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**Intermediate Level (CASAS reading scores of 201-220)**

## **Journeys Writing: Week 1**

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### **Unit Overview**

This is a 1-week unit where students will produce one or two paragraphs that can be used for *Journeys* submissions. *Journeys* is a publication created by ELL student-generated submissions. During this week, students will identify and discuss their own family traditions and cultural folktales they can write about. They will use *adverbs of frequency* to describe these habitual traditions, as well as descriptive language to write their folktales. They will peer edit and make at least two revisions.

### **Focus of Week 1**

- Listen to and retell family traditions and cultural folktales
- Write a paragraph about a family tradition and/or cultural folktale
- Write an informational paragraph using topic, detail, supporting sentences
- Organize two-three drafts of a story

## Journeys Writing Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> Read the Journeys 2013 story “My Family Traditions and Customs.</p> <p><b>Literacy:</b> Ask and respond to basic wh-questions.</p> <p><b>Listening/speaking:</b> Dictate wh-questions about family traditions and ask/respond to those questions in groups.</p> <p><b>Transitions:</b> Interpret a chart about adverbs of frequency.</p> <p><b>Grammar:</b> Describe habitual actions and traditions using adverbs of frequency</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>My Family Traditions and Customs</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Volunteer Manual, 2012:</u> Ball Toss, p. 46</li> <li>• Setting the Context</li> <li>• Adverbs of Frequency Graph</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>
Lesson Plan	
<p><b>Warm up: Listening/Speaking (45mins)</b>  <u>Description:</u> Ss will dictate wh-questions about traditions and then practice asking and responding to those questions in small groups.  <u>Materials/Prep:</u> reference <b>Volunteer Manual, 2012: Ball Toss, p. 46;</b> student notebooks.</p> <p><b>Activity 1: Life Skill/Literacy (30-40mins)</b>  <u>Description:</u> Ss will read and answer questions about a Journeys story involving family traditions.  <u>Materials/Prep:</u> one copy of <b>Setting the Context</b> and multiple copies of <b>My Family Traditions and Customs;</b> <b>ELMO or overhead projector.</b></p> <p><b>Activity 2: Grammar/Transitions (30mins)</b>  <u>Description:</u> Ss will use adverbs of frequency to describe habitual actions and traditions/customs.  <u>Materials/Prep:</u> reuse the copies of <b>My Family Traditions and Customs</b> from Activity 1; make one copy of <b>Adverbs of Frequency Graph;</b> reference <b>Volunteer Manual, 2012: Ball Toss, p. 46;</b> <b>ELMO or overhead projector.</b></p> <p><b>Wrap-up:</b>  Time permitting, ask Ss what they learned today and write their answers on the board.</p>	

## Teacher Directions: Warm Up: Listening/Speaking

- **Materials:** *Volunteer Manual, 2012: Ball Toss, p. 46*; student notebooks

### Step 1: Setting the context

Write the word “family” on the board and ask your class to describe what that is. Then write the word “traditions” next to it and ask them what that means. Finally, ask them to tell you what “family traditions” means. Write the definition your class comes up with on the board. Finally, explain that you are going to say several questions regarding family traditions and that they need to write down exactly what they hear you say in their notebooks. Review “asking for clarification” phrases (i.e., *Can you repeat that please?*) Tell them you will *only* repeat yourself when they use these phrases.

### Step 2: Dictation

Say the following questions to your class SLOWLY. Repeat them as many times as necessary, but only if they ask for clarification:

1. What is your favorite holiday?
2. When is the holiday?
3. What special foods do you eat?
4. Who comes to celebrate?
5. What is one tradition you do on this holiday?
6. Why is this holiday special to you?

After your Ss have each question written down in their notebooks, invite one student to come up to the board and write down the question. Have the rest of the class check for accuracy; then discuss the question’s meaning and possible answers for it. Do this for each of the six questions.

### Step 3: Small Group Discussion

Put your Ss into groups of 3 or 4 and have them practice asking/answering each of the questions. Walk around the room and participate/help out where necessary. Afterward, consider doing the **ball toss** for more practice. Reference the **Volunteer Manual, 2012: Ball Toss, p. 46** if necessary.

## Teacher Directions: Activity 1: Life Skill/Literacy

- **Materials:** *Setting the Context, My family Traditions and Customs*; ELMO or overhead projector

### Step 1: Prep

Cut out each picture from **Setting the Context**. Picture Answer key:  
1) Christmas tree, 2) Mexican flag, 3) champurrado drink mix 4)  
champurrado when it's made (the drink is like a thick hot chocolate).

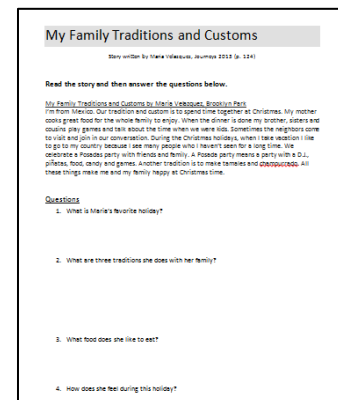


### Step 2: Setting the Context

Show each picture from **Setting the Context** to your class. Ask them what each picture is and write the corresponding words on the board. Once you have all of the words and pictures displayed, discuss what your Ss think these things *might* have in common. (**NOTE:** You want them to draw inferences/make connections about the “family tradition” story they are going to read in Step 3. If they don’t make the inferences on their own, help them out.)

### Step 3: Reading

Pass out the **My Family Traditions and Customs** reading to each student. Tell them to read the story once for the general idea; then tell them to read the story again to identify the traditions. Tell them to circle the traditions in the story. When they’re finished, have them call you over so you can check their comprehension. After that, tell them to complete the comprehension questions.



### Step 4: Checking Comprehension

Project a copy of the reading on the board using the **ELMO or overhead projector**. Read the paragraph once for your class while they read along silently. Next, read it as a class; and finally, have individual Ss read the sentences. Afterward, have one student read a comprehension question and another student answer it. If the student answers the question correctly, have her come up to the board and circle where she found it in the reading.

