The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Community: Week 2 of 3

Unit Overview
This is a 3-week unit in which students review addresses, learn the names of some places in the community, practice map reading and giving directions, and begin to form grammatically correct questions.

Focus of Week 2
- Interpreting store hours signs
- Matching community activities with community place vocabulary.
Community Unit: Week 2, Monday

**Objectives** Learners will be able to...

- **Life Skill:** Read analog clocks in 15 minute increments
- **Literacy:** Read and write a response to the question “Where do you (buy food)?”
- **Listening/speaking:** Ask and respond to the question “Where do you (buy food)?”
- **Transitions:** Identify problems and community service solutions using a T-chart
- **Grammar:** Construct simple response sentences with subject-verb agreement (ex. She buys food at Rainbow.)

**Materials**

- Textbook: *Survival English Book 1*, p. 55-58
- Warm up: *Community Problems and Solution* (cards)
- Review: *Community Problems and Solution* (chart)
- Activity 3: a soft ball or bean bag

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**Lesson Plan**

**Skills Routine**
Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.

**Warm up for today’s Lesson**

**Description:** Deal out *Community Problems and Solutions* “cards.” Learners mingle to match community “problems” and “solutions,” returning completed matches to the teacher to check.

**Materials/Prep:** cut apart one set of cards from *Community Problems and Solutions* handout.

**Review of Previous Lessons**

**Description:** Learners fill out a “problems and Solutions T-Chart” using their own examples or examples generated as a class.

**Materials/Prep:** extra copies of *Community Problems and Solutions* (chart only) for learners who were absent yesterday.

**Activity 1:** Life skill

**Description:** learners will read and record the time as shown on analog clocks

**Materials/Prep:** copies of *Survival English Book 1*, p. 55-58, scissors for learners, (optional) ask if your learning center has practice clocks with movable hands.

**Activity 2:** Listening/speaking, Literacy

**Description:** Learners will practice asking and answering questions about places using a model sentence.

**Materials/Prep:** none

**Activity 3:** Grammar/listening and speaking

**Description:** learners will use a ball toss to practice adding the “s” to present tense verbs that follow HE or SHE.

**Materials/Prep:** a soft ball or bean bag, ESL Volunteer Tutor Manual, 2012, *Ball Toss*, p. 46
Teacher Directions: Activity 1: Life Skills - Survival English Book 1, p. 55-58

Depending on the amount of prior schooling that your learners have and how long they have lived in the U.S., this skill may need a lot of practice or only a little review. Gauge how difficult it is for each learner and see the suggestions under “Need a Challenge?” if it seems too easy.

Step 1: Repetition Drill
Using a real clock, practice clock, or a paper clock from p. 55, hold up the clock and say:

- “What time is it?”
- “It’s 3:00”

Repeat several times then change the time and say the pattern again. Encourage learners to repeat. Start with whole hours, then half hours, then quarter hours.

Need a Challenge?: add 5 minute intervals and phrases like “It’s almost 5:00.” And “It’s a little after three.”

Step 2: Partner Practice
Learners create their own clocks using the template on p. 55 or practice clocks supplied by your learning center.

In pairs they hold up the clock and practice the very short dialog:

- “What time is it?
- “It’s 4:30.”

Step 3: Independent Worksheet Practice
Learners complete worksheet pages 56-58.

Watch for common errors and provide more practice with the clocks if needed.
Teacher Directions: Activity 2: Listening and Speaking/ Literacy

Step 1: Teacher Models

Write on the board:

- I buy food at the grocery store.

Everyone reads the sentence aloud.

Erase the words “buy food” and draw a line there.

Say “I buy rice at the grocery store.” “I shop for food at the grocery store.” “I look for vegetables at the grocery store.”

Learners offer suggestions.

Step 2: Whole class practice

Erase the words “grocery store.”

Ask “Where do you go?”

Write a different place name based on learner suggestions (In this unit they have studied: bank, school, Laundromat, library, mechanic, store, gas station, clinic, park, pharmacy)

Call on individual learners to make sentences using the model “I _________ at the __________.”

When you feel confident that everyone can do this go to step 3.

