

TEACHER INSTRUCTIONS



INTERMEDIATE

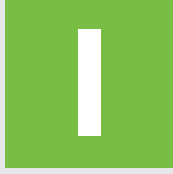


ENGLISH UNLOCKED

Caregivers

Unit

Literacy activities to help adults master reading and writing.



Intermediate
Level

NRS Levels 4-5

ENGLISH UNLOCKED

Caregivers

Unit

UNIT OVERVIEW

Skill focus: Use language of time and sequence to describe a series of events or steps in a process. *Can the learner _____ without help?*

- Use a variety of sequencing words (first, next, then, finally) in speech and writing.
- Demonstrate understanding of questions and statements that use “before” and “after” to describe a timeline of events.
- Read and interpret an informational flyer.

Vocabulary: *physical, research, stress, improve, elderly*

IN THE INTERMEDIATE LEVEL, STUDENTS WILL...

- Speak and write in short, complete sentences, often stringing several sentences together to form a coherent idea.
- Ask and answer information questions with *wh-* words to demonstrate understanding of key details in a text.
- Describe a personal experience, problem or opinion intelligibly including relevant details.
- Use a variety of strategies to determine the meaning of a word (dictionary, translator, image search).
- Determine if a definition matches the context in which the word appears, and search for additional meanings, if necessary.
- Read (decode) intermediate-level texts.
- Answer questions about main ideas and details in spoken and written texts.
- Use text features (titles, headings, images, captions) to better understand a text.
- Begin to infer, compare and draw conclusions when reading text

Students who consistently demonstrate these skills may be ready for the next level.

Acknowledgments

We wish to gratefully acknowledge everyone who contributed to the creation of these lessons, which would not be possible without their hard work.

- **Mya Shaftel, Jessica Horning, Caitlin Anderson, Leah Hauge, Meghan Boyle**
Lesson Writing and Editing Team, ESL Teachers
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Curriculum Designer, Lead ESL Teacher
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at Open Door Learning Center
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Document Design and Production Interns
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Let's Talk About Caregivers

**WE WILL
LEARN TO ASK
AND ANSWER
QUESTIONS
AND LISTEN
CAREFULLY
TO OTHERS'
ANSWERS.**

INSTRUCTIONS:

1. Read the questions.
2. Talk about words you don't know.
3. Answer the questions with a partner.
4. Tell the class what your partner said.



Sometimes adults need more help when they get older. They might need help driving to appointments, cleaning their home or cooking food.

1. Have you taken care of a parent, grandparent or other older adult? What type of help did that person need?
2. Do you know someone with a disability? Does that person need extra help? What type of help do they need?
3. If you need help when you are older, who do you want to take care of you?

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

LET'S TALK ABOUT CAREGIVERS

There is no review at the beginning of a unit.

- A:** *"Look at the title and the picture. What do you think the word 'caregiving' means? Who is the caregiver in this picture? Why do you think so?"*
- B:** TOGETHER: Read the title and "We will learn" objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.

- A:** Read the numbered instructions together. Ask questions about the sequence: *"Before we talk to a partner, what should we do?"*
- B:** STUDENTS: Read the questions silently or with a partner. Underline unfamiliar words.
- C:** Check for understanding. Ask questions about specific vocabulary words: *"What does disability mean? What are some examples of disabilities?"*
- D:** Model by giving your own answer to a question. This helps students know what is expected.
- E:** Review expectations: They need to listen closely to each other's answers and maybe ask a partner to repeat their answer. They should be ready to repeat what their partner said during the class discussion.
- F:** STUDENTS: Discuss the questions with a partner.
- G:** TOGETHER: Students report to the class what their partner said.

Students need repeated practice participating in classroom discussions. You can help them practice active listening and building upon the comments of others by regularly asking these questions during the class discussion:

- *What did _____ say? / Can anyone summarize what _____ just said?*
- *Did you understand what _____ said? Can you ask him/her to repeat the comment?*
- *Does anyone have a similar/different experience?*
- *Do you want to ask _____ a question about what they said?*

ASSIST: Focus on one or two questions. It is better to have an in-depth discussion and full understanding of one question than confusion over several questions.

CHALLENGE: Ask follow-up questions of students and encourage them to ask each other questions to elicit additional details. This can encourage them to listen to each other.

True Stories

**WE WILL
LEARN TO READ
FOR DETAILS
AND WRITE
QUESTIONS
ABOUT A TEXT.**

INSTRUCTIONS:

1. Read the story.
2. Write questions and answers about the story.
3. Ask your questions to a partner.

Caregiving for My Mother-In-Law

BY TAO XIONG

My mother-in-law is almost 80 years old now. She was shot in the leg during the war in Laos. Now she has a lot of pain when she walks or works. She needs some help putting on clothes, taking her medicine and eating her meals. I help her with all these things.

I go to her place in the evening around 5:00 p.m. When I get there, I cook her meals and clean her dishes. I also help her take showers. I need to make sure that she is safe during her shower. Then I help her get dressed and prepare some extra clothes for her for the next day. Lastly, I give her all the medicine that she needs and talk to her for a while about her day. Then it is time for me to say "goodnight."



1. QUESTION: What help does _____ need?

ANSWER: She needs help with _____ .

2. QUESTION: What time _____?

ANSWER: _____ .

3. QUESTION: _____?

ANSWER: _____ .

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

TRUE STORIES

No review.

- A:** *"We will read two stories written by adult ESL students."*
- B:** TOGETHER: Read the title and *"We will learn"* objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.
- C:** *"Good readers think about what they are reading all the time. They ask themselves questions before, during and after they read a text. Today we will practice writing 'Right There' questions. These are questions about the story. We call them 'Right There' questions because I can point to the answer in the text and say, 'The answer is right there.' These questions begin with information question words."*
- D:** TOGETHER: Make a list of information question words on the board (eg, **who, what, where...**).

- A:** *"Look at the title of the story. Look at the picture. When you first see this picture and this title, what do you think about? What do you think we will read about in this story?"*
- B:** TOGETHER: Read the numbered instructions. Ask comprehension questions about the instructions: *"Where will you write the questions?"* (on the numbered lines.) *"What will you write questions about?"* (the text.) *"Where will you find the answers to the questions?"* (in the text.)
- C:** STUDENTS: Read the story independently and then begin writing their own questions and answers about the text. Circulate and provide feedback on the questions and answers as needed.
- D:** IN PAIRS: Students read their questions aloud to each other (without showing their partner) and answer their partner's questions.

ASSIST

- Provide prompts for numbers 3 and 4: *"What age..., What country...?"*
- If students struggle to articulate the question, ask *"What is the answer to this question? Show me the answer in the text?"* Encourage students to underline the information that they intend to be the answer to their question, then help them choose the correct wording for their question.

CHALLENGE

- Help students fine-tune the grammar in their questions.
- Early finishers can practice pronunciation and reading fluency by rereading the story aloud with a partner.

Compare True Stories

WE WILL LEARN TO COMPARE AND CONTRAST TWO TEXTS.

INSTRUCTIONS:

1. Read the story.
2. Talk about how the two stories are the same and different.
3. Write sentences about the two stories.

Taking Care of My Sister

BY BET SI PAW

My sister's name is Moo Gay. She is twelve years old and she lives with our family. Because she has a disability, she can't walk, she can't see and she can't eat by herself. She doesn't have much strength, and sometimes she has seizures. I know she needs a lot of help. Right now, I am taking care of her.



Every day I have to do some activities for her. I bathe her before she goes to school. Then I prepare breakfast for her. Later, I do exercises with her. I give her medicine every night. On the weekend, I go to the laundromat and wash her clothes. She has two or three appointments per month, so I go with her when she has an appointment. If she can't sleep, I go to sleep with her.

Compare the stories.

1. In the first story, _____, **but** in the second story, _____.
2. In **both** stories, _____.

REVIEW & CHECK

COMPARE TRUE STORIES

- A:** Review the reading strategies from the previous activity: *"What do good readers do before and after they read a text?"* (ask themselves questions.) *"What parts of the text did we look at before we read the whole story?"* (the title and picture.)
- B:** *"You wrote 'Right There' questions. Why are they called that?"* (the answer is 'right there' in the text.)
- C:** Reread "Caregiving for My Mother-in-Law" as needed.

CONTEXT & OBJECTIVES

- A:** *"Now we will read another story written by an adult ESL student."*
- B:** TOGETHER: Read the title and "We will learn" objective.
- C:** *"Look at the title and the picture. How do you think this story will be different from the other story? Why do you think so? What might be the same? Why do you think so?"*
- D:** *"When you read this story, I want you to think about how it is the same and different from the last story. This is called comparing."*

ACTIVITY

- A:** TOGETHER: Read the numbered instructions. Ask comprehension questions about the instructions: *"What will we do after we read the story? Where will we write the sentences?"*
- B:** STUDENTS: Read the story independently.
- C:** IN PAIRS: Students talk about how the two caregiver stories are the same and different.
- D:** IN PAIRS: Students write sentences comparing the two stories using the sentence frames at the bottom of the page.

