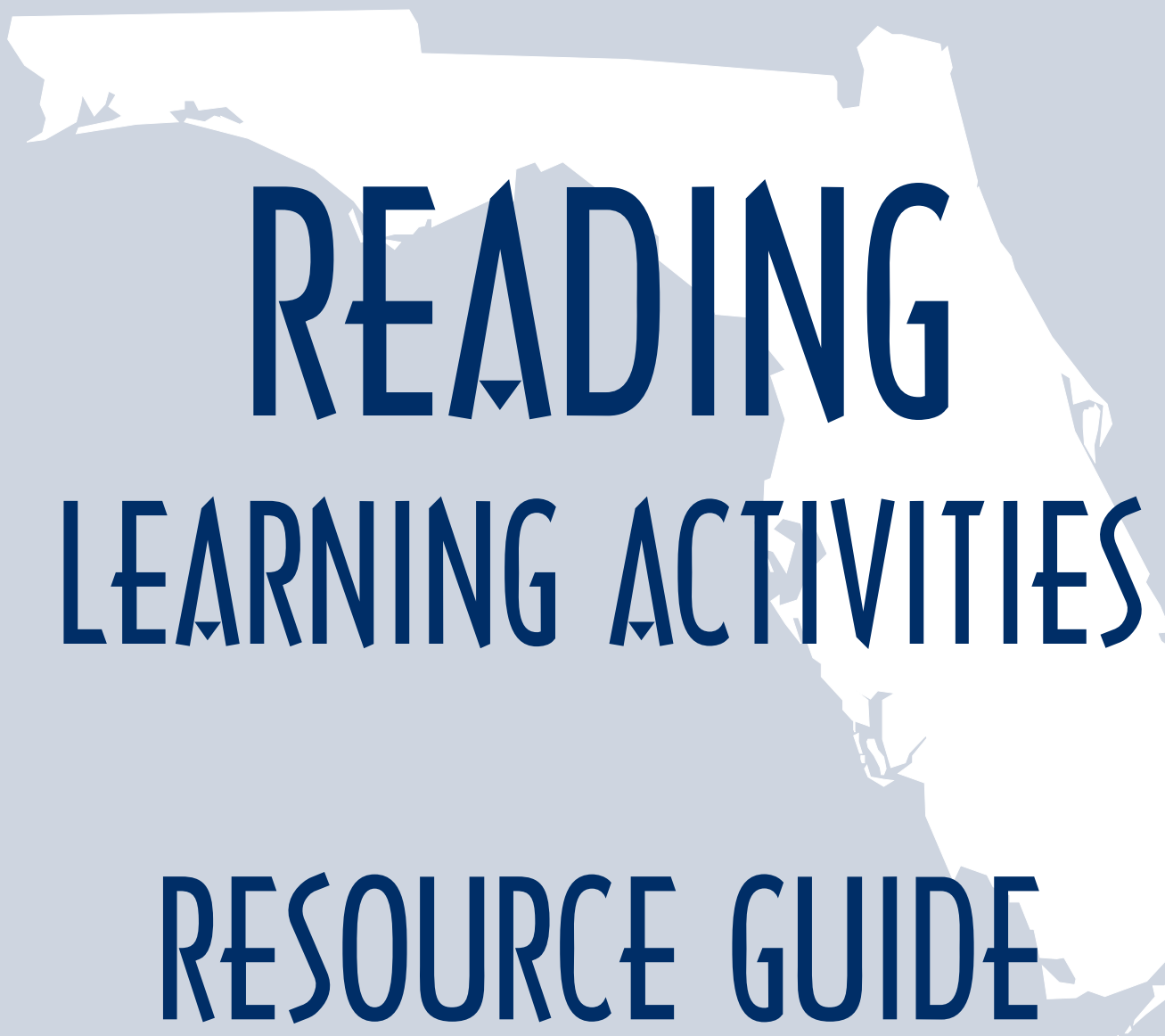


ABE FLORIDA - 2001



**READING
LEARNING ACTIVITIES
RESOURCE GUIDE**

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LEARNING ACTIVITIES
RESOURCE GUIDE**

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by

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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

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Sarah Hobson

•

Jenny Helms

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Rochel Abrams

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Fran Riotte

- LEVEL:** All
- STANDARD:** See particular activity
- BENCHMARK:** See particular activity
- TITLE:** Reading for Decision-Making
- CONTRIBUTOR:** Reading for Decision-Making produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
- MATERIALS:**
- Step 1:** Video “Acting on Your Values” Bureau for At-Risk Publications
Available from Elkind & Sweet Communications, Inc.
1-800-359-KIDS
 - Step 2:** None needed
 - Step 3:** Option A: Story The Wallet by Linda Barbarito
Option B: Outline picture of a house (Master to be duplicated)
Option C: Newsprint
Markers
 - Step 4:** Values Chart
Reading selections
Chicken Soup for the Soul by Jack Canfield and Mark Hansen
Newspaper Articles
 - Step 5:** Same as above
Dictionary
“Choices Game”
 - Step 6:** Markers
Old magazines and catalogues
*Newsprint
*Pencils
*Glue stick
*Scissors
*Poster Board
*Construction Paper
 - Step 7:** None needed
 - Step 8:** None needed

ACTIVITIES:

- Step 1:** As a class, brainstorm the meaning of “value” and then view the video “Acting on Your Values” from Bureau for At-Risk Publication.
- Step 2:** After viewing video, discuss with students their values, and how their values affect the decisions they make. Make a list of values identified by students on chart or board.
- Step 3:**
- Option A:** Read enclosed story to the class about *The Wallet*. Have students imagine that they are in that situation while you are reading. Discuss reactions.
- Option B:** Individually or in small groups, have students fill in an outline picture of a house with the values they feel are important. Share with class.
- Option C:** Individually or in small groups, using image of a large tree, have students draw tree and fill in values that are important to them. Share with class.
- Step 4:** Display enclosed Values Chart and discuss with students. Read several of the enclosed selections to the class, or use pertinent newspaper articles which deal with values. Elicit discussion about each of the selections: What are the values dealt with in the story? How do those values affect the decisions of the characters in the story? Allow students to identify vocabulary words they desire to learn from the selections and discussions. Write words on chalkboard. Discuss meanings.
- Step 5:** Individually or in groups:
- A. Students learn chosen vocabulary words by looking them up in the dictionary, then use the words in sentences.
 - B. Students read selections about values from materials provided, sharing reactions and finding relation of values to decisions.
 - C. Students find and read newspaper articles which relate to values and share reactions, finding relation of values to decisions.
 - D. Students play enclosed “Choices Game.”

- Step 6:** Selecting a story which they have read, individuals or groups choose one (or several) of the following to do:
- A. Develop a song based on the values dealt with in the story.
 - B. Make a collage depicting values in the story.
 - C. Draw a picture depicting values in the story.
 - D. One person reads aloud a story about values while other students draw pictures in response to the reading.
 - E. Role-play a values situation.
 - F. Develop a play based on the chosen story.
 - G. Develop a dance based on the selected story.
 - H. Develop a game called “Find the Hidden Value,” using values dealt with in the story.

Step 7: One group or individual shares creation with another, receiving feedback, then students refine their creations through group or self-evaluation.

Step 8: Groups and individuals share final products with entire class.

Benchmark: 3.1, 6.1, 7.1, 7.2, 7.3, 14.5, 15.1, 15.2, 22.3, 27.1

LEVEL:	All (Level 0.0 - 1.9 if response is given orally)
STANDARD:	3, 6, 7, 14, 15, 22, 27
BENCHMARK:	3.1, 6.1, 7.1, 7.2, 7.3, 14.5, 15.1, 15.2, 22.3, 27.1
TITLE:	Reading for Decision-Making Self-Evaluation
CONTRIBUTOR:	<u>Reading for Decision-Making</u> produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
MATERIALS:	Self-Evaluation Checklist for Students
ACTIVITIES:	Steps 1 and 2

Benchmark: 3.1, 6.1, 7.1, 7.2, 7.3, 14.5, 15.1, 15.2, 22.3, 27.1

Student: _____

Date: _____

Teacher: _____

Self-Evaluation Checklist for Students Steps 1 and 2.

I have:

- _____ carefully viewed and listened to the video.
- _____ written the values I observed.
- _____ participated in classroom discussion.
- _____ prioritized my values.
- _____ proofread my work, correcting as needed, re-doing if necessary.
- _____ checked off each item as I have completed it.
- _____ carefully organized all my work for this step or steps and placed it in my folder for future use.

Reading for Decision-Making

**Benchmark: 4.5, 5.1, 7.2, 17.1,
19.1, 19.9, 22.3, 22.5, 25.1**

LEVEL:	All (Level 0.0 - 1.9 if responses given orally)
STANDARD:	4, 5, 7, 17, 19, 22, 25
BENCHMARK:	4.5, 5.1, 7.2, 17.1, 19.1, 19.9, 22.3, 22.5, 25.1
TITLE:	“The Wallet”
CONTRIBUTOR:	<u>Reading for Decision-Making</u> produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
MATERIALS:	Story “The Wallet”, Student Self-Evaluation Checklist of “The Wallet”
ACTIVITIES:	Step 3A

**Benchmark: 4.5, 5.1, 7.2, 17.1,
19.1, 19.9, 22.3, 22.5, 25.1**

Student: _____ Date: _____

Teacher: _____

**Student Self-Evaluation Checklist
Step 3 A. Discussion of “The Wallet”**

While reading, I imagined I was in the same situation. . .

During the discussion, I . . .

- _____ consulted with my teacher about working in a group or individually.
- _____ participated in the discussion.
- _____ gave opinions and elaborated on responses.
- _____ asked questions of the group or teacher.

Reading for Decision-Making

Name _____ Date _____ Instructor's Initials _____

Step 3. Option A.

The Wallet

It was such a bright, brisk morning in March that I shoved my keys into my jeans, dropped my daughter off at her sitter's and walked the six blocks from my house to my new job at Bailey's Restaurant in down town Winter Park where I'd recently been hired as a bookkeeper.

Little did I know this was a day that I would remember for as long as I lived.

As a single mother struggling to support myself and my three-year-old daughter, the extra income was crucial to our survival. Even with the grants and scholarships awarded to me for attending full time college, I feared we were still going to be caught short at the end of the month.

I felt my worries slip away as I went into my "work mode"—my job was exciting and challenging, especially since I was teaching myself many of the things my employers thought I already knew. Just as I was making my way back from the restaurant to the nightclub in the rear where my tiny office was located, I saw it—what I would forever come to think of as "The Wallet."

It was wedged in between one of the leather booths and even in the dim lighting I could see it was of good quality. Not surprising, I thought, as I picked up The Wallet to look for some kind of identification. Bailey's catered to a young, wealthy, upper class clientele—a clique which I, with my thrift store clothes and demands of single parenthood, could never hope to belong to. What was surprising however, were the contents of The Wallet itself.

I couldn't believe it! Stuffed in the expensive Louis Vuitton leather wallet along with the obligatory gold Amex charge cards and important looking I.D., was three hundred dollars in cash! I quickly recounted it and then allowed myself to dream for a minute—the briefest of minutes—of what the money could mean to my daughter and me. New shoes for Amber, a car payment, a shopping spree... the possibilities were endless and the money in The Wallet could mean a respite from the constant, nagging worries I had become accustomed to. It was for only a second, though—I knew I had to do the right thing. And the right thing was plain and simple—call the owner of The Wallet and let him know I had found his wallet intact with the cash.

The voice at the other end of the phone was incredulous—he couldn't believe I was actually returning his wallet with all three hundred dollars in it. After thanking me profusely, he hung up and I put the wallet in a cubbyhole in the back part of my office, thinking only briefly about it as the day got busier.

Several hours later, a good-looking man reeking of money showed up to claim his wallet. I recognized him as he had been pointed out to me several times as one of a group of people involved in some shady business dealings. Still, what was right was right. Even if the money was obtained dishonestly, it didn't mean I had to compromise my honesty as well. Thus, suffused with a glow of integrity, I handed him The Wallet, only to see his eyes turn from grateful to accusing as he flipped it upside down and shook it in front of my face.

"Empty," he proclaimed, "Now where's the money you stole?" I felt the floor shake and heave and barely kept my balance as the blood rushed from my face and I stammered, "Empty? It couldn't be!" I knew there was three hundred dollars in The Wallet when I had put it away and no one had been back in the office but me. Wait a minute! Actually there had been several people

back and forth during the day—the accountant, the owners, various service people—anyone could have taken it, yet I was the one who looked guilty. Various thoughts rushed through my mind—the first one being, of course, that I should have never even called; then feelings of failure and stupidity for not putting The Wallet in a safer place, new suspicions regarding my co-workers, and then finally the feeling that I had done the right thing, and no matter who believed me, I knew I was right. It was small consolation, though, as my employers had to write out a check to the indignant customer since my phone call had placed the money in the wallet while still on their premises. My employers looked at me differently as well—I could tell they thought I had stolen the money and I wondered when I would be out looking for a new job again. Even the fact I had called The Wallet's owner could have been construed as a ploy to look innocent.

The next few weeks were nearly impossible. I trusted no one and no one trusted me. Even months later when our accountant was caught embezzling money from the books to support her drug habit and had in all probability taken the \$300, I never really felt vindicated. Just by picking up The Wallet, I had been stained by it forever.

Linda Barbarito

Benchmark .6, 4.4, 7.2, 9.2, 10.2, 17.1, 17.4, 19.2, 19.4, 22.3, 22.5, 24.2, 25.1, 28.1, 30.2

LEVEL:	All (Level 0.0 - 1.9 if responses given orally)
STANDARD:	1, 4, 7, 9, 10, 17, 19, 22, 24, 25, 28, 30
BENCHMARK:	1.6, 4.4, 7.2, 9.2, 10.2, 17.1, 17.4, 19.2, 19.4, 22.3, 22.5, 24.2, 25.1, 28.1, 30.2
TITLE:	The Values House
CONTRIBUTOR:	<u>Reading for Decision-Making</u> produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
MATERIALS:	Self-Evaluation Checklist; House diagram
ACTIVITIES:	Step 3B

Step 3. Option B

Name: _____



**Benchmark 1.6, 4.4, 7.2, 9.2, 10.2, 17.1,
17.4, 19.2, 19.4, 22.3, 22.5, 24.2, 25.1, 28.1, 30.2**

Student: _____ Date: _____

Teacher: _____

**Self-Evaluation Checklist
Step 3B—"The Values House"**

I have:

- _____ placed the values I chose on the house.
- _____ discussed or examined why I chose the values.
- _____ participated in classroom discussion.
- _____ organized all my work for this Step 3B, and placed it in my folder for future use.

Reading for Decision-Making

Name _____ Date _____ Instructor's Initials _____

Benchmark: 1.2, 5.1, 7.1, 7.2, 7.3, 14.1, 14.2, 14.5, 22.1, 22.4, 23.2, 27.1, 27.2

LEVEL:	All (Level 0.0 - 1.9 if responses given orally)
STANDARD:	1, 5, 7, 14, 22, 23, 27
BENCHMARK:	1.2, 5.1, 7.1, 7.2, 7.3, 14.1, 14.2, 14.5, 22.1, 22.4, 23.2, 27.1, 27.2
CONTRIBUTOR:	<u>Reading for Decision-Making</u> produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
MATERIALS:	Self-Evaluation Checklist on “The Values Tree”
ACTIVITIES:	Step 3C

**Benchmark: 1.2, 5.1, 7.1, 7.2, 7.3, 14.1, 14.2, 14.5,
22.1, 22.4, 23.2, 27.1, 27.2**

Student: _____ Date: _____

Teacher: _____

**Self-Evaluation Checklist
Step 3C—"The Values Tree"**

I have:

- _____ listened carefully to the reading of the story.
- _____ visualized the tree I wish to draw.
- _____ chosen the values for my tree.
- _____ examined why I chose the values.
- _____ used neatness and clarity in my planning and discussion.
- _____ shared my tree with others.
- _____ listened to others' presentations.
- _____ organized all my work for this step, and placed it in my folder with my tree for future use.

Reading for Decision-Making

Name _____ Date _____ Instructor's Initials _____

**Benchmark: R 15.2, 16.1, 18.4, 24.1, 24.3;
L 21.13, 22.4, 25.12, 27.4**

LEVEL:	R & L 4.0-5.9, R & L 6.0-8.9
STANDARD:	R 15, 16, 18, 19, 24; L 21, 22, 25, 27
BENCHMARK:	R 15.2, 16.1, 18.4, 24.1, 24.3; L 21.13, 22.4, 25.12, 27.4
TITLE:	The Values Chart Used with Folktales
CONTRIBUTOR:	<u>Reading for Decision-Making</u> produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
MATERIALS:	Values Chart; optional reading selections
ACTIVITIES:	Step 4

**Benchmark: R 15.2, 16.1, 18.4, 24.1, 24.3;
L 21.13, 22.4, 25.12, 27.4**

Student: _____

Date: _____

Teacher: _____

STEP 4: VALUES CHART

WHAT DO YOU VALUE MOST?

Integrity

Perseverance

Responsibility

Friendship

Compassion

Forgiveness

Fairness

Courage

Personal Best

Honesty

Love

Loyalty

Respect

Generosity

Self-Discipline

**Benchmark: R 15.2, 16.1, 18.4, 24.1, 24.3;
L 21.13, 22.4, 25.12, 27.4**

Student: _____ Date: _____

Teacher: _____

STEPS 4 and 5:

The Book of Virtues

By William J. Bennett

has been used as a source for the following folktales and fables:

The Legend of the Dipper

•

The Lion and The Mouse

•

The Silent Couple

•

The Sword of Damocles

•

Why the Frog and the Snake Never Play Together

The Legend of the Dipper

There had been no rain in the land for a very long time. It was so hot and dry that the flowers were withered, the grass was parched and brown, and even the big, strong trees were dying. The water dried up in the creeks and rivers, the wells were dry, the fountains stopped bubbling. The cows, the dogs, the horses, the birds, and all the people were so thirsty! Everyone felt uncomfortable and sick.

There was one little girl whose mother grew very ill. “Oh,” said the little girl, “if I can only find some water for my mother I’m sure she will be well again. I must find some water.”

So she took a tin cup and started out in search of water. By and by she found a tiny little spring away up on a mountainside. It was almost dry. The water dropped, dropped, ever so slowly from under the rock. The little girl held her cup carefully and caught the drops. She waited and waited a long, long time until the cup was full of water. Then she started down the mountain holding the cup very carefully, for she didn’t want to spill a single drop.

On the way she passed a poor little dog. He could hardly drag himself along. He was panting for breath and his tongue hung from his mouth because it was so dry and parched.

“Oh you poor little dog,” said the little girl, “you are so thirsty. I can’t pass you without giving you a few drops of water. If I give you just a little there will still be enough for my mother.”

So the little girl poured some water into her hand and held it down for the little dog. He lapped it up quickly and then he felt so much better that he frisked and barked and seemed almost to say, “Thank you, little girl.” And the little girl didn’t notice—but her tin dipper had changed into a silver dipper and was just as full of water as it had been before.

She thought about her mother and hurried along as fast as she could go. When she reached home it was late in the afternoon, almost dark. The little girl pushed the door open and hurried up to her mother’s room. When she came into the room, and the old servant who helped the little girl and her mother, and had been working hard all day taking care of the sick woman, came to the door. She was so tired and so thirsty that she couldn’t even speak to the little girl.

“Do give her some water,” said the mother. “She has worked hard all day and she needs it much more than I do.”

So the little girl held the cup to her lips and the old servant drank some of the water. She felt stronger and better right away and she went over to the mother and lifted her up. The little girl didn’t notice that the cup had changed into a gold cup and was just as full of water as it was before!

Then she held the cup to her mother’s lips and she drank and drank. Oh, she felt so much better! When she had finished there was still some water left in the cup. The little girl was just raising it to her own lips when there came a knock at the door. The servant opened it and there stood a stranger. He was very pale and all covered with dust from traveling. “I am thirsty,” he said. “Won’t you give me a little water?”

The little girl said, “Why certainly I will, I am sure that you need it far more than I do. Drink it all.”

