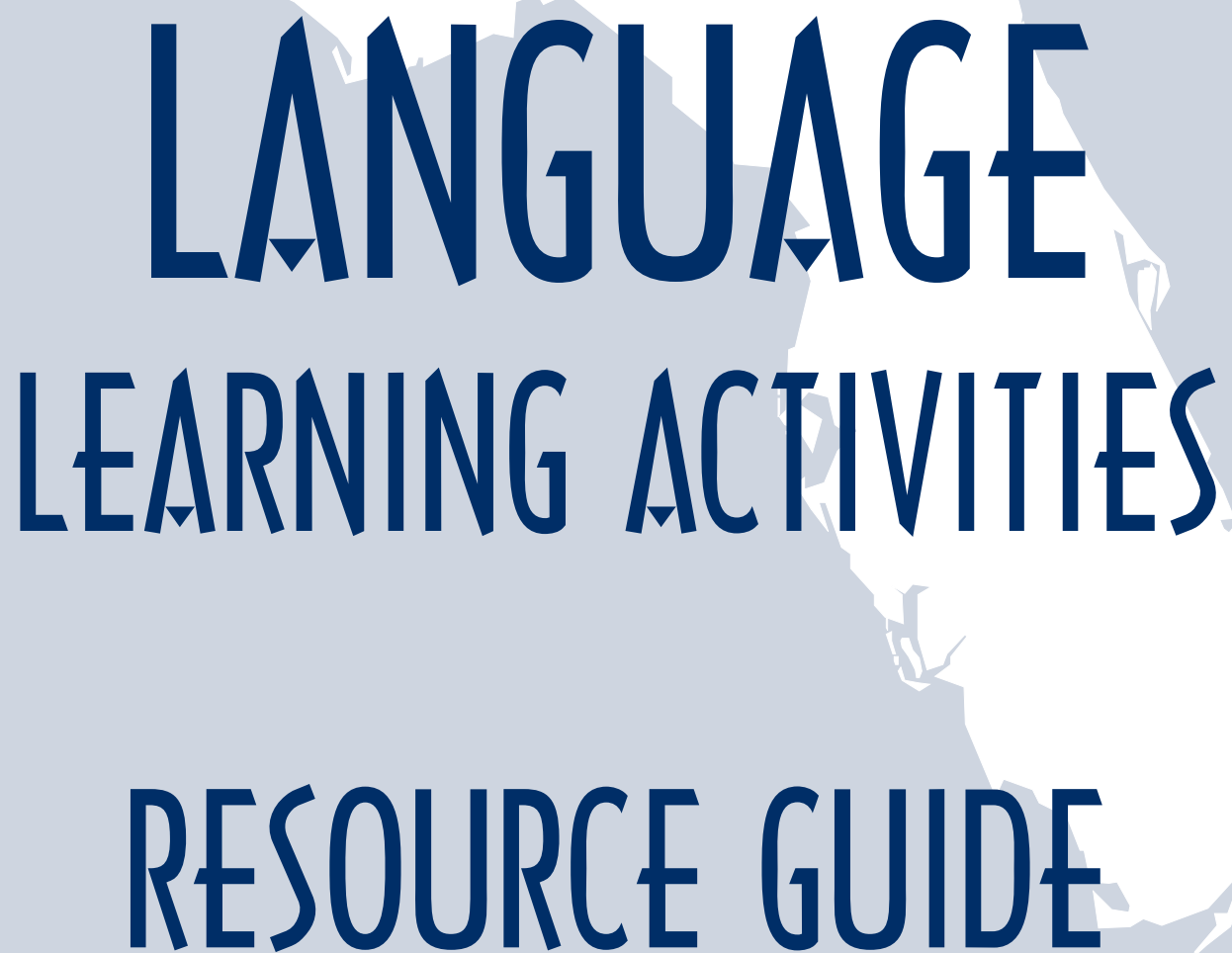


ABE FLORIDA - 2001



**LANGUAGE
LEARNING ACTIVITIES
RESOURCE GUIDE**

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LEARNING ACTIVITIES
RESOURCE GUIDE**

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by

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Community
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This program is in compliance with Title IV of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1976, and section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of race, creed, color, age, national origin, sex or handicap.

Acknowledgments

A great deal of gratitude is owed the many teachers and administrators of Adult Basic Education throughout the state of Florida who contributed to the development of this Resource Guide. Thank you for your learning activities, your favorite websites, your suggestions about strong professional organizations and your willingness to tell us what information you felt would be most useful in a resource guide for ABE teachers. Florida is fortunate to have so many dedicated professionals serving our adult learners.

A special thank you is owed the following teachers who agreed to create learning activities for specific benchmarks. It is their diligent and focused work that has made this second edition of the ABE Teacher's Resource Guide so much more complete.

Susan Waldman

•

Sarah Hobson

•

Jenny Helms

•

Rochel Abrams

•

Fran Riotte

- LEVEL:** 0.0-1.9
- STANDARD:** 1
- BENCHMARK:** 1.2
- TITLE:** Name That Word
- CONTRIBUTOR:** Jenny Helms
Leon County Adult & Community Education
- MATERIALS:** Name That Word Worksheet
- ACTIVIITIES:** Use the following worksheet to practice grouping letters to form words.

- ANSWER KEY:**
1. put
 2. egg
 3. and
 4. kid
 5. ball
 6. cat
 7. fork
 8. bed
 9. dog
 10. got
 11. get
 12. car

Student: _____

Date: _____

Teacher: _____

NAME THAT WORD

Unscramble the words listed below by using the words from the following list.

and cat dog get bed car got ball fork put kid egg

1. tpu _____

2. gge _____

3. nad _____

4. dki _____

5. labl _____

6. tca _____

7. kfro _____

8. deb _____

9. gdo _____

10. tgo _____

11. teg _____

12. rca _____

- LEVEL:** 0.0-1.9
- STANDARD:** 1 & 4
- BENCHMARK:** 1.3 & .4
- TITLE:** Word Order
- CONTRIBUTOR:** Jenny Helms
Leon County Adult & Community Education
- MATERIALS:** Word Order Worksheet
- ACTIVITIES:** Use the worksheet provided to space words in the appropriate order to form statements and/or questions.

- ANSWER KEY:**
1. The boy lost his dog.
 2. The car was red. Or Was the car red?
 3. I hit the ball.
 4. He sat on the egg.
 5. Mom hid the pan from me.
 6. Can I have some candy?
 7. The book has a cow on it.
 8. I need a pen.
 9. You are nice. Or Are you nice?
 10. Can I have a hug?

Student: _____

Date: _____

Teacher: _____

WORD ORDER

Use the following groups of words to form sentences. Make sure you use the appropriate end mark. The words will not be used in the order listed.

1. dog, boy, lost, the, his
2. was, the, red, car
3. ball, the, hit, I
4. sat, egg, the, on, he
5. from, mom, pan, me, hid, the
6. some, candy, I, can, have
7. book, cow, the, on, a, it, had
8. need, pen, a, I
9. nice, you, are
10. I, have, hug, can, a

LEVEL: 0.0-1.9

STANDARD: 1

BENCHMARK: 1.4

TITLE: Filling Out Job Applications

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: A job application and a red or black pen

ACTIVITIES: Since all of your students will have to fill out a job application at some point in their life, it is good to practice this in your classroom. You will have to help your lower level students fill out the job application.

LEVEL: 0.0-1.9

STANDARD: 1

BENCHMARK: 1.5

TITLE: Grammar

CONTRIBUTOR Jenny Helms
Leon County Adult & Community Education

MATERIALS: Pen and paper

ACTIVITIES: When teaching a grammar lesson (such as commas or capitalization), have the students copy a paragraph off of the board that you have written down with errors. Then, as you're going over the corrections, they can correct it on their own paper and they may save it as an example.

