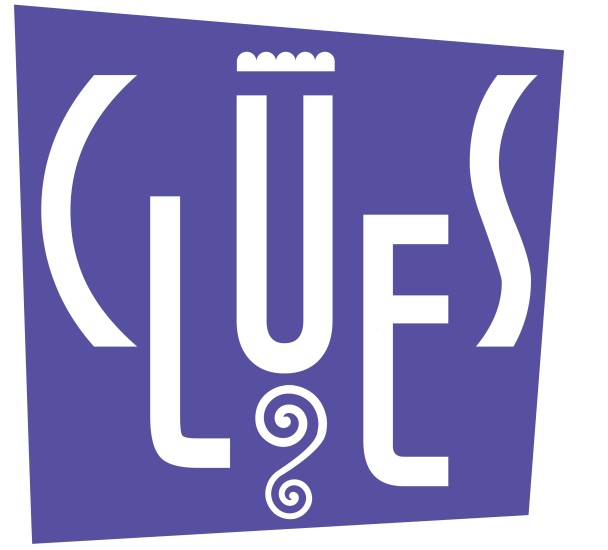
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**CLUES Educational Enrichment Services**

**Adult ESL Program**

**Advanced ESL / Level 3**

**Winter/Spring 2020 Curriculum**

***January 21 – April 23***

**Winter/Spring 2020 Calendar**

|  |  |
| --- | --- |
| **Week Number** | **Date** |
| **1** | Jan 21-23 |
| **2** | Jan 27-30 |
| **3** | Feb 3-6 |
| **4** | Feb 10-13 |
| **5** | Feb 17-20**\*** |
| **6** | Feb 24-27**\*\*** |
| **7** | Mar 2-5 |
| **8** | Mar 9-12 |
| **9** | Mar 16-19 |
| **10** | Mar 23-26 |
| **11** | Mar 30-Apr 2 |
| **12** | Apr 6-9 |
| **13** | Apr 13-16 |
| **14** | Apr 20-23 |

**\**Holiday (no classes):***

Monday, February 17th- Presidents’ Day

**\*\*No evening class:**

Tuesday, February 25th- Caucus Day

**Advanced (*Level 3*) Curriculum Outline:**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Life Skills / Work Skills Objective** | **Academic / Grammar Objective** |
| **Week 1** | **Sharing our Stories**: Practice asking and answering getting to know you questions and sharing personal stories. Planning my goals | • Review simple tenses: present, past, and future  • Descriptive adjectives |
| **Week 2** | **Current Events / Reading the News**: Students will read current stories in the news and review grammar, reading, and writing skills related to reading and writing print news stories. Discussion of a news article | Basic Parts of Speech (*nouns, verbs, adjectives, & adverbs*)  • Basic Sentence Structure  • Complete vs. Incomplete Sentences |
| **Week 3** | **Environment:** Students will review weather vocabulary and be exposed to basic environmental vocabulary in relation to sustainability, pollution and recycling. | * Adjectives * Future tense |
| **Week 4** | **Food and Cooking**: Understand about eating nutritious food. Learn to draft a recipe. | Present and Past Tense  • Count vs. Non-count nouns  • Comparatives and Superlatives |
| **Week 5** | **Health and Nutrition**: Students will learn to identify factors that impact health and discuss common diseases. | • Simple Past Tense (*regular & irregular*), Future tense |
| **Week 6** | **Government and Citizenship**: Compare government in U.S. and other countries. Discuss the differences between federal, state, and local government. Identify community issues. Citizenship concepts | Simple Past Tense (*regular & irregular*)  • Compare and Contrast Ideas  • Express Opinions |
| **Week 7** | **Geography and History:** Students will learn about physical geography, Minnesota culture and basic historical events that led up to the Civil Rights Movement. | * Map skills * Overview of US History |
| **Week 8** | **Our Civil Rights**: Students will learn about the issues that led to the civil rights movement and the implications of violent vs. nonviolent protesting. Students will learn about two great civil rights leaders and compare their beliefs and significance to the civil rights movement. Workers’ Rights - The Migrant Workers’ Movement | • Note Taking  • Phrases for Expressing Opinions  • Adjectives and Adverbs |
| **Week 9** | Paragraph Writing: Understand how to identify and construct strong paragraphs. Identify topic, supporting, irrelevant, and concluding sentences. Write a paragraph. Write a letter of application. | • Review all grammar as needed for writing process |
| **Week 10** | Process Writing: Understand the form of and use for Process Style Writing. Learn how to give correct directions from one location to another. Write a correct process style paragraph. Drafting your resume. | * Past Tense (*regular & irregular*) as used in sharing and writing about the past |
| **Week 11** | **Reading a Novel: Seedfolks:** Read and understand a longer more complex text. Discuss and analyze text. Express thoughts and opinions about text both orally and in written form. | • Review all as needed for reading and analyzing the text |
| **Week 12** | **Reading a Novel: Seedfolks:** Read and understand a longer more complex text. Discuss and analyze text. Express thoughts and opinions about text both orally and in written form. | • Review all as needed for reading and analyzing the text |
| **Week 13** | **Education and Jobs:** Understand components of/how to navigate US school system from primary to postsecondary. Describe current and past jobs. Understand how to draft resume, apply for jobs and demonstrate professionalism. Practice mock interviews. | * Simple present and past tense / review any grammar needed to talk about jobs and experience |
| **Week 14** | **Culture and Society (Debates)**  End of Term | Review all grammar   * Express Opinions * Debate language * If-clauses   Party! |

**Textbook Abbreviation Key:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Curriculum Abbreviation:** | **Full Title of Textbook:** |  | **Curriculum Abbreviation:** | **Full Title of Textbook:** |
|  |  | |  |  | |
|  | **EA1** | English in Action - Book 1 |  | **RL** | Real Life English - Literacy |
|  | **EA2** | English in Action - Book 2 |  | **RL1** | Real Life English - Book 1 |
|  | **EA3** | English in Action - Book 3 |  | **RL2** | Real Life English - Book 2 |
|  | **EA4** | English in Action - Book 4 |  | **RL3** | Real Life English - Book 3 |
|  |  | |  | **RL4** | Real Life English - Book 4 |
|  | **FL1** | Reading for Life - Book 1 |  |  |  |
|  | **FL2** | Reading for Life - Book 2 |  | **SE1** | Survival English - Book 1 |
|  |  | |  | **SE2** | Survival English - Book 2 |
|  | **GAB** | Grammar in Action - Basic |  | **SE3** | Survival English - Book 3 |
|  | **GA1** | Grammar in Action - Book 1 |  |  | |
|  | **GA2** | Grammar in Action - Book 2 |  | **SOB** | Stand Out - Basic |
|  | **GA3** | Grammar in Action - Book 3 |  | **SO1** | Stand Out - Book 1 |
|  |  | |  | **SO2** | Stand Out - Book 2 |
|  | **LL** | Longman Literacy |  | **SO3** | Stand Out - Book 3 |
|  |  | |  |  |  |
|  | **LP** | LifePrints - Literacy |  | **SS1** | Side by Side - Book 1 |
|  | **LP1** | LifePrints - Book 1 |  | **SS2** | Side by Side - Book 2 |
|  | **LP2** | LifePrints - Book 2 |  | **SS3** | Side by Side - Book 3 |
|  | **LP3** | LifePrints- Book 3 |  | **SS4** | Side by Side - Book 4 |
|  |  |  |  |  |  |
|  |  |  |  | **WL** | Word by Word - Literacy |
|  |  |  |  | **WB** | Word by Word - Beginning |

**Fall 2019 - Week 1**

**Sharing Our Stories**

**Overview:**

During this unit the students will practice asking and answering getting to know you questions and practice sharing their own stories. Students will also discuss good classroom etiquette and decide upon a set of classroom rules for the term. In addition students will set their own learning goals for this class term. (For the Civics lesson – day 4: Students will plan their education and career goals).

**Lesson Objectives Outline:**

**Winter/Spring 2020 - Week 1**

|  |  |  |
| --- | --- | --- |
|  | **Life & Work Skills:** | **Academic & Grammar Skills:** |
| **Day 1** | * Ask and answer personal information questions commonly encountered when meeting new people * Discuss learning a new language and create classroom strategies for language learning | * Review simple tenses: present, past, and future |
| **Day 2** | * Introduce descriptive adjectives for people and places * Share, both orally and in written form, about growing up in native countries and cultures | * Review simple tenses: present, past, and future (*cont.*) |
| **Day 3** | * Share, both orally and in written form, their personal * immigration stories including adjusting to life in a new country | * Review simple tenses: present, past, and future (*cont.*) |
| **Day 4** | * Planning your goals | * Review simple tenses: present, past, and future (*cont.*) |

**Materials:**

**Day 1**

* [**Getting To Know You Questions**](https://1drv.ms/w/s!AhRw4rpeX2bYikUJiiteuetGTVuS)**:** [tinyurl.com/zfm68fn](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\zfm68fn)
* [**Simple Tenses**](https://1drv.ms/b/s!AhRw4rpeX2bYikhw1bNgUCE6mniw)**:** [tinyurl.com/zf8uj98](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\zf8uj98)
* [**English is Hard - Poem**](https://1drv.ms/w/s!AhRw4rpeX2bYikaI1fyiOx3jgc2d)**:**[tinyurl.com/hb7hp2s](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\hb7hp2s)
* **English in Action 3:** 10-11

**Day 2**

* **Color Pictures of Different Locations**
* **English in Action 4:**  27, 32-33, 35

**Day 3**

* [**Refugee Article & Lesson**](https://1drv.ms/b/s!AhRw4rpeX2bYikdlySpFIcSjEODu)**:** [tinyurl.com/z39b2t3](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\z39b2t3)
* **English in Action 3:** 115, 117-121, 124-125, 127

**Day 4** (*speak to your coordinator about accessing resources*)

* [**Goal Pyramid**](https://1drv.ms/w/s!AhRw4rpeX2bYizt_wk2vcx1vJ-18)
* **My dream job and** [**smart goals**](https://1drv.ms/b/s!AhRw4rpeX2bYi0Ph9sXkyBGjdvrW)
* **Identifying skills**

**DAY ONE - Week 1: Getting to Know You / Sharing Our Stories** (Week 1**)**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Have students practice asking and answering “getting to know you” questions to learn about each other and build classroom community** * **Review the simple tenses with the students**   + Simple Present *(ie: I walk.)*,Simple Past *(ie: I walked.)*, and Simple Future *(ie: I will walk.)* * **Lead a classroom discussion on the process of learning a new language and help students to create classroom strategies for language learning** | [**Getting To Know You Questions**](https://1drv.ms/w/s!AhRw4rpeX2bYikUJiiteuetGTVuS)**:** [tinyurl.com/zfm68fn](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\zfm68fn)  [**Simple Tenses**](https://1drv.ms/b/s!AhRw4rpeX2bYikhw1bNgUCE6mniw)**:** [tinyurl.com/zf8uj98](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\zf8uj98)  **English in Action 3:** 10-11  [**English is Hard - Poem**](https://1drv.ms/w/s!AhRw4rpeX2bYikaI1fyiOx3jgc2d)**:**[tinyurl.com/hb7hp2s](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\hb7hp2s) |
| **Life Skills Activities for Practice:** | |
| **Asking and Answering “Getting Go Know You” Questions:**   * Print out the “[Getting to Know You Questions](https://1drv.ms/w/s!AhRw4rpeX2bYikUJiiteuetGTVuS)”, above in the Materials & Resources column, and cut them into strips. Place the strips into a can or container. Have the students sit in a circle. Hand the can to a student and have them draw a strip of paper and ask the student sitting next to them the question on the strip. Then they hand the strip of paper to the student who just answered and that student asks the student next to them the same question. This is repeated all the way around the circle. When everyone has answered the question, the student with the can hands it to the student next to them and you repeat the steps with a new question. Repeat the steps until all the students have had a chance to draw a strip of paper or, if your class is small, until everyone seems to be done with the activity.   **Review Simple Tenses:**   * Use the “[Simple Verb Tenses](https://1drv.ms/b/s!AhRw4rpeX2bYikhw1bNgUCE6mniw)” packet, above in the Materials & Resources column, to review the basics of the simple tenses (present, past, and future) and have the student’s practice identifying and using them. This should not be an introduction of new material. This should be a basic review and practice. * Have students practice using the simple tenses by writing a basic bio/intro to themselves (short paragraph) to share with the class.   **Learning a New Language / Classroom Strategies:**   * Discuss the difficulties of learning a new language. Ask the students to come up with a list of things they find difficult to do in English (*ie: read a bus schedule, understand a news article, etc…*) and discuss strategies for how they can work on these things through class and on their own. Use the pages from English in Action 3 listed above in the Materials & Resources column. * Read the poem “[Why is English so Hard](https://1drv.ms/w/s!AhRw4rpeX2bYikaI1fyiOx3jgc2d)”, above in the Materials & Resources column, with the class and have a discussion on what the poem is trying to say about the English language. * As a class, decide on rules for the classroom that will help everyone to learn better (*We only speak English, All questions are good questions, No cell phones, etc…*). Write the rules on the board and have the students copy into their notebooks. Ask the coordinator for a large piece of paper and some markers to write the rules on so that you can hang them in the classroom. | |

**DAY TWO - Week 1: Getting to Know You / Sharing Our Stories** (Week 1**)**

|  |  |  |
| --- | --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** | |
| * **Review the simple tenses with the students**   + Simple Present *(ie: I walk.)*,Simple Past *(ie: I walked.)*, and Simple Future *(ie: I will walk.)* * **Introduce descriptive adjectives for people and places** (*big, small, pretty, ugly, near, far, slow, fast, quiet, loud, etc…*) * **Have students share, both orally and in written form, about growing up in their native countries and cultures** (*remind students they are not required to share anything they are uncomfortable with!*) | **Color Pictures of Different Locations** - *use pictures from magazines, search google and print, or ask coordinator for help*  **English in Action 4:**  27, 32-33, 35 | |
| **Life Skills Activities for Practice:** | |
| **Icebreaker Game - Deserted Island:**   * Put the students in pairs or small groups. Tell the pairs/groups that they will be trapped on an island for one year and cannot leave. On the island they will find freshwater, monkeys, coconut trees and fish in the surrounding waters. They can take 5 things with them and must agree on which 5 things they will take. Give each pair/group time to decide. Make sure they understand that they will have to explain to the whole class what they decided to bring and what the importance of each item is.   **Review Simple Tenses / Introduce Descriptive Adjectives:**   * Work together as a class to brainstorm a list of descriptive adjectives and write them on the board. To change up the classroom dynamic have a student volunteer (*or volunteers if you want them to take turns*) lead the brainstorm and write the words on the board.   + As an extension, have students work together to arrange the descriptive adjectives into categories (*ie: people, places, things, etc…*). This is a nice way to have the conversation regarding which adjectives we use in U.S. culture to describe people and which are only used for animals, thing, places, etc… * Have students use the descriptive adjectives on the board to write a short description of their school and classroom, using verbs in the simple tenses. Have volunteers come write each sentence on the board with the rest of the class helping with spelling and grammar. When done have the students copy into their notebook to practice writing. * Bring pictures of places to class. Show class a picture and ask them to describe it using descriptive adjectives and simple tense verbs. Divide the class into pairs. Each pair gets a picture and must write a short paragraph describing it. Pairs exchange pictures and repeat. When all pairs have written about all pictures, hold up a picture and ask pairs to share their descriptions. Discuss similarities/differences.   **Sharing our Stories:**   * Have students write short descriptions of what life was like growing up in their native countries/cultures. Use the pages from English in Action 4, above in the Materials & Resources column, as a guide. Divide the class into small groups. Have the members of each group share what they have written and discuss. After giving time for discussion, switch up the groups and have the students repeat the activity in their new groups. Then bring the class back together and ask volunteers to share something interesting that they learned about a classmate’s childhood in their hometown or country. | |

**DAY THREE - Week 1: Getting to Know You / Sharing Our Stories** (Week 1**)**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Review the simple tenses with the students**   + Simple Present *(ie: I walk.)*,Simple Past *(ie: I walked.)*, and Simple Future *(ie: I will walk.)* * **Discuss immigration and the immigrant experience** * **Share, both orally and in written form, their personal immigration stories including adjusting to life in a new country** (*remind students they are not required to share anything they are uncomfortable with!*) | [**Refugee Article & Lesson**](https://1drv.ms/b/s!AhRw4rpeX2bYikdlySpFIcSjEODu)**:** [tinyurl.com/z39b2t3](file:///\\clsan01\clues$\user\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\z39b2t3)  **English in Action 3:** 115, 117-121, 124-125, 127 |
| **Life Skills Activities for Practice:** | |
| **Immigration and the Immigrant Experience:**   * Use the [Refugee Article & Lesson](https://1drv.ms/b/s!AhRw4rpeX2bYikdlySpFIcSjEODu), above in the Materials & Resources column, to lead a discussion about current day immigration issues. Have students read the article and then use some of the activity ideas listed in the lesson to guide a discussion of the topic.   + Extension Activity: Compare current day immigration issues with those of the past. How are the issues we are facing today similar to or different from those faced by our ancestors?   **Sharing our Stories:**   * Use the pages from English in Action 3, above in the Materials & Resources column, to help the students start to think about their own immigration stories. Choose some activities for them to complete individually or in pairs/small groups. * Lead a class discussion to help students start to form their own thoughts around their personal immigration stories including their reasons for leaving their countries and coming to the U.S. and how they adjusted to their new lives in the U.S. * Have students use simple graphic organizers to order their thoughts ideas and then transition those thoughts and ideas into a short essay about their immigrant experience. Have the students create a first draft of their essay and then engage in peer editing activities to help each other with their grammar and spelling. Then have students write a final draft.   + Extension Activity: If there is extra time have the student’s type up their essays using the computers and print them out to display in the classroom. | |

**DAY FOUR - Week 1: Planning Your Goals** (Week 1**)**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will learn to **develop their personal goals and the steps needed to develop a personal plan** * Students will be able to **plan a career path with dreams, goals and the necessary steps to implement their plan** * Students will **analyze their skills in order to use them to develop a successful career plan** | [Goal Pyramid](https://1drv.ms/w/s!AhRw4rpeX2bYizt_wk2vcx1vJ-18)  [Smart Goals](https://1drv.ms/b/s!AhRw4rpeX2bYi0Ph9sXkyBGjdvrW)  [Volunteering Story Activity](https://1drv.ms/b/s!AhRw4rpeX2bYi0TcrCH0MLvTiRVK) |
| **Life Skills Activities for Practice:** | |
| **Introduction Activity: Goals and Dreams**   * Divide board into two columns. On top of one column write “Dreams”, on top of the other write “Goals”. Ask students to think about goals and/or dreams for this year. Where do they see themselves by the end (*ie: jobs, education, etc…*). Ask them to write a list of 1-5 goals or dreams they have for the year. * After students finish, talk about the difference between dreams and goals. Elicit answers from students for what they think is the difference. Give the following examples (and others you can think of): “I want to have a perfect body” is a dream, “I want to loose 10 pounds by Spring break” is a goal. “I want to be a millionaire” is a dream. “I want to find a job in a restaurant and make a salary of $15/hour” is a goal. * Have students work in small groups sharing their lists to each other to identify which are their goals and which are their dreams. Then, have individual students go to the board to write their goals or dreams under each column. Have a general conversation about what students wrote on the board. Ask students: what do they think is necessary for a dream to become a goal?   **Activity 1: Smart Goals**   * Ask the following questions to get students’ thoughts:*What do you think is the process to achieve your goals? How do you make a plan to achieve your goals? What are the steps?* *How do you turn your dreams into goals?* * Talk about Smart Goals, hand out the Smart Goals handout and write words on board. Work with students on the vocabulary of Smart Goals, defining the meaning of each word. Talk about what steps you need to achieve a goal.   **Activity 2: Goal Pyramid**   * Hand out the Goal Pyramid worksheet and explain the process of how you start from your top goal (“This year I want to get a promotion at my work” or “I want to apply to college and study to be nursing assistant”), and think of two things that will help you get there, then four things that will help you get those two things, and then six short goals that you can do now to move up. All of these long term and short term goals need to be smart goals. Ask students to give a couple examples. * Have students work in pairs or in small groups to talk about their goals. Then, individually they should write their own goals and fill out their sheets, paying attention to the steps for their goals, and to creating a career or personal plan. Then, they can share their plan. Students should save this worksheet to use for their career plan.   **Extra activity: Skills**   * Ask students what are their special skills and abilities and how these can help them achieve their goals (*ie: “I’m good at cooking. My goal is to work as a chef in a restaurant’*). Have students write and share their ideas. | |

**Winter/Spring 2020 - Week 2: Current Events / Reading the News**

**Overview:**

This is a **1-week unit** during which students will read current stories in the news and review grammar, reading, and basic writing skills related to reading and writing print news articles. This is a great opportunity for students to practice authentic reading and writing skills, as well as discussing opinions and questions about stories in the news.

