



**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)**

## Food: Week 1 of 2

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### **Unit Overview**

In this 2-week unit learners will spend a lot of time reading, writing, and saying a variety of food words. In addition they will use this new vocabulary to talk, read, and write about prices and likes and dislikes. In week 2, learners will have an opportunity to do some hands-on food preparation and write about it in class.

### **Focus of Week 1**

- *Reading, writing, and talking about **food words***
- *Expressing **likes and dislikes***

### **Focus of Week 2**

- ***Making a fruit salad and writing a story about it***
- *Reading, writing, and talking about **food words***
- *Scanning for and talking about **food prices***

## Food Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Transition &amp; Critical Thinking:</b> identify tools for organizing class materials and use a consistent strategy for organization</p> <p><b>Life skill:</b> read a simple story about a food preparation.</p> <p><b>Literacy:</b> read simple statements about a story and evaluate if they are true or false.</p> <p><b>Listening/speaking:</b> listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p><b>Literacy:</b> read, write, and say, at least 20 food words</p> <p><b>Listening/speaking:</b> verbally describe likes and dislikes, ex. "I like carrots. I don't like eggs."</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>The Kitchen Is Busy</b></li> <li>• Handout: <b>Food Words</b></li> <li>• Handout: <b>English Papers About...</b> (see inst. before copying)</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>• Gather pictures or props to teach the words on the <b>Food Words</b> handout</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> <li>• Materials for Literacy Basic Skills Review (see inst.)</li> </ul>

## Lesson Plan

### Opening Activity: Transition & 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 1-2 from a list of activities to practice basic writing skills

Materials/Prep: (see activity instructions)

### Story of the Week: Life Skill, Literacy, Listening & Speaking

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

Materials/Prep: copies of **The Kitchen Is Busy**, one copy of teacher dictation script.

### Unit Theme Activity: Literacy

Description: introduce food vocabulary

Materials/Prep: copies of **Food Words**, gather pictures or props to teach the vocabulary on the **Food Words** handout

### Checking for Understanding: Listening & speaking

Description: learners ask each other which foods they like in a **Circle Drill**

Materials/Prep: ESL Volunteer Tutor Manual, **Circle Drill**

## 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 Grace Jones, Minnesota Literacy Council, 2012 p. 12 Pre-Beginning, oaa unit

## Teacher Directions: Literacy Basic Skills Review

-Materials: (listed below each activity)

### Step 1: Independent Practice

*These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.*

1. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for "letter tracing worksheets."

Materials: letter tracing worksheets

2. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

- Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

Materials: teacher-created tracing and copying sheets

H	a	l	i	m	o

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

- Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

- Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

- Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

#### Technology Option: iPad letter tracing

*There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for "letter tracing" or "alphabet tracing." Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).*

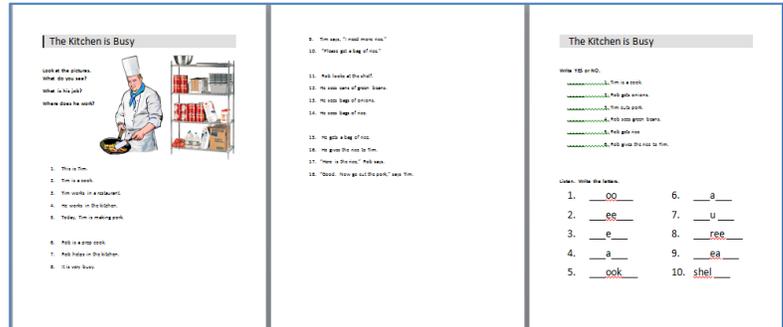
- Learners practice turning on an iPad, attaching headphones, and adjusting volume.
- Teacher navigates to the appropriate app.
- Learners practice tracing letters with their finger.

## Teacher Directions: Story of the Week: Literacy, Life Skills, Listening & Speaking

-Materials: copies of **The Kitchen Is Busy**

### 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 man. The man is is cooking.”) 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: Literacy**

-Materials: copies of **Food Words** handout, gather pictures or props to teach the vocabulary on Food Words handout

Step 1: Context

What food do you like? Where do you buy food?  
 Do you eat meat? What do you like to drink? Do you cook? Who cooks in your house?

