



Dear Colleague:

Is this your last issue for the year? If so, have a great summer! If your students are looking for summer reading, the June issue would be a great start. It will have lots of great stories, the June holidays, and even the 4th of July.

Thank you for keeping *Easy English NEWS* going year after year. We love being a part of your classroom. We're already busy planning for the fall. Check our emails for product news and updates!

Carol Brigham

A historic nomination (pages 1 and 9)

Ketanji Brown Jackson's nomination and then confirmation to the Supreme Court made history on several fronts. This article will help teach your students more about the Supreme Court and the confirmation process. There is some key vocabulary that will be useful to them if there is further discussion in the news about the future of the court.

Objectives: Students will be able to describe the Supreme Court nomination and confirmation process. They will be able to tell how long Supreme Court justices hold their seat on the court. They will be able to describe why Ketanji Brown Jackson's confirmation made history.

Preparation: Visit www.supremecourt.gov/ if you would like to know more about the Supreme Court, the current justices, what cases they may be hearing and www.whitehouse.gov/kbj/ if you want to read more about Ketanji Brown Jackson, her experience, and the groups that supported her nomination.

Procedures: Find out what students know about the Supreme Court already. Elicit anything students have seen on TV or read in the news about the nomination and confirmation hearings of Ketanji Brown Jackson. Ask questions such as: *What is the Supreme Court? What is a Supreme Court justice? How many justices are on the court? How does someone become a Supreme Court justice? Who is Ketanji Brown Jackson? Why was she*

in the news recently? Why do you think President Biden chose her?

Read the article. Have students list the steps of the nomination and confirmation process. Have them describe what happens at each step of the process. Ask: *When there is an opening on the Supreme Court, what happens first? After a person is nominated, then what happens?*

For a higher level thinking activity, find out from students what qualities they think a person needs to have to be a good judge. Ask: *What do you think makes a person a good judge? What questions would you ask a person if you were voting to confirm them to the Supreme Court?*

What's your size? (pages 1 and 5)

Objectives: Students will be able to state their sizes for shoes, socks, sweater, jacket, shirt, and pants. They will recognize terms such as *junior, misses, husky, slim, extra large, one-size-fits-all*, etc.

Procedures: Bring in several items of clothing with sizes printed on labels. Bring in tape measures and a yard stick. (If you have a class of students who may be sensitive about dress, sweater, or waist size, focus on shoe size). Have students work in groups of three to make a list of their measurements in inches: foot, chest/bust, waist, hips, inseam (crotch to ankle bone), head, arm length, neck, etc. Then, next to those measurements, have them write their sizes of shirt and shoes, for example.

Point out that men's and women's shoe sizes are different; that children's shoe sizes go from 0 to 13 and a half, then start again at 1. Point out that the size may be different for different brands of clothing. For example, a woman might need a size 10 in one brand of dress, but can fit into a size 6 in a different brand of dress.

Bring in several garments (men's shirts, jackets, women's jackets, belts, etc.) and samples of cloth or clothing that is wool, cotton, polyester, leather, silk, knit, corduroy. Have students try on a garment. Teach the structures: *This is too small, This is too large, The sleeves are too short, The sweater is too tight, The waist doesn't*

fit, I don't like this color, I like this V-neck, and so forth. Stress that it is SO important to try things on because sizes are different from store to store.

Events in May (pages 2 and 3)

Have students find the dates for each of the events described in the month and write those in the calendar (Mother's Day, Armed Forces Day, Kentucky Derby, Memorial Day, Eid al-Fitr, etc.) Also any school events and personal events such as proms, birthdays, and anniversaries.

Eid al-Fitr: This is a very joyful celebration at the end of Ramadan. Invite a Muslim student to explain the meaning and their family's customs on this holiday.

May Day: Different groups of people celebrate May Day for different reasons. Some groups still look at May Day as International Workers' Day, but Labor Day has mostly taken its place in the U.S. Some groups and communities still have spring festivals to celebrate the first of May. Ask students if any of them have participated in a maypole dance or a spring festival.

Screen-Free Week: Objectives: Students will be able to tell how much time they spend on screens, and tell what they might do instead during a week without them. Draw a pie chart on the board and discuss the 24-hour day. Demonstrate your own time allotments and fill them in on the chart in different colors if you have them. Sleep, work, travel to work, preparing meals, eating, showering and hygiene, exercise, homework, TV, cleaning, and Facebook/Instagram time if any. Ask students to make their own pie chart. Have them work with a partner to tell how much time they spend on each activity. Teach the structure: *I spend x hours (or minutes) sleeping/eating/talking to friends each day.* What will they do when the time on the pie chart for TV, Internet, Facebook, etc. is free? Brainstorm ideas for non-screen activities such as the ones on page 2.

