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Level A Lesson

pages 3-7

Student: _____

Date: _____

César E. Chávez, Activist

Source: http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/Biographical_Sketch_4thGrd.aspx

Pronunciation- The sound of P as in Pay, beeP

Pronounce these words in pairs:

Paint-taint, pest-test, leap-least, map-mat, rip-tip

A pack of puppies played in a puddle.

Reading Strategy:

Text Coding Directions:

- Underline important parts of the text.
- Circle words or phrases in the text that you don't know.
- Put a question mark (?) next to statements you have a question about.
- Put a check mark (✓) next to statements that you agree with.

Vocabulary- Part A

1. service-(n) - Work done for the benefit of another.
2. inspire-(v) - To make someone want to do something.
3. dedicate-(v) - Commit to some purpose.
4. improve-(v) - Make better.
5. provide-(v) - Give or supply something.
6. dignity-(n) - Respect; especially self-respect.

Reading- Part A

César E. Chávez was a Latino farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others. He dedicated his life to bring justice, dignity, and respect to farm workers and to poor people.

He worked to improve the lives of farm workers and he led the United Farm Workers to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received many honors for his work including the Presidential Medal of Freedom Award and the creation of a holiday by the State of California.



In 1952, César met Fred Ross, who worked for the Community Service Organization, (CSO). Fred Ross explained how people who lived in poverty could build power for themselves and begin to help themselves. César went to work for the CSO and registered many Latino voters. César became the Director of the CSO in California.

Comprehension Questions- Part A

1. What group of people did César Chávez advocate for?

2. What is the CSO?

Vocabulary- Part B

7. give up-(pv) - surrender

8. have to-(pv) - Ordered or needing to do something.

9. recruit-(v) - To work to attract people for work or the military.*

10. poverty-(n) - The state of being poor.

11. form-(v) - To make something and give it a shape or organization.

Reading- Part B

In Oxnard, California, César helped farm workers regain their jobs, but they soon lost their jobs again. César knew that the farm workers needed to form a union that would give them the power to win legal contracts that protected their rights. The CSO did not want to form a farm worker's union, so César quit the CSO in order to be able to work and build a union for farm workers.

In 1962, César and his wife Helen moved with their children to Delano, California, in order to create a farm workers union. César worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm workers grew to trust César and many decided to join his union.



César needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay, and were fed by farm workers. César thought it was beautiful to be able to give up everything in order to help others.

In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). César E. Chávez was elected president, Dolores Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary-treasurer. The union adopted a flag that had a black eagle which represented the

dark situation the farm worker found himself in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was “Viva La Causa” (Long Live our Cause). César wanted to build a strong union that could fight for justice.

Comprehension Questions- Part B

3. Why did Chávez leave his job with the CSO?

4. How many years did Cesar work on recruiting and teaching farm workers how to solve their problems?

5. Where did Cesar and his wife Helen move to in 1962?

6. What was the official slogan of the union?

7. Design another possible flag or write a new slogan for UFW. Be sure to explain your design or slogan.

8. BONUS- MULTI-MEDIA Watch this video from ABC News <http://abcnews.go.com/US/video/cesar-chavez-day-10249519>

If Chávez were still alive today what three questions would you like to ask him and why?

Focus on Grammar

Part A . Identify

Adjectives tell us about people, "Maria is a smart", places "Paris is beautiful", or things "The food is good"

What are the adjectives in the sentence(s) below?

1. César thought it was beautiful to be able to give up everything in order to help others.
2. César wanted to build a strong union that could fight for justice.
3. He led a nonviolent social movement to bring about change and to demand civil rights.

Part B Practice - Sentence Writing

Write original sentences using the grammar (Adjectives) in this exercise.

1. _____
2. _____
3. _____

Word Roots and Stems

Part A- Identify

The prefix re adds "again" or "back" to the meaning of a word. This is one of the most common prefixes and can be correctly added to most verbs.

Find the word that begins with re- in each sentence.

1. César went to work for the CSO and registered many Latino voters.
2. He received many honors for his work including the Presidential Medal of Freedom Award and the creation of a holiday by the State of California.
3. He dedicated his life to bring justice, dignity, and respect to farm workers and to poor people.

