



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)

Registering for School: Week 1 of 1

Unit Overview

In this 2-week unit learners will focus on writing personal information and filling out simple forms. Learners will read about the purpose of emergency contacts and learn to give information about their emergency contact.

Focus of the Week

- *Writing **personal information***
- *Filling out **simple forms***
- *Talking about **emergency contacts***

Registering for School Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: identify tools for organizing class materials and use a consistent strategy for organization</p> <p>Literacy: read simple statements about a story and evaluate if they are true or false.</p> <p>Listening/speaking: listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p>Life Skill: fill out simplified school registration forms</p> <p>Life skill: designate and communicate an emergency contact</p> <p>Listening & speaking: ask and respond to the question “Who is your emergency contact?”</p>	<p>Student Copies</p> <ul style="list-style-type: none"> • Handout: English Papers About... (see instructions before copying) • Handout: Hurt at School • Handout: Emergency Contact <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Teacher dictation script <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Classroom materials for opening activity • (See Basic Skills Review instructions)

Lesson Plan

Opening Activity: Transitions & Critical Thinking

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

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

Basic Skills Review -Literacy: Life Skills

Description: choose 1-2 from a list of activities to practice basic writing skills, with particular focus on filling out personal information forms

Materials/Prep: (see activity instructions)

Story of the Week: Listening & Speaking, Literacy

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

Materials/Prep: copies of **Hurt at School**, one copy of teacher dictation script.

Unit Theme Activity: Life Skills, Listening & Speaking

Description: introduce “emergency contact” and practice giving an emergency contact’s information

Materials/Prep: copies of **Emergency Contact** handout, ESL Volunteer Tutor Manual, 2013, **Dialogue**

Checking for Understanding

Description: Ask each person to name their emergency contact and his/her phone number

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: student organizational supplies, such as binders, 3-hole punch, etc.
See ESL Volunteer Tutor Manual, **Staying Organized**, for details. And copies of the **English Papers About...** coversheet.

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

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

English Papers	
About _____	
Name: _____	Date: _____
<small>Justica Gracianas, Minnesota Literacy Council, 2012 © 12 Pre-Beginning, oaa unit</small>	

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. This week, learners will spend some time each day working on filling out simple forms and answering questions about personal information. Choose one of the following activities that is suited to the abilities of your learners. You may choose to have everyone work on the same activity or assign different activities for different learners.

Objective: *fill out the following sections of a simplified school registration form: **name, date of birth, address, phone number, man/woman, emergency contact***

1. 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

I
Name: _____

Name: _____

- Learners practice tracing and copying the individual components of their address, phone number, or other information and then transferring the words 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

308	Harding	Ave.	#22B

Address: _____

Address: _____

| 

- 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

- Learners complete a **Mingle Grid**, according to the instructions in the ESL Volunteer Tutor Manual. Mingle grid questions require learners to ask and answer questions about basic personal information, such as *What is your name? What is your birth date?*(see sample image)

Materials: teacher-created mingle grid.

What's Your Address?		
What is your first name?	What is your address?	What is your city?

Mississippi State Library Council, 2012 © 12 Beginning English for School Unit

- Learners work in pairs. The “writer” fills out a simple form using their partner’s information. They must ask their partner questions, such as *“What is your last name? How do you spell it?”* The partner answers the questions and verifies that the information is written correctly.

Materials: simple personal information forms.

Technology Option: simple online forms

Create your own very simple online form using an application like Google Docs or Microsoft Word.

- Learners practice turning on a computer.
- Teacher navigates to the appropriate document or webpage.
- Learners practice clicking in the boxes, typing, and editing their information.

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

-Materials: copies of **Hurt at School**

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 sick. His head hurts.”) Ask the questions again to the learners.
3. Pre-teach the word **hurts** using pictures or pantomime.
4. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

The image shows two pages of a story titled "Hurt at School". The left page features a photograph of a girl on a playground structure and a man sitting on a bench. Below the photo are 12 numbered questions. The right page contains a "Write YES or NO" section with 6 questions and a "Listen. Write the letters" section with 10 fill-in-the-blank words.

Hurt at School

Look at the picture.
Where are the children?
What are they doing?

1. Amber is a little girl.
2. Amber goes to school.
3. Amber likes to play on the playground.
4. She likes to run.
5. Amber falls down.
6. The teacher runs to Amber.
7. Amber is crying.
8. Her shirt and face are dirty.
9. Her arm hurts.
10. The teacher calls her father.
11. Her father comes.
12. Her father takes her to the doctor.

