

Level 5/6 Lesson Plans Semester A

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**All materials for lessons are found in
the English 5/6 Semester A Textbook.
This textbook will be referred to as
“Textbook” in lessons.**

**When assigning homework to students, remind them to come
to the office to self-check answers with textbook answer key.**

Lesson 1

Objectives

Students will:

- Share why they are studying English at the English Learning Center
- Get to know each other and the teacher
- Read and discuss learning styles
- Practice speaking using the simple present tense and frequency adverbs
- Talk about their daily routines

Materials:

- Textbook: Pg. 1-7.

Calendar Question (15 min)

What makes a good learning environment?

This calendar question is meant get student thinking about classroom routines. Write down ideas on paper and then give to ELC staff so they can post "routines" on the wall.

Ideas:

- Students take turns speaking and listening
- Students respect each other's contributions and encourage each other to contribute
- Take time to learn each other's names and greet each other
- Welcome new students to class
- Leave classroom clean: pick up garbage, cups, pencils, tissues, etc.. and push chairs in.
- Always ask questions and make mistakes generously
- Cell phones on vibrate or off
- What else?

Activities:

At this time, please announce to students that they will need to purchase a book (see staff for book title) for Thursday classes.

- **(30 min) Pg. 1: Do Student Interview Questions.** Have students interview each other and then present their partner:
"Hello class, let me introduce...." OR "Hello class, this is...."
Use this speaking activity as an opportunity to review grammar on the board (for instance, guide students' language so they use subject verb agreement, and write examples on the board for students to use when they speak, "She **is** from...His hometown **is**...").
- **(30 min) Pg 2: Learning Styles.** Pre-teach pronunciation of vocabulary. Have partners work together to read through Learning Styles. Have them discuss with

each other how they like to learn. Have students share their ideas with the class. Feel free to open up a discussion with students, perhaps on the following:

- How you like to learn
 - American/ESL classrooms: how are they similar/different from classroom learning in other countries?
 - Is there a best way to teach or learn?
- **(30 min) Simple Present Tense & Frequency Adverbs.**
 - **Pg. 3-4** Review uses of the simple present tense and how to form affirmative, (I speak) negative (I don't speak) and interrogatory statements (Do you speak?) using the simple present tense. Have students work on Exercises in pairs. Check answers as a class.
 - **Pg. 5-6** Review frequency adverbs. Do Oral exercise 2 round robin style.
 - **Pg.6:** Review placement of "is" with frequency adverbs. Have students write 1-2 sentences using "is" and a frequency adverbs. Check answers as a class.

More Activity Ideas or Homework (15-30 minutes):

Do Exercise 3 on **Pg. 6** as an oral exercise in class or a written exercise for homework. Do Exercise 4 on **Pg. 7** as a group in class or written for homework.

Lesson 2

Objectives

Students will:

- Write down one goal related to their learning for their time in English class this semester
- Become acquainted with the Computer Lab and learn to use a search engine to find an online quiz
- Learn more about learning styles through online quiz

Materials:

- Picture of Presidential Candidates (**Worksheets Tab**)
- Computer Lab: ask Volunteer Coordinator or Program Assistant to help get students situated in the computer lab for online quiz activity.
- Additional Worksheets (**Worksheets Tab**)

Calendar Question (15 min)

Activities:

- **(30 min)** Introduce the idea of “Goal” by showing students the picture of Obama and Romney (see **Worksheets Tab**). Explain that they were presidential candidates for the 2012 election.
 - Ask: “What does Obama want?” *Answer: “He wants to be president.”*
 - Ask: “What is his goal?” Model answer on the board: “His goal is to be president.
 - Ask: “What do you want from this English class?”, and then “What is your goal?”.
 - Model answer on the board: My goal is to _____.
 - Ask students to brainstorm ideas on the board for goals this semester in English class. Write them all down in phrases (improve speaking; learn grammar, etc.). Encourage students to be as specific as possible. Pick one goal, for example, “improve English speaking skills” and ask students for 2-3 ideas on how to achieve this goal. Write ideas on the board.
 - Have students write a goal for themselves on a piece of paper. Ask students to think of 2-3 things to do in order to reach their goal.
 - Have students share their goals with the class.
- **(60 min) Learning Styles Online Quiz.** Review Learning Styles (**Pg.2**) with class.
 - **Go to Computer Lab:** On the whiteboard, write: edutopia quiz. Have students search for “edutopia quiz”. **Allow plenty of time to get on the Internet and find website.**
 - The website is <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>
 - **Have students pair up.** One student takes it first, while the other watches and helps with vocabulary. Try to pair students with high computer skills with students of lower computer skills.

- **Do each question out loud and together (you will do this twice when partners switch).** Some questions have tricky vocabulary, and it will be helpful to work through these together (versus going around and answering the same question for each student). Use the whiteboard as needed.
- Have students write down their styles, and then discuss the following:
 - Do you agree with the results?
 - What is your strength? What is your weakness?
 - How do they learn something new?
 - What is most boring for them in a class?
 - What is most exciting?

More Activity Ideas or Homework (15-30 minutes):

For work in-class or homework, students can work on formulating questions of information with the simple present tense. See **Worksheets Tab**.

Lesson 3

Objectives

Students will:

- Study clarifying questions for effective communication
- Practice using clarifying questions in an activity
- Study present continuous

Materials:

- Textbook: Pg. 8-11.
- Clarifying Questions Roleplay Activity (see **Worksheets Tab**): Make a copy and cut up squares.

Calendar Question (15 min)

Activities:

- **(15 min). (Keep books closed). Clarifying Questions Introduction:** Introduce topic by asking students what they do when they don't understand someone in English. You can use these questions to help prompt ideas:
 - What do you say when you don't understand?
 - How do you ask someone to repeat the question?
 - How do you ask people to speak more slowly?

Write students' answers on the board. Then turn to **Pg. 8** for more examples of clarifying questions. Have students read through the questions to make sure they understand them.

- **(30 min) Clarifying Questions Activity:** Cut up role play cards and pass them out to partners (1 for each person).
 - Have students come up with polite questions for their scenarios, working with their partners.
 - Have students create a dialogue for each scenario and practice with their partner. Have pairs perform their dialogues for the class.
- **(45 min) Present Continuous versus Simple Present.**
 - On the board, write two sentences:
"I go to school every day." "I am going to school."
 - Ask students: what is the difference? When do we use the first statement, and when do we use the second? Ask students if they can come up with a question for each statement (How often do you go to school?) and (What are you doing? Or Where are you going?).
 - **Pg. 9-10.** Read through explanation of simple present and present continuous. Have students work in pairs to complete exercises.
 - **Pg.11** Model dialogues first with most advanced student in the class. Then have students practice in partners, or, go round robin style with each student.

More Activity Ideas or Homework (15-30 minutes):

Have students write dialogues from above exercise. Then have students stand up and go around practicing the dialogues with different partners.

Lesson 5

Objectives

Students will:

- Learn how to identify the “main idea” of a passage.
- Figure out meaning of new vocabulary from context
- Learn how to identify supporting details, conclusions, and etc..

Materials:

- Textbook: Pg. 12-17.
- Answer Key for Textbook – **Worksheets Tab** It lists Passage 1, Passage 2, etc. These match the numbers on the top of the reading.

Calendar Question (15 min)

Activities:

- **(30 min) Pg. 12-13.** Read “The King of the Beasts.” Give students a chance to read with a partner, and explain vocabulary as needed. Tell them to ignore Questions 1-6 for now.
 - Write these questions on the board:
 - What are you reading about?
 - What point is the author trying to make?
 - After discussing the questions, introduce “Subject Matter” (what the first question addresses) and “Main Idea” (what the second question address).
- **(30 min)** Spend time discussing “Supporting Details”; “Conclusion”; “Clarifying Devices”; and “Vocabulary in Context” with students. Go through as a class and answer Questions 1-6.
- **(30 min)Pg. 14-17.** Have students spend time reading and working on questions for the following: “The Staff of Life”; “Getting a Good Night’s Sleep.” Feel free to mix it up with summarizing, scanning, and listening activities of your own for these stories.

More Activity Ideas or Homework (15-30 minutes):

Have students choose a passage and then try to write a summary of that passage. Students and volunteer to read their summary to the class.

Lesson 6

Objectives

Students will:

- Learn how to identify the “main idea” of a passage.
- Figure out meaning of new vocabulary from context
- Learn how to identify supporting details, conclusions, and etc..

