



**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 1

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### **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 1**

- **Short-story** reading
- **Family size** and celebrations for babies (The Middle East)
- **Divorce** and children (Singapore)
- **Online Research**
- **Characterization**
- **Phrasal verbs**

## Views and Voices: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Literacy:</b> read a short story and answer comprehension questions.</p> <p><b>Listening/speaking:</b> orally share their opinions and previous knowledge of cultural beliefs as related to family size and birth ceremonies.</p> <p><b>Transitions &amp; Critical Thinking:</b> use footnotes and bolded words to understand new vocabulary and culturally specific terminology.</p> <p><b>Transitions &amp; Critical Thinking:</b> label a map using logic, previous knowledge, and any other resources at their immediate disposal.</p> <p><b>Grammar:</b> change forms of new words to grammatically “fit” sentences for proper usage.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Views and Voices</i> by Whiteson and Beniston (2003), pp. 5-8</li> <li>• Handout: <b>World Map (inside front cover of <i>Views and Voices</i>)</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>World Map Answers</b></li> <li>• Handout: <b>Exploring the Vocabulary Answers, p. 8</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>

### Lesson Plan

**Warm up: Pre-reading Questions: Listening/speaking**

Description: Discuss pre-reading questions selected from p. 4 as a class.

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

**Activity 1: Transitions/Critical Thinking**

Description: Learners label a world map according to where they believe the majority of residents practice Islam.

Materials/Prep: Handout: **World Map & World Map Answers (single copy to project); a projector**

**Activity 2: Literacy & Critical Thinking**

Description: Discuss new vocabulary (side-notes) as a class. Read the short story “Amina” by Shirley Saad. Discuss comprehension questions embedded throughout the story as a class to check for ongoing comprehension.

Materials/Prep: Textbook: *Views and Voices, pp. 5-7*

**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, p. 8* (top of p. only) and Handout: **Exploring the Vocabulary Answers, p. 8**

**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. In many cultures, it has been traditional for a couple to want sons. What might some of the reason be behind this preference? Are sons still preferred today?
2. Is there a special ceremony or party after (before) a baby is born in your country? Who participates? What happens? Are parties different for boys and girls?
3. In your country of origin, are babies generally born at home or in a hospital?

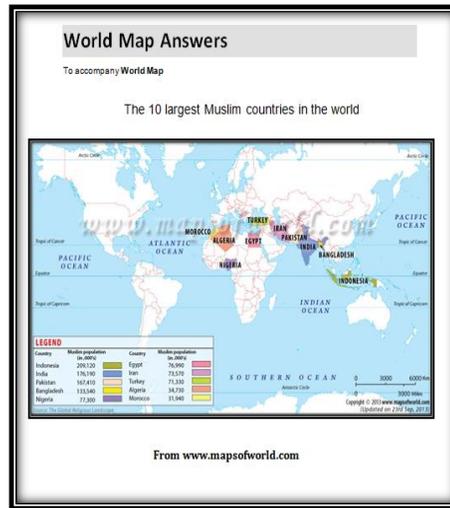
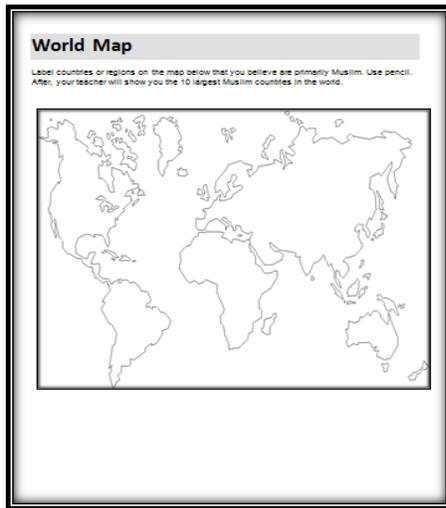
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*Voice that everyone is entitled to his or her opinion, but no one may judge a classmate's traditions or say that his or her traditions are not from a country or state. Some traditions may be lesser known or practiced only within certain families. 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.*

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**Teacher Directions: Activity 1: Transitions/Critical Thinking-Materials: Handout: World Map (one copy per learner) and World Map Answers (single copy for corrections)**



**Step 1: Setting the Context**

Learners will be reading a fictional story based on very realistic Muslim characters. The author, Shirley Saad, “was born in Egypt to a Polish-Romanian mother and a Lebanese father. She was educated by Irish nuns. She has always felt torn between her European heritage and education, and her Arab origins and environment,” p. 4. By labeling a map, either country by country or regionally, learners will be showing where they believe Islam is the primary religion. Even though not every Muslim practices Islam exactly the same way, it is a very prominent religion in the world.

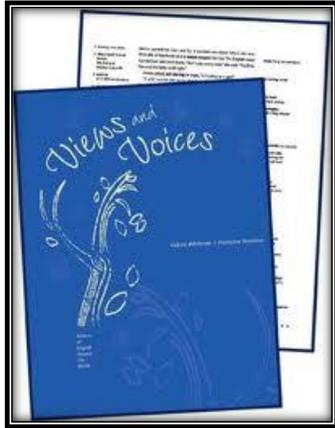
**Step 2: Labeling**

Learners should use pencil on their maps so that they can make tweaks when the answers are revealed. During the labeling process, learners may collaborate or use electronic/book resources that are at their immediate disposal. Note: *This is an extension of the warm-up and not intended to be a long research exercise, but rather a drawing upon learners’ previous knowledge leading to a reveal of current statistics.* The labeling step should take no more than 10 minutes.

**Step 3: Corrections**

Project the answers handout and briefly discuss before moving on to the literacy activity.

**Teacher Directions: Activity 2: Literacy & Critical Thinking-Materials: *Views and Voices*, pp. 4-7**



Step 1: Context

Learners will read a short story entitled “Amina” by Shirley Saad. 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.”