The stranger smiled and took the dipper in his hand, and as he took it, it changed into a diamond dipper. He turned it upside down and all the water spilled out and sank into the ground. And where it spilled a fountain bubbled up. The cool water flowed and splashed—enough for the people and all the animals in the whole land to have all the water they wanted to drink.

As they watched the water they forgot the stranger, but presently when they looked he was gone. They thought they could see him just vanishing in the sky—and there in the sky, clear and high, shone the diamond dipper. It shines up there yet, and reminds people of the little girl who was kind and unselfish. It is called the Big Dipper.

The Lion and The Mouse

One day a great lion lay asleep in the sunshine. A little mouse ran across his paw and wakened him. The great lion was just going to eat him up when the little mouse cried, "Oh, please, let me go, sir. Some day I may help you."

The lion laughed at the thought that the little mouse could be of any use to him. But he was a good-natured lion, and he set the mouse free.

Not long after, the lion was caught in a net. He tugged and pulled with all his might, but the ropes were too strong. Then he roared loudly. The little mouse heard him, and ran to the spot.

"Be still, dear Lion, and I will set you free. I will gnaw the ropes."

With his sharp little teeth, the mouse cut the ropes, and the lion came out of the net.

"You laughed at me once," said the mouse. "You thought I was too little to do you a good turn. But see, you owe your life to a poor little mouse."

The Silent Couple

There was once a young man who was said to be the most pigheaded fellow in town, and a young woman who was said to be the most mule-headed maiden, and of course they somehow managed to fall in love and be married. After the wedding ceremony, they had a grand feast at their new house which lasted all day.

Finally all the friends and relatives could eat no more, and one by one they went home. The bride and groom collapsed from exhaustion, and were just getting ready to take off their shoes and relax, when the husband noticed that the last guest to leave had failed to close the door.

"My dear," he said, "would you mind getting up and shutting the door? There's a draft coming in."

"Why should I shut it?" yawned the wife. "I've been on my feet all day, and I just sat down. You shut it."

"So that's the way it's going to be!" snapped the husband. "Just as soon as you get the ring on your finger, you turn into a lazy good-for-nothing!"

"How dare you!" shouted the bride. "We haven't even been married a day, and already you're calling me names and ordering me around! I should have known this is the kind of husband you'd turn out to be!"

"Nag, nag, nag," grumbled the husband. "Must I listen to your complaining forever?"

"And must I always listen to your carping and whining?" asked the wife.

They sat glaring at each other for a full five minutes. Then an idea popped into the bride's head.

"My dear," she said, "neither of us wants to shut the door, and both of us are tired of hearing the other's voice. So I propose a contest. The one who speaks first must get up and close the door."

"It's the best idea I've heard all day," replied the husband. "Let us begin now."

So they made themselves comfortable, each on a chair, and sat face-to-face without saying a word.

They had been that way for about two hours when a couple of thieves with a cart passed by and saw the open door. They crept into the house, which seemed perfectly deserted, and began to steal everything they could lay their hands on. They took tables and chairs, pulled paintings off the walls, even rolled up carpets. But the newlyweds neither spoke or moved.

"I can't believe this," thought the husband. "They'll take everything we own, and she won't make a sound."

"Why doesn't he call for help?" the wife asked herself. "Is he just going to sit there while they steal whatever they want?"

Eventually the thieves noticed the silent, motionless couple and, mistaking them for wax figures, stripped them of their jewelry, watches, and wallets. But neither husband nor wife uttered a sound.

The robbers hurried away with their loot, and the newlyweds sat through the night. At dawn a policeman walked by and, noticing the open door, stuck in his head to ask if everything was all right. But, of course, he couldn't get an answer out of the silent couple.

"Now see here!" he yelled, "I'm an officer of the law! Who are you? Is this your house? What happened to all your furniture?" And still getting no response, he raised his hands to box the man's ears.

"Don't you dare!" cried the wife, jumping to her feet. "That's my new husband, and if you lay a finger on him, you'll have to answer to me!"

"I won!" yelled the husband, clapping his hands. "Now go and close the door."

The Sword of Damocles

There once was a king named Dionysius who ruled in Syracuse, the richest city in Sicily. He lived in a fine palace where there were many beautiful and costly things, and he was waited upon by a host of servants who were always ready to do his bidding.

Naturally, because Dionysius had so much wealth and power, there were many in Syracuse who envied his good fortune. Damocles was one of these. He was one of Dionysius's best friends, and he was always saying to him, "How lucky you are! You have everything anyone could wish for. You must be the happiest man in the world."

One day Dionysius grew tired of hearing such talk. "Come now," he said, "do you really think I'm happier than everyone else?"

"But of course you are," Damocles replied. "Look at the great treasures you possess, and power you hold. You have not a single worry in the world. How could life be any better?"

"Perhaps you would like to change places with me," said Dionysius.

"Oh, I would never dream of that," said Damocles. "But if I could only have your riches and your pleasures for one day, I should never want any greater happiness."

"Very well. Trade places with me for just one day, and you shall have them."

And so, the next day, Damocles was led to the palace, and all the servants were instructed to treat him as their master. They dressed him in royal robes, and placed on his head a crown of gold. He sat down at a table in the banquet hall, and rich foods were set before him. Nothing was wanting that could give him pleasure. There were costly wines, and beautiful flowers, and rare perfumes, and delightful music. He rested himself among soft cushions, and felt he was the happiest man in all the world.

"Ah, this is the life," he sighed to Dionysius, who sat at the other end of the long table. "I've never enjoyed myself so much."

And as he raised his cup to his lips, he lifted his eyes toward the ceiling. What was that dangling above him, with its point almost touching his head?

Damocles stiffened. The smile faded from his lips, and his face turned ashy pale. His hands trembled. He wanted no more food, no more wine, no more music. He only wanted to be out of the palace, far away, he cared not where. For directly above his head hung a sword, held to the ceiling by only a single horsehair. Its sharp blade glittered as it pointed right between his eyes. He started to jump up and run, but stopped himself, frightened that any sudden move might snap the thin thread and bring the sword down. He sat frozen to his chair..

"What is the matter, my friend?" Dionysius asked. "You seem to have lost your appetite."

"That sword! That sword!" whispered Damocles. "Don't you see it?"

"Of course I see it," said Dionysius. "I see it every day. It always hangs over my head, and there is always the chance someone or something may cut the slim thread. Perhaps one of my own advisors will grow jealous of my power and try to kill me. Or someone may spread lies about me, to turn the people against me. It may be that a neighboring kingdom will send an army to seize this throne. Or I might make an unwise decision that will bring my downfall. If you want to be a leader, you must be willing to accept these risks. They come with the power, you see."

"Yes, I do see," said Damocles. "I see now that I was mistaken, and that you have much to think about besides your riches and fame. Please take your place, and let me go back to my own house."

And as long as he lived, Damocles never again wanted to change places, even for a moment, with the king.

Why the Frog and the Snake Never Play Together

Once upon a time, the child of the Frog was hoping along in the bush when he spied someone new lying across the path before him. This someone was long and slender, and his skin seemed to shine with all the colors of the rainbow.

“Hello there,” called Frog-child. “What are you doing lying here in the path?”

“Just warming myself in the sun,” answered the someone new, twisting and turning and uncoiling himself. “My name is Snake-child. What’s yours?”

So Frog-child and Snake-child played together all morning long in the bush.

“Watch what I can do,” said Frog-child, and he hopped high into the air. “I’ll teach you how, if you want,” he offered.

So he taught Snake-child how to hop, and together they hopped up and down the path through the bush.

“Now watch what I can do,” said Snake-child, and he crawled on his belly straight up the trunk of a tall tree. “I’ll teach you if you want.”

So he taught Frog-child how to slide on his belly and climb into trees.

After a while they both grew hungry and decided to go home for lunch, but they promised each other to meet again the next day.

“Thanks for teaching me how to hop,” called Snake-child.

“Thanks for teaching me how to crawl up trees,” called Frog-child.

Then they each went home.

“Look what I can do, Mother!” cried Frog-child, crawling on his belly.

“Where did you learn how to do that?” his mother asked.

“Snake-child taught me,” he answered. “We played together in the bush this morning. He’s my new friend.”

“Don’t you know the Snake family is a bad family?” his mother asked. “They have poison in their teeth. Don’t ever let me catch you playing with one of them again. And don’t let me see you crawling on your belly, either. It isn’t proper.”

Meanwhile, Snake-child went home and hopped up and down for his mother to see.

“Who taught you to do that?” she asked.

“Frog-child did,” he said. “He’s my new friend.”

“What foolishness,” said his mother. “Don’t you know we’ve been on bad terms with the Frog family for longer than anyone can remember? The next time you play with Frog-child, catch him and eat him up. And stop that hopping. It isn’t your custom.”

So the next morning when Frog-child met Snake-child in the bush, he kept his distance.

“I’m afraid I can’t go crawling with you today,” he called, hopping back a hop or two.

Snake-child eyed him quietly, remembering what his mother had told him. “If he gets too close, I’ll spring at him and eat him,” he thought. But then he remembered how much fun they had had together, and how nice Frog-child had been to teach him how to hop. So he sighed sadly to himself and slid away into the bush.

And from that day onward, Frog-child and Snake-child never played together again. But they often sat alone in the sun, each thinking about their one day of friendship.

**Benchmark: R 15.2, 16.1, 18.4, 24.1, 24.3;
L 21.13, 22.4, 25.12, 27.4**

Student: _____ Date: _____

Teacher: _____

STEP 4:

**Suggested Supplemental Readings from
Chicken Soup for the Soul, J. Canfield and M. Hansen**

Remember that adults enjoy being read to just like children, so read some of these selections to them and discuss the values represented.

Page 19: "Who You Are Makes A Difference"

Page 22: "One At A Time"

Page 24: "The Gift"

Page 65: "Puppies For Sale"

Page 72: "Start With Yourself"

Page 73: "Nothing But The Truth"

Page 77: "The Bag Lady"

Page 103: "What You Are Is As Important As What You Do"

Page 131: "All I Ever Really Needed To Know I Learned In Kindergarten"

Page 133: "The Hand"

Page 134: "The Royal Knights Of Harlem"

Page 196: "Look Out, Baby, I'm Your Love Man"

Page 253: "Yes, You Can"

Page 259: "The Power Of Determination"

Page 287: "If I Had My Life To Live Over"

**Benchmark: R 15.2, 16.1, 18.4, 19.7, 24.1, 24.3;
L 21.13, 22.4, 25.12, 27.4**

LEVEL:	R & L 4.0-5.9, R & L 6.0-8.9
STANDARD:	R 15, 16, 18, 19, 24; L 21, 22, 25, 27
BENCHMARK:	R 15.2, 16.1, 18.4, 19.7, 24.1, 24.3; L 21.13, 22.4, 25.12, 27.4
TITLE:	Vocabulary Self-Evaluation
CONTRIBUTOR:	<u>Reading for Decision-Making</u> produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
MATERIALS:	Student Self-Evaluation Checklist on Vocabulary
ACTIVITIES:	Step 5A

**Benchmark: R 15.2, 16.1, 18.4, 19.7, 24.1, 24.3;
L 21.13, 22.4, 25.12, 27.4**

Student: _____ Date: _____

Teacher: _____

**Student Self-Evaluation Checklist
Step 5A. Vocabulary and sentence-writing**

My personal word list:

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Organization:

I have:

- _____ found the vocabulary list from Step 4.
- _____ chosen 10 to 20 words from the list and recorded them in my personal list box.
- _____ looked up each vocabulary word in the dictionary.
- _____ checked the definitions for accuracy.
- _____ checked the words for usage in the story.

Application:

I have:

- _____ used each word in an original sentence.
- _____ checked each sentence so that it is grammatically correct.
- _____ organized my work and consulted with my teacher when necessary.
- _____ placed my work for this Step 5A in my folder: list, definitions, and sentences.

Reading for Decision-Making

Benchmark: R 23.3, 25.2, 27.1, 30.2

LEVEL:	R 6.0-8.9
STANDARD:	R 23, 25, 27, 30
BENCHMARK:	R 23.3, 25.2, 27.1, 30.2
TITLE:	Choices
CONTRIBUTOR:	<u>Reading for Decision-Making</u> produced by the Office of Adult and Community Education, Brevard County Schools, 1997 (Section 353 Grant).
MATERIALS:	Student Self-Evaluation Checklist; Student Final, Self-Assessment; Choices Game; optional reading selections not used in Step 4
ACTIVITIES:	Steps 5B, 5C, and 5D

Student: _____ Date: _____

Teacher: _____

Student Self-Evaluation Checklist Steps 5B & C.

- Reading stories & newspaper articles
- Writing values & decision lists
- Sharing with others

Organization: check off as completed.

I have:

Chosen and read story/article

- A. _____
- B. _____
- C. _____

I have identified and listed these decisions made in each story/article:

- _____ A. _____
- _____ B. _____
- _____ C. _____

I have identified these values exemplified in story/article

- _____ A. _____
- _____ B. _____
- _____ C. _____

Sharing

I have:

- _____ listened/shared a story/article.
- _____ related the value to the decision.
- _____ placed my materials for this step in my folder.

Reading for Decision-Making

STEP 5: Choices Game

Reproduce the following scenarios as cards to hand out in the Choices Game of Step 5. Heavy card stock and laminating will extend the life of the game cards!

1. You are shopping with a friend who puts several CDs in her purse without paying for them. What will you do?

2. Your four-year-old has taken an expensive toy he has been wanting from a neighbor child's home. You do not have enough money to buy the toy yourself. What will you do?

3. You are driving down the street, and a toddler wanders out in front of you. You avoid hitting the child. Do you stop to direct the child to a safe place, or keep going?

4. Your brother has been diagnosed with leukemia, and needs a bone marrow transplant. You are the only compatible donor. Being a donor is a painful and risky process. What will you do?

5. Your teacher has told you that you will pass the GED in six months if you can study at least one hour each day. How will you discipline yourself to meet this goal?

6. At the grocery store, you purchased items totaling \$9.85, and gave the cashier a \$10 bill. The cashier gives you change for a \$20 bill. What will you do?

7. Your friend went out on a date with a guy you had been dating (you found out through another person). Will you talk to your friend about it, or ignore it?

8. A homeless person whom you recognize from the neighborhood comes to your door asking for food. It's the end of the month, and you don't have much left yourself. How will you respond?

9. Kids are making fun of a friend of yours who has a physical handicap. When you approach the group talking, what will you say to them?

10. A neighborhood hustler is “buying” food stamps on a day when you need cash to put gas in your car. You have \$20 left in food stamps. What will you do?

Benchmark: R 23.3, 25.2, 27.1, 30.2

Student: _____ Date: _____

Teacher: _____

Student Final Self-Assessment Reading for Decision-Making

1. What was your favorite part of this assignment? Why?

2. What was your least favorite part? Why?

3. What is the most important thing you learned?

4. What are your new goals for reading and decision making?

Benchmark: 1.1; 1.2; 1.3; 1.4

LEVEL:	0.0 – 1.9
STANDARD:	1
BENCHMARK:	1.1, 1.2, 1.3, 1.4
TITLE:	Identifying Spaces
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Teacher-created sentences, published books or magazines
ACTIVITIES:	Determine if the learner knows what spaces are (some learners think spaces are words). Have learner point to spaces and tell what spaces do (separate words from each other).

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 – 1.9
STANDARD:	1
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5
TITLE:	Recognizing Direction in Reading
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Teacher-created sentences, published books or magazines, paper, pencils
ACTIVITIES:	Ask the learner to point at words in sentences. Check to see if he/she is moving his/her finger from left to right.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 – 1.9
STANDARD:	1
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5
TITLE:	Creating Sentences through Matching
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Teacher-created sentences, published magazines, scissors
ACTIVITIES:	Ask the learner to cut out words from a sentence and reassemble them in correct order.

Benchmark: 1.1; 1.2; 1.3; 1.4;1.5

LEVEL:	0.0 – 1.9
STANDARD:	1
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5
TITLE:	Reading from Left to Right
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Teacher-created sentences, published books or magazines
ACTIVITIES:	Ask the learner to move her finger over the print from top to bottom. Observe the direction in which the finger moves.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 – 1.9
STANDARD:	1
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5
TITLE:	Finding Left Starting Points
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Teacher-created sentences, published books or magazines
ACTIVITIES:	Ask the learner to demonstrate the location of left starting points.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 – 1.9
STANDARD:	1
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5
TITLE:	Recognizing Sequence in Reading
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Books that have story with correlating pictures on the facing page
ACTIVITIES:	<p>The learner needs to know that the sequence in reading is letter, word, and sentence. Use a story that has a picture on the facing page. Ask questions:</p> <p>“Where is the beginning of the story?”</p> <p>“What is a letter?”</p> <p>“What is a word?”</p> <p>“Where is the first letter of a word?”</p>

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 –1.9
STANDARD:	1
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5
TITLE:	Holding a Pencil
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Discuss and model the proper way to hold a pencil. Older students with poor vision may have difficulty seeing light blue lines. Darken the lines of one paper and make copies. Some learners need wider spaces.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL: 0.0 – 1.9

STANDARD: 1

BENCHMARK: 1.1, 1.2, 1.3, 1.4, 1.5

TITLE: Identifying Parts of a Book

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Books

ACTIVITIES: Ask the learner to show you the front, back, top, and bottom of a book.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 –1.9
STANDARD:	1, 2
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5, 2.1
TITLE:	Spacing Words
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Many learners have trouble with spacing words at first. You may wish to leave a little larger space between words initially. Before the learner starts writing, ask where to leave room between words. You can write a learner's sentences with no space between words and ask him to read it. Ask him to circle the words and then rewrite it with correct spacing.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 –1.9
STANDARD:	1, 2
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5, 2.1
TITLE:	Beginning to Understand Capitalization
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	<p>If a word normally appears in capital letters, have learners print it that way. Otherwise, begin with lower-case letters. What the student is learning to read is usually in printed rather than cursive form.</p> <p>Explain that proper names are always capitalized.</p>

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5

LEVEL:	0.0 –1.9
STANDARD:	1, 2
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5, 2.1
TITLE:	Sentence Strips
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Sentence strips, paper, pencils
ACTIVITIES:	Write sentences on strips of paper and cut each sentence into separate words. Give the learner the words and she arranges the words into a sentence and writes down the sentence, capitalizing the first word.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5; 2.1; 2.2; 2.3

LEVEL:	0.0 – 1.9
STANDARD:	1, 2
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3
TITLE:	Reading With Pictures
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Books with pictures, magazines with pictures
ACTIVITIES:	Choose readings with easily recognized starting words (I, The, etc.) Start with one-line sentences and captions under pictures. Have student point to words and read out loud, using the picture to get context clues.

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5; 2.1; 2.2; 2.3

LEVEL:	0.0 –1.9
STANDARD:	1, 2, 3
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.3
TITLE:	Tracing Letters
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	<p>Print letters, numerals, or name, address, telephone number, zip code, and social security number on a sheet of paper. Have the learner place a piece of paper on this and trace. Instruct the learner about where to begin each number or letter.</p> <p>Point out that proper names are capitalized.</p>

Benchmark: 1.1; 1.2; 1.3; 1.4; 1.5; 2.8

LEVEL:	0.0 – 1.9
STANDARD:	1, 2
BENCHMARK:	1.1, 1.2, 1.3, 1.4, 1.5, 2.8
TITLE:	Recognizing Upper and Lower Case Letters and Punctuation
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Teacher-created sentences, published books or magazines
ACTIVITIES:	See if the learner can recognize upper and lower case letters and punctuation marks by asking him to point to “a small b”, “a period”, etc.

LEVEL:	0.0-1.9
STANDARD:	1,2,4
BENCHMARK	1.3, 2.5, 2.8, 4.8
TITLE:	Is Is a Sentence?
CONTRIBUTOR:	Curriculum for the Adult Beginning Reader: Level 0-3, Leon County Schools, Adult & Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Give the learner examples of sentences and non-sentecnes. Ask if the example is a sentence or not. Have the learner explain his/her reasoning.

Example: The dog ran up the hill.
Up the hill.
When I get through.
I will go home when I get through.