## Teacher Directions: Activity 2: Grammar/Transitions

- **Materials:** *My Family Traditions and Customs*, *Adverbs of Frequency Graph*; *Volunteer Manual, 2012: Ball Toss, p. 46*; ELMO or overhead projector

### Step 1: Setting the Context

Project the story, **My Family Traditions and Customs**, on the board with the **ELMO or overhead projector**. Ask your class what tense this story is written in (*present*). Ask them why it's written in the present tense and not the past (answer: the story discusses *habitual actions*). If your Ss don't know the answer, supply it for them. Then discuss what *habitual actions* are and have them give you examples from their daily lives; write those on the board (i.e., *eat breakfast, go to work, etc.*)

**My Family Traditions and Customs**  
Story written by Maria Velazquez, November 2012 (p. 124)

Read the story and then answer the questions below:

**My Family Traditions and Customs by Maria Velazquez, November 2012**  
From Mexico, our tradition and customs is to spend time together at Christmas. My mother cooks great food for the whole family to enjoy. When the dinner is done my brother, sisters and cousins play games and talk about the time when we were kids. Sometimes the neighbors come to visit and join in our conversation. During the Christmas holidays, when I take vacation I like to go to my country because I see many people who haven't seen for a long time. We celebrate a Posada party with friends and family. A Posada party means a party with a D.L., piñatas, food, songs and games. Another tradition is to make tamales and ~~pozopozos~~. All these things make me and my family happy at Christmas time.

**Questions**

1. What is Maria's favorite holiday?
2. What are three traditions she does with her family?
3. What food does she like to eat?
4. How does she feel during this holiday?

### Step 2: Discussing the Grammar

Write "always" on the board and ask your class what "always" means. Discuss. Then ask them what other *adverbs* help express *habitual actions*. If they struggle to come up with answers, try to elicit responses from them. Generate a list of adverbs on the board. Here are the most common ones: *always, usually, sometimes, rarely, never*.

Next, project the **Adverbs of Frequency Graph** on the board with the **ELMO or overhead projector** and discuss it. Add the remaining adverbs on the grsph to your list on the board.

**Adverbs of Frequency Graph**  
Chart taken from [www.grammarworksheets.com](http://www.grammarworksheets.com)

Adverb	1	2	3	4	5	6	7	8	9	10
ALWAYS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USUALLY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OFTEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GENERALLY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOMETIMES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RARELY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELDOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HARDLY EVER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEVER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Finally, discuss position placement of the adverb in a sentence. Consider writing an accurate and inaccurate sentence on the board for them to analyze and discuss (i.e., *I always eat breakfast* vs. *Never I eat snacks*. **NOTE:** This becomes tricky with adverbs such as "often": *Often I eat breakfast, I often eat breakfast, and I eat breakfast often* are all correct. For the purposes of this exercise, and for the benefit of your students, tell them that the adverb placement usually comes after the subject. Keep the grammar rule simple.)

### Step 3: Practicing the Grammar

Using the *habitual actions* your Ss told you they do from their daily lives (the ones you wrote down in Step 1) and the *adverbs of frequency* you wrote down in Step 2, do the **ball toss** game and have each student practice coming up with a sentence (i.e., *I eat breakfast* = habitual action; *always* = adverb → *I ALWAYS eat breakfast*). Reference the **Volunteer Manual, 2012: Ball Toss, p. 46** if necessary.

Time permitting, have them write down 3-5 habitual actions they do all the time, and 3-5 habitual traditions/customs they do. As they finish, have them share their sentences with a partner.

# Setting the Context



# My Family Traditions and Customs

Story written by Maria Velazquez, Journeys 2013 (p. 124)

**Read the story and then answer the questions below.**

My Family Traditions and Customs by Maria Velazquez, Brooklyn Park

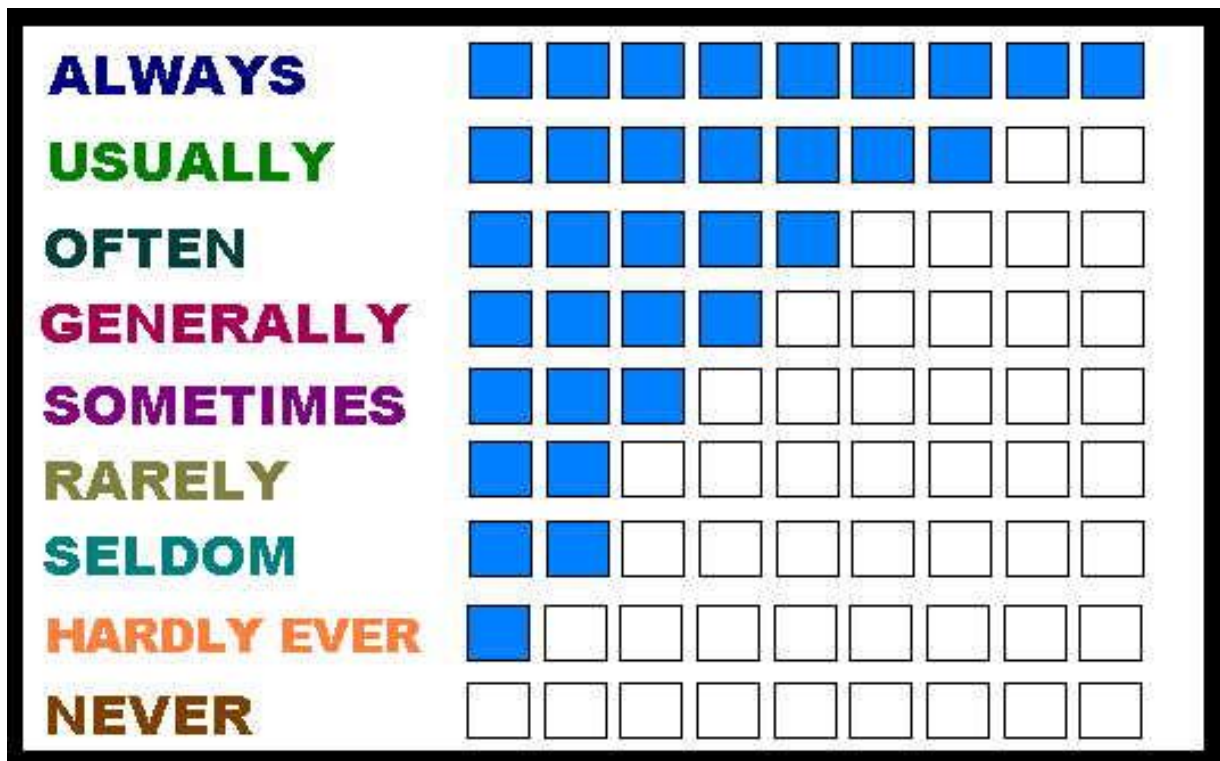
I'm from Mexico. Our tradition and custom is to spend time together at Christmas. My mother cooks great food for the whole family to enjoy. When the dinner is done my brother, sisters and cousins play games and talk about the time when we were kids. Sometimes the neighbors come to visit and join in our conversation. During the Christmas holidays, when I take vacation I like to go to my country because I see many people who I haven't seen for a long time. We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games. Another tradition is to make tamales and champurrado. All these things make me and my family happy at Christmas time.