Step 2: Discuss Vocabulary

Some of the footnotes, or side-notes as they appear here, are actually Arabic phrases that learners do not have to memorize but may need to understand in the moment in order to follow the story. If there are any Arabic speakers in class, ask for their expertise in explaining the phrases. Other footnoted terms are culturally specific or more obscure than some of the bolded words (e.g. “hennaed” or “thimble cups”). Only discuss vocabulary up to the comprehension questions found on p. 5. Ask learners to stop reading when they reach the comprehension questions in order to address them as a class.

*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).*

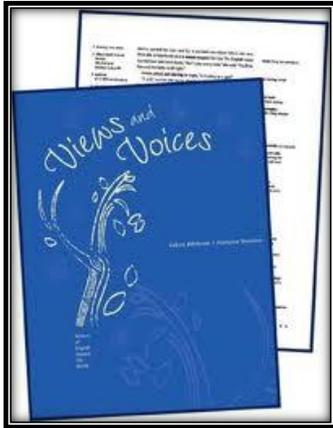
Step 3: Pair Reading

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. End today’s discussion of the story with “What is Hamid’s solution?”

Checking for Understanding: Exploring the Vocabulary—Materials: Textbook: *Views and Voices*, p. 8 (top of p. only) and Handout: *Exploring the Vocabulary Answers*, p. 8; a projector



Exploring the Vocabulary Answers, p. 8

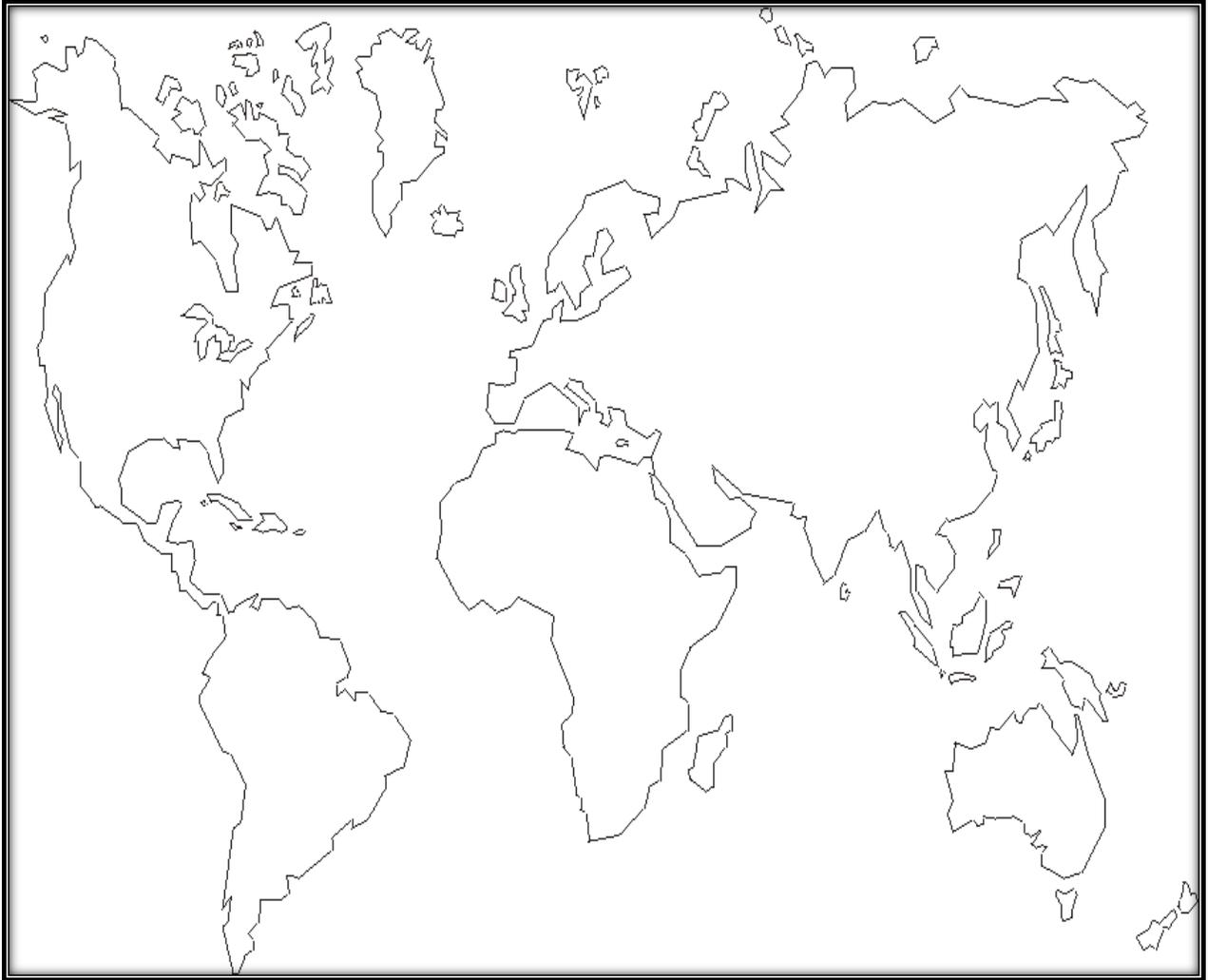


1. In some countries, a man and woman cannot **embrace** in the street.
2. I felt such **despair** when I failed my driving test again.
3. The girl **blushed** when he told others how much he loved her.
4. They could see the **twinkle** of candles in the window.
5. In a hospital ward, patients sometimes **moan** in pain.
6. An earthquake can be a **catastrophe** for highly populated areas.
7. In some countries, copying your friend's answers at school is a **disgrace**.
8. He **murmured** an excuse to the teacher as he arrived late to class.
9. When Susan heard the sad news, she was **distressed**.

Learners complete sentences 1-9 using bolded 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.