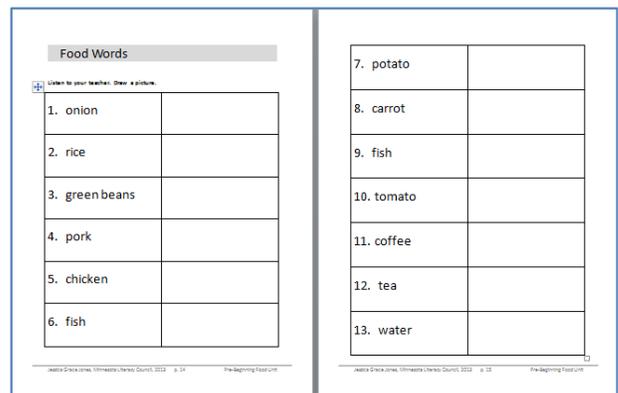
Step 2: Introduce vocabulary

Hold up the pictures that you gathered one by one. Say the word and ask learners to repeat several times. Do not write the word yet. Tell learners that you will give them the words later.

Go through all the pictures at least twice.

Distribute the **Food Words** handout.

Go through the pictures again and have learners find the word on their handout. Learners draw a picture of the food next to the word.



### Step 3: Pair Practice

One partner says a word on the **Food Words** list. The other partner points to the word they hear.

**Need a Challenge?:** higher level students can dictate the words to each other for spelling practice.

**\*\*Give the food pictures to the learning center coordinator for use throughout the week.\*\***

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

-Materials: ESL Volunteer Tutor Manual, **Circle Drill**

### Step 1: Context

Write on the board: **I like** \_\_\_\_\_.

**I don't like** \_\_\_\_\_.

Say each sentence with several example foods. Each time, use facial and vocal expression to show the meaning of the sentence.

Write on the board: **Do you like** \_\_\_\_\_?

Pose the question to several students, encouraging them to answer with the full sentences on the board.

### Step 2: Circle Drill

Practice the phrases on the board by leading a **Circle Drill**, as described in the ESL Volunteer Tutor Manual.

Note who is still having difficulty with both the vocabulary and the question and answer and report this to tomorrow's teacher for further review.

# English Papers

About \_\_\_\_\_

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

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

# The Kitchen is Busy

Look at the pictures.

What do you see?

What is his job?

Where does he work?



1. This is Tim.
2. Tim is a cook.
3. Tim works in a restaurant.
4. He works in the kitchen.
5. Today, Tim is making pork.
  
6. Rob is a prep cook.
7. Rob helps in the kitchen.
8. It is very busy.

9. Tim says, "I need more rice."
10. "Please get a bag of rice."
  
11. Rob looks at the shelf.
12. He sees cans of green beans.
13. He sees bags of onions.
14. He sees bags of rice.
  
15. He gets a bag of rice.
16. He gives the rice to Tim.
17. "Here is the rice," Rob says.
18. "Good. Now go cut the pork," says Tim.

# The Kitchen is Busy

Write YES or NO.

- \_\_\_\_\_ 1. Tim is a cook.  
\_\_\_\_\_ 2. Rob gets onions.  
\_\_\_\_\_ 3. Tim cuts pork.  
\_\_\_\_\_ 4. Rob sees green beans.  
\_\_\_\_\_ 5. Rob gets rice  
\_\_\_\_\_ 6. Rob gives the rice to Tim.

Listen. Write the letters.

- |                 |                 |
|-----------------|-----------------|
| 1.    ___oo___  | 6.    ___a___   |
| 2.    ___ee___  | 7.    ___u___   |
| 3.    ___e___   | 8.    ___ree___ |
| 4.    ___a___   | 9.    ___ea___  |
| 5.    ___ook___ | 10. shel ___    |

**Teacher Script for dictation:**

1. good
2. need
3. get
4. bag
5. looks
6. can
7. cut
8. green
9. bean
10. shelf

# Food Words

Listen to your teacher. Draw a picture.

