



The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.

Advanced Level (CASAS reading scores of 221-235)

Views and Voices: Week 3

Unit Overview

This is a 3-week unit in which learners read authentic literary selections by international writers whose dominant language is English. Each reading is “emotionally and intellectually engaging” and followed by relevant vocabulary and grammar practice. Learners also explore online research.

Focus of Week 3

- **Short-story** reading
- **Religion & Converting** (Nigeria)
- **Father-son relationship** (Vietnam)
- **Online Research**
- **Compare/Contrast** characteristics
- **Prefixes and Suffixes**

Views and Voices: Week 3, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read a short story and answer comprehension questions.</p> <p>Listening/speaking: orally share their opinions and previous knowledge on missionaries and special ceremonies to honor ancestors.</p> <p>Transitions & Critical Thinking: use footnotes and bolded words to understand new vocabulary.</p> <p>Grammar: identify and understand the meaning of or structural change made by a suffix or prefix.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> Views and Voices by Whiteson and Beniston (2003), pp. 134-138 • <u>Textbook:</u> Views and Voices, p. 141 (refer to “Exploring the Writing”) • <u>Textbook:</u> Views and Voices, pp. 140-141 (refer to “Exploring the Language”) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Exploring the Writing Answers, p. 141 (single copy as reference) • Handout: Exploring the Language Answers, p. 140 (single copy as reference) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector

Lesson Plan

Warm up: Pre-reading Questions: Listening/speaking

Description: Discuss pre-reading questions selected from p. 134 as a class.

Materials/Prep: Refer to detailed plan for specific questions and suggestions on how to manage class discussion.

Activity 1: Grammar & Critical Thinking

Description: Identify the meaning of prefixes and suffixes, especially those used with vocabulary throughout the short story to be read today. Add appropriate –ness or –ment suffixes to root words.

Materials/Prep: Textbook: **Views and Voices, p. 141** (refer to “Exploring the Writing”)

Activity 2: Literacy & Critical Thinking

Description: Discuss new vocabulary (side-notes) as a class. Read the short story “Things Fall Apart” by Chinua Achebe. Discuss comprehension questions embedded throughout the story as a class to check for ongoing comprehension.

Materials/Prep: Textbook: **Views and Voices, pp. 134-138**

Checking for Understanding: Exploring the Vocabulary

Description: Learners complete sentences with bold words from the story and change their forms when necessary.

Materials/Prep: Textbook: **Views and Voices, pp. 140-141 (#9 & 10 carry over to p. 141)**, Handout: **Exploring the Language Answers, p. 140**, and a projector

Teacher Directions: Warm Up: Pre-reading Questions—Materials: None

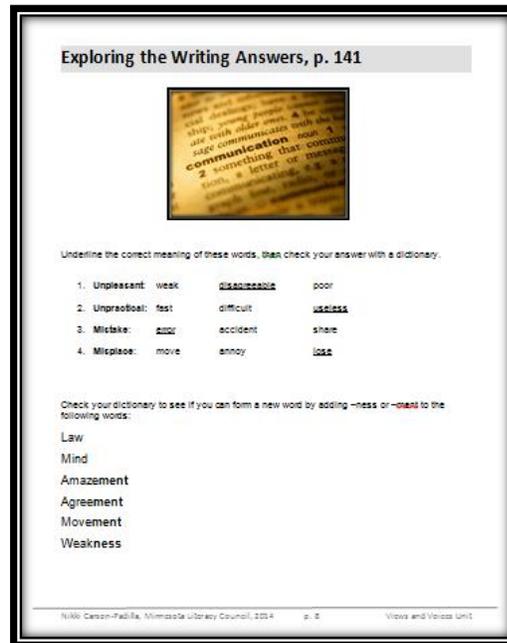
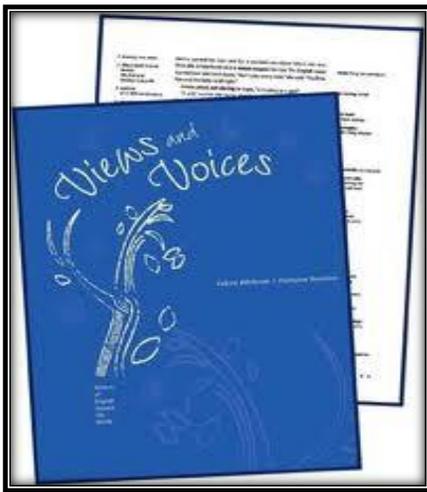
Activity: Depending on class size, learners may form small groups or answer the following questions as a class. Spend no more than 20 minutes discussing the pre-reading questions, as they are intended to spark interest in the short story to be read today. Post the following on the board before learners enter the classroom:

1. How many religions are there in your country of origin? Name some of them.
2. Have you ever seen or met missionaries (people who want you to believe in their religion)? What was your impression of them?
3. In your religion, if you practice one, are there special ceremonies to honor your ancestors (members of your family who have died)? If yes, describe those ceremonies.
4. Do you know anyone who has converted (changed religion)? Why did this person convert?