**Lesson Objectives Outline:**

**Winter/Spring 2020 - Week 2**

|  |  |  |
| --- | --- | --- |
|  | **Life & Work Skills:** | **Academic Skills:** |
| **Day 1** | * Read about and discuss stories in domestic and international news | * Learn how to identify the four main parts of speech: nouns, verbs, adjectives, and adverbs |
| **Day 2** | * Read and compare two types of news: an editorial and a newspaper article | * Practice discerning fact and opinion. |
| **Day 3** | * Read about and discuss stories in domestic and international news | * Identify complete and incomplete sentences & practice writing complete sentences |
| **Day 4** | * Read about and discuss stories in domestic and international news | * Write news articles using complete sentences and four main parts of speech correctly |

**Materials:**

**Day 1**

* [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews)

**Day 2**

* [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews)
* [**Fact and Opinion Cards**](https://1drv.ms/b/s!AhRw4rpeX2bYimmlJv4cTsaxzD7x)**:** [tinyurl.com/hn3t4ey](http://tinyurl.com/hn3t4ey)

**Day 3**

* [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews)
* [**Writing Complete Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYimre042eKx6G4GWe)**:** [tinyurl.com/jr6yys9](http://tinyurl.com/jr6yys9)

**Day 4**

* [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews)
* [**Writing a News Story**](https://1drv.ms/b/s!AhRw4rpeX2bYimsz3OV7rvv9XmPT)**:** [tinyurl.com/j52f4b3](http://tinyurl.com/j52f4b3)

**DAY ONE - Week 2: Current Events / Reading the News**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will learn how to **identify the four main parts of speech**: nouns, verbs, adjectives, and adverbs * Students will **read** about and discuss stories in domestic and international **news.** | [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews) |
| **Life Skills Activities for Practice:** | |
| **Prep:**   * Before class choose a newspaper article to read with the students. For ideas look at the [News Resources](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky) link in the Materials section above, look through the paper to find an easy article, or ask your coordinator for other resources.   **Four Main Parts of Speech:**   * Divide the board into four columns:   + Ask students to name objects in the class. Write these objects on the board in the first column. Ask students what type of word (*which part of speech*) the words are (*nouns*). Write "Nouns" above the column.   + Ask students what you are doing as you mimic a few actions such as writing, speaking, walking, etc. Write the base form of these verbs in the second column. Ask students what type of words these are (*verbs*). Write "Verbs" above the column.   + Show the students some pictures. Ask students to describe the pictures. Write these words in the third column. Ask students what type of words these are (*adjectives*). Write "Adjectives" above the column.   + Write "Adverbs" above the final column and write down some basic adverbs (s*lowly, quickly, loudly, clearly, etc…*) and a few adverbs of frequency (*always, usually, sometimes, rarely, never. etc…*). * Go through each column and quickly explain what the words (*parts of speech*) do: 1) nouns are people, places, and things; 2) verbs show actions; 3) adjectives describe things: 4) adverbs state how, when or where something is done. (*Note for the students that most common adjectives can be changed to adverbs by adding -ly*)   **Read News:**   * Write the headline of the newspaper article you chose on the board. Ask the students to read the headline and discuss what they think the article will be about. Write some of their predictions on the board. * Read the Article:  1. Do not hand out copies of the article yet! Read the article aloud to students as they listen (*without copies!*). When you are done discuss what the students understood. Discuss the predictions written on the board and whether they were correct or incorrect. 2. Now, hand out copies of the article. Read the article aloud again while the students follow along. When you are done discuss any difficult vocabulary or concepts as a whole class. 3. Finally, have the students read the article on their own.  * Divide the class into pairs and have the pairs summarize the main points of the story to each other, in their own words, without looking at the original article. Come back together as a class and repeat the activity all together (*to check understanding of the article*)   **Four Main Parts of Speech:**   * Have the students work in pairs or small groups to find examples of the four main parts of speech in the news article they just read. Have them create a table (like you did on the board earlier) on a piece of paper and fill in 5 examples of each part of speech from the article. Come together as a whole class and review the examples found by the pairs/groups. | |

**DAY TWO - Week 2: Current Events / Reading the News**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **read** and compare two types of **news**: an editorial and a newspaper article * Students will practice discerning **fact** and **opinion.** | [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews)  [**Fact and Opinion Cards**](https://1drv.ms/b/s!AhRw4rpeX2bYimmlJv4cTsaxzD7x)**:** [tinyurl.com/hn3t4ey](http://tinyurl.com/hn3t4ey) |
| **Life Skills Activities for Practice:** | |
| **Prep:**   * Before class choose both a short editorial or opinion piece and a short newspaper article which are both about the same current trend or event.   + For ideas look at the [News Resources](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky) link in the Materials section above, look through the paper to find an easy article, or ask your coordinator for other resources. * Print out copies of the [Fact and Opinion Cards](https://1drv.ms/b/s!AhRw4rpeX2bYimmlJv4cTsaxzD7x), from the Materials section above, cut out the cards and place them in envelopes to make sets for use during class.   **Fact and Opinion:**   * Ask the students, “What is the difference between a fact and an opinion?” Have a class discussion and come up with a definition for both words. Write the definitions on the board. * Divide the class into pairs or small groups. Give each pair a set of the Fact and Opinion Cards that you created before class. Tell the pairs/groups to place the two header cards (fact and opinion) on the table in front of them. Then, have the pairs/groups work together to categorize the statements into the write column. Review the answers as a class and discuss.   **Read News:**   * Firsthave the class read and discuss the editorial/opinion piece.   + Read the article aloud while the students follow along. Discuss any difficult vocabulary or concepts as a whole class. Have the students read the article a second time in pairs, taking turns with sentences or paragraphs and helping their partners as needed.   + Second have the class read the newspaper article that is about the same event or trend and compare it to the editorial piece.   + Read the article aloud while the students follow along. Discuss any difficult vocabulary or concepts as a whole class. Have the students read the article a second time in pairs, taking turns with sentences or paragraphs and helping their partners as needed.      * After reading both articles, ask the students to identify and articulate the similarities and differences in the two writing styles. * Ask the students why an author might write an editorial or opinion piece instead of a regular news article. When you have a few examples have the class discuss how each type of writing serves a certain type of author's purpose.   **Fact and Opinion in the News:**   * Ask students to choose a simple event about which they will write a very short, just a few sentences, paragraph - topics could include: what they ate for breakfast, what they did in class yesterday, the weather today, etc….   + First have them write about it using only facts (*ie: like a real news article*)   + Second have them write about it again but this time using opinions (*ie: like an editorial or opinion piece*) * After everyone is done writing ask volunteers to read both of their paragraphs and, as a whole class, discuss the similarities and differences between the two pieces (*ie: what words did the writer use, how did they sound, how did they make you feel, which one was more interesting to listen to, etc…*) | |

**DAY THREE - Week 2: Current Events / Reading the News**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **read** about and discuss stories in domestic and international **news** * Students will **identify complete and incomplete sentences** * Students will **practice writing complete sentences** | [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews)  [**Writing Complete Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYimre042eKx6G4GWe)**:** [tinyurl.com/jr6yys9](http://tinyurl.com/jr6yys9) |
| **Life Skills Activities for Practice:** | |
| **Prep:**   * Before class choose a main newspaper article to read with the students during the Read News portion and several very short and simple articles for the Writing Complete Sentences activity. For ideas look at the [News Resources](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky) link in the Materials section above, look through the paper to find an easy article, or ask your coordinator for other resources.   **Read News:**   * Write the headline of the newspaper article you chose on the board. Ask the students to read the headline and discuss what they think the article will be about. Write some of their predictions on the board. * Read the Article:  1. Do not hand out copies of the article yet! Read the article aloud to students as they listen (*without copies!*). When you are done discuss what the students understood. Discuss the predictions written on the board and whether they were correct or incorrect. 2. Now, hand out copies of the article. Read the article aloud again while the students follow along. When you are done discuss any difficult vocabulary or concepts as a whole class. 3. Finally, have the students read the article on their own.  * Divide the class into pairs and have the pairs summarize the main points of the story to each other, in their own words, without looking at the original article. Come back together as a class and repeat the activity all together (*to check understanding of the article*)   **Identify Complete and Incomplete Sentences**   * Make copies of the [Writing Complete Sentences](https://1drv.ms/b/s!AhRw4rpeX2bYimre042eKx6G4GWe) activity listed in the Materials section above. Work through the activities with the students.   **Practice Writing Complete Sentences**   * Divide the class into groups of 3 or 4, depending on class size. Give each group a different short news article. Give the groups time to read through their article and discuss it. Then, have each group work together to write three short sentences that summarize the main points of their article. Make sure students focus on writing good and complete sentences. Now, have the students regroup into 3 to 4, depending on how you originally divided the class, new groups so that each new group contains 1 student who read each article. Have the students in the new groups take turns sharing their sentences with their new group members and discussing the different article topics. * Give the students some time for independent writing. Tell them to think about a current event that they have either read about or heard about recently. Remind them to focus on writing complete sentences. When everyone has written something ask students to volunteer and share their writing with the class. | |

**DAY FOUR - Week 2: Current Events / Reading the News**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **read** about and discuss stories in domestic and international **news** * **Write news articles** using complete sentences and four main parts of speech correctly | [**News Resources**](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky)**:** [tinyurl.com/cluesnews](http://tinyurl.com/cluesnews)  [**Writing a News Story**](https://1drv.ms/b/s!AhRw4rpeX2bYimsz3OV7rvv9XmPT)**:** [tinyurl.com/j52f4b3](http://tinyurl.com/j52f4b3) |
| **Life Skills Activities for Practice:** | |
| **Prep:**   * Before class choose a newspaper article to read with the students. For ideas look at the [News Resources](https://1drv.ms/w/s!AhRw4rpeX2bYimLKEHM74QJI4Hky) link in the Materials section above, look through the paper to find an easy article, or ask your coordinator for other resources. If possible, the article should be about something that might impact the students.   **Read News:**   * Read the article aloud to students, while they follow along. Then, have students practice reading the article individually. Now, ask students to re-tell the story in their own words to a partner, without looking at the original article.   **Civics Discussion Activity:**   * Ask students to think of the article they read and have a discussion about how this applies to their lives. Remind them of the lessons learned about civil rights. Get students in small groups and discuss how this story applies to them. Then students can share what they discussed in their groups.   **Write News Articles:**   * Have the students choose a topic and write a short news article. You can use the [Writing a News Story](http://tinyurl.com/j52f4b3) activity outline in the Materials section above or choose your own structure for this activity. | |

**Winter/Spring - Week 3: Weather and Environment**

**DAY ONE - Week 3: Weather and Environment**

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| **Daily Lesson Objectives:** | **Materials & Resources:** | |
| * **Students will be able to compare and contrast weather systems** * **Students will be able to make judgements about changes in weather patterns** | [Weather reading](https://1drv.ms/w/s!AhRw4rpeX2bYkQUfROtIbnK9wwZF?e=s1hQvW)  EA | |
| **Life Skills Activities for Practice:** | |
| Start class by asking students what the weather is like today. Casually describe the environment outside. Then have students brainstorm all the words they can think of when they hear the word “weather”. Students should have good working knowledge on basic weather terms, so this shouldn’t take too long. After that, have students categorize all the words they came up with into the four seasons.  Now show a clip of the local weather forecast. Have students jot down all the words they recognize from the video. Make predictions about the weather based on what they heard.  To expand on weather patterns, ask students what adjectives we use with ‘rain’, for example, ‘heavy rain’ and not ‘strong rain’. Have students get into groups and match the adjectives in column A to the nouns in column B. Write these, and any other examples, on the board:  -torrential (rain), flash (flood), severe (weather, flood, etc.), dense (fog), high (humidity), violent (winds, conditions, etc.), heavy (snow, rain)  Before reading, have students discuss the following questions with a partner:  -In what ways can we predict the weather?  -There are many sayings about the weather in English, like ‘feel under the weather’. Are there any similar sayings in your own language? What do they mean in English?  -Do you think the weather can influence our moods? Why or why not?  Read the passage out loud once to students. Afterwards, ask students what they can recall. Then distribute the readings and have them read individually or with a partner. After reading, ask students to discuss the following questions:  - Had you heard of any of the ideas in the article before?  - Are there any parts of the article that you agree or disagree with? Why?  - Have you ever experienced any extreme weather conditions? Where were you and what was it like?  As an extension, have students write a reaction to the reading in which they describe a particular weather pattern they like or dislike, or one with which they have a specific memory. | |

**DAY TWO - Week 3: Weather and Environment**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Understand and define basic environmental terminology** * **Describe a variety of environmental issues affecting our world and ways we can make positive change in the environment** | [Brainstorming Environmental Issues](https://eslflow.com/wp-content/uploads/2017/10/Brainstorming_Environmental_Issues.pdf)  [Environment Vocab](https://1drv.ms/b/s!AhRw4rpeX2bYjkRLDwv6NnY6W8Fr?e=oyRxhm)  [Green Issues Vocab](https://1drv.ms/b/s!AhRw4rpeX2bYjkM57gSZvzJQSb_b?e=SQHcmJ)  [Climbing the Tallest Trees](https://1drv.ms/b/s!AhRw4rpeX2bYjkXj0XeN6VIkkAQv?e=bl3mD9)  <https://breakingnewsenglish.com/environment.html> |
| **Life Skills Activities for Practice:** | |
| Divide the white board into two columns: current environmental problems and how they will be corrected. Ask students to brainstorm all the environmental problems they can think of as well as ways to correct these problems. Use the [Brainstorming Environmental Issues](https://eslflow.com/wp-content/uploads/2017/10/Brainstorming_Environmental_Issues.pdf) sheet to help.  Review vocabulary from “[Environment Vocab](https://1drv.ms/b/s!AhRw4rpeX2bYjkRLDwv6NnY6W8Fr?e=oyRxhm)” sheets. Use the discussion questions at the bottom to think about ways we can save the environment / conserve energy and resources at home/work.  As an extension, use the “[Green Issues Vocab](https://1drv.ms/b/s!AhRw4rpeX2bYjkM57gSZvzJQSb_b?e=SQHcmJ)” sheets to test student’s vocabulary related to environmental issues. If desired, do the suggested word-web to expand and reinforce environment vocabulary.  Read “[Climbing the Tallest Trees](https://1drv.ms/b/s!AhRw4rpeX2bYjkXj0XeN6VIkkAQv?e=bl3mD9)” individually / as a class or any reading from here: <https://breakingnewsenglish.com/environment.html>. Review vocabulary before reading and do grammar practice and discussion questions after reading.  Have students work individually or with a partner to write about what they will do to help the environment. Have them pretend they are directors of an environmental group and they must convince people to join their group. Share the student responses with the class. | |

**DAY THREE - Week 3: Weather and Environment**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Describe the various types of pollution** * **Understand how pollution is created** * **Create solutions to stop pollution** | [Air Pollution](https://breakingnewsenglish.com/1809/180901-air-pollution.pdf)  [Pollution Lesson](https://1drv.ms/b/s!AhRw4rpeX2bYjkijzHQ0f-vRszHt?e=fE1BW8) |
| **Life Skills Activities for Practice:** | |
| Write “POLLUTION” on the board. Have students brainstorm all that comes to mind when they hear this word.  Some potential discussion questions (or writing prompts):   * Smog is one type of pollution. What other types are there? Which is the most serious? * What effects from pollution do you notice? * Do you think pollution is responsible for changes in the weather? Why or why not? * Exhaust fumes from cars contribute to smog. Should we try to use cars less? Can you imagine life without cars? How would it be different?   Read “[Air Pollution](https://breakingnewsenglish.com/1809/180901-air-pollution.pdf)” reading. Do any of the pre-reading activities suggested. As a follow-up, have students do the “phrase matching” or follow the “[Pollution Lesson](https://1drv.ms/b/s!AhRw4rpeX2bYjkijzHQ0f-vRszHt?e=fE1BW8)”.  If time, have students form two teams to debate “Will pollution ever end?” Group 1 will debate in favor of pollution ending, and Group 2 will debate against pollution ending. | |

**DAY FOUR - Week 3: Weather and Environment**

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| **Daily Lesson Objectives:** | **Materials & Resources:** | |
| * **Understand the difference between the 3 Rs** * **Learn vocabulary about recyclable items/materials (glass, plastic, bottle, tin, newspaper, etc.)** * **Understand options in community to practice the 3 Rs** | [Recycling Questions](https://1drv.ms/b/s!AhRw4rpeX2bYjkeC5v8QFUipG9JJ?e=6wIjMF)  <http://www.ci.minneapolis.mn.us/solid-waste/recycling/Acceptable-Recyclables>  [Guide to Recycling Worksheets](https://1drv.ms/b/s!AhRw4rpeX2bYjklcRMCEKm7FnYz5?e=dGduaV)”  [Recycling Matters](https://1drv.ms/w/s!AhRw4rpeX2bYjkYGmNtc40xoLTpE?e=mx65XR) | |
| **Life Skills Activities for Practice:** | |
| Write on the board “What are some benefits of recycling?” Have students write down what some possible benefits to recycling could be. Students can do this brainstorming/warm up activity individually or in pairs. Then, share answers with the entire group.  Write on the board:   * Who? What? Where? When? How? Why? * Re-use, Reduce, Recycle, Compost, Throw Away   As a class, go through each verb and talk it though, making a list of everything that can be re-used, reduced, recycled, etc. Then, have students come to the board and circle the things that they personally reuse, reduce, recycle. Etc. Use the “[Guide to Recycling Worksheets](https://1drv.ms/b/s!AhRw4rpeX2bYjklcRMCEKm7FnYz5?e=dGduaV)” to help guide his activity.  Guest Speaker from the CLUES Green Team!  Use the “[Recycling Questions](https://1drv.ms/b/s!AhRw4rpeX2bYjkeC5v8QFUipG9JJ?e=6wIjMF)” sheet to lead a discussion on recycling. Refer to the City of Minneapolis guide to recyclables: <http://www.ci.minneapolis.mn.us/solid-waste/recycling/Acceptable-Recyclables>  Hand out “[Recycling Matters](https://1drv.ms/w/s!AhRw4rpeX2bYjkYGmNtc40xoLTpE?e=mx65XR)” reading to students. Explain they are going to read the passage and find the main idea. While reading, students should think to themselves “What is this all about? What idea is the author trying to say?” Students should read passage silently and answer questions. Review answers as a whole class. Teacher reads passage and students highlight new vocabulary. Teacher reviews vocabulary. Students read passage to each other in pairs | |

**Winter/Spring 2020 -Week 4:** **Food and Cooking**

**Overview:**

This is a **1-week unit** during which students will learn about food and about making nutritious choices. Students will also learn how to put a recipe together and what opportunities there are in the food industry.

