

Title: The Fine Print

ESTIMATED TIME: 2.75 Hours

## LESSON OBJECTIVES:

- Students will be able to ask questions to clarify understanding of an authentic text.
- Students will work together in small groups to collectively analyze and identify key components of an informational article.
- Use the conjunctive adverb “therefore” to communicate about a text.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> <li>• label</li> <li>• fine print</li> <li>• misleading</li> <li>• analyze</li> <li>• dues</li> <li>• initiation fee</li> <li>• pre-authorized payment</li> </ul>	<ul style="list-style-type: none"> <li>• The Fine Print Slideshow</li> <li>• A bottle of Juice Cocktail with a label that reads 100% Vitamin C (optional)</li> <li>• Student Access to an online ELL Dictionary</li> <li>• Index cards</li> <li>• Get Fit Gym Membership Details Worksheet</li> <li>• Fitness Center Analysis Form</li> </ul>



## WARM UP (15 Minutes):

For the following activity, you can choose to use an actual bottle of juice cocktail or reference Slide 2 of ‘The Fine Print’ slideshow.

- Show students a bottle of juice cocktail. Point to the label on the bottle and ask students what it is called. Confirm that a ‘label’ contains information about the product. Pass it around the class for students to see.
- Go to Slide 2 of ‘The Fine Print’ slideshow. Explain that at first glance we make assumptions about the product because of its label. But when we look a little closer, we will notice items may not always be what we first assume.
- Go to Slide 3. The following questions will appear.
  - What is this product?
  - What do you think the difference is between juice and juice cocktail?
  - What is the difference between a product having 100% juice and having 100% Vitamin C?
  - Do you think this label is misleading? Why or why not?
- As a whole group, discuss the answers and facilitate conversation among students.

**Teacher Tip:** At the advanced low, it is important to facilitate rather than lead classroom discussion. The goal is for students to share their opinions. Your opinion is secondary.



### INTRODUCTION (15 Minutes):

- Refer students back to the Juice Cocktail discussed in the previous activity. At first glance, it is easy to assume that the product is 100% juice. However, when we take a closer look at the labeling, we learn that it is not the case. When we read everything on the label, not just the large print, we can better understand the product or service we might purchase.
- Have students work in pairs. Provide each pair with an index card. Using an online ELL dictionary, have each group find the meaning of ‘fine print’ and write the definition along with a sample sentence on the index card provided. Confirm that they must write their own sample sentence and not use the one provided with the definition. Tell students that they have 5 minutes to complete the activity.
- When the five minutes are up, collect the index cards from the groups. Read a few of the sentences created to clarify understanding.
- Turn to Slide 4 of the slideshow and read the definition together as a class.
- Ask students where they might find ‘fine print’? Write responses on the board.
- Ask students when they believe reading the ‘fine print’ is important? Discuss responses.



### PRESENTATION (20 Minutes):

- Go to Slide 5 of the slideshow. Students will see photos of various gyms in Santa Ana, Tustin and Orange (These photos you see were actually taken by SAC ESL students☺)
- Have students guess where the photos were taken. Ask students if they have ever considered joining a gym? Depending on student response, discuss their experiences.
- Open Slide 6. (For fun, you can pretend that you are considering getting a gym membership and you need their help☺)
- Have students point out what they notice in the gym membership advertisement on the slide. Have a student come to the screen to point out the fine print. Ask students to predict what kind of information the ‘Details’ may include.
- Open Slide 7 and explain that these are the ‘details’ just mentioned. Explain that there is a lot more information about the membership that wasn’t included in the main advertisement. Ask students if they think it is necessary to read the information and discuss.
- To help students understand the basics of analyzing information, you will walk students through the reading on the slide, modeling how you would go about understanding the passage. As you click, various elements of the passage will be highlighted for students. Here is an example of how each element could be modeled.
  - Pay Initiation fee:
    - “Okay, so right away I see it says ‘Pay initiation fee’. I guess that in addition to the \$29.00 a month I will also have to pay something for joining.”
  - monthly dues range between \$29.99-\$99.99 per month:
    - “So, \$29.00 is the lowest membership price. Memberships can be up to \$100 a month. Holy cow, that is a lot of money!”
  - Annually thereafter:
    - “Annually means every year. Okay, I think I have to pay a fee every year. So, in addition to paying a monthly fee, I will also have to pay this extra money.”