Materials:

- Textbook: Pg. 18-25.
- Answer Key for Textbook – **Worksheets Tab** It lists Passage 1, Passage 2, etc. These match the numbers on the top of the reading.

Calendar Question (15 min)

Activities:

- **(30 min) Pg. 18-19.** Read “The Longest Trail.” Give students a chance to read with a partner, and explain vocabulary as needed. Tell them to ignore Questions 1-6 for now.
 - Write these questions on the board:
 - What are you reading about?
 - What point is the author trying to make?
 - After discussing the questions, introduce “Subject Matter” (what the first question addresses) and “Main Idea” (what the second question address).
- **(30 min)** Spend time discussing “Supporting Details”; “Conclusion”; “Clarifying Devices”; and “Vocabulary in Context” with students. Go through as a class and answer Questions 1-6.
- **(30 min) Pg. 20-25.** Have students spend time reading and working on questions for the following stories: “The Arabian Horse”; “All About Tea”; and “The Pacific Salmon.” Feel free to mix it up with summarizing, scanning, and listening activities of your own for these stories.

More Activity Ideas or Homework (15-30 minutes):

Have students choose a passage and then try to write a summary of that passage. Students and volunteer to read their summary to the class.

Lesson 7

Objectives

Students will:

- Learn how to identify the “main idea” of a passage.
- Figure out meaning of new vocabulary from context
- Learn how to identify supporting details, conclusions, and etc..

Materials:

- Textbook: Pg. 26-33.
- Answer Key for Textbook – **Worksheets Tab** It lists Passage 1, Passage 2, etc. These match the numbers on the top of the reading.
- Main Idea Wheel – **Worksheets Tab**

Calendar Question (15 min)

Activities:

- **(30 min)Pg. 26-27.** Read as a class “The Long Way Home.” Give students a chance to read with a partner, and explain vocabulary as needed. Tell them to ignore Questions 1-6 for now.
 - Write these questions on the board:
 - What are you reading about?
 - What point is the author trying to make?
 - After discussing the questions, introduce “Subject Matter” (what the first question addresses) and “Main Idea” (what the second question address).
- **(30 min)** Spend time discussing “Supporting Details”; “Conclusion”; “Clarifying Devices”; and “Vocabulary in Context” with students. Go through as a class and answer Questions 1-6.
 - **Main Idea Wheel:** Pass out the wheel and help students fill it out for “The Long Way Home.”
- **(30 min) Pg. 28-33.** Have students spend time reading and working on questions for one or more stories on their own or in partners. Go through answers a class. Feel free to mix it up with summarizing, scanning, and listening activities of your own for these stories.

More Activity Ideas or Homework (15-30 minutes):

Have students choose a passage and then try to write a summary of that passage. Students and volunteer to read their summary to the class.

Lesson 9

Objectives

Students will:

- Brainstorm their ideal career.
- Talk about job-related interests and skills.
- Study gerunds and infinitives

Materials:

- Dictionaries (see ELC staff)
- Textbook Pg. 34-38.

Calendar Question (15 min)

Activities:

- **(45 min) Pg. 34-35.** Part 1, Part 2: Follow instructions for each section. Have students pair up with different people for the different sections.
- **(45 min) Gerunds and Infinitives.** With students, focus on introduction, not mastery of terms. Have students begin to see the difference and to recognize gerunds and infinitives in text. They should not be expected to use them fluently at the end of the lesson.
 - Write on the board:
I need to apply for a job. (Introduce “infinitive”)
I like applying for jobs. (Introduce “gerund”).
 - **Pg. 36-37.** Study grammar chart as a class. As a class, do questions Part A as a class. Do Part B, #1-3 together; as partners, have students finish. Have students complete Part 2 alone or in partners.
 - **Quizzing.** Pass out notecards. Students should write a verb from the lesson on one side, and a gerund or infinitive on the other side. (for example: enjoy/going).
 - Have students turn to **Pg. 38** and pick **five verbs** from each of the lists. Have students look up verbs they don’t know in their dictionaries. Assist students with their verb and gerund/infinitive choices to make sure they are all correct.
 - Have students quiz each other. Teach students how to quiz themselves as a learning strategy (and one of the best!) Then quiz students as a group.

More Activity Ideas or Homework (15-30 minutes):

Copy and pass out verb list and have students compose a sentence using a new verb from each category (gerund/infinitive/both).

Lesson 10

Objectives

Students will:

- Learn 1-2 personality traits that describe them
- Take skills assessment online

Materials:

- Textbook: Pg. 39-40.
- Transcript – see **Worksheets Tab**
- Dictionaries (3-4)
- Computer Lab: www.careerwise.mnscu.edu
- Instructions for Job Interest Assessment – see **Worksheets Tab**. Make copies for the class.

Calendar Question (15 min)

Activities:

- **(45 min) Pg. 39-40.**
 - Part 1, A-C:
 - A – have students discuss in partners.
 - B – have students practice pronunciation and pass out dictionaries to use as reference. Have students work together to complete activity.
 - C – discuss in small groups of 2-3, then as a class. Highlight students' answers on the board.
 - Part 2-3.
 - Use transcript from **Worksheets Tab** to read to students. Read through twice. Have students complete exercises for both sections.
- **(45 min) Computer Lab.**
 - Take students to the computer lab. Have strong computer users pair up with those who need extra help.
 - Go to www.careerwise.mnscu.edu, and have students follow instructions on the handout – see **Worksheets Tab**.
 - Go through each question together and discuss vocabulary as needed. Encourage students to help each other fill out the assessment.
 - Have students write down a few of the jobs that come up for them at the end of the assessment.
 - Discuss results as a class.

More Activity Ideas or Homework (15-30 minutes):

Students can go to http://resources.marshalladulthoodeducation.org/reading_skills_home.htm and choose a story to read and listen to as they read (with headphones). Student should choose stories in the higher ranges – 7.0-8.0.

Lesson 11

Objectives:

Students will:

- Discuss essential employability skills
- Practice answering questions related to jobs

Materials:

- Textbook: Pg. 41-44.

Calendar Question (15 min)

Activities:

- **(30 min): Pg. 41-42.** Assign a section to pairs or groups of three to read. Have students:
 - Underline two skills from their section that they think are most important to have.
 - Students should then present their two skills to the class and explain their meaning to students if needed.
- **(30 min): I think that...?**
 - Write 10-15 occupations on the board and discuss their meaning with the students. Number the list of occupations.
 - Occupation suggestions: counselor, pediatrician, electrician, elementary school teacher, mail carrier, truck driver, waiter, cashier, salesperson, nursing assistant, cook, house cleaner, and receptionist.
 - Ask students to write what they think is the most important skill for each of these occupations. Go around the room and have each student explain what skill they chose for one of the occupations and why. Have them frame their answer using this model (or another model you want to use):
 - I think that counselors should be friendly and polite because they talk to people who need help and advice.
- **(30 min): Pg. 43-44. Practice Test.**
 - Review these test taking strategies with students:
 - Skim the test—how many questions are there? Where will you find the answers to the questions?
 - Read the questions first.
 - Skip a hard question and come back to it.
 - Make a guess if you truly do not know the answer. Try to eliminate answers that seem incorrect first.

More Activity Ideas or Homework (15-30 minutes):

Ask students: if you were offered any of the four jobs on **Pg.44** which would you choose and why?

Lesson 13

Objectives:

Students will:

- Study example resumes and answer questions about them
- Learn about interpersonal skills
- Learn about references
- Practice filling out a basic resume template
- See resume templates on Microsoft Word

Materials:

- Textbook Pg. 45-48.

Calendar Question (15 min)

Activities:

- **(30 min) Pg. 45-46.**
 - Complete Part 1 on pg. 28 as a group. Clarify what resumes are used for. Talk about jobs that take resumes and jobs that don't need one.
 - Part 2A, B: Have students complete on their own and share with class when finished. Make sure students know what references are.
 - Part 2C: Do as a class together.
 - Ask students what Iris' skills are. Pause on "Interpersonal Skills" and review the Essential Employability Skills (**Pg. 41-42**). They should have already seen this worksheet, so for most it will be review. Review section on "Interpersonal Skills."
- **(30 min) Pg. 47-48.**
 - Read Part 1 as a class.
 - Have students fill out the resume. *For students who don't have enough information to fill out a resume, have them practice by filling out the resume using Iris Martinz's information on **Pg. 46**.
- **(30 min)** Take students to the computer lab. Have students with strong computer skills pair with those who do not have as much experience.
 - Have students locate Microsoft Word.
 - Have students locate a resume template on Microsoft Word.
 - Have students try adding information to the template from their written resume draft. Don't worry about saving or completing the work – this is just an introduction to typing a resume!

