• Sample library books
• Practice applications
• Library materials, i.e. encyclopedia, dictionaries, check-out cards

Activities used to implement this learning activity
• Unit will begin with a virtual trip through the community using an overhead. As the students identify the buildings that have previously been visited, the teacher will lead the class to the public library. An overhead of the inside of a library will follow. Students will discuss the photo with their table partners.
• Tables will pick a reporter to share their knowledge with the rest of the class. Teacher will lead the discussion with questions:
  – Who do you see?
  – What are they doing?
  – What things do you see?

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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:
Pamela G. Brown

COUNTY/PROGRAM:
Maury County Adult Education
• Picture cards will be used to teach vocabulary.

  – “This is a __________.”
  Students will repeat. As new picture cards are introduced teacher will review “And what is this again?” Cards will be put up in plain view for all students. Volunteers will “find” cards by walking over to the card and touching it. Cards will be mixed up and handed out to students. The teachers will write on the board.

  – “I have a __________. What do you have?”

• After the class practices the dialogue, the teacher models “I have a book. What do you have?” and shows the class her card. This dialogue continues with all students contributing.

• Individual worksheets with the same pictures are handed out and the class writes the name of each picture beneath it.

• Vocabulary is reviewed again to ensure understanding and vocabulary worksheets handed out to those who need it (with the words written below the pictures). Review can be “Please point to, show me, or tell me what is the first picture?” Write the following dialogue on the board:

  – “I am going to the library.”
  – “Why are you going to the library?”
  – “I am going to…”

• Class discusses as the teacher makes a list on the board. “What do you do at a library?” Practice dialogue by putting in different actions, i.e., “I am going to read. I am going to use the computer.” Class will learn and practice new verbs for the library, i.e., check out, renew, overdue, research, look up, and make copies.

• A 20-minute movie (obtained from a local library) A Visit to the Public Library will be shown next and a discussion will follow. “What did you see? What did they do? Who helped the visitors in the library? What did the children take home?”

• Classroom will be set up to look like a library with books, encyclopedias, computer, and check-out desk. Make it look as realistic as possible.

• As the students enter the classroom, welcome them to the public library and introduce yourself as the librarian. Take the class on a tour of the library, showing them where the fiction and nonfiction sections are, the children’s books, the reference materials, and the periodicals.

• Give each pair of students a task card with a task they must complete such as “Check out a book about cats” or “Look up a word in the dictionary.” Give the students plenty of time to complete their tasks. Collect the cards, then hand out a new card to each pair. Do this two or three times or until the students show some comfort with using the library.

• Discuss as pairs and then groups of four. Each table shares its ideas and questions with the class.
The Public Library, continued

• The students will review personal information vocabulary: name, first and last, address, phone number, birthday or DOB, identification. Write on the board this dialogue:
  – “I would like to check out this book, please.”
  – “Do you have a library card?”
  – “No, I do not.”
  – “Please fill out this form for a library card.”
  – “Okay.”
Read together, practice together, practice in pairs, switch parts, and practice again. Ask for volunteers to dialogue in front of the class (give the “librarian” a form as a prop). Then hand out forms to all the “librarians” as the class practices the dialogue. Have the students fill out the forms. Switch and redo.

Tell the class that the librarian from the local public library will come to the next class to talk to them, answer questions, and take applications for library cards. Pairs can work together and write up to three questions for her to answer at the next class. Turn in the questions before they go home. Students and their family members can come to this meeting. It can be held at regular class meeting or at the local elementary school to involve the children.

• After the librarian’s presentation, the class will ask questions. (Teacher has typed these and eliminated repeats. Students can read their questions or ask the teacher.) Then the applications will be filled out and given to the librarian. Cards will be mailed to the students in two weeks (your county’s process may vary).
• After the library cards come in the mail, class will meet at the library at an appointed time and students will check out a book.

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

• Teacher observation of student participation in dialogues, role-playing, and class discussions.
• Student-completed worksheets and/or quiz.
• Students successfully checking out a book at the library.

