LESSON PLAN

CLASS: ABE Reading Level 1

LESSON TITLE	Identifying and Using Contractions
DURATION	**~40 minutes**
OBJECTIVES	• Interpret basic contractions • Identify the words represented in basic contractions • Write and re-write sentences using basic contractions
MATERIALS	• Khan Academy Video • Contraction Word Cards • Contraction Recording Chart • Photos of Tourist Attractions/Landmarks • Exit Tickets

INTRODUCTION	• Write the word contraction and an apostrophe on the board and ask students:
	  ○ What are the different meanings of this word?
	  ○ In writing, when do you see this symbol?

Mini Lesson	• Share the Khan Academy Video on contractions: https://www.khanacademy.org/humanities/grammar/punctuation-the-comma-and-the-apostrophe/apostrophes-and-contractions/v/introduction-to-contractions-the-apostrophe-punctuation-khan-academy ○ Work through the 4 practice questions as a group • Have students work in small groups to make a list of as many contractions as they can think of in 3 minutes. Have groups share their responses with the class at the end of the allotted time. • Discuss situations where contractions are most commonly used vs. when they are not seen as appropriate—text messages, oral conversations, informal emails to family and friends vs. research papers, cover letters, school assignments, etc.
GROUP PRACTICE*	• Have students divide into pairs. Give each pair a set of contraction word cards. Students should work together to match the contraction with the two words that it represents. • After matching the cards, students should record their contraction combinations in the chart to keep for their own notes.
INDIVIDUAL PRACTICE*	• Give each student a photo of a different tourist attraction. Ask them to write four sentences about the photo and/or the place, with each sentence including at least two words that can be replaced with a contraction. • After students finish their sentences, ask them to pass their photo and sentences to a classmate. The classmate should rewrite the

	four sentences, using contractions to replace any words that can be substituted with a contraction. • Once everyone is finished, students can share their completed contraction sentences and photos with the class.
EVALUATION/ ASSESSMENT	• Pass out the exit ticket and give students time to respond to the questions. Use the responses to determine areas for extension or re-teaching as well as potential student groupings for future related lessons.
HOMEWORK	• Ask students to go home and find contractions around them. Record them in a notebook—What contraction did you find? Where did you see it? What two words did it replace? Why do you think a contraction was used. • During the next class, students will share their findings and notebook responses.
DIGITAL LITERACY APPLICATIONS*	Asterisks note areas where digital literacy applications can be included in the lesson. • During the group practice, students could use a program like quizlet to match contractions instead of physical cards. • For individual practice, students could copy and paste a landmark or tourist attraction of their choice into a Google Doc, type their sentences under the photo, and email it to a partner to finish the assignment.

Contraction Flash Cards

are not	aren't	can not
cannot	can't	could not
couldn't	did not	didn't

Contraction Flash Cards

do not	don't	does not
doesn't	had not	hadn't
have not	haven't	he has

Contraction Flash Cards

he is	he's	he will
he'll	he would	he'd
I am	I'm	I have

Contraction Flash Cards

I've	I will	I'll
I would	I'd	is not
isn't	it is	it's

Contraction Flash Cards

let us	let's	madam
ma'am	she has	she is
she's	she will	she'll

Contraction Flash Cards

she would	she'd	should have
should've	should not	shouldn't
they will	they'll	was not

Contraction Flash Cards

wasn't	we are	we're
we will	we'll	we would
we'd	were not	weren't

Contraction Flash Cards

will not	won't	would have
would've	would not	wouldn't
you are	you're	you had

Contraction Flash Cards

you'd

you have

you've

you will

you'll

you would

you'd

Contraction	Word 1	Word 2	Sentences
Don’t	Do	Not	I do not know how to get to my next class.
			I don’t know how to get to my next class.


JULIAN FINNEY/GETTY IMAGES

Exit Ticket

Name _____ Date _____

Word 1	Word 2	Contraction
they	have	
		Who'd
it	will	
		What's
should	not	
		Could've

Name_____ Date _____

Word 1	Word 2	Contraction
they	have	
		Who'd
it	will	
		What's
should	not	
		Could've

LESSON PLAN

CLASS: ABE Math Level 1

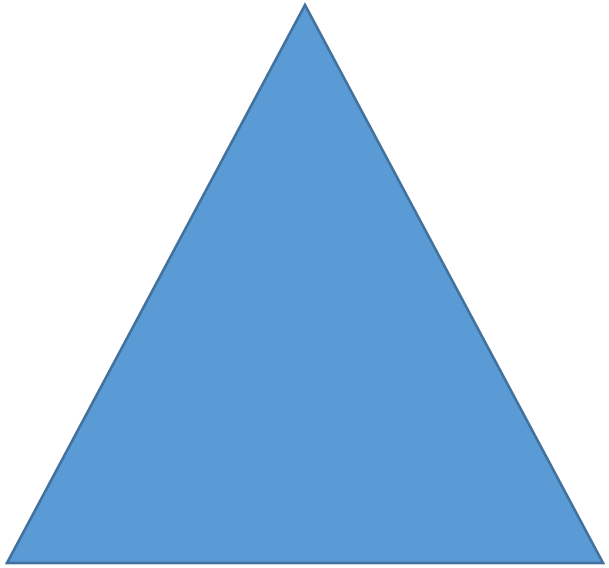
LESSON TITLE	Finding an Unknown Addend
DURATION	**~1 hour**
OBJECTIVES	• Determine an unknown in an addition equation • Add whole numbers • Identify situations in real life to apply unknown in an addition equation
MATERIALS	• Discovery Education Video • Snap Cubes or similar manipulatives • Pan Balance Sheet and Set of Number Cards (2 of each, 1-20) • Unknown Addend Worksheet for Exit Tickets

INTRODUCTION	• Write +, =, and addend on the board
	  ○ What do each of these mean?
	  ○ Give me an example of how you use them or see them
	  ○ What if you are missing a number in an equation? How do you figure out what is missing?

Mini Lesson	• Share the Discovery Education Video on Unknown Addends: https://www.youtube.com/watch?v=gmLb9SJHlgU
	  ○ Discuss meaning of equal sign and the need for same value to be on either side
	• Display the Pan Balance—Numbers site on the LCD projector: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance----Numbers/
	  ○ Demonstrate how to balance the pan by finding an unknown addend
	  ○ Practice as a class putting new equations on the balance

GROUP PRACTICE*	• Have students divide into pairs. Give them a pan balance sheet, bag of snap cubes, and a set of number cards. • Explain that they are going to work together to build equations with unknown addends by pulling out two number cards. The bigger number goes on one side of the pan balance. The smaller number goes on the other. Students can use the snap cubes to assist with identifying the missing numbers. They should write their finished equations at the bottom of the sheet to share later. • Monitor and assist during the group work. After students have successfully completed multiple equations, bring them back together to share one equation that they figured out.
INDIVIDUAL PRACTICE*	• Demonstrate how unknown addends can come up in word problems of real life situations (e.g. I am cooking dinner for my family of 8 people. I already have 5 plates on the table. How many more plates do I need to set the table completely?)

	• Ask students to write their own word problem that creates an unknown addend equation. • Once finished, students should exchange word problems and solve for the unknown addend. • Share word problems and equations as a whole class and discuss any challenges or misunderstandings.
EVALUATION/ ASSESSMENT	• Pass out half sheets of the Unknown Addend worksheet and give students time to solve to the equations for the unknown addend independently. Use the responses to determine areas for extension or re-teaching as well as potential student groupings for future related lessons.
HOMEWORK	• Ask students to observe different unknown addend situations that come up at home and work between now and the next class. They should take notes and practice writing the equations. • During the next class, students will share their findings and equations.
DIGITAL LITERACY APPLICATIONS*	Asterisks note areas where digital literacy applications can be included in the lesson. • During the group practice, students could use ipads to continue using the NCTM pan balance with their number cards. • For individual practice, students could type their word problems into a word document and include images. Then they could trade laptops or move down to a different seat in the computer lab to solve.



Exit Ticket

Name _____ Date _____

Find the missing addends.

1) 8 + _____ = 15

2) 3 + _____ = 11

3) 4 + _____ = 11

4) 6 + _____ = 13

5) 3 + _____ = 6

6) 10 + _____ = 10

7) 4 + _____ = 13

8) 1 + _____ = 7

9) 4 + _____ 14

10) 5 + _____ = 5

11) 3 + _____ = 7

12) 10 + _____ = 11

13) 8 + _____ = 14

14) 9 + _____ = 14

15) 9 + _____ = 18

16) 1 + _____ = 8

17) 6 + _____ = 8

18) 8 + _____ = 9

19) 7 + _____ = 14

20) 6 + _____ = 16

Answer Key

1) 7
2) 8
3) 7
4) 7
5) 3
6) 0
7) 9
8) 6
9) 10
10) 0
11) 4
12) 1
13) 6
14) 5
15) 9
16) 7
17) 2
18) 1
19) 7
20) 10

LESSON PLAN

CLASS: ABE Basic Life and Work Skills Level 1

LESSON TITLE	Calendars at Home and Work
DURATION	**~1 Hour**
OBJECTIVES	• Identify and locate features on a variety of calendar formats • Read a calendar to locate information • Describe situations in life and work where calendars are used • Formulate questions using information on calendars • Organize given events in a calendar format • Explore different types of calendar formats, in print and electronically • Analyze how a calendar can benefit individuals as a tool at home or at work • Create a calendar for at home or work
MATERIALS	• Variety of authentic calendars • Post-It notes (4 different colors) • Calendar Profile Sheets • Blank Calendar Sheets • Exit Tickets
INTRODUCTION	• Display the May 2020 calendar and discuss the following: o What is this? o Why can it be called a tool? o Tell me about some places that you've seen them used at home or at work or in the community. o What different types do you know?
Mini Lesson	• With the May 2020 calendar displayed, give each student a set of post-it notes labeled Day, Date, Year, Month. Ask the students to come up to the board and label the calendar using the post-it notes. Review the responses as a group and clarify any of the vocabulary that might be confusing. For a quick check-in, ask students the following questions: o What day is Memorial Day? o What date is Mother's Day? o What is the date of the Wednesday after Mother's Day? o What day is the last day of May 2020? • Display a variety of different types of calendars on the board. Ask students to share what they notice is the

	same and different about the different calendars, making a list. Throughout the discussion, ask students to identify the information that they see on the calendars. Fill in student information with the following highlights: ○ Family Calendar—columns for each person in the family, easy to see all the activities at a glance ○ App-Based Family Calendar*—Includes times, color-coded to identify family members involved, reminder messages ○ School Lunch Calendar—multiple options, calories, prices, Menu Key, weekly breakfast schedule, additional info ○ Blackfish Restaurant Calendar—color coded, times, weekly hours, names, week tabs at bottom, time off requests ○ Massage Therapist Work Calendar*—Names, times, services, length of time for appointment, color coded, breaks recurring feature
GROUP PRACTICE	• Split students into 5 groups, assigning each group one of the calendar examples shared in the mini lesson. • Each group should look at the information on the assigned calendar and create 3 different questions to ask that would require someone to read the calendar to find the information. Remind students of the May 2020 question related to the holidays as an example. Walk around supporting students to come up with questions that are challenging yet appropriate for the level of the class. • After each group writes down their 3 questions, groups should switch calendars and questions. The receiving group will answer the questions about the new calendar. • Come back together as a whole group and review the different questions that were created and information found to answer them.
INDIVIDUAL PRACTICE	• Pass out calendar profiles and blank calendars, ensuring that the different profiles are passed out as evenly as possible to provide a balanced mix. • Explain to students that they are going to create a calendar for the person on their card, using the events listed on their calendar profile. • After students fill out their calendars individually, have students with the same profiles get together to share their calendars and discuss their work. • As a whole group discuss what they learned during this activity and how the calendars might be a useful tool for the person in their profile.*

EVALUATION/ASSESSMENT	• Pass out the exit ticket and give students time to respond to the questions. Use the responses to determine areas for extension or re-teaching as well as potential student groupings for future related lessons.
HOMEWORK	• Students should go home and create a calendar for themselves, either electronic or paper, for the current month. This calendar should have at least 10 events or entries included and use some of the strategies highlighted in the mini-lesson—color-coding, family members, times, etc. • During the next class, students will share the calendars that they created and present on at least one way this tool will benefit them.
DIGITAL LITERACY APPLICATIONS*	sks note areas where digital literacy applications can be included in the lesson. • During the mini-lesson, the instructor could demonstrate how workplaces use Outlook calendars to schedule meetings—appointment event creation, meeting invites, identifying overlaps, scheduling coverage, etc. • After students review the accuracy of their calendar profile work, they could work in groups to enter that information into an electronic calendar through Outlook or Google or the calendar app on their mobile device.

Name_____

Calendars at Home and Work Exit Ticket

May 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 9:00 AM Interview	2 3:00 PM Staff meeting	3 10:00 AM Tennis training
4 Cinema	5 Business Forum	6 12:00 Lunch meeting	7 2:00 PM Staff meeting	8 10:30 AM Market Planning	9 5:00 PM Weekly staff meeting	10 11:00 AM Tennis training
11	12 8:00 Brainstorming	13 12:30 Lunch meeting	14 5:00 PM Weekly staff meeting	15 Delegation trip	16	17 10:00 AM Tennis training
18 Jimmy's soccer practice	19 11:00 AM Seminar about export to Canada	20	21 3:00 PM Project Presentations	22	23 5:00 PM Weekly staff meeting	24 10:00 AM Tennis training
25 7:00 PM Tom's Birthday party	26	27	28	29	30	31

1. When is Tom's Birthday Party?
   Day_____ Date_____ Time_____
2. What day does this person usually have Tennis training?
   _____
3. What time are Weekly Staff Meetings held most often this month?
   _____
4. Why are calendars important tools to use at home and at work?

   _____

   _____

   _____

   _____

Calendar Profiles

Katie:

- On Wednesdays at 8:00am, Katie takes her dog Georgia for a 2 hour walk in Baker Park.
- Every Saturday at 4:30pm, Katie goes to the public library to read bedtime stories to kids for 2.5 hours.
- Katie is learning karate. She goes to karate lessons 3 times per week—on Tuesdays, Thursdays, and Fridays from 12:30pm to 2:00pm.
- On Sundays, Katie goes to work for 6 hours. She starts work at 10:00am.

Steve:

- Steve cooks dinner for his family every night at 5:00pm. It usually takes him one hour to cook.
- This week he is cooking these meals for dinner:
    - Sunday—Spaghetti
    - Tuesday—Pork Chops
    - Wednesday—Vegetable Pasta
    - Thursday—Pot Roast
    - Friday—Frozen Pizza
    - Saturday—Hamburgers and Fries
- Steve watches his favorite television show on Saturday mornings from 8:30am to 10:30am.
- Steve has baseball practice on Mondays, Wednesday, and Fridays from 3:00pm to 4:30pm

Kathy:

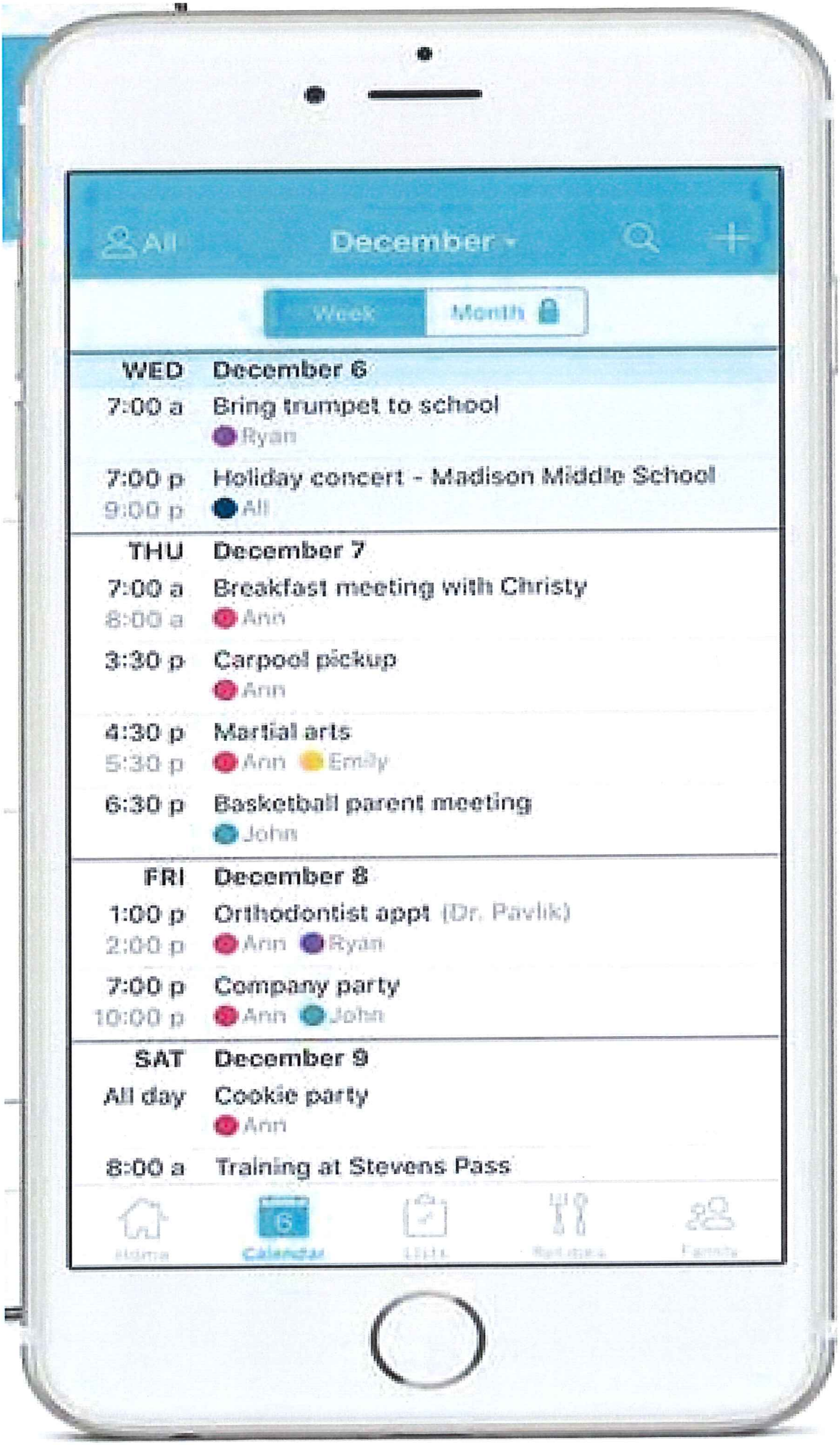
- Kathy likes to read for one hour as soon as she wakes up every morning. She wakes up every morning at 7:30am.
- She takes her cat for a 30-minute walk on Thursday evenings at 5:00pm to go pick up the mail at the mailbox.
- Kathy has work meetings on Monday, Wednesday, and Friday from 9:00am until 4:30pm.
- On Saturday, Kathy is meeting a friend from 6:00pm to 7:00pm at Wegmans.