ASSIST & CHALLENGE

ASSIST

- TOGETHER: Talk about how the stories are the same and different. Then, construct the sentences together on the board and have students copy those sentences onto the page.

CHALLENGE

- Write additional sentences comparing the text in their notebooks.
- Write three to five "Right There" questions for the second story in their notebook.

Your Experience

**WE WILL LEARN
TO WRITE
COMPLETE
AND CORRECT
SENTENCES AND
PUT SENTENCES
TOGETHER
TO MAKE A
PARAGRAPH.**

INSTRUCTIONS:

1. Talk about the questions with a partner.
2. Write short answers to the questions.
3. Write a paragraph about caregiving in your notebook.

1. Name a person you know who needs caregiver help.

2. Why does this person need help?

3. Who takes care of this person?

4. What activities does the caregiver do to help this person?

5. Do they need part-time or full-time care? Why?

PARTICIPATION CHOICE:

Remind students that they can always choose not to answer a question if they feel uncomfortable. They can talk about the topic in a different way.

REVIEW & CHECK

YOUR EXPERIENCE

- A:** Reread the caregiver stories, as needed.
- B:** IN PAIRS: Students cover the text and take turns retelling the stories.

CONTEXT & OBJECTIVES

- A:** *"The stories you read were written by adult ESL students like you. Today, you will write your own stories about caregiving."*
- B:** TOGETHER: Read the title and *"We will learn"* objective. Ask one or two students to explain why it is important to practice the skills in the objective. If they cannot, give your own example. With repeated practice, they will be able to do this on their own.

ACTIVITY

- A:** TOGETHER: Read the numbered instructions. Ask comprehension questions about the instructions: *"Will you write your answers first?"* (no, talk first.) *"In step 2, do you need to write complete sentences?"* (no short answers.) *"Where will you write the paragraph?"* (in our notebooks.)
- B:** IN PAIRS: Students talk about their answers to the questions on the page. Remind them not to write at this time.
- C:** STUDENTS: Write short answers to the questions on the page. As soon as they are finished, check their answers for intelligibility. Then, remind them that they will use the ideas they just wrote to write a more complete paragraph in their notebook.

ASSIST & CHALLENGE

ASSIST

- Some students may struggle to think of someone to write about, but most of us know someone in our family, a friend or in a community group who needs some assistance. Encourage them to think of both past and present examples. You may also encounter some students who work as professional caregivers. This is a great time for them to share their experiences.

CHALLENGE

- Options for proofreading/drafting process:
 - › Choose one or two things to look for (eg, capitalization, end punctuation, subject/verb agreement) and have students proofread a partner's paragraph.
 - › Teacher or partner asks three questions about the student's text in order to elicit more details. Student chooses one or two details to add to their story.
 - › Practice word processing the paragraph on a computer.

Conversation

WE WILL LEARN HOW TO SPEAK CLEARLY IN COMPLETE SENTENCES.

INSTRUCTIONS:

1. Listen to your teacher read the conversation. Circle words you don't know.
2. *Together*, talk about the meaning of the conversation.
3. *Together*, practice saying the sentences.
4. *With a partner*, practice the conversation again.

Caregivers often go with family members to medical appointments. Sometimes, they help answer questions about their family member.



Next I have a few questions to ask you. Have you noticed any big changes in your sister's eating or sleeping?

She's eating the same, but she often has problems sleeping.



Can you tell me more about the sleeping problems?

She doesn't have any trouble falling asleep, but a few hours later she wakes up and makes a lot of noise. She moves her body like she is in pain, but we don't know what is wrong with her.



Does anything seem to help her calm down and go back to sleep?

Not right away. But, if I lay with her and sing to her, she eventually falls back asleep. Sometimes this happens two or three times each night.



REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

CONVERSATION

No review.

A: TOGETHER: Read the title and “*We will learn*” objective.

- A:** TOGETHER: Read the numbered instructions and the introduction paragraph.
- B:** Read the conversation aloud while students listen and circle unfamiliar words. Repeat, as needed.
- C:** Provide short and simple definitions for unknown words. Only introduce the meaning of the word as it appears in this context. Introducing other meanings at this time may be confusing.
- D:** TOGETHER: Talk about the meaning of the conversation.
- *Who is talking? Which person is A? B? How do you know?*
 - *Who is the patient?*
 - *What’s the problem?*
 - *What does ‘fall asleep’ mean?*
- E:** TOGETHER: Talk about the tone of the conversation and make inferences about the meaning.
- *Do you think these two people have talked before? Why do you think so? Can you point to evidence in the conversation?*
 - *The first person says, “Next, I have a few questions to ask you.” Is this something you would say to your friend? Why or why not? When would someone say this? Why?*
- F:** Read the conversation aloud again, stopping after each sentence for students to repeat. Break long sentences into manageable chunks. Repeat, as needed. The goal is natural, fluent-sounding speech.
- G:** IN PAIRS: Students practice the conversation at least two times, switching roles halfway. Circulate and listen for challenges in pronunciation or fluency.
- H:** TOGETHER: Review the most challenging sections of the conversation by breaking them down into short phrases and then building them back up.
- I:** IN PAIRS: Practice the conversation again.

ASSIST

- Copy a small section of the conversation on the board. Practice it together, making notes about pronunciation as you go.

CHALLENGE

- Students provide their own answers to the question about changes in eating or sleeping.

Dictionary Definitions

**WE WILL
LEARN TO READ
DICTIONARY
DEFINITIONS
TO FIND THE
MEANINGS OF
NEW WORDS.**

INSTRUCTIONS:

1. Together, practice the pronunciation of each word and read the definitions.

2. With a partner, talk about each word using the questions in the box.

elderly

eld.er.ly (*adjective*), **1.** Old — *only used to describe people*
▫ Their **elderly** grandfather needs help cleaning his house.

improve

im.prove (*verb*), **1.** to get better; **2.** to make something better
▫ Students come to class because they want to **improve** their reading skills.

physical

phys.ic.al (*adjective*), **1.** about the body; **2.** having a lot of body movement.
▫ My children like to run and jump. They enjoy **physical** activities.

research

re.search (*noun*), **1.** a careful study of something; **2.** the activity of looking for information about something.
▫ The students found some **research** about ocean waves at the university's library.
▫ People in universities, government, and businesses do **research** to learn more about something.

stress

(*noun*), **1.** a feeling of worry or tension because of problems in your life.
▫ I have a lot of **stress** right now because I have problems at my job.

1. What does _____ mean?
2. Is it a noun, verb or adjective?
3. Can you explain the example sentence using different words?

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

DICTIONARY DEFINITIONS

No review.

- A:** Set the stage. *"If you see an English word you don't know, what do you do? Ask a friend? Use your phone? Use a dictionary? There are many good ways to learn new words. Dictionaries show the meanings of words and other information about the word. It takes practice to use a dictionary."*
- B:** TOGETHER: Read the title and "We will learn" objective.

- A:** TOGETHER: Read the numbered Instructions. Ask questions about the instructions: *"Before we talk to a partner, what should we do?"*
- B:** TOGETHER: Repeat each word aloud several times and tap the syllables.
- C:** TOGETHER: Read and discuss each definition. Focus on understanding the word meaning in context. Acknowledge other meanings if students provide them, but do not introduce other meanings at this time.
- D:** Model talking about the new words with the questions in the box.
TOGETHER: Talk about one to two of the words as a class. *"Let's look at question 3. The second example sentence is 'Students come to class because they want to improve their reading skills.' What word(s) could we use to replace improve in this sentence and still have the same meaning? 'Students come to class because they want to make their reading skills better.'"*
- E:** STUDENTS: Talk about all five words with a partner.

ASSIST

If students use a first language dictionary or online translator, remind them that a word may have more than one meaning or may not exist in their first language.

ASSIST

- Provide additional example sentences.
- Ask yes/no questions to check comprehension: *"Is your daughter elderly? Is watching TV physical?"*
- Encourage students to discuss the meaning with others in their first language and write the translation on their paper.

CHALLENGE

- Students say or write their own examples of the word in context.
- Look up each word in a dictionary for a more complete set of definitions and parts of speech.

Vocabulary Practice

**WE WILL
LEARN FIVE
NEW WORDS
AND PRACTICE
SPEAKING IN
COMPLETE
SENTENCES.**

INSTRUCTIONS:

1. Listen to your teacher ask questions. Say your answer with a complete sentence.
2. Talk about your own examples.

1. improve

SAY: "Yes, it improved because _____."