Hurt at School

Write YES or NO.

1. _____ 1. Amber is a girl.
2. _____ 2. Amber likes to run.
3. _____ 3. Her leg hurts.
4. _____ 4. The teacher calls her mother.
5. _____ 5. Her father comes.
6. _____ 6. She goes home.

Listen. Write the letters.

1. ___ittlel___ 6. ___dow___
2. ___oes___ 7. ___shir___
3. ___lay___ 8. ___ar___
4. ___un___ 9. ___gir___
5. ___alls___ 10. ___ru___

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.
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: Life Skills, Listening & Speaking

-Materials: copies of **Emergency Contact** handout, ESL Volunteer Tutor Manual, 2013,

Dialogue

Step 1: Context

1. Relate back to the story about Amber.
What happened to Amber? Who did the school call? Why? Amber was hurt. This is an emergency. There is a problem. Somebody is sick or has a big problem.
2. Write on the board: **emergency contact**
3. Elicit some other examples of emergencies (fire, fall, car accident, etc.)
4. *Emergency contact is a friend or person in your family. Emergency contact is the person you want to call if there is an emergency.*
5. At this point, everyone should understand *emergency*. It is okay if they do not yet understand *emergency contact*.

<p>Emergency Contact</p> <p>TEACHER: Who is your emergency contact? STUDENT: I don't understand. TEACHER: If you are sick or you fall down, can we call your friend or family member?</p>   <p><small>Jessica Greco Jones, Villanova University Council, 2012 © 12 Pre-Beginning Registering for School Unit</small></p>	<p>Emergency Contact</p> <p>STUDENT: Yes, you can call <u>my brother</u>.</p> <p>TEACHER: What is <u>his</u> name? STUDENT: <u>Amad Alassani</u></p>  <p>TEACHER: What is <u>his</u> phone number? STUDENT: <u>651-000-9823</u></p> <p><small>Jessica Greco Jones, Villanova University Council, 2012 © 14 Pre-Beginning Registering for School Unit</small></p>
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Step 2: Dialogue Practice

6. Distribute copies of the **Emergency Contact** handout.
7. Look at the pictures. Ask *Look at the man. What happened? What is the woman doing? Why?*
8. Introduce and practice the dialogue *extensively* (both sides of the handout) using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual.

Teacher Directions: Checking for Understanding

-Materials: *(none)*

Before leaving, ask learners to think of one person who is their emergency contact. Does this person speak some English? Do they know the person's phone number? If not, encourage them to bring the phone number to class tomorrow.

If time, practice varying the underlined portions of the dialogue with their own information.

English Papers

About _____

Name: _____

Date: _____

Hurt at School

Look at the picture.

Where are the children?

What are they doing?



1. Amber is a little girl.
2. Amber goes to school.
3. Amber likes to play on the playground.
4. She likes to run.
5. Amber falls down.
6. The teacher runs to Amber.
7. Amber is crying.
8. Her shirt and face are dirty.
9. Her arm hurts.
10. The teacher calls her father.
11. Her father comes.
12. Her father takes her to the doctor.

Hurt at School

Write YES or NO.

1. _____

1. Amber is a girl.

2. _____

2. Amber likes to run.

3. _____

3. Her leg hurts.

4. _____

4. The teacher calls her mother.

5. _____

5. Her father comes.

6. _____

6. She goes home.

Listen. Write the letters.

1. ___ittle

6. dow___

2. ___oes

7. shir___

3. ___lay

8. ar___

4. ___un

9. gir___

5. ___alls

10. ru___

Teacher Script for dictation:

1. little
2. goes
3. play
4. run
5. falls
6. down
7. shirt
8. arm
9. girl
10. run

Emergency Contact

TEACHER: Who is your emergency contact?

STUDENT: I don't understand.

TEACHER: If you are sick or you fall down, can we call your friend or family member?



Emergency Contact

STUDENT: Yes, you can call my brother.

TEACHER: What is his name?

STUDENT: Amad Alassani



TEACHER: What is his phone number?

STUDENT: 651-000-9823

Registering for School Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: <i>acknowledge and affirm others and their contributions through active listening.</i></p> <p>Listening/speaking: <i>retell a simple text in own words.</i></p> <p>Transition & Critical Thinking: <i>scan written text or listen for specific information.</i></p> <p>Life skill: <i>designate and communicate an emergency contact</i></p> <p>Listening & speaking: <i>ask and respond to the question “Who is your emergency contact?”</i></p> <p>Literacy: <i>write the name and number for an emergency contact</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Hurt at School (from Monday) • Handout: What’s Next? • Handout: Talk About My Emergency Contact • Handout: My Emergency Contact <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • a soft ball or bean bag • (see Basic Skills Review instructions for materials)

Lesson Plan

Opening Activity: Transitions & Critical Thinking

Description: practice active listening and giving their name and country in a “ball toss” activity.