Step 3: Individual writing practice

Learners write 5 sentences in their notebook using the model on the board.

If they get stuck encourage them to look back at handouts from earlier in the unit.

Students who finish early should share their answers with a partner and check each others’ work for spelling errors.

Need a challenge?: ask learners to add a time to each of their sentences (ex. I buy food at the grocery store on Saturdays. I get medicine at the pharmacy when I am sick.)
**Teacher Directions: Activity 3: Grammar/Listening and Speaking**

**Step 1: Introduce grammar concept – add an ‘s’ to verbs that follow he or she in present tense**

Write on the board:

- I
- You
- He
- She
- It
- We
- They

Read each word together and use hand gestures to show the meaning of each one.

Write a verb next to each subject:

- I buy
- You buy
- He buys
- She buys
- It buys
- We buy
- They buy

Ask “which words have ‘s’?”

Circle “He buys, she buys, it buys.”

“In English, sometimes we change the verbs. Do you change verbs in your language? (Many languages do not: Hmong, Karen, Thai. Spanish and Somali do conjugate verbs to indicate time or tense).

“In present tense, we add an ‘s’ to the verb after he, she, or it.”

If some learners are confused at this point, don’t belabor the point. They will see many examples in the next step.

**Step 2: Ball Toss**

Write on the board:

- I ________ at the ________.
- He ________ at the ________.
- She ________ at the ________.

See instructions in the ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46

Use the sentence models on the board with the ball toss activity to practice adding the ‘s’ each time someone repeats a sentence about a classmate.
Cut the cards. Put the cards in the chart.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the mechanic.</td>
<td>You need to get some medicine for a headache.</td>
</tr>
<tr>
<td>Ask for help at the library.</td>
<td>Your car doesn’t work sometimes.</td>
</tr>
<tr>
<td>Go to the grocery store.</td>
<td>Your child needs to find information to do her homework.</td>
</tr>
<tr>
<td>Go to the gas station.</td>
<td>You need more rice.</td>
</tr>
<tr>
<td>Make an appointment at the clinic.</td>
<td>Your children need exercise.</td>
</tr>
<tr>
<td>Deposit a check in the bank.</td>
<td>Your car needs gas.</td>
</tr>
<tr>
<td>Take your children to the park.</td>
<td>Your child needs shots and a check-up.</td>
</tr>
<tr>
<td>Talk to someone who works at the pharmacy.</td>
<td>You need more money in your account.</td>
</tr>
<tr>
<td>Problems</td>
<td>Solutions</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community Unit: Week 2, Tuesday

Objectives Learners will be able to...

**Life skill:** interpret store hours signs  
**Literacy:** scan for opening and closing time on a store hours sign  
**Listening/speaking:** ask and respond to the question “When does the (store) open/close?”  
**Grammar:** Construct simple wh-questions using where, when and what with verbs BE, CAN, DO (ex. Where is, when does, where can).

Materials

- Activity 1: store hours signs  
- Activity 2: store hours handouts  
- Activity 3: Making Questions, scissors for learners

Lesson Plan

Skills Routine  
Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.

Warm up for today’s Lesson  
**Description:** Learners will mingle, discussing three simple questions with several different learners  
**Materials/Prep:** write these questions on the board: 1. Where do you buy food? 2. When do you buy food? 3. What food do you buy? Review the questions as a group. Ask everyone to stand up and talk to 3 different people about the questions.

Review of Previous Lessons  
**Description:** learners will work in groups to compare shopping and use of community services  
**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, The Circle Game, p. 160. Model how to talk about and write common experiences (ex. We check out books at the library) and individual experiences (Jose buys food at the Mercado). –use this opportunity to practice adding the ‘s’ to verbs that follow he/she.

Activity 1: Listening/speaking, Literacy  
**Description:** learners will practice asking about opening and closing times  
**Materials/Prep:** make one copy of each of the store hours signs.

Activity 2: Life skill  
**Description:** learners will record information from several store hour signs posted around the classroom  
**Materials/Prep:** post store hours signs from previous activity around the room, copies of the Store Hours learner handout with blanks.

