



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.

Pre-Beginning Level (CASAS reading scores of 153-180)

Community: Week 3 of 3

Unit Overview

In this 3-week unit, learners focus on basic skills such as reading and writing addresses. They concentrate on vocabulary to talk about places in their community and things people do in those places. Finally, they practice some life skills they can apply immediately, such as reading a store hours sign.

Focus of Week 1

- *Reading, writing, and saying **addresses***

Focus of Week 2

- *Identifying **places in the community***
- *Forming sentences about **what people do at different places.***

Focus of Week 3

- *Review from week 2*
- *Reading store hours signs*

Community Unit: Week 3, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: Acknowledge and affirm others and their contributions.</p> <p>Life Skill: Write a simple story about the places near the school.</p> <p>Grammar: Use <i>There is/There are</i> to describe community locations near the school.</p> <p>Life skill: interpret store hours signs</p> <p>Literacy: scan for the opening and closing time on a store hours sign</p> <p>Listening/speaking: ask and respond to the questions “When does the (store) open?”</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Places In The City (a few copies) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • One set of sample store hours signs • One set of large community place pictures <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • One set of large alphabet cards, several sets of small alphabet tiles • Large poster paper, markers

Lesson Plan

Opening Activity

Description: practice giving compliments using tone and responses appropriate to American culture

Materials/Prep: ESL Volunteer Tutor Manual, **Dialogue**

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities that help learners develop letter/sound correspondence and alphabetical order.

Materials/Prep: One set of large alphabet cards, several sets of small alphabet tiles

Story of the Week: Life Skill, Grammar

Description: review community vocabulary and write a story about the places close to the school.

Materials/Prep: large poster paper, markers, one set of large community place pictures, a few copies of **Places in The City**

Unit Theme Activity: Listening & speaking, Literacy, Life Skill

Description: practice finding opening and closing times on a store sign, review names of community locations

Materials/Prep: single copies of sample store hours signs, single set of large community place pictures

Checking for Understanding

Description: As students leave the classroom, ask them to point to opening and closing times on store hours signs

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

This activity gives learners language and skills they can begin using right away in interactions with friends or perfect strangers. It provides a sense of accomplishment and a point of entry into authentic use of English.

1. Write on the board: **I like your hair.**
Thank you.

Your shirt is beautiful!
Thank you. It's new.

2. Introduce these mini dialogues using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual. Be sure to model the tone and body language that we use when giving and receiving compliments in American culture. Practice varying the dialogues to replace the underlined words.
3. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

Teacher Directions: Literacy Basic Skills Review

-Materials: 1.) one set of large alphabet cards, big enough to be seen by whole class, 2.) several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

Step 1: Whole Group Practice

The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, it is not necessary to complete the whole sequence. Begin with an activity that is somewhat easy for most learners and end with an activity that is challenging but not frustrating.

1. Teacher shows a letter flashcard and says the letter name, learners repeat. Introduce and practice 3-5 letters at a time. Once mastered, introduce more.
2. Teacher shows a letter flashcard and learners say the letter name.
3. Teacher shows a letter flashcard and says the letter name then the letter sound, learners repeat.
"Letter B, sound /b/"
4. Teacher shows a letter flashcard and elicits the name and sound of the letter from learners.
"Letter?" "B" "Sound?" "/b/"

Step 2: Individual and Small Group Practice

Depending on the dynamics of your classroom (space, number of teachers) and the abilities of different learners, you can use these activities in a variety of ways. For example, you might model and instruct all learners to do the same activity on their own or in pairs. Or you might group learners by similar ability and assign each group a different activity. Or you might group high and low ability learners together and have one teach or quiz the other.

1. Give each learner or group a set of small alphabet cards. Instruct learners to turn them to the uppercase or lowercase side, depending on the activity you want to do next.
2. Teacher (or another learner) names a letter (or letter sound) and learners point to the corresponding letter card in front of them.
3. Learners arrange cards in alphabetical order and then recite the alphabet.
4. Learners separate consonants and vowels and then name them.
5. Teacher gives one learner a list of short familiar words (ie. Man, woman, date). The learner reads the word and spells it aloud. His/her partner listens to the word and its spelling and selects the letter cards to form the word.