OR: "No, it did **not** improve because _____."

2. physical

SAY: "I think _____ is physical because _____."

OR: "I think _____ is **not** physical because _____."

3. elderly

SAY: "I think people are elderly when they are _____ years old or older."

4. stress

SAY: "When I have a lot of stress, I like to _____."

5. research

SAY: "I think that is an example of research because _____."

OR: "I think that is **not** an example of research because _____."

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

VOCABULARY PRACTICE

A: Review the meaning and pronunciation of the words using the DICTIONARY DEFINITIONS (previous page), as needed.

A: Set the stage: *"Sometimes students say they learn a new word but they forget it the next day. This is true. Most people need to practice a new word seven to 10 times to remember it. We need to use the words in reading, writing, listening and speaking."*

B: TOGETHER: Read the title and *"We will learn"* objective.

A: TOGETHER: Read the numbered instructions.

B: *"Don't write your answers. We will practice speaking."*

C: Ask the questions below. Encourage students to answer using the sentence frames on the page. Repetition is good. Call on multiple students to answer the same question.

1. *The weather on Saturday was cold and rainy. The weather on Sunday was warm and sunny. Did the weather **improve**? I felt healthy last week. Now I feel sick. Did my health **improve**?*
2. *Which of these activities are **physical**: running? reading? sleeping? dancing? playing basketball?*
3. *At what age do you think people are **elderly**?*
4. *When you have a lot of **stress**, what helps you feel better?*
5. *Your teacher told you about how plants grow. Is that **research**? You read books about plants and watch a plant every day as it grows. Is that **research**?*

D: IN PAIRS: Students think of more examples to show the meaning of each word.

E: TOGETHER: Students share their ideas with the class.

ASSIST

- Repeat the whole set of questions or provide more examples. Show students how to draw a picture next to each word to show its meaning and help them remember.

CHALLENGE

- Students write sentences using the new words. They should do this only if you're sure they have a strong understanding of each word's meaning.

Before We Read

**WE WILL LEARN
HOW TO BE
GOOD READERS
BY THINKING
ABOUT THE
TEXT BEFORE WE
READ.**

PARTS OF THE TEXT INSTRUCTIONS:

1. Look at the article on the next page.
2. Use a pencil to label the parts of the text.

PREDICTIONS INSTRUCTIONS:

1. Look at the title, headings, and picture.
2. Write answers to the prediction questions.
3. Talk about your answers with a partner.

Parts of the Text

1. Underline the **title** of the article.
 2. Number the **paragraphs**.
 3. Circle the **headings**.
 4. Label the **caption**.
-

Predictions

1. What do you think we will read about?

I think we will read about _____.

2. Why do you think that?

Because I see _____.

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

BEFORE WE READ

- A:** Review “caregiving.” *“What is caregiving? Can you tell me two examples you remember?”*
- B:** Help students find the “Dictionary Definitions” exercise from earlier in the unit. Review the unit vocabulary, as needed.

- A:** Set the stage. *“Did you know that good readers don’t start reading the first sentence right away? It’s true! Good readers are always thinking. Before they read, while they read and after they read. They do a lot of thinking when they read.”*
- B:** TOGETHER: Read the title and “We will learn” objective.

- TOGETHER: Read the numbered instructions for “Parts of the Text.” Ask questions about the instructions: *“Will we read the whole article?”* (not yet.) *“What will we circle? What does ‘label’ mean? Where will we look for the caption?”*
- STUDENTS: Label the parts of the text according to the instructions. While students work, circulate and provide feedback or review the text features when everyone is finished.
- TOGETHER: Read the numbered instructions for “Predictions.”
- STUDENTS: Complete sentences independently. Then share ideas with a partner. Finally, ask a few students to share with the class and record a few predictions on the board to use during the next activity.

ASSIST

- Complete all the activities together, with students following the teacher. Reinforce the names of new text features.

CHALLENGE

- Push students to be precise about the reasons for their predictions. A good response might sound like this: *“I think we will read that many people who take care of family have a lot of stress and too many things to do. Because I see the word stress in the title and the caption is about paying bills. I think paying bills is stressful.”*

Read

Family Caregivers Under Stress

Caregivers are people who take care of someone in their family or a close friend. Sometimes they take care of someone who has problems moving, eating or taking a shower. Sometimes they take care of someone who has problems thinking clearly or problems with their memory.



Caregivers often help family members pay their bills.

There are many family caregivers in our communities. About one in six Americans takes care of a sick or disabled relative. They usually help their family member for about 24 hours a week. Most of them are caring for an **elderly** family member. Often, these family members have Alzheimer's disease, memory problems or problems thinking clearly.

Caregivers Need Care, Too

Being a caregiver is **stressful**. Caregivers can have more health problems than other people because they often don't take time to care for themselves.

Researchers wanted to help caregivers. They wanted to know if exercise could help caregivers. They learned that regular exercise can help reduce **stress** for caregivers. It can also **improve** their long-term health.

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

READ: FAMILY CAREGIVERS UNDER STRESS

No review.

A: *"Now, let's read the article together. Let's think about if your predictions are correct."*

- A:** Read the text aloud to the students. Students underline unfamiliar words as they listen.
- B:** TOGETHER: Evaluate which of the students' predictions were true. Ask students for details in the text that match their predictions.
- C:** Provide quick explanations for unfamiliar words, based on the context of the article.
- D:** Remind students that they will read this article several more times. It is okay if they don't understand everything right now.

ASSIST

- TOGETHER: Read aloud, stopping every two to three sentences to ask questions about what you just read: *"Who are caregivers? What are some things caregivers do?"*

CHALLENGE

- PARTNERS: Students summarize the article orally.
- TOGETHER or SMALL GROUP: Students read a paragraph from the article aloud and receive feedback on pronunciation and reading fluency.

Read for Details

Answer Key

**WE WILL
LEARN TO READ
CLOSELY TO
FIND SPECIFIC
INFORMATION.**

INSTRUCTIONS:

1. Read the article again.
2. Answer the questions with complete sentences.
3. Talk about your answers with a partner.

Fill in the blanks and answer the following questions.

1. Most caregivers take care of an elderly family member because

they have memory problems or need help moving, eating, or taking a shower.

2. They help them with moving, eating, taking a shower, paying bills.

3. According to the article, why were researchers worried about caregivers?

Caregivers have a lot of stress. Caregivers can have more health problems than other people.

4. What do researchers think might help caregivers?

Researchers think exercise might help caregivers

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

READ FOR DETAILS

- A:** Review the words **caregiver** and **researcher**.
- B:** Ask how many students have read the article "Family Caregivers Under Stress." If many have not read it, go back to the previous page.

- A:** Read the title and "We will learn" objective together.
- B:** Ask one or two students to explain how they think this will help them in their lives. What are other situations where we need to read for details? If they cannot, offer a suggestion. With repeated modeling, they will learn how to do this.

- A:** TOGETHER: Read the numbered instructions. Ask questions about the instructions: "What will we do first? What will we do before we talk with a partner? Is it okay to write one-word answers?"
- B:** STUDENTS: Complete the sentences and answer the questions according to the instructions. As you circulate, the first priority is to understand and answer the question based on the information in the article. If a student is able to do that well, provide some correction in grammar, spelling or punctuation.

ASSIST

- TOGETHER: Talk about student ideas about each question. Then work together as a class to form a complete answer on the board. Students copy that sentence onto their worksheet.

CHALLENGE

- Ask for student volunteers to write one of their sentences on the board for group discussion and correction.

ERRORS

Correct errors that affect intelligibility such as word choice or lack of a subject or verb. Give no more than five corrections at a time.

Main Ideas

**WE WILL LEARN
HOW TO TALK
AND WRITE
ABOUT THE
MAIN IDEA OF
A PICTURE.**

INSTRUCTIONS:

1. Talk about the main idea of these pictures with your class.
2. Who or what is this picture about?
3. What is the most important information about that person or thing?



REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

MAIN IDEAS (PART 1)

No review.

A: Introduce the skill. *"Today we will talk about 'main idea'. Main idea is the most important information about something in just one sentence. In American education, students and teachers talk about this a lot. Children practice it in every grade. Reading tests and GED tests ask about it. At work, your manager might want you to tell them the main idea quickly, not tell a long story."*

B: TOGETHER: Read the title and "We will learn" objective.

A: TOGETHER: Read the instructions. Ask students to put down their pencils. They do not need to write yet.

B: Ask questions about picture 1 (woman eating ice cream). *"Who or what is this picture about? Can you tell me in one or two words? Do you think it is mostly about the woman? Or mostly about the ice cream? The woman? Good."* Write **"woman"** or **"elderly woman"** on the board.

