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)

Signs in Our Lives: Week 1 of 1

Unit Overview
This is a 1 week unit in which learners will study the meanings of building and street signs that may be part of their daily lives. They will also practice navigating buildings by reading directories, asking for directions, and following directions.

Focus of Week 1
- Interpret common signs
- Directional signs
- asking and giving simple directions in a building
Signs in Our Lives Unit: Week 1, Monday

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<td><strong>Objectives</strong> Learners will be able to...</td>
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<tr>
<td><strong>Life skill:</strong> recognize and interpret common signs</td>
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<td><strong>Literacy:</strong> read and understand common phrases on signs, including be careful, do not enter, safety equipment, etc.</td>
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<td><strong>Listening/speaking:</strong> Ask and respond to directional questions, ex. Which way is the _____?</td>
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<td><strong>Transition &amp; Effective Communication:</strong> Use authentic clarification strategies to understand and accurately respond to directional commands within a school building</td>
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<tr>
<td><strong>Technology:</strong> use an Internet image search as a strategy for understanding new vocabulary</td>
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<td><strong>Materials</strong></td>
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<tr>
<td><strong>Make Student Copies</strong></td>
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<tr>
<td>• Handout: Signs we see (3 pgs.) –save for tomorrow</td>
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<td><strong>Make Single Copies or Reference</strong></td>
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<td>• ESL Volunteer Tutor Manual, 2012, p. 56</td>
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<tr>
<td>• Full-sheet sign cards (cut on the dotted line to separate the description from the image) –save for tomorrow</td>
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<tr>
<td><strong>Props, Technology, or Other Resources</strong></td>
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<td>• Post-it notes &amp; Tape</td>
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<td>• Computer and projector (optional)</td>
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<td>• 2 flyswatters</td>
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**Lesson Plan**

**Warm up for today’s Lesson**
**Description:** learners use post-it notes to show what they already know about sign vocabulary
**Materials/Prep:** print the **full-sheet sign cards**, cut on the dotted line. Hang the signs (without the descriptions) on the wall. Each learner puts a **post-it note** on the signs he or she thinks they understand already.

**Activity 1:** Life skills, Literacy
**Description:** each sign is discussed and learners write descriptions under a picture of each sign
**Materials/Prep:** copies of **Signs We See** (3 pages), computer and projector (optional)

**Activity 2:** Listening/speaking, Literacy, Life Skill
**Description:** play flyswatter by posting the sign images and calling out the descriptions
**Materials/Prep:** **full-sheet sign cards** (same as above), tape, 2 flyswatters

**Activity 3:** Listening & Speaking, Transitions
**Description:** introduce and practice directional words with “Which way is _____?” and “Where is ____?”
**Materials/Prep:** (none)

**Activity 4:** Literacy, Life Skill
**Description:** practice reading skills needed for the CASAS Life and Work Reading Test
**Materials/Prep:** copies of **Reading Test Practice**

**Activity 4:** Checking for Understanding
**Description:** each learner shares one sign they learned about today
Teacher Directions: Activity 1: Life Skills, Literacy

Step 1: Context
“Signs are everywhere. Where do you see signs? What do they say? What happens if you don’t understand a sign? Why do people make signs?”

Step 2: Introduce Vocabulary
Discuss each of the pictures on the Signs We See handout by following these steps:

1. Show the large copy of the sign on the overhead
2. Ask “Where do you see this sign?”
3. Ask “What pictures do you see?” or “What words do you know?”
4. Put the corresponding sign description (the part printed below the dotted line) on the overhead.
5. Learners copy the description on their handout
6. Give an example of a situation in which someone might see this sign and how they would react to the sign (ex. A man is about to go out the door, he sees the Emergency Exit sign, he stops and goes to a different door). Act out or draw the scenario if you can.

Step 3: Review Vocabulary
Deal out the full-page signs to the learners
Read one of the descriptions. The learner with the matching sign stands up and shows the sign to everyone.

Step 4: Partner Practice
In partners, one learner reads the description written on their paper. The other learner points to the corresponding picture on his or her paper

Teacher Directions: Activity 2: Listening & Speaking, Literacy, Life Skill

Tape all the sign pictures (or as many as you can fit) to the wall or white board.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. The teacher reads a description of the sign. The students compete to be the first to “swat” the corresponding sign.
**Teacher Directions:** Activity 3: Listening & Speaking, Transitions

**Step 1: Context**
Tell and draw or act out a story about a time when you needed directions within a building (ex. I went to Target. My daughter needed the bathroom. We looked and looked but we didn’t find it. I asked a worker “Where is the bathroom?” He said, “Turn left on aisle 6. Go straight ahead.”)

