

Pre-Literate Class Curriculum

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Pre-Literate Class Curriculum

Pre-Literate Beginners: Students are learning to write and read alphabet and numbers; building a basic spoken vocabulary; and are being introduced to phonics in order to facilitate their reading.

Book List and Key	
PLCB	Pre-literate Class Binder
TRB	Pre-literate Teachers' Resource Binder
Games	Bingo for the alphabet, numbers, time, money
WP	Wall posters and charts in classrooms

Weekly Breakdown of Topics and Content Areas

Week	Topic	Content
One	Personal Information	Alphabet, Numbers, Greetings/personal information Maps, addresses/phone numbers
Two	Family	Alphabet, Numbers Family - mother/father, sister/brother
Three	Food	Alphabet, Numbers, Fruits, Vegetables, Colors, Money
Four	Clothing	Alphabet, Numbers, Clothes, Money, Colors
Five	Health	Body parts, Injuries
Six	Food	Shopping Clothes
Seven	Family	Family - children/daughter/son, grandmother/grandfather/grandparents
Eight	Health	Illness/medicine
Nine	Food and verbs	Preparing food Food verbs/cut/wash/cook/eat
Ten	Seasons	Season/weather vocabulary Clothing, food review

Premise of the Pre-Literacy Class

Pre-literate students have had little or no formal school experience in their native countries. These students are beginning to learn reading and writing at the level of young children but they are intelligent adults with the ability to reason at a high level and have had adult experiences. Have them read the alphabet aloud after they put it in order.

Pre-literate adult students learning a new language, unlike children raised within that language environment, have very little familiarity with the vocabulary they are about to learn to read and write. Pre-literate learners need to develop an oral understanding of words before they can decipher, or decode the written words which represent them. A lot of repetition and review is necessary before students begin to absorb the language.

Worksheets, rather than workbooks, are the primary teaching tools for this class. Flashcards, activities, and games should be used extensively but with the purpose of reinforcing vocabulary learned in the class binders.

There will be one pre-literacy class (10 weeks) offered each session. Some students will be able to move to the beginning level of the curriculum after the first session but some students will repeat the pre-literacy class twice or even more.

The lesson material will be reviewed and recycled throughout the session. The alphabet and numbers, especially, should be reviewed every day. Every lesson should contain practice in **speaking, listening, reading and writing,**

Test taking skills such as matching, filling in blanks, and choosing from among multiple-choices, are not familiar to most of the students. Therefore, these skills will be taught through warm-up and wrap-up exercises.

The students should have at least one finished worksheet to take home each day. They should be able to study these worksheets and feel that they are meaningful. The teacher will collect all practice worksheets, test worksheets, and practice materials that are simply repetitive and don't have significant learning value for the students. This will decrease clutter which may be confusing for students.

Sample Lesson Plan Pre-Literacy

Warm up: Alphabet/writing (10 minutes)

Handout: Alphabet sheet A-Z. Point to each alphabet letter in order from A-Z and say the letters together as a class. Repeat each letter twice and have students repeat after you. Listen to students carefully and repeat letters that they have difficulty with three times. Then point to letters out of order, i.e. A, C, E, J, Z, P, R, B. Have students point to the same letter on their sheets and repeat after you.

Speak/Listen: (35 minutes) Pass out dialog sheets, or have them open to the dialog in the binder. Model the dialog by going around to several students, shaking their hand and asking their name and saying yours. Then point to your dialog handout and model it while pointing to the words. Repeat the dialog as a class several times. Then have students practice in pairs with the person on each side of themselves while you walk around and check their phrases.

What is your name?
My name is _____.

Write: Have students copy the dialog while you walk around checking their ability to read it and practice it with a partner. Students should write according to their ability. Some will copy just the word “name” with their name after it, and some can write out the whole dialog.

Break: 10 minutes

Read/Write: (30 minutes)

Read the story as a class. Have students practice reading and copying words. Read it again as a class. If students seem confused by vocabulary use pictures, gestures or act out the words. Encourage translation and help from other students who speak the same language. Read the story again and have students copy more words. Each student should work at their own level. Walk around and listen to students read the story. Have students take turns coming up to the board and copying words or sentences from the story.

