

ACTIVITY: COMIC STRIP SCRAMBLE

Competency Area:

Potpourri

Objectives:

Students sequence a comic strip story, tell it, and write it.

Newspaper section:

Comics Section

Required Class Time:

15-30 minutes

Target Vocabulary:

Related to specific comics

Grammar points:

present progressive or past tense

Materials List:

Comic section of any newspaper, scissors, 5-6 sheets of chart paper, white out

In-Class Procedure

1. **Before Class:** Look for comic strips that don't have any words. You can cut strips out before class, or ask groups of students to cut out different comic strips during class. Make sure all the frames are cut apart and mixed-up.
2. **Warm-up:** Tell a short funny story with a definite sequence, or ask a student to tell a story and tell it back to him/her noting the sequence.
3. Put students in pairs and give each group the comics section. Ask pairs of students to cut out different comic strips that do not have any words (or give them the comics you have cut apart before class). If strips have a few words, students can white them out. Make sure all the frames are cut apart and mixed-up.
4. Have groups put the frames in correct order and tell the story.
5. Ask students to write the story for their strip.
6. Ask students to write their stories on chart paper around the classroom.
7. Have pairs edit other pairs' stories.

SPL Level:

2 – 4

Language

Skills:

W R S

CASAS

7.2.2

TAKE-HOME ACTIVITIES:

For adult learner:

Take home the comics and find one to write a story about.

For learner and child(ren):

Ages 3-5: Student repeats in-class exercise using a simple familiar story and asking questions about sequence with his/her children.

Grades 1-4: Student repeats in-class exercise (cutting and rearranging) with his/her children.

Tips and Options:

You can repeat the exercise by asking groups to exchange their comic strip stories if students are enjoying themselves and interacting well.

ACTIVITY: COMPARE AND CONTRAST

Competency Area:

Potpourri

Objective:

Students write sentences comparing and contrasting various items chosen from the newspaper

Newspaper section:

Weather, Classified, any section showing pictures of people

Required Class Time:

30 - 45 minutes

Target Vocabulary:

Comparatives such as: bigger than, smaller than, larger, largest, taller, tallest, more beautiful
Comparisons: like, alike, similar to, in the same way, compared to
Contrasts: different, in contrast to, not alike,

Grammar points:

Comparatives - -er (taller), -ier (prettier), more (more interesting)

Materials List:

Newspapers, worksheets

In-Class Procedure

1. **Warm up:** Have two or more students stand next to each other at the front of the room. Have others describe their height in relation to each other. Review target vocabulary and grammar structures of comparatives.
2. Hand out student worksheet and review the directions.
3. Hand out newspapers and have students complete the assignment.
4. When finished, students each read their sentences to the class. Let other students expand upon what the student wrote. Have students identify which words are used to compare and contrast and write those words on the board.

SPL Level:

2 - 3

Language

Skills:

R W L S

CASAS

7.2.3

TAKE-HOME ACTIVITIES:

For adult learner:

Have students choose a topic of interest to them and write a paragraph comparing the topic in their home country and in the U.S. Possible topics are: systems of transportation, ways of getting a job, shopping for food, getting medical care, buying a house, etc.

For learner and child(ren):

Ages 2-5: Provide children with pictures for them to sequence from smallest to biggest, brightest to darkest, etc.

Grades 1-4: Children write sentences comparing two people in their family.

Tips and Options:

Assignment could include comparing and contrasting articles or editorials about similar issues or events.

COMPARING AND CONTRASTING

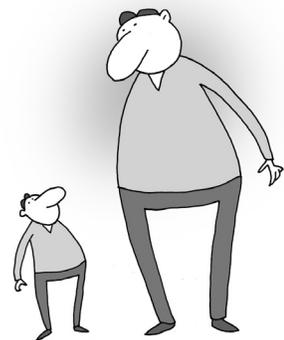
When we compare two items, we describe their similarities. When we contrast two items, we describe their differences. Look through the newspaper and find examples of the following. Write one or more sentences about each pair of items comparing them and contrasting them.

1. Two or more pictures of people.

2. The weather in two or more cities
(temperature, sky conditions, precipitation)

3. Prices in advertisements of two or more similar items.

4. Find your own comparison pictures and write a sentence.



ACTIVITY: CROSSWORD CREATIONS

Competency Area:

Potpourri

Objective:

Students identify and spell vocabulary for any life skill area.

Newspaper section:

Any, display ads, classified ads.

Required Class Time:

30-45 minutes

Target Vocabulary:

Any vocabulary relating to a topic area - e.g. employment words from Help Wanted Ads, housing features from For Rent / Sale ads, travel words from Travel Section, local town names from local news pages, names of sports from Sports pages, etc.

Grammar points:

spelling

Materials List:

class set of newspapers, crossword grids (2 per pair or group), overhead transparency with the crossword grid, overhead transparency markers

In-Class Procedure:

1. **Warm-up:** Elicit previously learned words related to the life skill topic from students and write on board.
2. Give students newspapers/advertisements. Have students find and circle any words they can from the board plus any additional words on the topic.
3. Demonstrate on OHP how to fill in a crossword key, writing intersecting words going down and across, numbering each word, and writing definitions for clues.
4. Put students in small groups or pairs. Give each group two grids. On one grid, have them fill in an answer key using words they found in the newspaper. On the other grid, students write the across and down numbers in the correct squares of the grid, indicate how many spaces the words occupy, and write the definition clues.
5. When finished, have groups exchange puzzles and try to solve them. If time permits, groups solve the puzzles in class. If not, students complete the puzzles as homework.

SPL Level:

2 – 3

Language

Skills:

R W

CASAS

none

P O T P O U R R I

TAKE-HOME ACTIVITIES:

For adult learner:

Take a template home and make own crossword on any theme.

