



**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)**

## Feelings: Week 1 of 1

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### **Unit Overview**

In this 1-week unit learners will review vocabulary for expressing emotions. They will create level-appropriate writing projects that allow them to express emotions through words, drawings, and pictures.

### **Focus of Week 1**

- *Feelings vocabulary*
- *Completing simple written sentences*
- *Presenting to classmates*

**NOTE:** *If you need to shorten this unit to 3 days, due to scheduling, Thursday is the best day to omit.*

## Feelings Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Transition &amp; Critical Thinking:</b> <i>identify tools for organizing class materials and use a consistent strategy for organization</i></p> <p><b>Life skill:</b> <i>read a short story about emotions.</i></p> <p><b>Literacy:</b> <i>read simple statements about a story and evaluate if they are true or false.</i></p> <p><b>Listening/speaking:</b> <i>listen for and record beginning and ending consonant sounds of individual words from a story.</i></p> <p><b>Literacy:</b> <i>read and write emotion vocabulary</i></p> <p><b>Listening/speaking:</b> <i>listen for and pronounce emotion vocabulary</i></p> <p><b>Grammar:</b> <i>form simple sentences about emotions with subject verb agreement (ex. <b>I am</b> happy, <b>She is</b> happy.)</i></p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>English Papers About...</b> (see instructions before copying)</li> <li>• Handout: <b>Lora’s Pictures</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Teacher dictation script</li> <li>• Collect pictures for teaching feelings words (optional)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• One set of large alphabet cards, several sets of small alphabet tiles</li> <li>• Student materials for <b>Staying Organized</b> routine</li> </ul>

### Lesson Plan

**Opening Activity: Transitions & Critical Thinking**

Description: organize student materials and clean-out materials from past units

Materials/Prep: copies of **English Papers About...**, ESL Volunteer Tutor Manual, 2013, **Staying Organized**, binders, writing paper, 3-hole punch, stapler.

**Literacy Basic Skills Review**

Description: choose one or two from a list of activities to help develop phonemic awareness

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

**Story of the Week: Life Skills, Literacy, Listening & Speaking**

Description: read a story about the topic, complete comprehension questions and phoneme dictation.

Materials/Prep: copies of **Lora’s Pictures**, one copy of teacher dictation script.

**Unit Theme Activity: Listening & Speaking, Literacy, Grammar**

Description: Introduce and practice feelings vocabulary

Materials/Prep: Collect pictures for teaching feelings words (optional)

**Checking for Understanding: Listening & Speaking**

Description: Learners repeat the same sentence with different emotion while other learners guess the emotion.

Materials/Prep: (none)

## 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: \_\_\_\_\_

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Jessica Graciano, Minnesota Literacy Council, 2012 p. 12 Pre-Beginning, oaa unit

## Teacher Directions: Basic Skills Review: Literacy

-Materials: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. **Don't give up!** Work on the same activity for several classes until learners catch on.*

**Choose 1-2 activities from those below.**

### Whole Group Practice

#### **Rhyming**

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying "yes/no" or holding up individual "yes/no" cards.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

### **Blending and Segmenting**

1. "I say it slow, you say it fast": without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word ("cat!"). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.



Ask, "What's the first/last sound?"

3. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

### **Phoneme Isolation**

1. Without writing, teacher says a familiar word (including words from the current unit). Ask "What is the first sound?" Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
2. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

### **Phoneme Substitution and Deletion**

1. Give each learner or pair a set of small alphabet cards. Call out the first word and its spelling ("bag, B-A-G"). Learners select the letters and form the word. Call out a spelling change ("take away G, put T"). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

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### **What is phonemic awareness?**

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word "cat" is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.

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## Technology Option: Alphabet/Phonics Websites

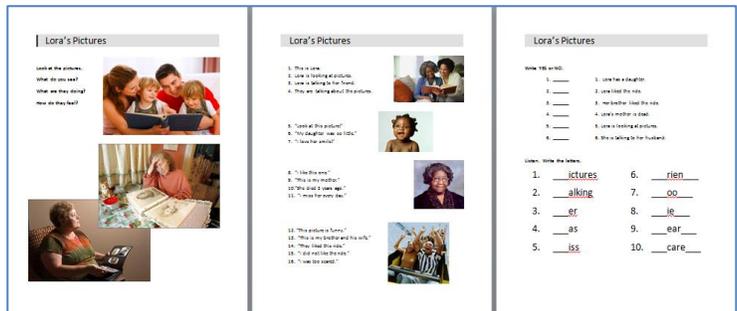
1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, *Learning to Read* section has some word building activities that help reinforce initial and final consonant sounds.)

## Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Lora's Pictures**, one copy of teacher dictation script

### Step 1: Context

1. Distribute the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Read aloud the **questions next to the pictures**. Elicit answers from learners. If no one is able to answer after several attempts, model a simple answer (ie. "I see a woman. She is looking at pictures. She is sad.") Ask the questions again to the learners.



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.

7. **Practice the text again** with choral reading, partnered reading, or individual reading of separate lines of the text.

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. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
10. **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.
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: Listening & Speaking, Literacy, Grammar**      -Materials: collect pictures for teaching feeling vocabulary (optional)

Step 1: Introduce vocabulary orally

1. *Without writing the words on the board, say: **happy**. Point to your face or show a picture.*
2. Say the word again and learners repeat several times.
3. Say a sentence: *Today is sunny. I am happy.*, learners repeat.
4. Ask a question: (make a sad face) *Am I happy?* Learners respond: (no).
5. Repeat steps 1-4 for the following vocabulary. After introducing each new word, review all of the previous words:
  1. happy
  2. sad
  3. excited
  4. hot
  5. cold
  6. sick
  7. lonely
  8. scared
  9. angry
  10. hungry

Step 2: Practice reading writing the new vocabulary

6. Write the first 5 vocabulary words on the board.
7. Read them together 2 times, using facial expressions and pantomime to review the meaning of each.
8. Ask: *What number is "hot"?* Please read number 3. Etc.
9. Learners copy the words in their notebook and practice reading them independently.
10. Repeat steps 6-9 with the remaining vocabulary words.

**Teacher Directions: Checking for Understanding**

-Materials: (none)

1. Write on the board: **My name is \_\_\_\_\_.**
2. Model saying the sentence with different feeling (happy, angry, cold..) –learners guess which feeling.
3. Learners take turns standing up and saying the sentence with their name and a feeling of their choosing. Classmates guess which feeling they are showing.

# English Papers

About \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Lora's Pictures

Look at the pictures.

What do you see?

What are they doing?

How do they feel?



# Lora's Pictures

1. This is Lora.
2. Lora is looking at pictures.
3. Lora is talking to her friend.
4. They are talking about the pictures.



5. "Look at this picture!"
6. "My daughter was so little."
7. "I love her smile!"



8. "I like this one."
9. "This is my mother."
10. "She died 2 years ago."
11. "I miss her every day."



12. "This picture is funny."
13. "This is my brother and his wife."
14. "They liked this ride."
15. "I did not like the ride."
16. "I was too scared."



# Lora's Pictures

Write YES or NO.

- |          |                                   |
|----------|-----------------------------------|
| 1. _____ | 1. Lora has a daughter.           |
| 2. _____ | 2. Lora liked the ride.           |
| 3. _____ | 3. Her brother liked the ride.    |
| 4. _____ | 4. Lora's mother is dead.         |
| 5. _____ | 5. Lora is looking at pictures.   |
| 6. _____ | 6. She is talking to her husband. |

Listen. Write the letters.

- |                |                  |
|----------------|------------------|
| 1. ____ictures | 6. ____rien____  |
| 2. ____alking  | 7. ____oo____    |
| 3. ____er      | 8. ____ie____    |
| 4. ____as      | 9. ____ear____   |
| 5. ____iss     | 10. ____care____ |

**Teacher Script for dictation:**

1. Pictures
2. Talking
3. Her
4. Was
5. Miss
6. Friend
7. Look
8. Died
9. Years
10. scared

## Feelings Unit: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Transition &amp; Critical Thinking:</b> collect data and organize it in a chart or graph</p> <p><b>Literacy:</b> read and write emotion vocabulary</p> <p><b>Transition &amp; Critical Thinking:</b> scan written text or listen for specific information; make inferences and logical guesses</p> <p><b>Life skill:</b> create a meaningful writing project</p> <p><b>Listening/speaking:</b> listen and respond to oral presentations by other learners</p> <p><b>Grammar:</b> form simple sentences about emotions with subject verb agreement (ex. I am happy, She is happy.)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Lora’s Pictures</b> (from Monday)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Single copy of “Hands Up” picture cards</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Post-It Notes</li> <li>• Old magazines</li> <li>• Construction paper</li> <li>• Student scissors</li> <li>• Glue</li> <li>• markers</li> <li>• 2 flyswatters</li> </ul>

### Lesson Plan

#### Opening Activity

Description: learners assess their own feelings and readiness to learn using “Hands Up” gestures.

