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)

Talking on the Phone: Week 1 of 1

Unit Overview
This is a 1-week unit in which students practice answering the phone, leaving voicemails, and writing down phone messages.

Focus of Week 1
- Reading a short story about calling in sick
- Answering the phone
- Taking a message
- Calling in an absence for self or child
“Talking on the Phone” Unit: Week 1, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Life skill:</strong> answer the phone, take a message</td>
<td>• Stand Out Basic, 2nd Ed., p.P5-P6</td>
</tr>
<tr>
<td><strong>Literacy:</strong> recognize and write telephone numbers; ask and respond to simple written wh-questions.</td>
<td>• Survival English Book 1: p. 246</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Respond to the question “Is ___ there/home?”</td>
<td>• Handout: Leaving a Message</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Understand key information in order to take a basic message (ex. name, phone number, etc.)</td>
<td>• Handout: Reading Practice Test</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> analyze miscommunications</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Grammar:</strong> Use non-referential “this” to identify self on phone (ex. “This is Jessica”)</td>
<td>• ESL Volunteer Tutor Manual, 2012, p.69-70</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>• Activity 4 teacher script</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up for today’s Lesson**

**Description:** learners reflect on their English phone skills

**Materials/Prep:** Write these questions on the board: 1. Can you say your phone number in English? 2. Who talks to you on the phone in English? 3. Is it easier or more difficult to speak English on the phone? Why?

**Activity 1:** Literacy, Listening & Speaking

**Description:** practice saying, listening for, and recording telephone numbers

**Materials/Prep:** copies of Stand Out Basic, 2nd Ed., p. P5-P6

**Activity 2:** Life Skill, Listening & Speaking, Grammar

**Description:** practice two simple phone dialogues


**Activity 3:** Life Skill, Listening & Speaking, Literacy, Transitions

**Description:** learners will listen to each other role-play leaving a message and record basic information

**Materials/Prep:** copies of Leaving a Message

**Activity 4:** Literacy

**Description:** practice test taking skills needed for the CASAS Life and Work Reading test.

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

**Activity 5:** Checking for Understanding

**Description:** as learners leave the classroom ask each person to tell you their phone number in English

**Materials/Prep:** (none)
Teacher Directions: Activity 2: Life Skills, Listening & Speaking, Grammar

*Survival English Book 1, p. 246;*

Use the instructions in the ESL Volunteer Tutor Manual, 201, *Disappearing Dialogue*, p. 69-70 to practice the dialogue from the textbook.

Teacher Directions: Activity 3: Life Skills, Listening & Speaking, Literacy, Transitions -Leaving a Message

**Step 1: Extend the dialogue**

Copy the first three lines of the dialogue on p. 246 on the board and add the following lines:

...No, he isn’t. He’s at school. Can I take a message?

Sure my name is Jessica. J-E-S-I-C-A. My phone number is ____________.

**Step 2: Guided Practice**

Practice the dialogue with the new lines several times.

**Step 3: Clarification Questions**

Handout copies of *Leaving a Message*, practice the clarification questions at the bottom of the page several times.
Step 4: Teacher Models

With a student or volunteer model answering the phone, offering to take a message, recording the information in the chart on the handout, and asking for clarification when you don’t understand.

Step 5: Independent Practice

Pairs of learners take turns coming to the front of the room and completing the dialogue on the board. The rest of the class listens carefully and records the information in the grid.

Need a challenge?: erase the dialogue from the board and ask learners to role-play in their own words. OR Instead of learners at the front of the classroom, everyone mingles around the room completing the dialogue and recording the message info.

Teacher Directions: Activity 4: Literacy -Reading Practice Test

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.
Leaving a Message

Listen to other students talk on the phone. Write the caller’s name and phone number.