What letters and sounds should I teach first?

There are differing opinions on this question, however, many reading instructors recommend teaching consonant sounds first, followed by short vowel sounds. When introducing consonant sounds, give only the most frequent sound. For example, teach that letter C makes the sound /k/ as in "cat." Once learners have mastered this information, they can later be taught that letter C *sometimes* makes the sound /s/ as in "city."

Technology Option: Very basic word processing

1. Learners practice turning on a computer and opening a word processing program.
2. Learners type the alphabet. To make it easier, the teacher or another learner can dictate the alphabet to them letter by letter.
3. Teacher demonstrates how to use backspace to delete letters.
4. Learners choose 3 letters (preferably not next to each other) to erase.
5. Learners switch computers with a partner, identify the missing letters and type them in again.
6. Learners return to their original computer and check their partner's work.

This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

Teacher Directions: Story of the Week: Literacy, Life Skill, Grammar

-Materials: one set of large community place pictures, a few copies of last week's story:

Places In the City, poster paper, marker

Step 1: Review community place vocabulary

1. Using the large community place pictures, review the names of the community locations from last week and elicit what you can do at each of these places.

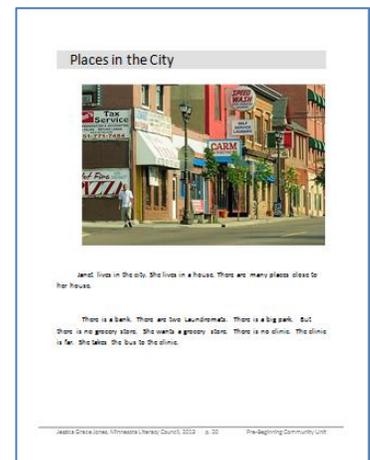


Step 2: Read a model story

2. Re-read the story **Places In The City** as a class. Tell learners that today they will write a story about places in their city.

Step 3: Write a story

Collaborating to write a common text is called "Language Experience Approach (LEA)." The purpose of LEA is to create a text that learners are invested in and contains language that they are familiar with because they supplied the language for the text. There is some debate over whether teachers should write exactly what learners say, including their grammatical errors. For this activity, please use learner suggestions to create simple, grammatically correct sentences. When possible, using the form "There is/there are..."



3. Tape a piece of poster paper to the board. Title it **Our Neighborhood**. Explain that our neighborhood is the area close to our house/school.
4. What is in our neighborhood? A bank? A park? How many? Etc.
5. As learners begin to talk about the neighborhood, record their ideas on the poster paper in full sentence. Use the form "There is/there are" when appropriate.
6. If necessary, prompt them with questions:
Where do you buy food? How many parks are there?
7. Learners do not need to copy the story. Instead, tell them that they will get a typed copy in class tomorrow.
8. Give the final poster copy of the story to the coordinator to type for tomorrow.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy, Life Skills -Materials: single copies of sample store hours signs, single set of large community place pictures

Step 1: Prior Knowledge and vocabulary review

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.

Arlington Hills Public Library	
Library Hours	
Monday	10am - 7pm
Tuesday	12pm - 5pm
Wednesday	10am - 7pm
Thursday	12pm - 5pm
Friday	10am - 5pm
Saturday	11am - 4pm
Sunday	CLOSED

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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. 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

Distribute the community place pictures so that each learner has one or two pictures.

Project the store signs one by one. First read the name of the place (ex. Wells Fargo Bank) and ask the person with the bank picture to hold it up and show everyone.



