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

<table>
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<th>Objectives</th>
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<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
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<tr>
<td><strong>Life skill:</strong> call in an absence</td>
<td>• Textbook: <em>Basic Grammar in Action</em>, p. 18-19</td>
</tr>
<tr>
<td><strong>Listening &amp; Speaking:</strong> call in an absence, including spelling of the first and last name, the date, the reason</td>
<td>• Handout: <em>I Can’t Come to School Today</em></td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> identify culturally appropriate reasons for being absent.</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and write common school supply vocabulary</td>
<td>• <em>ESL Volunteer Tutor Manual</em>, 2012, p. 57</td>
</tr>
<tr>
<td><strong>Grammar:</strong> 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.)</td>
<td><strong>Lesson Plan</strong></td>
</tr>
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</table>

**Warm up for today’s Lesson**

description: learners practice spelling their names and recording each other’s names

**Materials/Prep:** (none)

**Activity 1:** Life Skill, Listening & Speaking, Transition & Critical Thinking

description: practice calling in an absence for self or a child

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

**Activity 2:** Literacy

description: introduce classroom object vocabulary

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

**Activity 3:** Grammar, Listening & Speaking

description: talk about supplies they do and do not have

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

**Activity 4:** Literacy, Checking for Understanding

description: write about supplies they do and do not have

**Materials/Prep:** (none)
**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.

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**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.
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.

Teacher Directions: Activity 3: Grammar, Listening & Speaking

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.
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

<table>
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<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td>Life skill: call in an absence</td>
<td><em>Textbook: Basic Grammar in Action, p. 18-19 (for learners absent yesterday)</em></td>
</tr>
<tr>
<td>Transition &amp; Critical Thinking: Listen to a voicemail about an absence for specific information</td>
<td><em>Textbook: Basic Grammar in Action, p. 20</em></td>
</tr>
<tr>
<td>Literacy: read and write common school supply vocabulary</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td>Grammar: Use possessive pronouns to distinguish ownership of classroom supplies (ex. Is this <em>my</em> pencil? No it is <em>his</em> pencil.)</td>
<td><em>ESL Volunteer Tutor Manual, 2012, p. 44</em></td>
</tr>
<tr>
<td>Listening/speaking: ask and respond to requests for using classroom supplies (ex. Can I use your pencil?)</td>
<td><em>Teacher Listening Script</em></td>
</tr>
</tbody>
</table>

**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


**Activity 4:** Grammar, Listening & Speaking

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


**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

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

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<tr>
<td><strong>Literacy:</strong> read and write common school supply vocabulary</td>
<td>- Textbook: <em>Basic Grammar in Action</em>, p. 21-22, 24, 29</td>
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<td><strong>Grammar:</strong> Use possessive pronouns to distinguish ownership of classroom supplies (ex. Is this <em>my</em> pencil? No it is <em>his</em> pencil.)</td>
<td>- Handout: <em>I Can’t Come to School</em></td>
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<tr>
<td><strong>Listening/speaking:</strong> ask and respond to requests for using classroom supplies (ex. Can I use your pencil?)</td>
<td><strong>Props, Technology, or Other Resources</strong></td>
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<tr>
<td><strong>Grammar:</strong> Use ‘there is/there are’ to describe items in a classroom</td>
<td>- Several small classroom objects (pens, pencils, eraser, notebook, paper, marker, whiteboard eraser)</td>
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<tr>
<td><strong>Life Skill:</strong> Read a short story and write an LEA story about a classroom</td>
<td>- A cell phone or office phone</td>
</tr>
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**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)
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: 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 Learners will be able to...

- **Life skill:** call in an absence
- **Technology:** replay, save, and delete voicemails
- **Literacy:** read and write answers to location questions about school supplies (ex. Where are the pencils?)
- **Listening/speaking:** ask for and respond to location questions about school supplies.
- **Grammar:** Use ‘there is/there are’ to describe items in a classroom

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<tr>
<td>- ESL Volunteer Tutor Manual, 2012, p. 56</td>
</tr>
<tr>
<td>- Voicemail Teacher Script</td>
</tr>
<tr>
<td>- Textbook: <em>Basic Grammar in Action</em>, p. 18-19</td>
</tr>
<tr>
<td>Props, Technology, or Other Resources</td>
</tr>
<tr>
<td>- 2 flyswatters</td>
</tr>
<tr>
<td>- CD player and CD or listening script for p. 26-28</td>
</tr>
</tbody>
</table>

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
Complete worksheets as directed.
**Teacher Directions: Activity 3: Literacy, Listening & Speaking**


**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.

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**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 (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.