



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)

Signs in Our Lives: Week 1 of 1

Unit Overview

In this 1-week unit, learners develop familiarity with public safety signs they are likely to see in their school, workplace, or while walking or driving. Learners will practice vocabulary to explain the meanings of these signs and learn directional words to help with finding specific locations within a building.

Focus of Week 1

- *Read and interpret common **public safety signs***
- *Interpret signs with **directional arrows***
- *Give single word responses to **questions about locations in a building** (upstairs, downstairs, right, left)*

Signs in Our Lives 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>Life skill: read a simple story about people using signs.</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>Literacy: read and interpret common public safety signs and corresponding text (ex. women's restroom, no smoking, don't walk, no left turn)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Signs • Handout: English Papers About... (see inst. before copying) • Handout: Reading Test Practice • Handout: Seeing Signs <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • One set of large sign flashcards • One set of matching cards (cut signs handout apart) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • One set of large alphabet cards, several sets of small alphabet tiles • Student materials for Staying Organized routine

Lesson Plan

Opening Activity: Transition & Critical Thinking

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

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

Literacy Basic Skills Review

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

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

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

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

Materials/Prep: copies of **Seeing Signs**, one copy of teacher dictation script.

Unit Theme Activity: Literacy

Description: elicit what learners already know about common signs and practice matching signs with corresponding text

Materials/Prep: copies of **Signs** handout, one set of large sign flashcards, make one set of matching cards by cutting apart one copy of **Signs** handout

Checking for Understanding

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

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

Teacher Directions: Opening Activity: 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, 2012 © 12 Pre-Beginning, oaa unit

Teacher Directions: Basic Skills Review: Literacy

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

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

Choose 1-2 activities from those below.

Whole Group Practice

Rhyming

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying "yes/no" or holding up individual "yes/no" cards.

- 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

- “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.



- “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?”
- 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

- 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.
- 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.

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.

Phoneme Substitution and Deletion

1. Give each learner of 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

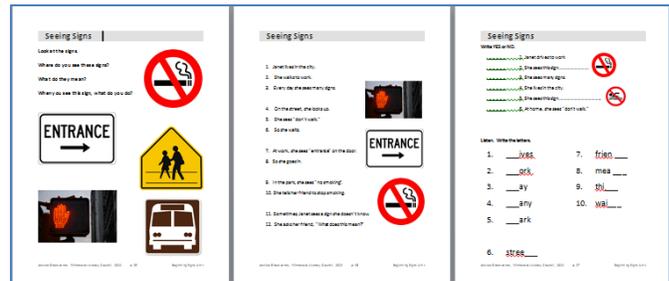
1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, *Learning to Read* section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

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Seeing Signs**

Step 1: Context

1. Distribute the story and **look at the pictures together**.
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. Ask the questions again to the learners.



3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.

5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Practice the text again** with choral reading, partnered reading, or individual reading of separate lines of the text.

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
10. **Complete the dictation exercise.** The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

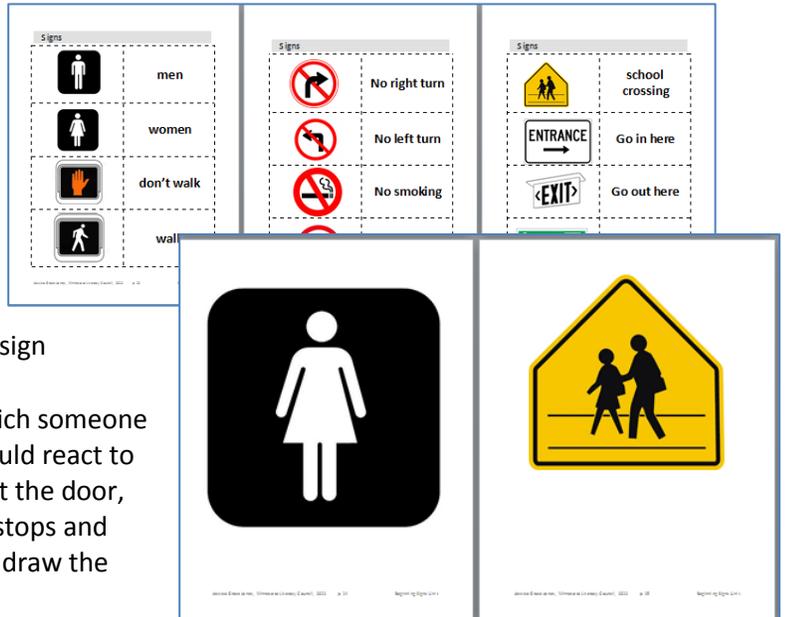
Teacher Directions: Unit Theme Activity: Literacy

-Materials: copies of **Signs** handout, one set of large sign flashcards, make one set of matching cards by cutting apart one copy of **Signs** handout.