My name is Misra
I am a student.
I live in Minneapolis

Alphabet recognition: (10 minutes) Pick out common letters in the story and have students make lists of (or circle) other words that contain that letter. Introduce phonics as appropriate depending upon students’ readiness.

Review: (5 minutes) Repeat vocabulary and dialogs that you studied earlier that day. Have students point to words as you repeat them as a class.

Wrap up: (5 minutes)

Use the last five minutes to highlight work done on the weekly plan sheet and write in any notes about additional activities you did in the class.

Some Suggested Pre-Literacy Activities

- Put the capital or lower case alphabet cards in center of table in two or more messy piles. Ask teams of the students to put them in alphabetical order. They can use the binder handout to look at the letter sheet as they do this task.
- Have students spell words with the alphabet cards.
- Put flashcards on table and let student arrange them into sentences
- Give a money Bingo card to each student. Have them make a blank grid on a piece of paper and write the amounts of money shown in the corresponding square of the Bingo card.
- Bring in library books that are about the students' countries of origin. Be sure the books have lots of pictures. If they are from the children's section they might have a few words that the students can read but don't make reading a task or the focus of the exercise. The idea is to let them have fun. Have the students use the books to tell about life in their native countries or anything else they want to share. This is especially good when the students come from several different countries.
- Help students become familiar with books by asking them to locate pages in Word by Word and naming one item on the page.
- Create a folder for each student in which samples of his/her class work and writing can be stored. Use the folder to discuss the student's progress and allow the student to have the folder at the end of the session.
- At the end of each activity try to have students relate phrases to their own life. For example, I live on ... (have them write their address). My phone number is ... (have them write their phone number).
- Have students write an "autobiography" to include in folder. Progress from very short info at beginning to longer sentences at end of session.

Six Boxes/Lines Activity Sheet

1 A	2 B	3 C
4 D	5 E	6 F

1. Alphabet: Draw the boxes on the white board with the numbers in the corner. Put one letter of the alphabet in each box. Teach students to do the same on their laminated page. Then say, point to "A" or circle "B" or ask more advanced students, "Where is "C"?", or "Which letter is in box 4". Then tell them to "Erase letter D" etc.

You can make this a multi-level activity by asking beginning students to just copy the letter and repeat it after you, while more advanced students could write both upper and lower case letters in the appropriate box.

2. Vocabulary: Put six words you are studying or have studied before for a speaking, reading or writing activity on the board (name, street, city, state, zip code, last name). Assign each word a number. Have students copy the words into the correct box or on the correct line on their laminated worksheet. Beginners would copy the word "name" while more advanced students would write their own name "Misra" in that box or on that line. Beginners can copy just the word "city", stronger students can write in "Minneapolis" and more advanced students can write a sentence with that word "My name is Raoul" or "I live in Minneapolis".

1. Name
2. Street
3. City
4. State
5. Zip code
6. Last name

3. Numbers: Draw the 6 boxes or numbers down the side of the whiteboard. Draw lines or boxes or use real materials or flash cards that students can count. Have students put this number in a box or on a line. Be careful that students do not confuse the number of the box or line with the answer to the number of items they are counting.

4. **Food Vocabulary:** List six food words on the board. Have students say the word, then copy the word from the board or with the picture. Hold up a picture of a food item, or point to it on a poster. More advanced students can tell you how to spell it before you write it on the board for other students to copy.

5. **Match up:** Write 6 previously studied words at the top of the white board. Then put six words correlating to the vocabulary words underneath. Students should be able to match up words with samples and write them in the appropriate box or line.

1. Name 2. Street 3. City 4. State 5. Zip code 6. Last name					
Gonzales		Minnesota			
Raoul			Cedar Ave		
Minneapolis		55411			

1 Name Raoul	2 Street Cedar Avenue	3 City Minneapolis
4 State Minnesota	5 Zip Code 55411	6 Last name Gonzales

Teaching Guidelines

Preparing the lesson:

- Look over the lesson outline as you skim through teaching materials. See pp 4-6 for ideas on how to use activities.
- Think of ways to present materials with pictures, simple every day examples and explanations.
- Come 15 minutes early to get materials from room 1 and prepare for your lesson.

