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…

SUBMITTED BY:
Louise M. Nelson

COUNTY/PROGRAM:
Chattanooga State ESL
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
MULTI-LEVEL

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 the flag, persons in military uniform should salute
- Headdress i. hat or cap; men not in uniform should remove when pledging, or facing flag as it passes in a parade
- Horizontal j. formal activities conducted on a public or state occasion
- Ceremony k. patriotic/festive decorations made in the colors of the U.S. flag: bunting must be draped with blue on top, white in the middle, and red below
- 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

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 headdress and other customs.
- Demonstrate correct display of U.S. flag simulating different setting:
  - Platform of Speaker
  - Floor of audience
  - Flat against a wall
  - Raising/lowering flag
  - 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!
MULTI-LEVEL

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?
• 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.
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.

Barbara Walters: In what ways, Mr. President?

George Washington: 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 1861 and lasted until 1865. I must say that things were certainly different back then.

Barbara Walters: 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!

Abraham Lincoln: I agree, but I'd like to also mention another proud moment in my life was when I delivered the Gettysburg Address proclaiming a
“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 our 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
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

SUBMITTED 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.

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
Personal Hygiene, continued

**How are you going to collect this evidence?**
The teacher will observe the students during and after the completed activity. 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
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 oflisted 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.
• Vocabulary: Post Office, Fire Department, Police, Alcoa Utility Board, Alcoa Aluminum Company.

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.

SUBMITTED BY:
Rebecca Dotson

COUNTY/PROGRAM:
Blount/Blount County Adult Education ESOL
• 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.
Distinguish: pence/pens  lacy/lazy  see/she  chicken/kitchen

Relate to the vocabulary lesson:
- Magali gave a pence to Evelia at the courthouse.
- Jorge dropped his pens at the airport.
- The nurse wore a lacy uniform at the hospital.
- Students were lazy after lunch at the health department.
- See the Division of Motor Vehicles?
- She had to go to court.
- The hospital chicken dinner was good.
- I need to go to the hospital kitchen.

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_z_z_e __________________________
3. m_c_h_n_e_v_e_w_m_n_t_e_r __________________
4. _u_t_o_m_a_t_c_b_g_g_e_r __________________
5. p_l_l_e_t_j_c_k ____________________________
6. s_k_d_p_a_l_l_t ______________________________
7. t_m_p_a_r_n_m_a_c_h_n_e ____________________
8. s_t_p_l_e_g_n ______________________________
9. s_t_a_p_l_m_c_h_n_e _________________________

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 temperin machine.
– It opens a small box so the workers can put in four items. These are: Q-tip, paper instructions, stick, and filling.
– The temperin 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.

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
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

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: Sharon Dvorak
COUNTY/PROGRAM: Rhea County Adult Education
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.
**Visiting 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.
MULTI-LEVEL

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**

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.

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?

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
• 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 stu-
    dents. 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 contin-
  ues 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 prac-
  tice 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 diction-
  ary.” 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.

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
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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:
Rebecca Dotson

COUNTY/PROGRAM:
Blount/Blount County
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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15. Learn Through Research
✓ 16. Use Information and Communications Technology

SUBMITTED BY:
Rebecca Dotson
COUNTY/PROGRAM:
Blount/Blount County
Adult Education ESOL
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.
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
Mardi Gras

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
MULTI-LEVEL

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.

September 11 and Beyond, continued
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
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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