Michelle:

- Michelle has a doctor's appointment on Tuesday from 10:30am to 11:30am.
- She has German class every Monday and Wednesday at 3:00pm. Class is 2 hours long.
- Michelle is going to a soccer tournament on Saturday morning, from 7:30am until 5:00pm.
- Michelle's family is going to have a game day on Thursday. It will start at 4:00pm and end at 6:30pm.

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10 Mother's Day	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26	27	28	29	30
31						


All
December
Week
Month
WED December 6
7:00 a Bring trumpet to school
Ryan
7:00 p Holiday concert - Madison Middle School
9:00 p All
THU December 7
7:00 a Breakfast meeting with Christy
8:00 a Ann
3:30 p Carpool pickup
Ann
4:30 p Martial arts
5:30 p Ann Emily
6:30 p Basketball parent meeting
John
FRI December 8
1:00 p Orthodontist appt (Dr. Pavlik)
2:00 p Ann Ryan
7:00 p Company party
10:00 p Ann John
SAT December 9
All day Cookie party
Ann
8:00 a Training at Stevens Pass
Home
Calendar
Lists
Recipes
Family

FEBRUARY 2020
ELEMENTARY MENU

DIVISION OF FOOD & NUTRITION SERVICES

MONTGOMERY COUNTY PUBLIC SCHOOLS Maryland

MEAL PRICES		BREAKFAST			DAILY ALTERNATES	NUTRITION INFO
breakfast	daily	M	WG Beef Sausage Bagel~	235	*Other daily entree choices may include peanut butter and jelly sandwiches, grilled cheese, hummus, bagel and cream cheese with yogurt, and fruit yogurt and granola parfait. Please check with your school cafeteria manager for your options.*	Nutrition, allergen, and gluten free information is available on the web at *www.montgomeryschoolsmd.org/departments/food-and-nutrition/wellness-and-nutrition-information/*
paid	$1.30	T	WG Pancakes^	220		
reduced	$.00	W	WG Oatmeal Bar & Yogurt^	220		
lunch	daily	TH	WG Breakfast Sandwich	120-285	*Please check the website for menu changes in the event of a change to the school schedule.*	*Please note that the calculated calories of some main choices may include a whole grain item that has a calorie range of 70–180 calories.*
paid	$2.55	F	WG Cinnamon Roll^	232		
reduced	$.30		SERVED DAILY			
			Assorted Fruit/Fruit Juice	55-90		
			Fat Free or 1% Milk	80-120		

Menu Key: ~Beef Cal = Calories ^Meatless pPeanuts +Poultry *Pork ⸸ Spicy ᵛVegan WG = Whole Grain

LUNCH

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	**4**	**5**	**6**	**7**
CAL	CAL	CAL	CAL	CAL
+WG Chicken Drumstick w/ Rosemary Potatoes & WG Breadstick 390	**^WG Pancakes w/ Yogurt & Cheesestick 370**	**+Hot Dog on WG Bun w/ Ranchero Beans 430**	**~Taco w/ Corn & Edamame w/ WG Scoops 346**	**^Cheese or +~Pepperoni Stuffed Crust WG Pizza 320-330**
OR	**OR**	**OR**	**OR**	**OR**
~Cheesesteak Bowl w/ WG Roll 470	**vVeggie Burger on WG Bun w/ Crinkle Cut Potatoes 379**	**~WG Spaghetti w/ Meatballs & WG Breadstick 499**	**^Lowfat Vanilla Yogurt w/ Mixed Berry Cup & WG Granola 490**	**+⸸Thai Sweet Chili Chicken w/ WG Veggie Rice & WG Roll 371**
Celery Sticks 3	Baby Carrots 30	Tossed Salad w/ Ranch Dressing 92	Salsa 45	Green Peppers 11
Individual Serving Peanut Butter Cup 200	Roasted Chickpeas 160	Assorted Fruit 60-90	Tossed Salad w/ Ranch Dressing 92	Assorted Fresh Vegetables 20-25
Baked Fries 110	Assorted Fruit 60-90	Fat Free or 1% Milk 80-120	Assorted Fruit 60-90	Assorted Fruit 60-90
Assorted Fruit 60-90	Fat Free or 1% Milk 80-120		Fat Free or 1% Milk 80-120	Fat Free or 1% Milk 80-120
Fat Free or 1% Milk 80-120				
10	**11**	**12**	**13**	**14**
CAL	CAL	CAL	CAL	CAL
+WG Chicken Bites w/ Mac & Cheese & WG Roll 546	**+Mini Chicken Tacos w/ Seasoned Potatoes & WG Mini Flatbreads 344**	**~Hamburger on WG Bun w/ Crinkle Cut Potatoes 418**	**+WG Chicken Nuggets w/ Cranberry Bread 458**	**^Cheese or +~Pepperoni Personal WG Pizza 320-330**
OR	**OR**	**OR**	**OR**	**OR**
WG Cheesy Beef~ Enchiladas w/ Red Sauce 343	**^WG Grilled Cheese Sandwich w/ Baked Fries 394**	***Pork Parmesan w/ WG Spaghetti & WG Breadstick 656**	**vMediterranean Salad w/ Hummus or (Cheesestick), WG Pita Chips & Roasted Chickpeas 458 (407)**	**^WG Potato Crisp Fish Sandwich w/ Baked Fries 470**
Baby Carrots 30	^Tomato Soup 155	Tossed Salad w/ Ranch Dressing 92	Roasted Chickpeas 160	Tossed Salad w/ Ranch Dressing 92
Salsa 45	Salsa 45	Assorted Fruit 60-90	Assorted Fresh Vegetables 20-25	100% Fruit Sorbet 77
Assorted Fruit 60-90	Baked Fries 110	Fat Free or 1% Milk 80-120	Assorted Fruit 60-90	Assorted Fruit 60-90
Fat Free or 1% Milk 80-120	Assorted Fruit 60-90		Fat Free or 1% Milk 80-120	Fat Free or 1% Milk 80-120
	Fat Free or 1% Milk 80-120			

FEBRUARY 2020 ELEMENTARY MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
17 **NO SCHOOL**	**18** CAL **+Hot Dog on WG Bun w/ Baked Fries 422** **OR** **^Fiesta Cheese Omelet w/ Potatoes, Peppers, Onions & WG Croissant 466** Baby Carrots 30 Baked Fries 110 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	**19** CAL **WG French Toast Sticks w/ *Sausage 346** **OR** **~Teriyaki Meatballs w/ WG Veggie Rice & WG Roll 435** Grape Tomatoes 16 Roasted Chickpeas 160 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	**20** CAL **~Taco w/ Corn & Edamame w/ WG Scoops 346** **OR** **^Lowfat Vanilla Yogurt w/ Mixed Berry Cup & WG Granola 490** Salsa 45 Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	**21** CAL **^Cheese or +~Pepperoni Stuffed Crust WG Pizza 320-330** **OR** **+Spicy WG Chicken Patty Sandwich 341** Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120
24 CAL **+WG Chicken Bites w/ Cheesy Spinach & WG Scoops 407** **OR** **^WG Twisted Blueberry Sticks w/ Yogurt 460** Baby Carrots 30 Grape Tomatoes 16 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	**25** CAL **~Hamburger on WG Bun w/ Crinkle Cut Potatoes 418** **OR** **vVegan Chik Nuggets w/ Seasoned Potatoes & WG Breadstick 380** Baked Fries 110 Broccoli 15 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	**26** CAL **+Chicken Ham & Cheese on WG Croissant 340** **OR** **^WG Potato Crisp Fish Sandwich w/ Baked Fries 470** Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	**27** CAL **^WG Cheese Crunchers w/ Marinara Sauce 336** **OR** **vMediterranean Salad w/ Hummus or (Cheesestick), WG Pita Chips & Roasted Chickpeas 458 (407)** Roasted Chickpeas 160 Assorted Fresh Vegetables 20-25 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120	**28** CAL **^Cheese or +~Pepperoni Personal WG Pizza 320-330** **OR** **~Chili w/ WG Cornbread Bowl 310** Tossed Salad w/ Ranch Dressing 92 Assorted Fruit 60-90 Fat Free or 1% Milk 80-120
For information on current hunger relief resources and emergency food providers in Montgomery County, visit the Montgomery County Food Council's Food Assistance Resource Directory at https://mocofoodcouncil.org/foodassistance.	**CAUTION:** **Food must be cooked thoroughly for it to be safe to eat.** **Handle carefully: It's Hot!!!** **Especially hot packs and soup; ask for help when opening.**			

PARENT INFORMATION

MySchoolBucks.com is a service for parents to make prepayments to their child's cafeteria meal account via the Internet with a credit/debit card. Parents can also check meal account balances, sign up for reoccurring payments, and much more. This service is offered as a convenience for interested families. By creating a secure online account, parents can manage their child's account. Go to **MySchoolBucks.com** to register.

RETURNED CHECKS ARE SUBJECT TO RECOVERY FOR THE FACE VALUE AND MARYLAND STATE ALLOWED FEE OF $25.00 THROUGH AN ELECTRONIC DEBIT OR PAPER DRAFT TO THE SAME ACCOUNT. YOUR PAYMENT BY CHECK CONSTITUTES YOUR ACCEPTANCE OF THESE TERMS.

A LA CARTE OPTIONS

Did you know that, in addition to healthy meals, many schools offer a la carte options? All snack foods and beverages sold are in compliance with the MCPS Wellness Regulations (www.montgomeryschoolsmd.org/departments/policy/pdf/jpgra.pdf). For information about your school's offerings, or to restrict student purchases, please contact your school cafeteria manager.

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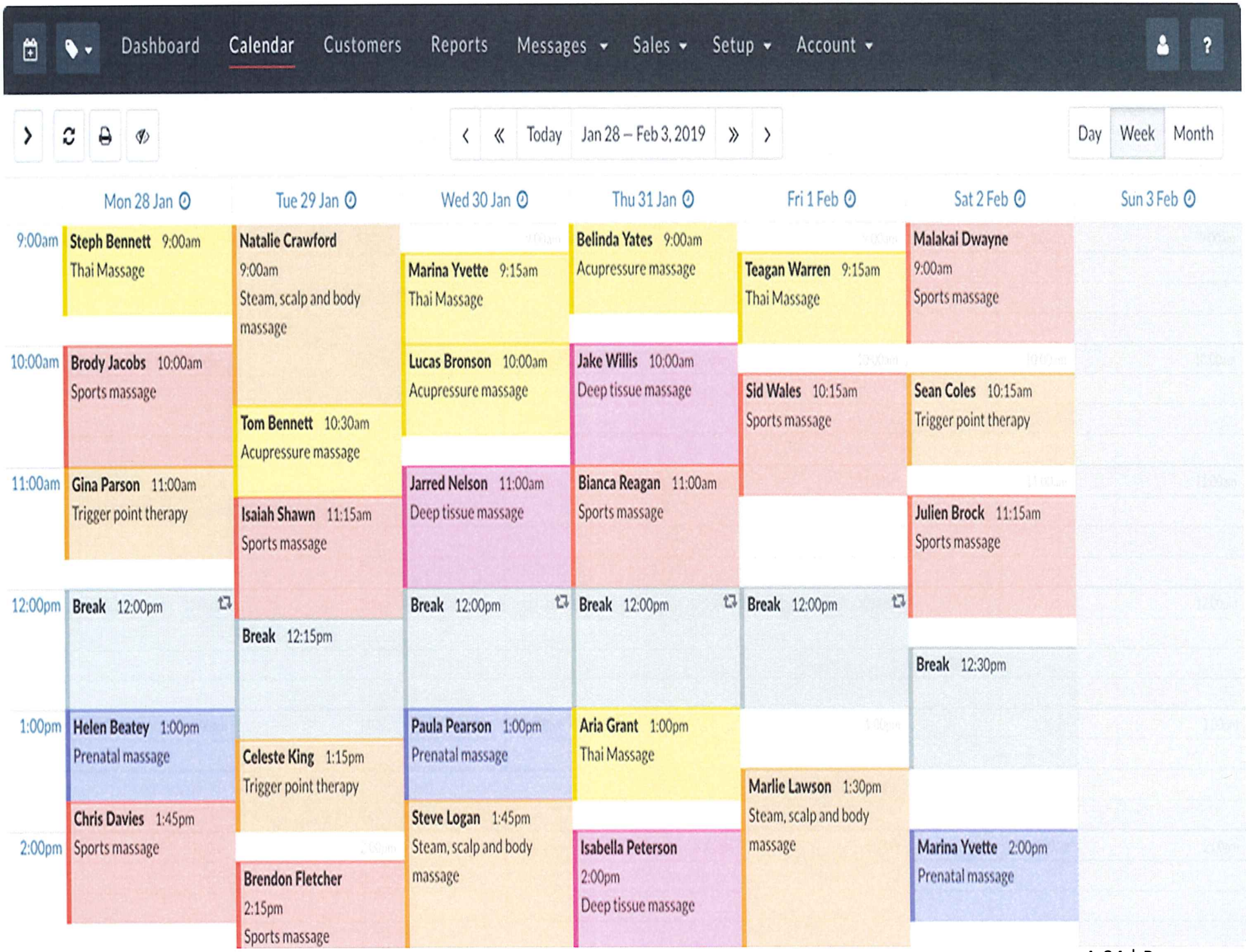
BLACKFISH BOH

	Mon 12/10/2017	Tue 12/11/2017	Wed 12/12/2017	Thu 12/13/2017	Fri 12/14/2017	Sat 12/15/2017	Sun 12/16/2017	
Chris		9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM		40.00
Henry	9:00 AM 5:00 PM	1:00 PM 9:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM	9:00 AM 5:00 PM			40.00
Bruce			2:00 PM 10:00 PM	3:00 PM 11:00 PM	3:00 PM 11:00 PM	2:00 PM 10:00 PM	9:00 AM 5:00 PM	40.00
Amy	1:00 PM 10:00 PM			4:00 PM 12:15 AM	4:00 PM 12:15 AM	2:00 PM 9:00 PM	1:00 PM 10:00 PM	41.50
Susan			2:00 PM 11:15 PM	2:00 PM 10:30 PM	2:00 PM 12:15 AM	2:00 PM 11:15 PM	2:00 PM 11:15 PM	46.50
Aaron	2:00 PM 11:15 PM	2:00 PM 11:15 PM		2:00 PM 12:15 AM	2:00 PM 12:15 AM			39.00
Andy		2:00 PM 11:15 PM	2:00 PM 11:15 PM	2:00 PM 12:15 AM	2:00 PM 12:15 AM			39.00
Erica	2:00 PM 11:15 PM			2:00 PM 12:15 AM	2:00 PM 12:15 AM	2:00 PM 11:15 PM	2:00 PM 11:15 PM	48.25
Jeremiah		2:00 PM 11:15 PM	2:00 PM 11:15 PM	2:00 PM 12:15 AM	2:00 PM 12:15 AM	2:00 PM 10:00 PM	2:00 PM 11:15 PM	56.25
Tom			2:00 PM 11:15 PM	2:00 PM 11:00 PM	2:00 PM 12:15 AM	2:00 PM 11:15 PM	2:00 PM 11:15 PM	47.00
David	2:00 PM 11:15 PM	2:00 PM 11:15 PM			2:00 PM 12:15 AM	2:00 PM 11:15 PM		38.00
Request Off								
Grill								
Wheel								
Saute								
Pantry								

week 1 | week 2 | week 3 | week 4 | week 5 | week 6 | Example | Info


Dashboard
Calendar
Customers
Reports
Messages
Sales
Setup
Account
Today
Jan 28 – Feb 3, 2019
Day
Week
Month
Mon 28 Jan
Tue 29 Jan
Wed 30 Jan
Thu 31 Jan
Fri 1 Feb
Sat 2 Feb
Sun 3 Feb
9:00am
10:00am
11:00am
12:00pm
1:00pm
2:00pm
Steph Bennett 9:00am
Thai Massage
Brody Jacobs 10:00am
Sports massage
Gina Parson 11:00am
Trigger point therapy
Break 12:00pm
Helen Beatey 1:00pm
Prenatal massage
Chris Davies 1:45pm
Sports massage
Natalie Crawford
9:00am
Steam, scalp and body massage
Tom Bennett 10:30am
Acupressure massage
Isaiah Shawn 11:15am
Sports massage
Break 12:15pm
Celeste King 1:15pm
Trigger point therapy
Brendon Fletcher
2:15pm
Sports massage
Marina Yvette 9:15am
Thai Massage
Lucas Bronson 10:00am
Acupressure massage
Jarred Nelson 11:00am
Deep tissue massage
Break 12:00pm
Paula Pearson 1:00pm
Prenatal massage
Steve Logan 1:45pm
Steam, scalp and body massage
Belinda Yates 9:00am
Acupressure massage
Jake Willis 10:00am
Deep tissue massage
Bianca Reagan 11:00am
Sports massage
Break 12:00pm
Aria Grant 1:00pm
Thai Massage
Isabella Peterson
2:00pm
Deep tissue massage
Teagan Warren 9:15am
Thai Massage
Sid Wales 10:15am
Sports massage
Break 12:00pm
Marlie Lawson 1:30pm
Steam, scalp and body massage
Malakai Dwayne
9:00am
Sports massage
Sean Coles 10:15am
Trigger point therapy
Julien Brock 11:15am
Sports massage
Break 12:30pm
Marina Yvette 2:00pm
Prenatal massage

Calendar for Individual Practice Activity

February 7, 2016 - February 13, 2016

February 2016

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	7	8	9	10	11	12	13
7 AM							
8							
9							
10							
11							
12 PM							
1							
2							
3							
4							
5							
6							

LESSON PLAN

CLASS _____ **DATE** _____

LESSON TITLE	**Reading for Details** **This lesson adapts easily to become a unit.**
LEVEL AND DURATION	**ABE Level 2** 2 lessons of 45 minutes each CCRS Reading Standards Anchor 1 (RI.2.1),Anchor 2, RI.3.2) Anchor 4(RI.3.4)Anchor 7, RI 2.8) Writing Standards Anchor2(W3.b)
TOPIC Introduction How? WHY? Formative Assessment?	**The problems of Food Waste and Food Injustice** Americans wasted 1.3 billion tons of food last year, yet people are hungry. What are some ways this problem can be solved? **Discussion, video, article, expansion of topic: local, national, global** Use prior knowledge to discuss food items that are wasted. Where does the waste happen? Home, restaurants, grocery stores, etc. What are some causes of **food waste**? Spoilage, expiration, over buying, lack of grocery stores. As a class, take the Food Waste Quiz. Identify details in the explanation paragraphs. Use links to expand answer information. https://www.worldwildlife.org/pages/take-the-food-waste-quiz Read about one school's efforts to change the concept of **food injustice**. How is this tied to waste? Before reading, ask students the questions that student participants were asked: Newsela: https://newsela.com/read/teens-cooking-community/id/2001005618/?utm_source=aotd&utm_medium=email&utm_campaign=test-1&utm_content=news-2 Choose the appropriate Lexile Level Work through the article as a group, or independently, using Close Reading Technique. Students should underline details that support the main idea. Students will answer questions from the article assignment.
OBJECTIVES Take Aways	Identify details that support a main idea. Understand the problem of food waste and the need to find ways to decrease it. Discover why these issues are important to the environment. Expand the lesson to include information that broadens the topic to a global perspective Take responsibility for one's own habits. Find personal solutions.