Teaching the lesson:

- Warm up activities should be easy and welcoming.
- After most of your students arrive, switch over to the main lesson.
- **If the students seem overwhelmed, go slower** or switch to an easier exercise.
- Help students use new language learned to relate it to themselves; alter text dialogs to include student information, use new vocabulary to write about their own lives.
- Regularly go back and review! Keep the week's goal in mind!

Student handouts and exercises:

- Have students write their names and date on handouts.
- Students will have a pocket folder to keep their handouts in.
- Students should get 1, or at most 2, meaningful handouts to keep for review and practice.
- Students should not write in any of the books except the specially created Pre-literate Class Binder. They can write on the sheet protectors **ONLY** with the provided wet erase markers. These pages are to be wiped off at the end of each exercise or class and left to be used by the next student.

Highlighting and notes:

- Remember to give yourself five minutes at the end of class to highlight the lessons you've completed.
- Write your first name (clearly) next to the day.
- Write any notes at the bottom of the lesson page about the pros and cons of this lesson plan or about materials you've added. Please be sure to make note of the page numbers that you used so that subsequent teachers can pick up skipped pages if desired. You could also note any pages that you used but feel should be repeated for reinforcement.

Keep in mind:

- Repetition is particularly important at this level! Repetition of materials has been built into the curriculum to help students review vocabulary. Feel free to vary (increase) the amount of repetition!
- Make sure that speaking, listening, reading, and writing exercises are included in each lesson.

Week 1		Pre-Literacy	Personal Info
Monday		Teacher:	date:
Warm up: Alphabet, Numbers Speak/Listen PLCB pp 1-4, 18 (alphabet song and dialogs) Spelling first and last names. Write: Personal Info forms (TRB pp _____) Break 10 minutes		List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	
Read PLCB pp 5-6 Write: Alphabet, first and last name Worksheets: TRB pp ____ Wrap-up: record class info			
Notes:			
Tuesday		Teacher:	date:
Warm up: Alphabet/Numbers Speak/Listen I am from... I live in --- PLCB pp 7-10 Write: Alphabet, Pers Info forms (TRB pp _____) Break 10 minutes		List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	
Read/Write: PLCB pp 11-12 Worksheets TRB pp ____ Wrap-up: record class info			
Notes			

Week 1**Pre-Literacy****Alphabet/Personal Info**

Wednesday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Numbers Speak/Listen What is your phone number?, address? PLCB pp 13 -20 Write: Alphabet, Pers Info forms (TRB pp _____) Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: Where do you live? PLCB pp 15 Worksheets TRB pp _ Wrap-up: record class info</p>	
<p>Notes:</p>	
Thursday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Numbers Speak/Listen Where are you from PLCB p 16. Review week. Write: Name and address. TRB p _____ Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: Review week's stories? Worksheets: TRB pp _____ Wrap-up: record class info</p>	
<p>Notes</p>	

Week 2

Pre-Literacy

Family/Phonics S, N, F

Monday	Teacher: _____ date: _____
Warm up: Alphabet/Where are you from? Read/Speak: Family vocabulary PLCB pp 21-24 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Write: Alphabet, Numbers, names, addresses Worksheets: TRB pp _____ Wrap-up: record class info	7. _____ 8. _____ 9. _____ 10. _____
Notes:	
Tuesday	Teacher: _____ date: _____
Warm up: Alphabet/Where do you live? Read/Speak: Family vocabulary PLCB pp 23-26 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Write: Family stories on board. Worksheets: TRB _____ Wrap-up: record class info	7. _____ 8. _____ 9. _____ 10. _____
Notes	

Week 2

Pre-Literacy

Family/Phonics S, N, F

Wednesday	Teacher: _____ date: _____
Warm up: Alphabet/what's your name?/...no in family? Read/Speak: Brothers and sisters PLCB pp 27-28 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Write: Names, addresses, sibling stories on board Worksheets: TRB pp _____ Wrap-up: record class info	7. _____ 8. _____ 9. _____ 10. _____
Notes	
Thursday	Teacher: _____ date: _____
Warm up: Alphabet/Phone Numbers/Addresses Read/Speak: Siblings PLCB pp 27-30 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Write: Alphabet, Numbers, sibling stories on board Worksheets: TRB pp _____ Wrap-up: record class info	
Notes	

