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)

Food: Week 1 of 2

Unit Overview
In this 2-week unit, learners expand their English food vocabulary and practice talking about food preferences. They will also practice asking about food prices and locations, skills that can be put to use in a home, shopping or work context. Learners will also practice scanning for information as they read food ads and menus.

Focus of Week 1
- Reading, writing, and saying food vocabulary
- Expressing food preferences
- Asking for and describing the location of foods
- Using singular and plural nouns correctly

Focus of Week 2
- Categorizing familiar foods
- Reading food ads
- Reading menus
Food Unit: Week 1, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
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</thead>
</table>
| **Life skill:** describe likes and dislikes with common foods | Make Student Copies  
- Handout: Food Words  
- Handout: Do You Like...? |
| **Literacy:** read and write simple sentences about food likes and dislikes (ex. She likes carrots. She doesn’t like eggs.) | Make Single Copies or Reference  
- ESL Volunteer Tutor Manual, 2012, p. 46, 57 |
| **Listening/speaking:** Ask and respond to the questions, “Do you like______? What is your favorite food.” | Props, Technology, or Other Resources  
- 2 “flyswatters”  
- Small soft ball or bean bag |
| **Grammar:** use subject verb agreement in third person simple present (ex. He likes, She doesn’t like.) | |
| **Transition & Critical Thinking:** survey class members about food preferences and chart and interpret the results (ex. Ten people like carrots and five people don’t. Most people like carrots.) | |

**Lesson Plan**

**Warm up for today’s Lesson**
Description: Learners work in groups to brainstorm as many food words as they know  
Materials/Prep: (none)

**Activity 1:** Life skill  
Description: introduce and practice common food vocabulary  
Materials/Prep: gather pictures of the food vocabulary, copies of Food Words handout, 2 flyswatters

**Activity 2:** Listening/speaking, Life Skills  
Description: practice expressing food preferences with a circle drill  

**Activity 3:** Grammar, literacy, Life Skills  
Description: practice writing simple sentences about food preferences  
Materials/Prep: (none)

**Activity 4:** Transitions & Critical Thinking, Life Skills, Listening & Speaking  
Description: learners survey each other about food preferences and chart the results  
Materials/Prep: copies of Do you like...? handout

**Activity 5:** Life Skills, Listening & Speaking, Grammar  
Description: practice forming 3rd person singular sentences with a “ball toss” activity  
Materials/Prep: ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46; small ball or bean bag
Teacher Directions: Warm-Up

As learners arrive, place them in groups of 2-3. Ask them to write down as many food words as they can without looking at their notebooks or dictionaries. Spelling is not important. Encourage everyone in the group to participate.

Ask each person in the group to share at least one word with the class.

Teacher Directions: Activity 1: Life Skills

-Materials: Food Words handout, gather pictures of the vocabulary on the handout (most learning centers had food photo flashcards, props, or picture dictionaries), 2 “flyswatters”

Step 1: Context
What food do you like? Where do you buy food? Do you eat meat? What do you like to drink? Do you cook? Who cooks in your house?

Step 2: Introduce vocabulary
Hold up the pictures that you gathered one by one. Say the word and ask learners to repeat several times. Do not write the word yet. Tell learners that you will give them the words later.

Go through all the pictures at least twice.

Distribute the Food Words handout.
Go through the pictures again and have learners find the word on their handout. Learners draw a picture of the food next to the word.

Step 3: Group Practice
Play “Flyswatter Game”: Write the new food words on the whiteboard or tape the words to the wall.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. Show a picture. The students compete to be the first to “swat” the correct word.

Award a point to the team that swatted first and call two new representatives up to the board.
Step 4: Pair Practice

One partner says a word on the Food Words list. The other partner points to the word they hear.

Need a Challenge?: higher level students can dictate the words to each other for spelling practice.

**Give the food pictures to the learning center coordinator for use throughout the week.**

Teacher Directions: Activity 2: Life Skills, Listening & Speaking


Step 1: Context

Write on the board: I like ________.

I don’t like ________.

Say each sentence with several example foods. Each time, use facial and vocal expression to show the meaning of the sentence.

Write on the board: Do you like ________?

Pose the question to several students, encouraging them to answer with the full sentences on the board.