Then proceed by calling on learners to answer questions about the opening and closing times for each store. *What time does the bank open on Sunday? Etc.*

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: Checking for Understanding

-Materials: *(none)*

As learners leave the classroom, show them one of the store hours signs and ask them to point to specific information. (ex. *Show me, what time does the bank close on Monday? Where is the word “bank”? Where is the word “Monday”?*)

Arlington Hills Public Library

Library Hours

Monday	10am - 7pm
Tuesday	12pm - 5pm
Wednesday	10am - 7pm
Thursday	12pm - 5pm
Friday	10am - 5pm
Saturday	11am - 4pm
Sunday	CLOSED

Adapted from Andrea
Echelberger, MLC, 2012

Cub Foods

Store Hours			
Mon,	6:30am	-	10pm
Tues.	6:30am	-	10pm
Wed.	6:30am	-	10pm
Thu.	6:30am	-	10pm
Fri.	6:30am	-	10pm
Sat.	7am	-	10pm
Sun.	8am	-	8pm

Adapted from Andrea
Echelberger, MLC, 2012

Health Partners Clinic

Clinic Hours

Monday	9am	-	6pm
Tuesday	10:30am	-	7pm
Wednesday	9am	-	6pm
Thursday	10:30am	-	7pm
Friday	10am	-	5pm
Saturday	Closed		
Sunday	Closed		

Adapted from Andrea
Echelberger, MLC, 2012

Wells Fargo Bank

Bank Hours

	Open	Closed
Mon,	8am	- 7pm
Tues.	8am	- 7pm
Wed.	8am	- 7pm
Thur.	8am	- 7pm
Fri.	8am	- 6pm
Sat.	9am	- 4pm
Sun.	10am	- 2pm

Adapted from Andrea
Echelberger, MLC, 2012

Suds N' Wash Laundromat

Hours

Mon.	Closed
Tue.	8am - 9pm
Wed.	9am - 9pm
Thur.	8am - 8:30pm
Fri.	8:30am - 9pm
Sat.	9:30am - 8pm
Sun.	10:30am 6:30pm