Part B- Practice

Fill in the blanks below, just as in the models.

reapply re + apply He wasn't accepted this year but he will reapply next year.

refill re + fill Refill the cup if you spill the water.

reorganize _____

reheat _____

Vocabulary Practice

1. He studied harder to _____ his grades.
2. Every country in the world has some _____.
3. The doctor _____ her life to helping people.
4. The workers _____ a union.
5. An umbrella _____ protection from the rain.
6. John was _____ by three companies before he chose one.*
7. I _____ leave at 4 o'clock or I will be late for my appointment.
8. They _____ after the other team got a 6 point lead.
9. Her beauty _____ him to paint a beautiful picture of her.
10. It rained so we _____ cancel the tennis match.
11. She helps clean the park as a _____ to her community.

Word Bank:

service
inspire
dedicate
improve
provide
dignity
give up
have to
recruit
poverty
form

Level B Lesson

pages 9-14

Student: _____

Date: _____

César E. Chávez, Activist

Source: http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/Biographical_Sketch_4thGrd.aspx

Pronunciation- The sound of P as in Pay, beeP

Pronounce these words in pairs:

Paint-taint, pest-test, leap-least, map-mat, rip-tip

A pack of puppies played in a puddle.

Vocabulary

1. service-(n) - Work done for the benefit of another.
2. inspire-(v) - To make someone want to do something.
3. dedicate-(v) - Commit to some purpose.
4. improve-(v) - Make better.
5. provide-(v) - Give or supply something.
6. dignity-(n) - Respect; especially self-respect.
7. give up-(pv) - surrender
8. have to-(pv) - Ordered or needing to do something.
9. recruit-(v) - To work to attract people for work or the military.*
10. poverty-(n) - The state of being poor.
11. form-(v) - To make something and give it a shape or organization.



Reading Strategy:

Directions:			
1. Read the entire passage quickly and generate questions using the graphic organizer below.			
2. Read the passage again more carefully and try to answer your questions.			
Thick Questions Big questions that you need to THINK and SEARCH to find the answers to. EXAMPLES: Why does the author think...? What would happen if ...? Why does...?		Thin Questions Smaller questions that you can find the answer to RIGHT IN THE TEXT. EXAMPLES: What...? Who...? When...? Where...?	
Questions	Possible Answers	Questions	Possible Answers

Reading

César E. Chávez was a Latino farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others. He dedicated his life to bring justice, dignity, and respect to farm workers and to poor people.

He worked to improve the lives of farm workers and he led the United Farm Workers to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received many honors for his work including the Presidential Medal of Freedom Award and the creation of a holiday by the State of California.

In 1952, César met Fred Ross, who worked for the Community Service Organization, (CSO). Fred Ross explained how people who lived in poverty could build power for themselves and begin to help themselves. César went to work for the CSO and registered many Latino voters. César became the Director of the CSO in California.

In Oxnard, California, César helped farm workers regain their jobs, but they soon lost their jobs again. César knew that the farm workers needed to form a union that would give them the power to win legal contracts that protected their rights. The CSO did not want to form a farm worker's union, so César quit the CSO in order to be able to work and build a union for farm workers.

In 1962, César and his wife Helen moved with their children to Delano, California, in order to create a farm workers union. César worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm workers grew to trust César and many decided to join his union.

César needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay, and were fed by farm workers. César thought it was beautiful to be able to give up everything in order to help others. In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). César E. Chávez was elected president, Dolores Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary-treasurer. The union adopted a flag that had a black eagle which represented the dark situation the farm worker found himself in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was "Viva La Causa" (Long Live our Cause). César wanted to build a strong union that could fight for justice.

Comprehension Questions

1. What group of people did César Chávez advocate for?

2. In your own words, describe at least two specific causes that Chávez championed.

3. What is the CSO?

4. Why did Chávez leave his job with the CSO?

5. How many years did Cesar work on recruiting and teaching farm workers how to solve their problems?

6. Where did Cesar and his wife Helen move to in 1962?

7. Describe in your own words the farm worker union's flag and what each part of it represented.

8. Design another possible flag or write a new slogan for UFW. Be sure to explain your design or slogan.

9. BONUS- MULTI-MEDIA Watch this video from ABC News <http://abcnews.go.com/US/video/cesar-chavez-day-10249519>
If Chávez were still alive today what three questions would you like to ask him and why?