Week 3

Pre-Literacy

Food/Phonics T, D, Y, a

Monday	Teacher: _____	date: _____
Warm up: Alphabet/Numbers Vocab: Fruits PLCB p 31 Read/Write: What is this..? PLCB p 32. Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	
Read/Speak: How Many.....? (fruit) PLCB p 33 Writing: Numbers, Fruits Worksheets TRB p _____ Wrap-up: record class info		

Notes:

Tuesday	Teacher: _____	date: _____
Warm up: Alphabet/Numbers Vocab: Colors PLCB p 34 Read/Speak: What color ...? PLCB p 35 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	
Writing: colors, numbers Worksheets TRB p _____ Wrap-up: record class info		

Notes

Week 3

Pre-Literacy

Food/Phonics T, D, Y, a

Wednesday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Colors Vocab: Vegetables PLCB p 36 Read/Speak: What is this (veg)? Do you have any ?PLCB p 37-38 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Writing: Colors/Names of fruits, vegetables Worksheets TRB pp _____ Wrap-up: record class info</p>	
<p>Notes:</p>	
Thursday	Teacher: _____ date: _____
<p>Warm up: Colors/Numbers Read/Speak: What color is the carrot? PLCB p 39 What is this? This is a _____. What color is this? (flashcards or pictures in PLCB) Writing: Colors, numbers, Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: What are you doing? PLCB p 40 Worksheets TRB pp _____ Wrap-up: record class info</p>	
<p>Notes:</p>	

Week 4

Pre-Literacy Clothing/Phonics Ch, B, P, e

Monday	Teacher: _____ date: _____
<p>Warm up: Colors/numbers/money fruits Vocab: Names of clothing PLCB p42 Read/Speak: What is this? PLCB p 43 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____
<p>Read/Write: This shirt is blue PLCB p 44 Worksheets TRB p _____ Wrap-up: record class info</p>	
<p>Notes:</p>	
Tuesday	Teacher: _____ date: _____
<p>Warm up: Colors/numbers/vegs Read/Speak: What do you have? PLCB p45 Names of clothing PLCB p42 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____
<p>Read/Write: Clothes II PLCB p 46 Worksheets: TRB p _____ Wrap-up: record class info</p>	
<p>Notes</p>	

Week 4**Pre-Literacy Clothing/Phonics Ch, B, P, e**

Wednesday	Teacher: _____ date: _____
Warm up: Alphabet/numbers/money Vocab: Clothes 1,2 PLCB p42, 46 Read/Speak: What are these ? PLCB p47 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Read/Write: Money II PLCB p48 Worksheets: TRB p _____ Wrap-up: record class info	7. _____ 8. _____ 9. _____ 10. _____
Notes:	
Thursday	Teacher: _____ date: _____
Warm up: Alphabet/numbers/money Vocab: Clothes 1,2 PLCB p42, 46 Read/Speak: How much ? PLCB p 49 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Read/Write: How much? PLCB p 50 Worksheets: TRB p _____ Wrap-up: record class info	7. _____ 8. _____ 9. _____ 10. _____
Notes	

Week 5**Pre-Literacy****Health/Phonics K, C, W, i**

Monday	Teacher:	date:
<p>Warm up: Clothing/Numbers Vocab: Body PLCB p 51 Read/Speak: What is this? PLCB p 52 Break 10 minutes</p>	<p>List of Students:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>	
<p>Read/Write: I fell down? PLCB p 53 Wrap-up: record class info</p>		
Notes:		
Tuesday	Teacher:	date:
<p>Warm up: Alphabet/ Clothing Vocab: Head/stomach PLCB p 54 Read/Speak: What is this? PLCB p 55 Break 10 minutes</p>	<p>List of Students:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>	
<p>Writing: worksheet – body parts minus names. Reading: My head hurts PLCB p 56 Wrap-up: record class info</p>		
Notes:		

