



Sharing the Power of Learning

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

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

On the Job: Week 1 of 1

Unit Overview

In this 1-week unit

Focus of Week 1

- Asking and responding to questions about **simple tasks at work**
- Asking and responding to questions with “**Did you...**”?

On-the-Job Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Read a story about on-the-job communication.</p> <p>Literacy: read and respond to simple written yes/no questions</p> <p>Literacy: read and understand 3 new work-related verbs</p> <p>Listening/speaking: ask and respond to simple oral yes/no questions</p> <p>Transition & Critical Thinking: identify tools for organizing information and materials</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: English Papers About...(read activity instructions before copying) • Handout: Did You Clock In? <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • A picture of a time clock or someone clocking in <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • One large set of alphabet cards • Several student sets of alphabet tiles • Supplies for organizing student materials • A knife and a dishcloth

Lesson Plan

Opening Activity

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.

Basic Skills Review: Literacy

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

Description: read a story about on-the-job communication between a worker and supervisor

Materials/Prep: copies of **Did You Clock In?**, picture of a time clock or someone clocking in

Unit Theme Activity 1 : Listening/speaking, Literacy

Description: introduce and practice work task verbs: **cut, wash, get**

Materials/Prep: a knife, a dishcloth

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: _____

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 13 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.



2. "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?"

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.

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.

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 **Did You Clock In?**

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 working. What is he doing? I don’t know. Maybe cooking?”) Ask the questions again to the learners.
3. Pre-teach the word ***clock in*** using pictures, pantomime, or online video clips. Have learners act out clocking in and clocking out as they walk through the classroom door.
4. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

The image shows four pages of a story titled "Did You Clock In?".

- Page 1:** Shows two men in white lab coats and hard hats. One is holding a clipboard. Questions: "Look at the picture. What do you see?" and "Who is the manager? Who is the worker?". Labels: "clock in", "manager", "wash hands".
- Page 2:** Shows the same two men. Questions: "1. Abdi has a job.", "2. Abdi works with food.", "3. Abdi washes his hands.", "4. The manager says Abdi.", "5. The manager talks to Abdi.", "6. Did you clock in?", "7. Yes, I did."
- Page 3:** Shows the man washing his hands. Questions: "8. Did you wash your hands?", "9. I'm sorry. I don't understand.", "10. Did you wash your hands?", "11. Yes, I did."
- Page 4:** Shows the man working in a clinic. Questions: "1. Abdi has a job.", "2. Abdi washed his face.", "3. Abdi washed his hands.", "4. Abdi is a manager.", "5. Abdi clocked in.", "6. Abdi works in a clinic." Below are listening exercises: "Listen. Write the letters." with words: 11. _as, 12. _ob, 13. _orks, 14. _uts, 15. _anager, 16. ye___, 17. you___, 18. han___, 19. foo___, 20. don'___.

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 separate lines of the text.

Step 3: assess comprehension

9. **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.
10. **Complete yes/no comprehension questions**. If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
11. **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.

1. has	6. yes
2. job	7. your
3. works	8. hand
4. cuts	9. food
5. manager	10. don't
12. **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.

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

-Materials: a knife, a dishcloth

Step 1: Context

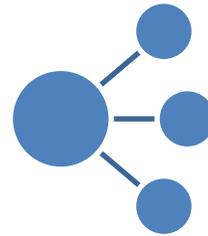
1. Ask: "Do you work? Where? What do you do? Do you ____?"
2. Look at the picture from this week's story. Repeat the questions above about the worker in the picture.

Step 2: Introduce vocabulary

3. Write on the board: **cut**
4. Pantomime the word using the knife as a prop.
5. Spell the word aloud as a class.
6. Hold up three fingers. Say each of the sounds in the word as you point to a different finger ("/c/, /u/, /t/, cut!"). Ask, "What's the first/last sound?"
7. Learners write the word in their notebook.