Activity 3: Grammar/literacy  
**Description:** learners will arrange word tiles to form grammatically correct questions with Where, When, and What.  
**Materials/Prep:** copies of Making Questions handout, scissors for learners, Teacher Instructions
Teacher Directions: Activity 1: Listening and Speaking/Literacy - Store Hours Signs

Step 1: Prior Knowledge

Ask “Do you go to the library?” “Do you go to the bank?”

Is the library open on Sunday? Is the bank open on Sunday? What time does the bank close today?

Step 2: Teacher Models

Use a projector to show the ‘Wells Fargo Bank’ sign.

Do a “think aloud” to model looking for specific information.

THINK ALOUD!

Think aloud is a technique used to teach learners reading habits or strategies like scanning for information, making predictions, using titles and pictures to gain more information about a story.

Using language the learners know, say your thought process out loud so that learners get a glimpse at how good readers read.

Here’s an example: “I need to deposit some money. I want to go to the bank on Saturday. Maybe I will go to the bank after work on Saturday. I see the word ‘bank’ on this sign. I don’t know these other words (pointing to Wells Fargo). Maybe that’s the name of the bank. Wells Fargo Bank. Yes, I think that’s the name of the bank. Let’s see I want to go to the bank on Saturday. (pointing to each word) Monday, Tuesday, Wednesday...Saturday. 9am to 4pm. I know A.M. means morning. The bank opens at 9 in the morning and closes at 4:00 in the afternoon. Oh! I can’t go to the bank after work on Saturday because I work until 5:00. The bank will be closed after 4:00. At 5:00 the bank will be closed. Maybe I will go to the bank on Sunday!”

Step 3: Guided Practice

Project the signs one by one, calling on learners to answer questions about the opening and closing times for each store.

Need a Challenge?: Call on a learner to be the “teacher.” He or she asks the questions of other learners. Or add complexity to the questions such as “How many hours is the store open on Thursday?” “Which days is it open the latest?”
**Teacher Directions: Activity 2: Life Skills - Store Hours**

**Step 1: Teacher Modeling**
- Post the signs from Activity 1 on the walls of the classroom.
- Distribute copies of the *Store Hours* handout.
- Model how to look for the corresponding signs on the wall to answer the questions on the handout.

**Step 2: Independent Practice**
- Learners walk around the room and look for the information needed to answer the questions.
- Learners record the answers on their sheets.
- Learners who finish early should check answers with each other.
**Teacher Directions: Activity 3: Grammar/Literacy - Making Questions**

This activity will help learners recognize and become familiar with grammar patterns even if they are not yet ready to form these complex patterns on their own.

**Step 1: Activity Prep**

Distribute copies of the **Making Questions** handout with scissors.

Learners should cut on the dotted line. (Encourage learners to save these cards for later in the week)

While cutting apart the words, encourage learners to read the words out loud.

Learners arrange the words on the table in front of them so that they can see all the words.

**Step 2: Teacher dictation**

Read the questions below. Learners will find and arrange the words to form the same question.

After each question is formed in front of the learner, call on a learner to answer that question.

*Make this question...*

Where can you buy food?

Change one word to make...

Where do you buy food?

Change one word to make...

Where do you buy medicine?

Change two words to make...

Where do you get cash?

Make a new question...

When does the bank open?

(continue the pattern...)

When does the library open?

Where is the clinic?

Where is the pharmacy?

Where is the park?

What do you do at the park?

What do you do at the Laundromat?

What do you do at the mechanic?

Where can you get cash?

Where can you get gas?

Where can you get medicine?

Where can you get books?
Walgreens Pharmacy

<table>
<thead>
<tr>
<th>Store Hours</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>7am</td>
<td>10pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7am</td>
<td>10pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7am</td>
<td>10pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>7am</td>
<td>10pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7am</td>
<td>10pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>8am</td>
<td>9pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>9am</td>
<td>5pm</td>
</tr>
</tbody>
</table>
## Library Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>10am - 7pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12pm - 5pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10am - 7pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>12pm - 5pm</td>
</tr>
<tr>
<td>Friday</td>
<td>10am - 5pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>11am - 4pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>CLOSED</td>
</tr>
</tbody>
</table>
## Cub Foods