Step 1: Introduce Vocabulary

Discuss each of the pictures on the **Signs** handout by following these steps:

1. Show the large copy of the sign on the projector
2. Ask "Where do you see this sign?"
3. Ask "What pictures do you see?" or "What words do you know?"
4. Learner find the sign on their handout and read the words for the sign together.
5. Give an example of a situation in which someone might see this sign and how they would react to the sign (ex. A man is about to go out the door, he sees the Emergency Exit sign, he stops and goes to a different door). Act out or draw the scenario if you can.



Step 2: Review Vocabulary

Deal out the full-page signs to the learners

Read one of the descriptions. The learner with the matching sign stands up and shows the sign to everyone.

Step 3: Partner Practice

Deal out matching cards to learners. Model how to walk around the room to find the person with the matching card. Emphasize that learners should not *show* their card to others. Instead they should *say* what is on their card.

Teacher Directions: Checking for Understanding: Literacy

-Materials: copies of **Reading Test Practice** handouts

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

Step 1: Group Practice

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

Tape 4 full-page sign images on the board in a row. Above them write the name of one of the images. Draw a circle below each picture. (the result should look like the 27/28 CASAS test).



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

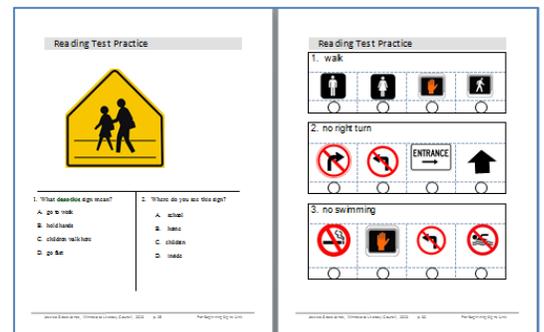
Erase the word at the top and replace it with a different word or phrase to match one of the other pictures. Repeat the process above.

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.

English Papers

About _____

Name: _____ Date: _____

Signs



men



women



don't walk



walk

Signs



No right turn



No left turn



No smoking



No swimming

Signs



**school
crossing**



Go in here



Go out here



**Go out in an
emergency**

















ENTRANCE







Emergency

exit

only



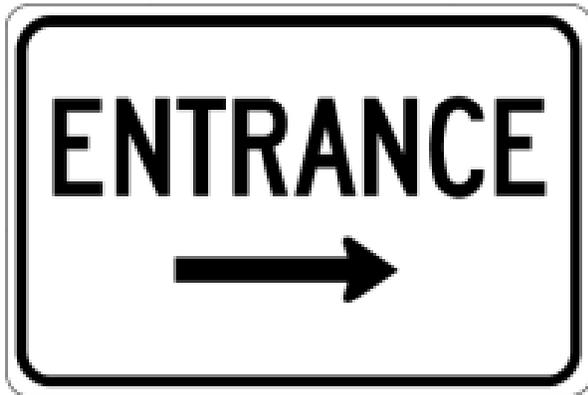
Seeing Signs

Look at the signs.

Where do you see these signs?

What do they mean?

When you see this sign, what do you do?



Seeing Signs

1. Janet lives in the city.
2. She walks to work.
3. Every day she sees many signs.
4. On the street, she looks up.
5. She sees “don’t walk.”
6. So she waits.
7. At work, she sees “entrance” on the door.
8. So she goes in.



9. In the park, she sees “no smoking”.
10. She tells her friend to stop smoking.
11. Sometimes, Janet sees a sign she doesn’t know.
12. She asks her friend, “What does this mean?”



Seeing Signs

Write YES or NO.

- _____ 1. Janet drives to work
- _____ 2. She sees this sign.....
- _____ 3. She sees many signs.
- _____ 4. She lives in the city.
- _____ 5. She sees this sign.....
- _____ 6. At home, she sees "don't walk."



Listen. Write the letters.

