

# ACTIVITY: FINDING NUMBERS EVERYWHERE

## Competency Area:

Just language

## Objective

Students develop number sense and use number relationships in problem-solving.  
Students communicate the number and how numbers relate to their lives.

## Newspaper section:

Teacher selected section.

## Required Class Time:

15-30 minutes

## Target Vocabulary:

None

## Grammar points:

None

## Materials:

Sections of the newspaper with many different uses of numbers, scissors, glue sticks

## In-Class Procedure:

1. **Warm-up:** Have students brainstorm ways that numbers are used. Write their responses on the board.
2. Hand out one or two sections of the newspaper to each student.
3. Students search sections for four - six different ways that numbers are used. Possible uses are: sports scores, prices, dates, times, addresses, graphs, page numbers and so on.
4. Students cut out numbers and glue on paper representing different uses.
5. Discuss the ways the numbers are used.

**SPL Level:**  
3-5

**Language Skills:**  
R

**CASAS**  
6.0.1

JUST LANGUAGE

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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None

### **For learner and child(ren):**

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**Ages 3-5:** Adult students and their children can make collages with the child's favorite number, after finding that number numerous times in the newspaper.

**Grades 1-3:** Children can cut one-digit and two-digit numbers out of the newspaper and put them in order.

### **Tips and Options:**

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For lower level students this activity can be used but instead of #4, have the student repeat the numbers for pronunciation.

# ACTIVITY: GRAMMAR NUGGETS

## Competency Area:

Just Language

## Objective:

Students identify parts of speech: nouns, verbs, adjectives

## Newspaper section:

Mini Page or selected section

## Required Class Time:

30-45 minutes

## Target Vocabulary:

nouns, verbs and adjectives

## Grammar points:

Parts of speech, nouns, verbs and adjectives

## Materials List:

Newspapers, worksheets, (optional) sets of 3 highlighters - one set per student

## In-Class Procedure:

1. **Warm-up:** Review the parts of speech. Explain strategies for identifying.
2. Let each student choose a short article, or assign all students to the same short article.
3. Help students find different parts of speech in the article. Have students highlight or underline the parts of speech. Teacher might want to supply highlighters, or three different colored pens to highlight the parts of speech. Students should write words on the worksheet in the appropriate part of speech section.
4. Students share their results.

**SPL Level:**

4-5, 6+

**Language**

**Skills:**

R W

**CASAS**

none

JUST LANGUAGE

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

None

### **For learner and child(ren):**

**Ages 3-5:** Children can look through headlines to find the letters of the alphabet or letters in their name.

**Grades 1-4:** Children can look through news article and highlight nouns and verbs.

### **Tips and Options:**

For high-level learners: Students can exchange list of words and write sentences using the exchanged lists.

Students may also identify other parts of speech - adverbs, modals, etc.

# GRAMMAR NUGGETS

## Directions:

1. Find a short article that interests you.
2. Write the article's headline on the "Title of article" line.
3. Read article. Find and highlight the nouns, verbs, and adjectives.  
(Hints are on the back.)
4. Write the words on the lines below under the correct part of speech.

\_\_\_\_\_

Title of article

NOUNS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VERBS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ADJECTIVES

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NOUNS:** Identify a person, place, thing or concept

Examples: Brittany Spears, Denver, woman, car, freedom

**VERBS:** Describe an action

Examples: sit, eat, drink, think, and run

**ADJECTIVES:** Describe the nouns. The adjectives show what the noun feels, smells, tastes, looks, and sounds like. Also, it answers questions of: how many? and how much?

Examples: white, sweet, spicy, big, noisy, sharp, five

# ACTIVITY: GREAT SENTENCES

## Competency Area:

Just Language

## Objective:

Students write sentences using descriptive words

## Newspaper section:

Any

## Required Class Time:

30 min.

## Target Vocabulary:

As needed - adjective, adverb, subject, predicate

## Grammar points:

None

## Materials List:

Newspapers

## In-Class Procedure

1. **Warm up:** Write a simple sentence on the board. (e.g. The man went down the street.) Ask students how they could make the sentence more interesting. (The tired old gentleman shuffled slowly and carefully down the narrow street.) Talk about the purpose of adjectives and adverbs. Identify the subject of the sentence and the predicate.
2. Put students in pairs. Give pairs a newspaper and a worksheet. Students skim through articles in the newspaper, looking for sentences which grab their attention.
3. Underline the sentences and copy them onto the worksheet.
4. Students work together to improve both the subject and the predicate of each sentence with descriptive words.
5. When finished, have students pass their papers round-robin style, from pair to pair, so all students get a chance to read every pair's worksheet.