Step 3: Group practice

8. Ask: "What do you cut? Do you cut _____?"
9. Draw a word web with the word "cut" at the center, based on the learners' suggestions.
10. Practice forming oral commands based on the word web (ie. Cut the meat. Cut the paper.)
11. Repeat steps 2 and 3 with the words "**wash**" and "**get**". Note that the word "get" can have many meanings. For this lesson stick to the meaning of "retrieve or obtain".



English Papers

About _____

Name: _____

Date: _____

Did You Clock In?

Look at the picture.

Who is the manager?

What do you see?

Who is the worker?



clock in

manager

wash hands



Did You Clock In?



1. Abdi has a job.
2. Abdi works with food.
3. Abdi cuts food.
4. The manager sees Abdi.
5. The manager talks to Abdi.



6. Did you clock in?



7. Yes, I did.



8. Did you wash your hands?



9. I'm sorry. I don't understand.



10. Did you wash your hands?



11. Yes, I did.

Did You Clock In?

Write YES or NO.

- | | |
|----------|----------------------------|
| 1. _____ | 1. Abdi has a job. |
| 2. _____ | 2. Abdi washed his face. |
| 3. _____ | 3. Abdi washed his hands. |
| 4. _____ | 4. Abdi is a manager. |
| 5. _____ | 5. Abdi clocked in |
| 6. _____ | 6. Abdi works in a clinic. |

Listen. Write the letters.

- | | |
|---------------|-------------|
| 11. ___as | 16. ye___ |
| 12. ___ob | 17. you___ |
| 13. ___orks | 18. han___ |
| 14. ___uts | 19. foo___ |
| 15. ___anager | 20. don'___ |

On-the-Job Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Confirm if work tasks are finished</p> <p>Literacy: recognize and write 3 common workplace verbs</p> <p>Listening/speaking: ask and respond to the question “Did you (wash your hands)?”</p> <p>Transition & Critical Thinking: identify tools for the organization of information and materials</p> <p>Grammar: form simple past questions with Did you...+ verb (ex. Did you wash your hands?)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: English Papers About (copies from Mon.) • Handout: Number of the Day • Handout: Did You Clock In? (extra copies from yesterday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Finished or Not? Picture prompts <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Supplies for organizing student materials • Real coins • Calculators, measuring cups, rulers, scale (optional) • A knife and dishcloth

Lesson Plan

Opening Activity

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.

Basic Skills Review: Numeracy

Description: explore a single number in a variety of ways using the “Number of the Day” activity

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Number of the Day**, copies of **Number of the Day** handout, coins, calculators (optional), measuring devices (cups, ruler, scale) -optional

Story of the Week

Description: read a story about on-the-job communication between a worker and supervisor

Materials/Prep: copies of **Did You Clock In?**

Unit Theme Activity 1 : Listening/speaking, Literacy

Description: review work task vocabulary through charades and pictures and practice “did you...” questions

Materials/Prep: a knife, a dishcloth, ESL Volunteer Tutor Manual, **Substitution Drill, p. 56**

Checking for Understanding

Description: check understanding of “did you” questions and work task vocabulary

Materials/Prep: copies of **Finished or Not?** Picture prompts

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 from Monday

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.

Students did this activity yesterday. Please review and reinforce the vocabulary and concepts as well as helping anyone who was absent yesterday.

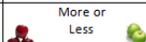
<h3>English Papers</h3> <p>About _____</p>	
Name: _____	Date: _____
<small>Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 13 Pre-Beginning On-Job Unit</small>	

Teacher Directions: Basic Skills Review: Numeracy

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

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

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

Number of the Day: _____	
Count 	Money 
I see... 	More or Less  more less _____ is more than _____ _____ is less than _____
Add +	Subtract -
<small>Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 16 Pre-Beginning On-Job Unit</small>	

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Did You Clock In?** 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. Review the word ***clock in*** using pictures, pantomime, or online video clips. Have learners act out clocking in and clocking out as they walk through the classroom door.
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** as a dialogue. For more ideas on leading dialogues, see ESL Volunteer Tutor Manual, **dialogue**.