1. ___ives

2. ___ork

3. ___ay

4. ___any

5. ___ark

6. stree___

7. frien___

8. mea___

9. thi___

10. wai___

Teacher Script for dictation:

1. lives
2. work
3. day
4. many
5. park
6. street
7. friend
8. mean
9. this
10. wait

Reading Test Practice



1. What does this sign mean?

- A. go to work
- B. hold hands
- C. children walk here
- D. go fast

2. Where do you see this sign?

- A. school
- B. home
- C. children
- D. inside

Reading Test Practice

1. walk



2. no right turn



3. no swimming



Signs in Our Lives Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: use appropriate body language, tone, and intonation in oral communication</p> <p>Transition & Critical Thinking: collect data and organize it in a chart, table, or graph</p> <p>Listening/speaking: retell a simple text in own words</p> <p>Transition & Critical Thinking: scan written text or listen for specific information</p> <p>Literacy: read and interpret common public safety signs and corresponding text (ex. women's restroom, no smoking, don't walk, no left turn)</p> <p>Listening/speaking: ask and respond to the question "What does this [sign] mean?"</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Pictograph • Handout: Seeing Signs (from Monday) • Handout: Signs (a few copies from Monday) • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • One set of large sign flashcards (from Monday) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Student scissors, glue/tape • Two flyswatters

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation
Materials/Prep: (none)

Numeracy Basic Skills Review: Transition & Critical Thinking

Description: create a pictograph using common signs and symbols
Materials/Prep: copies of **Pictograph** handout, student scissors, glue or tape

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

Description: review the story of the week, scan for key words, and identify word families.
Materials/Prep: copies of **Seeing Signs** (From Monday)

Unit Theme Activity: Listening/speaking, Literacy

Description: review signs introduced yesterday, play flyswatter game, and mingle to ask about sign meaning
Materials/Prep: one set of large sign flashcards from yesterday, extra copies of **Signs** handout (from Monday), two flyswatters; ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game**

Checking for Understanding: Literacy

Description: practice reading skills for the CASAS Life and Work Reading Test
Materials/Prep: copies of **Reading Test Practice**

Teacher Directions: Opening Activity: 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?
- Where are you from?
- 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: copies of **Pictograph** handout, student scissors, glue or tape

Step 1: Introduce the question

Write on the board: **Do you swim?**

Read the question aloud, learners repeat several times.

Model how to ask each person in the class the question and tally their answers on the worksheet.

Step 2: Pair Practice

Learners mingle, surveying each other and tallying their answers on the worksheet

Pictograph
Ask other students. Tally their answers.

Do you swim?

YES	NO
-----	----

Cut and glue the pictures on your graph.

Students Swim										
Students Don't Swim										
	1	2	3	4	5	6	7	8	9	10

Below the graph are two rows of icons: a row of 10 swimmer pictographs and a row of 10 'no swimming' signs (a swimmer with a red circle and slash).

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 37 Pre-Beginning Signs Unit

Step 3: Create the Pictograph

Model how to cut out the symbols at the bottom of the worksheet and paste them into the graph above to represent the number of people who swim or don't swim in the class.

Step 4: Summarize the Results

Write on the board: **How many people swim?**

Practice changing the question to negative, then ask and answer with a partner, referring to the pictograph for the answer.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Seeing Signs** from Monday

Step 1: Context

- Learners find their copy of the story and **look at the pictures together**. Review the questions next to the pictures.
- Ask: **"Where is the title?"** Have everyone find and point to the title. Read the title together.

Seeing Signs

Look at the signs.

What do you see? What do you hear?
What do you see? What do you hear?
What do you see? What do you hear?

ENTRANCE

ENTRANCE

ENTRANCE

1. Look at the first sign.
2. What do you see?
3. What do you hear?
4. Draw a picture of the sign.
5. Write what you hear.
6. Draw a picture of the sign.
7. Write what you hear.
8. Write what you see.
9. Write what you hear.
10. Write what you see.
11. Write what you hear.
12. Write what you see.

Learn the letters.

1. iver 7. erien
2. ock 8. mea
3. by 9. the
4. spiv 10. wait
6. steer

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 38 Pre-Beginning Signs Unit

Step 2: Practice the Text

3. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
4. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
5. **Teacher reads and learners repeat** each line of the story.
6. **Learners practice changing the first sound to create new words (word families)**. Together find the word “**tells**”. 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 (“**ells**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - bells
 - fell (point out that the ending has changed)
 - sell

Step 3: assess comprehension

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Complete or review yes/no questions and dictation, as needed**. Re-read the yes/no questions and dictation words as a group.
9. **Learners underline and circle key words**. This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. circle the words **walk, wait, go in, stop**. Underline the words **entrance, no smoking, don't walk**.
10. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don't understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