Adapted from Andrea
Echelberger, MLC, 2012

Minnehaha Park

Park Hours

Monday - Friday

8am - 10pm

Saturday – Sunday

9am – 9pm





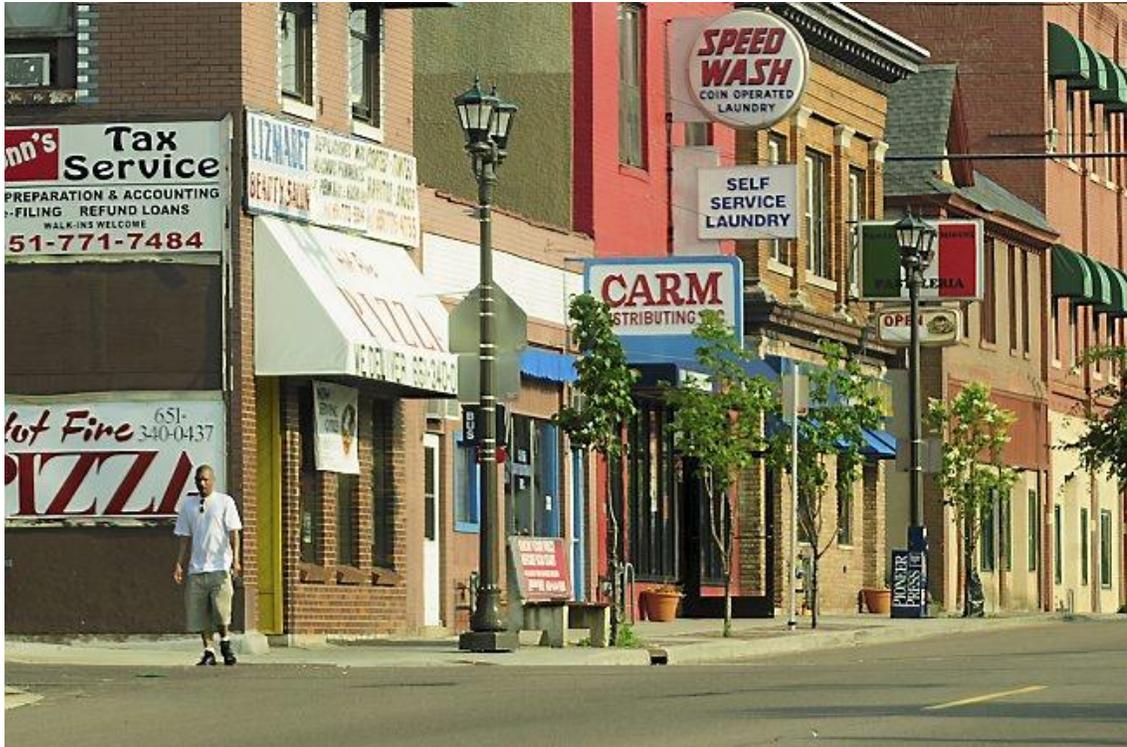








Places in the City



Janet lives in the city. She lives in a house. There are many places close to her house.

There is a bank. There are two Laundromats. There is a big park. But there is no grocery store. She wants a grocery store. There is no clinic. The clinic is far. She takes the bus to the clinic.

Community Unit: Week 3, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: Acknowledge and affirm others and their contributions.</p> <p>Transition & Critical Thinking: identify and apply numbers, symbols, and basic operations in a variety of contexts; measure distances, weights, and capacities using appropriate tools.</p> <p>Listening/speaking: respond to simple oral statements about a story and evaluate if they are true or false.</p> <p>Literacy, Transition & Critical Thinking: scan written text for specific information</p> <p>Life skill: interpret store hours signs</p> <p>Literacy: scan for the opening and closing time on a store hours sign</p> <p>Listening/speaking: ask and respond to the questions “When does the (store) open?”</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Number of the Day • Handout: class story (see Coordinator) • Handout: Store Hours <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • One set of sample store hours signs (from Monday) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Coins, calculators, measuring devices • Chips, blocks or other counters. • One copy of class story on poster paper • Yes/no flashcards • tape

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice giving compliments using tone and responses appropriate to American culture

Materials/Prep: ESL Volunteer Tutor Manual, **Dialogue**

Numeracy Skills Review: Transition & Critical Thinking

Description: practice basic math and numeracy skills by completing different operations and tasks with a single number

Materials/Prep: copies of **Number of the Day** handout; ESL Volunteer Tutor Manual, 2013, **Number of the Day**; coins, calculators, measuring devices, and chips, block or other counters.

Story of the Week: Literacy, Transition & Critical Thinking, Listening & Speaking

Description: review the story learners wrote yesterday, answer questions and scan for key words.

Materials/Prep: one copy of class story on poster paper, copies of class story for learners, yes/no flashcards.

Unit Theme Activity: Listening/speaking, Literacy, Life Skill

Description: learners collect information from posted store hours signs to answer questions

Materials/Prep: single set of sample store hours signs (from yesterday), copies of **Store Hours** handout, tape

Checking for Understanding: Listening & Speaking

Description: learners practice asking and answering the question “When does the store open?”

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

This activity gives learners language and skills they can begin using right away in interactions with friends or perfect strangers. It provides a sense of accomplishment and a point of entry into authentic use of English.

1. Write on the board: **I like your hair.**
Thank you.

Your shirt is beautiful!
Thank you. It's new.

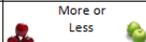
2. Introduce these mini dialogues using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual. Be sure to model the tone and body language that we use when giving and receiving compliments in American culture. Practice varying the dialogues to replace the underlined words.
3. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

Teacher Directions: Basic Skills Review: Numeracy

Materials: ESL Volunteer Tutor Manual, 2013, **Number of the Day,**

- copies of number of the day handout (in the Tutor Manual)
- a few coins of different denominations (real, not plastic)
- chips, blocks, or other counters
- calculator (optional)
- measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

Lead the **Number of the Day** routine, as described in the ESL Volunteer Tutor Manual.