For learner and child(ren):

Grades 1-3: Help children make an answer key by intersecting the names of friends and family members. It isn't necessary for children to write clues. Children and parents can play a guessing game, "Who am I Thinking About?" by taking turns describing a friend or family member and having the child or adult guess who it is.

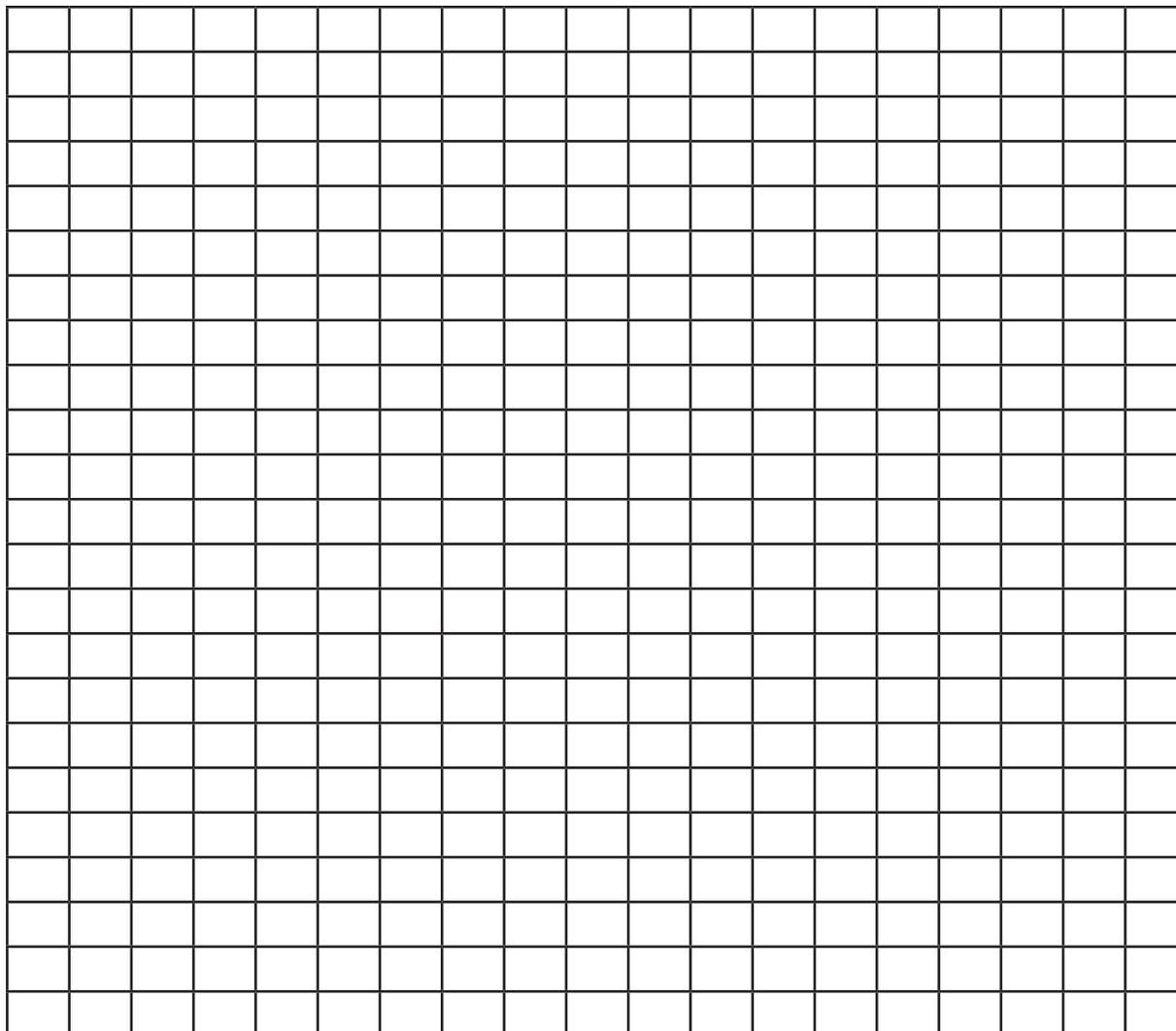
Tips and Options:

Lower levels may use picture clues, rather than definitions or examples.

Crossword puzzles based on classified ads can be written with words in the answer keys and abbreviations for the clues.

When writing clues, higher levels may use the word in a sentence, leaving the key word blank.

CROSSWORD PUZZLE



POTPOURRI

CLUES

Across:

- 1.
- 2.
- 3.
- 4.
- 5.

Down:

- 1.
- 2.
- 3.
- 4.
- 5.

ACTIVITY: HEADLINE RACES

Competency Area:

Potpourri

Activity Objective:

Student teams find as many headlines as possible addressing an assigned life skill topic.

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:** Write a list of life skill topics on the board: Health, Housing, Employment, Community Service, Consumer Economics, Transportation, Recreation, etc. Show and read students a few headlines from a previous day's newspaper. Ask them to assign each headline to the appropriate life skill topic. Discuss how they made their decision.
2. Put students in groups - or teams - of 3-4. Give each student a newspaper.
3. Assign each group a different life skill topic. For lower level students you can assign just one topic to all groups, if desired.
4. Tell groups they will have 10 minutes to scan through the newspaper to find as many headlines as possible about their assigned life skill topic. (Lower level students may need more time.)
5. 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.)
6. At the end of 10 minutes, tell teams to stop. Papers must close, pencils must be down. Write team names on board. Student recorders tape lists of headlines under team names on board.
7. Ask each team to read its headlines aloud. Class debates if headlines match the life skill topic.
8. If found acceptable, award team one point per headline. The team with the most points, wins!
9. 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
Varies with topic

TAKE-HOME ACTIVITIES:

For adult learner:

Students clip headlines from 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: HOW'S THE WEATHER?

