

TITLE: Handling Traffic Fines

ESTIMATED TIME: 2.5-3 hours

LESSON OBJECTIVES:

- Students will practice forming and answering ‘yes’, ‘no’, and ‘Wh’ questions.
- Students will practice scanning to locate specific information, definition, or details.
- Students will ask and answer questions in present perfect and past.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • Add-on • Consequences • Jaywalking • Loitering • Monetary • Proportional • Suspend 	<ul style="list-style-type: none"> • Copies of the article for each student • Copies of the adapted article for lower level students (see instructor directions in that document) • Warm Up ppt. • Vocabulary ppt. for introduction • Presentation ppt. • Copies of the hand out for each student • Guided Practice ppt



WARM UP (10 minutes):

Show the students the picture on Warm Up ppt. and ask them if they have ever gotten a ticket. Encourage students to use Present Perfect and Past tenses in their answers. Then ask them if they know what laws they can get a ticket for if they don't obey them. Encourage students to share their own experiences.



INTRODUCTION (15 minutes):

Before you read the article to students, review the bolded vocabulary in the article. These are not the essential vocabulary and even though the emphasis in this lesson is not on vocabulary, reviewing these vocabularies will facilitate comprehension.

Teacher Tip: You can write the words on the board or if you have a computer and projector available, you can use the short ppt. provided for this lesson.



PRESENTATION (45-60 minutes):

- To get students ready for this lesson, you need to review Yes/No questions and information questions using ‘Wh’ words.
- You can use the ppt. provided with this lesson or another method to teach or most likely review the question words and question formation.
- The ppt. provided also has a few sentences for practice.

Teacher Tip: There are various ppts available for free to teachers. If this ppt does not work for you and you don't want to modify it, you can find another one online. If you don't have



PRESENTATION (45-60 minutes):

technology available in your classroom, you can use the board and teach the question formation the old fashioned way!



GUIDED PRACTICE (20-30 minutes):

- Use the Guided Practice ppt.
- It is an authentic paragraph from the [California Courts website](http://www.courts.ca.gov/8452.htm). (<http://www.courts.ca.gov/8452.htm>)
- Each slide has a sentence from the section titled ‘What happens when you get a ticket’. Sections are underlined and students are given Wh words to make questions with.
- Go over each slide and ask students to come up with questions for each ‘answer’.

Teacher Tip: To make it easier for students and to promote teamwork, you may want to put students in groups or pairs to make questions.



COMMUNICATIVE PRACTICE (45-60 minutes):

- Give each student a copy of the article.
- Have each student read a paragraph.
- Ask them if they have any questions about the meaning of the sentences and discuss comprehension.
- Give each student a copy of Hand Out #1.
- There are 20 questions, so you can make 4, 5, or even 10 groups and assign 5, 4 or 2 questions for each group. Alternatively you can put them in groups of three and ask everyone to make questions for all the answers.
- Ask students to find the answers provided in the hand out in the article. (This is a scanning practice.)
- Ask them to make appropriate questions with the question words provided.

Teacher Tip: See the instructions on the Adapted Article document.



APPLICATION (30-45 minutes):

After students make their questions, have representatives from each group write one of their questions on the board.

Ask them to tell the class

- where they found the ‘answer’
- what ‘Wh’ word they used to make the question

what does their ‘Wh’ word asking, for example; ‘my wh word was where. It asks for a place.’



EVALUATION:

- The Application is used as an evaluation.
- The teacher can also collect each hand out to further assess the students' comprehension and learning of the lesson.



EXTENSION (30 minutes):

This lesson only focused on the words that were going to be used in the article, but there are other question words that can be taught, including whose, which, and the many variations of how (how far, how old, how high, etc)

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none"> • Apply use of pre-reading strategies, such as scanning. • Make yes/no and information questions.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none"> • Apply critical thinking, creative thinking and problem solving skills. • Identify key features of a text such as date, author, title, section headings, key vocabulary, sources, sidebars, footnotes, captions, graphs, and illustrations.
DIGITAL PREP: <ul style="list-style-type: none"> • Use technology to write questions.
21ST CENTURY SKILLS <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Reading Rockets.org (http://www.readingrockets.org/strategies/paired_reading) • Fluentu.com (https://www.fluentu.com/blog/educator-english/esl-news-articles/) • NPR.org (https://www.npr.org/sections/codeswitch/2017/05/04/482923586/how-a-traffic-fine-can-lead-to-jail-time-in-california) • California Courts website (http://www.courts.ca.gov/8452.htm)

ADAPTATIONS (Approximate Time):
<p>Multi-level:</p> <p>High Tech: For the Application, students can share their answers online. You can use CANVAS, if available for your program, google docs, or something similar.</p> <p>Low Tech: Instead of the ppts you can write on the board or provide copies of some of the slides to students.</p>

TEACHER TIPS:
<p>If you want to encourage students to read on their own, there are several ESL websites that have easy articles for students to read. Some examples of these websites are:</p> <p>News in Levels (https://www.newsinlevels.com/)</p> <p>New York Times (https://www.nytimes.com/spotlight/learning-article-of-the-day)</p>

TEACHER TIPS:

CNN has a very good website for ESL students, but it is in video format and excellent for listening, but not reading. [CNN](https://edition.cnn.com/cnn10) (<https://edition.cnn.com/cnn10>)