## Questions

1. What is Maria's favorite holiday?
2. What are three traditions she does with her family?
3. What food does she like to eat?
4. How does she feel during this holiday?

# Adverbs of Frequency Graph

Chart taken from [tx.english-ch.com](http://tx.english-ch.com)





## Journeys Writing Unit: Week 1, Tuesday

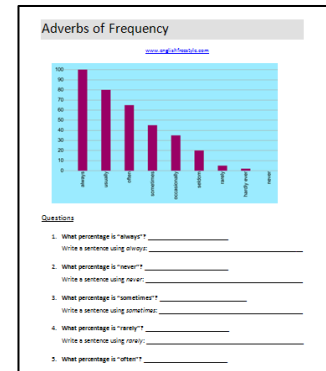
Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> Identify family traditions and customs from own culture.</p> <p><b>Literacy:</b> Write a five sentence paragraph about a family tradition using the parts of a paragraph (topic, detail, and concluding sentences).</p> <p><b>Transitions:</b> Interpret a chart about adverbs of frequency.</p> <p><b>Grammar:</b> Describe habitual actions and/or traditions using adverbs of frequency.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Adverbs of Frequency</b></li> <li>• Handout: <b>Writing a Paragraph</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• My family Traditions and Customs</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Scissors</li> </ul>
Lesson Plan	
<p><b>Review: Transitions/Grammar (30mins)</b></p> <p><u>Directions:</u> Ss will interpret a chart about <i>adverbs of frequency</i> and then use those adverbs to write original sentences.</p> <p><u>Materials/Prep:</u> copies of <b>Adverbs of Frequency</b>; ELMO or overhead projector.</p> <p><b>Activity 1: Life Skill/Literacy (80mins)</b></p> <p><u>Description:</u> Ss will discuss the parts of a paragraph (topic, detail, concluding sentences) and use this knowledge to write a 5 sentence paragraph about a family tradition.</p> <p><u>Materials/Prep:</u> make copies of <b>Writing a Paragraph</b>; make several copies of <b>My Family Traditions and Customs</b>; scissors; ELMO or overhead projector.</p> <p><b>Wrap-Up</b></p> <p>Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.</p>	

## Teacher Directions: Review: Transitions/Grammar

- **Materials:** *Adverbs of Frequency*; ELMO or overhead projector

### Step 1: Introduce Activity

As Ss come in, pass out the **Adverbs of Frequency** handout. Explain what they need to do and let them work on it independently for about 15 minutes. As Ss finish, have them pair-share their sentences and/or write more sentences. This will give you a nice buffer for the late Ss.



### Step 2: Checking Comprehension

Project the handout on the board with the **ELMO or overhead projector** and go over the answers as a class. Call on individual Ss to come up to the board and write in their answers. Have the rest of the class check for accuracy.

## Teacher Directions: Activity 1: Life Skill/Literacy/Transitions

- **Materials:** *My Family Traditions and Customs, Writing a Paragraph*; scissors; ELMO or overhead projector

### Step 1: Setting the Context

Read the excerpt from Journeys 2013 to your class. (They read the full story yesterday so this should be familiar to most of your Ss.)

#### ***My family Traditions and Customs***

*My family's tradition and custom is to spend time together at Christmas. My mother cooks great food for the whole family to enjoy. We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games. Another tradition is to make tamales and champurrado. All these things make me and my family happy at Christmas time.*

Afterwards, put Ss into pairs and pass out the **scissors** and the **My Family Traditions and Customs** handout. (**NOTE:** There are two copies of the handout per page, so if you have 12 Ss you will only need to make three copies of My Family Traditions and Customs, totaling 6 handouts, as each pair will share the handout.) Tell your class to cut out each sentence and then work together to put the sentences back in order. (You might need to reread the paragraph again.) Have this be a race and make it fun!

**My Family Traditions and Customs**

My mother cooks great food for the whole family to enjoy.

My family's tradition and custom is to spend time together at Christmas.

All these things make me and my family happy at Christmas time.

Another tradition is to make tamales and **champurrado**.

We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games.

My mother cooks great food for the whole family to enjoy.

My family's tradition and custom is to spend time together at Christmas.

All these things make me and my family happy at Christmas time.

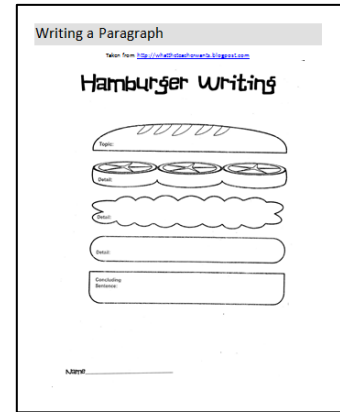
Another tradition is to make tamales and **champurrado**.

We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games.

The first pair to finish stops the game. Have that pair read each sentence out loud so the rest of the class can determine accuracy.

### Step 2: Parts of a Paragraph

Pass out the **Writing a Paragraph** handout to your class and project a copy of it on the board. Explain that writing a paragraph is like making a hamburger. Have them tell what the parts of a hamburger are: *top bun, lettuce, tomato, meat, bottom bun*. Tell your Ss that the top bun is called a topic sentence and that this sentence explains what the paragraph will be about. Write this on the board, then ask your class what the topic sentence is in the My Family Traditions paragraph. Have them read that sentence out loud for you while you write it on the projected version on the board. Have your class move their cut out sentence to the top of their handout (the *top bun* section). Based on this topic sentence, have your class discuss what they think this paragraph will be about.



Next, explain that the next parts of a paragraph are the detail sentences (the *tomatoes, lettuce, meat*) and that these sentences are the facts/ideas that help support the topic sentence. Ask your class what the first detail sentence is in the My Family Traditions paragraph. Write it on your projected handout and have your Ss move their cut-out sentence to their handout (the *tomatoes* section). Discuss if this detail sentence helps explain/support the topic sentence. Do this for the other two detail sentences.

