



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.

Beginning Level (CASAS reading scores of 181-200)

Community: Week 2 of 3

Unit Overview

This is a 3-week unit in which students review addresses, learn the names of some places in the community, practice map reading and giving directions, and begin to form grammatically correct questions.

Focus of Week 2

- Interpreting **store hours signs**
- Matching **community activities with community place vocabulary.**

Community Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill: Read analog clocks in 15 minute increments</p> <p>Literacy: Read and write a response to the question “Where do you (buy food)?”</p> <p>Listening/speaking: Ask and respond to the question “Where do you (buy food)?”</p> <p>Transitions: Identify <u>problems</u> and community service <u>solutions</u> using a T-chart</p> <p>Grammar: Construct simple response sentences with subject-verb agreement (ex. She <u>buys</u> food at Rainbow.)</p>	<ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1</i>, p. 55-58 • Warm up: Community Problems and Solution (cards) • Review: Community Problems and Solution (chart) • Activity 3: a soft ball or bean bag

Lesson Plan

Skills Routine

Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.

Warm up for today’s Lesson

Description: Deal out **Community Problems and Solutions** “cards.” Learners mingle to match community “problems” and “solutions,” returning completed matches to the teacher to check.

Materials/Prep: cut apart one set of cards from **Community Problems and Solutions** handout.

Review of Previous Lessons

Description: Learners fill out a “problems and Solutions T-Chart” using their own examples or examples generated as a class.

Materials/Prep: extra copies of **Community Problems and Solutions (chart only)** for learners who were absent yesterday.

Activity 1: Life skill

Description: learners will read and record the time as shown on analog clocks

Materials/Prep: copies of **Survival English Book 1, p. 55-58**, scissors for learners, (optional) ask if your learning center has practice clocks with movable hands.

Activity 2: Listening/speaking, Literacy

Description: Learners will practice asking and answering questions about places using a model sentence.

Materials/Prep: none

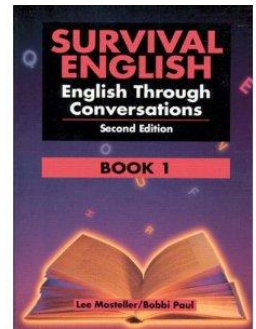
Activity 3: Grammar/listening and speaking

Description: learners will use a ball toss to practice adding the “s” to present tense verbs that follow HE or SHE.

Materials/Prep: a soft ball or bean bag, ESL Volunteer Tutor Manual, 2012, **Ball Toss**, p. 46

Teacher Directions: Activity 1: Life Skills **-Survival English Book 1, p. 55-58**

*Depending on the amount of prior schooling that your learners have and how long they have lived in the U.S., this skill may need a lot of practice or only a little review. Gauge how difficult it is for each learner and see the suggestions under “**Need a Challenge?**” if it seems too easy.*



Step 1: Repetition Drill

Using a real clock, practice clock, or a paper clock from p. 55, hold up the clock and say:

-“What time is it?”

-“It’s 3:00”

Repeat several times then change the time and say the pattern again. Encourage learners to repeat. Start with whole hours, then half hours, then quarter hours.

Need a Challenge?: add 5 minute intervals and phrases like “It’s almost 5:00.” And “It’s a little after three.”

Step 2: Partner Practice

Learners create their own clocks using the template on p. 55 or practice clocks supplied by your learning center.

In pairs they hold up the clock and practice the very short dialog:

-“What time is it?”

-“It’s 4:30.”

Step 3: Independent Worksheet Practice

Learners complete worksheet pages 56-58.

Watch for common errors and provide more practice with the clocks if needed.

Teacher Directions: Activity 2: Listening and Speaking/ Literacy

Step 1: Teacher Models

Write on the board:

-I buy food at the grocery store.

Everyone reads the sentence aloud.

Erase the words “buy food” and draw a line there.

Say “I buy rice at the grocery store.” “I shop for food at the grocery store.” “I look for vegetables at the grocery store.”

Learners offer suggestions.

Step 2: Whole class practice

Erase the words “grocery store.”

Ask “Where do you go?”

