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 1 of 1

Unit Overview
This is a 1-week unit in which learners will develop vocabulary to describe families and personality traits of family members. Learners will also talk about the purpose of emergency contact forms and practice filling out these forms.

Focus of Week 1
- Family vocabulary
- Describe personality traits
- Organize family members on a family tree
- Read about and fill out emergency contact forms.
Family Unit: Week 1, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learners will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong></td>
<td>describe one’s own family</td>
</tr>
<tr>
<td><strong>Literacy:</strong></td>
<td>read and understand family member words such as brother, sister, aunt, uncle</td>
</tr>
<tr>
<td><strong>Literacy:</strong></td>
<td>recognize and write dates as numbers in a variety of forms.</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong></td>
<td>Ask and respond to basic questions about family.</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong></td>
<td>Represent familial relationships by creating a family tree</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>Talk about family using appropriate subject pronouns and possessive pronouns, e.g., “His name is Edgar. He is my brother.”</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>Talk about family using an apostrophe + s to show possession, e.g., “My brother’s name is Edgar.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Make Student Copies</td>
</tr>
<tr>
<td>- Textbook: Stand Out 1, 2nd Ed. P. 8</td>
</tr>
<tr>
<td>- Handout: Writing Dates</td>
</tr>
<tr>
<td>Make Single Copies or Reference</td>
</tr>
<tr>
<td>- ESL Volunteer Tutor Manual, 2012, p. 46</td>
</tr>
<tr>
<td>Props, Technology, or Other Resources</td>
</tr>
<tr>
<td>- Stand Out 1, CD 1-track 21</td>
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<td>- CD player</td>
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<tr>
<td>- Pictures of teacher’s family from home (optional)</td>
</tr>
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<td>- Post-it notes (small size works best)</td>
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<tr>
<td>- Colored pencils or crayons</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up for today’s Lesson</strong></td>
</tr>
<tr>
<td><strong>Description:</strong> practice pronouns (I/my, he/his, she/her).</td>
</tr>
<tr>
<td><strong>Materials/Prep:</strong> ESL Volunteer Tutor Manual, 2012, ball toss, p. 46. Use the phrase “My name is ____ and I am from ____________. His name is _____ and he is from ________.”</td>
</tr>
</tbody>
</table>

| Activity 1: Life skill, Literacy |
| **Description:** teacher introduces family relationship words by talking about his or her own family |
| **Materials/Prep:** copies of Stand Out 1, 2nd Ed. P. 8, CD 1 –track 21 or teacher script (at the back of the book), pictures of the teacher’s family |

| Activity 2: Transition & Critical Thinking, Literacy, Listening & Speaking |
| **Description:** learners build a family tree using post-it notes and talk about the names of people in their family |
| **Materials/Prep:** post-it notes (small size works best) |

| Activity 3: Literacy |
| **Description:** practice writing dates in different formats |
| **Materials/Prep:** copies of Writing Dates handout, colored pencils or crayons |

| Activity 4: Checking for Understanding |
| **Description:** Write on the board: I have ____________________. _____ name is __________. Each learner completes the sentence in their notebook. |
| **Materials/Prep:** (none) |
**IMPORTANT NOTE about discussing FAMILY:** Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where their siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

**Teacher Directions:**  
**Activity 1: Life Skills, Literacy**  
*-Stand Out 1, 2nd Ed. P. 8*

**Step 1: Introduce new vocabulary**

If possible, bring in photos of your immediate and extended family (if you don’t have photos, draw stick figures on the board as you talk). Introduce them one by one as you show their picture. Write their name and relationship on the board as you talk about them.

Jeff  husband
Linda  mother

If students are able, encourage them to ask you questions about your family.

Distribute copies of p. 8. Learners repeat the words in the box several times. Give examples of each relationship in the box from your own family.

Offer additional family relationship vocabulary only when you feel most learners have mastered the terms in the box AND need the additional words to talk about your family or their own families.

**Step 2: Review vocabulary**

On the board, draw your family tree, including only the family members you have talked about so far (if you have a large family, you don’t need to include everyone!). As you draw it, name each person and their relationship to you.

Ask learners questions about your family...

“Who is my mother?”
“What is my brother’s name?”
“Who is Linda?”