C: Ask questions about key information. *"Now what is the most important information about this woman?"* Write ideas on the board (eg, eating ice cream, beach). *"She's wearing sunglasses. Do you think that is very important or not? Maybe that is a detail?"*

D: Continue asking questions about pictures 2 and 3 in the same manner. As you go, try to reinforce the difference between a main idea and a detail.

ASSIST

- Students name as many things as they can identify in the picture. Then review the list and ask them to think about which is most important. Remind them to avoid inferences or assumptions about what's happening in the picture. They should try to describe what they can see.

CHALLENGE

- Students try to write or say a sentence using 10 words or fewer that describes the main idea of the picture.

Main Ideas

Answer Key

WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF THE TEXT.

INSTRUCTIONS:

1. Read the article
"Family Caregivers
Under Stress" again.
2. Write about the main
idea of the article.
3. Talk about your
answers with a
partner.

Who or what is this article
about? (1-2 words)

Family caregivers

What is the *most important* information
about that person or thing?

- They take care of sick or elderly family members
- They have a lot of stress
- Caregivers need help
- Caregivers have health problems

Which of these sentences best explains the main ideas of the article? (circle 2)

- a. Many Americans take care of someone who is elderly or disabled.
- b.** Caregivers spend about 24 hours a week taking care of others
- c. Caregiving can be stressful, but exercise may help caregivers.
- d.** Some people need extra help because they can't remember things.
- e. Caregivers have many health problems.

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

MAIN IDEAS (PART 2)

A: Read the article “Family Caregivers Under Stress” again. This can be a teacher read-aloud, choral reading or partner reading. Ask students to think about the main idea (most important information) as they read.

A: *“We practiced talking about the main idea of some pictures. Now we will practice the same thing with text.”*

B: TOGETHER: Read the title and “*We will learn*” objective.

A: TOGETHER: Read the numbered instructions.

B: TOGETHER: Complete the chart using information from the article. (The teacher answer page provides suggested language.)

C: STUDENTS: Identify and circle two main-idea sentences from the list and discuss their choices with a partner.

D: TOGETHER: Talk about the correct answers and why the others are not main ideas.

ASSIST

- If students seem unsure where to start, use this activity to model how to find important ideas in the text.
- TOGETHER: Highlight important ideas in the text as you reread.
- Remind students that it takes time and practice to master this skill and they will practice it every time they read a text together.

CHALLENGE

- Encourage the students to work independently or in pairs to complete the chart.

Vocabulary Review

WE WILL LEARN TO USE NEW WORDS.

PART 1

INSTRUCTIONS:

1. Write the correct word in each sentence.
2. Read the sentences aloud.

Part 1

Vocabulary words: **improve, physical, elderly, stress, research**

1. When people have money problems, that can cause a lot of _____.
2. Students learn to do _____ online and in the library, so they can learn about new things.
3. Reading a little every day can help you _____ your reading ability.
4. _____ patients often have different medical problems than younger patients.
5. She has a _____ disability. In other words, her body is not able to do some things.

PART 2

INSTRUCTIONS:

1. Finish the sentences with your own ideas.
2. Share your sentences with a partner.

Part 2

Finish the sentences with your own ideas.

1. A **physical** activity that I enjoy is _____.
2. I want to **improve** _____ because _____.
3. When I am **elderly**, I hope I can _____.
4. Something that gives me **stress** is _____ because _____.
5. I think **researchers** should study _____ because _____.

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

VOCABULARY REVIEW

- A:** TOGETHER: Review the pronunciation of these five unit vocabulary words: improve, physical, elderly, stress, research.
- B:** STUDENTS: Find the dictionary definitions for these words earlier in their packet.

- A:** TOGETHER: Read the title and “*We will learn*” objective.

- A:** TOGETHER: Read the activity instructions for both parts.
- B:** STUDENTS: Complete sentences in both parts independently.
- C:** TOGETHER: Practice reading the sentences in part 1 aloud for reading fluency and pronunciation practice.
- D:** TOGETHER or IN PAIRS: Share answers for part 2.

ASSIST

- TOGETHER: Highlight key words in each sentence that relate to the definition:
 1. problems
 2. learn new things
 3. reading every day
 4. different/younger patients
 5. body
- Show students how to match these key words with words in the dictionary definitions.

CHALLENGE

- STUDENTS: Write their own sentences with the words.
- STUDENTS: Use dictionaries to look up additional meanings for the words ***physical*** and ***stress***.

Discussion

**WE WILL LEARN
TO TALK AND
LISTEN IN
SMALL GROUPS.**

1. What age do you think is “old”? Why?
2. How do people change as they get older?
3. What things do you hope to do when you get older?
4. Do you think we should take care of our parents when they grow old?
Is it a family responsibility?
5. Sometimes families cannot take care of elderly parents.
Can you give an example?

MATERIALS

One copy of the group discussion board for every four students (Appendix B).

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

DISCUSSION

No review.

A: TOGETHER: Read the title and “*We will learn*” objective.

- A:** Introduce the activity (if most students have not done it before). “*In today’s discussion, there are four different jobs.*” (Hold up the discussion board). Call on different students to do each job. Model summarizing and asking follow-up questions, as needed.
- B:** Divide students into groups of three to five and give each group a discussion board. Demonstrate how the discussion board is rotated after each question round so that everyone has a new job. In groups of three, role #1 and #4 can be combined. In groups of five, two students can both ask follow-up questions (role #4).
- C:** IN SMALL GROUPS: Students discuss the questions. Circulate and provide help with unfamiliar vocabulary. Guide them back to their discussion roles if they become distracted or if one member starts to take over. Listen and support. If you participate in the conversation, do so as a participant, according to the discussion roles.

ASSIST & CHALLENGE

ASSIST

- Complete this as a whole group activity, but call on individual students to do each role for each question.

CHALLENGE

- Write these prompts on the board and ask students to complete a written reflection of their discussion. Remind them to think about what others said, not just their own ideas:
 - › **One thing I heard that really surprised me was...**
 - › **Our group had similar ideas about...**
 - › **Our group had many different ideas about... For example...**

PARTICIPATION CHOICE

Remind students that they can always choose not to answer a question if they feel uncomfortable. They can talk about the topic in a different way.

Before We Read

**WE WILL LEARN
HOW TO BE
GOOD READERS
BY THINKING
ABOUT THE
TEXT BEFORE WE
READ.**

REVIEW

INSTRUCTIONS:

1. Read the article
"Family Caregivers
Under Stress" again.
2. Complete the
sentences. Use
information from
the article.

PARTS OF THE TEXT

INSTRUCTIONS:

1. Look at the article on
the next page
2. Use a pencil to label
the parts.

PREDICTIONS

INSTRUCTIONS:

1. Look at the title,
headings, and
picture.
2. Talk about the
prediction questions

Review

1. Family caregivers take care of _____.
2. Family caregivers help with many things. For example,
_____.
3. One problem family care givers have is _____.

Parts of the Text

4. Underline the **title** of the article.
5. Number the **paragraphs**.
6. Circle the **headings**.
7. Label the **caption**.

Prediction Questions

1. What do you think we will read about?
I think we will read about _____.
2. Why do you think that?
Because I see _____.

REVIEW & CHECK

BEFORE WE READ

- A:** TOGETHER: Read the numbered instructions for “Review.”
- B:** STUDENTS: Review the article “Family Caregivers Under Stress.” Complete sentences independently. Then share ideas with a partner. Ask a few students to share with the class.
- B:** Review unit vocabulary, as needed.

CONTEXT & OBJECTIVES

- A:** Set the stage. *“Did you know that good readers don’t start reading the first sentence right away? It’s true! Good readers are always thinking. Before they read, while they read and after they read. They do a lot of thinking when they read.”*
- B:** TOGETHER: Read the title and “We will learn” objective.

ACTIVITY

- TOGETHER: Read the numbered instructions for “Parts of the Text.” Ask questions about the instructions: *“Will we read the whole article?”* (not yet.) *“What will we circle? What does ‘label’ mean? Where will we look for the caption?”*
- STUDENTS: Label the parts of the text according to the instructions. While students work, circulate and provide feedback or review the text features when everyone is finished.
- TOGETHER: Read the numbered instructions for “Predictions.”
- STUDENTS: Complete sentences independently. Then share ideas with a partner. Finally, ask a few students to share with the class and record a few predictions on the board to use during the next activity.

ASSIST & CHALLENGE

ASSIST

- Complete the activity as a class, with students following the teacher. Reinforce the names of new text features.
- Model the prediction questions with your own answers. Then ask students to repeat those answers. Students will do this activity for every reading and will develop the skill with repeated modeling and practice.