# World Map

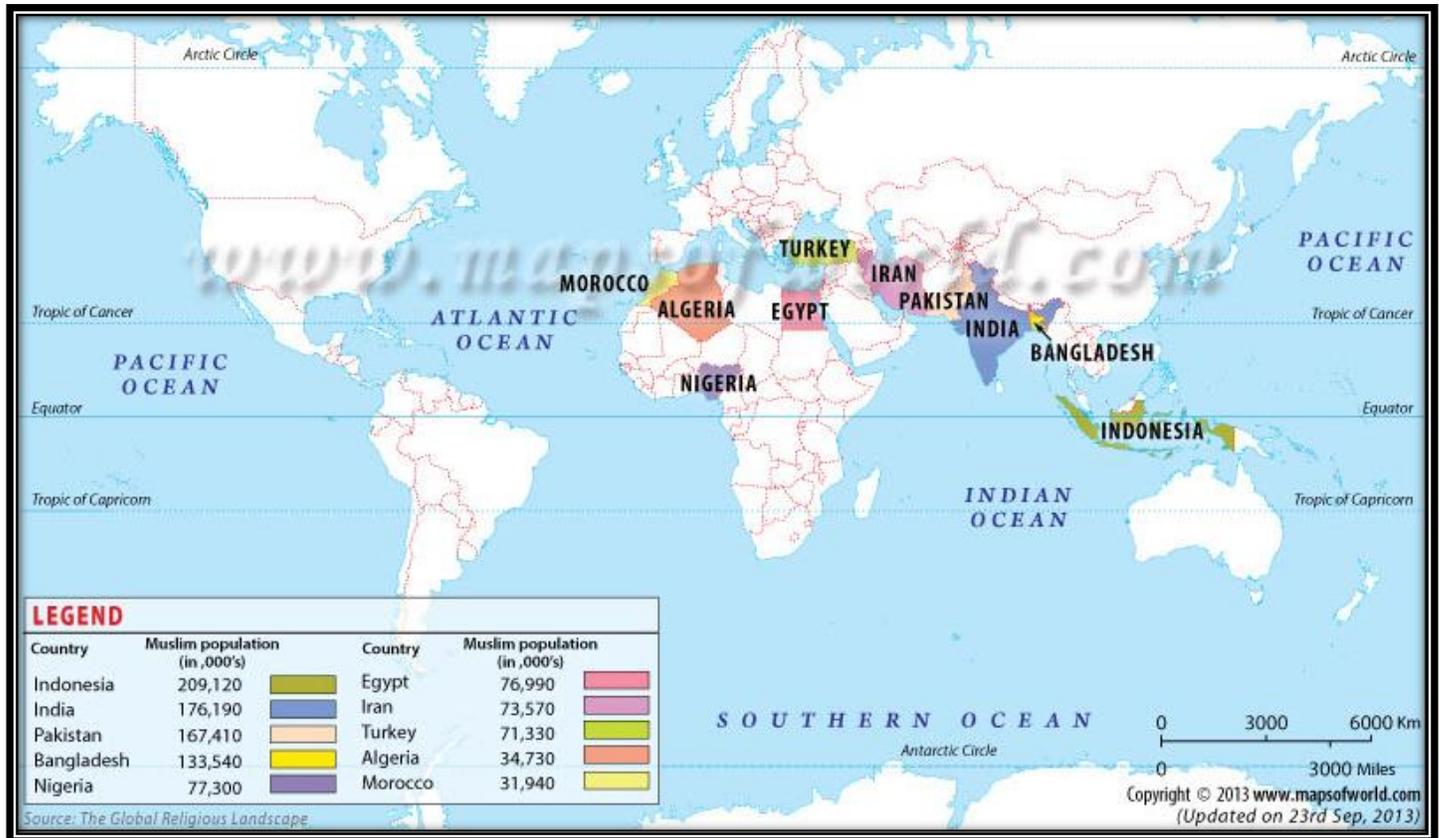
Label countries or regions on the map below that you believe are primarily Muslim. Use pencil. After, your teacher will show you the 10 largest Muslim countries in the world.



# World Map Answers

To accompany **World Map**

The 10 largest Muslim countries in the world



From [www.mapsofworld.com](http://www.mapsofworld.com)

# Exploring the Vocabulary Answers, p. 8



1. In some countries, a man and woman cannot embrace in the street.
2. I felt such despair when I failed my driving test again.
3. The girl blushed when he told others how much he loved her.
4. They could see the twinkle of candles in the window.
5. In a hospital ward, patients sometimes moan in pain.
6. An earthquake can be a catastrophe for highly populated areas.
7. In some countries, copying your friend's answers at school is a disgrace.
8. He murmured an excuse to the teacher as he arrived late to class.
9. When Susan heard the sad news, she was distressed.

## Views and Voices Unit: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Listening/speaking:</b> verbally and collaboratively summarize the short story “Amina”</p> <p><b>Literacy:</b> write a short answer response to an “Exploring the Story” question.</p> <p><b>Transitions &amp; Critical Thinking:</b> provide evidence from the story to support and explain short answer response.</p> <p><b>Transitions &amp; Critical Thinking:</b> logically organize sentences to summarize a short story.</p> <p><b>Grammar:</b> identify and use phrasal verbs.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Views and Voices</i>, pp. 8-9</li> <li>• Handout: <b>Phrasal Verbs</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: “Amina” Summarizing Strips</li> <li>• Textbook: <i>Views and Voices</i>, p. 7 (refer to question 3)</li> <li>• Handout: <b>Exploring the Language—Answers</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> <li>• Computers with Internet connection (optional)</li> </ul>

### Lesson Plan

#### **Review/Warm-up: Listening/speaking & Critical Thinking**

**Description:** Learners collaborate to organize sentence strips into a summary of the short story “Amina,” which was read in class yesterday.

**Materials/Prep:** Handout: “Amina” Summarizing Strips (cut, one per learner); See detailed plan for instructions

#### **Activity 1: Grammar**

**Description:** Read about phrasal verbs. Complete the Exploring the Language exercise on pp. 8-9 of the text and identify each expression as a phrasal verb or other.