Write on the board:  **Who is _________?**

  **Who is her _______________’s name?**

Learners write questions about the teacher’s family in their notebooks and then practice asking each other.

**Step. 3: Structured Practice**

Complete p. 8, part D as directed, using the CD or teacher’s script.

**Learner’s Struggling?:** instead of following the textbook directions for part D, talk about the picture as a class and fill in the chart together based on your guesses. (ignore the CD)

**Teacher Directions:**  **Activity 2: Transitions & Critical Thinking, Literacy**

**Step 1: teacher models**

Write your name on a post-it note and put it on the board. Write an immediate family member’s name on another post-it and place it on the board in relationship to yours as you would see in a family tree (parents above, children below, spouse and siblings next to).

After placing 2-3 more family members on your tree, hand a student a post-it with one of your family members on it (ex. “My brother’s name is Greg. Can you put Greg on the board?”). Enlist student help to put a few more people on the board.

**Step 2: Learners create their own family tree**

Learners write each family member’s name and relationship on a separate post-it note. Teacher circulates and helps learners organize their post-it notes in hierarchical order.

If there is time, have learners copy their chart onto a blank piece of paper.
Teacher Directions: Activity 3: Literacy - Writing Dates

Model several examples of writing dates in both words and numbers. Try to use meaningful dates like today’s date or learners’ birth dates.

Complete Writing Dates handout.
Writing Dates

Circle the months in green.
Circle the days in red.
Circle the years in blue.

September 30, 1973  July 04, 2010
December 21, 1953  March 11, 2011
05/28/1999  10/09/2006
6-8-01  11-13-87

Listen to your teacher. Write the dates with words and numbers (April 6, 2005).

1. _________________________________
2. _________________________________
3. _________________________________

Listen to your teacher. Write the dates with numbers only (04/06/2005).

1. _________________________________
2. _________________________________
3. _________________________________

Adapted from Andrea Echelberger, MLC, 2012
## Family Unit: Week 1, Tuesday

### Objectives

**Learners will be able to...**

**Life skill:** write family information in emergency contact forms.

**Literacy:** read a short story about family; ask and respond to simple written wh-questions.

**Listening/speaking:** describe one’s own family

**Transition & Critical Thinking:** understand the purpose of an emergency contact, identify situations where an emergency contact might be called, and identify an emergency contact name and phone number from one’s own family.

**Grammar:** construct simple wh-questions.

### Materials

**Make Student Copies**
- Textbook: *Stand Out Basic, 2nd Ed.* P. 10, 14
- Handout: *Where is Your Family?*
- Handout: *Emergency Contact for a Child*
- Handout: *Hurt at School*

**Make Single Copies or Reference**
- ESL Volunteer Tutor Manual, 2012, p. 57, p. 113

**Props, Technology, or Other Resources**
- Colored pencils or thin highlighters
- World map
- U.S. map

### Lesson Plan

**Warm up for today’s Lesson**

**Description:** learners talk about their families in a “circle drill”

**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, *Circle Drill*, p. 57. –question: “Tell me about your family?”

**Review of Previous Lessons**

**Description:** learners make a list of family members and where they live now

**Materials/Prep:** copies of *Where is Your Family?* handout

**Activity 1:** Life skill & Transitions

**Description:** class discusses the meaning and purpose of “Emergency Contacts”

**Materials/Prep:** copies of *Emergency Contact for a Child*

**Activity 2:** Literacy, Transitions & Critical Thinking, Grammar

**Description:** read a story in which an emergency contact is called

**Materials/Prep:** copies of *Hurt at School* (2 pgs.), ESL Volunteer Tutor Manual, 2012, *Letter/Sound Drill*, p. 113

**Activity 3:** Life skill, Transitions & Critical Thinking

**Description:** learners fill out an authentic emergency contact form for a child.

**Materials/Prep:** copies of *Emergency Contact for a Child*

**Activity 4:** Life Skill, Literacy

**Description:** review personal information and writing dates

**Materials/Prep:** copies of *Stand Out Basic, 2nd Ed.* P. 10, 14
**IMPORTANT NOTE about discussing FAMILY:**  Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where there siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

**Teacher Directions: Review of Previous Lessons**  -Where is Your Family?

**Step 1: Teacher Models**
Use a projector to model filling in the names, relationships, and places where people in your family live.