More Activity Ideas or Homework (15-30 minutes):

Have students review "Essential Employability Skills" on **Pg. 41-42**. Which would they like to add to their resume? Which do they want to improve on? Which are most important for each category?

Lesson 14

Objectives:

Students will:

- Study phrases that describe past work experiences
- Type resume draft in the computer lab

Materials:

- Textbook: Pg. 49-53.

Calendar Question (15 min)

Activities:

- **(30 min) Pg. 49-50. Reading.** Go over Pre-reading activities first, and then have students read the article in 1 minute to get the main ideas. Ask what they remember from the quick reading. Then have students read article again as a group.
 - Have students work in pairs to answer comprehension questions.
 - Have students work on summarizing the article – picking out 3-5 points they want to remember – and share their summary with the class.
- **(30 min) Pg. 51-52. Job Postings.**
 - Assign pairs or groups of students each of the jobs and ask them: What skills would you look for in a resume if someone applied for this job? Have them list 2-3 skills and share ideas with the class.
 - Encourage students to use **Pg. 41-42** to help them list some of these skills. Pre-teach any skills to the group and discuss if needed.
- **(30 min) Pg. 53. Resume Template**
 - Have students fill out the template with their own information.
 - Go to the computer lab and assist students in filling out resumes on the computer. Use templates from Microsoft Word (they looked at templates in previous lesson). Have them print resumes when they are finished.

More Activity Ideas or Homework (15-30 minutes):

Have students browse jobs for their area using **iseek.org**. Have them identify one skill needed for each job they look at. They can share their findings with a partner or with you.

Lesson 15

Objectives:

Students will:

- Read an example cover letter and discuss what to include in cover letters
- Practice the present perfect.

Materials:

- Textbook: Pg. 54-60.
- Transcript (See **Worksheets Tab**)
- Participle Worksheet (See **Worksheets Tab**)

Calendar Question (15 min)

Activities:

- **(45 min) Pg. 54. Sample Cover Letter.**
 - Have students work in partners to discover the subject of each section. On the board, write:

1. Ask for an interview	5. Name of Hiring of Manager
2. Date	6. Closing, Name, Signature
3. Address of the job	7. Why they should hire you
4. Work Experience and Qualifications	
 - Have students number the sections of the resume and then have them compare as a class. Have students read through the Cover Letter template on **Pg. 55** Have students practice writing a “pretend” cover letter for a job posting from **Pg. 51-52**.
- **(45 min) Pg. 56-59.** Present perfect practice, “for”, “since”, “already”, “yet.”
 - Read transcript for Part A, **Pg. 56**. Have students complete T/F exercise on **Pg. 57**.
 - Discuss “For” and “Since” and write rules on the board if needed, using **Pg. 57** as reference.
 - Have students work in pairs to complete Part B, **Pg. 57**. Check answers as a group.
 - Part C: Pre-teach participles (Pass out **Participle Worksheet**) and then quiz students by having them fill out the exercise.
 - Part D, Read grammar explanation and examples as a class. Do #1 together, and then have them complete exercise.
 - Part E, Have students silently read explanations for “Already” and “Yet.” Discuss examples on the board. Then do exercise together as a class or in small groups.

More Activity Ideas or Homework (15-30 minutes):

Pg. 60: Have students race to finish the worksheet. Check answers as they finish. Have those who finish early stand up and help other students.

Lesson 17

Objectives:

Students will:

- Review and practice the present perfect
- Discuss job interviews

Materials:

- Textbook: Pg. 61-65.

Calendar Question (15 min)

Activities:

- **(45 min)** Review “for” and “since” with students (see **Pg. 57**). Do a few questions from **Pg. 57** to review. Then present the present perfect practice with “ever.”
 - Write on the board:

Have you ever ____?
 - Let students fill in the blank with any ideas that come to mind.
 - **Pg. 61-62.** Read through grammar section together and do exercises.
 - Mix up exercises by doing the first of each together as a class, and then letting students work in pairs or small groups to finish. Check answers together as a class.
- **(30 min) Pg. 63-64.** Have students read the Grammar Chart and Section at the top of the page.
 - Discuss Section 1, Part A as a group.
 - Have students work in pairs to complete Parts B-C together. Check as a class.
 - Discuss Section 2, Part A directions, review #1 and do #2 together. Then have students complete on their own.
 - Section 2, Part B: When they are finished, have them practice formulating answers in to the questions and practice them with a partner (or with the class, your choice).
 - Have students present some of their answers given by their partners to the class. For example, a student would say of his or her partner:

“Abdi has never talked with a career counselor, but he would like to.”
- **(15 min) Pg. 65.** Timed Reading and Discussion. Discuss Pre-reading questions and definitions. Have student prepare to read through the article in 1 minute and discuss what they understand and what they have questions about. They should plan to read through again in under 1 minute.

More Activity Ideas or Homework (15-30 minutes):

Activity: Play ‘hot potato’ with a ball, and have a student say a verb and throw it, the person who catches it has to say a form of the present perfect with that verb. Write a list of common verbs on the board. Model activity first: Use the phrase: “Have you ever _____?” (insert a past participle) and throw the ball. Catcher should respond, “Yes, I have _____.”/”No, I have not _____.” Write verbs (students can help brainstorm) on the board to help the flow of the game.

Lesson 18

Objectives:

Students will:

- Read about interviews
- Discuss how to prepare for a job interview

Materials:

- Textbook: Pg. 66-70.
- Transcripts --**Worksheets Tab**

Calendar Question (15 min)

Activities:

- **(45 min)Pg. 66-67.**
 - Do Part 1 as a class. Write ideas on the board.
 - Part 2: Use transcript (**Worksheets Tab**). Read through several times. Follow instructions for sections A,B, and C.
 - Part D: Follow directions. Use transcript for Part D. (**Worksheets Tab**)
 - Part 3: Have students work individually to list some of the mistakes. Discuss afterward as a group.
 - Skip Part 4.
- **(45 min)Pg. 68-69.**
 - Part 1, A-B: Have students work in groups or partners on these sections. Check answers as a group.
 - Part 2: Read through a conversation first, and then have two students model the conversation. Change up students for each conversation.
 - Part 3: Discuss answers given to the questions in Part 2. Have students explain why they think one answer is stronger than the other.
 - Part 4: Follow directions.

More Activity Ideas or Homework (15-30 minutes):

Pg.70. Review present perfect: Have students work together or finish as homework.

Lesson 19

Objectives:

Students will:

- continue preparing for job interviews
- discuss common interview questions
- interview each other

Materials:

- Textbook: Pg. 71-74.

Calendar Question (15 min)

Activities:

- **(60 min): Pg.71-72.**
 - Part 1: Follow directions.
 - Part 2: Have students look at the chart at the bottom of the pages and then have them skim and summarize the content of the article, "Job Interview Questions." Have them read in partners and fill out the chart at the bottom. Share answers as a group. Write their answers on a chart on the board.
 - Part 3: Do #1 together as a group, and then have students work individually for #2-3. Share answers as a group.
 - Pronunciation Exercise: Practice blending consonants with students. Let students listen to you several times and then have them each try, Round Robin style. Have fun with this! Follow instructions for the rest of the exercises.
- **(30 min) Pg. 73.** Have students interview each other. Have students complete the writing exercise at the bottom of the page.