<table>
<thead>
<tr>
<th>Caller’s Name</th>
<th>Caller’s Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- Can you repeat that?
- Can you say that slowly?
- Can you spell that?
- Let me repeat that phone number: __________________
Reading Test Practice

<table>
<thead>
<tr>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>To: <strong>Gabriel</strong></td>
</tr>
<tr>
<td>Date: <strong>8/14/12</strong></td>
</tr>
<tr>
<td><strong>WHILE YOU WERE OUT</strong></td>
</tr>
<tr>
<td>Callers Name: <strong>Kim Lee</strong></td>
</tr>
<tr>
<td>Phone Number: <strong>319-255-3923</strong></td>
</tr>
<tr>
<td>Please return call</td>
</tr>
<tr>
<td>Will call again</td>
</tr>
<tr>
<td><strong>Message:</strong></td>
</tr>
<tr>
<td><em>She has a question for you.</em></td>
</tr>
<tr>
<td>Taken by: <strong>Amber</strong></td>
</tr>
</tbody>
</table>

1. Why did Kim Lee call?
   A. Amber
   B. On August 14th
   C. Because she has a question
   D. While you were out

2. What information is missing?
   A. The reason for the call
   B. The phone number
   C. The date
   D. The time
**“Talking on the Phone” Unit: Week 1, Tuesday**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> answer the phone; read a short story about talking on the phone; call in an absence for self or child</td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Literacy:</strong> recognize and write phone numbers; recognize key words for leaving messages (ex. phone number, reason, absence, date)</td>
<td>• Textbook: Basic Grammar in Action, p. 15</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> respond to the question “Is _____ there/home?”, Ask and respond to simple oral wh- questions</td>
<td>• Handout: My Daughter is Sick (3 pgs.) –leave extra copies for tomorrow’s teacher</td>
</tr>
<tr>
<td><strong>Technology:</strong> leave a voicemail, check voicemail on a cell phone</td>
<td>• Handout: I Can’t Come to School Today</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Use non-referential “this” to identify self on phone (ex. “This is Jessica.”)</td>
<td>• Handout: Reading Test Practice</td>
</tr>
</tbody>
</table>

**Make Single Copies or Reference**

- Response Cards
- She is Sick –picture cards (11) –leave copies for tomorrow’s

**Props, Technology, or Other Resources**

- A cell phone (for demonstration purposes)

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**Lesson Plan**

**Warm up for today’s Lesson**

**Description:** learners mingle practicing different responses to the question “Is Jessica there?”

**Materials/Prep:** copies of Response Cards (enough for each learner to have one card), cut apart cards.

**Review of Previous Lessons**

**Description:** practice writing phone numbers in different types of forms

**Materials/Prep:** copies of Basic Grammar in Action, p. 15

**Activity 1:** Life skill, Listening & Speaking, Literacy

**Description:** make predictions, read a story, and answer comprehension questions

**Materials/Prep:** single copies of She is Sick pictures (1-11), student copies of My Daughter is Sick story (3 pgs.)

**Activity 2:** Life skills, Listening & Speaking, Technology

**Description:** practice calling in an absence for self or a child

**Materials/Prep:** copies of I Can’t Come to School Today handout

**Activity 3:** Literacy

**Description:** practice test taking skills needed for the CASAS Life and Work Reading test.

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

**Activity 4:** Technology

**Description:** discuss and explain steps for checking voicemail and setting cell phones to vibrate

**Materials/Prep:** (none)

**Activity 5:** Checking for Understanding

**Description:** learners finish this sentence in their notebook: I can’t come to school today because...
**Teacher Directions: Warm-Up/Review -Response Cards**

**Step 1: Prep**

On the board write:

Hello. Is Jessica there?

**Step 2: Teacher Models**

With a learner or volunteer (each has one of the response cards)

-Hello. Is Jessica there?

-(reads the response on the card)

-(offers an appropriate response, if possible)

After each person has played both roles, they switch cards and find a different partner.

**Step 3: Independent Practice**

Distribute response cards. Learners mingle and complete the activity as modeled.

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**Teacher Directions: Review**

- *Basic Grammar in Action, p. 15*

Complete the worksheet as indicated.

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**Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Literacy**

-She is Sick pictures (1-11) and My Daughter is Sick story

**Step 1: Context**

“Do you have children?”

“Do they go to school?”

“Do you call the school sometimes?”

“What do you do when they are sick?”
Step 2: Picture Story Elicitation
Show each picture one by one using a projector or passing the picture around the room. Ask the question prompts at the bottom to elicit as much language from the learners as possible. (If your class is quiet you might go through the whole set of pictures twice. The goal of this step is to elicit the vocabulary learners already know and get them to make predictions about the story. Do not worry if their answers do not match the story text they are about to read.

Step 3: Silent Reading
Handout copies of the story My Daughter is Sick. Allow learners 5-10 minutes to read the story silently, circling any words they don’t know.