**SPL Level:**  
2-3, 4-5, 6+

**Language Skills:**  
R W L S

**CASAS**  
none

JUST LANGUAGE

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Using the worksheet, students can repeat the same activity at home.

### **For learner and child(ren):**

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All children: Everyday conversation is a perfect opportunity to expand the vocabulary of children. When talking around the dinner table or in the carpool, encourage children to use descriptive word choice when talking about daily activities. Families can play the round-robin "I See" game described in Tips and Options below.

### **Tips and Options:**

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For lower levels, sentences can be pre-chosen by the teacher and descriptive vocabulary discussed as a group.

For a fun warm-up the next day, play a round-robin "I see" game with students. For example, one person begins: "I see a robin." Each person repeats what the previous person has said and adds a descriptive element. "I see a red-breasted robin." "I see a small red-breasted robin outside." "I see a small, red-breasted robin hopping on the grass outside." Continue until participants have exhausted their contributions or until the sentence is so long people can't remember it!



# GREAT SENTENCES! → IMPROVING GREAT SENTENCES!

Look through the newspaper and find some interesting sentences. Write each sentence below. Improve each sentence by adding descriptive adjectives and adverbs.

Great sentence: \_\_\_\_\_

\_\_\_\_\_

Improved sentence: \_\_\_\_\_

\_\_\_\_\_

Great sentence: \_\_\_\_\_

\_\_\_\_\_

Improved sentence: \_\_\_\_\_

\_\_\_\_\_

Great sentence: \_\_\_\_\_

\_\_\_\_\_

Improved sentence: \_\_\_\_\_

\_\_\_\_\_

Great sentence: \_\_\_\_\_

\_\_\_\_\_

Improved sentence: \_\_\_\_\_

\_\_\_\_\_



# ACTIVITY: HEADLINE SENTENCES

## Competency Area:

Just Language

## Objective:

Students re-write a headline as a complete sentence and identify the subject and verb of each sentence.

## Newspaper section:

Any

## Required Class Time:

30 - 40 minutes

## Target Vocabulary:

Subject, verb, complete sentence

## Grammar points:

Sentence structure, verbs

## Materials List:

Newspaper, worksheets, scissors, glue

## In-Class Procedure

1. **Before Class:** Select a few headlines from the previous day's newspaper and write them in complete sentences.
2. **Warm-up:** Lead a discussion about current news events. Write the pre-selected headlines on the board. Elicit from students how to rewrite each headline as a complete sentence. Discuss typical newspaper headline style points: omission of articles "the" and "a/an", verbs in present tense (not past tense), omission of "is going to" for future events, omission of "be" auxiliary verb. Identify the subject and verb in each headline.
3. Give students newspapers. Have students clip out 2 -4 short articles from the newspaper. Students separate the headlines from the articles and paste the headlines on a piece of paper.
4. Students rewrite each headline as a complete sentence and identify the subject and verb of each.
5. Give the complete sentences and articles to another student and have them correctly match them.

SPL Level:

4-5, 6+

Language

Skills:

R L S

CASAS

none

JUST LANGUAGE

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Students write additional headlines for the same articles used in class, or choose other articles and repeat the activity of writing the headlines as complete sentences.

### **For learner and child(ren):**

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**Ages 2-5:** Children or parents can clip out pictures from the newspaper. Children can give a title to each picture.

**Grades 1-4:** Parents can clip out 2 or 3 articles from the children's pages of the newspaper and separate the headline from the article. The child matches the headline to the article. The child rewrites the headlines in complete sentences.

### **Tips and Options:**

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Students work in pairs. One partner reads a short article aloud and the other writes a headline for the article. Comparisons are made to see how close they are to the original headlines.

# COMPLETE SENTENCES

**DIRECTIONS:** Headlines in the newspaper are not always complete sentences. Words are often left out because only a certain number of letters and spaces can be used. Look in the newspaper for several headlines that are not complete sentences. Cut the headline out and glue in on this paper. Write a complete sentence for these headlines and underline the subject and verb in each sentence.



HEADLINE FROM THE NEWSPAPER	HEADLINE WRITTEN AS A COMPLETE SENTENCE



# ACTIVITY: IN THE PAST

## Competency Area:

Just Language

## Objective:

Students practice the correct pronunciation of regular past tense verbs ending in -ed.

## Newspaper section:

Headlines

## Required Class Time:

60 minutes

## Target Vocabulary:

voiced, unvoiced, past tense, regular verbs

## Grammar points:

Regular past tense verbs

## Materials List:

Newspaper, scissors, glue sticks, set of pronunciation guidelines, index cards or blank paper for flashcards (enough for each pair of students to have 8-10 cards).