### PRESENTATION (20 Minutes):

- Pre-authorized payment:
  - “I know ‘pre’ means before. So, pre-authorized could mean that they are allowed to automatically take the money. Okay, I need to make sure I understand what this means.”
- For an additional fee:
  - “What I pay every month doesn’t include kid’s club, some classes and personal training. I wonder what the additional fees are.”
- Explain to the students that you just ‘analyzed’ the text for understanding. Write ‘analyze’ on the board and ask students what it means. Discuss responses. To confirm understanding, go to Slide 8 and have a student read the definition of ‘analyze’ to the class.
- Explain that the ability to analyze a text for understanding is a very useful reading strategy that students will need as they continue their academic and professional careers.

*Teacher Tip: The above activity is a Reading Apprenticeship strategy called ‘Think Aloud’. For more information on Reading Apprenticeship check out the following website:*

<https://readingapprenticeship.org>



### GUIDED PRACTICE (30 Minutes):

- It is time for students to do some analyzing! Distribute the ‘Get Fit Gym Membership Details’ and go over the reading directions which state:
  - Read the membership details below and highlight, underline or circle the following:
    - Parts of the text you believe are most important.
    - New vocabulary or expressions.
    - Parts of the text you find interesting.
- Using the class document reader (Elmo), demonstrate the above for students on the projection screen.
- Tell students they have 10 minutes to complete the activity. As students are working, it is very important to facilitate and provide support as needed.
- When the 10 minutes are up, have students get in pairs. Explain that they will now talk together about the text they just read. To give students an idea of what this looks like, model the activity with an outgoing student in the class. For example:
  - Teacher: “So, there is a lot of information here. I underlined ‘pay initiation fee’. I think this is important for people to know about. I also circled the number, ‘89.99’. I think that means that the initiation fee could be that high! What do you think?”
  - Student: “I think you are right. That is a lot of money.” ...
- Tell students that they have 10 minutes to talk about the text with their partners. As students are working, try hard to briefly interact with each group providing support as needed.
- After ten minutes, as a whole-class activity, discuss the reading together. Ask students to share what they learned and ask questions about the parts of texts they find confusing.
- Encourage other students in class to answer these questions and write responses on the board. (Try very hard not to answer the questions students ask. You will be surprised with what your students can do!)



### GUIDED PRACTICE (30 Minutes):

- Direct students' attention to the vocabulary activity on the worksheet. Confirm pronunciation of each word and tell students to continue to work with their partners to match each word with its definition.
- As students are working, facilitate and support as needed especially with the lower level students in the class.
- After ten minutes, open Slide 9 and briefly go over the answers with students. (A great way to reinforce new vocabulary is to create an online quiz for students to do for homework. Check out the 'Google Applications' page to learn more about Google Forms, a great online application to create quizzes.)



### COMMUNICATIVE PRACTICE (25 minutes):

- Direct students to 'Analyzing the Facts' component of the worksheet. For this activity, students must choose three sentences from the reading passage that they believe are most important and explain why.
- Have student pairs work with another student pair for the activity. Open Slide 10 of the slideshow that will provide directions along with a sample answer for students to see.
- Discuss group work etiquette and expectations. Reference the 'Teacher Tips' page for more info on this topic.
- Tell students that they have 15 minutes for the activity. As students are working, facilitate and encourage all group members to participate in the conversation.
- When the 15 minutes are up, have groups choose a representative to come to the front of the class. Each student chosen will talk about one sentence their group chose and the reasoning behind their choice.
- Encourage audience members to ask group representatives questions about their responses.
- When the activity comes to an end, spend a few minutes to debrief the experience with students.



### APPLICATION (20 Minutes):

It is time to put students' analyzing skills to good use! For this activity, students will work individually or in pairs.

- Tell students they are going to research gym membership options in their communities. Distribute the Fitness Center Analysis Form to students and review expectations with students. (Students will evaluate two gyms in their community to determine which facility had the best membership offering.)
- Remind students that good analytical skills are necessary to complete the activity. For the activity, encourage students to use the conjunctive adverb 'therefore' in the conclusion component of the activity. Because 'therefore' can be difficult to use correctly, the following mini-lesson is provided. Reference Slides 11 & 12 to review with your students as you see fit. Additional information can be found in the online resources at the end of this lesson.



## APPLICATION (20 Minutes):

## Mini Lesson - Therefore

'Therefore' is a conjunctive adverb that is used to show transition in a sentence or paragraph. (A conjunctive adverb is a word that modifies a verb.) 'Therefore' means 'for that reason' or 'because of that'. It shows cause and effect. Here are three ways it can be used:

- By adding a conjunction such as 'and', 'therefore' can connect two independent clauses. For example:

- John is sick, and therefore, he can't take the exam.