1. onion	
2. rice	
3. green beans	
4. pork	
5. chicken	
6. fish	

7. potato	
8. carrot	
9. fish	
10. tomato	
11. coffee	
12. tea	
13. water	

## Food 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, table, or graph</p> <p><b>Listening/speaking:</b> retell a simple text in own words</p> <p><b>Transition &amp; Critical Thinking:</b> scan written text or listen for specific information</p> <p><b>Literacy:</b> read, write, and say, at least 20 food words</p> <p><b>Listening/speaking:</b> verbally describe likes and dislikes, ex. "I like carrots. I don't like eggs."</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>The Kitchen Is Busy</b> (from Monday)</li> <li>• Handout: <b>Food Words</b> (a few copies from Monday)</li> <li>• Handout: <b>BINGO</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>• Gather pictures or props to teach words on <b>Food Words</b> handout</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large dry erase calendar or calendar pocket chart</li> <li>• Demonstration clock with moveable hands</li> <li>• Day of the week and month of the year cards</li> <li>• Post-It Notes</li> </ul>

### Lesson Plan

#### Opening Activity

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

#### Numeracy Basic Skills Review: Transition & Critical Thinking

Description: create a Post-It Chart to show learners food preferences

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

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

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

Materials/Prep: copies of **The Kitchen Is Busy** (From Monday)

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

Description: review food vocabulary, play **Vocabulary BINGO**, learners ask each other if they like specific foods

Materials/Prep: gather pictures or props to review words on **Food Words** handout, a few copies of **Food Words** (from Monday), copies of **BINGO** handout; ESL Volunteer Tutor Manual, **Vocabulary BINGO**

#### Checking for Understanding: Literacy

Description: learners hold up food pictures/props as the teacher calls out or writes words on the board

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

1. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
2. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

3. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
4. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
5. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
6. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Numeracy: Transition & Critical Thinking

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

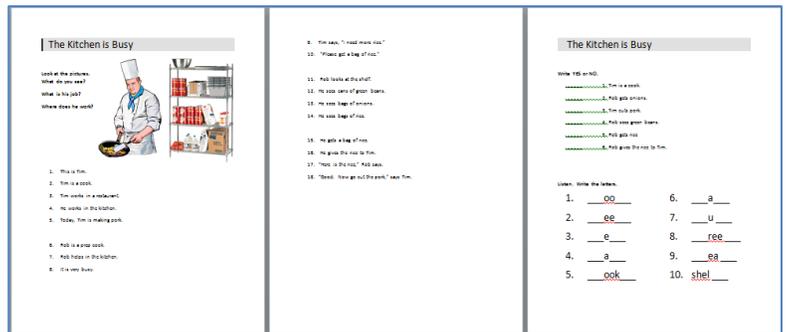
Using the question “**What is your favorite vegetable?**”, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual. You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **The Kitchen Is Busy** 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.



### 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 “**cook**”. 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 (“**ook**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
  - look
  - took
  - book

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, 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 **rice, pork, onions**. Underline the words **bag, can**.
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: Listening & Speaking, Literacy

-Materials: gather pictures or props to review words on **Food Words** handout, a few copies of **Food Words** handout, copies of **BINGO** handout; ESL Volunteer Tutor Manual

### Vocabulary Bingo

#### Step 1: Context

Learners take out the **Food Words** handout from yesterday.

Deal out the pictures of the words.

Review the pronunciation of the words on the list. As you say each word, have the learners hold up that picture so everyone can see.

Food Words	
1. onion	
2. rice	
3. green beans	
4. pork	
5. chicken	
6. fish	

7. potato	
8. carrot	
9. fish	
10. tomato	
11. coffee	
12. tea	

#### Step 2: Prepare BINGO cards

Model how to fill in the squares on the bingo card with the words from the word list *in random order*. There is not space for all the words so learners must choose which words to include

Allow learners time to fill in their cards.

BINGO		

#### Step 3: Play BINGO

Play by holding up one of the food pictures and asking learners to silently find the word. They win when they fill their card.

#### Step 4: Review Questions and Answer

Write on the board: **I like** \_\_\_\_\_.

**I don't like** \_\_\_\_\_.

Say each sentence with several example foods. Each time, use facial and vocal expression to show the meaning of the sentence.