Ask questions about the information on your form: “Who is Linda?” “Where does Linda live?” “Who lives in San Francisco?”

**Step 2: Independent Practice**
Learners complete their own copy of the form.

**Step 3: Listening and Speaking Practice**
Write on the board: My ________’s name is _________ and he lives in ___________.

Practice several examples as a class. Draw attention to the apostrophe + S and changing “he” to “she.”

Write on the board: Tell me about your family.

Learners mingle around the classroom with their papers and practice asking each other about their family.
**Teacher Directions: Activity 1: Life skills, Transitions & Critical Thinking**

**Step 1: context**
Write on the board: **Emergency Contact**

“When children start school, mothers and fathers fill out many papers. What information do they write on the papers?”

“When children get sick at school, what does the teacher do? (call the parents) Where does the teacher see the phone number? (on a paper/form)”

“Students at school and workers at work fill out this paper (hold up emergency contact form) They write their name and other information. They write what person to call if they are sick or if there is an accident. They write the phone number.”

“Who is your emergency contact?”
“Why do you need an emergency contact?”

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**Teacher Directions: Activity 2: Literacy, Grammar**

**- Hurt at School**

**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
target spelling/sound for this story is “er, ir, and ur” as in *her, girl,* and *hurt.*
Show the students that these three spellings all make the same sound. “er” is the most common spelling for this sound.
Teacher Directions: Activity 3: Literacy, Transitions & Critical Thinking
- Emergency Contact for a Child

Learners complete the sample emergency contact form with information about one of their children. For learners who do not have children, create a fictional child and write their information on the board. Learners copy that information into the form.

Teacher Directions: Activity 4: Life Skill, Literacy - *Stand Out Basic, 2nd Ed. p. 10, 14*

Complete pages 10 and 14 as indicated.
Where is your family?

1. Draw a picture of your family in your notebook.

2. Look at your picture. Write about the people in your family.

3. Talk to other students. Say, “Tell me about your family?”

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Country/State</th>
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</table>
Amber is a young girl. She is in third grade. Every day after lunch, Amber likes to play on the playground. She likes to run and swing.

One day, she swings very high. She falls down. Her teacher, Mr. Kirk, runs to Amber. She is crying. Her shirt and face are dirty and her arm hurts. The school nurse takes care of Amber.

Mr. Kirk looks at Amber’s emergency contact form. He sees her name and her birth date. He sees her father’s name and his phone number. He sees her mother’s name and her phone number. He sees her grandmother’s name and her phone number.

Mr. Kirk calls Amber’s father. Her father will come to school. He will take Amber to the doctor.
Hurt at School

1. Who is Amber’s teacher? ________________________________________

2. Where will Amber go with her father? _____________________________

3. Why did Mr. Kirk call Amber’s father? _____________________________
   ______________________________________________________________

4. Who are Amber’s emergency contacts? ____________________________

5. What grade is Amber in? ________________________________________

Write one question about the story. Ask a partner the question. Write the
answer.

6. ______________________________________________________________
   ______________________________________________________________

Read the story again. Copy the words with er, ir, and ur.

<table>
<thead>
<tr>
<th>er</th>
<th>ir</th>
<th>ur</th>
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</table>
# Emergency Contact for a Child

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Date of Birth</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s/Guardian’s Name</td>
<td>Parent’s/Guardian’s Name</td>
<td></td>
</tr>
<tr>
<td>Home Phone</td>
<td>Work Phone</td>
<td>Home Phone</td>
</tr>
<tr>
<td>Address</td>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City, ST ZIP Code</td>
<td>City, ST ZIP Code</td>
<td></td>
</tr>
</tbody>
</table>
# Family Unit: Week 1, Wednesday

<table>
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<tr>
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<td><strong>Learners will be able to:</strong></td>
<td><strong>Make Student Copies</strong></td>
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<tr>
<td><strong>Life skill:</strong> describe one’s own family</td>
<td>- Handout: <em>Hurt at School</em> (from yesterday)</td>
</tr>
<tr>
<td><strong>Literacy:</strong> Read and understand family member words such as brother, sister, mother, cousin</td>
<td>- Handout: <em>Reading Test Practice</em></td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Ask and respond to basic questions about family members</td>
<td>- Handout: <em>What’s your brother like</em> (2 pages)</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Ask and respond to questions about emergency contact information sections of school and/or work forms (ex. “What is the teacher’s name? What grade is she in?”)</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Grammar:</strong> Describe people using simple present verbs (ex. <em>My brother is hardworking.</em></td>
<td>- ESL Volunteer Tutor Manual, 2012, p. 119</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>Lesson Plan</strong></th>
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</thead>
</table>