**Benchmark: 2.1, 12.4, 12.5, 13.4, 14.5, 15.2, 17.1,
22.1, 22.2, 22.3, 22.4, 23.1,
25—All, 27.3, 27.4, 29.1, 29.2**

CONTENT AREA: Language

LEVEL: All

STANDARD: 2, 3, 12, 13, 14, 15, 17, 22, 23, 25, 27, 29

BENCHMARK: 2.1, 12.4, 12.5, 13.4, 14.5, 15.2, 17.1, 22.1, 22.2, 22.3, 22.4, 23.1,
25—All, 27.3, 27.4, 29.1, 29.2

TITLE: Telling A Story

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: None

ACTIVITIES:

1. Students share or dictate an oral description of a past common or individual experience
2. Students outline the key events in an experience they had.
3. Students freewrite (without worry about spelling or grammar) a description of the experience they had.
4. Students edit, publish, and read aloud stories they have written about or shared.

LEVEL:	0.0-1.9
STANDARD:	2
BENCHMARK:	2.1, 2.2, 2.3
TITLE:	Capitalization
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Capitalization Worksheet
ACTIVITIES:	Use the following worksheet to practice capitalization.

ANSWER KEY:	<ol style="list-style-type: none">1. I, Disney World2. Did, Florida State3. I4. My5. Dr. Elliot6. Coach Weber, Mrs. Daniels7. My8. Heritage Oaks9. She, I10. Bob11. Aunt Marie12. Cindy's, The Bridges of Madison County13. I14. Adult and Community Education15. Carnival Cruise Lines
--------------------	---

Student: _____

Date: _____

Teacher: _____

CAPITALIZATION

Circle the letters that should be capitalized.

1. i want to go to disney world for my birthday.
2. did you watch the florida state game?
3. i won!
4. my uncle just found out he has cancer.
5. dr. elliot has been my teacher for two years.
6. coach weber asked mrs. daniels if she would allow her son to try out for football.
7. my mom asked me if i was going to my grandma's funeral.
8. heritage oaks is an extended care living facility.
9. she ran away before i could thank her.
10. bob went to sleep.
11. aunt marie has gained ten pounds.
12. cindy's favorite book is the bridges of madison county.
13. i have a candle burning.
14. adult and community education offers many different programs.
15. carnival cruise lines is very popular.

LEVEL: 0.0-1.9

STANDARD: 4

BENCHMARK: 4.1

TITLE: Nouns and Verbs

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Pencil and paper

ACTIVITIES: In a whole class setting, ask the students to call out different nouns they see around the room. As each noun is called out, each student should write the noun on their paper. After the students have run out of nouns to name, they should begin calling out verbs and writing them down. The verbs could be things that they have done throughout the class that day or before they arrived to class that day. Once everyone has finished calling out nouns and verbs, review the two lists and make sure there are no errors.

During this time you may also discuss the different types of nouns.

LEVEL:	0.0-1.9
STANDARD:	4
BENCHMARK:	4.2
TITLE:	Parts of Speech
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Parts of Speech Worksheet
ACTIVITIES:	Use the following worksheet as a review for the functions of a subject, verb, noun, and pronoun.

ANSWER KEY:	1. d 2. a 3. c 4. b
--------------------	------------------------------

Student: _____

Date: _____

Teacher: _____

PARTS OF SPEECH

Match the correct definition with the correct word by placing the appropriate letter on the blank.

_____ 1. subject

a. A word that expresses a state of being or an action.

_____ 2. verb

b. A word that takes the place of a noun.

_____ 3. noun

c. A word used to name a person, place, or thing.

_____ 4. pronoun

d. A word that tells who or what did something, or what the sentence is about.

- LEVEL:** 0.0-1.9
- STANDARD:** 4
- BENCHMARK:** 4.3
- TITLE:** Verbs
- CONTRIBUTOR:** Jenny Helms
Leon County Adult & Community Education
- MATERIALS:** Verbs Worksheet
- ACTIVITIES:** Complete the following worksheet on subject and verb agreement for review.

- ANSWER KEY:**
1. was
 2. is
 3. seems
 4. were
 5. taste
 6. are
 7. have
 8. Is
 9. looks
 10. was
 11. Aren't
 12. Don't
 13. were
 14. have
 15. is

Student: _____

Date: _____

Teacher: _____

VERBS

Circle the correct verb.

1. The price of these disks (was, were) high.
2. The picture on this book (is, are) pretty.
3. The coach, as well as the fans, (seems, seem) uncertain.
4. Footprints (was, were) found on the kitchen floor.
5. The cider and the hot chocolate (tastes, taste) weak.
6. The cookies and the fudge (is, are) for sale.
7. Dr. Cook and he (has, have) offices on the same floor.
8. (Is, Are) the motorcycle or the 4-wheeler Larry's?
9. Everything (looks, look) blurry.
10. Each of the cards (was, were) color-coded.
11. (Is, Aren't) there any jobs available at your school?
12. (Doesn't, Don't) the gears grind?
13. Both of the babies (was, were) walking.
14. Two stores in the neighborhood (has, have) been closed.
15. The lawn with the prettiest flowers (is, are) the Dickerson's.

Benchmark: 5.1. 5/4. 13/1. 13/2

LEVEL: 0.0-1.9 & 2.0-3.9

STANDARD: 5 & 13

BENCHMARK: 5.1, 5.4, 13.1, 13.2

TITLE: Picture Grouping

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Picture Grouping Worksheet

ACTIVITIES: Have the students group the pictures accordingly with the appropriate headings.

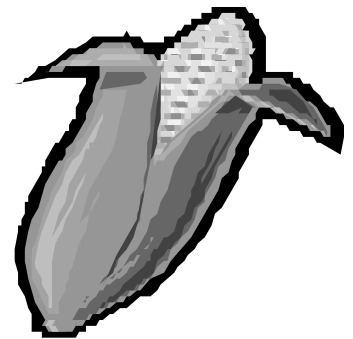
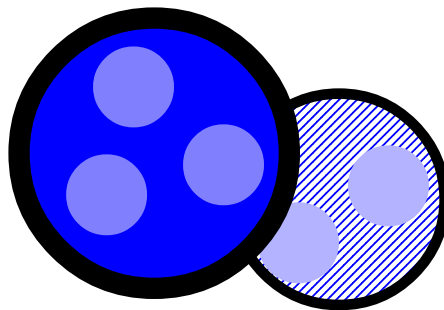
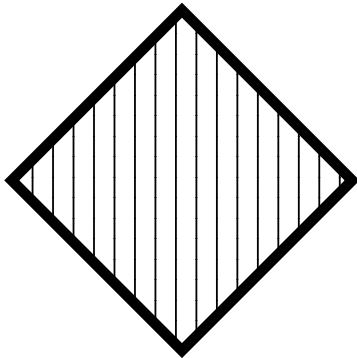
ANSWER KEY:	animal	athlete	food
	animal	athlete	
	shape	shape	food

Student: _____

Date: _____

Teacher: _____

Picture Grouping



LEVEL: 0.0-1.9

STANDARD: 5

BENCHMARK: 5.2

TITLE: Road Map of My Life

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Pencil, unlined paper, scissors, glue or tape (colored pencils, crayons, markers, construction paper, and poster board optional)

ACTIVITIES: Have students create a road map describing their life from birth to present with pictures. The students can draw pictures or cut them out of magazines. The pictures must go in order of their lives, but the map may be designed any way they choose.

Each student shares his or her road map with the class.

Benchmark: 5.3, 6.3, 8.3, 16.1

LEVEL: 0.0-1.9 & 2.0-3.9

STANDARD: 5, 6, 8, 16

BENCHMARK: 5.3, 6.3, 8.3, 16.1

TITLE: Name That Date

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Pen, paper, due dates off of personal bills or birthdays of friends and family, computer, disk

ACTIVITIES: For students with bills, have them collect all of their bills and due dates and bring them to class. Next, have the students list their bills in order of their due dates (from the beginning of the month to the end). It should look something like this:

1st-electric
10th-car payment
15th-rent
and so on.....