Step 4: Teacher reads, Learners Follow

Step 5: Teacher reads, Learners Repeat

Step 6: Choral Reading

Step 7: Learners Read with a Partner

Step 8: Learners complete comprehension exercises

Teacher Directions: Activity 2: Life Skills, Listening & Speaking, Technology
-I Can’t Come to School Today

Step 1: Context
“Sometimes you can’t come to school. It is important to call the learning center. If there is no answer, leave a message.”

Step 2: Guided Practice
Practice both dialogues several times as a class and in pairs.

Step 3: Independent Practice
Write the learning center’s phone number on the board. Learners use their cell phones or a school phone to practice calling the office and leaving a message.
(if other learners are waiting to use the phone, they may begin the next activity independently)
Teacher Directions: Activity 3: 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 4: Technology

Step 1: Context
“Do you have a cell phone?”
“Do you bring it to school?”
“Does it ring during class?”
“Do you other people leave you messages?”
“Do you check your voicemail?”

Write on the board: “messages” “voicemail” “ring” “vibrate”
Introduce the meanings of these words (tell, don’t ask) in the context of cell phone use.

Step 2: Write the Instructions
As a class, write the instructions for turning a phone from “ring” to “vibrate.”
Since many learners have cell phones, they may be able to tell or demonstrate all the steps. If not, the teacher can demonstrate the steps and ask the learners to come up with the language to describe the steps.

Step 3: Read the instructions together

Step 4: Learners demonstrate the instructions
Using their own phones or the teacher’s phone, learners demonstrate the steps, saying them aloud as they do.

(repeat steps 2-4 for the process of checking voicemail messages)
<table>
<thead>
<tr>
<th>Response Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sorry. I think you have the wrong number.</strong></td>
</tr>
<tr>
<td>No, she’s not home right now.</td>
</tr>
<tr>
<td>No, she’ll be home at 4:00</td>
</tr>
<tr>
<td>She’s not here. Can I take a message?</td>
</tr>
</tbody>
</table>
Yes. Just a minute.

Yes, but she can’t answer the phone right now.

Yes, but she can’t talk right now. Can she call you back?

I don’t know. Let me see.
She is sick: picture 1

Possible Prompts:

- What’s the matter?
- How does the girl feel?
- How does the mother feel?
She is sick: picture 2

- Can the girl go to school?
- What should the mother do?

Adapted from Andrea Echelberger, MLC, 2012
• Who does she call?

Adapted from Andrea Echelberger, MLC, 2012
She is sick: picture 4

- Why does she call?
- What does she say?

Adapted from Andrea Echelberger, MLC, 2012
She is sick: picture 5

Mother’s Name

- What does she say

Adapted from Andrea Echelberger, MLC, 2012
She is sick: picture 6

Child’s Name

- What does she say

Adapted from Andrea Echelberger, MLC, 2012
She is sick: picture 7

Grade

- What does she say

Adapted from Andrea Echelberger, MLC, 2012
She is sick: picture 8

Grade

- What does she say

Adapted from Andrea Echelberger, MLC, 2012
She is sick: picture 9

Teacher

- What does she say

Adapted from Andrea Echelberger, MLC, 2012
Problem

- What does she say
She is sick: picture 11

Phone Number

- What does she say

Adapted from Andrea Echelberger, MLC, 2012
My Daughter is Sick

The little girl wakes up in the morning.

She has a headache.

She has a stomachache.

Her mom takes her temperature.

The little girl is sick.

She has a fever.

She needs to stay in bed all day.

The little girl goes to Utica Elementary School.

She is in third grade.

Today she can’t go to school.

Her mother calls the school to leave a message.

She listens, then pushes button number 1.
My name is Lora Smith. I am calling about my daughter.

The mother waits for the beep. Then she says her name. She says that she is calling about her daughter.

She speaks loudly and slowly.

Her name is Kate Smith. It is spelled K-A-T-E.

The mother says her daughter’s name. She spells her daughter’s name. She speaks loudly and slowly.

She is in third grade. Her teacher is Mrs. Lee.

Today she has a fever. She will go to school tomorrow if she feels...

The mother says her daughter’s grade. She says her daughter’s teacher.

