

# ACTIVITY: COMMUNITY HEADLINE RACE

## Competency Area:

Community Services

## Objective:

Student teams find as many headlines as possible that address a community issue.

## Newspaper section:

All

## Required Class Time:

10-15 minutes

## Target Vocabulary:

None

## Grammar points:

Sentence fragments, Idioms

## Materials List:

Newspapers, selection of 5-6 headlines from a previous day's newspaper, scissors, tape.

## In-Class Procedure

1. **Warm up:** Lead a discussion about what is currently happening in the students' community.
2. Put students in groups - or teams - of 3-4. Give each student a newspaper.
3. Tell groups they will have 10 minutes to scan through the newspaper to find as many headlines as possible that relate to the community. Headlines can be about a community issue, a prominent person in the community, a special event taking place in the community, a special service being offered, or a historical matter involving the local community.
4. A recorder for each team copies the headlines down on notebook paper, as told to him/her by team members, along with the newspaper page number. (You may opt for students to cut out the headlines rather than copying them.)
5. At the end of 10 minutes, tell teams to stop. (Lower level students may need more than 10 minutes.) Newspapers must close, pencils must be down. Write team names on board. Student recorders tape lists of headlines under team names on board.
6. Ask each team to read its headlines aloud. Class debates if headlines address community issues.
7. If found acceptable, award team one point per headline. The team with the most points wins!
8. Choose a few headlines and elicit the complete sentence version from class. Explain idioms and plays on words.

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

**Language Skills:**  
R W L S

**CASAS**  
2.5.1, 2.6.1,  
5.5.8, 5.6.1,  
5.6.2

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

Students clip headlines from another day's issue of the newspaper addressing an event in their neighborhoods. Bring headlines in and share with class.

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

**Ages 2-5:** Talk with the child(ren) about the events of his/her day. Ask the child which event was the most important. Have child draw a "headline" for the important event from their day.

**Grades 1-4:** Repeat the activity above, with children writing the headline in words. Then, children draw a "photograph" to accompany the headline. Older children may want to play the same game as their parents.

### **Tips and Options:**

This is a great warm-up, as it allows students to practice using the newspaper while looking for specific information. Adding an element of competition is fun and wakes people up!

In multi-level settings pair higher level students with lower level students. Otherwise, lower-level students risk quickly becoming overwhelmed or frustrated and may not participate in the activity.

# ACTIVITY: DEAR EDITOR

## Competency Area:

Community Services

## Objective:

Students read readers' letters to the editor and write their own letter on a topic of community importance.

**SPL Level:**

4 - 6+

**Language**

**Skills:**

R W S

**CASAS**

5.1.6, 5.6.1,  
7.2.5

## Newspaper section:

Letters to editor

## Required Class Time:

Reading letters: 50-60 minutes

Writing letters: 25-40 minutes (in class or at home)

## Target Vocabulary:

Fact, opinion, editor

Words pertinent to pre-selected letters to the editor.

## Grammar points:

None

## Materials List:

Copies of one or two short easy-to-comprehend letters to the editor, worksheets.

## In-Class Procedure

1. **Before class:** Pre-read several days of Letters to the Editor and select a few to use in class.
2. **Warm up:** Write "FACT" and "OPINION" on the board. Ask students what they mean and to give examples of both. Ask students which parts of the newspaper contain facts and which contain opinions. Explain that American journalism practice dictates that news articles report only the facts, not the reporter's personal opinions. Explain that opinions - of the newspaper management, of reporters/columnists, and of readers can be shared in the editorial pages.