Materials/Prep: a soft ball or bean bag

Basic Skills Review –Literacy: Life Skills

Description: choose 1-2 from a list of activities to practice basic writing skills, with particular focus on filling out forms

Materials/Prep: (see activity instructions)

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

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

Materials/Prep: copies of **Hurt at School** (From Monday), copies of **What’s Next?** handout

Unit Theme Activity: Literacy, Life Skills

Description: review meaning of “emergency contact” and write their emergency contact on a simplified form

Materials/Prep: copies of **My Emergency Contact**

Checking for Understanding: Life Skills, Listening & Speaking

Description: write their own information in yesterday’s dialogue and practice giving an emergency contact’s information

Materials/Prep: copies of **Talk About My Emergency Contact** handout, ESL Volunteer Tutor Manual, 2013, **Dialogue**

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

In this game everyone must listen carefully and attentively because they do not know if they will be thrown the ball next and asked to repeat what they just heard. At the same time, learners get practice with subject and possessive pronouns and get to know their classmates better.

Step 1: Introduce target language

1. Write on the board: **My name is _____ . I am from _____**
His name is _____ . He is from _____
Her name is _____ . She is from _____
2. Practice the phrases on the board several times as a class, substituting names of classmates and their countries, pointing out which words are for men and which are for women.

Step 2: Ball Toss

3. Give the ball to a confident learner. Point to the first line on the board and gesture for him/her to read it with their own information.
4. Gesture for them to throw the ball to you. Repeat the information the previous learner just said using his/her. Then read line number one with your information.
5. Throw the ball to a different student. Prompt to repeat your information before adding their own information.
6. The pattern continues until everyone has had the ball.

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. This week, learners will spend some time each day working on filling out simple forms and answering questions about personal information. Choose one of the following activities that is suited to the abilities of your learners. You may choose to have everyone work on the same activity or assign different activities for different learners.

Objective: *fill out the following sections of a simplified school registration form: **name, date of birth, address, phone number, man/woman, emergency contact***

1. 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: _____

2. Learners practice tracing and copying the individual components of their address, phone number, or other information and then transferring the words 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

308	Harding	Ave.	#22B

Address: _____
Address: _____
l

3. 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

4. Learners complete a **Mingle Grid**, according to the instructions in the ESL Volunteer Tutor Manual. Mingle grid questions require learners to ask and answer questions about basic personal information, such as *What is your name? What is your birth date?*(see sample image)

Materials: teacher-created mingle grid.

What's Your Address?		
What is your first name?	What is your address?	What is your city?

Jessica Grace Jones, Minnesota Literacy Council, 2013 | p. 16 | Beginning Registering for School Unit

5. Learners work in pairs. The “writer” fills out a simple form using their partner’s information. They must ask their partner questions, such as “*What is your last name? How do you spell it?*” The partner answers the questions and verifies that the information is written correctly.

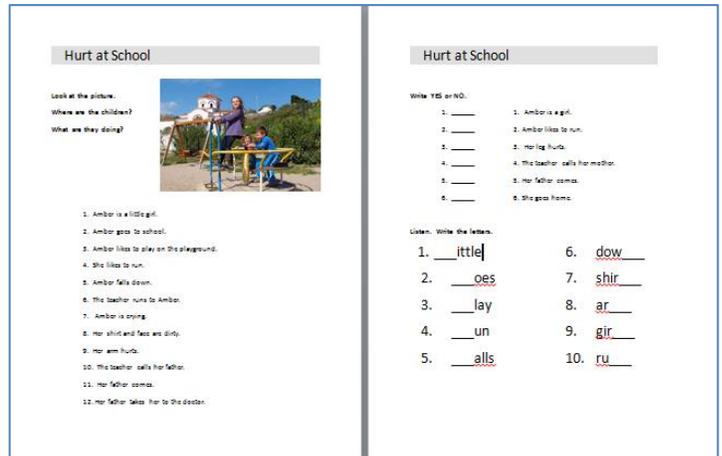
Materials: simple personal information forms.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Hurt at School** from Monday, **What's Next?** handout

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 **hurts**.
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. **Learners practice changing the first sound to create new words (word families)**. Together find the word "**run**". 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 ("**un**"). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - bun
 - fun
 - sun

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.