CHALLENGE

- Push students to be precise about the reasons for their predictions. A good response might sound like this: *“I think we will read that caregivers need to exercise because they have a lot of stress. I think this because I see in the title that exercise can lower stress and I see a picture of a person exercising.”*

Read

Exercise Can Help Caregivers Lower Stress

Researchers at the University of California wanted to help caregivers. They asked this question: Can exercise help caregivers? They learned that regular exercise can help reduce stress for caregivers. It can also **improve** their long-term health.



Caregivers in the exercise group had free gym time and help from a trainer.

Study Details

For the study, **researchers** talked to 68 caregivers. They all lived near San Francisco, California. All of them took care of family members at least 10 hours a week. None of the caregivers had serious health problems. All of them had a lot of **stress** and didn't exercise often.

Researchers put the 68 caregivers into two groups. They asked one group not to change their normal habits. This means they did not change any activities in their life. This was the "control" group. They asked the other group to exercise for 40 minutes, three to five times a week. People in the exercise group could go to the gym for free. They met with a trainer at the gym every week for more help.

What the Research Study Shows

By the end of the study, the caregivers in the exercise group had healthier hearts and lungs than those in the "control" group. The exercise

group also said they had lower levels of **stress**.

What the Research Study Does Not Show

This is only one study about caregivers and exercise. **Researchers** will need to do more studies to see if they get similar results. There were only a small number of caregivers in the study. The results might be different if **researchers** study more caregivers. For example, most of the people in this study were white, older women and all of them were healthy enough to exercise. If they study a larger group that includes more men and more people who are not white, they might get different results.

Still, a lot of **research** shows that exercise can **improve** health. Exercise is good for physical health and also for the mind. This could be very important for caregivers because they have a lot of **stress**.

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

READ: EXERCISE CAN HELP CAREGIVERS LOWER STRESS

No review.

A: *"Now, let's read the article together. Let's think about if your predictions are correct."*

- A:** Read the text aloud. Students underline unfamiliar words as they listen.
- B:** TOGETHER: Evaluate which of the students' predictions were true. Ask students for details in the text that match their predictions.
- C:** Provide quick explanations for unfamiliar words based on the context of the article.
- D:** Remind students that they will read this article several more times. It is okay if they don't understand everything right now.

ASSIST

- TOGETHER: Read aloud, stopping every two to three sentences to ask questions about what you just read: *"Who are researchers? What did the researchers want to know?"*

CHALLENGE

- PARTNERS: Students summarize the article orally.
- TOGETHER or SMALL GROUP: Students practice reading a paragraph of the article aloud and receive feedback on pronunciation and reading fluency.

Read for Details

Answer Key

WE WILL LEARN TO READ CLOSELY TO FIND SPECIFIC INFORMATION.

INSTRUCTIONS:

1. Read the article again.
2. Answer questions 1-5 with complete sentences.
3. Talk about your answers with a partner.
4. Talk about questions 6-7 together.

DISCUSSION QUESTIONS

Fill in the blanks and answer the following questions.

1. Before the study, all of the caregivers had a lot of stress.
2. Before the study, all of the caregivers said they didn't exercise.

3. What instructions did the researchers give to the "control" group?

They told them not to change their normal habits.

4. What instructions did the researchers give to the "exercise" group?

They asked them to exercise for 40 minutes, three to five times per week.

5. Why do researchers need to do more research about caregivers and exercise?

There were only a small number of caregivers. Most of the caregivers were older and white. They need to do more research to see if they get different results with a different group of caregivers.

6. Why do you think some people are active in old age and some are not?

7. When you were young, what ideas did you have about old people? Have your ideas changed as you've gotten older?

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

READ FOR DETAILS

- A:** Review the words **research, researcher, stress** and **improve**.
- B:** Ask how many students have read the article *"Exercise Can Help Lower Stress."* If many have not read it, go back to the previous page.

- A:** TOGETHER: Read the title and *"We will learn"* objective.
- B:** Ask one or two students to explain why it is important to practice this skill. What are other situations where we need to read for details? If they cannot, offer a suggestion. With repeated modeling, they will learn how to do this.

- A:** TOGETHER: Read the numbered instructions. Ask questions about the instruction sequence: *"What will we do first? What will we do before we talk with a partner? Is it okay to write one-word answers?"*
- B:** STUDENTS: Complete the sentences and answer the questions according to the instructions. As you circulate, make sure learners' responses are understandable and based on information in the article. If a student is able to do that well, provide some correction in grammar, spelling or punctuation.
- C:** TOGETHER: Talk about questions 6 and 7. Encourage students to listen to each other, agree or disagree, and build on each others' ideas.

ASSIST

- For difficult questions, discuss them as a class first. Then work together as a class to form a complete answer on the board.
- STUDENTS: Copy that sentence onto their worksheet.

CHALLENGE

- Ask for student volunteers to write one of their sentences on the board for group discussion and correction.

ERRORS

Correct errors that affect intelligibility first, such as word choice or lack of a subject or verb. Give no more than five corrections at a time.

Main Ideas

**WE WILL LEARN
HOW TO TALK
AND WRITE
ABOUT THE
MAIN IDEA OF A
PICTURE.**

INSTRUCTIONS:

1. Talk about the main idea of these pictures with your class.
2. Who or what is this picture about?
3. What is the most important information about that person or thing?



MATERIALS

Single copies of full-page photos 4-6 (Appendix A)

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

MAIN IDEAS (PART 1)

No review.

A: Introduce the skill. *"Today we will talk about 'main idea'. Main idea is the most important information about something in just one sentence. In American education, students and teachers talk about this a lot. Children practice it in every grade. Reading tests and GED tests ask about it. At work, your manager might want you to tell them the main idea quickly, not tell a long story."*

B: TOGETHER: Read the title and "We will learn" objective.

A: TOGETHER: Read the instructions. Ask students to put down their pencils. They do not need to write yet. They will practice by talking about pictures first.

B: Ask questions about the picture (woman with fruit baskets). Ask: *"Who or What is this picture about? Can you tell me in 1 or 2 words? Do you think it mostly about the woman? or mostly about the fruit? The woman? Good."* Write "woman" on the board.

C: Ask questions about key information. *"Now what is the most important information about this woman?"* Write ideas on the board (carrying baskets, a lot of fruit). *"She's wearing a flowered dress. Do you think that is very important or not? Maybe that is a detail."*

D: Ask questions about pictures 5-6 in the same manner. As you go, try to reinforce the difference between a main idea and a detail.

ASSIST

- Have students name as many things as they can identify in the picture. Then review the list and ask them to think about which is most important. Remind them to avoid inferences or assumptions about what's happening in the picture. They should try to describe what they can see.

CHALLENGE

- Students try to write or say a sentence using 10 words or fewer that describes the main idea of the picture.

Main Ideas

Answer Key

WE WILL LEARN HOW TO TALK AND WRITE ABOUT THE MAIN IDEA OF THE TEXT.

INSTRUCTIONS:

1. Read the article "Exercise can Help Caregivers" again.
2. Write about the main idea of the article.
3. Circle the best main idea sentence.
4. Talk about your answer with a partner.

Who or what is this article about? (1-2 words)

research/researchers
OR
caregivers

What is the *most important* information about that person or thing?

- research about caregivers
- more exercise = less stress
- more exercise = healthier

Which of these sentences best explains the main idea of the article? (circle 1)

- a. There were 68 caregivers in the study.
- b. Caregivers who exercised were healthier and had less stress.**
- c. Some caregivers went to the gym for free.
- d. Researchers asked everyone in the study to exercise more.
- e. Researchers don't know if exercise will help **all** caregivers.

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

MAIN IDEAS (PART 2)

A: Read the article, *“Exercise Can Help Caregivers Lower Stress”* again. This can be a teacher read-aloud, choral reading or partner reading. Ask students to think about the main idea (most important information) as they read.

A: *“We practiced talking about the main idea of some pictures. Now we will practice the same thing with text.”*

B: TOGETHER: Read the title and *“We will learn”* objective.

A: TOGETHER: Read the numbered instructions.

B: TOGETHER: Complete the chart using information from the article (the teacher answer page provides suggested language).

C: STUDENTS: Identify and circle the best main idea sentence from the list and discuss their choice with a partner.

D: TOGETHER: Talk about the correct answer and why the others are not main ideas.

ASSIST

- If students seem unsure where to start, use this activity as a demonstration modeling how to find important ideas in the text.
- TOGETHER: Highlight important ideas in the text as you reread.
- Remind students that it takes time and practice to master this skill and they will practice it every time they read a text together.

CHALLENGE

- Encourage the students to work independently or in pairs to complete the chart.