Convey the idea that a group of words may not be a sentence even if there is a subject and verb. A sentence must make sense.

LEVEL:	0.0 – 1.9
STANDARD:	1, 2
BENCHMARK:	1.6, 2.2
TITLE:	Identifying Beginning Consonants from Text
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils, scissors
ACTIVITIES:	Call out a word and ask the learner to identify the beginning consonant. Use words from stories. Start and finish the lesson by reading the passage such as the language experience story or environmental writing from which the words came. This should be the case with all phonics instruction.

LEVEL: 0.0 – 1.9

STANDARD: 1, 2

BENCHMARK: 1.6, 2.2

TITLE: Beginning Sounds with Partners

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Learners can also practice in pairs. The learner can select a word from his/her story or a word such as his/her name or street and ask his/her partner to give the beginning sound.

Benchmark: 1.6; 3.1; 3.2; 4.1; 4.3

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 1, 3, 4

BENCHMARK: 1.6, 3.1, 3.2, 4.1, 4.3

TITLE: Predicting an Action Story

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Action stories, paper, pencils

ACTIVITIES: Read a very short, open-ended action story. Have the learners verbalize, dictate, or write their predictions of what will happen next.

While reading to, or assisting the learners in reading, stop and ask what they think is going to happen next. Ask literal and interpretative questions.

Benchmark: 1.6; 3.1; 3.2; 4.3; 4.4; 9.1; 9.2

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 1, 3, 9

BENCHMARK: 1.6, 3.1, 3.2, 4.3, 4.4, 9.1, 9.2

TITLE: Series of Readings

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Literature for adults, paper, pencils

ACTIVITIES: Read adult literature to learners as they follow along with a copy. This works with excerpts from books you have already read. Supply details to introduce the reading and information about what happens later in the story. A series of excerpts builds up suspense and interest in the next reading. Each excerpt should be no longer than 200 words or three or four paragraphs.

Read with enthusiasm and good acting technique. Let the learners thrill to the power of literature as they follow along.

The learners save their copies to be reread and share outside the classroom if desired.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	Order for Teaching Letters
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 X 5 cards, paper, pencils
ACTIVITIES:	Teach letters that have obvious differences first: example, “a” and “l”. Try not to teach too closely together letters and words commonly confused. For example, be sure the student fully understands how to write “d” before teaching “b”.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Letter Hunt

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Newspaper, pencils, markers

ACTIVITIES: Let the learner look at the front-page headlines of the newspaper. Working with the letter learned most recently, have the student circle each appearance of that letter with a pencil or crayon.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	Lower Case/Upper Case Matching Game
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 X 5 cards, laminating materials, cardboard
ACTIVITIES:	Laminate a board with capital letters in boxes to make gameboard. Make a set of cards with lower case letters for learners to master. Have student take turns drawing cards and matching them to the capitals. Students may keep score and declare a winner if they wish.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	Keyboard Game
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils, grease pencils, laminating materials
ACTIVITIES:	Make a copy of the typewriter/computer keyboard. Laminate. Learner can draw x with a grease pencil on letter called out by you or another player.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	Self-Correction
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Word processor or typewriter, paper, pencils
ACTIVITIES:	The learner can spell out words from word cards or a story as you type them on a word processor for him to see. If the learner calls out the wrong letter, it will not look like his/her card, and he/she can use his/her visual discrimination skills to self-correct.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Learning by Touch

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3-D or textured cards, or sand, sugar or clay, paper, pencils

ACTIVITIES: Have 3-D or textured letters available. Choose five cards to review. The learner can study the card. Then he/she can close her eyes and identify letters by touch.

Alternative: Call out a letter and let her write it in sand or sugar with her finger or form the letter with clay.

LEVEL:	0.0 –1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	3D Letters
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3D or sandpaper letters, paper, pencils
ACTIVITIES:	<p>Have 3D or sandpaper letters available, especially for those learners with reversal problems.</p> <p>Provide several kinds and size of writing instruments when practicing the printing of a letter. Encourage the learner not to erase. Instead, try several times and choose one he “likes best.” Keep samples so the learner can later see his improvement.</p>

LEVEL:	0.0 –1.9
STANDARD:	2
BENCHMARK:	2.1
TITLE:	Using All the Senses
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Chalkboard, chalk, modeling clay, sand, paper, pencils
ACTIVITIES:	Use more than one sense whenever possible and frequently. For example, when learning a new letter, let the student: hear it, say it, trace it on paper, copy it, write it in the air, write it with chalk, trace it on a rough surface such as sand, shape it with modeling clay, trace it on the board with his finger.

LEVEL: 0.0 –1.9

STANDARD: 2

BENCHMARK: 2.1

TITLE: Learning Letters for the Learner’s Name and Address

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Have learner practice letters that are in the learner’s name and address.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.1, 2.2

TITLE: Using Sight Words to Teach Consonants

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Sight word lists, student and/or teacher created word lists, paper, pencils.

ACTIVITIES: Use sight words to teach consonants. All consonants can be taught in the initial position except “x”, which should be taught first at the end, because this is where it occurs most often.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1, 2.2, 2.3
TITLE:	Initial Consonants
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Twenty-six 3 X 5 cards, paper, pencils
ACTIVITIES:	<p>Make an index card for each letter/sound.</p> <p>Write lower case and capital letters.</p> <p>Say the letter's name; ask the student what the letter is.</p> <p>Say four words that begin with that letter, telling the student to listen for the beginning sound.</p> <p>Say those same words one at a time; ask the student to repeat each word.</p> <p>Write those words on the back of the appropriate letter.</p> <p>Add other words with the practice consonant in later lessons.</p>

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1, 2.2, 2.3
TITLE:	Listening for Beginning Consonant Sounds
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Use associations whenever possible. When teaching a letter, for example, have the learner think of words which begin with the letter (s: sun, sand, sit). Have him choose one of the words as his/her key word for the letter. Write down the letter and the associate word. Teach him the sound of the letter. Tell the student various words with and without the chosen letter as the beginning consonant sound and see if he/she can discriminate.

Benchmark: 2.1; 2.2; 2.3; 2.4

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.1, 2.2, 2.3, 2.4
TITLE:	<i>Sesame Street</i> for Adults
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Television
ACTIVITIES:	Encourage students to be “closet” <i>Sesame Street</i> viewers if TV is available. They can watch it in private or while viewing with their children. Have them include words introduced on <i>Sesame Street</i> in their word lists. They can then help teach their children these words.

Benchmark: 2.1; 2.2; 2.3; 8.2; 8.3; 8.5; 8.6

LEVEL:	0.0 – 1.9, 2.0 – 3.9
STANDARD:	2, 8
BENCHMARK:	2.1, 2.2, 2.3, 8.2, 8.3, 8.5, 8.6
TITLE:	Feeling New Sounds
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Ask the learner to place her fingers gently against her mouth to “feel” newly introduced letter/blend/diphthong sounds. The student voices the sound several times, then repeats teacher-suggested words containing the sound.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.2
TITLE:	Teaching “S”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Sight word lists, student and/or teacher-created word lists
ACTIVITIES:	Teach the sound of “s” as in soil first. Then teach “z” sound of “s” (usually within the word): easy, does. Give student new words with “s” or “z” in them and have the student predict whether the sound will be hard or soft.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.2
TITLE:	Teaching “X”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Sight word lists, student and/or teacher created word lists, paper, pencils
ACTIVITIES:	Teach “x” first at the end of a word, then teach it in the initial position where it has a “z” sound. “Xerox” is a good word to use. Check the dictionary and provide students with words that begin with “x” and words that end with “x.” Have the students tell you which work would use the “z” sound and which word would use the “x” sound.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.2, 2.3
TITLE:	Teaching “C” and “G”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Sight word lists, student and/or teacher-created word lists,
ACTIVITIES:	Teach the hard sounds first (cake, gum). Teach the soft sounds (city, germ) later. “C” and “g” are usually hard when followed by “a”, “o”, or “u”; soft when followed by “e” or “i”. Give students new words with “c” or “g” and have them predict whether they will be soft or hard sounds.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.2, 2.3
TITLE:	Teaching “Y”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Sight word lists, student and/or teacher-created word lists
ACTIVITIES:	Teach the consonant “y” at the beginning of a word, otherwise it has a vowel sound. Give students a variety of words with “y” in them and have the students identify in which words “y” sounds like a consonant and in which words “y” would sound like a vowel.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.2, 2.3
TITLE:	Teaching “Q”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Sight word lists, student and/or teacher-created word lists
ACTIVITIES:	Teach “q” at the beginning of the word first. Emphasize that it never appears without a “u” following it. Have students add two new “q” words to their personal word lists.

Benchmark: 2.2; 2.3; 8.1; 8.2; 8.3; 8.5

LEVEL:	0.0 – 1.9, 2.0 – 3.9
STANDARD:	2, 8
BENCHMARK:	2.2, 2.3, 8.1, 8.2, 8.3, 8.5
TITLE:	Anagrams
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Anagram commercial game or small pieces of wood, cardboard, or paper.
ACTIVITIES:	The class can use a commercially produced anagrams game or obtain small pieces of wood, cardboard, or paper, each with one letter of the alphabet printed on it. There should be about ten for each vowel and five to ten for each consonant.

Place two piles of letters, face down on the table. One pile is for vowels, the other for consonants. The first player takes one tile from each pile, puts them face up, side by side, and pronounces them. The next player does the same, adding new tiles to those already face up, and pronouncing new tiles as well as old ones. Players keep adding to the nonsense words being produced. Anagram tiles can also be used to create words in various categories: example, make “fate” out of “fat” by adding silent “e.”

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 62.)

LEVEL:	0.0 – 1.9
STANDARD:	2, 3
BENCHMARK:	2.2, 3.1
TITLE:	“C” Sound and “K” Sound Dominoes
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Fifteen to twenty 3 X 5 cards, paper, pencils
ACTIVITIES:	Dominoes

Make 40-50 cards from index cards cut into thirds. Each card should have a line drawn down the middle with a word on each side. Example: car/cement, cut/copper, cigar/traffic. Each word must have only one letter “c” in it. Some sound like “k,” some like “s.” The position of the sounds can vary: sometimes use two “c’s,” sometimes two “k’s.”

Each player draws seven cards, face down, from the pile. Players can look at their own cards but no one else’s. The first player puts a card, face up, on the table. The next player must lay down a card next to one of the two words on the card. The two words that touch must have the same sound of the letter “c” in them.

Example: Player #1 puts down car/cement card. Player #2 puts down cigar/traffic card with “cigar” touching the “cement” side of the first player’s card. Player #3 continues to add card with the same sound as one available to touch. Players continue building onto the domino. If players do not have a word that fits, they draw from the pile until they find one. The first player to get rid of all his/her cards wins. Many variations are possible.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 66.)

LEVEL:	0.0 – 1.9
STANDARD:	2, 3
BENCHMARK:	2.2, 3.1
TITLE:	Add a Word
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Large sheets of paper, pencils
ACTIVITIES:	Add a Word

Provide large sheets of paper on which grids have been drawn. A word bank is provided at the bottom of the paper. The first person chooses a word from the word bank and writes the letters of the word in a square of the grid. He/she announces to the group the initial consonant letter and the word. Player #2 must choose a word from the word bank which will begin with a letter in the first word. Player #2 also announces the word and the initial consonant and writes it in the grid spaces under the letter in the first word which is the initial consonant in his/her word. Play continues until all possible words have been used.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 93.)

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 2, 3, 8

BENCHMARK: 2.2, 3.4, 8.2

TITLE: “Wr” and “Kn” Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Point out that over the centuries all languages change. Discuss how we sometimes shorten names to nicknames, how we sometimes look for an easier way to say a difficult word. For example, a baby learns to say “Mama,” not “Mother.” Sometimes combinations of sounds in words from long ago were found to be difficult to say, so to make things easier, we made the sounds more manageable but kept the old spellings.

Say the “k” and “w” sounds in isolation.

Ask the student to pronounce those sounds one after another.

Discuss how difficult that is to do smoothly, and point out that for that reason, we no longer pronounce the “k” in that combination.

Start with the word “knee.” Slash through the “k” and pronounce the word for the student. Then let the student say the word. Use three more words (example—know, knew, kneel) in the same way.

Let the student dictate a sentence using each word. You write the sentence and have the student read it.

The same process can be used with “wr.” Words to use: write, wrong, wreck, wring.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.3

TITLE: Vowel Chart

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: List the vowels across the top of a page (as if heading columns).

Ask the student to give the names of letters.

Tell the student that when a vowel says its name in a word, we call it a long vowel.

Give an example for long “a,” writing it under the “A” column and pronouncing the word as you write it.

a
day

Ask the student for an example; add it to the column.

a
day
play

Repeat with other vowels, one per day.

LEVEL:	0.0 –1.9
STANDARD:	2
BENCHMARK:	2.3
TITLE:	Vowels
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Explain what a vowel is and have learners memorize “a,” “e,” “i,” “o,” “u” and sometimes “y.” Learners practice writing and pronouncing the vowels. Explain that when a vowel is long, it says its own name. When a word has only one vowel at the end of the word, it is usually long. Give examples: he, she, hi, go, you. Learners will practice writing these words in fill-in-the-blank sentences. Provide them with a word bank and go over the words first.

LEVEL: 0.0 – 1.9

STANDARD: 2, 3

BENCHMARK: 2.3, 2.4, 2.8, 3.1

TITLE: The Vowel Board

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Ten-fifteen 3 X 5 cards, newsprint or construction paper, paper, pencils

ACTIVITIES: The Vowel Board

Use a roll of newsprint or large sheets of construction paper too make a path of squares. On each square print a one-syllable word which has a long or short vowel sound. Provide a pack of 10-15 direction cards. Examples: “Go to a word that sounds like ‘cat’” or “Go to the Finish Square.” Direction cards are put face down in a pile next to the board. Each player gets a marker: a button, coin, etc. Players take turns drawing from the pile, reading directions aloud, moving markers to the appropriate square. The player who draws “Go to Finish” wins.

Alternative: This game can be used to teach many other skills. For example, make cards with sentences omitting punctuation. The players must move their markers to appropriate punctuation marks on the board. They get points for moving to the correct square.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 64.)

- LEVEL:** 0.0 – 1.9
- STANDARD:** 2, 3
- BENCHMARK:** 2.4, 3.1
- TITLE:** Rhyming Words
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** 3 X 5 cards, paper, pencils
- ACTIVITIES:** These are groups of words that have similar spelling and pronunciation. Members of a single word family rhyme.
- Use word families as tools to teach a specific skill or as an extra activity to emphasize skills you are teaching, but do not focus on these too much as the learner needs to be reading for meaning.
- To teach, first select a simple, one-syllable word from the learner's sight word vocabulary: man, for example. It is important that he/she learn the first word in the word family as a sight word.
- Print "an" in the upper left-hand corner of a card, and the letter "m" in the upper right-hand corner of another card.
- Place the two cards side by side to make the word "man."
- Ask your learner to read the word.
- Print a "c" in the upper right-hand corner of another card, and place it so that the "c" covers the "m" to make the word "can."
- If "can" is not one of your learner's sight words, explain that c-a-n spells "can." The learner should say the word while looking at it.
- Print an "f" in the upper right-hand corner of another card, and place it over the "c" to make "fan." Have your learner read it.
- Tell your student that these words rhyme. Give a few examples of rhyming words so she can hear the end similarity. Ask for another word that rhymes with "man." Write the word. Show your learner that it looks like the other words.

Print these four words in vertical order on a card: man, can, fan, tan.

Ask the learner to tell you what is the same (alike) and what is different in these four words.

Emphasize that the “an” remains the same. These four words belong to the “an” family.

Add new words in the “an” word family from later readings to the card set.

Have the learner use these words in sentences to check for meaning.

(Source: Adapted from Hakanson & Gunderson, 1986.)

LEVEL: 0.0 – 1.9

STANDARD: 2, 3

BENCHMARK: 2.4, 3.1

TITLE: Word Families

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: In a small class, give an example of a word family (example: at) and a word in that family (cat). Have each student give an example in turn of another word in the word family. Continue for several rounds or until they run out of words. Have students make lists of such word families.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.5

TITLE: From Singular to Plural

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Write a series of sentences in which singular nouns are used. The learner rewrites the sentences, changing singular nouns to plurals choosing the correct form from a word bank at the bottom of the page.

Example: She saw a little child walk down the street.
She saw some little children walk down the street.

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.5, 2.8
TITLE:	The Feeling Response
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 X 5 cards, paper, pencils
ACTIVITIES:	The Feeling Response

Provide two piles of 3 x 5 cards. One pile has short sentences or single-word phrases on cards. Examples: OK, hello, ouch, how are you, happy birthday, is it raining, what time is it, etc. The other pile has cards on which punctuation marks have been placed to match the sentences and words on the other cards. There should be several more punctuation cards than sentence cards so that automatic matches cannot be made toward the end of the game.

The two piles of cards are placed face down on the table. The first player picks up a sentence card and a punctuation card and turns them face up. He/she reads them aloud and decides if the punctuation card matches the sentence. If it does, he/she has a pair. If not, the player puts the inappropriate punctuation card in a discard pile and tries again. The player repeats until he/she has the correct punctuation card. If the player makes an error, he/she loses his/her turn and the next player begins. The player with the most pairs when all sentence cards have been used wins the game.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 72.)

Benchmark: 2.5, 2.8, 3.2, 4.4, 4.8

LEVEL:	0.0 –1.9
STANDARD:	2, 3, 4
BENCHMARK:	2.5, 2.8, 3.2, 4.4, 4.8
TITLE:	Round Robin
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	<p>Each learner writes a question on a piece of paper. It can be simple questions such as, “How are you today?” Pass papers to the right. Learners must then read the question they receive and write and answer. Then each learner writes a new question on the same piece of paper and passes the paper to the right. Writing answers and new questions continues until the original papers come back to original question writers. The learners now read questions and answers out loud to the whole group.</p> <p>Help the learners with end punctuation for declarative and interrogative sentences.</p> <p>(Source: Adapted from Kennedy & Sarkisian, 1979, p.104)</p>

Benchmark: 2.5, 2.8, 3.2, 4.4, 4.8

LEVEL:	0.0 –1.9
STANDARD:	2, 3, 4
BENCHMARK:	2.5, 2.8, 3.2, 4.4, 4.8
TITLE:	Declarative Sentences
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	<p>Provide the student with teacher-printed sentences, preferably those dictated by the student.</p> <p>Read the sentences to the student.</p> <p>Have the student read them.</p> <p>Point out end punctuation for declarative sentences.</p> <p>Ask the student to copy the sentences down on paper, then read them.</p>

LEVEL:	0.0 – 1.9
STANDARD:	2, 4
BENCHMARK:	2.5, 2.8, 4.8
TITLE:	Questions and Answers in Note Form
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	<p>Write a note to the learner asking a question. “You have such a nice smile today. Can you tell me why?”</p> <p>Ask the learner to read the note to you and to answer the question.</p> <p>Discuss telling and asking sentences and punctuation used.</p>

LEVEL:	0.0 – 1.9
STANDARD:	2, 4
BENCHMARK:	2.5, 2.8, 4.8
TITLE:	Passing Notes
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Encourage a student to exchange notes with another learner giving both learners practice with asking and answering question.

LEVEL:	0.0 – 1.9
STANDARD:	2, 4
BENCHMARK:	2.5, 2.8, 4.8
TITLE:	Pockets Full of Periods and Questions Marks
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Folders, glue, paper, pencils
ACTIVITIES:	Glue two pockets on a folder, one with a period and one with a question mark on the front. A third pocket contains easy-to-read sentences. The learner reads a sentence and puts it in the correct pocket.

LEVEL:	0.0 –1.9
STANDARD:	2, 8
BENCHMARK:	2.5, 2.8, 4.8
TITLE:	Ending Punctuation Characters
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Use a dramatic script to teach. Develop a simple story with characters who use all three types of sentence ending punctuation.

Example: Bill: Is the bus here yet?
Bart: Do you see it?
Bill: No, I don't!
Bill: See, you didn't need me to tell you.