Finally, ask your class if they know what the last sentence of a paragraph is called (concluding sentence) and what it does (summarizes the paragraph). Write the last sentence on your handout and have your class move it over to their handout. Discuss whether this is a good concluding sentence – why or why not.

For more practice before they start writing their own paragraphs, give them a couple more topic sentences: (e.g., *My favorite hobby is taking pictures; I eat paella every Christmas Night, etc.*) Talk about what they think these paragraphs would be about and what kinds of detail sentences might follow. Perhaps even practice writing a complete sentence on the board as a class.

### Step 3: Writing a Paragraph

Ask your class to write down the favorite holiday, tradition, or cultural custom they talked about yesterday in class in their notebooks. Explain that they will now have to write a five sentence paragraph about that topic. Write a sentence starter prompt on the board to help them: *My favorite holiday/family tradition is \_\_\_\_\_*. Also encourage them to use *adverbs of frequency* throughout their paragraph.

**NOTE:** The purpose of this activity is for Ss to create a paragraph they can use to submit to *Journeys*, a publication that features ESL student stories from across the state. Explain this to them before they start writing.

#### Step 4: Peer edit

Have Ss peer edit. Have Ss switch papers and look for adverbs of frequency and whether there are three different habitual actions/traditions to support the topic sentence. Have Ss also give feedback on one thing that confused them and one thing that was interesting.

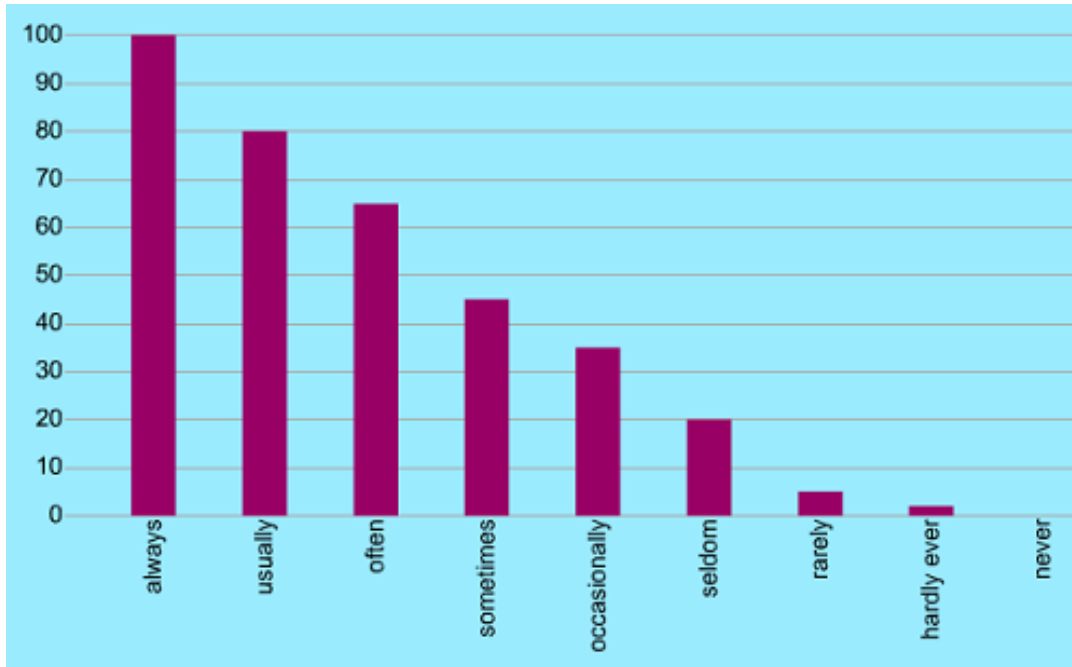
After they're done editing, have one student give their feedback to their partner orally. Then the other partner will provide feedback. Once they're done doing this, they should edit their stories. When they're finished with their final edits, you should have them read it to you. Correct any glaring intelligibility errors but don't change content. Have them edit again, and then ***turn in to you. Make sure their name is on it and that they have titled their paragraph. Give these submissions to your coordinator.*** **NOTE:** If some Ss don't finish or want more time, explain that they will be given more time to finish tomorrow morning in class. Tell them that they will need to bring their paragraph back to class to work on.

#### Step 5: Extension

Time permitting, have Ss share their stories with the whole class.

# Adverbs of Frequency

[www.englishfreestyle.com](http://www.englishfreestyle.com)



## Questions

1. What percentage is “always”? \_\_\_\_\_

Write a sentence using *always*: \_\_\_\_\_

2. What percentage is “never”? \_\_\_\_\_

Write a sentence using *never*: \_\_\_\_\_

3. What percentage is “sometimes”? \_\_\_\_\_

Write a sentence using *sometimes*: \_\_\_\_\_

4. What percentage is “rarely”? \_\_\_\_\_

Write a sentence using *rarely*: \_\_\_\_\_

5. What percentage is “often”? \_\_\_\_\_

Write a sentence using *often*: \_\_\_\_\_

# My Family Traditions and Customs

My mother cooks great food for the whole family to enjoy.

My family's tradition and custom is to spend time together at Christmas.

All these things make me and my family happy at Christmas time.

Another tradition is to make tamales and champurrado.

We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games.

My mother cooks great food for the whole family to enjoy.

My family's tradition and custom is to spend time together at Christmas.

All these things make me and my family happy at Christmas time.