Competency Area:

Using the Newspaper

Objective:

Students read and interpret the newspaper weather page

Newspaper section:

Weather page

Required Class Time:

30-45 minutes

Target Vocabulary:

Temperature, Degrees, Sunny, Cloudy, Rain, Rainy, Snow, Partly Cloudy, Hail, Drizzle, Fog, Hazy, Ice, Showers, Snow Flurries, Thunderstorms, Windy, Rain/Snow

Forecast, humidity, precipitation, air quality

QUESTIONS: What's today's temperature? What's the high for today?
 What's the low for today? How are the skies today?

Grammar points:

Comparative and Superlative Adjectives:

Adjective:	Warm	Cold	Hot	High	Low
Comparative:	Warmer	Colder	Hotter	Higher	Lower
Superlative:	Warmest	Coldest	Hottest	Highest	Lowest

Materials List:

Newspapers (weather page), baby wipes for hands, pen or marker or highlighter

In-Class Procedure

1. **Warm up:** Ask students to describe today's weather conditions (temperature, precipitation, skies). Ask students to describe yesterday's weather conditions. Elicit comparative statements about yesterday's and today's weather. Ask students to guess about tomorrow's weather.
2. On the board or overhead projector review the weather conditions in the "Target Vocabulary Section". Note: Choose the vocabulary as it pertains to your students' proficiency level. In your core-text book or in Oxford Picture Dictionary review all the names and descriptions of the different types of weather.
3. Show your students the Index Section of the newspaper and have them look for what page the "Weather" is on. Have students find the weather page.
4. Have the students take their pen or marker and circle "weather" and "forecast". Depending on students' level have them practice saying and pronouncing "weather" and "temperature" and "degrees".

SPL Level:
2 – 3, 4 – 6+

Language Skills:
R W L S

CASAS
2.3.3

5. Orient students to the organization of the weather page - local weather, state weather, regional, national, and world weather.
6. Write these questions on the board and have students write them in their notebooks: What's today's temperature? What's the high for today? What's the low for today? How are the skies today?
7. Break the students up into pairs. Have them ask and answer the questions from their notebooks by referring to the weather page.
8. Write the names of 4-6 local or regional towns on the board. Ask students to quiz each other about the weather in those towns using the questions from their notebooks and referring to the weather page.
9. To study the comparatives, have the students look through the local, US, and world temperature sections of the weather page.
10. Elicit a city with a warm/hot climate; a city with a cooler climate; and a city with a colder climate. Check the weather page and write three temperatures on the board for comparisons, e.g. Geneva--34(; New Orleans--61(; and Acapulco--87(
11. Ask the students which climate is the warmest, coldest, etc. They can answer "Geneva is the coldest." or if they are more advanced "Geneva is colder than New Orleans."
12. Write the adjectives, comparatives, and superlatives from the grammar points section on the board or over head.
13. Review saying and pronouncing the adjectives.

TAKE-HOME ACTIVITIES:

For adult learner:

Students complete the take home worksheet, using the day's weather page.

For learner and child(ren):

Grades 1-4: Show child(ren) the weather maps and point out to them the location of your town. Use the newspaper weather section to review / preview the weather in your town for the day/week. Point out the location of towns/states/countries where the children have relatives and find out the weather in those locations.

Tips and Options:

none

HOW'S THE WEATHER?

Look at the newspaper weather page. Answer the questions.



1. What is today's high temperature in your town? _____
2. What was yesterday's low temperature in your town? _____
3. What is today's low temperature in the state capital? _____
4. What was yesterday's high temperature in the state capital? _____
5. Describe the conditions of today's skies. _____
6. What is the forecast for the weekend? _____
7. Which city in the state had the coldest temperature yesterday? _____
8. Which city in the state had the warmest temperature yesterday? _____
9. What time will the sun rise tomorrow? _____
10. What was yesterday's high temperature in Miami, Florida? _____
10. What is tomorrow's low temperature in Chicago, Illinois? _____
11. How much precipitation did Seattle, Washington get yesterday? _____
12. Which region of the U.S. is having rain today? _____
13. Which region of the U.S. is having snow today? _____
14. What were yesterday's high and low temperatures in your home country?

ACTIVITY: LET'S GO TO A MOVIE!

Competency Area:

Potpourri

Objective:

Students read and interpret movie advertisements and theater listings.

Newspaper section:

Entertainment Section

Required Class Time:

30 minutes

Target Vocabulary:

Bargain, matinee, show time, refreshments, admission price, seats/seating, box office

Grammar points:

Question formation:

Let's go see a movie!! Let's go to the movies!! What's playing at theaters?

What's showing at theaters? Is there anything you would like to see?

Would you like to see a movie? What movie would you like to see?

What time does the movie start? Or What time does _____ (movie) _____ start?

Where is the movie showing? Or Where is _____ (movie) _____ showing?

How much is the movie? Is there a bargain matinee?