Materials/Prep: single set of “Hands Up” picture cards

#### Numeracy Basic Skills Review: Transitions & Critical Thinking, Literacy

Description: learners create a bar graph representing their feelings today using Post-It Notes

Materials/Prep: Post-It Notes; Volunteer Tutor Manual, 2013, **Post-It Chart**

#### Story of the Week: Transitions & Critical Thinking

Description: review the story of the week, scan for key words, and identify word families.

Materials/Prep: copies of **Lora’s Pictures** (From Monday)

#### Unit Theme Activity: Life Skills, Grammar

Description: review feelings vocabulary and create a photo collage representing different feelings using magazine pictures, drawings, or own photos

Materials/Prep: old magazines, scissors, glue, construction paper, markers; ESL Volunteer Tutor Manual, 2013,

#### The Flyswatter Game

#### Checking for Understanding: Listening & Speaking

Description: Learners present their project to a partner and/or the whole class

Materials/Prep: (none)

## 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: Numeracy: Transition & Critical Thinking

-Materials: Post-It Notes, ESL Volunteer Tutor Manual, 2013, **Post-It Chart**, graph paper (optional)

Using the question **“How do you feel today?”**, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual, reminding learners of the feeling vocabulary introduced yesterday (see below). You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

### Feelings Vocabulary:

1. happy
2. sad
3. excited
4. hot
5. cold
6. sick
7. lonely
8. scared
9. angry
10. hungry

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Lora’s Pictures** from Monday

### Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**.  
Ask: “What do you see? What 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.

The image shows three copies of a worksheet titled "Lora's Pictures".

The first page has the title "Lora's Pictures" and two photographs. The first photo shows a family of four (a man, a woman, and two children) sitting on a couch reading a book together. The second photo shows a woman sitting at a table with a laptop, looking at the screen. Below the photos are the following questions:

1. Who is Lora?
2. How is she feeling?
3. What is she doing?
4. How do you think she feels?
5. "Look at this picture!"
6. "Who is she talking to?"
7. "How does she feel?"
8. "How does she feel?"
9. "What is she doing?"
10. "How does she feel?"
11. "How does she feel?"

The second page has the title "Lora's Pictures" and three photographs. The first photo shows a woman sitting at a table with a laptop. The second photo shows a woman sitting at a table with a laptop. The third photo shows a woman sitting at a table with a laptop. Below the photos are the following questions:

1. "How does she feel?"
2. "What is she doing?"
3. "How does she feel?"
4. "How does she feel?"
5. "How does she feel?"
6. "How does she feel?"
7. "How does she feel?"
8. "How does she feel?"
9. "How does she feel?"
10. "How does she feel?"
11. "How does she feel?"

The third page has the title "Lora's Pictures" and 10 numbered fill-in-the-blank questions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### 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. **Learners practice changing the first sound to create new words (word families)**. Together find the word “**day**”. Each learner copies the word in their notebook. The teacher leads students in copying the word ending three times below the word and saying the resulting sound (“**ay**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
  - pay
  - lay
  - say

### Step 3: assess comprehension

7. **Learners infer meaning**. Read each paragraph aloud, stopping occasionally to ask *How does Lora feel? How did her brother feel? How does this baby feel?*
8. **Complete or review yes/no questions and dictation, as needed**. 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. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. circle the words **daughter, mother, brother, wife**. Underline the words **funny, smile, miss**.
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: Life Skills, Grammar**

-Materials: old magazines, scissors, glue, construction paper, markers; ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game**

#### Step 1: Review Feelings Vocabulary

1. Review the feelings vocabulary introduced yesterday by playing **The Flyswatter Game** (see Tutor Manual). You can give clues using facial expressions, tone of voice, or sentences such as “*It is winter. I have no coat*” (*cold*).

#### Step 2: Model the activity

2. Leaving the feeling words on the board, point to a word, then show how to look through a magazine for a picture that shows that feeling.
3. Show the picture to the class, cut out the picture and paste it onto construction paper.
4. Write the word next to the picture.
5. Next, model how to draw and label a picture on their poster.