Write a different place name based on learner suggestions (*In this unit they have studied: bank, school, Laundromat, library, mechanic, store, gas station, clinic, park, pharmacy*)

Call on individual learners to make sentences using the model “I _____ at the _____.”

When you feel confident that everyone can do this go to step 3.

Step 3: Individual writing practice

Learners write 5 sentences in their notebook using the model on the board.

If they get stuck encourage them to look back at handouts from earlier in the unit.

Students who finish early should share their answers with a partner and check each others’ work for spelling errors.

Need a challenge?: ask learners to add a time to each of their sentences (ex. *I buy food at the grocery store on Saturdays. I get medicine at the pharmacy when I am sick.*)

Teacher Directions: Activity 3: Grammar/Listening and Speaking

Step 1: Introduce grammar concept –add an ‘s’ to verbs that follow he or she in present tense

Write on the board:

I
You
He
She
It
We
They

Read each word together and use hand gestures to show the meaning of each one.

Write a verb next to each subject:

I buy
You buy
He buys
She buys
It buys
We buy
They buy

Ask “which words have ‘s’?”

Circle “He buys, she buys, it buys.”

“In English, sometimes we change the verbs. Do you change verbs in your language? (*Many languages do not: Hmong, Karen, Thai. Spanish and Somali do conjugate verbs to indicate time or tense*).

“In present tense, we add an ‘s’ to the verb after he, she, or it.”

If some learners are confused at this point, don’t belabor the point. They will see many examples in the next step.

Step 2: Ball Toss

Write on the board:

-I _____ at the _____.
-He _____ at the _____.
-She _____ at the _____.

See instructions in the ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46

Use the sentence models on the board with the ball toss activity to practice adding the ‘s’ each time someone repeats a sentence about a classmate.

Problems and Solutions

Cut the cards. Put the cards in the chart.

Go to the mechanic.	You need to get some medicine for a headache.
Ask for help at the library.	Your car doesn't work sometimes.
Go to the grocery store.	Your child needs to find information to do her homework.
Go to the gas station.	You need more rice.
Make an appointment at the clinic.	Your children need exercise.
Deposit a check in the bank.	Your car needs gas.
Take your children to the park.	Your child needs shots and a check-up.
Talk to someone who works at the pharmacy.	You need more money in your account.

Problems and Solutions

Problems	Solutions

Community Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: interpret store hours signs</p> <p>Literacy: scan for opening and closing time on a store hours sign</p> <p>Listening/speaking: ask and respond to the question “When does the (store) open/close?”</p> <p>Grammar: Construct simple <i>wh</i>-questions using <i>where</i>, <i>when</i> and <i>what</i> with verbs <i>BE</i>, <i>CAN</i>, <i>DO</i> (ex. <i>Where is, when does, where can</i>).</p>	<ul style="list-style-type: none"> • Activity 1: store hours signs • Activity 2: store hours handouts • Activity 3: Making Questions, scissors for learners
Lesson Plan	
<p>Skills Routine Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.</p> <p>Warm up for today’s Lesson <u>Description:</u> Learners will mingle, discussing three simple questions with several different learners <u>Materials/Prep:</u> write these questions on the board: 1. <i>Where do you buy food?</i> 2. <i>When do you buy food?</i> 3. <i>What food do you buy?</i> Review the questions as a group. Ask everyone to stand up and talk to 3 different people about the questions.</p> <p>Review of Previous Lessons <u>Description:</u> learners will work in groups to compare shopping and use of community services <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, The Circle Game, p. 160. <i>Model how to talk about and write common experiences (ex. We check out books at the library) and individual experiences (Jose buys food at the Mercado). –use this opportunity to practice adding the ‘s’ to verbs that follow he/she.</i></p> <p>Activity 1: Listening/speaking, Literacy <u>Description:</u> learners will practice asking about opening and closing times <u>Materials/Prep:</u> make one copy of each of the store hours signs.</p> <p>Activity 2: Life skill <u>Description:</u> learners will record information from several store hour signs posted around the classroom <u>Materials/Prep:</u> post store hours signs from previous activity around the room, copies of the Store Hours learner handout with blanks.</p> <p>Activity 3: Grammar/literacy <u>Description:</u> learners will arrange word tiles to form grammatically correct questions with <i>Where</i>, <i>When</i>, and <i>What</i>. <u>Materials/Prep:</u> copies of Making Questions handout, scissors for learners, Teacher Instructions</p>	

Teacher Directions: Activity 1: Listening and Speaking/Literacy -Store Hours Signs

Step 1: Prior Knowledge

Ask “Do you go to the library?” “Do you go to the bank?”