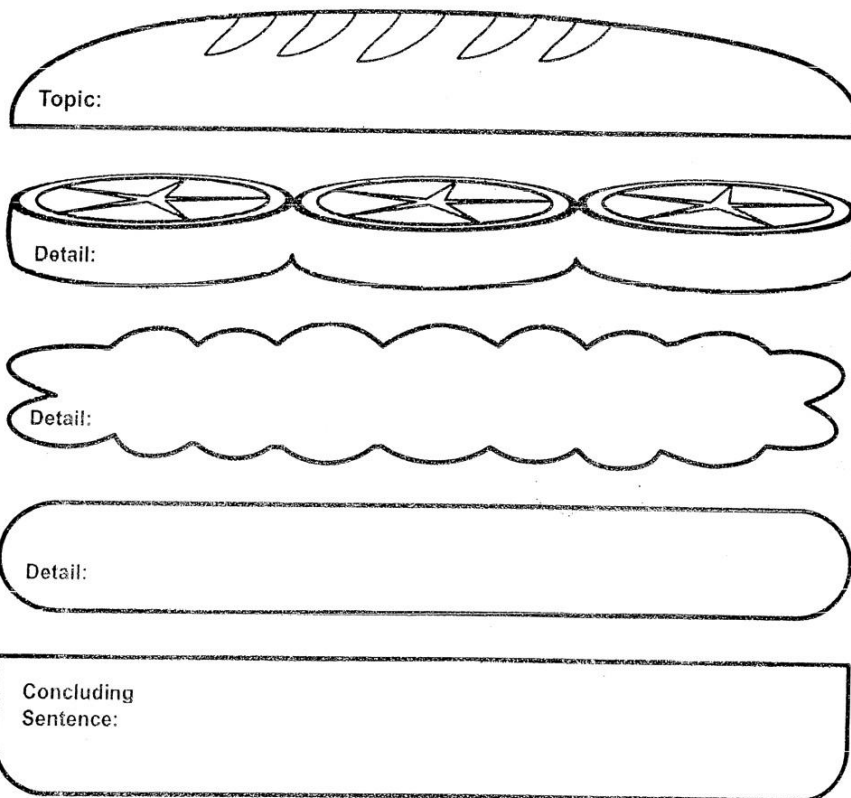
Another tradition is to make tamales and champurrado.

We celebrate a Posadas party with friends and family. A Posada party means a party with a D.J., piñatas, food, candy and games.

# Writing a Paragraph

Taken from <http://whattheteacherwants.blogspot.com>

## Hamburger Writing



The diagram illustrates the 'Hamburger Writing' structure using the layers of a hamburger as a metaphor. It consists of five horizontal layers, each with a specific label for student input:

- Topic:** The top layer, represented by a hamburger bun with seeds.
- Detail:** The second layer, represented by three slices of tomato.
- Detail:** The third layer, represented by a wavy line indicating a layer of meat or sauce.
- Detail:** The fourth layer, represented by a plain rectangular layer.
- Concluding Sentence:** The bottom layer, represented by another hamburger bun.

Name \_\_\_\_\_

## Journeys Writing Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> Identify culturally familiar folktales.</p> <p><b>Literacy:</b> Read a folktale for comprehension.</p> <p><b>Listening/speaking:</b> Listen to and retell cultural folktales.</p> <p><b>Transitions:</b> Interpret a chart about adverbs of frequency.</p> <p><b>Grammar:</b> Describe habitual actions and/or traditions using adverbs of frequency.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Adverbs of Frequency Graph</b></li> <li>• Handout: <b>Paco and the Giant Chile Plant; Jack and the Beanstalk</b></li> <li>• Handout: <b>Ven Diagram</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• laptop</li> </ul>

### Lesson Plan

#### **Review : Transitions/Grammar (30mins)**

Description: Ss will edit their *Journeys* submission paragraphs they started yesterday and/or complete an “adverbs of frequency” chart and write original sentences with the adverbs.

Materials: make copies of ***Adverbs of Frequency Graph***; **ELMO or overhead projector**.

#### **Activity 1: Life Skill/Literacy/Transitions (50-60mins)**

Description: Ss will read two different cultural folktales and compare and contrast them using a graphic organizer.

Materials/Prep: make copies of ***Paco and the Giant Chile Plant***, ***Jack and the Beanstalk***, and ***Ven Diagram***; **ELMO or overhead projector**.

#### **Activity 2: Listening/Speaking (20-30mins)**

Description: Ss will listen to and retell cultural folktales.

Materials/Prep: student notebooks; **laptop**.

#### **Wrap-up**

Ask Ss to tell you what they learned today.

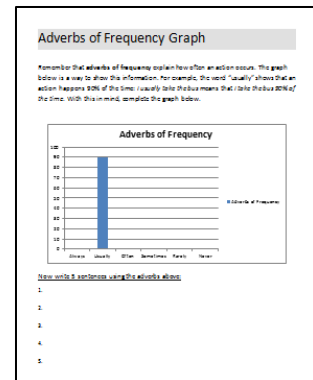


## Teacher Directions: Review: Transitions/Grammar

- **Materials:** *Adverbs of Frequency Graph*; ELMO or overhead projector

### Step 1: Introduce the activity

As Ss come in, ask them if they still need to work on their “family tradition” paragraph. If they do, tell them to pull it out and continue their edits. (**NOTE:** Yesterday they started writing paragraphs about a family tradition/favorite holiday; some Ss finished, and some Ss still need to work on theirs.) For the Ss who finished yesterday (or if they were absent), give them the **Adverbs of Frequency Graph** and explain what they need to do.



Allow your class 15 minutes to either edit or work on the handout. Spend your time helping the Ss complete their paragraphs. **Collect the paragraphs once they're finished and give them to your coordinator after class. Make sure each student writes his/her name on his submission and includes a title.**

### Step 2: Checking Comprehension

Project the handout on the board using the **ELMO or overhead projector**. Have individual Ss come up to the board and complete part of the graph; have the rest of the class discuss accuracy. (**NOTE:** There might be some discrepancies on “adverb percentages” but explain that’s okay, except for the adverbs “always” and “never”.) Once the graph is completed, have several Ss share their sentences. Write exactly what you hear them say on the board and use this opportunity to review adverb placement sentences (rule = adverbs usually go after the subject).

## Teacher Directions: Activity 1: Life Skill/Literacy/Transitions

- **Materials:** *Paco and the Giant Chile Plant, Jack and the Beanstalk, Ven Diagram*; ELMO or overhead projector

### Step 1: Setting the Context

Write the word “folktale” on the board and ask your class if anyone one knows what a folktale is and to give you an example of one from their culture. Discuss the purpose of a folktale (*to teach a lesson/moral*) and how they’re traditionally passed down (*orally*).

After you have discussed these words, ask if anyone has ever heard of the story “Jack and the Beanstalk”. If someone has, have him summarize the story. If no one has, then you should summarize the story for the class. Also, discuss what a summary is.