**Materials/Prep:** Handout: **Phrasal Verbs** and Textbook: *Views and Voices*, pp. 8-9

#### **Activity 2: Literacy & Critical Thinking**

**Description:** Respond to an “Exploring the Story” question. Write freely for approximately 15 minutes while including evidence from the short story “Amina”.

**Materials/Prep:** Textbook: *Views and Voices*, p. 7 (refer to question 3 only); **Extra copies of story for those who may have been absent on Mon, pp. 5-7**

#### Exploring the Internet (Critical Thinking Culminating Activity)

**Description:** Learners choose a topic from those provided and do research in pairs. Findings should be reported to teacher on a Post-it or a scratch piece of paper as their Exit Ticket.

**Materials/Prep:** Computers with Internet connection

**Teacher Directions: Review: Listening/speaking & Critical Thinking—Material:  
Handout: “Amina” Summarizing Strips**

“Amina” Summarizing Strips
Amina awakens in the hospital after having given birth, but doesn’t know if she’s had a boy or girl.
Amina cries when she learns from the nurse that she had her fourth daughter.
Amina remembers the miscarriage of a boy and feels guilty, because she fell from a ladder.
Amina’s mother and sisters-in-law visit her in the hospital.
Next, Amina’s friends and cousin visit her.
Finally, Amina’s husband Hamid comes in to visit her.
Hamid tells Amina that he is happy she and the baby are healthy and they will try for a boy next time.
Amina and her mother are relieved with Hamid’s decision.

**Step 1: Introduce Activity**

Give random learners sentence strips as they enter the classroom. If the class is relatively small, one learner may take more than one strip.

Learners will talk to each other in order to organize their sentences into a summary of the short story “Amina,” read in class yesterday. If the class consists of fewer than 10 learners, the final result of organizing the sentences into an accurate summary of the story can be taped to the board instead of the learners holding their individual strips. If the class is so large that there are not enough strips for each learner, those who do not receive a sentence strip can still participate by verbally assisting their classmates in organizing themselves into a proper summation. Inform learners that they will not be able to decide the position of their sentence without knowing all of the parts, or sentences. They must mingle and consider all of the sentences.

*Note: This is an excellent exercise for those who may have been absent on Monday, as they will be able to learn about the short story through the summary. All learners can use transition words and context clues to help guide them in organizing the sentence strips to create an accurate recount of the story regardless of whether or not they were present on Monday.*

**Step 2: Mingle**

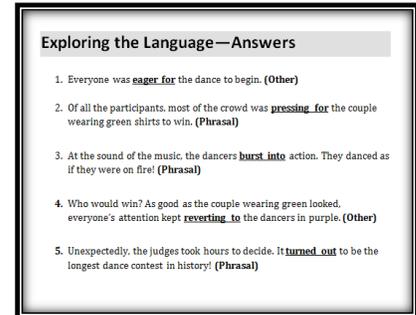
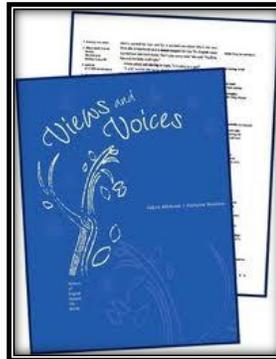
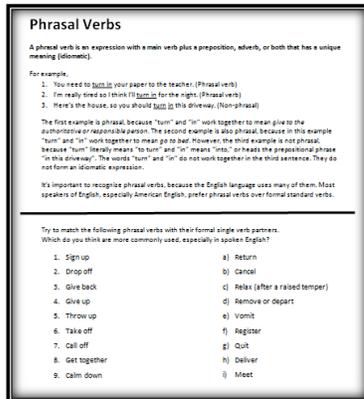
Encourage learners to read their sentence strips aloud to classmates as opposed to holding them out for others to read. Also, demonstrate positive mingle language, such as, “I think we should move this sentence here, because...” instead of negative mingle language, like, “That’s wrong!” or, “What are you doing? That doesn’t go there!”

**Step 3: Report Out**

Learners may do one of the following to share their summary of the story:

1. arrange themselves in front of the room from first to last and take turns reading their sentences aloud, or
2. tape first point to last point on the board and read it aloud as a class (seated).

**Teacher Directions: Activity 1: Grammar—Material: Handout: Phrasal Verbs; Textbook: *Views and Voices*, pp. 8-9, Handout: Exploring the Language—Answers, and a projector (optional)**



**Step 1: Setting the Context**

English uses many phrasal verbs as well as verbs (and adjectives) plus prepositions. They look similar, but function differently, because phrasal verbs form a unique meaning; whereas verbs + prepositions that do not form phrasal verbs do not change their meaning. The short story “Amina” read in class on Monday is full of verbs + prepositions, some of which are phrasal verbs, for example: “turned out to be”.

Compare:

- Mother turned out the shirts before putting them into the washing machine. (literally “turned” in the direction outward)
- The dress I made really turned out nice, didn’t it? (idiomatic expression meaning “resulted”)

**Step 2: Read**

Read the handout **Phrasal Verbs** together as a class. Provide additional examples if necessary.

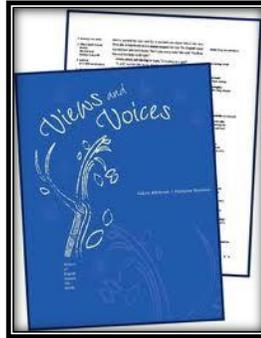
**Step 3: Partner Practice**

Pair up learners to complete the Exploring the Language exercise on pp. 8-9 of ***Views and Voices***. Nine expressions from the story “Amina” are provided with a reminder that they were defined throughout the margins of the story. **NOTE: Learners should add one more step to this exercise: identify each expression as either a phrasal verb or other.** Only five of the nine expressions are used in sentences. Some words will need to be changed in order to form proper time or subject agreement.

**Step 4: Correct**

Either learners report out their answers to the exercises, or project a copy of p. 9 and learners fill in their responses. If there are any discrepancies in responses, discuss correct answers as a class.