**Lesson Objectives Outline:**

**Winter/Spring 2020 - Week 4**

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|  | **Life & Work Skills:** | **Grammar Skills:** |
| **Day 1** | * Identify common food items and food containers | * Review past tense and present perfect * Understand difference between count and non-count nouns |
| **Day 2** | * Interpret nutrition information on food labels * Compare nutrition information on food labels using comparative and superlative adjectives * Identify healthy vs. unhealthy food choices and discuss nutritious eating choices | * Comparative and superlative |
| **Day 3** | * Visit a market and do a survey of different ethnic restaurants and food shops * Explore what are the opportunities for work in the food industry | * Reporting back information |
| **Day 4** | * Identify basic cooking verbs and recipe vocabulary * Read basic recipes and understand the format of a recipes * Discuss favorite recipes from home and the United States | * Verbs for recipes in present and past * Writing recipes using command form |

**Materials:**

**Day 1**

* **EA2:** 124-126, 128, 130-131
* **SO2:** 48-49, 53
* **SE2:** 70

**Day 2**

* **SO2:** 50-51
* **SO3:** 89-93
* **RL4:** 69, 71
* [**Nutrition Labels**](https://skydrive.live.com/redir?resid=D8)

**Day 3**

* [**Global Market Survey**](https://1drv.ms/w/s!AhRw4rpeX2bYizBO9GIzMAf2Rx2t)
* [**Power point: Careers in Food and Nutrition**](https://1drv.ms/f/s!AhRw4rpeX2bYizOSum863fv5twG0)
* **“CLUES Advanced Level 3 Recipe Book 2016”**

**Day 4**

* **RL2:** 58-65
* **SE 2:** 67-68
* **“CLUES Advanced Level 3 Recipe Book 2016”**

**DAY ONE - Week 4: Food and Cooking**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Identify common food items** (*bread, milk, cheese, chicken, apple, soup, rice, noodles, tomato, carrot, steak, butter, potato, etc…*) * **Identify basic food containers** (*box, bottle, can, bag, jar, etc…*) **and the types of food they contain** (*box of cereal, can of beans, etc…*) * **Understand the difference between count** (*apples, donuts, carrots, etc…*) **and non-count nouns** (*water, rice, spaghetti, etc…*) **with a focus on the food in containers vs. food out of containers** (*we can’t count water but we can count bottles of water / we can’t count rice but we can count bags of rice / etc…*) | **EA2:** 124-126, 128, 130-131  **SO2:** 41-42**,** 48-49, 53-54  **SE2:** 70 |
| **Life Skills Activities for Practice:** | |
| **Warm up:**   * Review words for foods. You can use flashcards. * In pairs students ask each other what foods they like and dislike. Students take notes on this and report back. Write a grid on board with foods across top & students’ names down side. Ask students: *“What does … like”* and *“What does she dislike?”* Ask students to help you figure out what are the most popular foods in the class.   **Activity:**   * Show students pictures of food containers and ask. “What is this?” and *“What kind of food does it hold?”* Write singular and plural sentences (*count vs. non-count*) for the food(s).   **Class discussion:**   1. Have a class conversation in which students share what they eat for breakfast, lunch and dinner. 2. What differences are there with what people eat here as opposed to what they eat in their home countries. 3. *“How do you decide what food to eat? / Is nutrition important to you? / What is healthy vs. unhealthy?”* | |

**DAY TWO - Week 4: Food and Cooking**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Interpret nutrition information on food labels** (*serving size, servings per container, calories, carbohydrates, fat, sugar, sodium, etc…*) * **Compare nutrition information on food labels using comparative and superlative adjectives** (*The crackers have more sugar than the chips. The cookies have the most sugar. Etc…*) * **Identify healthy vs. unhealthy food choices and discuss nutritious eating choices** | **SO2:** 50-51  **SO3:** 89-93  **RL4:** 69, 71  Nutrition Labels:  [**https://tinyurl.com/y8fdzk3k**](https://tinyurl.com/y8fdzk3k) |
| **Life Skills Activities for Practice:** | |
| * Write “How do you decide what food to buy/eat?” Students write at least 5 sentences each about the topic. Volunteers write their sentences on the board. Class discusses their answers. * Brainstorm a list of questions about nutrition labels (*How many calories in serving? How many calories in total? Etc…*) and write on board. Divide class into pairs. Give each pair a label from the Nutrition Labels document in the resources column. Have pairs copy questions and write answers based on their label. Have pairs switch labels and repeat. Continue until each pair has worked with each label. Review answers for each label as a whole class to check answers. * Give each student a label. As a class work together to compare the nutritional value for each label and decide which food is the healthier choice (*ie: Which food has the most sodium? Which food has the most calories per serving? Etc…*). * Students write sentences about the labels using comparative & superlative adjectives (*The crackers have more sugar than the chips. The cookies have the most sugar. Etc…*) | |

**DAY THREE - Week 4: Food and Cooking**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Visit a market and do a survey of different ethnic restaurants and food shops * Explore what are the opportunities for work in the food industry | * [**Global Market Survey**](https://1drv.ms/w/s!AhRw4rpeX2bYizBO9GIzMAf2Rx2t) * **Power point: [Careers in Food and Nutrition](https://1drv.ms/p/s!AhRw4rpeX2bYizHDg-zsLtZaPcQE)** |
| **Life Skills Activities for Practice:** | |
| \*\*For evening classes: feel free to a reading on food/cooking/ nutrition and skip the global market/field trip activity. This is an opportunity for you to be creative with your lesson planning. You can also begin the recipe lesson plan activity.  **Warm up:**   * **Class conversation:** Ask students what are the differences between food from their native countries and food in the United States. What do they like / dislike about American food. What are their favorite dishes from their home country. Can they describe it? * **Field trip and survey activity:**   (This activity is a field trip to the Global Market in Minneapolis. It can be adapted for Saint Paul classes for a visit to the Mississippi Market)  **Before field trip:** Get the class in groups of two to three students (depending on number of students) and hand out survey worksheet. Explain to students what the task is: to find out what kind of food is served in restaurants and sold at shops at the Global Market.  **Field Trip:** Walk with the class group to the Global Market and start the survey activity. Give students 25 minutes to gather their information. Then walk back to CLUES.  **After the trip:** Students report what they found. Ask students: *What nationalities are represented in the Global Market?* *What kind of food did you find?* Have a short conversation about this.   * **Power point about Careers in Food and Nutrition:** Before you pass the handouts, ask students if they have ever worked in the food industry. Ask if they know what careers are available. Write list from what students tell you. Pass hand outs of power point. Go over it and have students compare with list on the white board. | |

*\*Tell your students at the end of the day that they should think about one of their favorite foods for tomorrow, because they will be practicing writing recipes.*

**DAY FOUR - Week 4: Food and Cooking**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * **Identify basic cooking verbs and recipe vocabulary** (*stir, mix, teaspoon, tablespoon, cup, etc…*) * **Read basic recipes and understand the format of recipes** (*ingredients listed first then cooking instructions*) | **RL2:** 58-65  **SE 2:** 67-68 |
| **Life Skills Activities for Practice:** | |
| **Warm up:**  Divide class into two or three groups and have them stand in lines facing you. Ask a question about cooking and recipe words. (*ie: What’s another word similar to stir? mix or beat / Name a cooking utensil you can use for baking. Pan / What types of actions can I do with a knife? slice or chop)*. The first student to say a correct word scores a point for their team and moves to the back of their line. Keep playing as long as you have questions or time. The team with the highest score wins.  **Activities:**   * **Class discussion:** Discuss favorite recipes from home (*native country*) and the United States. * After reviewing vocabulary of recipes, have students practice following a simple recipe (ie: *Chex-Mix or Trail Mix*) in groups. After done eat the product & discuss activity (*what was hard and/or easy, etc…*). * Ask your coordinator for the recipe books that students from a 2016 class wrote and show them to students. Divide class into groups and have students in each group read two or three different recipes. Have a conversation about what they learned about how to write a recipe, and about the different recipes from different countries. Ask: *Can you write a recipe from your home country that you really like?* (Please keep these recipe books and return to coordinator) * **Writing and presenting:** Ask students to **write down their favorite recipe and then share it with the class**. This is great activity for giving instructions and speaking in front of the whole class. Ask them to stand at the front of the room and draw example pictures on the board as they explain the recipe if they want visual aids to help. * If there is time or for homework, ask students to revise and re-write their recipes and to have them in a final format as assignment (If needed, bring computers into the classroom) | |

**Fall 2019- Week 5: Health and Nutrition**

**DAY ONE – WEEK 5 -Health and Nutrition**

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| **Daily Lesson Objectives** | **Materials & Resources:** |
| **Review vocabulary of body learned in level 1 and 2**  **Identify and communicate basic symptoms of illness** (*to have a:* *fever*, *headache, backache, runny nose, sore throat / to be: tired, achy, dizzy, etc…*) **and basic health problems** *(cold, headache, sore throat, broken arm, the flu, etc.)*  **Verbs “To Be” and “To Have” in present tense and past tense**  **Review Basic Rules for use of Past Tense of regular verbs** | **EA1:** 188-192  **SO2:** 103-105  **SO1:** 103-104  [**Past Tense**](http://www.grammar.cl/english/past-tense.htm) (*teacher resource*) |
| **Life Skills Activities for Practice:** | |
| Play hangman with the class to practice body vocab. Divide class into teams. Play several times with new words.  Write some vocab words on the board in a scrambled fashion (e.g. deahhace for headache). Let students work alone or in small groups to unscramble the words.  Play charades to practice symptoms vocab. Write several symptoms on pieces of paper and put in a can. Students take turns drawing a paper and acting out the symptom.   * For fun play with teams & award points for correct guesses.   Write Today and Yesterday on the board. Conjugate To Be, for each person, under Today (*I am, You are, She/he is, We are, They are*) and under yesterday (*I was, You were, She/he was, We were, They were*). Review with class. Have students write sentences. Repeat the steps with the verb “To Have”.  Use handout on past tense to review basic rules for past tense. Practice pronunciation of regular past tense (-ed). Use conjugation of verbs in past tense. Practice with Today and Yesterday activity. | |

**DAY TWO – WEEK 4 - Health and Nutrition**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| **Identify and compare various treatments**   1. **Home remedies** *(stay in bed, hot tea, ice pack, etc.)* 2. **Healthcare options** *(clinic vs. urgent care vs. hospital vs. emergency room)*   **Discuss emergencies and practice describing them in the past**  **Irregular Past Tense**  **Understand and learn to use the present and past conjugations of verbs: to feel** *(feel/felt),* **to take** *(take, took)***, to drink** *(drink/drank),* **to use** *(use/used),* **to call** *(call/called),* **to go** *(go/went)* | **EA1:** 193  **RL2:** 101-103  **SO1:** 105, 110  [**Health Care Options - Handout**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1341&authkey=!AJyn4wK4Keaa4C8&ithint=file%2cpdf)&  **[Health Care True/False Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1340&authkey=!AP50EBgyKeBE6M8&ithint=file%2cdoc)**  [**Scenarios List**](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!260&authkey=!AOkDOheyaX4_9eo&ithint=file%2cdoc)  [**Emergency 911**](http://www.eastsideliteracy.org/tutorsupport/ESL/ESL_Emerg.htm) |
| **Life Skills Activities for Practice:** | |
| Review illness/health words from yesterday, having students unscramble vocab words again in small groups.   * Students write 2 sentences for each word (*one present and one past*) focus on correct use of verbs To Be & To Have.   Use “Health Care Options” handouts (*resources*) with class.  Write Today and Yesterday on the top of the board. Conjugate the new verbs the same as “To Be” and “To Have” (see Day 1).  Print [Scenarios List](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!260&authkey=!AOkDOheyaX4_9eo&ithint=file%2cdoc) (*resources*). Divide class into teams. Give each team a scenario. Teams write, in past tense, the actions the person took. When a team finishes give a new scenario. Repeat several times. Then have the teams each create an emergency situation. Encourage exciting or crazy situations. Have them pass their situation to another team so they can describe the actions the person took (as aboveStudents write about what they learned yesterday & discuss | |

**DAY THREE – WEEK 4 - Health and Nutrition**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| **Understand how to navigate making and going to a doctor’s appointment** *(indicate availability, ask for a new time, explain problem, interpret doctor’s directions)*  **Identify and practice naming health history and allergies** *(ongoing or past health issues/ medications, allergies to medicine/food/bees, etc.)*  **Identify and compare common prescription and OTC medications** *(painkillers, antacids, creams/lotions, eye drops, nasal sprays, etc.)*  **Ask a doctor or pharmacist questions about medications** *(How much/many do I take?, How often do I take it? Is it OK to take this medicine if \_\_\_?, etc.)*  **Identify and communicate meaning of common warnings and side effects of medications** | **SE2:** 82-83,86-92, 97, 101-103  **SE3:** 46-47  [Doctor Picture Story](http://www.cal.org/caela/esl_resources/Health/pdf/doctor.pdf)  **EA1:** 194  **LP1:** 108-109  **SE2:** 93-95,  98-99  **SO1:** 109  [**Warning Labels Lesson Plan**](http://www.mcedservices.com/medex/PDFs/ENwarn.pdf)  [*Pharmacist info*](http://www.gethealthyharlem.org/articles/did-you-knowyou-can-ask-your-pharmacist-questions) (*for teachers only!*) |
| **Life Skills Activities for Practice:** | |
| Ask students if they know what “allergies” are. Do any of them have allergies? What kind of allergies? Does anyone they know have an allergy to any foods / plants / animals / medicines / etc…? Discuss allergies and why it is important to always share your allergies with a doctor when you visit them.  Print out several copies of the [Doctor Picture Story](http://www.cal.org/caela/esl_resources/Health/pdf/doctor.pdf) (*resources*), cut up the pictures, and place each cut-up story in an envelope. Divide class into small groups. Each group works together to put the story back together (do not tell them the answer) and glues their pictures, in the order they think is right, down the left hand side of a piece of paper. Each group then writes one sentence for each picture to create a short story. When all everyone is done groups take turns standing up and presenting their story to the class.  Have a class discussion about doctor’s visits. What is hard and/or easy? What to do when you don’t understand the doctor. Etc.  Bring some example OTC and Prescription medicine labels to class (*or print off*). As a whole class compare the two types of labels and discuss their differences and similarities.  Choose one of the prescription medication examples. Tell the students to pretend they want to talk to the pharmacist about this medication. As a class, generate a simple dialogue. Write the dialog up on the board and practice it in several ways:   * Model the entire dialogue, by switching places to indicate when you are different speakers * Read the dialogue line by line while the students repeat * Model the dialogue with two different student volunteers * You are one person from the dialogue and the entire class is the other person (*then switch*) * Divide the class. Half is one person and the other half is the other person (*then switch*) * Pair up class. Partners practice the dialogue together.   Make sets of matching cards with pictures of warning labels and simple sentences explaining the warning on the label (*used examples from* [*Warning Labels Lesson Plan*](http://www.mcedservices.com/medex/PDFs/ENwarn.pdf) *or own ideas*). Divide class into small groups. Groups work together to make the matches. Review the matches as a whole class and discuss. | |

**DAY FOUR— WEEK 4 - Health and Nutrition**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| **Interpret and compare eating habits and dietary guidelines from different cultures around the world**  **Compare current diet with how they ate in their countries of origin**  **Identify lifestyle choices in immigrant communities that impact health**  **Discuss how living in America can impact the health of these communities** | [Eating Healthy](https://1drv.ms/w/s!AhRw4rpeX2bYjAiiYxZdU4CWHy3F) (*pair discussion)*  [**Food Diary**](http://1drv.ms/1q7ODAL)  [U.S. Survey](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1003&authkey=!AGWwVxuV4LSrfms&ithint=file%2cpdf).  [Arriving Healthy Video](http://www.unnaturalcauses.org/video_clips_detail.php?res_id=493)  [Latino Paradox Video](http://www.unnaturalcauses.org/video_clips_detail.php?res_id=215)  [Becoming American](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!996&authkey=!AG4fVgPO8C6b7aw&ithint=file%2cpdf) |
| **Life Skills Activities for Practice:** | |
| Ask students what health issues they think most affect immigrant communities.  Class discussion: “How do you decide what to eat? / Is nutrition important to you? / What is healthy vs. unhealthy?”  Arrange the students into pairs. Use the [Eating Healthy](https://1drv.ms/w/s!AhRw4rpeX2bYjAiiYxZdU4CWHy3F) discussion activity (handed out or written up on the board) to talk about the different healthy/unhealthy foods the class eats on a regular basis.  Hand out [Food Diary](http://1drv.ms/1q7ODAL) worksheet. Students write down a normal day’s diet, then circulate room & ask classmates what they eat & fill out the sheet with their answers. When finished, students share what they learned & discuss how diets have changed in the U.S. & why (*positive vs. negative*).  Students write sentences in past & present re. eating habits  Ask students what other things can affect health, besides dietary choices. Discuss & make a list on the board.  Hand out [U.S. Survey](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1003&authkey=!AGWwVxuV4LSrfms&ithint=file%2cpdf).  Ask students to interview their classmates about how their life has changed in the U.S. & complete the chart for each person. As a class discuss patterns that show up in the surveys and what they mean.   * Create a class chart that reflects the discussion.   Watch the [Arriving Healthy](http://www.unnaturalcauses.org/video_clips_detail.php?res_id=493) video & discuss. Watch the [Latino Paradox](http://www.unnaturalcauses.org/video_clips_detail.php?res_id=215) video. Then have the class read the [Becoming American](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!996&authkey=!AG4fVgPO8C6b7aw&ithint=file%2cpdf) handout & discuss.  Discuss perceptions students had of life in the U.S. when they were thinking about immigrating vs. the reality. | |

**Fall 2019 - Week 6: Government and Citizenship**

**Overview:**

This is a **1-week unit** during which students will learn about government in U.S., discuss the differences between federal, state, and local government, identify community issues and learn about citizenship issues.

**Lesson Objectives Outline:**

**Winter/Spring 2020 - Week 6**

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|  | **Life & Work Skills:** | **Grammar Skills:** |
| **Day 1** | * Discuss and compare political systems and issues in different countries * Understand U.S. Federal Government | * Write using the simple past tense |
| **Day 2** | * Understand U.S. State & Local Government structure | * Write using the simple past tense * Discuss comparing and contrasting ideas |
| **Day 3** | * Identify state and local level government officials in Minnesota * Discuss community problems and solutions | * Correctly ask for and express opinions and agree and disagree with other peoples opinions when having a discussion |
| **Day 4** | * Learn about the citizenship process and questions in the citizenship test * Discuss the rights and responsibilities of citizenship | * Practice speaking skills * Practice reading and listening skills |

**Materials:**

**Day 1**

* [Group Discussion Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!979&authkey=!AJSsfzepGb5NwQI&ithint=file%2cpdf)**:** [tinyurl.com/hds7zfp](http://tinyurl.com/hds7zfp)
* **Stand Out Book 3:** 148-149

**Day 2**

* [State & Local Government](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!982&authkey=!AMuSVO--3Ym-t98&ithint=file%2cpdf)**:** [tinyurl.com/gw48sx3](http://tinyurl.com/gw48sx3)
* **Stand Out Book 3:** 146-147, 150

**Day 3**

* [Your Leaders Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!983&authkey=!AG2Xr1VoS0KbbAg&ithint=file%2cdoc)**:** [tinyurl.com/j5e2mbz](http://tinyurl.com/j5e2mbz)
* **Stand Out Book 3:** 153-156, also 158 (*E & F*)

**Day 4**

* **Citizenship TestName**
* **CITIZENSHIP power point**
* **Booklet:** Learn About the United States: Quick Civics Lessons for the Naturalization Test. U.S.
* **Citizenship and Immigration Services and Civics flash cards**

**DAY ONE - Week 6: Government and Citizenship**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **discuss and compare political systems and issues** in different countries * Students will **understand U.S. Federal Government structure** (*Executive, Judicial & Legislative*) * Students will write using **the simple past tense** | [Group Discussion Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!979&authkey=!AJSsfzepGb5NwQI&ithint=file%2cpdf)**:** [tinyurl.com/hds7zfp](http://tinyurl.com/hds7zfp)  **Stand Out Book 3:** 148-149 |
| **Life Skills Activities for Practice:** | |
| **Warm-Up:**   * Write GOVERNMENT in the middle of the board and draw a circle around it. Ask the students to shout out words that makes them think of it. Draw lines out from the original word and make new circles for the new words. * Ask students to think of any associations they have for the new words and start drawing lines out from those. * Have students come up to the front of the class to write the words themselves.   **Discuss and Compare Political Systems and Issues**   * Divide the class into small groups (3-5 students each). Give each group a copy of the [Group Discussion Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!979&authkey=!AJSsfzepGb5NwQI&ithint=file%2cpdf), listed in the Materials section above. Tell the groups that they are going to discuss the questions in Section A of the worksheet. They should not focus on Section B at all. Just Section A to start. Remind them that during their discussions they should be thinking about their native countries and not the U.S. The members of the group should take turns asking the questions to the group and facilitating the discussion of that question. Then they hand the paper to the next student who does the same for their question. Circulate the room while the students are talking to ensure the students comprehend the questions and that the discussions are flowing well. If there is confusing vocab, stop the groups and review with the class, then resume group discussions. When the groups are done, review the questions as a whole class and have a larger discussion about each group’s thoughts and opinions. * Now, have the class reform into new groups to complete Section B of the worksheet. For this activity they should focus on the U.S. Give the groups time to discuss the issues and complete the table. Then, bring the class together as a whole and ask each group to share what their top areas were. Ask volunteers to share about why they chose certain areas over others.   **Understand U.S. Federal Government Structure**   * Use pages 148-149 in Stand Out Book 3 to introduce the students to the system of U.S. government and how it is structured. Go through the pages slowly by breaking them down into parts. At the beginning of each part review the new information with the class and then break the students into groups to answer the questions. Come together as a whole class to go over the questions and ensure everyone has the right answers. Then, go on to the next part.   **Writing in the Past Tense**   * Have the students do some independent writing about government. Ask them to pick a memory or issue that occurred in the past (*ie: My First Election, My Country’s most famous politician, Etc…*) to write about. Give the students time to think about their topic and write some sentences. Tell them that the most important thing is to write, not to get things perfect. Review past tense grammar rules as needed to help students with their writing. | |

