



Sharing the Power of Learning

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)

Family: Week 1 of 1

Unit Overview

In this 1 week unit learners will focus on vocabulary to describe family relationships and simple sentences to talk about the people in their family.

Focus of Family Unit

- Reading and writing **family relationship vocabulary**
- **Asking and answering questions about one's family**
- Reading a **story about a family**.

Family Unit: Week 1, Monday

| Objectives Learners will be able to... | Materials |
|--|--|
| <p>Life skill: read a simple story about family and describe one's own family</p> <p>Literacy: read simple statements about a story and evaluate if they are true or false</p> <p>Listening/speaking: listen for and record beginning and ending consonant sounds of individual words from a story</p> <p>Transitions & Critical Thinking: identify tools for organizing information and materials</p> | <p>Make Student Copies</p> <ul style="list-style-type: none">Handout: English Papers About...Handout: Lora's Family <p>Make Single Copies or Reference</p> <ul style="list-style-type: none">ESL Volunteer Tutor Manual, 2013,Family photo prompts <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none">Supplies for helping learners stay organizedOne set of large alphabet cardsSeveral sets of small alphabet tiles |
| Lesson Plan | |
| <p>Opening Activity</p> <p><u>Description:</u> organize student materials and clean-out materials from past units</p> <p><u>Materials/Prep:</u> copies of English Papers About..., ESL Volunteer Tutor Manual, 2013, Staying Organized, binders, writing paper, 3-hole punch, stapler.</p> <p>Basic Skills Review: Literacy</p> <p><u>Description:</u> choose from a list of activities to practice letter recognition and letter/sound correspondence</p> <p><u>Materials/Prep:</u> one large set of alphabet flashcards, several small sets of alphabet tiles</p> <p>Story of the Week: Reading Comprehension</p> <p><u>Description:</u> read a story about one person's family and complete comprehension and phonics exercises</p> <p><u>Materials/Prep:</u> copies of Lora's Family</p> <p>Unit Theme Activity 1 : Literacy</p> <p><u>Description:</u> introduce and review family vocabulary</p> <p><u>Materials/Prep:</u> one set of family photo prompts</p> <p>Checking for Understanding</p> <p><u>Description:</u> learners talk about people in the photos</p> <p><u>Materials/Prep:</u> one set of family photo prompts</p> | |

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: student organizational supplies, such as binders, 3-hole punch, etc.

See ESL Volunteer Tutor Manual, **Staying Organized**, for details. And copies of the **English Papers About...** coversheet.

Before copying the **English Papers About...** coversheet.

Fill in the blank with the name of the most recently completed unit (ie. School, housing, health). Paste a picture representing that unit in the center. Learners will organize and staple together all the papers from this completed unit to leave at home.

Lead the **Staying Organized** routine in the ESL Volunteer Tutor Manual.

| | |
|--|--|
| English Papers | |
| About _____ | |
| Name: _____ Date: _____ | |
| <small>Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 12 Pre-Beginning Jobs Unit</small> | |

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.

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.

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."

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.

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

-Materials: copies of **Lora's Family**

Step 1: Context

1. Distribute the story and **look at the pictures together**. Ask: "What do you see? Who is this? What is he/she doing?"
2. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

Lora's Family

Look at the pictures. What do you see?

husband wife son daughter

1. This is Lora's family.
2. Lora is married.
3. She has a husband.
4. Her husband's name is Abd.
5. Lora is a mother.
6. Lora has two children.
7. She has a daughter.
8. Her daughter's name is Kate.
9. She has a son.
10. Her son's name is Peter.
11. Lora and Abd are parents.
12. Abd is a father.

Lora's Family

Write YES or NO.

1. _____ 1. Lora has 2 children.
2. _____ 2. Lora is happy.
3. _____ 3. Abd has 2 children.
4. _____ 4. Lora has 2 sons.
5. _____ 5. There are 5 people in the family.
6. _____ 6. Lora has 1 daughter.

Lora's Family

Listen. Write the letters.

1. other 6. so
2. ather 7. childre
3. amily 8. thi
4. aughter 9. marrie
5. ame 10. husban

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 separate lines of the text.

Step 3: assess comprehension

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
9. **Complete the dictation exercise.** The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.

