

Washtenaw Matters

A GUIDE FOR TUTORS

How to Use this Guide

The following Guide is designed to be used with the fourth edition of *Washtenaw Matters*. For each article you will find:

- Lesson planning ideas
- Activities
- Worksheets

There are three sections for each article:

- Pre-Reading
- Language Focus
- Post-Reading

You will find worksheets to be used for each section.

Before each section there is a “Supplementary Information” page. These pages contain lesson planning ideas, alternate formats, and ways to contextualize or extend the material contained in the worksheets.

Think of these pages as suggestions to be used along with the subsequent worksheets.

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UNUSUAL STUFF AT OUR TOWN LIBRARIES

Supplementary Information: Pre-Reading

Online Resources

- **Ann Arbor District Library** - <http://www.aadl.org>

How to Use:

- As your personal preparation before doing activities about specific “unusual stuff.”
- As practice for site navigation.

- **Youtube Review of Unusual Stuff** - <https://www.youtube.com/watch?v=-6YYZWKXSpI>

How to Use:

- As a pre-reading activity for discussion.
- As a post-reading activity for practicing listening.
- Caution: The library website shown in this video is outdated.

Pre-reading Activities

Adverbs of Frequency

Prep: Pre-teach the following adverbs of frequency.

always	sometimes
usually	rarely
often	never\

Alternate Version (2+ students): Write each adverb of frequency on a different notecard and place the notecards in a pile face down. One at a time, students take the top card and use its adverb to make a sentence about something they do at the library.

Pre-reading

Directions: Write your ideas to answer the questions.

Why do people go to the library?	What do you <u>usually</u> find at a library?	What would be <u>unusual</u> at a library?

Directions: Finish the sentences to answer the question.

What do *you* do at the library?

- I always _____

- I usually _____

- I often _____

- I sometimes _____

- I rarely _____

- I never _____

Pre-reading

Directions: Write your ideas to answer the questions.

KNOW What do you know about “unusual stuff at our town libraries”?	WANT What do you want to know about “unusual stuff at our town libraries”?	LEARN What did you learn about “unusual stuff at our town libraries”?

Supplementary Information: Language Focus

Language Focus Activities

Collocations (words that often go together)

- *Prep:* In the article, underline the following collocations.

borrow *a book*

log in *with your/my number*

check *the website*

pay *a fee*

download *to your/my computer*

take *a class*

get *a card*

- *Memory Game (1+ students):* Turn the matching activity into a game by writing each match's half on different note-cards, turning them all face down, and matching them that way.

If (conditionals)

- *Extension:* Continue practicing "if" by making sentences about places and when you go there.
 - Example: I go to *the hospital* if I get in an accident.

Could / Should (modals for advice)

- *Prep:* Use the library website to make a list of some interesting "unusual stuff."

Language Focus

Directions: Write the vocabulary words under **B** with their matching vocabulary words under **A**.

A	B
borrow _____	(something) to your/my computer
check _____	a class
download _____	with your/my number
get _____	the website
log in _____	a fee
pay _____	a book
take _____	a card

Directions: Read the story and write the vocabulary words in the blanks.

I like to read, but I rarely (1) _____ from the library. The last time, I forgot to return it, so I had to (2) _____. Then I learned that you can borrow a guitar! If you want to borrow a guitar from the library, you need to (3) _____. And do you like listening to podcasts? You can (4) _____ them to your computer! It's great! I can see all of the library's items if I (5) _____, which is easy! I log in (6) _____ to see the library's songs, podcasts, and more. You know, the library website also has classes. I think I should (7) _____.

Language Focus

Directions: Use your own ideas to finish the sentences with the vocabulary words.

1. I pay a fee **if** _____.
2. I check the _____ website **if** _____.
3. I get a card **if** _____.
4. I take a _____ class **if** _____.
5. I download _____ to my computer **if** _____.

Directions: Think about some of the “unusual stuff” at the library:

Examples: I **could** borrow a sewing machine because I **enjoy** sewing.

I **should** borrow a guitar because I **need** to practice for a school performance.