Number of the Day: _____	
 Count	 Money
 I see...	 More or Less more less _____ is more than _____ _____ is less than _____
Add +	Subtract -

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Pre-Beginning On/Off-Book Unit

Teacher Directions: Story of the Week: Literacy, Transition & Critical Thinking, Listening & Speaking

-Materials: typed copies of the story learners wrote in class yesterday (see Coordinator)

Step 1: Context

1. Distribute copies of the story. Use the poster paper from yesterday to show learners that this is the same story they wrote yesterday.
2. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text

3. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
4. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
5. **Teacher reads and learners repeat** each line of the story.

Step 3: assess comprehension

6. **Learners take turns reading one line from the story** and showing the meaning of the sentence by pointing to a picture or pantomiming the meaning.
7. **Complete yes/no questions.** Give each learner a card with a YES side and a NO side. Teacher reads 10 statements about the story (some true and some false). For example, *There are 2 clocks*. Learners hold up their yes or no card to show if the sentence is true or false.
8. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. Choose 3-4 key words for learners to circle and 3-4 more words for learners to underline.
9. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

10. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

-Materials: single set of sample store hours (from Monday), copies of **Store Hours** handout, tape

Step 1: Teacher Modeling

Post the store hours signs 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.

Store Hours

Circle the day:
Today is Monday Tuesday Wednesday Thursday Friday

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

Laundromat
Opens today at _____
Closes today at _____

Library
Opens today at _____
Closes today at _____

Grocery Store
Opens today at _____
Closes today at _____

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 27 Pre-Beginning Community Unit

Arlington Hills Public Library

Library Hours

Monday	10am - 7pm
Tuesday	12pm - 5pm
Wednesday	10am - 7pm
Thursday	12pm - 5pm
Friday	10am - 5pm
Saturday	11am - 4pm
Sunday	CLOSED

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CLOSED TODAY at _____

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 28 Pre-Beginning Community Unit

Teacher Directions: Checking for Understanding

-Materials: (none)

Step 1: Introduce to the target language

1. Write on the board: **What time does the _____ open today?**

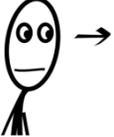
What time does the _____ close today?

2. Practice the questions on the board several times, inserting the names of community locations they have studied (bank, park, clinic, library, Laundromat, grocery store)

Step 2: Pair Practice

3. With their worksheets from the previous activity in hand, learners mingle and take turns asking each other the questions on the board. They will reference their handout for the responses.

Number of the Day: _____

 <p>Count</p>	 <p>Money</p>
 <p>I see...</p>	<p>More or Less</p>   <p>_____ more _____ less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

Store Hours

Circle the day.

Today is Monday Tuesday Wednesday Thursday Friday

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

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Opens today at _____

Closes today at _____

Library

Opens today at _____

Closes today at _____

Grocery Store

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Closes today at _____

Clinic

Opens today at _____

Closes today at _____

Bank

Opens today at _____

Closes today at _____

Park

Opens today at _____

Closes today at _____

Community Unit: Week 3, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: Acknowledge and affirm others and their contributions.</p> <p>Grammar: Use <i>There is/There are</i> to describe locations near the school</p> <p>Literacy: read and write community location vocabulary</p> <p>Life skill: interpret store hours signs</p> <p>Literacy: scan for the opening and closing time on a store hours sign</p> <p>Listening/speaking: ask and respond to the questions "When does the (store) open?"</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1, 2nd Ed. p. 237</i> • Handout: class story (see Coordinator) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • one set of sample store hours signs (from Monday) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • One set of large alphabet cards, several sets of small alphabet tiles • Copy of class story on poster paper in the classroom

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice giving compliments using tone and responses appropriate to American culture

Materials/Prep: ESL Volunteer Tutor Manual, **Dialogue**

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities that help learners develop letter/sound correspondence and alphabetical order.

Materials/Prep: One set of large alphabet cards, several sets of small alphabet tiles

Story of the Week: Literacy, Grammar

Description: review the story learners wrote on Monday and lead a simple dictation.

Materials/Prep: copy of class story on poster paper in the classroom, copies of class story for learners.