## In-Class Procedure

1. **Warm up:** Write these four past tense regular verbs (**worked, opened, invited, and decided**) on the board and ask students to pronounce them. Ask students if they realize there are different ways to say the suffix -ed. Tell them the -ed can sound like "t", "d", or even "ed". Write target vocabulary words on the board. Discuss meanings. Pronounce the verbs correctly and have students repeat.
2. Distribute the guideline for pronouncing past tense regular verbs. Discuss the guidelines. Practice the pronunciation of the three groups of words.
3. Put students in pairs. Give each pair a different section of the newspaper and ask students to clip the verbs out of headlines. (NOTE: Newspaper convention dictates that verbs are printed in the simple present tense for space considerations.)
4. Distribute either 8-10 blank index cards or have students make flashcards from blank sheets of white paper. (NOTE: Students may have to cut off present tense -ing or -s endings to get the base form of the headline verb.) Then have students paste headline verbs onto each flashcard. Students write the past tense ending onto each base form after it is glued onto the flashcard.
5. When students finish making flashcards, elicit words from the students, write them on the board, and pronounce them. Ask students to repeat.
6. Have students practice reading the cards following option #1 or option #2 in the "Tips and Options" section below. When finished, gather all the cards for use in subsequent lessons

SPL Level:

2-4

Language

Skills:

S

CASAS

none

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Send home a section of the newspaper and have the student find a short human interest article, read it and circle the past tense verbs ending in -ed in the article.

### **For learner and child(ren):**

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None

### **Tips and Options:**

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Students may be directed to choose a newspaper article to find past tense regular verbs if regular past tense verbs can not be found in the headlines. Then the student can write those past tense verbs onto the flashcards.

**Option 1-** Hand out a group of newspaper headline flashcards to each student. Designate a wall (or table if there's no wall space) for each different ending sound (-d, -t, -ed). Ask students to get up and put their words in the correct pronunciation group. Have students return to their seats. As a class check to see if the words are in the right category. This activity promotes movement and activity in the classroom.

**Options 2-** Divide students into groups of 2-3. Give each group a stack of words that belong in the same pronunciation category. Students pronounce each word and make sure that all of the words they have are of the same ending sound. (You may challenge them by including a few "wrong" words in each stack.) Groups then pass their stack of flashcards to the next group and receive a new stack. In this way, each group focuses on just one ending sound at a time and each stack of words is "checked" by each group. The teacher then goes through all the flashcard words in front of the class and pronounces the word. Students repeat.



## PRONUNCIATION OF PAST TENSE ENDINGS OF REGULAR VERBS

The chart below shows how to pronounce the past tense form of regular verbs that end in voiceless, voiced or -d or -t sounds.

End sounds	Pronunciation
<p>Voiceless sounds:</p> <p>F, K, P, S, Sh, Ch</p>	<p>We pronounce the -ed as a -t.</p> <p>Examples:                      talk - talked = "talkt"                      step - stepped = "stept"                      stuff - stuffed = "stufft"                      laugh - laughed = "laft"                      miss - missed = "misst"                      crush - crushed = "crusht"                      attach - attached = "attacht"</p>
<p>Voiced sounds:</p> <p>B, G, J, L, M, N, -NG, R, V                      and all vowels</p>	<p>We pronounce the -ed as a -d.</p> <p>Examples:                      rob - robbed = "robbd"                      hang - hanged = "hangd"                      file - filed = "fild"                      harm - harmed = "harmd"                      train - trained = "traind"                      pour - poured = "pourd"                      approve - approved = "approvd"                      saw - sawed = "sawd"                      employ - employed = "employd"</p>
<p>D and T</p>	<p>After the -d or -t sound, we pronounce -ed.</p> <p>Examples:                      need - needed                      end - ended                      shade - shaded                      load - loaded                      print - printed                      arrest - arrested                      complete - completed                      greet - greeted</p>



# ACTIVITY: LOOKING FOR THOSE PARTS OF SPEECH

**SPL Level:**  
6+

**Language Skills:**  
R L S

**CASAS**  
none

JUST LANGUAGE

## **Competency Area:**

Just Language

## **Objective:**

Students identify specific parts of speech in newspaper articles.

## **Newspaper section:**

Front page, Local news

## **Required Class Time:**

30 - 45 minutes

## **Target Vocabulary:**

Parts of Speech - see worksheet

Any parts of speech that students have been introduced to in previous lessons.

## **Grammar Points:**

Parts of speech

## **Materials List:**

Newspapers (front page section) for each pair of students, worksheets, highlighters.