Voice that everyone is entitled to his or her opinion, but no one may judge a classmate's traditions or say that his or her traditions are not from a certain country or representative of a certain religion. Some traditions may be lesser known or practiced only within certain families. This does not mean that they are not valued or worth mentioning! The more experiences shared the better. There are many dangers of hearing only one voice and knowing only one experience.

*Be certain that **all** learners have an opportunity to share; however, if someone feels uncomfortable sharing on a particular topic, he or she should not be forced to respond.*

Teacher Directions: Activity 1: Transitions/Critical Thinking-Materials: Textbook: *Views and Voices*, p. 141 (refer to “Exploring the Writing”)



Step 1: Setting the Context

Learners will be reading the short story “Things Fall Apart” by Chinua Achebe. This short story contains many words that were built using prefixes and suffixes. Most of the prefixes used in the story and studied today are negative (e.g. un- and mis-); however, not all prefixes are negative. Make sure learners are aware that prefixes, or word parts that come at the beginning of a word, can carry several different meanings. For example, “pre” is a prefix and it means “before,” so when we talk about *prefixes*, we are talking about word parts that come *before* the root word.

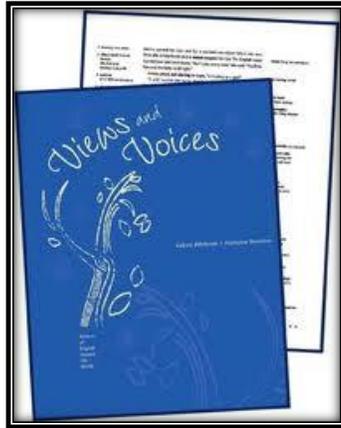
Step 2: Practice

Independently complete the two prefix and suffix exercises on p. 141. The first exercise requires underlining the word with the closest meaning to the numbered word provided (four words each with a prefix). The second exercise requires choosing the appropriate suffix (either -ness or -ment) for each of six root words provided.

Step 3: Report Out

Briefly discuss as a class before moving on to the literacy activity. This entire activity should take no more than 20 minutes.

Teacher Directions: Activity 2: Literacy & Critical Thinking-Materials: *Views and Voices*, pp. 134-138



Step 1: Context

Learners will read a short story entitled “Things Fall Apart” by Chinua Achebe. Depending on class size, learners may read aloud in pairs or round robin as a class. Before jumping into the story, address the footnotes (side-notes) and bolded words. “The bold words should be learned. The numbered words are explained to help you understand the story. Some words have more than one meaning. The meaning we give is the closest synonym.”

Depending on the level of the learners, they may read through the footnotes and bolded vocabulary in their pairs and only ask questions of the instructor as necessary, or you may address the vocabulary as a whole class with learners repeating potentially new vocabulary aloud after the instructor (per section).

Step 2: Discuss Vocabulary

Only discuss vocabulary up to the comprehension questions found on p. 135. Ask learners to stop reading when they reach the comprehension questions in order to address them as a class.

Step 3: Pair Reading

If class size is conducive to pair reading, partner up learners and have them read aloud until the comprehension questions; otherwise, read as a class and stop at the same point.

Step 4: Embedded Comprehension Questions

Make sure learners always stop to address the embedded comprehension questions before reading on, so as to check for comprehension of the story up to that point. Answer the first set of comprehension questions together as a class, regardless of whether you decide to have learners read in pairs and answer questions in pairs or to read round robin as a class. This will help to demonstrate how the comprehension questions should be addressed, so pairs don't rush through them when they encounter them on their own. End today's discussion of the story with “How does Okonkwo finally explain his son's character?” on p. 138.

Note: *There are many characters in this short story. Learners may have difficulty keeping track of who is who. It may be beneficial to keep a character log on the board as the learners read. For example,*

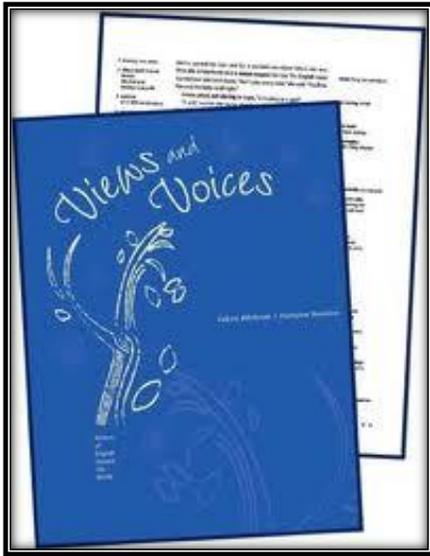
Mbanta= village name

Uchendu= one of the rulers of the village

Nwoye=

Etc.

Checking for Understanding: Exploring the Language—Materials: Textbook: *Views and Voices*, pp. 140-141 (only #9 & 10 on p. 141); Handout: *Exploring the Language Answers*, p. 140; and a projector



Exploring the Language Answers, p. 140



1. Some people are afraid to walk in a graveyard at night. They fear evil spirits.
2. When you send a card in English to someone who has lost a family member, you can write "in sympathy" before your signature.
3. She was happy when he left. In fact, she considered it a good riddance.
4. I tried very hard to forget him; but my efforts were in vain.
5. If we are careless, we might blow out the things we need the most to survive.
6. The bay is polluted. It was a dumping ground for the waste from the factories.
7. They drank so much it took hours to get them back to their dorm rooms.
8. In the old days in England, a gentleman spoke to his feet when a lady entered the room.
9. Parents must set limits to what their children can and cannot do.
10. When you mention war, a cold shudder goes down my spine.