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 or review yes/no questions and dictation**. Re-read the yes/no questions and dictation words as a group.
10. **Learners underline and circle key words**. This activity helps learners with scanning skills and comprehension of oral instructions: circle the words **cuts, wash, works**. Underline the words **food, hands**
11. **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.

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

Story of the Week TECHNOLOGY options

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

Teacher Directions: Unit Theme Activity 1: Life Skills, Listening & Speaking

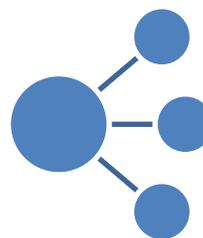
-Materials: a knife, a dishcloth, ESL Volunteer Tutor Manual, **Substitution Drill, p. 56**

Step 1: Review Vocabulary

1. Write on the board: **cut**
2. Pantomime the word using the knife as a prop.
3. Spell the word aloud as a class.
4. Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/c/, /u/, /t/, cut!”). Ask, “What’s the first/last sound?”

Step 3: Group practice

5. Ask: “What do you cut? Do you cut _____?”
6. Draw a word web with the word “cut” at the center. The class did this as a teacher-led activity yesterday. Today, see if learners make suggestions and come to the board to write the words in the web.
7. Practice forming oral commands based on the word web (ie. Cut the meat. Cut the paper.)
8. Repeat steps 2 and 3 with the words “**wash**” and “**get**”. Note that the word “get” can have many meanings. For this lesson stick to the meaning of “retrieve or obtain”.
9. Write on the board: **Did you _____?**



10. Lead a substitution drill (see ESL Volunteer Tutor Manual, 2012, p. 56) using the following phrases plus any others in the word web.

Did you...?

Wash your hands

Wash the dishes

Wash the car

Wash the clothes

Cut the food

Cut the meat

Cut the fish

Get the box

Get the books

Get a pen

Teacher Directions: Checking for Understanding

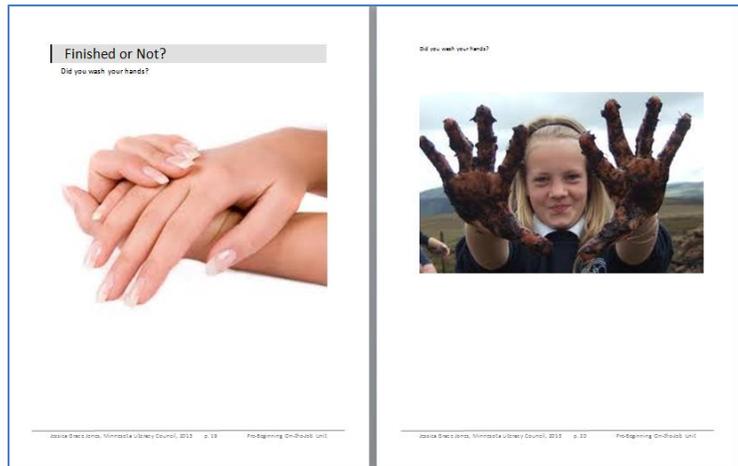
-Materials: one copy of **Finished or Not?** Picture prompts

Step 1: Group practice

Hold up each picture and ask the question. Learners respond with yes or no.

Step 2: Partner practice

Give each learner a picture. Learners find a partner and ask their question. The partner responds with yes/no. When they are finished, they exchange pictures and find a different partner.



Number of the Day: _____

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

Finished or Not?

Did you wash your hands?



Did you wash your hands?



Did you cut the fish?



Did you cut the fish?



Did you wash the dishes?



Did you wash the dishes?



Did you get the box?



Did you get the box?