Step 2: Circle Drill

Practice the phrases on the board by leading a Circle Drill, as described in the ESL Volunteer Tutor Manual, 2012, p. 57
Teacher Directions: Activity 3: Grammar, Literacy, Life Skills

-Materials: (none)

Step 1: Review formation and use of simple 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. (ex. point to your chest for “I”, point to a group of other people for “they”.)

Write a verb next to each subject:

I like
You like
He likes
She likes
It likes
We like
They like

Ask “which words have ‘s’?”
Circle “He likes, she likes, it likes.”
“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.”

We use verbs like this to talk about usually, every day, sometimes, never.

Step 2: Individual writing

Learners write 2 sentences about foods they like and 2 about foods they don’t like in their notebooks.
Step 3: Introduce simple present 3rd person negative (doesn’t)

Write on the board:

- I don’t like
- You don’t like
- He doesn’t like
- She doesn’t like
- It doesn’t like
- We don’t like
- They don’t like

Ask “Which sentences use ‘doesn’t’?” Circle those sentences.

Point out how there is no ‘s’ added to the verb like in these negative sentences.

Step 4: Pair practice

In pairs, learners share the sentences they wrote about food. Their partner rewrites the sentences using ‘he’ or ‘she’ (ex. She likes noodles. She doesn’t like beef.)

Teacher Directions: Activity 4: Life Skills, Transitions & Critical Thinking

-Materials: Do You Like...? handout

Step 1: Complete the Questions

Distribute copies of the handout.

Show learners how to complete the questions by filling in the name of a food. Learners can choose any food to complete the questions.

Step 2: Independent Practice

Model how to ask each student in the class the questions and record their answer with a tally mark.

Learners mingle asking each other the questions and recording answers on the handout with tally marks. As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.
Step 4: Create Pie Graphs
Charts and graphs may be new to some learners, depending on their prior schooling. Here’s one way to model making a pie chart:

1. Use post-it notes of two different colors (or write yes or no on each note). Count the number of “yes” answers and put as many post-its on the board. Count the number of “no” answers and put as many post-its of a different color on the board.

2. Arrange the post-its in a circle.

3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: *Did more people say “yes” or “no”?*

Step 5: Drawing Conclusions
After learners have completed the pie charts on their handout, talk about the results. Use *more, most, a few.* Write 1-2 conclusions on the board as full sentences (ex. *Most students in our class like chicken. A few people like tea.*)

Teacher Directions: Activity 5: Life Skills, Listening & Speaking, Grammar
-Materials: small soft ball or bean bag

Write on the board: My name is ____________ and I like _______________.
       His name is ____________ and he likes _______________.
       Her name is ____________ and she likes _______________.

Lead a Ball Toss activity as described in the ESL Volunteer Tutor Manual, 2012, p. 46, using the phrases on the board.
Food Words

Listen to your teacher. Say the words.

Draw a picture.

1. beef
2. pork
3. chicken
4. fish
5. eggs
6. noodles
7. rice
8. water
9. milk
10. coffee
11. tea
12. fruit
13. vegetables
14. butter
15. bread
16. ice cream
Do you like...?

Write your questions.
Ask other students.
Draw the graphs.

1. Do you like ________________?
   YES | NO

2. Do you like ________________?
   YES | NO

3. Do you like ________________?
   YES | NO
**Food Unit: Week 1, Tuesday**

<table>
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<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td><strong>Life skill:</strong> Ask about and describe food locations in a kitchen</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Literacy:</strong> Read and understand common food locations including cupboard, shelf, counter, table, refrigerator, freezer.</td>
<td>• Handout: BINGO</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Ask the question “Where is/are the ____?” and respond using prepositions of location (ex. in, on, next to.)</td>
<td>• Handout: Bring Me the Eggs</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Distinguish count and non-count nouns and use the correct form of the BE verb when asking about location (ex. Where is the milk? Where are the noodles?)</td>
<td>• Handout: Food Words (from yesterday)</td>
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</tbody>
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### Lesson Plan

#### Warm up and Review of Previous Lesson
**Description:** learners practice asking and answering the question, “What is your favorite food?”

**Materials/Prep:** copies of picture dictionaries

#### Activity 1: Life skill, Literacy
**Description:** play vocabulary bingo with food vocabulary words

**Materials/Prep:** copies of BINGO handout, pictures of food vocabulary from yesterday

#### Activity 2: Life skill, Literacy, Listening & Speaking
**Description:** practice asking “Where is the milk?” while introducing different locations in a kitchen.

