

LESSON PLAN TEMPLATE

Directions: Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to mochaol6@sisd.net by April 13, 2007 for the Follow Up session scheduled. Send by April 10, 2007 if you need copies made for your presentation.

LESSON PLAN TITLE	<i>The Classified Ads Mike Saenz</i>
CONCEPT // TOPIC // THEME	<i>Introduction to abbreviations, newspaper sections and the classified ads. Students create a classified ad to sell an item from home that they have no use for anymore and an ad for a job they have had. They present their ads and answer questions about it in English in class..</i>
READING COMPONENT(S) ADDRESSED	<i>Writing, Speaking and Listening Vocabulary and Decoding</i>
OBJECTIVE	<ul style="list-style-type: none"> • <i>Students learn about the classified ads and the meaning of abbreviations.</i> • <i>Write a classified ad</i> • <i>How to look for a job (Workforce students) and services or items for sale</i> • <i>Vocabulary and language development and presentation skills</i>
REQUIRED MATERIALS (include copy of newspaper articles/information used)	<ul style="list-style-type: none"> • <i>Several copies of the newspaper</i> • <i>List of abbreviations</i> • <i>Markers and cardstock or presentation paper</i> • <i>Teacher created classified ads (2)</i> • <i>Tree graphic orgnizer</i>
ACTIVITY PROCEDURES:	<p><u>INTRODUCTION OF LESSON</u></p> <p><i>Ask students where you could find a particular item (a used stove, a 1980 pick-up, a part-time job etc.). If somebody mentions the newspaper, ask which part of the paper. Show them the copy of your newspaper and the different sections, Front Page, Sports, Local and the Classified Ads. Then show them the different sections of the classified ads, Personals & Announcements, Employment, Real Estate, Animal, Autos etc... Make an overhead slide of a section of the want ads and look for some abbreviations, for example:</i></p> <ul style="list-style-type: none"> • <i>p/t-part time</i> • <i>4wd-four wheel drive</i> • <i>HVAC-heating/ventilation/air conditioning</i> • <i>ph.-phone</i> • <i>dep-deposi</i> <p><i>Allow students to finish their ads. Have them make sure that the ads are not to long, compare their items and jobs with some in the classifieds to get an idea. Make sure that their ads are as legible and neat as possible. When they are ready to present, model your ads again by starting with the first one "I am selling a 1992 Ford pick-up..." and "I am looking for a full-time teaching position..." Allow the class to ask questions when the others present.t</i></p>

LESSON OUTLINE/SCHEDULE (include approximate times)

8 hours (Two 4 hour class sessions) or depending on how long your class meets

PRACTICE/ACTIVITIES (may attach handouts)

- Give the students a Classified Ad scavenger hunt
- If your campus allows, post some of the student's ads in the community bulletin board

EVALUATION

This activity was very interesting for the students. Most of the class knew very little about abbreviations and the Classified ads. Everyday items that they had seen for sale were signs on cars for sale and ads at their local grocery store or at their church. Some of the ads gave meaning to the saying "One man's trash is another man's treasure." It was interesting when some of the ads caught the attention of another student who needed or knew of someone who needed that item. Some of their job descriptions were also very interesting to their classmates, who knew little about the person sitting next to them. This activity not only was a learning activity, but also built more of a community among the students in the class.

**DIFFERENTIATION /
GROUPING
STRATEGIES USED**

I used the scavenger hunt with pairs of students (a higher level with a lower level student. In larger groups (5-6) I used a scavenger a little more difficult and longer.

DIRECTIONS: **N, S, W, NW, NE, SW, SE**
 DAYS OF WEEK: **Sun., Mon., etc.**
 EDUCATIONAL DEGREES: **BA, MA, etc.**
 MONTHS: **Jan., Feb., Mar., etc.**
 NAMES OF ORGANIZATIONS: **AKC, VFW**
 ROADWAYS: **Ave., Blvd., St, etc.**

A/C	Air conditioning	IB	Inboard
ABS	Anti-lock brake system	IBM	International Business Machines
AKC	American Kennel Club	In.	Inch
Alum.	Aluminum	Inc.	Incorporated
Appl.	Appliances	Incl.	Include
Approx.	Approximately	Indust.	Industrial
APR	Annual Percentage Rate	Info.	Information
Appt.	Appointment	I/O	Inboard/Outboard
Apt.	Apartment	Int.	Interior
AR/AP	Accounts Receivable/Payable		
AQHA	American Quarter Horse	Jr.	Junior
Assoc.	Association		
ASAP	As soon as possible	KPH	Keystrokes Per Hour
Assn.	Association		
Assoc.	Associate	Lab	Laboratory
Asst.	Assistant	Lb.	Pound
Attn.	Attention	Lge.	Large
Auto.	Automatic	LPN	Licensed Practical Nurse
Avail.	Available		
		MCO	Medical College of Ohio
Bsmt.	Basement	Mfg.	Manufacturing
Bldg.	Building	Mfr.	Manufacturer
Brm.	Bedroom	Mgmt.	Management
Bros.	Brothers	Mgr.	Manager
BTU	British Thermal Unit	Mi.	Miles
Bu.	Bushel	Min.	Minimum
		Misc.	Miscellaneous
C/A	Central Air	Mkt.	Market
Carb.	Carburetor	MLM	Multi-Level Marketing
Cass.	Cassette	MPV	Multi Purpose Vehicle
CB	Citizens Band	Msg.	Message
CDL	Commercial Drivers License		
CEO	Chief Executive Officer	NCR	National Cash Register
Co.	Company	No.	Number
COD	Cash On Delivery	NYSE	New York Stock Exchange
Comm.	Commission		
Cond.	Condition	O/	Outboard
Corp.	Corporation	OBO	Or Best Offer
Convert.	Convertible	OD	Overdrive
CPA	Certified Public Accountant	Orig.	Original
Cyl.	Cylinder	OTR	Over The Roa
Dep.	Deposit	PT	Part-time
Dist.	Distributor	Pymts.	Payments
Div.	Division	Pass.	Passenger
DOT	Department of Transportation	Pc.	Piece
Dr.	Door	Pd.	Paid