The mother says her daughter’s problem. She says when she will come back to school.
My phone number is (651)397-2296. Thank you.

The mother says her phone number.

She says thank you, and hangs up the phone.

The school office will tell the teacher that Kate Smith is sick today.

Answer the questions about the story.

1. What is the daughter’s name? ____________________________________

2. What is the mother’s phone number? ______________________________

3. Where does Kate go to school? __________________________________

4. What is her teacher’s name? _____________________________________

5. Why will Kate stay home today? __________________________________

6. Do you think it’s good for parents to call their child’s school? _________

Why? ____________________________________________________________

Adapted from Andrea Echelberger, MLC, 2012
I Can’t Come to School Today

Call YOUR teacher.

Hello. This is _______________. I can’t come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don’t have transportation.
- I’m working today.

I will be back on ________________.

______________ will be back on ________________.

Call your CHILD’s teacher.

Hello. This is ________________. My son/daughter ________________ can’t come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn’t come.
- She missed the bus.

______________ will be back on ________________.
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] Phone 1: [651-223-5938] Phone 2: [651-223-3902]

2. Name: [Wah Say] Phone 1: [651-909-2933] Phone 2: [651-909-3924]

1. What grade is Eh Mwee in?
   A. Second grade
   B. Third grade
   C. Fourth grade
   D. Fifth grade

2. Who can you call at 651-909-2933?
   A. Eh Mwee
   B. Mrs. Jackson
   C. Wah Say
   D. Thu Bee
“Talking on the Phone” Unit: Week 1, Wednesday

<table>
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<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Life skill:</strong> take a message, leave a message, read a short story about talking on the phone</td>
<td>• Textbook: Basic Grammar in Action, p. 9</td>
</tr>
<tr>
<td><strong>Literacy:</strong> recognize and write phone numbers; recognize key words for leave messages (ex. phone number, reason, absence, date)</td>
<td>• Handout: My Daughter is Sick (3 pgs.) – see if copies were left yesterday</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Understand key information in order to take a basic message (ex. name, phone number); Listen for and record key information, ask the speaker to repeat information; ask clarification questions</td>
<td>• Textbook: Stand Out 1, 2nd Ed, p. 91</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> seek clarification in spoken communication</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td></td>
<td>• ESL Volunteer Tutor Manual, 2012, p. 74, 113, 57</td>
</tr>
<tr>
<td></td>
<td>• Teacher script: I Can’t Come to School Today</td>
</tr>
<tr>
<td></td>
<td>• She is Sick pictures prompts (1-11) – see if copies were left yesterday</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up for today’s Lesson**

*Description:* practice careful listening and pronunciation in the “Whispering Game”

*Materials/Prep:* ESL Volunteer Tutor Manual, 2012, p. 74

**Review of Previous Lessons**

*Description:* practice saying and writing telephone numbers

*Materials/Prep:* copies of Basic Grammar in Action, p. 9

**Activity 1:** Listening and Speaking, Literacy

*Description:* learners record key information from phone messages

*Materials/Prep:* 1 copy of teacher script “I can’t come to school today.”

**Activity 2:** Life skill, Literacy, Listening and Speaking

*Description:* recall details from yesterday’s story and build awareness of letter/sound relationships

*Materials/Prep:* copies of My Daughter is Sick for learners who were absent yesterday, single copies of She is Sick pictures prompts (1-11), ESL Volunteer Tutor Manual, 2012, p. 113.

**Activity 3:** Life Skill, Literacy, Listening & Speaking, Transitions

*Description:* leaving and recording messages

*Materials/Prep:* copies of Stand Out 1, 2nd Ed., p. 91

**Activity 4:** Checking for Understanding

*Description:* circle drill in which learners ask and answer the question, “What did you learn today?”

*Materials/Prep:* ESL Volunteer Tutor Manual, 2012, p. 57
**Teacher Directions:** Activity 1: Listening & Speaking, Literacy

-I can’t come to school today (teacher listening script)

**Step 1: Context**

“Sometimes you can’t come to school. Why?”
“Do you call your school? What do you say?”

**Step 2: Listening for Specific Information**

Write on the board: **Student’s Name**

“I am going to read a telephone message. Listen for the student’s name. Write the student’s name in your notebook. If you don’t know the spelling, don’t worry, just write what you think.”