1. I **could** borrow _____ because
_____.

2. I **could** borrow _____
because _____.

3. I **should** borrow _____
because _____.

4. I **should** borrow _____
because _____.

Supplementary Information: Post-Reading

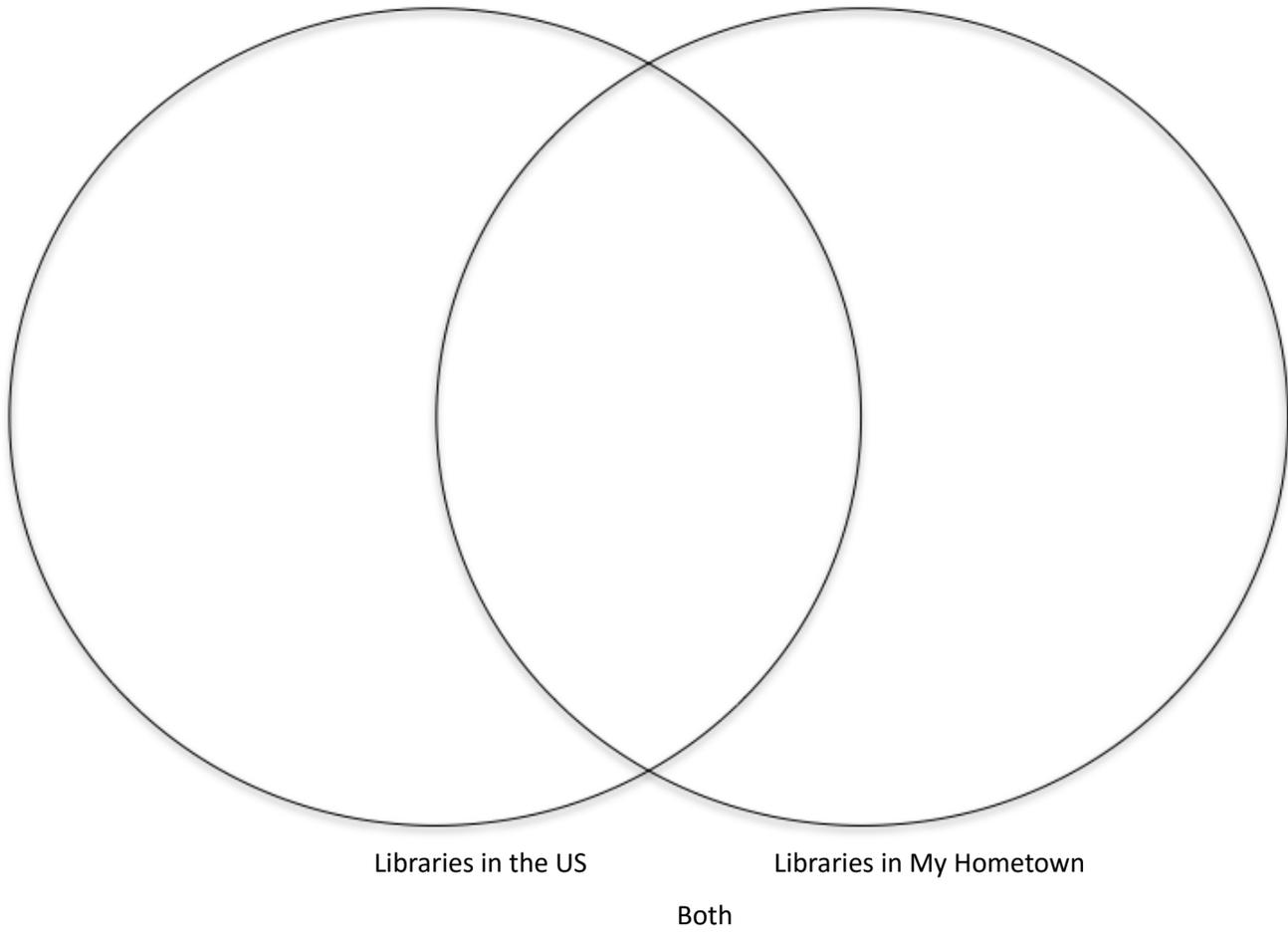
Post-reading Activities

Computer Literacy & Role-play (1+ students)

- *Prep:* Familiarize yourself with the website layout before the lesson.
- *Making Questions:* Brainstorm questions to ask the librarian for the different scenarios.
- *Using the Website:* Assign a different scenario to each student. They find the answers to their questions on the website and take notes on their paper.
- *Role-play Calling a Librarian:* Pair students from different scenarios (include yourself if necessary). Assign one to the role of resident and one to the role of librarian. After role-playing with the questions/answers on the handout, switch roles.

Post-reading

Directions: Compare/contrast libraries in the US with those in your hometown.



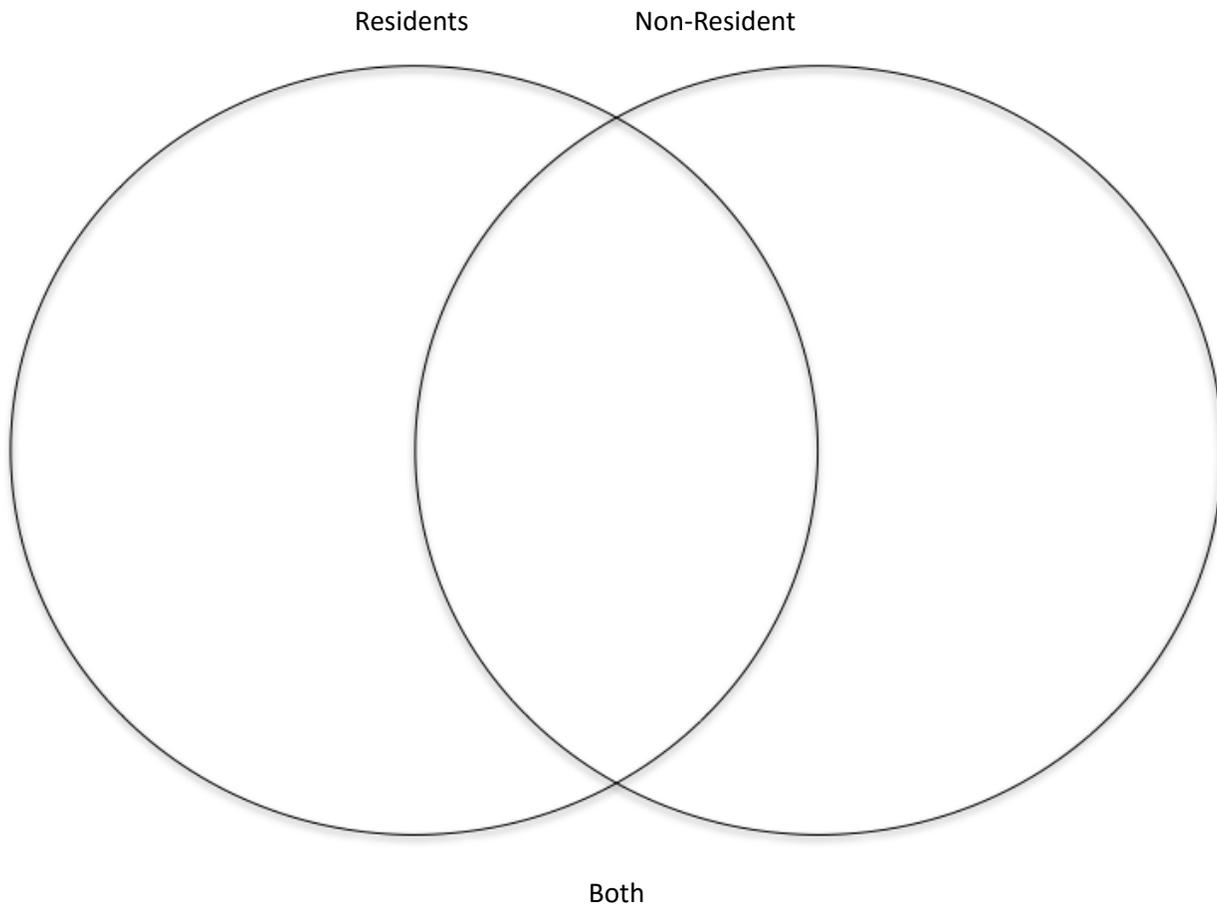
Now write some sentences about your ideas.

