



Sharing the Power of Learning

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)

School: Week 1 of 1

Unit Overview

In this 1-week unit, learners will get repeated practice calling in an absence. They will also practice classroom object vocabulary and common classroom interactions.

Focus of Week 1

- **Calling in an absence.**
- Leaving and listening to **voicemail messages.**
- **Classroom object vocabulary**
- **Requesting classroom objects**
- Talking about the **location of classroom objects**

**This unit is designed to follow the "Registering for School" unit, however both units can be used independent of one another.*

School Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: call in an absence</p> <p>Listening & Speaking: call in an absence, including spelling of the first and last name, the date, the reason</p> <p>Transition & Critical Thinking: identify culturally appropriate reasons for being absent.</p> <p>Literacy: read and write common school supply vocabulary</p> <p>Grammar: Use the simple present negative to describe having or not having classroom supplies (ex. I have a notebook but I don't have a pen.)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Basic Grammar in Action</i>, p. 18-19 • Handout: I Can't Come to School Today <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 57
Lesson Plan	
<p>Warm up for today's Lesson <u>Description:</u> learners practice spelling their names and recording each other's names <u>Materials/Prep:</u> (none)</p> <p>Activity 1: Life Skill, Listening & Speaking, Transition & Critical Thinking <u>Description:</u> practice calling in an absence for self or a child <u>Materials/Prep:</u> copies of I Can't Come to School Today handout</p> <p>Activity 2: Literacy <u>Description:</u> introduce classroom object vocabulary <u>Materials/Prep:</u> copies of Basic Grammar in Action, p. 18-19</p> <p>Activity 3: Grammar, Listening & Speaking <u>Description:</u> talk about supplies they do and do not have <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Circle Drill, p. 57</p> <p>Activity 4: Literacy, Checking for Understanding <u>Description:</u> write about supplies they do and do not have <u>Materials/Prep:</u> (none)</p>	

Teacher Directions: Warm Up

-Materials: (none)

Step 1: Review target vocabulary

Write on the board: **What's your name? How do you spell it? Can you repeat that?**

Practice the questions as a class.

Have a learner ask you the questions. Model how to answer each question.

Review the alphabet. If you have an alphabet posted in your room, you can refer to that. If not, write the alphabet on the board.

Step 2: Mingle and Record

Learners walk around the room and ask at least 3 people for their name. They should record their partners' names in their notebook.

Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Transitions

-Materials: copies of **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.

Elicit other possible reasons for being absent. Talk about good and bad reasons for being absent.

Step 3: Partner Practice

Learners practice explaining their absence with a partner.

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 _____

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 _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 39 Beginning Phone Unit

Teacher Directions: Activity 2: Literacy

-Materials: copies of *Basic Grammar in Action*, p. 18-19

NOTE: Where the illustration shows a “chalkboard” and “chalk,” if your classroom uses a whiteboard and markers, have learners replace those words in the illustration.

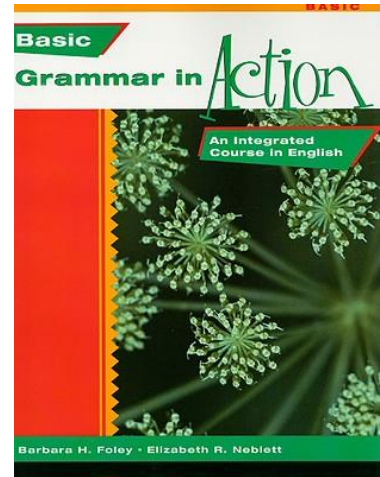
Step 1: introduce new vocabulary

Distribute copies of p. 18-19.

For each word...

1. Say the word, learners repeat.
2. Learners point to the word on their paper.
3. Learners point to the thing in the classroom (if one is present)

Complete part C as a class.



Step 2: Partner Practice

Partner A says a classroom object. Partner B points to the item in the illustration.

Teacher Directions: Activity 3: Grammar, Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

Step 1: Introduce Target Language

Write on the board: **Do you have** _____?

I have _____.

I don't have _____.

We have _____.

We don't have _____.

Demonstrate the meaning of each phrase by completing it with objects that you do or don't have in the classroom.

Elicit other possible endings from learners.

Step 2: Circle Drill

Lead a **Circle Drill** as described in the ESL Volunteer Tutor Manual, 2012, p. 57.

Teacher Directions: Activity 4: Literacy, Checking for Understanding

-Materials: (none)

Learners write 3 sentences about items they have and 3 sentences about items they don't have in their notebooks.

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 _____.

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 _____.

School Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: call in an absence</p> <p>Transition & Critical Thinking: Listen to a voicemail about an absence for specific information</p> <p>Literacy: read and write common school supply vocabulary</p> <p>Grammar: Use possessive pronouns to distinguish ownership of classroom supplies (ex. Is this <u>my</u> pencil? No it is <u>his</u> pencil.)</p> <p>Listening/speaking: ask and respond to requests for using classroom supplies (ex. Can I use your pencil?)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 18-19 (for learners absent yesterday) • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 20 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 44 • Teacher Listening Script <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Post-It notes • Teacher script for <i>Basic Grammar in Action</i>, p. 20 (back of the book)

Lesson Plan

Warm up and Review of Previous Lessons

Description: learners label classroom items with Post-It notes

Materials/Prep: Post-It notes

Activity 1: Life skill, Transition & Critical Thinking

Description: learners record key information from phone messages

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

Activity 2: Listening/speaking, Literacy

Description: learners ask each other about the supplies they have

Materials/Prep: (none)

Activity 3: Grammar, Listening & Speaking

Description: Introduce and practice possessive pronouns (*My, your, his, her*) using classroom objects

Materials/Prep: copies of ***Basic Grammar in Action*, p. 20**, + teacher script for p. 20 (back of book)

Activity 4: Grammar, Listening & Speaking

Description: Practice asking and responding to requests to use classroom supplies

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44

Activity 5: Checking for Understanding

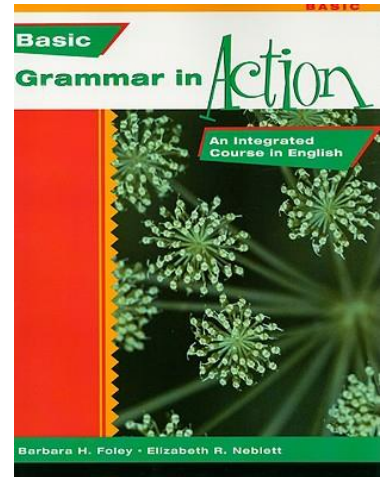
Description: learners take turns asking the teacher to use a classroom item

Materials/Prep: (none)

Teacher Directions: Warm Up and Review

-Materials: a few copies of *Basic Grammar in Action*, p. 18-19 for learners absent yesterday, Post-It notes

In small groups, learners write the names of classroom objects on Post-Its and attach them to the object. They should first work from memory and then use p. 18-19 for reference.



Teacher Directions: Activity 1: Life Skill, Transition & Critical Thinking

-one copy of **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: Literacy, Listening & Speaking

-Materials: (none)

Step 1: Review Target Language

Write on the board: **Do you have _____?**

I have _____.

I don’t have _____.

We have _____.

We don’t have _____.

Demonstrate the meaning of each phrase by completing it with objects that you do or don’t have in the classroom.

Elicit other possible endings from learners.

Step 2: Partner Practice

In pairs, learners practice asking and answering questions about the supplies they have or don’t have.

Teacher Directions: Activity 3: Grammar, Listening & Speaking

-Materials: copies of *Basic Grammar in Action*, p. 20 + listening script (back of book)

Step 1: Context

Demonstrate the meaning of “*Is this your book?*” by picking up a student’s book and asking the question of that student *and* another student.

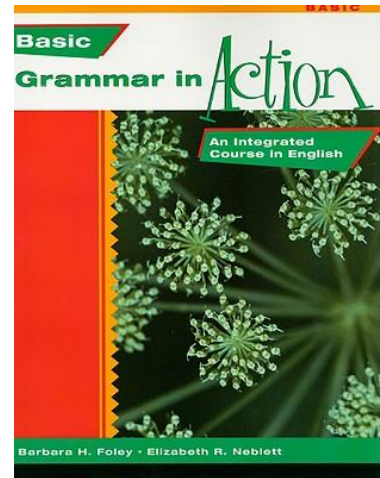
Step 2: Controlled Practice

Complete p. 20 as directed.

Step 3: Introduce possessive pronouns

Write on the board:

- my pencil**
- your pencil**
- his pencil**
- her pencil**
- our classroom**
- their classroom**



Allow learners time to copy the phrases in their notebook.

Demonstrate meaning of each phrase using learner’s pencils and indicating different classrooms in the building.

Teacher Directions: Activity 4: Grammar, Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44.

Step 1: Introduce Target Language

Write on the board: **Can I use your pencil?**

Can you give me the marker?

Sure, here you go.

Practice both phrases several times. Call on learners to substitute other items in each phrase.

Explain that the first phrase is usually used to ask for something that belongs to one person (a pen, eraser, pencil sharpener)

The second phrase is usually used to ask for something that belongs to the classroom (markers, scissors, stapler, picture dictionary)

Step 2: Conversation Queue

Place several classroom items on a small table at the front of the room. Review the names of each of the items.

Lead the **Conversation Queue** activity as described in the ESL Volunteer Tutor Manual, 2012, p. 44.