Practice reading these sentences with exaggerated drama. Encourage the learner to add to the dialogue verbally, with you writing lines and the learner deciding which punctuation mark to use at the end of the sentence.

LEVEL:	0.0 –1.9
STANDARD:	2, 4
BENCHMARK:	2.5, 2.8, 4.8
TITLE:	Dictating for Punctuation
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	A learner can demonstrate written knowledge of punctuation by writing from dictation. A more interesting way to provide this practice is by having the learner answer questions.

Examples:

What is your address?

What would you say if you burned your finger?

Where were you born?

What date is your birthday?

LEVEL: 0.0 –1.9, 2.0 – 3.9

STANDARD: 2, 10

BENCHMARK: 2.5, 2.8, 10.4

TITLE: Secret Message

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Write a secret message to the student who reads it silently and responds accordingly. For example: Come here. Close the door. Hang up your coat. Do you like gum?

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Word Wheels

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Poster board or paper, pencils

ACTIVITIES: Word Wheels

To help the learner recognize regular plural formations (“s” and “es”), cut two circles from a poster board. Put the smaller circle on top of the other and attach them in the center with a paper fastener so that the wheel will turn. On the wheel, write “s” or “es.” Write known words on the outside. Turn the wheel and have learners identify the new words.

(Source: Adapted from Burns & Roe, 1979, p. 68.)

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.6
TITLE:	Flip Cards for Plurals
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 X 5 cards, one-hole puncher, rings to hold cards, paper, pencils
ACTIVITIES:	Flip Cards

Make a set of index cards with known words whose plural ends with “s” or “es.” On a longer card, write the correct ending. Bind all together on a ring. Flip the cards and have the learner identify new words.

(Source: Adapted from Burns & Roe, 1979, p. 68.)

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.6
TITLE:	Quantities
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	The learner makes two lists: (1) things you usually have one of (nose, mouth, home, husband or wife, etc.); (2) items you have more than one of (eyes, ears, dishes, etc.).

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.6
TITLE:	Plurals in Recipes
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Recipes, highlighter pens, paper, pencils
ACTIVITIES:	<p>Read a recipe with the learner. Discuss one and more than one. Find examples of each.</p> <p>The learner highlights the number and “s” or “es” ending for ingredients that illustrate plurals.</p> <p>Example: Two cups of milk Three carrots</p>

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.6
TITLE:	Filling in the “S”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Books, magazines, paper, pencils
ACTIVITIES:	<p>Make a copy of a short two- or three-sentence story (large type). Omit “s” in plurals. The learner can place “s” cards where needed or write the letter.</p> <p>Ask the learner to explain how he/she knows “s” is necessary. Assist him in locating determiners—words such as “these,” “a lot,” “many.”</p>

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.6
TITLE:	Singular/Plural Concentration
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	48 cards, pencils
ACTIVITIES:	Concentration

Make 24 pairs of cards, one pile with singular forms and one pile with plural forms (example: child, children). Cards are shuffled and placed face down on the table. The first person turns over one card from each pile. If they match, singular and plural, the player keeps the pair and takes another turn. If they do not match, cards must be turned face down again and the next person takes a turn. The players must try to remember where they saw the cards they need. Continue until all cards are matched. The player with the most cards wins.

Alternative: If this seems too difficult, players may leave cards turned face up as game progresses. Any time a player turns up a match, he/she may take the pair to keep. This game can also be used to teach past/present tense, contractions, etc.

(Source: Adapted from Kennedy and Sarkisian, 1979, p. 60.)

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Plurals with “Y”

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Explain that when a word ending in “y” is made plural, the “y” changes to “i.”

Examples:

daisy	daisies
remedy	remedies
victory	victories
story	stories

But when a word ends in a vowel plus “y,” add “s.”

Examples:

attorney	attorneys
survey	surveys
key	keys

Have student practice by independently writing the plural form of five words ending in “y.”

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.6

TITLE: Writing Sentences to Change Singular Nouns Ending in “Y” to Plural

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Provide sentences written in the singular, using nouns ending in “y.” The learner rewrites the sentences, changing singular nouns to plurals.

Example: Carol picked a daisy.
Carol picked some _____.

LEVEL: 0.0 – 1.9

STANDARD: 2

BENCHMARK: 2.7

TITLE: Fill in the Possessive

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Sentence strips or paper, pencils

ACTIVITIES: Provide a simple story in which the possessive forms are listed in a word bank below the story. The learner must rewrite the story substituting the correct possessive form from the word bank for the underlined words in the story.

Story example:

Jane went to the store. He/she took her _____
with her. He/she was going to buy groceries, but the
_____ line was very long. He/she went to her
_____ house. At _____ house,
he/she borrowed some food for dinner. On the way home, he/she
lost her _____ paycheck. He/she had no groceries
and no paycheck!

Word bank: husband's husband
 cashier's friend's
 friend Mary
 Mary's cashier

LEVEL:	0.0 – 1.9
STANDARD:	2
BENCHMARK:	2.7
TITLE:	Possessive Matching Game with Sentences
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Provide two piles of short sentence strips on which possessive forms have been printed, as follows:

The ball is John's.

This is Sandra's house.

The bone is the dog's.

Is this Bill's car?

Can you find Jane's keys?

Use the learners' names and appropriate context for sentences. Mix up each pile of sentence strips. Learners must pick a strip and read it aloud. The object is to make pairs of strips.

Learners take turns choosing a strip from each pile. They discard non-matching strips in a discard pile. A player may pick a strip from the discard pile if he/she does not get a pair. The object is to see who can match the most pairs.

- LEVEL:** 0.0 –1.9
- STANDARD:** 2, 3, 4
- BENCHMARK:** 2.8, 3.1, 3.2, 4.4
- TITLE:** Twenty Questions Variation
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Chalkboard or dry-erase board, paper, pencils
- ACTIVITIES:** Demonstrate by writing a few clues on the board about an object in the room. Example: “I have four legs. I am brown. People use me everyday. What am I?”
- Learners answer, “a chair.”
- Then each learner silently picks out an object or a person, and writes a few clues on a piece of paper. Each player then takes turns reading her clues aloud to the class who must guess what the object is or who the person is.
- (Source: Adapted from Kennedy & Sarkisian, 1979, p. 105.)

- LEVEL:** 0.0 – 1.9
- STANDARD:** 3
- BENCHMARK:** 3.1
- TITLE:** General Method for Teaching Sight Words
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** 3 X 5 cards, Dolch word lists, paper, pencils
- ACTIVITIES:** General Method for Teaching Sight Words
- a) Decide on 4-5 words to be covered.
 - b) Print these words in lower case letters on index cards, one word for each card.
 - c) Ask the learner to dictate a sentence to you using each of these words. You write the sentence on the back of the card. Underline the word to be taught.
 - d) Show each word to the learner. Say the word as he/she looks at it. Ask him to look at the word and repeat it. Read the sentence on the back of the card aloud. Ask him to read the sentence.
 - e) At the next lesson, review the words and sort into two piles: words he/she remembers and words not recognized immediately. Put the cards the learner knows on a notebook ring.
 - f) Review the unknown cards, one at a time. Tell the learner the word. Have him look closely at it, noticing the shape and number of letters. Ask him to trace the word in the air or on the table.
 - g) Have the learner say the word and ask how he/she would use it in a sentence.
 - h) Repeat with other words.
 - i) Mix new and old sight words and review often.
 - j) Add words learned to a notebook ring so that the learner can see his/her own progress.

(Source: Adapted from Hakanson & Gunderson, 1986.)

LEVEL: 0.0 –1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Address Forms

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Address forms, paper, pencils

ACTIVITIES: Help the learner fill out address forms.

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.1, 3.2
TITLE:	Teaching Sight Words from Common Reading Tasks
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Magazines, driver's manuals, bumper stickers, pictures of signs, paper, pencils
ACTIVITIES:	Use magazines, drivers' manuals, bumper stickers and pictures of actual signs to choose words from common reading tasks to make flash cards. Words with silent letters such as "e" are usually taught first as sight words. Teach them as they come up.

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.1, 3.2
TITLE:	Teaching Sight Words from Student Experiences
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Forms, magazines, junk mail, newspaper, paper, pencils
ACTIVITIES:	Use student-generated vocabulary. Ask the learner to copy down words he/she sees outside of class and bring those in along with forms, junk mail, newspaper or magazine clippings. Logos are also excellent and distinctive. Add these words to their sight word lists and work to eventually move them to their notebook ring. (See activity for 3.1)

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.1, 3.2
TITLE:	Basic Vocabulary Flash Cards
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Teacher-made flash cards, paper, pencils
ACTIVITIES:	Use flash cards of basic vocabulary in sets of 20. The learner and teacher go through each set, eliminating those mastered and repeating those not mastered until the set is completed and checked off on an assignment sheet.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Reading with Unfamiliar Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Books, teacher and/or student-created stories, paper, pencils

ACTIVITIES: Read in context. Highlight words in the text which are unfamiliar to the learner. Read each highlighted word to her and allow her to read along. Ask her to use the new sight word in her own sentence.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Word Bingo

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Teacher-created word bingo, 3 X 5 cards, paper, pencils

ACTIVITIES: Play Word Bingo. Learners have words on cards. They must match their cards with words on a sheet in front of them when the caller calls out the matching definition. This is played like regular Bingo.

LEVEL:	0.0 –1.9
STANDARD:	3
BENCHMARK:	3.1, 3.2
TITLE:	Reading from Context Clues
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	<p>Ask the learner to skip an unknown word and finish the sentence when reading. The meaning may become clear.</p> <p>Have the learner re-read the preceding sentence, the sentence containing the “mystery word,” and the following sentence. Meaning develops.</p> <p>Encourage the learner to define the meaning of a new word in his own words.</p>

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.1, 3.2

TITLE: Creating a Mental Picture

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Teacher and/or student-created stories, books

ACTIVITIES: When a long or abstract word is introduced, let the student look at the word, close his/her eyes, and snap a mental picture of the word configuration. When that word recurs, encourage him to close his/her eyes and recapture the image.

**Benchmark: 3.1; 3.2; 3.4; 4.1;
4.3; 4.4; 9.1; 9.2; 10.1; 10.2; 10.3**

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	3, 4, 9, 10
BENCHMARK:	3.1, 3.2, 3.4, 4.1, 4.3, 4.4, 9.1, 9.2, 10.1, 10.2, 10.3
TITLE:	Writing a Story from a Picture
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Magazines and or calendars, paper, pencils
ACTIVITIES:	Cut interesting pictures from magazines, calendars, etc., and put into a file. Show the learner a picture. Ask “who, what, when, where” questions. The learner dictates or writes down his interpretations of the picture and reads back what was written. The learner discusses what occurred just prior to the picture and predicts what might happen next. Then he dictates or writes a story about the picture.

Benchmark: 3.1, 3.2, 3.4, 4.2, 4.4, 9.1, 9.2

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	3, 4, 9, 11
BENCHMARK:	3.1, 3.2, 3.4, 4.2, 4.4, 9.1, 9.2
TITLE:	Story Telling
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Books, paper, pencils
ACTIVITIES:	<p>Keep this relevant to the student's way of life, experiences, vocabulary, etc.</p> <p>Begin a story with a sentence which you say, write, and then read.</p> <p>The learner then reads (with prompting) the sentence.</p> <p>The learner supplies the next sentence and you write it and read it.</p> <p>The learner reads (with prompting) her own sentence.</p> <p>Supply the next sentence.</p> <p>Eventually, the learner may begin writing her own sentences.</p> <p>OPTION TO ALLOW INTERACTION WITH CLASS OF VARYING SKILL LEVELS:</p> <p>When her confidence level is reached, the learner reads the story to others and asks for suggested endings.</p> <p>The story can be published and distributed to the class.</p> <p>If a learner encounters an unrecognizable word, ask her to see if there is any group of letters she recognizes. Ask her to slash mark that group (or isolate with two 3 x 5 cards). Then build on sound recognition around the recognizable part.</p> <p>Begin this process with compound words, then with affixes.</p> <p>Use context clues.</p> <p>Once the word is pronounced by the learner, have her copy it to a new word list in her notebook.</p>

Benchmark: 3.1, 3.2, 3.4, 4.4

- LEVEL:** 0.0 –1.9
- STANDARD:** 3, 4
- BENCHMARK:** 3.1, 3.2, 3.4, 4.4
- TITLE:** Reading an Original Sentence Story
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Paper, pencils
- ACTIVITIES:** The beginning student dictates a sentence or story to you. To get it started, ask the learner questions such as, “What did you do yesterday?” Write what the student says neatly, word for word. Use correct spelling but do not change the grammar the student uses. If the student seems to have vision problems or is unclear about directionality, double-space and leave extra space between words. One to three sentences are enough for a start.
- Read the story to the student. Then have the student read it to you. This can be done several times until the student is comfortable with his reading.
- Let the learner copy the sentences.
- Reread the story frequently. Use words from the story to teach as sight words, writing them on index cards.
- This activity is motivational because the student is reading his own words and thus “owns” the material.

Benchmark: 3.1, 3.2, 3.4, 4.4

LEVEL:	0.0 –1.9
STANDARD:	3, 4
BENCHMARK:	3.1, 3.2, 3.4, 4.4
TITLE:	Reading Each Others' Writing
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Ask students to read from material written by other literacy students.

Benchmark: 3.1; 3.2; 3.4; 4.4; 9.1; 9.2; 10.1; 11.1

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	3, 4, 9, 10, 11
BENCHMARK:	3.1, 3.2, 3.4, 4.4, 9.1, 9.2, 10.1, 11.1
TITLE:	Writing a Story with the Whole Class
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Chalkboard or dry-erase board, action pictures, paper, pencils
ACTIVITIES:	Give learners pictures that show action and unusual characters. Each learner studies his picture and then makes up a story as a group. The first player says, "Once there was . . ." and tells about his picture. Write the sentence on the board. The next learner continues ". . . and then," and adds from his picture. Continue to write sentences on the board. When everyone has added to the story, read it aloud to the learners and then encourage the group to read it together aloud.

Benchmark: 3.1; 3.2; 3.4; 9.1; 9.2

LEVEL:	0.0 – 1.9, 2.0 – 3.9
STANDARD:	3, 9
BENCHMARK:	3.1, 3.2, 3.4, 9.1, 9.2
TITLE:	Personal Word Bank
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 x 5 cards, file box, pencils
ACTIVITIES:	Students begin a personal word bank using 3 x 5 cards on which they print words taken from their language experience stories. They continue to add to the bank with sight words. Cards are kept alphabetically in a small file box. Reviews can be conducted by students pairing up with each other and using the cards as flash cards.

Benchmark: 3.1; 3.2; 4.1; 4.3; 4.4; 9.1; 9.2; 10.1

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	3, 4, 9, 10
BENCHMARK:	3.1, 3.2, 4.1, 4.3, 4.4, 9.1, 9.2, 10.1
TITLE:	Reading to Children
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Children's books, paper, pencils
ACTIVITIES:	Practice reading in children's books on the premise of learner's reading to his own children or grandchildren.

- LEVEL:** 0.0 –1.9
- STANDARD:** 3, 4
- BENCHMARK:** 3.1, 3.2, 4.2
- TITLE:** Dialogue Strips
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Print a dialogue on strips of paper. Mix them up. Everyone in class gets a strip. The task is to make meaningful dialogue from ordering strips in correct sequence.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 44.)

- LEVEL:** 0.0 –1.9
- STANDARD:** 3, 4
- BENCHMARK:** 3.1, 3.2, 4.2
- TITLE:** Matching Pictures and Sentences
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Pictures, magazines, paper, pencils
- ACTIVITIES:** Provide a set of pictures from magazines, and set of sentences printed on strips of paper, one sentence for each picture. Each person chooses a picture, then finds the matching sentence that describes it. An alternative is to choose a sentence strip and then find the picture to match it. Pictures and sentences can be chosen so that they tell a story. After learners match sentences and pictures, they must put them in order to form a story.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 68.)

Benchmark: 3.1, 3.2, 4.3, 10.1, 11.1

LEVEL: 0.0-1.9, 2.0-3., 4.0-5.9

STANDARD: 3,4,10,11

BENCHMARK: 3.1, 3.2, 4.3, 10.1, 11.1

Title: Predicting with Comic Strips

Contributor: Curriculum for the Beginning Reader: Level 0-3, Leon County Schools, Adult & community Education

Materials: Newspaper, paper, pencils

Activities: Ask the learner to follow a comic strip for a few days. Then the learner write down reactions about what will happen next in the strip. Compare predictions to what actually happened.

Benchmark: 3.1, 3.2, 4.4, 9.1, 9.2

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 3, 4, 9

BENCHMARK: 3.1, 3.2, 4.4, 9.1, 9.2

TITLE: Jokes

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils, books with jokes

ACTIVITIES: Read and retell jokes.

Benchmark: 3.1; 3.2; 4.4; 9.1; 9.2; 10.1; 11.1

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	3, 4, 9, 10, 11
BENCHMARK:	3.1, 3.2, 4.4, 9.1, 9.2, 10.1, 11.1
TITLE:	Building a Book
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Magazines, newspapers, poster board or folders, paper, pencils, glue or staples
ACTIVITIES:	Have the learner make a book with pictures taken from environmental print such as advertisements. Include logos and words. Have the student read the book and add to it periodically. This reinforces the concept that the student can already read.

Benchmark: 3.1; 3.2; 4.4; 9.1; 9.2; 10.1; 11.1

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 3, 4, 9, 10, 11

BENCHMARK: 3.1, 3.2, 4.4, 9.1, 9.2, 10.1, 11.1

TITLE: Sharing News

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Newspaper, paper, pencils

ACTIVITIES: All learners read some news story of their choice. Beginning readers can read a student newspaper or one rewritten by you. (The learner and you can read in tandem.) Each learner then shares his news with the others.

This is great for a beginning reader's self-esteem to be the authority on a really interesting story that others in the group want to hear.

Benchmark: 3.1; 3.2; 4.4; 9.2; 11.1

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 3, 4, 9, 11

BENCHMARK: 3.1, 3.2, 4.4, 9.2, 11.1

TITLE: Calendar Monopoly

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Dice, chips or other tokens: 15 for each student plus 50 extra, thirty-one 3 X 5 cards, paper, pencils

ACTIVITIES: Materials are dice, chips or other tokens: 15 for each player plus 50 for the bank. You will also need a different marker, such as a button, for each player and a very large calendar for the current month. You also provide a pack of 3 x 5 cards, each with a message on it for each day of the month.

There are three types of cards: special date cards, bad news cards, and good news cards (write messages in different colors to differentiate them).

Examples of red cards (special date cards): pay day card, birthday card, any holiday occurring that month card.

Blue cards (bad news cards): “You burned the dinner.” (lose two chips), “You were late for work.” (lose three chips), “You caught a cold.” (lose three chips), “You lost your wallet.” (lose five chips), “You missed the bus.” (lose two chips), “You lost your keys.” (lose six chips).

Yellow cards: (good news cards): “You won the lotto.” (pick up ten chips), “Your boy/girl friend called you.” (pick up five chips), “You saved money at a good sale.” (pick up four chips), “You lost five pounds.” (pick up five chips).

Each player starts with 20 chips. Each player’s special marker is placed on the calendar before the first of the month. The first player rolls the dice and moves to appropriate date (example: he rolls a “6” and moves to the 6th of the month). He then picks up the card for the 6th of the month and follows instructions, reading the card aloud. (Place cards on calendar dates beforehand.)

If a player rolls a lower number on the dice than he had before, he adds it to the number he is currently occupying. Example: if player #1 rolls a 6, then rolls a 3, he adds the 3 to the 6 and moves to the 9th of the month on the calendar. The player who has the most chips at the end of the month wins.

Alternative: Once a player has landed on a date and used that card, replace the card with a different one for the same date. At the end of each round, when each person has played once, stop and play and ask, “What happened this week?”

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 81.)

Benchmark: 3.1; 3.2; 4.4; 10.3

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 3, 4, 10

BENCHMARK: 3.1, 3.2, 4.4, 10.3

TITLE: Retelling or Summarizing

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils, books

ACTIVITIES: Retell and/or summarize previously read printed matter. This is an activity in which lower and higher level students can participate together. After the story is retold, ask specific questions. If the student cannot read the passage, read it to her and then have the learner retell it and answer questions.