Once they have their list of bills and due dates written down in descending order, have them type it on the computer in Microsoft Word, save it to disk, and print it out. They can then post it somewhere convenient at home and refer to it when needed. They will also have it saved on disk so that if they have bills they need to add later they can.

If some students do not have any bills they can do the same activity by listing birthdays of family and friends instead of bills and due dates. It would look something like this:

January
7th Aimee

February
13th Kent
22nd Bob

and so on.....

LEVEL:	0.0-1.9
STANDARD:	6
BENCHMARK:	6.2
TITLE:	What's That Message?
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Tape recorder, cassette tape, headphones, message pad, pen
ACTIVITIES:	Record phone messages on a blank cassette tape and then have students individually listen to the tape with headphones and take messages on a message notepad from the recordings.

LEVEL: 0.0-1.9 & 14.1

STANDARD: 6 & 14

BENCHMARK: 6.4 & 14.1

TITLE: The Umbrella Method

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Pen and paper

- ACTIVITIES:**
1. Have the students choose from one of the following topics to write on:
colors animals vacation spots sports
 2. Draw a picture of an umbrella. Explain that just as an umbrella covers a person from the rain this umbrella is going to cover everything underneath it. In the top of the umbrella put the topic that is going to be discussed. Then draw three lines below the top of the umbrella and list three things that have to do with the topic on those lines. For example, if the topic is animals, that would go in the top of the umbrella. Then on the three lines underneath, the student would list three different kinds of animals. Next, explain that every word listed is going to be used in its own sentence. The word in the top of the umbrella is the subject. At this time the teacher could discuss what an introductory sentence is. Therefore the word "animal" will be used in an introductory sentence. Then discuss what supporting sentences are and use each of the animals listed in their own supporting sentence. This should total four sentences so far. Last, discuss what a concluding sentence is. Explain that the handle of the umbrella is the concluding sentence. These five sentences have now made a paragraph. (Continue a further discussion on sentences and paragraphs at this time if necessary.)
 3. This same activity could be used to teach essay writing. However, instead of each word being a sentence, each word is a paragraph. As a result, a five-paragraph essay is produced.

Benchmark: 7.1, 7.2, 7.3, 14.2, 15.1, 23.1, 23.2, 25—All, 29.1, 29.2

CONTENT AREA: Language

LEVEL: All

STANDARD: 7, 14, 15, 23, 25, 29

BENCHMARK: 7.1, 7.2, 7.3, 14.2, 15.1, 23.1, 23.2, 25—All, 29.1, 29.2

TITLE: Parenting Essay

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: None required; information on parenting skills may be helpful

ACTIVITIES:

1. Students identify types of techniques parents may use to raise and discipline their children.
2. Students survey people in the class to determine the prevalent or preferred type of parenting techniques used.
3. Students observe parents and children in the park or on playgrounds to compare—in a paragraph at 4.0 – 5.9 level— and/or describe actual parenting strategies used.
4. Students—in an essay at 6.0 – 8.9 level—evaluate the effectiveness of parenting techniques on improving student behavior, unintended effects and other factors.

LEVEL:	0.0-1.9
STANDARD:	8
BENCHMARK:	8.1
TITLE:	Basic Computer Technology
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Basic Computer Technology Worksheet
ACTIVITIES:	Use the following worksheet to review basic computer terminology.

Student: _____

Date: _____

Teacher: _____

Basic Computer Terminology

Read the following paragraph, then give a definition of each of the underlined words.

When you first sit down at the computer you will see all of the hardware in front of you. To begin using the computer you must first turn it on and allow it to boot up. Once the main screen appears on the computer monitor the computer is ready for use. The software you're going to be using is Microsoft Word. Use your mouse to click on the icon that says Microsoft Word. Once the screen comes up with the cursor flashing you may begin typing on your keyboard. Remember, save what you typed on disk.

1. hardware -

2. boot up -

3. monitor -

4. software -

5. mouse -

6. cursor -

7. keyboard -

8. disk -

LEVEL: 0.0-1.9

STANDARD: 8

BENCHMARK: 8.2

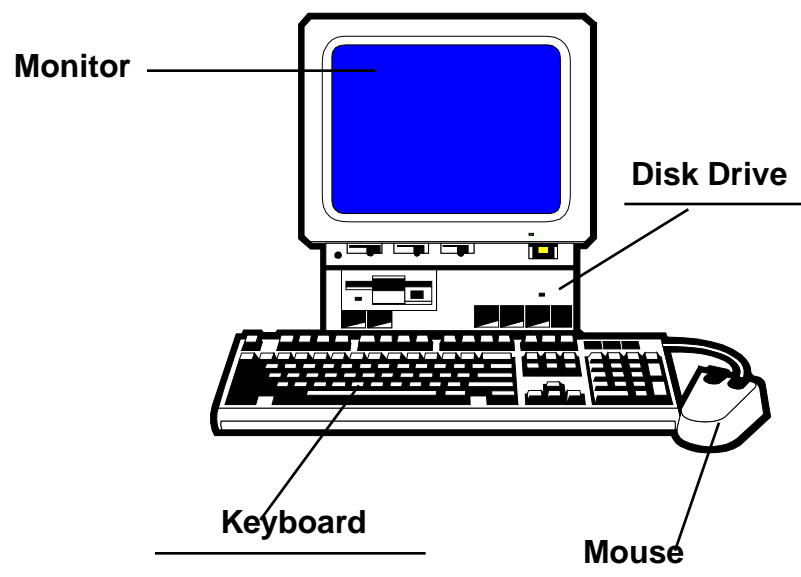
TITLE: Name the Computer Parts

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Name the Computer Parts Worksheet

ACTIVITIES: Use the following worksheet to identify the basic parts of a computer.

