

Inspirational Stories

Written By Margaret Teske

Level: Community College/ Intensive English Program

Before you begin:

This lesson combines reading and speaking skills. It uses authentic texts which may seem challenging. However, with homework time and time in groups prior to retelling the story, students lessen their frustration. Encourage your students. They are working with real materials and not their textbooks.

Access the inspirational stories website (<http://www.inspirationalstories.com>). Preview some stories and select four or five of them. Print and photocopy for distribution to your students.

Introduction:

Each table or workgroup of 4-5 students receives one copy of each story so that each student has a different story. Students can be given the opportunity to read the stories for homework. Or, students can be arranged by same stories to read together and practice retelling.

Presentation:

Students read their individual stories. They make sure they understand them. Then, they are asked to retell their stories to the other students at their tables or in their workgroups. The teacher asks that the students NOT read the stories, but actually retell in their own words. The students listening to the story can ask for clarification.

Practice:

Each student in the group gets a few minutes to tell their stories. A time limit can be set according to your level. Students should be encouraged to teach each other new vocabulary which they learned in their stories. After all the stories have been told, then tell your students to pass them around the table for quick reading.



Buying Medicine

By Susan Gaer

Level: Beginning Adult Education

Before you begin:

Requirements:

You need one Internet accessible computer for each group.

Students must have studied medicines. The day before doing this lesson, bring in a variety of over the counter medicines and have students discuss what types of uses these medicines have.

Technology tip for the teacher:

Before having students use the computer, familiarize them with the screens they will see by making an overhead for each screen.

Introduction:

Review the word over the counter. Place the medicines studied on the table and say what kind of medicines are these? Elicit the word “over the counter” medicines.

Ask, “Do you need a doctor for these medicines?” Encourage students to respond.

Ask students when do you use these medicines? Brainstorm and write responses on the board.

Today we are going to find over the counter medicine on the Internet and read directions for use.

Presentation

- 1 Prepare a color overheads of Drugstore.com Make one overhead for each screen you use.
- 2 Show class overhead and say this is Drugstore.com. First you will click on the medicine cabinet.
- 3 Show class overhead of what the medicine cabinet screen looks like.
- 4 Brainstorm a list of medicine that the students know about. For example, Tylenol, Vicks Vapor Rub, etc. Make sure to brainstorm at least one type of medicine for each group.
- 5 Have each group pick a medicine to research.
- 6 In the search box write the name of the model medicine. For example Vicks Vapo Rub.
- 7 Show class an overhead of next screen which shows all the different types and sizes of Vicks Vapo Rub.

At this point you can do comparison shopping, develop a chart, or the reading activity that follows.

1. Have students select one of the medicines on the screen. For this model let's choose Tylenol
2. Show overhead of next screen which shows all the different types of Tylenol.
3. Give each student a copy of the handout. (see below)

1. What is the name of the medicine?
2. Why do you take this medicine?
3. How much medicine do adults take?
4. How much medicine do children take?
5. How much does it cost?

4. Using the screen have students find the answer to each question.
Practice:

- * Divide the class into small groups of 3 or 4 students.
- * Assign each group one computer.
- * Assign each group one medicine to research.
- * Give students www.drugstore.com as the address and show them on the first overhead where to type that in.

You should be at a computer and one student should write the directions on the board. As you model each step, have the writer write it on the board.

Directions to model

- 1) Type in the web address
- 2) Press enter
- 3) Click on Medicine Cabinet.
- 4) In the white box, type the name of your medicine. Click GO.
- 5) Click on one medicine.
- 6) Click on file and click on print.

This prints out one copy of the medicine. With your group try to answer the questions. Ask your teacher if you need help.

Evaluation

Give each group a new medicine and have them answer the question Individually.

Application

Have students go to their local drugstore and pick a medicine and fill in the handout for class the next day.

Finding a Car

By Staci Sabbagh

Level: Adult Education High Beginning-Intermediate ESL

Before you begin:

Requirements:

You need one Internet accessible computer for each group.

Students must have studied automobiles and classified ad vocabulary related to automobiles. The day before doing this lesson, talk about different makes and models of cars.

Technology tip for the teacher:

Before having students use the computer, familiarize them with the screens they will see by making an overhead for each screen.

Introduction:

Review classified ad vocabulary and have a brief discussion about different kinds of cars. Ask students who has cars what kind of cars they have. Get them to say the make, model and year if they know. Tell students they will need this information to search for a car. Make lists on the board of all the information students give you.

State Objective:

Today we are going to look for cars to buy on the Internet. As a group you will decide what cars you are going to look for and then see how many of your choices are available..