Focus on Grammar

Part A Identify

Notice the difference between the sentences "Carol washed the car" and "The car was washed by Carol. "

The first sentence is about Carol; Carol is the subject and the verb is "washed", the simple past tense.

The second sentence is about the car, the car is the subject and the verb phrase is "was washed", the passive voice in the past tense.

What is the subject of the sentence(s) below?

1. César E. Chávez was elected president, Dolores Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary-treasurer.
2. In 1962, the National Farm Workers Association(NFWA) was born.
3. These people came and worked without pay, and were fed by farm workers.

Part B Practice - Sentence Writing

Write original sentences using the grammar (Passives) in this exercise.

1. _____

2. _____

3. _____

4. _____

Word Roots and Stems

Part A- Identify

The suffix ful adds the meaning "full of" to a noun and changes it into an adjective, like restful.

Find the word that ends with -ful in each sentence.

1. His efforts against the use of harmful pesticides gained the support of citizens throughout the United States.
2. César thought it was beautiful to be able to give up everything in order to help others.

Part B Practice

Fill in the blanks below, just as in the models.

forceful	force + ful	You must be forceful to hit a homerun.
wonderful	wonder + ful	It was a wonderful evening.
careful	_____	_____
insightful	_____	_____
dreadful	_____	_____
helpful	help + ful	Flashlights are helpful in the dark.
Graceful	_____	_____

Vocabulary Practice

1. He studied harder to _____ his grades.
2. Every country in the world has some _____.
3. The doctor _____ her life to helping people.
4. The workers _____ a union.
5. An umbrella _____ protection from the rain.
6. John was _____ by three companies before he chose one.*
7. I _____ leave at 4 o'clock or I will be late for my appointment.
8. They _____ after the other team got a 6 point lead.
9. Her beauty _____ him to paint a beautiful picture of her.
10. It rained so we _____ cancel the tennis match.
11. She helps clean the park as a _____ to her community.

Word Bank:

service
inspire
dedicate
improve
provide
dignity
give up
have to
recruit
poverty
form

LEVEL C Lesson

pages 16-21

Student: _____

Date: _____

César E. Chávez, Activist

Source: http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/Biographical_Sketch_4thGrd.aspx

Pronunciation- The sound of P as in Pay, beeP

Pronounce these words in pairs:

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A pack of puppies played in a puddle.

Vocabulary

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7. give up-(pv) - surrender
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11. form-(v) - To make something and give it a shape or organization.

Reading

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Reading Strategy

Identify 3 important supporting details that contribute to the main idea of the passage.	1) 2) 3)
Identify 2 details that are not very important to the main idea of the passage.	1) 2)
Write 1 brief paragraph summarizing the main idea of the passage. Use the important details to support your discussion of the main idea.	

Comprehension Questions

1. What group of people did César Chávez advocate for?

2. In your own words, describe at least two specific causes that Chávez championed.

3. What is the CSO?

4. Why did Chávez leave his job with the CSO?

5. Who explained to Cesar how people who live in poverty can build power for themselves and begin to help themselves?

6. How many years did Cesar work on recruiting and teaching farm workers how to solve their problems?

7. Where did Cesar and his wife Helen move to in 1962?

8. What was the official slogan of the union?

9. Describe in your own words the farm worker union's flag and what each part of it represented.

10. Design another possible flag or write a new slogan for UFW. Be sure to explain your design or slogan.

11. BONUS- MULTI-MEDIA Watch this video from ABC News <http://abcnews.go.com/US/video/cesar-chavez-day-10249519>
If Chávez were still alive today what three questions would you like to ask him and why?

Focus on Grammar

Part A Identify

Relative Clauses give information about a subject. Sometimes the information identifies the subject. For example, in the sentence "Canada is the country which is north of the United States," the relative clause "which is north of the United States" identifies Canada.

Sometimes a relative clause gives extra information that does not identify the subject. In the sentence "Miguel is from Mexico, which is south of the United States," the subject is "Miguel" and the relative clause "which is south of the United States" tells more about Mexico, NOT about Miguel. It is extra information that does NOT identify Miguel.