1. _____

2. _____

Post-reading

Directions: Compare/contrast what residents and non-residents of Michigan can and have to do.



Now write some sentences about your ideas.

1. _____

2. _____

Post-reading

Directions: You are going to call a librarian for information about...

- A. getting a library card.
- B. borrowing an item from the “unusual stuff” section.
- C. taking a class or going to an event.

Making Questions - What questions should you ask the librarian about...?		
getting a library card	borrowing an item from the “unusual stuff” section	taking a class or going to an event

Using the Website - Find the answers to your questions at aadl.org.	
Questions (copy from above)	Answers

RESTAURANTS ON A BUDGET

Supplementary Information: Pre-Reading

Online Resources

- **Ann Arbor Restaurant Week** - <http://www.annarborrestaurantweek.com>
 - *How to Use:*
 - ▢ As your personal preparation before doing activities about types of restaurants/cuisine.
 - ▢ As practice for site navigation.
- **OpenTable** - <https://www.opentable.com/promo.aspx?pid=364&m=38>
 - *How to Use:*
 - ▢ As practice for making online reservations.

Pre-reading Activities

Activity 2: Modals of Probability

- *Prep:* Pull up a Google Image Search for “Ann Arbor Restaurant Week.”
Pre-teach the following modals of probability.
 - must
 - should
 - could
 - might
- *Activity:* Choose a picture and make a sentence about it using a modal of probability.
 - Example: It *must* be a Japanese restaurant.

Pre-reading

Directions: Write each word in its correct group. Some words can be in two groups.

breakfast	budget	cost	cuisine	dinner	discount	entrée
hunger	lunch	price	reservation	3-course meal	vegetarian	wait time

Food	Restaurants	Money

Directions: Write sentences about the pictures.

1. _____

2. _____

3. _____

4. _____

Pre-reading

Directions: Write your ideas to answer the questions.

<p>YOUR PREDICTIONS</p> <p>What do you think this article is about? Write as many ideas as you can.</p>	
<p>YOUR PARTNER'S PREDICTIONS</p> <p>What does your partner think this article is about?</p>	
<p>NEW INFORMATION</p> <p>What did you learn from your partner's ideas?</p>	

Supplementary Information: Language Focus

Language Focus Activities

Vocabulary

- *Prep:* In the article, underline the following vocabulary words.

budget (noun)	cost (verb)
cuisine	discount (noun)
entrée	hunger (noun)
offer (verb)	price
reservation	sample (verb)
three-course meal	vegan
Vegetarian	wait time

Word Families

- *Possible Chart Answers:*

cost (noun)	/	costly (adjective)
discount (verb)	/	discounted (adjective)
hunger (verb)	/	hungry (adjective)
offer (noun)		
reserve (verb)	/	reserved (adjective)
sample (noun)		
vegetable (noun)		

Relative Clauses

- *Prep:* In the article, underline every use of “that” or “which” with a relative clause.
 - Example: “you can find many events and activities that include food”
- *Discuss:* Ask “**what** includes food”? Repeat this practice with other relative clauses in the article.
- *Extension:* Like the last part of the handout, make a sentence with a relative clause to describe a common kind of food/cuisine or restaurant, but do not say the name. Others try to guess the answer.
 - Example: It is a kind of **Thai food** *that is a spicy soup*. → Is it curry?

Language Focus

Directions: Discuss the questions and write your answers.

1. What kinds of **cuisine** do you like?

List three.

2. Menus usually have an **entrée** section.

What other menu sections do you know?

List three.

3. Restaurants can have a long **wait time** during dinner. What other kinds of places have a long wait time? List three.

Language Focus

Directions: Read the sentences and write the vocabulary words in the blanks.

budget	cost	cuisine	discount	entrée	hunger	offer
price	reservation	sample	three-course meal	vegan	vegetarian	wait time

I love food, and I really enjoy Japanese and Italian (1) _____. During Restaurant Week and Ypsilanti DAYZ, I can (2) _____ all kinds of food from different countries. I can go to a restaurant and eat a (3) _____ with an appetizer, (4) _____, and dessert for one low (5) _____. It's so cheap! I usually save money and watch my (6) _____, so I rarely dine at restaurants, but I always go to restaurants during these events! Of course, the restaurants can become busy because of the (7) _____ prices on their menus. Before I go to a popular restaurant, I always make a (8) _____ or ask how long the (9) _____ is. I also ask how much drinks (10) _____ at that restaurant. They might be expensive. If you are (11) _____, you should ask the restaurant if they have a special menu without meat. Some restaurants also (12) _____ meals with no meat, cheese, or eggs for people who are (13) _____. There are delicious and cheap dishes for everyone, so you should never feel (14) _____ during these events!