Benchmark: 3.1; 3.2; 9.1; 9.2

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Vocabulary Words in the News

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Newspaper, pencils

ACTIVITIES: Using the daily paper, let students circle all occurrences a particular vocabulary word.

Benchmark: 3.1; 3.2; 9.1; 9.2

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Word Tic Tac Toe

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Play Tic Tac Toe. In a small class, have students pair up. Each chooses a sight word he/she wishes to practice. Instead of writing “X” or “O”, the learner writes her sight word for each turn.

Benchmark: 3.1; 3.2; 9.1; 9.2

LEVEL: 0.0 – 1.9, 3.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Word Checkers

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Checkerboard, paper or 3 X 5 cards cut to fit the squares on the checkerboard, pencils

ACTIVITIES: Use a standard checkerboard to play Checkers. Make small word cards to put on the squares. Learners play in the traditional way, but they must say the sight word before moving to a new square.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Word Board Game

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper or cardboard, dice, 3 X 5 cards, paper, pencils

ACTIVITIES: Play a Board Game. You will need to make a game board with blank spaces and some starred spaces and print sight words on a pile of cards.

Learners roll the dice in turn and with a counter piece move along the board. When they come to a starred place, they must pull a card. If they recognize the sight word, they must read it and possibly give a definition. Points are given for recognition. The player with the most points at the end of the game wins.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 16.)

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Word Go Fish

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 25 pairs of 3 x 5 cards, pencils

ACTIVITIES: Play Go Fish. Materials needed are 25 pairs of 3 x 5 cards. One card in the pair has a picture on it, the other the matching printed word.

Shuffle the cards. Deal six cards to each student. The rest go in the “fish” pile. Players check for matching pairs (picture and printed word). They lay down their pairs. They may then ask in turn for a specific card. (Example: “Do you have a ‘flower’ card?” If no one has it, then a card is taken from the “fish” pile. Whoever “goes out” with all matching cards wins.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 58.)

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Recognizing Signs: A Matching Game

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3 X 5 cards, pencils

ACTIVITIES: Recognizing Signs is a matching game. Form two teams. Both teams have word cards. A person on Team A picks a card and shows it to Team B. Members on Team B must read and define the sign. If successful, they earn a point for their team. Then a person on Team B picks a card to show to Team A. The team with the most points wins.

Benchmark: 3.1; 3.2; 9.1; 9.2

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Identifying Sight Words Game

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Large 3 X 5 cards, pencils

ACTIVITIES: On large cards, print sight words in the context of sentences. Show the class the cards. Whoever finds and identifies the sight word gets a point.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 9

BENCHMARK: 3.1, 3.2, 9.1, 9.2

TITLE: Trust Walk

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Fabric for blindfold, large 3 X 5 cards or cardboard for signs, paper, pencils

ACTIVITIES: Learners work in teams in a Trust Walk. One person is blindfolded. The other is the leader. Set up a walk around the room using signs (turn left, stop, slow, sit down, say hello, etc.). The leader must take the blindfolded person through the walk by recognizing all sight word signs and reading them aloud to the blindfolded partner. The blindfolded partner should then follow the read instruction. The leader gets points for completion with no errors, partial points for some errors only.

Benchmark: 3.1; 3.2; 10.1; 11.1

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 3, 10, 11

BENCHMARK: 3.1, 3.2, 10.1, 11.1

TITLE: Reading Colors

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Clothing catalog or advertising flyer, paper, pencils

ACTIVITIES: Read the names of colors from a clothing catalog or advertising flyer, preferably from a place in which the student might shop. Real life text gives meaning! Prepare a mock order with student filling in “color” designation on form.

LEVEL:	0.0 –2.9, 4.0 –5.9
STANDARD:	3, 4,
BENCHMARK:	3.1, 3.4, 4.4
TITLE:	Wordlist for New Sounds
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	The student develops and dictates a wordlist utilizing a new sound. You write the list as it is dictated. Let the student copy the list. Have her read the list and develop sentences utilizing the words. You write the sentences. The student then reads the sentences orally with prompting.

LEVEL: 0.0 – 1.9, 2.0 – 3.9

STANDARD: 3, 8

BENCHMARK: 3.1, 8.6

TITLE: “OO” Word Family

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Draw glasses around the double “o” in “look” to lock in sounds. Then build a word family: look, book, nook, took, etc. Have the learner keep a word list in his/her notebook.

LEVEL:	0.0 –1.9
STANDARD:	3
BENCHMARK:	3.2
TITLE:	Two-syllable Words
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Explain that in most two-syllable words, the first syllable is accented. Make a list of two-syllable words taken from the learner's language experience stories. The learner will first learn to read words on the list and will then read them in the context of his story.

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.2
TITLE:	Word Families in Context
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Build word families in the context of reading rather than as an isolated exercise. For example, the student cannot read “shook.” One a piece of paper, write “cook;” the student reads; write “book;” the student reads; write “took;” the student reads. Then write “shook.”

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.2, 3.3

TITLE: Using Personal Information

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3 X 5 cards, paper, pencils

ACTIVITIES: Help the learner make “emergency information cards” with the above information. Discuss places he/she may wish to keep this information (example, wallet, next to telephone, in student folder, etc.)

- LEVEL:** 0.0 – 1.9
- STANDARD:** 3
- BENCHMARK:** 3.2, 3.3
- TITLE:** Filling Out Forms
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Forms – contest entry blank, employment application, copy machine, paper, pencils
- ACTIVITIES:** Use an actual form—a contest entry blank, an employment application, etc., BUT make an enlarged copy. The small spaces provided on most forms can be intimidating and stress-producing to the learner. Work on just one item at a time. Example: Read the words under the blank (Last Name, First Name, Middle Initial). Ask the student to write, with assistance if necessary, just that information on a piece of scrap paper. Make any corrections on the draft. Then have the student copy the information onto the blank. That’s enough for one session.
- In the next session, start with a fresh blank. Have the student copy the name information onto the new form. (This is a repeat of the step done in last session.) Then proceed to write the address on scrap paper. Edit and transfer to the form. Proceed through the rest of the information requested on the form—one item per session with a repeat of all previous items.
- When the entire form has been completed, provide a blank form once or twice a week, gradually moving toward actual size forms as mastery is approached.

LEVEL:	0.0 –1.9
STANDARD:	3
BENCHMARK:	3.2, 3.3
TITLE:	Filling Out Forms
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Forms from post office, library, businesses, social security office, paper, pencils
ACTIVITIES:	Provide a variety of forms from the post office, library, businesses, social security office, etc. to practice filling out information in context.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.2, 3.3

TITLE: Applying Forms

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Applications, paper, pencils

ACTIVITIES: Provide the learners with real application forms and help them fill them out.

Help students learn how to construct a form such as a report card for a parent or a boss. They will then use the form to evaluate their parent or boss.

Benchmark: 3.2, 3.4, 4.2, 9.1, 11.1

LEVEL:	0.0 –1.9
STANDARD:	3, 4, 9, 11
BENCHMARK:	3.2, 3.4, 4.2, 9.1, 11.1
TITLE:	Recipe
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 X 5 cards, paper, pencils
ACTIVITIES:	<p>The learner orally gives directions for one thing he does well. This could be preparing a particular food recipe, but could also include topics such as how to change the oil in a car, how to diaper a baby, etc.</p> <p>Assist the learner to write each step on a 3 x 5 card.</p> <p>The learner reads and arranges the cards in a good working order.</p> <p>The learner transfers the directions to a single sheet of paper.</p> <p>This can be published for other class members who may be independently working on a similar project, such as a writing assignment.</p>

LEVEL:	0.0 –1.9
STANDARD:	3
BENCHMARK:	3.3
TITLE:	Addressing an Envelope
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	<p>Ask the learner to address an envelope to herself at her home address. She can also find a business address in the yellow pages of the phone book and correctly address and envelope to the business.</p> <p>Demonstrate the way to write titles of respect.</p>

LEVEL:	2.0 – 3.9
STANDARD:	3
BENCHMARK:	3.3
TITLE:	Personal Information
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Let the learner copy on lined paper her name, address, phone number, zip code, and social security number under a sample you have provided.

LEVEL:	0.0 –1.9
STANDARD:	3
BENCHMARK:	3.3
TITLE:	Filling Out Forms
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Forms, paper, pencils
ACTIVITIES:	Find out if the learner has any forms he fills out on a regular basis. If so, practice with these.

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.3
TITLE:	Identifying Personal Information
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 X 5 cards, paper, pencils
ACTIVITIES:	Write and spell out the learner’s name and other information on separate index cards. Ask her to spell and identify the information, then drill several times. Add the cards to a word bank of other sight words for drill practice.

LEVEL: 0.0 – 1.9

STANDARD: 3

BENCHMARK: 3.3

TITLE: Personal Phone Book

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Telephone book, staples, 3 X 5 cards to make tabs, paper, pencils

ACTIVITIES: Telephone Book:

Provide paper and staples and an optional commercially-produced phone book.

Discuss the purpose of phone book.

Fold paper to form a book, then staple, making tabs for each letter.

Each student lists friends, relatives, doctors, favorite carryout restaurants, taxi service, etc., on a separate sheet of paper, alphabetizing last names.

Copy names, addresses and phone numbers onto the correct pages in the phone book.

Practice dictating phone numbers to each other.

LEVEL:	0.0 – 1.9
STANDARD:	3
BENCHMARK:	3.3
TITLE:	Places of Employment
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Pictures of places of employment, laminating materials, paper, pencils
ACTIVITIES:	<p>Provide a collection of pictures illustrating various places of employment: restaurant, store, gas station, factory, school, dentist's office, bakery, hospital, etc. Also provide laminated strips of sentence strips on which appropriate names to go with the pictures have been printed. Learners practice matching pictures to strips.</p> <p>Ask the learner to dictate his/her own place of employment. Write it on the board and let him copy it. When practicing forms, let him fill in this information, too.</p>

Benchmark: 3.3, 4.4, 4.5, 9.1, 9.2, 10.1

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	3, 4, 9, 10
BENCHMARK:	3.3, 4.4, 4.5, 9.1, 9.2, 10.1
TITLE:	Reading What the Learner Chooses
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Labels, advertisements, mail, recipes, manuals, letters, comics, children’s books, paper, pencils
ACTIVITIES:	Each day the learner can bring in something he/she would like to read – label, ad, mail received, recipes, manuals, letters, comics, children’s books, poems. He/She will copy the material and then read it aloud with you reading also. A wordbank card can be kept of any difficult words.

Benchmark: 3.3; 4.4; 9.1; 9.2; 10.1; 10.3; 10.4

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	3, 4, 9, 10
BENCHMARK:	3.3, 4.4, 9.1, 9.2, 10.1, 10.3, 10.4
TITLE:	Newspaper Lead Paragraph 2
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Newspaper, paper, pencils
ACTIVITIES:	Use daily newspaper lead paragraphs to answer the five W's: who, what, when, where and why.

LEVEL: 0.0 –1.9

STANDARD: 3, 4

BENCHMARK: 3.4, 4.4

TITLE: Essay writing

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: The learner dictates stream of consciousness writing on a topic for a weekly class essay. Help her to organize a short paragraph. The learner copies this and reads it aloud. On successive days, she repeats the reading and adds to it. As progress is made, she may want to share it with others.

Benchmark: 4.1; 4.4; 4.5; 9.1; 9.2; 10.1; 10.3

LEVEL: 0.0 –1.9, 2.0 –3.9

STANDARD: 4, 9, 10

BENCHMARK: 4.1, 4.4, 4.5, 9.1, 9.2, 10.1, 10.3

TITLE: Newspaper Lead Paragraph 1

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Newspaper, paper, pencils

ACTIVITIES: Read the lead paragraph of an article to the learner.
Ask the learner to read along silently.
Ask the learner verbal questions.
Ask the learner to fill in the form with assistance.
Repeat this exercise over a period of a week.

Then, explain that this same information is usually used in stories, but sometimes we have to dig further into a story to find all the answers. Introduce a very short piece of fiction at learner's reading level. Keeping the form with questions at hand, allow the learner to read and indicate if she finds the answer to ANY of the questions. When she finds an answer, assist him/her in putting it on the form.

Prepare a form:

1. Who is the main person in the story?
2. Where did it happen?
3. When did it happen?
4. What happened?
5. Why did it happen?

Benchmark: 4.1; 4.4; 9.1; 9.2; 10.1; 10.2; 10.3

- LEVEL:** 0.0 –1.9, 2.0 –3.9
- STANDARD:** 4, 9, 10
- BENCHMARK:** 4.1, 4.4, 9.1, 9.2, 10.1, 10.2, 10.3
- TITLE:** The Five W's
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Newspaper, paper, pencils
- ACTIVITIES:** Who, what, when, where and why questions become routine when introduced with newspaper articles. Generally a reporter answers those questions within the first two paragraphs.
- Prepare a form:
6. Who is the main person in the story?
 7. Where did it happen?
 8. When did it happen?
 9. What happened?
 10. Why did it happen?
- Tell the learner that these are the questions a reporter answers right away because the newspaper reader is in a hurry and wants the answers. That way the reader decides if he wants to read the whole article. (Point out that hardly anyone reads everything in the paper – only what they are interested in.)

Benchmark: 4.3; 9.1; 9.2; 10.1; 10.3; 10.4

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	4, 9, 10
BENCHMARK:	4.3, 9.1, 9.2, 10.1, 10.3, 10.4
TITLE:	Predicting and Comprehending Stories
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Books for adults written at the third grade level, paper, pencils
ACTIVITIES:	Provide books of fictional stories written at third grade level for adults. Using the illustration and title as cues, ask the learners to predict what the story will be about. At the end of the story, ask cause and effect and main idea questions to check for comprehension.

Benchmark: 4.4; 9.1; 9.2; 10.1; 10.3; 10.4

LEVEL:	0.0 –1.9, 2.0 –3.9
STANDARD:	4, 9, 10
BENCHMARK:	4.4, 9.1, 9.2, 10.1, 10.3, 10.4
TITLE:	Reading Directions for Class Work
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Write notices and directions for daily activities on a board or posted piece of paper. Allow the student time at the beginning of each session to read these directions silently. Check for understanding. Only read to the student those items he/she has not understood. Then allow the student to reread those items to you.

LEVEL: 0.0 –1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Verb Tenses

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Explain that the heart of any sentence is the verb that tells what is happening. Explain that verbs are “inflected”: they change form for different times. Some verbs remain uninflected (example: beat). Review times and give examples of regular verb tenses (example: walk).

Explain that some verbs do not follow the rules but are irregular and illustrate with “go.” Give students a Cloze exercise in which verb forms are omitted but supplied in a word bank. Learners must write the correct form.

This activity should be spread out over time.

Word Bank:

go	walk
goes	walks
going	walking
went	walked

John asked me to _____ to the movies. I asked him when he was _____. He said is all _____ well, we would _____ tonight. I asked him how we would get there. He said we could _____. But I do not much like _____. I used to take _____ a lot when I was a kid and I have _____ myself to death!

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Writing in Present Tense

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Most experience stories are narratives and in the past tense. To elicit writing in the present tense, discuss daily routine activities with the learner. Encourage him to write three or more things that he/she might do in an average morning, writing them in present tense.

When reading stories, discuss with the learner when the story occurred.

LEVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Time Sentences

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Ask learners to complete sentences such as the following:

I often _____.

Usually my friends and I _____.

Last week _____.

LEVEL:	0.0 – 1.9
STANDARD:	4
BENCHMARK:	4.7
TITLE:	Past and Present
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Chalk board or dry erase board and chalk or dry erase markers, paper, pencils
ACTIVITIES:	<p>Ask the learner a question such as, “How do you feel right now?”</p> <p>The possible response: “I feel happy.”</p> <p>Write this on the board next to the word “Present.” Point out that present means “now.”</p> <p>Say: “Let’s imagine your feeling yesterday was the same. How would you tell me that?”</p> <p>Learner: “I felt happy.”</p> <p>Write this sentence on board next to work “Past.”</p> <p>Say: “What is the difference between these two sentences? The difference is in the action word. We use different forms of ‘feel’ to show now and in the past. We also have a way to show i n the future. How would you tell me about feeling happy tomorrow?”</p> <p>Learner: “I will feel happy.”</p> <p>Write that on board next to word “Future.”</p> <p>Follow up with five or six other verbs, creating sentences but just writing the verb form on the board.</p>

- LEVEL:** 0.0 – 1.9
- STANDARD:** 4
- BENCHMARK:** 4.7
- TITLE:** Using Time Words
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Present time words: today, yesterday, tomorrow. Discuss the meaning of each. Students offer examples of each to illustrate. Suggest sentences such as:
- Today, I feel good.
Yesterday, I felt good.
Tomorrow, I hope I will feel good.
- Explain that we need different forms of words to express the different times. After students have given other examples, list them on the blackboard under headings of “Present,” “Past,” and Future.” Students can make 3 x 5 cards of verb forms for their word banks.
- Then give the learners a Cloze exercise (sentences in which verb forms are left out). Students pick the correct verb forms from a word bank at the bottom of the exercise.

EVEL: 0.0 – 1.9

STANDARD: 4

BENCHMARK: 4.7

TITLE: Yesterday and Today

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Divide a sheet of paper in half. Label one side “Today” and the other “Yesterday.” On sentence strips, write down sentences using the past and present tense of verbs.

Example: The dogs jump for the bone.
The dogs jumped for the bone.

Have the learner place the sentences in the appropriate column.

LEVEL:	2.0 –3.9
STANDARD:	8
BENCHMARK:	8.1
TITLE:	Crossword Puzzles
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	There are many different uses of crossword puzzles. The teacher can use them to teach any language skill by designing her own puzzles. There are also crossword puzzles for beginning readers available in book form. Also complete programs are available. At www.puzzle.com you can have a puzzle created with your own word list.

Example: To teach short vowel sounds and final “ss” and “ck” sounds:

Down words:

2. Short for Massachusetts
3. I saw her _____ the movie
12. Give me a hug and a _____
16. How are you? I’m _____

Across words:

2. A _____ shows you where to go
5. I small a _____
9. He feels _____ to his stomach
13. She lost her shoes and _____

Give learners copies of a puzzle and then work through it yourself, either on the blackboard or on an overhead projector, letting learners call out the words.

You can also make up puzzles to practice special words such as sight words. A word bank should be provided which contains all the words used as well as extra ones not used. Learners can pick words from the bank for the puzzle.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 92.)

LEVEL:	2.0 –3.9
STANDARD:	8
BENCHMARK:	8.1
TITLE:	Schwa
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Explain that the “schwa” sound occurs when a vowel is slurred in pronunciation between consonants. This is one of the harder sounds to discriminate but it sounds like “uh” and is usually in the unaccented syllable. Give learners a list of such words: pencil, lentil, giant, dozen, cousin, mental, pliant, client, frontal, rental, etc. Learners pick out which words rhyme with each other and/or have the “uh” sound. Also point out this sound when reading, but it is not necessary to achieve mastery of this sound.

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.1, 8.2, 8.3, 8.5

TITLE: Short Vowel Voicing in CVC words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3 X 5 cards, paper, pencils

ACTIVITIES: Consonant-vowel-consonant (CVC) words must rely on the consonant sound because of the variance in short vowel voicing. A pattern list of each vowel on a 1 x 6 strip of pasteboard or on a 3 x 5 card can help. Make one of these for each vowel demonstrating the variety of short sounds, including common diphthongs.

Short a hat can

Short o hot fog

Short e pet beg

Short i did his

Short u cup put

Hold the card under the word to be read; voice the sound on one word on the card; try it in the word to be read; if unsatisfied with the result, try the second sound.