Write on the board: **Do you like** \_\_\_\_\_?

Pose the question to several students, encouraging them to answer with the full sentences on the board.

#### Step 5: Pair Practice

With a partner, learners take turns asking each other about the foods on the **Food Words** handout using the phrases on the board.

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

-Materials: (none)

Deal out the food pictures/props again. Call out a word from the list or write the word on the board. The learner with corresponding picture/prop holds it up. It is then his/her turn to call out or write another word and so on.

# BINGO


## Food Unit: Week 1, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> read a simple story about food preparation.</p> <p><b>Listening &amp; Speaking:</b> retell a simple text in own words.</p> <p><b>Literacy:</b> read, write, and say, at least 20 food words</p> <p><b>Listening/speaking:</b> verbally describe likes and dislikes, ex. "I like carrots. I don't like eggs."</p> <p><b>Grammar:</b> use the simple present verb negation with first and third person (ex. I <b>don't</b> like milk. She <b>doesn't</b> like milk.)</p> <p><b>Grammar:</b> use subject verb agreement in the third person simple present (ex. He likes<u>s</u>..., she <u>doesn't</u> like...)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>The Kitchen Is Busy</b> (from Monday)</li> <li>• Handout: <b>Food Words</b> (a few copies 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>• Gather pictures of the words on the <b>Food Words</b> handout</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>• A large dry erase calendar or calendar pocket chart</li> <li>• Demonstration clock with moveable hands</li> <li>• Day of the week and month of the year cards</li> <li>• Materials for Literacy Basic Skills Review (see inst.)</li> <li>• Two flyswatters</li> <li>• A small ball or bean bag</li> </ul>

### Lesson Plan

#### Opening Activity

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

#### Literacy Basic Skills Review

Description: choose 1-2 from a list of activities to practice basic writing skills

Materials/Prep: (see activity instructions)

#### Story of the Week: Life Skills, Listening & Speaking

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

Materials/Prep: extra copies of **The Kitchen Is Busy** (From Monday), ESL Volunteer Tutor Manual, 2013, **Letter/Sound Drill**, colored pencils or thin highlighters

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

Description: play **The Flyswatter Game** and practice third person sentences about likes and dislikes with a **Ball Toss** activity

Materials/Prep: gather pictures of the words on the **Food Words** handout, a few copies of **Food Words** handout, two flyswatters, a small ball or bean bag; ESL Volunteer Tutor Manual,2013, **The Flyswatter Game** and **Ball Toss**

#### Checking for Understanding

Description: each student writes a sentence in their notebook about something a classmate likes and dislikes

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

10. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
11. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

12. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
13. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
14. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
15. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
16. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
17. Ask for volunteers to write today's date on the board. Applaud the writer.
18. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Literacy

-Materials: (listed below each activity)

### Step 1: Independent Practice

*These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.*

7. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for "letter tracing worksheets."

Materials: letter tracing worksheets

8. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

9. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

Materials: teacher-created tracing and copying sheets

H	a	l	i	m	o

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

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

10. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

11. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

12. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

### Technology Option: iPad letter tracing

There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for “letter tracing” or “alphabet tracing.” Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

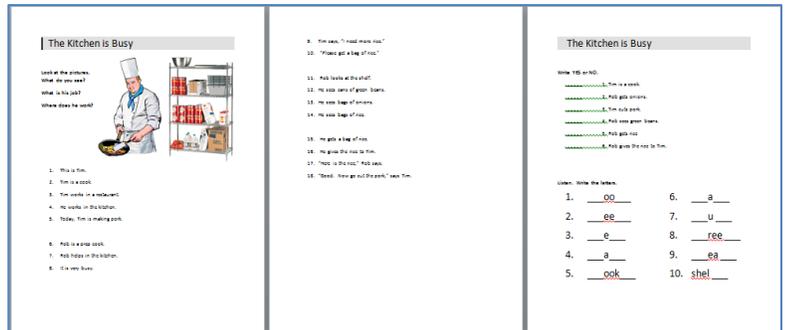
4. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
5. Teacher navigates to the appropriate app.
6. Learners practice tracing letters with their finger.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **The Kitchen Is Busy** 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.