As learner A asks for an item, learner B will find it on the table and hand it to learner B.

Teacher Directions: Activity 5: Checking for Understanding

-Materials: (none)

Learners take turns asking the teacher to use a classroom item.

TEACHER 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 2. My teacher is Andrea. Thank you. Have a good day.

School Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: call in an absence</p> <p>Literacy: read and write common school supply vocabulary</p> <p>Grammar: Use possessive pronouns to distinguish ownership of classroom supplies (ex. Is this <u>my</u> pencil? No it is <u>his</u> pencil.)</p> <p>Listening/speaking: ask and respond to requests for using classroom supplies (ex. Can I use your pencil?)</p> <p>Grammar: Use 'there is/there are' to describe items in a classroom</p> <p>Life Skill: Read a short story and write an LEA story about a classroom</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 21-22, 24, 29 • Handout: I Can't Come to School <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Several small classroom objects (pens, pencils, eraser, notebook, paper, marker, whiteboard eraser) • A cell phone or office phone • A bag or box

Lesson Plan

Warm up and Review of Previous Lessons

Description: recall classroom object vocabulary by playing "What's Missing?"

Materials/Prep: several small classroom objects (pens, pencils, eraser, notebook, paper, marker, eraser)

Activity 1: Life skill

Description: practice calling in an absence by leaving a message on the learning center phone

Materials/Prep: a cell phone or office phone, extra copies of **I Can't Come to School**

Activity 2: Grammar, Literacy

Description: review singular and plural nouns, introduce 'there is/there are'

Materials/Prep: copies of **Basic Grammar in Action, p. 21-22, 24**

Activity 3: Listening & Speaking, Grammar

Description: practice asking to use items and determining ownership

Materials/Prep: a bag or box to fit several classroom items

Activity 4: Grammar, Literacy, Life Skill

Description: read a short story about an ESL classroom, write a story about your ESL classroom

Materials/Prep: copies of **Basic Grammar in Action, p. 29**

Activity 4: Checking for Understanding

Description: learners answer comprehension questions about their classroom story

Materials/Prep: (none)

Teacher Directions: Warm Up and Review

-Materials: several small classroom objects (pens, pencils, eraser, notebook, paper, marker, eraser, etc.)

Step 1: Prep

Arrange the items on a table or projector so that everyone in the class can see them.

Review the name of each item.

Step 2: What's Missing?

Learners close their eyes.

Teacher removes one item and hides it.

Learners open their eyes and quietly write the item that is missing in their notebooks.

Teacher reveals the missing item and places it back on the table.

Repeat at least 5 times.

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

-Materials: copies of **I Can't Come to School Today** (from Monday)

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)

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 _____

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.

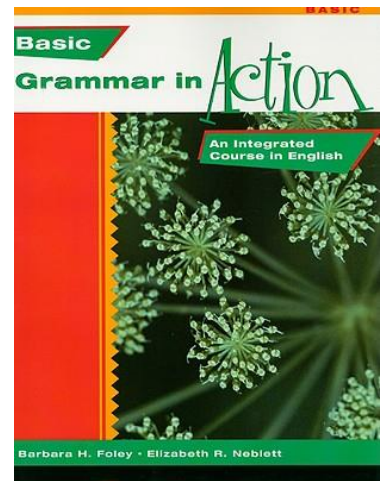
_____ will be back on _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 19 Beginning Phone Unit

Teacher Directions: Activity 2: Grammar Literacy

-Materials: copies of *Basic Grammar in Action*, p. 21-22, 24

Complete worksheets as directed.



Teacher Directions: Activity 3: Listening & Speaking, Grammar

-Materials: a bag or box to fit several classroom items

Step 1: Review target language

Write on the board: **Can I use your _____?**

Is this your _____?

Practice the phrases several times, substituting different classroom objects.

Step 2: Model Activity

Approach a student and ask *Can I use your _____?* If they give you permission, put the object in your box or bag. Repeat with at least 2 more students.

When you've collected a few objects, pull out one item and begin asking everyone in the class, *Is this your _____?* Until you find the object's owner.

Step 3: Learners lead

Hand the box over to a student and have them repeat the process of collecting items and looking for their owner.

Teacher Directions: Activity 4: Grammar, Literacy, Life Skills

-Materials: copies of *Basic Grammar in Action*, p. 29

Step 1: Context

Distribute copies of p. 29. Look at the picture. Ask: *What do you see? How many students? Who do you think is the teacher? Where are the students from?*

Step 2: Reading

Learners read the story quietly.
Teacher reads and learners follow.
Teacher reads and learners repeat each line.

Ask simple comprehension questions: *What is the teacher's name? How many languages do they speak? What do they have? What do they want?*

Step 3: Write a class story

Use the story template on p. 29 on a projector to write the class story together.
Allow learners time to copy the story.