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 7 Views and Voices Unit

Learners complete sentences 1-10 using vocabulary from the story. They must change the form of words whenever necessary, meaning that they must pay attention to the part of speech required within each sentence. If learners are unfamiliar with other forms of the words, they may refer to classroom dictionaries for assistance. Correct together as a class. Time permitting, learners may come forward and write their answers on a projected copy of the text page. If there is any discrepancy in answer choices, discuss correct answers and reasons for them.

Exploring the Language Answers, p. 140



1. Some people are afraid to walk in a graveyard at night. They fear evil spirits.
2. When you send a card in English to someone who has lost a family member, you can write "in sympathy" before your signature.
3. She was happy when he left. In fact, she considered it a good riddance.
4. I tried very hard to forget him; but my efforts were in vain.
5. If we are careless, we might wipe out the things we need the most to survive.
6. The bay is polluted. It was a dumping ground for the waste from the factories.
7. They drank so much it took hours to get them back to their right senses.
8. In the old days in England, a gentleman sprang to his feet when a lady entered the room.
9. Parents must set limits to what their children can and cannot do.
10. When you mention war, a cold shudder goes down my spine.

Exploring the Writing Answers, p. 141



Underline the correct meaning of these words, then check your answer with a dictionary.

1. **Unpleasant:** weak disagreeable poor
2. **Unpractical:** fast difficult useless
3. **Mistake:** error accident share
4. **Misplace:** move annoy lose

Check your dictionary to see if you can form a new word by adding –ness or –ment to the following words:

Law

Mind

Amazement

Agreement

Movement

Weakness

Views and Voices Unit: Week 3, Tuesday

<p>Objectives <i>Learners will be able to...</i></p> <p>Listening/speaking: listen to root words and identify the most appropriate prefix or suffix to add to the word.</p> <p>Literacy: write a short answer response to an “Exploring the Story” question.</p> <p>Transitions & Critical Thinking: provide evidence from the story to support and explain short answer response.</p> <p>Transitions & Critical Thinking: provide reasons for a character’s change in emotions.</p> <p>Grammar: create new words by choosing most appropriate prefixes or suffixes to add to root words.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Views and Voices</i>, p. 138-139 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Prefix & Suffix Flyswatter Game Prompts • Handout: “Things Fall Apart” Dictation <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • Two flyswatters
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Lesson Plan

Review/Warm-up: Listening/speaking & Grammar

Description: Play the flyswatter game in review of prefixes and suffixes.

Materials/Prep: Handout: **Prefix & Suffix Flyswatter Game Prompts** (for teacher reference only, no copies needed) & **two flyswatters**. To prep, write the following on the board in large and clear handwriting (well-spaced): **un, dis, mis, im, and ment**.

Activity 1: Listening/speaking & Literacy

Description: Sentence dictation based on “Things Fall Apart” incorporating new vocabulary as well as prefixes and suffixes.

Materials/Prep: Handout: **“Things Fall Apart” Dictation**

Activity 2: Literacy & Critical Thinking

Description: Respond to an “Exploring the Story” question. First, compare/contrast the goals of the missionaries and the goals of the local people. Then, examine the strong emotions Okonkwo has about Nwoye’s conversion. Write freely for approximately 20 minutes while including evidence from the short story “Things Fall Apart”.

Materials/Prep: Textbook: *Views and Voices*, pp. 138-139 (refer to questions 1 & 4); **Extra copies of story for those who may have been absent on Mon, pp. 134-138;** and a projector

Wrap-up/Checking Comprehension

Description: Learners volunteer to share either their response to Exploring the Story question 1 or some of their examples of the emotions listed under question 4.

Materials/Prep: None

Teacher Directions: Review: Listening/speaking & Grammar—Material: Handout: Prefix & Suffix Flyswatter Game Prompts



Set up:

Write each “correct swat” for the flyswatter game randomly around the classroom board, but within student reach. Put the following prefixes and suffixes on the board: **un, im, dis, mis, and ment**. As there are only five options, they can be written largely. If learners with disabilities, such as those who use wheelchairs or other mobility supports play the game, lower all correct responses for accessibility. Make sure there is plenty of space between each “correct swat,” so it isn’t too crowded and it is obvious which response learners are swatting.