Language Focus

Directions: Write each word under the correct part of speech as it was used in the article.

budget	cost	discount	hunger
offer	reservation	sample	vegan / vegetarian

Now write different word forms you know. You might not write in every box.

Noun	Verb	Adjective
<p><i>budget</i></p> <p>Restaurant Week is good for people on a <i>budget</i>.</p>	<p><i>budget</i></p> <p>I <i>budgeted</i> to eat at restaurants two times a month.</p>	<p><i>budgetary</i></p> <p>We have budgetary limits, so we can't spend a lot on food.</p>

Language Focus

Directions: Rewrite the Ann Arbor Restaurant Week's **Dos and Don'ts**.

Use *must*, *should*, and *shouldn't*.

Example: Do: Check the sidebar for a list of participating restaurants.

—> You *should* check the sidebar for a list of participating restaurants.

Activity or Event: Ann Arbor Restaurant Week	
Dos	Don'ts
You <i>should</i> check the sidebar for a list of participating restaurants.	

Now write sentences about your favorite activity or event.

Activity or Event:	
Dos	Don'ts

Language Focus

Directions: Read the example.

Example: A. You can find many **events and activities**. B. **These events and activities** *include food*.

New Sentence: You can find many **events and activities** *that include food*.

Write **A** and **B** below as a new sentence.

1. A. Sushi is a kind of **Japanese cuisine**. B. **This Japanese cuisine** *can be an appetizer or entrée*.

2. A. Makarna is a **Turkish dish**. B. **This Turkish dish** *is a kind of pasta*.

3. A. Bandito's is a **Mexican restaurant**. B. **This Mexican restaurant** *offers a \$15 lunch for 2 people*.

4. A. Vinology is a **wine bar**. B. **This wine bar** *serves vegan cuisine*.

Now write sentences about ***your favorite food or cuisine*** and ***your favorite restaurant***.

food/cuisine: _____

restaurant: _____

Supplementary Information: Post-Reading

The 5 Ws

- *Extension:* Design a flier/poster or write a press release about the new event.

Role-play (1+ students)

- *Prep:* Familiarize yourself with the website layout before the lesson.

In the lesson, explore the website together to choose a restaurant.

- *Alternate Version:* To focus more on computer literacy, skip the role-play and explore the OpenTable website for making reservations.
- *Extension:* Actually make a reservation and go to one of the restaurants together. Write about the experience in the following lesson.

Post-reading

Directions: Read the article again carefully to find and write the information in the chart.

	Ann Arbor Restaurant Week	Ypsilanti DAYZ
What		
Who		
Where		
When		
When		

Now write sentences about a different event. This can be a real event or one that you want to make.

What: _____

Who: _____

Where: _____

When: _____

Why: _____

Post-reading

Directions: Choose a restaurant where you want to go at <http://www.annarborrestaurantweek.com>.

You are going to call this restaurant to make a reservation.

What do you need to <u>tell</u> the restaurant staff?	What should you <u>ask</u> the restaurant staff?

Staff: Hello. Thank you for calling _____. How may I help you?

Customer: _____

Staff: _____

Customer: _____

Staff: _____

Customer: _____

Staff: _____

Customer: Thank you!

ENBRIDGE LINE 5

Supplementary Information: Pre-Reading

Online Resources

- **Enbridge Line 5 main website** - <http://www.enbridge.com/Line5>
 - *How to use:*
 - As practice for student website navigation
 - As supplemental material for student interest
- **Enbridge Line 5 News Article** -http://www.mlive.com/news/index.ssf/2017/01/bad_river_enbridge_line_5_ease
 - *How to use:*
 - As personal preparation for alternative activities of your choice
 - As supplemental material for student interest
- **YouTube video explanation of type 0 and type 1 conditional phrase** - <https://www.youtube.com/watch?v=t-tUbjKBncQ>
 - *How to use:*
 - *As personal preparation for tutors on the related activity*

Pre-Reading Activities

Before reading this article with your class, try the pre-reading activity.

Discussion

- Pair students up and have them tap into their existing knowledge of the article topic.
- Have them share on all of the categories in a casual conversation format.

Pre-Reading

What do I think about the use of oil in the world today?	What does my partner think?	What do we agree and disagree on?	What will we share with the tutor?

Supplementary Information: Language Focus

Language Focus Activities

Vocabulary – Fill In The Blank

- Have students fill in the blank with the correct vocabulary words from the list
 - **inspected** for safety
 - An oil **spill**
 - **Propane** is very
 - is called: **Petroleum**
 - a lot of **environmental damage**

Vocabulary/Grammar – Conditional Sentence Writing

- Have students write sentences using conditional phrases vocabulary words.
- There are two types of conditional phrases that are the focus for this activity. Below you find notes on their form and function.
 - **Form for type zero conditional sentences:** The tense in both parts of the sentence is the *simple present*.
 - **Function for type zero conditional sentences:** is used to make statements about the real world, and often refers to general truths, such as scientific facts.
 - **Examples:** If you freeze water, it becomes solid
Plants die if they don't get enough water.
 - **Form for type one conditional sentences:** The tense in the 'if' clause is the simple present, and the tense in the main clause is the simple future
 - **Function for type one conditional sentences:** These sentences are based on facts, and they are used to make statements about the real world, and about particular situations. We often use such sentences to give warnings
 - **Examples:** If I have time, I'll finish that letter. If your boss calls, you should leave.