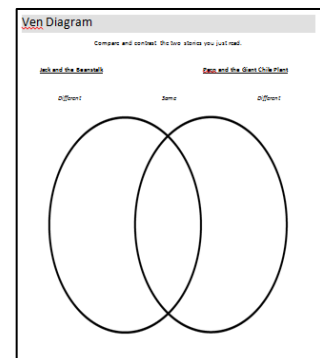
Give **Jack and the Beanstalk** to half of your class and **Paco and the Giant Chile Plant** to the other half of your class. Tell your Ss to read the story twice before they answer the questions.

Once almost everyone has finished answering their questions, bring everyone back together again. Make a table like the one below on the board:

Jack and the Beanstalk	Paco and the Giant Chile Plant

### Step 4: Comparing/Contrasting

Project a copy of the **Ven Diagram** on the board and explain what it's for (*organizing similarities and differences between two things*). Tell your Ss that in pairs, they are going to compare and contrast these two stories. Put a "Jack" student and a "Paco" student together and have them work on the diagram together. Erase the diagram you created in Step 3 to make this activity more challenging. Afterward, project a copy of the diagram on the board using the **ELMO or overhead projector** and fill out the diagram together as a class.



## Teacher Directions: Activity 2: Listening/Speaking

- **Materials:** student notebooks; **laptop**

### Step 1: Setting the Context

Put your Ss into groups based on culturally similarity. Have them discuss what cultural folktales exist in their culture and generate a list of at least 2-3 stories they know fairly well. (Remind them that these stories are often retold to children by their parents to teach them lessons.) Tell them that once they have their list, each member of the group needs to try and retell one of the folktales in English. Walk around the room and listen in on the stories. Make sure every group/person has identified a folktale from their culture before moving on. (If they haven't, turn on the **laptop** so Ss can Google folktales from their culture for brainstorming purposes.)

### Step 2: Listening/Speaking

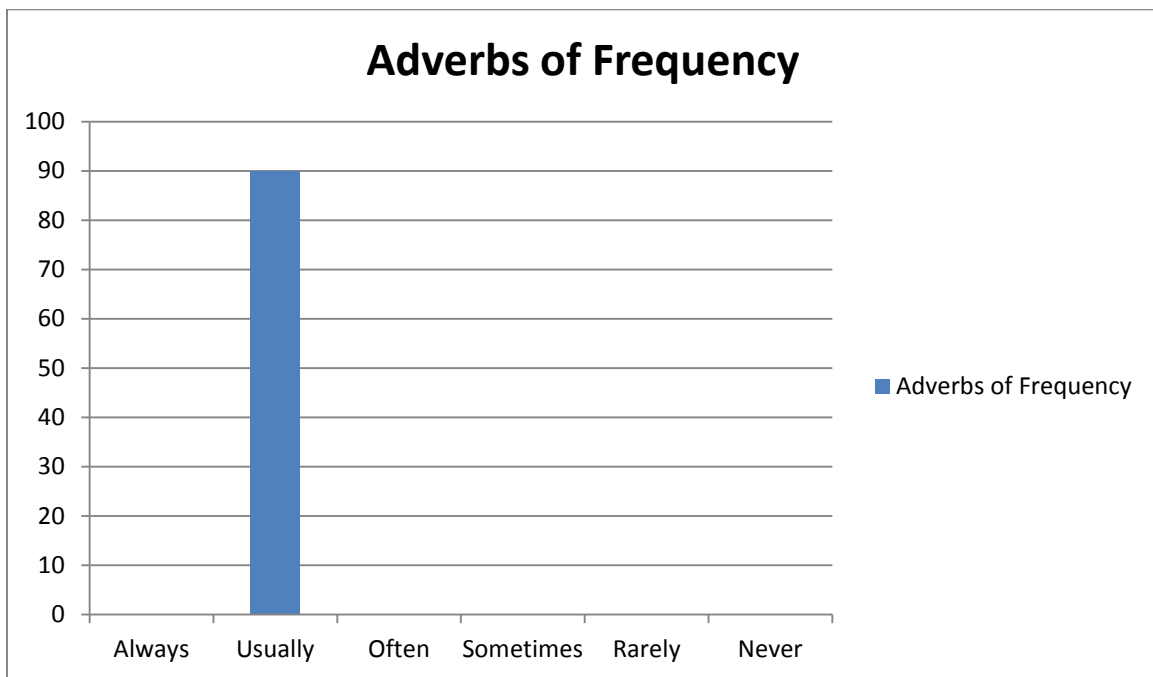
Put Ss into groups of 2-3 (of different culture groups if possible). Reiterate that these stories are usually told orally so that's what they are going to practice doing today. Encourage them to ask "clarification questions" if they don't understand something. Review what those kinds of questions are and write them on the board.

Circle around the room and listen in on each group. Encourage them to ask each other follow up questions. Show them how to do this by doing it yourself.

Time permitting, regroup and have a few Ss retell their folktales to the whole class.

# Adverbs of Frequency Graph

Remember that **adverbs of frequency** explain how often an action occurs. The graph below is a way to show this information. For example, the word “usually” shows that an action happens 90% of the time: *I usually take the bus* means that *I take the bus 90% of the time*. With this in mind, complete the graph below.



Now write 5 sentences using the adverbs above:

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

# Paco and the Giant Chile Plant

Read the folktale and then answer the questions below.



Paco and his mother are poor. Paco goes to sell his cow for money to buy food. On his way to town, Paco meets an old man. The old man wants Paco to trade his cow for magic chile seeds. Paco is excited and takes the chile seeds. He plants them in the ground. That night, a huge chile plant grows up into the sky! Paco climbs it, and at the top, he sees a big house where a giant lives. Paco goes into the house and sees a bag of golden chiles. He steals

the golden chiles but the giant wakes up! The giant tries to grab Paco, but the bag of chiles break open and get into the giant's eyes. The giant starts crying. As he cries, he gets smaller and smaller. When he stops crying, Paco is amazed – the giant has turned into his father! Paco is happy. Paco and his father climb down the chile plant and cut it down together.

## Questions

1. Why does Paco sell his cow?
2. What does he get for his cow?
3. What happens when Paco plants the chile seeds?
4. Why do you think he stole the golden chiles?
5. What happens to the giant at the end?
6. What do you think the moral of the story is?

# Jack and the Beanstalk

Read the folktale and then answer the questions below



Jack is a poor boy who lives with his mother. One day, his mother tells him to sell their cow to get money for food. On the way to sell his cow, Jack meets a man. The man gives Jack five magic beans for the cow. His mother is very angry at Jack and throws the beans into the garden. That night, a huge beanstalk grows! The next morning Jack

climbs the beanstalk. At the top he finds a castle where a giant lives. The giant is sleeping so Jack steals a bag of gold. The next day he steals a magic hen and a golden harp. On the third day, the giant wakes up! He chases Jack down the beanstalk. Jack and his mother cut down the beanstalk and the giant falls to his death.