Unit Theme Activity : Listening/speaking, Literacy, Life Skills

Description: practice a dialogue about store hours and complete a simple worksheet

Materials/Prep: copies of **Survival English Book 1, 2nd Ed., p. 237**; ESL Volunteer Tutor Manual, **Dialogue**

Checking for Understanding: Listening & Speaking

Description: learners practice asking and answering the question "When does the store open?"

Materials/Prep: one set of sample store hours signs (from Monday)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

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Thank you.

Your shirt is beautiful!
Thank you. It's new.

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3. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

Teacher Directions: Basic Skills Review: Literacy

-Materials: 1.) one set of large alphabet cards, big enough to be seen by whole class, 2.) several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

Step 1: Whole Group Practice

The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, it is not necessary to complete the whole sequence. Begin with an activity that is somewhat easy for most learners and end with an activity that is challenging but not frustrating.

5. Teacher shows a letter flashcard and says the letter name, learners repeat. Introduce and practice 3-5 letters at a time. Once mastered, introduce more.
6. Teacher shows a letter flashcard and learners say the letter name.
7. Teacher shows a letter flashcard and says the letter name then the letter sound, learners repeat.
"Letter B, sound /b/"
8. Teacher shows a letter flashcard and elicits the name and sound of the letter from learners.
"Letter?" "B" "Sound?" "/b/"

Step 2: Individual and Small Group Practice

Depending on the dynamics of your classroom (space, number of teachers) and the abilities of different learners, you can use these activities in a variety of ways. For example, you might model and instruct all learners to do the same activity on their own or in pairs. Or you might group learners by similar ability and assign each group a different activity. Or you might group high and low ability learners together and have one teach or quiz the other.

6. Give each learner or group a set of small alphabet cards. Instruct learners to turn them to the uppercase or lowercase side, depending on the activity you want to do next.
7. Teacher (or another learner) names a letter (or letter sound) and learners point to the corresponding letter card in front of them.
8. Learners arrange cards in alphabetical order and then recite the alphabet.
9. Learners separate consonants and vowels and then name them.
10. Teacher gives one learner a list of short familiar words (ie. Man, woman, date). The learner reads the word and spells it aloud. His/her partner listens to the word and its spelling and selects the letter cards to form the word.

Technology Option: Very basic word processing

7. Learners practice turning on a computer and opening a word processing program.
8. Learners type the alphabet. To make it easier, the teacher or another learner can dictate the alphabet to them letter by letter.
9. Teacher demonstrates how to use backspace to delete letters.
10. Learners choose 3 letters (preferably not next to each other) to erase.
11. Learners switch computers with a partner, identify the missing letters and type them in again.
12. Learners return to their original computer and check their partner's work.

This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

What letters and sounds should I teach first?

There are differing opinions on this question, however, many reading instructors recommend teaching consonant sounds first, followed by short vowel sounds. When introducing consonant sounds, give only the most frequent sound. For example, teach that letter C makes the sound /k/ as in "cat." Once learners have mastered this information, they can later be taught that letter C *sometimes* makes the sound /s/ as in "city."

Teacher Directions: Story of the Week: Literacy, Grammar

-Materials: extra copies of class story they wrote on Monday (see Coordinator)

Step 1: Context

1. Remind learners that this is *their story*. The same story that they wrote on Monday.
2. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text

3. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
4. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
5. **Teacher reads and learners repeat** each line of the story.
6. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.
7. **Lead a simple dictation**. Learners cover their copy of the story. Dictate 2-3 simple sentences from the story. Learners write those in their notebook. For a simpler version, create cards with words from each sentence. Have learners arrange the word cards to create the sentence you dictate.
8. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

Materials: copies of *Survival English Book 1, end Ed. p. 237*, ESL Volunteer Tutor Manual