### 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 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. **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, 2012, p. 113). The target letters/sounds for this story are **P and B**. If your learners have difficulty distinguishing these sounds you may want to do the drill with both sounds and practice contrasting them.
- 10. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

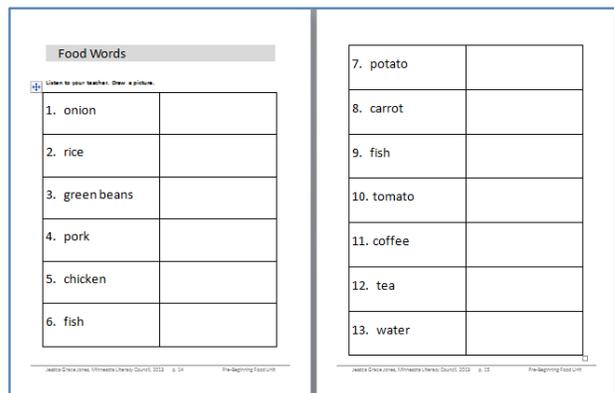
**Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy, Grammar**

-Materials: gather pictures of the words on the **Food Words** handout, extra copies of **Food Words** handout, two flyswatters, a small ball or bean bag; ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game** and **Ball Toss**

Step 1: Review Food Vocabulary

Play **The Flyswatter Game** (see Volunteer Tutor Manual)

Write the food vocabulary on the white board or tape pictures of the food items on the white board. You can call out the words, describe the words, or show a picture of the word to give clues.



Step 2: Review formation and use of simple present tense

Write on the board:

I  
You  
He  
She  
It  
We  
They

Read each word together and use hand gestures to show the meaning of each one. (ex. point to your chest for “I”, point to a group of other people for “they”.)

Write a verb next to each subject:

I        like  
You     like  
He       likes  
She     likes  
It       likes  
We      like  
They    like

Ask “which words have ‘s’?”

Circle “He likes, she likes, it likes.”

).

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

We use verbs like this to talk about ***usually, every day, sometimes, never.***

Step 3: Introduce simple present 3<sup>rd</sup> person negative (doesn’t)

Write on the board:

I        don’t like  
You     don’t like  
He       doesn’t like  
She     doesn’t like  
It       doesn’t like  
We      don’t like  
They    don’t like

Ask “Which sentences use ‘doesn’t’?” Circle those sentences.

Point out how there is no ‘s’ added to the verb like in these negative sentences.

#### Step 4: Oral Review

Write on the board: **My name is \_\_\_\_\_ and I like \_\_\_\_\_.**

**His name is \_\_\_\_\_ and he likes \_\_\_\_\_.**

**Her name is \_\_\_\_\_ and she likes \_\_\_\_\_.**

Lead a **Ball Toss** activity as described in the ESL Volunteer Tutor Manual, using the phrases on the board. Include negative sentences, if learners are ready.

### **Teacher Directions: Checking for Understanding: Literacy, Grammar**

-Materials: (none)

#### Step 1: Individual writing

Learners write one sentence about a food they like and one sentence about a food they don't like.

#### Step 2: Pair practice

In pairs, learners share the sentences they wrote about food. Their partner rewrites the sentences using 'he' or 'she' (ex. *She likes noodles. She doesn't like beef.*)

Make notes about what is most difficult for learners and report it to tomorrow's teacher for further review.

## Food Unit: Week 1, Thursday

<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, table, or graph</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>Literacy:</b> read, write, and say, at least 20 food words</p> <p><b>Listening/speaking:</b> verbally describe likes and dislikes, ex. "I like carrots. I don't like eggs."</p> <p><b>Grammar:</b> use the simple present verb negation with first and third person (ex. I <b>don't</b> like milk. She <b>doesn't</b> like milk.)</p> <p><b>Grammar:</b> use subject verb agreement in the third person simple present (ex. He likes<u>s</u>..., she <u>doesn't</u> like...)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>The Kitchen Is Busy</b> (paragraph format)</li> <li>• <u>Textbook:</u> <i>Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 142</i></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> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large dry erase calendar or calendar pocket chart</li> <li>• Demonstration clock with moveable hands</li> <li>• Day of the week and month of the year cards</li> <li>• Post-It Notes</li> </ul>