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Tues</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Wed</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Thu</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Fri</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Sat</td>
<td>7am - 10pm</td>
</tr>
<tr>
<td>Sun</td>
<td>8am - 8pm</td>
</tr>
</tbody>
</table>
# Health Partners Clinic

<table>
<thead>
<tr>
<th>Day</th>
<th>Open</th>
<th>Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9am</td>
<td>6pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>10:30am</td>
<td>7pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9am</td>
<td>6pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>10:30am</td>
<td>7pm</td>
</tr>
<tr>
<td>Friday</td>
<td>10am</td>
<td>5pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>Closed</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Andrea Echelberger, MLC, 2012
# Wells Fargo Bank

<table>
<thead>
<tr>
<th>Day</th>
<th>Open</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>8am</td>
<td>7pm</td>
</tr>
<tr>
<td>Tues.</td>
<td>8am</td>
<td>7pm</td>
</tr>
<tr>
<td>Wed.</td>
<td>8am</td>
<td>7pm</td>
</tr>
<tr>
<td>Thur.</td>
<td>8am</td>
<td>7pm</td>
</tr>
<tr>
<td>Fri.</td>
<td>8am</td>
<td>6pm</td>
</tr>
<tr>
<td>Sat.</td>
<td>9am</td>
<td>4pm</td>
</tr>
<tr>
<td>Sun.</td>
<td>10am</td>
<td>2pm</td>
</tr>
</tbody>
</table>
**Suds N’ Wash**

**Laundromat**

<table>
<thead>
<tr>
<th>Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Closed</td>
</tr>
<tr>
<td>Tue.</td>
<td>8am - 9pm</td>
</tr>
<tr>
<td>Wed.</td>
<td>9am - 9pm</td>
</tr>
<tr>
<td>Thur.</td>
<td>8am - 8:30pm</td>
</tr>
<tr>
<td>Fri.</td>
<td>8:30am - 9pm</td>
</tr>
<tr>
<td>Sat.</td>
<td>9:30am - 8pm</td>
</tr>
<tr>
<td>Sun.</td>
<td>10:30am - 6:30pm</td>
</tr>
</tbody>
</table>

Adapted from Andrea Echelberger, MLC, 2012
Phalan Park

Park Hours

Monday - Friday
8am - 10pm

Saturday – Sunday
9am – 9pm

Adapted from Andrea Echelberger, MLC, 2012
Adapted from Andrea Echelberger, MLC, 2012
Store Hours

Look at the signs on the wall. Write the information.

Laundromat

Laundromat Name __________________________
Time open on Monday ____________
Time closed on Monday ____________
Time open on Saturday ____________
Time closed on Saturday ____________

Library

Library Name ______________________________
Time open on Tuesday ____________
Time closed on Tuesday ____________
Time open on Friday ____________
Time closed on Friday ____________

Grocery Store

Store Name ______________________________
Time open on Wednesday ____________
Time closed on Sunday ____________

Adapted from Andrea Echelberger, MLC, 2012
Pharmacy

Thursday Hours __________ - __________
Saturday Hours __________ - __________
Sunday Hours __________ - __________

Clinic

Monday Hours __________ - __________
Friday Hours __________ - __________
Sunday Hours __________

Bank

Time open on Tuesday __________
Time closed on Tuesday __________
Time open on Friday __________
Time closed on Friday __________
Sunday Hours __________ - ________

Park

Time open on Wednesday __________
Time closed on Wednesday __________
Saturday Hours __________ - __________
## Making Questions

Cut on the dotted line. Listen to your teacher. Make the questions.