## **In-Class Procedure**

1. **Warm up:** Ask students what "parts of speech" means. Elicit any parts of speech they know and write their responses, and an example of each, on the board.
2. Hand out a worksheet to each student. Review each part of speech clarifying any that students have questions about.
3. Put students in pairs. Give each pair a highlighter and the front page section of the newspaper.
4. Have students find an example of each part of speech in the newspaper, highlight it and write it on the worksheet. (Explain that it might not be possible to find an example of each.)
5. When finished, have students share the examples they found either with the whole class or in small groups.
6. Clarify any confusion that students may have about the parts of speech.

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Take each example found in the newspaper and write in an original sentence.

### **For learner and child(ren):**

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**Ages 3-5:** Children can search a page of the newspaper to find letters of the alphabet or the letters in their name. They can use a highlighter to mark each letter as they find it.

**Grades 1-4:** This activity can easily be adapted for younger students by choosing the parts of speech that they are familiar with. The adult student could also use the examples found in class and ask the child to write a sentences using each one.

### **Tips and Options:**

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This activity can easily be adapted to an intermediate level by choosing the parts of speech that the students have been introduced to. This is also good assessment tool showing parts of speech that the students are having difficulty with.

This activity should only be used after students have been introduced to different parts of speech. The instructor should feel free to adapt the worksheet to his/her students.

# PARTS OF SPEECH

Parts of speech are the building blocks of sentences. Scan the newspaper to find an example of each of the following parts of speech. Highlight the example in the newspaper and copy the example on the line. The ones with a \* are more difficult.

1. proper noun \_\_\_\_\_

2. pair of synonyms \_\_\_\_\_

3. helping verb and main verb phrase \_\_\_\_\_

4. prepositional phrase \_\_\_\_\_

5. an abbreviation \_\_\_\_\_

6. a personal pronoun \_\_\_\_\_

7. common noun \_\_\_\_\_

8. contraction \_\_\_\_\_

9. possessive \_\_\_\_\_

10. adverb \_\_\_\_\_

11. adjective \_\_\_\_\_

\*12. sentence with a direct object \_\_\_\_\_

\*13. a pair of homonyms \_\_\_\_\_

\*14. Your choice: (write the part of speech and the example)

\_\_\_\_\_

\_\_\_\_\_



# ACTIVITY: A PICTURE'S WORTH A THOUSAND WORDS

**SPL Level:**  
2-3, 4-5, 6+

**Language Skills:**  
R W L S

**CASAS**  
7.4.5

JUST LANGUAGE

## **Competency Area:**

Just Language

## **Objective:**

Students use adjectives to describe pictures.

## **Newspaper section:**

All

## **Required Class Time:**

30-45 minutes

## **Target Vocabulary:**

(Feel free to add or subtract from the vocabulary depending on the SPL level of your ESL class).

- |                   |                  |                  |
|-------------------|------------------|------------------|
| 1. accomplished.  | 26. gorgeous,    | 51. resourceful, |
| 2. advanced       | 27. handsome,    | 52. rich,        |
| 3. artistic,      | 28. happy,       | 53. sad,         |
| 4. attractive,    | 29. hard,        | 54. shinning,    |
| 5. basic          | 30. imaginative, | 55. shiny,       |
| 6. beautiful,     | 31. ingenious,   | 56. short,       |
| 7. big,           | 32. innovative,  | 57. skillful,    |
| 8. brilliant,     | 33. inspired,    | 58. skinny,      |
| 9. capable,       | 34. intelligent, | 59. small,       |
| 10. cheerful,     | 35. kind,        | 60. smart,       |
| 11. colorful,     | 36. large,       | 61. soft,        |
| 12. colors,       | 37. little,      | 62. sparkling,   |
| 13. colors,       | 38. lonely,      | 63. spectacular, |
| 14. creative,     | 39. long,        | 64. striking,    |
| 15. cute,         | 40. lovely,      | 65. stunning,    |
| 16. dazzling,     | 41. loving,      | 66. sweet,       |
| 17. depressed,    | 42. lustrous,    | 67. talented,    |
| 18. fat,          | 43. luxurious,   | 68. tall,        |
| 19. gentle,       | 44. nice,        | 69. thick,       |
| 20. gifted,       | 45. overweight,  | 70. thin,        |
| 21. glassy,       | 46. polished,    | 71. vibrant,     |
| 22. gleaming,     | 47. poor,        | 72. vivid,       |
| 23. glistening,   | 48. practical,   | 73. wealthy,     |
| 24. glossy,       | 49. pretty,      |                  |
| 25. good-looking, | 50. radiant,     |                  |

**Grammar points:**

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- Beginning:** The picture is colorful.  
The woman is beautiful.
- Intermediate:** She has a beautiful smile.  
The painting is both colorful and cheerful.  
The man looks very depressed and lonely.  
The basketball player is tall and thin.
- Advanced:** He has lustrous lips that make him look like he would be a good kisser.  
Her dark glasses make her look like a brilliant scientist.