Is the library open on Sunday? Is the bank open on Sunday? What time does the bank close today?

Step 2: Teacher Models

Use a projector to show the ‘Wells Fargo Bank’ sign.

Do a “**think aloud**” to model looking for specific information.

The image shows two side-by-side signs. The left sign is for Wells Fargo Bank and the right sign is for Suds N' Wash Laundromat. Both signs contain tables of their respective hours of operation.

Wells Fargo Bank		
Bank Hours		
	Open	Closed
Mon.	8am	- 7pm
Tues.	8am	- 7pm
Wed.	8am	- 7pm
Thur.	8am	- 7pm

The right sign is for Suds N' Wash Laundromat and contains a table of its hours.

Suds N' Wash Laundromat		
Hours		
Mon.	Closed	
Tue.	8am	- 9pm
Wed.	9am	- 9pm
Thur.	8am	- 8:30pm
Fri.	8:30am	- 9pm

THINK ALOUD!

Think aloud is a technique used to teach learners reading habits or strategies like scanning for information, making predictions, using titles and pictures to gain more information about a story.

Using language the learners know, say your thought process out loud so that learners get a glimpse at *how* good readers read.

Here's an example: *"I need to deposit some money. I want to go to the bank on Saturday. Maybe I will go to the bank after work on Saturday. I see the word 'bank' on this sign. I don't know these other words (pointing to Wells Fargo). Maybe that's the name of the bank. Wells Fargo Bank. Yes, I think that's the name of the bank. Let's see I want to go to the bank on Saturday. (pointing to each word) Monday, Tuesday, Wednesday...Saturday. 9am to 4pm. I know A.M. means morning. The bank opens at 9 in the morning and closes at 4:00 in the afternoon. Oh! I can't go to the bank after work on Saturday because I work until 5:00. The bank will be closed after 4:00. At 5:00 the bank will be closed. Maybe I will go to the bank on Sunday!"*

Step 3: Guided Practice

Project the signs one by one, calling on learners to answer questions about the opening and closing times for each store.

Need a Challenge?: Call on a learner to be the “teacher.” He or she asks the questions of other learners. Or add complexity to the questions such as “How many hours is the store open on Thursday?” “Which days is it open the latest?”

Teacher Directions: Activity 2: Life Skills -Store Hours

Step 1: Teacher Modeling

Post the signs from Activity 1 on the walls of the classroom.

Distribute copies of the **Store Hours** handout.

Model how to look for the corresponding signs on the wall to answer the questions on the handout.

Step 2: Independent Practice

Learners walk around the room and look for the information needed to answer the questions.

Learners record the answers on their sheets.

Learners who finish early should check answers with each other.

Store Hours	Pharmacy
Look at the signs on the wall. Write the information.	Thursday hours _____
	Saturday hours _____
	Sunday hours _____
	Clinic
	Monday hours _____
	Friday hours _____
	Sunday hours _____
	Bank
	Time open on Tuesday _____
	Time closed on Tuesday _____
	Time open on Friday _____
	Time closed on Friday _____
	Sunday hours _____
	Park
	Time open on Wednesday _____
	Time closed on Wednesday _____
	Saturday hours _____

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Teacher Directions: Activity 3: Grammar/Literacy -Making Questions

This activity will help learners recognize and become familiar with grammar patterns even if they are not yet ready to form these complex patterns on their own.

Step 1: Activity Prep

Distribute copies of the **Making Questions** handout with scissors.

Learners should cut on the dotted line. (Encourage learners to save these cards for later in the week)

While cutting apart the words, encourage learners to read the words out loud.

Learners arrange the words on the table in front of them so that they can see all the words.

Step 2: Teacher dictation

Read the questions below. Learners will find and arrange the words to form the same question.

After each question is formed in front of the learner, call on a learner to answer that question.