Have you seen _____? Yes, I have; No, I haven't

Materials List:

Newspaper, movie ticket worksheets, baby wipes for hands

In-Class Procedure

1. **Warm up:** Ask students if they like to watch movies. Ask students about going to the movies in their home countries. Ask students if they go to movies in the U.S. Ask them for the name of the last movie they saw and when they saw it. Ask them what movie(s) they would like to see next.
2. On the board or overhead projector write /review the target vocabulary words. Elicit the questions from the grammar points section above. You may write the questions on the board and ask students to copy them in their notebooks.
3. Hand out the newspapers and have the students find the Entertainment section.
4. Point out the display ads for particular movies. Point out the movie listings for individual theaters. Help learners interpret the ads and listings.
5. Have the students choose a movie they would like to see.
6. Hand out the worksheet and have the students write the information on the movie ticket graphic (name of the movie; name of the theater; movie show times; and the admission price). Ask each learner to complete the worksheet based on information from the theater nearest their neighborhood.
7. Put the students in pairs and have them ask and answer questions from the grammar points section above. Students use the movie stubs they have filled out to ask and answer the questions.

SPL Level:

2 – 4

Language

Skills:

R W L S

CASAS

2.6.2

TAKE-HOME ACTIVITIES:

For adult learner:

Have students use the paper to find information about a movie they want to see. Have students report back at the next class which movie, where, when and the cost.

For learner and child(ren):

Using the worksheet, child(ren) selects a movie and completes the second ticket graphic with the help of the adult student.

Tips and Options:

Higher level students can also call the theater box office and complete the worksheet by listening to the movie announcements.

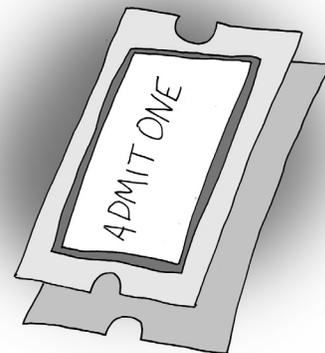
LET'S GO TO THE MOVIES

Name of movie _____
Name of theater _____
Movie show times _____
Admission price _____

The bargain show times are at _____.

The bargain seats are \$ _____ each.

It will cost \$ _____ to buy tickets for my family



ACTIVITY: LISTENING TO THE NEWSPAPER

Competency Area:

Potpourri

Objective:

Students listen to a "gapped" news article and put missing words into the correct gaps.

Newspaper section:

Any

Required Class Time:

20 minutes

Target Vocabulary:

Per selected article

Grammar points:

All

Materials List:

Teacher's copy of gapped news article (see Before Class, Step 1 below), copies of second gapped article for homework.

In-Class Procedure

1. **Before class:** Select a short news article (1 column 15-25 lines of type) with vocabulary suited to the proficiency level of your students. Gap the article by deleting up to 10 words. Be sure that each deleted word can logically fit into only one of the gaps. Simplify/modify the article, if desired. (You can also gap a second article for homework and make copies.)
2. **Warm up:** Write the deleted words on the board. Mix them up, so they are NOT in the order they appear in the article.
3. Put learners in groups of 3. Have the groups discuss the words on the board, to confirm that all the group members know the words. When finished, ask groups if there were any words that no one knew. Discuss those words with the entire class.
4. Explain that you will read the newspaper article aloud. 10 words are missing. You will say the word "blank" (or "gap") every time a word is missing. Tell groups their task is to select the correct word from the list on the board to go in each blank.
5. Read the article aloud once, asking groups to listen only.
6. Read the article aloud a second time, pausing briefly after every blank to let the groups quietly discuss which word they think belongs in the blank. One person in each group writes the list of words for their group.
7. Read the article aloud again, so groups can check their work.
8. Read the article aloud a last time and ask groups for their answers.

SPL Level:

2 – 6+

Language

Skills:

L S

CASAS

None

TAKE-HOME ACTIVITIES:

For adult learner:

Students do the same activity in written form. Select a second short article, white out 10-12 words, enlarge the article for easier reading, mix up the missing words and write them in a list in the margin next to the article. Make copies for students to complete at home and share in pairs the next day in class.

For learner and child(ren):

Ages 4-5: Visit the library and ask for a "rebus" book in which certain words in the sentences are represented by pictures. Read the book aloud to the child, pointing to each rebus/picture as it occurs in the sentences. Asking the child to say the rebus words, thereby participating in reading the book.

Tips and Options:

Higher level students can make their own gapped articles and exchange them with classmates.

ACTIVITY: MEASURE UP!

Competency Area:

Potpourri

Objective:

Students use metric and standard measures.

Newspaper section:

Front page of the newspaper

Required Class Time:

45 minutes

Target Vocabulary:

metric, standard, centimeter, millimeter, inch, foot.

Fractions: $\frac{1}{16}$, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{5}{8}$, $\frac{3}{4}$, $\frac{7}{8}$, $\frac{13}{16}$ etc.

Adjectives: wide, long, big, small, tall, narrow, wide, etc. and their comparative (-er) and superlative (-est) forms.

Height, width

Grammar points:

Comparative and superlative forms of adjectives.

Materials List:

Newspapers, rulers with both standard and metric measurements.

In-Class Procedure

1. **Warm up:** Ask students if they are more familiar with the metric or standard system of measurement. Ask where in the world each system is used most. Elicit the following from learners and write it on the board: their name, country and which measurement method is used in their country.
2. Pass out rulers. Introduce target vocabulary words and demonstrate the words using a ruler. Teacher says each word and students repeat orally.
3. Pass out newspapers and have students turn to the front page. Pass out worksheets and have students read the directions. Make sure the students understand they are to measure each item in both metric and standard measurement systems.

SPL Level:

4 – 5

Language

Skills:

R W L S

CASAS

6.6.2

TAKE-HOME ACTIVITIES:

For adult learner:

Take home word search of measuring vocabulary words.

For learner and child(ren):

Ages 2-4: Student and child look through newspaper and find photos. Student then asks child which is bigger/smaller, wider/narrower, taller/shorter, etc.

Grades 1-4: Student and child look for words in the newspaper headlines that refer to size (big, small, tall, short, etc.). Children can also cut out pictures that demonstrate the words. Cut out words and paste with picture on another paper.