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

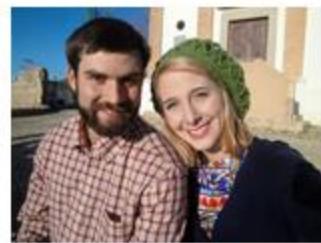
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

Teacher Directions: Activity 1: Literacy

-Materials: one set of family photo prompts

Step 1: Context

Teachers can bring in a picture of their family and/or ask learners simple questions about their families: *Your family? How many people? Children?*



Step 2: Introduce Family Vocabulary

Note: in the activity below, one person in a photo might be both a son and a brother. Use a piece of blank paper to cover up other people in the photo in order to isolate the relationship. For example, if you want to teach “son”. Show only the boy and the father or the boy and the mother. If you want to teach “brother” show only the boy and his sister.



1. Choose a picture to represent the words **husband** and **wife**
2. Show the picture. If there are additional people in the photo, cover them up with another piece of paper.
3. Point to the **husband**. Say the word several times. Learners repeat the word several times.
4. Ask: *man? Woman?*
5. Elicit the first letter of the word from learners. Write the word on the board. Spell the word aloud together. Learners copy the word in their notebooks.
6. Repeat with the word **wife**.
7. Choose additional pictures that show **husband** and **wife**. Show the pictures to the class. Ask learners to identify the husband and wife by pointing and saying the word.

8. Repeat this process with these words:

- *Husband/wife*
- *Son/daughter*
- *Father/mother*
- *Children/parents*
- *Sister/brother*

Step 3: Structured Group Practice

1. Distribute photos to learners so that each learner has at least one photo.
2. Call out one of the vocabulary words above.
3. Learners hold up any pictures that feature that family member and point to him/her.

Need a challenge?: instead of calling out the word, write the word on the board so that learners have to read it before identifying the person in the photos.

Step 4: Individual Practice

1. Redistribute photos to learners.
2. Each learner tells a partner who the people in the photo are by pointing to them and saying one of the vocabulary words.
3. Learners present their photo to the class.

Need a challenge?: learners can write the vocabulary words for their picture in addition to talking about it.

Teacher Directions: Checking for Understanding

-Materials: photo prompts from previous activity

As learners leave, the teacher stands at the door and points to someone in one of the pictures. Each learner says who the person is, or for more challenge, spells the appropriate vocabulary word.

English Papers

About _____

Name: _____

Date: _____

Lora's Family

Look at the pictures. What do you see?



Read the words. Draw a line from the word to the picture below.

husband

wife

son

daughter



Lora's Family

1. This is Lora's family.
2. Lora is married.
3. She has a husband.
4. Her husband's name is Abdi.

5. Lora is a mother.
6. Lora has two children.
7. She has a daughter.
8. Her daughter's name is Kate.
9. She has a son.
10. Her son's name is Peter.

11. Lora and Abdi are parents.
12. Abdi is a father.
13. They have two children.
14. They have one son and one daughter.
15. They are happy.



Lora's Family

Write YES or NO.

- | | |
|----------|--------------------------------------|
| 1. _____ | 1. Lora has 2 children. |
| 2. _____ | 2. Lora is happy. |
| 3. _____ | 3. Abdi has 2 children. |
| 4. _____ | 4. Lora has 2 sons. |
| 5. _____ | 5. There are 5 people in the family. |
| 6. _____ | 6. Lora has 1 daughter. |

Listen. Write the letters.

- | | |
|-----------------|-----------------|
| 1. _____other | 6. so_____ |
| 2. _____ather | 7. childre_____ |
| 3. _____amily | 8. thi_____ |
| 4. _____aughter | 9. marrie_____ |
| 5. _____ame | 10. husban_____ |

Teacher Script for dictation:

11. mother

12. father

13. family

14. daughter

15. name

16. son

17. children

18. this

19. married

20. husband





















Family Unit: Week 1, Tuesday

| Objectives <i>Learners will be able to...</i> | Materials |
|---|---|
| <p>Life skill: read a simple story about family and describe one's own family</p> <p>Listening/speaking: retell a simple text in own words.</p> <p>Literacy: read and understand family member words such as brother, parents, children</p> <p>Transition & Critical Thinking: actively reflect on performance and rate one's ability to learn</p> <p>Grammar: Use the verb HAVE in simple present tense sentences about one's family or a classmate's family.</p> | <p>Make Student Copies</p> <ul style="list-style-type: none">• <u>Textbook:</u> Longman ESL Literacy, 3rd Ed. p. 116• Handout: Lora's Family (from Monday)• Handout: Making Sentences <p>Make Single Copies or Reference</p> <ul style="list-style-type: none">• ESL Volunteer Tutor Manual, 2012, p. 148• One set of "Hands Up" picture prompts• Family picture prompts (from Monday) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none">• Post-It notes |

Lesson Plan

Opening Activity

Description: learners reflect on their own emotional readiness to learn and may share experiences with the class

Materials/Prep: one set of "Hands up" picture prompts

Basic Skills Review: Numeracy

Description: learners create a chart about number of children using Post-It notes

Materials/Prep: Post-It notes, ESL Volunteer Tutor Manual, 2012, **Post-It Chart**, p. 148

Story of the Week

Description: review story about family

Materials/Prep: copies of **Lora's Family** (from Monday)

Unit Theme Activity 1 : Literacy, Listening & Speaking, Life Skills

Description: review family vocabulary

Materials/Prep: one set of family photo prompts (from Monday)

Unit Theme Activity 2 : Literacy, Grammar

Description: learners read and write sentences about family using the verb HAVE

Materials/Prep: copies of **Longman ESL Literacy**, 3rd Ed., p. 116

Unit Theme Activity 3 : Listening & Speaking, Literacy

Description: learners practice identifying family words and building sentences with the verb HAVE.

Materials/Prep: copies of **Making Sentences**

Teacher Directions: Opening Activity: Transitions

-Materials: one set of numbered photo cards.

This activity is intended to help learners assess their own readiness to learn and mentally prepare for class.

Step 1: Model

Write on the board: **How are you today?**

Practice the question several times with the class.

Hold up card number 1. Gesture for learners to ask you the question. Respond, **I'm very good! I'm happy. I am not sick.** Put one finger high in the air to show that you are a number 1 today.



Hold up card number 2. Gesture for learners to ask you the question. Respond, **I'm okay. Not bad. Just okay.** Put two fingers high in the air to show that you are a number 2 today.

Continue...

Card 3: *I'm a little sad. I'm a little sick. I'm a little tired.*

Card 4: *I'm very sad. I'm very sick. I'm very tired.*

Step 2: Students Rate Themselves

Tape all four pictures on the board/wall. Ask **How are you today?** Prompt learners to respond by showing their number with their fingers. Eventually, you'll be able to have them all hold up their fingers at once.

Step 3: Follow-Up

Ask learners to tell you about their answers to the extent that they are able. Ask questions like, *you are a 3? Why? Did you sleep? Are you sick? Are you tired? Are you sad? Are you happy? What did you do yesterday?*

These questions can sometimes yield surprising answers that may give you insight into a learner's performance in the classroom.

Teacher Directions: Basic Skills Review: Numeracy

-Materials: Post-It notes, ESL Volunteer Tutor Manual, 2012, **Post-It Chart, p. 148**

Lead the **Post-It Chart** activity as described in the tutor manual. The question for the chart is **How many children do you have?**

After creating the chart on the board and talking about it, it is not necessary to transfer the chart to graph paper as that may be too advanced a skill for this level.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Lora's Family** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? Who is this?"
2. Review the vocabulary words from yesterday: **husband/wife, mother/father, sister/brother, son/daughter, parents/children (child)**
3. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

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.

Step 3: assess comprehension

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Complete or review yes/no questions and dictation.** Re-read the yes/no questions and dictation words as a group.

9. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions: circle the words **son, daughter, mother, father, children**. Underline the words **have, has**

10. **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.