Make this question...

Where can you buy food?

Where is the clinic?

Where is the pharmacy?

Change one word to make...

Where do you buy food?

Where is the park?

What do you do at the park?

Change one word to make...

Where do you buy medicine?

What do you do at the Laundromat?

What do you do at the mechanic?

Change two words to make...

Where do you get cash?

Where can you get cash?

Where can you get gas?

Make a new question...

When does the bank open?

Where can you get medicine?

Where can you get books?

(continue the pattern...)

When does the library open?

When does the clinic open?

Walgreens Pharmacy

Store Hours			
Monday	7am	-	10pm
Tuesday	7am	-	10pm
Wednesday	7am	-	10pm
Thursday	7am	-	10pm
Friday	7am	-	10pm
Saturday	8am	-	9pm
Sunday	9am	-	5pm

Adapted from Andrea
Echelberger, MLC, 2012

Arlington Hills Public Library

Library Hours

Monday	10am - 7pm
Tuesday	12pm - 5pm
Wednesday	10am - 7pm
Thursday	12pm - 5pm
Friday	10am - 5pm
Saturday	11am - 4pm
Sunday	CLOSED

Adapted from Andrea
Echelberger, MLC, 2012

Cub Foods

Store Hours			
Mon,	6:30am	-	10pm
Tues.	6:30am	-	10pm
Wed.	6:30am	-	10pm
Thu.	6:30am	-	10pm
Fri.	6:30am	-	10pm
Sat.	7am	-	10pm
Sun.	8am	-	8pm

Adapted from Andrea
Echelberger, MLC, 2012

Health Partners Clinic

Clinic Hours

Monday	9am	-	6pm
Tuesday	10:30am	-	7pm
Wednesday	9am	-	6pm
Thursday	10:30am	-	7pm
Friday	10am	-	5pm
Saturday	Closed		
Sunday	Closed		

Adapted from Andrea
Echelberger, MLC, 2012

Wells Fargo Bank

Bank Hours

	Open	Closed
Mon,	8am	- 7pm
Tues.	8am	- 7pm
Wed.	8am	- 7pm
Thur.	8am	- 7pm
Fri.	8am	- 6pm
Sat.	9am	- 4pm
Sun.	10am	- 2pm

Suds N' Wash Laundromat

Hours

Mon.	Closed
Tue.	8am - 9pm
Wed.	9am - 9pm
Thur.	8am - 8:30pm
Fri.	8:30am - 9pm
Sat.	9:30am - 8pm
Sun.	10:30am 6:30pm

Phalan Park

Park Hours

Monday - Friday

8am - 10pm

Saturday – Sunday

9am – 9pm

Adapted from Andrea
Echelberger, MLC, 2012

Store Hours

Look at the signs on the wall. Write the information.

Laundromat

Laundromat Name _____

Time open on Monday _____

Time closed on Monday _____

Time open on Saturday _____

Time closed on Saturday _____

Library

Library Name _____

Time open on Tuesday _____

Time closed on Tuesday _____

Time open on Friday _____

Time closed on Friday _____

Grocery Store

Store Name _____

Time open on Wednesday _____

Time closed on Sunday _____

Adapted from Andrea
Echelberger, MLC, 2012

Pharmacy

Thursday Hours _____ - _____

Saturday Hours _____ - _____

Sunday Hours _____ - _____

Clinic

Monday Hours _____ - _____

Friday Hours _____ - _____

Sunday Hours _____

Bank

Time open on Tuesday _____

Time closed on Tuesday _____

Time open on Friday _____

Time closed on Friday _____

Sunday Hours _____ - _____

Park

Time open on Wednesday _____

Time closed on Wednesday _____

Saturday Hours _____ - _____

Adapted from Andrea
Echelberger, MLC, 2012

Making Questions

Cut on the dotted line. Listen to your teacher. Make the questions.

where	what	when	?
can	do	is	buy
you	food	medicine	get
cash	does	the	bank
open	library	clinic	pharmacy
park	do	at	laundromat
mechanic	gas	books	close