Language Focus

Important Vocabulary for Article: Enbridge Line 5:

Environmental: Relating to the natural world and the impact of human activity on its condition.

Oil Pipeline: A long pipeline that is underground, for carrying oil long distances.

Petroleum: A natural resource that is used to produce oil.

Propane: A flammable substance in natural gas that is used for fuel.

Spill: The overflow of liquid.

Inspected: To look at the condition of something closely.

Directions: Choose the best word from the **Important Vocabulary** list to complete the following sentences.

Example: People in the world today have many **environmental** concerns.

1. It is important for oil pipelines to be _____ for safety.
2. An oil _____ can cause damage to the environment.
3. _____ is a very common source of fuel in the United States.
4. An important ingredient used to make oil is called: _____.
5. An oil spill can cause a lot of _____.

Language Focus

Directions: Write a sentence using a conditional phrase. Use the vocabulary words in Part I.

Example: *If our pipelines are not regularly **inspected**, disasters can occur.*

1. _____

2. _____

3. _____

4. _____

5. _____

WHY SHOULD I VOTE IN 2018?

Supplementary Information: Pre-Reading

Online Resources

- **YouTube Video: Citizens talking about the importance of voting** - https://www.youtube.com/watch?v=VcY-zA_OYok
 - *How to use:*
 - As supplemental material for student interest
 - As a resource for tutor created alternative activities
- **YouTube Video: The immigrant vote and why it's important** - <https://www.youtube.com/watch?v=-0f1AvTlj4>
 - *How to use:*
 - As supplemental material for student interest
 - As a resource for tutor created alternative activities

Pre-Reading Activities

Discussion

- Have the students work with a partner and try to group the following list of words and phrases together in the appropriate category.
- If needed have a discussion of the meaning of the words that students are not familiar with.

****Use the second version where the groups are not labeled for students who may be able to categorize on their own.**

Pre-Reading

Directions:

- A.) Work with a partner and try to group the following list of words and phrases together in the appropriate category.
- B.) Then discuss with your partner the potential meaning of words that you are not familiar with.

Election - Give Someone A Voice - Senator - Rights

Represent The People - Congressmen - Governor - Register

Make A Difference - Vote - State Official - Judge

People	Actions	Things

Pre-Reading

Directions:

- A.) Work with a partner and try to group the following list of words and phrases together in the appropriate category.
B.) Then discuss with your partner the potential meaning of words that you are not familiar with.

Election - Give Someone A Voice - Senator - Rights

Represent The People - Congressmen - Governor - Register

Make A Difference - Vote - State Official - Judge

Group 1	Group 2	Group 3

Supplementary Information: Language Focus

Language Focus Activities

Activity 1: Vocabulary – Match the Definitions

- Have students match the words from the vocabulary list with the correct definition and draw a line to connect them.
Note: Two words from the word bank will not be used
- a.) Something you have to do before voting **(Register)**
- b.) The result of you voting in an election **(Make a Difference)**
- c.) An official operating at the State level **(Senator)**
- d.) Your right to express your choice/opinion in a group **(Vote)**
- e.) An official operating at the National level **(Congressmen)**
- f.) An organized event where you can place your vote **(Election)**

Activity 2: Vocabulary – Fill In The Blank

- Have students fill in the blank with the correct vocabulary words from the list
 - basic human **rights**.
 - elect an **official**.
 - gives us a **voice**.
 - who is elected to run a state. **Governor**
 - makes final legal decisions. **judge**

Language Focus

Election: An organized process of selecting political members.

Registration: A record or file of having taken specific actions.

Vote: To express your opinion or choice as one member in a larger group.

Rights: The basic rights to fair treatment that every person is believed to have.

Give Voice: To express your thoughts or feelings in words.

Make a Difference: To have a major effect on a person or situation.

Senator: An elected official who is a member of a state governing organization.

Congressmen: An elected official who is a member of a national governing organization.

Governor: An elected official who governs a state.

State Official: A person who is elected to carry out some portion of a government's duties.

Judge: An elected public official who decides cases in a court of law.

Language Focus

Directions: Match the words from the vocabulary list with the correct definition. Draw a line to connect them. Two words will not be used.

- | | |
|--|-------------------|
| a.) Something you have to do before voting | Congressmen |
| b.) The result of you voting in an election | Senator |
| c.) An official operating at the State level | Make a Difference |
| d.) Your right to express your choice/opinion in a group | Election |
| e.) An official operating at the National level | Judge |
| f.) An organized event where you can place your vote | Governor |
| | Vote |
| | Registration |

Directions: Fill in the blank with the correct vocabulary word from the list.

- 1.) As citizens of the United States, we all have basic human _____. (**rights**)
- 2.) It is my duty to democratically elect a _____. (**state official**)
- 3.) Our right to vote in an election gives us a _____. (**voice**)
- 4.) This is the title of a politician who is elected to run a state _____. (**governor**)
- 5.) This elected official makes final legal decisions. _____ (**judge**)

Supplementary Information: Post-Reading

Post-Reading Activities

Writing/Discussion

- Have your students compare and contrast elections and the process of voting in their home countries with America.
- Then have the students share some of their opinions on the topic with your tutor.

**** To generate a conversation: If the students have never participated in any voting ever, have them individually brainstorm ideas of what they feel is essential and fair in this process, and share those ideas after writing them down.**

Post-Reading

Directions: Compare and contrast elections and the process of voting in your home country with America. Then share some of your opinions on the topic with your tutor.