MATERIALS Resources	Online quiz, paper and colored pencils, print or online version of the Newsela article and questions, videos, computers for research, materials with which posters can be made, if applicable. https://www.usda.gov/foodwaste/faqs https://foodinsight.org/wp-content/uploads/2018/05/2018-FHS-Report-FINAL.pdf charts and graphs • Use the chart on page 28, for instance, to compose a food quiz for your students, then compare results to the worldwide chart. Through prompting, help students identify the causes of food injustice and waste in various climates and habitats. • Use a world map alongside the chart to help identify the areas.
TECHNOLOGY	Computers, websites, videos
PRACTICE Small Group Individual	https://www.worldwildlife.org/stories/fight-climate-change-by-preventing-food-waste suggestions for further reading and discussion Use a graphic organizer to identify facets of the problem. Student pairs or groups research one area of concern and how it is being remediated. For instance: Food recycling, weather related problems, overproduction, poverty and food injustice, problems with production, etc.
ASSESS	Students will identify at least 3 causes of food waste and provide details to support their answers. Students may illustrate or write (type) their answers. Students could make a poster that explains problems and solutions-to be displayed in the cafeteria.
Homework ? **Follow Up?**	Students will identify 3 ways in which they can become part of the solution to these problems on a personal level. This is a written task. For example: don't buy more than you need, freeze what you can use and label it carefully. Give someone a ride to the store, if needed. Vote! Support local initiatives for grocery stores in poor neighborhoods. Buy local from farmers, markets, grow food. **Research project**: What does CCBC do to address food injustice, sustainability? Students will search the college's website to identify The Sustainability Projects and how they can participate in them. (Example: Food Pantry, Community Garden, composting, etc.). The class will take a walking tour to visit the sites of these initiatives.

Teenagers get a crash course in food-justice issues at community classes

By Seattle Times, adapted by Newsela staff on 03.05.20
Word Count **792**
Level **870L**

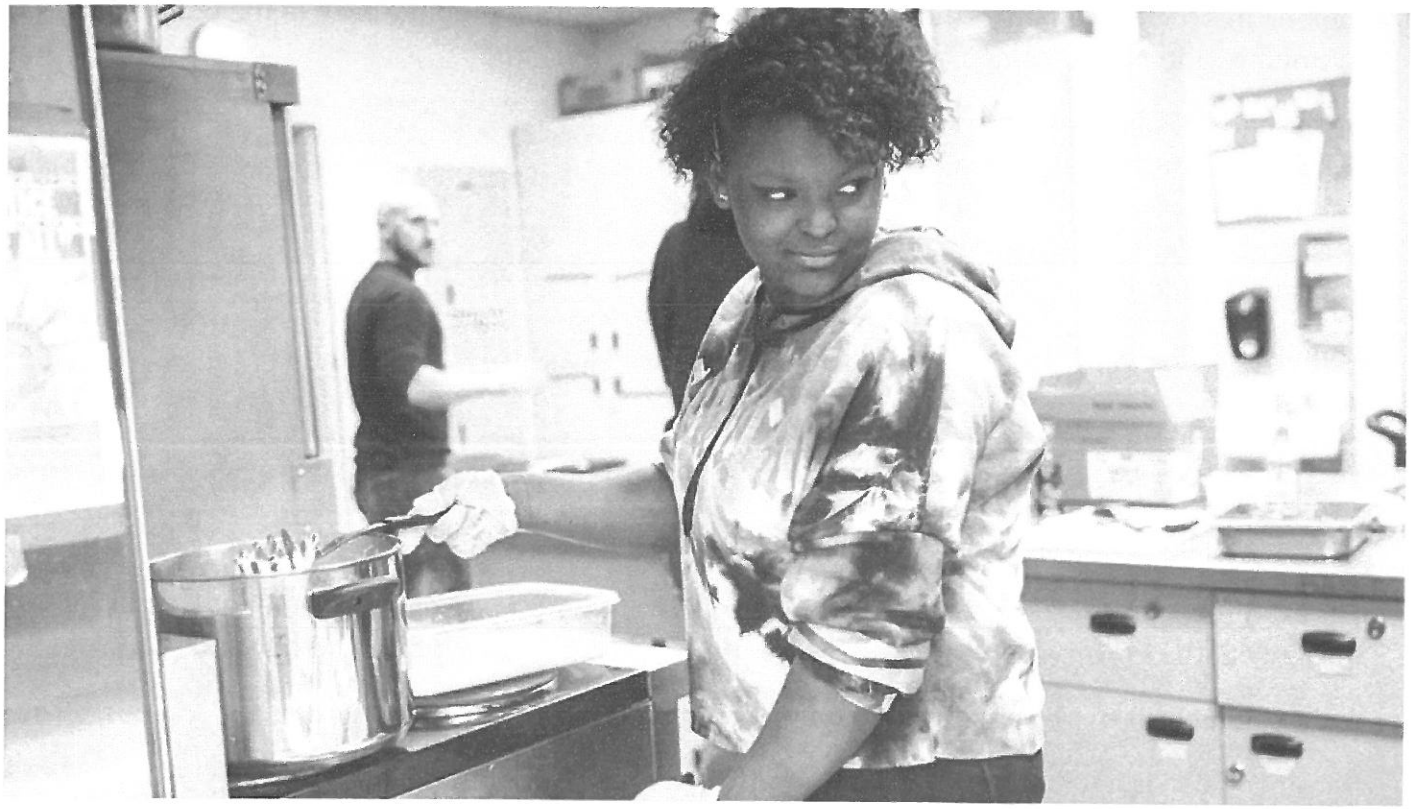


Image 1. Dream Bernard, age 14, prepares the vermicelli bowls to feed the class and others working or playing at High Point Community Center on January 1, 2020. The Seattle Parks and Recreation department started a monthlong cooking class for youth ages 13 to 19 to learn about food-justice issues and basic cooking skills every Friday and Saturday night. Photo by: Amanda Snyder/The Seattle Times/TNS

On January 1, seven teenagers were at a cooking class in High Point Community Center. The center is in Seattle, Washington. Their cooking instructor, Asia Faircloth, had a question for them.

"You guys want to go play with knives?" she asked them.

In the kitchen, Faircloth taught them how to cook vermicelli bowls with tofu and chicken. Vermicelli is a type of noodle. The students also worked with Jacob Alhadeff. They practiced new chopping skills with professional chef's knives.

Both instructors asked the quiet class simple questions such as, "What's your favorite fast food?" "Who likes to eat packaged ramen?" "Have you seen the prices of salads at chain restaurants?"

There was an important reason for these questions. The instructors were trying to get the students to think about what they eat and where they get their food. These ideas are at the center of this

four-week course. The course is put on by Seattle's Parks and Recreation department. It goes through June. It is held at the High Point and South Park community centers in Seattle.

Difficulty Finding Affordable Healthy Food

The course is about cooking and food justice. Food justice is the idea that everyone should have access to nutritious and healthy food. In some areas, it is very difficult to buy food that is not too expensive, fresh and healthy. One example of food justice is having more options to buy fresh and healthy food in these areas.

Alhadeff said that low-income people of color are more likely to face food injustice. "So providing cooking instruction, an introduction to food justice and putting money back in the pockets of our community members seemed like a no-brainer," Alhadeff said.

By the end of February, 24 kids will have completed the course. Students are between the ages of 13 and 19. The city uses mostly social media to get teenagers to sign up. Their goal is to reach the youth most impacted by food injustice.

Connecting The Dots

Alhadeff and Faircloth teach young people how to cook more than just frozen food at home. They also try to connect the dots between individual choices and larger social issues.

For example, they try to get the students to think about how a person's decision to eat out or what they buy at the grocery store ties into issues like obesity, climate change and how our food is made.

A class on February 7 briefly touched on those broad topics.

Dominic Tatro is a junior at Seattle Lutheran High School. He attended the January course. He said he had never heard of food justice before he took the course.

Bigger, Global View

"We started with more personal things, then looked at the bigger, global view ... like, how climate change is related to food," Dominic said. "It can be really bad when droughts turn places into actual deserts (and) food droughts can cause a lot of (civil) unrest."

Tahir Adams and Najah Goodrich joined the South Park classes. They mentioned how farmers can struggle to put food on their own kitchen tables while growing fresh produce for the rest of the country. They also bragged about the new skills and recipes they learned.

"Always, always use the claw," Tahir said. He was referring to a food-preparation technique. The claw is a grip used while chopping. It is a safe and effective way to chop food. Alhadeff teaches it in the class.

Dream Bernard, 14 years old, struggled to adjust to the claw while cutting a carrot.

"The way I cut it at home is probably more dangerous, but I think it works better," she said. "Definitely cut myself a few times at home though."

Like many of the teenagers at the class, Dream said she often makes boxed macaroni and cheese at home or packaged ramen. She hopes to pick up some new recipes through the class. She asked Faircloth if one of their sessions could include an orange chicken recipe. That's her favorite fast- food meal.

Dream and her brother are home-schooled. Their mother, Dee Bernard, said community events like the cooking classes offer a chance for them to build social skills.

"Doesn't hurt if she learns how to cook a few new recipes too," Bernard said. "Even though I'll always be the best cook in our family."

Quiz

1 Which sentence from the section "Getting Students To Think About What They Eat" explains WHY some people have trouble eating healthy food?

(A) They also wanted them to think about where they get their food.

(B) Food justice is the idea that everyone should be able to get healthy and fresh food.

(C) What a person eats is often out of their control.

(D) It may not be offered in the stores.

2 Which question is answered in the section "Finding Healthy Food Can Be Hard"?

(A) Why do farmers have trouble feeding themselves?

(B) How do kids find out about the cooking classes?

(C) Where do students attend the cooking classes?

(D) How were the cooking classes started?

3 Dream Bernard said she hopes to learn some new recipes in the class. How does she feel about the cooking classes?

(A) She does not think the classes will be useful.

(B) She wishes she was able to learn more from the classes.

(C) She hopes that they will change her meals in a positive way.

(D) She thinks the classes will be too difficult for her.

4 What does the author want the reader to learn?

(A) what these classes teach about food injustice

(B) how the cooks teach kids in the classes

(C) where the cooking classes are held

(D) when kids can sign up for these cooking classes

LESSON PLAN

CLASS _____ **DATE** _____

LESSON TITLE	Equivalent Fractions
LEVEL AND DURATION	**ABE Level 2 45 minutes** Manipulate fractional parts. Understand two fractions as equivalents. Recognize and generate simple equivalent fractions. (CCRS Math Level B 3. NF.3 and 3.b)
TOPIC Introduction How? WHY? Formative Assessment?	What are equivalent fractions? How can we "equalize" fractions? Why do we do this in mathematics? Discuss fractions in our lives. Vocabulary: equivalent, equal, numerator, denominator **How**: Hands on activity: Compare fractional parts using Fraction Towers. Complete the practice worksheet by comparing fractional equivalents. Discuss. **Why?** We will need this skill to add and subtract fractions. This skill will help us to multiply and divide fractions when needed. It will help with measurement in real life situations.
OBJECTIVES Take Aways	• Visually and manually work with fractional parts and their equivalents. • Manipulate fractional parts to identify equivalents. • Move from concrete to semi-concrete activity identifying equivalents on a second worksheet. • Demonstrate that fractions have equivalents with different numerators and denominators that represent the same value or proportion of the whole. Use these to solve simple problems.
MATERIALS Resources	Fraction Towers, worksheets *Alternative*: Cut paper into strips, Students follow directions to fold into fractional parts. Place in a plastic sleeve. Compare fractional parts to find equivalents.
TECHNOLOGY	https://www.youtube.com/watch?v=TN6f3sKVa4I Explain making equivalent fractions https://www.mathsisfun.com/equivalent_fractions.html tutorial and practice

PRACTICE Small Group Individual	Follow instructor directions to find fractional equivalents. For example: Using the green tower, show 3/5. What other fractions can you find that are the same as 3/5 or 3 of 5 parts? **Critical Thinking Questions**: Ask students to compare 3/5 to twelfths. Prompt to elicit the response that there are not equivalents for some fractions. Prompt to elicit responses that the as the denominator gets larger, the fractional pieces get smaller. Use the blue tower. How many eighths make 1 whole? Line up this tower to find other fractions that make one whole. Prompt to elicit the response that the when the numerator and demoninator are the same, they make one whole. Identify equivalents using a worksheet. Students decide through discussion and demonstration on the board that fractions with different denominators can't be added and subtracted. Demonstrate how equivalent fractions can be added and subtracted. Bring in the concept or raising and lowering fractions.
ASSESSMENT Check for understanding	Students will be able to identify fraction equivalents using a chart and generate simple equivalent fractions. Students will be able to *explain why* fractions are equivalent. Students will place equivalent fractions on a simple number line showing the two fractional parts. (CCRS Math/Level B 3. NF.2a)
Homework? **Follow Up?**	Use the chart to identify fraction equivalents on a worksheet. Generate simple equivalent fractions on a worksheet. **Next steps:** https://www.youtube.com/watch?v=XnB2DUhpNGM Equivalent fractions-raise and lower fractions **Extension**: Teach Reading a Ruler using fractional parts. Worksheet attached.

Equivalent Fractions

Use the fraction towers to find fraction parts that are **equal**.

How many can you find for each fraction below?

$\frac{1}{2}$ is the same as

$\frac{4}{12}$ is the same as

$\frac{2}{3}$ is the same as

$\frac{1}{4}$ is the same as

$\frac{2}{5}$ is the same as

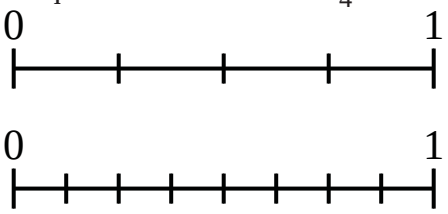
$\frac{6}{8}$ is the same as

Finding Equivalent Fractions with a NumberLine

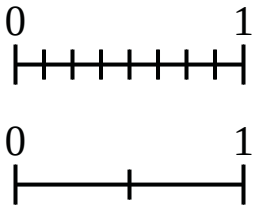
Name:

Use the number lines to answer the questions.

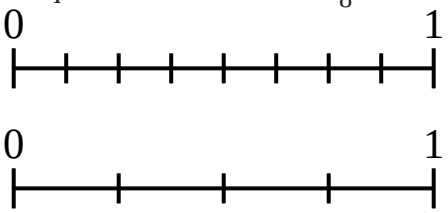
1) Using the number lines shown, what is the equivalent fraction to $^{1}/_{4}$?



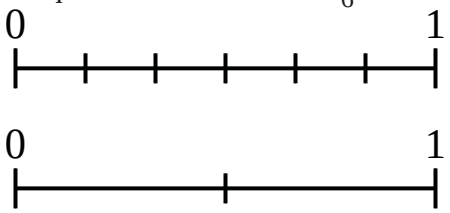
2) Using the number lines shown, what is the equivalent fraction to $^{8}/_{8}$?



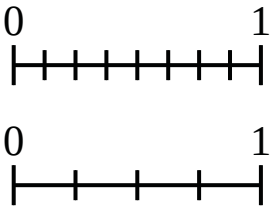
3) Using the number lines shown, what is the equivalent fraction to $^{8}/_{8}$?



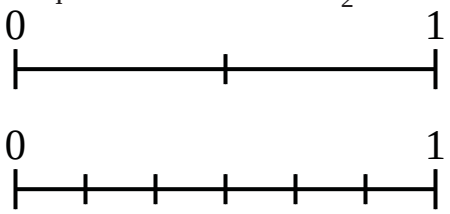
4) Using the number lines shown, what is the equivalent fraction to $^{3}/_{6}$?



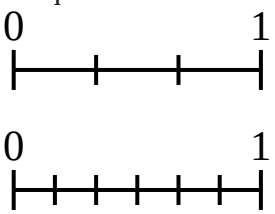
5) Using the number lines shown, what is the equivalent fraction to $^{4}/_{8}$?



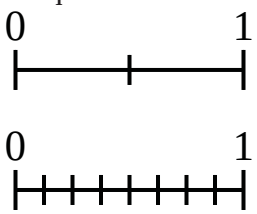
6) Using the number lines shown, what is the equivalent fraction to $^{2}/_{2}$?



7) Using the number lines shown, what is the equivalent fraction to $^{1}/_{3}$?



8) Using the number lines shown, what is the equivalent fraction to $^{1}/_{2}$?

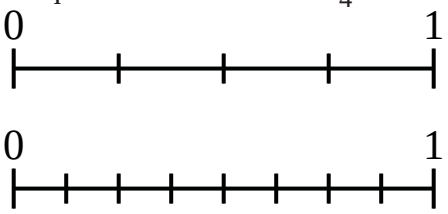


Answers

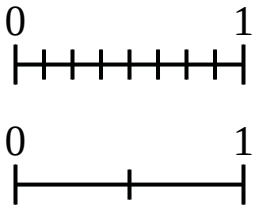
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Use the number lines to answer the questions.

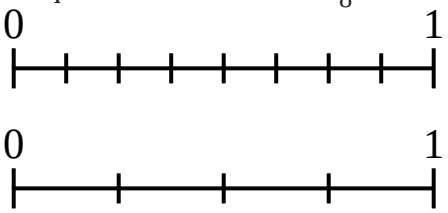
1) Using the number lines shown, what is the equivalent fraction to $^{1}/_{4}$?



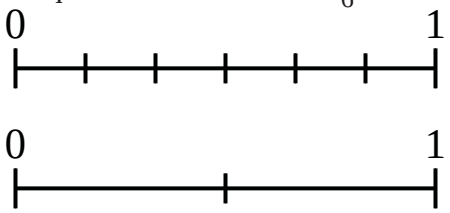
2) Using the number lines shown, what is the equivalent fraction to $^{8}/_{8}$?



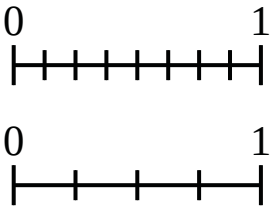
3) Using the number lines shown, what is the equivalent fraction to $^{8}/_{8}$?



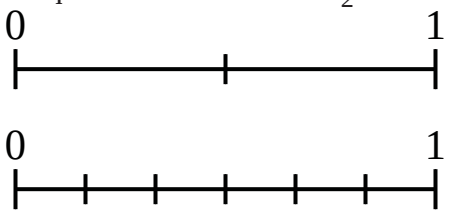
4) Using the number lines shown, what is the equivalent fraction to $^{3}/_{6}$?



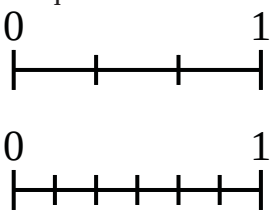
5) Using the number lines shown, what is the equivalent fraction to $^{4}/_{8}$?