**DAY TWO - Week 6: Government and Citizenship**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will write using **the simple past tense** * Students will **understand U.S. State & Local Government** structure (*federal level, state level, and local level*) | [State & Local Government](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!982&authkey=!AMuSVO--3Ym-t98&ithint=file%2cpdf)**:** [tinyurl.com/gw48sx3](http://tinyurl.com/gw48sx3)  **Stand Out Book 3:** 146-147, 150 |
| **Life Skills Activities for Practice:** | |
| **Writing in the Past Tense**   * Give the students a few minutes to write some quick sentences about what they did in class yesterday (*this will help them practice writing in the past tense*). If students did not attend class yesterday then have them write, using the past tense, about why they weren’t in class (*ie: what did they do instead*). After students have had time to form their sentences ask for volunteers to read their sentences to the class. * For extra practice: Ask volunteers to write their sentences on the board and work as a class to peer edit their grammar and correct any mistakes.   **Prep for Federal and State Government:**   * Ask students if they know the difference between Federal Government and State Government. Write the two on the board and ask students to tell you what they know, write the words under each one. They might say, “Minnesota” (that goes under State), as is “governor,” etc. “President” goes under Federal. Allow students to come up with their own ideas.   **Understand U.S. State & Local Government:**   * Read with students and then review the information on the [State & Local Government](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!982&authkey=!AMuSVO--3Ym-t98&ithint=file%2cpdf) handout with the class. * Have the students complete the activities on pages 146-147 in Stand Out Book 3 to learn about political parties and political platforms. * Use the activities on page 150 in Stand Out Book 3 to help students practice deciding and discussing where they stand on various political issues. | |

**DAY THREE - Week 6: Government and Citizenship**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **identify state and local level government officials** in Minnesota (*who are the senators, representatives, governor, mayors, etc...*) * Students will **discuss community problems and solutions** * Students will correctly **ask for and express opinions** and **agree and disagree** with other peoples opinions when having a discussion | [Your Leaders Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!983&authkey=!AG2Xr1VoS0KbbAg&ithint=file%2cdoc)**:** [tinyurl.com/j5e2mbz](http://tinyurl.com/j5e2mbz)  **Stand Out Book 3:** 153-156, also 158 (*E & F*) |
| **Life Skills Activities for Practice:** | |
| **Identify State and Local Level Government Officials:**   * Have the students work in groups to complete the [Your Leaders Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!983&authkey=!AG2Xr1VoS0KbbAg&ithint=file%2cdoc). Use laptops to search for answers online. When all the students are done, have different groups share their answers and how they found the information.   + As an extension activity you can pair students and have each pair pick a leader to research further. The pairs can use the laptops to complete their research and then present on their leader to the class.   **Discuss Community Problems & Solutions**   * Write the word COMMUNITY on the board. Divide students into small groups. Give the groups about 3-5 minutes to talk about what “community” means to them. Don’t guide the discussions, let them flow freely. Come back together as a class and ask groups to share what they discussed. Start a list of relevant vocabulary and phrases that came up during the discussions. * Make two columns on the board. Label one PROBLEMS and leave the other blank. Divide the students into small groups based on the areas they live. Have each group discuss what the think are the 3-5 most serious problems in their community. Come back together as a class and have groups share and make a list in the PROBLEMS column. Now label the blank column SOLUTIONS. Have groups get back together and discuss a potential solution for each of the problems they identified. Come back together as a class and have groups share and make a coordinating list in the SOLUTIONS column. * Use the activities on pages 153-154 in Stand Out Book 3 to continue working on discussing community issues.   **Ask for and Express Opinions / Agree and Disagree**   * Review the correct language for asking for and expressing opinions and politely agreeing and/or disagreeing with other’s opinions using pages 155-156 in Stand Out Book 3. * Have the students practice using the new language by having a more in-depth discussion about the information listed on the board from the previous activity around discussing Community Problems & Solutions.   **If Time Permits:**   * Have the students complete activities E and F on page 158 in Stand Out Book 3 as a Wrap Up. | |

**DAY FOUR - Week 6: Government and Citizenship**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will become acquainted with the citizenship test * Students will use what they have learned this week about government to understand the questions in the citizenship test. * Students will have a discussion about what it means to be a citizen of the United States, | * [Citizenship TestName](https://1drv.ms/w/s!AhRw4rpeX2bYiyZHhRtTJpBz0kUU) * [Civics Test](https://1drv.ms/b/s!AhRw4rpeX2bYiyfGGnQ5_qH6QLeZ) * [CITIZENSHIP power point](https://1drv.ms/p/s!AhRw4rpeX2bYiygpDXZb9QhWUaGP) * Booklet: Learn About the United States: Quick Civics Lessons for the Naturalization Test. U.S. Citizenship and Immigration Services * Civics flash cards |
| **Life Skills Activities for Practice:** | |
| **Warm Up**   * Hand out the short Civics Test [Citizenship TestName](https://1drv.ms/w/s!AhRw4rpeX2bYiyZHhRtTJpBz0kUU) with 20 questions and have students work on it in pairs. Allow for 10 to 15 minutes and then debrief. Students should be able to answer most of these questions from what they have learned throughout the week. * Go over all questions including those that students didn’t answer. Have a conversation about these questions. Tell students this is a sample of the questions that come in the Citizenship Test. * Tell students that this day they’ll learn some of the questions that are asked in a Citizenship Test.   **Speaking Activities**   * Write CITIZENSHIP on the board and elicit from students what they think about this. * Questions could include: What is the path to citizenship? What are the steps to become a citizen? What are the responsibilities and benefits of being a citizen? * Allow sufficient time for discussion. * Another conversation activity:   Write the words “American Government” on the white board and ask the students what they know about the U.S. Government from what they learned this week and from their own experience of living in the US. Write on the board some of the words or phrases from the students.  **Listening and Reading Activities:**   * Read to students the American Government section on page 1 of “Learn About the United States: Quick Civics Lessons for the Naturalization Test” and have students listen. (Do not pass the photocopies yet) After reading, elicit comments from students about what they understood and compare with what they said before. * Pass photocopies of pp 1-4 (questions 1-12) of booklet Learn About the United States: Quick Civics Lessons for the Naturalization Test. Divide class into groups of three or four groups. Each group reads 3 to 4 questions and talk about it (10 minutes). Then they share with the rest of the class what they learned (10-15 minutes – depending on number of groups.   **Additional activities:**   * Pass the photocopies of the CITIZENSHIP power point and go over it with students. * For a fun activity, if there is extra time, pass the cards and have students play with them in pairs by asking each other questions from the cards. | |

**Geography and History in the United States**

**Overview:**

This unit will provide basic geographic literacy to students by introducing them to physical and human characteristics of the diverse places of the United States, with a focus on Minnesota. Additionally, students will be exposed to basic historical events such as the American Revolutionary War and the Civil War. This unit will serve as a warm-up to the Civil Rights unit.

**Lesson Objectives Outline:**

**Summer 2019 - Week 11: July 29-Aug. 1**

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|  | **Life & Work Skills:** | **Academic & Grammar Skills:** |
| **Day 1** | Physical Geography | * States, capitals, borders, maps. * Mountains/rivers/lakes, etc. |
| **Day 2** | All about Minnesota | * Geography * Language * Culture |
| **Day 3** | U.S. History and the American Revolutionary War | * Revolutionary War * Declaration of Independence |
| **Day 4** | Slavery, Civil War and Segregation | * Triangular Trade * Civil War * Jim Crow * Segregation |

**DAY ONE – Physical Geography of the United States**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Learn basic map-reading skills * Identify state names and capitals * Discuss vocabulary related to geographic features | * [How Geography Affects Humans](https://1drv.ms/w/s!AhRw4rpeX2bYjCAbyjIZ6Hd9x6Wq) info * [North America Maps](https://1drv.ms/w/s!AhRw4rpeX2bYjCFREC3WI19PpKGf), 3 colors of crayons * [US Geography handouts](C://Users/mhanson/Downloads/US_geography_handouts.pdf) * EA 4 pp. 48-62 |
| **Life Skills Activities for Practice:** | |
| * Distribute the handout **Geography of the United States**. Review the paragraph and after each line, point out the locations mentioned in each sentence. Then, compare the U.S. map to the compass, ask What is north of the United States?, What is south of the United States?, What is east of the United States?, and What is west of the United States? Pointing to the coasts, ask What ocean is on the West Coast of the United States? and What ocean is on the East Coast of the United States? * Distribute the handout **Map of the United States**. Ask the students to find their state on the map and ask **What is the capital of your state?** Try to go through all the states and their capitals. Have students label these on the map. * Distribute the handout **Lakes, Rivers, and Oceans**. Tell the class that you want to talk about water in the United States. Discuss the picture of the river at the bottom of the page. Then review the sentences in the reading giving the students an opportunity to listen and repeat while following along as you read. Refer to the map and pictures so that the students can learn the meaning of the vocabulary in context. * To introduce the concept of border and border states, ask **What states are next to our state?** and rephrase it by asking **What states border our state?** Have students name the neighboring states. Distribute the handout **Borders**. Ask a volunteer to come up to the U.S. map and show where the United States borders Canada and Mexico. Read aloud the sentences in the handout, helping them fill in the words from the box at the top of the page. Then have them refer to their handout Map of the United States and identify each of the states bordering Canada and Mexico. They can refer to the wall map for help. * Distribute the handout **Categories—U.S. Geography**. Review the words in the word bank and the categories listed. Ask the students, California—what category does this go in? (States that border Mexico) and orally review a few more examples. Then have them work in pairs or individually to write the items from the word box in each category. Go over the answers as a class. * Use How Geography Affects Humans resource to learn about factors affecting where people live. Discuss the major geographical factors listed in the article. * Study the North America Maps (except the final population map). According to the criteria you just read about, where do you predict that people will be concentrated in North America?   + Have the class color their maps with 3 colors that model different amounts of people, for their predictions of where population will be most concentrated on the continent. Then view the population map and compare results to the answers. | |

**DAY TWO: All about Minnesota**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Learn about Minnesota geography, culture and language | [Minnesota Map/Quiz](https://www.enchantedlearning.com/usa/statesbw/minnesota.shtml)  [Minnesota Nice Reading](http://www.startribune.com/where-does-the-term-minnesota-nice-come-from-and-what-does-it-mean/502474301/?refresh=true)  [How to Talk Minnesotan Video](https://video.tpt.org/video/tpt-documentaries-how-talk-minnesotan/) |
| **Life Skills Activities for Practice:** | |
| **Introduction to Minnesota:**   * Hand out the Minnesota Map/Quiz and have students fill out as much as they can. Discuss important features of Minnesota geography. * Talk about Minnesota culture. You can use this resource: <https://www.exploreminnesota.com/travel-ideas/diverse-communities-enrich-minnesota-culture/> or any other sites/books you find. * Ask students if they have ever heard of Minnesota Nice. If not, try to get their opinion on Minnesota people and culture. Then distribute the Minnesota Nice reading. Read out loud then once silently. Discuss the three theories presented in the reading. Divide the white board in three columns and summarize each theory. * Let students know they will be watching a video called “How to Talk Minnesotan”. Ask students if there is anything particular they notice about the way Minnesotans talk. Discuss the three phrases:   + - You bet     - That’s different     - Whatever * See if they can come up with definitions and contexts in which each of the phrases would be used. | |

**DAY THREE – U.S. History and the American Revolutionary War**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| Objectives:   1. Overview of U.S. history 2. American Revolutionary War 3. Declaration of Independence | * U.S. History Timeline * [Revolutionary War Causes](https://1drv.ms/w/s!AhRw4rpeX2bYjHvQsiZOmXv93DXB) handout * W3 p. 30-31 * [Declaration of Independence](https://1drv.ms/b/s!AhRw4rpeX2bYi3FTi5S7inrweELq) summary * [Declaration of Independence](https://1drv.ms/w/s!AhRw4rpeX2bYi2-Rj8u82qtstzQE) worksheet |
| **Life Skills Activities for Practice:** | |
| * Pass out the U.S. History timeline to students. Note that timelines are, in fact, just another type of number line. Give the students some time to look over the timeline on their own first and chat with a partner about events they aren’t familiar with. Then, as a class, go over that timeline and briefly explain any events people aren’t familiar with. * Explain that the point right now is not to have in-depth knowledge of all these events. The timelines serve to put things in perspective. * Have a short discussion about what the class already knows about the American Revolution. Refer to the **US timeline** (from the student start packet) to show where in US history the event takes place.   + Also mention what kind of government existed in Great Britain at the time. * Explain that everyone will be reading about the causes of the Revolutionary War, but first they are going to go over some information on how to organize a written response. * Give students time to read the **Causes of the American Revolution** document.   + Though it is broken into sections, the article is a little longer. At this point, only ask students to read, not answer the questions yet. * Discuss the events in the article as a class, and make sure the information is clear. * Have students answer the questions on the last page. For the writing, students only need to create one paragraph, but it can be longer if they want.   \*Extension: If there is time left over, have students share their paragraph responses in pairs. Then have everyone write a second draft of their response on a separate page, making a point of using good transitions and structure.   * Read the **summary of the Declaration of Independence**. Remind the class of the connection to the Revolutionary War they learned about previously. * Continue to the **worksheet**, where the class will read through the Preamble.   + Read the preamble to the class, and then have them reread it individually.   + Have the students work in pairs to answer the comprehension questions. Then, have a class discussion about the questions. | |
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**DAY FOUR – Slavery, Civil War and Segregation**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Triangular trade, slavery, and the lead-up to Civil War in the United States * Segregation | * [Triangular Trade](https://1drv.ms/w/s!AhRw4rpeX2bYjATLTPxYdPQPXIFm) worksheet * Scissors and tape or glue stick * [Pre-Civil War](https://1drv.ms/b/s!AhRw4rpeX2bYjAY9-cgRh0goF72U) materials/instructions * [Pre-Civil War](https://1drv.ms/p/s!AhRw4rpeX2bYjAdYZiph8WysuCAF) ppt * [Civil War](https://1drv.ms/w/s!AhRw4rpeX2bYjAXcXRzYSWRJ8zuE) wrap-up worksheet * SVsoc p. 35 * [The Supreme Court and Segregation](https://1drv.ms/w/s!AhRw4rpeX2bYjCKigNFuZGBuqyGo) |
| **Life Skills Activities for Practice:** | |
| * Ask the class what they already know about slavery in the US/the Americas/the world.   + Have everyone take a couple minutes to write down the main ideas they can think of (bullet-point form is OK), then follow by having the class share/discuss their answers.   Pass out the **triangular trade worksheet** and have students work in pairs to complete it. Go over any answers as a class, as necessary.   * Use the linked **pre-Civil War lesson** & **PowerPoint** to lead the class through the years leading to civil war in the US (directions for how to proceed are included in the lesson).   + PowerPoint link: <https://1drv.ms/p/s!AhRw4rpeX2bYjAdYZiph8WysuCAF> * Pass out the **Civil War worksheet** and read through it as a class. Have students individually reflect on the questions on the second half of the page.   + Have students share their thoughts and answers with a partner for a few minutes. Finish by discussing as a class.   To wrap up this part of the lesson, make sure that the class can answer this question: *What were the main causes of the Civil War?* (possible answers: slavery, state vs. federal power, other issues like “southern way of life” that ultimately relate back to slavery)   * Write “segregation” on the board, and see what the class already knows about the history in the U.S. Explain that the “Jim Crow” period/laws lasted from around 1880 to 1954. * 10min: Read through the timeline on **SVsoc p. 35** as a class. Then, have students individually read the rest of the page and answer the questions. Go over answers as necessary. * 5-10min: Give the class time to read the **Segregation Article** and do a quick comprehension check to make sure people understand the main ideas. * In pairs or alone, have students go through and answer the questions that follow. | |

**Winter/Spring 2020 - Week 8: Civil Rights Movement**

**Overview:**

**Please Note:** In this unit the students will be introduced to the main events of the Civil Rights Movement in the 1950s and 60s.  The concepts and vocabulary in this unit are challenging but also very interesting.  There should be many opportunities to encourage students to express their thoughts and opinions.

Students will cover some main historic moments in the civil rights movement.  The students will learn about the issues that led to the Civil Rights movement and discuss the implications of violent vs. nonviolent protesting. (For civics lesson, students will learn about their labor rights)

**Lesson Objectives Outline:**

**Winter/Spring 2020 - Week 8**

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|  | **Life & Work Skills:** | **Academic Skills:** |
| **Day 1** | * Factors that led to the start of the civil rights movement | * Strategies for note taking |
| **Day 2** | * The beginning of the civil rights movement in the 1950s and the meaning of “separate but not equal” | * Practice note taking using different strategies |
| **Day 3** | * Montgomery Bus Boycott and the events that lead up to it | * Taking lecture notes * Writing paragraphs from notes |
| **Day 4** | * Dr. King’s “I have a dream speech” | * Use adjectives and adverbs |

**Materials:**

**Day 1**

* [**KWL Chart Handout**](https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)**:** [tinyurl.com/hsdjppc](http://tinyurl.com/hsdjppc)
* [**Segregation Signs**](http://images.google.com/images?hl=en&amp;source=hp&amp;q=segregation+signs&amp;um=1&amp;ie=UTF-8&amp;ei=F1IpS529CdOflAe2072YDQ&amp;sa=X&amp;oi=image_result_group&amp;ct=title&amp;resnum=1&amp;ved=0CBIQsAQwAA): [tinyurl.com/yd2rgrs](http://tinyurl.com/yd2rgrs)
* [**The Civil Rights Movement**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**:** 4-9

**Day 2**

* [**The Civil Rights Movement**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**:** 13-19
* [**Little Rock Nine 50 Years Later**](http://www.youtube.com/watch?v=uvgvRChtkbA)**:** <http://tinyurl.com/y8wd3wp> (video)

**Day 3**

* [**The Civil Rights Movement**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**:** 20-25
* [**Interview with Rosa Parks**](http://video.google.com/videoplay?docid=-189420203914406728&amp;ei=QM4hSf7yNYTs-wGLhpiQCA&amp;q=civil+rights+movement&amp;hl=en): <http://tinyurl.com/rpvideo>
* [**1956 Interview with Parks**](http://www.democracynow.org/2005/10/25/rosa_parks_1913_2005_we_air): [http://tinyurl.com/rosaparks2](https://webmail.themlc.org/owa/redir.aspx?C=3056acb0cae8418a81f58a57f46a7fb7&amp;URL=http%3a%2f%2ftinyurl.com%2frosaparks2)

**Day 4**

* [**The Civil Rights Movemen**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**t:** 36-38
* [**MLK Speech (video):**](https://www.youtube.com/watch?v=3vDWWy4CMhE) [tinyurl.com/l5md66h](http://tinyurl.com/l5md66h)
* [**MLK Speech (text)**](https://1drv.ms/b/s!AhRw4rpeX2bYilqF01ujHRNG2F1o)**:** [tinyurl.com/zre6sew](http://tinyurl.com/zre6sew)
* [**Adjectives & Adverbs List**](https://1drv.ms/b/s!AhRw4rpeX2bYill-zZyjskNmx1HN)**:** [tinyurl.com/jjt645p](http://tinyurl.com/jjt645p)
* [**King Adjective Activity**](https://1drv.ms/b/s!AhRw4rpeX2bYiltkvpDPvuJnuvGo)**:** [tinyurl.com/hpqd2ea](http://tinyurl.com/hpqd2ea)

**DAY ONE - Week 8: Civil Rights Movement**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **explore and analyze photos** from the 1950s and 1960sdepicting the racial divide that existed during segregation * Students will learn aboutfactors that led to the **start of** **the civil rights movement** * Students will discussdifferent **strategies for note taking** | [**KWL Chart Handout**](https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)**:** [tinyurl.com/hsdjppc](http://tinyurl.com/hsdjppc)  [**The Civil Rights Movement**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**:** 4-9 |
| **Life Skills Activities for Practice:** | |
| **Introduce Topic:**   * Introduce the topic of Civil Rights by having a conversation about the meaning of the concept. Write CIVIL RIGHTS on the board and ask students if they know what it means. Some students might know the concept of human rights, so you might start from there. Ask them to explain, in their own words, what they understand as “human rights.” Ask them, also if they have examples, in their own lives, and if they think there is a difference between “human rights” and “civil rights.” Explain that Civil Rights are the rights guaranteed by the US Constitution and that they are going to learn about these rights and about the history of the movement that helped bring these rights to be guaranteed by the law. Another question to ask is: Why is learning about Civil Rights important to us?   **Lead a discussion about taking notes:**  Tell students the importance of taking notes about the text they read and how this facilitates comprehension. Some good questions for the discussion are: *What are some situations in which you need to take notes? / What is the purpose of taking notes and how do you use them? / How do you choose what to write? / Do you write in full sentences, short phrases, or one word at a time? / Do you copy directly from the text or do you rephrase into your own words? / How do you organize your notes? Do you use headings, keywords, underlines, columns, boxes, pictures, colors, etc…?*  **Explore and Anylize Photos:**   * Before class, print several photos that reflect the racial divide that existed in the United States in the 1950s and 60s. Hang the photos around the room. Give students time to walk around and review the photos then lead the class in an analytical discussion about the picture they give of life in the U.S. leading up to the civil rights movement.   **Start of the Civil Rights Movement:**   * Before reading the text, give students 5-10 minutes to preview the book.  Ask them to focus on the photos, titles, and captions, rather than the text. Ask students to make predictions about what they will learn based on what the book looks like (*ie: "What do you expect to learn by reading this book?", "What would you like to learn?", etc…*). Have students look at the Table of Contents page (*page 3*) and ask them what the chapter names might tell us, the reader, about the progression of the Civil Rights Movement. Have students look at the four pictures at the bottom of the page and ask them if they know who these people are and why they are famous. * Read pages 4-9 in The Civil Rights Movement text: A Divided Society (pgs. 4-5), The Roots of the Movement (pgs. 6-7). Make sure that you pre-teach any potentially difficult vocabulary prior to each section, employ a variety of different reading strategies (*talk to coordinator for ideas*), and allow time for good discussion after each section, to fully engage the students and ensure their comprehension. * Tell students that you want them to go back and take notes that will help them remember what they have read. Give them 10-15 minutes to write anything they think will help them remember the main ideas on pages 4-9. Tell students to put texts away and ask them to answer questions using only their notes for reference. | |