Sequence

Answer Key

WE WILL LEARN TO PUT DETAILS IN THE CORRECT ORDER.

INSTRUCTIONS:

1. Put the research steps in order. Write a number next to each step in the research process.

Put the research steps in order. Write a number next to each step in the research process.

2	Researchers interviewed 68 caregivers.
5	Researchers asked half of the caregivers to exercise every week. The other half did not change their daily activities.
6	The caregivers who exercised were healthier and had less stress.
1	The researchers asked the question: Can exercise help caregivers lower their stress?
3	All of the caregivers said they had a lot of stress and didn't exercise often.
7	Researchers will need to study their question again with more caregivers.
4	Researchers divided the caregivers into two groups.

SEQUENCE WORDS

INSTRUCTIONS:

2. Tell a partner about the steps in the research study. Use the words in the box.

Tell a partner about the steps in the research study. Use the words in the box.

- first
- next
- then
- after that
- in the end
- in the future

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

SEQUENCE

A: Make sure everyone has read *"Exercise Can Help Caregivers Lower Stress"* (completed earlier in this unit) at least once. Allow time for reading, re-reading and or retelling the article with a partner.

A: TOGETHER: Read the title and *"We will learn"* objective.

B: Talk about the skill: *"What do you think 'sequence' means? It says, 'We will learn to put details in the correct order'. Is that the same as sequence? Yes! In this activity, you will need to pay attention to the correct order."*

A: TOGETHER: Read the activity instructions. Ask comprehension questions about the instructions: *"What will you write on these lines?"* (numbers.) *"How will you know what numbers to write?"* (put the details in order.) *"What can you do if you don't remember?"* (look at the article again.)

B: STUDENTS: Complete the activity independently and then work with a partner to compare answers.

C: TOGETHER: Review correct answers.

D: TOGETHER: Read the instructions for part 2.

E: Model part 2 (talking about the research with sequence words). *"Look at the words in the box. Some of these have the same meaning. Can you find any with the same meaning? Okay, now I will talk about the research study using these words. Listen carefully. First, the researchers asked the question: Can exercise help caregivers lower stress. Then, they interviewed 68 caregivers. What word can I use next? What sentence will I say next? Great! Now you try it with a partner."*

F: IN PAIRS: Students retell the research process.

ASSIST

- Help students arrange their article next to the activity page for easy referencing.
- Have students underline or highlight information in the article that corresponds with the sentences in the activity.
- For the speaking activity, have learners write appropriate sequence words next to each sentence before reading them aloud.

CHALLENGE

- Students give mini-presentations on the research study. Explain that this is something college students are often asked to do. Write a few key details on the board as bullet points: University of California / 68 caregivers / exercise group and control group / results / next steps. Students can volunteer to stand at the front of the room and talk about the research study.

Discussion

**WE WILL LEARN
TO TALK AND
LISTEN IN
SMALL GROUPS.**

1. The article says caregivers have a lot of stress. Why do you think this is true?
2. Exercise can help lower stress. What are other ways people can feel better when they have stress?
3. Stress can cause physical problems. What are some ways we feel stress in our body?
4. Researchers study many different questions about health. What is another example of a research question about health?
5. Research studies often have a “control” group that doesn’t change anything. Why do you think this is important for research?

MATERIALS

One copy of the group discussion board for every four students (Appendix B)

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

DISCUSSION

No review.

A: TOGETHER: Read the title and *"We will learn"* objective.

- A:** Introduce the activity (if most students have not done it before). *"In today's discussion, there are four different jobs."* (Hold up the discussion board). Call on different students to do each job. Model summarizing and asking follow-up questions, as needed.
- B:** Divide students into groups of three to five and give each group a discussion board. Demonstrate how the discussion board is rotated after each question round so that everyone has a new job. In groups of three, role #1 and #4 can be combined. In groups of five, two students can both ask follow-up questions (role #4).
- C:** IN SMALL GROUPS: Students discuss the questions. Circulate and provide help with unfamiliar vocabulary. Guide them back to their discussion roles if they become distracted or if one member starts to take over. Listen and support. If you participate in the conversation, do so according to the discussion roles.

ASSIST & CHALLENGE

ASSIST

- Complete this as a whole group activity, but call on individual students to do each role for each question.

CHALLENGE

- Write these prompts on the board and ask students to complete a written reflection of their discussion. Remind them to think about what others said, not just their own ideas.
 - › **One thing I heard that really surprised me was...**
 - › **Our group had similar ideas about...**
 - › **Our group had many different ideas about... For example...**

PARTICIPATION CHOICE

Remind students that they can always choose not to answer a question if they feel uncomfortable. They can talk about the topic in a different way.

Vocabulary Review

**WE WILL LEARN
TO WRITE
COMPLETE
SENTENCES
ABOUT NEW
VOCABULARY
WORDS.**

INSTRUCTIONS:

1. With a partner, mark each sentence as **true** or **false**.
 2. Talk about **why** you think the sentence is true or false.
 3. By yourself, write a complete sentence to explain **why** each sentence is true or false.
1. **Elderly** people can do more **physical** activity than teenagers can do.
 2. Exercise can help you **improve** your **physical** health.
 3. **Research** is usually finished very quickly.
 4. **Stress** can affect, or change, your **physical** health.

Discussion Question

Tell me about an elderly person that you admire. Why are they special?

**WHERE'S
THAT PAGE?**

Scanning through pages in a book or document to find specific information is an important life skill. Ask students to work together to locate the earlier page that they need to reference. Consider marking important pages with paperclips or sticky notes.

REVIEW & CHECK

VOCABULARY REVIEW

- A:** Help students locate the *"Dictionary Definitions"* page for this unit (completed earlier).
- B:** Check for general comprehension of the vocabulary words. Use the questions at the bottom of the *"Dictionary Definitions"* page to review the word meanings, or plan a vocabulary review game to quickly review the vocabulary.

CONTEXT & OBJECTIVES

- A:** TOGETHER: Read the title and *"We will learn"* objective.
- B:** *"Today, you will need to remember the meanings of the words and think carefully about what they mean in these sentences."*

ACTIVITY

- A:** TOGETHER: Read the activity instructions.
- B:** IN PAIRS: Students complete the activity according to the instructions. Circulate and check student work by asking further questions to guide student answers. Assess student understanding by asking yourself these questions: Have they understood the new words in context? Have they written sentences that you can understand and that correctly justify their answer?
- C:** STUDENTS WHO FINISH EARLY: Write or talk about the discussion question.

ASSIST & CHALLENGE

ASSIST

- Lead a class discussion about the sentences first. Aim for everyone to participate, even if they just repeat the answer given by another student. Then have students write their answers independently.
- When students struggle to put together complete sentences, practicing example sentences can help. As students discuss their answers, record them on the board by writing them as complete sentences. Then practice reading those sentences aloud as a class.

CHALLENGE

- If some students easily grasp and articulate the meaning, spend more time helping them refine their writing with feedback on spelling, grammar and word choice.

Reading Our World: A Research Study Flyer

**WE WILL
LEARN TO READ
CAREFULLY FOR
DETAILS.**

INSTRUCTIONS:

1. Listen to your teacher talk about these new words.
2. Write one of the examples you hear on the line.
3. Read the research flyer.
4. Listen to and answer your teacher's questions.

Vocabulary

1. **purpose** = *the reason why you do or say something*

EXAMPLE: _____

2. **join** = *become part of a group*

EXAMPLE: _____

3. **eligible** = *allowed to do something or receive something*

EXAMPLE: _____

Healthy Adult Caregivers

WANTED FOR RESEARCH STUDY

We are looking for people to **participate**
in a research study about how **regular**
exercise affects the stress levels
of family caregivers.

Are you...

- * 25-65 years old?
- * in good physical health?
- * taking care of an adult family member at least 15 hrs/wk?
- * currently exercising less than 1 hr/wk?

You will...

- * complete an interview.
- * complete an exercise plan.
- * meet with a trainer at the gym once a week for 12 weeks.

If interested, please contact Jaime Rodriguez,
jrodriguez21@university.edu before May 1st.