Instructor comments and reflections
Students enjoyed this activity and felt much more comfortable about using the library and taking their children to the library.
MULTI-LEVEL
Getting to Know Your School System

Length of Activity: 4 weeks

What will students do?
• Use a copy of the school calendar to find important dates and activities.
• Make a calendar for each month of the school year.
• Bring copies of their school handbook to class to focus on information regarding their children.
• Make a list of “Important School Personnel and Phone Numbers.”
• Make a list of questions for child’s teacher or principal.
• Determine how to set up a teacher or principal conference.
• Plan a reception(s) for county school spokespersons.
• Listen to speakers from the county board of education (high school, middle school, elementary school supervisor or adult education supervisor).

What will teachers do?
• Use the school calendar to begin dialogue about school system.
• Assist students in making a calendar of important dates per month.
• Select a particular section of school handbooks to discuss with students.
• Collect questions from students regarding their child’s school.
• Assist students in recognizing school personnel who may need to be contacted and how to contact them.
• How to plan a teacher or principal conference.
• List and send invitations to county school personnel to serve as spokespersons at an evening class.
• Assist students in planning reception(s) for county school spokespersons.
• Discuss the types of questions that would be appropriate for the reception spokesperson.
• Assist students in evaluating what they learned from the spokespersons.

Activities used to implement this learning activity
The School Calendar
• A copy of the school calendar will be given to each ESOL student. The students will participate in discussion about each item on the calendar. Teachers will guide the discussion to help students to understand the meaning and purpose of scheduled activities. This discussion would prompt issues such as holidays and why they are celebrated, how in-service days are used, and snow days.
• The teacher will give students plan monthly calendars for the students to fill in with school activity dates. These calendars can be displayed on their refrigerator or on the wall at home for quick reference.

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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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Adult Education ESOL
School Personnel

- The teacher will initiate this discussion by introducing a picture of the director of schools (if available). Students will also be given a list of basic school personnel and how they may be of help to them. The teacher will also distribute county school system information resources, such as the Educational Access TV channel and its purpose. Students will be given an opportunity to make a list of questions that they may have for county personnel. These questions will be sent to school supervisors who will send a representative to answer their questions at a planned reception(s).
- The teacher will have a follow-up discussion after the receptions to see how much the students have learned about their schools and the system.

Setting Up a Conference

- The teacher will introduce dialogue to show how a typical teacher or principal conference may take place. The students will be asked to role-play a conference. The teacher will guide students in making a list of generic questions to ask.

Planning a Reception

- The teacher will introduce the word *reception* and its meaning. Students will be guided in writing an invitation. A menu may be planned if students wish to bring simple foods or dishes as well as some kind of simple entertainment.

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

- Completed monthly calendars.
- Written list of questions for personnel.
- Student participation in role-play activities.
- Written list of county personnel and phone numbers.
- Hand-written invitations.
- Student participation in reception.
- Student written and oral evaluation of reception.

**How are you going to collect this evidence?**

Due dates will be set for calendars, lists, and invitations, and written evaluations will be collected.

**Instructor comments and reflections**

This activity helped the students learn about their children’s schools and helped the schools learn about the ESOL students.
MULTI-LEVEL

Exploring the Community—The Community Map

Length of Activity: 1 to 2 weeks

What will students do?
• Students will be able to locate community buildings on a map.
• Students will be able to understand and use vocabulary needed to follow directions.
• Students will take a photo of a local community building.
• Students will produce a local community book for newcomers.

What will teachers do?
• The teacher will prepare a community map and vocabulary lists and assist the students in preparing a community book for newcomers.

Materials
• Community photo cards
• Picture vocabulary worksheet
• 3x5 cards
• Map of the community
• Poster board
• Markers and glue
• Disposable cameras

Activities used to implement this learning activity
• Unit will begin with a virtual trip through the community using an overhead.
• Direction words will be reviewed: right, left, south, east, west, north. As the students walk through the community using the overhead, they will identify the buildings. Community photos of individual buildings will be passed out, identified, and discussed with their table partners. Tables will pick a reporter to share their knowledge with the class. The teacher will lead the discussion with questions:
  – “Who do you see?”
  – “What are they doing?”
  – “What things do you see?”
• Picture cards will be used to teach vocabulary. “This is a __________.” Students will repeat. As new picture cards are introduced, teacher will review “And what is this again?” Cards will be put up in plan view for all students. Volunteers will “find” cards by walking over to the card and

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SUBMITTED BY:
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COUNTY/PROGRAM:
Blount/Blount County
Adult Education ESOL
The Community Map, continued

touching it. Cards will be mixed up and handed out to students. Write on the board this dialogue:
– “I have a ____________.”
– “What do you have?”