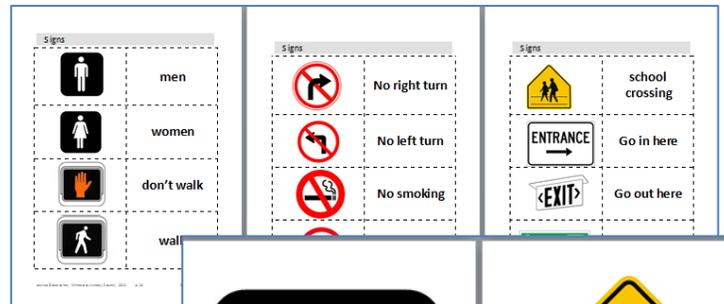
Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

-Materials: one set of large sign flashcards (from Monday), extra copies of **Signs** handout (from Monday), two flyswatters; ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game**

Step 1: Review Vocabulary

Deal out the full-page signs to the learners
Read one of the descriptions. The learner with the matching sign stands up and shows the sign to everyone.

Note which signs are most difficult for learners to identify. Do a more detailed review of only those signs in step 2.



Step 2: Re-teach most difficult vocabulary

Discuss each of the signs that learners struggled with in step

1:

1. Learners take out their copies of **Signs** handout from yesterday.
2. Show the large copy of the sign on the projector
3. Ask “Where do you see this sign?”
4. Ask “What pictures do you see?” or “What words do you know?”
5. Learner find the sign on their handout and read the words for the sign together.
6. Give an example of a situation in which someone might see this sign and how they would react to the sign (ex. A man is about to go out the door, he sees the Emergency Exit sign, he stops and goes to a different door). Act out or draw the scenario if you can.



Step 3: Play Flyswatter Game

Play **The Flyswatter Game** (see ESL Tutor Manual) by taping the signs on the board and calling out the names or descriptions of each sign.

Step 4: Practice oral skills

Write on the board: **What does this mean?** Practice the question several times by holding up different signs and asking and answering the question on the board.

Give each learner a sign. Learners mingle, asking each other “What does this sign mean?” After each person has answered, they exchange signs and find a new partner.

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.

Step 1: Group Practice

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

Tape 4 full-page sign images on the board in a row. Above them write the name of one of the images. Draw a circle below each picture. (the result should look like the 27/28 CASAS test).



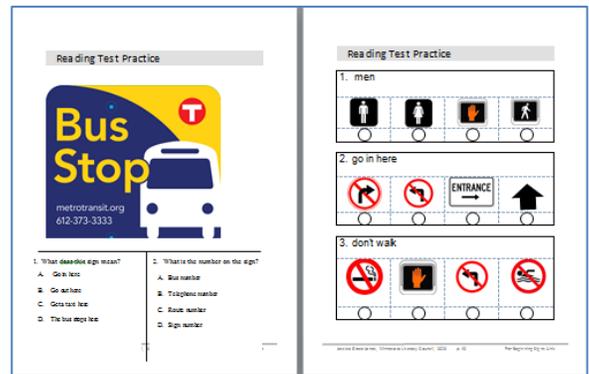
Talk about each picture. “What do you see?” Read the word above the pictures together. Invite a learner to come to the board and fill in the circle below the corresponding picture.

Erase the word at the top and replace it with a different word or 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.

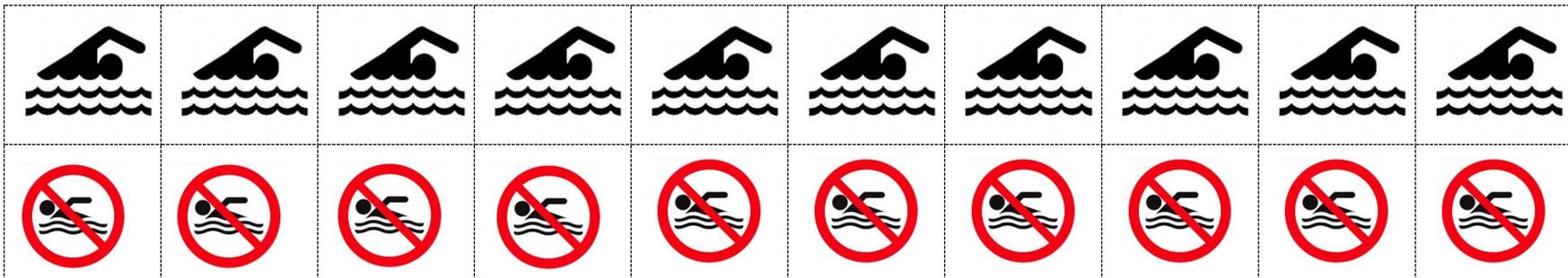
Pictograph

Ask other students. Tally their answers.