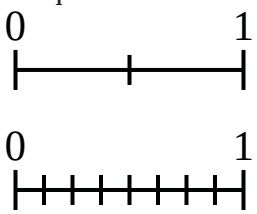
6) Using the number lines shown, what is the equivalent fraction to $^{2}/_{2}$?



7) Using the number lines shown, what is the equivalent fraction to $^{1}/_{3}$?



8) Using the number lines shown, what is the equivalent fraction to $^{1}/_{2}$?



Answers

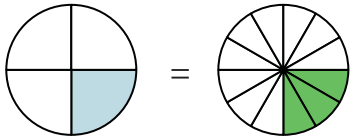
1. $^{2}/_{8}$
2. $^{2}/_{2}$
3. $^{4}/_{4}$
4. $^{1}/_{2}$
5. $^{2}/_{4}$
6. $^{6}/_{6}$
7. $^{2}/_{6}$
8. $^{4}/_{8}$

Finding Equivalent Fractions

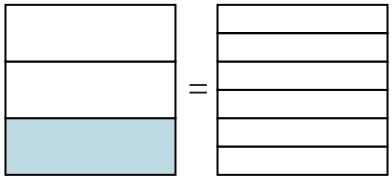
Name:

Shade in the visual fraction to find the equivalent fraction.

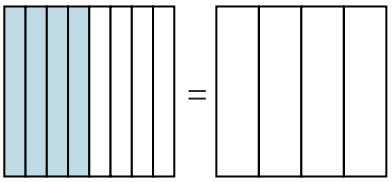
Ex) $\frac{1}{4} = \frac{3}{12}$



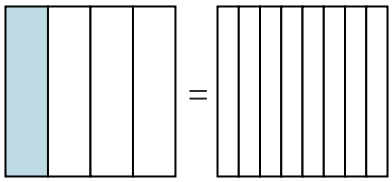
1) $\frac{1}{3} =$



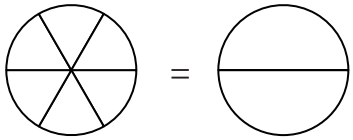
2) $\frac{4}{8} =$



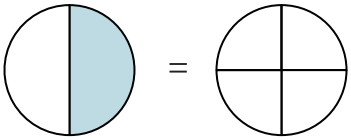
3) $\frac{1}{4} =$



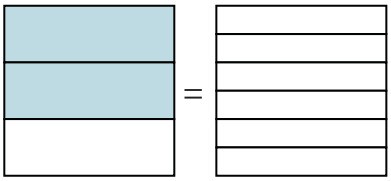
4) $\frac{0}{6} =$



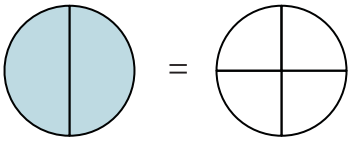
5) $\frac{1}{2} =$



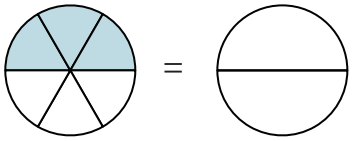
6) $\frac{2}{3} =$



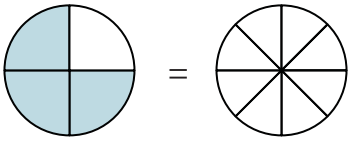
7) $\frac{2}{2} =$



8) $\frac{3}{6} =$



9) $\frac{3}{4} =$



Answers

Ex. $\frac{3}{12}$

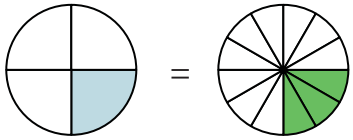
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

1-9	89	78	67	56	44	33	22	11	0

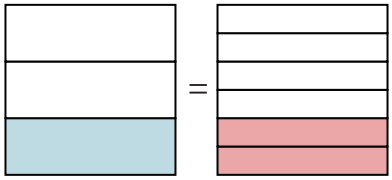
Name: **Answer Key**

Shade in the visual fraction to find the equivalent fraction.

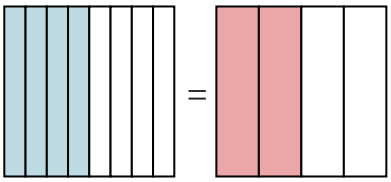
Ex) $\frac{1}{4} = \frac{3}{12}$



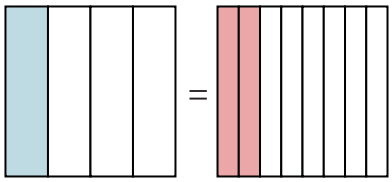
1) $\frac{1}{3} = \frac{2}{6}$



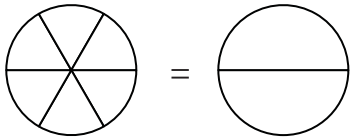
2) $\frac{4}{8} = \frac{2}{4}$



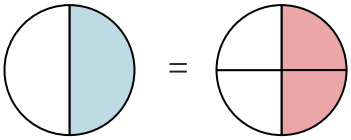
3) $\frac{1}{4} = \frac{2}{8}$



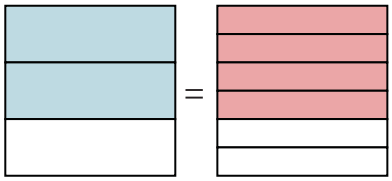
4) $\frac{0}{6} = \frac{0}{2}$



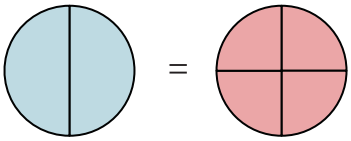
5) $\frac{1}{2} = \frac{2}{4}$



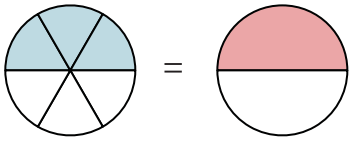
6) $\frac{2}{3} = \frac{4}{6}$



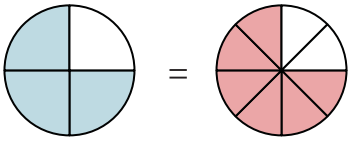
7) $\frac{2}{2} = \frac{4}{4}$



8) $\frac{3}{6} = \frac{1}{2}$



9) $\frac{3}{4} = \frac{6}{8}$



Answers

Ex. $\frac{3}{12}$

1. $\frac{2}{6}$
2. $\frac{2}{4}$
3. $\frac{2}{8}$
4. $\frac{0}{2}$
5. $\frac{2}{4}$
6. $\frac{4}{6}$
7. $\frac{4}{4}$
8. $\frac{1}{2}$
9. $\frac{6}{8}$

1-9	89	78	67	56	44	33	22	11	0

LESSON PLAN

CLASS _____ **DATE** _____

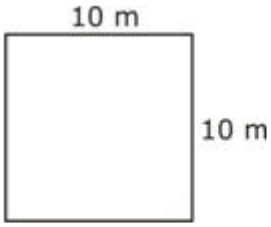
LESSON TITLE	**Measurement at Work**
LEVEL AND DURATION	**ABE Level 2** **45 minutes** **Functional and Workplace Skills ABE 2 Page 95-** Understand and calculate simple area and perimeter
TOPIC Introduction How? WHY? Formative Assessment?	What jobs can you think of that use measurement skills? Brain storm and make a list. http://www.xpmath.com/careers/topicsresult.php?subjectID=3&topicID=13 Show the graphic and discuss jobs in the four categories.
OBJECTIVES Take Aways	Compute simple perimeter. Compute simple area. Demonstrate an understanding of the difference between area and perimeter. *Perimeter is the fence. Area is the garden inside the fence.*
MATERIALS Resources	https://www.youtube.com/watch?v=AAY1bsazcgM Perimeter explained https://www.youtube.com/watch?v=xCdxURXMdFY Area explained cut outs of 2 dimensional shapes tape measures for each student colored pencils worksheets-samples attached http://commoncoresheets.com http://teach-nology.com Square foot floor tile for visual demonstration
TECHNOLOGY	videos
PRACTICE Small Group Individual	Math antics video: **perimeter** Students will measure concrete objects in the room and determine perimeter. Students will measure two dimensional objects and determine the perimeter. Watch: Math Antics video: **area** Explain the concept of "square" in the answer. The group will work with two dimensional objects to determine area after seeing the video. Students will complete worksheets on perimeter and area as a group.

ASSESS	Students will complete a perimeter and area worksheet.
Homework ? Follow Up?	Ask students to measure three objects at home. Determine the perimeter and area. Bring results to the next class. Extension activity: Teach The L shaped room with whole number lengths and widths. Ask students to discover ways to solve these problems. Demonstrate and practice together.

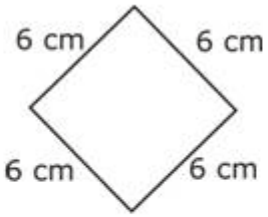
Name _____ Date _____

Finding the Perimeter of Mixed Shapes

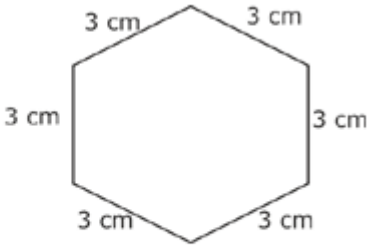
Find the perimeter of each figure.



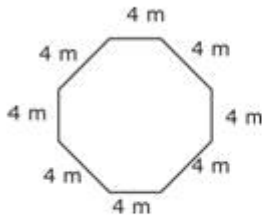
1. Perimeter = _____



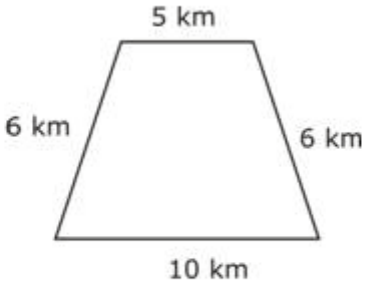
2. Perimeter = _____



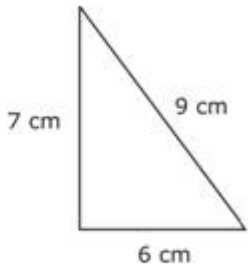
3. Perimeter = ____



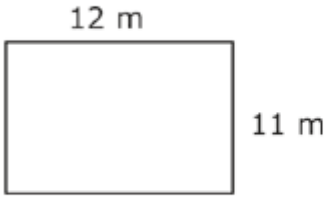
4. Perimeter = _____



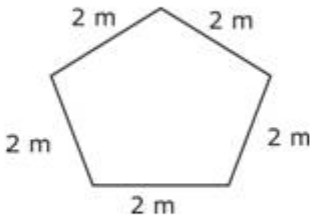
5. Perimeter = _____



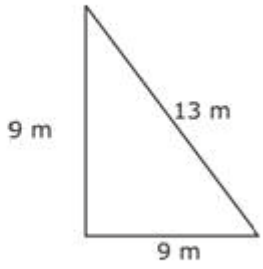
6. Perimeter = _____



7. Perimeter = _____



8. Perimeter = _____



9. Perimeter = _____

Name _____ Date _____

Finding the Perimeter of Mixed Shapes Answer Key

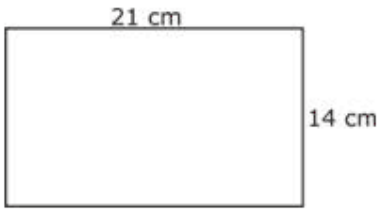
Do not forget to count units.

1. Perimeter = 40 m
2. 24 cm
3. 18 cm
4. 32 m
5. 27 km (That is one big perimeter!)
6. 22 cm
7. 46 m
8. 10 m
9. 31 m

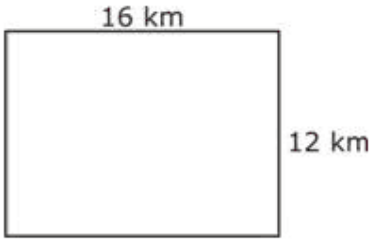
Name _____ Date _____

Area of a Rectangle Version 1

Find the area of all the rectangles. Remember that when it comes to rectangle area, length times width equal area.

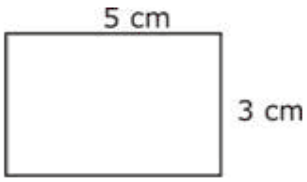


1. Area = _____

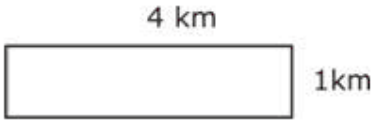


2. Area = _____

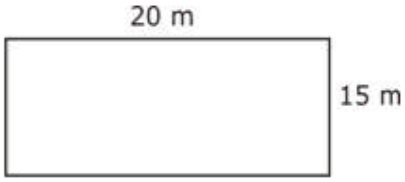
3. Area = _____



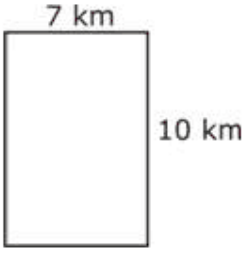
4. Area = _____



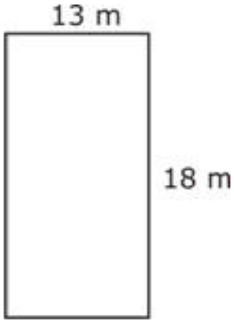
5. Area = _____



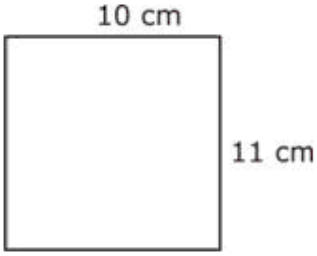
6. Area = _____



7. Area = _____



8. Area = _____



9. Area = _____

Name _____ Date _____

Area of a Rectangle Version 1 Answer Key

Note that the units change and should be counted as a separate entity when grading.

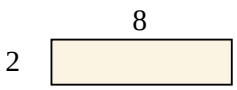
1. 294 cm^2
2. 192 km^2
3. 4 m^2
4. 15 cm^2
5. 4 km^2
6. 300 m^2
7. 70 km^2
8. 234 m^2
9. 110 cm^2

Finding Area

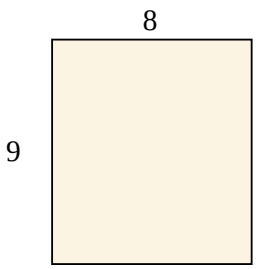
Name:

Find the area (in cm) of the rectangles shown.

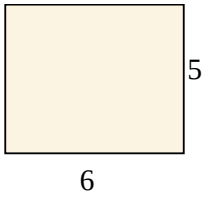
1)



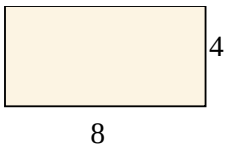
2)



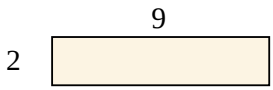
3)



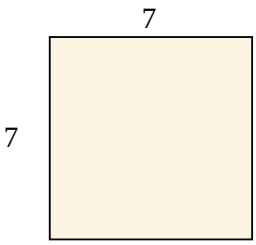
4)



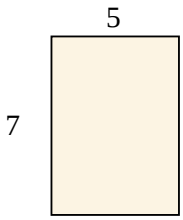
5)



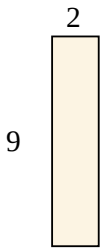
6)



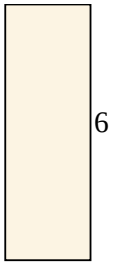
7)



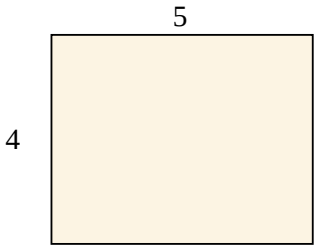
8)



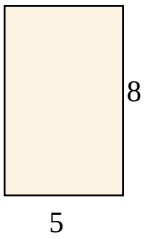
9)



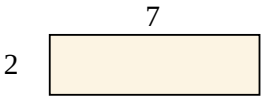
10)



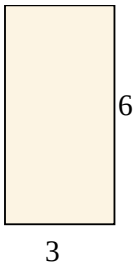
11)



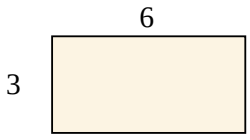
12)



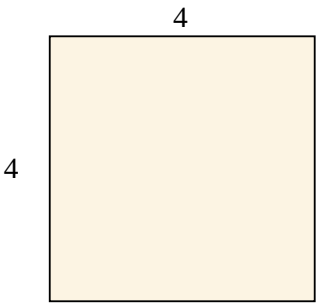
13)



14)



15)



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

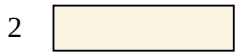
1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Finding Area

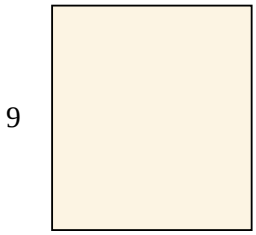
Name: **Answer Key**

Find the area (in cm) of the rectangles shown.

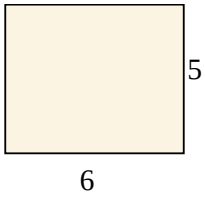
1)



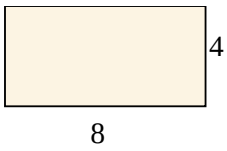
2)



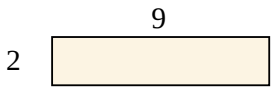
3)



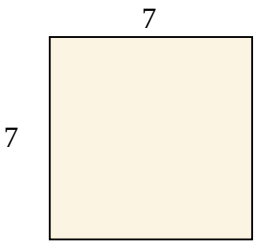
4)



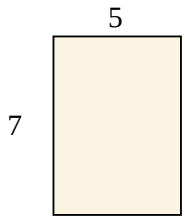
5)



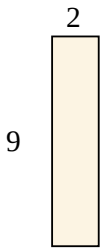
6)



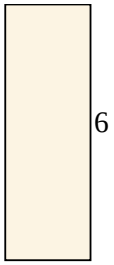
7)



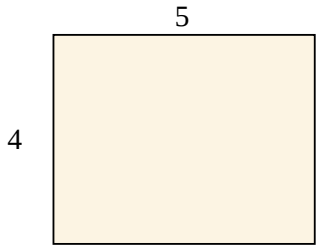
8)



9)



10)



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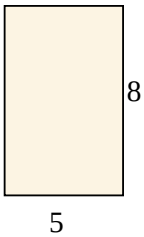

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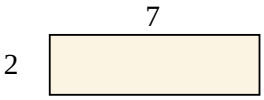

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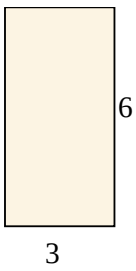

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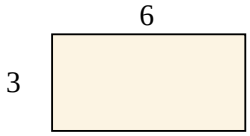

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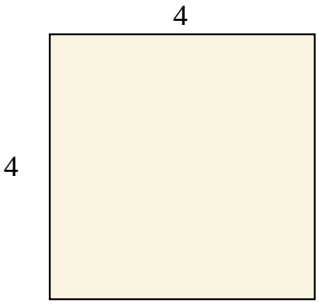


Answers

1. **16 cm²**
2. **72 cm²**
3. **30 cm²**
4. **32 cm²**
5. **18 cm²**
6. **49 cm²**
7. **35 cm²**
8. **18 cm²**
9. **12 cm²**
10. **20 cm²**
11. **40 cm²**
12. **14 cm²**
13. **18 cm²**
14. **18 cm²**
15. **16 cm²**

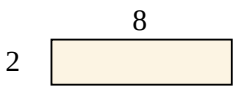
1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Finding Area

Name:

Find the area (in cm) of the rectangles shown.

