



Dear Colleague:

April is Earth month. We have a tradition every year of putting an article on the cover that addresses some environmental issue. We continued that tradition with our article on the manatees. They are dying at alarming rates. The algae blooms that are causing it are becoming a problem in most states that have major water access.

We are also following the news in Ukraine very closely. Our article on page seven is designed to provide background information. We have done our best to present the information as we have access to it, but the situation is continuously changing. Our hearts go out to all those involved in the conflict, either directly in the line of fire or indirectly waiting to hear from loved ones. It does not look like there will be a quick end to the fighting, but we hope that by the time you are reading this, conditions have improved.

*Carol Brigham*

### Save the Manatees (pages 1 and 9)

Our Earth month focus is on the manatees in Florida. Manatees were endangered once but after some interventions the populations came back. But they could quickly be in danger again. They are dying faster than they can reproduce. This topic could be extended to other animals that are endangered or almost extinct as well if your students are interested.

**Objectives:** Students will be able to describe a manatee and tell what they eat, where they live, and why they are dying in such large numbers right now. Students will be able to list short and long term solutions to help save the manatees.

**Preparation:** Visit [savethemanatee.org](http://savethemanatee.org). Most of the information about manatees and available educational materials is under the manatee tab. This site has a lot of great information that may be useful in your classroom discussion and activities.

**Procedures:** Find out how much your students already know about manatees. Ask questions such as *Have you ever heard of a manatee? Has anyone ever seen a*

*manatee? Where do manatees usually live? Read the article with your students. Talk about what is happening to the manatees. Have students point out ways that officials in Florida are trying to help the manatees in the short- and long-term. Ask them what they think. Use questions such as *What are they doing to help the manatees now? Do you think it will help? What do people need to do to help fix the problem for the future?**

We had bad algae blooms here in Virginia Beach last year. They called it red algae and the red tides. It killed fish and other wildlife. The officials here closed beaches and people were not allowed to swim. If you live in an area that has experienced these algae blooms or red tides, connect the conversation to what is happening locally. Use your local news to talk about the conditions in your area.

### Cleaning Products (pages 1, 5, and 10)

We may be able to prevent some accidents or even save some lives with this article. Many of today's cleaning products are dangerous to eyes, nose, throat, lungs, and skin. The article is long, but full of very important vocabulary.

**Objectives:** Students will be able to read typical warnings on cleaning products, understand the first aid instructions, and be aware of the free number for the Poison Control Center. They will be able to tell some safety tips about the use and storage of cleaning products.

**Preparation:** Bring in a variety of empty packages of cleaning products: laundry detergent, fabric softener, stain remover, chlorine bleach, bathroom cleaner, window washing spray, disinfectant, toilet cleaner, dishwasher detergent, hand dish washing liquid, drain cleaner, vinegar. (Be sure to rinse out the packages thoroughly.) Alternatives: Photocopy, download, or take photos of product directions and warnings for classroom or online use.

**Procedure:** Ask questions such as *Who washes dishes in your family? Who washes the floor? Who washes the sink and tub in the bathroom? The windows? What products do you use? What are some brand names?* Take a few class sessions to

read the article. Develop the vocabulary. Stress to your students that it is extremely important that they do not use a product without knowing all about it. If they cannot read the label, they should find someone who can explain it to them before they use it.

Have students work in pairs or groups of three; distribute the items you have brought in so each group has a task of reading the uses, the warnings, and the first aid for the product. Have a student from each group tell the class about the product, its uses, its dangers, and the first aid for it. Have students go to a supermarket to the aisle for cleaning products, and bring back any questions about products or brands.

### Events in April (pages 2 and 3)

**April Fools' Day:** Point out that April Fools' Day tricks are supposed to make others laugh. The tradition is one of gentle tricks, where no one is hurt, and property is not harmed.

**Activities:** Brainstorm some possible tricks or jokes for April Fool's Day. Have a joke-telling day when students practice telling a joke. Have students find eight things in the hiking scene on page 2 that are wrong. Teach vocabulary *backpack, flippers*, etc. and structures such as *There is an x in a y. X is upside down. The hiker is wearing \_\_. An x doesn't belong on a y*, etc.

**Ramadan:** Invite a Muslim student to explain the meaning and their family's customs on this holiday. Eid al-Fitr, the celebration at the end of Ramadan, is May 2 and 3. Students may talk about how they celebrate the end of Ramadan as well. This will be included in the May issue of *Easy English NEWS*.

**International Day of Sport:** Invite a local physical education teacher or coaches from your area sports teams to talk to your class about the benefits of being active. Find out what sports and activities are offered in your community. Ask students what sports or activities they would like to try.

**Palm Sunday, Good Friday, and Easter:** Have any Christian students

in your class tell the story of Jesus' crucifixion and resurrection, if appropriate, being sure again, to preface statements with "Christians believe" or "The story in the Bible says..." Tell of the "Golden Rule" ascribed to Jesus' teachings that seems universal in all religions: *Do to others the things you would want others to do to you. Or treat others the way you want to be treated.* Have students tell the version of it in their own culture.

