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.
(Student 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.
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

Asking 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.
• 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.

<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: across from . . . the school.</td>
<td>B. It’s on________ street.</td>
</tr>
<tr>
<td>: next to</td>
<td>It’s: across from . . . the school</td>
</tr>
<tr>
<td>: behind</td>
<td>: next to</td>
</tr>
<tr>
<td>: behind</td>
<td>: behind</td>
</tr>
<tr>
<td>A. Thank you.</td>
<td>: in front of</td>
</tr>
<tr>
<td>B. That’s OK.</td>
<td></td>
</tr>
</tbody>
</table>

**New Student Learning Plans**

**Asking For and Giving Basic Directions, continued**
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.

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
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
✓ 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:
Carol Robbins
COUNTY/PROGRAM:
Knox County
Medical Insurance, continued

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.
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.

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:
Audra D. Ingram
COUNTY/PROGRAM:
Chattanooga State Technical College Adult Basic Education Program
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

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 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.

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 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.

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 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.

SUBMITTED BY:
Mark Butler and Ruben Paz

COUNTY/PROGRAM:
Warren County
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.

**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:
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
5. Observe Critically
6. Use Mathematics in Problem Solving and Communication
7. Solve Problems and Make Decisions
8. Plan
✓ 9. Cooperate With Others
10. Advocate and Influence
11. Resolve Conflict and Negotiate
12. Guide Others
✓ 13. Take Responsibility for Learning
✓ 14. Reflect and Evaluate
15. Learn Through Research
16. Use Information and Communications Technology

SUBMITTED BY: Shari Dvorak
COUNTY/PROGRAM: Rhea County Adult Education
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 photocopies 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?
• 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 business 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.
Len 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 Cross-road 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
New Student Learning Plans

**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.

---

**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
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.
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.

Pets, continued
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 vari-
ation 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 impor-
tant to pair the lower students with the more accomplished students.