ANSWER KEY

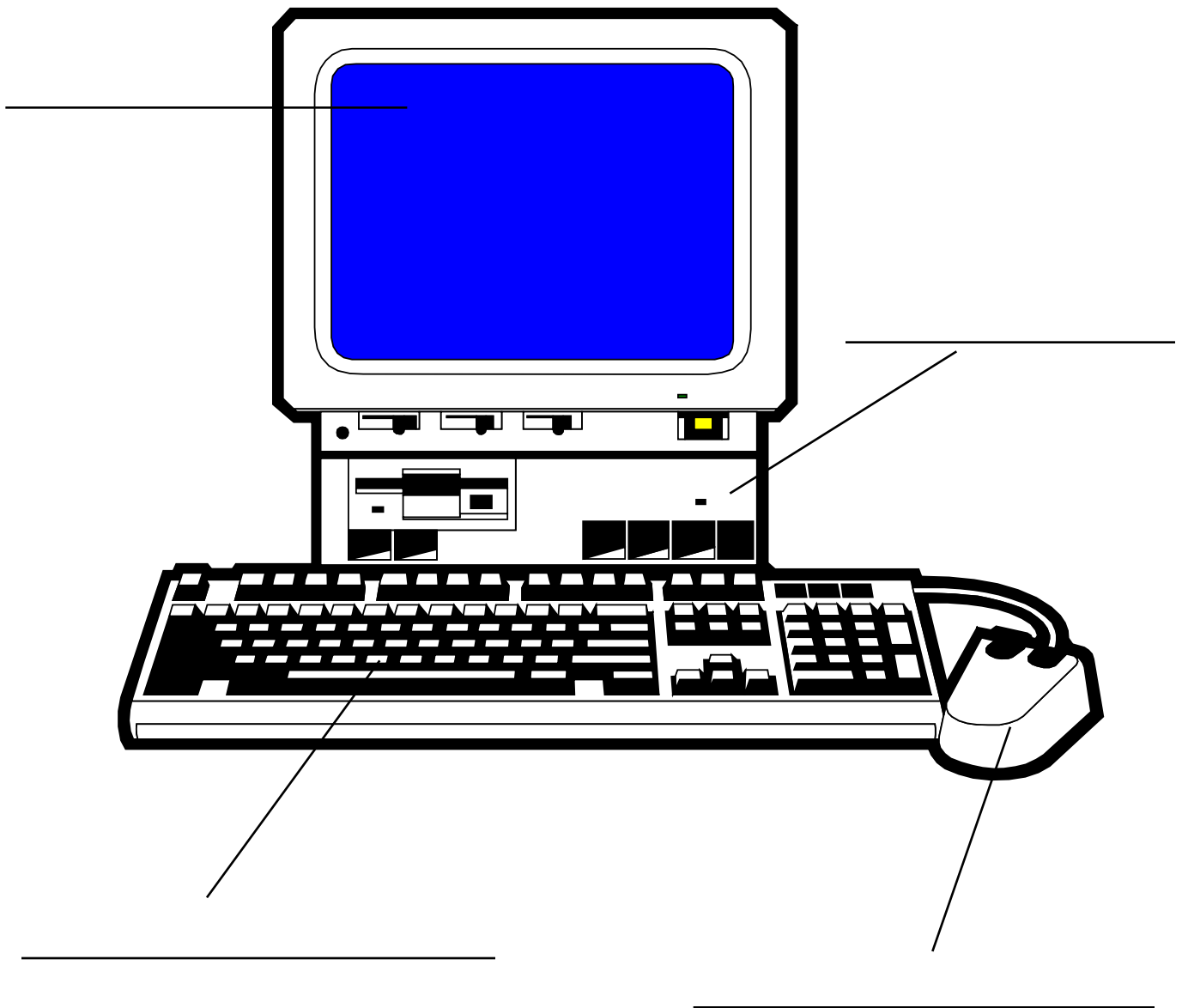


Student: _____

Date: _____

Teacher: _____

NAME THE COMPUTER PARTS



LEVEL:	2.0-3.9
STANDARD:	9
BENCHMARK:	9.1
TITLE:	Note Taking
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	VCR, videotape, pen, paper
ACTIVITIES:	Play a video for your students that pertains to something you are doing in class; i.e. video on certain parts of speech, grammar, careers, etc. Have the students take notes in sentence form on key information given in the video.

LEVEL: 2.0-3.9

STANDARD: 9

BENCHMARK: 9.2

TITLE: Create Your Own Calendar

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: (Optional depending on the way you choose to do the activity)

ACTIVITIES: Have the students make calendars. This can be done as simply or as elaborately as you wish. It can be done with unlined paper and pen, or it can be done on the computer. Encourage the students to make the calendar personal by including their own drawings or personal photographs.

**Benchmark: 10.1, 11.2, 14.3, 21.9, 21.13,
21.14, 21.15, 22.1, 22.2, 24.4, 25.7,
25.8, 25.9, 25.10, 27.2, 29.1**

LEVEL: 2.0 – 3.9; 4.0 – 5.9; 6.0 – 8.9

STANDARD: 10, 11, 14, 21, 22, 24, 25, 27, 29

BENCHMARK: 10.1, 11.2, 14.3, 21.9, 21.13, 21.14, 21.15, 22.1, 22.2, 24.4, 25.7, 25.8, 25.9, 25.10, 27.2, 29.1

TITLE: Types of Letters

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: Samples of letters, published or personal

ACTIVITIES:

1. Students read and categorize various letter forms according to each letter's purpose. Students write one form of letter using previously read letters as a model.
2. Students write a letter based upon a problem situation provided by the teacher. The students identify key words used to convey their purpose and evaluate the effectiveness by the written response of another student.

LEVEL:	2.0-3.9
STANDARD:	11
BENCHMARK:	11.1, 11.3, 11.4
TITLE:	Commas
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Comma Worksheet
ACTIVITIES:	Use the following worksheet for comma review.

ANSWER KEY:	<ol style="list-style-type: none">1. I went to Dallas, Texas, to see the rodeo on April 19, 1998.2. Pam, why are you out of your seat?3. I am going to the store to get eggs, ham, and bacon.4. On March 1, 1999, Jane Larsen was born in Tallahassee, Florida.5. Can I have a bite of that, Haley?6. Robin, Jacob, Kaley, and Allison are coming to playgroup today.7. Bob, did Betty call you?8. Kate, quit doing that!9. Math, English, Social Studies, Science, and Reading are on the GED.10. My friend's baby is due on May 5, 2001.11. Perry, Florida is not far from here.12. Cuba, Illinois is about thirty miles from Peoria, Illinois.13. You did a great job, Sam.14. Run, Peter, before they sting you.15. I hope to have my diploma by December 31, 2001.
--------------------	---

Student: _____

Date: _____

Teacher: _____

COMMAS

Insert commas where they belong in the following sentences.

1. I went to Dallas Texas to see the rodeo on April 19 1998.
2. Pam why are you out of your seat?
3. I am going to the store to get eggs ham and bacon.
4. On March 1 1999 Jane Larsen was born in Tallahassee Florida.
5. Can I have a bite of that Haley?
6. Robin Jacob Kaley and Allison are coming to playgroup today.
7. Bob did Betty call you?
8. Kate quit doing that!
9. Math English Social Studies Science and Reading are on the GED.
10. My friend's baby is due on May 5 2001.
11. Perry Florida is not far from here.
12. Cuba Illinois is about thirty miles from Peoria Illinois.
13. You did a great job Sam.
14. Run Peter before they sting you.
15. I hope to have my diploma by December 31 2001.

LEVEL: 2.0-3.9

STANDARD: 11

BENCHMARK: 11.5

TITLE: Apostrophes

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Apostrophes Worksheet

ACTIVITIES: Use the following worksheet for apostrophe review.

ANSWER KEY:

1. I'm	11. Didn't
2. Isn't	12. Couldn't
3. Don't	13. We're
4. Doesn't	14. Wouldn't
5. Aren't	15. Hadn't
6. Wasn't	16. Hasn't
7. It's	17. We've
8. Weren't	18. Shouldn't
9. They're	19. Won't
10. I've	20. Who's
11. Didn't	

Student: _____

Date: _____

Teacher: _____

APOSTROPHES

Use an apostrophe to form these words into contractions.

1. I am
2. Is not
3. Do not
4. Does not
5. Are not
6. Was not
7. It is
8. Were not
9. They are
10. I have
11. Did not
12. Could not
13. We are
14. Would not
15. Had not
16. Has not
17. We have
18. Should not
19. Will not
20. Who is

LEVEL: 2.0-3.9

STANDARD: 12

BENCHMARK: 12.1

TITLE: Subjects & Predicates

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Subjects and Predicates Worksheet

ACTIVITIES: Use the following worksheet to identify the subject and predicate within a sentence.

ANSWER KEY

1. Kate/read
2. The fudge/sold
3. quarterback/drove
4. argument/influenced
5. Reuben/made
6. road/goes
7. snap/came
8. Kelly/works
9. roundabout/stays
10. movie/was

Student: _____

Date: _____

Teacher: _____

SUBJECTS AND PREDICATES

Draw a line between the subject and the predicate.

1. Kate read the cover of the book.
2. The fudge sold quickly.
3. The quarterback dove for the fumbled ball.
4. Your argument influenced the principal.
5. Reuben made the rocking horse.
6. This road goes to the river.
7. The first cold snap came in November.
8. Kelly works at a bank.
9. The gas station at the roundabout stays open until 11:00 P.M.
10. The movie was boring.

LEVEL: 2.0 – 3.9

STANDARD: 12

BENCHMARK: 12.2

TITLE: Singular to Plural

CONTRIBUTOR: Margaret Wright-Cleveland
Leon County Adult & Community Education

MATERIALS: Newspaper or magazine; Plurals worksheet

ACTIVITIES: This lesson helps students identify nouns and learn the rules of making singular nouns plural.

First, discuss with students the definition of a noun: a person, place or thing. Have students brainstorm examples in each category.