Older children may enjoy using a ruler and completing the same activity as their parents.

Tips and Options:

None

MEASURE UP

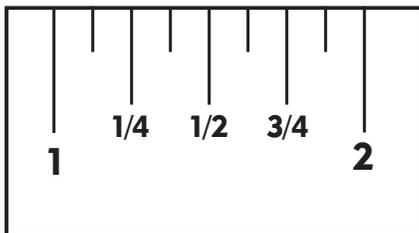
Name _____

Date _____

Measure each of the following items from the front page of the newspaper. Use both inches and centimeters.

	Inches	Centimeters
1. The width of the front page	_____	_____
2. The height of the front page	_____	_____
3. The longest headline	_____	_____
4. The shortest headline	_____	_____
5. The height of the largest photograph	_____	_____
6. The width of the largest photograph	_____	_____
7. The width of a column	_____	_____

Example of an inch divided into 1/8 inch segments. (Not to scale)



MEASURING WORDS

Circle the fifteen words in the word search below.

R	L	I	B	R	I	K	J	R	T	Z	O	R	W	L
E	E	I	T	C	R	N	B	S	A	O	I	E	Y	O
W	G	T	V	L	A	H	A	L	L	V	S	T	C	G
N	I	Q	E	R	F	O	O	T	L	W	Y	E	A	P
M	L	D	R	M	T	H	G	I	E	H	S	M	G	M
N	E	O	E	H	I	L	F	D	R	J	W	I	V	K
C	W	T	C	Z	X	T	R	F	V	K	W	L	Q	Z
T	A	N	R	B	D	A	N	J	M	H	A	L	M	D
A	I	F	Q	I	D	K	E	E	R	H	L	I	I	T
L	P	O	A	N	C	U	H	G	C	E	A	M	T	L
L	X	H	A	J	N	I	R	K	C	S	D	N	C	L
U	T	T	F	R	A	C	T	I	O	N	I	I	E	A
H	S	F	K	Z	S	O	R	I	V	I	K	L	W	M
T	Y	P	Q	R	P	M	V	B	V	Y	J	W	N	S
V	F	E	H	V	L	Y	X	F	R	G	D	I	E	L

BIG
CENTIMETER
FOOT
FRACTION
HEIGHT
INCH
METRIC
MILLIMETER
NARROW
SMALL
STANDARD
TALL
TALLER
WIDE
WIDER

ACTIVITY: PICTURES AND PARAGRAPHS

Competency Area:

Using Newspapers

Objective:

Students organize and write a paragraph describing a picture from the newspaper.

Newspaper section:

Any

Required Class Time:

35-45 minutes

Target Vocabulary:

What, who, where, when, why, how,

Grammar points:

No specific grammar focus.

Materials List:

Class set of worksheet, scissors, tape or glue.

In-Class Procedure

1. **Before class:** Select a large, interesting, action picture from the newspaper.
2. **Warm up:** Show the picture to the whole class. Explain that a photo in a newspaper can often tell a story by itself. Ask questions such as "What do you see?", or "Tell me about this picture" to elicit from learners any words or phrases that describe the picture. Ask a learner to write all contributions on the board.
3. Write the 5W-1H question words on the board. Ask learners to match the contributions to the question words. Elicit additional information from learners as necessary so all question words have answers.
4. Put students in pairs. Ask pairs to use the information on the board to write a paragraph describing the picture. Circulate, providing assistance to the pairs as needed.
5. Have learners share their paragraphs in groups or with the whole class.
6. Give pairs a newspaper. Ask pairs to look through their newspapers to select a picture they would like to write about. Learners should cut out the picture and tape it onto their worksheet.
7. Monitor learners while they write paragraphs about their pictures. Remind them to answer the 5W 1H questions in their paragraphs.

SPL Level:

3 – 5

Language

Skills:

R W L S

CASAS

none

TAKE-HOME ACTIVITIES:

For adult learner:

Adult learners can repeat this activity individually at home and share their paragraphs with classmates the next day in class.

For learner and child(ren)

Ages 3-5: Child picks an interesting picture from the newspaper and describes it to the adult. Adult gives guiding questions around who, what, where, when, why and how. The adult writes the child's words and then reads the dictation back.

Grades 1-4: Older children can write their own story with the cooperation of the adult learner.

Tips and Options:

This activity is appropriate for multi-level classes. Pair learners by proficiency level so that every learner is working with a partner at his/her same proficiency level.

Students can be encouraged to describe what they think probably happened just before the picture was taken and right after the picture was taken.

After pairs have written their own description of the modeled picture, they can read the original news story, if their language skills are sufficient.

After writing their own paragraph, learners can read the original news story accompanying their chosen picture, if their language skills are sufficient.

ACTIVITY: SPORTS NUMBERS - WHO'S ON FIRST?

SPL Level:

1 – 3

Language

Skills:

W L

CASAS

6.0.1

Competency Area:

Potpourri

Objective:

Students listen to an article and write cardinal and ordinal numbers.

Newspaper section:

Sports section

Required Class Time:

10 minutes

Target Vocabulary:

Ordinal numbers, cardinal numbers

Grammar points:

None

In-Class Procedure

1. **Before class:** Find an article about a baseball game. Select a paragraph or two with lots of ordinal numbers and circle 10-12 of them. Select a paragraph or two with lots of cardinal numbers and circle 10-12 of them.
2. **Warm up:** Ask the class to recite aloud the ordinal numbers (1st, 2nd, 3rd, 4th, etc.)
3. Drawing a sketch on the board, VERY briefly explain the game of baseball - the names of the bases, and the structure of innings.
4. Ask each learner to number a piece of paper 1-10 (to match the number of ordinals you have circled). Tell learners you will read the article and they should listen for ordinal numbers and write them on their list.
5. Read the article aloud to the class.
6. Read the article aloud again so learners can check their work.
7. Ask learners to read their lists.
8. If time permits, repeat steps 1-6 with the paragraph with cardinal numbers.