• After the class practices the dialogue, the teacher models, “I have the post office. What do you have?” and shows the class her card. This dialogue continues through the whole class. Individual worksheets with the same pictures are handed out, and the class writes the name of each picture beneath it.

• Vocabulary is reviewed again to ensure understanding, and vocabulary worksheets are handed out to those who need them (with the words written below the pictures). Review can be “point to, show me, or what is the first picture?” Write the following dialogue on the board:
– “I am going to the hospital.”
– “Why are you going to the hospital?”
– “I am going to . . . .”

• Class discusses as the teacher makes a list on the board. “What do you do at the __________?” Practice dialogue by putting in different actions, i.e., “I am going to mail a letter.” Or “I am going to cash a check.” Class will learn and practice with new verbs for each community site, i.e., post office – ship a package, library – check out a book.

• A 20-minute movie A Visit to Your Community will be shown next and a discussion will follow. “What did you see? What did they do? Who helped the newcomers to the community? What questions did they ask?”

• Classroom will be set up with an enlarged local community map. Labels will be placed by the students on the map locating the community sites learned in class. Students may locate their homes as well. Class will draw a local community site (some may have two) and be given a disposable camera and instructed to take a photo of the site they drew, their house, and anything else in the community that they think should be placed in the book. After the pictures are developed, the students will work in groups (advanced, beginning, multilevel) to design a page for our Newcomer Book. Each page will include at least one photo, the name, address, and a short description of the site and its uses. After each page is edited, students will use the computer lab to produce their pages for the book. The Newcomer Book will be kept in the center’s library to be used by students of the center.

What evidence are you going to look for to know that learners are developing this learning skill?
Evaluation of the knowledge learned by the students will be presented by the students as they discuss what they have learned in this activity.
How are you going to collect this evidence?
Newcomers Book for the community.

Instructor comment and reflections
Students in other classes who use the library expressed an interest in the Newcomers Book.
MULTI-LEVEL

Christmas Customs and Origins

Length of Activity: 1 to 2 hours

What will students do?
• Read information about the origin of Christmas items.
• Interact with teacher and one another, sharing knowledge of these items.
• Use reading, writing, listening, and speaking in the language acquisition process.

What will teachers do?
• Provide items and readings for instruction.
• Respond to questions.

Activities used to implement this learning activity
• Introduce one Christmas item and reading.
• Students read about item and discuss.
• Continue with items and discussions.
• If possible, give items to the students through drawings.

What evidence are you going to look for to know that learners are developing this learning skill?
Written and oral responses.

How are you going to collect this evidence?
• Teacher observation.
• Writing exercise.

SUBMITTED BY:
Tracy Bullard

COUNTY/PROGRAM:
Dickson County Adult Education
MULTI-LEVEL

Learning About Mardi Gras

Length of Activity: 1 to 2 hours

What will students do?
• Discuss what students already know about Mardi Gras.
• Read and discuss the Mardi Gras article.
• Talk about terminology.
• Find and locate New Orleans in the state of Louisiana on the United States map.

What will teachers do?
• Provide each student with Mardi Gras article.
• Guide discussion and assist as necessary.

Activities used to implement this learning activity
• Teacher will provide a map of the United States for the purpose of locating New Orleans.
• Teacher will provide various Mardi Gras items for students.
• Teacher will provide Mardi Gras word search for students.

What evidence are you going to look for to know that learners are developing this learning skill?
Students’ understanding of Mardi Gras concept and terminology.

How are you going to collect this evidence?
Teacher observation.

Instructor comments and reflections
Fun activity.