EDP	Electronic Data Processing	Perm.	Permanent
EEO	Equal Employment Opportunity	Ph.	Phone
Elec.	Electric	Pkg.	Package
Encl.	Enclosed	PN	Practical Nurse
EOE	Equal Opportunity Employer	Pr.	Pair
Equip.	Equipment	QC	Quality Control
Est.	Estimate	Rec.	Recreation
Exc.	Excellent	Ref.	Reference
Exp.	Experience	Refrig.	Refrigerator
EXT	Extended	Reg.	Regular
Ext.	Extension	Rep.	Representative
4H	Four H Club	Rm.	Room
4WD	Four-Wheel Drive	RN	Registered Nurse
F&I	Finance & Insurance	Sec.	Second
FB	Flybridge	Sect. 8	Section 8
FCC	Federal Communications Commission	Sm.	Small
FHA	Federal Housing Administration	Spd.	Speed
Flex.	Flexible	Sq.	Square
Ft.	Foot (measure only)	Sr.	Senior
FT	Full-time	Steno.	Stenographer
Furn.	Furnished (NOT FURNITURE)	T/	Twin (boats only)
FWD	Front-Wheel Drive	Tech.	Technical
Gal.	Gallon	Temp.	Temporary
GE	General Electric	TLC	Tender Loving Care
Gen.	Generator	Trans.	Transmission
GI	Government Issue	Util.	Utilities
GN	Graduate Nurse	VA	Veterans Administratio
Grad.	Graduate	Vet.	Veterinarian
GVWR	Gross Vehicle Weight Rating	VIN	Vehicle I.D. Number
HAZ/MAT	Hazardous Material	VIP	Very Important Person
HB	Hatchback	W/	With
HP	Horsepower	Wgn.	Wagon
Hr.	Hour	WPM	Words Per Minute
HT	Hardtop	Xmas	Christmas
HVAC	Heating/Ventilating/Air Conditioning	X-way	Expressway
		Yd.	Yard (measures only)