TAKE-HOME ACTIVITIES:

For adult learner:

Learners select an article from the sports page. Scan it and circle the ordinal numbers. Students write the short forms of the ordinal numbers (1st for "first", 3rd for "third"). Read the numbers aloud.

For learner and child(ren):

Ages 2-5: Practice counting aloud with children. For cardinal numbers, count fingers and toes, or toys on a shelf, or chairs in an apartment, etc. For ordinal numbers, have the child line up a few favorite toys. Ask the child to point to the first toy, the fourth toy, etc.

Tips and Options:

None

ACTIVITY: STRANDED ON AN ISLAND

Competency Area:

Potpourri

SPL Level:

4 – 5

Language

Skills:

R L S

CASAS

7.2.7

Objective:

Students think critically to make a list of what they need for survival.

Newspaper section:

Ads, classified

Required Class Time:

30-40 min.

Target Vocabulary:

Stranded, survival, survive, necessary, need/want, deserted

Grammar points:

Modals - should, have to, ought to, would,

Materials List:

Newspapers, worksheets, 1 copy of Teacher's Cue Sheet

In-Class Procedure

1. **Warm up:** Ask students if any have ever lived on or traveled to an island. Students share their experiences. Tell students they'll do an activity where they imagine themselves all alone on an island.
2. Put students in groups of 3. Give each group a newspaper and a worksheet. Don't give students the teacher's cue sheet.
3. Read the Teacher's Cue Sheet (attached) and begin the activity.
4. Continue reading the cue sheet through Step 5.

TAKE-HOME ACTIVITIES:

For adult learner:

None.

For learner and child(ren):

Grades 1-4: Talk to children about the differences between “want” and “need”. If they have to make a choice between several things, how do they choose? Have children cut out pictures from the newspaper of things they want or need. Glue onto two sheets of paper, one labeled “Want” and the other labeled “Need”.

Tips and Options:

None

TEACHER'S CUE SHEET: STRANDED ON AN ISLAND

Put students in groups of 3 and give each group a newspaper. Read aloud the "Situation" and "Step 1" below. Stop. When groups finish Step 1, read Step 2 and let the groups complete that task. Then read Step 3 etc. continuing through Step 5.

Situation: You need time and space to think, so you decide to spend six months alone on an island. The island is very far away and you will be the only person there. You will travel to the island on a large ship that is crossing the ocean. The only things on the island are a river and some trees.

Step 1: You have a lot of time to plan for your adventure and to buy the things you will need. However, you may only take things which are pictured or mentioned in today's newspaper. With your group, skim through the newspaper to find items that you would like to take with you. Write your items on the worksheet.

Step 2: On the way to the island, the ship is badly damaged by a storm. The ship is ready to sink. You must get yourself and your supplies into a small lifeboat. Not all your things will fit onto the boat, so you must take only the things you will need to survive on the island. Work with your group to agree on which items you will take. Circle those items on the worksheet.

Step 3: More bad luck. You hear an explosion in the engine room of your ship. You must move faster. You now only have time to grab the very most important tools for survival. What are you going to put in the lifeboat? Look at the things your group circled on the worksheet. Decide together what is most important. Mark the most important item as #1, the next most important thing as #2, etc.

Step 4: (**TEACHER:** Write the discussion questions below on the board before pairing groups together and reading the Step 4 instructions.) How well prepared are you for survival? Meet with another group and share your lists. Tell the other group what you originally planned to take to your island. Discuss the questions on the board.

- How many things did you decide to leave on the sinking ship?
- What items did you circle to put into the lifeboat?
- What five items did your group think were most important?
- In what order did you put them?

Step 5: (All class discussion)

What things did each group think were the most important to take to the island? (Write on board) What was important to you when making your decisions? What is the difference between a "need" and a "want"? Which team do you think would survive the longest? Be the most comfortable? Survive the shortest amount of time? How do you determine your needs and wants in life? Give some practical examples of why it is important to know the difference between needs and wants.

ACTIVITY: TIME FOR TV

Competency Area:

Potpourri

Objectives:

Students read a TV Guide and answer questions about times and channels for specific programs.

Newspaper section:

TV Guide Section

Required Class Time:

15-30 minutes

Target Vocabulary:

Movie	TV comedy	Nature program
TV drama	News show	Game show
Sports program	Talk show	Children's program
Soap Opera (daytime drama)		

Grammar points:

Questions and answers, prepositions of time.
What's on at _____ on channel _____?

Materials List:

Newspaper TV guide section, sets of A and B TV guide worksheets (see "Before class" Step 1 below)

In-Class Procedure

- Before class:** Make two copies of the same page of the TV Guide. White-out different sets of information on each copy to make an information gap. Copy enough of each of the two pages for Students A and Students B.
- Warm up: Ask how many students watch TV, what they watch, and why they like the programs they do.
- Give students the TV Guide section and ask them to find some programs at different times.
- Put the question and answer on the board.
Q: What's on channel _____ at _____ (time)?
A: _____ (program name) is on channel ____ at _____.
- Have students practice with TV Guide.
- Put students in pairs across from each other. Assign roles A and B and hand out information gap. Ask students to fill in the missing information on their handout by asking their partner for the information.