More Activity Ideas or Homework (15-30 minutes):

Students can work on reviewing the present perfect at the end of class or at home. **Pg. 74.**

Lesson 21

Objectives

Students will:

- Learn about health emergencies
- Practice dialogues about reporting an accident
- read about child safety in cars

Materials:

- Textbook: Pg. 75-80.
- “When to call 911” – **Worksheets Tab**

Calendar Question (15 min)

Activities:

- **(45 min)** Discuss emergencies and when to call 911. Read through article “When to call 911” – **Worksheets Tab**.
 - **Pg. 75-76.** Have students look at the pictures and write a story about what is happening (1 sentence for each picture).
 - Have students share their stories with the class.
 - Have students do Part 2 with a partner. Have them compare their story in the book.
 - Take time to look at new vocabulary in Part 3. Have students write examples sentences using 3 of the words listed.
- **(15 min) Pg. 77.**
 - Practice main two dialogues with a volunteer student.
 - Have students pair up and practice the same dialogue.
 - Assign a dialogue prompt to each student, and then have them practice Round Robin style with you. You are the 911 operator, so ask them details and vary up the dialogue a bit.
- **(30 min) Pg. 78-79.** Reading: “Keeping Children Safe in the Car.” Discuss Pre-reading section.
 - Then tell students you will time them for 1 minute – they need to try to read fast and also be able to summarize 1-2 facts from the story. Discuss summaries as a class.
 - After the timed reading, let students read through article and answer questions 1-7. Discuss answers as a group.
 - If there’s time, have students try writing a summary or listing new information they learned (Options A and B, bottom of page).
 -

More Activity Ideas or Homework (15-30 minutes):

Pg. 80. Have students review making and answering information questions. They can finish in class or as homework.

Lesson 22

Objectives:

Students will:

- Discuss what a primary physician does
- Learn about different types of doctors

Materials:

- Textbook: Pg. 81-86.

Calendar Question (15 min)

Activities:

- **(45 min) Pg. 81-82.**
 - Part 1: Discuss questions as a group, especially question 2.
 - Assign one or two health care professions to each student. Have the student become an 'expert' on the occupation. Walk around and help students figure out pronunciation.
 - **Pg. 83. Greek and Latin Parts:** While students begin to prepare, encourage students to explore the Greek and Latin roots (explain the role of these languages in modern English, too – esp scientific language) and present on that as well.
 - Presentation: Have students present their occupation and discuss each occupation as a group. Spend time looking at Greek and Latin parts while going through each occupation. Practice pronunciation of each occupation.
 - Follow directions for Parts 2 and 3.
- **(15 min) Pg.84.** Have students work in pairs to complete the word forms chart.
- **(30 min) Pg. 85-86.** Using the picture dictionary, have students work in pairs to complete the questions for Part A.

More Activity Ideas or Homework (15-30 minutes):

Pg.85, Part B: Do listening activity. See transcript in **Worksheets Tab**.

Lesson 23

Objectives:

Students will:

- Learn to read food labels
- Talk about nutrition and diet
- Look at websites containing information about diet and nutrition

Materials:

- Textbook: Pg. 87-90.
- Empty food boxes (See Volunteer Coordinator if you can't find them in teacher resource room)
- Computer Lab

Calendar Question (15 min)

Activities:

- **(30 min) Pg.87-88.**
 - Part 1. Follow instructions, share answers as a class.
 - Part 2. *Speaking practice:* Have students pair up and ask each other the questions – make sure the person who answers the question uses complete sentences. For example: Which food has more calories per serving? Answer: Peanuts have more calories per serving.
 - Part 3: Have students partner up to complete the exercise. Discuss answers as a class.
 - Pass out empty food boxes and have students find the following information for their box, and have them share with the class Round Robin style:
 - Calories, Sodium, Protein, Vitamins and Minerals
 - Ask students: In their opinion, is their food healthy? Why or why not?
- **(30 min) Pg. 89-90.** Reading: Discuss Pre-Reading section, and then have students read the story in under 1 minute, and ask them to recall one thing they remember reading.
 - Have students re-read story and answer comprehension questions.
 - Have student choose A or B for the writing choice.
- **(30 min) Diets Discussion:** Ask students what they know about diets. Are they in favor? What is the point of a diet? Have they ever tried a diet? When might a diet be a good thing? When a bad thing to do? Ask them if dieting seems extra popular in the United States (probably!). Ask them their opinion on that.
 - **Computer Lab.** Go to the computer lab. Assign students, in pairs, to look up one of the following diets (or any others you know about), and have them write notes to share with the class.
 - Mediterranean Diet
 - Paleo Diet
 - Vegan Diet
 - Vegetarian Diet
 - Standard American Diet

- Encourage students to view pictures and charts and do their best as they come up with information for each diet. If a student has another diet in mind that they want to look up, they should do that. They should find out:
- What common foods are in this diet?
- What is the goal of this diet?
- Does this diet sound good to you?

More Activity Ideas or Homework (15-30 minutes):

In the computer lab, assign students a food (apple, potato, Cheetos, etc..) and have them find out how many calories, fat, sugar, and other nutrients are in them by using the internet. Have them share with the class and give their opinion on whether it is a healthy food or not.

Lesson 25

Objectives:

Students will:

- Learn how to prepare for a doctor visit
- Read a passage and find the main idea
- Study body parts and common ailments

Materials:

- Textbook: Pg. 91-96.
- Body Parts Bingo: In teacher resource room. Ask Volunteer Coordinator for candy.

Calendar Question (15 min)

Activities:

- **(45 min) Pg. 91-92.**
 - Part 1: Have students write their answers and then share with the class.
 - Part 2: Give students 1 minute to skim the article and then decide on a main idea. (Main Idea = 3)
 - Pre-teach the words: supplement; health records; symptoms.
 - Read the article to the class first without stopping.
 - Then have students read in pairs of individually, and help students with vocabulary.
 - Part 3: Have students do with a partner or alone; discuss answers as a group.
 - Part 5: Have pairs discuss and answer the following questions. Share with the class.
- **(45 min) Pg.93-96.**
 - Part A: Do questions 1-2 as a group. Then have student work in partners with the picture dictionary pages to complete this section. Check answers as a group. Part B: Do questions 1-2 as a group. Then have students work to complete exercises. Correct as a group.
 - Dialogue practice: have students practice asking and answering the questions.
 - Part B: Have students work in pairs to circle the best answer using the picture dictionary pages. Share answers as a group.
 - Part C: Have students work in pairs to write in the best answers. Share answers as a group.

More Activity Ideas or Homework (15-30 minutes):

Body Part Bingo: Pass out chips and boards to students. Play until someone gets five chips in a row--diagonal counts too. Pass out candy to winners!

Lesson 26

Objectives

Students will:

- Learn how to prepare for a doctor visit
- Listen to a dialogue and answer questions about the dialogue
- Look up symptoms using an online health website
- Practice dialogues related to health

Materials:

- Textbook: Pg. 97-101.
- Transcript -- **Worksheets Tab**
- Large stack of notecards

Calendar Question (15 min)

Activities:

- **(45 min) Pg. 97-98.**
 - Part 1: Read together the paragraph in bold. Read and discuss specialists. Then pass out 10 notecards to pairs of students. Have each pair fill out the 10 cards (five each) with a specialist on one side, and their specialty on the other side. Have students quiz each other with their notecards.
 - Part 2: Have students read the questions silently. Then read from transcript (**Worksheets Tab**) and have students work on questions. Share answers as a class.
 - Part 3: Practice pronunciation of each term and their meanings. Then have students work together to match symptoms to conditions.
 - Part 4: Follow directions.
- **(45 min) Pg. 99-100.**
 - Part 1, A-B: Follow directions.
 - Part 2: Have students skim the article and come up with the main idea, and pre-teach bold terms. Read to the class or have the class take turns reading sections.
 - Part 3, A-B: Follow directions.
 - Part 4-5: Follow directions and finish as time allows.

More Activity Ideas or Homework (15-30 minutes):

Dialogue Practice: **Pg. 101.** Read the main dialogue with a volunteer. Then assign scenarios to pairs of students for them to practice.

Lesson 27

Objectives

Students will:

Learn how to read prescriptions

Learn about common medications

Look up medications and side effects online

Materials:

- Textbook: Pg. 102-107.
- Empty medicine bottles (in Teacher Room – see Volunteer Coordinator)
- Make notecards using the following common medications:

Aspirin (Pain reliever)	Claritin (Allergy)
Ibuprofen (Pain reliever)	Tums (Indigestion)
Celexa (antidepressant)	Rolaids (Gas)
Tylenol (Pain-reliever)	Amoxicillin (antibiotic)
Sudafed (Decongestant)	

Calendar Question (15 min)

Activities:

- **(30 min) Pg. 102-104.**
 - Part 1: Pre-teach “Side Effect” and discuss Part A
 - Part 1, B-C: Follow directions. Part C – do #2 as a group, and then have student finish. Check answers as a group.
 - Part 2: Have partners practice the dialogue
 - Part 3, A-B: Have students take quiz. Check answers as a group.
- **(30 min)** Pass out empty medicine bottles and have students read for directions, dosage, what the drug treats, and if children can use it. Have them share what they find with the class. Write what they find out on the board.
 - **Pg. 104.** Have students work in partners to complete worksheet.
- **(30 min)Pg. 105-106.** Reading: “Safe Use of Medication.” Discuss Pre-reading section.
 - Then tell students you will time them for 1 minute – they need to try to read fast and also be able to summarize 1-2 facts from the story. Discuss summaries as a class.
 - After the timed reading, let students read through article and answer questions 1-7. Discuss answers as a group.
 - If there’s time, have students try writing a summary or listing new information they learned (Options A ,B, or C, bottom of page).