Compare	Contrast	Ideas/Opinion

VOLUNTEERING

Supplementary Information: Pre-Reading

Additional Online Resources

- **Volunteering around the world via Huffington Post** - http://www.huffingtonpost.com/2014/12/02/volunteering-by-country_n_6221046.html
 - *How to Use:*
 - As a personal preparation before discussing volunteering with global students
- **United Way of Washtenaw County** - <http://www.volunteerwashtenaw.org/>
- **Volunteering via the Ann Arbor Observer** - <http://annarborobserver.com/cg/t0120.html>
- **Volunteering via St. Joe's** - <http://www.stjoesannarbor.org/volunteeropportunitiesannarbor>
 - *How to Use:*
 - Examples of volunteering opportunities in Washtenaw county
 - Resources for students who want to get involved with volunteering
 - **Possible Homework assignment**
 - Have students search a site to find an interesting volunteer opportunity
 - Next class, have the student present – either to you, if an individual tutoring session, or to the class if group tutoring – their findings, placing an emphasis on new vocabulary

Pre-Reading Activities

Read the article on volunteering with your class, either individually or 'popcorn' style, or assign the reading as homework. Try some of the 'pre-activity' exercises to get your students thinking about volunteering and relevant vocabulary. Additionally, as a warm up you can discuss with your students what the word 'community' means to them. Ask your students to give examples of some different communities that they are a part of in the Ann Arbor, as well as in their hometown.

Volunteering around the world

- Students think about the relevance of volunteering in their hometown, as well as ways that their community would benefit from volunteer work. Keep in mind that most countries do not participate in volunteering as much as the United States and other Western countries. Avoid making assumptions, because in many countries people with the ability to spend time volunteering are quite privileged.
- The directions ask the student to write down 3 specific examples of how their hometown would benefit from volunteering or what area volunteers in their hometown typically work.

Volunteering in Ann Arbor

- Have your students brainstorm ways in which Ann Arbor would benefit from volunteer work, as well as any volunteer work they are currently aware of.
- This will get students thinking about relevant vocabulary, which is touched upon in the next lesson.

Pre-Reading

Volunteering is a great way to get more involved with your community. Your community can be made up of your family, your neighborhood, your school, your church, etc. This activity will focus different areas of volunteering and will get you thinking about ways you can volunteer to help out your community.

I. Directions: Is volunteering popular in your hometown? In what areas do you think your hometown could use some extra help? Write down 3 specific examples of ways people in your hometown could give back to the community.

1. _____

2. _____

3. _____

II. Directions: What kind of volunteer opportunities do you think exist in Ann Arbor? Which areas do you think are important for volunteers to help out in? Brainstorm some ways in which people in Ann Arbor can volunteer to help their community.

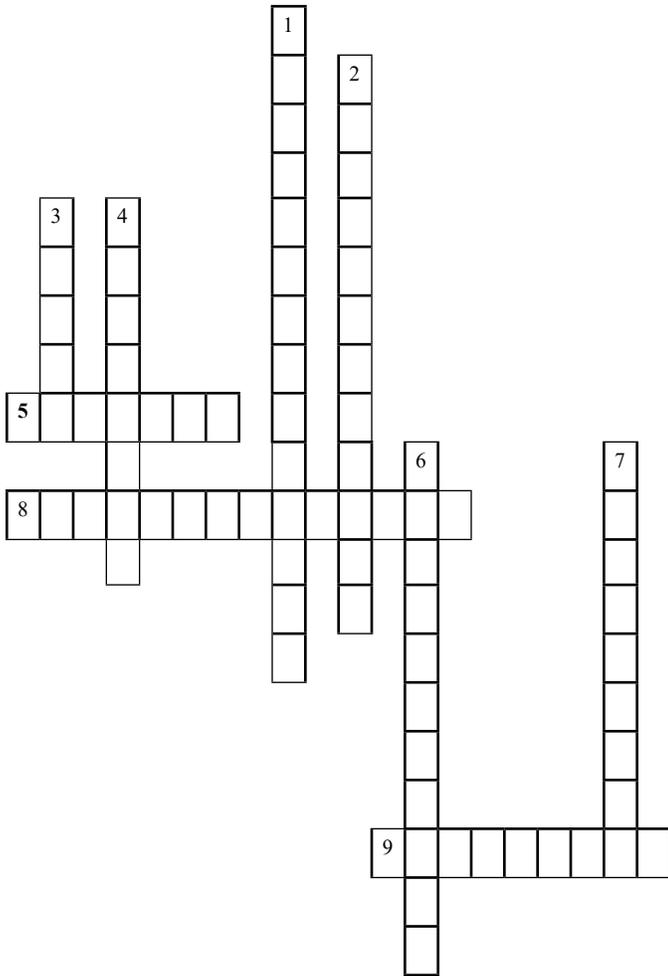
Supplementary Information: Language Focus

Language Focus Activities

Vocabulary Crossword

- Students will complete the crossword puzzle using the clues and word bank provided to them, including important vocabulary words from the article that they may not know.
- For advanced students, if you want to give them a challenge, try having them complete the crossword without the use of the word bank.

Directions: Complete the crossword using the clues and the word bank.



Clues:

Across

5. A person advanced in years
8. A group that houses and cares for homeless or abused animals
9. Taking care of your lawn or outdoor plants

Down

1. A public space to display advertisements
2. A group of people with a specific purpose
3. Belonging to a specific neighborhood
4. A person who has served in the military in the past
5. A sewer that carries away excess water during heavy rain
6. A printed collection of articles on current events

Vocabulary Fill-in-the-Blank

- Students will use the word bank to complete several fill-in-the-blank sentences.
- The topics of the sentences will reinforce content learned from the article.