On-the-Job Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><i>Life skill:</i> confirm if work tasks are finished or not</p> <p><i>Literacy:</i> recognize and write 3 common workplace verbs</p> <p><i>Listening/speaking:</i> Ask and respond to the question “Did you clean your room?”</p> <p><i>Transition & Critical Thinking:</i> acknowledge and affirm others, regardless of difference</p> <p><i>Grammar:</i> form simple past questions with “Did you...” + verb, (ex. Did you wash your hands?)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Did You Clock In? (extra copies from Mon.) • Handout: Did You Wash Your Hands? • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Finished or Not? Picture prompts (from Tues.) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • One set of large alphabet cards • Several student sets of small alphabet tiles • Knife, dishcloth

Lesson Plan

Opening Activity

Description: practice basic introductions

Materials/Prep: (none)

Basic Skills Review: Literacy

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

Description: read a story about on-the-job communication between a worker and supervisor

Materials/Prep: copies of **Did You Clock In?**

Unit Theme Activity 1 : Listening/speaking, Literacy

Description: review work task activities and practice asking and answering “Did you..” questions

Materials/Prep: knife, dishcloth

Unit Theme Activity 2: Grammar/literacy

Description: learners practice writing questions with “Did you...”

Materials/Prep: copies of **Did You Wash Your Hands**

Checking for Understanding

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

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

Teacher Directions: Opening Activity: Life Skills, Transitions

-Materials: (none)

Step 1: Model

Write on the board: **Hi, my name is _____.**
Hello, my name is _____.
Nice to meet you.
Nice to meet you, too.

Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.

Step 2: Whole Group Practice

Whole class repeats the conversation.
Teacher initiates dialogue with all students responding.
Reverse roles (teacher responds to students).

Step 3: Peer Practice

Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language

Demonstrate the dialogue again with a volunteer or student. This time, use inappropriate tone and body language in American culture (slouching, no eye contact, quiet or disinterested tone of voice).

Demonstrate again, this time, with a strong handshake, eye contact, and a strong confident voice.

If able, ask students to describe the difference. Talk explicitly about what Americans like: strong handshake, eye contact, strong voice.

Step 5: Mingle or Circle Drill

Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue

Once learners have mastered this basic dialogue, extend it with other introduction questions:

- How are you?
- How long have you lived here?

What if learners don't want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don't assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.

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?”

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.

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

2. 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

3. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
4. 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 **Did You Clock In?** 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. Review the word ***clock in*** using pictures, pantomime, or online video clips. Have learners act out clocking in and clocking out as they walk through the classroom door.

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 specific sentences.

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=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

10. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story is **D**.
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

Teacher Directions: Unit Theme Activity 1: Life Skills, Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, **Substitution Drill, p. 56**

Step 1: Review Vocabulary

1. Write on the board: **cut, wash, get**
2. Pantomime the words as a class
3. Spell the words aloud as a class.
4. Hold up three fingers. Say each of the sounds in the word as you point to a different finger ("/c/, /u/, /t/, cut!"). Ask, "What's the first/last sound?"

Step 3: Group practice

5. Ask: "What do you **cut**? Do you cut _____?" Repeat with **wash** and **get**.
6. Write on the board: **Did you _____?**
7. Lead a substitution drill (see ESL Volunteer Tutor Manual, 2012, p. 56) using the following phrases plus any others learners suggested.

Did you...?

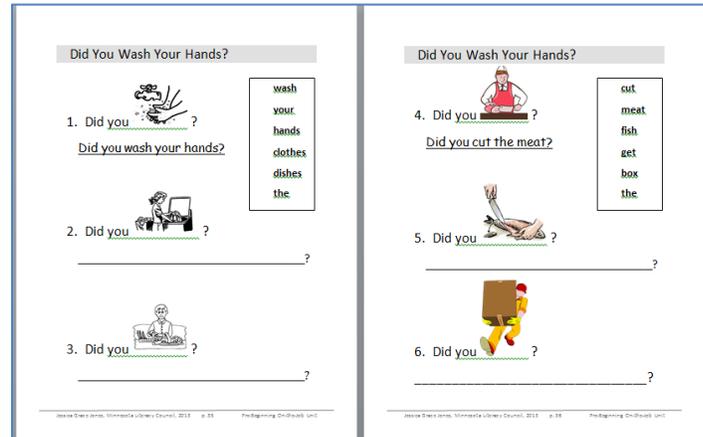
Wash your hands
Wash the dishes
Wash the car
Wash the clothes
Cut the food
Cut the meat
Cut the fish
Get the box
Get the books
Get a pen