## Questions

1. Why does Jack sell his cow?
2. Why was his mother angry?
3. What happens when Jack's mother throws the beans into the garden?
4. Why do you think Jack kept going back to the giant's castle?
5. What is the moral of the story?

# Ven Diagram

Compare and contrast the two stories you just read.

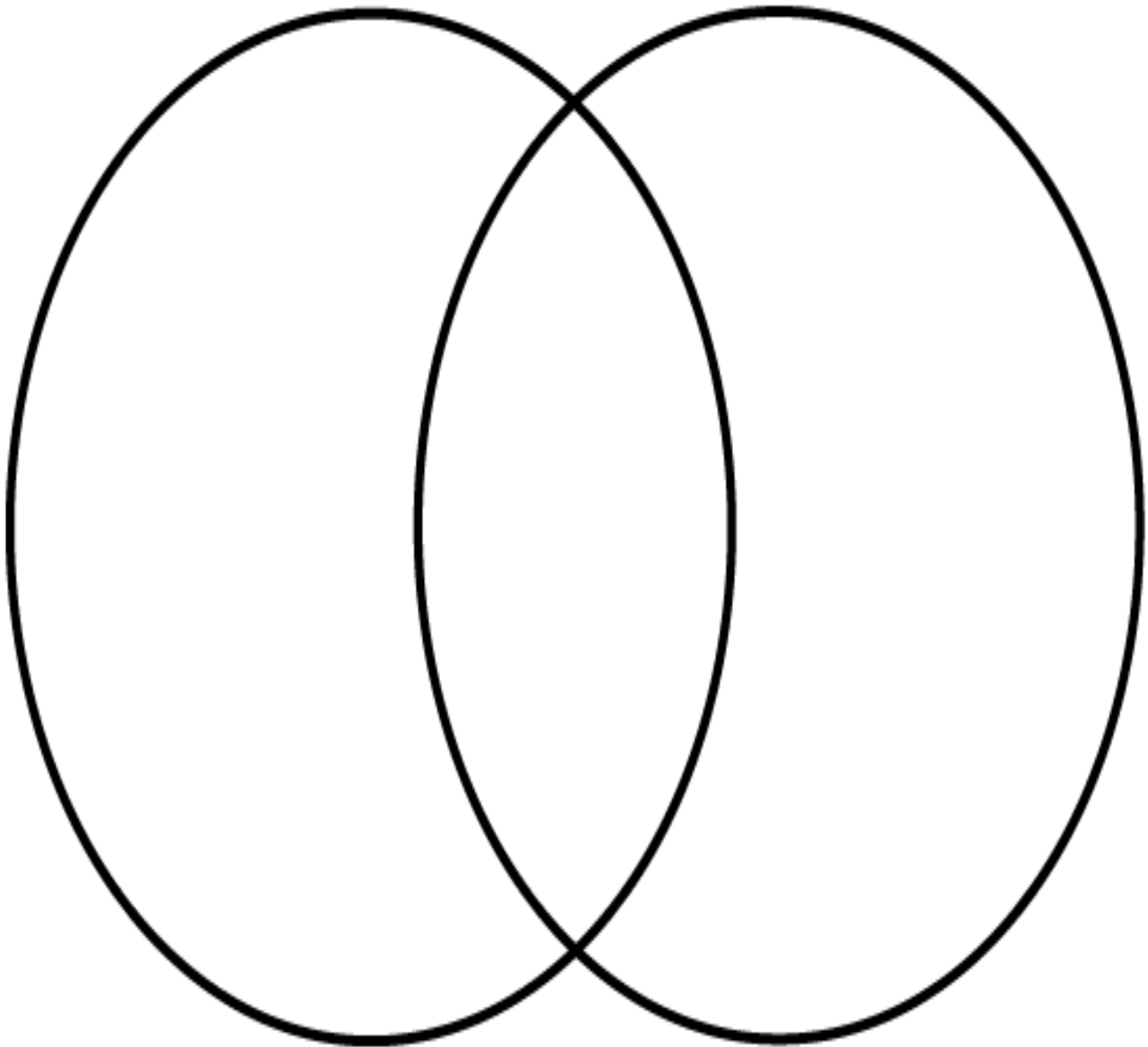
Jack and the Beanstalk

Paco and the Giant Chile Plant

*Different*

*Same*

*Different*



## Journeys Writing Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill/Literacy:</b> Write a folktale from their home country.</p> <p><b>Listening/speaking:</b> Ask and respond to the survey/mingle question, "What stories do parents always tell kids in your country? Tell me the story."</p> <p><b>Transitions:</b> Organize two drafts of a story.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: Reading Test Practice</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Volunteer Manual, 2012</u>: Mingle Grid, p. 85</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Laptop</li> </ul>
Lesson Plan	
<p><b>Review: Listening/Speaking (30mins)</b>  <u>Description:</u> Ss will listen to and retell cultural folktales orally.  <u>Materials/Prep:</u> student notebooks; reference <i>Volunteer Manual, 2012: Mingle Grid, p. 85.</i></p> <p><b>Activity 1: Life Skill/Literacy/Transitions (60mins)</b>  <u>Description:</u> Ss will write a cultural folktale and peer edit and rewrite them for <i>Journeys</i> submissions.  <u>Materials/Prep:</u> laptop</p> <p><b>Activity 2: CASAS Practice (30mins)</b>  <u>Description:</u> Ss will take a practice CASAS Reading Test.  <u>Materials/Prep:</u> make copies of <i>Reading Test Practice</i>; ELMO or overhead projector.</p> <p><b>Wrap up</b>  Have Ss share two things they learned this week before they can leave the classroom.</p>	



## Teacher Directions: Review: Listening/Speaking

- **Materials:** student notebook; *Volunteer Manual, 2012: Mingle Grid, p. 85*

### Step 1: Setting the Context

Write this question on the board: *What folktales do parents in your culture always tell their kids? Summarize the story.* (**NOTE:** This is review from yesterday.) Read the question to your class and ask if they have questions about it. Review what a folktale is and what their purpose usually is (*to teach a lesson/moral*).