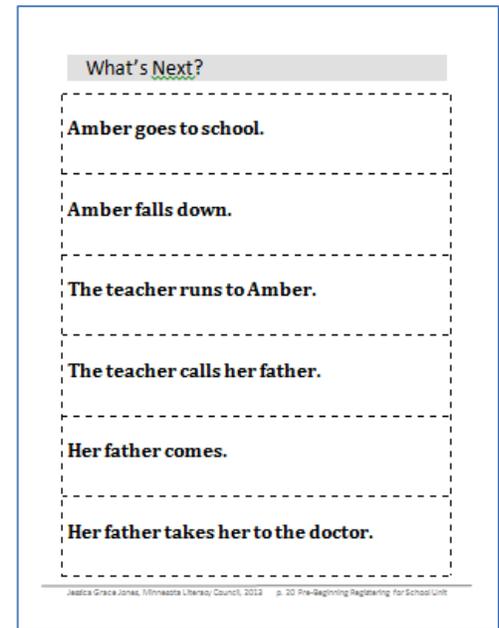
9. **Complete the What's Next? Activity**, having learners cut apart and order the sentences from the story.

10. **Complete or review yes/no questions and dictation, as needed.** Re-read the yes/no questions and dictation words as a group.

11. **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 **girl, school, teacher, father.** Underline the words **run, play, goes.**

12. **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.

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



Story of the Week TECHNOLOGY options

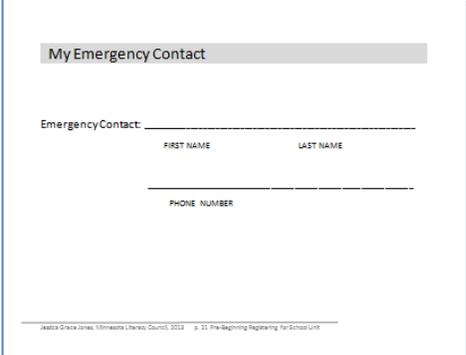
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

Teacher Directions: Unit Theme Activity: Life Skills, Literacy

-Materials: copies of **Emergency Contact** handout

Step 1: Context

1. Relate back to the story about Amber. *What happened to Amber? Who did the school call? Why? Amber was hurt. This is an emergency. There is a problem. Somebody is sick or has a big problem.*
2. Write on the board: **emergency contact**
3. Elicit some other examples of emergencies (fire, fall, car accident, etc.)
4. *Emergency contact is a friend or person in your family. Emergency contact is the person you want to call if there is an emergency.*
5. *Who is your emergency contact? Do you know their phone number? Do they speak some English?*



The form is titled "My Emergency Contact" and has a header bar with the same title. Below the header, there are three lines for text entry. The first line is labeled "Emergency Contact:" and has two sub-labels, "FIRST NAME" and "LAST NAME", positioned below it. The second line is labeled "PHONE NUMBER" and is positioned below the first line. At the bottom of the form, there is a small copyright notice: "Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 22 Pre-Beginning Registering for School Unit".

Step 2: Writing

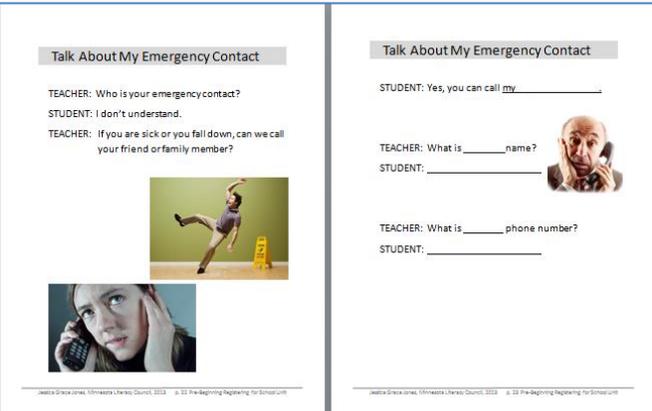
6. Learners complete the **My Emergency Contact** handout. If learners are unable to name an emergency contact or do not know the phone number, talk to your learning center coordinator. Most centers require this information for registration and may have it on file.

Teacher Directions: Checking for Understanding: Life Skills, Listening & Speaking

-Materials: copies of **Talk About My Emergency Contact** handout, ESL Volunteer Tutor Manual, 2013, **Dialogue**

Step 3: Dialogue Practice

7. Distribute copies of the **Talk About My Emergency Contact** handout.
8. Look at the pictures. Ask *Look at the man. What happened? What is the woman doing? Why?*
9. On the second side of the handout, have learners copy their own information into the dialogue for practice.
10. Review and practice the dialogue *extensively* (both sides of the handout) using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual.