Teacher Directions: Activity 2: Literacy, Grammar

-Materials: copies of **Did You Wash Your Hands?** handout

Step 1: Context and Modeling

Distribute worksheet copies. Draw attention to the word bank on each page. Read the words aloud as a class. Look at the example exercise. Read the example question aloud.



Step 2: Group Practice

Without writing, elicit the question for each worksheet item. Learners practice the questions orally several times before writing.

Step 2: Independent Practice

Learners work independently to write additional questions based on the worksheet prompts.

Teacher Directions: Checking for Understanding

-Materials: copies of **Reading Test Practice** handouts, one set of full-page images

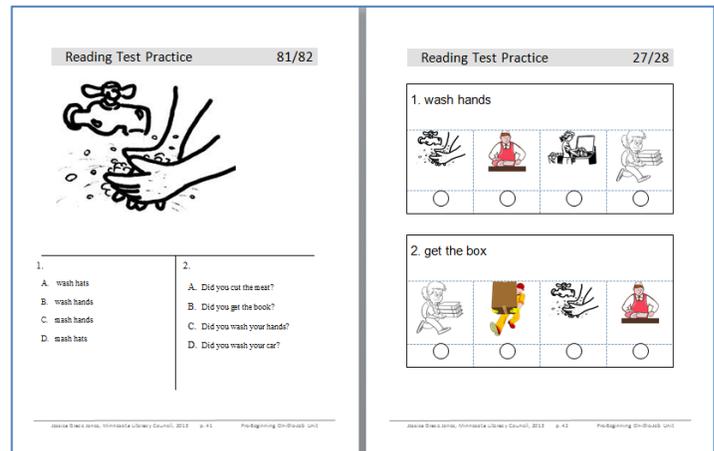
There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.



Step 1: Group Practice

You can skip this step if you are not using the 27/28 style practice test.

Tape the 4 full-page images on the board in a row. Above them write: **wash hands**. Draw a circle below each picture.



Talk about each picture. “What do you see?” Read the words above the pictures together. Invite a learner to come to the board and fill in the circle below the corresponding picture.

Erase **wash hands** and replace it with a phrase to match one of the other pictures. Repeat the process above.

Step 2: 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.

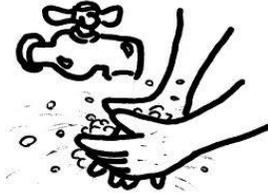
Ask learners to identify how many questions are on the page and how many answers they should circle for each question.

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 3: 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.

Did You Wash Your Hands?



1. Did you _____ ?

Did you wash your hands?

wash
your
hands
clothes
dishes
the



2. Did you _____ ?

_____ ?



3. Did you _____ ?

_____ ?

Did You Wash Your Hands?



4. Did you  ?

Did you cut the meat?

cut

meat

fish

get

box

the



5. Did you  ?

_____ ?



6. Did you  ?

_____ ?











1.

- A. wash hats
- B. wash hands
- C. mash hands
- D. mash hats

2.

- A. Did you cut the meat?
- B. Did you get the book?
- C. Did you wash your hands?
- D. Did you wash your car?