Provide instructions so students can color eggs at home. Be sure that students understand that they need white eggs, and have to *gently* hard boil the eggs first. Store colored eggs in the refrigerator until eaten. For additional resources for Easter, check: [www.theholidayspot.com](http://www.theholidayspot.com)

**English Language Day:** Have students tell their "English language story". *When did you start learning English? Who was your first teacher? What was difficult for you when you first started learning English? What is difficult now? What is easy now? What advice would you give a person who is just starting to learn English?*

**Administrative Professionals' Day:** Have students learn the names of school personnel in your building other than teachers. Brainstorm what to say in a letter to thank each for their work. Have students write letters to the people at your school who make things run smoothly: secretaries, custodians, crossing guards, bus drivers, lunchroom personnel, etc.

**Earth Day/Month: Objectives:** Students will be aware of events in your area that they may participate in for Earth Day.

**Procedures:** Ask students to make lists of the things that the people in their neighborhood/community have done or are doing to care for the environment, and what *more* could be done. There may be more events in person this year as most places are lifting COVID restrictions.

**Examples:** Trees have been planted along the street; people have gardens; the city has sanitation pick ups, street cleaning, and storm sewers; people are often kind to each other. And make a list of things that make the environment less clean, safe, or pleasant: Litter, graffiti, smoke, loud mufflers on cars, overly loud music, people being impatient, rude or violent with each other, etc.

**Arbor Day: Objectives:** Students will cultivate an appreciation for trees.

This year marks the 150th anniversary of National Arbor Day and the 50th anniversary of the Arbor Day Foundation planting trees. They have planted almost 500 million trees in over 50 countries worldwide. Visit [www.arborday.org/celebrate/](http://www.arborday.org/celebrate/) to find a list of Arbor Day events in your community. Some of them may be of interest to your students. Have them research these events and share with the class which events they may like to attend.

**Procedures:** Brainstorm the many things trees do for humans. People say that *A dog is man's best friend*, but it might be trees!

### This is Your Page (page 4)

Read the stories and have students share opinions about them and relate any similar stories from their own lives. Use the discussion questions on page 11. Ask questions such as: *Have you ever misunderstood a server at a restaurant? What happened? What new things have you done since you moved to America? What did you like about them? What did you dislike about them? Do you have nice neighbors where you live? Did they do anything special for you when you moved into the neighborhood? What was it? Do you ask people to repeat things when you can't understand them? Does this help or hurt the conversation? What happens to the conversation if you just keep saying "I don't know?"*

We are always looking for more student stories. We are specifically looking for interesting and different stories of first hand experiences in the United States. Send it to us through the 'submit a story' section on our website or email it to us at: [carol4easyenglishnews@gmail.com](mailto:carol4easyenglishnews@gmail.com). We usually publish stories 100-300 words in length that are first person accounts of experiences in the U.S. If the stories are chosen, we send two free copies of the newspaper and a \$20.00 check. Make sure your students give us their full name, email, current mailing address, and home country.

### Celebrating poetry month (page 6)

**Objectives:** Students will understand that a poet chooses words carefully, writes with meter, sometimes rhyme, and usually a strong feeling. Give tips for memorizing a poem.

**Procedures:** Read the poems aloud to the students with their eyes closed, or without the newspaper open. Then build vocabulary, and read it to them again. Finally, open the newspaper to read the poems to them again as they read along.

Ask questions such as: *How does the poet use words to paint a picture? How do the poems make you feel?* Have students work in pairs and read the poems aloud.

Use the poems to examine various parts of a poem...*What are the sounds...the images, the feelings?* A poem is more than a set of lines that rhyme. Have students count the syllables in each line, and notice how many syllables are stressed in each line. Have them practice creating phrases with words that alliterate: *baby* (beautiful), *day* (dark), *wind* (wonderful, wild, west, etc.) Invite students to write sentences using alliteration. Give examples: *Dan dove into deep water. Betsy was a beautiful baby.*

### Conflict in Ukraine (page 7)

This story is constantly changing but we felt it was important for us to include it this month. We've done our best to present the information as accurately as we could up until the time we went to press on March 16th. Follow the news yourself so that you can update students on what is going on at the time you are reading the article.

This topic may be sensitive for some, so use your judgement when reading this article with your class. Some students may be directly connected with either side of the conflict. Students may also be nervous or scared with the talk of World War III in the news. They may want to talk a lot about it or they may not want to talk at all. It is important to create a safe space in the classroom to talk about their feelings. Read the article together and talk about the story. Ask questions such as *Why did President Putin send the Russian army into Ukraine? What are the United States and other countries doing about it?*

### ANSWERS

- |                          |                     |
|--------------------------|---------------------|
| 1. c                     | 16. F (Passover)    |
| 2. a                     | 17. F (Bunny)       |
| 3. c                     | 18. F (21)          |
| 4. c                     | 19. T               |
| 5. b                     | 20. F (Arbor)       |
| 6. a                     | 21. E (cling)       |
| 7. d                     | 22. I (damaged)     |
| 8. b                     | 23. C (fast)        |
| 9. a                     | 24. A (mammal)      |
| 10. c                    | 25. F (temporarily) |
| 11. F (April Fool's Day) | 26. G (approve)     |
| 12. F (12)               | 27. J (fumes)       |
| 13. T                    | 28. D (captured)    |
| 14. F (British)          | 29. B (protected)   |
| 15. F (trees)            | 30. H (ventilation) |

## April 2022 Quiz I

Choose the best answer. Write its letter on the line in front of the number.