Teacher Appreciation Day: Have students write an essay about a teacher they had here in the U.S. or in their home country who helped or inspired them.

Asian American and Pacific Islander Heritage Month: Have students locate

Asia on a world map, and name China, Japan, Korea, India, Indonesia, Vietnam, Sri Lanka, Nepal, Laos, Cambodia, Myanmar, Singapore, Philippines, and Malaysia. Also look at the Pacific Ocean and identify islands such as Hawaii, Samoa, and Guam. What is your school doing to mark this month? Ask any Asian or Pacific Island students to demonstrate a skill from their own culture. Examples: teach chopstick use, *tai chi* moves, *feng shui* concepts, flower arranging, how to write their name in Korean, Japanese, Chinese, etc. Have them teach the class a few words, a short song, or how to count one to five in their native language(s).

Cinco de Mayo: If you have Mexican students in your class, ask them to tell how they celebrate *Cinco de Mayo*. Bring in Mexican music or videos of Mexican dancing. Have students locate Mexico on a large wall map. Have them find the rivers, states, mountains, and cities in the U.S. that have Spanish names. (Recognized by *El, La, Los, Las, San, Santa*, and endings such as *-ado, -ada*) Point out that many Mexicans have lived in these areas for generations, longer than European Americans. The states of Arizona, Texas, New Mexico, California, Nevada, Colorado, and Utah once belonged to the country of Mexico, but became part of the U.S. after the Mexican-American War. Ask any Spanish-speaking students to teach others a simple song, days of the week, numbers one to five, etc.

Kentucky Derby: Have students ever heard of this event? Have them find the names of the horses that have qualified to run in this race, and pick a favorite they like. See www.kentuckyderby.com. Click on *horses*. Remind students to watch the race on TV to report to the class how their horse ran. Build horse and racing vocabulary: *jockey, starting gate, length, neck and neck, back stretch, finish line*, etc.

Mother's Day: Ask students what their plans are for Mother's Day. Have students talk with a partner about the person who "mothered" them. Remembering Moms who have passed away is important to students too.

Armed Forces Day and Memorial Day: Talk about the various branches of the Armed Forces. Ask if any students or their family members have been in the armed forces in their home countries. *Was it voluntary or required? Was it men only, or men and women?* Talk about the sacrifice that people in the Armed Services make for this country. *Why is it important to remember those who have made that sacrifice for those of us who enjoy democracy?*

Invite a veteran (call the VFW [Veterans of Foreign Wars]) or National Guard person to speak to the class about the work

of the Armed Forces or the importance of Memorial Day. Stress that it is also patriotic to work for peace and oppose wars. Encourage students to watch any parade planned for your community.

This is your page (page 4)

Read the stories and discuss any applications in their own lives. Ask questions from *Let's Talk About It*, and create other questions. Talk about random acts of kindness and how they can impact other people. Have students brainstorm things they can do for others. Talk about good and bad habits. Have students think about their bad habits, have them make a plan to quit their bad habit or start a new good habit.

The 100th anniversary of the Lincoln Memorial (page 6)

Objectives: Students will be able to tell what the Lincoln Memorial is, where it is located, and why it was built.

Preparation: Bring in pennies to pass around to the class for them to see the memorial on the back. Make sure the pennies are from before 2008, because now there are new designs on the back of the penny. Also bring in a few five dollar bills to show them the back.

Procedures: Ask students if anyone has ever been to Washington, D.C. to see the monuments there. Explain that the Lincoln Memorial is one of many monuments and memorials to presidents, soldiers, and leaders. Ask: *Why would people build monuments and memorials?* Read the article together. Ask: *Who is Abraham Lincoln? Who wanted to build a memorial to remember him? How long did it take? Why was the Lincoln Memorial important to the Civil Rights Movement?*

Filipinos in the United States (page 7)

Objectives: Students will be able to locate the Philippine Islands, Japan, Hawaii, and the West Coast states of the United States on a wall map. They will be able to tell some examples of Spanish influence on Filipino culture and language. They will be able to tell why many Filipinos who come to the U.S. can speak English and are well-educated. They will give examples of how Filipinos protected themselves against discrimination and prejudice.

Procedures: Have students locate the Philippines on a world map, and then Hawaii and the states on the west coast. Point out the distinction between the terms *prejudice* (people's feelings about people from other groups) and *discrimination* (actions and laws that prefer one group over another.)

Ask questions such as: *What are some examples of discrimination in this school?* (Report card grades, passing and failing students, boys and girls bathrooms, requirements for taking algebra before geometry, requirements for English before graduating, sports ability to be on a baseball team, awards, etc.) *Are these fair ways to discriminate? How did the government, employers, and white people discriminate against Filipinos when they first came here? Are there any laws that discriminate against you? Have you felt prejudice against you? What can you do about it? Have you ever noticed prejudice that helped you? What did Filipinos do about discrimination and prejudice?*

Why buy a dozen? (page 10)

Objectives: Students will be able to tell why we buy things in dozens today.