Community Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: interpret store hours signs</p> <p>Literacy: Read and write a response to the question “Where do you (buy food)?”</p> <p>Listening/speaking: Ask and respond to the question “When does the (store) open/close?”</p> <p>Grammar: Construct simple wh-questions using where, when, and what with verbs BE, DO an CAN (ex. Where is, when does, where can)</p>	<ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1</i>, p. 237-238 • Activity 2: Test Practice 1 & 2 • Activity 3: copies of blank Mingle Grid <p>ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 84-85.</p>
Lesson Plan	
<p>Skills Routine Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.</p> <p>Warm up for today’s Lesson & Review of Previous Lessons <u>Description:</u> learners will write answers to 3 simple questions and share answers with a partner. <u>Materials/Prep:</u> Write these questions on the board: 1. <i>What clinic do you go to?</i> 2. <i>Where is your children’s school?</i> 3. <i>When do you go to the library?</i></p> <p>Activity 1: Life skill <u>Description:</u> learners will practice a short dialogue and complete a worksheet <u>Materials/Prep:</u> copies of <u>Survival English Book 1, p. 237-238</u>, ESL Volunteer Tutor Manual, 2012, Dialogue Variations, p. 71</p> <p>Activity 2: Life Skill <u>Description:</u> learners will practice answering CASAS Reading Test questions <u>Materials/Prep:</u> copies of Test Practice 1 and 2,</p> <p>Activity 3: Grammar/literacy/listening and speaking <u>Description:</u> learners will write their own wh-questions in a mingle grid and mingle with other learners to complete the grid. <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 84-85. Copies of grid on p. 85</p>	

Teacher Directions: Activity 1: Life Skills -Survival English Book 1, p. 237-238

Step 1: Model and Practice

Introduce the dialogue on p. 237 and practice several times using the directions in the ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

Step 2: Work toward authentic use

Vary the location and times (see ESL Volunteer Tutor Manual, 2012, **Dialogue Variations**, p. 71)

Step 3: Independent Practice

Learners complete the questions on page 237.

Step 4: Speaking Practice (p. 238)

Teacher models with a learner or volunteer how to reference the store hours at the top of p. 238 to answer the questions below.

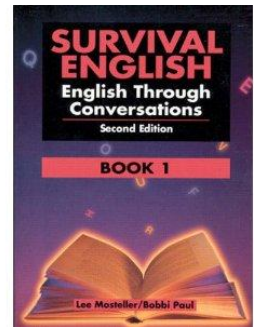
Learners Struggling?: learners may answer the questions with short answer phrases such as “yes” or “yes, it is.”

Need a Challenge?: encourage learners to answer with full sentences... “Yes, the store is open on Friday.” “It’s open from 9:00 to 7:00.”

Learners practice in pairs (without writing their answers).

Step 5: Independent Practice

Learners write answers to the questions on p. 238.



Teacher Directions: Activity 2: Life Skills -CASAS Test Practice Questions 1-2

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, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

BUSINESS HOURS

MON	8:00	TO	10:00
TUE	8:00	TO	10:00
WED	8:00	TO	10:00
THU	8:00	TO	10:00
FRI	8:00	TO	10:00
SAT	9:00	TO	6:00
SUN	CLOSED	TO	CLOSED

1. What time does the store open on Tuesday?

A) 9:00
 B) 10:00
 C) 6:00
 D) 8:00

2. What time does the store close on Saturday?

A) 9:00
 B) 10:00
 C) 6:00
 D) 8:00

Adapted from Andrea Bushong, MEd, 2012

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 3: Grammar/Literacy/Listening and Speaking

Step 1: Review Wh- questions

Write on the board:

Where	can
When	do
What	is
	are
	am

Brainstorm some questions combining one of the wh- words in the first column with one of the verbs in the second column (but don't write them down). (ex. *Where can you buy food? What do you do at the Laundromat? When is the store open?*)

Learners Struggling?: simplify to "Where do you..." questions only. "Where do you get cash? Where do you wash clothes?"

Step 2: Independent Writing

Distribute copies of the blank Mingle Grid (ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85-86.)

Learners write their own questions in the boxes.

Learners Struggling?: Write 4 questions for them to copy into their grid, then ask them to write only 1 original question.

Step 3: Learners Mingle

See instructions in ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.