## Lesson Plan

### Opening Activity

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Numeracy Basic Skills Review: Transition & Critical Thinking

Description: create a Post-It Chart to show learners food preferences

Materials/Prep: Post-It Notes; ESL Volunteer Tutor Manual, **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 **The Kitchen Is Busy** (paragraph format)

### Unit Theme Activity: Listening/speaking, Literacy, grammar

Description: learners ask classmates about favorite foods and drinks, record them in a chart, and write sentences about the answers

Materials/Prep: copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 142*

### Checking for Understanding

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

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

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

19. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
20. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

21. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
22. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
23. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
24. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
25. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
26. Ask for volunteers to write today's date on the board. Applaud the writer.
27. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Numeracy: Transition & Critical Thinking

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

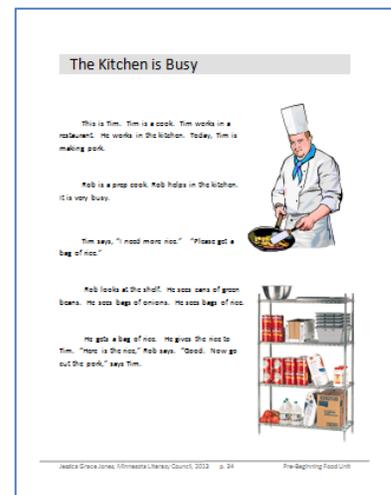
Using the question “**What is your favorite drink?**”, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual. You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **The Kitchen Is Busy** (paragraph text)

### Step 1: Context

1. Distribute new copies of **The Kitchen Is Busy** 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. 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 2: Introduce the words **period** and **question mark**

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

### Step 3: Practice with this week’s story

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

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

### Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.

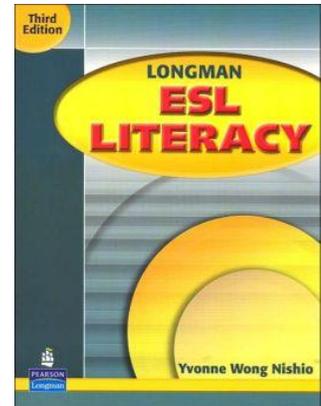
*Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads.*

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

- 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, Grammar, Literacy**      -Materials: copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 142*

Complete p. 142 as directed. In each section of the worksheet, model what you want learners to do and provide opportunities for them to practice orally before doing written work.



## 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.*

The image displays two versions of a 'Reading Test Practice' handout. The left version features a price list under the heading 'On SALE today!' with items like Carrots, Green Beans, Onions, and Potatoes. Below the list are two multiple-choice questions: '1. How much do potatoes cost?' and '2. How much are the green beans?'. The right version shows three matching exercises: '1. fish' with options dish, ship, fish, shift; '2. rice' with options ripe, ice, race, rice; and '3. tomatoes' with options tomatoes, potatoes, tamales, tomatillos. Each option has a circle next to it for marking an answer.

### 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 Kitchen is Busy

This is Tim. Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork.

Rob is a prep cook. Rob helps in the kitchen. It is very busy.

Tim says, "I need more rice." "Please get a bag of rice."

Rob looks at the shelf. He sees cans of green beans. He sees bags of onions. He sees bags of rice.

He gets a bag of rice. He gives the rice to Tim. "Here is the rice," Rob says. "Good. Now go cut the pork," says Tim.



## Reading Test Practice

### On SALE today!

Carrots.....1.85/lb.

Green Beans.....1.69/lb.

Onions.....0.69/lb.

Potatoes.....1.29/lb.

---

1. How much do potatoes cost?

- A. \$1.85/lb.
- B. \$1.69/lb.
- C. \$0.69/lb.
- D. \$1.29/lb.

2. How much are the green beans?

- E. \$1.85/lb.
- F. \$1.69/lb.
- G. \$0.69/lb.
- H. \$1.29/lb.

# Reading Test Practice

1. fish

dish

ship

fish

shift

2. rice

ripe

ice

race

rice

3. tomatoes

tomatoes

potatoes

tamales

tomatillos