SPL Level:

2 – 4

Language

Skills:

R L S

CASAS

2.6.2

TAKE-HOME ACTIVITIES:

For adult learner:

Using the worksheet, have students track their TV viewing for a week. They can then present their results to a partner in the class. "I watched _____ on _____ at _____ on channel _____.
(program) (day) (time)

For learner and child(ren):

Ages 2-5: Learner can discuss television choices with his/her children.

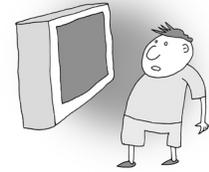
Grades 1-4: Learner can discuss television choices with his/her children.

Tips and Options:

You can expand the exercise by including an interview or survey for partners to ask one another.

TELEVISION HABITS

Complete the table below. Write about one television program that you watch every day this week.



Day of week	Time	Channel	Name of program	Type of program
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Types of TV programs:

Movie

TV drama

Sports program

Soap Opera (daytime drama)

TV comedy

News show

Talk show

Nature program

Game show

Children's program

ACTIVITY: WHAT'S ON DISPLAY?

Competency Area:

Potpourri

Objective:

The student identifies a display ad in the newspaper, the section in which the ad is found, the product or service which is offered, page number, and the name of the business which placed the ad.

Newspaper section:

All, except classified advertisements.

Required Class Time:

45 minutes

Target Vocabulary:

Items frequently advertised: tires, mattresses, college classes, make-up (cosmetics), movie, eyeglasses, jewelry, banking services, telephone services and products, women's underwear (lingerie), food, beverages, furniture, windows, houses, plane tickets.

Grammar points:

None

Materials List:

Sunday newspaper with these sections: Front section, Denver & The West, Sunday Lifestyles, Perspective, and Business

Vocabulary list of target words.

Two copies of in-class worksheet for each student.

In-Class Procedure

1. **Warm up:** Lead students in a discussion about what an advertisement is and where they might see advertisements for products. Make sure that one of the methods includes newspapers. Generate a short list of products typically advertised.
2. Show the students the following sections of the newspaper: Front section, Denver & The West, Sunday Lifestyles, Perspective and Business Sections.
3. Demonstrate what a display ad is by selecting a large ad which clearly shows the following: the product or service, the name of the business/store which placed the ad, and the page on which the ad appears.
4. Working with a partner, ask the students to complete the in-class worksheet.
5. After the activity, have the class answer the following questions as a group.
 - a. Which section of the paper has the largest number of display ads? _____
 - b. Which sections have just a few display ads? _____
 - c. Which section has no display ads? _____ Why Not? _____

SPL Level:

2 – 3, 4 – 5

Language

Skills:

R W

CASAS

none

TAKE-HOME ACTIVITIES:

For adult learner:

Student may take home the duplicate copy of the in-class worksheet to use with the following Sunday's newspaper.

For learner and child(ren):

Ages 2-5: Young children can cut items they recognize from the advertisements. They can play a sorting game with the pictures. Example: sort by size, color, electronic, need batteries, etc.

For grades 1-4: Have children use the 6-box take-home worksheet to find 6 display ads in the paper for a particular product or service that the parent selects. The child will label each box with the section, page and business or store for the ad chosen.

Tips and Options:

The instructor may want to list different items for the duplicate worksheet.

The instructor may want to list fewer items for lower level students.

Students should select the items for which the children will search on their worksheets.

LET'S LOOK AT DISPLAY ADS IN THE NEWSPAPER

Here are some products that are advertised in the Sunday newspaper. Look through the front-page section, Denver & the West, Sports, Sunday Lifestyles, Perspective and Business sections. Find a display ad for each product. Write the name of the section, the page number and the name of the business/store which put the ad in the paper. **READ ALL THE PRODUCTS BEFORE YOU BEGIN LOOKING THROUGH THE NEWSPAPER.** Some products may have many ads. You need to find only one ad for each product.

PRODUCT	SECTION	PAGE	NAME OF BUSINESS/STORE
----------------	----------------	-------------	-------------------------------

Tires for your car

A mattress for your bed

College classes

Make-up (cosmetics)
For women

A new movie

Eyeglasses

Jewelry

Banking Services

Telephone services
And products

Women's underwear
(lingerie)

Food and Beverages

WHAT'S ON DISPLAY?

Take Home Activity

Choose six products your family is interested in buying.
Look in the newspaper for advertisements for the products.
Fill in the boxes with the answers you found.

Product: _____ Section: _____ Page: _____ Business/Store: _____ _____	Product: _____ Section: _____ Page: _____ Business/Store: _____ _____
Product: _____ Section: _____ Page: _____ Business/Store: _____ _____	Product: _____ Section: _____ Page: _____ Business/Store: _____ _____
Product: _____ Section: _____ Page: _____ Business/Store: _____ _____	Product: _____ Section: _____ Page: _____ Business/Store: _____ _____

ACTIVITY: WHAT'S SO FUNNY?

Competency Area:

Potpourri

Objective:

Students read simple comic strips.

Newspaper section:

Comics, The Funnies

Required Class Time:

30 minutes

Target Vocabulary:

Comic, Comic Strips, The Funnies

Grammar points:

None

Materials List:

Newspaper comics, Photocopies of a pre-selected comic strip with language whited out, scissors.

In-Class Procedure

1. **Before class:** Select a comic strip from the paper. White-out the language from the bubbles. Photo copy and enlarge the comic. Have enough copies for each student to have their own.
2. Hand out the photo copy to your students.
3. Have the students look at the pictures in the comic strip and fill in words in the bubbles to make the comic make sense.
4. Break the students up into groups of 2-4 and have them share their comics with each other by reading them to each other.
5. Repeat the activity (steps 3 and 4) with each pair having a different comic strip. Ask pairs to cut the words out of a strip and then pass the strip to the next pair for writing. In this way, pairs receiving the comic strips aren't influenced by the strip's original words.