Personal Connections

- The students will connect the content and vocabulary learned in the article to their own lives and experiences by brainstorming ways in which one of their own communities would benefit from volunteer work.
- Students will also need to discuss specifically how they would advertise the volunteer position.
- Students are required to use at least 3 new vocab words when discussing their volunteer position.
- For a more creative option, try having students design a poster advertising the volunteer position or work they are seeking for their community.

Local	Bulletin board	Organization
Elderly	Storm drain	Yard work
Humane Society	Veteran	Newspaper

Directions: Select the vocabulary word from the word bank that can best complete the following sentences. Some words may be used more than once; others may not be used at all.

1. Helping out _____ neighbors who may have trouble getting around is an easy way to volunteer.
2. Non-profit _____ focus on social welfare and giving back to the community.
3. You can read about _____ volunteer opportunities in your _____.
4. Many _____ people have trouble pulling weeds, cutting their grass, and completing other forms of _____.
5. You can find _____ advertising volunteer opportunities at churches and community centers in your area.
6. A _____ is designed to carry away excess water during heavy rain.
7. You can find volunteer placements at your _____ if you enjoy working with animals.

Directions: Think of a way in which volunteering could help your family, community, or church. In the space below, describe the volunteer work that would need to be done and how you would advertise the opportunity. Use at least 3 vocab words.

Supplementary Information: Post-Reading

Post-Reading Activities

Activity 1: Personal Volunteering in Ann Arbor

- This activity asks students to describe 3 ways in which they would like to get involved in volunteer work in Ann Arbor.
- Some students may not be very familiar with volunteer opportunities or options in SE Michigan, so feel free to offer up examples of non-profit organizations or small ways in which people can volunteer to help the community.

Activity 2: Volunteering Comparison

- Students will complete a Venn diagram describing the ways in which the needs of communities differ from Ann Arbor and their hometown.
- Encourage the students to be as specific as possible, as well as to use relevant vocabulary words or words from the article.

Community Connections

- This exercise asks students to confer with friends, family members, or members of a community that they belong to in order to gain a better sense of volunteering in the area.
- Following their conversations with their colleagues, students are asked to write down some of the forms of volunteering that they had not heard of before or forms that were of particular interest to them.
- If you are working with a group of students, encourage them to complete this activity during class.

Directions: Before your next lesson, discuss with a few of your friends or family members some ways that they would like to get involved in the community. Write down some of their ideas that interest you or that you had not heard of before.

Post-Reading

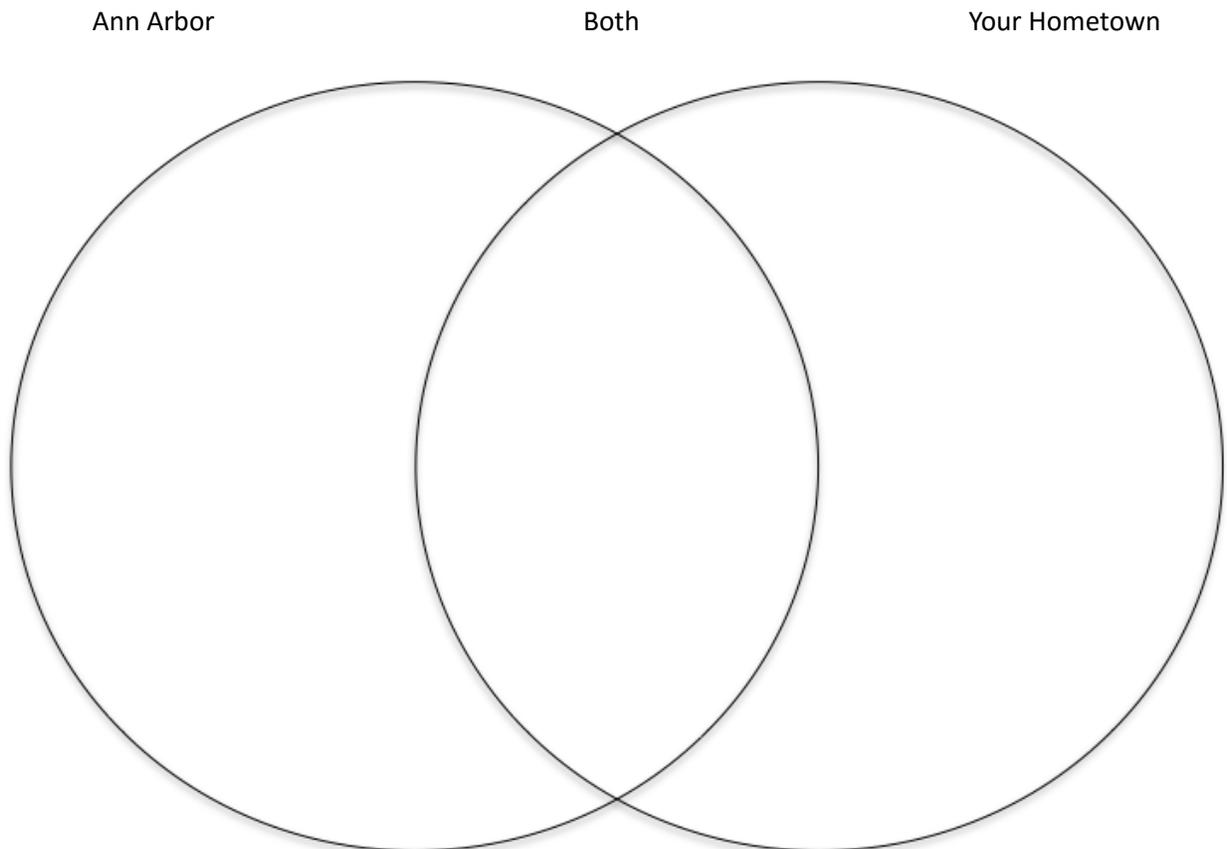
Directions: After reading the article, what are some ways in which you think you would be able to get involved volunteering in the Ann Arbor community? List at least 3 ways, using words and examples from the article.