Step 1: Model and Practice

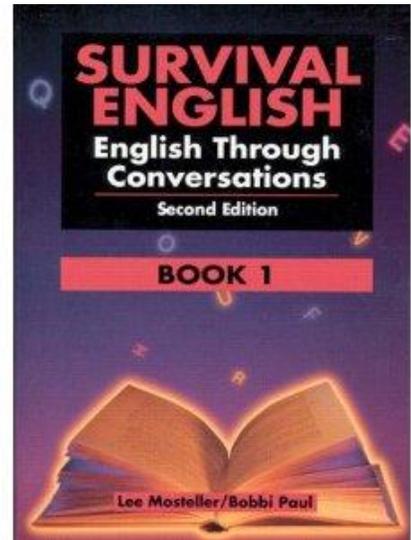
Introduce the dialogue on p. 237 and practice several times using the directions for **Dialogue** in the ESL Volunteer Tutor Manual.

Step 2: Work toward authentic use

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

Step 3: Independent Practice

Learners complete the questions on page 237.



Teacher Directions: Checking for Understanding

-Materials: one set of sample store hours signs (from Monday) posted around the classroom

Step 1: review the target language

1. Write on the board: **What time does the _____ open today?**
What time does the _____ close today?
2. Practice the questions on the board several times, inserting the names of community locations they have studied (bank, park, clinic, library, Laundromat, grocery store)

Step 2: Pair Practice

3. In pairs, learners walk around to each sign on the wall and take turns asking each other the questions on the board and answering with the information on the signs.

Arlington Hills Public Library	
Library Hours	
Monday	10am - 7pm
Tuesday	12pm - 5pm
Wednesday	10am - 7pm
Thursday	12pm - 5pm
Friday	10am - 5pm
Saturday	11am - 4pm
Sunday	CLOSED

©2011 Arlington Hills Public Library

Community Unit: Week 3, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: Acknowledge and affirm others and their contributions.</p> <p>Transition & Critical Thinking: identify and apply numbers, symbols, and basic operations in a variety of contexts; measure distances, weights, and capacities using appropriate tools.</p> <p>Literacy: identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: class story (see Coordinator) • Handout: Number of the Day • Handout: Reading Test Practice • gather and copy at least 3 examples of authentic text showing hours of operation <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Coins, calculators, measuring devices • Chips, blocks or other counters. • copy of class story on poster paper in the classroom • colored pencils or highlighters

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice giving compliments using tone and responses appropriate to American culture

Materials/Prep: ESL Volunteer Tutor Manual, **Dialogue**

Numeracy Skills Review: Transition & Critical Thinking

Description: practice basic math and numeracy skills by completing different operations and tasks with a single number

Materials/Prep: copies of **Number of the Day** handout; ESL Volunteer Tutor Manual, 2013, **Number of the Day**; coins, calculators, measuring devices, and chips, block or other counters.

Story of the Week: Literacy

Description: review the story learners wrote on Monday and practice reading fluency

Materials/Prep: copy of class story on poster paper in the classroom, copies of class story for learners.

Unit Theme Activity: Listening/speaking, Literacy, Life Skills

Description: learners highlight business hours information on authentic materials

Materials/Prep: gather and copy at least 3 examples of authentic text showing hours of operation (ex. a local library brochure, a print-out from a bank's website, a school flyer), colored pencils or highlighters

Checking for Understanding

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Test Practice**

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

This activity gives learners language and skills they can begin using right away in interactions with friends or perfect strangers. It provides a sense of accomplishment and a point of entry into authentic use of English.

1. Write on the board: **I like your hair.**
Thank you.

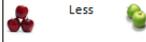
Your shirt is beautiful!
Thank you. It's new.
2. Introduce these mini dialogues using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual. Be sure to model the tone and body language that we use when giving and receiving compliments in American culture. Practice varying the dialogues to replace the underlined words.
3. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

Teacher Directions: Basic Skills Review: Numeracy

Materials: ESL Volunteer Tutor Manual, 2013, **Number of the Day**,

- copies of number of the day handout (in the Tutor Manual)
- a few coins of different denominations (real, not plastic)
- chips, blocks, or other counters
- calculator (optional)
- measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

Lead the **Number of the Day** routine, as described in the ESL Volunteer Tutor Manual.