More Activity Ideas or Homework (15-30 minutes):

Pg. 107. Crossword Puzzle. Go over terms with students and let them try finding the words hidden in the puzzle!

Lesson 29

Objectives:

Students will...

- learn about punctuation marks
- study uses of commas (not all uses, but some of them)
- learn about clauses using commas

Materials:

- Textbook Pg. 108-116.

Calendar Question (15 min)

Activities:

- **(45min) Pg. 108-109.** Review punctuation and names of punctuation with students. Have students complete exercises 1-3.
 - **Pg. 110.** Have students read through Exercises and circle and label all punctuation.
- **(45 min) Clauses.** Teach class about clauses: A clause is a group of words that has a **subject** and a **verb**. A clause is a building block for the language (draw building blocks on the board, and then put clauses in them). For example:
 - I have a house (one clause)
 - I have a house, and I have a car (two clauses).
 - Commas separate two independent clauses, connected with words like “and”, “but”, “or” and “so.” Write on the board:
 - I have a house, and you have a car.
 - I told you that grammar was easy, but you did not listen.
 - She wants to go to the movies, or she wants to eat ice cream.
 - **Pg. Pg. 111-114.** Read through grammar charts 9-1, 9-2, and 9-3. As a class work on the exercises following the charts.
 - **Pg. 115.** Do Practice 4 as a class. Remind students that clauses have a subject and verb. Write each sentence on the board and have students come up to correct the sentences.
 - Practice 5: Remind students that commas go with two independent clauses. Otherwise, no comma.

More Activity Ideas or Homework (15-30 minutes):

Do Practice 6-7 on **Pg. 116** as a group. Write sentences on the board and have students write in the commas. Discuss answers as a class.

Lesson 30

Objectives:

Students will...

- study different types of clauses

Materials:

- Textbook: Pg. 117-123.

Calendar Question (15 min)

Activities:

- **(45min) Pg.117-119. Commas with Time Clauses: Before, After.**
 - Take some time to review what a *clause* is. A clause is a group of words that has a subject and a verb. A clause is a building block for the language (draw building blocks on the board, and then put clauses in them). For example:
I have a house (one clause)
I have a house, and I have a car (two clauses).
 - Explain that English has different kinds of clauses. Ask student if they remember the clause structure they learned from the previous lesson (see Lesson 29).
 - Work through grammar explanations and then do exercises 51-53.
- **(45min) Pg. 120-123. Commas with Time Clauses: When.**
 - For a few minutes, ask students to brainstorm a sentence using the word “when.” Write their answers on the board. If they come up with a sentence using when in a time clause, stop and highlight (otherwise go ahead and suggest to them: *When class ended, we went home.*)
 - Read through grammar explanations and work on Exercises 55-58. For the exercises, do the first one or two questions as a class, and then have students work as partners or in groups to finish the rest.

More Activity Ideas or Homework (15-30 minutes):

Do Exercise 59 on **Pg. 123**. Round Robin style. Review the time clauses they learned: Before, After, and When.

Lesson 31

Objectives:

Students will...

- Study relative clauses using who/that/which

Materials:

- Textbook Pg. 124-128.

Calendar Question (15 min)

Activities:

- **(60 min) Pg. 124-125. Relative Clauses**
 - Take some time to review what a *clause* is. A clause is a group of words that has a subject and a verb. Do the first exercise as a class, then have students work in pairs to finish **Pg. 125**.
 - **Pg.126-127.** Discuss using “which” to add more information. Have students work in pairs to complete exercise 92.1.
- **(30min) Pg. 128. Reading.**
 - Have students read the text and find at least one relative clause.

More Activity Ideas or Homework (15-30 minutes):

Students can work on exercises 92.2 and 92.3. on **Pg. 127**.

Lesson 33

Objectives:

Students will...

- Review the past tense forms and pronunciation of “ed” past tense verbs
- Practice speaking with past tense

Materials:

- Textbook: Pg. 129-134.
- Ball (see staff)

Calendar Question (15 min)

Activities:

- **(30min): Pg. 129. Past Tense with “be” warm-up.** Review with students the past tense of “be.” Ask for sentences using that past tense of be. Then, after reading through the example and modeling #1 with a strong student (or yourself), have students work in pairs to practice asking questions using “be” in present and past tense.
- **(60min): Pg. 130-132. Past Tense: Time Words, Pronunciation of “ed”.**
 - Read through time words with students, and then do Exercises 8-9 as oral exercises (they can write answers as homework).
 - **Pg. 132. Pronunciation:** On the board, write these letters: “z,” and “s.” Have students place a hand on their throat and say these letters. The first is **voiced** (a vibration in the throat). The second verb is **voiceless** (no vibration).
 - Read through the chart together.
 - As a group work on Exercise 10, Part A: Have students work with a partner to write in the answers, then check answers and pronunciation as a class.
 - Exercise 10 Parts B – C: same as above.

More Activity Ideas or Homework (15-30 minutes):

Review pronunciation guides for verbs by tossing the ball. Start off by saying a verb in present tense from **Pg.132** and toss the ball to a student. Give the student a chance to think about the pronunciation and give it a try. Then that student should think of a new verb and toss to a classmate.

Lesson 34

Objectives:

Students will...

- Review uses for present progressive
- Practice speaking with past tense
- Study simple past, negative forms

Materials:

- Textbook: Pg. 135-139.

Calendar Question (15 min)

Activities:

- **(30 min): Pg. 135-136. Review present progressive (also called present continuous).**
 - Do Exercise 1-2 as a class.
- **(30 min): Pg. 137. Past tense, simple present, and present progressive.**
 - Review the term “irregular” with students and contrast to past tense verbs using just “ed.”
 - Read through chart together.
 - Do Exercises 19-20 together. Work on Exercise 21 as a class. Have students start to identify why a sentence might use the past tense, simple present, or present progressive. On the board you can write:
 - Past Tense: Look for time words (yesterday, last night)
 - Present Progressive: Look for time words (now) or look to see if the action is happening right now.
 - Simple Present: look for habits, or things that happen every day – look for words like “every day”; “never” and other frequency adverbs.
- **(30min): Pg. 138-139. Simple Past, Negative.**
 - Ask students how to a sentence “negative” (this means to make is “no”). Write on the board: *I do not walk to school.* Ask them to change it to past tense.
 - Skip Exercise 22.
 - Do Exercise 23 orally as a class for the #1-2, and then have students pair up and practice. Make sure to circulate and listen and give corrections if students want that.
 - Exercise 24: This exercise will use all three tenses again: simple present, present progressive, and simple past. Do this exercise as a class, and take it slow.

More Activity Ideas or Homework (15-30 minutes):

Have students pair up and do Exercise 22 on **Pg. 138.**

Lesson 35

Objectives:

Students will...

- Practice speaking with past tense and questions words: *where, when, what time, and why*
-

Materials:

- Textbook: Pg. 140-145.
- Lined paper for writing

Calendar Question (15 min)

Activities:

- **(30 min): Pg. 140-142.** Read through chart together and work through Exercise 36 as a class. Then have students practice asking and answering the questions with a partner.
 - Do Exercise 37 together for #1-3, then have students pair up and practice dialogues. Circulate to listen. Then have each pair perform one question for the class. Skip Exercise 38 & 48.
- **(30 min): Pg. 143- 145. More Irregular Verb Practice.**
 - Do Exercise 49 as a class. You should each of the questions because they are tricky to understand. Read through practice dialogue with the class, and then lead with #1. For the second part of the dialogue, go around the room Round Robin style. (You can simplify this activity as needed, too!).
 - Exercise 50: Have students work in pairs to complete. Check answers as a class.
- **(30min): Writing Exercise.**
 - Take students on a walk around the building. First take them to the office and have them say hello to staff. Take them to the development office as well. Give them a tour of the building.
 - Back in the classroom, have students sit down and write what they did in the past tense.

