



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)

Transportation: Week 1 of 2

Unit Overview

In this 2-week unit learners will talk about where they go and how they get there. They will talk about the process of taking public transportation and practice identifying route numbers on signs, schedules, and buses.

Focus of Week 1

- *Where you go and how you get there*

Focus of Week 2

- *How to ride the bus and train*
- *Recognizing route numbers*

Transportation 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 transportation</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: recognize and write community location words.</p> <p>Listening/speaking: listen and record simple sentences about location.</p> <p>Listening/speaking: Ask and respond to questions about destinations (ex. Where does she go on Sunday?)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 86</i> • Handout: English Papers About...(see instructions before copying) • Handout: Car Problems <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Teacher dictation script • sentence or word strips (see activity instructions) <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

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 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 skill, literacy, listening & Speaking

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

Materials/Prep: copies of **Car Problems**, one copy of teacher dictation script.

Unit Theme Activity: Literacy, Listening & Speaking

Description: introduce vocabulary about places we go and complete a multi-level dictation

Materials/Prep: copies of *Longman ESL Literacy, 3rd, Ed. p. 86*, sentence or word strips (see instructions)

Checking for Understanding: Listening & Speaking

Description: ask comprehension questions about the text and pictures on p. 86

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: _____

Jessica Graciano, Minnesota Literacy Council, 2012 p. 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.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

Blending and Segmenting

1. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.



2. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

3. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

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 Isolation

1. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
2. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

Phoneme Substitution and Deletion

1. Give each learner 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

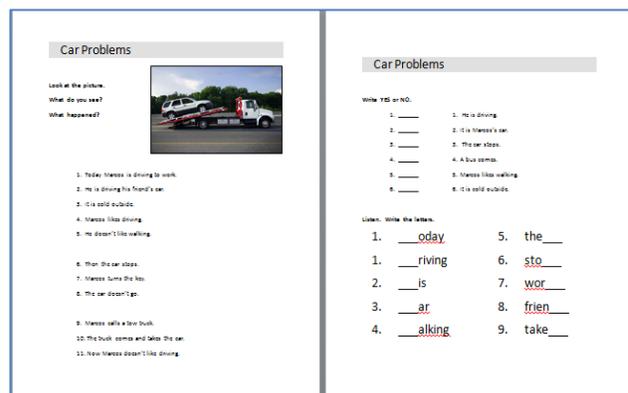
1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, *Learning to Read* section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

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Car Problems**

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. 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

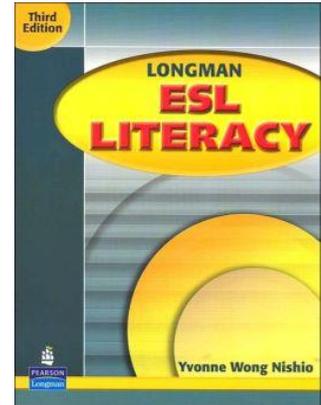
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

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

-Materials: *Longman ESL Literacy, 3rd Ed. p. 86*, sentence or word strips (see instructions)

Step 1: Introduce place vocabulary

1. Distribute copies of p. 86.
2. Talk about the pictures. Elicit and write the following place words on the board (learners should not write them yet!):
 1. restaurant
 2. bank
 3. school
 4. store
 5. home
 6. laundromat
3. Ask simple comprehension questions to gauge understanding of these words: *Do you go to the (laundromat)? What do you do at the (Laundromat)? Where can you (wash clothes)?*



Step 2: Multi-Level Dictation

Below are different variations on the same dictation activity. You can choose one variation for all the students in the class or you can assign different variations to different students. Just make sure you model the instructions for each variation.

- A. Learners write exactly what the teacher says on the worksheet.
- B. Learners write only the location for each sentence on the worksheet.
- C. Learners receive all six sentences on strips, they must listen, choose the correct sentence, and paste it onto the worksheet.
- D. Learners receive all six location words on slips, they must listen, choose the correct word, and paste it onto the worksheet.

Dictate the following sentences:

1. She goes to a restaurant.
2. She goes to the bank.
3. She goes to school.
4. She goes to the store.
5. She stays home.
6. She goes to the Laundromat.

Teacher Directions: Checking for Understanding: Listening & Speaking

-Materials: *(none)*

Ask oral comprehension questions of individual students. For example, *Where does she go on (Sunday)? What day does she go to (school)? Where does she (wash clothes)?*

English Papers

About _____

Name: _____

Date: _____

Car Problems

Look at the picture.

What do you see?

What happened?



1. Today Marcos is driving to work.
2. He is driving his friend's car.
3. It is cold outside.
4. Marcos likes driving.
5. He doesn't like walking.

6. Then the car stops.
7. Marcos turns the key.
8. The car doesn't go.

9. Marcos calls a tow truck.
10. The truck comes and takes the car.
11. Now Marcos doesn't like driving.

Car Problems

Write YES or NO.