Second, give students the following rules about plurals:

1. Most nouns become plural by adding an “s”.
2. Nouns ending in ch, sh, s, x, or z become plural by adding “es”.
3. Nouns ending in y become plural by changing the y to i and adding “es”.

Finally, give students a newspaper or magazine and ask them to fill in the following worksheet, finding nouns and making them plural.

Student: _____

Date: _____

Teacher: _____

PLURALS

You are to find ten nouns in a magazine or newspaper article of your choice. Write each noun in the “Published Noun” column. Decide if it is already singular or plural and write it again in the “Singular Form” or “Plural Form” column. If you found the noun in singular form, make it plural and fill in that column. If you found a noun you want to use that is already in plural form, make it singular and fill in that column. For an extra challenge, choose one noun that you are unfamiliar with and look up a definition for it. Place a star by that noun and write the definition at the end of the page.

Published Noun	Singular Form	Plural Form

LEVEL:	2.0-3.9
STANDARD:	12
BENCHMARK:	12.3
TITLE:	Compound Subjects & Predicates
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Compound Subjects and Predicates Worksheet
ACTIVITIES:	Have the students complete the following worksheet on compound subjects and predicates.

Student: _____

Date: _____

Teacher: _____

COMPOUND SUBJECTS AND PREDICATES

1. Write a sentence using *turned* and *waved* as your compound predicates.

2. Write a sentence using *flickered* and *died* as your compound predicates.

3. Write a sentence using *moody* and *restless* as your compound predicates.

4. Write a sentence using *scraped* and *bruised* as your compound predicates.

5. Write a sentence using *talked* and *joked* as your compound predicates.

6. Write a sentence using *Florida* and *Texas* as your compound subjects.

7. Write a sentence using *Pete* and *Jen* as your compound subjects.

8. Write a sentence using *dog* and *cat* as your compound subjects.

9. Write a sentence using *John* and *Bob* as your compound subjects.

10. Write a sentence using *desk* and *chair* as your compound subjects.

LEVEL:	2.0-3.9
STANDARD:	12
BENCHMARK:	12.6
TITLE:	Articles
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Articles Worksheet
ACTIVITIES:	Have the students complete the following articles worksheet for review.

ANSWER KEY	1. the
	2. a
	3. a
	4. an
	5. The
	6. an
	7. an
	8. a
	9. The
	10. the

Student: _____

Date: _____

Teacher: _____

Articles Worksheet

The adjectives *a*, *an*, and *the* are called articles. Choose the correct one to complete each sentence.

1. Many articles were written about _____ assassination of President Kennedy.
2. We are going to have _____ light lunch.
3. She is giving _____ short course in anger management.
4. Can I have _____ apple?
5. _____ flowers are beautiful.
6. I wish I had _____ expensive watch.
7. That was _____ exciting movie.
8. Bob is taking _____ course in CPR.
9. _____ meeting was long and boring.
10. We ran around _____ block.

- LEVEL:** 2.0-3.9
- STANDARD:** 13
- BENCHMARK:** 13.3
- TITLE:** Sentence or Fragment
- CONTRIBUTOR:** Jenny Helms
Leon County Adult & Community Education
- MATERIALS:** Sentence or Fragment Worksheet
- ACTIVITIES:** Have the student differentiate between sentences and fragments on the following handout.

- ANSWER KEY:**
- | | |
|--------------|--------------|
| 1. sentence | 11. fragment |
| 2. fragment | 12. fragment |
| 3. fragment | 13. fragment |
| 4. sentence | 14. sentence |
| 5. sentence | 15. sentence |
| 6. sentence | 16. fragment |
| 7. fragment | 17. fragment |
| 8. sentence | 18. sentence |
| 9. sentence | 19. sentence |
| 10. fragment | 20. fragment |

Student: _____

Date: _____

Teacher: _____

SENTENCE OR FRAGMENT?

Identify whether each of the following is a sentence or fragment.

1. Bob threw the football. _____
2. Shot the basket. _____
3. Ate the last piece of pie. _____
4. Mom makes the best dessert. _____
5. Pat was on the computer. _____
6. The baby is sleeping. _____
7. Is working. _____
8. The marker stinks. _____
9. My pencil needs sharpened. _____
10. Clean-up room. _____
11. Desk is old. _____
12. I hungry. _____
13. It cold outside. _____
14. His truck is nice. _____
15. Pets are a lot of work. _____
16. The game is. _____
17. I want to go to the. _____
18. Will you take out the trash? _____
19. Mr. Bob is funny. _____
20. I afraid of snakes. _____

LEVEL: 2.0-3.9

STANDARD: 14

BENCHMARK: 14.4

TITLE: Information Sheet

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Handout

ACTIVITIES: Have the student complete the following information sheet. This is great to keep on file so that you have pertinent information on the student.

Student: _____

Date: _____

Teacher: _____

INFORMATION SHEET

NAME: _____

HOME PHONE: _____

WORK PHONE: _____

ADDRESS: _____

BIRTHDATE: _____

SOCIAL SECURITY #: _____

PARENT OR GUARDIAN'S NAME: _____

PARENT OR GUARDIAN'S HOME PHONE: _____

PARENT OR GUARDIAN'S WORK PHONE: _____

LEVEL: 2.0-3.9

STANDARD: 14

BENCHMARK: 14.6

TITLE: How To

CONTRIBUTOR: Jenny Helms
Leon County Adult & Community Education

MATERIALS: Pen and paper

ACTIVITIES: Have each student pick something he or she knows how to do, such as make a sandwich, give a haircut, or change a tire. Once the student has chosen something, have he or she write a paragraph telling someone else how to do it. Remind the student to not skip any steps. He or she should assume that the person reading the instructions knows nothing about how to do this.

LEVEL:	2.0-3.9
STANDARD:	16
BENCHMARK:	16.2
TITLE:	Find That Web Address
CONTRIBUTOR:	Jenny Helms Leon County Adult & Community Education
MATERIALS:	Boxes/cans of food or drink with a web address listed, computer with Internet access
ACTIVITIES:	Pass out enough boxes/cans of food or drink so that each individual student gets one or the other. Instruct the students to find the web address of the company on the box or can they have been given. Next, have them access the web address listed.

Benchmark: 17.1, 18.2, 19.3, 19.4, 21.9, 21.11, 21.13, 21.14, 21.15, 22—All, 24.3, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2

LEVEL:	4.0 – 5.9 and 6.0 - 8.9
STANDARD:	17, 18, 19, 21, 22, 24, 25, 27, 29
BENCHMARK:	17.1, 18.2, 19.3, 19.4, 21.9, 21.11, 21.13, 21.14, 21.15, 22—All, 24.3, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2
TITLE:	Memories
CONTRIBUTOR:	<u>Blueprint 2000 Lesson Activities</u> , developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning
MATERIALS:	None
ACTIVITIES:	Students write one memory from the past involving more than one generation at a family event or holiday gathering. This writing topic can be used with two levels, but the quality and quantity of writing produced should be different at each level.

**Benchmark: 17.1, 18.1, 18.2, 19.3, 19.4,
21.13, 21.14, 21.15, 22—All, 24.3,
25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2**

LEVEL: 4.0 – 5.9; 6.0 - 8.9

STANDARD: 17, 18, 19, 21, 22, 24, 25, 27, 29

BENCHMARK: 17.1, 18.1, 18.2, 19.3, 19.4, 21.13, 21.14, 21.15, 22—All, 24.3, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2

TITLE: Letter of Complaint

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: Sample letters of complaint

ACTIVITIES:

1. Students discuss the role of a person making a complaint. Students choose an area, such as retail or food service, and generate a complaint to share.
2. Students describe the context of the complaint, who it is to be directed to, and strategies for presenting the complaint. Other students give feedback reflecting the recipient of the complaint's point of view.
3. Students outline a letter of complaint using effective strategies to defuse recipient issues.
4. Students draft and critique in small groups their written letters of complaint. Students edit and revise and mail if appropriate.