Do you swim?	
YES	NO

Cut and glue the pictures on your graph.

Students Swim										
Students Don't Swim										
	1	2	3	4	5	6	7	8	9	10



Reading Test Practice



1. What does this sign mean?

- A. Go in here
- B. Go out here
- C. Get a taxi here
- D. The bus stops here

2. What is the number on the sign?

- A. Bus number
- B. Telephone number
- C. Route number
- D. Sign number

Reading Test Practice

1. men



2. go in here



3. don't walk



Signs in Our Lives Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: use appropriate body language, tone, and intonation in oral communication</p> <p>Life skill: read a simple story about someone using signs.</p> <p>Listening & Speaking: retell a simple text in own words.</p> <p>Literacy: read and interpret common public safety signs and corresponding text (ex. women’s restroom, no smoking, don’t walk, no left turn)</p> <p>Literacy: read and write directional words (right, left, up, down) to indicate the location of services in a building</p> <p>Listening/speaking: ask and give one word answers to questions about locations in a building (ex. Where is the restroom?)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Seeing Signs (from Monday) • 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"> • Colored pencils or thin highlighters • One set of large alphabet cards, several sets of small alphabet tiles • Poster paper, markers

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation

Materials/Prep: (none)

Literacy Basic Skills Review

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

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

Story of the Week: Life Skills, Listening & Speaking

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

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

Unit Theme Activity : Listening/speaking, Literacy

Description: create a building directory for your locations in your school, practice asking and answering questions about locations

Materials/Prep: poster paper, markers

Checking for Understanding: Literacy

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

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

Teacher Directions: Opening Activity: 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?
- Where are you from?
- 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?”
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

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.

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 of 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

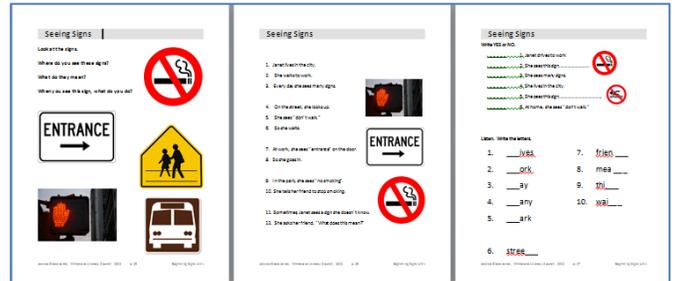
3. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
4. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, *Learning to Read* section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

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Seeing Signs** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Review the questions next to the pictures.
2. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.



Step 2: Practice the Text

3. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
4. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
5. **Teacher reads and learners repeat** each line of the story.
6. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

Step 4: Practice Sound/Spelling Correspondence

9. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). Possible target sounds for this story are **D, M, P, T, W**. **Choose one** sound to work on in this drill based on what your learners need most.
10. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

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

-Materials: poster paper, markers, sample directional sign

Step 1: Finding signs and locations in the building

Take a quick tour of your building. Ask learners to look for signs (exits, restrooms). Ask learners to show you the important locations in the building (restrooms, office, other classrooms, break room, etc).

Step 2: Context

Show the sample directional signs. Point to the arrows and ask “which way?”. Ask “where do you see these signs?”

Step 2: Teacher Models & Group Practice

Hang a large piece of paper on the door or next to the door. Ask “Which way is the restroom?” Write restroom with an appropriate arrow on the piece of paper. Elicit other locations and directions in your building and add them to the sign. Invite learners to add items to the sign.



When you have at least 4 locations on the sign, learners ask each other “Where is the _____?” and “Which way is the _____?”

Teacher Directions: Checking for Understanding: Literacy

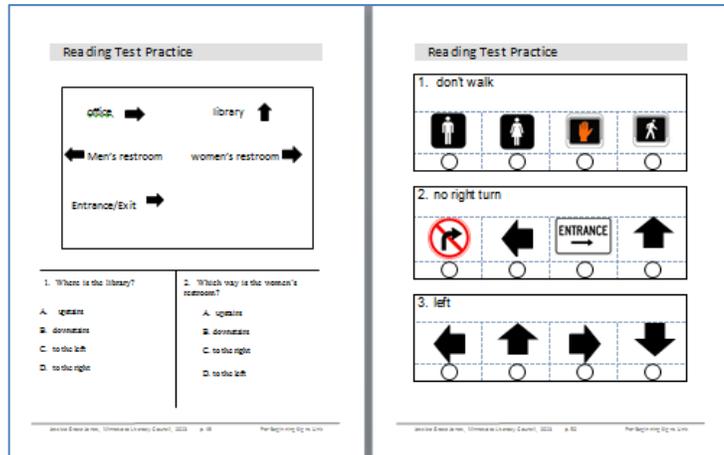
-Materials: copies of **Reading Test Practice** handouts

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

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.