**Step 2: Introduce vocabulary**
- Write on the board: **Where is the __________?**
- See instructions for *Substitutions Drill*, ESL Volunteer Tutor Manual, 2012, p. 56
- Use the substitution drill to practice the question with a variety of different locations within the learning center building (restroom, classroom, office, exit, etc.)

- Write on the board: **Which way is the __________?**
- Repeat the substitution drill with this question

- Write on the board:
  - Take a right
  - Take a left
  - Go upstairs
  - Go downstairs
  - Take the elevator to the _____ floor
  - Go down the hall
  - Go through the lobby
  - Go through doors

  Say and repeat each phrase several time, adding a gesture to each to help convey the meaning.

**Step 3: Practice Vocabulary**
say the phrase and learners show the gesture to demonstrate comprehension

Give the gesture and learners say the phrase to demonstrate production of the language.

**Step 4: Applied Practice**
Practice giving directions to various locations in the building. It may help to leave the classroom and walk around the building to see the directions in action.
**Teacher Directions**: *Activity 4: Life Skills, 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.
Signs We See

- Pedestrian crossing
- Entrance sign
- Bus stop
- Exit sign
- Entrance sign
- Emergency exit sign
school crossing
bus stop
go in on the right
enter on the left
go out here
go out here
use this door only in emergencies
stairs to the right
stairs to the left
elevator
IN CASE OF EMERGENCY
Call 911

call 9-1-1 for help
do n’t go in here
you need safety equipment
restrooms/
bathrooms
be careful
walking here
no right turn
no left turn
no smoking
this is broken
Reading Test Practice

1. Where are the girl’s clothes?
   A. upstairs
   B. downstairs
   C. to the left
   D. to the right

2. Which way to the school supplies?
   A. upstairs
   B. downstairs
   C. to the right
   D. to the left

Adapted from Andrea Echelberger, MLC, 2012
# Signs in Our Lives Unit: Week 1, Tuesday

## Objectives

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

- **Life skill:** recognize and interpret common signs
- **Literacy:** interpret directional signs including the words up, down, right, left, upstairs, downstairs
- **Literacy:** read and understand common phrases on signs, including be careful, do not enter, etc.
- **Listening/speaking:** ask and respond to directional questions (ex. Which way is the ___?")
- **Listening/speaking:** Ask and respond to basic questions about signs (ex. What does this sign mean?)
- **Transition & Effective Communication:** use authentic clarification strategies to understand and accurately respond to direction commands within a school building

## Materials

**Make Student Copies**
- Handout: Reading Test Practice

**Make Single Copies or Reference**
- Full-sheet sign cards and descriptions from yesterday
- Sample directional signs and directory signs

**Props, Technology, or Other Resources**
- Large poster paper and markers (optional)

## Lesson Plan

**Warm up for today’s Lesson**

**Description:** learners mingle to match signs with their written descriptions  
**Materials/Prep:** one set of full-sheet sign cards and descriptions from yesterday

**Review of Previous Lessons**

**Description:** learners physically sort sign cards by different categories  
**Materials/Prep:** same sign cards as above

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

**Description:** tour the school building and record signs and their meaning  
**Materials/Prep:** (none)

**Activity 2:** Life Skill, Literacy

**Description:** learners create a directional signs and floor directories to key locations in the school building  
**Materials/Prep:** (none)

**Activity 3:** Life Skill, Literacy

**Description:** practice reading skills needed for the CASAS Life and Work Reading Test  
**Materials/Prep:** copies of Reading Test Practice

**Activity 4:** Checking for Understanding

**Description:** learners answer questions about the signs they created  
**Materials/Prep:** (none)
**Teacher Directions: Warm Up**

Deal out large sign pictures to half of the class, (each person may have more than one), deal out the sign descriptions to the other half of the class.

Learners stand up and mingle, matching signs with descriptions. When they find a match, they present it to the teacher, who asks them to read the description aloud.

Review any signs that are particularly difficult.