Benchmark: 8.1; 8.2; 8.3; 8.5; 8.6; 8.9; 8.10

LEVEL:	2.0 – 3.9
STANDARD:	8
BENCHMARK:	8.1, 8.2, 8.3, 8.5, 8.6, 8.9, 8.10
TITLE:	Syllables
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Point out that every syllable has a vowel sound. Prefixes and suffixes are separate syllables. Syllables are usually divided between double consonants. Point out examples as they come along. Have students divide appropriate words into syllables. Appropriate words would be words the student comes across in life, work, or school; words the student is having trouble reading and/or pronouncing; harder words the students is particularly interested in learning.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2

TITLE: Identifying Blends

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3 X 5 cards, pictures, magazines, paper, pencils

ACTIVITIES: Use visuals.

Examples: spr— a spring from a ballpoint pen
str— a piece of string
tch— a watch

Ask the student to identify the visual's name. Write it on the board or on paper. Isolate the blend using a 3 x 5 card. Ask the student to pronounce the blend in isolation. Help him identify other words with that blend. List those words on the board or paper under the key word.

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.2

TITLE: Words with Blends

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: In a small class, give examples of the blend (example, “bl”). Have each student in turn think of as many words as he or she can with that blend.

Alternative: Have students write as many words as they can think of using the blend. Set a time limit of about two minutes, then have the students read their words in turn.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2

TITLE: Blend Matching Game with Pictures

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3 X 5 cards, pictures, magazines, paper, pencils

ACTIVITIES: Put each blend on an index card and a picture of something that begins with each blend on another card. The learner identifies the picture and then picks out the blend card that matches.

sw	sm	sl	cl	st
br	sp	pl	bl	tr
sn	gr	fl	gl	fr

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2, 8.3

TITLE: Initial Digraphs

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3 X 5 cards, pictures, paper, pencils

ACTIVITIES: Make a set of cards with the digraph, a word that begins with the digraph, and a picture of the word. Example: “ch,” “chair,” and a picture of a chair.

Introduce the sound and the word on each card. Then pronounce other words and have the learner point to the card that stands for the sound he hears at the beginning of each word. Example: pronounce “chimney.” The learner should point to the “ch” card.

As the learner progresses, use cards with only the digraph and no picture.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.2, 8.3

TITLE: Phonics Board

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Cardboard or newsprint, pictures, paper, pencils

ACTIVITIES: Phonics Board

The “wh,” “sh,” “ch,” and “th” parts of the words are left blank.

Example: Under a picture of a shoe, this appears: ____oe.
Other examples: ____eel (picture of a wheel);
____ale (whale); ____eep (sheep); ____in (chin), etc.

A game board with a path of squares is used. Half the squares should be blank. Half should say, “Pick a Card.” Players choose a card from a box after rolling the dice and landing on a “Pick a Card” square. The player must write the correct letters in the blank space on the card which is then placed in a discard pile. The first player to reach the end of the path wins. When a player lands on a blank square, he must read aloud all the cards in the discard pile. If he does so correctly, he gets another roll of the dice. This game can be used to teach other special sounds.

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 91.)

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.3

TITLE: “Ck” Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Provide a list of “ck” words.

Examples: pick, peck, cock, hack, mock, socks, deck, back, dock, Jack, knock, tick, tock, clock, flock, lock, rock, wick, lick, luck, etc.

Provide sentences with blanks. Learners are to find the correct word and fill in the blank.

Jane _____s some flowers.

The hens and chickens were _____ing at the grain on the floor.

The rooster crowed _____a-doodle-doo early in the morning.

He looked down at his feet and saw that his _____did not match.

Read the word bank words first and have the student discuss their meanings.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8
- BENCHMARK:** 8.3
- TITLE:** Digraph Lists
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Paper, pencils
- ACTIVITIES:** In a small class, give examples of the consonant digraph (example, “ph”). Have each student in turn think of as many words as they can with that digraph.
- Alternative: Have students write as many words as they can think of using the digraph. Set a time limit of about two minutes. Then have the students read their words in turn.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8
- BENCHMARK:** 8.3
- TITLE:** Digraphs and Clusters in the News
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Newspaper, pencils
- ACTIVITIES:** Teach digraphs and clusters after the learner knows the consonant sounds which make these up. Digraphs are easier than blends.
- Have students circle digraphs and/or clusters found in a newspaper and then pronounce the digraph or cluster.

CLEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.5, 8.8, 8.10

TITLE: Words Ending in “I” and “Y”

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Newspaper or teacher-generated text, pencils, paper

ACTIVITIES: Point out the similarity in sound between the long “i” and short “y.” Ask the learner to find a word ending in “i” in a text or newspaper. (Note that such words are extremely rare and usually of foreign origin or in proper names.)

Make a list of words that end in “y” using suggestions by the learner: happy, beauty, silly, busy, etc.

Point out that these are base words or words on which other words are built.

Ask the learner to suggest words that come from these words as you write them directly under the base word.

Examples:

happy:	happiness
beauty:	beautiful
silly:	silliness
busy:	business

Show the learner what happens to the “y” and note the shortened sound. Use this list to begin a page in the learner’s notebook to which he/she adds words ending in “y” and derivatives as they are recognized.

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.6

TITLE: “Ee” Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Select words with “ee” (see, knee, green, seen) to make a list. Underline the “ee,” noticing that it says its own name ONCE, not twice.

Provide the student with several sentences containing “ee” words. Let the student read these sentences silently, asking for help on any word not recognized. Then ask him/her to read sentences aloud.

- LEVEL:** 2.0 –3.9
- STANDARD:** 8
- BENCHMARK:** 8.6
- TITLE:** Circumflex O (/aw/)
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Provide a word bank of words containing the sound of circumflex O:

awful	draw
lawful	jaw
crawl	paw
claw	raw
saw	

Provide Cloze sentences (sentences in which one word is left out) to the learners. They must fill in the blanks.

Yesterday I _____ a pretty sunset.

Tom has a headache. He feels _____.

John never committed a crime. He is a _____ person.

The baby was learning to _____ .

That crab has a big _____.

Michael is a good artist. He likes to _____ .

The boxer punched Jim in the _____ .

The puppy was limping. He had a sore _____ .

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.6

TITLE: The /ow/ Diphthong

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Provide a word bank of words containing the /ow/ diphthong:

cow	now
allow	how
now	wow
vows	

Provide a Cloze activity:
provide sentences with blanks. Learners are to fill in the blanks.

The brown and white _____ was eating grass.

Will your boss _____ you to take a day off work?

The singer gave a _____ to the audience when they clapped.

Would you like to go to the store _____ ?

The couple exchanged their wedding _____ .

Everyone said _____ ! when the firecrackers went off.

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.6

TITLE: “Oy” Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Provide Cloze sentences (sentences in which one word is missing) and have students fill in blanks.

Word bank of “oy” words:

boy	royal
toy	joy
soy	Roy

The little _____ looked just like his father.

When she won the lotto, she was filled with _____ .

Princess Diana was a member of the British _____ .family.

I gave my baby a cute little _____ .for Christmas.

I like to put _____ .sauce on my Chinese food.

A favorite western movie star was _____ .Rogers.

Discuss the word bank with the learner. Let him tell you what the words mean.

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.7, 8.8

TITLE: Compound Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Compound words are often taught as sight words. Explain that some words are formed by combining two or more words.

Demonstrate some examples on the board.

Explain that compound words are often accented on the first syllable. You and the learner make a list of some compound words taken from reading material and read over.

Examples: blackboard, playpen, lampshade, schoolyard

LEVEL: 2.0 –3.9

STANDARD: 8

BENCHMARK: 8.7, 8.8

TITLE: Making Compound Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Tell the learner the first part of some compound words and let her finish the word to make it into a compound word.

Examples: air _____

home _____

bath _____

some _____

Benchmark: 8.7; 8.8; 8.9; 8.10; 8.11

- LEVEL:** 2.0 –3.9
- STANDARD:** 2, 8
- BENCHMARK:** 8.7, 8.8, 8.9, 8.10, 8.11
- TITLE:** Word Categories
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** 3 X 5 cards, paper, pencils
- ACTIVITIES:** Make piles of index cards for categories of words (examples: possessives, contractions, plurals, -ing words, etc.) Learners draw cards in turn from each pile. They must form a sentence using the words on the cards they have drawn. This can be played as a team activity. Form two teams. If one team cannot make a sentence, the other team gets a chance to do so. Team members may confer with each other. There can be piles for nouns, verbs, punctuation marks, etc. Learners must orally supply missing words necessary to create a sentence.

(Source: adapted from Kennedy & Sarkisian, 1979, p. 28)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.8, 8.9, 8.10

TITLE: Word Building

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Thirty-six 3 X 5 cards, paper, pencils

ACTIVITIES: Word Building

Learners make words by combining prefixes, base words and suffixes, manipulating parts of words.

Provide three piles of cards—12 cards in each pile.

Print a different prefix on each card in pile #1.

Print a different base word on each card in pile #2.

Print a different suffix on each card in pile #3.

Use different color markers for different piles.

Example: Pile #1—Prefixes:
Extra-, pre-, dis-, de-, super-, un-, anti-, over-, under-, inter-, re-

Pile #2—Base Words:
Treat freeze, tie, bake, act, view, pay, help, employ,
agree, manage, construct

Pile #3—Suffixes:
able, -ly, -s, -ed, -tive, -less, -ing, -ment, -er, -tion, -ful, -or

Students should first be taught meanings of all prefixes, suffixes, and base words.

Place the pile of base words face down on the table. To the left, place the pile of prefixes face up in a row. To the right, place the pile of suffixes also face up in a row.

The first player picks up a base word, reads it aloud, and places it face up on the table. He/she then makes all the words he/she can by placing the appropriate prefix and suffix cards next to the base word, reading them aloud.

For a base word ending in “e,” cover the “e” with the suffix card to show the spelling change. Example: “give” plus “ing” equals “giving” (covering the final “e” with the ing” card).

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 88.)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.8, 8.10

TITLE: “Ing” Words

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Give the student examples of base words ending with “e” and the same base word with “-ing” written underneath. Point out that we drop the “e” when we add “ing.” Have her practice writing “-ing” words. Alternately, present her with words ending in “ing” and ask her to write the base word.

Examples:

make	making
stride	striding
chide	chiding

LEVEL:	2.0 – 3.9
STANDARD:	8
BENCHMARK:	8.8, 8.10
TITLE:	The Suffix “ful”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	To teach the suffix “ful,” begin with defining the vocabulary word “full.” Discuss how English adapts over time (words shortened and spellings changed). Explain that “-ful” and “full” have the same meaning. Give the example, “full of beauty” = beaut-i-ful. Elicit examples from the learner and begin listing on a notebook page. The learner can add words with this suffix as they are recognized. The learner will then read this vocabulary list a number of times until familiarity is established. The list can be kept in a reading notebook which he/she retains for review and reference.

LEVEL:	2.0 – 3.9
STANDARD:	8
BENCHMARK:	8.8, 8.10
TITLE:	Double Dealing: Adding Suffixes Game
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Forty-eight 3 X 5 cards, paper, pencils
ACTIVITIES:	<p>Provide three piles of cards. Print sixteen simple base words on one pile. Include some which require doubling the final consonant when a suffix is added. Examples: ship, swim, sing, land, wind, flat, fit, run, big, sun, red, mad.</p> <p>Print sixteen suffixes on cards in the second pile. Examples: -est, -iest, -ness, -ing, -er, -ly, -en...</p> <p>Print the final letter of each of the base words. Example: t, d, m, g, n, p.</p> <p>Put the final letter cards face up so all are showing. Put the base word cards and suffix cards face down in piles.</p> <p>Players take turns drawing cards from each pile to create words. Example: the player turns over top cards to the two face down piles and picks up “swim” plus “ness.” The player must decide if he/she can make a word. If not, he/she puts the suffix card on the bottom of the suffix pile, face down, and chooses another suffix card. The player continues until he/she finds a correct suffix.</p> <p>The player then must decide if he/she needs an extra consonant (from the final letters cards). In this case, the player will need “m” card when he/she finds a suffix to match “swim.” If he/she makes a correct choice, he/she gets the point. The play now passes to the next player. If the player states that a choice she made is correct when it is incorrect, he/she loses a point and play passes to the next player. The player with the most points wins.</p>

(Source: Adapted from Kennedy & Sarkisian, 1979, p. 90.)

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.10

TITLE: Adding a Suffix to a Word Ending in Silent “E”

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Paper, pencils

ACTIVITIES: Give the student examples of silent “e” words. Explain that when a base word ends in a silent “e,” drop the “e” before adding a suffix that begins with a vowel. Go over examples and have the student write suffixes to the base word. Alternately, present words with such suffixes and have the learner write out the base word. Use suffix “-ed” to start.

Examples:

evade	evaded
judge	judged
grope	groped

These exercises should be practiced over time without too much drilling.

LEVEL:	2.0 –3.9
STANDARD:	8
BENCHMARK:	8.10
TITLE:	Final Syllables “-ture” and “-tion”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Explain that “-ture” and “-tion” are unaccented if they are the final syllable. Provide and read over such words, drawing from language experience stories or printed material in context whenever possible. Examples: furniture, station

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8
- BENCHMARK:** 8.11
- TITLE:** Reading Contractions
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Paper, pencils
- ACTIVITIES:** Many low-level learners have a great deal of difficulty with contractions. Many prefer to say the two separate words when reading: example, “do not” instead of “don’t.” Don’t call attention to such substitutions since they have no effect on comprehension. In short, mastery of contractions should be an introduction rather than a high priority for beginning readers.
- Have students choose five contractions and make sight cards for them. Have students write the contraction on one side and the two separate words on the other. Have students practice reading both.

LEVEL: 2.0 – 3.9

STANDARD: 8

BENCHMARK: 8.11

TITLE: Memory Game

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: 3 X 5 cards

ACTIVITIES: Memory Game

On one set of cards write two separate words which can form contractions (example, "I am"). Place all cards face down. Each player takes a turn flipping over two cards at a time. If the player finds a match, he/she gets to keep the cards. The person with the most cards when all cards are matched is the winner.

Alternative: Old Maid. Use the same cards as above plus one "No Match" card.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8
- BENCHMARK:** 8.11
- TITLE:** Dictating Contractions
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** White board or chalkboard and markers or chalk
- ACTIVITIES:** Encourage learners to answer in complete sentences. Example: “What are you doing this weekend?”
- Some responses may begin with, “I’m going to ...”
- Copy the sentences on the board. Read aloud together. Then discuss how “I’m” is the same as “I am.” Give many opportunities for the learner to say and hear the contraction in addition to reading in context.

LEVEL:	2.0 – 3.9
STANDARD:	8
BENCHMARK:	8.11
TITLE:	Contraction Matching Game
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	3 X 5 cards
ACTIVITIES:	Make two piles of cards. One pile should contain contractions and the other the original subject/verb (example: I've, I have). Mix up each pile. Learners draw a card from each pile and try to get a pair (you've and you have, for example). If the player gets a pair, he/she lays the cards down and takes another turn. If the player does not get a pair, he/she puts one card in the discard pile and tries again. He/she can try three times before giving the next person a turn.

LEVEL:	2.0 – 3.9
STANDARD:	8
BENCHMARK:	8.11
TITLE:	Fill in the Contraction
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Simple adult stories, paper, pencils
ACTIVITIES:	Provide a simple story but leave contraction spaces blank. Provide a word bank of contractions at the bottom of the page. The player must choose which contractions to put in the spaces.

- LEVEL:** 2.0 – 3.9
- STANDARD:** 8
- BENCHMARK:** 8.11
- TITLE:** Using the Apostrophe
- CONTRIBUTOR:** *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education
- MATERIALS:** Chalkboard or dryerase board and chalk or dry erase markers, paper, pencils
- ACTIVITIES:** Describe the apostrophe as a place holder for letters left out—much as we put in a spacer for a missing tooth. Write the full words to be contracted on the board (cannot, they will, etc.) as part of a sentence.

Example: I will not come to the party.

Ask the student to read the sentence. Then ask him to repeat it without looking at it. (The student will probably vocalize the contraction.) Point out that often in speech and sometimes in writing we leave out certain letters, but every time we leave something out, we must put an apostrophe in that place.

Example: We cannot write “can t.” Have the student tell you which letters are left out. Let him insert the apostrophe. Then let the student make up two or three sentences using the contraction. Help him write these sentences on paper. Have him read the completed sentences aloud. Repeat reading during the following session.

LEVEL:	2.0 –3.9
STANDARD:	8
BENCHMARK:	8.11
TITLE:	Contractions
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	Provide the student with a teacher-printed list of sentences using forms of “will” with pronouns. Leave a blank line between sentences.

Examples: He will come to school.
She will meet us there.
They will join the rest of the class.
I will go to the party.

Allow the student to strike out the “w” and “i” in “will” and then rewrite the sentence using the apostrophe.

Use this exercise for any contraction. For example, you can substitute “not”, “are”, or “have” in the place of “will.”

Benchmark: 9.1; 10.1; 10.2; 10.3; 11.1

LEVEL:	2.0 –3.9
STANDARD:	9, 11
BENCHMARK:	9.1, 10.1, 10.2, 10.3, 11.1
TITLE:	Fill-in-the-Blanks with Student Stories
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Paper, pencils
ACTIVITIES:	This activity is for students who have already learned to read and write their own stories. Erase some words in the story, leaving blanks (about every tenth word to start.) The learner must fill in the blanks. Gradually erase more and more words. All verbs could be erased, for example.

LEVEL: 2.0 –3.9

STANDARD: 9, 10

BENCHMARK: 9.1, 9.2, 10.1

TITLE: Menu Reading

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Restaurant menu, paper, pencils

ACTIVITIES: The learner or teacher brings in a real menu from a restaurant he/she frequents. Build a vocabulary list of “new” words as student “orders” a meal from the menu. Choose a different meal each day for a week.

Benchmark: 9.1, 9.2, 10.1, 10.2, 10.3

LEVEL:	2.0 –3.9
STANDARD:	9, 10
BENCHMARK:	9.1, 9.2, 10.1, 10.2, 10.3
TITLE:	Answering “Why?”
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Chalk board or dry-erase board, paper, pencils
ACTIVITIES:	Point out that “why” is a frequently asked question by learners in general and children in particular and that children are rapid and voracious learners. Ask the learner to relate any events he has experienced that day. Search for the “why”. Repeat with several other events. Write the sentence on a chart or blackboard.

Example: I took the bus to school.

Why? Because I have no car.

Why? Because I don't have a driver's license.

Put a blank sentence on board:

_____ because _____.

Help the learner dictate a logical sentence. Fill in the blanks on the board.

Benchmark: 9.1; 9.2; 10.1; 10.3; 10.4

LEVEL:	2.0 –3.9
STANDARD:	9, 10
BENCHMARK:	9.1, 9.2, 10.1, 10.3, 10.4
TITLE:	Sentence Building
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Action pictures, chalkboard or dry-erase board, paper, pencils
ACTIVITIES:	<p>Provide action pictures of people engaged in various activities. Show a picture and ask questions such as “Who is this?” “What are they doing?” and write the learners’ answers on the board. Point out capital letters and the punctuation at the end of sentences.</p> <p>Each learner chooses a picture and answers the same questions. If learners can, they write answers on the board. Otherwise, they copy the teacher’s writing. The learners can write a short story as they progress.</p> <p>(Source: Adapted from Kennedy & Sarkisian, 1979, p. 98)</p>

Benchmark: 9.1; 9.2; 10.1; 10.3; 10.4; 11.1; 11.2

LEVEL:	2.0 –3.9
STANDARD:	9, 10, 11
BENCHMARK:	9.1, 9.2, 10.1, 10.3, 10.4, 11.1, 11.2
TITLE:	Cause and Effect Stories
CONTRIBUTOR:	<i>Curriculum for the Adult Beginning Reader: Level 0-3</i> , Leon County Schools, Adult and Community Education
MATERIALS:	Newspaper, paper, pencils
ACTIVITIES:	Provide newspapers for learners and choose a news article about a local event or happening such as a story about a car accident. Read the article aloud while learners follow along. Ask the learners what took place, what was the cause, and what was the effect of the cause. Learners can then volunteer their own cause/effect stories.