More Activity Ideas or Homework (15-30 minutes):

Do Exercises 38 and 48 orally as a class on **Pg. 142-143.**

Lesson 37

Objectives:

Students will...

- Study polite modals in questions: *may, could, can*
- Practice speaking using polite modals (modals=may, could, can, etc...)

Materials:

- Textbook: Pg. 146-150.

Calendar Question (15 min)

Activities:

- **(60 min): Pg.146-149.** Take some time to explain the verbs *borrow* and *lend*. Define them as:
 - *Borrow* – to take for a short time: May I borrow your pencil?
 - *Lend* – to give for a short time: Yes, I will lend you my pencil.
- Complete Exercises 29-33. Have students practice oral exercises 32 and 33 in pairs or as a group.
- **(30 min): Pg. 150. Dialogue Practice.**
 - Have students read through example phrases in gray box. Practice the example dialogue with a student. Assign #1-5 to student pairs. Have each pair write down and practice a dialogue. Circulate the room to check their dialogues. Then have them perform for the class.
 - Students should switch partners and practice a new dialogue.

More Activity Ideas or Homework (15-30 minutes):

Discussion: Ask students: in the US, what is okay to borrow or lend? Is it different in other countries?

Lesson 38

Objectives:

Students will...

- Learn about using “should” for suggestions

Materials:

- Textbook: Pg. 151-157.

Calendar Question (15 min)

Activities

- **(15 min)** Write two phrases on the board:
You should brush your teeth every day.
You must come to work on time every day.
 - Ask students: What is the difference between these two statements? (One is a *suggestion* or *advice*, the other is an obligation)
- **(30min) Pg. 151-154.** Read through chart.
 - Have students work on Exercises 1-2 in pairs. Check answers as a class.
 - Do Exercises 3 as a class.
 - Skip Exercise 4.
- **(45min) Pg. 154-155. Skip Exercise 6.**
 - Write : “People should eat food” and “People have to eat food” and “People want to eat food” on the board. Discuss the difference in meaning between the three.
 - Read through chart and talk about “need to” and “have to”. Mention “had better”, which has a similar meaning. “She had better get home in time or her parents will be angry.”
 - **Pg. 155.** Do Practice 19: Follow instructions and have students read as a group or in pairs. Have students contribute by writing advice on the board.

More Activity Ideas or Homework (15-30 minutes):

Have students work on Exercises 8-9, **Pg. 156-157**. They should read their writing to the class.

Lesson 39

Objectives:

Students will...

- Review using “should” for suggestions
- Review using “have to” and “need to”
- Learn how to use “must” to express necessity and logical conclusions

Materials:

- Textbook Pg. 158-164.

Calendar Question (15 min)

Activities:

- **(45 min) Review “need”, “have to”, and “must”.** On the board, write two sentences using the verbs “need” and “must.” Ask students why they are different in meaning.
 - Write *“I have to go home now.”* Ask students what this means. Circle the infinitive “to go.”
 - Write *“I need to go home now.”* Ask students what this means. Circle the infinitive “to go.”
 - Write *“I must go home now.”* Ask students what this means and clarify it means the same as above, but a bit stronger. Circle the simple verb and ask what is missing (the “to”).
 - **Pg. 158-160.** Read through chart with students.
 - Write sentences using “must not” and “don’t have to” on the board to compare the different meanings:
 - “You must not be late for work.”*
 - “You don’t have to go to the movie with me.”*
 - Do Exercise 10-11 together as a class. They can work on Exercise 12 individually. Check answers together.
- **(45min) Using “must” to make an inference.**
 - Tell students that “must” has two meanings. It can express necessity, but also, it can be used to express a guess or an inference (=looking at a situation and making a logical guess). Write on the board:
 - “She must be hungry.” Ask students: Have you heard this before? What does it mean?
 - “She must have been hungry.” What is different about this phrase and the phrase above? (It is the *past tense* form – same meaning, but past tense).
 - “That can’t be right” = what does this mean? Have you heard it? It also has to do with making a guess based on what you see.
 - **Pg. 161-163.** Read through charts together.
 - **Practice 21:** Do #1-3 as a group, and then give students a chance to complete with a partner. Check answers as a group.

- **Exercises 27.1-27.3** – do the first question together, and the rest as a group.
- **Exercise 27.4** – do as a group. This one is difficult. Try to ask students why you would use one phrase over the other. (Can't be = what seems impossible/must be=logical conclusion). Answers: 3. Can't; 4. Must not; 5. Can't; 6. Must not.

More Activity Ideas or Homework (15-30 minutes):

Pg. 164. Have students work on filling in the blanks, according to directions.

Lesson 41

Objectives:

Students will...

- Discuss what to do if your car breaks down on the highway
- Read an article about what to do if your car breaks down
- be introduced to Phrasal Verbs

Materials:

- Textbook Pg. 165-170.

Calendar Question (15 min)

Activities:

- **(30 min): Pg. 165-166.**
 - **Part 2:** Read article together as a class. Have students close their books and list what they remember. Write answers on the board. Then have students read article silently and add more, if needed, to the list on the board.
- **(30 min): Pg. 167-168.** Introduce Phrasal Verb on the board. Write two sentences and have students compare:
 - Abdi's car broke down yesterday.
 - Did you pick the books up from the library?
 - Put away your books.
 - Clean up the mess in the student room.
 - Throw the garbage away.
- Explain that some verbs have a particle with them that creates their meaning. Read through chart together. Take time to break down all the new words (inseparable/separable, transitive & intransitive). Let students know this is an introduction and they don't have to be experts! Do Parts 1 -2.
- **(30 min): Pg. 169-170.**
 - Review 15 phrasal verbs and their meanings.
 - Have students pair up and practice the dialogues.

More Activity Ideas or Homework (15-30 minutes):

Have students try to write 1-5 sentences using the phrasal verbs learned in the lesson. Have students share their sentences with the class.

Lesson 42

Objectives:

Students will...

- Read about car insurance
- Read about buying a new car

Materials:

- Textbook Pg. 171-176.
- Transcript -- **Worksheets Tab**

Calendar Question (15 min)

Activities:

- **(45 min)Pg. 171-172.**
 - Begin with a discussion under Part 1, Letter A.
 - Have students read Part B silently first, and then discuss as a class.
 - Part C: Have students practice writing full sentences as answers to the questions and then have them read their answers to the class.
 - Part 2-3: Have students work in pairs to answer questions. Share as a class.
 - Part 4: Assign a question to each student. Read transcript (see **Worksheets Tab**) twice. Share answers as a class.
 - Follow directions for Part B.
 - **Pg. 173.** Have students read through the explanation for MN insurance. Write these questions on the board for them to answer:
 - When did the MN government pass the law for auto insurance?
 - What is the law called?
 - What type of insurance is required?
 - Do nonresidents of MN have to have this type of insurance?
- **(45 min) Pg. 174-176. Reading.**
 - Discuss reading preview questions as a class.
 - Have students scan the reading and find the bold terms. Clarify vocabulary if needed.
 - Read as a group or in pairs. Have students try to summarize the story when finished reading.
 - **Pg. 176.** Assign 1-3 questions to students. Have them take time to write down an answer and then have students share their answers with the class.
 - **Guessing from Context:** Do as a class.

More Activity Ideas or Homework (15-30 minutes):

Discuss what it is like to buy/own/drive cars in other parts of the world. Here in Minnesota, especially outside of the city, it is important to be able to drive. Ask students: is it the same or different where you are from?

Lesson 43

Objectives:

Students will...