REVIEW &
CHECKREADING OUR WORLD:
A RESEARCH STUDY FLYER

A: Review the concept of a research study. Reread “Exercise Can Help Caregivers Lower Stress,” as needed. *“What does research mean? In the research study you read about before, who completed the research? Why did they do this research?”*

CONTEXT &
OBJECTIVES

A: TOGETHER: Read the title and “We will learn” objective.
B: Set the stage. *“You read about a research study. Do you remember how many caregivers were in this study? (68 caregivers). The researchers had to find 68 caregivers to talk to. How do you think they found them? Sometimes researchers put flyers in school buildings, community centers, libraries and businesses. These papers ask people to contact the researchers. Today, we’re going to look carefully at a flyer like this.”*

ACTIVITY

A: TOGETHER: Read the numbered instructions.
B: Introduce the word **purpose**:

- Ask students to put pencils, phones and dictionaries down.
- TOGETHER: Repeat the pronunciation several times.
- Read the definition aloud.
- Read aloud at least two example sentences:
 - › “The purpose of this class is to help you learn English. That is the reason why you come to class.”
 - › “The purpose of a seat belt is to protect your body during a car accident. Why do we have seat belts? To protect our bodies.”
 - › “The purpose of a dictionary is to tell you the meanings of words. That is the reason people make dictionaries.”
- “Which example do you remember? Which example helps you understand the meaning of the word ‘purpose’?” As a class, decide on one example.
- Write the example sentence on the board. Students copy the sentence onto the example line on their paper.

C: Introduce the word **join** using the steps above. Example sentences:

- › “My child joined a soccer team this year. Now he plays soccer in a group.”
- › “If a new student registers today, maybe they will join our class.”
- › “Would you like to join a gym to get more exercise? Why or why not?”

D: Introduce the word **eligible** using the steps above. Example sentences:

- › “In the U.S., children must be 5 years old to be eligible for kindergarten.”
- › “Who is eligible to vote in this country?”
- › “Only people with low incomes are eligible for government programs like EBT/food stamps.”

CONTINUED

[illegible]

- E:** STUDENTS: Read the research flyer quietly. Meanwhile, distribute highlighters.
- F:** Read the comprehension questions aloud. You may choose to have students respond in writing or orally (to a partner or to the whole class). After agreeing on the correct answer, everyone highlights the relevant information in the text.

ASSIST & CHALLENGE

ASSIST

- Write a question on the board. Ask students to identify important words in the question. Talk about the meaning of the question. Then look for the answer in the text.

CHALLENGE

- Use the questions as a dictation activity. Dictate questions, and have students leave space to write answers later.

Study Flyer Comprehension Questions

Keep everyone engaged by calling on different people or giving everyone an opportunity to respond to the question on paper or with a partner before answering in front of the class.

- If someone wants to join this study, what should they do? (*email Jaime Rodriguez*)
- What is the meaning of the underlined word participate in this sign? (*join; be part of; do it*)
- What is the meaning of the underlined word currently in this sign? (*right now; at this time*)
- So if I exercise for 30 minutes every day, can I join this study? (*no*) Why not? (*exercising less than 1 hr/wk*)
- What does the person who made this sign hope you will do? (*email Jaime Rodriguez; join the study*)
- When is the last day to join this study? (*May 1st*)
- How long will the exercise part of the study last? (*12 weeks*)
- To participate, how many hours of care must someone provide? (*at least 15 hrs/wk*)
- If I take care of my mother for 10 hrs/a week, can I join the study? (*no*) Why not? (*10 is less than the minimum 15*)

Reading Test Practice

Answer Key

WE WILL LEARN TO ANSWER MULTIPLE CHOICE QUESTIONS.

INSTRUCTIONS:

1. Read the research study flyer again.
2. Circle one correct answer for each question.
3. Talk about the answers with your class.

1. The main purpose of this ad is to _____.
 - ☒ a. encourage people to join the study.
 - b. explain the research process in detail.
 - c. inform people about good physical health.
 - d. talk about the benefits of exercise.
2. Who is **NOT** eligible to participate in this study?
 - a. family caregivers.
 - ☒ b. adults older than 65.
 - c. healthy adults.
 - d. people who exercise 30 minutes per week.
3. What information is **NOT** included on the flyer?
 - ☒ a. how many people they need for the study.
 - b. what to do if you want to join the study.
 - c. how old you must be to join.
 - d. what you will do if you join the study.
4. Which answer **BEST** matches the meaning of the underlined word regular?
 - a. difficult
 - ☒ b. on a schedule
 - c. with help
 - d. healthy

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

READING TEST PRACTICE

No review.

- A:** TOGETHER: Read the title and “We will learn” objective.
- B:** Set the stage. *“What are multiple-choice questions? Where do you see multiple-choice questions? Multiple-choice tests are a big part of life in America. Where do people take multiple-choice tests?”* (driver’s permit, school/college, job applications.) *“American children begin practicing how to take these tests at a young age. Today we will practice reading carefully and answering questions. You will do some work by yourself first, then we will talk and practice together.”*

- A:** TOGETHER: Read the activity instructions. Ask questions about the instructions: *“Where is the text? Point to the text. How many questions are there? How many answers will you circle for one question?”*
- B:** STUDENTS: Complete the multiple-choice questions independently. Allow up to 8 minutes for these four questions. That amount of time is reflective of reading assessments that adult language learners might take.
- C:** Write these questions on the board:
- **What answer did you choose?**
 - **Why did you choose that?**
 - **What evidence from the text supports that answer?**
- D:** TOGETHER: Talk about the correct answers and circle key information in the flyer that supports the correct answer. You may have students discuss their answers with a partner or as a whole class. Encourage them to use the questions on the board.

ASSIST

- Allow students to use dictionaries or first language translators during the test.
- Students work in pairs to choose the correct answer.

CHALLENGE

- Push students to justify their answers with complete-sentence responses to the questions on the board.

Grammar: Before and After

Answer Key

WE WILL LEARN TO UNDERSTAND AND WRITE "BEFORE" AND "AFTER" SENTENCES.

INSTRUCTIONS:

1. Read the example sentences together.
2. Write the word BEFORE or AFTER on the line in each sentence.
3. Write two new sentences with BEFORE and AFTER.
4. Share your sentences with a partner.
5. Talk about the discussion questions.

Sometimes, we use *before* and *after* in the middle of a sentence.

- *Monday* is *before* Tuesday.
- Tuesday is *after* *Monday*.
- I *look to both sides* *before* I cross the street.
- I cross the street *after* I *look to both sides*.

Write the word *before* or *after* in the blank of each sentence.

1. Always wash your hands after you go to the toilet.
2. It is important to wash vegetables before you eat them.
3. Water the seeds after you plant them in the dirt.
4. Turn off the heater after you finish using it.
5. Put on a hat before you go outside in the winter.
6. Fill your car with gas before you leave for a long drive.

Write two new sentences with *before* and *after*.

_____ before _____.

_____ after _____.

Discussion Questions

1. What should you do before you travel to a different country?
2. What can people do after they learn more English?

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

GRAMMAR: BEFORE AND AFTER (PART 1)

No review.

A: TOGETHER: Read the title and *"We will learn"* objective.

A: TOGETHER: Read the activity instructions.

B: TOGETHER: Read the example sentences. *"Which action happens first? Circle that action."*

C: TOGETHER: In each example sentence, draw an arrow from the bold word to the action it refers to. For example, draw an arrow from "before" to "Monday" and "after" to "Tuesday."

D: *"What do you see? Can you tell me how we use before and after in the middle of a sentence?"*

E: STUDENTS: Complete the rest of the page independently. Early finishers should compare and share answers with a partner.

ASSIST

- Provide many additional examples in familiar contexts. Ask students to talk about their morning routine. Write three or four steps on the board. Then ask questions using "before" and "after."
- Draw a timeline of daily activities on the board, then use it to ask and answer questions with "before" and "after."

CHALLENGE

- Push students to write more complex example sentences.
 - › *"What are some things you should do **before** you take the driver's license exam?"*
 - › *"What do you think students should do **after** they get their high school diploma or GED?"*

Grammar: Before and After

Answer Key

WE WILL LEARN TO UNDERSTAND AND WRITE "BEFORE" AND "AFTER" SENTENCES.

INSTRUCTIONS:

1. Read the example sentences together.
2. Write the word BEFORE or AFTER On the line in each sentence.
3. Write two new sentences with BEFORE and AFTER.

Sometimes, we use *before* and *after* at the beginning of the sentence. When we do this, we use a comma to separate that part from the rest of the sentence.

- *I put on my socks before I put on my shoes.*
- *Before I put on my shoes, I put on my socks.*
- *I am always tired after I exercise.*
- *After I exercise, I am always tired.*

Write the word *before* or *after* in the blank of each sentence.

1. After you pick the tomatoes, you should wash them.
2. Before you go to bed, you should brush your teeth.
3. Before I leave the house, I turn off all the lights.
4. After she washes her hair, she dries it with a towel.
5. Before you go to work, brush your hair.
6. Before you take the test, you should study the new words.

Write two new sentences with *before* and *after*.

Before _____, _____.

After _____, _____.

Discussion Question

What should you do before you buy a car?