In the sentence(s) below, are the relative clauses needed to identify the subject?

1. The union adopted a flag that had a black eagle which represented the dark situation the farm worker found himself in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice.
2. Fred Ross explained how people who lived in poverty could build power for themselves and begin to help themselves.
3. César knew that the farm workers needed to form a union that would give them the power to win legal contracts that protected their rights.
4. César wanted to build a strong union that could fight for justice.

Part B Practice - Sentence Writing

Write original sentences using the grammar (Relative Causes) in this exercise.

1. _____

2. _____

3. _____

4. _____

5. _____

Word Roots and Stems

Part A Identify- The suffix al adds "related to" to the meaning of a word, like natural.

Find the word that ends with -al in each sentence.

1. He received many honors for his work including the Presidential Medal of Freedom Award and the creation of a holiday by the State of California.
2. He led a nonviolent social movement to bring about change and to demand civil rights.
3. Their official slogan was " Viva La Causa " (Long Live our Cause)
4. In 1962, the National Farm Workers Association (NFWA) was born.

Part B Practice

Fill in the blanks below, just as in the models.

national	_____	_____
intellectual	intellect + ual	She is an intellectual writer.
natural	(nature - e) + al	I like to relax in natural place.
spiritual	_____	_____
optional	_____	_____
gradual	_____	_____

Vocabulary Practice

1. He studied harder to _____ his grades.
2. Every country in the world has some _____.
3. The doctor _____ her life to helping people.
4. The workers _____ a union.
5. An umbrella _____ protection from the rain.
6. John was _____ by three companies before he chose one.*
7. I _____ leave at 4 o'clock or I will be late for my appointment.
8. They _____ after the other team got a 6 point lead.
9. Her beauty _____ him to paint a beautiful picture of her.
10. It rained so we _____ cancel the tennis match.
11. She helps clean the park as a _____ to her community.

Word Bank:

service
inspire
dedicate
improve
provide
dignity
give up
have to
recruit
poverty
form

Vocabulary Flash Cards
and
Word Search puzzle
pages 23-26

Print, cut, and fold these to make your own flashcards.

dedicate	Commit to some purpose.
dignity	Respect; especially self-respect
form	To make something and give it a shape or organization
give up	surrender

have to	Ordered or needing to do something
improve	Make better.
Inspire	To make someone want to do something
poverty	The state of being poor

<p>provide</p>	<p>Give or supply something.</p>
<p>recruit</p>	<p>To work to attract people for work or the military</p>
<p>service</p>	<p>Work done for the benefit of another</p>

D	U	Y	U	F	D	B	W	I	P	X	J	I	M	D	
V	X	S	M	V	P	I	H	H	S	A	A	O	A	O	
R	X	E	N	W	J	P	H	A	V	E		T	O	R	DEDICATE
L	J	R	D	H	I	O	V	M	N	X	V	P	B	D	DIGNITY
B	I	V	Y	W	S	V	Y	N	F	X	N	R	J	E	FORM
M	M	I	L	R	H	E	I	M	C	T	V	O	I	D	GIVE UP
T	P	C	U	G	I	R	C	W	O	H	U	V	H	I	HAVE TO
X	R	E	N	I	I	T	J	R	V	S	S	I	N	C	IMPROVE
B	O	E	E	V	N	Y	E	T	D	A	H	D	N	A	INSPIRE
N	V	R	X	E	S	S	C	W	A	S	S	E	O	T	POVERTY
K	E	K	O		P	L	V	J	F	O	R	M	X	E	PROVIDE
J	B	K	O	U	I	D	I	G	N	I	T	Y	X	J	RECRUIT
U	L	E	D	P	R	C	E	W	A	E	M	O	M	M	SERVICE
Y	T	P	P	W	E	P	J	S	Y	X	K	E	D	J	
X	M	L	W	R	E	C	R	U	I	T	C	C	J	O	