Week 5

Pre-Literacy

Health/Phonics K, C, W, i

Wednesday	Teacher: _____ date: _____
<p>Warm up: Body parts PLCB p 53-54 Read/Speak: What's the matter? My ear hurts. PLCB p 57 Break 10 minutes</p>	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: I hurt my back PLCB p 58- Worksheets – body parts minus names. Pers Info sheets TRB pp _____ Wrap-up: record class info</p>	
Notes:	
Thursday	Teacher: _____ date: _____
<p>Warm up: Body parts PLCB p 53-54 Read/Speak: What's the matter? I hurt my arm. PLCB p 59 Break 10 minutes</p>	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: Ali fell down PLCB p 60 Worksheets: TRB pp _____ Wrap-up: record class info</p>	
Notes:	

Week 6

Pre-Literacy

Food/Phonics Th, H, L, o

Monday	Teacher: _____ date: _____
<p>Warm up: Fruits, vegetables, PLCB pp 31, 36 and flashcards Vocab: cereal, rice, beans, bread, flour, oil /Dollars PLCB pp 61-62 Dialog: What is this? PLCB p 63 Writing: Pers Info sheets Break 10 minutes</p>	<p style="text-align: center;">N O C L A S S</p>
<p>Read: Food Store PLCB p 64 Worksheets: number/dollar practice Wrap-up: record class info</p>	
<p>Notes:</p>	
Tuesday	Teacher: _____ date: _____
<p>Warm up: Fruits, vegetables, meats PLCB pp 31, 36 and flashcards Vocab: drinks PLCB pp 65 Read/Speak How much is the ... PLCB p 66 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read: Shopping PLCB p 67 Worksheets: pers info sheets Wrap-up: record class info</p>	
<p>Notes</p>	

Week 6**Pre-Literacy****Food/Phonics Th, H, L, o**

Wednesday	Teacher: date:
<p>Warm up: /Foods/Money Read/Speak: What is this? This is coffee PLCB p 68 Write: Alphabet, numbers, food/grocery items Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read: Food Store PLCB p 69 Read/Speak What are you buying? PLCB p 69 Worksheets: Alphabet matching. Missing numbers Wrap-up: record class info</p>	
Notes:	
Thursday	Teacher: date:
<p>Warm up: Money/Fruits, vegetables, meats PLCB pp 31, 36 and flashcards Read/Speak How much is the ... PLCB p 66 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Write: Alphabet, numbers, food/grocery items Worksheets: pers info sheets Wrap-up: record class info</p>	
Notes	

Week 7

Pre-Literacy

Family/Phonics Sh, M, G, u

Monday	Teacher: _____ date: _____
<p>Warm up: Clothing/Numbers Vocab: family, mother, father, child, children, son, daughter New-grandmother/father/child/children, grandson/daughter PLCB p 71 Read/Speak: Do you have any grandchildren? PLCB p 72 Write: family vocab Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____
<p>Read: One Grandchild PLCB p 73 Phonics: “Sh” words, Wrap-up: record class info</p>	
<p>Notes:</p>	
Tuesday	Teacher: _____ date: _____
<p>Warm up: Clothing/Numbers Read/Speak: Who is he? She/He’s my granddaughter/son. PLCB p 74 Write: family members Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____
<p>Read: Grandchildren. PLCB p 75 Phonics : “M” words, Wrap-up: record class info</p>	
<p>Notes</p>	

Week 7

Pre-Literacy

Family/Phonics Sh, M, G, u

Wednesday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Foods Read/Speak: Who is he? He's my grandfather. PLCB p 76 Write: Alphabet, numbers, family members Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____
<p>Read/Write: Grandparents PLCB p 78 Phonics: "G" words, Wrap-up: record class info</p>	<ol style="list-style-type: none">8. _____9. _____10. _____
<p>Notes:</p>	
Thursday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Food Read/Speak: Who is she? She's my aunt. PLCB p 78 Writing: Pers Info sheets Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____
<p>Read: My Uncle Mohamed PLCB p 79 Phonics: "u" words, Wrap-up: record class info</p>	<ol style="list-style-type: none">8. _____9. _____10. _____
<p>Notes</p>	