Benchmark: 17.1, 19.3, 20.1, 20.2, 21.13, 21.14, 21.15, 22—All, 23.2, 24.3, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2

LEVEL: 4.0 – 5.9; 6.0 - 8.9

STANDARD: 17, 19, 20, 21, 22, 23, 24, 25, 27, 29

BENCHMARK: 17.1, 19.3, 20.1, 20.2, 21.13, 21.14, 21.15, 22—All, 23.2, 24.3, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2

TITLE: Lottery Evaluation

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: Information on the Florida Lottery

ACTIVITIES:

1. Students will identify problems with the lottery using tools of brainstorming, clustering, and categorizing.
2. Students will generate solutions for given problems with the lottery, i.e., people spending money they can't really afford, money used to keep taxes down rather than enhancements, etc.
3. Students develop and defend strategies for implementing specific solutions to lottery problems.
4. Students write an essay on the pros and cons of the lottery based upon opinion articles and other researched materials.

**Benchmark: 17.1, 19.3, 20.1, 20.2, 21.13, 21.14,
21.15, 22—All, 25—All, 27.1,
27.2, 27.3, 27.4, 29.1, 29.2**

LEVEL: 4.0 – 5.9; 6.0- 8.9

STANDARD: 17, 19, 20, 21, 22, 25, 27, 29

BENCHMARK: 17.1, 19.3, 20.1, 20.2, 21.13, 21.14, 21.15, 22—All, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2

TITLE: Writing About Crime

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: Crime reports from a newspaper

ACTIVITIES:

1. Class lists types of crimes prevalent in society today and develops a consensus on the top five most serious crimes. Class brainstorms prevention techniques and alternative punitive measures that might be useful in controlling crime.
2. Given three case scenarios where a different crime has been committed, small groups will establish a possible motive, a prevention technique that could have been used, and a different consequence than one that is usually given for that crime. Groups will share with each other and receive feedback on their thinking.
3. Students write an essay on ways to control crime in their neighborhood.

LEVEL: 4.0 – 5.9

STANDARD: 17

BENCHMARK: 17.1

TITLE: Punctuating Dates

CONTRIBUTOR: Fran Riotte
Leon County Adult & Community Education

MATERIALS: Punctuation Worksheet

ACTIVITIES: After working on punctuating dates, use the following worksheet to solidify skills.

Student: _____

Date: _____

Teacher: _____

PUNCTUATION DATES WORKSHEET

Directions: Punctuate correctly the following dates.

- | | |
|-------------------|---------------------------|
| 1. January 2 1928 | 5. Feb 14 1881 |
| 2. July 4 1900 | 6. Nov 28 1937 |
| 3. April 19 1775 | 7. Saturday April 15 1911 |
| 4. Aug 8 1950 | 8. Monday June 11 1945 |

Punctuate correctly the dates in these sentences.

9. We moved to this apartment on Saturday June 15 1963.
10. Our telephone was installed on Friday January 10 1964.
1. Jim took his first bus trip on Sunday August 15 1965.
2. A train went ten miles an hour on Saturday August 8 1829.
3. On Wednesday August 25 1830, a horse won a race with a train.
4. On August 6 1867, Cheyenne Indians raided a Union Pacific train.
5. The first track across the United States was completed May 10 1869.
6. The letter was dated Sunday September 12 1875.
7. Columbus set sail for America on August 3 1492.
8. He discovered the New World on October 12 1492.
9. On December 21 1620, the Pilgrims landed at Plymouth.
10. On March 10 1876, Alexander G. Bell sent his famous message by wire.
11. On August 17 1807, Robert Fulton sailed up the Hudson in the Clermont.
22. George Washington became President of the United States on April 30 1789.

**Benchmark: 20.1, 20.2, 21.13, 21.14, 21.15,
22.1, 22.2, 22.3, 22.4, 24.4, 25—All,
27.1, 27.2, 27.3, 27.4, 29.1**

LEVEL: 4.0 – 5.9; 6.0 - 8.9

STANDARD: 20, 21, 22, 24, 25, 27, 29

BENCHMARK: 20.1, 20.2, 21.13, 21.14, 21.15, 22.1, 22.2, 22.3, 22.4, 24.4, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1

TITLE: Making Decisions

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: None required

ACTIVITIES:

1. Students discuss important decisions that they have made in their lives. Students identify the values that were reflected in those decisions.
2. Students define a critical decision and analyze the personal, social, community, religious or other values that may have influenced the choices made. Students generate examples of decisions where these factors may differ resulting in different choices being made.
3. The teacher reviews a five step problem solving method with students: 1) define the problem; 2) generate solutions; 3) choose the best solution that fits your values and beliefs; 4) implement the solution; 5) evaluate and revise or follow up as needed. Students apply the strategy to a variety of situations that they generate.
4. Students write an essay describing a problem they have addressed, their approach to its solution, and the result.

Benchmark: L 20.1, 20.2, 22—All, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1; WP 1.3, 3.2, 6.3, 6.8

LEVEL: L & WP 4.0 – 5.9; 6.0 - 8.9

STANDARD: L 20, 22, 25, 27, 29; WP 1, 3, 6

BENCHMARK: L 20.1, 20.2, 22—All, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1; WP 1.3, 3.2, 6.3, 6.8

TITLE: Writing about Honesty

CONTRIBUTOR: Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning

MATERIALS: None required

ACTIVITIES:

1. Students discuss the concept of honesty on a personal, interpersonal and community level. Students generate examples of honest and dishonest behavior at each level.
2. Students write an essay describing their experience with an honest or dishonest person.

Benchmark: 20.1, 20.2, 22.4, 27.4

LEVEL:	4.0 – 5.9; 6.0 - 8.9
STANDARD:	20, 22, 27
BENCHMARK:	20.1, 20.2, 22.4, 27.4
TITLE:	Writing Checklist
CONTRIBUTOR:	Fran Riotte, Leon County Adult & Community Education
MATERIALS:	Student's Writing Checklist Handout
ACTIVITIES:	When students revise or edit any of the their writing, they may use this checklist.

Student: _____

Date: _____

Teacher: _____

Student's Writing Checklist

I have started my essay with an introduction in a separate paragraph. _____

I have begun each sentence with a capital letter. _____

I have capitalized the names of particular people and places. _____

I have put a period, question mark, or exclamation point at the end of each sentence. _____

I have checked the spelling of all words. _____

I have re-read my essay OUT LOUD to be sure it makes sense. _____

My conclusion summarizes what I am saying in the essay. _____

My handwriting is easy for anyone to read. _____

My essay was read by: _____

Writer's signature: _____

LEVEL:	4.0 – 5.9
STANDARD:	20
BENCHMARK:	20.2
TITLE:	Editing for Punctuation and Capitalization
CONTRIBUTOR:	Fran Riotte Leon County Adult & Community Education
MATERIALS:	Editing Handout
ACTIVITIES:	Editing. Give students handout and have them edit for punctuation and capitalization.

Student: _____

Date: _____

Teacher: _____

EDITING FOR PUNCTUATION AND CAPITALIZATION

246 caravan lane
chicago il 63591
february 3 1992

dear mike

i really enjoyed seeing the movie deceived with you on saturday.
parkway five has started to show some excellent films havent they my brother
doesn't agree he says all movies are trash yet he spends hours watching mtv
is there any chance you will be in chicago next weekend we could go to a
bears game take in a van halen concert or just hang out. a lot depends on how
much cash I have.

mr davis, manager of miami subs promised to call me tomorrow to let me
know when I can start work. boy will i be glad when that day comes

stick with your hard work at school you can be proud of yourself and im
proud of you too.

stay happy

LEVEL:	4.0 – 5.9
STANDARD:	20
BENCHMARK:	20.2
TITLE:	Quotation Marks
CONTRIBUTOR:	Roberta Thomas Florida Community College at Jacksonville
MATERIALS:	Paper, pencil, Quotation Marks Lesson Sheets 1, 2 & 3
ACTIVITIES:	Ask the student to say something to you. Then write it as a quotation using the student's name and exact words. Then you say something and have the student write it as a quotation (using "said Mrs. Thomas," for example). Next give a simple page of quotations on which the student inserts quotation marks. The commas and end punctuation should already be included. Right now, the student should only have to think about quotation marks. Include John said, for example, sometimes at the beginning of the quote, sometimes at the end. The next assignment should increase in difficulty. The student should now be responsible for commas and/or end punctuation as well as capitalization. After this concept is understood, the student needs to progress to split quotations. Finally the student needs to be given a practice test using multiple choice. For example, which is correct: Sabrina said, "May I go to the mall?" or Sabrina said, "May I go to the mall"?