Step 3: Independent Practice

Learners work in pairs. Give each pair a blank sheet of paper and a marker. Assign each pair a different location in the building or hallway to post their sign (this way group will need to think about the arrows for their specific location).

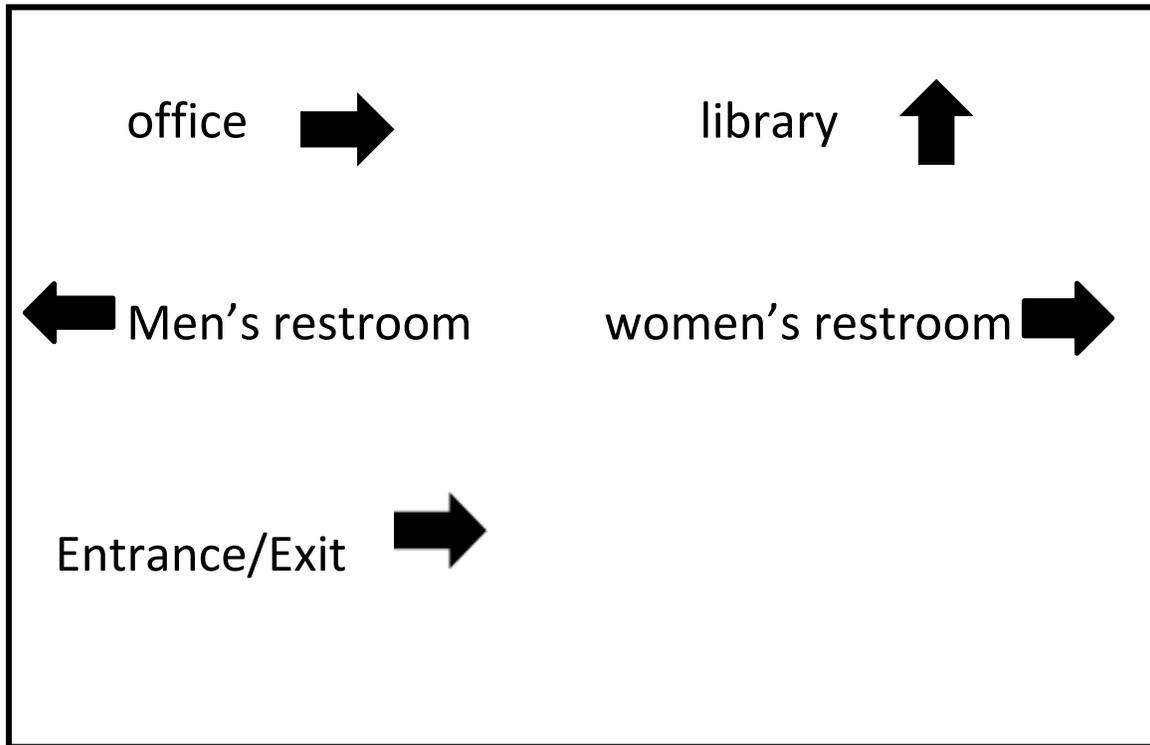
Each pair should try to write at least 4 locations and arrows on their paper.

As groups finish, they can tour the signs of others and practice asking and answering "Where is the ___?" And "Which way is the ___?"

SAMPLE Directional Sign



Reading Test Practice



1. Where is the library?

- A. upstairs
- B. downstairs
- C. to the left
- D. to the right

2. Which way is the women's restroom?

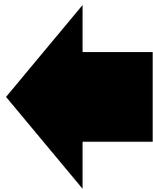
- A. upstairs
- B. downstairs
- C. to the right
- D. to the left

Reading Test Practice

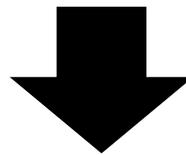
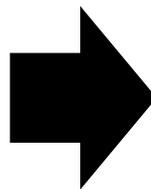
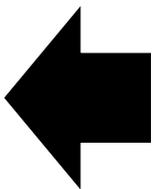
1. don't walk