Presentation

Divide the class into small groups. Have each group up come up with three cars to research.

(Have them choose three choices in case there aren't any ads for the car they are looking for.) Tell them to write down the Make, Model and Year for each car they want. You can have them pick a price too, if you want. Tell them that if they are too specific sometimes, they won't find any ads. Walk around and help students.

Give each group three Classified Search Sheets and have them write one choice at the top of each page. Variation: As a class, you can decide on three cars to research so that everyone is doing the same thing. When each group has finished, assign them to a computer. Give students www.ocregister.com as the address and show them on

the first overhead where to type that in.

Directions to model

- 1) Type in the web address <http://www.ocregister.com>
- 2) Press enter.
- 3) Click on Classified
- 4) Click on Automotive
- 5) Put in the Make, Model, and Year of the car you are looking for. Click Search.
- 6) If you have results, click on File and the Print. Press Enter.
- 7) Click on the Back button at the top of the screen. Put in the information for the next car.
- 8) Repeat Steps 5, 6, and 7.

With your group complete your Classified Ad Sheets. Ask your teacher if you need help

Evaluation

Individually evaluate each group. See if they were able to follow all of the instructions and complete their Classified Ad Sheets.

Application

Have students individually choose a car that they want to find. During the next few days, let them individually or with a partner, go to a computer and following the same instructions, find ads for their car.



Classified Ad Sheet: Looking for a Car

What car would you like to find?

Make: _____

Model: _____

Year: _____

Price Range: _____

Were you able to find any ads for this car? _____ no _____ yes

If yes, copy down two of the ads you found.

Ad #1:

Ad #2:

What abbreviations are used in the ads? What is full spelling of the word?

Abbreviation

Word

Abbreviation

Word

Which car would you like to buy?

Why?



Adult Level Favorite Sites

Personal Information

If you have access to computers in your class

Just filling out the registration form for free e-mail gives students an experience in using and filling out forms. Giving students free e-mail opens up their worlds. There are so many places to get free e-mail Some of our favorites are:

Yahoo Mail <http://mail.yahoo.com>

Hotmail <http://www.hotmail.com>

List of hundreds of places to get free e-mail all annotated.

http://www.emailaddresses.com/email_web.htm

Besides having your students get free e-mail, they can also get free webspace. With a website they can develop their own home page with personal information and start an on-line portfolio. There are many places to get free webspace. Here are some of our favorite sites.

GeoCities

Homestead-<http://www.homestead.com>

Many other free places for free webpages-http://www.emailaddresses.com/email_hosting.htm

Family

With no computer in the class:

Print out copies of student family stories at the E-mail Projects Home Page. (<http://www.otan.dni.us/webfarm/emailproject/email.htm>)

Have students read them, do some basic comprehension questions and then write their story. Have students cut and paste pictures into their stories. You can see samples at <http://www.otan.dni.us/webfarm/emailproject/stories.htm>

With a computer:

Listening activities with Randall's Cyberlistening Lab

<http://www.esl-lab.com/>

For these activities you will need to download real player and make sure that you either have speakers or earphones for your computers. Use a Y connector (available cheap at Radio shack) to group students at computers with multiple earphones. With earphones, you can group students and have them each listen to the question before choosing the answer.

Health

Drugstore.com (see attached lesson plan for ideas on using this)<http://www.drugstore.com>

Pharmacy.com-<http://www.pharmacy.com>

And our favorite health links for reading and research- <http://www.otan.dni.us/webfarm/emailproject/health.htm>

These links can be used as reading activities for instructors with no classroom access. Just find an article you like and print it out for class.

Housing

With or without a computer in the classroom:

Print out copies of student housing stories at the E-mail Projects Home Page.

<http://home.earthlink.net/~sgaer/house.htm>

Have students read them, do some basic comprehension questions and then write their story. Have students cut and paste pictures into their stories. Students can also make floor plans of their houses and add those to the story.

With a computer:

Orange County Register and the LA Times are two newspapers that have listings of both rentals and real estate. You can also have students research the multiple listings at Realtor.com. These sites also have links to calculators and mortgage information. Use these sites to have students find their dream home, look at housing prices and availability in their community. Some sites also give Thomas Guide references. Have students look up the neighborhood in the Thomas Guide and then visit the home during open house hours. This experience can be written up as a Virtual Tour. See a sample of a virtual tour at: <http://www2.wgbh.org/MBCWEIS/lrc/Housing/HousingHome.html>

Community

With no computer:

You can print maps of your school's neighborhood or individual student neighborhoods and use them for community orientation or giving and receiving directions. With the maps, students can find local grocery stores, police stations, post offices, etc. There are many places to get maps. Some of our favorites are:

Mapblast-<http://www.mapblast.com>

MapQuest-<http://www.mapquest.com>

Yahoo Maps-<http://maps.yahoo.com>

With a computer, students can create their own maps and driving directions.