1)



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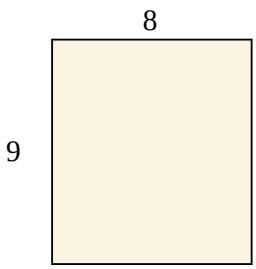

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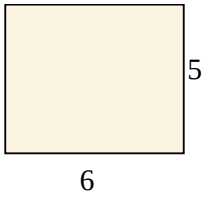

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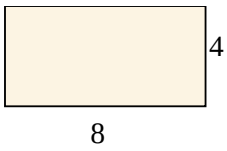

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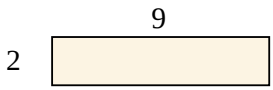

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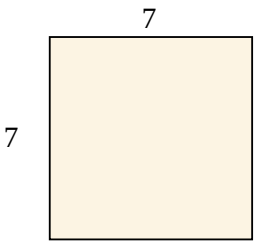

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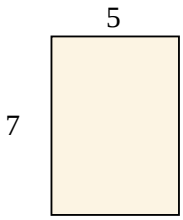

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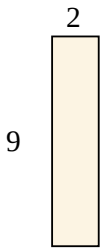

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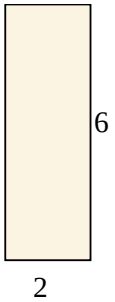

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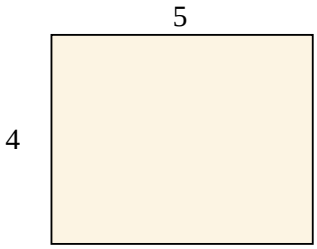

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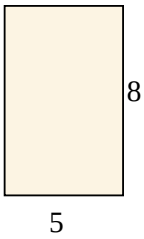

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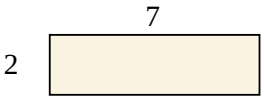

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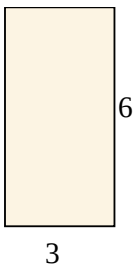

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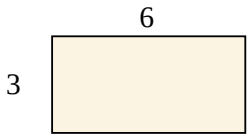

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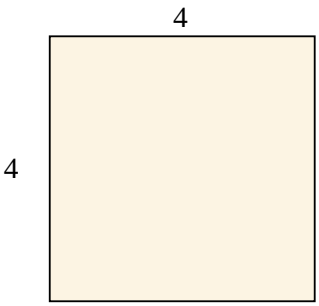


Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

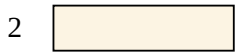
1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Finding Area

Name: **Answer Key**

Find the area (in cm) of the rectangles shown.

1)



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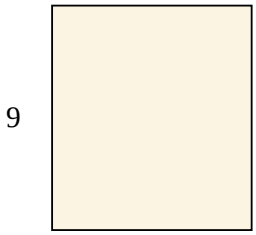

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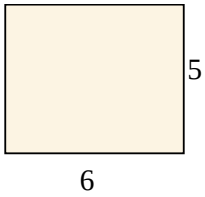

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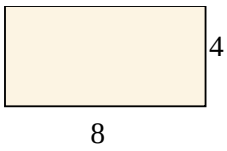

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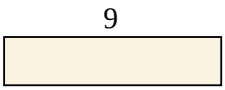

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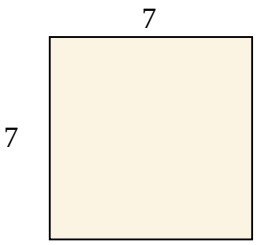

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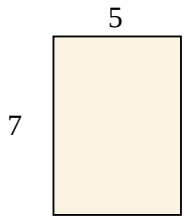

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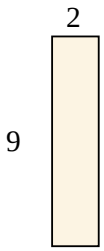

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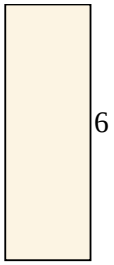

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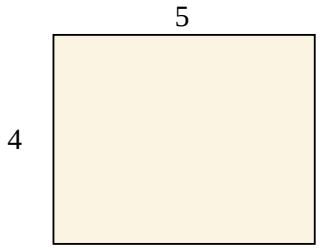

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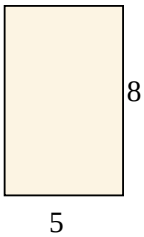

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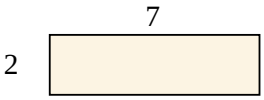

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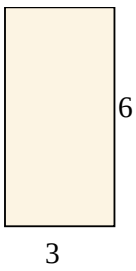

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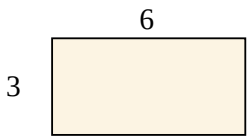

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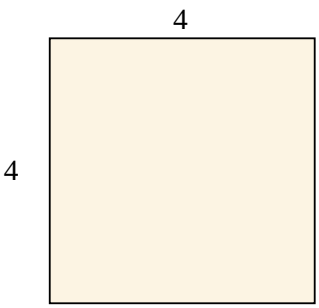


Answers

1. **16 cm²**
2. **72 cm²**
3. **30 cm²**
4. **32 cm²**
5. **18 cm²**
6. **49 cm²**
7. **35 cm²**
8. **18 cm²**
9. **12 cm²**
10. **20 cm²**
11. **40 cm²**
12. **14 cm²**
13. **18 cm²**
14. **18 cm²**
15. **16 cm²**

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Name _____ Date _____

Area & Perimeter of a Rectangle

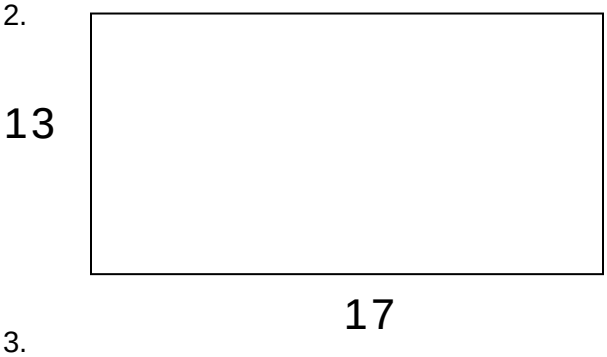
Directions: Find the area and perimeter of each rectangle.

1.

Area =

Perimeter =

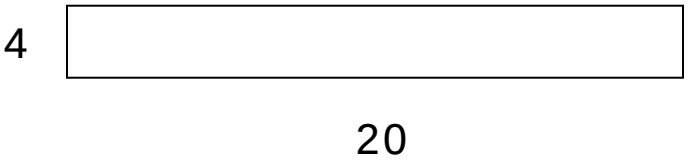
2.



Area =

Perimeter =

3.



Area =

Perimeter =

4.

Area =

Perimeter =

5.

Area =

Perimeter =

Name _____ Date _____

Area & Perimeter of a Rectangle Answer Key

Area	Perimeter
1. 198	1. 62
2. 221	2. 60
3. 80	3. 48
4. 99	4. 40
5. 247	5. 64

ABE LESSON PLAN

LESSON TITLE	Sources of Law
LEVEL AND DURATION	EFL 3-4 1 hour
SUBJECT/COURSE	Civics, Government, Social Studies Cross curricular-RLA Activities include KWL, Compare/Contrast
STANDARDS/ COMPETENCIES	Make predictions; scan and skim moderately complex text; interpret context clues; interpret point of view; summarize; make inferences
TOPIC Introduction How? WHY? Formative Assessment?	Where do laws come from? This lesson teaches students about the sources, types, and unique systems of law that exist in the United States. Students learn about sources of law from the Constitution to local ordinances. They also compare and contrast civil and criminal law and peek into the special systems of military and juvenile justice.
OBJECTIVES Take Aways	Students will be able to: • Identify sources of law, including constitutions, statutes, regulations, judicial precedent, and local ordinances • Compare and contrast civil and criminal law • Describe the military and juvenile justice systems
MATERIALS Resources & Equipment	Student Worksheets Anticipation activity Reading Worksheet
SUMMARY OF TASKS/ACTIONS Step-by-Step	• Anticipate by having students fill out the first two columns of the KWL chart on the half-sheet anticipation activity page. If students think they don't know anything about one of the topics, encourage them to write what they think they know. Randomly ask students to share what they know and what they wonder about. • Distribute the reading pages to the class. • Read through pages one and two of the packet with the class (modify the reading as necessary for student abilities and engagement) • Project the projection mater and review the sources of law as applied to the Postal Service. • Read page three about civil and criminal types of law. • Ask students to stop and brainstorm examples of the three different types of crimes after reading about criminal law on page three. • Read page four with the students, pausing to discuss as appropriate. • Distribute the worksheet pages. • Read through the car accident scenario with the class, reading each step and discussing terms or ideas new to your students. • Practice (see below). • Assessment (see below).

	• Close by asking students to fill in the third column in the KWL chart without looking at the lesson materials. Students should write one thing they learned about each topic.
PRACTICE Small Group/Individual	• Assign the Venn diagram activity and check for correct answers. • Assign the second and third worksheet pages as a review.
ASSESSMENT Check for understanding	Review the answers to the review page and clarify concepts as needed.
EXTENSIONS Homework/ Follow Up	Have students write a compare/contrast essay, in the style of the GED RLA test.
MODIFICATIONS	Allow small group work Popcorn reading
SOURCE	https://www.icivics.org

Teacher's Guide

Sources of Law

Time Needed: One class period

Materials Needed:
Student worksheets

Copy Instructions:
Anticipation Activity (half page; class set)
Reading *(4 pages; class set)*
Worksheet *(3 pages; class set)*

Learning Objectives. Students will be able to:

- Identify sources of law, including constitutions, statutes, regulations, judicial precedent, and local ordinances
- Compare and contrast civil and criminal law
- Describe the military and juvenile justice systems.

Step by Step

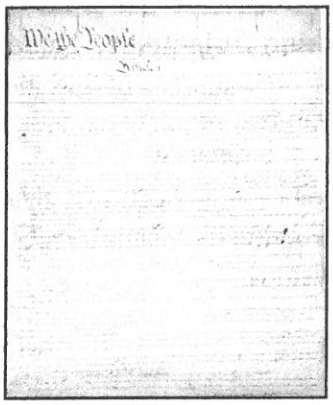
- ❑ **Anticipate** by having students fill out the first two columns of the KWL chart on the half-sheet anticipation activity page. If students think they don't know anything about one of the topics, encourage them to write what they *think* they know. Randomly ask students to share what they know and what they wonder about.
- ❑ **Distribute** the reading pages to the class.
- ❑ **Read** through pages one and two of the packet with the class.
- ❑ **Project** the projection master and review the sources of law as applied to the Postal Service.
- ❑ **Read** page three about civil and criminal types of law.
- ❑ **Ask** students to stop and brainstorm examples of the different types of crimes after reading about criminal law on page three.
- ❑ **Read** page four with the students, pausing to discuss as appropriate.
- ❑ **Distribute** the worksheet pages.
- ❑ **Read** through the car accident scenario with the class, reading each step and discussing terms or ideas new to your students.
- ❑ **Assign** the Venn diagram activity and check for correct answers.
- ❑ **Assign** the second and third worksheet pages as a review.
- ❑ **Review** the answers to the review page and clarify concepts as needed.
- ❑ **Close** by asking students to fill out the third column in the KWL chart without looking at the lesson materials. Students should write one thing they learned about each topic.

This lesson plan is part of the *Judicial Branch* series by iCivics, Inc. a nonprofit organization dedicated to advancing civic education. For more resources, please visit www.icivics.org/teachers, where you can access the state standards aligned to this lesson plan. Provide feedback to feedback@icivics.org.

Sources of Law

Example: U.S. Postal Service

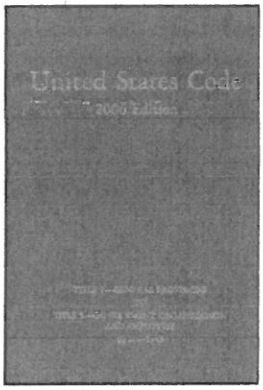
The Constitution



Gives Congress the power to:

- Establish Post Offices and post roads
- Make all laws that are necessary and proper for executing this task

The United States Code



Congress passes laws to:

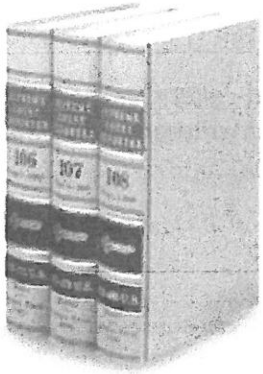
- Establish the Postal Service
- Direct the Postal Service to provide efficient service at fair rates
- Authorize the Postal Service to adopt rules and regulations

Code of Federal Regulations

The Postal Service adopts regulations to:

- Establish rules for daily operations at Post Offices around the country
- Limit what people are allowed to do on Post Office property
- Create special postal programs

Court Cases (Judicial Precedent)



The judicial system hears cases about violations of the Constitution, the Code, and the Regulations.

- The Code and the Regulations cannot violate the U.S. Constitution
- The courts' interpretation of the Constitution, the Code, and the Regulations is like an extra "law"

Sources of Law

Name: _____

KWL Chart. Before the lesson, fill out the first two columns. After the lesson, fill in the third column.

	One thing I already know:	One thing I wonder:	One thing I learned:
Criminal Law			
Civil Law			
Military Justice			
Juvenile Justice			

iCivics

Anticipation Activity

Sources of Law

Name: _____

KWL Chart. Before the lesson, fill out the first two columns. After the lesson, fill in the third column.

	One thing I already know:	One thing I wonder:	One thing I learned:
Criminal Law			
Civil Law			
Military Justice			
Juvenile Justice			

iCivics

Anticipation Activity

Sources of Law

Name:

Where do our laws come from?

Laws keep our society running as smoothly as possible. When you think of the law, you probably think of rules that say what people can and can't do. We all know that you cannot steal from others without getting into trouble. That's one example of a law, but most laws set rules for how things work. There are laws about how people buy and sell property, how we elect government officials, and how activities in daily life should *work*. Where do all these laws come from? There are three main sources of law in the United States: constitutions, statutes, and regulations.

A collection of law books.

Constitutions

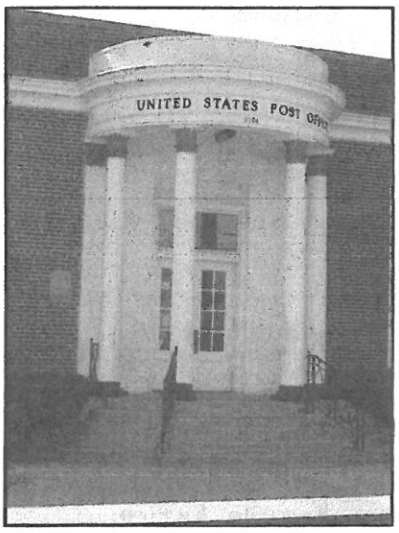
The United States Constitution is often called "the supreme law of the land." That means no law in the country can violate the rules, laws, and rights set forth in the Constitution. Some parts of the Constitution give specific laws that apply everywhere in the United States. For example, if someone commits a crime in one state and then flees to another state, the Constitution allows the criminal to be *extradited,* or sent back, to the state where the crime was committed.

Other parts of the Constitution either authorize (allow) types of laws that may be passed or forbid (ban) certain types of laws. For example, the Constitution allows Congress to pass laws about how business is conducted across state lines. The Constitution forbids Congress from passing laws that limit peoples' freedom of religion. The bottom line is that no law can be made in the U.S. unless the Constitution allows it to be made.

Each state also has its own constitution that works the same way as the U.S. Constitution, but only applies to that state. Many laws in your state come from your state's constitution and do not apply outside your state. Even so, laws in state constitutions must not violate the U.S. Constitution.

Statutes

The Constitution gives Congress permission to pass laws about a limited number of topics. When Congress passes a law, that law is called a **statute**. Statutes passed by Congress apply to the entire United States. All of the thousands of statutes passed by Congress are collected together and organized by subject. The collection is called the **United States Code**.



A post office in New York

For example, the Constitution says Congress has the power to "establish post offices" and pass any laws "necessary and proper" for carrying out that power. This means that Congress can establish post offices and pass all the laws needed for running a postal service. In the part of the *U.S. Code* that deals with post offices, you would find a statute that establishes the United States Postal Service. You would also find many other statutes having to do with running the U.S. Postal Service. There are statutes about what can and can't be sent through the mail, how the Postal Service must manage its money, working for the Postal Service, and many more.

Continued on the next page...

Sources of Law

Name: _____

Statutes, continued.

State constitutions also authorize state legislatures to pass state laws. The state laws are also called statutes, and they only apply inside the state. Often, state statutes allow local governments to pass their own laws. Local laws are usually called **ordinances**, and they only apply within local boundaries, such as within a city or county.

A local ordinance

Department of Veterans Affairs

United States Department of Agriculture

UNITED STATES POSTAL SERVICE

DEPARTMENT OF TRANSPORTATION UNITED STATES OF AMERICA

Regulations

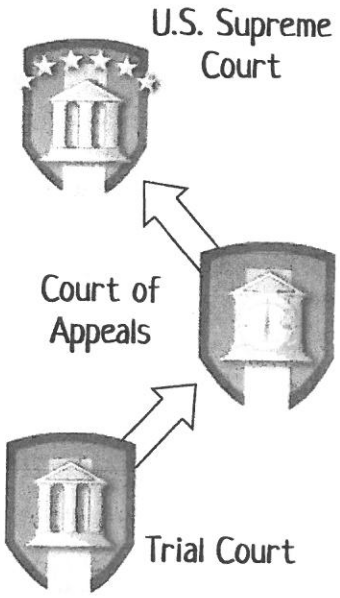
Congress has the power to pass laws, but not to carry them out. The executive branch has the power to execute, or carry out, laws—but not to pass them! This means the two branches must work together. The executive branch is full of agencies that carry out laws. There are departments of Agriculture, Transportation, Treasury, Veterans Affairs, and many more... including the Postal Service! Congress does not have time to pass laws about every little detail of how all these agencies should run. Instead, Congress gives each agency the power to create its own rules. The rules that an agency within the executive branch makes are called **regulations**.