Teacher's lesson Plan

Pages 28-29

Lesson: César E. Chávez, Activist 7/5/2012 Activist Grade: Subject: Prepared by:			
<p>Objectives: Students will be able to understand, pronounce, and use the words in the vocabulary list below. Students will be able to demonstrate comprehension of the passage by answering questions which require basic understanding and interpretation of the content.</p> <p>Vocabulary Grammar Affix Writing Questions</p>		<p>Standards addressed: NCTE Standard 1: Students read a wide range of texts. NCTE Standard 3: Students apply strategies to comprehend text, including phonemic awareness, word deconstruction, structural knowledge, and contextual interpretation. NCTE Standard 6: Students apply knowledge of language structure and conventions to make meaning out of text.</p>	
<p>Vocabulary 1. have to 2. recruit 3. service 4. inspire 5. poverty 6. improve 7. provide 8. form 9. give up 10. dedicate 11. dignity</p>			
Aim:		Materials: Reading selection & student worksheets.	
Activity	Description	Differentiation Guide	Assessment
Pronunciation Practice: P	Introduce key phoneme with minimal pairs. Model and emphasize pronunciation. Individual and choral repetition.	Give students who need extra help the opportunity to practice in smaller groups or individually. Alternate choral and individual repetition, calling on individual students at random. Struggling students may need additional instruction on how to make new sounds. Some students may benefit from being challenged to think of their own minimal pair.	ALL Students will be able to demonstrate an increase in pronunciation skills by successfully pronouncing the new sound during choral or individual repetition. SOME students will be able to recognize and identify the sound in other words they know.
Introduction of vocabulary	Introduce the new words from the vocabulary list in above (see Objectives) by modeling pronunciation, individual and choral repetition. Review definitions Sample Questioning: <ul style="list-style-type: none"> In your own words, explain the definition. Who can think of a time when this word might be used? Can you use this word in a sentence? What's the antonym 	When appropriate, give different types of learners an opportunity to write down the new words, associate a visual image to cue to understanding of the word, or develop a physical action to increase the student's ability to remember the new words.	ALL Students will be able to increase their understanding and awareness of the new words. SOME Students will be asked to orally demonstrate knowledge of new words

	(opposite) of this word?		
Reading & Comprehension Questions	Students will read the passages of César E. Chávez, Activist and demonstrate comprehension of the content by answering questions.	Depending on the population: Read the entire passage aloud, to model phrasing and fluency. Pause at key moments and model good reading strategies through a think aloud. Ask students to volunteer to read parts of the passage aloud. Instruct students to read the passage silently and complete the questions independently, while working with students who need more literacy help. Ask students to complete the questions by doing Think, Pair, Share	ALL Students will read the passage or follow along as the passage is read. ALL Students will strive to demonstrate comprehension of the passage by answering the questions. SOME students will be given an opportunity to share their answer aloud.
Grammar	Students will review the usage of and then identify the grammar point in sentences from the reading. Students will write 5 original sentences using the grammar point.	Give students need time to work on completing their own practice sentences for the grammatical structure. Invite early finishers to put their sentences on the board or challenge them to not only use the grammar structure, but also include the vocabulary from the lesson in their sentences.	ALL Students will be able to demonstrate an increased mastery of the grammar structure by independently writing sentences that correctly employ the grammar point.
Word Building: Roots and Stems	Students will be encouraged to take away a word-attack strategy from this lesson by reviewing -al, which was used in the reading.	Students may benefit from having time to complete this portion of the worksheet individually or in pairs.	ALL students will be able to recognize and explain the root/stem.
Practicing New Vocabulary	Students will be given a chance to practice applying new vocabulary by completing cloze sentences.	Students complete this section of worksheet independently prior to group review of the answers. When appropriate, have students work in pairs or small groups. Students who get more than two of the cloze sentences wrong should be asked do other reinforcement (i.e. flash cards).	ALL Students will increase their familiarity with the new vocabulary and their ability to successfully use these new words in context.
Summary	Instructor will review the objectives of the lesson with the class a whole.	The summary can be completed as quick discussion or by asking student to summarize in their notes.	Example quick assessment: 3 new pieces of information from text, 2 new words, 1 question about what they learned.
Answer Key for Vocabulary Exercises: 1. improve 2. poverty 3. dedicated 4. formed 5. provides 6. recruited 7. have to 8. gave up 9. inspired 10. had to 11. service			