## Warm up and Review of Previous Lessons
**Description:** learners pretend to be part of one extended family and practice introducing each other to the teacher

**Materials/Prep:** see instructions on next page

## Activity 1: Life skill, Literacy, Listening and Speaking
**Description:** review the story from yesterday and sequence story events


## Activity 2: Literacy
**Description:** practice reading test taking skills needed for CASAS Life and Work Reading tests

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

## Activity 3: Grammar, Literacy, Listening & Speaking
**Description:** introduce personality trait vocabulary and practice describing self and family

**Materials/Prep:** copies of *What’s your brother like?* handout

## Activity 4: Checking for Understanding
**Description:** Ask each person to name someone they know who is “talkative”, “friendly,” or “funny.” For added challenge, ask “why?”

**Materials/Prep:** (none)
IMPORTANT NOTE about discussing FAMILY: Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where their siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

Teacher Directions: Warm Up and Review

Step 1: Preview Vocabulary

Write on the board: This is my brother. His name is Edgar.
This is my sister. Her name is Silvia.

Practice the phrases several times as a class. Begin substituting other family member vocabulary (mother, niece, cousin, etc.)

Step 2: Making introductions

Call 2 learners to the front of the room. Announce that they are now husband and wife. Have each one introduce the other to you (“This is my wife. Her name is ____.”)

Call 2 additional learners - they are now the children of the first two. Have them introduce the 3 other people to you (“This is my mother. Her name is ____.” Etc.)

Keep adding people (spouses, children, in-laws, etc.) each time have the newest members of the family introduce the people who are already standing.

Step 3: (optional) create a family tree

Use the newly created class family to draw a family tree on the board.
Teacher Directions: Activity 1: Life Skill, Literacy, Listening & Speaking

- Hurt at School

**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:** Sequencing
Learners cover their copy of the story.
Complete “sentence strip” activity as described in the ESL Volunteer Tutor Manual, 2012, p. 119.

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.
Teacher Directions: Activity 3: Grammar, Literacy, Listening & Speaking

- What’s Your Brother Like?

Step 1: Introduce New Vocabulary
Learners repeat new vocabulary (numbers 1-8) several times.
Act out the different personality traits.
Describe members of your family and have learners choose the appropriate trait word.

Step 2: Guided Practice
Learners complete sentences 9-16.
Check answers as a class.

Step 3: Independent Practice
Learners complete the 2nd page.

Step 4: Reinforce listening and speaking skills
Write on the board: Tell me about your family.
Practice the phrase as a class.
Learners mingle with their papers asking and responding to this question.
Reading Test Practice

Capitol Hill Elementary School
Emergency Contact Form

Student’s First Name:  ____Eh____  Last Name:  ____Mwee____

Grade:  ____5th____  Teacher:  ____Mrs. Jackson____

In case of emergency contact.

1. Name  ____Thu Bee (mother)____  Phone 1:  651-223-5938
    Phone 2:  651-223-3902

2. Name:  ____Wah Say (aunt)____  Phone 1:  651-909-2933
    Phone 2:  651-909-3924

1. Who is Eh Mwee’s mother?
   A. Capitol Hill
   B. Mrs. Jackson
   C. Thu Bee
   D. Wah Say

2. Who can you call at 651-909-2933?
   A. Eh Mwee
   B. The teacher
   C. Wah Say
   D. The mother
What’s your brother like?

1. Hardworking - works a lot, a good worker
2. Talkative - talks a lot
3. Quiet - does not talk a lot
4. Funny - makes other people laugh
5. Serious - does not smile or laugh a lot
6. Smart - understands many things
7. Friendly - nice, kind, has many friends
8. Mean - not nice, not kind

Write the words in the sentences below.