11. **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

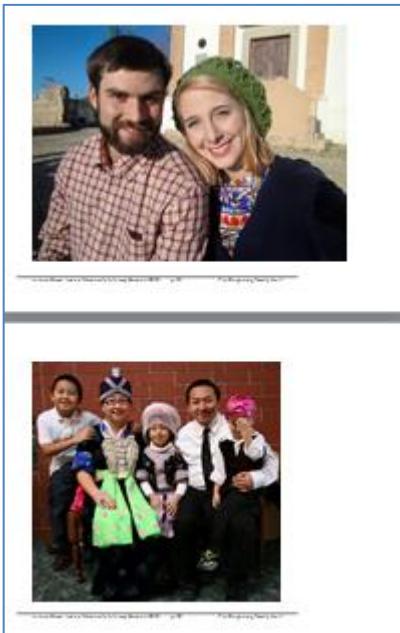
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

Teacher Directions: Unit Theme Activity 1: Literacy

-Materials: one set of family photo prompts

Step 1: Context

Teachers can bring in a picture of their family and/or ask learners simple questions about their families: *Your family? How many people? Children?*



Step 2: Review Family Vocabulary

Note: in the activity below, one person in a photo might be both a son and a brother. Use a piece of blank paper to cover up other people in the photo in order to isolate the relationship. For example, if you want to teach “son”. Show only the boy and the father or the boy and the mother. If you want to teach “brother” show only the boy and his sister.

1. Distribute photos to learners so that each learner has at least one photo.
2. Call out one of the vocabulary words above.
3. Learners hold up any pictures that feature that family member and point to him/her.

Need a challenge?: instead of calling out the word, write the word on the board so that learners have to read it before identifying the person in the photos.

Step 3: Individual Practice

4. Redistribute photos to learners.
5. Each learner tells a partner who the people in the photo are by pointing to them and saying one of the vocabulary words.
6. Learners present their photo to the class.

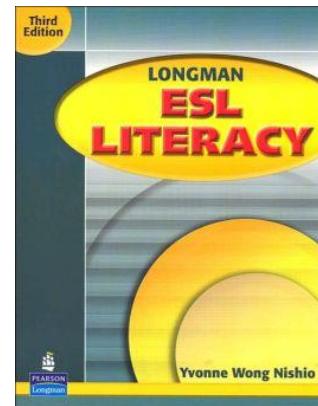
Need a challenge?: learners can write the vocabulary words for their picture in addition to talking about it.

Teacher Directions: Unit Theme Activity 2: Life Skills, Literacy, Grammar

-Materials: copies of *Longman ESL Literacy, 3rd Ed. p. 116*

Model how to complete p. 116.

Learners complete p. 116 independently. If learners are unable to read the sentences by themselves, the teacher or other learners can read each sentence, after which learners decide whether to circle YES or NO for themselves.

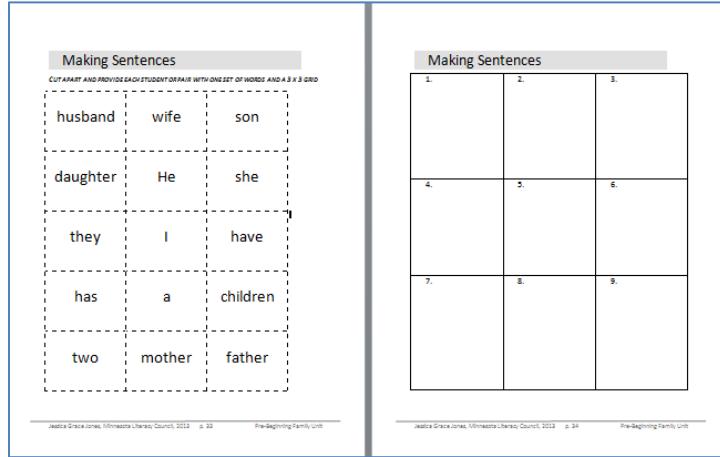


Teacher Directions: Unit Theme Activity 3: Listening & Speaking, Literacy

-Materials: copies of **Making Sentences**, cut apart to make one set for each learner or pair, copies of 3x3 grid.

Step 1: 3x3 grid

1. Give each learner (or pair) a 3x3 grid. Count to 9 together. Say a number and learners point to that number.
2. Give each learner (or pair) a set of words. Have everyone lay out their words, right-side-up, so that they can see all of them.
3. Give simple commands such as "Number 8, **son**" or "Put **son** in the number 8 square."



When learners are familiar with the activity, they can take turns giving commands to each other.

Step 2: Making Sentences

Using the same word cards, dictate some simple sentences (*She has a daughter*). Learners arrange their cards to form the sentence. After each sentence is complete, read it together.

After several practices with teacher-led dictation, see if learners can create their own sentences.