**Materials/Prep:** picture of a milk jug or carton

#### Activity 3: Grammar, Listening & Speaking, Literacy
**Description:** practice asking and answering the question “Where is/are the ____?”

**Materials/Prep:** (none)

#### Activity 4: Literacy, Listening & Speaking
**Description:** practice a dialog about asking for things in a kitchen

**Materials/Prep:** copies of Bring Me the Eggs handout, ESL Volunteer Tutor Manual, 2012, Dialogue, p. 69.

#### Activity 5: Checking for Understanding
**Description:** Assess learners’ ability to ask and answer questions about location using the “Conversation Queue” activity

**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Conversation Queue, p. 44.
**Teacher Directions: Warm-Up and Review**

-Materials: a few picture dictionaries

Write on the board: *What is your favorite food.*

  I really like ________________.

As learners arrive, explain the meaning of the question on the board. Allow time for them to look through the food section of a picture dictionary to find one of their favorite foods.

Learners stand up and mingle, asking and answering the question on the board.

**Teacher Directions: Activity 1: Life Skills, Literacy**

-Materials: BINGO handout, *Food Words* handout (from yesterday), pictures of food words (ask your coordinator).

**Step 1: Context**

Learners take out the *Food Words* handout from yesterday.

Deal out the pictures.

Review the pronunciation of the words on the list.

As you say each word, have the learners hold up that picture so everyone can see.

**Step 2: Prepare BINGO cards**

Model how to fill in the squares on the bingo card with the words form the word list in *random order*.

Allow learners time to fill in their cards.

**Step 3: Play BINGO**

Play by holding up one of the food pictures and asking learners to silently find the word.
Teacher Directions: Activity 2: Life Skills, Literacy, Listening & Speaking
-Materials: picture of a milk jug or carton

Step 1: Prep.
On the whiteboard, draw a picture of a refrigerator and freezer a counter and a shelf. Make the drawing large enough so that you can place your picture of the milk carton “in” each of these locations.

Step 2: Introduce location vocabulary
Tape the picture of the milk carton in the refrigerator. “Where is the milk?” “The milk is in the refrigerator.”
Learners repeat several times.

Continue to move the milk carton, each time saying the question and answer several times...
- On the counter
- On the shelf
- In the freezer
- Next to the _____.

Step 3: Group Practice
Call on learners to answer the question as you change the location.
Repeat until everyone can answer easily.
Write the phrases on the board:
- On the counter
- On the shelf
- In the freezer
- In the refrigerator
- Next to the _____.

Step 4: Writing practice
Have learners write at least 2 full sentences about the location of the milk in their notebooks.
**Teacher Directions:**  Activity 3: Grammar, Listening & Speaking, Literacy

-Materials: (none)

**Step 1:** introduce count/non-count nouns

*NOTE:* Do NOT teach the words “count/non-count nouns”. Learners can practice distinguishing and using them without knowing the name for them.

Count and non-count nouns can be very complex and the rules governing them are not always consistent. Below is some suggested language for talking about them in very simple terms.

Write on the board:

Where is the _________?  Where are the ____________?

Look at the Food Words handout. Ask “Which words have ‘s’ at the end?” (eggs, noodles, vegetables). Circle these words

“These are things we count...1,2,3...We can talk about 1 or many. I am looking for one egg: Where is the egg? I am looking for many eggs: Where are the eggs?”

“Do we usually talk about 1 noodle?....no....some foods are always plural.”

“Now look at the other words. These are words we don’t count. They are always singular. I always say ‘Where is the rice?’”

**Step 2: Group Practice**

Hold up the food pictures as you practice asking the question about each food.

**Step 3: Writing Practice**

Tape 3 of the pictures on the board (at least one count and one non-count). Learners write questions about each food in their notebook.
Teacher Directions: **Activity 4: Literacy, Listening & Speaking**


Introduce and practice the dialogues on the handout using the dialogue procedure outlined in the ESL Volunteer Tutor Manual, 2012, p. 69.

Once learners are comfortable with the dialogue, begin varying the underlined portions.

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Teacher Directions: **Activity 5: Checking for Understanding**


Write on the board: **Where is the __________?**  **Where are the __________?**

Practice asking and answering the questions on the board by leading the *Conversation Queue* activity as described in the ESL Volunteer Tutor Manual, 2012, p. 44.
BINGO

Write the words in the squares.
Bring Me the Eggs

Abdi? Can you bring me the eggs?

