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 3 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 3
- Interpreting simple maps
- Giving directions to a nearby location
- Describing a location using prepositions of location
Community Unit: Week 3, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Learners will be able to...** | **Textbook:** Basic Grammar in Action, p. 61, 69  
**Activity 3:** Wrong Turn |
| Life skill: interpret locations on a simple map  
Literacy: read a story and respond to simple “wh” questions  
Listening/speaking: respond to the question “Where is the Library?” using prepositions of location  
Grammar: Use prepositions of location to answer “Where” questions, (ex. across the street) | |

**Lesson Plan**

**Warm up for today’s Lesson & Review of Previous Lessons**
Description: learners will draw pictures of community places and guess the meaning of each other’s pictures.

**Activity 1:** Grammar
Description: learners will use physical response to practice prepositions of location (between, near, etc.)
Materials/Prep: Activity 1 Teacher Instructions

**Activity 2:** Life Skill/Listening & Speaking/Grammar
Description: learners will apply prepositions of location to community places
Materials/Prep: Copies of Basic Grammar in Action, p. 61 and 69.

**Activity 3:** Literacy
Description: learners will read a story, look for spelling patterns, and answer comprehension questions
Materials/Prep: copies of Wrong Turn story handouts, colored pencils or thin highlighters  
ESL Volunteer Tutor Manual, 2012, Letter/Sound Drill, p. 113
Teacher Directions: Activity 1: Grammar

Step 1: Total Physical Response


Students will use classroom objects such as pencils and notebooks to demonstrate the following phrases.

1. The pencil is **in front of** me.
2. The pencil is **behind** me.
3. The pencil is **next to** the notebook.
4. The pencil is **between** the notebook and the bag.
5. The pencil is **on the corner of** the table.
6. The pencil is **near** the notebook.
7. (Jose) is **across from** (the teacher).
8. The pencil is **on** the table.

Teacher Directions: Activity 2: Life Skills/Listening and Speaking/Grammar

-Use *Basic Grammar in Action, p. 61 and 69.*

Step 1: Listen and Repeat

Learners repeat each of the phrases on p. 61 several times.

Step 2: Peer practice

In pairs, one learner reads a phrase from p. 61 (in random order), the other learner listens and points to the correct picture.

Step 3: Teacher Models

Use a projector to show the image on p. 69.

Model several sentences describing the locations of buildings on the map.

Step 4: Guided Practice

Call on individual learners to answer the question “Where is the (bank)?”

Step 5: Independent Practice

Learners complete the questions and answers on p. 69
**Teacher Directions: Activity 3: Literacy**

**Step 1: Context**
Read the questions next to the picture. Talk about the picture.

**Step 2: Silent Reading**
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand.

**Step 3: Teacher reads, Learners Follow**

**Step 4: Teacher reads, Learners Repeat**

**Step 5: Choral Reading**

**Step 6: Learners Read with a Partner**

**Step 7: Learners complete comprehension exercises**

**Step 8: Letter/Sound Drill**
Refer to the ESL Volunteer Tutor Manual, 2012, Letter/Sound Drill, p. 113

The target spelling/sound for this story is “ur,” as in “turn”
Wrong Turn

Look at the picture.

What do you see?

What are they saying?

Matt and Kathy are going to a wedding. Their friend Burt is getting married. The wedding starts at 4:00. They are lost and they are late.

Kathy takes a map out of her purse. They look at the map together. The wedding is in a church. The church is on Burns Street near the library. Where is Burns Street?

They took a wrong turn. They need to turn around. Hurry! The wedding starts in 5 minutes!

**Words I don’t understand:**

<table>
<thead>
<tr>
<th>WORD:</th>
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</tbody>
</table>
Wrong Turn -reading questions

Write YES or NO.

_____ 1. Matt is getting married.
_____ 2. They are going to a wedding.
_____ 3. They took a wrong turn.
_____ 4. They are late.
_____ 5. They need to turn left.
_____ 6. The church is near the clinic.

Talk about the questions with a partner. Write your answers.