The handout is titled "Talk About My Emergency Contact" and is divided into two columns. The left column contains a dialogue script with two images. The first image shows a man performing a handstand on a yellow cone. The second image shows a woman talking on a mobile phone. The right column contains a dialogue script with a small image of a man talking on a mobile phone. The dialogue script on the left is: TEACHER: Who is your emergency contact? STUDENT: I don't understand. TEACHER: If you are sick or you fall down, can we call your friend or family member? The dialogue script on the right is: STUDENT: Yes, you can call my _____. TEACHER: What is _____ name? STUDENT: _____. TEACHER: What is _____ phone number? STUDENT: _____. At the bottom of each column, there is a small copyright notice: "Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 22 Pre-Beginning Registering for School Unit".

What's Next?

Amber goes to school.

Amber falls down.

The teacher runs to Amber.

The teacher calls her father.

Her father comes.

Her father takes her to the doctor.

My Emergency Contact

Emergency Contact: _____

FIRST NAME

LAST NAME

PHONE NUMBER

Talk About My Emergency Contact

TEACHER: Who is your emergency contact?

STUDENT: I don't understand.

TEACHER: If you are sick or you fall down, can we call your friend or family member?



Talk About My Emergency Contact

STUDENT: Yes, you can call my_____.

TEACHER: What is _____name?

STUDENT: _____



TEACHER: What is _____ phone number?

STUDENT: _____

Registering for School Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: <i>acknowledge and affirm others and their contributions through active listening.</i></p> <p>Life skill: <i>read a simple story about an emergency contact.</i></p> <p>Listening & Speaking: <i>retell a simple text in own words.</i></p> <p>Life Skill: <i>fill out a simplified school registration form</i></p> <p>Life skill: <i>designate and communicate an emergency contact</i></p> <p>Literacy: <i>write the name and phone number of an emergency contact</i></p> <p>Listening/speaking: <i>ask someone to call their emergency contact for help</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Hurt At School (from Monday) • Handout: Reading Test Practice • Handout: Emergency Contact Card <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • a soft ball or bean bag • (see Basic Skills Review instructions for materials)
Lesson Plan	
<p>Opening Activity: Transition & Critical Thinking <u>Description:</u> practice active listening and giving their name and country in a “ball toss” activity. <u>Materials/Prep:</u> a soft ball or bean bag</p> <p>Basic Skills Review –Literacy: Life Skill <u>Description:</u> choose 1-2 from a list of activities to practice basic writing skills, with particular focus on filling out forms <u>Materials/Prep:</u> (see activity instructions)</p> <p>Story of the Week: Life Skill, Listening & Speaking <u>Description:</u> review the story of the week and lead a letter/sound drill <u>Materials/Prep:</u> extra copies of Hurt at School (From Monday), ESL Volunteer Tutor Manual, 2013, Letter/Sound Drill, colored pencils or thin highlighters</p> <p>Unit Theme Activity: Literacy <u>Description:</u> practice reading skills needed for the CASAS Life and Work Reading Test <u>Materials/Prep:</u> copies of Reading Test Practice</p> <p>Unit Theme Activity : Listening/speaking, Literacy, Life Skill <u>Description:</u> Create an emergency contact wallet card and practice asking someone to call that contact <u>Materials/Prep:</u> copies of Emergency Contact Card</p> <p>Checking for Understanding: Listening & Speaking <u>Description:</u> role-play asking someone to call your emergency contact/interpreter for assistance <u>Materials/Prep:</u> (none)</p>	

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

In this game everyone must listen carefully and attentively because they do not know if they will be thrown the ball next and asked to repeat what they just heard. At the same time, learners get practice with subject and possessive pronouns and get to know their classmates better.

Step 1: Introduce target language

7. Write on the board: **My name is _____ . I am from _____**
His name is _____ . He is from _____
Her name is _____ . She is from _____
8. Practice the phrases on the board several times as a class, substituting names of classmates and their countries, pointing out which words are for men and which are for women.

Step 2: Ball Toss

9. Give the ball to a confident learner. Point to the first line on the board and gesture for him/her to read it with their own information.
10. Gesture for them to throw the ball to you. Repeat the information the previous learner just said using his/her. Then read line number one with your information.
11. Throw the ball to a different student. Prompt to repeat your information before adding their own information.
12. The pattern continues until everyone has had the ball.