A regulation has power similar to a law. Some regulations say what people can and can't do. For example, there are Postal Service regulations that prohibit spitting, blocking the door, or asking for money at a post office. Other regulations describe how things work. For example, the Postal Service has a regulation allowing customers to pay for postage over the Internet.

States also have agencies, and state agencies also issue regulations.

Judicial Precedent & Interpretation

Statutes and regulations aren't always clear. Very often, people will argue about the meaning of a law and how a particular law should work. When people argue about how a statute or regulation should work, it often leads to a lawsuit. In the **lawsuit**, one side complains that it has suffered because the other side has not followed the law properly. The lawsuit will go through the court system. The court's job is to interpret the law and decide how it should be applied to a specific case.



The lawsuit will begin in the trial court and might be appealed all the way to the Supreme Court. Once the Supreme Court has decided how the law should be interpreted, that interpretation must be followed in the future. This is called a **precedent**. A precedent is a decision that people can point to and say, "Here is how you handled this situation before." In this way, the court's interpretation acts as a law. Only the court can change a precedent. It does this by interpreting the law differently, which creates a new precedent.

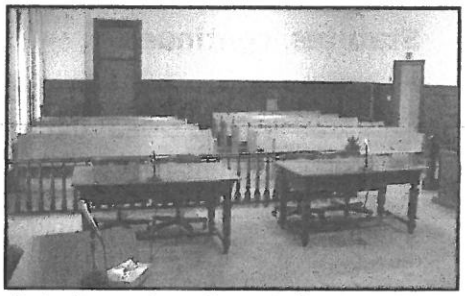
At the state level, a state's court of appeals and supreme court set precedents for how the state's laws should be interpreted.

Sources of Law

Name:

Types of Law

Laws can be divided into two main categories: criminal and civil. The sources of law you just read about create both kinds of laws. However, courts treat criminal and civil cases differently.



Judge's-eye view of a typical courtroom

Three Categories of Crimes:

- Crimes against people
- Crimes against property
- Crimes against the government

Can you think of an example for each?

Criminal Law

Criminal laws are laws that make certain actions a crime. These laws come from all three levels of government (federal, state, and local) and can be found in statutes, regulations, and sometimes in state constitutions.

There are two general levels of crimes. **Felonies** are serious crimes that normally have a punishment of more than a year in jail. **Misdemeanors** are less serious crimes where the penalty is usually less than a year in jail or even just a fine. A law that makes it a crime to do something usually says whether violating the law will be considered a felony or a misdemeanor. Felonies and misdemeanors are also divided into classes depending on how serious they are.

In a criminal trial, the question is always, "Did this person commit a crime?" The government is always on one side of the case, charging someone with a crime. The person accused of the crime, called the defendant, is always on the other side. The defendant is either found innocent of the crime and is acquitted, or he or she is found guilty and is sentenced with a fine or jail time.

Civil Law

Here's a basic rule of thumb: If it's not criminal, it's civil! Civil laws involve a wide range of subjects such as property, divorce, contracts, wills, personal injury, bankruptcy, employment, agriculture, and taxes. For this reason, there are many more civil laws than criminal laws.

Civil laws usually help settle disagreements between people. People may disagree over things like rights to property, custody of children in divorce, or what a contract says. The two sides in a civil case each get to tell their side of the story. The judge or jury decides what the facts are and what the *remedy*, or solution, should be.

Sometimes, like criminal cases, civil cases involve someone who has injured someone else. Many injuries, such as accidents, are not caused by a crime. The person who caused the accident and the person who was hurt must come to an agreement about how the injured person can be compensated for his or her loss.

Very often, civil law does not involve a problem or disagreement at all. If someone wants to make a will or draw up a contract to sell something, there are civil laws that say how those things should be done.

Taking Sides

Defendant: Someone who is charged with a crime or accused of other wrongdoing

Plaintiff: Someone who files a lawsuit against someone else in a civil court

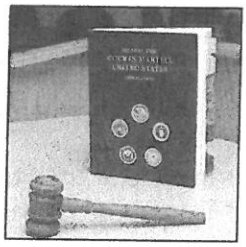
Sources of Law

Name: _____

Special Systems of Law

There are two systems of law that work a little differently from our regular system of law. They are different because they deal with two unique populations—the military and people under the age of 18. The special circumstances of these two groups make it necessary to have systems of law that are designed to handle their unique issues.

A military trial is called a court-martial. The Manual for Courts-Martial explains how military trials must operate and gives details about the laws in the UCMJ. The manual is actually an executive order signed by the president.



Military Law

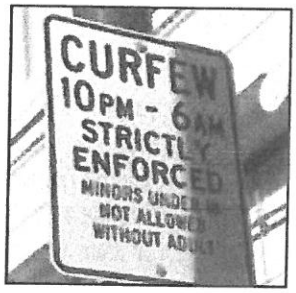
The U.S. Constitution gives Congress the power "to make Rules for the Government and Regulation of the land and naval Forces." Congress did this by enacting the **Uniform Code of Military Justice** (UCMJ), which is a set of criminal laws that apply to people in the military. The UCMJ also lists the procedures for conducting a military trial and explains what punishments are allowed.

The military justice system is entirely separate from the civilian system. It is designed for the special needs of the military, so the UCMJ contains some laws that would not be needed for regular citizens. For example, it includes laws against leaving the military without permission, showing disrespect to a superior officer, and failing to obey an order. All members of the military are subject to the military justice system.

Juvenile Law

Criminal laws apply to everyone. But when a person under age 18 commits a crime, most states have a system of **juvenile justice** that deals with the case. The juvenile justice system is usually more flexible than the adult justice system. It allows a judge to look at many factors in a child's life when deciding what the consequences for committing a crime should be. The juvenile system is different because, as a society, we believe that young people sometimes make bad choices that they would not make if they were more mature. The juvenile system offers more chances for young people to learn from mistakes without being negatively affected for the rest of their lives.

Outside the juvenile justice system, there are other kinds of laws that affect people under 18. Some of these are laws targeted at young people, like curfew laws or laws about school attendance. Other laws have been passed in order to protect children from abuse. Most states have a whole set of laws that describe what happens when an abused child is removed from his or her home. There are also laws about adoption, foster care, and special health and education programs for children.



Delinquent: a juvenile found guilty of a crime

Status Offender: a juvenile that is found guilty of breaking a law that wouldn't be a crime if they were an adult (like skipping school)

Child Protective Services: government agency in most states that respond to reports of child abuse or neglect

Sources of Law

Name:

A. One Accident, Two Trials. Follow the diagram through to the questions below.

Car Crash Report

Tracy was driving under the influence when she hit Steve's car at an intersection after running a stop sign. Steve was hurt in the accident. Tracy failed the breathalyzer test at the scene of the crash.

Criminal Law

The police arrest Tracy for driving drunk. The state decides to prosecute. It charges her with violating the state's drunk driving law.

In the criminal trial, the jury finds Tracy guilty of violating the drunk driving law.

As a result of the jury's verdict, the judge issues a sentence. The judge follows the sentencing guidelines found in state law. The judge revokes Tracy's drivers license for two years and sentences her to 30 days in prison.

In both cases, Tracy has to defend her actions in court.

Did you know?

Someone can be found innocent in a criminal case but found at fault in a civil case and be ordered to pay for damages.

Civil Law

Steve files a lawsuit against Tracy, claiming that she drove carelessly. He asks for the money he spent on car repairs and medical bills in addition to the time lost from work.

In the civil trial, the jury finds that Tracy drove carelessly. The jury awards Steve enough money to cover his medical bills and car repairs.

After the jury returns its verdict, the judge orders Tracy to pay Steve the amount that the jury decided he should receive for his bills and repairs.

Compare & Contrast. Based on what you have learned, complete the Venn diagram by using the statements below.

(A) The defendant may have to pay money
(B) The defendant may get jail time or loss of privileges
(C) Deals with a crime that was committed
(D) The case involves a problem between two individuals
(E) The case involves the government against a person
(F) Trials can be heard and decided by a jury
(G) The remedy is decided according to state guidelines
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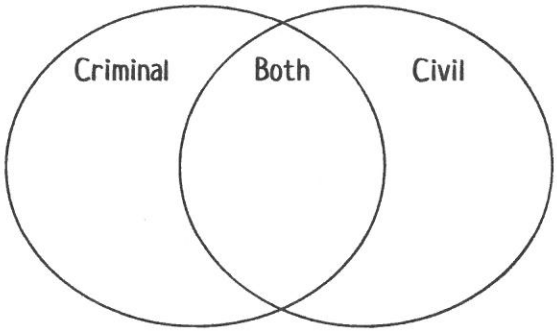

Sources of Law

Name:

B. Vocabulary. Match the term with the correct definition from the lesson.

____ 1. delinquent	A) An interpretation of a law that is used in later trials
____ 2. precedent	B) Set of laws specifically for the U.S. military
____ 3. United States Code	C) A disagreement brought to the courts for a resolution
____ 4. lawsuit	D) A young person found guilty of a crime
____ 5. UCMJ	E) Collection of laws passes by the United States Congress

C. What If? Select the correct type of law based on the scenario.

____ 6. When a soldier failed to return to base after going on leave, he was charged and brought to trial for being AWOL (Absent Without Official Leave).

a. Military Law
b. Juvenile Law
c. Civil Law
d. Criminal Law

____ 7. A man was caught on tape robbing a gas station. He was arrested, brought to trial, and found guilty of burglary. He was sentenced to 10 years in prison and a fine.

a. Military Law
b. Juvenile Law
c. Civil Law
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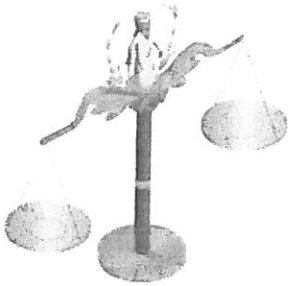

____ 9. Julie was pulled over by the police at 2:00am and was charged with breaking the curfew law in her town. She was fined and released back to her parents.

a. Military Law
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b. Juvenile Law
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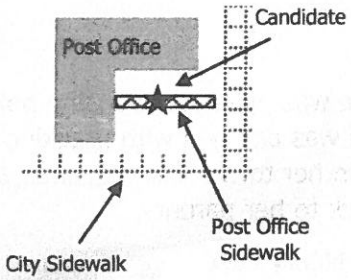
Sources of Law

Name: _____

The Candidate at the Post Office: A Case Study

In 2006, a Massachusetts man collected signatures and campaigned for political office on the sidewalk right outside the post office. The sidewalk was located on post office property. He was told that this activity was against Postal Service regulations, but he refused to stop and was arrested.

The man fought the charges, saying that the regulation limited his right to free speech. The Post Office argued that the sidewalk was property of the Postal Service—not public property like other sidewalks. He had been asked to move to the public city sidewalk along the street, but had refused.



The case reached the First Circuit U.S. Court of Appeals. The court sided with the Post Office, saying that the regulation did not violate the First Amendment. The Post Office's sidewalk was unique from the city sidewalk, where the candidate could have gathered signatures without any problem. The court's decision was based on a number of earlier decisions about freedom of speech and also serves as a precedent for future cases.

A. Making Connections. Match the statement to the correct source of law.

____ 1. Gives Congress power to establish post offices

____ 2. Laws about the Postal Service made by Congress

____ 3. Laws created by the Postal Service so it can run smoothly

____ 4. Decisions made by courts about any of the laws regarding the Postal Service

____ 5. Laws about what you can and cannot do on the city sidewalks

A) precedent
B) The U.S. Constitution
C) ordinance
D) regulations
E) statutes

B. It Affects Me! Check the source of law you think most affects people in their everyday lives:

- ❑ The U.S. Constitution
- ❑ Statutes passed by Congress
- ❑ Regulations passed by federal agencies
- ❑ Legal precedent
- ❑ Local ordinances

Why did you select this source of law? Give at least two reasons based on what you have learned in this lesson:

Sources of Law

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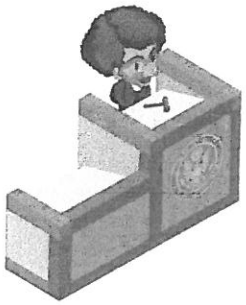

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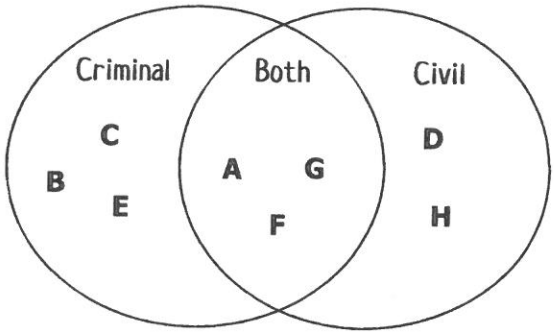

Sources of Law

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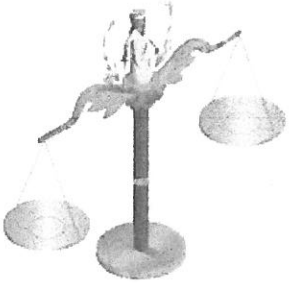

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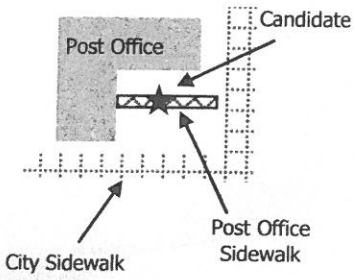

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- ❑ Local ordinances

Why did you select this source of law? Give at least two reasons based on what you have learned in this lesson:

Answers will vary on both of these questions. Use as discussion to check for understanding of the five sources of law.

LESSON PLAN **Sample RLA** **(NRS3)**	**CLASS** : ABE Level 3 Reasoning through Language Arts **DATE: TBD**
TOPIC Introduction How? WHY? Formative Assessment?	• **Interpreting moderately complex text and identifying main ideas and key details using wordsift.com** • **In this social media environment where we are constantly bombarded with information on important issues, how can we skim/scan text in order to summarize main ideas and recognize key vocabulary? Students practice digital literacy as well as their reading strategies using wordsift.com and presenting to the class their reasoning for highlighting important vocabulary.** • **Assessment is formative if the topic is used to create a research presentation, otherwise it is informal as presented to the class.**
OBJECTIVES Take Aways	• Students will be able to practice evaluating complex text on the internet by highlighting and understanding key vocabulary and main ideas using wordsift.com • Students will be able to justify to a partner and present to the class their evaluations of source material by sharing their "word clouds" • Students will be prepared to gather more research and evaluate new information for a larger presentation to the class.
MATERIALS Resources	• Desktop or laptop computers with valid search engines allowing two windows to be open at the same time. • Teacher computer and overhead to show students how to search for topics, copy and paste, and use wordsift.com
TECHNOLOGY	• Students will need to know how to use search engines such as google to find articles – teacher provides topic of relevance. For today's lesson, a suggestion would be the coronavirus or some other topic currently in the news. • Students will need to be know how to search for articles, check sources, and copy and paste material to wordsift.com • Students will be able to create vocabulary word clouds and practice highlighting vocabulary and checking contextual references and images • If possible, students can present to the class, but at the least, they should partner with another to present their topic and share their word cloud analyses.

PRACTICE Small Group Individual	Once students have chosen an appropriate article (take time to make sure students check the source and be certain they know how to search for articles on the topic of choice (choose one as a class that is relevant to their current studies or in the news today such as the coronavirus), help them open a second window to wordsift.com Be sure that students know how to copy and paste the article to the textbox in wordsift. Then, have them work with a partner to analyze the vocabulary that comes up. Have them discuss with a partner their level of comfort with the vocabulary and their knowledge of main ideas in the text based on the wordsift results. Finally, have students decide either to read the article in the entirety or to choose another based on their comfort levels. Have them answer the question – did this form of summarizing using digital literacy help prepare them
ASSESSMENT Check for understanding	• Being certain that students understand how wordsift is used to identify key vocabulary and summarizing main ideas. Have students pair us to explain their "word clouds" and some new vocabulary they understood • A long term assignment using these "clouds" with the article to understand the topic and prepare research presentations based on new knowledge would be a relevant suggestion if time allows
Homework? Follow Up?	See above assessment results and evaluate in order to determine the follow up necessary. One suggestion would be to have students prepare oral or written presentations on the topic and new vocabulary learned.

LESSON PLAN Sample: Mathematics	**CLASS** Mathematics (NRS level 3) **DATE: TBD**
TOPIC Introduction How? WHY? Formative Assessment?	**Financial Literacy – Calculating Percent of Change. Students practice Math Skills through Financial Literacy by being given an imaginary budget and items to purchase with differing percentages of tax and sales.** • Point out the regular price of one of the items. • Tell students it is on sale for 15% off. • Ask if they know how to reduce the cost by 15%. (If not known, demonstrate) • Next, tell students there is a 6% sales tax on the purchase. Have students figure the sales tax total and then the final cost of the item. • Distribute Sales Flyers for grocery stores (or other stores depending on student interest. Distribute fake money (may use monopoly money).
OBJECTIVES Take Aways	• The students will be able to use proportions, percentage equations, and other similar skills to find discounts on prices, add tax, and find the total cost for various consumer products. • Students will challenge each other to spend in a budget using their knowledge of percentages and basic arithmetic
MATERIALS Resources	• Teacher-made list or local store advertisements of current prices on a variety of food and clothing items • Calculator • Worksheet to record information with amount of money shown for students to "spend" • If desired, cards with "sales" that can change student results on a random basis. <u>Prepare ahead of time</u>: Gather enough advertisements for each student in the classroom or teacher-made list of prices for food and clothing items; blank paper for students to record information,

	discounts, etc.; decide on an amount of money to "give" students to spend. Sample for opening lesson.
TECHNOLOGY	If desired for digital literacy, this lesson could easily be adapted for "online shopping" using websites such as Amazon.com or Walmart.com. If not, and students are using copies of brochures, flyers, etc. – they will still need to have calculators to use for the lesson.
PRACTICE Small Group Individual	• Explain the assignment to the students, and make sure each student has their spending money (they may work in pairs if desired) • All food products are 15% off (or other discount), clothing is 35% off (or other discount) • Tax is 6% on food and 8% on clothing (or other %) • Students will begin "purchasing" items and listing them, calculating the final cost for each item • Remind students of the starting amount of money and they cannot spend more than they have • Throughout the class period(s) have specials and distribute coupons or special discounts students can use for a limited time only on certain products, surprise students with % mark-ups • Encourage students to buy as many different products as possible, do not allow large quantity purchases of a single item • Give students approximately one full class period to shop and calculate the discounts, taxes, and grand totals
ASSESSMENT Check for understanding	Collection of student results will indicate mastery of the material, however assessment should also be ongoing as the teacher works with students to be sure that all are understanding the activity or may require assistance. Authentic assessment may be revisited as students may discuss creation of budgets, shopping lists, etc. in future classes.
Homework? **Follow Up?**	Homework and follow up as needed to be determined by the instructor and the needs of the students.