**Teacher Directions: Activity 2: Literacy & Critical Thinking**—Material: Textbook: *Views and Voices*, p. 7 (reference question 3 only) and Extra copies of “Amina” for those who may have been absent on Mon, *Views and Voices*, pp. 5-7



### Step 1: Setting the Context

Learners will answer prompt #3 on p. 7 of the Exploring the Story section. In order for learners to write using evidence, discuss “evidence” of a character’s support. How can a character show or not show support? Is it only through what he or she says? Learners will want to concentrate on characters’ words *and* actions. Furthermore, learners should consider the narrator’s choice in adjectives for describing the characters. Remind learners to write freely, but to keep in mind that they will need to use names or titles, such as “Huda” or “friends” when referring to characters. Beginning a thought with “she” or “they” without first referring to someone specific leaves the reader in the dark as to whom the learner is actually writing about.

### Step 2: Write

Once learners understand the prompt and the expectation of including some evidence from the story, they should write freely for about 15 minutes. Float the room and remind writers to include a quote or paraphrase from the story to support their claim (esp. for why someone was Amina’s best ally). Consider the examples below where **yellow highlights** = claims and **turquoise highlights** = evidence.

For example, a learner might write:

I think Amina’s mother and cousin Huda support her, but her biggest supporter is her husband. **Her husband Hamid is her best ally because he doesn’t listen to any of the peer pressure around him. For example, “His older brother had been pressing him for two years, urging him to take a second wife,”** but he told Amina they are young and they will keep trying to have a boy. He won’t take another wife.

Another learner might write:

I think Amina’s cousin Huda is her biggest supporter, because she doesn’t blame Amina for having **another girl.** She says the children people have are God’s will and no one can control that. Huda supports her cousin when **she says in front of her sisters-in-law, “God has given you four daughters, maybe the next four will be boys.”**

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):

- Baby shower customs around the world
- Marriage customs around the world
- Baby names
- Average child care costs in Minnesota
- Arabic language useful phrases

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.

## “Amina” Summarizing Strips

Amina awakens in the hospital after having given birth, but doesn't know if she's had a boy or girl.

Amina cries when she learns from the nurse that she had her fourth daughter.

Amina remembers the miscarriage of a boy and feels guilty, because she fell from a ladder.

Amina's mother and sisters-in-law visit her in the hospital.

Next, Amina's friends and cousin visit her.

Finally, Amina's husband Hamid comes in to visit her.

Hamid tells Amina that he is happy she and the baby are healthy and they will try for a boy next time.

Amina and her mother are relieved with Hamid's decision.

# Phrasal Verbs

**A phrasal verb is an expression with a main verb plus a preposition, adverb, or both that has a unique meaning (idiomatic).**

For example,

1. You need to turn in your paper to the teacher. (Phrasal verb)
2. I'm really tired so I think I'll turn in for the night. (Phrasal verb)
3. Here's the house, so you should turn in this driveway. (Non-phrasal)

The first example is phrasal, because "turn" and "in" work together to mean *give to the authoritative or responsible person*. The second example is also phrasal, because in this example "turn" and "in" work together to mean *go to bed*. However, the third example is not phrasal, because "turn" literally means "to turn" and "in" means "into," or heads the prepositional phrase "in this driveway". The words "turn" and "in" do not work together in the third sentence. They do not form an idiomatic expression.

It's important to recognize phrasal verbs, because the English language uses many of them. Most speakers of English, especially American English, prefer phrasal verbs over formal standard verbs.

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Try to match the following phrasal verbs with their formal single verb partners.  
Which do you think are more commonly used, especially in spoken English?

- |                 |                                  |
|-----------------|----------------------------------|
| 1. Sign up      | a) Return                        |
| 2. Drop off     | b) Cancel                        |
| 3. Give back    | c) Relax (after a raised temper) |
| 4. Give up      | d) Remove or depart              |
| 5. Throw up     | e) Vomit                         |
| 6. Take off     | f) Register                      |
| 7. Call off     | g) Quit                          |
| 8. Get together | h) Deliver                       |
| 9. Calm down    | i) Meet                          |

## Exploring the Language—Answers

1. Everyone was eager for the dance to begin. **(Other)**
2. Of all the participants, most of the crowd was pressing for the couple wearing green shirts to win. **(Phrasal)**
3. At the sound of the music, the dancers burst into action. They danced as if they were on fire! **(Phrasal)**
4. Who would win? As good as the couple wearing green looked, everyone's attention kept reverting to the dancers in purple. **(Other)**
5. Unexpectedly, the judges took hours to decide. It turned out to be the longest dance contest in history! **(Phrasal)**

## Views and Voices Unit: Week 1, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> read a short story.</p> <p><b>Literacy:</b> read definitions of imbedded vocabulary for ease of reading comprehension.</p> <p><b>Listening/speaking:</b> pair-share the pre-reading question responses.</p> <p><b>Transitions &amp; Critical Thinking:</b> use side-notes (like footnotes) to understand new vocabulary.</p> <p><b>Transitions &amp; Critical Thinking:</b> match appropriate adjectives to the six characters in the short story (character analysis).</p> <p><b>Grammar:</b> identify phrasal verbs and their unique meanings.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <b>Views and Voices, pp. 38-43</b></li> <li>• Handout: <b>Characters in “The Visit”</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Phrasal Verb Matching Cards (cut, one card per learner)</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> <li>• a world map, globe, or projected online visual of Singapore’s location</li> </ul>

### Lesson Plan

**Review/Warm-up : Grammar & Critical Thinking**

Description: Mingle and find a matching phrasal verb to single verb synonym.

Materials/Prep: Handout: **Phrasal Verb Matching Cards** (cut, one card per learner)

**Activity 1: Listening/speaking**

Description: Think-pair-share the four pre-reading questions before the short story “The Visit”.