1. Where are they going?
2. Where is the church?
3. What do they look at together?
4. Why do they need to hurry?
5. What is the problem?
### Community Unit: Week 3, Tuesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Textbook:</strong> Stand Out 1, 2nd Ed., p. 86 + CD</td>
</tr>
<tr>
<td><strong>Life skill:</strong> interpret locations on a simple map</td>
<td><strong>Textbook:</strong> Basic Grammar in Action, p. 63</td>
</tr>
<tr>
<td><strong>Literacy:</strong> read a short story with expression</td>
<td><strong>Activity 1:</strong> Wrong Turn</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Respond to the question “Where is the (library)?” using prepositions of location</td>
<td><strong>Grammar:</strong> Use prepositions of location to answer “Where” questions (ex. across the street).</td>
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<tr>
<td><strong>Transitions:</strong> ask and answer questions about directions to local locations and what can be done at those locations</td>
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</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td></td>
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### Lesson Plan

**Warm up for today’s Lesson  Review of Previous Lessons**
Description: in pairs learners will arrange classroom objects according to prepositions of location
**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Block Game, p.72. (instead of blocks use classroom obj.)

**Review of Previous Lessons**
Description: learners will demonstrate understanding of prepositions of location with objects

**Activity 1: Literacy**
Description: learners will review the story from yesterday focusing on fluency and expression
**Materials/Prep:** copies of Wrong Turn for learners who were absent yesterday

**Activity 2: Listening/speaking, Literacy**
Description: learners will form sentences about map locations using prepositions of location
**Materials/Prep:** copies of Basic Grammar in Action, p. 63

**Activity 3: Transitions/Listening and Speaking**
Description: learners will practice giving directions in the classroom and to nearby familiar locations
**Materials/Prep:** copies of Stand Out 1, 2nd Ed., p. 86, Textbook CD or listening script
Teacher Directions: Review of Previous Lesson: Grammar

Step 1: Total Physical Response


Students will use classroom objects such as pencils and notebooks to demonstrate the following:

1. The pencil is in front of me.
2. The pencil is behind me.
3. The pencil is next to the notebook.
4. The pencil is between the notebook and the bag.
5. The pencil is on the corner of the table.
6. The pencil is near the notebook.
7. (Jose) is across from (the teacher).
8. The pencil is on the table.

Teacher Directions: Activity 1: Literacy

Good readers read with fluency (they don’t have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading.

This activity is designed to help learners revisit a reading with greater fluency and expression.

Step 1: read it again.

Distribute story copies and/or ask learners to find their copy from yesterday.
Allow 5 minutes for silent reading.
Teacher reads aloud while learners follow.

Step 2: adding expression

Show the story on the projector.

Highlight a sentence in the story that is particularly expressive or emotional.

Say the sentence with two or three different “feelings” (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. –get into it! The more over-dramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again –learners focus on the expression in the voice.

Learners read in pairs –focusing on expression.
**Teacher Directions:** Activity 2: Listening and Speaking/Literacy

*Basic Grammar in Action, p. 63*

**Step 1: Teacher Models**

Use a projector to show the map on p. 63.

Model the question and the answer using this format:

- Where is the (bakery)?
- The (bakery) is (across from the police station).

**Step 2: Guided Practice**

Write on the board:

*Where is the ____________?*

*The _________ is ___________.*

Call on individual learners to answer questions about the map.

**Step 3: Peer Practice**

Learners practice asking and answering questions about the map in pairs (not writing at this time).

**Step 4: Independent Practice**

Learners complete sections B and C of the worksheet independently.
Teacher Directions: Activity 3: Transitions/Listening and Speaking

-Stand Out 1, 2nd Ed., p. 86

Step 1: Introduce new vocabulary

Complete part G as directed.
Repeat the phrases aloud several times.
Learners stand and act out the phrases by moving their whole body (teacher or learner can lead this part)

Step 2: Listening Practice

Complete sections H and I as directed.

Step 3: Limited Practice

Choose a starting and ending point in the classroom (move tables and chairs if necessary)
Learners give each other simple instructions to move from the starting point to the end point.