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:
Tracy Bullard

COUNTY/PROGRAM:
Dickson County Adult Education
Mardi Gras is the pre-Lenten festival celebrated in Roman Catholic countries and communities. Mardi Gras, or Shrove or Fat Tuesday, as it is sometimes called, is celebrated by the French as the last of the three days of Shrovetide and is a time of preparation immediately before Ash Wednesday and the start of the fast of Lent. It is thus the last opportunity for merrymaking and indulgence in food and drink. In practice, Mardi Gras is usually celebrated for a full week before Lent. It is marked by spectacular parades featuring floats, pageants, elaborate costumes, masked balls and dancing in the streets. Bystanders at the parades are tossed colorful jewelry and coins.

In the United States, the principal Mardi Gras celebration is in New Orleans, located in southern Louisiana. The Mardi Gras, or carnival season, opens on Twelfth Night (January 6) and climaxes with the season commencing 10 days before Shrove Tuesday.
MULTI-LEVEL

Learning About the Newspaper

Length of Activity: 1 to 2 hours

What will students do?
• Discuss what things the students already know about the newspaper.
• Look through the newspaper and identify sections.
• Discuss sections as a class.
• Talk about terminology.

What will teachers do?
• Provide each student with a newspaper.
• Guide discussion and assist as necessary.

Activities used to implement this learning activity
• Students will be given a newspaper to use for this lesson and to take
  home with them (The Tennessean provides 20 free newspapers to our
  program twice a week through the Newspaper in Education Program).
• Students will use the newspaper to identify important sections of the
  newspaper and its contents.
• Students will complete the newspaper terminology activities.

What evidence are you going to look for to know that learners are
developing this learning skill?
• Students can identify parts of the newspaper.
• Students can respond to or ask meaningful questions.

How are you going to collect this evidence?
• Teacher observation.

Instructor comments and reflections
• Can be altered to work with different levels of students.

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:
Tracy Bullard

COUNTY/PROGRAM:
Dickson County Adult Education
September 11 and Beyond

Length of Activity: 2 to 3 hours

What will the students do?
• Look, listen, read, and write.
• Study important terminology.
• Study the world map and pinpoint their countries, compare and contrast.
• Study information related to Afghanistan, the Taliban, Muslims, etc.
• Complete related activities.

What will teachers do?
• Supply students with maps.
• Give students terminology, “Who’s Who,” and “Other Things to Know” sheets.
• Guide presentation of important terminology and other information.
• Encourage discussions about cultures, traditions, feelings.
• Respond to questions.

Activities used to implement this learning activity
• Begin session with students sharing what they already know.
• On a KWL chart, write students responses under the “Know” section.
• Ask students what they want to find out or learn and write this under the “Want to Know” section.
• Give students the list of terminology and discuss the definitions.
• Give students the “Who’s Who” sheet and discuss.
• Give students the “Other Things to Know” sheet and discuss.
• Have students compare what they have just learned with their own countries.
• Using Venn Diagrams, students can compare and contrast countries, beliefs, customs, cultures, etc.
• Give students the word search and assist as needed.
• By student responses, write what they have learned on the KWL chart.
• End with a writing exercise.

What evidence are you going to look for to know that learners are developing this learning skill?
• Recognition and use of terminology.
• Participation in class activities.
• Participation in class discussions.
How are you going to collect this evidence?
• Completion of the Venn Diagrams, KWL Chart.
• Completion of the writing exercises
MULTI-LEVEL

The Autumn Season

Length of Activity: 2 to 3 hours

What will the students do?
• Read and understand information about autumn and different kinds of leaves.
• Learn to identify leaves.

What will teachers do?
• Provide information.
• Provide samples or photos of leaves.
• Provide worksheets corresponding to materials printed.

Activities used to implement this learning activity
• The class will read and discuss the print material provided by the teacher.
• The class will become familiar with the leaves.
• The class will complete the written activities that correspond to the lesson.

What evidence are you going to look for to know that learners are developing this learning skill?
• Oral communication of information used and learned in class.
• Student responses to written exercises.

How are you going to collect this evidence?
• Teacher observation.
• Listening during class activities.
• Viewing written exercises.

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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