#### Step 3: Learners work independently

6. Learners should try to illustrate/find pictures for at least 4 of the vocabulary words.
7. As faster learners begin to complete their posters, show them how to write sentences:
  - ***He is happy.***
  - ***She is happy.***
  - ***They are happy.***

Learners can begin to add full sentences to their pictures.

**Need a challenge?:** encourage learners to write more about each picture (ex. *He is happy. He is fishing. He likes fishing.*)

## **Teacher Directions: Checking for Understanding: Listening & Speaking**

-Materials: (none)

### Step 1: Model the activity

1. Using your own poster, show the learners the pictures, describe the pictures in very simple sentences (ex. *He is happy. She is sad. They are sick.*)
2. Invite a learner to stand in front of the class and do the same. When he/she is finished, respond by repeating the descriptions of one or two of the pictures in his/her poster (ex. *He is scared. She is angry.*)

### Step 2: Pair Practice

3. In pairs, learners present their poster to a partner and respond to their partner's poster.

If time, have each student present their poster to the class. Emphasize speaking loud enough for everyone to hear, showing the pictures so others can see, and using occasional eye contact.



1



**Happy**

**Good**



2



OK

So-so



3



**Not good**

**sick**

**sad**

**tired**



4



**very sick**

**very sad**

**very tired**

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> read a simple story about emotions.</p> <p><b>Transitions &amp; Critical Thinking:</b> make inferences and logical guesses</p> <p><b>Life skill:</b> create a meaningful writing project</p> <p><b>Literacy:</b> complete simple written sentences about their own emotions (ex. I feel <u>happy</u> when I <u>come to school</u>. I feel <u>sad</u> when I think about Laos.)</p> <p><b>Grammar:</b> form simple sentences about emotions with subject verb agreement (ex. <b>I am</b> happy, <b>She is</b> happy.)</p> <p><b>Transition &amp; Critical Thinking:</b> employ effective public speaking skills (voice, body language, eye contact, etc.); acknowledge and affirm others and their contributions</p> <p><b>Listening/speaking:</b> listen and respond to oral presentations by other learners</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Lora’s Pictures</b> (from Monday)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Single set of “Hands up” picture cards (from Tuesday)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Colored pencils or thin highlighters</li> <li>• One set of large alphabet cards</li> <li>• Several sets of small alphabet tiles</li> <li>• Projector</li> <li>• Markers</li> <li>• Tape</li> <li>• Butcher paper or poster paper</li> </ul>

## Lesson Plan

### Opening Activity

**Description:** learners assess their own feelings and readiness to learn using “Hands Up” gestures.

**Materials/Prep:** single set of “Hands Up” picture cards

### Literacy Basic Skills Review

**Description:** choose one or two from a list of activities to help develop phonemic awareness

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

### Story of the Week: Life Skills, Transitions & Critical Thinking

**Description:** review the story of the week and lead a letter/sound drill

**Materials/Prep:** extra copies of **Lora’s Pictures** (From Monday), ESL Volunteer Tutor Manual, 2013,

**Letter/Sound Drill**, colored pencils or thin highlighters

### Unit Theme Activity: Life Skills, Literacy, Grammar

**Description:** Create student silhouettes writing project

**Materials/Prep:** projector, large butcher paper or poster paper, markers, tape

### Checking for Understanding: Transitions & Critical Thinking, Listening & Speaking

**Description:** learners present their writing projects to classmates

**Materials/Prep:** (none)

## Teacher Directions: Opening Activity: Transitions

-Materials: one set of numbered "Hands Up" pictures

*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: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. **Don't give up!** Work on the same activity for several classes until learners catch on.*

**Choose 1-2 activities from those below.**

### Whole Group Practice

#### **Rhyming**

4. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
5. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
6. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

#### **Blending and Segmenting**

4. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.



5. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

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### **What is phonemic awareness?**

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.

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6. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

### ***Phoneme Isolation***

3. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
4. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

### ***Phoneme Substitution and Deletion***

5. Give each learner or pair a set of small alphabet cards. Call out the first word and its spelling (“*bag, B-A-G*”). Learners select the letters and form the word. Call out a spelling change (“take away G, put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

### **Technology Option: Alphabet/Phonics Websites**

6. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
7. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (*ABC* section is excellent for reinforcing letter names and sounds, *Learning to Read* section has some word building activities that help reinforce initial and final consonant sounds.)