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. This week, learners will spend some time each day working on filling out simple forms and answering questions about personal information. Choose one of the following activities that is suited to the abilities of your learners. You may choose to have everyone work on the same activity or assign different activities for different learners.

Objective: fill out the following sections of a simplified school registration form: **name, date of birth, address, phone number, man/woman, emergency contact**

1. 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

A worksheet for tracing the name 'Halim o'. It features a grid with the letters H, a, l, i, m, o in the top row. Below the grid are two lines labeled 'Name:' for copying practice.

2. Learners practice tracing and copying the individual components of their address, phone number, or other information and then transferring the words onto a line (see sample image). 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

A worksheet for tracing the address '308 Harding Ave. #22B'. It features a grid with the address components in the top row. Below the grid are two lines labeled 'Address:' for copying practice.

3. 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

4. Learners complete a **Mingle Grid**, according to the instructions in the ESL Volunteer Tutor Manual. Mingle grid questions require learners to ask and answer questions about basic personal information, such as *What is your name? What is your birth date?*(see sample image)

Materials: teacher-created mingle grid.

A 'Mingle Grid' form titled 'What's Your Address?'. It is a 3x3 grid with the following questions in the top row: 'What is your first name?', 'What is your address?', and 'What is your city?'. The bottom row contains a small footer: 'Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Beginning Registering for School Unit'.

5. Learners work in pairs. The “writer” fills out a simple form using their partner’s information. They must ask their partner questions, such as “*What is your last name? How do you spell it?*” The partner answers the questions and verifies that the information is written correctly.

Materials: simple personal information forms.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Hurt at School** 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 **hurt**.
3. Ask: "**Where is the title?**" Have everyone find and point to the title.
Read the title together.

The image shows two pages of a story titled "Hurt at School". The left page features a photograph of a girl on a playground and a list of 12 numbered questions. The right page contains a "Write YES or NO" section with 6 questions, a "Listen. Write the letters" section with 10 words, and a word search grid.

Hurt at School

Look at the picture.
Where are the children?
What are they doing?

1. Amber is a little girl.
2. Amber goes to school.
3. Amber likes to play on the playground.
4. She likes to run.
5. Amber falls down.
6. The teacher runs to Amber.
7. Amber is crying.
8. Her shirt and face are dirty.
9. Her arm hurts.
10. The teacher calls her father.
11. Her father comes.
12. Her father takes her to the doctor.

Hurt at School

Write YES or NO.

1. _____ 1. Amber is a girl.
2. _____ 2. Amber likes to run.
3. _____ 3. Her leg hurts.
4. _____ 4. The teacher calls her mother.
5. _____ 5. Her father comes.
6. _____ 6. She goes home.

Listen. Write the letters.

1. ittle 6. dow
2. oes 7. shir
3. lay 8. ar
4. un 9. gir
5. alls 10. ru

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 sound for this story is /er/. This sound can be spelled 'ir', 'er', or 'ur'.**

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 **Reading Test Practice** handout

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

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk or look at other learners' papers.

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

Give everyone 3-5 minutes to complete the questions. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. If applicable, circle the information above the questions that helped them find the correct answer.

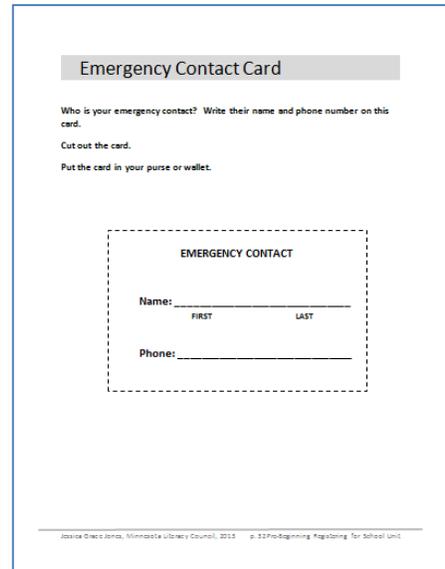
The image shows two versions of a 'Reading Test Practice' handout. The left version is a form with fields for Name (Last, First, Middle), Address (Number, Street, Apt. #), City, State, Zip Code, and Phone. Below the form are two multiple-choice questions: '1. What is the phone number?' and '2. What is the student's last name?'. The right version shows three multiple-choice questions: '1. phone', '2. number', and '3. telephone'. Each question has four options with a circle next to it for marking the answer.