**Need a challenge?:** learners cannot show their paper to anyone. They must find the match only by describing or reading their paper.

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**Teacher Directions: Review**

Deal out only the sign images. As you call out each category. Learners with a sign matching that category come and stand at the front of the room facing the class and showing their sign.

"Show me the signs that__________.
  You see outside
  You see in a building
  You see at work
  Driver’s see
  About emergencies
  Mean NO, don’t do it."
Teacher Directions: Activity 1: Life Skills, Literacy, Listening & Speaking

Step 1: Teacher Models

Using a projector, model making 3 columns in a notebook. In the first column you draw a picture of a sign you see in the school. In the second column you write where you see the sign (ex. by the door, by the restroom, upstairs, outside, etc.). Tell students that they will write in the third column later.

Step 2: Group Practice

As a class, walk around the building with notebooks and find one sign that you can record together. Continue recording signs and locations as a group until you feel everyone understands the directions. Then you can allow them to branch off independently to look for signs.

Step 3: Class Discussion

Back in the classroom, learners share the signs they saw. As a class, write a simple definition for each sign in the third column (use sign descriptions from warm-up as a guide).

Teacher Directions: Activity 2: Life Skills, Literacy

Step 1: Context

Show the sample directional sign. Point to the arrows and ask “which way?”. Ask simple comprehension questions about the information on the sign: “Which way is the ____?”

Step 2: Teacher Models & Group Practice

Hang a large piece of paper on the door or next to the door. Ask “Which way is the restroom?” Write restroom with an appropriate arrow on the piece of paper. Elicit other locations and directions in your building and add them to the sign. Invite learners to add items to the sign.

When you have at least 4 locations on the sign, learners ask each other “Where is the _____?” and “Which way is the _____?”
Step 3: Independent Practice

Learners work in pairs. Give each pair a blank sheet of paper and a marker. Assign each pair a different location in the building or hallway to post their sign (this way group will need to think about the arrows for their specific location).

Each pair should try to write at least 4 locations and arrows on their paper.

As groups finish, they can tour the signs of others and practice asking and answering “Where is the ___?” And “Which way is the ___?”

Step 4: Extension Activity

If your learning center has at least 2 floors, create a building directory as a class that lists what classes or services are on each floor of the building.

Teacher Directions: Activity 3: Life Skills, 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.
SAMPLE Directional Sign

To Yuen Building

SCOPE

Shek Kip Mei Exit

Toilet

Lift

16
<table>
<thead>
<tr>
<th>Service</th>
<th>Floor</th>
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<tbody>
<tr>
<td>Pharmacy</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
</tr>
<tr>
<td>Clinic</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; floor</td>
</tr>
<tr>
<td>Store</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; floor</td>
</tr>
<tr>
<td>Childcare</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
</tr>
<tr>
<td>Lab</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; floor</td>
</tr>
</tbody>
</table>
1. What does this sign mean?

A. Go this way to the emergency room.
B. This is the only door
C. Only use this door in emergencies
D. This is the entrance

2. Where is the rental office?

A. upstairs
B. downstairs
C. to the right
D. to the left
Signs in Our Lives Unit: Week 1, Wednesday

**Objectives** Learners will be able to...
- **Life skill:** Ask for and give directions within a building
- **Life Skill:** Recognize and interpret common signs
- **Literacy:** recognize common directional phrases such as go down the hall, take a right, etc.
- **Listening/speaking:** Give and respond to directional commands (ex. Go down the hall, take a right, etc.)
- **Transition & Critical Effective Communication:** Use authentic clarification strategies to understand and accurately respond to direction commands within a school building
- **Grammar:** Use simple commands to give and respond to directions in a school building (ex. Go down the hall.)

**Materials**
- Make Student Copies
  - Handout: Signs We See (from Monday)
  - Handout: Reading Test Practice
- Make Single Copies or Reference
  - Full-sheet sign cards and descriptions (from Monday)

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**Lesson Plan**

**Warm up for today’s Lesson**
**Description:** learners mingle to match signs with their written descriptions
**Materials/Prep:** one set of full-sheet sign cards and descriptions from yesterday

**Review of Previous Lessons**
**Description:** learners quiz each other on signs by pointing to a picture and asking “What does this sign mean?”
**Materials/Prep:** additional copies of Signs We See (from Monday)