1



Happy
Good



2



OK

So-so



3



Not good
sick sad tired



4



very sick

very sad

very tired

Making Sentences

CUT APART AND PROVIDE EACH STUDENT OR PAIR WITH ONE SET OF WORDS AND A 3 X 3 GRID

| | | |
|----------|--------|----------|
| husband | wife | son |
| daughter | He | she |
| they | I | have |
| has | a | children |
| two | mother | father |

Making Sentences

| | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |

Family Unit: Week 1, Wednesday

| Objectives Learners will be able to... | Materials |
|--|---|
| <p>Transition & Critical Thinking: actively reflect on performance and rate one's ability to learn</p> <p>Life skill: read a simple story about family and describe one's own family</p> <p>Listening/speaking: ask and respond to basic questions about family members</p> <p>Literacy: read and understand family member words such as brother, parents, children</p> <p>Grammar: Use the verb HAVE in simple present tense sentences about one's family or a classmate's family.</p> <p>Grammar: form questions about family with how many e.g, How many brothers do you have?</p> | <p>Make Student Copies</p> <ul style="list-style-type: none">• <u>Textbook: Longman ESL Literacy, 3rd Ed. p. 118</u>• Handout: Lora's Family (extra copies from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none">• ESL Volunteer Tutor Manual, 2013, p.113• One set of "Hands Up" picture prompts (from Tuesday)• Family picture prompts (from Monday) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none">• One large set of alphabet flashcards, several small sets of alphabet tiles• Colored pencils or thin highlighters |

Lesson Plan

Opening Activity

Description: learners reflect on their own emotional readiness to learn and may share experiences with the class

Materials/Prep: one set of "Hands up" picture prompts (from Tuesday)

Basic Skills Review: Literacy

Description: choose from a list of activities to practice letter recognition and letter/sound correspondence

Materials/Prep: one large set of alphabet flashcards, several small sets of alphabet tiles

Story of the Week

Description: Review a story about family and look for specific letter sounds in the story

Materials/Prep: extra copies of **Lora's Family** (from Monday), colored pencils or thin highlighters, ESL Volunteer Tutor Manual, 2013, p. 113

Unit Theme Activity 1 : Listening/speaking, Literacy

Description: review family vocabulary

Materials/Prep: one set of family picture prompts (from Monday)

Unit Theme Activity 2: Listening/speaking, Literacy, Grammar

Description: practice asking questions about family using "how many" and record classmate's answers

Materials/Prep: copies of **Longman ESL Literacy, 3rd Ed. p. 118**

Teacher Directions: Opening Activity: Transitions

-Materials: one set of numbered “Hands Up” cards.

This activity is intended to help learners assess their own readiness to learn and mentally prepare for class.

Step 1: Model

Write on the board: **How are you today?**

Practice the question several times with the class.

Hold up card number 1. Gesture for learners to ask you the question. Respond, **I'm very good! I'm happy. I am not sick.** Put one finger high in the air to show that you are a number 1 today.



Hold up card number 2. Gesture for learners to ask you the question. Respond, **I'm okay. Not bad. Just okay.** Put two fingers high in the air to show that you are a number 2 today.

Continue...

Card 3: *I'm a little sad. I'm a little sick. I'm a little tired.*

Card 4: *I'm very sad. I'm very sick. I'm very tired.*

Step 2: Students Rate Themselves

Tape all four pictures on the board/wall. Ask **How are you today?** Prompt learners to respond by showing their number with their fingers. Eventually, you'll be able to have them all hold up their fingers at once.

Step 3: Follow-Up

Ask learners to tell you about their answers to the extent that they are able. Ask questions like, *you are a 3? Why? Did you sleep? Are you sick? Are you tired? Are you sad? Are you happy? What did you do yesterday?*

These questions can sometimes yield surprising answers that may give you insight into a learner's performance in the classroom.

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.

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

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.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Lora's Family** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask:
“What do you see? Who is this?”
2. Review the family vocabulary for this week: **husband/wife, mother/father, son/daughter, sister/brother, parents/children (child)**
3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

Lora's Family

Look at the pictures. What do you see?

Lora's Family

Read the words. Draw a line from the word to the picture below.

husband wife son daughter

Lora's Family

Write YES or NO.