Eggs?
Yes.

Where are the eggs?
In the refrigerator, next to the milk.

I found them!

Thanks.

Susan? Could you get me the bread?

Bread?
Yes.

Where is the bread?
On the counter, next to the refrigerator.

I found it!

Thanks.
Food Unit: Week 1, Wednesday

<table>
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<td><strong>Make Student Copies</strong></td>
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<tr>
<td><em>Life skill:</em> ask about and describe food locations in a kitchen</td>
<td>• Handout: The Kitchen is Busy</td>
</tr>
<tr>
<td><em>Life skill:</em> read a short story about food</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><em>Literacy:</em> ask and respond to simple written wh-questions</td>
<td>• Food Words</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> ask the question “Where is/are the ___?” and respond using prepositions of location (ex, in, on, under, next to.”)</td>
<td>• ESL Volunteer Tutor Manual, 2012, p. 113</td>
</tr>
<tr>
<td><em>Grammar:</em> distinguish count and non-count food vocabulary and use the correct form of BE verb when asking about location (ex. “Where is the milk? Where are the eggs?”)</td>
<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td></td>
<td>• (optional) whisper phones</td>
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<tr>
<td></td>
<td>• Pictures of food vocabulary (from yesterday)</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up for today’s Lesson**
*Description:* review food vocabulary and phrases by playing the whispering game

**Review of Previous Lessons**
*Description:* Review grammar objectives by sorting food words
*Materials/Prep:* write food vocabulary words on notecards in large letters

**Activity 1:** Life skill, Literacy
*Description:* read a story and practice the letter/sound correspondence of “or”
*Materials/Prep:* copies of *The Kitchen is Busy*, ESL Volunteer Tutor Manual, 2012, *Letter/Sound Drill*, p. 113

**Activity 2:** Listening/speaking, Life Skill
*Description:* role-play asking for items in a busy kitchen
*Materials/Prep:* pictures of food vocabulary (from yesterday)

**Activity 3:** Checking for Understanding
*Description:* learners write location sentences about pictures on the board.
*Materials/Prep:* (none)
Teacher Directions: **Warm-Up**  

Review food vocabulary, expressing preferences, and describing location by playing the *whispering Game*, as described in the ESL Volunteer Tutor Manual, 2012, p. 74.

Suggested phrases:
- I like coffee with milk.
- I don’t like vegetables.
- The chicken is in the refrigerator.
- The tea is on the counter (next to the noodles).

**Teacher Directions: Review of Previous Lessons**  
-Materials: copy the words from *Food Words* handout onto notecards in large letters.

**Step 1: Sorting**  
Write on the board: **Where is the ________? Where are the ________?**

Hold up one of the notecards, demonstrate how to tape it under the appropriate question. Deal out the notecards. Learners take turns coming to the board, taping the word under the question, and saying the complete question aloud.

**Teacher Directions: Activity 1: Literacy, Life Skill**  
-Materials: *The Kitchen is Busy*

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

**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 “or,” as in “for”

NOTE: in this story you will need to highlight the word “work” as an exception. You can say “Usually “or” says /or/. Sometimes it says /er/.”

Step 9: Spelling Extension

Write on the board:

- corn
- more
- fork
- pork

show how ‘fork’ and ‘pork’ rhyme and only the first letter is different.

Challenge learners to spell some new words based on rhyme:
(it is not important to spend time on the meaning of these words. They are just a means for practicing spelling strategies.)

- “Look at the word ‘corn.’ Write the word ‘born.’”
- “Look at the word ‘corn.’ Write the word ‘torn.’”
- “Look at the word ‘more.’ Write the word ‘store.’”
- “Look at the word ‘more.’ Write the word ‘chore’”
- “Look at the word ‘fork.’ Write the word ‘cork.’”
**Teacher Directions:** Activity 2: Listening & Speaking, Life Skills

**Materials:** (none)

**Step 1: Practice Dialogue**
Practice the dialogue at the end of *The Kitchen is Busy* handout. When learners are comfortable with the dialogue, begin varying the underlined portions.

**Step 2: Dialogue in Context**
Designate places in the classroom to serve as:
- A refrigerator
- A freezer
- A counter
- A table
- A shelf

If you don’t have enough surfaces, you may draw a refrigerator on the board, making it large enough to tape a picture inside. Choose 6-8 of the food pictures. Hold them up one by one and repeat the name of the food. Place it in one of the locations above and repeat the location (ex. “The chicken is in the refrigerator.”)