Read the script for number one (repeat if necessary)
Learners check with a partner.
Teacher confirms the correct answer.

Write on the board: **class/grade**

“I’m going to read the same message again. Listen for the class or grade. Write it in your notebook.”

Read the script for number one (repeat if necessary)
Learners check with a partner.
Teacher confirms the correct answer.

Write on the board: **Reason**

“Reason means WHY you can’t come to school. I’m going to read the same message again. Listen for the reason, write it in your notebook.”

Repeat with messages 2-5

**Need a challenge?:** Instead of listening for each piece of information separately, learners listen for all three. Set a limit as to how many times you will repeat each message. Increase the speed of your reading. Read as authentically as possible and challenge learners to keep up.
Teacher Directions: Activity 2: Life skill, Literacy, Listening & Speaking

-She is Sick (picture prompts 1-11)

-My Daughter is Sick (learner copies —may have copies from yesterday)

**Step 1: Review**

(without the story in front of them) show each of the picture prompts and ask “What did you read yesterday? What do you remember about the story?”

Elicit as much language as possible.

**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: Learners Read with a Partner**

**Step 5: Letter/Sound Drill**

Refer to the ESL Volunteer Tutor Manual Letter/Sound Drill, p. 113

The target spelling/sound for this story is “er,” as in “her”

Teacher note: There are many different spellings of this sound in English. The most common spelling is ER. Do not introduce or point out additional spellings of this sound. If learners identify other spellings of the sound, acknowledge them but let them know that we’re only practicing the spelling “er” today.

**Teacher Directions: Activity 3: Life Skills, Literacy, Listening & Speaking, Transitions -Stand Out 1, 2nd Ed. P. 91**

**Step 1: Context**

“Sometimes you call. There is no answer. Do you leave a message?”

“Who do you leave messages for?”

“What information do you say?”

**Step 2: Guided Practice**

Complete p. 91 as indicated.

“I can’t come to school today”
LISTENING SCRIPT

Students record in notebooks:

- Student’s name
- Class/grade
- Reason for absence

1. (beep!) Hi This is Anna Sanchez. I’m in the level C class. I can’t come to school today because I have a meeting with my job counselor. I’ll be back in school tomorrow. If you have any questions you can call me at 651-889-3429.

2. (beep!) Good morning. My name is Min Tin. I’m sorry my son, Eric Paw, can’t come to school this morning. He has a dentist appointment. His teacher’s name is Mr. Jones. He’s in 3rd grade. He will come back to school after lunch.

3. (beep!) Hello. I’m calling about my daughter, May Yang. She has a fever this morning so she is staying at home. She’s in Mrs. Lee’s kindergarten class. If you have any questions my number is 651-330-4493.

4. (beep!) Hi, can you please tell Mr. Daniels that my son Jason Paul cannot come to school today. Jason is a senior and he is going to a college meeting today.

5. (beep!) Hello, my name is Tim Carlos. I don’t have any childcare today so I have to stay home with my children. Hopefully I will come back to school on Monday. I’m in Level A. My teacher is Andrea. Thank you. Have a good day.
“Talking on the Phone” Unit: Week 1, Thursday

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

**Life skill:** Take a message  
**Literacy:** Fill out a simple message form, including reason for the call, caller’s phone number, caller’s name and “taken by”, time of message  
**Listening/speaking:** listen for and record key information,  
**Transition & Critical Thinking:** Analyze miscommunications  
**Grammar:** Distinguish subject and object pronouns (ex. “She called.” “She wants you to call her back.”)  
**Grammar:** Use the separable transitive phrasal verbs look up and call back with an object (ex. “Look up the number/look it up” and “Call your teacher back/call back your teacher.”

**Materials**

- Make Student Copies  
  - Handout: [My Daughter Is Sick](#) - see if copies were left yesterday  
  - Handout: [While You Were Out](#)  
  - Handout: [Call Him Back](#)

- Make Single Copies or Reference  

- Props, Technology, or Other Resources  
  - Post-It notes  
  - [Stand Out 1, 2nd Ed. – CD 2, Track 11](#)  
  - CD Player  
  - See activity 2 instructions

**Lesson Plan**

**Warm up for today's Lesson**  
**Description:** respond to the question “How many times do you speak English on the phone each day?”  