Step 4: Authentic Practice

Brainstorm some places near the school (stores, bus stops, etc.)
As a class, write directions from the school to one or two of those places.
If possible, walk there as a class, repeating and checking the directions as you go.
Wrong Turn

Look at the picture.

What do you see?

What are they saying?

Matt and Kathy are going to a wedding. Their friend Burt is getting married. The wedding starts at 4:00. They are lost and they are late.

Kathy takes a map out of her purse. They look at the map together. The wedding is in a church. The church is on Burns Street near the library. Where is Burns Street?

They took a wrong turn. They need to turn around. Hurry! The wedding starts in 5 minutes!

Words I don’t understand:

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Wrong Turn - reading questions

Write YES or NO.

_______  1. Matt is getting married.
_______  2. They are going to a wedding.
_______  3. They took a wrong turn.
_______  4. They are late.
_______  5. They need to turn left.
_______  6. The church is near the clinic.

Talk about the questions with a partner. Write your answers.

1. Where are they going?

2. Where is the church?

3. What do they look at together?

4. Why do they need to hurry?

5. What is the problem?
Community Unit: Week 3, Wednesday

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<tr>
<td>Literacy</td>
<td>answer reading test practice questions</td>
<td></td>
</tr>
<tr>
<td>Listening/speaking</td>
<td>Respond to the question “Where is the (library)?” using prepositions of location</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>Ask and answer questions about directions to local locations and what can be done at those locations</td>
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<tr>
<td>Grammar</td>
<td>Use prepositions of location to answer “Where” questions (ex. across the street)</td>
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<th>Lesson Plan</th>
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**Warm up for today’s Lesson**
Description: learners “swat” the word that matches the description given by the teacher (aka “Flyswatter)
Materials/Prep: two flyswatters, place names or activities from this unit written on the board

**Review of Previous Lessons**
Description: Play “Simon says” using basic direction words (turn right/left, turn around, go straight/back)
Materials/Prep: (none)

**Activity 1:** Life skill/Listening and Speaking
Description: Learners will place locations on a simple map according to instructions
Materials/Prep: copies of Change the Map, scissors for each student

**Activity 2:** Literacy
Description: Learners will practice answering reading test questions
Materials/Prep: copies of Reading Test Practice

**Activity 3:** Transitions: Navigating and Understanding One’s Environment
Description: learners will practice giving directions based on a simple map
Materials/Prep: a small toy car (hotwheel size) or other marker to represent the route taken
**Teacher Directions:** Activity 1: Life Skills/ Listening and Speaking

-Change the Map

**Step 1: Materials Prep**

Learners cut out the “buildings” at the bottom of the handout

**Step 2: Teacher Models**

Use a projector to show the map.

Read the name of each street and have learners find the street and trace its full length with their finger.

Give the location of a building and then show how to find that location and put the building there. (ex. The bank is on the corner of Baker Ave. and Cooper Drive).

**Step 3: Guided Practice**

Continue giving locations as learners place the buildings on their own copy of the map.

Use these prepositional phrases:

- On _____ street
- Near _________
- Between
- Across from
- Next to

**Step 4: Peer Practice**

Learners give locations to each other.

*Ask learners to keep the paper and building pieces for tomorrow’s lesson*
**Teacher Directions: Activity 2: Literacy - Reading Test Practice**

**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.

**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.

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**Teacher Directions: Activity 3: Transitions: Navigating and Understanding One’s Environment**

**Step 1: Teacher Models**

Use a projector to show the map from the previous activity on the white board. Make the projection large enough so that you can use a marker or toy car to “drive” the route on the projected map.

Place or draw some buildings on the map.

Mark your starting point.

Ask “How do I get to the (park)?”

Trace your route with the toy car as you say the directions aloud.
Model the same route again

Ask a learner to model the same route.

Step 2: Guided Practice

Choose a different starting place and destination

Learners take turns coming to the board and demonstrating. One learner can say the directions while another follows the directions with the toy car.
Change the Map

Cut out the buildings. Listen to your teacher. Put the buildings on the map.

GRANT ST.

CENTER ST.

BAKER AVE.

BLOOMINGTON PKWY.