- Discuss safe driving
- discuss what to do when pulled over
- Write a paragraph discussing their opinion on cell phones and driving

Materials:

- Textbook Pg. 177-181.
- Lined paper for writing

Calendar Question (15 min)

Activities:

- **(30min) Pg. 177-178.**
 - Part 1: Have students work in pairs to complete Part A. Part B: follow directions.
 - Part 2: Review the reading skill in the gray box. Have a student read about sequencing. Ask students to listen as you read through the article and underline 3-4 sequence words. Compare answers afterward. Then have students read the article again and answer the questions to Part 3.
 - Part 4: Follow directions.
- **(60min): Pg. 179-181.** Tell students they will be writing a persuasive letter to the editor of the newspaper about their opinion regarding using cell phones while driving.
 - Part 1, A: Have students read about editorials. Explain what “FYI” means (“For your information”)
 - Part 1, B: Have students brainstorm reasons for and against using cell phones while in the car. When is it okay? When is not okay? If it makes sense, have students come list their ideas on the board.
 - Part 1, C: Read model on **Pg. 181.**
 - Part 2: Answer questions as a group.
 - Prepare for brainstorming by having students draw a template like that on **Pg. 180.** Follow instructions for Part 3, A-B.
 - Part 4: Have students write their paragraph.

More Activity Ideas or Homework (15-30 minutes):

Continue with Part 5, “Check Your Writing,” on the bottom of **Pg. 180.**

Week 12 Journeys Writing Unit

In this unit, students will work on preparing a piece of writing to submit to Journeys, a book of stories published through the Minnesota Literacy Council, or to The Alley, a neighborhood newspaper, depending on the time of year. Journeys submissions are accepted in November-January.

Lesson 45

Objectives: (Ask your Volunteer Coordinator for details regarding this unit).

Students will:

- Discuss the book Journeys OR The Alley (depending on the time of year, teachers may submit writing to one or the other).
- Discuss different genres of writing
- Read entries from Journeys and discuss what sort of genre they are
- Decide on a genre to write in and fill in a mind map of ideas for a story

Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials: Handouts #1-3. For teacher only: #4.
- *If writing for The Alley, several copies of The Alley (see Volunteer Coordinator)
- Stories (3-5) from Journeys publications. See Volunteer Coordinator for a copy (there are several in the ELC office). Choose 3-5 stories and make copies for class.
-

Calendar Question (15 min)

Activities:

- **(30 min)** Pair up learners and distribute the handout #1, “Dear Readers...” (see **Worksheets Tab**) Have students read the letter in order to find out the purpose and history of Journeys. Put the following questions on the board while learners are reading:
 - Who writes Journeys and what kind of material does it contain?
 - Considering this letter was written in 2011, for how many years has Journeys been published to date?
 - In paragraph three, the Executive Director gives three reasons for asking adult learners to submit writing and art. What are the three reasons?
- ****If writing for the Alley, pass out examples of the paper. Ask students why it might be important for them to write for this local newspaper.****
- **(45 min) Genres.** Pass out handout #2-3. Define “genre” for learners as “a category characterized by similarity in form, style, or subject matter.” Movies, music, literature, and more have genres. Ask students what kind of movies they like. Crime? Romance? Etc..? Have them choose a genre for each story and then discuss answers as a group.
- **(15 min)** Have students think about what type of genre they would like to write in. Then have students each explain what genre appeals to them and why.

More Activity Ideas or Homework (15-30 minutes):

Have students read 2-3 more stories from Journeys (copy ahead of time) and discuss the genre either in pairs or as a class.

Lesson 46

Objectives: (Ask your Volunteer Coordinator for details regarding this unit).

Students will:

- Discuss submission eligibility for either Journeys or The Alley.
- Read entries from Journeys and discuss genres (review from Lesson 45)
- Practice brainstorming using a Mind Map

Materials:

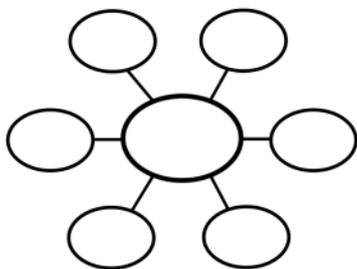
- See **Journeys/Alley Worksheets Tab** for lesson materials: Hand out #5. Review handouts: 2-3 (#4 is for teachers only). #14-15 for brainstorming practice.
- Copy of 1 story to read aloud to students, and create 1-3 comprehension questions to write for discussion on the board after the reading.
- Stories (3) from Journeys. See Volunteer Coordinator for a copy (there are several in the ELC office). Choose 3 stories and make copies for class.

Calendar Question (15 min)

Activities:

- **(15 min)** Read Handout #6, “Instructions for Journeys Submissions.” *If class is submitting to The Alley, discuss “Instructions for Journeys Submission,” handout #5.
- **(30 min). Listening Activity.** Read a Journeys story that only you have the copy of. Ask students 2-3 comprehension questions (you decide on the questions based on the stories that you copy) and discuss as a group. Re-read story as needed for students to answer comprehension questions.
- **(45 min) Brainstorming with a Mind Map. Genres.** Review from previous lesson “genre”: It is “a category characterized by similarity in form, style, or subject matter.” Movies, music, literature, and more have genres. Have students read 1-3 Journeys stories in pairs and determine their genre. Then have them pick a genre for themselves and begin to brainstorm ideas for writing. Use handouts #2 for review.

Mind Map: They can then start using a mind map to brainstorm ideas for their own piece. Draw a simple Mind Map (as shown) on the board and have them copy it into their notebooks. Have them try filling it out with themes such as “home” or “my friend”. Pass out examples, blank and filled out (Worksheet #14-15).



More Activity Ideas or Homework (15-30 minutes):

Have students brainstorm by freewriting about one of the ideas on their Mind Map.

Freewriting: Give them 5-10 minutes to write without correcting grammar or anything else.

Lesson 47

Objectives: (Ask your Volunteer Coordinator for details regarding this unit).

Students will:

- Practice brainstorming using a Mind Map
- Study adjectives and adverbs

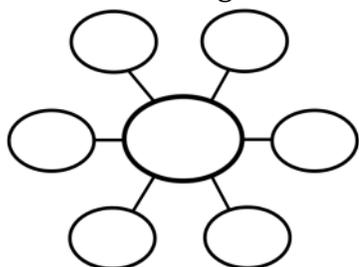
Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials: Handouts #6-8.
- Stories (2-3) from Journeys. See Volunteer Coordinator for a copy (there are several in the ELC office). Create 1-3 comprehension questions to write for discussion on the board after the readings.
- Worksheets 14-15 for brainstorm review/practice.

Calendar Question (15 min)

Activities:

- **(30 min) Reading.** Pass out two or three stories and have students read it. Ask students comprehension questions for the stories. If there's time, discuss with students how the stories compare and contrast with their own life stories (and your own).
- **(30 min) Brainstorming with a Mind Map (Review from Lesson 46).** Encourage students to start brainstorming their writing by using a Mind Map. Students did this in the previous lesson, so it should be a review. Encourage students who have finished the mind map exercise to brainstorm another topic. **Mind Map:** They can then start using a mind map to brainstorm ideas for their own piece. Draw a simple



Mind Map (as shown) on the board and have them copy it into their notebooks. Have them try filling it out with themes such as “home” or “my friend”.

- **(30 min). Adjectives Worksheets, # 6-7** Explain to students that they will learn how to arrange adjectives in the correct order. On the board, write:

a beautiful, young child

- Explain that with adjectives, opinion (beautiful) comes before fact (young).
- Read through chart together and then do exercises. With the exercises, do the first few together as a group, and then have students work alone or in pairs to finish. Check answers as a group.
- Finish by reviewing order of adjectives using #8. Try quizzing students to see what they remember.

More Activity Ideas or Homework (15-30 minutes):

Have students brainstorm by freewriting. Encourage them to use adjectives as much as they can. Or they can read through more Journeys stories for ideas (especially if they are new to class or to the unit).

Week 13 Journeys Writing Unit

Students will continue to work on preparing a piece of writing to submit to Journeys, a book of stories published through the Minnesota Literacy Council, or to The Alley, a neighborhood newspaper.

Lesson 49

Objectives: (Ask your Volunteer Coordinator for details regarding this unit).