Materials/Prep: Textbook: **Views and Voices, p. 38**; a world map, globe, or projected online visual of Singapore’s location

**Activity 2: Literacy & Critical Thinking**

Description: Read the short story “The Visit”. 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. 38-43**

**Wrap-up: Literacy & Critical Thinking**

Materials/Prep: Handout: **Characters in “The Visit”** (adapted from **Views and Voices**, p. 43, question #1)

Learners match appropriate adjectives to the six characters in “The Visit”. More than one character can possess each characteristic.

**Teacher Directions: Review/Warm-up: Grammar & Critical Thinking—Materials:**  
**Handout: Phrasal Verbs Matching Cards (cut, one card per learner)**

<b>Phrasal Verbs Matching Cards</b>	
<b>throw up</b>	<b>vomit</b>
<b>come back</b>	<b>return</b>
<b>get over</b>	<b>recover</b>
<b>give up</b>	<b>quit</b>
<b>put down</b>	<b>insult</b>
<b>take off</b>	<b>depart</b>

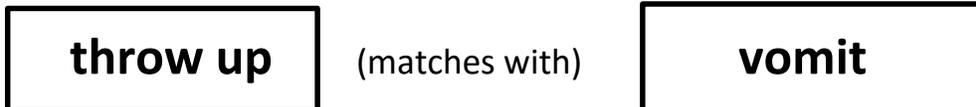
Set Up/Providing Context:

Cut out the cards provided on the handout **Phrasal Verbs Matching Cards** before class begins. Mix the cards and hand them out randomly to learners as they enter the room. If an odd number of learners are present, the instructor will need to participate. The concept and structure of phrasal verbs is review; however, several of the actual phrasal verbs in today’s warm-up are from *today’s* reading.

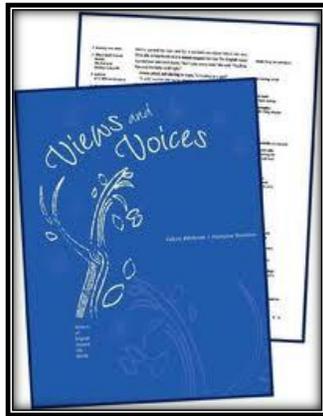
The Activity:

Learners mingle with one another until they find the most logical match for the Phrasal Verb or Main Verb Synonym on their card. Once a match has been found, partners should remain together. Partners report out their matches and the class decides whether they are logical or not.

**For example,**



**Teacher Directions: Activity 1: Listening/speaking-Materials:** Textbook: *Views and Voices*, p. 38; a world map, globe, or projected online visual of Singapore’s location



Step 1: Setting the Context

In preparation for reading the short story “The Visit,” learners complete a Think-Pair-Share exercise. The textbook suggests that learners find out where Singapore is located and what languages are spoken there. It is also suggested that learners find out more about Winnie the Pooh, referred to as Pooh Bear throughout the story. For copyright reasons, a picture of the official Winnie the Pooh is not included here. Learners do not need extensive knowledge about the character Winnie the Pooh in order to understand the short story.

Step 2: Think

First, learners should be given five minutes to independently read and think about the four pre-reading questions on p. 38. 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.**

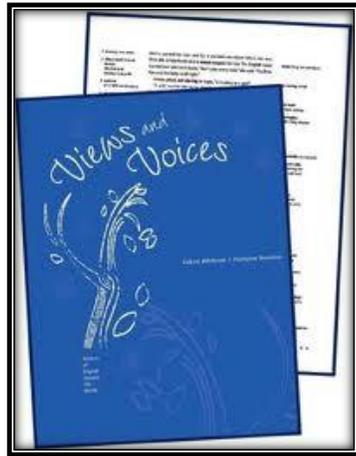
Step 3: Pair

Next, learners pair up to discuss their thoughts on the questions (for no more than 10 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. 38-43**



**Step 1: Context**

Learners will read a short story entitled “The Visit” by Catherine Lim. 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. 39. 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. End today’s discussion of the story with “What does the father do to show that he cares about his son?” in the middle of p. 43.

## Wrap-up: Literacy & Critical Thinking-Materials: Handout: Characters in “The Visit”

### Characters in “The Visit”

Adapted from *Views and Voices*, p. 43 (question 1)

**Directions:** There are six characters in the short story “The Visit”: Yen Li, his Daddy, his Auntie Bob Har, servant Ah Kheem Chae, his Mummy, and his Uncle Bill. Write the name of the character that fits the description and the page and paragraph numbers in the text that supports it. The adjectives listed may fit more than one character.

Cruel \_\_\_\_\_

Understanding \_\_\_\_\_

Betrayed \_\_\_\_\_

Angry \_\_\_\_\_

Lonely \_\_\_\_\_

Loving \_\_\_\_\_

Secretive \_\_\_\_\_

Controlling \_\_\_\_\_

Kind \_\_\_\_\_

Nikki Carson-Padilla, Minnesota Literacy Council, 2014      p. 24      Views and Voices Unit

Learners complete the worksheet Characters in “The Visit” by identifying which of the six characters possess each of the characteristics listed. Remind learners that more than one character can show evidence of fitting a certain description. **Learners need to provide evidence** (page and paragraph) of where within the story the character demonstrates each characteristic.

# Phrasal Verbs Matching Cards

Cut one card per learner.

<b>throw up</b>	<b>vomit</b>
<b>come back</b>	<b>return</b>
<b>get over</b>	<b>recover</b>
<b>give up</b>	<b>quit</b>
<b>put down</b>	<b>insult</b>
<b>take off</b>	<b>depart</b>

# Characters in “The Visit”

Adapted from *Views and Voices*, p. 43 (question 1)

Directions: There are six characters in the short story “The Visit”: Yen Li, his Daddy, his Auntie Poh Har, servant Ah Kheem Chae, his Mummy, and his Uncle Bill. Write the name of the character that fits the description and the page and paragraph numbers in the text that support it. The adjectives listed may fit more than one character.