3. Give students copies of the pre-selected letters to the editor. Students read the letter(s).
4. When finished, lead a discussion. "What is this person saying? What does he want? What facts has he presented? Are they truly facts? What is the writer's opinion? Do you agree?" Write the fact statements under the FACT column on the board. Do the same with any OPINION statements.
5. Put students into pairs or groups of 3. Give students newspapers and worksheets.
6. Students select a letter to the editor from the current day's newspaper and complete the worksheet.
7. When finished, discuss the results as a group.
8. Brainstorm additional issues in the community that need attention. (playground equipment or safety, police services, schools, transportation, immigration, busy intersections near the school, trash collection, etc.)
9. In class or for homework, have students complete the second half of the worksheet - writing their own letter to the editor about issues that affect them. Have them use the first page of the worksheet as an evaluation tool after writing their own letters.

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

Students can write their own letters to the editor for homework and share them in class the next day.

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

**Grades 1-4:** Discuss a problem the child sees in her/his life/school/etc. Ask him/her to describe the problem (facts). Ask the child what he/she thinks could and should be done about the problem. Who does the child think should be part of solving the problem?

Help the child write a letter to person who might help solve the problem. Focus on how the child thinks the problem should be solved

### **Tips and Options:**

Higher proficiency students can serve as proofreaders for letters written by lower proficiency students.

# LETTERS TO THE EDITOR

Choose a letter to the editor from the daily newspaper.

Read it with your partner.

Write answers to the following questions.



1. Who wrote this letter?	
2. What is the issue?	
3. Is the information easy to understand?	
4. What is the opinion of the writer? What does the writer think should be done?	
5. What facts does the writer use? Do the facts support his/her conclusion[s]?	
6. Is the information current?	
7. Does the letter contain lies or broad generalizations? If yes, what are they?	
8. Is the letter arranged in an order that makes sense?	
9. Does this issue seem important to you? Why? Do you agree with the writer's opinion? Why? Why not?	

# NOW IT'S YOUR TURN TO WRITE YOUR OWN LETTER TO THE EDITOR

Identify a problem in your community that is important to you.  
First, answer the following questions. Then use your answers to write your letter.

1. <i>What is the issue?</i>	
2. <i>What facts do you know about the issue?</i>	
3. <i>What is your opinion about the issue?</i> <i>What do you think should be done?</i>	
4. <i>How do you think your solution could happen?</i>	
5. <i>Who should be involved in solving this issue?</i>	

Dear \_\_\_\_\_,

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# ACTIVITY: DECISION MAKERS

## Competency Area:

Community Services

## Objective:

Community Services

## Newspaper section:

News: local, national, international

## Required Class Time:

60 minutes

## Target Vocabulary:

Dependent on issues of the day

Decision, decision-maker, opinion, fair/unfair, just/unjust, vote, elected, appointed

## Grammar points:

Simple Past: A suicide bomber killed many people at a sidewalk cafe.

Past tense of modals: He shouldn't have . . . , They should have . . . I would have . . .

## Materials List:

Newspapers, scissors, worksheets.

## In-Class Procedure

1. **Warm up:** Talk with students about decision makers in their lives. Who makes decisions for their family? Who makes decisions at their place of employment? Who makes decisions at their adult education school?
2. Put students in pairs or groups of three. Give each student a newspaper.
3. Ask students to skim through the newspaper, using pictures/headlines to identify articles about issues that affect people in the students' community, county, state, or nation.
4. Ask each group to select one article, read it, discuss it among themselves and complete the worksheet.
5. After groups finish, have them report their results to the class.



SPL Level:

6+

Language

Skills:

R W S

CASAS

none

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Have students write a paragraph describing a decision recently made in their family or place of work. The paragraph should answer the WH questions: What (was the decision), Who (made the decision), when, where, why, how. Students share their writing in class the next day.

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

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Explain to parents that it's important to give young children reasonable choices and to allow them to make some decisions for themselves. For example: "Do you want to wear the red socks or the blue socks?" By helping children to make decisions at a young age, the children will be better prepared to make decisions on important matters.

Adult students keep a log of choices that they have offered to their child over a past time frame. Students come back to class and report to teacher/class about the choices they have given their children.

### **Tips and Options:**

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The activity can lead into a discussion or lesson on why to vote and how to register.