ABE LESSON PLAN

LESSON TITLE	Prices and Percentages
LEVEL AND DURATION	EFL 3/1-2 hours
SUBJECT/COURSE	Basic Math
STANDARDS/ COMPETENCIES	7 simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
TOPIC Introduction How? WHY? Formative Assessment?	Using a current list of prices for food and clothing, the students will practice math skills related to percentages.
OBJECTIVES Take Aways	The student will be able to use proportions, percentage equations, and other similar skills to find discounts on prices, add tax, and find the total cost for various consumer products
MATERIALS Resources & Equipment	• Teacher-made list or local store advertisements of current prices on a variety of food and clothing items. • Calculator • Worksheet to record information with amount of money show for students to "spend" • Prepare ahead of time: Gather enough advertisements for each student in the classroom or teacher made list of prices for food and clothing items; blank worksheet for student record information, discounts, etc.; decide on an amount of money to "give" students to spend.
SUMMARY OF TASKS/ACTIONS	**Opening to Lesson** • Teacher will display the prices of two or three food or clothing items • Ask students: Have any of you ever purchased one of these items? • Allow students to give responses, ask what they paid for the items. • Ask Students if they paid a tax or had a discount **Body of Lesson** <u>Modeling</u> • Point out the regular price of one of the items. • Tell students it is on sale for 15% off • Ask if they know how to reduce the cost by 15% (If not known, demonstrate).

	• Next, tell students there is a 6% sales tax on the purchase. Have students figure the sales tax total and then the final cost of the item. • Distribute the worksheet to the students and the advertisements/price lists.
PRACTICE Small Group/Individual	<u>Guided Practice</u> • Explain the assignments to the students and "give" each student their spending money. • All food products are 15% off (or other discount), clothing is 35% off (or other) • Students will begin "purchasing" items and listing them on the worksheet, calculating the final cost for each item • Remind students of the starting amount of money and they cannot spend more than they have • Throughout the class period(s) have specials and distribute coupons or special discounts • Encourage students to buy as many different products as possible, do not allow large quantity purchases of a single item • Give students approximately 1 full class period to shop and calculate the discounts, taxes, and grand totals • Collect all completed worksheets
ASSESSMENT Check for understanding	**Closing** • Review the method of discounting/taxing items. Allow students to give feedback about the exercise and any difficulties they may have had. • Review workshee4ts completed during lesson, use a commercial-made or teacher-created set of word problems related to percentages, discounts, tax, etc.
EXTENSIONS Homework/ Follow Up	<u>Independent Practice</u> • Create a short test or quiz assessing the students' ability to figure discounts and taxes
MODIFICATIONS	As Needed: • Extended time • Additional materials • Students work in pairs. • No calculators. • Instead of advertisements or other price list, attach realistic price tags to everyday items. "Give" students more or less money to spend. • Use coupons for % off or cents/dollars off
SOURCE	https://www.teacher.org/lesson-plan/prices-and-percentages/

ABE 3 Functional and Workplace Skills

LESSON PLAN **Sample: NRS (3)**	**CLASS** Functional and Workplace Skills **DATE: TBD**
TOPIC Introduction How? WHY? Formative Assessment?	**Using Google Calendar for Students as a way to stay organized** Students will build upon basic computer skills and access previous knowledge of reading complex calendars by using the digital tool "Google Calendar" as a way to stay organized in class Students will understand what google calendar is, how they would use it, and how to access and read the calendar.
OBJECTIVES Take Aways	Students will learn from demonstration, classroom discussion and repetition. The teacher first demonstrates and provides an example of google calendar. Students will work as a group to input data to familiarize themselves with the calendar and its function with teacher's assistance. Students will have a calendar that they can read and use to keep themselves organized in the class.
MATERIALS Resources	This lesson uses google calendars because it is free to students and contains the organization and complex calendar skills necessary for the objective. Other online calendars such as outlook may also be used, especially if they are used by the institution. The lesson would remain the same. Technical constraints may exist if there is no internet connection, but otherwise students may use their own mobile devices to access and save the calendar. The teacher should be able to demonstrate using a desktop computer that is connected to some sort of audio/visual presentation model.
TECHNOLOGY	Mobile devices, chromebooks, or other laptops/desktops may be used by students. The teacher should share the google calendar tutorial located here: https://www.youtube.com/watch?v=1EjJ55BODn0 Some students may require more assistance with this than others, this is part of the lesson. Have students who are more digitally literate help others. This activity may take some time.

PRACTICE
Small Group
Individual
	Have students practice using their calendar by entering at least three birthdays of friends or loved ones. They should follow this process:
	• Open your Google calendar
	  ○ Add each birthday to your calendar
	  ▪ Title the event "Person's name - Birthday"
	  ▪ Make it an "All day" event
	  ▪ Remember to "repeat" it as an annual event
	  ▪ Choose a new color to represent these events (one that you have not used already)
	  ▪ Do not set a notification
	Make yourself "available"

ASSESSMENT Check for understanding	Students will be assessed on whether they input the birthdays correctly. They should share their calendar with their teacher. Ultimately, further assessment should take place as assignments and due dates are kept in the calendar.
Homework? Follow Up?	Once students learn how to use their calendars, refer them to this article: https://blog.hubspot.com/marketing/google-calendar-tips to help them become more skilled with reading and using complex calendars. Continue to visit the calendar with each class to be sure they are comfortable with this technology.

LESSON PLAN

LESSON TITLE	**Making Inferences**		
LEVEL	4	**DURATION**	30-60 min depending upon reading level
STANDARD	CCRS Reading Anchor Standard 1(Level D): *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*		
OBJECTIVES *Take-Aways*	SWBAT identify what the text implies but does not state directly.		
MATERIALS *Resources*	Steck-Vaughn Pre GED® Complete Test Preparation Unit 1, Lesson 3 (pp. 52-53)		
TECHNOLOGY	Image displays if desired (e.g., unsplash.com). Additional practice using Readworks.org or NewsELA.com if desired.		
TOPIC *Introduction* *How?* *WHY?* *Formative Assessment?*	Ask students: *If you are inside in a room without windows and someone walks in wearing a damp raincoat and holding an umbrella, what you guess to be true?* Explain: Inference is the process of putting together clues based on what we are told directly to take a tiny, logical step to INFER something we are not told directly. If extra warm up is desired, display images (unsplash.com) and have students speculate about (infer) context Vocabulary you may see in "inference" test questions: • infer/inference, deduce/deduction, conclude/conclusion, judge/judgement • "It can be reasonably inferred that…;" or "_____ suggests that…."		
PRACTICE *Small Group* *Individual*	Introduce inference in text using first paragraph on p. 52 and the questions that follow. Instructor should use a "think aloud" to model the process by which she connects concrete information from the text to the inference. Continue the "think aloud" through the table of examples on p. 52. Ask students to add other inferences that occur to them. Review the "questions to ask yourself" at the bottom of p. 52. Then, read the paragraph on p. 53 as a group (first, have students skim for unfamiliar words & provide definitions if necessary). Have students complete the inference table. Once completed, have them discuss at table groups or other small groups – did they make the same inferences or different ones? Discuss as a whole group.		

	For question 1, provide one detail from the text as an example for students (you might point out that the first sentence states, "The Owens family *thinks* that their dog Riley is a problem because he begs for food." [It could say: "The Owens family has a problem dog who begs for food" – that would be more factual], but the author choose to use the word *thinks* instead). Have students find additional details that show that the author doesn't agree with the owners. Have students choose an answer to question 2 and write it on white boards to show the teacher (not showing others). This will allow the teacher to gauge how many/which students have not understood the discussion.
ASSESSMENT *Check for understanding*	Have students complete the "GED® Practice" question individually. Check student answers for individual assessment.
Homework? **Follow Up?**	Assign an appropriately leveled selection from Readworks.org or NewsELA.com and have students practice answering inference questions using the "Questions to Ask Yourself" and the question stems "It can be reasonably inferred that…;" or "_____ suggests that…."

ABE LESSON PLAN

LESSON TITLE	Voting Rights
LEVEL AND DURATION	EFL 3-4 1 hour
SUBJECT/COURSE	Social Studies Government Writing
STANDARDS/ COMPETENCIES	Social Studies **1.B.2.a** **5.B.5.b** **1.C.2.a** **2.2.1.c** **2.2.1.** American Government **6.1.1.** **5.5.1.1.a** **5.5.2.1.c** **5.5.4.3.f**
TOPIC Introduction How? WHY? Formative Assessment?	Explore the evolution of voting rights in the United States through an interactive PowerPoint presentation highlighting landmark changes. Following the presentation and class discussion, students apply the new knowledge of voting legislation to individual scenarios through a class activity.
OBJECTIVES Take Aways	• Identify the laws and amendments that altered the US voting laws • Identify obstacles to voting • Describe the role of Susan B Anthony in securing women's right to vote • Determine whether individuals living at various time in US history would have been able to vote
MATERIALS Resources & Equipment	• Student worksheets • PowerPoint or paper option
SUMMARY OF TASKS/ACTIONS Step by Step	• ANTICIPATE the lesson by asking the following question stream: "Have you ever voted in some kind of election or contest? When and for what? Were there rules for who could vote? Why do we have rules for voting?" (if they are struggling mention American Idol, Student Council, etc.) • DISTRIBUTE the So you think you can VOTE? student worksheet • REVIEW the instructions and structure of the student worksheet.

	• RUN the So you think you can VOTE? PowerPoint. Read through the slide show with the students, asking any relevant questions that come up. • OPTIONAL: Ask the students to identify the message or content of the images provided. (Poll tax political cartoon, woman with newspaper, etc.) Ask, "What can we learn from the image that helps us with the facts on the slide?" PAPER ALTERNATIVE: You may use the Voting Rights Chart to support or replace the information in the PowerPoint presentation. • Practice (see below) • Assessment (see below) • Assign the completion of the worksheet.
PRACTICE Small Group/Individual	Monitor that all students are actively filling in their worksheets as the slide show progresses.
ASSESSMENT Check for understanding	Review Voting Rights chart and instructions for 'Do They Have the Right to Vote?' independent assignment. Read through the example question together.
EXTENSIONS Homework/ Follow Up	Students write an essay comparing/contrasting life at various times in the US history that would have been able to vote.
MODIFICATIONS	
SOURCE	https://www.icivics.org/viewpdf?path=/sites/default/files/Voting%20Rights_2.pdf

Teacher's Guide

iCivics

Voting Rights

Time Needed: One class period

Materials Needed: Student worksheets, PowerPoint (paper option also available)

Copy Instructions:
Student Materials *(class set; double-sided)*

Learning Objectives Students will be able to:

- Identify the laws and amendments that altered U.S. voting laws
- Identify obstacles to voting
- Describe the role of Susan B. Anthony in securing women's right to vote
- Determine whether individuals living at various times in U.S. history would have been able to vote

Step by Step

- ❑ **Anticipate** the lesson by asking the following question stream: "Have you ever voted in some kind of election or contest? When and for what? Were there rules for who could vote? Why do we have rules for voting?" (if they are struggling mention American Idol, Student Council, etc.)
- ❑ **Distribute** the *So you think you can VOTE?* student worksheet
- ❑ **Review** the instructions and structure of the student worksheet.
- ❑ **Run** the *So you think you can VOTE?* PowerPoint. Read through the slide show with the students, asking any relevant questions that come up.
  - ❑ **Optional**: Ask the students to identify the message or content of the images provided. (Poll tax political cartoon, woman with newspaper, etc.) Ask, "What can we learn from the image that helps us with the facts on the slide?"

  Paper Alternative: You may use the Voting Rights Chart to support or replace the information in the PowerPoint presentation.
- ❑ **Monitor** that all students are actively filling in their worksheets as the slide show progresses.
- ❑ **Review** Voting Rights chart and instructions for 'Do They Have the Right to Vote?' independent assignment. Read through the example question together.
- ❑ **Assign** the completion of the worksheet.

Voting Rights

Name: _____

So you think you can VOTE? Different groups gained the right to vote throughout the history of the United States. Keep track of the details below.

In colonial times and during the early years of our country, men had to prove that they owned _____ in order to be able to vote. Where did this idea come from?

_____

All adult men were guaranteed the right to vote in the year _____, when the _____ Amendment was passed.

Who could now vote? _____

_____

Women were guaranteed the right to vote in the year _____, when the _____ Amendment was passed. Which state gave women the vote first? _____

When was that? _____

American Indians were given U.S. citizenship and the right to vote in the year _____, when the president signed the

_____.

Who was the president at that time?

_____

Residents of the District of Columbia, our nation's capital, gained the right to vote in presidential elections in the year _____ when the _____ Amendment was passed.

Although the 15th Amendment said that race could not keep men from voting, **some states prevented African Americans from voting.**

Name three barriers:

1.

2.

3.

The Civil Rights Movement brought changes to the voting laws and practices in the U.S. What did the 24th Amendment ban in 1964? _____ What was passed in 1965? _____

The Constitution changed **the voting age from 21** to _____ when the _____ Amendment was passed in 1971. Which war influenced this change? _____

Voting Rights

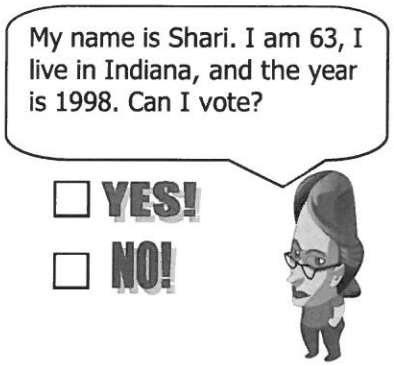
Name: _____

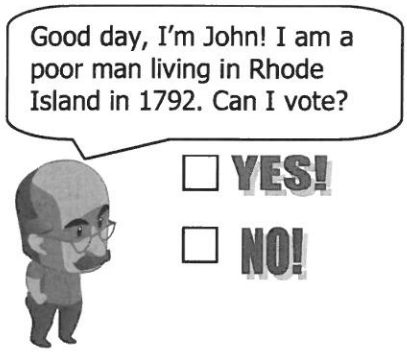
Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

1. How do you know? Describe the law or amendment that determines Mike's voting rights.

Mike is too young! The 26th Amendment made it legal for 18 year olds to vote, but Mike is only 17.

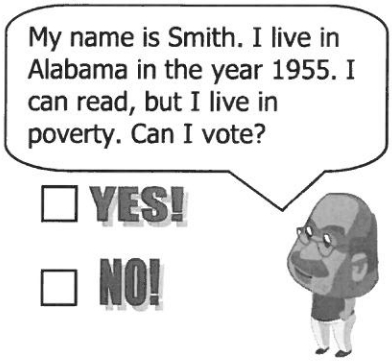
2. How do you know? Describe the law or amendment that determines Shari's voting rights.

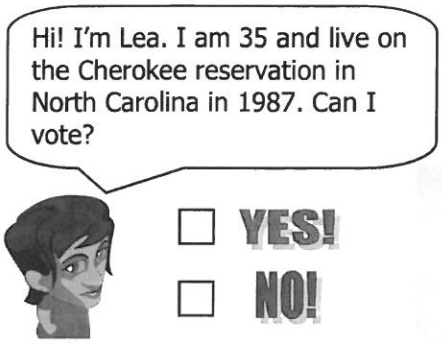




3. How do you know? Describe the law or amendment that determines John's voting rights.

4. How do you know? Describe the law or amendment that determines Smith's voting rights?





5. How do you know? Describe the laws or amendments that determine Lea's voting rights.

Voting Rights

Name: _____

Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

My name is Mary. It is 1962 and I live in D.C. and would like to vote for the President. Can I?

☐ YES!

☐ NO!

6. How do you know? Describe the law or amendment that determines Mary's voting rights.

7. How do you know? Describe the law or amendment that determines Steve's voting rights.

I'm Steve. It is 1972, and I turned 18 while fighting in Vietnam. Can I vote?

☐ YES!

☐ NO!

I am, Marvin, a wealthy land owner in Maine. It is 1815. Can I vote?

☐ YES!

☐ NO!

8. How do you know? Describe the law or amendment that determines Marvin's voting rights.

9. How do you know? Describe the laws or amendments that determine Susan's voting rights. Be careful on this one!

I am Susan. It is 1880, and I am a former slave living in Wisconsin. Can I vote?

☐ YES!

☐ NO!

I'm just a kid and can't vote yet. But, I bet you could help me with my homework. I learned that early in U.S. history, only male landowners could vote. Is this true?

☐ YES!

☐ NO!

10. Where did the colonists get the idea that only male land owners should vote?

Voting Rights

****TEACHER GUIDE ****

So you think you can VOTE? Different groups gained the right to vote throughout the history of the United States. Keep track of the details below.

In colonial times and during the early years of our country, men had to prove that they owned *property/ land* in order to be able to vote. Where did this idea come from? *English laws and customs*

All adult men were guaranteed the right to vote in the year *1870*, when the *15th* Amendment was passed. Who could now vote? *African American men*

Women were guaranteed the right to vote in the year *1920*, when the *19th* Amendment was passed. Which state gave women the vote first? *Wyoming* When was that? *1869*

American Indians were given U.S. citizenship and the right to vote in the year *1924*, when the president signed the *Indian Citizenship Act*. Who was the president at that time? *President Calvin Coolidge*

Residents of the District of Columbia, our nation's capital, gained the right to vote in presidential elections in the year *1961* when the *23rd* Amendment was passed.

Although the 15th Amendment said that race could not keep men from voting, **some states prevented African Americans from voting.** Name three barriers:

1. *literacy tests*
2. *grandfather clause*
3. *the poll tax*

The **Civil Rights Movement** brought changes to the voting laws and practices in the U.S. What did the 24th Amendment ban in 1964? *poll taxes* What was passed in 1965? *Voting Rights Act*

The Constitution **changed the voting age from 21** to *18* when the *26th* Amendment was passed in 1971. Which war influenced this change? *The Vietnam War*

Voting Rights

***TEACHER GUIDE ***

Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

Hi! I'm Mike. I am 17 years old and live in Illinois in 2011. Can I vote?

☐ YES!

☑ NO!

1. How do you know? Describe the law or amendment that determines Mike's voting rights.

Mike is too young! The 26th Amendment made it legal for 18 year olds to vote, but Mike is only 17.

My name is Shari. I am 63, I live in Indiana, and the year is 1998. Can I vote?

☑ YES!

☐ NO!

2. How do you know? Describe the law or amendment that determines Shari's voting rights.

The 19th Amendment was passed in 1920 and gave women the right to vote.

Good day, I'm John! I am a poor man living in Rhode Island in 1792. Can I vote?

☐ YES!

☑ NO!

3. How do you know? Describe the law or amendment that determines John's voting rights.

John needs to own land to be able to vote in 1792. States didn't start to lift the property requirement until the 1820s

My name is Smith. I live in Alabama in the year 1955. I can read, but I live in poverty. Can I vote?

☐ YES!

☑ NO!

4. How do you know? Describe the law or amendment that determines Smith's voting rights?

Smith would have been required to pay a poll tax, but could not have afforded it. The 24th Amendment did not ban the poll tax until 1964.

Hi! I'm Lea. I am 35 and live on the Cherokee reservation in North Carolina in 1987. Can I vote?

☑ YES!