Model how to vary the dialogue according to the items you’ve placed. Encourage learners to physically move around the room, pantomiming taking the chicken and placing it on the counter.

Several pairs can practice at the same time.

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**Teacher Directions:** Activity 3: Checking for Understanding

**Step 1: Writing**
Learners write at least 3 “where” questions and answers in their notebook based on the pictures in the classroom.

*Ex. Where is the chicken? The chicken is in the refrigerator.*

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*Why is moving around important?*

Anyone who has studied another language knows that it is difficult to remember what you’ve learned from one day to the next. Incorporating multiple senses into language learning helps lay down additional pathways in the brain that help us remember.

So tell your students: *This isn’t just silly, it will help your brain remember!*
The Kitchen is Busy

Look at the pictures.
What do you see?
What is his job?
Where does he work?

Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork.

Rob is a prep cook. Rob helps in the kitchen. The restaurant kitchen is very busy. There are many people in the kitchen.

Tim says, “Rob, I need more rice.

Go get a bag of rice and put it on the counter.”

Rob looks at the shelf. He sees cans of green beans. He sees bags of noodles. He sees bags of rice.

He takes a bag of rice. He brings the rice to the kitchen. He puts it on the counter.

“Here is the rice,” Rob says.

“Good. Get me a plate for the pork,” Says Tim. “Put it on the counter. And bring me a fork.”
Rob gets the plate and fork. Tim makes pork with vegetables and rice.

A waiter takes the pork to the customer.

**Answer the questions.**

What is Rob’s job? ____________________________________________________________

What food does Tim cook? _____________________________

Where is the rice? _________________________

Where does Rob put the plate? ____________________________

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

__________________________________________________________________________

__________________________________________________________________________

**Practice the conversation.**

**Tim:** I need more rice. Go get some rice and put it on the counter.

**Rob:** Where is the rice?

**Tim:** On the shelf over there.

**Rob:** Here’s the rice.
## Objectives
Learners will be able to...

### Life skill: read a short story about food

### Life Skill: describe likes and dislikes with common foods

### Literacy: read and understand common food locations, including cupboard, shelf, counter, table, refrigerator, freezer.

### Listening/speaking: Ask the question “Where is/are the ___? And respond using prepositions of location (ex. in, on, under, next to.)

## Materials

### Make Student Copies
- Handout: *The Kitchen is Busy* (from yesterday)
- Handout: *I Like to Cook*
- Handout: *Where’s the Beef?*

### Make Single Copies or Reference
- *Food Words* (from Monday)

### Props, Technology, or Other Resources
- Small blank notecards (to make flashcards)
- 2 flyswatters

## Lesson Plan

### Warm up for today’s Lesson
**Description:** practice talking about food preferences by playing “3 truths and a false”
**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, *Three Truths and a False*, p. 76

### Review of Previous Lessons
**Description:** review the spelling of food vocabulary by playing “guess that word” (aka Non-violent “hangman”)
**Materials/Prep:** a few copies of *Food Words* (from Monday)

### Activity 1: Life skill, Literacy
**Description:** re-read a short story and practice high frequency sight words
**Materials/Prep:** a few copies of *The Kitchen is Busy*, small blank notecards, 2 flyswatters

### Activity 2: Literacy, Life Skills
**Description:** read a personal story about food and write a story based on the model
**Materials/Prep:** copies of *I Like to Cook* handout

### Activity 3: Literacy, Listening & Speaking
**Description:** in pairs, learners read about and dictate to a partner the location of items in a kitchen
**Materials/Prep:** copies of *Where’s the Beef?*, ESL Volunteer Tutor Manual, 2012, *Walking Dictation*, p. 59
**Teacher Directions: Warm-Up**


Practice describing food preferences by playing *Three Truths and a False* as described in the ESL Volunteer Tutor Manual, 2012, p. 76.

Learners should use sentences about foods that they like and don’t like.

**Teacher Directions: Review of Previous Lessons**

-Materials: *Food Words* (from Monday)

Use the food vocabulary from the *Food Words* handout to play “Guess that Word” (aka. Non-violent “hangman”).