Food

With no computer:

Print out food screens from Homegrocer.com to use in your food lessons. (<http://www.homegrocer.com>) You can also cut and paste the pictures into your word document and make a handout that students can use to create sentences.

With a computer students can be given a shopping list and asked to find the food items on the list.

For very low level students: Use the food project activity at <http://www.otan.dni.us/webfarm/emailproject/food.htm>

In this activity, students look at fruits and vegetables, read what other students have said and then write about their favorite fruit and vegetable.

Clothing

JCPenny.com-<http://www1.jcpenny.com/jcp/default.asp>

With computers in the classroom, develop a treasure hunt. Make a list of clothing you want the students to find. Give the students a paper with each clothing item and have them find the available colors and price. Another activity is to give students 100 dollars to spend and see what they decide to buy. Both of these activities work best divided by gender.

With no computers, print out some clothing and have students describe it and guess a price. Then compare with the original price.

LL Bean-<http://www.llbean.com/>

Here students can click and change clothing color. Have small groups create an outfit they like, print it out and share it with other groups in the class.(requires Flash plugin)

LandsEnd-www.landsend.com- Here students design their own model and can try clothes on. Students can fill out the form or register, but they can also stay anonymous. To create their model, small groups decide what kind of shoulders, hips, waist and bust they have. Next they choose a hair style, hair color, skin tone and face shape. They create a group name and a 3D model is created based on their specifications. Next they can try on various clothing and see what it looks like by trying on different outfits. You can have each group choose an outfit and explain to the class why they chose that outfit.

Note: The model is female.

Jobs

There are many local newspapers where students can look for a job or post their resume and advertisement. Although, there are national search boards, such as Monster.com and others, I suggest using local newspapers and local job boards for

more realistic job searches.

Orange County Register: Job Finder-<http://www.ocjobfinder.com/>

This site has three sections; one for the job seeker, one for the employer and one for career management.

For the job seeker, you can search for jobs, post an online resume and find out about local job fairs. The career management area has search tips, ideas on creating good electronic resumes and a section called "Ask Michele" for questions related to job searching or career help.

The LA Times has a similar site under careers.

<http://www.latimes.com/class/employ/>

The LA Times is a little more global with both local and national listings, an electronic posting area, job fairs, job magazines and a listing of jobs

Weather

Yahoo Weather-<http://weather.yahoo.com>

Weather.Com-<http://www.weather.com>

For a lesson plan idea on how to use these sites, visit the Oxford Picture Dictionary Website at <http://www.oup-usa.org/opd/>

Other good links:

Learn2.com This site has lots of fantastic pictures and how to directions for students to use. You can use this site in two ways:

1. As a reading activity, students can read the how to directions and follow them.
2. You can also give the students a handout with just the pictures and have them write the directions in groups.

Music Lyrics: Transcribe words to songs no more. Use the variety of music lyric sites to find the words to those songs you want to use in class.

Movie Trailers are great listening activities with visual cues. Use Hollywood.com (<http://www.hollywood.com>) to also have students find out movie information.

Local Newspapers such as the Orange County Register(<http://www.ocregister.com>) and the LA Times (<http://latimes.com>) are online in their entirety.

Middle School Lesson Ideas

By Heather Leal

Tips for middle school

Allow students to search with a partner.

Encourage them to help each other- and share the things they find

Have an organized lesson, but also allow some time to just look too

Making something they know will be on the web for all to see is a good motivator

Expect all levels of familiarity with computers. Use the knowledgeable ones to be helpers to get others started.

Project and Lesson Ideas

Pen Pals

Virtual School

<http://www.otan.dni.us/webfarm/emailproject/school.htm>

Chapbooks- <http://www.chapbooks.com/>

Global Schoolhouse- <http://www.lightspan.com/>

Using the Internet- Power Point Reports/ Presentations

Web Trip Maker- http://www.lightspan.com/teacher/pages/webtrip/default.asp?_prod=LS&_nav=t3_toolswebtripmaker

Filamentality , Webquests and Blue Web'n- <http://www.filamentality.com/>

List serves-online communities

Artsednet- <http://www.artsednet.getty.edu/ArtsEdNet/Talk/index.html>

NCTE- <http://www.ncte.org/lists/>

The English Zone- http://www.tesol.com/cgi-bin/tesol/BBS/bbs_forum.cgi?forum=reception