*\*Note: Therefore is not a conjunction! It cannot be used to connect two independent clauses alone!*

- 'Therefore' can be used with a semi-colon. For example:

- Martha loves to travel; therefore, she is always looking for discounted travel deals online.

*\*Note: Make sure to highlight the fact that a comma must follow therefore when using a semi-colon. This is a very common mistake for ESL students and native English speakers alike 😊*

- 'Therefore' can be used to start a new sentence. For example:

- Xu Ping left her wallet at home. Therefore, she can't pay for the ticket.

For more information on 'therefore' and other conjunctive verbs, reference the online resources at the end of this lesson.



## EVALUATION:

- Assessment of the Get Fit Gym Membership Details Worksheet
- Assessment of Fitness Center Analysis
- Observation of group work and class participation.



## EXTENSION:

- Students could be put into groups to research various products and services and could present results to the class.
- Students could analyze various print ads and to locate and understand the fine print.
- Students could use comparative adjectives to evaluate various products or services.
- To reinforce analysis skills, students could study peoples' body language when in a customer services or sales situation.
- Students could call the fitness centers researched and ask specific questions about the contract.
- Students could find misleading advertisements and write a paragraph describing what about the advertisement is misleading.
- Students could create an online survey to gather information about student gym preferences. This could be done on Survey Monkey, Google Forms or Mentimeter.

**CORE LESSON COMPONENTS:****BASIC COMMUNICATION:**

- Students will share opinions and negotiate.

**COLLEGE/WORKFORCE PREP:**

- Students will work with others to negotiate and present information in front of others. Students will analyze the fine print of authentic contracts to make informed choices.

**DIGITAL PREP:**

- Students will research topics online.
- Students will navigate websites to find specific information

**21<sup>ST</sup> CENTURY SKILLS**

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

**ONLINE RESOURCES:****Local Fitness Center Websites:**

- <https://www.24hourfitness.com>
- <https://www.goldsgym.com>
- <https://www.planetfitness.com/gyms/santa-ana-ca>
- <https://www.lafitness.com/>

**Therefore:**

- <https://www.wikihow.com/Use-Therefore-in-a-Sentence>
- <http://grammarist.com/grammar/therefore/>
- <http://www.chompchomp.com/terms/conjunctiveadverb.htm>

## ADAPTATIONS

## Warm Up:

- Multi-level: For lower level students, additional emphasis may need to put on specific vocabulary connected to the activity. In higher level classes, students could find their own product labels with an example of 'fine print' and share with the rest of the class.
- No Tech: If your classroom doesn't have access to a projection screen, a product could be brought to class for students to reference. In addition, labels of the actual product could be photocopied and shared with students.

## Introduction:

- Multi-level: Higher level students could try to guess and write their own definition for the expression, 'fine print' based on various examples provided. Lower level students could find sample sentences online of the expression, 'fine print' instead of having to create their own sentence using the term.
- High Tech: Students could share their sample sentences via Padlet or Mentimeter for other classmates to see. (See the 'Technology in the Classroom' page for more information on these technologies.)
- No Tech: Actual ELL dictionaries could be provided to students to look up the vocabulary.

## Presentation:

- Multilevel: If the majority of the class is familiar with analyzing, rather than model the activity, choose students to do the think out loud for the class. If the majority of the class is of a lower level, the membership details could be made much smaller so that students would only have to focus on a fewer total number of sentences.
- High Tech: Rather than using the slideshow, the entire activity could be done by accessing an actual fitness center online as a class. (Fitness center links are in the online resources.)
- No Tech: Actual gym flyers could be given to students to analyze. Also, Slides 6 and 7 could be printed out for students.

## Guided Practice:

- Multilevel: For lower level classes, the reading could be reduced and vocabulary could be adapted for the level of the students.
- High Tech: Students could read the details of an actual gym membership online rather than using the reading required.

## Communicative Practice:

- Multilevel: lower level students could be given sentence forms to aid with the activity. Higher level students could be encouraged to use write more complex sentences to explain their arguments.

## Application:

- Multilevel: Students that are really up for a challenge could be asked to compare a totally different type of service such as cellphone promotions, credit card promotions or travel deals. Lower level students could be provided with the information from 2 specific gyms.
- No Tech: Students could be provided with print outs of current membership promotions taking part at various gyms.
- Hi Tech: The activity could be done completely online and students could submit their responses via Google docs.