- | | |
|----------|--------------------------|
| 1. _____ | 1. He is driving. |
| 2. _____ | 2. It is Marcos's car. |
| 3. _____ | 3. The car stops. |
| 4. _____ | 4. A bus comes. |
| 5. _____ | 5. Marcos likes walking. |
| 6. _____ | 6. It is cold outside. |

Listen. Write the letters.

- | | |
|---------------|--------------|
| 1. ____oday | 5. the____ |
| 1. ____riving | 6. sto____ |
| 2. ____is | 7. wor____ |
| 3. ____ar | 8. frien____ |
| 4. ____alking | 9. take____ |

Teacher Script for dictation:

1. today
2. driving
3. his
4. car
5. walking
6. then
7. stop
8. work (if learners make the mistake of putting “c” for the /k/ sound, tell them that letter C usually doesn’t go at the end of a word)
9. friend
10. takes

Transportation 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: identify and apply numbers, symbols, and basic operations in a variety of contexts</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: recognize and write transportation and community location words</p> <p>Listening/speaking: listen and record simple sentences about transportation</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Longman ESL Literacy, 3rd Ed. p. 86</i> • Handout: Number of the Day • Handout: Car Problems (from Monday) <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"> • Coins, calculators, measuring devices • Chips, blocks or other counters

Lesson Plan

Opening Activity: Transition & Critical Thinking

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

Materials/Prep: (none)

Numeracy Skills Review: Transition & Critical Thinking

Description: practice basic math and numeracy skills by completing different operations and tasks with a single number

Materials/Prep: copies of **Number of the Day** handout; ESL Volunteer Tutor Manual, 2013, **Number of the Day**; coins, calculators, measuring devices, and chips, block or other counters.

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 **Car Problems** (From Monday)

Unit Theme Activity: Listening/speaking, Literacy

Description: review places vocabulary, introduce modes of transportation, complete a multi-level dictation

Materials/Prep: copies of *Longman ESL Literacy, 3rd Ed. p. 86*

Checking for Understanding: Literacy

Description: learners choose the correct sentence based on teacher pantomime

Materials/Prep: (none)

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.

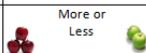
If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking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

Teacher Directions: Basic Skills Review: Numeracy

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

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

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

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

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

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Car Problems** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”
2. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

<p>Car Problems</p> <p>Look at the picture. What do you see? What happened?</p>  <ol style="list-style-type: none"> 1. Today, Marcos is driving to work. 2. He is driving his friend's car. 3. It is cold outside. 4. Marcos likes driving. 5. He doesn't like walking. 6. He is on the car sides. 7. Marcos turns the key. 8. The car doesn't go. 9. Marcos calls a tow truck. 10. The tow truck comes and takes the car. 11. Now Marcos doesn't like driving. 	<p>Car Problems</p> <p>Write YES or NO.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ <p>Listen. Write the letters.</p> <ol style="list-style-type: none"> 1. _____oday 2. _____riving 3. _____is 4. _____ar 5. the _____ 6. _____sto 7. _____wor 8. _____frien 9. take _____
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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 “**cold**”. 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 (“**old**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - told
 - gold
 - fold

Step 3: assess comprehension

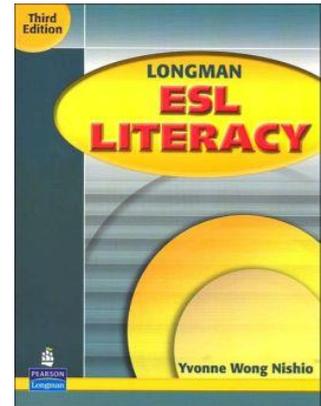
7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Complete or review yes/no questions and dictation, as needed.** Re-read the yes/no questions and dictation 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 **car, truck, work**. Underline the words **driving, walking, stops**.
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: copies of *Longman ESL Literacy, 3rd Ed. p. 86*



Step 1: Review place vocabulary

1. Distribute copies of p. 86. (learners received this page yesterday but they will do a different activity with it today so they will need another copy).
2. Talk about the pictures. Elicit and write the following place words on the board (learners may write them in their notebooks but not on the worksheet):
 1. restaurant
 2. bank
 3. school
 4. store
 5. home
 6. Laundromat
 - 7.
3. Ask simple comprehension questions to gauge understanding of these words: *Do you go to the (laundromat)? What do you do at the (Laundromat)? Where can you (wash clothes)?*

Step 2: Introduce place vocabulary

4. Use pictures, drawings, and pantomime to introduce the following words (learners write them in their notebooks):
 1. drive
 2. get a ride
 3. walk
 4. take the bus
 5. take the train
 6. ride a bike
5. Ask simple comprehension questions to gauge understanding of these words: *Do you go to the (school/work)? How do your children go to school? How do children go to school in your home country?*

Step 2: Multi-Level Dictation

Below are different variations on the same dictation activity. You can choose one variation for all the students in the class or you can assign different variations to different students. Just make sure you model the instructions for each variation.