PARSON AVE.

FARMER ST.

COOPER DR.

ROBERT ST.

hospital

bank

store

park
1. Where is the clinic?

A. Between Parson Avenue and Farmer Street.
B. Across the street from the bank.
C. Between Cooper Drive and Robert Street
D. At the corner of Farmer Street and Baker Avenue.

2. Where is the school?

A. On Grant Street near Parson Avenue.
B. Between Grant Street and Farmer Street.
C. On the corner of Center Street and Cooper Drive.
D. On Baker near the clinic.
### Community Unit: Week 3, Thursday

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<td><strong>Transitions:</strong></td>
<td>Ask and answer questions about directions to local locations and what can be done at those locations</td>
</tr>
<tr>
<td><strong>Transitions:</strong></td>
<td>Draw a map of the school area community</td>
</tr>
</tbody>
</table>

| Community Technology Benchmarks: | Interpret locations on a simple online map |

<table>
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<tr>
<td>• Activity 1: <em>Reading Test Practice</em></td>
</tr>
<tr>
<td>• Activity 2: online map of learning center area</td>
</tr>
<tr>
<td>• Activity 4: paper and markers/colored pencils</td>
</tr>
<tr>
<td>• Community Unit Post-Test</td>
</tr>
<tr>
<td>• Community Unit Post-Test Answers (1 copy—for teacher)</td>
</tr>
</tbody>
</table>

### Lesson Plan

**Warm up for today’s Lesson**

**Description:** Learners will play the whispering game using a phrase like “The park is next to the library.”


**Activity 1: Life skill/ Literacy**

**Description:** learners will practice answering reading test questions

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

**Activity 2: Life Skills/Technology**

**Description:** learners will look at online maps of their neighborhood and identify familiar locations

**Materials/Prep:** use maps.google.com to generate a map of the blocks surrounding the learning center, print copies for learners

**Activity 3: Transitions/Technology**

**Description:** learners will use online maps to practice giving directions to nearby locations

**Materials/Prep:** (none)

**Activity 4: Transitions: Navigating and Understanding One’s Environment**

**Description:** learners will draw a map of their school neighborhood or the neighborhood where they live

**Materials/Prep:** paper and markers or colored pencils

**Unit Wrap-up: Community Unit Post-Test**

**Description:** Learners will complete a post-test to see what they’ve learned during this unit

**Materials/Prep:** *Community Unit Post-Test; Community Unit Post-Test Answers* (1 copy for teacher)
Teacher Directions: Activity 1: Life Skills/Literacy - Reading Test Practice

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.

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 2: Life Skills/Technology

Access to computers, Internet, and printing varies by learning center. The goal of this activity is to familiarize learners with computer-generated maps, how they are created, and how to interpret them.

Talk with your Learning Center Coordinator about technology access where you teach and then choose from the options below.

Step 1: Introducing Online Mapping

OPTION 1: (if you have access to a computer lab or computers in the classroom)

Demonstrate how to open the Internet, go to maps.google.com, enter an address to see a map of the location.

Show how to zoom in and out and note the locations (parks, libraries, etc.) that are listed on the map.
Learners work in pairs at a computer to create maps of their home neighborhood (and print, if possible)

**OPTION2: (if you have access to a single computer with Internet in the classroom)**

Demonstrate how to open the Internet, go to maps.google.com, enter an address to see a map of the location.

Show how to zoom in and out and note the locations (parks, libraries, etc.) that are listed on the map.

Repeat the process with a couple of learners’ addresses. Ask the learners to show everyone where their house is. Talk about any locations listed on the map. Do they go there? What can you do there?

**OPTION 3: (if you have no access to computers during class time).**

As you hand out the maps of the neighborhood. Describe how you created the map (opened the Internet, went to a special maps website, typed the address of the school)

Ask if any learners use maps or directions on the Internet? When? How? Why?

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**Step 2: Interpreting Online Maps**

**OPTIONS 1, 2, 3**

Distribute copies of the online map of the learning center area that you made before class.

Call out key features on the map (the learning center, major roads, highways, rivers, parks, etc.), Learners circle or highlight these features.