LEVEL: 2.0 –3.9

STANDARD: 10, 11

BENCHMARK: 10.2, 10.3

TITLE: Main Idea

CONTRIBUTOR: *Curriculum for the Adult Beginning Reader: Level 0-3*, Leon County Schools, Adult and Community Education

MATERIALS: Newspaper, paper, pencils

ACTIVITIES: Provide newspapers for learners and choose an editorial or a column from the opinion page. Read it aloud while learners follow along. Lead discussion of the piece asking learners to volunteer their own ideas of the content. The discussion can include questions concerning what the most important idea is and what facts help support or illustrate the main idea. Ask them if there is anything else going on.

LEVEL: 4.0 – 5.9

STANDARD: 15

BENCHMARK: 15.1

TITLE: Synonyms, Antonyms, and Homonyms

CONTRIBUTOR: Sarah A. Hobson

MATERIALS: Newsprint, magic marker, tape

PROCEDURE: This activity is designed for the teacher and students to work together to develop learning aids that can be posted in the classroom.

First, the teacher writes the word SYNONYM at the top of one of the pages of newsprint. The students are then asked to give a definition. If they cannot, the teacher should define the word for the class and the definition should be written underneath the word.

Next, the teacher writes a list of words on the left side of the newsprint, underneath the word SYNONYM. The teacher then asks the students to give a SYNONYM for each of the words listed. The teacher writes the students' words opposite the appropriate one already listed.

This procedure is repeated for ANTONYM on a separate sheet of newsprint. It is repeated a third time for HOMONYM.

When all three words have been defined and examples listed, the three sheets of newsprint should be posted around the classroom for future reference as learning aids or reminders for the students. Each sheet can have additional words added as new vocabulary is learned, or, adding to the lists can be incorporated into daily vocabulary lessons.

Benchmark: R 15.2, 15.3, 17.1, 17.4, 18.4, 18.6, 19.3, 19.7, 19.9, 23.3, 24.1, 24.3, 25.1, 25.3, 26.3, 27.1, 27.3, 27.4, 28.3; L 22.1, 22.4, 23.2, 24.4, 25.7, 27.2, 27.3, 27.4, 29.1

LEVEL: R & L 4.0 – 5.9; 6.0 - 8.9

STANDARD: R 15, 17, 18, 19, 23, 24, 25, 26, 27, 28; L 22, 23, 24, 25, 27, 29

BENCHMARK: R 15.2, 15.3, 17.1, 17.4, 18.4, 18.6, 19.3, 19.7, 19.9, 23.3, 24.1, 24.3, 25.1, 25.3, 26.3, 27.1, 27.3, 27.4, 28.3; L 22.1, 22.4, 23.2, 24.4, 25.7, 27.2, 27.3, 27.4, 29.1

TITLE: What Makes A Newspaper Important?

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: A week's worth of newspapers

ACTIVITIES:

1. Students discuss social issues that are important to them. Students analyze why some issues are important to some people and why others do not seem to care.
2. Students review the newspaper over a week's time to identify issues of community concern. The class selects an issue that there are strong feelings about. Individuals identify what might be included in a class letter to the editor and the class composes a letter to be sent by mail or electronically.

Benchmark: R 15.2, 19.7; L 19.3

LEVEL: R & L 4.0 – 5.9

STANDARD: R 15, 19; L 19

BENCHMARK: R 15.2, 19.7; L 19.3

TITLE: Using a Dictionary

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: Dictionary

ACTIVITIES: (Small Groups)

1. Students use alphabetizing skills to locate 10 words in a dictionary and identify one word before and after each listed alphabetically.
2. Students will list the kinds of information available about words in the dictionary.

Benchmark: 16.1, 18.4, 19.7, 24.1, 25.3

LEVEL:	4.0 – 5.9; 6.0 - 8.9
STANDARD:	16, 18, 19, 24, 25
BENCHMARK:	16.1, 18.4, 19.7, 24.1, 25.3
TITLE:	Building Vocabulary Through Reading the Newspaper
CONTRIBUTOR:	Jenny Helms Leon County Schools, Adult and Community Education
MATERIALS:	Newspaper
ACTIVITIES:	The students will learn at least one new vocabulary word each time this lesson is used.

Activity Overview: I use the newspaper in my classroom frequently. Since the newspaper has many large, unfamiliar words to the students I would use this technique to teach vocabulary occasionally. I require that they read at least three articles when we use the newspaper; therefore, they would use this technique on each article. They would be required to pick one word out of each article they are unfamiliar with and apply the strategy to the word.

Steps I would use:

1. Student reads three articles of choice.
2. From each article write at least one word that is unfamiliar
3. Write the actual sentence in which the word appears.
4. Write the word and predicted definition
5. Check the word's meaning in a dictionary or thesaurus and write its definition.
6. Write a sentence that demonstrates the definition of the word.

OR

7. Draw an image that associates the word with the definition.
8. Each person shares one of his or her words with the class.

Benchmark: 16.1, 17.1, 17.3, 19.6, 19.7, 19.9

LEVEL:	4.0 – 5.9
STANDARD:	16, 17, 19
BENCHMARK:	16.1, 17.1, 17.3, 19.6, 19.7, 19.9
TITLE:	Newspaper - Reading Journal
CONTRIBUTOR:	Fran Riotte
MATERIALS:	Newspaper; Newspaper Reading Journal handout
ACTIVITIES:	Students may work with any newspaper of their choice. Have them read through the worksheet before beginning to read their newspaper.

Benchmark: 16.1, 17.1, 17.3, 19.6, 19.7, 19.9

Student: _____ Date: _____

Teacher: _____

NEWSPAPER READING JOURNAL

Directions: Keeping in mind that regular reading time is the best way to improve reading skills, spend some time with today's local newspaper. Then fill in the blanks in the following paragraph:

The most interesting thing I read in today's paper was _____

It was about _____

_____ and here's what I think about it: _____

I really like the photo of _____

_____ . It reminds me of _____

I didn't quite understand _____

_____, and I think to understand it better I need to know the meaning of these words: _____

LEVEL:	4.0 – 5.9
STANDARD:	16
BENCHMARK:	16.2
TITLE:	Word Parts
CONTRIBUTOR:	Sarah A. Hobson Leon County Adult and Community Education
MATERIALS:	Dictionaries (One for each student) Vocabulary Journals (One for each student) Blackboard
PROCEDURE:	This lesson is intended to introduce or reinforce word parts and their relationship to a word's meaning.

The teacher begins the lesson by explaining about word origins. The teacher may also give a brief history of the English language or give examples of how words from other languages have been incorporated into English (ex. kindergarten comes from German).

Students should be referred to their dictionaries to see that word origins are given after the definitions of most words. Allow time for students to look up words and tell the origins they find.

This lesson allows the teacher an opportunity to reinforce Benchmark 15.1 wherein students learned about Synonyms, Antonyms, and Homonyms.

The teacher continues the lesson by illustrating word structure. An example of a word with a root, prefix, and suffix is written on the blackboard (ex. transporter). Following the word, the teacher should write the word parts and their definitions.

Example: port = root meaning to carry
 trans = prefix meaning across
 er = suffix meaning person who performs action

Definition: A transporter is a person who carries things across.

Sentence: Mr. Jones was a transporter of goods from India to the United States.

Continued...

The teacher then distributes a vocabulary journal to each student. The students are instructed to use these journals to write down new vocabulary words they encounter through reading or in class lessons. Their entries should be similar to the one the teacher wrote on the board: root and its meaning, prefix and its meaning, suffix and its meaning; definition of the entire word; and a sentence using the word. The word origin may also be included as part of each entry. The teacher might suggest that students keep prefix, root, and suffix definitions in a separate section of their journals and use as a reference tool whenever they encounter a word containing one or more of these parts.

Follow up lessons can be designed around specific prefixes, suffixes, and roots so that students can add to their journals on a regular basis. Another way to add to the journals is for the teacher to write a new word or word part on the blackboard on a daily or weekly basis. The students' assignment would be to then research the meaning and complete the work in their journals. By using dictionaries to perform this research, the students would be learning how to use an important reference tool as well as learning new vocabulary. The students should always check their work with the teacher to make sure they have the correct definition and usage for the word or word parts they are researching. This procedure could be continued throughout the semester or for whatever period of time the teacher desires. The practice of keeping a journal for new vocabulary is an ongoing activity that the students can continue for an extended period of time and the vocabulary journal can become part of the students' reference materials in the future.

LEVEL: 4.0 – 5.9

STANDARD: 16

BENCHMARK: 16.3

TITLE: Classifying Nouns

CONTRIBUTOR: Sarah A. Hobson
Leon County Adult and Community Education

MATERIALS: Blackboard
Timekeeping Instrument (Hour glass like found in many board games, watch, kitchen timer, etc.)

PROCEDURE: Students will learn about classification and word groups in this lesson.

Divide the students into two groups and have each group select one person to be the group's scribe. The teacher then writes a group on the blackboard. For example, the group might be "flowers". Each group is then instructed to list as many nouns for "flowers" that they can think of in a one-minute period of time. Each group's scribe writes down the words for their group.

When the allotted time is up, the teacher asks each scribe to read their group's list to the class. The teacher writes the words on the board under the first group's name (or Group I). This same procedure is repeated for the second group. After both groups have read their list of nouns, the teacher marks through any that both groups have listed that are the same. The group with the most words wins the round.

The next round might be to list nouns for "Italian food". The same procedure is repeated. This process can continue with as many groupings as the teacher wants to include. Other suggested groupings are: "other types of food", "animals with fur", "animals with feathers", "animals that swim", "animals that live in cold climates", "games played with a ball", "games played with single players", "rivers" (proper nouns), and "U.S. cities" (proper nouns).

The winning team can be awarded candy, stickers, a special privilege, verbal praise, or other types of rewards as appropriate.

Benchmark: 16.4, 17.1, 17.7, 18.4, 19.1, 19.2, 19.3, 19.5, 19.9, 20.1, 20.2, 23.3, 24.1, 24.3, 25.1, 25.2, 25.3, 26.3, 27.1, 27.2, 27.3, 27.4, 28.1, 28.3

LEVEL: 4.0 – 5.9; 6.0 - 8.9

STANDARD: 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28

BENCHMARK: 16.4, 17.1, 17.7, 18.4, 19.1, 19.2, 19.3, 19.5, 19.9, 20.1, 20.2, 23.3, 24.1, 24.3, 25.1, 25.2, 25.3, 26.3, 27.1, 27.2, 27.3, 27.4, 28.1, 28.3

TITLE: What's My Local Government Like?

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: Minutes from local government agency meetings; voting records of members

ACTIVITIES:

1. Students identify all local government officials and analyze their areas of responsibility.
2. Student groups select one set of elected government officials (city commission, county commission, school board, etc.) and analyze their political platforms and voting records on several issues.

Benchmark: 16.4, 17.1, 17.3, 17.4, 17.6, 18.4, 18.5, 18.6, 24.1, 24.3, 25.1, 25.3, 25.4, 27.3

- LEVEL:** 4.0 – 5.9; 6.0 - 8.9
- STANDARD:** 16, 17, 18, 19, 24, 25, 27
- BENCHMARK:** 16.4, 17.1, 17.3, 17.4, 17.6, 18.4, 18.5, 18.6, 24.1, 24.3, 25.1, 25.3, 25.4, 27.3
- TITLE:** Analyzing a News Story
- CONTRIBUTOR:** Fran Riotte, Leon County
- MATERIALS:** Newspaper and Analyzing a New Story worksheet
- ACTIVITIES:** This is a good activity to begin the reading section of class for a student. It gives the student a great deal of choice in reading material and helps them to feel they are keeping up with reading that matters.
- Give students a newspaper and worksheet and have them work independently. It might work, too, to have two students share their work when they are done, whether or not they have read the same article.

**Benchmark: 16.4, 17.1, 17.3, 17.4, 17.6, 18.4, 18.5,
18.6, 24.1, 24.3, 25.1, 25.3, 25.4, 27.3**

Student: _____ Date: _____

Teacher: _____

ANALYZING A NEWS STORY

Ask:

- WHO is the article about?
- WHERE did the event occur?
- WHEN did the event happen?
- WHAT happened?
- WHY or HOW did the event happen?

Directions: Apply the above questions to two stories in today's paper.
Answer as many as you can.

1. Headline (Page _____)

- Who?
- Where?
- When?
- What?
- Why or how?

2. Headline (Page _____)

- Who?
- Where?
- When?
- What?
- Why or how?

Benchmark: 17.1, 17.6, 17.7, 19.6

LEVEL:	4.0 – 5.9
STANDARD:	17, 19
BENCHMARK:	17.1, 17.6, 17.7, 19.6
TITLE:	The Union Bank
CONTRIBUTOR:	Fran Riotte, Leon County
MATERIALS:	“The Union Bank” handout
ACTIVITIES:	Have students read the story of “The Union Bank” and answer the following questions.

Student: _____

Date: _____

Teacher: _____

The Union Bank

The Union Bank, chartered in 1833, played a major role as a planters' bank in the territorial period of Florida history. At one point the bank was housed in the Columns which was used both as a residence and a bank. In 1841 the Union Bank of Florida moved into the structure which would later be known as the Old Union Bank Building. The Union Bank was forced to close in 1843 due to over-extension of capital, bad crops, and the Second Seminole War. It housed the National Freedman's Bank during Reconstruction and later was owned by the First Reformed Episcopal Church. The building was used for a variety of purposes from that time on—a few examples include a city gas and water office, a shoe factory, a beauty shop, a charity store, and a bail-bond office.

Open

Tuesday through Friday 10:00 a.m. to 1:00 p.m.

Saturday, Sunday and Holidays 1:00 to 4:00 p.m.

Closed Monday

1. The main idea of this paragraph is:
 - a. The Union Bank had to close because of bad crops.
 - b. The Union Bank Building has a varied history.
 - c. The Columns is a bank and residence.
 - d. The Union Bank no longer exists.

2. You can visit the Union Bank
 - a. Only on Sundays.
 - b. In the morning, afternoon, or evening.
 - c. Only with special permission
 - d. All of the above
 - e. None of the above

3. The following statements are all true except:
 - a. The Union Bank closed in 1843
 - b. The Union Bank Building was once a shoe factory
 - c. The Union Bank Building is also known as the Columns
 - d. The Union Bank Building is closed on Monday.

Benchmark: R 17.1, 17.4, 18.2, 19.1, 19.2, 19.4, 20.1, 21.1, 21.3, 21.4, 22.1, 22.2, 22.3, 22.4, 23.2, 23.3, 25.1, 25.4, 26.1, 27.2, 28.1, 29.1, 29.3, 29.5, 30.1, 30.2; L 21—All, 22.2, 22.3, 25—All, 27.3, 27.5

LEVEL: R & L 4.0 – 5.9; 6.0 - 8.9

STANDARD: R 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30; L 21, 22, 25, 27

BENCHMARK: R 17.1, 17.4, 18.2, 19.1, 19.2, 19.4, 20.1, 21.1, 21.3, 21.4, 22.1, 22.2, 22.3, 22.4, 23.2, 23.3, 25.1, 25.4, 26.1, 27.2, 28.1, 29.1, 29.3, 29.5, 30.1, 30.2; L 21—All, 22.2, 22.3, 25—All, 27.3, 27.5

TITLE: Folktales

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: Copies of folktales, myths, tall tales, etc. from a variety of cultures

ACTIVITIES:

1. Students share folklore stories they know, such as family superstitions, home remedies, tales about past relatives, etc.
2. Students identify universal questions that most cultures develop folklore to address, such as where do we come from, what type of people do we admire, how do we explain mysteries. Introduce and discuss common stories, such as creation myths or tall tales that appear across cultures.
3. Students in groups create different explanations of what happens after death from different cultural traditions, such as Native American, African, Judeo-Christian, Buddhist, etc.
4. Students compose essays giving their own concept of life after death.

Benchmark: 17.1, 18.1, 19.1, 19.2, 19.3, 19.6, 20.2, 25.1, 25.2, 25.3, 27.2, 28.1, 28.3

LEVEL: 4.0 – 5.9; 6.0 - 8.9

STANDARD: 17, 18, 19, 20, 25, 27, 28

BENCHMARK: 17.1, 18.1, 19.1, 19.2, 19.3, 19.6, 20.2, 25.1, 25.2, 25.3, 27.2, 28.1, 28.3

TITLE: Political Cartoons

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: Various political cartoons

ACTIVITIES:

1. Students will read and describe the critical humorous and political elements of a political cartoon.
2. Students compare and contrast cartoons on similar topics.
3. Given a specific political issue or person, students will create an original cartoon.
4. Students will research and analyze a variety of cartoons from different sources to establish patterns of opinions, bias, or points of view.

LEVEL:	4.0 – 5.9
STANDARD:	17
BENCHMARK:	17.2
TITLE:	Identifying Cause and Effect
CONTRIBUTOR:	Sarah A. Hobson Leon County Adult and Community Education
MATERIALS:	Daily newspaper for each student Blackboard
PROCEDURE:	This lesson is designed to assist students in learning how to identify cause and effect in a paragraph.

The teacher explains that each student is going to be a reporter and report to the class on a story they find of particular interest in the local newspaper. The teacher should list the “reporter’s questions” on the board and tell the students that all good stories should answer these questions. The questions are: Who? What? Where? When? and How?. The teacher explains that the What? Question is the “effect” and the How? Question is the “cause”.

Newspapers are then distributed to each student in the class. Students are reminded that when they give their report to the class they will need to answer the WWW & H questions. They will also need to tell the class why they selected that particular story – why they found it interesting, why they thought it was important, or why they thought it might be of interest to others in the class.

When the reading time is over, each student should give his or her report. The teacher should lead the discussion in making sure that all questions were answered, particularly the “cause” and “effect” questions.

This lesson not only teaches or reinforces the skill of identifying “cause” and “effect” in comprehension, but it also encourages students to read the newspaper. Furthermore, by having students give oral reports to the class, skills related to public speaking and presentations are practiced. Finally, by giving reports from the local newspaper, the class is encouraged to discuss and debate issues of particular interest to the community, the country, and their individual lives or careers.

LEVEL:	4.0 – 5.9
STANDARD:	17
BENCHMARK:	17.5
TITLE:	Sequence of Events
CONTRIBUTOR:	Sarah A. Hobson Leon County Adult and Community Education
MATERIALS:	Cartoons from newspaper (Each need to be cut up and numbered on the back of each piece. There should be enough cartoons for each student in the class to have one.)
PROCEDURE:	<p>This lesson allows students to put events in a story in the proper sequence that is meaningful.</p> <p>Distribute a cartoon to each student in the class. Instruct students to arrange their cartoon in the proper sequence so that it makes sense and tells a story. When they have finished, they should turn each piece over and check their work – the numbers should be in the proper sequence if the cartoon was put together correctly.</p> <p>Cartoons can be exchanged among the class until each student has had an opportunity to work with all the cartoons.</p>

LEVEL:	4.0 – 5.9
STANDARD:	18
BENCHMARK:	18.3
TITLE:	Question or Statement?
CONTRIBUTOR:	Sarah A. Hobson Leon County Adult and Community Education
MATERIALS:	No special materials are necessary, but a blackboard can be used, if desired.
PROCEDURE:	This lesson can be used to introduce the different types of sentences or to review if this has already been taught in a previous lesson.

The teacher either introduces the four types of sentences or reviews them with the students. The four types of sentences are declarative, interrogative, imperative, and exclamatory. As each sentence type is reviewed or taught, it is important to also review or discuss the correct type of corresponding ending punctuation as well.

After the short lesson or review, the teacher proceeds by making a statement to the first student. The student is instructed to change the statement into a question. This process is repeated with different statements until all the students have responded.

The process is then repeated, but this time the teacher asks a question and the students respond by changing the statement into a question.

Depending on the size of the class, this exercise can be done on the board rather than orally. Using this method, the students also get practice writing and punctuating sentences.

LEVEL:	4.0 – 5.9
STANDARD:	18
BENCHMARK:	18.7
TITLE:	Identifying an Appropriate Conclusion to a Story
CONTRIBUTOR:	Sarah A. Hobson Leon County Adult and Community Education
MATERIALS:	The beginning of a story from a reading anthology or an original beginning written by the teacher (See “Just a Start” handout)
PROCEDURE:	The material selected for this lesson should be appropriate to the class population.