Monday	Teacher: _____ date: _____
<p>Warm up: Body Parts PLCB pp 51, 53</p> <p>Vocab: PLCB p 81 sore throat, headache, backache, stomachache, flu, cough, toothache, fever,</p> <p>Read/Speak: What's the matter? PLCB p 81</p> <p>Writing: ailments</p> <p>Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: What's the matter? PLCB pp 82</p> <p>Worksheets: Phonics: "J" words</p> <p>Wrap-up: record class info</p>	
Notes:	
Tuesday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Numbers</p> <p>Vocab: PLCB p 88, cough syrup, thermometer, aspirin, medicine</p> <p>Read/Write: I have a cough PLCB p 85</p> <p>Write: body parts</p> <p>Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: The flu PLCB p 86</p> <p>Worksheets "R" words</p> <p>Wrap-up: record class info</p>	
Notes	

Wednesday	Teacher: _____ date: _____
<p>Warm up: Numbers, Illnesses Read/Speak: What is this? PLCB p 87 Write: Body parts, illnesses Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: My child is sick PLCB p 88 Worksheets: “X” words Wrap-up: record class info</p>	
<p>Notes:</p>	
Thursday	Teacher: _____ date: _____
<p>Warm up: Numbers Body parts Read/Speak: What’s the matter? PLCB p 89. Writing: Vocab words Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: My son is sick PLCB p 90 Worksheets “long vowel” words, Wrap-up: record class info</p>	
<p>Notes</p>	

Week 9

Pre-Literacy

**Food/Phonics V, Z, Qu,
long vowels**

Monday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Numbers Vocab: food activities PLCB pp 91-93 Read/Speak: What are you doing? PLCB p 94 Break 10 minutes</p> <p>Read/Write: Cooking PLCB p 95 Worksheets “V” words Wrap-up: record class info</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____
<p>Notes:</p>	
Tuesday	Teacher: _____ date: _____
<p>Warm up: Alphabet/Numbers Vocab: food activities PLCB pp 91-93 Read/Speak: What are you doing? PLCB p 96 Break 10 minutes</p> <p>Read/Write: My name is Fadumo PLCB p 97 Worksheets “Z” words, Wrap-up: record class info</p>	<p>List of Students:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____
<p>Notes</p>	

Week 9

Pre-Literacy

**Food/Phonics V, Z, Qu,
long vowels**

Wednesday	Teacher: _____ date: _____
Warm up: Alphabet/Numbers Vocab: food activities PLCB pp 91-93 Read/Speak: What are you doing? PLCB p 98 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Read/Write: Buying food PLCB p 99 Worksheets “Qu” words Wrap-up: record class info	
Notes:	
Thursday	Teacher: _____ date: _____
Warm up: Alphabet/Numbers Vocab: food activities PLCB pp 91-93 Read/Speak: What are you cooking? PLCB p 100 Break 10 minutes	List of Students: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Read/Write: Stories PLCB pp 95, 97, 99 Worksheets: “long vowel” words Wrap-up: record class info	
Notes:	

Week 10**Pre-Literacy****Seasons/Phonics Review**

Monday	Teacher: _____ date: _____
<p>Warm up: Pers Info Vocab: Seasons, days, months PLCB pp 101-102 Read/Speak: Please tell me the date PLCB p 103 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: I like Winter PLCB p 104 Phonics: review “v” Worksheets Wrap-up: record class info</p>	
Notes:	
Tuesday	Teacher: _____ date: _____
<p>Warm up: Pers Info Vocab: Seasons, days, months PLCB pp 101-102 Read/Speak: What are you wearing? PLCB p 105 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read/Write: I don't like winter PLCB p 106 Phonics: review “Qu” Worksheets Wrap-up: record class info</p>	
Notes:	

Week 10**Pre-Literacy****Seasons/Phonics Review**

Wednesday	Teacher: _____ date: _____
<p>Warm up: Pers Info Vocab: Seasons, days, months PLCB pp 101-102 Read/Speak: Please tell me the date PLCB p 103 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read: I like Summer PLCB p 108 Worksheets Wrap-up: record class info</p>	
Notes:	
Thursday	Teacher: _____ date: _____
<p>Warm up: Pers Info Vocab: Seasons, days, months PLCB pp 101-102 Read/Speak: What are you wearing? PLCB p 105 Break 10 minutes</p>	<p>List of Students:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
<p>Read: I like Spring PLCB p 109 Optional- I like Fall PLCB p 110 Worksheets</p> <p>Wrap-up: record class info</p>	
Notes	