<table>
<thead>
<tr>
<th>where</th>
<th>what</th>
<th>when</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>do</td>
<td>is</td>
<td>buy</td>
</tr>
<tr>
<td>you</td>
<td>food</td>
<td>medicine</td>
<td>get</td>
</tr>
<tr>
<td>cash</td>
<td>does</td>
<td>the</td>
<td>bank</td>
</tr>
<tr>
<td>open</td>
<td>library</td>
<td>clinic</td>
<td>pharmacy</td>
</tr>
<tr>
<td>park</td>
<td>do</td>
<td>at</td>
<td>laundromat</td>
</tr>
<tr>
<td>mechanic</td>
<td>gas</td>
<td>books</td>
<td>close</td>
</tr>
</tbody>
</table>
## Community Unit: Week 2, Wednesday

### Objectives

**Learners will be able to...**

- **Life skill:** interpret store hours signs
- **Literacy:** Read and write a response to the question “Where do you (buy food)?”
- **Listening/speaking:** Ask and respond to the question “When does the (store) open/close?”
- **Grammar:** Construct simple wh-questions using where, when, and what with verbs BE, DO, and CAN (ex. Where is, when does, where can)

### Materials

- **Textbook:** Survival English Book 1, p. 237-238
- **Activity 2:** Test Practice 1 & 2
- **Activity 3:** copies of blank Mingle Grid
  

### Lesson Plan

#### Skills Routine

Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.

#### Warm up for today’s Lesson & Review of Previous Lessons

**Description:** learners will write answers to 3 simple questions and share answers with a partner.

**Materials/Prep:** Write these questions on the board: 1. What clinic do you go to? 2. Where is your children’s school? 3. When do you go to the library?

#### Activity 1: Life skill

**Description:** learners will practice a short dialogue and complete a worksheet


#### Activity 2: Life Skill

**Description:** learners will practice answering CASAS Reading Test questions

**Materials/Prep:** copies of *Test Practice 1 and 2*,

#### Activity 3: Grammar/literacy/listening and speaking

**Description:** learners will write their own wh-questions in a mingle grid and mingle with other learners to complete the grid.

**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 84-85. Copies of grid on p. 85
**Teacher Directions: Activity 1: Life Skills** - *Survival English Book 1*, p. 237-238

**Step 1: Model and Practice**


**Step 2: Work toward authentic use**

Vary the location and times (see ESL Volunteer Tutor Manual, 2012, *Dialogue Variations*, p. 71)

**Step 3: Independent Practice**

Learners complete the questions on page 237.

**Step 4: Speaking Practice (p. 238)**

Teacher models with a learner or volunteer how to reference the store hours at the top of p. 238 to answer the questions below.

**Learners Struggling?** learners may answer the questions with short answer phrases such as “yes” or “yes, it is.”

**Need a Challenge?** encourage learners to answer with full sentences... “Yes, the store is open on Friday.” “It’s open from 9:00 to 7:00.”

Learners practice in pairs (without writing their answers).

**Step 5: Independent Practice**

Learners write answers to the questions on p. 238.
**Teacher Directions: Activity 2: Life Skills - CASAS Test Practice Questions 1-2**

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
**Teacher Directions:** Activity 3: Grammar/Literacy/Listening and Speaking

**Step 1: Review Wh- questions**

Write on the board:

<table>
<thead>
<tr>
<th>Wh- Word</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>can</td>
</tr>
<tr>
<td>When</td>
<td>do</td>
</tr>
<tr>
<td>What</td>
<td>is</td>
</tr>
<tr>
<td>are</td>
<td></td>
</tr>
<tr>
<td>am</td>
<td></td>
</tr>
</tbody>
</table>

Brainstorm some questions combining one of the wh- words in the first column with one of the verbs in the second column (but don’t write them down). (ex. *Where can you buy food? What do you do at the Laundromat? When is the store open?*)

**Learners Struggling?:** simplify to “Where do you...” questions only. “Where do you get cash? Where do you wash clothes?”

**Step 2: Independent Writing**


Learners write their own questions in the boxes.

**Learners Struggling?:** Write 4 questions for them to copy into their grid, then ask them to write only 1 original question.

**Step 3: Learners Mingle**

1. What time does the store open on Tuesday?

A 9:00  
B 10:00  
C 6:00  
D 8:00

2. What time does the store close on Saturday?

A 9:00  
B 10:00  
C 6:00  
D 8:00
Community Unit: Week 2, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> interpret store hours signs</td>
<td>• Activity 1: What? Where? When?</td>
</tr>
<tr>
<td><strong>Literacy:</strong> Read and write a response to the question “Where do you (buy food)?”</td>
<td>• Activity 2: Test Practice 3-4</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Ask and respond to the question “Where do you (buy food)?”</td>
<td>• Activity 3: Making Questions</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Construct simple wh-questions using where, when, and what with verbs BE, DO or CAN (ex. Where is, when does, where can)</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Skills Routine**

Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.