Discuss "cause" and "effect". Have students clip an assortment of article headlines from the local, state, national and international news sections. Sort the headlines into those expressing "cause" and those expressing "effect".

Have students find a newspaper photo and write three things that may have led up to the photo. Also write three things the people in the picture could do to ensure a positive outcome.

# DECISION MAKERS IN THE NEWS



Look at the questions below and then read the newspaper article you have chosen. Talk about the article with your classmates and write your answers to the questions. Be prepared to share your group's work with the class.

<p>1. <i>What is the headline of your article?</i></p>
<p>2. <i>Summarize the main idea of the article. What was the central problem?</i></p>
<p>3. <i>Describe the decision that was made.</i></p>
<p>4. <i>Who made the decision? (Write the person's name and job title) Was the decision made by one person or by many people?</i></p>
<p>5. <i>Describe the opinions other people had about the problem.</i></p>
<p>6. <i>How do you think these people became decision makers?</i></p>
<p>7. <i>Do you agree with the decision? Why or why not?</i></p>
<p>8. <i>If you disagree with the decision, what decision do you think would be better?</i></p>



# ACTIVITY: HELPFUL SERVICES IN THE CLASSIFIEDS

## Competency Area:

Community Services

## Objective:

Students use the classified ad section to find services.

## Newspaper section:

Classifieds

## Required Class Time:

20 minutes

## Target Vocabulary:

Abbreviation, classified  
Words on the worksheet

## Grammar points:

Singular and plural with There is, There are

## Materials List:

Newspapers, worksheets

## In-Class Procedure

1. **Warm up:** Ask students to explain the difference between "products" and "services". Ask students what kinds of services they use in their daily lives. (Repairs - car, home, furniture, watch, etc. hair styling, daycare, movers etc.) Ask students how they find out about service providers in their community.
2. Give students worksheets.
3. Class reviews worksheet vocabulary aloud together: elicit ideas from students and write the appropriate definitions on board.
4. Give students newspapers. Orient them to the sections of the classified ads where service providers place ads. Students work in pairs to answer questions.
5. When finished, students share their results aloud.

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

**Language Skills:**  
R W L S

**CASAS**  
none

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Service Hunting Worksheet:

- \* Students find a service for sale in the classified section, cut out and attach to worksheet. (movers, contractors, etc.)
- \* Students answer worksheet questions about the service.
- \* Debrief in next class: have students list questions to ask service providers.

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

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Ages 2-5: Using service vocabulary found in the classifieds, play a pantomime game. Have children or adults act out the service provided, such as painting, and others guess the name.

### **Tips and Options:**

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There are many abbreviations in the classified advertisements. Teachers may wish to produce a list of the abbreviations most commonly found in classified ads for services.

# FINDING SOME HELP

## Vocabulary

Classified	House cleaning
Abbreviation	Person Friday
Painting	Landscaping
Roofing	Hauling
Bookkeeping	Moving and Storage
Contractors	Excavating
Odd Jobs	Tree trimming

**Use the classified section of the newspaper to answer the following questions.**

1. *What do you notice about the format of the classified section? Topics? Print? Organization?*

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2. *What services can you buy in the classified section?*

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3. *Think of a service you need for your car, home, or family. Find a classified ad for someone who provides the service. Write the information from the ad below.*

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# ACTIVITY: IDENTIFYING THE CANDIDATES

## Competency Area:

Community Services

## Objective:

Students identify the candidates running for political office

## Newspaper section:

Front page section (national and international news), local news section

## Required Class Time:

30 minutes

## Target Vocabulary:

Election, candidate, political party, public office, stance, represent, platform  
All titles of public officials (president, representative, governor, mayor, etc.)  
( issue specific vocabulary - teacher can identify pertinent vocabulary)