**Review of Previous Lessons**  
**Description:** learners sequence details from yesterday’s story and role-play parts of the story  
**Materials/Prep:** copies of [My Daughter is Sick](#) for learners who were absent yesterday

**Activity 1: Life skill, Listening & Speaking, Literacy**  
**Description:** record phone messages on a message form  
**Materials/Prep:** [Stand Out 1, 2nd Ed. – CD 2, Track 11](#) or script for page 97. Copies of [While You Were Out](#)

**Activity 1: Grammar**  
**Description:** learners practice using object pronouns with “call back”  
**Materials/Prep:** Copies of [Call Him Back](#)

**Activity 3: Technology**  
**Description:** look for telephone numbers online  
**Materials/Prep:** see activity instructions for options, discuss available technology with your Coordinator

**Activity 4: Checking for Understanding**  
**Description:** recall each of the activities you did today. Everyone in the class rates their understanding of the activity with simple hand gestures  
**Materials/Prep:** (none)
**Teacher Directions: Review of Previous Lesson - My Daughter is Sick**

**Step 1: Review**

Ask learners to take out copies of “My Daughter is Sick” — from Tuesday and Wednesday’s lessons.

Teacher reads and learners follow.

Learners read with a partner.

**Step 2: Role-Play**

Role play the action in the story. 1 person is the mother and 1 person is the school receptionist. For added drama you can even ask 1 person to be the daughter.

Learners may read from the dialogue portions of the story or act out the situation in their own words for added challenge.

**Teacher Directions: Activity 1: Life skills, Listening & Speaking, Literacy - While You Were Out and Stand Out 1, 2nd Ed. - CD2, Track 11**

**Step 1: Context**

“At work, sometimes people write messages on special forms.”

Look at the message form as a class. Call out specific pieces of information and have everyone point to that part of the form. (ex. “Where do you write today’s date?” “Where do you write the reason.”

**Step 2: Structured Practice**

Play track 11 from CD 2 or read the teacher script. Learners will record the information in the message form. Plan to play the message more than once.

Do the first message together as a class using a projector to model how to fill out the form.

After they have recorded the information from the CD. Make sure everyone fills in the date, time, taken by, and checks the action needed (ex. return call) on each form.
Teacher Directions: Activity 2: Grammar - Call Him Back

**Step 1: Context**

Write on the board: *call back*

Discuss meaning (in the context of phone messages)

**Step 2: Guided Practice**

Read the example sentences in the box. (you may want to draw pictures or have students act out each person calling and leaving a message to illustrate the sentence).

Teacher reads the words in the chart and learners repeat.

Complete the fill-in-the-blank activity independently, in groups, or as a class depending on level.

**Step 3: Independent Practice**

Write on the board: You need to call _____ back.

Ask 2 learners to come to the front of the room. Give one a telephone prop. Ask that learner to “call” one of the other learners. He/she only needs to give their name and phone number. The learner answering the phone takes a message (writes down the name and phone number).

Ask the “caller” to sit down. Call a third learner to the front of the room. Have the message taker give the message to that person. They should say the sentence on the board, filling in he/she depending on the gender of the caller.

Repeat several times with different learners.
Teacher Directions: Activity 3: Technology

Access to computers, Internet, and printing varies by learning center. The goal of this activity is to familiarize learners with searching for organizations or businesses contact information online.

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

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

Step 1: Context and Teacher Modeling

Suggest a scenario: You want to call the library to know what times it is open.

Where do you look for the telephone number? (in a phone book, call information, look on the Internet)

Model how to open the Internet, type “library Minneapolis” (or other city depending on learning center), and click on links to find the phone number of the library near your location. As you do each step, say aloud what you are doing and why.

For example: “I type library and then I type Minneapolis because I don’t want information about libraries in other cities. I press the Enter key so the computer knows that I am finished typing. Now I see a lot of information but I don’t see a phone number. I’m going to click on the first link (the blue words are links). I still don’t see a phone number. I want more information. I’m going to click on “Library Information” etc.

If your learners have very low listening comprehension, plan to show the same example multiple times.

Step 2: Independent Practice

In pairs learners practice searching for locations that may be of interest to them. Here are some ideas:

- Libraries
- Como zoo
- A local swimming pool
- Stores they visit regularly or are near the learning center
- Government or non-profit agencies they work with
- Solicit additional ideas from learners
OPTION 2: (if you have access to a single computer with Internet in the classroom)

Complete the steps described above but do step 2 as a class, possibly inviting learners to the front of the room to lead some parts of the process.