**Warm up for today’s Lesson**

**Description:** learners will categorize words from this unit into three categories: places, verbs, people

**Materials/Prep:** ESL Volunteer Tutor Manual, 2011, *Categorizing*, p. 131. Generate a list of words that will from this unit that will fit into one of the three categories.

**Activity 1:** Literacy/Listening and Speaking

**Description:** learners will write answers to a variety of wh- questions about community locations

**Materials/Prep:** copies of *What? Where? When?*

**Activity 2:** Literacy/Life Skill

**Description:** learners will practice answering CASAS Reading Test questions

**Materials/Prep:** copies of *Test Practice 3 and 4*, highlighters or colored pencils

**Activity 3:** Grammar/literacy

**Description:** learners will arrange word tiles to form grammatically correct questions with Where, When, and What.

**Materials/Prep:** copies of *Making Questions* handout, scissors for learners, Teacher Instructions (some learners may have their word tiles from Tuesday’s lesson).
**Teacher Directions:** Activity 1: Literacy/Listening and Speaking

- **What? Where? When?**

**Step 1: Oral Practice**
Learners practice reading and answering the questions in pairs (they should not write at this time.)

**Step 2: Independent Writing Practice**
Learners write the answers to the questions.

**Learners Struggling?** read the questions several times as a class. Encourage learners to write a meaningful response even if it is not a full sentence or grammatically correct. (Ex. What do you do at the library? **Books.**) For a very low beginning learner this is an appropriate answer.

**Need a Challenge?** encourage learners to write in full sentences and check each other’s work for spelling errors.

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**Teacher Directions:** Activity 2: Literacy/ Life Skills

- **CASAS Test Practice Questions 3-4**

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 3-4. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
**Teacher Directions:** Activity 3: Grammar/Literacy - Making Questions

**Step 1: Activity Prep**
- Some students may have their word tiles from Tuesday’s lesson.
- Everyone else should cut apart a set of words for themselves.
- Encourage them to review by reading the words aloud as they cut.

**Step 2: Teacher Models**
- “Make a question with where and library.”
- Model how to find the where and library word tiles.
- Ask learners if they can help you complete the sentence with other word tiles.

**Step 3: Guided Practice**
- Teacher calls out a question word and one or two other nouns/verbs from the sheet (ex. What, clinic).
- Each learner tries to make a question using the called words and other word tiles on the table.
- In some cases there may be several correct answers.
What? Where? When?

Talk about the questions with a partner.

Write the answers.

1. Where do you buy food?
   ____________________________________________________________

2. What do you do at the pharmacy?
   ____________________________________________________________

3. When do you go to the park?
   ____________________________________________________________

4. What can you do at the library?
   ____________________________________________________________

5. Where is your clinic?
   ____________________________________________________________

6. When do you go to English class?
   ____________________________________________________________
3. What time does the mall close on Sunday?

- A 10:00
- B 6:00
- C 9:00
- D 10:30

4. What time does the mall open on Wednesday?

- A 10:00
- B 6:00
- C 9:00
- D 10:30
### Making Questions

Cut on the dotted line. Listen to your teacher. Make the questions.

<table>
<thead>
<tr>
<th>where</th>
<th>what</th>
<th>when</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>do</td>
<td>is</td>
<td>buy</td>
</tr>
<tr>
<td>you</td>
<td>food</td>
<td>medicine</td>
<td>get</td>
</tr>
<tr>
<td>cash</td>
<td>does</td>
<td>the</td>
<td>bank</td>
</tr>
<tr>
<td>open</td>
<td>library</td>
<td>clinic</td>
<td>pharmacy</td>
</tr>
<tr>
<td>park</td>
<td>do</td>
<td>at</td>
<td>laundromat</td>
</tr>
<tr>
<td>mechanic</td>
<td>gas</td>
<td>books</td>
<td>close</td>
</tr>
</tbody>
</table>