Cruel \_\_\_\_\_

Understanding \_\_\_\_\_

Betrayed \_\_\_\_\_

Angry \_\_\_\_\_

Lonely \_\_\_\_\_

Loving \_\_\_\_\_

Secretive \_\_\_\_\_

Controlling \_\_\_\_\_

Kind \_\_\_\_\_

## Views and Voices Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> write a short answer response to an “Exploring the Story” question.</p> <p><b>Listening/speaking:</b> verbally identify statements as true or false while finding evidence to support the claim from the text. Use appropriate language for orally presenting evidence.</p> <p><b>Transitions &amp; Critical Thinking:</b> provide evidence from the story to support claims (verbally and in writing).</p> <p><b>Grammar:</b> use phrasal verbs with objects.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Grammar in Use Intermediate</i>, pp. 266-267</li> <li>• <u>Textbook:</u> <i>Views and Voices</i>, p.44</li> <li>• Handout: “The Visit” Test Prep</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>True/False Prompts (single copy)</b></li> <li>• <u>Textbook:</u> <i>Views and Voices</i>, pp. 5-7, 38-43 (a few copies for any learners who may have been absent previous days this wk.)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>

### Lesson Plan

**Review/Warm-up: Listening/speaking**

Description: True/False game requiring providing evidence (p. number and paragraph of support)

Materials/Prep: Handout: **True/False Prompts** (single copy for instructor); Textbook: *Views and Voices*, pp. 5-7, 38-43 (one set per team)

**Activity 1: Grammar**

Description: Practice joining base verbs with prepositions to create phrasal verbs and use them in context. Also, practice separable and inseparable phrasal verbs.

Materials/Prep: Textbook: *Grammar in Use Intermediate*, pp. 266-267; a projector

**Activity 2: Literacy**

Description: Respond to an “Exploring the Story” question. Write freely for approximately 15 minutes while including evidence from the short story “The Visit”.

Materials/Prep: Textbook: *Views and Voices*, p. 44 (refer to question 6 under Exploring the Story)

**Wrap up: Test Prep**

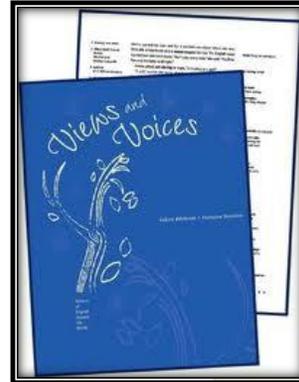
Description: Reading comprehension questions in a standardized test format

Materials/Prep: Handout: “The Visit” Test Prep; a projector

**Teacher Directions: Review/Warm-up: Listening/speaking—Materials:** Handout: **True/False Prompts** (single copy for instructor only); **Views and Voices, pp. 38-43** (a few copies for any learners who may have been absent Wed)

True/False Prompts	
Content referring to "Amina" and "The Visit" from <i>Views and Voices</i> by Valerie <b>Wiberson</b> and Francisco <b>Sebastian</b> .	
Prompts	Correct Responses
True or False? Amina just had her third baby.	False. Pg. 5, <b>parag. 5</b> : "She had brought four girls into the world, four girls in six years of marriage." OR, Page 6, paragraph 1: "After that she had two more girls, and now the fourth."
True or False? Hamid chooses to try again to have a boy with Amina.	True. Pg. 7, <b>parag. 2</b> : "He sat down near the bed and said, 'Well, mother of my children, we will just have to try again, won't we?'" OR, <b>parag. 4</b> : "As long as we are young we will try again, eh?"
True or False? Yen Li did not cry about his Mummy leaving.	False. Pg. 39, <b>parag. 3</b> : "...he thought about his Mummy and his eyes filled with tears. He began sobbing on his pillow...He cried so much that he threw up..."
True or False? Yen Li's Daddy and Auntie <b>Poh</b> bought him a toy gun and a Winnie the Pooh.	False. Pg. 39, <b>parag. 4</b> : "There was a handsome, shiny gun, and a motorcycle."
True or False? Hamid's older brother suggested that he take a second wife.	True. Pg. 6, <b>parag. 2</b> : "His older brother had been pressing for two years, urging him to take a second wife."
True or False? Auntie <b>Poh</b> put Pooh Bear back in bed with Yen Li.	False. Pg. 43, last paragraph: "...he (father) put it (Pooh) back in the arms of the sleeping boy."

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 30 Views and Voices Unit



*Note: If you believe your learners may struggle counting paragraphs or that it may take additional time from the exercise, consider pre-numbering the paragraphs before making copies for the pairs/teams.*

**Activity:** Learners either form pairs or teams of no more than four. The instructor reads prompts from the handout “True/False Prompts” aloud to the class. The pair or team to respond correctly with “True” or “False” **and provide the evidence** (page number and paragraph number) from the story to support their claim, gets a point. The pair or team that earns the most points wins!

Learners practice orally providing evidence by using language such as:

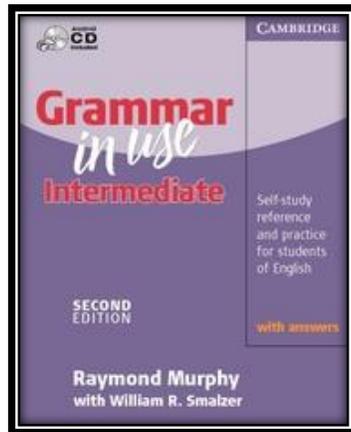
**“This can be proven by the statement on page \_\_\_\_\_ in paragraph \_\_\_\_\_.”**

**Or,**

**“The statement on page \_\_\_\_\_, paragraph \_\_\_\_\_, supports our claim.”**

Write these on the board before beginning the game, so learners can practice the vocabulary and structures.

**Teacher Directions: Activity 1: Grammar**—Materials: Textbook: *Grammar in Use Intermediate*, pp.266-267 and a projector



### Step 1: Setting the Context

Phrasal verbs are reviewed. The text *Grammar in Use Intermediate* explains that phrasal verbs usually have a unique meaning. Two aspects of phrasal verbs are introduced here that may not have been addressed this week: the fact that phrasal verbs may consist of more than one preposition and that some phrasal verbs may be split by an object. The general rule is that if the object is a pronoun, it must be placed between the base verb and preposition. Object pronouns should not be placed after phrasal verbs. For example,

She turned it off.