Classified Ad Scavenger Hunt

A P/T job

A '99 Trk

A f/t job

A car with A/C

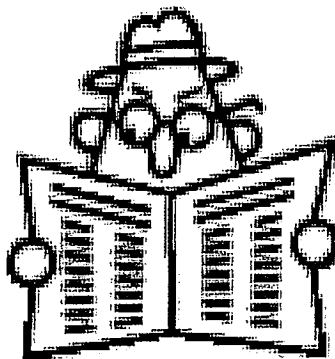
A '04 SUV

A 3 br. home

A temp. job

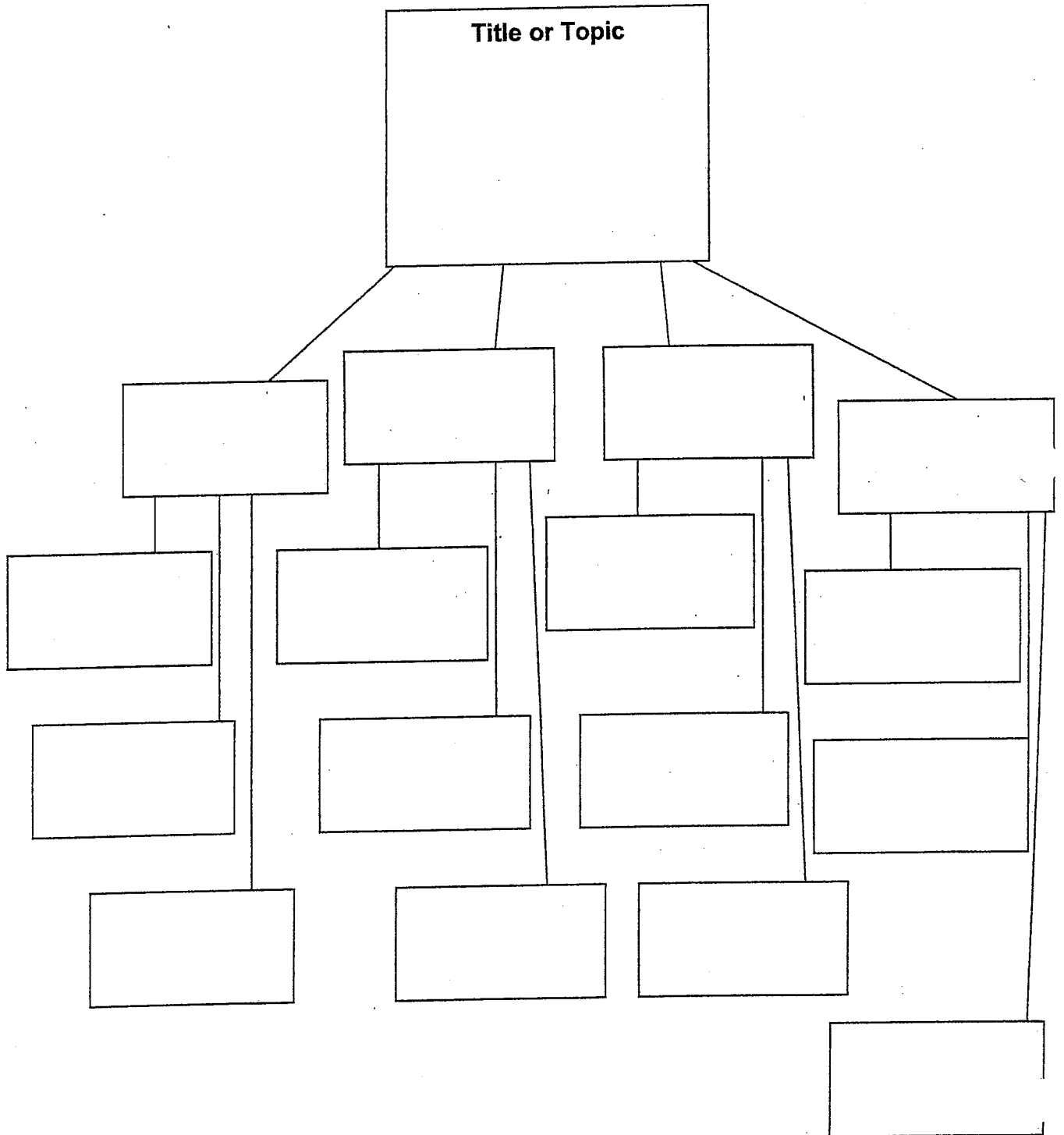
A 2 bth. Home

A 1 br. apt.



Tree

Use the following to help you connect different ideas and details about a topic/task.



GED READING ACADEMY

Lesson Plan Development and Evaluation Form

Directions: Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to mochoa16@sisd.net by **April 13, 2007** for the Follow Up session scheduled. Send by **April 10, 2007** if you need copies made for your presentation.

TOPIC	SPECIFIC QUESTIONS
TEACHING SITUATION <i>Describe your teaching situation and setting.</i>	Where do you teach? SISD Community Services Mike Saenz
	What do you teach? Adult Beginning ESL and GED
	How many hours a week do you teach? 45 Monday thru Friday and 2 evenings
	Who are your students? Adult Spanish speakers between the ages of 18-65 and some workforce students
PROBLEM <i>Describe what led you to the developing this activity.</i>	What is the problem you have experienced in your situation? Students did not recognize a lot of the abbreviations the see on a daily basis. For example is dr. Doctor or drive?
	Why are you interested in this topic? I wanted to introduce the newspaper and the different sections. The newspaper can serve in other classroom activities.

TOPIC	SPECIFIC QUESTIONS
<p>ACTIVITIES DEVELOPED TO ADDRESS THE PROBLEM</p> <p><i>Explain each step of the process. Include enough detail so that readers can understand what you did.</i></p>	<p>What specifically did you do to identify the problem? Most of my students do not read the newspaper often and some do not know different sections. I also wanted to introduce them to abbreviations. First, I introduced the El Paso Times and showed the different sections. I then asked where I would look if I wanted to buy a used washing machine. From there we went to look for a used washer in the classified ads.</p> <p>Identify at least one (1) data collection activity used. Tree graphic organizer</p>
<p>ACTIVITY EVALUATION</p> <p><i>Evaluate your activity and note the results of this activity.</i></p>	<p>What were the results? The class had a better understanding of abbreviations and the Classified Ads. Now, when they have something that they might want to sell, they will know how to write an effective want ad.</p> <p>What effect did this project have or not have on your learners? Why? Now they can read the classified ads and know some of the abbreviations that they see.</p> <p>What worked well and what didn't go well? Showing them the two want ads that I created showed the class how simple and effective a short want ad can be. The ads they created also gave them a chance to sell an item.</p> <p>What are you going to start doing differently as a result of this experience? I would have them write any abbreviations that we see in the lessons that we do in their personal dictionaries. They can later use this prior knowledge when we do this lesson.</p>
<p>ATTACHMENTS</p> <p><i>Include materials, handouts, lesson plans, student work, etc.</i></p>	<p>What documents did you create/use for this activity? Include samples of student work to support your activity. I used two want ads that I created, a list of abbreviations, a Tree graphic organizer, a scavenger hunt and of course the newspaper.</p>