1. What time does the store open on Tuesday?

A 9:00

B 10:00

C 6:00

D 8:00

2. What time does the store close on Saturday?

A 9:00

B 10:00

C 6:00

D 8:00

Community Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: interpret store hours signs</p> <p>Literacy: Read and write a response to the question “Where do you (buy food)?”</p> <p>Listening/speaking: Ask and respond to the question “Where do you (buy food)?”</p> <p>Grammar: Construct simple <i>wh</i>-questions using <i>where</i>, <i>when</i>, and <i>what</i> with verbs <i>BE</i>, <i>DO</i> and <i>CAN</i> (ex. <i>Where is, when does, where can</i>)</p>	<ul style="list-style-type: none"> • Activity 1: What? Where? When? • Activity 2: Test Practice 3-4 • Activity 3: Making Questions
Lesson Plan	
<p>Skills Routine Your Learning Center Coordinator will assign one of several skills routines for you to complete at the beginning of each lesson that you teach.</p> <p>Warm up for today’s Lesson <u>Description:</u> learners will categorize words from this unit into three categories: places, verbs, people <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2011, Categorizing, p. 131. <i>Generate a list of words that will fit into one of the three categories.</i></p> <p>Activity 1: Literacy/Listening and Speaking <u>Description:</u> learners will write answers to a variety of <i>wh</i>- questions about community locations <u>Materials/Prep:</u> copies of What? Where? When?</p> <p>Activity 2: Literacy/Life Skill <u>Description:</u> learners will practice answering CASAS Reading Test questions <u>Materials/Prep:</u> copies of Test Practice 3 and 4, highlighters or colored pencils</p> <p>Activity 3: Grammar/literacy <u>Description:</u> learners will arrange word tiles to form grammatically correct questions with <i>Where</i>, <i>When</i>, and <i>What</i>. <u>Materials/Prep:</u> copies of Making Questions handout, scissors for learners, Teacher Instructions (some learners may have their word tiles from Tuesday’s lesson).</p>	

Teacher Directions: Activity 1: Literacy/Listening and Speaking

-What? Where? When?

Step 1: Oral Practice

Learners practice reading and answering the questions in pairs (they should not write at this time.)

Step 2: Independent Writing Practice

Learners write the answers to the questions.

Learners Struggling?: read the questions several times as a class. Encourage learners to write a meaningful response even if it is not a full sentence or grammatically correct. (Ex. What do you do at the library? **Books.**) For a very low beginning learner this is an appropriate answer.

Need a Challenge?: encourage learners to write in full sentences and check each other's work for spelling errors.

Teacher Directions: Activity 2: Literacy/ Life Skills

-CASAS Test Practice Questions 3-4

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, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 3-4. 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. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 3: Grammar/Literacy

-Making Questions

Step 1: Activity Prep

Some students may have their word tiles from Tuesday's lesson.
Everyone else should cut apart a set of words for themselves.
Encourage them to review by reading the words aloud as they cut.

Step 2: Teacher Models

“Make a question with **where** and **library**.”

Model how to find the where and library word tiles.

Ask learners if they can help you complete the sentence with other word tiles.

Step 3: Guided Practice

Teacher calls out a question word and one or two other nouns/verbs from the sheet (ex. What, clinic).

Each learner tries to make a question using the called words and other word tiles on the table.
In some cases there may be several correct answers.

What? Where? When?

Talk about the questions with a partner.

Write the answers.

1. Where do you buy food?

2. What do you do at the pharmacy?

3. When do you go to the park?

4. What can you do at the library?

5. Where is your clinic?

6. When do you go to English class?

Reading Test Practice



3. What time does the mall close on Sunday?

- A 10:00
- B 6:00
- C 9:00
- D 10:30

4. What time does the mall open on Wednesday?

- A 10:00
- B 6:00
- C 9:00
- D 10:30

Adapted from Andrea Echelberger, MLC, 2012

Making Questions

Cut on the dotted line. Listen to your teacher. Make the questions.

where	what	when	?
can	do	is	buy
you	food	medicine	get
cash	does	the	bank
open	library	clinic	pharmacy
park	do	at	laundromat
mechanic	gas	books	close