1. wash hands



2. get the box

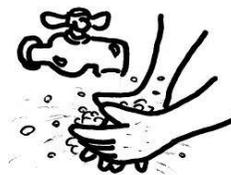


Reading Test Practice

3. wash clothes



4. cut meat



On-the-Job Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: confirm if work tasks are finished or not</p> <p>Literacy: recognize and write common workplace verbs</p> <p>Listening/speaking: ask and respond to the question “Did you (clean the room)?”</p> <p>Transition & Critical Thinking: sequence components in a structured manner</p> <p>Grammar: Form simple past questions with “Did you...” and respond with short answer (ex. Yes, I did/No, I didn’t)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Number of the Day • Handout: Did You Clock In? • Handout: Making Sentences (cut apart) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Task Checklist <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Real coins • Calculators, measuring cups, rulers, scale (optional)

Lesson Plan

Opening Activity

Description: practice basic introductions

Materials/Prep: (none)

Basic Skills Review: Numeracy

Description: explore a single number in a variety of ways using the “Number of the Day” activity

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Number of the Day**, copies of **Number of the Day** handout, coins, calculators (optional), measuring devices (cups, ruler, scale) -optional

Story of the Week

Description: read a story about on-the-job communication between a worker and supervisor

Materials/Prep: copies of **Did You Clock In?**

Unit Theme Activity 1 : Listening/speaking, Literacy

Description: follow oral instructions to place words in a 3x3 grid

Materials/Prep: copies of **Making Sentences**, cut apart

Unit Theme Activity 2: Grammar/literacy

Description: arrange word cards to make “Did you...” questions

Materials/Prep: (none)

Checking for Understanding

Description: observe and assess learner understanding using a checklist

Materials/Prep: copies of **Task Checklist**

Teacher Directions: Opening Activity: Life Skills, Transitions

-Materials: (none)

Step 1: Model

Write on the board: **Hi, my name is _____.**

Hello, my name is _____.

Nice to meet you.

Nice to meet you, too.

Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.

Step 2: Whole Group Practice

Whole class repeats the conversation.

Teacher initiates dialogue with all students responding.

Reverse roles (teacher responds to students).

Step 3: Peer Practice

Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language

Demonstrate the dialogue again with a volunteer or student. This time, use inappropriate tone and body language in American culture (slouching, no eye contact, quiet or disinterested tone of voice).

Demonstrate again, this time with a strong handshake, eye contact, and a strong confident voice.

If able, ask students to describe the difference. Talk explicitly about what Americans like: strong handshake, eye contact, strong voice.

Step 5: Mingle or Circle Drill

Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue

Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:

- How are you?
- How long have you lived here?

What if learners don't want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don't assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

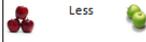
If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.

Teacher Directions: Basic Skills Review: Numeracy

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

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

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

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

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Pre-Beginning On-the-Job Unit

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Did You Clock In?** (paragraph text)

Step 1: Context

1. Distribute new copies of **Did You Clock In?** 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.

Did You Clock In?  Abdi has a job. Abdi works with food. Abdi cuts food. The manager sees Abdi. The manager talks to Abdi. Did you clock in? Yes, I did. Did you wash your hands? I'm sorry. I don't understand. Did you wash your hands? Yes, I did.

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 31 Pre-Beginning On-the-Job Unit

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

9. **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.
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.

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.

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

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

Step 3: Practice with this week's story

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

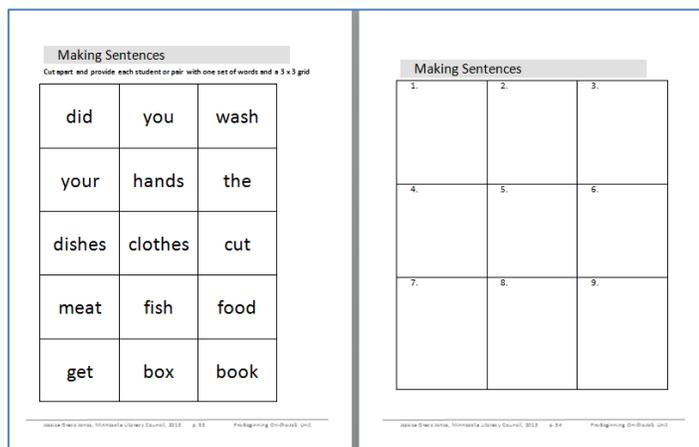
Teacher Directions: Unit Theme Activity 1: Listening & Speaking, Literacy

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

Step 1: Vocabulary Review

Review the vocabulary from this unit by saying and pantomiming the phrases together.