How to play:

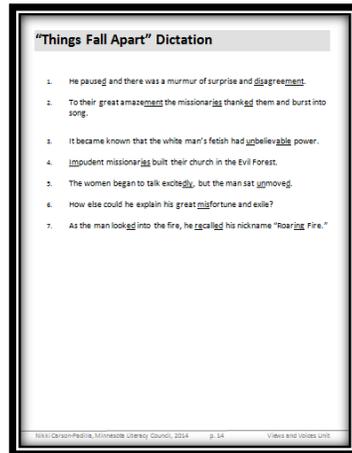
Divide the class into two teams and assign one learner from each team to hold a flyswatter. Inform the teams that they must speak only in English during game time. If they choose to shout out the location of the correct prefix/suffix, the other team’s player may also hear and get to it first, so it is probably best to remain quiet or develop a secret strategy for advising one another. Read a prompt aloud and ask the flyswatter holders to swat the correct answer. Afterwards, the two players go to the back of their team lines and two new players from each team come forward as the teacher reads a new prompt.

How to score:

Whoever swats the correct answer first and leaves the flyswatter on the answer gets a point for his/her team. If a learner removes the flyswatter from the correct answer and the learner from the other team swats it, the team with the flyswatter on the correct answer gets the point, not simply the team that touched it first. If both teams swat the correct answer at nearly the same time, the team with the flyswatter on the bottom gets the point. (In other words, the team that swats first, but with certainty, gets the point.)

Note: After reading four prompts, it may be necessary to repeat a couple in order to keep players on their toes. Otherwise, the last two opponents will predict which answers are left to swat. Make sure everyone is actively listening and thinking critically!

Teacher Directions: Activity 1: Listening/speaking & Literacy—Material: Handout: “Things Fall Apart” Dictation



Step 1: Dictate to Class

Individual students volunteer to stand in front of the class and read sentences so those listening can write them down in their notebooks. If a learner dictates a sentence to the class, remind him/her to leave a space in his/her notebook, numbering it so as not to lose track of which sentence is next. (In other words, when students dictate, they are not responsible for writing down the sentences that they read. Tell them they will get their sentences during corrections.)

Convey the following rules for dictation before beginning:

1. Listeners should **not interrupt** mid-sentence. This is discouraging to the reader and rude to fellow classmates as well.
2. Listeners should **not have side conversations.**
3. Readers need to **read with teacher voices.** Every person in the room should be able to hear them.
4. Readers should **read slowly, but naturally,** not stopping after each word and not reading punctuation signs.
5. Readers should repeat each sentence for **a total of three readings.**

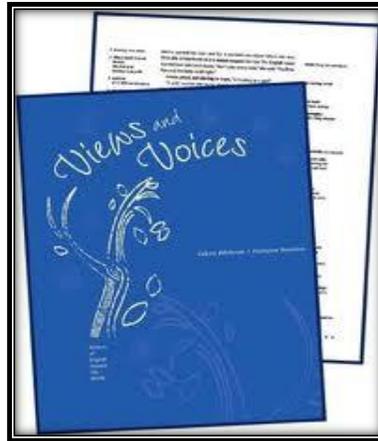
Step 2: Prefix/Suffix Practice

Learners underline the prefixes or suffixes in each dictated sentence in their notebooks after they've written, or recorded, the sentences.

Step 3: Corrections

Volunteers come to the board and write sentences that were dictated to them. If the class is large enough, ask that those who didn't get a chance to dictate come forward to write on the board for corrections, so all learners actively participate. Learners should also underline any prefixes or suffixes at the board during the correction step. The instructor serves as facilitator of discussion during the correction of the sentences. Ask what was done well and what might need to be changed or added.

Teacher Directions: Activity 2: Literacy & Critical Thinking—Material: Textbook: *Views and Voices*, p. 138-139 (questions 1 & 4) and Extra copies of “*Things Fall Apart*” for those who may have been absent on Mon, *Views and Voices*, pp. 134-138



Step 1: Setting the Context

Learners will answer prompts #1 & #4 on pp. 138 and 139 of the Exploring the Story section. In order for learners to write using evidence, discuss “evidence” of a character’s emotions. How can learners use information from the story to help support their answers? How is the response to #1 different from listing information as expected in #4?

Step 2: Write

Once learners understand the prompts and the expectation of including some evidence from the story, they should use their notebooks to answer #1 and fill in the blanks of prompt #4 using information directly from the story as much as possible. Learners may paraphrase or quote the story if they wish. They may work on prompt #4 in pairs. After working for 15-20 minutes, debrief prompt #4 using a projection of p. 139.

Wrap-up/Checking for Understanding—Materials: Handout: **None**

Learners volunteer to orally share either their response to the Exploring the Story prompt #1 or some of their responses to prompt #4.

Prefix & Suffix Flyswatter Prompts

patient

disagree

satisfied

happy

amaze

agreement

understate

practical

mobile

fortune

“Things Fall Apart” Dictation

1. He pauseded and there was a murmur of surprise and disagreement.
2. To their great amazement the missionarieses thankeded them and burst into song.
3. It became known that the white man’s fetish had unbelievable power.
4. Impudent missionarieses built their church in the Evil Forest.
5. The women began to talk excitedly, but the man sat unmoved.
6. How else could he explain his great misfortune and exile?
7. As the man lookeded into the fire, he recalled his nickname “Roaring Fire.”