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

GRAMMAR: BEFORE AND AFTER (PART 2)

- A:** Review and check for understanding of part 1 (previous page) before beginning part 2.
- B:** If students need more practice with part 1, use the part 1 activity suggestions under ASSIST as a review.

A: TOGETHER: Read the title and “*We will learn*” objective.

- A:** TOGETHER: Read the activity instructions.
- B:** TOGETHER: Read the example sentences. “*Which activity happens first? Circle that activity.*”
- C:** TOGETHER: Compare and contrast the pairs of example sentences. “*What is different? Is the meaning the same? How do we use **before** and **after** at the beginning of a sentence?*”
- D:** STUDENTS: Complete the rest of the page independently. Early finishers should compare and share answers with a partner.
- E:** Call on students to each share one sentence they wrote. As the rest of the class listens, ask them to listen for which action is first. Together, discuss which action is completed first.

ASSIST

- Create more example sentence pairs: On the board, rewrite some of the fill-in-the-blank sentences with the word “before” or “after” in the middle of the sentence (no comma). Then show them how to reverse the clauses and add a comma.

EXAMPLE: You should brush your teeth *before* you go to bed.
Before you go to bed, you should brush your teeth.

CHALLENGE

- Students review the article “Exercise May Help Family Caregivers Lower Stress” and write before and after sentences about the sequence of steps in the research process. For example, “Before researchers divided the caregivers into two groups, they interviewed all of them.”

Put It Together: CNA Skills

WE WILL LEARN TO SEQUENCE CAREGIVER ACTIVITIES.

INSTRUCTIONS:

1. Read the text with a partner. Circle words you don't know.
2. Read and act out each step in the hair care process.
3. Read what the CNA says. Write the number of the haircare step that matches.

Read

Read the text with a partner. Circle words you don't know.

A Certified Nursing Assistant (CNA) usually works in a hospital, clinic or nursing home. They help patients or residents with daily needs like dressing and bathing. They can also take a patient's temperature or blood pressure.

All CNAs must pass a test to get a certificate. They must show that they know the best ways to take care of patients safely. They must learn to do each job step by step. Hair care is an example of one job that CNAs must learn for their test.



Hair Care

Read and act out each step in the hair care process.

1. Greet the resident by name and introduce yourself.
2. Explain what you will do before you start.
3. Ask what hairstyle the resident wants.
4. Comb or brush the hair in small sections, starting at the ends and working up.
5. Pull the comb or brush through the hair gently.
6. Remember resident safety and comfort throughout the process.

Write

Read what the CNA says. Write the number of the haircare step that matches.

- _____ a. "How do you like your hair styled?"
- _____ b. "I'm brushing your hair in small sections. Does that feel okay?"
- _____ c. "Hi, Margaret. My name is Nicole."
- _____ d. "I'm going to comb and style your hair today. Is that okay?"

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

ASSIST & CHALLENGE

PUT IT TOGETHER: CNA SKILLS

No review.

- A:** Set the stage. *"We read about family caregivers. Who are family caregivers? What do they do? Are family the only people who are caregivers? Some people do this for a job. Can you think of a job like this? Where do these people work? Today, we will read about one of these jobs."*
- A:** TOGETHER: Read the title and *"We will learn"* objective.

Read

- A:** TOGETHER: Read instruction number 1. Ask comprehension questions about the instructions. *"Will you read the text alone?"* (no, with a partner.) *"What will you do when you read the text?"* (circle words we don't know.)
- B:** IN PAIRS: Students read the paragraph text with a partner and circle unknown words.
- C:** Provide short and simple definitions for unknown words. Only introduce the meaning of the word as it appears in this context. Introducing other meanings at this time may be confusing.

Hair Care

- D:** TOGETHER: Read instruction number 2. Act out each step as a class reviewing vocabulary as you go.
- E:** Read instruction number 3. Ask comprehension questions about the instructions: *"Where are the sentences the CNA says? What will you write on these lines?"*
- F:** STUDENTS: Complete the activity independently or with a partner.
- G:** TOGETHER: Review correct answers as a class or while circulating.

ASSIST

- Search online for a video about *CNA hair care*. Many such videos exist to help students prepare for their CNA skills test. As students watch, pause each time the person in the video completes one of the steps on the student worksheet. *"What did they do?"* Everyone reads the step together.
- Use what the CNA says in the Write activity (a-d) to support acting out the steps in the Hair Care activity.

CHALLENGE

- Students imagine that they are taking the CNA skills test. They act out the hair care steps with a partner.

Put It Together: Hair Care Steps

WE WILL LEARN TO EXPLAIN A PROCESS WITH SEQUENCE WORDS.

INSTRUCTIONS:

1. Complete the sentences with the sequence words in the box.
2. Cover the text. Tell a partner about the hair care process. Use sequence words.
3. Answer these questions about the Hair Care steps above.

Complete

Complete the sentences with the sequence words in the box.

_____ I say hello and introduce myself. _____ I tell the resident that I'm going to take care of their hair. _____ I ask them how they like their hair styled. _____ I begin brushing their hair very gently. _____ I work, I try to think about how I can make the resident feel safe and comfortable.

Sequence Words:

- next
- then
- finally
- after that
- while
- first

Cover the Text

Cover the text. Tell a partner about the hair care process. Use sequence words.

Answer

Answer these questions about the Hair Care steps above.

1. What should you do before you start brushing the resident's hair?

2. What should you do after you explain what you are going to do?

3. Before you ask about their hairstyle, what should you do?

4. After you introduce yourself, what should you do?

REVIEW & CHECK

PUT IT TOGETHER: HAIR CARE STEPS

Review and assess student understanding of sequence words (*first, next, finally, before, after, while*).

- A:** On the board, write a simple list of four to five steps in a process (eg, making toast, morning routine, washing dishes).
- B:** Elicit and write on the board a list of sequence words they have learned. When finished, make sure your list includes the words above.
- C:** Model how to use some of the sequence words to talk about the process on the board.
- D:** IN PAIRS: Students describe the process to each other with the sequence words.
- E:** Write on the board:
 before _____ .
 after _____ .
- F:** Students take turns suggesting sentences based on the process on the board. Call on students until you're confident most students have mastered this format.
- G:** Change the sentence format:
 Before _____ , _____ .
 After _____ , _____ .
- H:** Continue calling on students to create sentences in the new format.

CONTEXT & OBJECTIVES

- A:** TOGETHER: Read the title and the *"We will learn"* objective.

ACTIVITY

- A:** TOGETHER: Read the instructions for part 1. Ask questions about the instructions: *"What will you write on these lines? How many lines do you see? How many sequence words are there? Do you think there is more than one correct answer?"*
- B:** STUDENTS: Complete part 1 independently. Circulate and correct answers. As students finish, assign pairs.
- C:** IN PAIRS: Students complete parts 2 and 3.

ASSIST

- Refer back to GRAMMAR: BEFORE AND AFTER parts 1 and 2 and review the structure of these sentences.

CHALLENGE

- Students write out a multi-step process that is familiar to them (eg, cooking a favorite food, building or repairing something, changing a diaper).
- As a class, write out a familiar multi-step process on the board. Students work independently or in pairs to write before/after questions about the process.

WHERE'S THAT PAGE?

Scanning through pages in a book or document to find specific information is an important life skill. Ask students to work together to locate the earlier page that they need to reference. Consider marking important pages with paperclips or sticky notes.

I Am Learning

We will think about what we learned and what we want to practice more.

1. Can you understand and use the new vocabulary words: <i>improve, physical, elderly, research, stress</i> ?	Yes, I can.	I need more practice.
2. Can you correctly answer questions with “before” and “after” ?	Yes, I can.	I need more practice.
3. Can you explain a process using words like “first, next, then, finally” ?	Yes, I can.	I need more practice.
4. Can you speak and write in complete sentences ?	Yes, I can.	I need more practice.
5. Can you answer questions about the main idea and important details in a text ?	Yes, I can.	I need more practice.

REVIEW & CHECK

CONTEXT & OBJECTIVES

ACTIVITY

I AM LEARNING

No review.

A: TOGETHER: Read the title and objective (*"We will think..."*).

A: *"Read the first question together. Now look in your book. Show me two pages where you practiced this skill."*

B: Students circle a response to the question as a self-assessment. It is not important what they choose. It is also fine if they choose both answers. The goal is to reflect on their learning.

C: *"You circled 'Yes, I can'... tell me more." "You circled both answers...tell me more."*

D: Repeat these steps for all five skills in the chart.

E: Celebrate what students have learned and note areas where they would like more practice. If time allows, plan to review sections of the unit for more practice.

APPENDIX A

1.



APPENDIX A

2.



APPENDIX A

3.



APPENDIX A

4.



APPENDIX A

5.



APPENDIX A

6.



APPENDIX B