*NOT:* She turned off it.

### Step 2: Read

Complete the reading of p. 266 aloud as a class. Learners may need a few additional examples, especially for sections B (phrasal verbs with more than one preposition) and C (position of object).

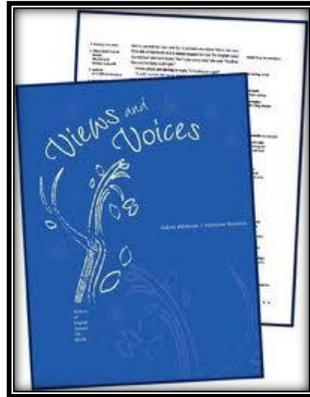
### Step 3: Practice

Complete exercises 133.1-133.3 (skip 133.4) on p. 267 independently or in pairs. If learners work independently, ask that they compare answers with a classmate before reviewing answers as a class.

### Step 4: Reviewing Answers

Use a projector to invite learners to come forward and share their answers. Discuss the correct answers as a class.

**Teacher Directions: Activity 2: Literacy**—Materials: Textbook: *Views and Voices*, p. 44  
(refer to question #6 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 that they will need to mention how they know Bill is not Chinese or why they believe he is not Chinese. Learners should not solely mention that “Bill” is not a Chinese name. Many people take on nicknames or parents choose international names for their children, so that alone doesn’t substantiate Bill’s ethnicity, but it helps add to the evidence, as all other characters in the story have Chinese names.

### Step 2: Writing

Learners write for approximately 15 minutes on question #6, p. 44: “What indications do you get from the text that Uncle Bill is not Chinese?” Circulate the room to assist with providing evidence.

### Step 3: Report Out

Ask volunteers to share their writing aloud with the class. Did everyone find the same “indications”?

## Wrap-up: Test Prep—Material: Handout: “The Visit” Test Prep

“The Visit” Test Prep	“The Visit” Test Prep, Answers				
<p>“He couldn’t eat, and when he thought no one was looking, his lips quivered and the tears would come again. He wanted his mother especially at night; he wanted her to continue the story of Pooh Bear. He waited a long time but his mother did not come back.” (“The Visit” by Catherine Lim from <i>Views and Voices</i>, p. 31.)</p>	<p>1) B—Come again 2) B—He misses his mother. 3) A—Shook 4) B—Traumatic</p>				
<table border="1"><tr><td data-bbox="224 596 435 737">1. Which phrasal verb means “repeat” or “reappear” as used in this passage?  A. come back B. come again C. to continue</td><td data-bbox="467 596 678 737">2. Why is the boy not able to eat and getting tears in his eyes?  A. He feels sick. B. He misses his mother. C. His mother never finished reading his Pooh Bear story to him.</td></tr><tr><td data-bbox="224 751 435 890">3. What is the best synonym of “quivered”?  A. shook B. cracked C. split</td><td data-bbox="467 751 678 890">4. How would you describe the boy’s experience in this passage?  A. exciting B. traumatic C. frightening</td></tr></table>	1. Which phrasal verb means “repeat” or “reappear” as used in this passage?  A. come back B. come again C. to continue	2. Why is the boy not able to eat and getting tears in his eyes?  A. He feels sick. B. He misses his mother. C. His mother never finished reading his Pooh Bear story to him.	3. What is the best synonym of “quivered”?  A. shook B. cracked C. split	4. How would you describe the boy’s experience in this passage?  A. exciting B. traumatic C. frightening	<p>Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 32 Views and Voices Unit</p>
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Learners take a short reading comprehension test on a passage from the short story “The Visit”. 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.

# True/False Prompts

Content referring to “Amina” and “The Visit” from *Views and Voices* by Valerie Whiteson and Francoise Beniston

Prompts	Correct Responses
True or False? Amina just had her third baby.	<b>False.</b> Pg. 5, parag. 5: “She had brought four girls into the world, four girls in six years of marriage.” OR, Page 6, paragraph 1: “After that she had two more girls, and now the fourth.”
True or False? Hamid chooses to try again to have a boy with Amina.	<b>True.</b> Pg. 7, parag. 2: “He sat down near the bed and said, ‘Well, mother of my children, we will just have to try again, won’t we?’” OR, parag. 4: “‘As long as we are young we will try again, eh?’”
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True or False? Yen Li’s Daddy and Auntie Poh Har bought him a toy gun and a Winnie the Pooh.	<b>False.</b> Pg. 39, parag. 4: “There was a handsome, shiny gun, and a motorcycle.”
True or False? Hamid’s older brother suggested that he take a second wife.	<b>True.</b> Pg. 6, parag. 2: “His older brother had been pressing for two years, urging him to take a second wife.”

True or False? Auntie Poh Har put Pooh Bear back in bed with Yen Li.

**False.** Pg. 43, last paragraph: "...he (father) put it (Pooh) back in the arms of the sleeping boy."

# “The Visit” Test Prep

“He couldn’t eat, and when he thought no one was looking, his lips quivered and the tears would come again. He wanted his mother especially at night; he wanted her to continue the story of Pooh Bear. He waited a long time but his mother did not come back.”

(“The Visit” by Catherine Lim from *Views and Voices*, p. )

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1. Which phrasal verb means “repeat” or “reappear” as used in this passage?

- A. come back
- B. come again
- C. to continue

2. Why is the boy not able to eat and getting tears in his eyes?

- A. He feels sick.
- B. He misses his mother.
- C. His mother never finished reading his Pooh Bear story to him.

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4. What is the best synonym of “quivered”?

- A. shook
- B. cracked
- C. split

3. How would you describe the boy’s experience in this passage?

- A. exciting
- B. traumatic
- C. frightening

# **“The Visit” Test Prep, Answers**

- 1) B—Come again
- 2) B—He misses his mother.
- 3) A—Shook
- 4) B—Traumatic