## Grammar points:

None

## Materials List:

Newspapers

## In-Class Procedure

1. **Warm up:** Elicit from students what they know about current elections. Can they name any candidates? What political offices are having elections? Ask students what characteristics they think make a good candidate for public office. Elicit/review/introduce target vocabulary.
2. Put students in pairs or groups of 3. Give each student a newspaper. Ask groups to scan the newspaper for articles about local, state, or national elections.
3. Students scan their chosen article to identify the following information. Groups write their results on flip chart paper.
  - name(s) of candidate(s)
  - current political positions or professions
  - offices the candidates are running for
  - republican, democrat, or other political party affiliation
  - stance on a current issue(s).
  - platform
  - What do the candidates look like? (photographs, when possible)
4. When groups finish, students share their findings with the class.
5. As students share, teacher charts findings on a flipchart graph.
6. Debrief Question: Which candidate do you prefer? Why?

**SPL Level:**  
5 - 6+

**Language Skills:**  
R W

**CASAS**  
5.1.4, 5.1.6,  
5.5.8, 5.6.1,  
5.6.3

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Students write a short paragraph explaining why they would vote for a particular candidate. Next day in class, students discuss which candidate they prefer and why.

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

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**Ages 2-5:** Have parents give reasonable choices to their children whenever possible. Use language so that children understand that they have a voice in personal issues. Example: "Do you want red socks or blue socks today?"

**Grades 1-4:** Have parents talk to their children about making choices. Help children identify when they make choices everyday and repercussions of those choices.

### **Tips and Options:**

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None

# IDENTIFYING THE CANDIDATES

**Please fill in the grid for four candidates.**

What's the candidate's name? What office is the candidate running for?	What is the candidate's current position or profession?	What is the candidate's platform or stance on an important issue?	What is the candidate's political party?
1.			
2.			
3.			
4.			

**Please answer the following question for homework:**

*Which candidate do you prefer? Why?*

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# ACTIVITY: OH! THE PEOPLE THEY HAVE HELPED!

## Competency Area:

Community Services

## Newspaper section:

Obituary section

## Required Class Time:

40-50 minutes

## Target Vocabulary:

community, activism, volunteer, participate, donate, benefit, obituary  
(other words as needed, depending on selected obituary.)

## Grammar points:

Past tense verbs

## Materials List:

Newspapers, worksheets

## In-Class Procedure:

1. **Before class:** Check the obituary page for a feature article on a person who contributed to her/his community through activism or volunteerism.
2. **Warm-up:** Discuss community activism and volunteerism. Ask students what kinds of community activism they participated in (if any) in their home countries or in their new communities in the U.S.
3. Discuss what an obituary is.
4. Put students in pairs and give them newspapers and a worksheet. Direct them to the obituary page and the feature article.
5. Students read the obituary and complete the worksheet.
6. When finished, discuss their results as a class.



SPL Level:

3 - 6+

Language

Skills:

R S

CASAS

none

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Adults can repeat the same activity at home, using a different feature article from the obituary page.

Using the in-class worksheet, students can describe a person they personally know and admire. Students can describe a living person or a deceased one. Advise students to change "was" to "is" and "did" to "does" on the worksheet if describing a living person. Students share their writing with classmates the next day.

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

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**All ages:** Identify community helpers (police officers, social workers, teachers, nurses, etc. what they are called and what they do to help the community. Talk with children about what they can do to help their community.

Help children do a small community project such as picking up trash at the local playground or park.

### **Tips and Options:**

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None

# A COMMUNITY ACTIVIST

Turn to the obituary page. Read about the life of a person who benefited the community. Answer these questions.



*What was the person's name?*

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*Where was the person born?*

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*What did you learn about the person's parents?*

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*Describe the person's education.*

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*What kind of work did the person do?*

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*How did the person help the community?*

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*What was special / unique about this person?*

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*Imagine that you could interview this person. What three questions would you ask him/her?*

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# ACTIVITY: OUR COMMUNITY HISTORY

## Competency Area:

Community Services

## Objective:

Students read an article about local history and summarize it in pictures and sentences.