**DAY TWO - Week 8: Civil Rights** **Movement**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will learn about **the beginning of the civil rights movement** in the 1950s * Students will be able to explain the meaning of “**separate but not equal**” * Students will discuss and practice **note taking** using different strategies | [**The Civil Rights Movement**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**:** 13-19  **[Little Rock Nine 50 Years Later](http://www.youtube.com/watch?v=uvgvRChtkbA):** <http://tinyurl.com/y8wd3wp> (video) |
| **Life Skills Activities for Practice:** | |
| **Review:**   * Write “What led to the start of the civil rights movement?” on the board. Ask students to answer the question by writing a short summary of what they learned yesterday. Have volunteers share their summaries with the class.   **The Beginning of the Civil Rights Movement / "Separate but Equal":**   * Have students read pages 13-19 in The Civil Rights Movement text: Fighter for Civil Rights (pg. 13), Separate but Equal (pg. 14), Brown vs. Board of Education (pg. 16), and The Little rock Nine (pg. 19). Make sure that you employ a variety of different reading strategies (*talk to coordinator for ideas*) to fully engage the students and ensure their comprehension. * After reading lead the students in a discussion regarding the concept of equality. Some good questions are: * *What caused Linda Brown's family to get involved in a court case against the Topeka schools?* * *Why were black students like Elizabeth Eckford willing to try to integrate the Little Rock Schools?* * *On page 16, the author says that the lawyer (Thurgood Marshall) said "black children thought less of themselves because they attended poor schools."  What does this mean?  Do you think this is true?* * *The judges in this case had to decide what "equal" meant.  What do you think it means?  What did the Brown family think it meant?  What did the Topeka School Board think it meant?* * *Are all of our schools equal today?  How can you tell?* * Have students watch and discuss the videos listed above in the Materials section for more insight and information regarding the Little Rock Nine and the Integration of Schools in the 1950s. * Ask your students the following question, “Does treating people equally mean treating them the same?”   **Note Taking:**   * Ask students to re-read a portion of the book.  Have them take notes on the main ideas of the text. Encourage them to use short phrases instead of full sentences. Then have them close their books and give a written or oral summary of what they've read using only their notes. | |

**DAY THREE - Week 8: Civil Rights Movement**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will practice **taking notes while listening** * Students will read about the **Montgomery Bus Boycott** and the events that led up to this significant victory for the Civil Rights Movement * Students will **write short paragraphs** about what they have learned during the week | [**The Civil Rights Movement**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**:** 20-25  [**Interview with Rosa Parks**](https://www.youtube.com/watch?v=bqiQqM9nQ0U)  [**1956 Interview with Parks**](http://www.democracynow.org/2005/10/25/rosa_parks_1913_2005_we_air): [http://tinyurl.com/rosaparks2](https://webmail.themlc.org/owa/redir.aspx?C=3056acb0cae8418a81f58a57f46a7fb7&amp;URL=http%3a%2f%2ftinyurl.com%2frosaparks2) |
| **Life Skills Activities for Practice:** | |
| **Review:**   * Ask the students to explain the concept of “separate but not equal” and lead a quick review discussion of the topics covered during yesterday’s class.   **Montgomery Bus Boycott:**   * Have students read pages 20-25 in The Civil Rights Movement text: A New Leader (pg. 21), Rosa Parks (pg. 22), and The Montgomery Bus Boycott (pg. 24). Make sure that you employ a variety of different reading strategies (*talk to coordinator for ideas*) to fully engage the students and ensure their comprehension. * Engage the students in a discussion about the Montgomery Bus Boycott:  *Do you know of any other boycotts?  How does a boycott change anything? How do you think Rosa Parks felt about being arrested?  Do you think she knew what would happen?* * Watch the Rosa Parks videos listed in the Materials section above as a class and have the students discuss what the videos made them think about or feel. Talk about the different between reading about an event and watching a documentary or hearing/seeing someone talk about it in their own words and voice.   **Write Short Paragraphs:**   * Have students review their notes from the week and choose a topic they wish to write on. Allow students to review the pages in the text that cover their topic and take more notes if needed. Give students time to write a first draft, engage students in peer-review and group editing activities, then have students write final drafts and share. | |

**DAY FOUR - Week 8: Civil Rights Movement**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will discuss the **impact of powerful speakers** can have in making a change * Students will practice **listening for the gist** (*as opposed to focusing on every detail*) * Students will **use adjectives and adverbs** to describe people and things | [**The Civil Rights Movement**](https://1drv.ms/b/s!AhRw4rpeX2bYil8pSZ1fuS2-xUeq)**:** 36-38  [**MLK Speech (video):**](https://www.youtube.com/watch?v=3vDWWy4CMhE) [tinyurl.com/l5md66h](http://tinyurl.com/l5md66h)  [**MLK Speech (text)**](https://1drv.ms/b/s!AhRw4rpeX2bYilqF01ujHRNG2F1o)**:** [tinyurl.com/zre6sew](http://tinyurl.com/zre6sew)  [**Adjectives & Adverbs List**](https://1drv.ms/b/s!AhRw4rpeX2bYill-zZyjskNmx1HN)**:** [tinyurl.com/jjt645p](http://tinyurl.com/jjt645p)  [**King Adjective Activity**](https://1drv.ms/b/s!AhRw4rpeX2bYiltkvpDPvuJnuvGo)**:** [tinyurl.com/hpqd2ea](http://tinyurl.com/hpqd2ea) |
| **Life Skills Activities for Practice:** | |
| **Review:**   * Write two columns on the board with Malcom X on the top of one column and Martin Luther King Jr. on the top of the other. Brainstorm words to for each column that describe each person. Have students explain their choices.   **Impact of Powerful Speakers:**   * Write, “I have a dream”, on the board. Ask the students if they know what it is referring to. Discuss. * Have students read pages 36-37, “I Have a Dream”, in The Civil Rights Movement text. Lead the students in a discussion of how a powerful speech and speaker can impact a movement.   **Listening for the Gist:**   * Tell the students they are going to listen to King’s famous speech. Tell them that their focus should be on listening to *how* King speaks and how it makes them feel. They should try to understand the overall message and not focus on understanding each word. They shouldn’t let the fact that they can’t understand everything said worry them. * Use this link, [tinyurl.com/l5md66h](http://tinyurl.com/l5md66h), to access the video of the final 5 minutes of MLK’s “I have a dream” speech. Have the students watch the speech first without the text in front of them. After watching have the students discuss the speech using the following questions:   + *How does King's speech make you feel?*   + *Does he sound like anyone else that you've heard?*   + *What words did he use often?  Why is this word important?*   + *How does his voice change during the speech?  Does this add to the meaning of the speech?*   + *If you had the opportunity, would you have gone to the March on Washington?  Why or why not?* * Hand out copies of the [text](https://1drv.ms/b/s!AhRw4rpeX2bYilqF01ujHRNG2F1o) and give the students a few minutes to review it (*they do not need to read or understand all of the text just a quick review*). Now have the students watch the speech a second time while following along in the text. After watching have a discussion using the following questions:   + *What is King's dream?*   + *Has his dream come true?  How can you tell?*   + *Give some examples of things King wanted that are true now?  What hasn't happend?*   **Use Adjectives & Adverbs:**   * Guide the students in using the [Adjectives and Adverbs List](https://1drv.ms/b/s!AhRw4rpeX2bYill-zZyjskNmx1HN) to talk about the speech that they just listened to. * Have the students use the [King Adjective Activity](https://1drv.ms/b/s!AhRw4rpeX2bYiltkvpDPvuJnuvGo) worksheet to practice using adjectives to describe something. | |

**Winter/Spring 2020 - Week 9: Paragraph Writing**

**Overview:**

This is a **1-week unit** during which the students will focus on learning the correct process for writing well-developed paragraphs, as well as how to correctly identify the various parts of a paragraph. They will learn about topic sentences, supporting sentences and concluding sentences and how to identify a good example of each vs. a bad example of each.

**Lesson Objectives Outline:**

**Winter/Spring 2020 - Week 9**

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|  | **Life & Work Skills / Academic Skills:** |
| **Day 1** | * Identify the various parts of a paragraph (*topic sentences, supporting sentences, etc…*) * Understand how to identify and construct strong topic sentences * Practice writing ideal topic sentences |
| **Day 2** | * Understand the difference between good supporting sentences and irrelevant sentences in paragraphs * Identify good supporting sentences and irrelevant sentences in paragraphs |
| **Day 3** | * Understand how to identify and write strong concluding sentences * Complete whole class (*structured*) paragraph writing activities |
| **Day 4** | * Complete individual (*free-write*) paragraph * Write your own paragraph in a letter of application |

**Materials:**

**Day 1**

* [**Understanding Paragraphs**](https://1drv.ms/b/s!AhRw4rpeX2bYiRQU781tfXxjYt01)**:** [tinyurl.com/gr3vhk9](http://tinyurl.com/gr3vhk9) (*Ready to Write, pgs. 8-9*)
* [**Sentence Strips**](https://1drv.ms/w/s!AhRw4rpeX2bYiRaI1zZHVULchTG_)**:** [tinyurl.com/ztoj48l](http://tinyurl.com/ztoj48l)
* [**Choosing a Topic Sentence**](https://1drv.ms/b/s!AhRw4rpeX2bYiRsC68wUb5-DlLBQ)**:** [tinyurl.com/hfhc2az](http://tinyurl.com/hfhc2az) (*Ready to Write, pgs. 10-11*)
* [**Writing a Topic Sentence**](https://1drv.ms/b/s!AhRw4rpeX2bYiRrHT9-0Y_QOKt_1)**:** [tinyurl.com/jdhj2j2](http://tinyurl.com/jdhj2j2)(*Ready to Write, pgs. 11-12*)

**Day 2**

* [**Recognizing Supporting Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiR5oVKGpdN_XTHZ4)**:** [tinyurl.com/zd4qq7t](http://tinyurl.com/zd4qq7t) (*Ready to Write, pg. 12*)
* [**Identifying Topic & Supporting Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiSGc2O7NuW9T9uc0)**:** [tinyurl.com/jtq6vby](http://tinyurl.com/jtq6vby) (*Ready to Write, pgs. 12-1*)
* [**Extra Sentence Practice**](https://1drv.ms/b/s!AhRw4rpeX2bYiSBN_0NBTrE34Zpq)**:** [tinyurl.com/zkoy76f](http://tinyurl.com/zkoy76f) (*Ready to Write, pgs. 13-14*)
* [**Recognizing Irrelevant Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiSZOkPH5K-H2uXkN)**:** [tinyurl.com/hqudfyl](http://tinyurl.com/hqudfyl) (*Ready to Write, pgs. 15-16*)

**Day 3**

* [**Writing Concluding Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiSkkl4Rl3ap_xEXK)**:** [tinyurl.com/zyhwzdo](http://tinyurl.com/zyhwzdo) (*Ready to Write, pgs. 16-17*)
* [**WHOLE CLASS Paragraph Writing Activity**](https://1drv.ms/b/s!AhRw4rpeX2bYiSoURQ5pnpTcwtOQ)**:** [tinyurl.com/htlkhsn](http://tinyurl.com/htlkhsn) (*Ready to Write, pg. 17*)
* [**INDIVIDUAL Paragraph Writing Activity**](https://1drv.ms/b/s!AhRw4rpeX2bYiSg-FyyFTsxixWgL)**:** [tinyurl.com/gpk5tgc](http://tinyurl.com/gpk5tgc) (*Ready to Write, pg. 18*)

**Day 4**

* [**Extra Paragraph Practice**](https://1drv.ms/b/s!AhRw4rpeX2bYiTBKdHhVObTr4e8n)**:** [tinyurl.com/hu8f7fv](http://tinyurl.com/hu8f7fv) (*Ready to Write, pg. 19*)

**DAY ONE - Week 9: Paragraph Writing**

|  |  |
| --- | --- |
| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will identify the various **parts of a paragraph** (*topic sentences, supporting sentences, etc…*) * Students will understand how toidentify and construct **strong topic sentences** * Students will **practice writing** ideal topic sentences | [**Understanding Paragraphs**](https://1drv.ms/b/s!AhRw4rpeX2bYiRQU781tfXxjYt01)**:**   * [tinyurl.com/gr3vhk9](http://tinyurl.com/gr3vhk9) (*Ready to Write, pgs. 8-9*)   [**Sentence Strips**](https://1drv.ms/w/s!AhRw4rpeX2bYiRaI1zZHVULchTG_)**:** [tinyurl.com/ztoj48l](http://tinyurl.com/ztoj48l)  [**Choosing a Topic Sentence**](https://1drv.ms/b/s!AhRw4rpeX2bYiRsC68wUb5-DlLBQ)**:**   * [tinyurl.com/hfhc2az](http://tinyurl.com/hfhc2az) (*Ready to Write, pgs. 10-11*)   [**Writing a Topic Sentence**](https://1drv.ms/b/s!AhRw4rpeX2bYiRrHT9-0Y_QOKt_1)**:**   * [tinyurl.com/jdhj2j2](http://tinyurl.com/jdhj2j2)(*Ready to Write, pgs. 11-12*) |
| **Life Skills Activities for Practice:** | |
| **Warm-Up**   * Ask the students, “What is a paragraph?” & “Why is it important to study paragraph writing?” Work with students to create a list of real-life situations where it is important to be able to write a good paragraph (*ie: job application, cover letter, emails, workplace memos, GED-essay portion, college entrance essay, etc…*).   **Parts of a Paragraph:**   * Before class print out copies of the [Understanding Paragraphs Activity](https://1drv.ms/b/s!AhRw4rpeX2bYiRQU781tfXxjYt01) (Ready to Write, Pgs. 8-9). * Hand out copies of [Ready to Write, Pg. 8](https://1drv.ms/b/s!AhRw4rpeX2bYiRQU781tfXxjYt01). Have students take turns reading aloud the information from the page: * Ask one student to read the Intro. After the student is done, ask simple questions to ensure the students comprehend the material (*ie: What is a paragraph?, How does a paragraph usually begin?, etc…*). * Ask another student to read the Example. After the student is done, ask some questions to ensure the students comprehend. (*ie: How many supporting sentences are there?, How did the writer decide to list the supporting sentences?, Is there a special order to them?, Do you think the concluding sentence reinforces the topic?, etc...*). * Ask a third student to read the Rules of Proper Paragraph Form. After the student is done, check to make sure students understand "indent" & "margins", and that they should not start each new sentence on a new line. * Hand out copies of [Ready to Write, Pg. 9](https://1drv.ms/b/s!AhRw4rpeX2bYiRQU781tfXxjYt01). As a class read example paragraph 1 and answer the questions. Then, divide the students into pairs or small groups and have them read example paragraphs 2 and 3 and answer the questions. Come back together as a whole class and review the answers for example paragraphs 2 and 3. * Before class print copies of the [Sentence Strips](http://1drv.ms/1aavBrv) document, pre-cut strips, place each set in an envelope and label with number (*1, 2, or 3*). You should have 2-3 envelopes for each set (*enough to have 2-3 small groups working on each set at the same time in the classroom*). Divide the class into pairs/groups and give each pair/group set #1 of the pre-cute sentence strips. Have the pairs/groups try and organize their sentences into paragraphs. When a group is done, check to verify (*sentence strips are from Ready to Write, pg. 9 - Print a copy to check against*). If they are correct then give them the next set. If not then give some clues and let them work again. Go until all groups have done all sets then check as a whole class.   **Strong Topic Sentences:**   * Hand out copies of the [Choosing a Topic Sentence](https://1drv.ms/b/s!AhRw4rpeX2bYiRsC68wUb5-DlLBQ) activity. Have students work alone or in pairs/groups to find the "best" topic sentence for each paragraph. When all are finished, review answers as a class. Make sure all understand “*why*” there is one choice that is "*better*" than the other options.   **Practice Writing:**   * Hand out copies of the [Writing a Topic Sentence](https://1drv.ms/b/s!AhRw4rpeX2bYiRrHT9-0Y_QOKt_1) activity. Have students work alone to try and write an ideal topic sentence for each paragraph. As students finish place them in pairs to share what they have written and do peer-editing. Then, ask students to share their sentences with the whole class. | |

**DAY TWO - Week 9: Paragraph Writing**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will understand the difference between good **supporting sentences and irrelevant sentences** in paragraphs * Students will **identify good supporting sentences and irrelevant sentences** in paragraphs | [**Recognizing Supporting Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiR5oVKGpdN_XTHZ4)**:**   * [tinyurl.com/zd4qq7t](http://tinyurl.com/zd4qq7t) (*Ready to Write, pg. 12*)   [**Identifying Topic & Supporting Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiSGc2O7NuW9T9uc0)**:**   * [tinyurl.com/jtq6vby](http://tinyurl.com/jtq6vby) (*Ready to Write, pgs. 12-13*)   [**Extra Sentence Practice**](https://1drv.ms/b/s!AhRw4rpeX2bYiSBN_0NBTrE34Zpq)**:**   * [tinyurl.com/zkoy76f](http://tinyurl.com/zkoy76f) (*Ready to Write, pgs. 13-14*)   [**Recognizing Irrelevant Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiSZOkPH5K-H2uXkN)**:**   * [tinyurl.com/hqudfyl](http://tinyurl.com/hqudfyl) (*Ready to Write, pgs. 15-16*) |
| **Life Skills Activities for Practice:** | |
| **Warm-Up:**   * Ask the students to share what they learned yesterday. If there are students in the class who did not attend yesterday, ask those students who were in class to summarize the lesson topics for them.   **Supporting vs. Irrelevant Sentences:**   * Write “Support” and “Irrelevant” on the board. Ask class to define the two words and write their definitions on the board (*use dictionaries if necessary*). When the class has a good definition of each word on the board, ask them why they these words are important to remember when planning and writing paragraphs. Have a class discussion.   + During the discussion try to guide the students towards identifying that these words refer to two types of sentences that you can have in a paragraph (*supporting sentences and irrelevant sentences*) and how they are different (*ie: Supporting Sentences - “…give examples” & “…give more information” and Irrelevant Sentences - “…stray from the main point” & “…don’t follow the topic sentence”*). * Hand out copies of [Recognizing Supporting Sentences](https://1drv.ms/b/s!AhRw4rpeX2bYiR5oVKGpdN_XTHZ4) activity on page 12 from Ready to Write. Have students work in pairs or groups to practice identifying the supporting sentences in the three example paragraphs. When all pairs/groups are done, review the answers with the whole class.   **Identify Supporting Sentences:**   * Hand out copies of [Identifying Topic & Supporting Sentences](https://1drv.ms/b/s!AhRw4rpeX2bYiSGc2O7NuW9T9uc0) activity from pages 12-13 of Ready to Write. Have students work in pairs/groups to complete parts A and B on the first page and then review answers as a whole class to check for comprehension. Have students work individually to construct the paragraphs in part C on the second page and then come together as a whole class and have volunteers share their paragraphs. As a class, decide if the paragraphs shared are correct or not. If they aren’t correct have the class fix the paragraph together.   + If students need more practice hand out copies of the [Extra Sentence Practice](https://1drv.ms/b/s!AhRw4rpeX2bYiSBN_0NBTrE34Zpq) handout from pages 13-14 of Ready to Write and repeat the steps above to complete the activities.   **Identify Irrelevant Sentences:**   * Hand out copies of the [Recognizing Irrelevant Sentences](https://1drv.ms/b/s!AhRw4rpeX2bYiSZOkPH5K-H2uXkN) activity. Have class read through the introduction together. Then, divide class into pairs or groups to work on the activity. When all are finished, review the answers together to ensure comprehension.   **Extra Practice (if needed):**   * For extra practice on recognizing irrelevant sentences students can go to <http://goo.gl/DMVvr1> and complete the online activity. (*teachers may want to review the activity prior to class so they are ready to show the students how to correctly navigate the website*) | |