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Lora's Pictures** from Monday, colored pencils or thin highlighters; ESL Volunteer Tutor Manual, **Letter/Sound Drill**

### Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? What 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.



### 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.

### Step 3: assess comprehension

7. **Learners infer meaning.** Read each paragraph aloud, stopping occasionally to ask *How does Lora feel? How did her brother feel? How does this baby feel?*
8. **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 Sound/Spelling Correspondence

9. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual). The target letter/sound for this story can be **L, M, D, S** (not SH), or **TH**. Choose one sound based on what your learners need to practice.

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: Life Skills, Literacy, Grammar**

-Materials: projector, large butcher paper or poster paper, markers, tape

#### Step 1: Introduce the target language

1. Write on the board: **I feel \_\_\_\_\_ when \_\_\_\_\_.**
2. Ask: *You come to school. How do you feel? Sad? Happy? Scared? Why?*
3. Recast the students' answers into the sentence frame on the board (ex. *I feel happy when I come to school.*)
4. Ask: *You think about your country. How do you feel?...*
5. Recast the learners' answers again. Have them repeat the sentence.

#### Step 2: Brainstorm writing topics

6. Tell students that they will write about their feelings today. They will also make a big picture and put their sentences in their picture (show the example of a silhouette).
7. Ask learners to suggest other feelings. Point to the sentence on the board and ask which blank the feeling word goes in. Make a list of feeling words below the first blank.
8. Talk (without writing) about situations to go with each feeling.
9. Model how to write a complete sentence using the sentence frame on the board.

#### Step 3: Independent Practice

10. Learners write 2-4 sentences in their notebooks using the sentence frames and seeking help from the teacher with new vocabulary. If you have any very low students who are not yet writers. Encourage them to draw a picture about an emotion. Then write the sentence in their notebook for them and help them copy the sentence below your example.

#### Step 4: Create Silhouettes

11. You may be able to start this step while learners are still writing.  
Tape a large piece of paper to the wall or whiteboard. Point the projector so that it is shining onto the paper. Have a learner sit in profile or pose with their arms in front of the paper. The teacher or another learner can trace the outline of their head or body in pencil (see examples).
12. When complete, learners can trace over the pencil outline with a colored marker and then copy their feeling sentences into the middle of the silhouette in large letters.
13. Help learners hang their project in the classroom or hallway.



#### **Teacher Directions: Checking for Understanding**

-Materials: (none)

As a class, gather around one of the projects on the wall. The author will read the sentences aloud (encourage good body language for a presentation, as well as adequate volume). Everyone can clap or provide other praise. Then continue with each of the projects.



## Feelings Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Transitions &amp; Critical Thinking:</b> collect data and organize it into a chart or graph</p> <p><b>Literacy:</b> read and write emotions vocabulary</p> <p><b>Literacy:</b> identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p><b>Listening &amp; Speaking:</b> listen for and pronounce emotion vocabulary</p> <p><b>Literacy:</b> complete simple written sentences about their own emotions (ex. I feel <u>happy</u> when I <u>come to school</u>. I feel <u>sad</u> when I <u>think about Laos</u>.)</p> <p><b>Grammar:</b> form simple sentences about emotions with subject verb agreement (ex. <b>I am</b> happy, <b>She is</b> happy.)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Lora’s Pictures</b> (paragraph text)</li> <li>• Handout: <b>Reading Test Practice</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Single copies of “Hands Up” picture cards (From Tues)</li> <li>• Flashcards with feelings vocabulary (see instructions)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Post-It Notes</li> <li>• Materials for any unfinished writing projects (see instructions)</li> <li>• Two flyswatters</li> </ul>

## Lesson Plan

### Opening Activity

Description: learners assess their own feelings and readiness to learn using “Hands Up” gestures.

Materials/Prep: single set of “Hands Up” picture cards

### Numeracy Basic Skills Review: Transitions & Critical Thinking, Literacy

Description: learners create a bar graph representing their feelings today using Post-It Notes

Materials/Prep: Post-It Notes; Volunteer Tutor Manual, 2013, **Post-It Chart**

### Story of the Week: Literacy

Description: review the story of the week and practice reading fluency with a paragraph formatted text.

Materials/Prep: copies of **Lora’s Pictures** (paragraph format)

### Unit Theme Activity: Listening & Speaking, Literacy, Grammar

Description: complete any unfinished writing projects from Tuesday/Wednesday and play review games with feelings vocabulary.

