



Dear Colleague:

If it's March, can spring be far behind? Watch out for the lion, and be ready for the lamb. Daffodils came up in early February here in Virginia Beach after two false warm days...I think they are very sorry, as is the robin who showed up to claim the leafless tree in front of my house.

Elizabeth Claire

Fastest-growing health problem (pages 1 and 10)

Obesity and overweight are very touchy subjects, as many of us and our readers are affected personally and need information, not persuasion or nagging. See the website <http://nhlbisupport.com/bmi/> to see definitions for obesity and overweight and to calculate Body Mass Index.

Objectives: To be aware that overweight and obesity are not only individual problems but problems of the whole country. To be able to tell five possible reasons there are more overweight people today than 30 years ago, and one reason it is hard to lose weight and keep it off. Students will brainstorm actions that schools, stores, food industry, government, families, and individuals can do.

Procedures: Have students express their own concerns regarding weight. Have they or members of their family gained weight since moving to the United States? Why do they think this has happened? If not, what do they do to be lean? Prevention is easier than the cure. After reading the article and the reasons it has become easy to gain weight, brainstorm: *What can the government do? What can a community do? What can a school do? What can teachers do? What can a family do? What can the food industry do? What can a person do?*

Paying taxes (pages 1 and 9)

Objective: Students will be able to tell the purpose and importance of a W-2 form. They will be able to read the information on the form on page 9 to tell a person's total income from wages and the amounts that were withheld for federal and state income taxes and Social Security and Medicare taxes. They will tell

where a person can get 1040 forms, and where they might get help with filing an income tax return. Some adults in a class, whether citizens, documented immigrants, or undocumented immigrants, may be working "under the table." They will not get W-2 forms from their employers.

It's important that they do not discuss this publicly in class for a variety of reasons. It's illegal, and you don't want to be seen as condoning an illegal act, even if it is common. Before the discussion, you might make a statement that people are paid in two ways: as employees and as independent contractors. Employees are paid by check (or sometimes by direct deposit into the employee's bank account) by the employer. Taxes are withheld and sent to the government. The *employer* adds an additional 7 1/2% Social Security tax and Medicare tax to the government for the employee. Employees receive all of this information on a W-2 form.

For independent contractors, the employer does not take out any taxes or Social Security payments. The employer does not contribute 7 1/2% to the worker's Social Security account with the government. In January, an employer sends a 1099 form to the independent contractors and to the government. The 1099 form tells the total earnings for the previous year. Independent contractors are responsible for keeping records of their earnings. They must pay federal and state taxes by April 15. They must also pay both their own share and the employer's share of Social Security and Medicare taxes (total 15%).

Don't directly ask your students if they have received a W-2 form or a 1099 form, but they may volunteer that information. You should proceed as if you presume all who are working are employed legitimately, and be sure to mention that the classroom is not the place to discuss their legal or illegal employment. People who avoid taxes are open to criticism and blackmail by others. Brainstorm with students what they think the government does with the taxes it collects.

Events in March (pages 2 and 3)

Calendar Elicit from your students any special days celebrated in their countries in March. Also, ask who has a birthday,

anniversary, or other celebration in March. What school events will take place in March? Have students write these directly on the calendar.

Talk about the phrase, *March comes in like a lion and goes out like a lamb*. Have students take note of the weather on the first few days of March. *Is it like a lion? Or a lamb? In what ways?* Ask them to note the weather the last days of March so you can compare.

Women's History Month Ask students to tell what different customs and rights regarding women they have noticed or experienced in the U.S. Have them explain any rights, privileges, roles, etc. that women play in their home countries. How do the women and the men in their family feel about rights for girls and women? Have students interview men and women over 60 years old to tell the changes that occurred since 1960. Ask questions such as: *Do people celebrate International Women's Day in your native countries? What are the customs? Is there a special day for men in your home countries? For children?*

Read Across America Elicit from your students their favorite books. *Why do you think it is important to celebrate reading? How much time do you spend reading in any language? How much time do you spend watching TV? Surfing the Internet? Working on Facebook? Playing video games or computer games? Playing in active sports or games? Hanging out with friends? What are the advantages of reading over watching TV?* (Stimulates different parts of the brain, causes more thinking, builds experiences, opens minds, builds vocabulary, can be reviewed, can be chosen from a full library of types of books, not just what is offered on TV, gives students an advantage when they take standardized tests...) *What can you do in class or at home to celebrate reading?*

Saint Patrick's Day Talk about the way immigrants bring their customs and holidays with them to a new country. *What customs and holidays from your home country do you still celebrate in the U.S.? Do you share your holiday with others?* The Irish invite everyone to "be Irish for a day" to celebrate St. Patrick's Day. Point out that Halloween was also brought to the

U.S. from old Irish customs.