**Day 3 and 4- Week 9: Paragraph Writing**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will understand how to identify and **write strong concluding sentences** * Students will complete both whole class (*structured*) & individual (*free-write*) **paragraph writing** activities | [**Writing Concluding Sentences**](https://1drv.ms/b/s!AhRw4rpeX2bYiSkkl4Rl3ap_xEXK)**:**  [tinyurl.com/zyhwzdo](http://tinyurl.com/zyhwzdo) (*Ready to Write, pgs. 16-17*)  [**WHOLE CLASS Paragraph Writing Activity**](https://1drv.ms/b/s!AhRw4rpeX2bYiSoURQ5pnpTcwtOQ)**:**  [tinyurl.com/htlkhsn](http://tinyurl.com/htlkhsn) (*Ready to Write, pg. 17*)  [**INDIVIDUAL Paragraph Writing Activity**](https://1drv.ms/b/s!AhRw4rpeX2bYiSg-FyyFTsxixWgL)**:**  [tinyurl.com/gpk5tgc](http://tinyurl.com/gpk5tgc) (*Ready to Write, pg. 18*)  [**Extra Paragraph Practice**](https://1drv.ms/b/s!AhRw4rpeX2bYiTBKdHhVObTr4e8n)**:**  [tinyurl.com/hu8f7fv](http://tinyurl.com/hu8f7fv) (*Ready to Write, pg. 19*) |
| **Life Skills Activities for Practice:** | |
| **Concluding Sentences:**   * Hand out copies of the [Writing Concluding Sentences](https://1drv.ms/b/s!AhRw4rpeX2bYiSkkl4Rl3ap_xEXK) handout. Read through the introduction section with the students and discuss to ensure comprehension. Have students work in pairs or groups to complete the activities and practice writing concluding sentences. When all are finished, ask for volunteers to share what they have written and have the class engage in peer-editing (*deciding if sentence is good or needs work and, if so, fixing it together*)   **Paragraph Writing:**   * [**WHOLE CLASS Paragraph Writing**](https://1drv.ms/b/s!AhRw4rpeX2bYiSoURQ5pnpTcwtOQ) **Activity**: (**Note** - *Do* ***not*** *hand out this page to the students. Only print one copy and use it as a reference for yourself. The activity should be done as outlined below with the students taking notes during the whole process so that they can refer to them later while completing the Individual Activity*)  1. Teacher writes the following sentence on the board: "It is difficult to learn a new language." 2. Students brainstorm supporting details for this topic and teacher lists the ideas on the board. 3. Class discusses list, chooses which details *best* support the topic, and eliminates any details they decide are irrelevant. 4. Students work as a class to develop complete sentences from the remaining detail ideas and then decide what is the best order for these supporting sentences to go in. 5. Class works together to create a good concluding sentence for their paragraph. 6. Finally, everyone copies the paragraph to use as a reference for the Individual Activity.   **DAY 4:**   * [**INDIVIDUAL Paragraph Writing**](https://1drv.ms/b/s!AhRw4rpeX2bYiSg-FyyFTsxixWgL) **Activity:** (***Note -******Do*** *hand out this page to the students so they can use it, along with their notes from the class activity above, during this activity. Follow the steps below.*)  1. Students should follow the instructions on the page to complete the activity.  They may also use their notes from the Whole Class Activity to help them. 2. There are topic sentence ideas given on the page, however teachers should feel free to offer more options on the board for the students to choose from. 3. Teachers should circle the room and help the students with their supporting details and sentences to ensure they are correctly identifying and eliminating irrelevant sentences. 4. If students finish early then the teacher can pair them with another student for peer editing. 5. When all of the students have a completed written paragraph the teacher should ask for volunteers to stand up and read what they have written.  The class can then give feedback (*positive and respectful*) to each writer.  * Print copies of the [Extra Paragraph Practice](https://1drv.ms/b/s!AhRw4rpeX2bYiTBKdHhVObTr4e8n) activity and have students work on completing it individually or assign for homework to students who want more practice outside of class (*leave note for following teacher to ask for and check homework if assigned*). * Writing a paragraph for a letter of application. Ask for materials from your coordinator. | |

**Winter/Spring 2020 – Week 10: Process Writing**

**Overview:**

This is a **1-week unit** during which the students will be introduced to Process Style Writing. They will learn what this style of writing is used for and how to create and form good Process Style paragraphs. During this unit the students will also learn about signal words, imperatives, and phrasal verbs, focusing specifically on how these types of words are used in Process style writing.

**Lesson Objectives Outline:**

**Winter/Spring 2020 - Week 10**

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|  | **Academic Skills:** | **Grammar Skills:** |
| **Day 1** | * Understand the structure of process writing style paragraphs * Write process style paragraphs | * Write topic sentences for process paragraphs * Identify signal words most commonly used in process writing |
| **Day 2** | * Write process style paragraphs using imperatives and signal words | * Identify imperatives and their level of politeness or urgency * Understand how to create imperatives |
| **Day 3** | * Create paragraphs using both imperatives and signal words | * Correctly use phrasal verbs in process style paragraphs |
| **Day 4** | * Improve individual ability to give and understand verbal directions | * Use process style writing and the verb forms learned this week to give written directions from one location to another |

**Materials:**

**Day 1**

* [**Ready to Write Text, Pages 58-60**](https://1drv.ms/b/s!AhRw4rpeX2bYigAU6aECkChMFjf6)**:** [tinyurl.com/jme29n2](http://tinyurl.com/jme29n2)
* [**Sample Paragraph**](https://1drv.ms/b/s!AhRw4rpeX2bYigW8un-FyqZ6I2IW)**:** [tinyurl.com/zfq2lnz](http://tinyurl.com/zfq2lnz)
* **Teachers -** Google “**signal words**” if you need a review, or talk to your coordinator

**Day 2**

* [**Using the Imperative Form in English**](https://1drv.ms/w/s!AhRw4rpeX2bYihO8qbpJOPHgW0ts)**:** [tinyurl.com/her6d3b](http://tinyurl.com/her6d3b)
* [**Imperatives Worksheet**](https://1drv.ms/b/s!AhRw4rpeX2bYigZky_t5QC6x1yZH)**:** [tinyurl.com/jaypqvb](http://tinyurl.com/jaypqvb)
* [**Creating Imperatives Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYihVYi0zP13wYjufI)**:** [tinyurl.com/hnysctd](http://tinyurl.com/hnysctd)
* [**Ready to Write Text, Pg. 61**](https://1drv.ms/b/s!AhRw4rpeX2bYigKHLZ470Z3hH8LG)**:** [tinyurl.com/zrwe33q](http://tinyurl.com/zrwe33q)
* [**Online Quiz Instructions**](https://1drv.ms/b/s!AhRw4rpeX2bYige3TVQZvPPktecs)**:** [tinyurl.com/zq3n32g](http://tinyurl.com/zq3n32g) **&** [**Imperatives Online Quiz**](http://esl.about.com/library/beginner/bl_bgimperative.htm)**:** [tinyurl.com/338qvrc](https://tinyurl.com/338qvrc)

**Day 3**

* [**Ready to Write Text, Pgs. 62-63**](https://1drv.ms/b/s!AhRw4rpeX2bYiX-nUBUkxRgFbSkp)**:** [tinyurl.com/h7ourd5](http://tinyurl.com/h7ourd5)
* [**Side by Side 3 Text, Pgs. 115-117**](https://1drv.ms/b/s!AhRw4rpeX2bYihcpdAVqi55Rjs9B)**:** [tinyurl.com/z9vabtf](http://tinyurl.com/z9vabtf)
* [**Phrasal Verbs Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYigiiTwmzGcZJg0U9)**:** [tinyurl.com/hasyux5](http://tinyurl.com/hasyux5)

**Day 4**

* [**Side by Side 2 Text, Pgs. 63-66**](https://1drv.ms/b/s!AhRw4rpeX2bYigTWuDqbR_KE703i)**:** [tinyurl.com/h2lcm3e](http://tinyurl.com/h2lcm3e)
* [**Ready to Write Text, Pgs. 66-68**](https://1drv.ms/b/s!AhRw4rpeX2bYigHzGKS_z2r857nm)**:** [tinyurl.com/go8jv7z](http://tinyurl.com/go8jv7z)

**DAY ONE - Week 10: Process Writing**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will understand the structure of **process writing style paragraphs** * Students will **write topic sentences** for process paragraphs * Students will **identify signal words** most commonly used in process writing * Students will **write process style paragraphs** | [**Ready to Write Text, Pages 58-60**](https://1drv.ms/b/s!AhRw4rpeX2bYigAU6aECkChMFjf6)**:** [tinyurl.com/jme29n2](http://tinyurl.com/jme29n2)  [**Sample Paragraph**](https://1drv.ms/b/s!AhRw4rpeX2bYigW8un-FyqZ6I2IW)**:** [tinyurl.com/zfq2lnz](http://tinyurl.com/zfq2lnz)  **Teachers -** Google “**signal words**” if you need a review, or talk to your coordinator |
| **Life Skills Activities for Practice:** | |
| **Process Writing Style Paragraphs:**   * Hand out copies of [Ready to Write, pg. 58](https://1drv.ms/b/s!AhRw4rpeX2bYigAU6aECkChMFjf6). Review the short intro. section with the class and then divide the class into small groups to complete the “Recognizing Processes” activity (ie: Read, "How to Pack a Suitcase" and answer the three questions listed). When the groups have completed the activity reconvene the class and review the paragraph and questions together to check for correctness and comprehension.   **Topic Sentences for Process Paragraphs:**   * Hand out copies of [Ready to Write, pg. 59](https://1drv.ms/b/s!AhRw4rpeX2bYigAU6aECkChMFjf6). Have students work individually to complete the “Writing Topic Sentences for Process Paragraphs” activity while you circulate the classroom and help as needed. After students have completed the activity have them compare their sentences with those of their classmates to see similarities and differences.   + Have a short discussion about how writing topic sentences for a process paragraphs compares to writing topic sentences for regular paragraphs.   **Signal Words:**   * Guide the class in a discussion about signal words and what they are used for. Focus mainly on those signal words which are most appropriate for process writing, specifically those used to indicate a process or sequence of steps/events (*ie: first, next, then, finally, etc..*).   + Teachers - Use [tinyurl.com/2foosnq](http://tinyurl.com/2foosnq) (*just type this into your web browser*) as a resource or google “signal words” for your own personal review and/or teaching aides.      * Hand out copies of [Ready to Write, pg. 60](https://1drv.ms/b/s!AhRw4rpeX2bYigAU6aECkChMFjf6) and have the students complete the “Using Signal Words” activity as a large group.   **Write Process Style Paragraphs:**   * Work together as a whole class to complete parts A & B of “Recognizing Order of Instructions” from [Ready to Write, pg. 60](https://1drv.ms/b/s!AhRw4rpeX2bYigAU6aECkChMFjf6) as a class and discuss together. * Hand out copies of the [Sample Paragraph](https://1drv.ms/b/s!AhRw4rpeX2bYigW8un-FyqZ6I2IW) to the students. Have a volunteer read the paragraph and work together as a class to answer the questions. * Have each student choose their own dessert or favorite dish (*make sure it’s a simple one*) and write a short process style paragraph outlining the steps to prepare it. When the students are finished writing pair them up for peer editing and re-writing. Then, ask volunteers to read their finished paragraph to the class while the other students listen carefully for the signal words and tyr to determine how many steps there are in the process. | |

**DAY TWO - Week 10: Process Writing**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **identify imperatives** and their level of politeness or urgency * Students will understand how to **create imperatives** * Students will **write process style paragraphs** using imperatives and signal words | [**Using the Imperative Form in English**](https://1drv.ms/w/s!AhRw4rpeX2bYihO8qbpJOPHgW0ts)**:** [tinyurl.com/her6d3b](http://tinyurl.com/her6d3b)  [**Imperatives Worksheet**](https://1drv.ms/b/s!AhRw4rpeX2bYigZky_t5QC6x1yZH)**:** [tinyurl.com/jaypqvb](http://tinyurl.com/jaypqvb)  [**Creating Imperatives Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYihVYi0zP13wYjufI)**:** [tinyurl.com/hnysctd](http://tinyurl.com/hnysctd)  [**Ready to Write Text, Pg. 61**](https://1drv.ms/b/s!AhRw4rpeX2bYigKHLZ470Z3hH8LG)**:** [tinyurl.com/zrwe33q](http://tinyurl.com/zrwe33q)  [**Online Quiz Instructions**](https://1drv.ms/b/s!AhRw4rpeX2bYige3TVQZvPPktecs)**:** [tinyurl.com/zq3n32g](http://tinyurl.com/zq3n32g)  [**Imperatives Online Quiz**](http://esl.about.com/library/beginner/bl_bgimperative.htm)**:** [tinyurl.com/338qvrc](https://tinyurl.com/338qvrc) |
| **Life Skills Activities for Practice:** | |
| **Identify Imperatives:**   * Introduce students to the Imperative form and when/how it is used. You can use the [Using the Imperative Form in English](https://1drv.ms/w/s!AhRw4rpeX2bYihO8qbpJOPHgW0ts) handout, in the materials section above, and the information below to help guide you.   + "**Stop**!," "**Come** here!," and "**Look** out!" are all examples of the **imperative form**. You can use the **imperative form** to *give an order, a warning, or some advice*.   To form the **imperative**, use the *infinitive form of the verb without "to."* To make a negative imperative, *put "do not" or "don't" in front of the verb*, as in, "**Don't touch** that!"  The **imperative** is formed the same for all subjects (you, he, we, they), but you can include yourself in the imperative by adding "Let's," as in, "**Let's go** for a swim."  If you want to be more polite when using an **imperative**, just add "please." For example, "**Please, leave** me alone. I'm trying to learn English!"   * Have students complete the [Imperatives Worksheet](https://1drv.ms/b/s!AhRw4rpeX2bYigZky_t5QC6x1yZH) in pairs/groups and review answers as a whole class. Discuss any confusing items.   **Create Imperatives:**   * Have students complete the Creating Imperatives Activity outlined in the [Creating Imperatives Handout](https://1drv.ms/b/s!AhRw4rpeX2bYihVYi0zP13wYjufI) above in the materials section.   **Write Paragraphs:**   * Hand out copies of [Ready to Write, pg. 61](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1282&authkey=!AIctnjvRneEfwsY&ithint=file%2cpdf). Have students do Activity A independently or in pairs. When students are finished have the whole class identify which steps are in the imperative. Then, have students explain why some steps are in the imperative and others are not (*do not give answers but see what they have to say*) and make note of their ideas/reasons on the board.   **Extra Practice (if needed):**   * Hand out the [Online Quiz Instructions](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1287&authkey=!ALdNVBm88-S15yw&ithint=file%2cpdf) & have students go to the Imperatives Online Quiz webpage. Tell students to follow the instructions from the handout to complete the online activity. Students can work individually or in pairs. | |

**DAY THREE - Week 10: Process Writing**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will **create paragraphs** using both imperatives and signal words * Students will correctly **use phrasal verbs** in process style paragraphs | [**Ready to Write Text, Pgs. 62-63**](https://1drv.ms/b/s!AhRw4rpeX2bYiX-nUBUkxRgFbSkp)**:** [tinyurl.com/h7ourd5](http://tinyurl.com/h7ourd5)  [**Side by Side 3 Text, Pgs. 115-117**](https://1drv.ms/b/s!AhRw4rpeX2bYihcpdAVqi55Rjs9B)**:** [tinyurl.com/z9vabtf](http://tinyurl.com/z9vabtf)  [**Phrasal Verbs Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYigiiTwmzGcZJg0U9)**:** [tinyurl.com/hasyux5](http://tinyurl.com/hasyux5) |
| **Life Skills Activities for Practice:** | |
| **Create Paragraphs using Imperatives & Signal Words:**   * Hand out copies of [Ready to Write, pg. 62](https://1drv.ms/b/s!AhRw4rpeX2bYiX-nUBUkxRgFbSkp). Work together as a class to complete Part A. Then, have the students complete Part B individually by adding a topic sentence and signal words to the steps (*in Imperative Form*) from Part A. When all the students are finished ask for volunteers to share their completed paragraph. * To continue practicing with process style paragraphs have the students complete the individual writing activity on [Ready to Write, pg. 63](https://1drv.ms/b/s!AhRw4rpeX2bYiX-nUBUkxRgFbSkp) (*activities A-C*).  There are topic suggestions listed, but let the students write on any topic they like as long as there aren't more than 8 steps (*more is overwhelming*).  When a student has completed their paragraph pair them up with another student who has completed to go through the peer editing process.  After everyone has written and shared in pairs (*peer edited*) then ask for volunteers to share their final paragraphs with the whole class.   **Correctly use Phrasal Verbs:**   * Hand out copies of [Side by Side 3, pg. 115-116](https://1drv.ms/b/s!AhRw4rpeX2bYihcpdAVqi55Rjs9B) and have the students work on the activities either individually or in pairs to help review phrasal verbs. Circulate the room to check-in with students and explain any phrasal verbs listed that they don’t understand. * Use the [Phrasal Verb Handout](https://1drv.ms/b/s!AhRw4rpeX2bYigiiTwmzGcZJg0U9) to help explain the difference between prepositional verbs & phrasal verbs. * Divide the class into pairs and give each pair a copy of [Side by Side 3, pg. 117](https://1drv.ms/b/s!AhRw4rpeX2bYihcpdAVqi55Rjs9B), to use as dialog prompt(s) so that they can orally practice using phrasal verbs in conversations. * After practicing orally have the students refer back to the paragraph they wrote during the individual writing activity (*[Ready to Write, pg 63](https://1drv.ms/b/s!AhRw4rpeX2bYiX-nUBUkxRgFbSkp)*) and take a careful look at the verbs they used, focusing primarily on those written in the Imperative Form, to see if they used any phrasal verbs.  You should also have the students look for verbs that could be replaced with a phrasal verb. * Lead the class in a discussion about how phrasal verbs are less formal than single-word verbs, but can still be appropriate for process writing depending on the audience. | |

**DAY FOUR - Week 10: Process Writing**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Students will improve individual ability to **give and understand verbal directions** * Students will use process style writing and the verb forms learned this week to **give written directions from one location to another** | [**Side by Side 2 Text, Pgs. 63-66**](https://1drv.ms/b/s!AhRw4rpeX2bYigTWuDqbR_KE703i)**:** [tinyurl.com/h2lcm3e](http://tinyurl.com/h2lcm3e)  [**Ready to Write Text, Pgs. 66-68**](https://1drv.ms/b/s!AhRw4rpeX2bYigHzGKS_z2r857nm)**:** [tinyurl.com/go8jv7z](http://tinyurl.com/go8jv7z) |
| **Life Skills Activities for Practice:** | |
| **Give and Understand Verbal Directions:**   * Divide the students into pairs and have them use the dialog prompts from [Side by Side 2, pgs. 63-66](https://1drv.ms/b/s!AhRw4rpeX2bYigTWuDqbR_KE703i) (*don't use all of these pages - pick only 1-2 or have different pairs use different pages*) to practice giving and understanding verbal directions.  Make sure the students especially focus on using phrasal verbs for directions, such as;   + Walk along & Walk up/down (*for pedestrians*)   + Get off/on (*for bus transportation*)   + Take a left/right (*for driving or walking*)   + It'll be on your left/right (*for any type of transportation*) * When the pairs are finished have the class go over dialogs together as a comprehension check. Then have the students complete the activities [Ready to Write, pg. 66](https://1drv.ms/b/s!AhRw4rpeX2bYigHzGKS_z2r857nm) either in pairs or small groups.  When the pairs/groups have completed the activities have the class go over each step together to check comprehension.   **Written Directions:**   * Hand out copies of [Ready to Write, pg. 67](https://1drv.ms/b/s!AhRw4rpeX2bYigHzGKS_z2r857nm). Have students work either individually or in pairs to complete the activity, using the map from [Ready to Write, pg. 66](https://1drv.ms/b/s!AhRw4rpeX2bYigHzGKS_z2r857nm) as a reference point.  When all the students are finished pair them up, or switches pairs so each student has a new partner, and have them take turns reading (*randomly*) their directions while omitting the topic sentence and seeing if their partner is able to find the final destination correctly by following them on the map from [Ready to Write, pg. 66](https://1drv.ms/b/s!AhRw4rpeX2bYigHzGKS_z2r857nm). * Write the names of locations near to the school on several strips of paper. Have each student draw a location and write directions from the school to that location. Students should include a topic sentence and use the grammar and formats they have been studying this week. When finished, ask for volunteers to read their paragraphs.   **Additional Practice:**   * If there is extra time at the end of class, have the students complete the "You Be the Editor" activity on [Ready to Write, pg. 68](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1281&authkey=!APMYpL_PavznueY&ithint=file%2cpdf) as a grammar review. | |

**Reading a Novel: Seedfolks - Week # 1 of** **2**

**Winter/Spring 2020 - Week 11 and Week 12**

**Overview:**

**Please Note:** This is a **2 week unit** during which the students will have the opportunity to read and analyze a full-length novel (they will not be able to finish the novel in class but are encouraged to keep reading). In this novel they will encounter a wide variety of character voices and discuss the feelings and motivations of these characters. For some students there will be a lot of new vocabulary. While pronunciation and meaning of new vocabulary will be a natural part of this unit, the focus should be on understanding the main ideas of the story and discussing those ideas (NOT reading aloud and analyzing every word).