Views and Voices Unit: Week 3, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read a short story.</p> <p>Literacy: read definitions of imbedded vocabulary for ease of reading comprehension.</p> <p>Listening/speaking: pair-share the pre-reading question responses.</p> <p>Transitions & Critical Thinking: use side-notes (like footnotes) to understand new vocabulary.</p> <p>Transitions & Critical Thinking:</p> <p>Grammar: identify prefixes and suffixes in local business names, some of which contain vocabulary from “Crickets”.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> Views and Voices, pp. 158-163 • Handout: What’s in a Name? Prefix/Suffix Identification <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: What’s in a Name? Prefix/Suffix Identification, Answers <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector (optional) • Computers with Internet (one per pair of learners) —<i>time-permitting</i>

Lesson Plan

Review/Warm-up : Grammar & Critical Thinking

Description: Identify prefixes and suffixes in names of local places.

Materials/Prep: Handout: **What’s in a Name? Prefix/Suffix Identification**

Activity 1: Listening/speaking

Description: Think-pair-share four selected pre-reading questions before the short story “Crickets” by Robert Olen Butler.

Materials/Prep: Textbook: **Views and Voices, p. 158**; a world map, globe, or projected visual of the textbook’s inner cover showing Vietnam’s location

Activity 2: Literacy & Critical Thinking

Description: Read the short story “Crickets”. Discuss key vocabulary, especially potentially new vocabulary section by section. Also, discussion comprehension questions section by section. See detailed plan for further description of this multi-step activity.

Materials/Prep: Textbook: **Views and Voices, pp. 158-163**

Exploring the Internet: Critical Thinking

Description: Online research of a relevant topic

Materials/Prep: Computers with Internet (one per pair of learners)

Teacher Directions: Review/Warm-up: Grammar & Critical Thinking—Materials:
Handout: What’s in a Name? Prefix/Suffix Identification

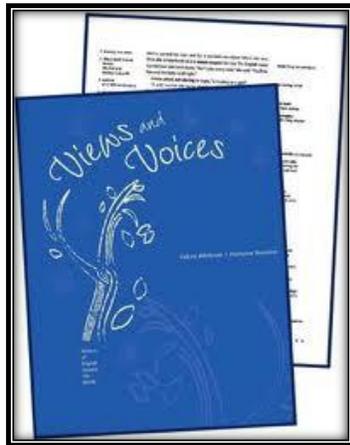
What’s in a Name? Prefix/Suffix Identification		What’s in a Name? Prefix/Suffix Identification, Answers	
<p><small>Directions: Underline the prefix or suffix in the business names listed below the pictures. Each business pictured is a local Twin Cities business. Have you visited any of them? Open Door Learning Center and the library council do not endorse these businesses. They are listed here solely because of the prefixes/suffixes in their names and the variety of locations and business types among them.</small></p>			
			
Uncommon Grounds Coffeehouse (Minneapolis)	The Buttered Tin (St. Paul)	Uncommon Grounds Coffeehouse (Minneapolis)	The Buttered Tin (St. Paul)
			
Discount 70 (Columbia Heights)	Nu Look Consignment (Minneapolis)	Discount 70 (Columbia Heights)	Nu Look Consignment (Minneapolis)
			
Best Western Bandana Square Hotel (St. Paul)	Midtown Global Market (Minneapolis)	Best Western Bandana Square Hotel (St. Paul)	Midtown Global Market (Minneapolis)
<small>Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 20 Views and Voices Unit</small>		<small>Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 21 Views and Voices Unit</small>	

The Activity:

Learners underline the prefixes or suffixes in the names of local businesses under the pictures on the handout “**What’s in a Name?**” The class decides whether they are logical or not. Depending on class size, learners can pair up or form small groups to complete the exercise and determine which group underlined the most prefixes/suffixes correctly. Note: If this warm-up is completed in pairs or small groups, it also incorporates speaking and collaborative skills. Learners can also discuss the meaning of the business names and whether they have frequented any of the featured businesses.

***Note:** Make sure learners read instructions and the disclaimer that the school and its instructors do not endorse, or recommend, any of the businesses listed on the worksheet. The businesses were chosen to spark discussion of local places, names for businesses, and this week’s grammar point: prefixes & suffixes.*

Teacher Directions: Activity 1: Listening/speaking-Materials: Textbook: *Views and Voices*, p. 158; a world map, globe, or a projected visual of Vietnam’s location



Step 1: Setting the Context

In preparation for reading the short story “Crickets” learners complete a Think-Pair-Share exercise. The textbook suggests that learners find out where Vietnam is located in relation to the United States. Learners do not need extensive knowledge about Vietnam in order to understand the short story.

Step 2: Think

First, learners should be given five minutes to independently read and think about the following pre-reading questions on p. 158: #3, 4, 5, and 9. Circulate the room to make sure learners are on task and to answer questions about vocabulary within the pre-reading questions. Try to discourage learners from holding discussions with the instructor. **This time should be spent reading questions and reflecting on personal responses.**

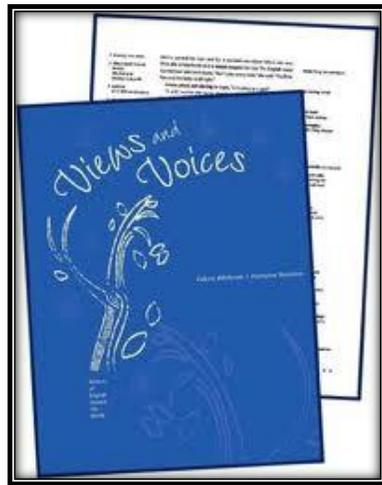
Step 3: Pair

Next, learners pair up to discuss their thoughts on the questions (for no more than 15 minutes). Inform learners that **this time is to be spent exchanging personal opinions in a polite way.** No judgments should be made!