Explain some of the symbols students might see on St. Patrick's Day: Leprechauns, shamrocks, pots of gold, the color green, etc. The city of Chicago even dyes the Chicago River green with food coloring. Invite students to be Irish for the day and wear something green on March 17.

Daylight Saving Time Read the article. Ask students how changing the hours "saves daylight?" *Why? Does it save daylight for everyone?* (No, farmers tend animals according to the sun, not to a clock. Retired people, babies and their parents may not adjust their hours.) People commuting to work or school in the dark lose daylight in the morning, but gain it in the evening. Warn them about drivers in the few days after the clocks have gone ahead... there are more sleepy drivers and more accidents.

Spring *What are some signs of spring in your area?* Have students keep a journal to describe the changes that warming weather brings to your area of the country. They might make a class chart with daily temperatures for the months of March and April. Students with cameras and printers can bring in photos of signs of spring they have seen.

This is your page (page 4)

Practice the various conversations for asking about the time: *Pardon me, can you tell me the time? Do you have the time? What time is it? Do you know what time it is?* Review telling time: *six o'clock; quarter to five; ten after four; Half past one, etc.* Talk about differences in climate. *Is it warmer or colder now in your home country? Did you have to buy new clothes when you came here? Have you ever mispronounced a word in front of a lot of people? How did you feel? Are there any English words that look like words in your native language? Do they mean the same thing? Do you ever take a walk in your neighborhood? Do you know your neighbors well? Who do you get stories and advice from? Do you think animals like gorillas have feelings, thoughts, and emotions like you?*

Dr. Ali What Causes Obesity? (page 5)

Objectives: Students will be able to explain why cutting calories is not a good way to stay at an optimal weight in the long run. They will be able to tell some of the processes that happen

in cells that relate to burning or storing of fat. Students will be able to identify a key cause of weight gain: bad information, yo-yo dieting.

It sounds logical to cut calories to weigh less. The result of cutting calories, however, is lower metabolism. The body will burn fat more slowly, and store it more efficiently. It will actually burn protein instead of fat. People lose muscle, rather than fat, and after they "reach a plateau" stop losing weight and can become too tired to exercise. They soon go off the diet they were on (and blame themselves).

Procedures: Bring in well-illustrated high school biology textbooks or other illustrations of parts of a cell, fat cells, mitochondria, etc. Read Dr. Ali's article with the class, allowing bilingual dictionaries if needed. Have students observe and write down examples of poor information about weight they notice on TV or on food packages. (Low-fat products often have extra sugar. "No-sugar added" products may have artificial sweeteners which have the side effect of making a person hungry.)

Ask a Speech Coach (page 5)

Objectives: Students will be able to distinguish the sounds /ah/ and /ae/ aurally, (distinguish *cop* and *hot*, from *cap* and *hat*. They will become competent in pronouncing the /ae/ as in *hat*.)

Procedures: Read the article. Explain the odd-looking representation of the sound by the symbol /ae/. Say the word pairs to help students hear the difference between the sounds /ah/ and /ae/. Have students observe the movement of your mouth to the different position for the /ae/ and copy you. **Exercise:** Say two words and have students raise one finger if the words have the same sound, and raise two fingers if the sounds are different: *box box; pat, pot; hat, hat; hot, hot; hot, hat; mop, map; map, mop; mop, mop*. Then have students practice reading with your coaching. Review the pronunciation practice every few days for a while until it is naturally a part of their speech. Start correcting this item in pronunciation as it occurs.

America the Beautiful: Antelope Canyon (page 6)

Objectives: Students will locate Antelope Canyon on a map; they will be able to explain what a slot canyon is and how it is formed. They will tell why people go to visit Antelope Canyon, who their guides are and how they get there. **Procedures:** Discuss the photographs, develop the vocabulary, and read the

article. Have students pretend they have been to Antelope Canyon and are telling about the things they've seen.

Heroes and History: Insects, DDT, and Rachel Carson (page 7)

Objectives: Students will be able to tell of dangers of various insects and the dangers of pesticides. They will discuss the great advance that DDT was, and then the dangers of DDT. They'll be able to tell why Rachel Carson wrote *Silent Spring*, and tell how that started the environmental movement, and government laws and agencies that were born. They will be able to discuss the fact that some advances and some laws must be balanced against the improved lives or unfortunate deaths.

Procedures: Bring in one or more pesticide products and read the ingredients and the warnings on the label. List harm to food crops as well as diseases spread or carried by insects, ticks, birds, cats. How can society protect itself from insect-born diseases? Bring in a copy of Rachel Carson's book, *Silent Spring*, from the library. Explain the New York Times Best Seller list, Book of the Month Club.