**Lesson Objectives Outline:**

**Spring 2019 - Week 8**

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| --- | --- | --- |
|  | **Literacy Skills:** | **Academic Skills:** |
| **Day 1** | * Students will listen to and read Chapter 1 - Kim | * Students will make predictions about the book (*Seedfolks*) |
| **Day 2** | * Students will listen to and read Chapter 2 - Ana & Chapter 3 - Wendell | * Students will use graphic organizers to chart character development and story plot lines * Students will learn new strategies for understanding vocabulary from context clues |
| **Day 3** | * Students will listen to and read Chapter 4 - Gonzalo | * Students will use graphic organizers to chart character development and story plot lines * Students will practice summarizing in both present and past |
| **Day 4** | * Students will review chapters 1-4 of Seedfolks | * Students will learn about Similes and Metaphors as literary devices in writing |

**Materials:**

* [**Seedfolks Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** <http://tinyurl.com/clues-seed>
* **Seedfolks Audio CD:** Ask coordinator for the on-site copy
* [**Picture Splash Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiwNiEQMwC19wHycN)**:** [tinyurl.com/h9w5en3](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\h9w5en3)
* [**Blank Character Chart - Student Handout**](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl)**:** [tinyurl.com/jq69m2j](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jq69m2j)
* [**Filled Character Chart - Teacher Resource**](https://1drv.ms/b/s!AhRw4rpeX2bYiwLyI-E1e-iaZi78)**:** [tinyurl.com/jmcvlty](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jmcvlty)
* [**Ana Vocab Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiwuMmynTTilY0MNI)**:** [tinyurl.com/z2zcm7o](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\z2zcm7o)
* [**Wendell Vocab Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiwx4OxerXQaHu8mf)**:** [tinyurl.com/gwthhbd](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\gwthhbd)
* [**Gonzalo Vocab Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiw3SuIayC5aBKsC4)**:** [tinyurl.com/jfuwr93](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jfuwr93)
* [**Similes and Metaphors Worksheet**](https://1drv.ms/b/s!AhRw4rpeX2bYiweDGZSROcAFs00c)**:** [tinyurl.com/h9hy7e6](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\h9hy7e6)

**DAY ONE - Week 8: Reading a Novel: Seedfolks**

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| Daily Lesson Objectives: | Materials & Resources: |
| * Students will discuss and understand the **definition of community** * Students will **make predictions** about the book (*Seedfolks*) * Students will listen to and read **Chapter 1 - Kim** | [**Picture Splash Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiwNiEQMwC19wHycN)**:** [tinyurl.com/h9w5en3](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\h9w5en3)  [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** pgs. 1-4 "Kim"  **Audio CD:** Disc 1, Track 1 “Kim” |
| Life Skills Activities for Practice: | |
| **Definition of Community:**   * Write the word “community” on the board. Tell students to take out a piece of paper and to make a list of words they know related to “community”. Give students time to complete their lists. After about 3-5 minutes, have students get up, take their lists with them, and walk around the room to compare lists. When they see a new word on a list they didn’t have they should add it to their list. If they see a word they wrote down repeated on someone else’s list they should put a check mark next to it to indicate it was used more than once. After everyone has mingled for awhile bring the class back together again. Have students share the words that have the most check marks next to them. Share the dictionary definition of “community” with the class. Have a class discussion about the word lists they generated and how they compare to the dictionary definition.   **Make Predictions:**   * Divide the class into small groups. Give each group a copy of the [Picture Splash Handout](https://1drv.ms/b/s!AhRw4rpeX2bYiwNiEQMwC19wHycN). Have groups discuss how they think the pictures might relate to the book Seedfolks. After discussion each group should work together to create 3 sentences that predict the relationship between the pictures and the book. Have a volunteer from each group write their groups sentences on the board. Discuss the sentences as a class.   **Chapter 1 - Kim:**   * Before you hand out copies of the book, have the students listen to the audio (*from the book on cd*) for Chapter 1- “Kim”. Discuss what the students heard and were able to understand. Then, hand out copies of the book and have the students listen to the audio a second time while following along in the text. Ask the students if they have any new thoughts or understandings this time around. * Have the students read the chapter a third, and final, time without the audio. Ask the students to share how the experience of reading the story in print is different than hearing it told in the characters voice. Discuss. * Use the following discussion questions to guide a class discussion on Chapter 1 - “Kim”:  1. Why did Kim stand before the family altar?  Why was she sad? 2. How would you describe the neighborhood in which Kim lived? 3. Why did Kim plant the lima beans in the vacant lot? 4. Why did Kim suffer from the cold in April? 5. What kind of person do you think Kim’s dad was? Look at the description of his picture, his former life in Vietnam, and perhaps his life in Ohio. 6. What kind of person do you think Kim is? Can you think of some adjectives to describe her based on what you read in Chapter 1?   **Extra - Writing / Grammar Practice:**   * Have the students choose a character, either Kim or Kim’s Dad, and write a short descriptive paragraph about them. Tell them to write in the past tense and use descriptive adjectives (*ask coordinator for resources to use if the students need some review on these grammar points*). Tell students that they should use the clues they can find in Chapter 1 of the Seedfolks text to guide them in their writing but that they should also feel free to use imagination and be creative. When all are finished, ask volunteers to share their paragraphs with the class. | |

**DAY TWO - Week 8: Reading a Novel: Seedfolks**

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| Daily Lesson Objectives: | Materials & Resources: |
| * Students will **use graphic organizers** to chart character development and story plot lines * Students will listen to and read **Chapter 2 - Ana** & **Chapter 3 - Wendell** * Students will learn new strategies for **understanding vocabulary from context clues** | [**Blank Character Chart**](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl)**:** [tinyurl.com/jq69m2j](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jq69m2j)  [**Ana Vocab Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiwuMmynTTilY0MNI)**:** [tinyurl.com/z2zcm7o](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\z2zcm7o)  [**Wendell Vocab Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiwx4OxerXQaHu8mf)**:** [tinyurl.com/gwthhbd](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\gwthhbd)  [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** pgs. 5-10 "Ana" & pgs. 11-16 “Wendell”  **Audio CD:** Disc 1, Tracks 2-3 (*Ana & Wendell*) |
| Life Skills Activities for Practice: | |
| **Review:**   * Hand out copies of the [Blank Character Chart](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl) to the students. Have them work individually or in groups to fill in the first row based on what they remember from Chapter 1 - “Kim”. If they can’t remember something have them look in their copies of the text to find the information. When everyone is done review the information and have a short discussion about the themes of Chapter 1. Tell students to keep their character charts and bring them to class each day so that they can continue to fill them out throughout the unit.   + *Teachers: Print off a copy of the* [*Filled Character Chart*](https://1drv.ms/b/s!AhRw4rpeX2bYiwLyI-E1e-iaZi78) *(*[*tinyurl.com/jmcvlty*](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jmcvlty)*) to use as a guide for yourself when correcting student work.*   **Pre-Reading:**   * Have students complete the activities in the [“Ana” Vocabulary Handout](https://1drv.ms/b/s!AhRw4rpeX2bYiwuMmynTTilY0MNI) before reading Chapter 2 - “Ana”   **Chapter 2 - Anna:**   * Listen to the audio (*from the book on cd*) for Chapter 2 - “Ana” without the text. Discuss what the students heard and were able to understand. Have the students listen to the audio a second time while following along in the text. Ask the students if they have any new thoughts or understandings this time around. * Use the following discussion questions to guide a class discussion on Chapter 2 - “Ana”:  1. According to Ana, the neighborhood has changed. What does she say caused the change? 2. Anna has a suspicious nature. Why do you think she is this way? 3. What does Ana Assume about Kim when she sees her burying her seeds? How does she feel when she realizes her error?   **Chapter 3 - Wendell:**   * Have the students read Chapter 3 - “Wendell” individually or in small groups. Have a brief discussion about the chapter. * Then, listen to the audio (*from the book on cd*) for Chapter 3 - “Wendell” while following along in the text. Discuss what the students heard and were able to understand differently this time around. * Use the following discussion questions to guide a class discussion on Chapter 3 - “Wendell”:  1. How does Wendell feel about Ana? How can you tell? 2. What is Wendell’s relationship with Ana? What are their points of connection? 3. Wendell says on page 12 that the Bible verse “And a little child shall lead them” came to him after he saw Kim. Why does Wendell think of this verse? How does he interpret it?   **Post-Reading / Homework:**   * Have students complete the activities in the [“Wendell” Vocabulary Handout](https://1drv.ms/b/s!AhRw4rpeX2bYiwx4OxerXQaHu8mf) if time or assign for homework. | |

**DAY THREE - Week 8: Reading a Novel: Seedfolks**

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| Daily Lesson Objectives: | Materials & Resources: |
| * Students will **use graphic organizers** to chart character development and story plot lines * Students will listen to and read **Chapter 4 - Gonzalo** * Students will **practice summarizing** in both present and past | [**Blank Character Chart**](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl)**:** [tinyurl.com/jq69m2j](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jq69m2j)  [**Gonzalo Vocab Handout**](https://1drv.ms/b/s!AhRw4rpeX2bYiw3SuIayC5aBKsC4)**:** [tinyurl.com/jfuwr93](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jfuwr93)  [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** pgs. 17-22 "Gonzalo"  **Audio CD:** Disc 1, Track 4 (*Gonzalo*) |
| Life Skills Activities for Practice: | |
| **Review:**   * Have the students take out their character charts (*if a student doesn’t have one use the* [*link*](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl) *above*). Have them work individually or in groups to fill in the rows 2 and 3 based on what they remember from Chapter 2 - “Ana” and Chapter 3 - “Wendell”. If they can’t remember something have them look in their copies of the text to find the information. Lead the class in a short summarizing conversation to prepare for reading today’s chapter.   + *Teachers: Print off a copy of the* [*Filled Character Chart*](https://1drv.ms/b/s!AhRw4rpeX2bYiwLyI-E1e-iaZi78) *(*[*tinyurl.com/jmcvlty*](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jmcvlty)*) to use as a guide for yourself when correcting student work.*   **Pre-Reading:**   * Have students complete the activities in the [“Gonzalo” Vocabulary Handout](https://1drv.ms/b/s!AhRw4rpeX2bYiw3SuIayC5aBKsC4) either individually or in small groups.   **Chapter 4 - Gonzalo:**   * Have the students read Chapter 4 - “Gonzalo” either individually or in pairs. * Use the following discussion questions to guide a class discussion on Chapter 4 - “Gonzalo”:  1. On page 13 Gonzalo says, “The older you are, the younger you get when you move to the United States.” What does he mean by this? 2. What word would you use to describe how Gonzalo feels about Tio Juan at the beginning of the chapter?  And at the end? 3. Why do you think Tio Juan so excited about the lot? What does it mean to him? 4. Do you know anyone in Gonzalo's situation?  Do you know anyone in Tio Juan's situation? 5. In general, children who immigrate to the U.S. learn English faster than their parents.  What are some of the advantages of this?  What are some of the disadvantages?  * Have the students listen to the audio (*from the book on cd*) for Chapter 4 - “Gonzalo” without the text. Ask the students what their perceptions of Gonzalo are now after hearing him tell his story in his own voice. * Have the students fill in row 4 of their character charts with Gonzalo’s information.   **Summarizing (*choose one*):**   * Practice Makes Perfect Activity: Have the students line up in two parallel lines so that each student is facing a classmate. Decide which line will be the Speakers and designate the other as Listeners. Call out the name of a character (*Kim, Ana, Wendell, and Gonzalo*) and have the Speakers retell the story of that character for one minute while the Listeners ask questions or encourage their partner with phrases like “Tell me more” or “Then what?” When time is up, switch roles and call out a new character from the story. * Assign each student in the class a number 1-4 and tell the student that they will be writing a short summary of the corresponding chapter’s character. Tell the students to write their summary using only Present Tense (*ie: Kim is a 9-year old Vietnamese American. She plants some beans in a vacant lot in honor of her father…*). When a student finishes tell them to re-write their summary in the Past Tense (*ie: Kim was a 9-year old Vietnamese American. She planted some beans in a vacant lot in honor of her father…*). Review past tense verbs if needed. | |

**Day 4 - Week 8: Reading a Novel: Seedfolks**

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| Daily Lesson Objectives: | Materials & Resources: |
| * Students will **review chapters 1-4** of Seedfolks * Students will **learn about the use of** **Similes and Metaphors** as literary devices in writing * Students will **find and analyze examples of Similes and Metaphors** in the book Seedfolks | [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** Chapters 1-4 (*Kim, Ana, Wendell, Gonzalo*)  [**Similes and Metaphors Worksheet**](https://1drv.ms/b/s!AhRw4rpeX2bYiweDGZSROcAFs00c)**:** [tinyurl.com/h9hy7e6](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\h9hy7e6) |
| Life Skills Activities for Practice: | |
| **Review:**   * Lead a class discussion about the book and how the students are enjoying, or not enjoying, reading it. Do they have a favorite character so far? Is there a character or situation that really resonates with them? Is there a character or theme that they don’t like? Etc…   **Similes and Metaphors:**   * Nearly all of the characters in the book use the literary devices known as *simile* (an indirect comparison using the words *like* or *as*) or *metaphor* (a direct comparison between two things). Tell the students that you will be working with Similes and Metaphors today in class. * Hand out copies of the [Similes and Metaphors worksheet](https://1drv.ms/b/s!AhRw4rpeX2bYiweDGZSROcAFs00c) and go through the activities with the students. * Divide the class into four small groups and assign each group a chapter. Tell the groups that they need to work through their chapter to find 3-5 examples of Similes and/or Metaphors to share with the rest of the class. When the groups are ready have them take turns coming up to the front of the class and writing their Similes and/or Metaphors on the board. Have the class copy them down and discuss. Then have the next group come up. Repeat until all groups have shared their Similes and/or Metaphors.   **Supplemental Activities:**   * Have students review their Vocabulary Activity Handouts from chapters 2-4 and practice writing original sentences with the new vocabulary words. * Put the names of each character whose chapters your students have read (Kim, Ana, Wendell, Gonzalo) on slips of paper. Have students work in small groups to pull a slip and retell the story for that character using their notes if needed but not the book. To avoid letting the activity drag, you can set a time limit. * Have students get into pairs. Tell each pair to choose a chapter and practice orally summarizing it. Then mix up the pairs and have the new partner share their oral summaries of their chapters with their new partner. | |

**Winter/Spring 2020 - Week 12**

**Reading a Novel: Seedfolks - Week 2 of 2**

**Overview:**

**Please Note:** This is a **2 week unit** during which the students will have the opportunity to read and analyze a full-length novel. In this novel they will encounter a wide variety of character voices and discuss the feelings and motivations of these characters. For some students there will be a lot of new vocabulary. While pronunciation and meaning of new vocabulary will be a natural part of this unit, the focus should be on understanding the main ideas of the story and discussing those ideas (NOT reading aloud and analyzing every word).

**AT THE END OF THIS WEEK** - Give students their copies of the rest of the book and tell them they are free to read at home over the weekend (or whenever) and answer the questions on the [Chap. 9-11 Questions Handout](https://1drv.ms/w/s!AhRw4rpeX2bYixCrvaFvyCM6tbbe).

**Lesson Objectives Outline:**

**Spring 2019 - Week 9**

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|  | **Literacy Skills:** | **Academic Skills:** |
| **Day 1** | * Students will read and listen to Chapter 5 - Leona | * Students will make predictions based on text clues and identify and cite specific support for predictions |
| **Day 2** | * Students will read and listen to Chapter 6 - Sam & Chapter 7 - Virgil | * Students will use graphic organizers to chart character development and story plot lines * Students will learn about the use of Symbols as literary devices in writing |
| **Day 3** | * Students will read and listen to Chapter 8 - Sae Young | * Students will use graphic organizers to chart character development and story plot lines * Students will learn about the use of Character Voice as a literary device in writing |
| **Day 4** | * Students will review chapters 5-8 of Seedfolks | * Students will learn how authors use conflict as literary element of writing |

**AT THE END OF THIS WEEK** - Give students their copies of the book and the [Chap. 9-11 Questions Handout](https://1drv.ms/w/s!AhRw4rpeX2bYixCrvaFvyCM6tbbe) to take home. Tell them read Chapters 9-11 (*Curtis, Nora, and Maricela*) at home over the weekend and answer the questions on the [Chap. 9-11 Questions Handout](https://1drv.ms/w/s!AhRw4rpeX2bYixCrvaFvyCM6tbbe). Tell them they will review the chapters in class on Monday.

**Materials:**

* [**Seedfolks Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** <http://tinyurl.com/clues-seed>
* **Seedfolks Audio CD:** Ask coordinator for the on-site copy
* [**Blank Character Chart - Student Handout**](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl)**:** [tinyurl.com/jq69m2j](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jq69m2j)
* [**Filled Character Chart - Teacher Resource**](https://1drv.ms/b/s!AhRw4rpeX2bYiwLyI-E1e-iaZi78)**:** [tinyurl.com/jmcvlty](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jmcvlty)
* [**Chap. 9-11 Questions**](https://1drv.ms/w/s!AhRw4rpeX2bYixCrvaFvyCM6tbbe)**:** [tinyurl.com/zfkb9ff](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\zfkb9ff)

**DAY ONE - Week 9: Reading a Novel: Seedfolks**

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| --- | --- |
| Daily Lesson Objectives: | Materials & Resources: |
| * Students will **make predictions** based on text clues * Students will read and listen to **Chapter 5 - Leona** * Students will identify and **cite** specific **support** for predictions | [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** pgs. 23-28 "Leona"  **Audio CD:** Disc 1, Track 5 (*Leona*) |
| Life Skills Activities for Practice: | |
| **Making Predictions:**   * Ask the students about the title, “Seedfolks”. Does it imply one person or many people? How do the cover art of the book and the content of the four chapters they read last week support the idea of 'many people'? What do they think the new chapter, "Leona", will be about? Read the first two paragraphs of the chapter, which end “I believe I'll plant me a patch of golden rod right here,” aloud for the class. Ask the students what they think will happen next. * Read the following passages aloud to the class and then use the guiding questions to elicit predictions from them. Record the predictions on the board.  1. “*There was man standing and watching from the sidewalk and a girl looking down out a window. There were probably lots of folks who'd want to grow something, just like me. Then I studied all the trash on the ground the garbage was piled high as your waist.” pg. 25* (Questions: What did she notice? What will she do next? Why do you think that?) 2. “*This wasn't a job for no wheelbarrow. This was a job for the telephone.” pg. 26* (Questions: What can that mean, “a job for the telephone”? How does a telephone get things done? What “job” does she want to have done? 3. “*I kept working on it the next day. That Citizens' Information Center told me to call the Public Health Department. They sent me to someone else. They’re all trained to be slippery as snakes.” pg. 27* (Questions: Does it sound like her telephone is doing the job? Will Leona get what she wants? Why do you think so? 4. “*I...walked into the Public Health Department. [The receptionist] just told me to sit down with the others waiting. I did. Then I opened the garbage bag I'd picked up in the lot on my way.” pg. 28* (Questions: What will happen now? What do you think the garbage bag smells like? How is Leona trying to accomplish her job? Will it work?)  * Now have students write down one of the predictions listed on the board that they made that they feel most strongly about.   **Read Chapter 5 - Leona:**   * Divide the class into small groups based on the prediction they chose from the last activity. Each group should be comprised of students who all chose the same prediction. * Have the class listen to the audio (*from the book on cd*) for Chapter 5 - “Leona” while following along in the text. Then have the groups read the chapter together with supporting their prediction in mind and record the page number and a few words from the passage that supports their prediction or proves their prediction to be wrong.   **Citing Support:**   * Ask for volunteers from each group to identify to the class the specific passages that support or disprove their prediction. Ask members of the group why they felt strongly about the prediction they chose and why they chose it. Was their feeling based on any experience they have had or know about? How do they feel knowing their prediction was true or not. Emphasize that using ones own prior knowledge can make reading more meaningful. * Have students write a short paragraph about what led them to choose the prediction they did, why they felt so strongly that it would turn out to be true, and how they felt about what actually happened in the chapter. | |