1. _____

2. _____

3. _____

Directions: Volunteer opportunities can vary depending on a community's environment, population, financial status, etc. Think of some ways in which peoples' needs are different in Ann Arbor than in your home city. Fill out the Venn diagram below with the needs that volunteering can meet in Ann Arbor, only in your home city, or in both.



SPRING WEATHER

Supplementary Information: Pre-Reading

Additional Online Resources

- **Severe weather in Michigan** - <https://www.ready.gov/michigan>
 - *How to Use:*
 - Examples of severe weather conditions
 - Pertinent vocabulary
 - Provides examples of different precautions
- **Weather** - <https://weather.com/>
 - *How to Use:*
 - Example of different natural disasters around the world
 - Homework assignment
 - Have students find a story on some form of extreme weather happening around the world – anywhere they like; could be Michigan, their hometown, anywhere – and present their information at the next class meeting, placing an emphasis on vocabulary

Pre-Reading Activities

Activity 1: Hometown Connections

- The first activity requests students to describe the weather conditions in their hometown during each of the 4 seasons.
- Some students may come from cities or countries that do not experience much change in the seasons – be cognizant of this.
- If a student’s hometown does not experience an extreme changing of seasons, have students describe some festivals or important events that occur throughout the calendar year.

Activity 2: Pros + Cons

- A pros + cons chart is provided for students to complete in relation to characteristics of the Spring season.
- Encourage students to focus on Springtime in Ann Arbor, because this is an experience that all students will be able to relate to.
- Some students may not understand a pros + cons chart, or may not understand the meaning of pro/con. Be prepared to give students a brief description of the method of comparison and perhaps provide a relevant example.

Pre-Reading Activity

Directions: What is the weather like in your hometown? Write down one sentence for every season describing what the weather is usually like.

Spring: _____

Summer: _____

Fall: _____

Winter: _____

Directions: Spring is here! Take note of some pros and cons of the season.

Pros	Cons

Supplementary Information: Language Focus

Language Focus Activities

Vocabulary Definition Matching

- This section will give students the opportunity to better understand the definitions of some of the article's more challenging or culturally specific vocabulary.
- Students will match the vocabulary word on the left to the letter of the corresponding definition on the right.

Activity 1: Vocabulary Fill-in-the-Blank

- Students will use the word bank to complete several fill-in-the-blank sentences.
- The topics of the sentences will reinforce content learned from the article.

Activity 2: Personal Connections

- Students are asked to provide examples of items or precautions not mentioned in the article that could be helpful in the event of a natural disaster.
- Feel free to provide students with a starting point – for instance, a certain type of natural disaster, or describe a particular difficult situation.
- Students may struggle to communicate the items or precautions that they have in mind, so prod and offer assistance whenever necessary.

Language Focus

Directions: Match the vocabulary word on the left to the correct definition on the right

- | | |
|---------------------|--|
| 1. ___ Downed wires | A. Strong, violent winds in the shape of a funnel |
| 2. ___ Tornado | B. A person that lives next door or very close to you |
| 3. ___ Perishable | C. A long, wailing sound that usually signifies an emergency |
| 4. ___ DTE | D. Power lines knocked down due to extreme weather |
| 5. ___ Neighbor | E. A small portable light, usually battery operated |
| 6. ___ Sirens | F. Water droplets that fall from clouds during storms |
| 7. ___ Rain | G. An item that is able to decay or go bad |
| 8. ___ Flashlight | H. A Detroit-based energy company |

Unplug	Candle	Power Outage
News Outlets	Hassle	Flashlight
Underground	Batteries	DTE

II. Directions: Select the word from the word bank that can best complete the following sentences. Some words may be used more than once; others may not be used at all.

1. Make sure the _____ in your _____ are charged in case of an emergency.
2. The safest place to be during a spring storm is _____.
3. Having to find a _____ in the dark would be a _____.
4. It is a good idea to _____ electric devices when you leave the house.
5. You can watch various local _____ to check for weather updates during a spring storm.

Personal Connections: What are some other safety items or precautions that might be useful in the case of a weather-related emergency? Write your ideas in the space below.

Supplementary Information: Post-Reading

Post-Reading Activities

Activity 1: Personal Connections

- Students are asked to make a plan for what their family will do in the case of a weather related emergency.
- Encourage students to use pertinent vocabulary words and to ask you for examples of certain types of emergency strategies or situations.
- Feel free to provide students with a starting point – for instance, a certain type of natural disaster, or describe a particular difficult situation.

Activity 2: Cultural Connections

- While thinking about instances of extreme weather in Ann Arbor, students are asked to consider forms of extreme weather in their hometown/home country.
- Students then must provide 3 examples of extreme weather, be it prominent in their hometown or just an example they witnessed on the news.

Post-Reading

Directions: What would you or your family do in the case of an extreme weather emergency? Write down the steps you would take to make sure you were safe using at least 5 new vocabulary words.

Directions: What kind of extreme weather conditions are common in your home country? Think about some weather conditions you've read about or seen on the news that are uncommon where you live. Provide descriptions of 3 different weather conditions.

1. _____

2. _____

3. _____