Student: _____

Date: _____

Teacher: _____

Quotation Marks: Lesson 1

Please add the quotation marks to the following sentences:

1. Jametrius asked, Do you drive over the Mathews Bridge to come to school?
2. Look at her eyes, man! exclaimed Manuel.
3. Would you like sugar and cream in your coffee? my grandmother asked.
4. Mrs. Jaffe said, The name of the coordinator of our Adult Studies program is Ms. Copeland.
5. Tracy gasped, Oh, these red roses are beautiful!
6. The computer lab is in Room 2155, said Miss Julie.

Remember, quotation marks come in pairs... like socks.

Student: _____

Date: _____

Teacher: _____

Quotation Marks: Lesson 2

You must separate a quotation from the rest of the sentence by using a comma. Add one comma in each of the following sentences.

1. "You should start reading to your child before he is even one year old " said Mrs. Thomas.
2. "Choose a book that has a lot of rhymes " she advised.
3. The teacher said "Babies like rhyme even when they don't know the words yet."
4. Toni replied "But my baby girl just grabs the book and wants to chew on it."
5. "All babies do that " answered Mrs. Thomas.
6. "Choose sturdy books and just keep trying " she continued.
7. Arleasa said "My two-year-old wants to hear the same book over and over again."
8. "Yes, you will probably know your toddler's favorite book by heart " laughed the teacher.

Student: _____

Date: _____

Teacher: _____

Quotation Marks: Lesson 3

Notice that quotation marks have a right half and a left half. There will always be a mark of punctuation directly before the right half of the quotation. If it is the end of the sentence, there will be one of the following: period, question mark, or exclamation point. If it is not the end of the sentence, but only the end of the quotation, there will be a comma.

In the following sentences, add commas, periods, question marks, and exclamation points in the correct places. There will be two punctuation marks in each sentence.

1. "The fire truck is on its way " she exclaimed
2. "Do you sing in the choir " Mildred asked
3. Taneshia said "I have searched my purse for my keys and can't find them "
4. Lonnie wondered "How much does it cost to rent an apartment "
5. "I attend the Adult Studies program at Florida Community College " explained Danny
6. When the patient was brought into the emergency room Dr. Simber gasped "We must operate at once "
7. "I will not marry you until we have dated for at least two years " replied Valerie.

LEVEL: 4.0 – 5.9; 6.0 - 8.9

STANDARD: 20, 25

BENCHMARK: 20.2, 25.7

TITLE: Run-On Sentence Correction

CONTRIBUTOR: Roberta Thomas
Florida Community College at Jacksonville

MATERIALS: One Way to Correct a Run-on Sentence handout

ACTIVITIES: Work with students through following handout.
Worksheet questions are included on handout.

Student: _____

Date: _____

Teacher: _____

One Way to Correct a Run-on Sentence

Two or more complete sentences that are run together without the correct punctuation are called run on sentences.

EXAMPLE: The weather was not good for a picnic it was cold and windy.

Is a run-on sentence a good thing or a bad thing?

One way to correct a run-on sentence is to separate it into two sentences.

EXAMPLE: The weather was not good for a picnic. It was cold and windy. Notice that we put a period after the first sentence and capitalize the first word of the next sentence.

Correct each sentence below by writing it as two sentences, putting a period at the end of the first sentence and capitalizing the first word of the second sentence.

1. Ms. Pine is constantly bragging about everything she does it drives me nuts.
2. Wesley bought her an engagement ring it was very large and extravagant.
3. I needed to get to Orlando fast I rented a car.
4. The chocolate kisses were melting they had been in her hand too long.
5. The house was surrounded by hills they were covered by snow.
6. She was wearing a red dress she looked good to me.
7. The tear on my child's cheek got larger and larger it rolled slowly down his face.
8. The average American chews 200 sticks of gum a year they must have tired jaws.
9. I am a nurse I know how dangerous it is to have a premature baby.
10. Do your grocery shopping on Tuesday or Wednesday they are the slowest days at the stores.

LEVEL: 4.0 – 5.9

STANDARD: 21

BENCHMARK: 21.8

TITLE: Adjectives That Fit

CONTRIBUTOR: Karen Shipman
Ft. Lauderdale

MATERIALS: Pen/pencil; art materials; handout on Adjectives

ACTIVITIES: Students work in groups of 2-3 people choosing appropriate words to fit into each blank of the paragraph. The groups do an illustration of their paragraph. The teacher requests that each listener checks the inserted words to be sure they are appropriate for the context. Each group reads their paragraph and explains their illustration. The teacher asks the class to tell the job/function of adjectives in sentences. The teacher discusses the difference between general and specific adjectives, and gives each group time to change some of their choices to be more specific and interesting. The entire group then discusses any changes made and their reasons for doing so.

Additional information: All parts of speech can be reviewed using the CLOZE format as an easy study reference for each one. Writing exercises could follow where students would create their own “scary,” “scientific,” “historic,” etc. paragraph.

Student: _____

Date: _____

Teacher: _____

ADJECTIVES THAT FIT

Directions: Fill in the blanks with ONE word so that each sentence makes sense within the context.

The _____ boy ran into a _____ room along with his _____ dog. They stopped because they saw a _____ body under the _____ table. Billy and his dog escaped from the room in _____ minutes. They were _____ and _____. They couldn't believe what they had seen, so they went to the _____ house next door. The person answering the door looked _____, so they went inside and sat down. Soon the owner's butler who had _____ eyes, a _____ body, and was _____ feet tall brought in a _____ pie and some _____ beverages. Billy was glad to be inside because it was _____ and _____ outside. After Billy finished _____ pieces of pie, he said he'd better get on home. They went into the night and saw a _____ Buick drive down the _____ path about _____ houses down the street. Billy wanted to follow the car, but it was too _____ to stay outside any longer. So, the boy and his dog ended their adventures for the day.

Now write your own paragraph. It can be an adventure, mystery, travelogue, childhood memory, etc. Underline each descriptive adjective in your paragraph

LEVEL: 4.0 – 5.9

STANDARD: 21

BENCHMARK: 21.8

TITLE: Parts of Speech

CONTRIBUTOR: Karen Shipman
Ft. Lauderdale

MATERIALS: Several colors of highlighters/colored pencils

ACTIVITIES: Put the definition for whatever part of speech is being studied (such as “NOUN”) on the board. Pass out a one- or two-paragraph text and have students label the page “NOUNS” and underline every noun with a pencil. Then, students highlight all the “person” nouns in 1 color, all the “place” nouns in another color, and all the “idea” nouns in another color, etc.

Additional Information:

This can be used to distinguish between singular/plural and common/proper nouns. The replacement of nouns or verbs with more “vivid” ones using a thesaurus is a similar activity for a higher level (6.0 – 8.9).

You could use a newspaper article for this exercise.

Benchmark: 21.8, 22.3, 22.4

LEVEL:	4.0 –5.9
STANDARD:	21, 22
BENCHMARK:	21.8, 22.3, 22.4
TITLE:	School Writing Assignment
CONTRIBUTOR:	Fran Riotte Leon County Adult & Community Education
MATERIALS:	Writing assignment handout
ACTIVITIES:	Give students handout with writing assignment. This assignment may be an in-class essay or a project worked on and revised for several class meetings.