1. Lora has 2 children.
2. Lora is happy.
3. Abdi has 2 children.
4. Lora has 2 sons.
5. There are 5 people in the family.
6. Lora has 1 daughter.

Listen. Write the letters.

1. other 6. so
2. ather 7. childre
3. family 8. thi
4. daughter 9. marrie
5. wame 10. husban

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: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
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= 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.

Step 4: Practice Sound/Spelling Correspondence

10. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story is **-er**
11. **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 1: Literacy

-Materials: one set of family photo prompts (from Monday)

Step 1: Context

Teachers can bring in a picture of their family and/or ask learners simple questions about their families: *Your family?* *How many people? Children?*



Step 2: Review Family Vocabulary

Note: in the activity below, one person in a photo might be both a son and a brother. Use a piece of blank paper to cover up other people in the photo in order to isolate the relationship. For example, if you want to teach “son”. Show only the boy and the father or the boy and the mother. If you want to teach “brother” show only the boy and his sister.



4. Distribute photos to learners so that each learner has at least one photo.
5. Call out one of the vocabulary words above.
6. Learners hold up any pictures that feature that family member and point to him/her.

Need a challenge?: instead of calling out the word, write the word on the board so that learners have to read it before identifying the person in the photos.

Step 3: Individual Practice

7. Redistribute photos to learners.
8. Each learner tells a partner who the people in the photo are by pointing to them and saying one of the vocabulary words.
9. Learners present their photo to the class.

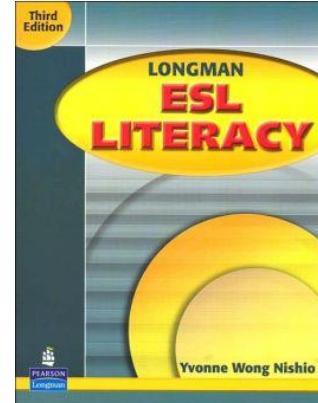
Need a challenge?: learners can write the vocabulary words for their picture in addition to talking about it.

Teacher Directions: Unit Theme Activity 2: Listening/Speaking, Grammar

-Materials: copies of **Longman ESL Literacy, 3rd Ed. p. 118**, ESL Volunteer Tutor Manual, 2012, **Dialogue, p. 69**

Step 1: Introduce and practice target language

Introduce and practice the dialogue on the worksheet using the "Dialogue" instructions in the ESL Volunteer Tutor Manual



Step 2: Model how to complete the chart

Using a projector, interview other students and model how to complete the chart on p. 118

Step 3: Independent Practice

Learners interview classmates and complete the chart

Step 4: Report back

Learners take turns talking about their classmate's families based on the chart.

Family Unit: Week 1, Thursday

| Objectives Learners will be able to... | Materials |
|---|---|
| <p>Transition & Critical Thinking: actively reflect on performance and rate one's ability to learn</p> <p>Life skill: read a simple story about family and describe one's own family</p> <p>Listening/speaking: ask and respond to basic questions about family members</p> <p>Literacy: read and understand family member words such as brother, parents, children</p> | <p>Make Student Copies</p> <ul style="list-style-type: none">• Handout: Lora's Family (paragraph format)• Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none">• ESL Volunteer Tutor Manual, 2013• "Hands up" picture prompts (from Tuesday)• Family photo prompts (from Monday)• Large number flashcards• Tape• A picture of the teacher's family |
| Lesson Plan | |
| <p>Opening Activity <u>Description:</u> learners reflect on their own emotional readiness to learn and may share experiences with the class <u>Materials/Prep:</u> one set of "Hands up" picture prompts</p> <p>Basic Skills Review: Numeracy <u>Description:</u> use a number line to talk about people in your family <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2013, Number Line</p> <p>Story of the Week <u>Description:</u> review story about family and practice reading with fluency and identifying parts of the text <u>Materials/Prep:</u> copies of Lora's Family (paragraph format)</p> <p>Unit Theme Activity 1 : Literacy, Listening & Speaking, Life Skills <u>Description:</u> review family vocabulary <u>Materials/Prep:</u> one set of family photo prompts (from Monday)</p> <p>Unit Theme Activity 2: Grammar, listening and speaking <u>Description:</u> learners will introduce their "school family" <u>Materials/Prep:</u> (none)</p> <p>Checking for Understanding <u>Description:</u> practice reading skills for the CASAS Life and Work Reading Test <u>Materials/Prep:</u> copies of Reading Test Practice</p> | |

Teacher Directions: Opening Activity: Transitions

-Materials: one set of numbered photo cards.