- A. Learners write exactly what the teacher says on the worksheet.
- B. Learners write only the location for each sentence on the worksheet.
- C. Learners receive all six sentences on strips, they must listen, choose the correct sentence, and paste it onto the worksheet.
- D. Learners receive all six location words on slips, they must listen, choose the correct word, and paste it onto the worksheet.

Dictate the following sentences:

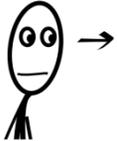
- 1. She walks to the restaurant.
- 2. She takes the bus to the bank.
- 3. She gets a ride to school.
- 4. She drives to the store.
- 5. She stays home.
- 6. She drives to the Laundromat.

Teacher Directions: Checking for Understanding: Literacy

-Materials: (none)

With the worksheet still in front of the students, act out one of the sentences you just dictated. Learners must decide which of the sentences you are pantomiming and say the sentence or sentence number. After you have acted out a couple of sentences, ask a learner to act one out.

Number of the Day: _____

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

Transportation 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 a healthcare experience.</p> <p>Listening & Speaking: retell a simple text in own words.</p> <p>Listening/speaking: Ask and respond to questions about destinations (Ex. Where is she going? Where are you going?"</p> <p>Grammar: replicate and vary simple sentences in the present continuous tense (ex. I am going to the store, She is going to the store, She is going to the bank.)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Car Problems (from Monday) • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 86</i> <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 large set of alphabet cards • Several small sets of alphabet tiles

Lesson Plan

Opening Activity: Transition & Critical Thinking

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

Literacy 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 Skill, Listening & Speaking

Description: review the story of the week and lead a letter/sound drill
Materials/Prep: extra copies of **Car Problems** (From Monday), ESL Volunteer Tutor Manual, 2013, **Letter/Sound Drill**, colored pencils or thin highlighters

Unit Theme Activity : Grammar, Listening & Speaking

Description: introduce and practice the present continuous with a substitution drill
Materials/Prep: a few copies of *Longman ESL Literacy, 3rd Ed. p. 86*, ESL Volunteer Tutor Manual, 2013, **Substitution Drill**

Checking for Understanding: Grammar, Listening & Speaking

Description: role-play learners leaving class and others asking where they are going.
Materials/Prep: (none)

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?”

What is phonemic awareness?

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.

6. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

Phoneme Isolation

3. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
4. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

Phoneme Substitution and Deletion

2. Give each learner or pair a set of small alphabet cards. Call out the first word and its spelling (“*bag, B-A-G*”). Learners select the letters and form the word. Call out a spelling change (“take away G, put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

Technology Option: Alphabet/Phonics Websites

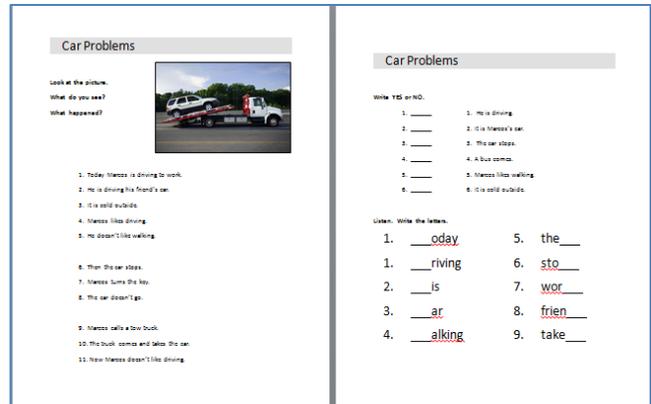
3. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
4. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (*ABC* section is excellent for reinforcing letter names and sounds, *Learning to Read* section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

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

-Materials: extra copies of **Car Problems** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”
2. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.



Step 2: Practice the Text

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

Step 3: assess comprehension

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

Step 4: Practice Sound/Spelling Correspondence

9. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story is **-ing** (as in “walking”, “driving”)
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

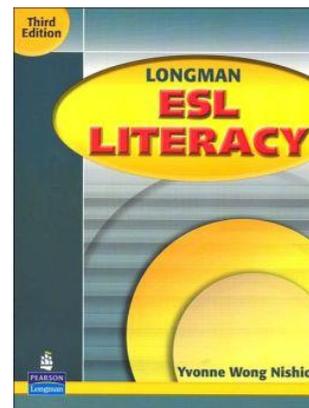
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

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

-Materials: copies of *Longman ESL Literacy, 3rd Ed. p. 86* (most learners will already have copies), ESL Volunteer Tutor Manual, 2013, **Substitution Drill**