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

Before class, do an Internet search such as “Target Store Saint Paul” that will yield a list of locations on the first page. Something like this...

Target Store Locator: State Results

70+ items — find a store Weekly Ad GiftCards registries Target Wedding...

<table>
<thead>
<tr>
<th>Store</th>
<th>Name</th>
<th>Address</th>
<th>City/State/ZIP</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria</td>
<td>Target</td>
<td>4404 Highway 28 S</td>
<td>Alexandria, MN 56301</td>
<td>(320) 763-0901</td>
</tr>
<tr>
<td>Bemidji</td>
<td>Target</td>
<td>2100 Paul Bunyan Dr NW</td>
<td>Bemidji, MN 56601</td>
<td>(218) 759-0820</td>
</tr>
</tbody>
</table>

Places for target store near St Paul, MN

Target: Clinic
www.target.com
Google+ page

Target
www.target.com
Score: 10/30 - 13 Google reviews

Target
www.target.com
3 Google reviews

More results near St Paul, MN

Target Store Locator: Store Details

Target Home Page ... St Paul Midway SuperTarget. 1300 University Ave W Saint Paul, MN ... A complete grocery store including a full-service deli and bakery.

Print copies of 2-3 search pages like this.

Distribute copies to learners, explaining how you created these papers (ie. I opened the Internet and typed the words "Target Store Saint Paul.")

Call out specific information for the learners to find.

Learners circle the information on their paper.
My Daughter is Sick

The little girl wakes up in the morning.

She has a headache.

She has a stomachache.

Her mom takes her temperature.

The little girl is sick.

She has a fever.

She needs to stay in bed all day.

The little girl goes to Utica Elementary School.

She is in third grade.

Today she can’t go to school.

Her mother calls the school to leave a message.

She listens, then pushes button number 1.
The mother waits for the beep.

Then she says her name.

She says that she is calling about her daughter.

**My name is Lora Smith. I am calling about my daughter.**

The mother says her daughter’s name.

She spells her daughter’s name.

She speaks loudly and slowly.

**Her name is Kate Smith. It is spelled K-A-T-E**

The mother says her daughter’s problem.

She says when she will come back to school.

**She is in third grade. Her teacher is Mrs. Lee.**

The mother says her daughter’s grade.

She says her daughter’s teacher.

**Today she has a fever. She will go to school tomorrow if she feels**
The mother says her phone number.
She says thank you, and hangs up the phone.
The school office will tell the teacher that Kate Smith is sick today.

Answer the questions about the story.

7. What is the daughter’s name? ____________________________________

8. What is the mother’s phone number? ______________________________

9. Where does Kate go to school? ___________________________________

10. What is her teacher’s name? ___________________________________

11. Why will Kate stay home today? ________________________________

12. Do you think it’s good for parents to call their child’s school? ________
**While You Were Out**

Listen to the CD. Write the messages on the form.

<table>
<thead>
<tr>
<th>Message</th>
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</thead>
<tbody>
<tr>
<td><strong>To:</strong></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>WHILE YOU WERE OUT</strong></td>
</tr>
<tr>
<td><strong>Callers Name:</strong></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
</tr>
<tr>
<td>Please return call</td>
</tr>
<tr>
<td>Will call again</td>
</tr>
<tr>
<td><strong>Message:</strong></td>
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<tr>
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Call Him Back

Call back is a verb with two words. When someone calls you and leaves a message you usually call back. Read the examples below with your teacher.

Anita is not home? Okay. I will call back later.

David called. He wants you to call him back.

Amy called. You need to call her back.

This is Jessica. My number is 651-793-4423. Can you call me back?

<table>
<thead>
<tr>
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<th>me</th>
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<tbody>
<tr>
<td>he</td>
<td>him</td>
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<tr>
<td>she</td>
<td>her</td>
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<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

Write the correct word in the sentences below.

1. I called you three times. Please call ______ back.
2. Mary called yesterday. She wants you to call ______ back.
3. Your mother and father called. They are worried. Call ______ back.
4. We called you but you didn’t call _____ back.
5. Mr. Johnson called. Did you call _____ back?