The teacher reads a beginning of a story (original or from an anthology) aloud to the class. When the teacher stops reading, the class is instructed to write an appropriate conclusion to the story.

When everyone has completed the writing assignment, the students should be invited to read their endings. An alternate approach would be for the teacher to read the endings aloud to the class and have the students guess which of them was the author. The teacher can then read the real ending to the story (if the story came from an anthology). Finally, there can be a class discussion as to which ending was thought to be the best one.

Suggested short stories that might be good for this lesson would be: “The Gift of the Magi,” “The Necklace,” “The Tell-Tell Heart,” or familiar fairy tales.

An example of an original story the teacher might write for this lesson is on the next page.

JUST A START

Story 1:

One afternoon in late August, two boys who were best friends went hiking in the woods. About noon, they had walked far into the middle of the woods when all of a sudden the wind began to blow and the sky became very dark and gloomy. The boys had been reading about haunted woods and magic forces and they joked that maybe these woods were magical! When the rain began to come down, the boys decided they should start for home. However, they did not remember which way they should go to get back. One of the boys reached into his pack for the map, but it fell out and into the middle of a large mud puddle. Not knowing what to do without their map, they just decided to turn around and start back along the path they thought they had taken. They hadn't been walking long when they heard a strange gurgling sound coming from the side of the path. It sounded very strange, indeed! Tree branches had fallen all around them and they thought that some animal must have gotten trapped underneath one of these branches. Slowly they walked towards where the sound was coming from. All of a sudden, the boys stopped and

Story 2:

Margaret folded the last piece of laundry and sighed deeply. She was finally finished with all her chores for the evening, her small son had been read a story and was now sleeping in his crib, and she at last had a moment to herself. She reflected on her life. She knew that she wanted to finish her education and had always dreamed of becoming a doctor some day. However, she had gotten married young and not finished high school. Her husband had died in a tragic accident soon after their son had been born. Margaret had gotten a job to support her son and herself, but she still yearned to finish school one day. She stretched and yawned and decided she had better get some sleep because morning would come early.

The next day when Margaret was walking to pick up her son at day care, she noticed a bag lying on the grass next to the mailbox. It was filled with a lot of money. Apparently, someone had dropped it by accident when mailing a letter. Perhaps someone had intended to make a deposit at the bank across the street. For a brief minute, Margaret closed her eyes and thought....

**Benchmark: R 19.6, 19.7, 20.1, 20.2, 23.3, 27.1, 28.1;
M 19.5, 20.1, 24.10, 32.1, 32.2, 33.6, 33.7, 44.2**

LEVEL: R & M 4.0 – 5.9; 6.0 - 8.9

STANDARD: R 19, 20, 23, 27, 28; M 19, 20, 24, 32, 33, 44

BENCHMARK: R 19.6, 19.7, 20.1, 20.2, 23.3, 27.1, 28.1; M 19.5, 20.1, 24.10, 32.1, 32.2, 33.6, 33.7, 44.2

TITLE: Reading to Get the Best Deal

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: Advertisements and/or catalogues

ACTIVITIES:

1. Given \$100, students will select and justify at least one gift for each member of their family selected from a given advertisement or catalogue.
2. Given a list of three similar gifts, students will compare price, quality and other factors to determine the best “value”.

LEVEL: 4.0 – 5.9; 6.0 - 8.9

STANDARD: 19, 26

BENCHMARK: 19.6, 26.3

TITLE: Map Reading

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: Map of the world

ACTIVITIES:

1. Given an outline map of the world, students label the seven continents and four oceans. Working in pairs, students draw the equator from memory.
2. In groups of three or four, given a large blank sheet of paper, students draw all continents, four oceans, and equator.

LEVEL: 4.0 – 5.9

STANDARD: 19

BENCHMARK: 19.8

TITLE: Titles

CONTRIBUTOR: Sarah A. Hobson
Leon County Adult and Community Education

MATERIALS: Newspapers (Each student should have a copy.)

PROCEDURE: This lesson teaches students to find out the main idea of a reading passage and give a title appropriate for that main idea. This lesson also encourages students to read the newspaper.

Newspapers are distributed to each student. Students are given time for directed silent reading for a period of time. Then, students are told to select one story they found particularly interesting. It can be in any section of the paper, including the front page, the local news section, the sports section, or the editorial page. Students may also have the option of selecting an interesting photograph from any section of the paper.

Students are then instructed to re-title the article they've selected.

Finally, students report on their articles (or photographs), including telling the class the main idea of the article. Students then tell the new titles they selected and explain why they made that particular selection, how it relates to the main idea, why it catches the reader's eye, etc.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19
- BENCHMARK:** 19.10
- TITLE:** Index and Table of Contents Scavenger Hunt
- CONTRIBUTOR:** Sarah A. Hobson
Leon County Adult and Community Education
- MATERIALS:** Textbook used in class (An atlas would be a good book to use for this lesson.)
- PROCEDURE:** This lesson will enable students to use specific reference sections of books, as well as develop teamwork skills among themselves.

The teacher develops specific questions prior to the beginning of class. These questions should relate to information that can be found in either the selected book's table of contents or index. The questions should be typed and enough copies made so that each student in the class has his or her own copy.

If using an atlas for the lesson, questions might include the following:

1. What pages are included in Chapter I? (Table of Contents)
2. What is the title of Chapter X? (Table of Contents)
3. In what chapter would a reader find information about mountains in Africa? (Index)
4. On what page would a reader find information about the natural resources of Australia? (Index)

It is suggested that the list include approximately 10 to 20 questions, depending on the number of students in the class and their skill levels relative to reading and using reference materials.

To start the class, the teacher divides the class into pairs and announces the Scavenger Hunt is about to begin. Then, the lists are distributed to each student and students cannot look at them until the teacher says to "Go". All students must begin the hunt at the same time. The first pair to complete the scavenger hunt and prove to the teacher that all information listed was correctly found would be declared the winning team. The other students should be encouraged to continue their search and bring their lists to the teacher for verification. Multiple level prizes can be awarded at the end of the game. (For example: 1st Prize, 2nd Prize, 3rd Prize, etc.).

LEVEL: 4.0 – 5.9

STANDARD: 21

BENCHMARK: 21.2

TITLE: Major Characters of Non-fiction

CONTRIBUTOR: Sarah A. Hobson
Leon County Adult and Community Education

MATERIALS: Video “The Miracle Worker”
VCR

PROCEDURE: This lesson is designed to teach students how to identify major characteristics (for example, fact and opinion) of creative non-fiction, such as biography and essay. It allows students to practice writing skills, as well as strengthening their reading comprehension skills.

The teacher begins the lesson by introducing the students to Helen Keller. Some students may have prior knowledge of her life and works and they should be encouraged to add to the pre-video discussion. The video should then be introduced as a biography of Helen Keller’s life and the definition of biography given. Interest can be added to the viewing by telling the students that Patty Duke won an Academy Award for her performance and that she was one of the youngest people to win the award. It is also interesting that this movie was based on a stage play. Follow up discussion might include how it would be different to see the play rather than the movie. What kind of dramatic things could they have done or not done differently?

After the introduction, the video is shown to the class (NOTE: All videos should be checked to make sure they are on the copyright approval list provided by the School Media Center.)

At the end of the video, each student is instructed to write an essay on Helen Keller’s life story. The students’ essays should include opinions about Helen given in the story by various members of her family, her teacher, and Helen herself and how these opinions affected Helen’s life. The essays should also list facts about Helen and her life. The students should turn their essays in to be corrected by the teacher.

As part of this lesson, the students should be instructed on essay writing if they have not been taught this skill previously.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 22
- BENCHMARK:** 22.6
- TITLE:** Author's Opinion vs. Objective Data in Essays
- CONTRIBUTOR:** Sarah A. Hobson
Leon County Adult and Community Education
- MATERIALS:** Movie review from newspaper (Copied for each student)
Blackboard
- PROCEDURE:** The teacher distributes a copy of a recent movie review selected from the local newspaper. The review selected should be related to a movie that is age appropriate for the students in class.
- Have students take turns reading the review orally. As the review is being read, have students underline words that express the author's opinion and circle words that indicate objective data is being given.
- Under words Objective Data vs. Author's Opinion on the blackboard, the teacher will list the words the students have underlined or circled as appropriate. A class discussion should then be conducted as to why these words were selected and how they indicate that the material was objective data or expressed the author's opinion. Discussion should include when either of these styles would be used by a writer and for what purposes.
- Finally, the students should be instructed to write their reviews of a movie they have recently seen. They must either write their review as giving objective data on the movie or as giving their personal opinion of it. These reviews should be turned in to the teacher for review and comment. They can also be shared with the class and the class can see whether or not they can determine each student reviewer's purpose.

- LEVEL:** 6.0 – 8.9
- STANDARD:** 23
- BENCHMARK:** 23.1
- TITLE:** Rules and Patterns Governing the Semantic/Grammatical Structure of English
- CONTRIBUTOR:** Sarah A. Hobson
Leon County Adult and Community Education
- MATERIALS:** *JABBERWOCKY* by Lewis Carroll
(Excerpted from Best Remembered Poems, Edited and Annotated
by Martin Gardner, Dover Publications, Inc.)
- PROCEDURE:** This is an entertaining method to demonstrate to the student that English has certain rules and patterns governing its semantic and grammatical structure.
- A copy of the poem should be distributed to each student. Either the teacher or a student volunteer should then read the poem aloud to the class.
- After the poem is read aloud, the students should be given a few minutes to read it silently to themselves. Then, the teacher should lead a discussion with the class as to what the poem is about, who is in it, and what particular words might mean. This is time for creativity as there are many possibilities as to what the poem might be about and students can have fun with it.
- This poem also creates an opportunity for the students to see that one can tell what part of speech a word is simply by how or where it is used in a sentence. Even in nonsense, English can make sense! This is because there are patterns and rules governing its semantics and grammatical structure.

Jabberwocky

by Lewis Carroll

(Source cited on previous page)

“Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

He took his vorpal sword in hand:
Long time the manxome foe he sought _____
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

“And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh, Callay!”
He chortled in his joy.

“Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Benchmark: 23.3, 24.2, 25.1, 25.2, 25.3, 25.4, 27.1, 28.3, 30.1

LEVEL:	6.0 – 8.9
STANDARD:	23, 24, 25, 27, 28, 30
BENCHMARK:	23.3, 24.2, 25.1, 25.2, 25.3, 25.4, 27.1, 28.3, 30.1
TITLE:	Human Rights in the News
CONTRIBUTOR:	<u>Great Ideas in the Classroom</u> , by Melody Chaykin, Broward County, Florida Newsletter of ACE
MATERIALS:	Newspaper/magazine articles
ACTIVITIES:	Students bring in articles on current events. They share their articles that relate to human rights (legal, political, economic, social). The entire class then discusses and debates their opinions. The teacher acts as mediator while the students brainstorm “5W” questions from the articles. The teacher also checks comprehension and helps students draw conclusions. (“W” words: Who, What, When, Where, Why)

Benchmark: 23.3, 23.4, 25.1, 27.1

LEVEL:	6.0 – 8.9
STANDARD:	23, 25, 27
BENCHMARK:	23.3, 23.4, 25.1, 27.1
TITLE:	Reading the News
CONTRIBUTOR:	Fran Riotte Leon County Adult and Community Education
MATERIALS:	Newspaper and Reading the News worksheet
ACTIVITIES:	Independent work for readers above 6.0

Benchmark: 23.3, 23.4, 25.1, 27.1

Student: _____ Date: _____

Teacher: _____

Reading the News

The G.E.D. Test requires very careful reading. This exercise gives you the opportunity to practice reading carefully.

Step One: Choose one article on Page 1A that interests you. Write the headline here:

Step Two: Read the entire article. If the article is continued on another page, write that page number here: _____

When the article is continued, it usually has a new headline. Write the headline of the continued article here.

Step Three: Explain why this article interested you.

Step Four: Find a word in this article that is new to you. Write it here:

Step Five: In one sentence, tell what you learned from reading this article.

Comic Relief In the comics, both the words and the pictures deliver the message.

Part One: Locate the comics by using the index on Page 1A. Choose one comic strip from the comic page. Write its name here:

Part Two: Often humor is used to make a point about real life. What is the point you find in the comic you chose?

- LEVEL:** 6.0 – 8.9
- STANDARD:** 23
- BENCHMARK:** 23.5
- TITLE:** Language Use and Structure Changes Over Time
- CONTRIBUTOR:** Sarah A. Hobson
Leon County Adult and Community Education
- MATERIALS:** Copies of the Preamble to the U.S. Constitution (There should be a copy for each student in the class.)
- PROCEDURE:** This lesson is designed to demonstrate how language use and structure change over time. It also serves to prepare the student for reading comprehension in the subject area of history and in reading historical documents.
- As an introduction to this lesson, the teacher may want to lead the class in a discussion of language usage and how language changes with time and with who is speaking. For instance, no one says “daddy-o” now, but it was a common term with the Beat Generation of the 50’s. Today, the term “dude” might be applied in the same way. Another example is the word “groovy” which was commonly used in the 60’s, but is not used today. Ask students what today’s “groovy” word would be. Have them give other examples of today’s language vs. yesterday’s.
- Distribute a copy of the Preamble to the U.S. Constitution and have them rewrite it in today’s language, using correct capitalization and punctuation for today’s English.
- Each student should be encouraged to share his or her revised Preamble with the class. Then, the teacher should collect the revisions for review and comment.

Preamble

The Constitution of the United States of America
(Original spelling, capitalization, and punctuation) (Written in 1787)

We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Benchmark: 25.1, 25.2, 25.3, 26.3, 40.1

- LEVEL:** R & M 6.0 – 8.9
- STANDARD:** 25, 26, 40
- BENCHMARK:** 25.1, 25.2, 25.3, 26.3, 40.1
- TITLE:** Reading the Telephone Book
- 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:** Telephone book; telephone calling plan information; telephone bill
- ACTIVITIES:**
1. Students will locate specific information in the telephone book, including residential and business numbers, social services, government offices, etc.
 2. Students will identify different types of long distance calls and calling procedures, including station to station, operator assisted, collect, 800 and 900 numbers.
 3. Students identify relative costs for different types of local and long distance services, service options, and toll calls. Students then budget the amount needed monthly, considering taxes and other fees that are included in the monthly billing.
 4. Given a telephone bill, students will be able to locate or identify information and charges listed. Students will be able to describe actions that may be taken to reduce the phone bill, and identify specific amounts that could be saved.

- LEVEL:** 6.0 – 8.9
- STANDARD:** 26
- BENCHMARK:** 26.2
- TITLE:** Appropriate Titles
- CONTRIBUTOR:** Sarah A. Hobson
Leon County Adult and Community Education
- MATERIALS:** Article from local newspaper w/o title (There should be a copy for each student in the class.)
- PROCEDURE:** The teacher distributes the newspaper article to the class. The teacher then reads the article aloud. Each student re-reads the article silently and writes a title for the article.
- Each student is asked to share with the class the title he or she wrote for the article. The teacher leads a discussion as to why the titles were different. How do the titles compare? How do they differ? How did the students' personal interpretations of the story in the article influence the title they wrote? What role did inference play in the title selections?

LEVEL:	6.0 – 8.9
STANDARD:	29
BENCHMARK:	29.2
TITLE:	Recognizing complex Elements of Plot such as Setting, Character Development, Conflict, and Resolution
CONTRIBUTOR:	Sarah A. Hobson Leon County Adult and Community Education
MATERIALS:	Copies of <u>Romeo and Juliet</u> (adapted for reading level) Video of <u>West Side Story</u>
PROCEDURE:	<p>This lesson is designed to assist the student in recognizing and understanding elements of plot such as setting, character development, conflict, and resolution. By reading a classic selection (<u>Romeo and Juliet</u>) and comparing it to a modern version (<u>West Side Story</u>), the student is able to better understand the literary elements. This lesson also enables the students to more fully appreciate classical literature through means of a more modern story that relates to their own experiences. This lesson might also provide the opportunity for the class to discuss social issues such as race relations, how it feels to be a person in the United States from another country, how hate can destroy people, and how people can change their beliefs and resolve conflicts.</p> <p><u>Romeo and Juliet</u> can be read aloud as a class project. The teacher may want to develop learning tools to accompany the story, such as charts of the two families (names might be difficult for students to remember). Students might also want to keep a plot outline chart as they read – this exercise could be done individually or as a class on the blackboard or by using newsprint.</p> <p>After reading <u>Romeo and Juliet</u> in class and studying and discussing it relative to the various literary elements, the class will watch the video of <u>West Side Story</u>. Then, a comparison should be made (this can be done in small groups or as individuals or with the entire class) using a study guide developed by the teacher. The comparison should include the elements of plot, character development, setting, conflict, and resolution. The teacher-written guide might include a listing of Shakespeare’s characters and their corresponding characters in the musical <u>West Side Story</u>, for example.</p> <p>A follow up lesson might include students writing an essay on a topic relative to the theme of these two stories.</p>

LEVEL:	6.0 – 8.9
STANDARD:	29
BENCHMARK:	29.4
TITLE:	Mood or Meaning Conveyed in Poetry Through Word Choice, Dialect, Invented Words, concrete or Abstract Terms, Sensory or Figurative Language, Use of Sentence Structure, Line Length, Punctuation, and Rhythm
CONTRIBUTOR:	Sarah A. Hobson Leon County Adult and Community Education
MATERIALS:	Copies of selected poems or poetry anthology to be used by class (Each student should have a copy of whatever source is being used for the lesson.)
PROCEDURE:	Poetry is appreciated and understood on many levels. It is suggested that the teacher choose certain poems that demonstrate each of the methods listed above in the title and read these aloud to the students. After each reading there should be a discussion of the particular methods used to convey meaning or mood, including words, rhythms, and poetic devices such as metaphors. Students can be encouraged to write about poems they particularly liked or found meaningful. Their essays should include how the poet used the methods discussed to convey the meanings the students interpreted from the poems.

Suggested Poems for Each Method:

“Fire & Ice” by Robert Frost (Word Choice)
Emily Dickinson (Word Choice)
Langston Hughes or Robert Burns (Dialect)
“Jabberwocky” by Lewis Carroll (Invented Words)
“Mending Wall” by Robert Frost (Concrete or Abstract Terms)
“Annabel Lee” by Edgar Allan Poe (Sensory or Figurative Language)
“She Walks in Beauty” by Lord Byron (Sensory or Figurative Language)
“The Highwayman” by Alfred Noyes (sentence structure, line length, punctuation, and rhythm)
Story Poems of Longfellow (sentence structure, line length, punctuation, and rhythm)
“Phenomenal Woman” by Maya Angelou (sentence structure, line length, punctuation, and rhythm)

There are many other poems; these are just a few suggestions.

LEVEL: 6.0 – 8.9

STANDARD: 30

BENCHMARK: 30.3

TITLE: Developing Essays to Answer Specific, Evaluative Research Questions

CONTRIBUTOR: Sarah A. Hobson
Leon County Adult and Community Education

MATERIALS: Essay Format Handout
Literature Anthology

PROCEDURE: The teacher should select a short story from the anthology available in the classroom. The students should read the story silently and then write an essay to answer a question presented by the teacher.

Example: Story might be “Bernice Bobs Her Hair” by F. Scott Fitzgerald. The question presented by the teacher might be: “Is revenge ever justified?” or “Why do teenagers want or need to conform?”

Student: _____

Date: _____

Teacher: _____

Essay Format

(provided by ACE/Leon County)

First Paragraph

Write a broad introductory statement. (You can restate the topic that was given to you.)
State your opinion and three brief reasons why you believe it.

Second – Fourth Paragraph

Write a paragraph for each reason given in the first paragraph. Give reasons and examples.
Give at least one personal example.

Fifth Paragraph

Write a conclusion (ending) restating the reasons already given.

Remember: A paragraph should have three to five sentences.

Tips:

1. Read the topic and make sure you understand what you are to write about.
2. Brainstorm as many ideas as you can about the topic.
3. Organize your ideas.
4. Write the essay.
5. Read the essay for content.
6. Edit for grammar, punctuation, spelling, etc.