Step 4: Share/Report Out

Finally, pairs share some of their thoughts with the whole group, but because of the length of today’s reading, learners should **only share two ideas per pair** (dependent on class size).

Teacher Directions: Activity 2: Literacy & Critical Thinking-Materials: Textbook: *Views and Voices*, pp. 158-163



Step 1: Context

Learners will read a short story entitled “Crickets” by Robert Olen Butler. Depending on class size, learners may read aloud in pairs or round robin as a class. Before jumping into the story, address the footnotes (side-notes) and bolded words. “The bold words should be learned. The numbered words are explained to help you understand the story. Some words have more than one meaning. The meaning we give is the closest synonym.”

Depending on the level of the learners, they may read through the footnotes and bolded vocabulary in their pairs and only ask questions of the instructor as necessary, or you may address the vocabulary as a whole class with learners repeating potentially new vocabulary aloud after the instructor (per section).

Step 2: Discuss Vocabulary

Only discuss vocabulary up to the comprehension questions found on p. 160. Ask learners to stop reading when they reach the comprehension questions in order to address them as a class.

Step 3: Pair Reading

If class size is conducive to pair reading, partner up learners and have them read aloud until the next set of comprehension questions; otherwise, read as a class and stop at the same point.

Step 4: Embedded Comprehension Questions

Make sure learners always stop to address the embedded comprehension questions before reading on, so as to check for comprehension of the story up to that point. End today’s discussion of the story with “What happens that upsets the boy?” at the top of p. 163.

Exploring the Internet: Critical Thinking Culminating Activity—Materials: Computers with Internet connection (one per pair of learners)

Learners partner up to complete online research of a relevant topic of interest to them. They may choose from the following (post on the board):

- Cricket fighting
- Author Robert Olen Butler
- What does your name mean?

Remind learners to use your site's preferred search engine and to always type keywords into the search box, *not* the address box. Finally, partners turn in 2-3 interesting facts they discover on a small sheet of paper or Post-It as their "Exit Ticket" for today.

What's in a Name? Prefix/Suffix Identification

Directions: Underline the prefixes or suffixes in the business names listed below the pictures. Each business pictured is a local Twin Cities business. Have you visited any of them?

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**Uncommon Grounds
Coffeehouse (Minneapolis)**



**The Buttered Tin
(St. Paul)**



**Discount 70
(Columbia Heights)**



**Nu Look Consignment
(Minneapolis)**



**Best Western Bandana Square
Hotel (St. Paul)**



**Midtown Global Market
(Minneapolis)**

What's in a Name? Prefix/Suffix Identification,

Answers



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Coffeehouse (Minneapolis)



The Buttered Tin
(St. Paul)



Discount 70
(Columbia Heights)



Nu Look **Consign**ment
(Minneapolis)



Best West**ern** Bandana Square
Hotel (St. Paul)



Midtown Glob**al** Market
(Minneapolis)

Views and Voices Unit: Week 3, Thursday

<p>Objectives <i>Learners will be able to...</i></p> <p>Literacy: write a short answer response to an “Exploring the Story” question.</p> <p>Listening/speaking: orally share a short answer response.</p> <p>Listening/speaking: orally add an appropriate prefix or suffix to a root word after listening to a prompt for a specific connotation.</p> <p>Transitions & Critical Thinking: provide evidence from the story to support claims (verbally and in writing).</p> <p>Transitions & Critical Thinking: use potentially new vocabulary from “Crickets” in new contexts.</p> <p>Transitions & Critical Thinking: compare/contrast characters with similar roles (parental) and compare/contrast crickets to father and son.</p> <p>Grammar/Listening: add the appropriate prefix or suffix without a word bank.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> Views and Voices, p. 163 (refer to questions 2 & 3 only) • Handout: Exploring the Vocabulary, based on p. 164 • Handout: “Crickets” Test Prep <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Prefix/Suffix Teacher Prompts <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector
<p>Lesson Plan</p>	
<p>Review/Warm-up: Vocabulary</p> <p><u>Description:</u> Fill in the blanks with bold words from the story “Crickets”</p> <p><u>Materials/Prep:</u> Handout: Exploring the Vocabulary, based on p. 164</p> <p>Activity 1: Grammar & Listening/speaking</p> <p><u>Description:</u> Listen to prompts that ask for either a new form (part of speech) of a root word or a new meaning (connotation) for a word. Create what is prompted by adding an appropriate prefix or suffix.</p> <p><u>Materials/Prep:</u> Handout: Prefix/Suffix Teacher Prompts (single copy for instructor reference)</p> <p>Activity 2: Literacy & Critical Thinking</p> <p><u>Description:</u> Respond to an “Exploring the Story” question. Write freely for approximately 20 minutes while including evidence from the short story “Crickets”.</p> <p><u>Materials/Prep:</u> Textbook: Views and Voices, p. 163 (refer to questions 2 & 3 under Exploring the Story)</p> <p>Wrap up: Test Prep</p> <p><u>Description:</u> Read comprehension questions in a standardized test format.</p> <p><u>Materials/Prep:</u> Handout: “Crickets” Test Prep; a projector</p>	