Student: _____

Date: _____

Teacher: _____

SCHOOL WRITING ASSIGNMENT

Remember those good old elementary school days? Remember lunch in the cafeteria? What was your favorite menu item? What did you HATE to see on the menu? With whom did you like to eat? Did anything silly or sad happen to you in the cafeteria?

Write an essay of about 200 words describing eating lunch in the school cafeteria. Describe the good and the bad points, the food, the surroundings, the people. Use lots of adjectives and adverbs. List the adjectives and adverbs you used below.

Adjectives describe people, places, and things. They tell what kind, which one, or how many.

Adverbs describe verbs. They tell how, when, or where.

LEVEL: 4.0 – 5.9

STANDARD: 21

BENCHMARK: 21.8, 21.13

TITLE: Complex Sentences

CONTRIBUTOR: Fran Riotte
Leon County Adult & Community Education

MATERIALS: Index cards, pen or pencil

ACTIVITIES: The student is given a “basic sentence” (e.g., The woman is in the park.)
The student is asked to expand on the topic using “descriptive” words (e.g., addressing what the woman is wearing and doing in the park.)

Useful as cooperative group activity, each student adding a word or phrase.
Students designate group spokesman to present final work aloud to class.

**Benchmark: 21.14, 21.15, 22—All,
24.3, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1**

- LEVEL:** 4.0 – 5.9; 6.0 - 8.9
- STANDARD:** 21, 22, 24, 25, 27, 29
- BENCHMARK:** 21.14, 21.15, 22—All, 24.3, 25—All, 27.1, 27.2, 27.3, 27.4, 29.1
- TITLE:** Laughter Essay
- CONTRIBUTOR:** Fran Riotte
Leon County Adult & Community Education
- MATERIALS:** None required
- ACTIVITIES:** Write an essay of about 200 words on the following: (Remember, 200 words is about one and one-half pages.)
- Laughter has many causes—amusement, embarrassment, even fear. Describe an event that caused someone to laugh. Be sure to answer this question: Why did the person laugh?

LEVEL:	4.0 – 5.9
STANDARD:	22
BENCHMARK:	22—All
TITLE:	Description Essay on Conflict
CONTRIBUTOR:	Fran Riotte Leon County Adult & Community Education
MATERIALS:	None required
ACTIVITIES:	<p>A descriptive essay describes a person, a place, a thing, or a situation. Write a descriptive essay on the topic below. Your essay should be about 200 words long.</p> <p>Everyone from time to time, either experiences or witnesses conflict—when two persons, two groups, or two forces strike against one another. Describe a particular conflict that you know something about. Some things you can include are:</p> <ul style="list-style-type: none">the reason for the conflictwho is or was involvedhow the conflict appeared to otherswhat the feelings werewhich solutions were triedwhich solutions worked—if anywho won

- LEVEL:** 4.0 – 5.9; 6.0 - 8.9
- STANDARD:** 22, 25
- BENCHMARK:** 22—All, 25—All
- TITLE:** Talent Essay
- CONTRIBUTOR:** Fran Riotte,
Leon County Adult & Community Education
- MATERIALS:** None required
- ACTIVITIES:** Write an essay of about 200 words on the following topic. Get organized, start writing, edit your work.

Each of us has many gifts—talents that we were born with or have developed over time. Some of us have musical talent. We sing well and entertain ourselves and others. Some of us have mechanical talent. We can repair a bicycle and provide transportation for ourselves or for others. Others of us have more personal talents. We can make friends easily and bring happiness and love into the lives of others.

Think about your own talents. Describe two or three of these gifts of your own ability and personality. Tell what you have accomplished using each of these talents.

Benchmark: 22-All, 25-All

LEVEL:	4.0 – 5.9; 6.0 - 8.9
STANDARD:	22, 25
BENCHMARK:	22—All, 25—All
TITLE:	Order in Writing
CONTRIBUTOR:	Fran Riotte Leon County Adult & Community Education
MATERIALS:	Order in Writing handout
ACTIVITIES:	Give students the following handout to work on order in their writing.

Student: _____

Date: _____

Teacher: _____

Order in Writing

An essay describing how to do something should be arranged logically—that is, “First things first.” Keep that in mind as you write on the topic below. Remember to make your plan FIRST.

“Dear Abby” has taken a day off, and you have been asked to write her advice column. In about 200 words, answer the question below:

Dear Abby,

Every time I apply for a job and get turned down. I become very angry. I usually yell at my family, kick the dog, and then hide in my room for a week eating M & M's. Can you suggest a better way to handle my anger?

Sincerely,

Hot Head

Benchmark: 25—All, 27.1, 27.2, 27.3, 27.4, 29.1

- LEVEL:** 6.0 – 8.9
- STANDARD:** 25, 27, 29
- BENCHMARK:** 25—All, 27.1, 27.2, 27.3, 27.4, 29.1
- TITLE:** Personal Response to Religion in Schools
- CONTRIBUTOR:** Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning
- MATERIALS:** None required, though any local or school policies on prayer might be helpful
- ACTIVITIES:**
1. Students discuss their personal reactions to prayer or other religious expressions in schools.
 2. Students discuss beliefs and feelings about prayer and other religious expressions in schools.
 3. Students develop essays expressing a pro or con opinion on school prayer.

Benchmark: 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2

- LEVEL:** 6.0 – 8.9
- STANDARD:** 25, 27, 29
- BENCHMARK:** 25—All, 27.1, 27.2, 27.3, 27.4, 29.1, 29.2
- TITLE:** Why Did I Drop Out?
- CONTRIBUTOR:** Blueprint 2000 Lesson Activities, developed by Dr. James Croteau, Leon County Schools and Rhonda Flanagan, FSU Center for the Study of Teaching and Learning
- MATERIALS:** Editing checklist (see Fran Riotte’s list, Level 4.0 - 5.9; Standard 20)
- ACTIVITIES:** Students reflect and write about the reasons they had for dropping out of school, the problems it created or solved and the reasons they had for coming back to school. Using an editing checklist, students self edit their essay.

LEVEL:	6.0 – 8.9
STANDARD:	25
BENCHMARK:	25.7, 25.12
TITLE:	Parenthetical Expressions
CONTRIBUTOR:	Roberta Thomas Florida Community College at Jacksonville
MATERIALS:	Parenthetical Expressions handout
ACTIVITIES:	After working through punctuation for parenthetical expressions, use the following handout in small groups or with individuals to have students solidify their skills.

Student: _____

Date: _____

Teacher: _____

PARENTHETICAL EXPRESSIONS

We often use an expression that interrupts the smooth flow of a sentence. We call this a parenthetical expression because it is a side remark, something that could be placed in parentheses: (Of course) I want to loan you the money. In speaking we drop our voices and pause both before and after the interrupter in order to set it apart from the main idea. In writing we use commas to do this.

This horse, for example, is a pinto.

The interrupting expression is set off with commas.

Notice that you can leave out the interrupter and still have a good sentence left.

This horse is a pinto.

Below is a list of common interrupters.

as you know

of course

by the way

on the other hand

nevertheless

it seems

if possible

as a matter of fact

In the sentences below, put commas around the interrupter.

1. Starfish by the way can grow new arms.
2. The Easter parade as you know will start promptly at 10:00 A.M.
3. A ski jacket of course will keep you warm even in the winter snow.
4. Belle on the other hand has been married four times.
5. White shoes nevertheless should be worn only after Memorial Day and before Labor Day.
6. Cellular phones if possible should never be allowed to ring in a restaurant, a classroom, or a church.
7. Even though women have more rights than ever before, housekeeping it seems is still primarily the wife's responsibility.
8. As a matter of fact most husbands look upon kitchen duty as if they are helping out their wife.