- \_\_\_\_\_ 1. How many manatees died in Florida in 2021?
- a) 400
  - b) 800
  - c) 1,100
  - d) 1,200
- \_\_\_\_\_ 2. It is illegal for people to touch, feed, or hurt the manatees because manatees are
- a) protected.
  - b) curious.
  - c) gentle.
  - d) slow-moving.
- \_\_\_\_\_ 3. How long can manatees live?
- a) 15 years
  - b) 30 years
  - c) 60 years
  - d) 100 years
- \_\_\_\_\_ 4. What is causing the seagrass to die?
- a) trash in the ocean
  - b) too much sunlight
  - c) algae blooms
  - d) the manatees eat too much
- \_\_\_\_\_ 5. What are the wildlife officials feeding the manatees to help them keep from starving?
- a) seagrass
  - b) lettuce
  - c) fish
  - d) bread
- \_\_\_\_\_ 6. If a cleaning product is concentrated,
- a) you only need a small amount.
  - b) it has a good smell.
  - c) you can use it for any cleaning job.
  - d) the warnings are easy to understand.
- \_\_\_\_\_ 7. Too much of this product in your laundry can make holes in your clothes.
- a) detergent
  - b) fabric softener
  - c) soap scum
  - d) chlorine bleach
- \_\_\_\_\_ 8. If you use a hand dishwashing liquid in an automatic dishwasher,
- a) dishes will get very clean.
  - b) soap suds will spill out of the machine.
  - c) it will dissolve grease.
  - d) it will produce dangerous fumes.
- \_\_\_\_\_ 9. When you clean with ammonia or other caustic chemicals, you should
- a) wear rubber gloves.
  - b) close the windows.
  - c) mix it with other cleaners.
  - d) induce vomiting.
- \_\_\_\_\_ 10. Keep all cleaning products where
- a) they will be in the sunshine.
  - b) you can flood them with water.
  - c) children cannot get them.
  - d) you can breathe in the fumes.

## II. From Here and There

**True or False?** Write “T” for true, and “F” for false. If the sentence is *false*, *make it true*. Write a word to replace the underlined word.

- \_\_\_\_\_ 11. People play tricks and tell lies on Earth Day.  
\_\_\_\_\_
- \_\_\_\_\_ 12. During Ramadan, Muslims over age 16 fast during daylight hours.  
\_\_\_\_\_
- \_\_\_\_\_ 13. Ammonia and chlorine bleach produce a deadly gas when mixed.  
\_\_\_\_\_
- \_\_\_\_\_ 14. Battles on April 19, 1775 were between American Minutemen and German soldiers.  
\_\_\_\_\_
- \_\_\_\_\_ 15. Arbor Day is a day to plant flowers.  
\_\_\_\_\_
- \_\_\_\_\_ 16. Easter is the Jewish holiday where they have a special dinner called a seder.  
\_\_\_\_\_
- \_\_\_\_\_ 17. Many small children believe in the Easter Egg.  
\_\_\_\_\_
- \_\_\_\_\_ 18. The legal drinking age in the U.S. is 18.  
\_\_\_\_\_
- \_\_\_\_\_ 19. The United Nations has six languages: Arabic, Chinese, English, French, Russian, and Spanish.  
\_\_\_\_\_
- \_\_\_\_\_ 20. English Language Day is a day to plant trees.  
\_\_\_\_\_

## III. Building Vocabulary

Write the best word to complete each sentence. Write the letter of that word on the line in front of the number.

### Word List

- |              |                |
|--------------|----------------|
| A. mammal    | F. temporarily |
| B. protected | G. approve     |
| C. fast      | H. ventilation |
| D. captured  | I. damaged     |
| E. cling     | J. fumes       |
- \_\_\_\_\_ 21. Clothing that has gone through the dryer may \_\_\_\_\_ together because of static electricity.
- \_\_\_\_\_ 22. The buildings were \_\_\_\_\_ by the tornado that went through the city.
- \_\_\_\_\_ 23. The man had to \_\_\_\_\_ before his blood test. He could not eat anything.
- \_\_\_\_\_ 24. A \_\_\_\_\_ gives birth to its babies and breathes air.
- \_\_\_\_\_ 25. That store is closed \_\_\_\_\_ . It will open again soon.
- \_\_\_\_\_ 26. The city manager will \_\_\_\_\_ the plans for the building.
- \_\_\_\_\_ 27. Don't breathe the \_\_\_\_\_ from strong chemical cleaners.
- \_\_\_\_\_ 28. Matt \_\_\_\_\_ the mouse in a trap.
- \_\_\_\_\_ 29. It is illegal to feed manatees because they are \_\_\_\_\_ .
- \_\_\_\_\_ 30. You need good \_\_\_\_\_ when you are cleaning with a product that contains ammonia.