## Newspaper section:

Spotlight, Entertainment, or Lifestyles sections usually have information on local history. Lengthy obituaries about local leaders also can be used.

## Required Class Time:

40 minutes

## Target Vocabulary:

History, society, community, local.

Article-specific vocabulary chosen by the teacher.

## Grammar points:

WH questions, simple past tense verbs (previously covered in class)

## Materials List:

Newspapers, pencils/pens, lined notebook paper, white copy paper, markers or crayons

## In-Class Procedure

1. **Before class:** Find a level-appropriate article in the newspaper about some aspect of local history.
2. **Warm up:** Elicit from students what they already know about the topic in the article you selected.
3. Give each student a copy of the newspaper article. Students take turns reading paragraphs aloud.
4. Ask a series of WH- questions to check for comprehension.
5. Put students in groups of 3. Assign one - two paragraphs from the article just read to each group.
6. In groups, students draw pictures illustrating aspects of their assigned paragraphs. Students write captions for their illustrations, summarizing their paragraphs.
7. Without referring back to the article, groups put the story in order, arranging illustrations and captions appropriately.
8. Students take turns reading the summarized version of the story aloud.

**SPL Level:**

3, 4, 5, 6+

**Language**

**Skills:**

R W L S

**CASAS**

5.2.4

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Watch the local news in English. Write captions summarizing one story from the news.

Find another newspaper article about local history or local current events. Write a 3-sentence summary of the main points.

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

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**Grades 1-4:** Children watch the English news with their parents. Children draw pictures to accompany the captions written by parents.

### **Tips and Options:**

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During group work, teacher may choose to pair lower-level students and higher-level students, allowing lower-level students the opportunity to participate more comfortably by drawing, while higher-level students may choose to write.

# ACTIVITY: SEND IT TO ME!

## Competency Area:

Community Services

## Objective:

Students practice filling out order/subscription forms.

## Newspaper section:

Sunday edition: USA Weekend, Parade, glossy coupon section

## Required Class Time:

50-60 minutes

## Target Vocabulary:

Name, Address, City, State, Zip, Zip Code, Mr./Ms./Mrs.  
Abbreviation, St., Ave., Blvd., Pl., Ct., Dr., Cir., (etc.),  
signature vs. write, e-mail address,

## Grammar points:

None

## Materials List:

Newspapers, scissors/coupon cutters

## In-Class Procedure

1. **Warm-up:** Ask students if they know the address of the adult school. Write the address on the board and review the parts (number, street name, town, state, zip code). Have students turn to their classmate and ask "Where do you live?" Listen to students as they are answering each other.
2. Talk about how for many purposes we need to be VERY SPECIFIC when we talk about where places are located. Example: Children's safety, emergencies and parties.
3. Give students newspapers. Point out ads that include addresses in the newspaper. (Look at display ads and car dealership ads.)
4. Review what each part of the address signifies. Start from bottom up to stress "zeroing in." (Zip code and city/state give a general idea, street is more specific, street number is very specific.)
5. Directs students to a section of the newspaper where the order/subscription forms are located.
6. Students cut out and fill out forms. Monitor their work.



SPL Level:

2 - 3

Language Skills:

R W L S

CASAS

0.2.1

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Find an address for a business or service the student is interested in. Find the business location on a city map.

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

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**Ages 4-5:** Have the child orally practice their address with their parent. Knowing their address and phone number is generally an assessment in preschool or kindergarten.

**Grades 1-4:** Have students fill out simplified form, supplied below, with their children. An alternative is to have children complete a simple form for free magazine subscription (Highlights for Children) or a contest.