Teacher Directions: Review/Warm-up: Vocabulary—Materials: Handout: Exploring the Vocabulary, based on p. 164

Exploring the Vocabulary, based on p. 164

Complete the following sentences with bold words from the story "Crickets"; change the form of the word when necessary. Choose from the words listed in the box.

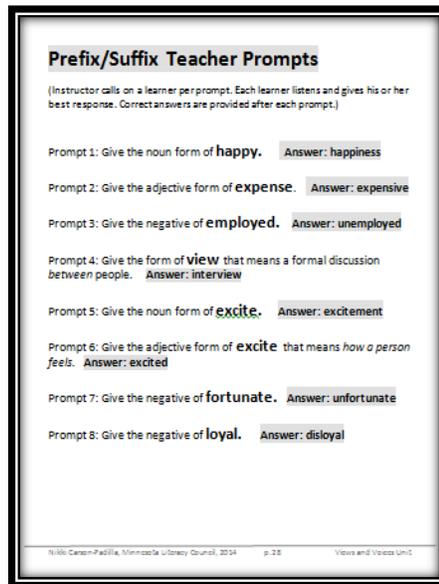
slam,	suspicion
corrective,	capture,
admitted,	grabbed,
glanced,	ouined,
crickets,	confused

1. Leo failed the test, and it was a _____ disappointment for him and his family.
2. It was so quiet, then I heard the _____ of a car door.
3. The police did not _____ the thief; she is still free.
4. The dog _____ the ball and ran away with it.
5. They asked her so many questions that they _____ her; she could not answer.
6. When Jorge came in, he _____ around the room. He saw the stolen tennis racket on the bed.
7. The thief _____ that he had stolen the tennis racket.
8. After _____ of abuse, the government is finally learning to listen to its people.
9. _____ make a noise by rubbing their front wings together.
10. Heavy rain _____ the crops.

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Activity: Learners either work independently or form pairs. Fill in the blanks with bold words from the story "Crickets" read in class yesterday. A word bank is provided on the handout. Correct together as a class by having learners volunteer to read each sentence aloud with the word of their choice. If an inappropriate word is used in a space, facilitate discussion of why that word does not work and ask other learners if they have the correct answer.

Teacher Directions: Activity 1: Grammar & Listening/speaking—Materials: Prefix/Suffix Teacher Prompts



Step 1: Setting the Context

Learners not only listen for a root word, but also *how* they can change the root word to meet the demands prompted by the instructor.

For example,

If someone hears only **miss** and is asked to add a prefix or suffix, he or she has several options:

dismiss, missing, misses, & remiss, but if given specific instructions or prompted in a specific way, learners are forced to think critically and choose one suitable response.

For example,

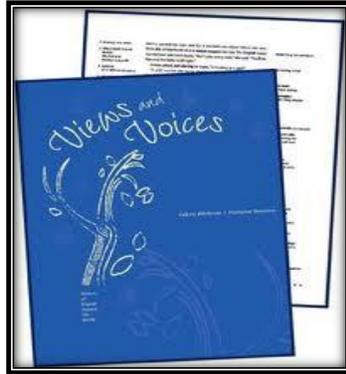
If someone hears, **miss** and is asked to change the form to an adjective that means lost or not found, the only correct answer would be: **missing**.

Correct responses are provided on the Teacher Prompt handout.

Step 2: Create New Words (as prompted)

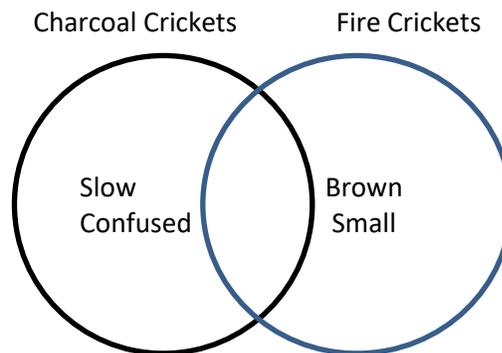
Randomly call on learners and read off prompts from the handout **Prefix/Suffix Teacher Prompts**. If a learner is unable to respond, ask another learner to assist in given the answer. Try to ask different learners, not only those who are eager to answer.

Teacher Directions: Activity 2: Literacy—Materials: Textbook: *Views and Voices*, p. 163
(refer to questions # 2 & 3 only under Exploring the Story)



Step 1: Setting the Context

Learners practice writing a response to a critical thinking prompt that requires some evidence from the text. This is excellent preparation for future writing tasks, such as GED short responses. Inform learners that they should write freely, but today they will benefit from some pre-writing or brainstorming, as the prompts ask for some comparing and contrasting of characteristics. Demonstrate for learners how they might use a simple overlapping circle Venn diagram to pre-write for either question 2 or 3 on the board before asking learners to write independently. Draw two large overlapping circles on the board. Label one “Charcoal Crickets” and the other “Fire Crickets”. Ask learners to contribute one or two characteristics to each part of the circles (independent features and shared). The shared, or overlapping section, might consist of “insects” or something as obvious as “crickets”!