This activity is intended to help learners assess their own readiness to learn and mentally prepare for class.

Step 1: Model

Write on the board: **How are you today?**

Practice the question several times with the class.

Hold up card number 1. Gesture for learners to ask you the question. Respond, **I'm very good! I'm happy. I am not sick.** Put one finger high in the air to show that you are a number 1 today.



Hold up card number 2. Gesture for learners to ask you the question. Respond, **I'm okay. Not bad. Just okay.** Put two fingers high in the air to show that you are a number 2 today.

Continue...

Card 3: *I'm a little sad. I'm a little sick. I'm a little tired.*

Card 4: *I'm very sad. I'm very sick. I'm very tired.*

Step 2: Students Rate Themselves

Tape all four pictures on the board/wall. Ask **How are you today?** Prompt learners to respond by showing their number with their fingers. Eventually, you'll be able to have them all hold up their fingers at once.

Step 3: Follow-Up

Ask learners to tell you about their answers to the extent that they are able. Ask questions like, *you are a 3? Why? Did you sleep? Are you sick? Are you tired? Are you sad? Are you happy? What did you do yesterday?*

These questions can sometimes yield surprising answers that may give you insight into a learner's performance in the classroom.

Teacher Directions: Basic Skills Review: Numeracy

Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**, number flashcards, tape

Step 1: Review number line concepts

Lead steps 1-8 of the **Number Line** routine, as described in the ESL Volunteer Tutor Manual.

Step 2: Talk about families using the number line

Ask learners about number of people in their family, number of children (boys vs. girls). For each question, write the learner's name on the number line. For example, Hamdi has 5 children. Write her name below the number 5.

Use more and less to compare learners families. For example, Hamdi has 5 children. Issak has 2 children. Who has *more* children?

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Lora's Family** (paragraph text)

Step 1: Context

1. Distribute new copies of **Lora's Family** story. This version is written in paragraph format, instead of list format.
2. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.
3. Ask: "**How many paragraphs?**" Model how to identify and count the paragraphs.
4. 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.

Lora's Family



This is Lora's family. Lora is married. She has a husband. Her husband's name is **Abdi**. Lora is a mother. Lora has two children. She has a daughter. Her daughter's name is **Kate**. She has a son. Her son's name is **Taylor**. Lora and **Abdi** are parents. **Abdi** is a father. They have two children. They have one son and one daughter. They are happy.

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 51 Pre-Beginning Family Unit

Practice finding each sentence in the list version within the paragraph version of the story.

Step 2: Practice the Text

5. 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.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
7. **Teacher reads and learners repeat** each line of the story.
8. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

Ask inference questions. Based on the text, ask questions such as “How old is her son?” Encourage learners to guess, even if it is not explicit in the text.

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.

Step 4: 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.

Step 2: Introduce the words **period** and **apostrophe**

Circle the periods and apostrophes. Read the sentence again, drawing attention to the way we pause for each period. Practice the pronunciation for the words with apostrophe +s

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 3: Practice with this week's story

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

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 apostrophes.

Story of the Week TECHNOLOGY options

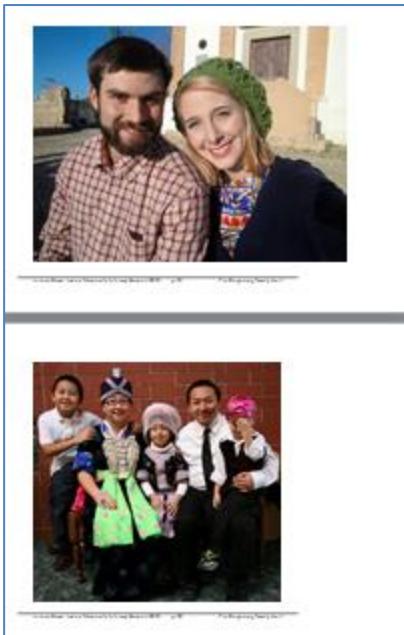
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

Teacher Directions: Unit Theme Activity 1: Literacy, Listening & Speaking

-Materials: one set of family photo prompts (from Monday)

Step 1: Context

Teachers can bring in a picture of their family and/or ask learners simple questions about their families: *Your family? How many people? Children?*



Step 2: Review Family Vocabulary

Note: in the activity below, one person in a photo might be both a son and a brother. Use a piece of blank paper to cover up other people in the photo in order to isolate the relationship. For example, if you want to teach "son". Show only the boy and the father or the boy and the mother. If you want to teach "brother" show only the boy and his sister.