### **Tips and Options:**

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None

# "SEND IT TO ME" WORKSHEET

## 1. Read the abbreviation. Write the full word.

<i>Abbreviation</i>	<i>A Short way of writing something.</i>
<i>Ave.</i>	
<i>Blvd.</i>	
<i>Rd.</i>	
<i>Cir.</i>	
<i>St.</i>	
<i>Apt.</i>	
<i>Ph. - hm. ofc.</i>	
<i>ZIP</i>	

## 2. Read the words. Write answers for YOU.

<i>Ms./Mr./Mrs.</i>	
<i>Print your name</i>	
<i>Signature</i>	
<i>Address</i>	
<i>State</i>	
<i>ZIP code</i>	
<i>Phone number</i>	





# ACTIVITY: THE EDITOR'S STANCE

## Competency Area:

Community Services

## Objective:

Students read an editorial about a current issue within the community and express an opinion by writing a letter to the editor.

## Newspaper section:

Editorial pages

## Required Class Time:

40-60 minutes

## Target Vocabulary:

Opinion, editorial, fact, publisher  
(issue specific - teacher identifies pertinent vocabulary)

## Grammar points:

None

## Materials List:

Newspaper editorial pages

## In-Class Procedure

1. **Before Class:** Choose an editorial addressing some aspect of a pertinent issue in the community.
2. **Warm up:** Write the topic of the editorial on the board and ask students what they know about it. Elicit facts and opinions on both sides of the issue. Talk about the difference between fact and opinion. Explain that American journalism practice dictates that news articles report only the facts, not the reporter's personal opinions. Explain that opinions can be shared in the editorial pages.
3. Give students newspapers and direct them to the editorial page. Orient them to the editorial page - showing them the 1) readers' letters to the editor, 2) columnists' columns, and 3) editorials written by the newspaper management representing the views of the publisher.
4. Let students read the chosen editorial silently, or students may take turns reading paragraphs in the editorial aloud.
5. Teacher checks understanding using active listening. Discuss students' reactions to the editorial.
6. Model the format of a business/formal letter on the board, including all names, titles, address, date and salutation.
7. Have students write a reaction/opinion Letter to the Editor based on the editorial they read.
8. Debrief by having students read their letters aloud.

**SPL Level:**

3, 4, 5, 6+

**Language**

**Skills:**

R W L S

**CASAS**

5.1.6, 5.6.1,  
5.6.3, 7.2.2,  
7.2.7

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Students read two opposing letters to the editor and decide which position they agree with. Lead a discussion in class the next day about both sides of the issue.

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

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**Ages 2-5:** Children this age like to express their opinions and are rarely asked. Have parents create a short questionnaire for their children about likes and dislikes. Ask their children and compare results in class. Example: What is your favorite color?

**Grades 1-4:** Have parents pose a simple statement such as "All children should be in bed by 7:00pm." Have children respond either in writing or orally with persuasive arguments.

**Grades 1-4:** Help children write a thank you letter to their teacher, room parent, school volunteer, or a family member.

### **Tips and Options:**

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Teachers may opt to involve a more extensive writing process, including rough drafts, revisions, recopying, and final drafts. Where available, teachers may have students practice computer skills by having final drafts typed and printed. Students may choose to send the class letters to the newspaper, especially with higher-level groups.

Students can write letters on topics of concern and send them to their local elected officials.

# LETTER TO THE EDITOR

From: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Dear \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely, \_\_\_\_\_

*(your signature)*

Your Name Typed



# ACTIVITY: WHAT'S GOING ON THIS WEEKEND?

**SPL Level:**  
2, 3, 4, 5

**Language Skills:**  
R W L S

**CASAS**  
2.6.1, 2.6.2,  
2.6.3, 2.7.1,  
2.7.6

## **Competency Area:**

Community Services

## **Objective:**

Students interview each other about entertainment and local events advertised in the newspaper.

## **Newspaper section:**

Lifestyles, Entertainment

## **Required Class Time:**

30 - 40 minutes, including debrief

## **Target Vocabulary:**

event, festival, fair, film, movie, performance, play, presentation, discussion, concert, musical, symphony, opera, debate, exhibition, show

## **Grammar points:**

WH questions (who, what, where, why, when, how, which)

Idiom: What's going on?