Step 2: Writing

Learners write for approximately 20 minutes on questions #2 **OR** 3, p. 163 : “Think about the descriptions of the two types of crickets in the story. What type of cricket is Ted? And Bill? Explain your answers.” **OR**, “What can you tell about Ted’s wife? In what way are Ted and his wife different? Do you think Ted is a good father? Is he happy? Explain.” Circulate the room to assist with providing evidence.

Step 3: Report Out

Ask volunteers to share their writing aloud with the class.

Wrap-up: Test Prep—Material: Handout: “Crickets” Test Prep

“Crickets” Test Prep		“Crickets” Test Prep, Answers	
<p>They call me Ted where I work and they’ve called me that for over a decade now and it still bothers me, although I’m not very happy about my real name being the same as the former President of the former Republic of Vietnam. Thieu is not an uncommon name in my homeland and my mother had nothing more in mind than a long-dead uncle when she gave it to me. But in Lake Charles, Louisiana, I am Ted.</p> <p>[“Crickets” by Robert Olen Butler from <i>Views and Voices</i>, p. 159]</p>			
1. Which of the following words from the passage above has a prefix?	2. What is the man’s real name?	1) B—uncommon	
A. called	A. Ted	2) C— Thieu	
B. uncommon	B. Charles	3) A—An uncle	
C. happy	C. Thieu	4) B—bothers	
3. Who did “Ted’s” mother name him after?	4. Which word in the passage above tells us that Ted isn’t satisfied with his nickname?		
A. An uncle	A. former		
B. The former President of Vietnam	B. bothers		
C. No one; it is simply a common Vietnamese name	C. uncommon		
<small>Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 29 Views and Voices Unit</small>	<small>Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 30 Views and Voices Unit</small>		

Learners take a short reading comprehension test on a passage from the short story “Crickets”. Encourage learners to read the questions first and then refer to the passage to find the correct answers (scan). This will save them time when taking similar tests in the future (e.g. CASAS, TABE, GED, or Accuplacer). The test should take no more than 5-10 minutes. Correct together as a class.

Exploring the Vocabulary, based on p. 164

Complete the following sentences with bold words from the story "Crickets"; change the form of the word when necessary. Choose from the words listed in the box.

slam	suspicion
massive	capture
admitted	grabbed
glanced	ruined
crickets	confused

1. Lee failed the test, and it was a _____ disappointment for him and his family.
2. It was so quiet. Then I heard the _____ of a car door.
3. The police did not _____ the thief. She is still free.
4. The dog _____ the ball and ran away with it.
5. They asked her so many questions that they _____ her. She could not answer.
6. When Jorge came in, he _____ around the room. He saw the stolen tennis racket on the bed.
7. The thief _____ that he had stolen the tennis racket.
8. After _____ of abuse, the government is finally learning to listen to its people.
9. _____ make a noise by rubbing their front wings together.
10. Heavy rain _____ the crops.

Prefix/Suffix Teacher Prompts

(Instructor calls on a learner per prompt. Each learner listens and gives his or her best response. Correct answers are provided after each prompt.)

Prompt 1: Give the noun form of **happy**. Answer: happiness

Prompt 2: Give the adjective form of **expense**. Answer: expensive

Prompt 3: Give the negative of **employed**. Answer: unemployed

Prompt 4: Give the form of **view** that means a formal discussion *between* people. Answer: interview

Prompt 5: Give the noun form of **excite**. Answer: excitement

Prompt 6: Give the adjective form of **excite** that means *how a person feels*. Answer: excited

Prompt 7: Give the negative of **fortunate**. Answer: unfortunate

Prompt 8: Give the negative of **loyal**. Answer: disloyal

“Crickets” Test Prep

They call me Ted where I work and they’ve called me that for over a decade now and it still bothers me, although I’m not very happy about my real name being the same as the former President of the former Republic of Vietnam. Thieu is not an uncommon name in my homeland and my mother had nothing more in mind than a long-dead uncle when she gave it to me. But in Lake Charles, Louisiana, I am Ted.

(“Crickets” by Robert Olen Butler from *Views and Voices*, p. 159)

1. Which of the following words from the passage above has a prefix?

- A. called
- B. uncommon
- C. happy

2. What is the man’s real name?

- A. Ted
- B. Charles
- C. Thieu

3. Who did “Ted’s” mother name him after?

- A. An uncle
- B. The former President of Vietnam
- C. No one; it is simply a common Vietnamese name

4. Which word in the passage above tells us that Ted isn’t satisfied with his nickname?

- A. former
- B. bothers
- C. uncommon

“Cricket” Test Prep, Answers

1) B—uncommon

2) C—Thieu

3) A—An uncle

4) B—bothers