1. Distribute photos to learners so that each learner has at least one photo.
2. Call out one of the vocabulary words above.
3. Learners hold up any pictures that feature that family member and point to him/her.

Need a challenge?: instead of calling out the word, write the word on the board so that learners have to read it before identifying the person in the photos.

Step 3: Individual Practice

4. Redistribute photos to learners.
5. Each learner tells a partner who the people in the photo are by pointing to them and saying one of the vocabulary words.
6. Learners present their photo to the class.

Need a challenge?: learners can write the vocabulary words for their picture in addition to talking about it.

Teacher Directions: Unit Theme Activity 2: Grammar, Listening & Speaking

-Materials: a picture of the teacher's family

Step 1: Context

Show a picture of your family. Introduce each person in the picture saying, ***This is my son, Henry.***
This is my daughter, Rachel.

Step 2: Introducing your "school family"

1. Say something like: *Today we are family. We will practice.*
2. Place two chairs at the front of the room. Choose two students to be the "husband" and "wife". Have them sit in the chairs. As they sit down point to each and announce "husband, wife!"
3. Ask the man, *Who is this? (gesturing to the woman)*. Prompt him to reply, this is my wife, _____. Repeat with the woman.
4. Choose a student to be a son or daughter. He/she stands behind the mother and father. Ask the mother and father to introduce their newly added "child." Ask the child to introduce the mother and father.
5. Continue adding children (and possibly grandchildren). Each time have everyone introduce the others. If you have a large class, you may want to create a couple of separate families.

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.

The image shows two pages of 'Reading Test Practice' worksheets. The left page is titled 'Reading Test Practice' and 'Capitol Hill Elementary School Emergency Contact Form'. It includes fields for Student's First Name (Eh), Last Name (Muse), Grade (Bth), Teacher (Mrs. Jackson), and emergency contact information for Mother (Thu Bee, phone 651-223-6938) and Father (Nay Taw, phone 651-909-2933). Below this are two multiple-choice questions: 1. What is the mother's name? (A: 651-223-6938, B: Thu Bee, C: Nay Taw, D: Mrs. Jackson) and 2. What is father's phone number? (A: 651-223-6938, B: Thu Bee, C: Nay Taw, D: 651-909-2933). The right page is also titled 'Reading Test Practice' and contains three sections: '1. mother' (with fields for brother, mother, mother, father and radio buttons for each), '2. sister' (with fields for sister, mother, singer, brother and radio buttons for each), and '3. father' (with fields for brother, father, mother, father and radio buttons for each). All pages include the copyright notice 'Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 52' and 'Pre-Beginning Family Unit'.

Lora's Family



This is Lora's family. Lora is married. She has a husband.

Her husband's name is Abdi.

Lora is a mother. Lora has two children. She has a daughter. Her daughter's name is Kate. She has a son. Her son's name is Peter.

Lora and Abdi are parents. Abdi is a father. They have two children. They have one son and one daughter. They are happy.

Reading Test Practice

Capitol Hill Elementary School

Emergency Contact Form

Student's First Name: Eh Last Name: Mwee

Grade: 5th Teacher: Mrs. Jackson

In case of emergency contact.

1. Mother: Thu Bee Phone : 651-223-5938

2. Father: Nay Taw Phone : 651-909-2933

1. What is the mother's name?

- A. 651-223-5938
- B. Thu Bee
- C. Nay Taw
- D. Mrs. Jackson

2. What is father's phone number?

- A. 651-223-5938
- B. Thu Bee
- C. Nay Taw
- D. 651-909-2933

Reading Test Practice

1. mother

brother



moth



mother



father



2. sister

sister



mother



singer



brother



3. father

brother



father



mother



faster