☐ NO!

5. How do you know? Describe the laws or amendments that determine Lea's voting rights.

The Indian Citizenship Act made Native Americans citizens and gave them voting rights in 1924. The 19th Amendment gave women the right to vote in 1920.

Voting Rights

***TEACHER GUIDE ***

Do they have the right to vote? Use today's lesson and the voting rights chart to decide whether or not each person can vote and to state the reasons behind your decision.

My name is Mary. It is 1962 and I live in D.C. and would like to vote for the President. Can I?

☑ YES!

☐ NO!

6. How do you know? Describe the law or amendment that determines Mary's voting rights.

DC residents got the right to vote in presidential elections in 1961 with the 23rd Amendment. Women began voting in 1920 with the 19th Amendment in 1920.

I'm Steve. It is 1972, and I turned 18 while fighting in Vietnam. Can I vote?

☑ YES!

☐ NO!

7. How do you know? Describe the law or amendment that determines Steve's voting rights.

The 26th Amendment moved the minimum voting age from 21 to 18 in 1971.

I am, Marvin, a wealthy land owner in Maine. It is 1815. Can I vote?

☑ YES!

☐ NO!

8. How do you know? Describe the law or amendment that determines Marvin's voting rights.

Marvin could vote because state laws ONLY allowed male landowners to vote prior to the 1820's.

I am Susan. It is 1880, and I am a former slave living in Wisconsin. Can I vote?

☐ YES!

☑ NO!

9. How do you know? Describe the laws or amendments that determine Susan's voting rights. Be careful on this one!

Although former slaves were allowed to vote by the 15th Amendment in 1870, Women didn't get to vote until 1920 with the 19th Amendment.

I'm just a kid and can't vote yet. But, I bet you could help me with my homework. I learned that early in U.S. history, only male landowners could vote. Is this true?

☑ YES!

☐ NO!

10. Where did the colonists get the idea that only male land owners should vote?

Colonists and early Americans got their ideas about voting from English law and custom. They believed that landowners were responsible enough to make political decisions.

Voting Rights: A Brief History

Group of Americans	Date	Law or Amendment	Factoid
Adult White Men with Property	Colonial Times	Traditional *English Law* and Custom	Many believed only landowners were responsible enough to make political decisions.
	1789	*The Constitution* gave the states the power to decide who could vote.	The Founding Fathers couldn't agree on rules for voting, so they passed the responsibility on to the states.
All White Adult Men	1820s-1880s	*State Constitutions* lifted the property requirement over a period of 60 years.	Thomas Paine supported ending the property requirement, while John Adams feared 'mob rule' without it.
All Adult Men	1870	*15th Amendment*: voting shall not be denied on account of race, color, or previous condition of servitude.	This was one of three 'Civil War Amendments' granting freedom and rights to ex-slaves. Later, many state laws, called Jim Crow Laws, were passed to undermine them.
Women	1920	*19th Amendment*: voting shall not be denied an account of sex	Women could vote in Wyoming by 1869, but it took the work of Susan B. Anthony and many others to get the amendment passed to extend this right nationwide.
Native Americans	1924	*Indian Citizenship Act*: gave native peoples the rights and privileges of American citizenship	Previously, Native Americans were not considered Americans, but rather members of their own tribal governments.
Residents of Washington, DC	1961	*23rd Amendment*: DC residents can vote for the president and have electoral votes based on population, as long as the number is less than the least populous state.	Washington, DC is not a state and only has a non-voting representative in Congress. Before the 23rd Amendment, these citizens could NOT vote for the President!
All American Citizens	1964	*24th Amendment*: banned the use of poll taxes in elections	A poll tax was one of many restrictions placed on African Americans' voting rights in the Jim Crow South.
All American Citizens	1965	*Voting Rights Act*: further protected the voting rights of all Americans by reinforcing the 15th Amendment.	This act outlawed voting practices used to discriminate against African Americans, like literacy tests and voter intimidation.
Citizens 18 years old and up	1971	*26th Amendment*: citizens who are 18 years of age or older cannot be denied the right to vote on account of age	In the 1960s and '70s thousands of young men were drafted to fight in the Vietnam War. Many were too young to vote. Supporters of this amendment chanted, "Old enough to fight, old enough to vote!"

LESSON PLAN

LESSON TITLE	Understand and Apply the Pythagorean Theorem		
LEVEL	4	**DURATION**	60-75 minutes
STANDARD	CCRS Mathematics Standard (Level D): *Understand and apply the Pythagorean theorem -- Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions (8.G.7)*		
OBJECTIVES *Take-Aways*	SWBAT calculate unknown side lengths in right triangles in two dimensions by applying the Pythagorean theorem.		
MATERIALS *Resources*	Contemporary's Number Power Geometry (pp. 54-59)		
TECHNOLOGY	You Tube videos illustrating real-world applications of the Pythagorean theorem: • https://youtu.be/69cslx6ER7k (using a 3/4/5 right triangle to guarantee a square corner) • https://youtu.be/UBDZxL9 OM (variation - squaring up a wall)		
TOPIC *Introduction* *How?* *WHY?* *Formative Assessment?*	Review foundational skills (consider a pretest to verify): • Squares and square roots • Definition and vocabulary of a right triangle (leg; hypotenuse; right angle; symbol for a right angle) • Naming conventions for triangles (and sides of triangles) • Substituting variables into an equation & solving Ask: What do you know about the Pythagorean theorem? Explain: The Pythagorean theorem describes the relationship between the sides of a RIGHT triangle (it applies to RIGHT TRIANGLES ONLY!) We are going to learn how to use the Pythagorean theorem to calculate the unknown (missing) side of a right triangle when we know the measurement of the other two sides.		
PRACTICE *Small Group* *Individual*	Review the diagram on p. 54; note location of sides (legs a & b) and hypotenuse (c; ACROSS from the right [90°] angle [marked by a small square in the corner]). Review the formula $c^2 = a^2 + b^2$. **First**, we are going to learn what to do when the missing side is side c (hypotenuse). Review Example 1. Model your thinking with a think-aloud. Continue to problem #1 on page 55, explaining your thinking and what you will do. Have students try problems 2-4 and discuss calculations with a partner. Did you solve the problem the same way? If not, what was different? Explain your thinking to your partner. Come to a consensus in the group.		

	Go on to questions 5 & 6. Explain that we need a picture to help us "see" the problem. Draw a triangle with one right angle (label it with a box). Label the legs. Which one is a? Which one is b? Does it matter? [Note: no, it doesn't matter – legs can be assigned randomly; however, the hypotenuse MUST be c, and students MUST be able to distinguish the hypotenuse from the legs). Circulate and check for understanding as students draw triangles, label sides, and substitute into the equation. **Second**, we are going to learn what to do when the missing side is a LEG (i.e., side a or b). Substitute into the equation as usual, but now we must solve the one-step algebraic equation by subtracting the known side (squared) from the hypotenuse squared. Then, take the square root of the difference to find the missing leg. Again, it does not matter if the missing leg is a or b – it can be either. Review Example 2 (p. 56). Model your thinking with a think-aloud. Continue to problem #1 on page 57, explaining your thinking, setting up the problem, and explaining the steps. Have students try problems 2-4 and discuss calculations with a partner. Did you solve the problem the same way? If not, what was different? Explain your thinking to your partner. Come to a consensus in the group. Go on to questions 5 & 6. Explain that we need a picture to help us "see" the problem. Draw a triangle with one right angle (label it with a box). Label the given sides (one leg, one hypotenuse). Circulate and check for understanding as students draw triangles, label sides, and substitute into the equation. Two notes: 1. Teach common right triangles and their multiples as shortcut to doing the calculations [e.g., if you have 3 & 5, 4 is missing] • 3/4/5 right triangle (multiples 6/8/10; 9/12/15; etc.) • 5/12/13 right triangle (multiples 10/24/26; 15/36/39; etc.) 2. Show the location of the Pythagorean theorem on the GED® formula page. No need to memorize if you know how to access the formula page on the test.
ASSESSMENT *Check for understanding*	Teacher should circulate to check student work throughout and ask clarifying or guiding questions if needed. Check homework for individual assessment and/or use a Pythagorean theorem warm-up question in the following class.
Homework? Follow Up?	Have students complete pages 58 -59 for homework (or in-class additional practice) – applying Pythagorean theorem to real-life situations. Have student submit for individual assessment.

LESSON PLAN

LESSON TITLE	Use Proportions to Solve Problems		
LEVEL	4	**DURATION**	30 minutes
STANDARD	CCRS Mathematics Standard (Level D): *Analyze proportional relationships and use them to solve real-world and mathematical problems.*		
OBJECTIVES *Take-Aways*	SWBAT write proportions. SWBAT use proportions to solve real-world problems.		
MATERIALS *Resources*	Steck-Vaughn Pre GED® Complete Test Preparation Unit 4, Lesson 1 (pp. 484-485)		
TECHNOLOGY			
TOPIC *Introduction* *How?* *WHY?* *Formative Assessment?*	Review foundational skills (consider a pretest to verify): • Write ratios • Write rates as ratios What do you do if you usually make coffee for 16 coffee drinkers and use three cups of grounds, but now you need to make coffee for 80 coffee drinkers for a large meeting? How much coffee should you buy? Proportions describe the relationship between two equal ratios and it gives us a quick way to solve when we are missing a piece of information (in the coffee example, I know my usual rate, and I know how many people I need to serve for the large meeting, but I don't know how much coffee I should buy. Use the example to show how to complete the calculation (p. 484).		
PRACTICE *Small Group* *Individual*	Explain: we are going to build calculation fluency by practicing how to solve proportions that are already created for us. Then, we will learn how to write the proportions for real-world relationships. Review the example problem (1). Model your thinking by conducting a think aloud. Continue with problem 2, explaining your thinking and what you will do. Have students think about problem 3 and propose the calculations. Discuss your calculations with a partner. Did you solve the problem the same way? If not, what was different? Explain your thinking to your partner. Come to a consensus in the group. Go on to question 4, again with a partner. Finally, complete problems 5-9 individually. Teacher should circulate to check answers and assess understanding.		

	Move on to the word problems. Explain that we need to use the words to "set up" a proportion. On the board, draw two fraction bars with an equals (=) sign in the middle. Model your thinking with problem 10 to describe which numbers are related to each other (e.g. the rate) and then which numbers are "like" (i.e., describing the same category (dollars, time [days weeks], length, etc.) – "like" categories must go in the *same location* in the corresponding ratio – e.g., top or bottom). Once written, use practiced calculation fluency to solve. Have students complete problems 11 and 12 and check their thinking with a partner before completing problems 13-15 independently.
ASSESSMENT *Check for understanding*	Teacher should circulate to check student work on problems 13-15 and ask clarifying or guiding questions if needed.
Homework? **Follow Up?**	Have students complete pages 486-487 for homework (or in-class additional practice) - applying proportions to use a map scale. Have student submit for individual assessment.

Lesson Plan: Reading Skills NRS Level 5 Assessment Range: CASAS scale scores – Reading Goals: 239-248

CASAS Competencies:
Identify main idea and details in a complex text:
7.2, Demonstrate ability to use critical thinking skills.
7.2.1, Identify and paraphrase pertinent information
7.2.2, Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships.

CCRS Anchor 2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GED® Skills
R.2.1, Understand specific details and main ideas in a passage
R.2.2, Summarize the details and ideas in a passage

Vocabulary
Main idea
Specific details
Text
Topic

Lesson Objective(s): (These objectives are written on the board for each class)

- Understand specific details and main ideas in a text.
- Summarize the details and ideas in a text.

Warm –up/Introduction (relate)

- Prepare ahead of time: find at least 3 resumes with objective/summary statements. Cut resumes into strips, dividing the objective/summary statement (main idea) and the other parts of the resume (supporting details). Mix up strips so they are well shuffled and place in sandwich baggies. Make enough so you can group students in threes or pairs, depending on class size.
- In their groups, have students match the supporting details with the appropriate objective/summary statements.
- Ask students to share results on projector, correcting if necessary and explaining that each detail must be directly related to the objective/summary statement.
- Define main idea and specific details, using the resumes as examples.

Presentation: (experience)

- Project short paragraph of text to whole class.
- Model finding the main idea of the paragraph using a highlighter: Topic (who or what) + main point about topic = Main Idea.
- Repeat with longer paragraph. Ask students to identify topic and main point and to identify main idea. Repeat as necessary
- Distribute practice paragraphs, highlighters, and graphic organizers. Have students work individually and monitor.

Practice: (cooperate)

- Pair students. Distribute article of appropriate complexity (newsela.com). Give each student in the pair half of the same article. Ask students to independently find the main idea of each paragraph. Then have students exchange and practice with other half. Together, combine the main ideas into a summary. Define summary on the board.
- Have each student take the summary they created in pairs and rewrite, using their own words. Have students exchange and check each other's work.

Application: (apply/transfer)

- Show class TV411 video: Summarizing
- Individually, have students complete online module: Summarizing

Materials:

- Resume examples: www.resume-now.com
- Sandwich baggies
- Projector
- Several examples of text of appropriate complexity (400 to 900 words) https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/ and newsela.com
- Highlighters
- Main Idea graphic organizers
- Kaplan GED® Test Prep 2019, pages 60-63

Formative Assessment/Reflection:

- Completion of online module
- Written summaries
- Kaplan GED® Test Prep 2019, pages 60-63
- Provide time for student reflection in learning logs.

Lesson Plan: Measures of Central Tendency NRS Level 5 Assessment Range: CASAS scale scores – Math GOALS: 226-235

CASAS Competencies:
6.7., Interpret data from graphs and compute averages
6.7.5, Compute averages, medians, or modes
6.0.5, Demonstrate use of a calculator
6.1, Compute using whole numbers
1.2.2, Compare price, quality, and product information to determine the best buys for goods and services

CCRS Anchor:
Measurement and Data

(GED® Skill):
Q.7.a,
Calculate the mean, median, mode, and range

Vocabulary
Average
Mean
Median
Mode
Measures of central tendency
Data set

Lesson Objective(s): (These objectives are written on the board for each class)

- Compute means, medians, and modes
- Compare cell phone plans to determine the best buy.

Warm –up/Introduction: (relate)

- TV411.org video: **Averages** (4:43 minutes)
- Sit with students at one table, if possible. Distribute whiteboards/markers. Shuffle playing cards and deal 4 to each student (and yourself) while discussing the video with students. Ask questions to assess prior knowledge. Explain that a synonym for average in this context is **"mean."** Model via think aloud, computing mean with your hand using the whiteboard and calculator. Have students find the mean of their hands. Once done, have students swap whiteboards and check each other's work. Gather cards, shuffle, and deal 5 cards, while explaining **"data set."** Repeat until you are satisfied everyone understands how to calculate mean.

Presentation/Practice: (experience)

- Shuffle playing cards and deal 5 cards to each student (and yourself). Explain there is a different type of average called the **median**: the middle number in a data set. Model via think aloud finding the median of your hand. Have students find the median of their hands and check. Shuffle, deal, and repeat.
- Shuffle playing cards and deal 6 cards to each student. Have them calculate the mean and median of the data set and check each other's work.
- Go to wallboard and explain there is a third way to analyze data called **mode**, the number that occurs most often in a data set. Model finding the mode using students' ages (and yours!). Repeat with numbers volunteered by students.
- Individually, students will complete TV411.org online module "Understanding Mean, Median and Mode."

Application: (apply/cooperate/transfer)

- Show class TV411 video: Phone Plans
- In pairs, have students complete worksheet TV411 Think Math: Choosing a Cell Phone Plan
- Share out answers – have students volunteer to project completed graphs. Correct as necessary.

Materials:

- http://www.tv411.org/math/ratios-averages-exponents/video-averages
- Playing cards
- Whiteboards/markers
- TI-30XS calculators
- Projector
- http://www.tv411.org/math/ratios-averages-exponents/understanding-mean-median-and-mode
- http://www.tv411.org/math/ratios-averages-exponents/think-math-data-analysis
- http://www.tv411.org/math/ratios-averages-exponents/video-phone-plans
- Handout: TV411 Think Math: Choosing a Cell Phone Plan
- Kaplan GED® Test Prep 2019, pgs. 290-291-handout

Formative Assessment/Reflection:

- CASAS: successful completion of online module
- Kaplan GED® Test Prep 2019, pgs. 290-291 - handout/homework
- Provide time for student reflection in learning logs.

Lesson Plan: Functional & Workplace Skills NRS Level: 5 Assessment Range: CASAS scale scores – Reading Goals: 239-248

CASAS Competency:
4.4.3, Interpret Complex charts, tables, lists, maps, diagrams, and graphs

CCRS:
Reading Anchor 7,
Integrate and evaluate content presented in diverse formats and media

GED® Skill:
R.7.2,
Analyze how data, graphs, or pictures work in a written source

Vocabulary:

Diagram
Chart
Bar graph
Line graph
Pie chart
Purpose
Title
Labels
Text
Vertical axis
Horizontal axis

Lesson Objective(s): (These objectives are written on the board for each class)

- Students will be able to Identify and explain key parts of workplace diagrams
- Analyze how data, graphs, or pictures work in a written source.

Warm –up:

- Review sample workplace diagrams provided by instructor. Pair students and have students pick two and answer the following questions: what is the same about them? What is different? Tell students that diagrams are something they find in all workplaces and everyday life, and reading skills can help them understand what diagrams mean.

Introduction: (relate)

- Assess prior knowledge of new material by asking a question and writing answers on the board: why is it important to be able to accurately interpret diagrams?
- TV411.org video: Checking a Utility Bill (4 minutes)
- Introduce vocabulary, provide examples, and discuss.

Presentation: (experience)

- Instructor projects different types of diagrams on the overhead and models the skills needed via think aloud: What type of diagram is it? What is the title of the diagram? What labels and text does the diagram have? What is the purpose of the diagram?

Practice: (apply/cooperate/transfer)

- Individually, students will complete the following online module: http://www.tv411.org/reading/understanding-what-you-read/reading-charts-and-graphs
- Additional modules for practice, if needed:
  http://www.tv411.org/math/basic-math/how-read-bar-graph
  http://www.tv411.org/math/basic-math/line-graphs
- Individually, students will draw (on paper) a chart of their monthly expenses. Students will choose which kind of chart makes the most sense for this kind of information.
- In pairs, students will draw on flip chart paper a graph that represents a comparison of the pairs' or groups' monthly expenses. Students will present an explanation of their chart to the class.

Materials:

What materials are you using in this lesson?

- Sample diagrams (charts, graphs)-handouts
- Projector
- http://www.tv411.org/math/basic-math/video-utility-bill
- Computers
- Flipcharts, markers, etc.
- Pages 10-11 of CASAS level D Reading GOALS sample items, 2018 - handout
- Kaplan GED® Test Prep 2019, pgs. 94-95-handout

Formative Assessment/Reflection:

- Pages 10-11 of CASAS level D Reading GOALS sample items, 2018 - handout
- Kaplan GED® Test Prep 2019, pgs. 94-95-handout

- Provide time for student reflection in learning logs.