**Activity 1: Life skill, Literacy, Listening & Speaking, Transitions, Grammar**
**Description:** Introduce and practice phrases for giving directions using Total Physical Response (TPR)
**Materials/Prep:** (none)

**Activity 2: Life skill, Literacy, Listening & Speaking, Transitions, Grammar**
**Description:** practice phrases for giving directions by touring key locations in the school building
**Materials/Prep:** (none)

**Activity 3: Life skill, Literacy, Listening & Speaking, Transitions, Grammar**
**Description:** role-play asking for and giving directions within the school building
**Materials/Prep:** (none)

**Activity 4: Literacy, Life Skill**
**Description:** Practice reading skills needed for the CASAS Life and Work Reading Test
**Materials/Prep:** copies of Reading Test Practice

**Activity 5: Checking for Understanding**
**Description:** as each student leaves the room ask them for directions to a place in the building (restroom, etc.)
**Materials/Prep:** (none)
Teacher Directions: Warm Up

Deal out large sign pictures to half of the class, (each person may have more than one), deal out the sign descriptions to the other half of the class.

Learners stand up and mingle, matching signs with descriptions. When they find a match, they present it to the teacher, who asks them to read the description aloud.

Review any signs that are particularly difficult.

Need a challenge?: learners cannot show their paper to anyone. They must find the match only by describing or reading their paper.

Teacher Directions: Activity 2: Listening & Speaking

Step 1: Context
Tell and draw or act out a story about a time when you needed directions within a building (ex. I went to Target. My daughter needed the bathroom. We looked and looked but we didn’t find it. I asked a worker “Where is the bathroom?” He said, “Turn left on aisle 6. Go straight ahead.”)

Step 2: Introduce vocabulary
Write on the board: Where is the ____________?

See instructions for Substitutions Drill, ESL Volunteer Tutor Manual, 2012, p. 56
Use the substitution drill to practice the question with a variety of different locations within the learning center building (restroom, classroom, office, exit, etc.)

Write on the board: Which way is the ____________?
Repeat the substitution drill with this question

Write on the board:
- Take a right
- Take a left
- Go upstairs
- Go downstairs
- Take the elevator to the _____ floor
- Go down the hall
- Go through the lobby
- Go through doors
- Go through doors

Say and repeat each phrase several time, adding a gesture to each to help convey the meaning.
Step 3: Practice Vocabulary

say the phrase and learners show the gesture to demonstrate comprehension

Give the gesture and learners say the phrase to demonstrate production of the language.

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

Walk around the building as a class. Locate the office, restrooms, emergency exits, different classrooms, and other key locations or services in the building.

Periodically stop and review the locations you’ve already toured by asking learners to give you directions to that location.

Back in the classroom, model giving directions with multiple steps (ex. go down the hall, take a right, and go through the doors.)

Assign learners to write directions to different locations. You can give everyone the same location or give some students locations with easier (one or two steps) directions and give other students locations with more complex directions.

Practice giving directions orally with a partner.

If possible, provide authentic practice by enlisting the help of others in your building. Have learners practice asking someone they don’t know (a front desk worker, librarian, security guard, or custodian) for directions to a location in the building. Although potentially nerve-wracking, positive interactions like this can dramatically increase a learner’s confidence.
Teacher Directions: Activity 4: Life Skills, 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.
Shoreview Family Clinic
1600 Market Street

1. What does this sign mean?
   A. Stop on the left
   B. Go out on the right
   C. Go in on the right
   D. Exit on the right

2. What is the name of the family clinic?
   A. entrance
   B. Market Street
   C. Shoreview
   D. Shallow
## Signs in Our Lives Unit: Week 1, Thursday