Students will:

- Read Journeys entries
- Practice arranging adjectives
- Write their piece

Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials. (Pay special attention to Adjectives Activity: Word Order of Adjectives). Handouts #8-11.
- Stories (1-2) from a Journeys publications. See Volunteer Coordinator for a copy (there are several in the ELC office). Make one copy and white-out 5-10 **adjectives**. Make copies for class.
- List of names of students who have met one-on-one with teacher already (write down who you meet with on this list) – see **Worksheets Tab**. Handout #13.
- Picture Dictionaries (ask ELC staff)

Calendar Question (15 min)

Activities:

- **(15 min)** Warm-Up Cloze Activity: Pass out one Journeys story with blanks. Have students work in pairs to come up with adjectives for the story.
 - Discuss ideas as a group.
- **(45 min)** Adjectives Activity: Word Order of Adjectives. Handouts #8-11.
 - Read through Chart on Adjective Word Order #8 (you can also review Grammar Worksheets from Lesson 47).
 - Adjective Order Sentence Maker Activity #9-11: Copy and cut up sentences and pass out words or phrases to students (Directions also on top of page). Students will work together to arrange the sentence according to rules in chart above.
- **(30 min) Writing.** Have student begin to write using the mind maps they worked with the previous week (see Lesson 46 for details) if they haven't begun already. Encourage students to use adjectives. Pass out picture dictionaries if students would like to use them. With students who may be finished already, meet with them one-on-one. Write down the students who you meet one-on-one with, so that other teachers know who has had a meeting.

More Activity Ideas or Homework (15-30 minutes):

Have students exchange stories with each other and give each other feedback. Feedback includes answering these two questions: What did the writer do well? What is confusing?

Lesson 50

Objectives: (Ask your Volunteer Coordinator for details regarding this unit).

Students will:

- Read Journeys entries
- Peer Edit each other's writing
- Continue writing and edit their own writing

Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials. Handouts #12 and #2 (review only).
- Stories (3-5) from Journeys publications. See Volunteer Coordinator for a copy (there are several in the ELC office). Choose 3-5 stories and make copies for class.
- List of names of students who have met one-on-one with teacher already (write down who you meet with on this list) – #13 – in **Journeys/Alley Worksheets Tab**
- Picture Dictionaries (ask ELC staff)

Calendar Question (15 min)

Activities:

- **(15 min)** Warm-Up. Pass out 1-2 Journeys stories. Have students read at their own pace. If they want to, they should try to identify the genre of the piece they are reading. (See **Worksheets Tab** for list of Genres-Handout #2). Students should take their Journeys drafts out and show them to the teacher.
- **(45 min)** **Writing.** Have student start writing their piece if they haven't begun already. Work on meeting one-on-one with each student to answer questions about their draft and read through it with them. Write down the students who you meet one-on-one with, so that other teachers know who has had a meeting.
 - Encourage students to use adjectives. Pass out picture dictionaries if students would like to use them.
 - Students who are done should exchange drafts with each other and peer edit each other's pieces. When peer editing, students should answer the following questions:
 - What is the story about?
 - What does the author do well?
 - What is confusing in the story?
- **(30 min)** **Editing.** As a class, go through handout #12, **Edit Checklist**. Make sure everyone understands the worksheet and then have them go through the check list with their own writing.

More Activity Ideas or Homework (15-30 minutes):

Students who are finishing early can read through more Journeys stories and identify their genre. Or, if they choose, they can try to write a new piece of writing in a new genre.

Lesson 51

Objectives: (Ask your Volunteer Coordinator for details regarding this unit).

Students will:

- Work to finish their drafts and meet with the teacher
- Type drafts in the computer lab
- Turn in drafts for submission to the teacher

Materials:

- See **Journeys/Alley Worksheets Tab** for lesson materials. Handout #12.
- Stories (3-5) from Journeys publications. See Volunteer Coordinator for a copy (there are several in the ELC office). Choose 3-5 stories and make copies for class.
- List of names of students who have met one-on-one with teacher already (write down who you meet with on this list) – see **Worksheets Tab**
- List of names of students who have met one-on-one with teacher already (write down who you meet with on this list) – #13 – in **Journeys/Alley Worksheets Tab**
- Picture Dictionaries (ask ELC staff)

Calendar Question (15 min)

Activities:

- **(45 min) Writing.** Have students continue to work on their writing (see previous lessons). Those who have a completed draft can meet with you one-on-one. Encourage students to use adjectives. Pass out picture dictionaries if students would like to use them. Encourage them to complete their **Edit Checklist** for their piece (handout #12).
 - Students who are done should exchange drafts with each other and peer edit each other's pieces. When peer editing, students should answer the following questions:
 - What is the story about?
 - What does the author do well?
 - What is confusing in the story?
 - Students are also encouraged to edit their own writing using the Edit Checklist from previous lesson.
 - You should continue to meet one-on-one with students as possible, and write down who you met with.
- **(45 min) Computer Lab.** Students should go to the Computer Lab and type up their drafts. When they are finished, they can give the printed version to you, which you can hand in to your Volunteer Coordinator.

More Activity Ideas or Homework (15-30 minutes):

Encourage students to read more Journeys stories or help peer edit other students' writing. Or, if they choose, they can try to write a new piece of writing in a new genre. They can always work on a new piece of writing at home and give it to you at a later date to submit to Journeys or The Alley.

Week 14 – Biographies

Lesson 53

Objectives:

Students will...

- Practice listening for details
- Read a biography of a famous American

Materials:

- Textbook Pg. 182-186.

Calendar Question (15 min)

Activities:

- (15 min): **Pg. 182.** Do Pre-Reading Questions. Discuss what students already know about Benjamin Franklin. Then turn to **Pg.185** and assign a question to each student. Have students take a minute to predict an answer and mark it with an "X".
- (30 min): **Pg.183-184.** Read text to the students: they should listen first (closing their eyes might help); then read it again and let them follow along. They should circle words they do not know. They should also look for the answer to their question.
- (30min): Discuss answers as a group. Then go back and have students read the text out loud, Round Robin style.
 - At the end of the reading, discuss as a group:
 - Franklin didn't try to hide his mistakes For example, he publicly changed his mind about slavery. Do politicians usually try to hide their mistakes today? Give examples.
 - What was the most interesting thing you read in this lesson today?
- (15 min) **Pg. 186.** Sequencing: Have students work with a partner to finish exercise. Share answers as a group.

More Activity Ideas or Homework (15-30 minutes):

Vocabulary: Read through words together and have them work in partners to complete exercise on bottom of **Pg. 186.**

Lesson 54

Objectives:

Students will...

- Practice listening for details
- Read a biography of a famous American

Materials:

- Textbook Pg. 187-191.

Calendar Question (15 min)

Activities:

- (15 min): **Pg. 187.** Do Pre-Reading Questions. Discuss what students already know about voting rights. Then turn to **Pg. 190** and assign a question to each student. Have students take a minute to predict an answer and mark it with an "X".
- (30 min): **Pg. 188-189.** Read text to the students: they should listen first (closing eyes might help); then read it again and let them follow along. They should circle words they do not know. They should also look for the answer to their question.
- (30min): **Pg. 190.** Discuss answers as a group. Then go back and have students read the text out loud, Round Robin style.
 - At the end of the reading, discuss as a group:
 - In your community, what issues are important to women? How are these issues like the issues in the 1800s? How are they different?
 - What was the most interesting thing you read in this lesson?
- (15 min) **Pg. 191.** Sequencing: Have students work with a partner to finish exercise. Share answers as a group.

More Activity Ideas or Homework (15-30 minutes):

Vocabulary: Read through words together and have them work in partners to complete exercise on bottom of **Pg.191.**

Lesson 55

Objectives:

Students will...

- Practice listening for details
- Read a biography of a famous American

Materials:

- Textbook Pg. 192-196.

Calendar Question (15 min)**Activities:**

- (15 min): **Pg. 192.** Do Pre-Reading Questions. Discuss what students already know about Frederick Douglass (his name was Bailey at birth). Then turn to **Pg 195.** and assign a question to each student. Have students take a minute to predict an answer. They can write their answer along the side of the question.
- (30 min): **Pg. 193-194.** Read text to the students: they should listen first (closing their eyes might help); then read it again and let them follow along. They should circle words they do not know. They should also look for the answer to their question.
- (30min): **Pg. 195.** Discuss answers as a group. Then go back and have students read the text out loud, Round Robin style.
 - At the end of the reading, discuss as a group:
 - Slavery became illegal in the United States in 1865. Does slavery still exist in the world?
 - What can you use from Frederick Douglass' story in your own life? Explain.
 - What was the most interesting thing you read in this lesson?
- (15 min) **Pg. 196.** Sequencing: Have students work with a partner to finish exercise. Share answers as a group.

More Activity Ideas or Homework (15-30 minutes):

Vocabulary: Read through words together and have them work in partners to complete exercise on bottom of **Pg. 196.**