Have learners take turns guessing letters. You can keep score by drawing a stick figure (minus the noose) or subtracting “money” from a set amount each time they guess an incorrect letter.
Teacher Directions: Activity 2: Life Skills, Literacy

-Materials: The Kitchen is Busy (from yesterday), 2 flyswatters

This activity will give learners extra practice with high frequency sight words. These are words that learners should eventually be able to read quickly without sounding them out. In fact, some of them cannot be sounded out because they do not follow “the rules” of English spelling. At beginning ESL level, many readers have mastered some but not all of these sight words.

Step 1: Review Story from Yesterday

Learners (re)read story silently.
Teacher reads aloud while learners follow.
Teacher asks a few very basic comprehension questions about the story.

Step 2: Identify Sight Words

Explain the purpose of the activity: “Let’s practice the words that we see many times. You will learn to read these words quickly. This will help your reading. We will not talk about the meaning of these words, just practice reading them.”

Write the sight words on the board one by one. For each word students will…
1. Underline the word in their story.
2. Spell and say the word while tracing the letters in the story (ex. “H-E, he”)
3. Spell and say the word while writing it in their notebook
4. Spell and say the word while writing it on a flashcard. (each student is creating their own deck of flashcards).

Sight words:
1. very
2. there
3. many
4. people
5. says
6. more
7. get
8. and
9. it
10. he
11. here
12. me
Step 3: Recognition Practice

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

Need a challenge?: have a learner be the caller and call out words on the board for the other two competitors.

Step 4: Flashcard Drill

Learners work with a partner to quiz them on the sight words.

Need a challenge?: have one learner dictate the words to another for spelling practice. If this is still too easy, have them dictate sentences from the story to their partner.

Learners struggling?: very low readers can spread all of the flashcards on the table in front of them. A more proficient reader calls out the word and the low reader picks up the card for that word.

Teacher Directions: Activity 2: Life Skills, Literacy

-Materials: I Like to Cook

Step 1: Read the story

Learners read the story silently.

Teacher reads and learners follow.
Talk about unfamiliar vocabulary.
Ask some basic comprehension questions: Where does Jessica buy food? What does she like to cook? Etc.

Teacher reads and learners repeat aloud.

Step 2: Answer the questions

Learners write short answers to the questions about themselves.

Step 3: Write a story.

Model how to expand the short answers from step 2 into full sentences to create a story.
Learners may use Jessica’s story as a model but be careful that they do not copy it word for word.
Teacher Directions: Activity 3: Literacy, Listening & Speaking


Step 1: Prep
Tape the six sentences marked “Post in the Hallway” somewhere outside of the classroom where learners can easily reference them.

Familiarize yourself with the instructions for Walking Dictation activity, as described in the ESL Volunteer Tutor Manual, 2012, p. 59.

Step 2: Model
With a student or volunteer, model the activity. The “Writer” will ask the questions on the Where’s the Beef? Handout and write the answers as dictated by their partner. The “walker” will reference the posted sheets in the hallway to find the answer to the question and report it to their partner.

Step 3: Walking Dictation
After completing three sentences, learners switch roles.
I Like to Cook

My name is Jessica. I like to cook for my family. In the summer I buy a lot of vegetables at the farmer’s market. I grow some things outside my house, like strawberries, blueberries, and lettuce.

I like to cook noodles with vegetables. Sometimes I cook spicy pork with rice.

My husband doesn’t cook very much. My daughter wants to help me but she is only 1 year old!

Now, write about you.

1. Who cooks in your house?

2. Where do you buy food?

3. What food do you buy?

4. What do you like to cook or eat?

5. Who helps with cooking in your house?

Now, write a story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Where’s the Beef?

Ask your partner the questions. Listen to the answers. Write the answers.

1. Where’s the beef? _____________________________________________
   _____________________________________________________________

2. Where are the noodles? _________________________________________
   _____________________________________________________________

3. Where is the butter? __________________________________________
   _____________________________________________________________
Where’s the Beef?

Ask your partner the questions. Listen to the answers. Write the answers.

4. Where are the eggs? ______________________________
   _____________________________________________

5. Where is the fish? ______________________________
   _____________________________________________

6. Where’s the coffee? _____________________________
   _____________________________________________
The coffee is on the table.
The beef is in the refrigerator.
(post in the hallway)

The noodles are on the counter.
(post in the hallway)

The fish is in the freezer.
(post in the hallway)

The butter is next to the milk.
(post in the hallway)

The eggs are on the shelf.