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<tr>
<td><strong>Life skill: recognize and interpret common signs</strong></td>
<td>- Textbook: <em>Stand Out 1, 2nd Ed.</em>, p. 112</td>
</tr>
<tr>
<td><strong>Life skill: ask for and give directions within a building</strong></td>
<td>- Handout: <em>Reading Test Practice</em></td>
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<tr>
<td><strong>Literacy: recognize common directional phrases such as Go down the hall, take a right, etc.</strong></td>
<td>- Handout: BINGO</td>
</tr>
<tr>
<td><strong>Listening/speaking: Give and respond to directional commands, (ex. Go down the hall, take a right.)</strong></td>
<td><strong>Make Single Copies or Reference</strong></td>
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<td><strong>Transition &amp; Effective Communication: Use authentic clarification strategies to understand and accurately respond to direction commands within a school building</strong></td>
<td>- ESL Volunteer Tutor Manual, 2012, p. 44</td>
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<tr>
<td><strong>Grammar: use simple commands to give and respond to directions</strong></td>
<td>- Sign card descriptions (from Monday)</td>
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<td><strong>Props, Technology, or Other Resources</strong></td>
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<td></td>
<td>- CD 2, Track 22 or script for <em>Stand Out 1, 2nd Ed.</em>, p. 112</td>
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<td>- BINGO chips or makers</td>
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<td>- BINGO prizes (optional)</td>
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### Lesson Plan

**Warm up for today's Lesson**

**Description:** learners practice asking for and giving directions in the building with *Conversation Queue* activity

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

**Review of Previous Lessons**

**Description:** play BINGO with signs they have learned this week.

**Materials/Prep:** copies of blank BINGO cards, chips or tokens to mark spaces, prizes (optional)

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

**Description:** Learners listen for specific information in recorded conversations about directions

**Materials/Prep:** copies of *Stand Out 1, 2nd Ed. p. 112*, CD 2, track 22 or script for p. 112

**Activity 2:** Life skill, Literacy, Grammar, Transitions, Listening & Speaking

**Description:** learners write and practice giving directions within the school building

**Materials/Prep:** (none)

**Activity 3:** Literacy, Life Skills

**Description:** practice readings skills needed for the CASAS Life and Work Reading Test

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

**Activity 4:** Checking for Understanding

**Description:** Review each of the skills practiced in this unit, learners rate their own skills in each of these areas.
Teacher Directions: Review of Previous Lesson -BINGO

Write on the board:
- No smoking
- No right turn
- No left turn
- Pedestrian crossing
- Emergency exit
- Out of order
- Watch your step
- Wear safety equipment
- Stairs to the right
- Stairs to the left
- Entrance to the left
- Entrance to the right
- Bus stop
- Restroom
- Call 911
- Do not enter
- Elevator

Model how to randomly write the descriptions in the squares on the blank BINGO board. Emphasize that they should all be different. There are 17 words and only 16 spaces so each person needs to choose 1 word to leave out.

Those who finish quickly can use the time to study the signs and descriptions in their notes from this week.

When everyone is finished, hold up one of the full-sheet sign cards. Everyone finds the corresponding description on their bingo card and marks that space.

Continue playing until at least 1 person has a bingo and you feel that everyone has adequately reviewed the material.

Talk about any of the signs that were still difficult for learners.

Teacher Directions: Activity 1: Life Skills, Literacy, Grammar, Transitions -Stand Out 1, 2nd Ed. p. 112

Review the key vocabulary on the worksheet, including location and direction words.

Complete the activity as directed.
Teacher Directions: Activity 2: Life Skills, Literacy, Grammar, Transitions

Step 1: Model

As a class, generate a list of places in the learning center building (restrooms, office, front desk, entrance, etc.)

Model giving directions to one of these locations with multiple steps (ex. go down the hall, take a right, and go through the doors.)

Step 2: Individual and Group Practice

Assign learners to write directions to different locations. You can give everyone the same location or give some students locations with easier (one or two steps) directions and give other students locations with more complex directions.

Practice giving directions orally with a partner.

If possible, provide authentic practice by enlisting the help of others in your building. Have learners practice asking someone they don’t know (a front desk worker, librarian, security guard, or custodian) for directions to a location in the building. Although potentially nerve-wracking, positive interactions like this can dramatically increase a learner’s confidence.

Teacher Directions: Activity 3: Life Skills, 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: Checking for Understanding

Write on the board:

1. Up, down, right, left
2. Read the sign meaning
3. Say the sign meaning
4. Where is the _______?
5. Give directions

“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.
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Eric works in a factory. There are many safety rules in the factory.

Everyone must wear a hard hat and safety glasses. It is important for Eric to read safety signs and ask questions when he doesn’t understand.

1. What does this sign mean?
   
   A. You must wear a hard hat
   B. Look and listen
   C. Be careful walking here.
   D. Use safety equipment

2. What do workers in the factory need to wear?
   
   A. watches
   B. read safety signs
   C. hard hats and safety glasses
   D. hair nets and watches