Step 4: Read class story

Teacher reads and learners follow.
Teacher reads and learners repeat each line.

Learners read in pairs.

Step 5: Peer Dictation

Learner A chooses one sentence from a story and reads it aloud. Learner B covers their story and writes the sentence dictated by their partner.
Learners check their own work by uncovering the story text and comparing it with what they wrote.

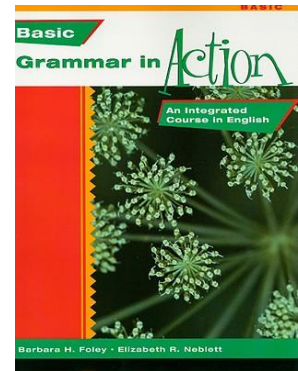
Teacher Directions: Activity 5: Checking for Understanding

-Materials: (none)

Write 3 simple comprehension question about the class story on the board. For example, *How many students are in our class? What is in our classroom?, etc.*

Learners copy the questions in their notebooks and write answers.

Need a challenge?: encourage higher level learners to write answers in full sentences. Learners could also write their own comprehension questions for a partner.



School Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: call in an absence</p> <p>Technology: replay, save, and delete voicemails</p> <p>Literacy: read and write answers to location questions about school supplies (ex. Where are the pencils?)</p> <p>Listening/speaking: ask for and respond to location questions about school supplies.</p> <p>Grammar: Use 'there is/there are' to describe items in a classroom</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 26-28 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 56 • Voicemail Teacher Script • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 18-19 • <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • 2 flyswatters • CD player and CD or listening script for p. 26-28

Lesson Plan

Warm up and Review of Previous Lessons

Description: play "flyswatter" game with classroom object vocabulary

Materials/Prep: 2 flyswatters, 1 copy of ***Basic Grammar in Action*, p. 18-19**

Activity 1: Life skill, Technology

Description: introduce and practice how to replay, save, and delete voicemail messages

Materials/Prep: one copy of **Voicemail Teacher Script**

Activity 2: Grammar, Listening & Speaking

Description: review 'there is/there are' and practice asking about location

Materials/Prep: copies of ***Basic Grammar in Action*, p. 26-28**, *accompanying listening CD or teacher script from the back of the book.*

Activity 3: Literacy, Listening & Speaking

Description: Practice asking and writing about the location of items in the classroom

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Substitution Drill**, p. 56

Activity 4: Checking for Understanding

Description: Learners evaluate their own abilities on this week's objectives

Materials/Prep: (none)

Teacher Directions: Warm Up and Review

-Materials: 2 flyswatters

Step 1: Prep

Write classroom object vocabulary all over the white board (see *Basic Grammar in Action* p. 18-19).

Step 2: Play the game

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.

Teacher Directions: Activity 1: Life Skills, Technology

-Materials: one copy of **Voicemail Teacher 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.

Step 3: Context

“Do you have a cell phone?”

“Do you other people leave you messages?”

“Do you check your voicemail?”

Write on the board: **replay, save, delete**

Define these words in simple terms using only the context of phone use.

Step 2: Write the Instructions

As a class, write the instructions checking, saving, and deleting messages.

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

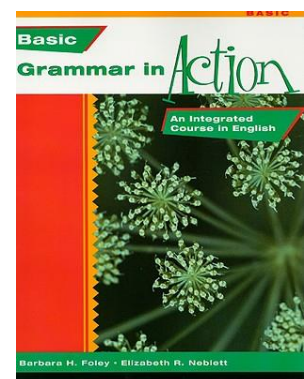
Step 4: Learners demonstrate the instructions

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

Teacher Directions: Activity 2: Grammar, Listening & Speaking

-Materials: copies of *Basic Grammar in Action, p. 26-28*,
accompanying listening CD or teacher script from the back of the book.

Complete worksheets as directed.



Teacher Directions: Activity 3: Literacy, Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2012, **Substitution Drill**, p. 56

Step 1: Prep

Write on the board: **Where is the whiteboard?**

Step 2: Substitution Drill

Lead a **substitution drill** (as described in the ESL Volunteer Tutor Manual, 2012, p. 56) using singular classroom objects.

Write on the board: **Where are the markers?**

Repeat substitution drill using plural classroom objects.

Step 3: Introduce target language

Write on the board: **right here**

Over there

Use gesture to demonstrate meaning of these phrases. Practice several times as a class.

Step 4: Pair practice

With a partner, learners ask and answer questions about classroom objects.

Teacher Directions: Activity 4: Checking for Understanding

Write on the board:

1. **Things in the classroom**
2. **Call when you can't come**
3. **I have/I don't have**
4. **Can I use your pencil?**

"This is what we studied this week. Can you do this?"

For each item, read it aloud, give an example of the skill, ask everyone to show if they can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.