Step 1: Review places vocabulary

1. Use the pictures on p. 87 to review the following words:
 1. Restaurant
 2. Bank
 3. School
 4. Store
 5. Home
 6. Laundromat



Step 2: context

1. Write on the board: **Where are you going?** Practice the questions several times.
2. Act as though you are getting ready to leave and head toward the door. Gesture for a student to ask you the question on the board. Respond with ***I am going home.***
3. Repeat this little charade as many times as necessary, with emphasis on the idea that you're talking about *right now.*

Step 3: Guided Practice

4. Lead a **Substitution Drill** (see ESL Volunteer Tutor Manual) using the sentence ***I am going home.***
 - to a restaurant
 - to the bank
 - to the store
 - to the laundromat
 - to school

NOTE: *At this beginning level, learners should not be expected to know which article to use a/the. Supply learners with the correct article in the substitution drill and ignore errors related to articles.*

5. Repeat the **Substitution Drill** using the sentence ***She is going home.*** and again substituting the locations.

Teacher Directions: Checking for Understanding: Grammar, Listening & Speaking

-Materials: (none)

Repeat the charade from earlier in which you pretend to leave the room. Then invite learners to take turns pretending to leave while the rest of the class asks, ***Where are you going?***

Transportation 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: identify and apply numbers, symbols, and basic operations in a variety of contexts</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>Listening/speaking: Ask and respond to questions about destinations (Ex. <i>Where is she going? Where are you going?</i>)</p> <p>Grammar: replicate and vary simple sentences in the present continuous tense (ex. <i>I am going to the store, She is going to the store, She is going to the bank.</i>)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Number of the Day • Handout: Car Problems (paragraph format) • 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"> • Coins, calculators, measuring devices • Chips, blocks, or other counters

Lesson Plan

Opening Activity: Transition & Critical Thinking

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

Materials/Prep: (none)

Numeracy Skills Review: Transition & Critical Thinking

Description: practice basic math and numeracy skills by completing different operations and tasks with a single number

Materials/Prep: copies of **Number of the Day** handout; ESL Volunteer Tutor Manual, 2013, **Number of the Day**; coins, calculators, measuring devices, and chips, block or other counters.

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 **Car Problems** (paragraph format)

Unit Theme Activity: Listening/speaking, grammar

Description: practice a simple dialogue in present continuous

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Dialogue**

Checking for Understanding

Description: practice reading comprehension 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.

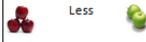
If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking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

Teacher Directions: Basic Skills Review: Numeracy

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

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

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

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

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

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Car Problems** (paragraph text)

Step 1: Context

1. Distribute new copies of **Car Problems** 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.

Car Problems



Today Marcos is driving to work. He is driving his friend's car. It is cold outside. Marcos likes driving. He doesn't like walking.

Then the car stops. Marcos turns the key. The car doesn't go.

Marcos calls a tow truck. The truck comes and takes the car. Now Marcos doesn't like driving.

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 24 Pre-Beginning Transportation Unit

Step 2: Practice the Text

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

Step 3: assess comprehension

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.

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

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

Step 3: Practice with this week's story

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

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

Story of the Week TECHNOLOGY options

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

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

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

1. Write on the board:
Where are you going?
I am going to the bank.
Are you taking the bus there?
No, I am getting a ride.
2. Introduce and practice the dialogue using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual.
3. After significant practice. Ask for suggestions to vary the underlined parts of the dialogue, change those parts on the board and practice the dialogue again.

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: 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.

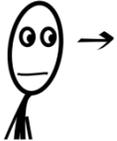
The image shows two side-by-side examples of 'Reading Test Practice' handouts. Both handouts have a grey header with the text 'Reading Test Practice'. The left handout contains the text 'She goes to school. She drives a car. She drives her car to school.' Below this are two questions: '1. Where does she go?' with options A. school, B. drive, C. car, D. home; and '2. How does she go to school?' with options A. She goes, B. She drives, C. School, D. She walks. The right handout shows the same text and questions, but with the correct answers circled: 'drive' for question 1, and 'walk' for question 2. Each question has four circles below the options for marking answers.

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.

Number of the Day: _____

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

Car Problems



Today Marcos is driving to work. He is driving his friend's car. It is cold outside. Marcos likes driving. He doesn't like walking.

Then the car stops. Marcos turns the key. The car doesn't go.

Marcos calls a tow truck. The truck comes and takes the car. Now Marcos doesn't like driving.

Reading Test Practice

She goes to school. She drives a car. She drives her car to school.

1. Where does she go?

- A. school
- B. drive
- C. car
- D. home

2. How does she go to school?

- A. She goes
- B. She drives
- C. School
- D. She walks

Reading Test Practice



1.

talk

walk

drive

ride

2. drive

drive

bribe

live

drive

3. walk

talk

valt

walk

walt