Preparation: Bring in examples of a dozen things - eggs, socks, flowers, pom pom balls, etc.

Procedures: Ask students why they think eggs are sold by the dozen. Then read the article and have them say if they were right. Have students work together with your boxes of a dozen items. Have them divide the items in groups to see how many different ways they can divide a dozen easily. Have students try counting to 12 on their fingers. Then have them try multiplying by 12 by using their other hand as the place holder, then counting in groups of 12 to see what 12 times 1, 2, 3, etc. is.

ANSWERS

- | | |
|-----------------|---------------------|
| 1. a | 16. F (men) |
| 2. b | 17. T |
| 3. d | 18. F (May) |
| 4. b | 19. F (English) |
| 5. d | 20. F (Eid al-Fitr) |
| 6. b | 21. I (influence) |
| 7. c | 22. D (nanny) |
| 8. a | 23. A (garment) |
| 9. b | 24. B (gratitude) |
| 10. b | 25. E (vacancy) |
| 11. T | 26. G (apologized) |
| 12. F (Spanish) | 27. C (kin) |
| 13. F (Mexican) | 28. J (popular) |
| 14. F (Sunday) | 29. H (screens) |
| 15. F (horse) | 30. F (petite) |

May 2022 Quiz I

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

- _____ 1. Why is Stephen Breyer leaving the Supreme Court?
- a) He is retiring.
 - b) He is moving.
 - c) He died.
 - d) He got another job.
- _____ 2. Who did President Biden nominate for the open Supreme Court seat?
- a) Kamala Harris
 - b) Ketanji Brown Jackson
 - c) John Roberts
 - d) Abraham Lincoln
- _____ 3. How many votes did the nominee need in the whole Senate to be confirmed?
- a) 53
 - b) 47
 - c) 11
 - d) 51
- _____ 4. How many votes did the nominee get from the whole Senate?
- a) 47
 - b) 53
 - c) 51
 - d) 11
- _____ 5. When the new judge takes the Oath of Office, it will be the first time a
- a) justice retired.
 - b) justice started in the summer.
 - c) president nominated a woman for Supreme Court justice.
 - d) Black woman is a Supreme Court justice.
- _____ 6. The letter L on a tag on a garment means
- a) *label*.
 - b) *large*.
 - c) *ladies'*.
 - d) *little*.
- _____ 7. A dress shirt is
- a) a shirt for a woman.
 - b) a long shirt down to the knees.
 - c) a shirt worn with a suit.
 - d) a shirt for a Halloween costume.
- _____ 8. The size of men's pants needs two measurements:
- a) waist and inseam.
 - b) sleeve length and neck size.
 - c) the inches around the chest.
 - d) chest size and arm length.
- _____ 9. Misses' sizes are
- a) in odd numbers: 0, 1, 3, 5, 7, 9, 11, 13.
 - b) in even numbers: 0, 2, 4, 6, 8, 10, 12, 14, 16.
 - c) for slim women and teens.
 - d) for women who need large sizes.
- _____ 10. When you buy clothing for an infant, you should know the infant's
- a) parents.
 - b) weight.
 - c) height.
 - d) favorite color.

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. May is Asian American and Pacific Islander Month.

- _____ 12. The Philippine Islands were once part of the French Empire.

- _____ 13. *Cinco de Mayo* is an important holiday for Asian Americans.

- _____ 14. Mother’s Day is the second Monday of May.

- _____ 15. The Kentucky Derby is a car race.

- _____ 16. All students 18 to 25 years old must register for the Selective Service System.

- _____ 17. Specially trained servicemen guard the Tomb of the Unknowns.

- _____ 18. Memorial Day is the last Monday of June.

- _____ 19. Filipinos had an advantage when they came to the United States because they could speak Spanish.

- _____ 20. May Day is the celebration at the end of the Muslim month of Ramadan.

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. garment | F. petite |
| B. gratitude | G. apologized |
| C. kin | H. screens |
| D. nanny | I. influence |
| E. vacancy | J. popular |

- _____ 21. Spain and America had a strong _____ on the Philippines.
- _____ 22. A full-time baby sitter is sometimes called a _____.
- _____ 23. A piece of clothing (shirt, dress, pants, etc.) is a _____.
- _____ 24. We should show _____ to people who help us.
- _____ 25. There was no _____ at the hotel because all the rooms were full.
- _____ 26. She _____ to her grandma for breaking the plate.
- _____ 27. All of your family members are your _____.
- _____ 28. He was very _____; everyone liked him a lot.
- _____ 29. Computers, TVs, and cell phones all have _____.
- _____ 30. _____ clothing is for short women.