**DAY TWO - Week 9: Reading a Novel: Seedfolks**

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| Daily Lesson Objectives: | Materials & Resources: |
| * Students will use **graphic organizers** to chart character development and story plot lines * Students will read and listen to **Chapter 6 - Sam** and **Chapter 7 - Virgil** * Students will learn about the use of **Symbols as literary devices** in writing | [**Blank Character Chart**](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl)**:** [tinyurl.com/jq69m2j](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jq69m2j)  [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** pgs. 29-35 "Sam" & pgs. 36-44 “Virgil”  **Audio CD:** Disc 1, Tracks 6-7 (*Sam & Virgil*) |
| Life Skills Activities for Practice: | |
| **Review:**   * Have the students take out their character charts (*if a student doesn’t have one use the* [*link*](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl) *above*). Have them work individually or in groups to fill in rows 1-4 with any additional information they may have learned about previous characters in chapters 1-4, and to fill in row 5 based on what they remember from Chapter 5 - “Leona. If they can’t remember something have them look in their copies of the text to find the information.   + *Teachers: Print off a copy of the* [*Filled Character Chart*](https://1drv.ms/b/s!AhRw4rpeX2bYiwLyI-E1e-iaZi78) *(*[*tinyurl.com/jmcvlty*](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jmcvlty)*) to use as a guide for yourself when correcting student work.*   **Chapter 6 - Sam:**   * Listen to the audio (*from the book on cd*) for Chapter 6 - “Sam” without the text. Discuss what the students heard and were able to understand. Have the students listen to the audio a second time while following along in the text. Ask the students if they have any new thoughts or understandings this time around. * Use the following discussion questions to guide a class discussion on Chapter 6 - “Sam”:  1. What problems does Sam identify in the garden? How does he plan to solve these problems? 2. What kind of work did Sam do before he retired? In what ways did he continue to work toward the same goal? 3. What did Sam mean when he said, “The garden was a copy of the neighborhood”? 4. Sam first compared the garden to Paradise, but at the end of the chapter said, “the garden was turning back into Cleveland.” Why did Sam’s feelings about the garden change? How do you think Sam might promote harmony among the gardeners?   **Chapter 7 - Virgil:**   * Have the students read Chapter 7 - “Virgil” individually or in small groups. Have a brief discussion about the chapter. Then, listen to the audio (*from the book on cd*) for Chapter 7 - “Virgil” while following along in the text. Discuss what the students heard and were able to understand differently this time around. * Use the following discussion questions to guide a class discussion on Chapter 7 - “Virgil”:  1. Who is Virgil? 2. What does his dad plan to do with his part of the garden? Why? How does he explain why is garden is so large? 3. Why did Virgil’s father lie to Miss Fleck? How did Miss Fleck respond to the lie? 4. What happens to the lettuce? Why? How does this make Virgil feel? 5. What lesson might be learned from Virgil’s father’s failed garden? 6. What is there about garden that could be good for so many different people?   **Literary Devices - Symbols:**   * Write the following phrase on the board, “A ***symbol*** in literature is an object, event, or person that represents an idea or a set of ideas. What do you think the locket that Virgil found might symbolize?” Give the students some time to write their ideas in paragraph form and then ask volunteers to share their answers. Have a class discussion about Symbols and ask the class if they can remember other symbols in previous chapters. Make a list on the board. | |

**DAY THREE - Week 9: Reading a Novel: Seedfolks**

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| Daily Lesson Objectives: | Materials & Resources: |
| * Students will use **graphic organizers** to chart character development and story plot lines * Students will read and listen to **Chapter 8 - Sae Young** * Students will learn about the use of **Character Voice as a literary device** in writing | [**Blank Character Chart**](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl)**:** [tinyurl.com/jq69m2j](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jq69m2j)  [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** pgs. 45-50 "Sae Young"  **Audio CD:** Disc 2, Track 1 (*Sae Young*)  [**Chap. 9-11 Questions**](https://1drv.ms/w/s!AhRw4rpeX2bYixCrvaFvyCM6tbbe)**:** [tinyurl.com/zfkb9ff](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\zfkb9ff) |
| Life Skills Activities for Practice: | |
| **Review:**   * Have the students take out their character charts (*if a student doesn’t have one use the* [*link*](https://1drv.ms/w/s!AhRw4rpeX2bYiwGVj3nRhzZkR0Kl) *above*) and work in small groups to fill rows 6-7 based on what they remember from yesterday (*Chapter 6 -“Sam” & Chapter 7-“Virgil”*). If they can’t remember something have them look in their copies of the text to find the information.   + *Teachers: Print off a copy of the* [*Filled Character Chart*](https://1drv.ms/b/s!AhRw4rpeX2bYiwLyI-E1e-iaZi78) *(*[*tinyurl.com/jmcvlty*](file:///\\clues-fs01\Company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\company\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\CURRENT_Fall%202016\tinyurl.com\jmcvlty)*) to use as a guide for yourself when correcting student work.*   **Chapter 8 - Sae Young:**   * Divide the class into pairs to read Chapter 8 - “Sae Young” together. After students have finished reading, use the questions below to guide a quick “comprehension check” discussion of the chapter.  1. Why did Sae Young become afraid of people? 2. How did working in the garden help Sae Young overcome her fear? 3. Philanthropy is defined as the giving of your time, talent, or treasures for the benefit of others.  Based on that definition was Sae Young's donation of the funnels to the garden a philanthropic act?  * Have the students listen to the audio (*from the book on cd*) for Chapter 8 - “Sae Young” and then work either individually or in pairs to fill in row 8 of their character charts with Sae Young’s information.   **Literary Device - Character Voice:**   * Have a class discussion about how an author can use character voice and dialogue to help us, the readers, develop a stronger picture of each character. Use the paragraph below to guide you in this discussion:   “Voice is the characteristic speech and thought patterns of the narrator of a work of fiction. Because voice has so much to do with the reader experience, it is one of the most important elements of writing. Every person has their own individual way of putting together words, phrases, and ideas. These make up the person's "voice." Some people are authoritative; others are funny, chatty, or warm. Some people speak clearly and concisely; others speak using more broken language or struggle to get their point across. When writing a story an author must find a "voice" for each of their characters that help to convey a full picture of that character.”   * Ask the students, “1) What does the dialogue (way the character speaks / character’s voice) in this chapter tell us about Sae Young? 2) How do you feel about the way the author writes this chapter? 3) Does it help you understand the character better?” Give the students some time to discuss these questions as a large group. * Have the students look back through the previous chapter’s read and choose another character who’s Voice appeals to them. Then, tell them to write a quick paragraph about how they feel that Character’s Voice helps to create a more fully developed picture of that character and why they chose that character. When students are done writing ask for volunteers to share their work with the class. * At the end of class today **have the students take their copies of the book and the Chap. 9-11 Questions Handout home with them.** They should read chapters 9-11 (*Curtis, Nora, and Maricela*) over the weekend and answer the questions on the handout. They should bring both back to class on Monday. | |

**DAY FOUR - Week 9: Reading a Novel: Seedfolks**

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| Daily Lesson Objectives: | Materials & Resources: |
| * Students will **review chapters 5-8** of Seedfolks * Students will learn how authors use **conflict as literary element of writing** | [**Book**](https://1drv.ms/b/s!AhRw4rpeX2bYiwiaJv0iUFTbRnVk)**:** Chapters 5-8 (*Leona, Same, Virgil, Sae Young*) |
| Life Skills Activities for Practice: | |
| **Review:**   * Lead a class discussion about the book and how the students are enjoying, or not enjoying, reading it. Do they have a favorite character so far? Is there a character or situation that really resonates with them? Is there a character or theme that they don’t like? Etc…   **Literary Element - Conflict**   * Introduce the idea of conflict as a literary element of writing. Use the following to help explain it to the students, “A ***conflict*** is a struggle between two opposing forces. An ***external conflict*** is a character’s struggle against an outside force, such as nature or another person. An ***internal conflict*** takes place in a character’s own mind.” * Have the class work together to create a list on the board of all the conflicts that have occurred in the story up to this point. * Divide the students into pairs and have each pair choose a conflict. The pairs should work together to review the conflict in the text and write a short paragraph that answers the following questions:  1. What is the conflict? Who is involved? How did it start? 2. Was the conflict resolved? If so, why/how? If not, what got in the way? 3. How did this conflict, and its resolution or lack of resolution, play an important role in the overall narrative of the story?   **Supplemental Activities:**   * Put the names of each character whose chapters your students have read (Leona, Same, Virgil, Sae Young) on slips of paper. Have students work in small groups to pull a slip and retell the story for that character using their notes if needed but not the book. To avoid letting the activity drag, you can set a time limit. * Have students get into pairs. Tell each pair to choose a chapter and practice orally summarizing it. Then mix up the pairs and have the new partner share their oral summaries of their chapters with their new partner.   **REMINDER** - At the end of class yesterday the teacher **had the students take their copies of the book and the Comprehension Questions Handout home with them.** They should read chapters 9-11 (*Curtis, Nora, and Maricela*) over the weekend and answer the questions on the handout. They should bring both back to class on Monday. | |

**Winter/Spring 2020 – Week 13: Education and Employment**

**Week 13: Education and Employment- DAY ONE**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| Students will learn to:  **Identify and understand the various levels of Education in the US**  **Identify and compare other educational opportunities**  **Navigate postsecondary opportunities** *(basics of applying, acceptance, majors/minors, funding, GPA 4.0 scale)*  **Compare and discuss the advantages/disadvantages of different types of school** *(vocational, 2-year, 4-year, part time vs. full time, etc.)* | **SO2:** 143  **SE2:** 12-14  **SE3:** 5, 13  **SO2:** 144  **EA2:** 26-27 |
| **Life Skills Activities for Practice:** | |
| Make a timeline on the board. On the bottom of the line write numbers from “3” to “18+” to represent age. Then on the top, see if the class can name what school you are in at each age in the US. Have students discuss how the system is the same or different from their countries.  Tell the students to write about a memory they have from school. Have volunteers share.  Brainstorm other educational opportunities here as a class. Have students discuss in pairs what their educational goals are. Let volunteers share with the class afterwards.  Give students the information about postsecondary schools from the textbook. Have people individually write about the unique features of each option (cost, purpose, what you can study, etc.); then put students in small groups to share. Discuss as a class afterwards.  Ask students what you need to do to get into a postsecondary school. Explain the general process from applying to graduation in US colleges. Ask if anyone knows of a similar/different process in their country.  Present the school options offered at CLUES: English for Work, GED, workshop trainings. Have a discussion with students about their educational options.  Give everyone a made-up school and program they will be applying to. Give people time to think about what experiences/strengths they could bring to the program. Discuss as a class some of the experiences.  Finally, help students to write a brief personal statement as if they were applying to the program. Have everyone start and end the same way (“Dear \_\_”/ “Sincerely \_\_”). The statement should have at least 4 sentences about why they are qualified or interested in the fake program. Have fun with it- these do not need to be completely serious! | |

**DAY TWO – Week 11: Education and Employment**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| Students will be able to: **Talk and write about previous job experience and work skills**  **Fill out a job application and write a letter of application**  **Practice answering common interview questions and prepare for a mock interview** | **LP2: 16, 17**  **Talk Your Head Off: 21-24**  **SO2: 128-131**  **Sample Letter: Teaching assistant**  [Job Interview Prep. Activity.](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!270&authkey=!APf6blWukj_HP4o&ithint=file%2cdoc) |
| **Life Skills Activities for Practice:** | |
| **Note:** Explain to students that today you’ll go over the whole process of applying for a job from applying to the interview  **Warm up:** Write “Job” in the center of the board. Draw lines out from the word in a spoke pattern. Ask students to brainstorm names and write them on the lines. When all the lines are full point to a job and ask students to think of other jobs that go with it and explain the connection (*ie: cook – dishwasher – they both work in a restaurant*). Bring 5-8 large pictures of people working. Hold up a picture. Ask students to identify the job (*He is a chef*) & what the person does (*He cooks food*). Write a list of jobs on the board.  **Skills:**  Start by reviewing grammar concepts, past tense and models can / can’t. Hand out worksheets LP2: 16,17 to review with them.  Present the concept of job skills and abilities. Ask the following questions: *What is your job? What do you do in your job? What are your skills?*  Talk about past jobs and the skills learned that you still have today (*Before, I was a waitress. I learned how to serve customers. Now, I can serve customers.*).  Ask students to help you make a list of skills that they have for different action jobs skills and write them on board: Cook, bake, clean, use the computer, bartending, serve tables, childcare, speak Spanish, bilingual skills. Then ask students to make their own list of skills and goals:*“I’m good at cooking. My goal is to work as a chef in a restaurant’*. Have students write and share their ideas.  **Job applications:** Go over the questions from “Talk Your Head Off” and then hand out the worksheet with a blank application. Go over what goes in the application. Ask them simple comprehension questions (*What is this person’s name? Where does this person work? What is his/her job*).  Give students blank applications and have them write their information as if they were applying for a job.  **Cover letter** Explain what a cover letter is. Read the sample cover letters going over the vocabulary. Help students to write a very basic cover letter as a class, then have students write their own cover letter. In the letter, students should write about the job they are applying for and why they are interested; they should write about their experience using at least 2 past tense verbs about things they have done, and 4 positive “can” statements (*I can cook, I can use a computer)*  **Mock interview:** Print out copies of the worksheet for the [Job Interview Prep. Activity.](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!270&authkey=!APf6blWukj_HP4o&ithint=file%2cdoc) Review the vocabulary. Divide the class into small groups. Each group completes the worksheet. When all are done, groups take turns presenting their choices to the class and explaining why they chose them.  Brainstorm, as a whole class, a list of several questions commonly asked during a job interview. Each student should work to form a simple answer for each of the questions copied.   * Go through the questions and answers as a class. * Divide the students into pairs to practice interviewing each other using the questions and answers prepared. * If there is time, do a mock interview. | |

**Winter/Spring 2020 – Week 14: Culture and Sociey (Debates)**

## Life Skills: Clearly express opinions on a subject and politely debate on a topic. Grammar: Expressing Opinions

**DAY ONE – Globalization of English**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Understand the importance of possessing good debate skills and how/where those skills can be used in daily life (personal, professional, etc…) * Expand knowledge of vocabulary necessary to discuss a contentious topic or subject * Correctly use common English phrases and transitional language to discuss differing opinions on a topic or subject. * Correctly use debate skills to compare and contrast the effects of the globalization of the English language throughout the world * Clearly express their opinions and discuss the pros and cons of English as the common language of the world | * [Debate Article](http://1drv.ms/1sJBcYZ) * [Debate Prep.](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1062&authkey=!AEUZrI0SzV_93YI&ithint=file%2cpdf) * [Expressing Opinions Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1066&authkey=!ALPqJl99uc_ZRDQ&ithint=file%2cdocx) * [English Globalization Lesson Packet](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1069&authkey=!APOE3fcb7sfGrhU&ithint=file%2cpdf) |
| **Life Skills Activities for Practice:** | |
| **Introduction:**  Discussion: What is a debate? Have you ever been part of a debate? What was it about? Are debates important? Etc…  Hand out copies of the [Debate Article](http://1drv.ms/1sJBcYZ) and read through it as a whole class. Discuss the article & student’s opinions.  Write the vocabulary words from the first page of the [Debate Prep.](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1062&authkey=!AEUZrI0SzV_93YI&ithint=file%2cpdf) handout on the board. Work with the students to define each of the words (*great chance to use dictionaries*).  Go over the phrases on the second page of the [Debate Prep.](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1062&authkey=!AEUZrI0SzV_93YI&ithint=file%2cpdf) handout. Have students practice using the phrases.Have students do [Expressing Opinions Activity](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1066&authkey=!ALPqJl99uc_ZRDQ&ithint=file%2cdocx) to practice.  Write “Globalization” on the board. Ask students what they think if when they see this word.  Print [English Globalization Lesson Packet](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1069&authkey=!APOE3fcb7sfGrhU&ithint=file%2cpdf)   * Write Pre-Reading Questions on board & discuss. * Hand out copies of page 5. Ask volunteers to read each paragraph. Review vocabulary. * Write “Comprehension Questions” on board & discuss. * Hand out copies of page 2. Students complete Vocabulary Review Activities individually and review as a whole class. * Divide the class into small groups and have the groups go through the “Discuss It” questions. * Have students complete the “Write It” activity individually. Regroup and ask volunteers to share. * Review vocabulary and phrases for debating on page 4. * Divide the class into two groups. Assign each group a side of Debate It - Topic #1. Give groups time to prepare. Facilitate a debate. Repeat with Debate It - Topic #2. | |

**DAY TWO: Growing Old**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Correctly use debate skills to compare and contrast care of the elderly in the U.S. and their countries of origin * Clearly express their opinions and discuss the pros and cons of nursing homes and assisted living | * [Caring for the Elderly Lesson Packet](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1060&authkey=!ALPAv_JfrPQCP6Q&ithint=file%2cpdf) |
| **Life Skills Activities for Practice:** | |
| Write “Elderly” on board. Ask students what they think of when they see this word. Create a [word web](https://www.google.com/search?q=word+web&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ei=ZwllVK7zD4ORyQTcvoKwCg&ved=0CEQQsAQ&biw=1024&bih=667) with answers.  Print [Caring for the Elderly Lesson Packet](https://onedrive.live.com/redir?resid=D8665F5EBAE27014!1060&authkey=!ALPAv_JfrPQCP6Q&ithint=file%2cpdf). Do Not Hand Out!   * Write Pre-Reading Questions on board & discuss. * Hand out copies of page 5. Ask volunteers to read each paragraph. Review vocabulary. * Write “Comprehension Questions” on board & discuss. * Hand out copies of page 2. Students complete Vocabulary Review Activities individually and review as a whole class. * Divide the class into small groups and have the groups go through the “Discuss It” questions. * Have students complete the “Write It” activity individually. Regroup and ask volunteers to share. * Review vocabulary and phrases for debating on page 4. * Divide the class into two groups. Assign each group a side of Debate It - Topic #1. Give groups time to prepare. Facilitate a debate. Repeat with Debate It - Topic #2. | |

**DAY THREE – Science and Technology**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| * Talk about advances in science and technology * Give opinions and make suggestions * Hypothesize about the present and future * Express contrary-to-fact conditions in the present | * Grammar in Context 3: pp. 423-440 * EA 4 pp. 212-227 * [Science and Technology readings](http://www.headsupenglish.com/index.php/advanced-english-students/advanced-news-lessons/advanced-science-and-technology-lessons) * Insights for Today #2 pp. 85-130 * Topics for Today #5 pp. 3-25 |
| **Life Skills Activities for Practice:** | |
| **Introduction:**   * As a class, make a list on the whiteboard of things that exist now and things that did not exist in the past. Have students explain the impact of these things in their live, in comparison to their childhood. For example, Smartphones are fairly new, and have greatly impacted productivity and social media. * Use any of these [science and technology readings](file:///C:\Users\mhanson\Documents\•%09http:\www.headsupenglish.com\index.php\advanced-english-students\advanced-news-lessons\advanced-science-and-technology-lessons) or readings from the textbooks indicated in the materials section to discuss in class. * Debate: Does technology limit or help humans?   + - Have students get in two groups to discuss how technology influences their life. For example: school, work, transportation, health and relationships.     - Have one group defend the “limit” viewpoint and the other the “help” viewpoint.     - Have students utilize expressions such as:       * I (don’t) think that…       * I agree that…       * It’s interesting that…       * I prefer…       * It’s possible that…       * It’s better/worse that… * Grammar topic: **If-clauses**   + Introduce the idea by saying: *If you come to class, you will learn English.*   + Explain that this is a real possibility for the future and that if-clauses are used to explain what happens or will happen if certain conditions are met. An unreal condition is used to talk about a hypothetical or imagined situation. For this we use the past tense in the if-clause and *would* or *could* in the main clause: *If I had a million dollars, I would travel the world.*   + Practice orally by asking:     - What will happen if we don’t take care of our planet? (real)     - What would you do if you had a million dollars? (unreal)   + Then, practice the written form by using the worksheets indicated in the materials section. | |

**DAY FOUR – Potluck Party**

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| **Daily Lesson Objectives:** | **Materials & Resources:** |
| **Last Day of Term**  **Graduation**  **Party On!** |  |
| **Life Skills Activities for Practice:** | |
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