SPL Level:

2 – 3

Language

Skills:

R W S

CASAS

none

TAKE-HOME ACTIVITIES:

For adult learner:

(Advanced students) Have students take the newspaper home and choose a comic strip to share with the class. Have them explain the idiomatic language and/or plays on words, bring the strip to class, read it to small groups, and explain the humor.

For learner and child(ren):

Have adults take home simple comic strips to share with their children. Read them to or with the child.

Tips and Options:

Pre-select several comic strips. Carefully cut the words out of the bubbles. Place all words for each strip together on the copier (don't mix the words from one strip with those from another strip) and enlarge them. Cut the words for each comic strip apart and mix them up. Give each student or pair an envelope containing one comic strip and the words that belong to that strip. While looking at the actions taking place in the comic strip, students see if they can put the word cards in order. (The reason for enlarging the words and cutting them out is so that students don't simply match the original words with the "window" shapes left in the original comic strip when the words were initially cut out.)

ACTIVITY: WHAT'S YOUR ADVICE?

Competency Area:

Potpourri

Objective:

Students write advice letters to people having personal problems.

Newspaper section:

Advice columns

Required Class Time:

45 - 60 minutes

Target Vocabulary:

I think, In my opinion, I believe, If I were you, If I were in your situation / shoes, etc

Grammar points:

should, would, could, ought to, shouldn't, wouldn't, couldn't

Materials List:

Newspaper advice columns, worksheets, scissors, glue sticks

In-Class Procedure

1. **Warm up:** Elicit a definition of advice from students. Ask about the difference between good advice and bad advice, cultural attitudes to advice in their countries, personal stories about giving or receiving advice. Ask students if newspaper in their home countries print advice to readers about personal problems.
2. Give students newspapers. Ask students to find the advice columns and read first problem together. Ask them NOT to read the advice.
3. Review the target vocabulary and grammar points. Discuss as a whole group what students think the person should do. List offerings on the board.
4. Ask students to read the columnist's advice. How did their advice compare? Do they agree with the columnist? Why or why not?
5. Ask students to read the next problem, but NOT the advice. Have them write their own advice letters for the problem, using the target vocabulary/grammar.
6. After they finish, have them compare their solutions in small groups or in pairs. Compare their solutions to each other's, then to the advice in the newspaper.

SPL Level:

4 - 5

Language

Skills:

R W L S

CASAS

7.3.4

TAKE-HOME ACTIVITIES:

For adult learner:

Using the worksheet, students select an advice column problem and repeat the activity at home. Students can exchange papers in the next class meeting and discuss whether they agree or disagree with the writer's advice.

For learner and child(ren) :

Grades 1-4: Ask children about problems they have in school and offer advice. Pose hypothetical problems that a child might have at school or with friends and ask the child what advice they would give to a child with that problem.

Tips and Options:

As an extension, students can role-play the problem and solution or characters in the problem portion of the column.

During the in-class activity, students can brainstorm all the actions the advice seeker could do (both good and bad), should do, and what individual students think they personally would do.

ACTIVITY: WHEN DID IT HAPPEN?

Competency Area:

Just Language

Objective:

Students identify the time at which a news event happened.

Newspaper section:

All Sections (except Classified)

Required Class Time:

45 minutes

Target Vocabulary:

Days of the week. Times of the Day. Yesterday, today, last night, day, morning, recently, month, week. Months of the year.

Grammar points:

Capitalizing the names of days of the week and months of the year.

Materials:

Newspapers, scissors, glue, copy of take home sheet for children, grades 1-4.

Vocabulary list:

Sunday	morning	recently	January	August
Monday	night	early	February	September
Tuesday	afternoon	last	March	October
Wednesday	evening	last night	April	November
Thursday	o'clock	last week	May	December
Friday	late afternoon	last month	June	
Saturday	late night	last year	July	
	mid-morning	next year		
	mid-afternoon	first time		
		decade		
		minute(s)		

In-Class Procedure

- Warm-up:** Conduct a short discussion with students of what happens during each day of the week. Monday we have no class, Tuesday we have class and study new vocabulary, etc.
- Go over the vocabulary list, explaining the meaning of words that the students do not know. Remind students that in English the names of days of the week and months of the year are capitalized.

SPL Level:

2 – 4

Language

Skills:

R W

CASAS

none

3. Copy the first paragraph of a news article on the board. Ask students to find any words that identify when the event occurred.
4. Put students in groups of 2. Give each pair a newspaper. Have the students scan/read just the first paragraph of five news articles to find words that identify the time an event took place.
5. Have students cut out each word that they find and paste it on a sheet of paper.
6. Have students use the back of the page to write a sentence using each word they found.

TAKE-HOME ACTIVITIES:

For adult learner:

Do steps 4, 5, and 6 writing the sentences in the student's journal.

For learner and child(ren):

Ages 2-5:

Each morning do a small chant with the child, using the tune to "Are you sleeping Brother John?", "Today is Monday, today is Monday, yes it is, yes it is, tomorrow will be Tuesday, tomorrow will be Tuesday, yes it will, yes it will", Repeat each day, changing the names of the days.

Students may also teach their child the song "This is the way we brush our teeth, brush our teeth, brush our teeth. This is the way we brush our teeth, brush our teeth, brush our teeth, early Monday (any day of the week) morning. Other verses could include: wash our hands, comb our hair, put on our shoes, etc.

Copy the words to the two songs on the board or on a handout.

Grades 1-4:

Have the child follow steps 4, 5 and 6 of the in-class activity using ruled paper.

Depending on the child's skill level, the adult students may need to help the child find the time expression.

Tips and Options:

None