Future: I'm going to . . .

## **Materials List:**

Newspapers, worksheets, scissors

## **In-Class Procedure**

1. **Warm up:** Discuss students' weekend plans: What are you doing this weekend? Record their answers on the board. Ask students what kinds of entertainment they enjoyed in their home countries. Ask students what kinds of entertainment they enjoy in the U.S.
2. Elicit or present the target vocabulary words (according to the proficiency level of your students). Clarify any words the students don't know.
3. Open your copy of the entertainment section of the newspaper. Scan it to find an advertisement for an interesting event. Elicit WH questions from students about your ad.
4. Give each student the entertainment section of the newspaper, a worksheet and scissors. Students find and clip out an advertisement or article about an entertainment or local event of interest to them. Students complete grid "A" of the worksheet.
5. Put students in pairs and assign students "A" and "B" roles for an info gap activity. Students "B" ask questions from the "B" grid of the worksheet and write "A" answers in the boxes provided. on Remind students that this is a speaking / listening / writing activity. They should not show their classmates the ads or their worksheets; they should not let classmates read the ads or worksheets to get the information.

6. Students switch roles.
7. Class debriefs activity by sharing information about events. Make a grid of the events shared on the board. Class votes on which event they would prefer to attend. tivity by sharing information about events. Teacher makes dents are able to answer basic ques

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Go to an event, tell the class about it next class. (Free events abound in the community! PTA meetings, town governance meetings, farmers' markets, guest speakers at bookstores, etc.)

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

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**Ages 2-5:** Ask children to plan a fun activity or attend an event over the weekend. The child's activity may be just playing with the parent or reading a book. The objective is for the child to begin articulating future plans.

**Grades 1-4:** Show children some of the free weekend activities that were found in class. Ask children to pick which they think is the best and why. Have the children complete a simple list of the same questions the adults completed in class.

### **Tips and Options:**

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Students may go into more or less detail with interview questions depending on their proficiency level. For instance, a level 1 student may choose not to give directions to the event location (I don't know. I will find someone to help.) A level 2 student may give only 3-step directions while the level 5 student goes into more detail.

# WHAT'S GOING ON THIS WEEKEND?

## A. Find a local event in the newspaper. Fill in the grid about this event.

<i>A1. This weekend there is a</i>	<i>A2. It is located at</i>  <i>You can get there by</i>	<i>A3. It is on (day of week)</i>  <i>It starts at</i>	<i>A4. It costs</i>
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## B. Interview a classmate about another local event taking place soon. Fill in the grid.

<i>B1. What's going on this weekend?</i>	<i>B2. Where is it?</i>  <i>How do I get there?</i>	<i>B3. When is it?</i>  <i>What time does it start?</i>	<i>B4. How much does it cost?</i>
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## C. Present your event to the class. Use the grid to help you present with complete sentences.

<i>C1.</i>	<i>C2.</i>	<i>C3.</i>	<i>C4.</i>
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# ACTIVITY: WHERE CAN I GO FOR HELP?

## Competency Area:

Community Services

## Objective:

Students interpret advice columns and direct people to appropriate services in the community.

## Newspaper section:

Advice Columns: "Dear Abby," Ann Landers, etc.

## Required Class Time:

45 min.-1hr.