Give your class about 15 minutes to work on this. Float around the room and help where necessary.

### Step 2: Listening/Speaking

Tell your class that they are now going to practice telling their story to their classmates. Either do a **mingle** (reference *Volunteer Manual, 2012: Mingle grid, p. 85* if necessary) or have your class form one “outer circle” and “inner circle” *inside* the larger one: i.e., if you have 12 Ss, have 6 Ss make a large circle, and the other 6 Ss make a smaller circle *inside* the larger one. Line up each student so two Ss are facing each other at a time. Then have them practice asking/answering the question on the board.

Do the mingle/circle game for about 10-15 minutes. Then regroup and have a couple of Ss share their folktales and/or what they found interesting from listening to other’s stories.

## Teacher Directions: Activity 1: Life Skill/Literacy

- **Materials:** laptop

### Step 1: Setting the Context

The previous activity set the context for this one.

### Step 2: Writing

Now tell your class that they are going to write their cultural folktale down for a possible *Journeys* submission. Ask someone to tell you what *Journeys* is (*it’s a publication put out by only ESL student submissions from across the state.*) Consider putting Ss into pairings to help with the brainstorming process. There will probably be quite a few words they won’t know in English, so have a **laptop** handy for Google translate if necessary.

Also mention the importance of descriptive adjectives when writing stories. Write a few adjectives on the board to help them during the writing process.

Walk around the room and help Ss out. As Ss finish, have them read their stories to a friend or to you. Ask follow up questions where appropriate.

### Step 3: Peer Editing

Once everyone has finished their folktale, explain that they are now going to peer edit. Draw this table on the board and have your Ss copy it down in their notebooks:

What <b>confused</b> you?	What was <b>interesting</b> ?	What <b>else</b> would you like to know?

Tell your Ss that they should trade papers and read each other's folktale; then they are to fill out the graph. Go over each category and give examples based on an American Folktale, like Jack in the Beanstalk. (They read this story yesterday.) Once they have their charts filled out, tell them they need to give their feedback to their partner orally. The person receiving the feedback should clarify/explain if necessary and also make notes of what changes need to be made.

Once the pairs finish, tell them that they need to make their edits and changes and then call you over to review them. If there are glaring mistakes, point those out and see if your Ss can self-correct them. **When the stories are ready, make sure their names are on them and that there is a title.** Then collect them and give to your coordinator.

Depending on time, regroup and have some Ss share their folktales with the rest of the class.

## Teacher Directions: Activity 2: CASAS Test Practice

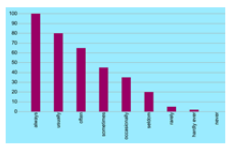
- Materials: *Reading Test Practice*; ELMO or overhead projector

### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other Ss' papers.

Pass out the **Reading Test Practice** handout.

**Reading Test Practice**



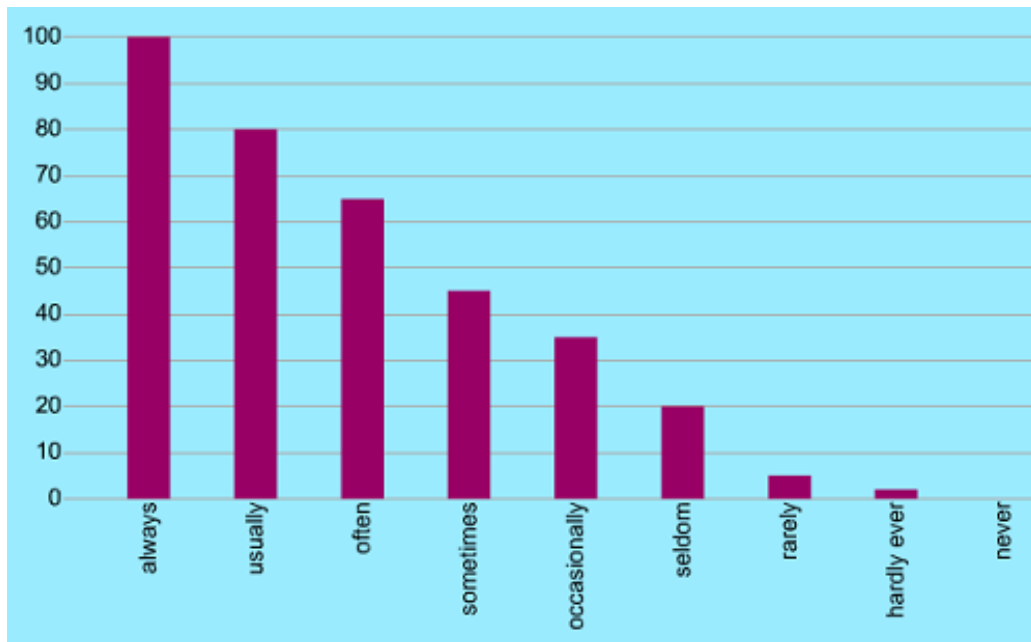
<p>1. I always eat breakfast, means I eat breakfast ____ of the time.</p> <p>A. 10% B. 100% C. 80% D. 0%</p>	<p>2. She sometimes goes to school, means she goes to school ____ of the time.</p> <p>A. 10% B. 65% C. 35% D. 45%</p>
<p>3. John never drinks coffee, means he drinks coffee ____ of the time.</p> <p>A. 2% B. 3% C. 0% D. 3%</p>	<p>4. We rarely watch TV, means we watch TV ____ of the time.</p> <p>A. 2% B. 3% C. 0% D. 3%</p>

Give everyone 5 minutes to complete questions 1-4. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use the ELMO or overhead projector to review the questions. Invite a student to come up and circle the correct answer. They should also circle the information in the question that helped them find the correct answer.

# Reading Test Practice



1. *I always eat breakfast*, means I eat breakfast \_\_\_\_ of the time.

- A. 10%
- B. 100%
- C. 80%
- D. 0%

2. *She sometimes goes to school*, means she goes to school \_\_\_\_ of the time.

- A. 50%
- B. 65%
- C. 35%
- D. 45%

3. *John never drinks coffee*, means he drinks coffee \_\_\_\_ of the time.

- A. 2%
- B. 5%
- C. 0%
- D. 3%

4. *We rarely watch TV*, means we watch TV \_\_\_\_ of the time.

- A. 2%
- B. 5%
- C. 0%
- D. 3%