**Materials List:**

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Newspaper, Scissors, Glue Sticks, Baby wipes for hands,

**In-Class Procedure:**

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1. **Warm up:** Show students a colorful, front page picture from the newspaper. Begin describing the picture and ask students to join in the description. Identify the purpose and form of adjectives as a part of speech.
2. Hand out newspapers to the students.
3. Give students 10-15 minutes to thumb through the newspaper. Students should choose 5-20 photos/pictures of people or general pictures that they would enjoy describing, cut them out, and paste them into their notebooks with only one picture per page.
4. Write some of the adjectives on the board from the target vocabulary section.
5. Have one or two students use the adjectives to describe their pictures. Give the students time to describe the pictures they have chosen.
6. Have the students write descriptions of their pictures near or below the photo/picture using descriptive adjectives.

**TAKE-HOME ACTIVITIES:****For adult learner:**

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Students take the newspaper home and choose some pictures that would be interesting to write about. Write about the picture using adjectives studied in class. Students then share their writing with classmates.

**For learner and child:**

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Ages 2-5: Have parents take home a variety of pictures from class. Have the children sort them according to their own categories. Such common categories include: people or objects, small or big, etc. Pictures can be pasted in pairs to create a book of opposites.

**Grades 1-4:** Have the children search the newspaper for pictures to create a book of opposites. They can glue the pictures to paper and write simple captions to accompany them. Older children can use superlatives in their books.

**Tips and Options:**

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Using a dictionary or thesaurus in class is always great for the Intermediate through Advanced level classes.



# ACTIVITY: SEQUENCING THE TEXT

## Competency Area:

Just Language

## Objective:

Students practice summarizing articles and retelling stories in chronological order

## Newspaper section:

All

## Required Class Time:

45 min.

## Target Vocabulary:

Sequence markers: first, second, next, then, after that, finally, in the meantime, while he was..., etc. vocabulary as needed for selected articles

## Grammar points:

Simple past tense, past continuous/progressive tense

## Materials List:

Newspapers, worksheets

## In-Class Procedure

1. **Before class:** Scan the newspaper for some short articles that describe an event with a clear sequence.
2. **Warm up:** Ask students to listen to a story. Tell a short story about something that happened recently to you, focusing on using time signal words (first, then, after that, while I was...etc.)
3. Ask for a volunteer to retell the story, reminding the student to focus on the main details and the time markers.
4. Discuss that a news article essentially is a retelling of an event. However, explain that newspaper articles often do not tell the story in strict chronological order; articles often begin with the most important information first (which might be the final outcome of the event).
5. Put students in groups of 3-4. Give each student a newspaper. Give each group a worksheet. Direct each group to a pre-selected article.
6. Groups read their article and then sequence the events of the article chronologically, using the worksheet.
7. Then tell groups to prepare a summary of the article, using their completed worksheets and the time signal words. Remind students that a summary must be significantly shorter than the original (no one wants to hear a 2 hour summary of a 90 min. movie!), so focus must be placed on the main points and not on details.
8. Students present their summaries as written pieces or oral presentations for the group.

SPL Level:

4-6+

Language

Skills:

R W L S

CASAS

7.4.2

JUST LANGUAGE

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Students can select articles of interest to them and, using the worksheet, sequence the events and then write a short summary. Students share their summaries the next day in class.

### **For learner and child(ren):**

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**Ages 2-5:** Have adults read a book to their child. Ask questions throughout the story about sequence. "What just happened?" "What do you think will happen?" "Tell me about the story, what happened first."

**Grades 1-4:** Child(ren) can be asked summarize a story they read, the story of a television episode or the events of a situation at school. Parent can practice vocabulary and summarizing skills by relaying the story back for clarification.

"So first the teacher asked the girls to be quiet, then she gave them detention? And while she was talking to the principal you saw the same girls passing notes?"

Adult students can write a short "strip" story of 4-6 sentences, one sentence per line, using time markers. Cut the strips apart and give to the child. Ask the child to read the strips and arrange them in chronological order.

### **Tips and Options:**

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The activity can be used with lower levels if one article is chosen and split between groups so that one summary is created by the entire class.

# SEQUENCING THE TEXT WORKSHEET

First

Second

Third

Fourth