## Target Vocabulary:

advice, advise

marriage counseling, domestic violence, safehouse, weight loss, support group, credit counseling, child abuse, child neglect, legal aid, daycare center,

## Grammar points:

Imperative, modals

## Materials List:

Newspapers, copies of community service providers (see below)

## In-Class Procedure

1. **Before class:** Prepare a list of names, addresses, and phone numbers for service agencies in students' community. Possible service providers are: marriage counselors, domestic abuse counselors / safehouses for women, child protection agencies, drug and alcohol counselors, Alcoholic's Anonymous, weight loss clinics / support groups, credit counselors, etc.
2. **Before class:** Scan through the day's newspaper (or newspapers from previous days) for advice columns that have letters about problems which various community service organizations might address.
3. **Warm up:** Elicit a definition of advice from students. Ask for personal stories about giving or receiving advice. Ask students if newspaper in their home countries print advice to readers about personal problems.
4. Hand out newspapers or copies of pre-selected advice columns. Direct students to the advice columns.
5. Ask students to read one of the columns and the columnist's response. What do students think of the advice that is given? Discuss why readers write letters to these columnists asking for help with their personal problems.
6. Ask if students know of any local agencies that the letter writer could have gone to for help. Elicit names of other community agencies (see target vocabulary list above).

**SPL Level:**

4 - 6+

**Language**

**Skills:**

R W L S

**CASAS**

2.5.1, 2.5.3

7. Give students copies of the prepared list of community service providers. Add any provider names initiated by students.
8. Assign additional advice columns to pairs or groups of students. Students read the reader's problem and the columnist's advice. Using the handout of providers, students identify a local service provider who might help the reader.

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

None

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

Grades 1-4: Parents pose hypothetical problems that a child might have at school or with friends (playground conflicts, accidents/injuries, stranger dangers, behavioral issues). Ask the child whom he/she could turn to get help. Review with child the use of 9-1-1.

### **Tips and Options:**

Some newspapers include listings of community service agencies.

# ACTIVITY: WHO REPRESENTS ME?

## Competency Area:

Community Services

## Newspaper section:

News: local, state, national, international

## Required Class Time:

30-40 minutes

## Target Vocabulary:

Levels of government: local/municipal, county, state, federal/national

Official titles: mayor, councilman, councilwoman, police chief, county commissioner, sheriff, judge, governor, lieutenant governor, district attorney, treasurer, representative, senator, president, vice president, secretary of - (state, health and welfare, labor, commerce etc.), attorney general.

## Grammar points:

None

## Materials List:

Newspapers, worksheets, vocabulary cards (see below).

## In-Class Procedure

1. **Before class:** Prepare 2" x 8" vocabulary cards with official titles of elected officials from the target vocabulary section above. (1 title per card) Select titles according to needs and language proficiency of your students.
2. **Warm up:** Draw four columns on the board - municipal/city, county, state, and federal. Talk about the levels of government, who they represent, and the types of services/programs they offer. Randomly distribute the vocabulary cards and ask students to tape the cards on the board under the correct column. Assist with any cards students don't know where to place.
3. Give students newspapers and worksheets. Assign each student (or pair, depending on class size) one page to scan, so that the entire news section of the paper is looked through by the class.
4. Students scan news articles to find references to government officials.
5. Students fill out worksheet with officials' names, titles, and levels of government.
6. When finished, students (or pairs) share their results. On the board, teacher charts how many officials were found at each level of government. Is there more news coverage of state officials or city officials? State officials or national officials? Etc.



SPL Level:

3 - 5

Language

Skills:

R S

CASAS

5.5.8

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Students can choose one of the articles they scanned for the in-class activity, read it, and write a summary identifying the main points - who, what, when, where, why?

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

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**Grades 1-4:** Students can work with their child(ren) to see the hierarchical relationships at school. Example: students -> teachers -> principal -> superintendent.

### **Tips and Options:**

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Students measure the newspaper articles, combine their results, and make a bar graph on the whiteboard showing how many column inches were dedicated in that day's newspaper to federal, state, county, and city officials.

# WHO REPRESENTS ME?

Scan newspaper articles about local, county, state, and national news. Find information about public officials. Write their names, titles, and in which level of government they serve.

<i>Name of Public Official</i>	<i>Title</i>	<i>Level of Government</i>
<i>example Bill Owens</i>	<i>example Governor of Colorado</i>	<i>example State</i>