Materials/Prep: flashcards with feelings vocabulary (see activity instructions), materials for writing projects (see Unit Theme Activities for Tuesday/Wednesday), two flyswatters, ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game**

### Checking for Understanding: Literacy

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

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

## Teacher Directions: Opening Activity: Transitions

-Materials: one set of numbered “Hands Up” pictures

*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: Numeracy: Transition & Critical Thinking

-Materials: Post-It Notes, ESL Volunteer Tutor Manual, 2013, **Post-It Chart**, graph paper (optional)

Using the question **“How do you feel today?”**, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual, reminding learners of the feeling vocabulary introduced yesterday (see below). You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

### Feelings Vocabulary:

1. happy
2. sad
3. excited
4. hot
5. cold
6. sick
7. lonely
8. scared
9. angry
10. hungry

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Lora’s Pictures** (paragraph text)

### Step 1: Context

1. Distribute new copies of **Lora’s Pictures** 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.

**Lora's Pictures**

This is Lora. Lora is looking at pictures. Lora is talking to her friend. They are talking about the pictures.

"Look at this picture! My daughter was so little. I love her smile!"

"I like this one. This is my mother. She died 2 years ago. I miss her every day."

"This picture is funny. This is my brother and his wife. They liked this ride. I did not like the ride. I was too scared."

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. 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 does he/she feel? What will happen next?” 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 5: Introduce the words **period** and **question mark**

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*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.*

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

Step 6: 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,**

**Grammar** -Materials: flashcards with feelings vocabulary (see activity instructions), materials for writing projects (see Unit Theme Activities for Tuesday/Wednesday), two flyswatters; ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game**

Step 1: Choose Activities and Prep

The activities in today's lesson are flexible to allow you complete any writing projects that were not finished on Wednesday or Thursday. If all projects are complete, proceed with any of the following review activities.

## The Flyswatter Game

Review the feelings vocabulary introduced this week by playing **The Flyswatter Game** (see Tutor Manual). You can give clues using facial expressions, tone of voice, or sentences such as “*It is winter. I have no coat*” (*cold*).

### Feelings Vocabulary:

1. happy
2. sad
3. excited
4. hot
5. cold
6. sick
7. lonely
8. scared
9. angry
10. hungry

## Feelings Charades

Write each of the feelings words on an index cards. Learners take turns coming to the front of the room and acting out the feeling on the card while other learners guess.

## Teacher or Peer Dictation

Dictate these sentences and have students write them in their notebooks or arrange cards to form the sentences. Learner can also be called upon to read the sentences for their peers.

1. I am sad.
2. He is happy.
3. We are cold.
4. You are hot.
5. They are hungry.

## Teacher Directions: Checking for Understanding: Literacy

-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.*

The image shows two examples of 'Reading Test Practice' handouts. The left handout features a reading passage: 'Kate starts school today. Kate is very excited. She wants to learn English.' Below the passage are two multiple-choice questions. Question 1 asks 'How does she feel?' with options A. sad, B. English, C. excited, and D. want. Question 2 asks 'Where will she go?' with options A. school, B. home, C. want, and D. excited. The right handout shows three multiple-choice questions with word banks. Question 1 asks '1. sad' with a word bank containing 'sop', 'sad', 'was', and 'mad'. Question 2 asks '2. happy' with a word bank containing 'happy', 'batty', 'paddy', and 'holly'. Question 3 asks '3. hungry' with a word bank containing 'angry', 'happy', 'hungry', and 'bunax'. In the word bank for question 3, 'bunax' is circled in red.

### 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.

# Lora's Pictures

This is Lora. Lora is looking at pictures. Lora is talking to her friend. They are talking about the pictures.



“Look at this picture! My daughter was so little. I love her smile!”

“I like this one. This is my mother. She died 2 years ago. I miss her every day.”

“This picture is funny. This is my brother and his wife. They liked this ride. I did not like the ride. I was too scared.”



## Reading Test Practice

Kate starts school today. Kate is very excited. She wants to learn English.

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1. How does she feel?

- A. sad
- B. English
- C. excited
- D. scared

2. Where will she go?

- A. school
- B. home
- C. scared
- D. excited

# Reading Test Practice

1. sad

sap

sad

was

mad

2. happy

happy

batty

paddy

holly

3. hungry

angry

happy

hungry

bungy