2. no right turn



3. left



Signs in Our Lives Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: use appropriate body language, tone, and intonation in oral communication</p> <p>Transition & Critical Thinking: collect data and organize it in a chart, table, or graph</p> <p>Literacy: identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p>Literacy: read and interpret common public safety signs and corresponding text (ex. women's restroom, no smoking, don't walk, no left turn)</p> <p>Literacy: read and write directional words (right, left, up, down) to indicate the location of services in a building</p> <p>Listening/speaking: ask and give one word answers to questions about locations in a building (ex. Where is the restroom?)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: BINGO • Handout: Seeing Signs (paragraph format) • Handout: Reading Test Practice • Handout: Pictograph <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Locate the school directory that learners created yesterday • One set of large sign flashcards (from Monday) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Student scissors, glue/tape

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation

Materials/Prep: (none)

Numeracy Basic Skills Review: Transition & Critical Thinking

Description: create a pictograph using common signs and symbols

Materials/Prep: copies of **Pictograph** handout, student scissors, glue or tape

Story of the Week: Literacy

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

Materials/Prep: copies of **Seeing Signs** (paragraph format)

Unit Theme Activity: Listening/speaking, Literacy

Description: review directional signs from yesterday and play BINGO with sign vocabulary

Materials/Prep: locate the school directory that learners created yesterday, copies of **BINGO** handout, one set of large Sign flashcards (from Monday)

Checking for Understanding: Literacy

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

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

Teacher Directions: Opening Activity: 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?
- Where are you from?
- 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: copies of **Pictograph** handout, student scissors, glue or tape

Step 1: Introduce the question

Write on the board: **Do you smoke?**

Read the question aloud, learners repeat several times.

Model how to ask each person in the class the question and tally their answers on the worksheet.

Step 2: Pair Practice

Learners mingle, surveying each other and tallying their answers on the worksheet

Pictograph
Ask other students. Tally their answers.

Do you smoke?	
Yes	No

Cut and glue the pictures on your graph.

Students Sm										
Students Don't Sm										
	1	2	3	4	5	6	7	8	9	10



Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 53 Pre-Beginning Signs Unit

Step 3: Create the Pictograph

Model how to cut out the symbols at the bottom of the worksheet and paste them into the graph above to represent the number of people who smokes or don't smoke in the class.

Step 4: Summarize the Results

Write on the board: **How many people smoke?**

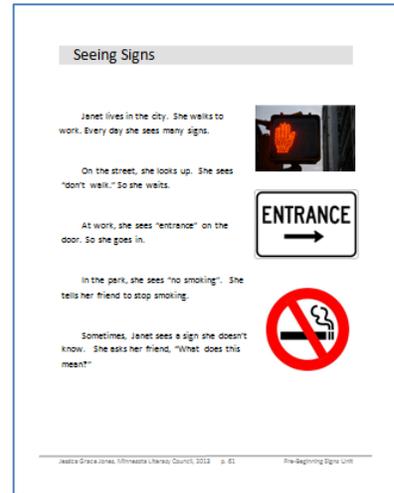
Practice changing the question to negative, then ask and answer with a partner, referring to the pictograph for the answer.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Seeing Signs** (paragraph text)

Step 1: Context

1. Distribute new copies of **Seeing Signs** story. This version is written in paragraph format, instead of list format.
2. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.
3. Ask: **“How many paragraphs?”** Model how to identify and count the paragraphs.
4. Point to paragraph 1. Ask **“How many sentences?”** Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.



Step 2: Practice the Text

5. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
7. **Teacher reads and learners repeat** each line of the story.
8. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

Ask inference questions. Based on the text, ask questions such as “How does he/she feel? What will happen next?” Encourage learners to guess, even if it is not explicit in the text.

9. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

Step 4: Practice Reading Fluency

Write two or three sentences from the story on the board in paragraph form (not a list).

Read the sentence aloud. Read it again in a “robotic” voice. Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

Step 2: Introduce the words **period** and **question mark**

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

Step 3: Practice with this week’s story

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

Ask learners to read out loud to themselves, practicing the pauses. Learners practice reading out loud with a partner.

The partner should listen for pauses and look for periods and question marks.

Story of the Week TECHNOLOGY options

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

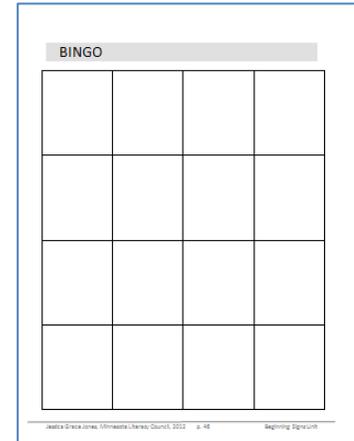
Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.