- Wash your hands
- Wash the dishes
- Wash the clothes
- Cut the meat
- Cut the fish
- Cut the food
- Get the box
- Get the book



Teacher says the phrase and learners pantomime.
Then teacher pantomimes and learners say the phrase.

Step 2: 3x3 grid

Give each learner (or pair) a 3x3 grid. Count to 9 together. Say a number and learners point to that number.

Give each learner (or pair) a set of words. Have everyone lay out their words, right-side-up, so that they can see all of them.

Give simple commands such as "Number 8, **wash**" or "Put **wash** in the number 8 square."

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

Teacher Directions: Activity 2: Grammar, Literacy

-Materials: 1-2 copies of the **task checklist**

Using the same word cards, dictate some simple commands (*cut the meat*). Learners arrange their cards to form the sentence. After each sentence is complete, read it together. Then find and add the words “Did you” to the command to form a question. Read it again.

After several practices with teacher-led dictation, see if learners can create their own commands or questions using the word cards.

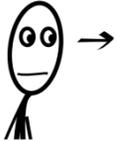
Throughout the activity, try using the **task checklist** to observe and take notes on learners’ abilities. Checklists, combined with class activities that are part of your lesson plan, are a great way to assess a learner’s abilities and comprehension of the material you’ve taught.

Avoid the temptation to fill out the checklist after class. Bring it into the classroom and ask yourself “Am I really observing the learner or just writing what I think I already know about him/her?” Share your observations with your Learning Center Coordinator after class.

Learner Name: _____ Can recognize and say... <input type="checkbox"/> All word cards <input type="checkbox"/> Most word cards <input type="checkbox"/> Some word cards <input type="checkbox"/> None of the cards Can follow spoken directions (putting correct words in each square)... <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help Can create grammatically correct questions by arranging words... <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help	Learner Name: _____ Can recognize and say... <input type="checkbox"/> All word cards <input type="checkbox"/> Most word cards <input type="checkbox"/> Some word cards <input type="checkbox"/> None of the cards Can follow spoken directions (putting correct words in each square)... <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help Can create grammatically correct questions by arranging words... <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help
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Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 34 Pre-Beginning On-the-Job Unit

Number of the Day: _____

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

Did You Clock In?



Abdi has a job. Abdi works with food. Abdi cuts food. The manager sees Abdi. The manager talks to Abdi.

Did you clock in?

Yes, I did.

Did you wash your hands?

I'm sorry. I don't understand.

Did you wash your hands?

Yes, I did.

Making Sentences

Cut apart and provide each student or pair with one set of words and a 3 x 3 grid

did	you	wash
your	hands	the
dishes	clothes	cut
meat	fish	food
get	box	book

Making Sentences

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

<p>Learner Name: _____</p> <p>Can recognize and say...</p> <ul style="list-style-type: none"> <input type="checkbox"/> All word cards <input type="checkbox"/> Most word cards <input type="checkbox"/> Some word cards <input type="checkbox"/> None of the cards <p>Can follow spoken directions (putting correct words in each square)...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help <p>Can create grammatically correct questions by arranging words...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help 	<p>Learner Name: _____</p> <p>Can recognize and say...</p> <ul style="list-style-type: none"> <input type="checkbox"/> All word cards <input type="checkbox"/> Most word cards <input type="checkbox"/> Some word cards <input type="checkbox"/> None of the cards <p>Can follow spoken directions (putting correct words in each square)...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help <p>Can create grammatically correct questions by arranging words...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Easily <input type="checkbox"/> Needs some help <input type="checkbox"/> Needs a lot of help
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