Teacher Directions: Unit Theme Activity: Listening /Speaking, Literacy, Life Skill

-Materials: copies of **Emergency Contact Card** handout and student scissors

Step 1: Context

1. Relate back to the story about Amber. *What happened to Amber? Who did the school call? Why? Amber was hurt. This is an emergency. There is a problem. Somebody is sick or has a big problem.*
2. Write on the board: **emergency contact**
3. Elicit some other examples of emergencies (fire, fall, car accident, etc.)
4. *Emergency contact is a friend or person in your family. Emergency contact is the person you want to call if there is an emergency.*
5. *Who is your emergency contact? Do you know their phone number? Do they speak some English?*



The image shows a handout titled "Emergency Contact Card". At the top, it says "Emergency Contact Card" in a grey box. Below that, it asks "Who is your emergency contact? Write their name and phone number on this card." and provides instructions: "Cut out the card." and "Put the card in your purse or wallet." The main part of the card is a dashed box containing the text "EMERGENCY CONTACT". Below this, there are two lines for "Name:" with "FIRST" and "LAST" labels. Below that is a line for "Phone:". At the bottom of the page, there is a small copyright notice: "Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 29 Pre-Beginning Registering for School Unit".

Step 2: Writing

6. Learners complete the **Emergency Contact Card** handout. If learners are unable to name an emergency contact or do not know the phone number, talk to your learning center coordinator. Most centers require this information for registration and may have it on file.
7. Learners cut out their card. Talk about where to put the card (in a purse, wallet, etc.)

Step 3: Speaking

8. *Maybe sometimes you have a big problem...you don't understand...you need help...you need someone who speaks your language.*
9. Write on the board: **I don't understand.**
I need help.
Please call my friend.
He speaks some English.
10. Practice each phrase several times. Practice giving the emergency contact card as you ask for help.
11. Elicit some situations when learners might need to ask for this help.

Teacher Directions: Checking for Understanding

-Materials: (none)

Learners role-play the situation above. If they can read the phrases easily, begin to erase pieces of each sentence so that they have to rely on their memory.

Reading Test Practice

Name	<u> Jones Lois Lyn </u>
	Last First Middle
Address	<u> 1022 Winters Ave. Apt. #4 </u>
	Number Street Apt. number
	<u> Duluth MN 55808 </u>
	City State Zip Code
Phone	<u> (518) 200 - 5599 </u>

1. What is the phone number?

- A. 55808
- B. 1022
- C. Duluth
- D. 518-200-5599

2. What is the student's last name?

- A. Jones
- B. First
- C. Lyn
- D. Lois

Reading Test Practice

1. phone

bone

phon

dhone

phone

2. number

munder

numan

number

blunder

3. telephone

55412

394-23-3304

227-4934

8-10-98

Registering for School Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: <i>acknowledge and affirm others and their contributions through active listening.</i></p> <p>Life Skill: <i>fill out a simplified school registration form</i></p> <p>Literacy: <i>identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</i></p> <p>Listening & Speaking: <i>Ask and respond to the questions related to a school registration form, e.g., what’s your date of birth? What is your address?</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Hurt at School (paragraph format) • Handout: Registration Form • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A soft ball or bean bag • (see Basic Skills Review instructions)
<h3>Lesson Plan</h3>	
<p>Opening Activity: Transition & Critical Thinking <u>Description:</u> practice active listening and giving their name and country in a “ball toss” activity. <u>Materials/Prep:</u> a soft ball or bean bag</p> <p>Basic Skills Review –Literacy: Life Skill <u>Description:</u> choose 1-2 from a list of activities to practice basic writing skills, with particular focus on filling out forms <u>Materials/Prep:</u> (see activity instructions)</p> <p>Story of the Week: Literacy <u>Description:</u> review the story of the week and practice reading fluency with a paragraph formatted text. <u>Materials/Prep:</u> copies of Hurt At School (paragraph format)</p> <p>Unit Theme Activity <u>Description:</u> Practice reading skills needed for the CASAS Life and Work Reading Test <u>Materials/Prep:</u> copies of Reading Test Practice</p> <p>Checking for Understanding: Life Skill, Literacy, Listening & Speaking <u>Description:</u> learners will complete a simplified school registration form based on their ability <u>Materials/Prep:</u> copies of Registration Form handout</p>	

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

In this game everyone must listen carefully and attentively because they do not know if they will be thrown the ball next and asked to repeat what they just heard. At the same time, learners get practice with subject and possessive pronouns and get to know their classmates better.