Movie Review: Life of Pi (page 9)

Objectives: Students will be able to retell the story of the movie, *Life of Pi*. **Procedures:** Have students close their eyes and imagine they are on a life boat with a hungry tiger. What would they do? Ask if any students have seen the movie? Have them tell about it. Read the article.

ANSWERS

- | | |
|------------------------|-----------------------------|
| | 16. F (ahead) |
| 1. d | 17. F (12) |
| 2. c | 18. T |
| 3. b | 19. F (spring) |
| 4. a | 20. F (read) |
| 5. b | 21. C (excess) |
| 6. b | 22. D (lice) |
| 7. b | 23. G (canyon) |
| 8. d | 24. J (environment) |
| 9. d | 25. B (journal) |
| 10. b | 26. F (mitochondria) |
| 11. F (March) | 27. A (toxic) |
| 12. F (men) | 28. H (impair) |
| 13. T | 29. E (lifeboat) |
| 14. F (Ireland) | 30. I (drift) |
| 15. F (green) | |

Quiz March 2013

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

- _____ 1. America's fastest growing health problem is
- a) cigarette smoking.
 - b) the flu epidemic.
 - c) hunger.
 - d) obesity.
- _____ 2. Many schools cut out recess in order to
- a) help children eat more.
 - b) shorten the school day.
 - c) have time to teach other subjects.
 - d) prevent accidents on the playground.
- _____ 3. People get dehydrated when they
- a) don't get enough sleep.
 - b) don't drink enough water.
 - c) don't eat the right kind of food.
 - d) don't have recess at school.
- _____ 4. The average soft drink (soda pop) has _____ of sugar in it.
- a) 28 grams (7 teaspoons)
 - b) 20 grams (5 teaspoons)
 - c) 12 grams (3 teaspoons)
 - d) 8 grams (2 teaspoons)
- _____ 5. People who are overweight or obese
- a) have more fun in life.
 - b) have many more health problems.
 - c) find it easier to get a job or romance.
 - d) never get heart disease or diabetes.
- _____ 6. There are two kinds of income taxes: _____ and _____
- a) Social Security and Medicare.
 - b) federal and state.
 - c) legal and illegal.
 - d) employer and employee.
- _____ 7. Employers must give each employee a _____ to tell how much the employee earned during the past year.
- a) 2012 Form
 - b) W-2 Form
 - c) income tax return
 - d) paycheck
- _____ 8. In order to get a refund of some of the taxes you paid, you must
- a) write a letter to the IRS.
 - b) work two or more jobs.
 - c) pay your Social Security tax.
 - d) file an income tax return.
- _____ 9. You can get the forms you need for filling out your income tax return
- a) online at IRS.gov.
 - b) at a post office.
 - c) at a public library.
 - d) all of these places.
- _____ 10. Employers send a copy of W-2 forms to
- a) your new boss.
 - b) the IRS.
 - c) the DNA.
 - d) the ATM.

II. Events in March

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

- _____ 11. April is Women’s History Month.

- _____ 12. Fifty years ago, many top universities were for women only.

- _____ 13. The stories of Jesus are in the Bible.

- _____ 14. St. Patrick is the patron saint of the U.S.A.

- _____ 15. Blue is a symbol of Ireland, a sign of nature, and a sign of spring.

- _____ 16. On March 10, Americans turn their clocks back 1 hour for Daylight Saving Time.

- _____ 17. On March 20, the day and the night each have 24 hours.

- _____ 18. March comes in like a lion and goes out like a lamb.

- _____ 19. Rabbits, eggs, and flowers are all symbols of winter.

- _____ 20. On March 2, students in many schools will drop everything and play.

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. toxic | F. mitochondria |
| B. journal | G. canyon |
| C. excess | H. impair |
| D. lice | I. drift |
| E. lifeboat | J. environment |

- _____ 21. Too much fat is _____ fat.
- _____ 22. Soldiers in World War II used DDT to kill bedbugs and _____ .
- _____ 23. A _____ is carved through rock by rapidly flowing water.
- _____ 24. The land, air, and water make up the _____ .
- _____ 25. Some people write in a _____ every day to tell what is happening to them in their lives.
- _____ 26. _____ are small organelles in an animal cell that act with oxygen to produce energy.
- _____ 27. Some foods are _____ to people and cause disease.
- _____ 28. When we slow something down, or stop it from working, we _____ it.
- _____ 29. In *Life of Pi*, Pi survives on a _____ with a tiger for 227 days.
- _____ 30. To move with water, but have no way to turn or change direction is to _____ .