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

-Materials: locate school directory that learners created yesterday, copies of **BINGO** handout, one set of large sign flashcards (from Monday)

Step 1: Review directional signs

Write on the board: **Where is the _____?** Practice asking and answer the question using the school directory that learners created yesterday.



Step 2: Prepare for BINGO

Write on the board: **No smoking**

- **No swimming**
- **No right turn**
- **No left turn**
- **School crossing**
- **Emergency exit**
- **Go out here**
- **Go in here**
- **men**
- **women**
- **walk**
- **don't walk**
- **up**
- **down**
- **right**
- **left**

Model how to randomly write the descriptions in the squares on the blank BINGO board. Emphasize that they should all be different.

Those who finish quickly can use the time to study the signs and descriptions in their notes from this week.

When everyone is finished, hold up one of the full-sheet sign cards. Everyone finds the corresponding description on their bingo card and marks that space.

Continue playing until at least 1 person has a bingo and you feel that everyone has adequately reviewed the material.



Talk about any of the signs that were still difficult for learners.

Teacher Directions: Checking for Understanding: Literacy

-Materials: copies of **Reading Test Practice** handouts

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

Step 1: Independent Practice

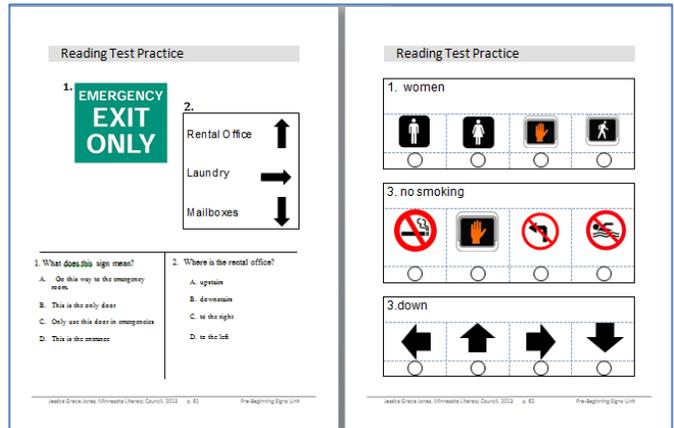
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk or look at other learners' papers.

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.



Pictograph

Ask other students. Tally their answers.

Do you smoke?	
YES	NO

Cut and glue the pictures on your graph.

Students Swim										
Students Don't Swim										
	1	2	3	4	5	6	7	8	9	10



BINGO

Seeing Signs

Janet lives in the city. She walks to work. Every day she sees many signs.



On the street, she looks up. She sees “don’t walk.” So she waits.

At work, she sees “entrance” on the door. So she goes in.

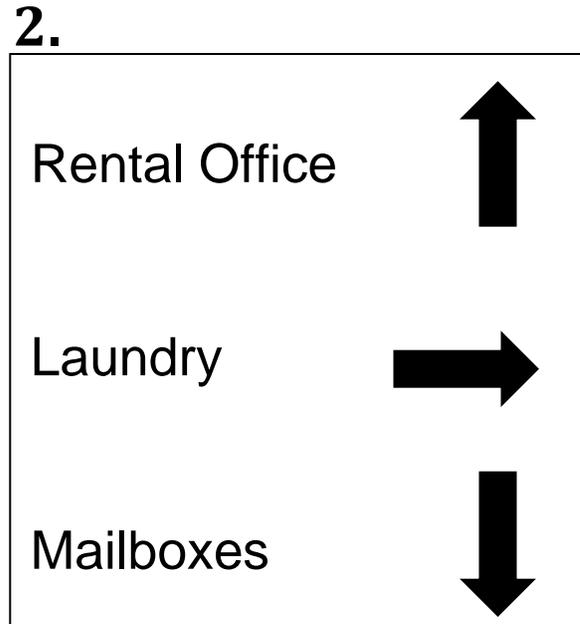


In the park, she sees “no smoking”. She tells her friend to stop smoking.



Sometimes, Janet sees a sign she doesn’t know. She asks her friend, “What does this mean?”

Reading Test Practice



1. What does this sign mean?

- A. Go this way to the emergency room.
- B. This is the only door
- C. Only use this door in emergencies
- D. This is the entrance

2. Where is the rental office?

- A. upstairs
- B. downstairs
- C. to the right
- D. to the left

Reading Test Practice

1. women



3. no smoking



3.down