9. My mother is very ____________. She talks on the phone all day.
10. My brother is so ____________. He can speak 4 different languages.
11. My sister is very ____________. She works 3 different jobs.
12. Sometimes my son is ____________ to my daughter. He hits her and takes her toys.
13. My grandmother is a __________ woman. She likes to listen but she doesn’t talk a lot.
14. My aunt is very ____________. Everyone in our family laughs at her stories.
15. My father and mother are very ____________. They have so many friends!
16. My uncle is a ____________ man. He doesn’t smile very much.
1. Write about YOU.

2. Practice with a partner, “Tell me about yourself.”

I am __________________________________________________________.
I am __________________________________________________________.
I am __________________________________________________________.

1. Write about your family.

2. Practice with a partner, “Tell me about your family.”

My _____________ is ____________________________________________
My _____________ is ____________________________________________
My _____________ is ____________________________________________
My _____________ and my _____________ are ________________________
My _____________ and my _____________ are ________________________
Family Unit: Week 1, Thursday

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<td>• <strong>Textbook:</strong> Stand Out Basic, 2nd Ed. P. 16-17</td>
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<tr>
<td><strong>Literacy:</strong> Read and understand personality trait adjectives such as funny, friendly, serious, etc.</td>
<td>• Handout: Reading Test Practice</td>
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<td><strong>Listening/speaking:</strong> ask and respond to basic questions about family members</td>
<td>• Handout: Emergency Contact Information</td>
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<tr>
<td><strong>Grammar:</strong> Talk about family using appropriate subject pronouns and possessive pronouns, e.g., &quot;His name is Edgar. He is very friendly.&quot;</td>
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<td><strong>Grammar:</strong> Talk about family using an apostrophe + s to show possession, e.g., &quot;My brother’s name is Edgar.&quot;</td>
<td>• ESL Volunteer Tutor Manual, 2012, p. 46</td>
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<td><strong>Technology:</strong> Fill out emergency contact section of a form online.</td>
<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td></td>
<td>• See activity 3 instructions for technology needs</td>
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</table>

**Lesson Plan**

**Warm up and Review of Previous Lessons**
**Description:** use the “ball toss” activity to describe personality traits: “I am friendly.” Next person repeats: “He is friendly.”
**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46.

**Activity 1:** Literacy
**Description:** practice reading and test-taking skills needed for CASAS Life and Work reading tests
**Materials/Prep:** copies of Reading Test Practice

**Activity 2:** Life skill, Literacy
**Description:** practice reading and filling out personal information forms
**Materials/Prep:** copies of Stand Out Basic, 2nd Ed. P. 16-17

**Activity 3:** Life Skills, Technology
**Description:** fill out emergency contact forms (paper and online)
**Materials/Prep:** copies of Emergency Contact Information, see activity instructions for technology requirements and discuss available technology with your coordinator.

**Activity 4:** Checking for Understanding
**Description:** write sentences or short paragraphs about the people in their family and their personalities
**Materials/Prep:** (none)
IMPORTANT NOTE about discussing FAMILY: Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where there siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

Teacher Directions: Activity 1: 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 1: Life skill, Literacy - *Stand Out Basic, 2nd Ed. p. 16-17*

Completed worksheets as indicated.

Teacher Directions: Activity 3: Life Skills Technology

**Step 1: Context**

Look at the form on page 16. “This looks like a form on the Internet.”

Talk about forms that you or the learners see on a computer or on the Internet.

**Step 2: Demonstrate**

Using a laptop with a projector, demonstrate how to open the Internet.

Go to forms.themlc.org

Choose form 5a. slowly demonstrate how you move the mouse to the field, click, and then type the information

**Step 3: (optional) independent practice**

If your learning center has access to computer for student use, learners may work in pairs or individually to fill out form 5a online.

**Step 4: independent practice**

Learners work independently to complete *Emergency Contact Information* form.
1. What is the student’s name?
   A. Su Maung
   B. Su Hue
   C. Mrs. Hue
   D. Mrs. Maung

2. What grade is the student in?
   A. Sixth grade
   B. Seventh grade
   C. Eighth grade
   D. Ninth grade
## Emergency Contact Information

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>M.I.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>Apartment/Unit #</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
</table>

Primary Phone: (   )
Alternate Phone: (   )

Relationship: ____________________________