Number of the Day: _____	
Count 	Money 
I see... 	More or Less  more _____ less _____ _____ is more than _____ _____ is less than _____
Add +	Subtract -

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 16 Pre-Beginning On-Board Unit

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of the class story written on Monday (See Coordinator). Make sure the story is typed in paragraph form for today's activities.

Step 1: Context

1. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.
2. Ask: "**How many paragraphs?**" Model how to identify and count the paragraphs.
3. Point to paragraph 1. Ask "**How many sentences?**" Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.

Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This "pre-reading" of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: Practice Reading Fluency

Write two or three sentences from the story on the board in paragraph form (not a list).

Read the sentence aloud. Read it again in a "robotic" voice. Don't pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads.

Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.

Step 2: Introduce the words *period* and *question mark*

Circle the periods and question marks. Read the sentence again, drawing attention to the way we pause for each period and question mark.

Step 3: Practice with this week's story

Read the story aloud while learners follow. Ask them to listen for pauses and look for periods and question marks.

Ask learners to read out loud to themselves, practicing the pauses. Learners practice reading out loud with a partner. The partner should listen for pauses and look for periods and question marks.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

-Materials: gather and copy at least 3 examples of authentic text showing hours of operation (ex. a local library brochure, a print-out from a bank's website, a school flyer), colored pencils or highlighters

Step 1: Model how to scan for information

1. Use a projector to show one of your authentic texts. Say, *What time does the (library) open? I'm going to look. I'm looking for a time. Maybe like this...write a time on the board and point out the numbers and colon.*
2. Use your finger to show where you're looking as you scan all over the page. When you find a time, highlight it with a highlighter or colored pencil.
3. Model how to look at the text around the time, to see if it will tell you when the library opens *today*.

Step 2: Independent/Pair Practice

4. Distribute the authentic texts, one at a time. Learners can work alone or with a partner to find and highlight the times. Then see if they can identify the opening and closing time for **today**.

Teacher Directions: Checking for Understanding

-Materials: copies of **Reading Test Practice** handouts

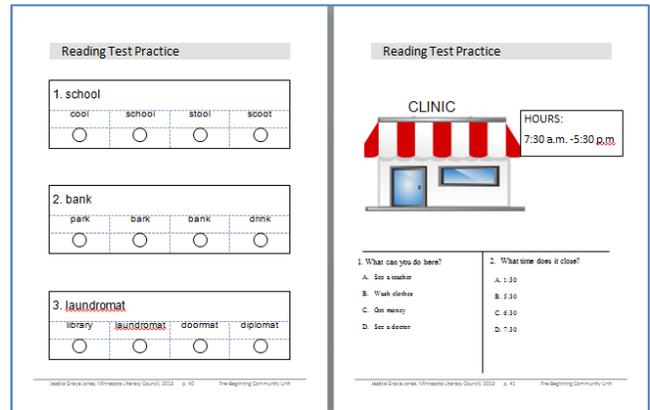
There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.

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 or look at other learners' papers.

Ask learners to identify how many questions are on the page and how many answers they should circle for each question.

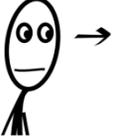
Give everyone 3-5 minutes to complete the questions. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.



Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. If applicable, circle the information above the questions that helped them find the correct answer.

Number of the Day: _____

 <p>Count</p>	 <p>Money</p>
 <p>I see...</p>	 <p>More or Less</p>  <p>_____ more _____ less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

Reading Test Practice

1. school

cool

school

stool

scoot

2. bank

park

bark

bank

drink

3. laundromat

library

laundromat

doormat

diplomat

Reading Test Practice

CLINIC



HOURS:

7:30 a.m. -5:30 p.m

1. What can you do here?

- A. See a teacher
- B. Wash clothes
- C. Get money
- D. See a doctor

2. What time does it close?

- A. 1:30
- B. 5:30
- C. 6:30
- D. 7:30