Step 1: Introduce target language

1. Write on the board: **My name is _____ . I am from _____**
His name is _____ . He is from _____
Her name is _____ . She is from _____
2. Practice the phrases on the board several times as a class, substituting names of classmates and their countries, pointing out which words are for men and which are for women.

Step 2: Ball Toss

3. Give the ball to a confident learner. Point to the first line on the board and gesture for him/her to read it with their own information.
4. Gesture for them to throw the ball to you. Repeat the information the previous learner just said using his/her. Then read line number one with your information.
5. Throw the ball to a different student. Prompt to repeat your information before adding their own information.
6. The pattern continues until everyone has had the ball.

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. This week, learners will spend some time each day working on filling out simple forms and answering questions about personal information. Choose one of the following activities that is suited to the abilities of your learners. You may choose to have everyone work on the same activity or assign different activities for different learners.

Objective: fill out the following sections of a simplified school registration form: **name, date of birth, address, phone number, man/woman, emergency contact**

1. 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

A worksheet for tracing the name 'Halim o'. It features a grid with the letters H, a, l, i, m, o in the top row. Below the grid are two lines labeled 'Name:' for copying practice.

2. Learners practice tracing and copying the individual components of their address, phone number, or other information and then transferring the words onto a line (see sample image). 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

A worksheet for tracing the address '308 Harding Ave. #22B'. It features a grid with the address components in the top row. Below the grid are two lines labeled 'Address:' for copying practice.

3. 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

4. Learners complete a **Mingle Grid**, according to the instructions in the ESL Volunteer Tutor Manual. Mingle grid questions require learners to ask and answer questions about basic personal information, such as *What is your name? What is your birth date?*(see sample image)

Materials: teacher-created mingle grid.

A 'Mingle Grid' form titled 'What's Your Address?'. It is a 3x3 grid. The top row contains the questions: 'What is your first name?', 'What is your address?', and 'What is your city?'. The bottom two rows are empty for writing answers.

5. Learners work in pairs. The “writer” fills out a simple form using their partner’s information. They must ask their partner questions, such as “*What is your last name? How do you spell it?*” The partner answers the questions and verifies that the information is written correctly.

Materials: simple personal information forms.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Hurt at School** (paragraph text)

Step 1: Context

1. Distribute new copies of **Hurt at School** 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=

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.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

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.

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 shows two versions of a 'Reading Test Practice' handout. The left version is a form with fields for Name (Last, First, Middle), Address (Number, Street, Apt. #), City, State, Zip Code, and Phone. Below the form are two questions: '1. What is the address?' with options A, B, C, D and '2. What is the student's first name?' with options A, B, C, D. The right version shows the same form with three questions: '1. phone number', '2. zip code', and '3. address', each with a grid of circles for marking answers.

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.

Teacher Directions: Checking for Understanding: Life Skill, Literacy

-Materials: copies of **Registration Form** handout

Learners complete the registration form independently to the best of their ability. Then a teacher or student partner can help them correct and complete missing or incorrect information.

Note: If you have any very beginners in your class, create a separate form with less information that focuses on the items they are capable of writing, maybe name and phone number.

The image shows a 'Registration Form' handout. It has fields for Last Name, First Name, Address, City, State, Zip, Telephone, Birth Date, Gender (Man/Woman), Emergency Contact Name, and Phone Number.

Hurt at School



Amber is a little girl. Amber goes to school. Amber likes to play on the playground. She likes to run.

Amber falls down. The teacher runs to Amber. Amber is crying. Her shirt and face are dirty. Her arm hurts.

The teacher calls her father. Her father comes. Her father takes her to the doctor.

Registration Form

Last Name _____ First Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Birth Date ____ / ____ / ____

- Man
- Woman

Emergency Contact

Name _____

Phone Number _____

Reading Test Practice

Name	<u> Jones </u>	<u> Lois </u>	<u> Lyn </u>
	Last	First	Middle
Address	<u> 1022 </u>	<u> Winters Ave. </u>	<u> Apt. #4 </u>
	Number	Street	Apt. number
	<u> Duluth </u>	<u> MN </u>	<u> 55808 </u>
	City	State	Zip Code
Phone	<u> (518) 200 - 5599 </u>		

1. What is the address?

- A. 55808
- B. 1022 Winters Ave. #4
- C. Duluth
- D. 518-200-5599

2. What is the student's first name?

- A. Jones
- B. First
- C. Lyn
- D. Lois

Reading Test Practice

1. phone number

277-8934

29-112

488-98-1123

1243

2. zip code

277-8934

55219

488-98-1123

1243

3. address

277-8934

124 Park St.

488-98-1123

1243