As you name libraries, schools, parks, clinics, or stores, ask “What can you do there?”
**Teacher Directions: Activity 3: Transitions**

**Step 1: Teacher Models**

Use a projector to show the online map.

Choose a starting point and a destination.

Model giving directions slowly as you trace the path with a pen.

Repeat the directions and have learners trace the path on their own map.

**Step 2: Group Practice**

Choose a different starting point and destination

As a class, decide on the directions and trace the route.

**Step 3: Independent Practice**

Each learner (or pair of learners) writes directions from the school to an assigned destination.

**Learners Struggling?:** return to step one and repeat as many times as needed. For some low beginning learners this first step is challenging enough.

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**Teacher Directions: Activity 4: Transitions**

**Step 1: Teacher Models**

Model drawing a map of your neighborhood starting with your house at the center then adding the surrounding streets and other landmarks.

**Step 2: Independent Practice**

Learners will draw their own maps of their neighborhoods. Maps should include at minimum...

1. Their house
2. 1 named street
3. 1 other location (a school, park, building, friend’s home)
**Teacher Directions:**

**Community Unit Post-Test**

-Community Unit Post-Test, Post-Test Answers

**Note to the teacher:**

These tests are meant for the students to see some progress after learning about the unit. After the tests are corrected, please return both tests to each student so he/she can compare the score from the beginning of the unit to the end of the unit and feel a sense of accomplishment.

**Step 1:** Read the following script to your students:

**Script to follow when administering the Volunteer-led curriculum pre-test:**

“This month we learned about the community. On the first day of this unit you took a test to see what you already knew about the community. Today you are going to take a test again to see how much you learned after studying the unit.

First, write your name on the top of the test. Then read each question & circle only one answer: A B C or D.

Please work by yourself and do not talk during the test.

There are 8 questions on the test. You will have only 20 minutes to work on it.”

**Step 2:** Distribute tests and have students complete it. Give them 20 minutes to complete the test.

**Step 3:** Correct the tests together and have students mark the questions they got correct/incorrect. Discuss answers if necessary. Have students write their total number correct on the front of the post-test.

**Step 4:** Hand back students’ pretests and ask them to compare the scores. Ask: What did they learn during this unit? (This can be related or unrelated to the post-test.) How do they feel when comparing the pre- and post-test scores?

**NOTE:** If a student was absent on the first Monday of this Community unit, they will not have done a pre-test. Tell them that this is OK and encourage them to attend class every day so as not to miss anything!
1. Where is the library?
   A. Between Parson Avenue and Cooper Drive.
   B. Across the street from the bank.
   C. On Center Street near the park.
   D. At the corner of Farmer Street and Baker Avenue.

2. Where is Greenlawn Park?
   A. On Grant Street near Parson Avenue.
   B. Between Grant Street and Robert Street.
   C. On the corner of Center Street and Farmer Street.
   D. On Baker near the clinic.
Community Unit Post-Test

1. What is this?
   A. bank
   B. school
   C. clinic
   D. library

2. What is this?
   A. bank
   B. school
   C. clinic
   D. gas station
What can you do?

3. You need rice.
   A. You go to the library.
   B. You go to the grocery store.
   C. You see the doctor.
   D. You make a doctor’s appointment.

4. Your child needs shots and a check-up.
   A. You go to the pharmacy.
   B. You go to the grocery store.
   C. You go to the gas station.
   D. You make a doctor’s appointment.
5. When does the store open on Saturday?
   A. 6:00
   B. 10:00
   C. 9:00
   D. 8:00

6. When does the Mall close on Tuesday?
   A. 9:00
   B. 10:00
   C. 6:00
   D. 8:00
7. Where is the library?
   A. next to the clinic
   B. across from the bank
   C. between the bank and school
   D. behind the grocery store

8. What is next to the grocery store?
   A. the library
   B. the school
   C. the clinic
   D. the gas station
Community Unit Post-Test Answers

(Teacher Copy)

ANSWERS:

1. C
2. A
3. B
4. D
5. C
6. A
7. C
8. D