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.

Pre-Beginning Level (CASAS reading scores of 153-180)

Community: Week 1 of 3

Unit Overview
In this 3-week unit, learners focus on basic skills such as reading and writing addresses. They concentrate on vocabulary to talk about places in their community and things people do in those places. Finally, they practice some life skills they can apply immediately, such as reading a store hours sign.

Focus of Week 1
- Reading, writing, and saying addresses

Focus of Week 2
- Identifying places in the community
- Forming sentences about what people do at different places.

Focus of Week 3
- Review from week 2
- Reading store hours signs
## Community Unit: Week 1, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
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</table>
| **Transition & Critical Thinking:** identify tools for organizing class materials and use a consistent strategy for organization | Make Student Copies  
- Textbook: *Longman ESL Literacy, 3rd Ed.* p. 31-32  
- Handout: *English Papers About...* (see instructions before copying)  
- Handout: *Fresh Fish* |
| **Life skill:** read a simple story about a community location. | Make Single Copies or Reference  
- ESL Volunteer Tutor Manual, 2013  
- Ask coordinator for a list of learner addresses |
| **Literacy:** read simple statements about a story and evaluate if they are true or false. | Props, Technology, or Other Resources  
- One set of large alphabet cards, several sets of small alphabet tiles  
- Student materials for *Staying Organized* routine  
- Large index cards |
| **Listening/speaking:** listen for and record beginning and ending consonant sounds of individual words from a story. | |
| **Life skill:** identify own and others addresses  
**Literacy:** recognize and write addresses and their components (house number, street, apt., city, state, zip); write their own address | |

### Lesson Plan

**Opening Activity:** Transition & Critical Thinking  
**Description:** organize student materials and clean-out materials from past units  

**Literacy Basic Skills Review**  
**Description:** choose one or two from a list of activities to help develop phonemic awareness  
**Materials/Prep:** One set of large alphabet cards, several sets of small alphabet tiles

**Story of the Week:** Life Skill, Literacy, Listening & Speaking  
**Description:** read a story about the topic, complete comprehension questions and phoneme dictation.  
**Materials/Prep:** copies of *Fresh Fish*, one copy of teacher dictation script.

**Unit Theme Activity:** Literacy, Life Skill  
**Description:** Learners will practice writing their addresses and identifying parts of addresses (city, street, etc.)  
**Materials/Prep:** copies of *Longman ESL Literacy, 3rd Ed.* p. 31-32; ask your learning center for a list of learners addresses for reference.

**Checking for Understanding:** Literacy, Life Skill  
**Description:** ask each learner write their address on an index card before leaving.  
**Materials/Prep:** large blank index cards
**Teacher Directions: Opening Activity: Transitions & Critical Thinking**

- Materials: student organizational supplies, such as binders, 3-hole punch, etc.


Before copying the *English Papers About...* coversheet. Fill in the blank with the name of the most recently completed unit (ie. School, housing, health). Paste a picture representing that unit in the center. Learners will organize and staple together all the papers from this completed unit to leave at home.

Lead the *Staying Organized* routine in the ESL Volunteer Tutor Manual.

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**Teacher Directions: Literacy Basic Skills Review**

- Materials: Several sets of small alphabet cards or tiles (lowercase on one side, uppercase on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. *Don’t give up!* Work on the same activity for several classes until learners catch on.*

*Choose 1-2 activities from those below.*

**Whole Group Practice**

**Rhyming**

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

**Blending and Segmenting**

1. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.

2. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

3. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

**Phoneme Isolation**

1. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first sound?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.

2. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

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**What is phonemic awareness?**

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.
**Phoneme Substitution and Deletion**

1. Give each learner of pair a set of small alphabet cards. Call out the first word and its spelling ("bag, B-A-G"). Learners select the letters and form the word. Call out a spelling change ("take away G, put T"). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

**Technology Option: Alphabet/Phonics Websites**

1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.

2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com *(ABC section is excellent for reinforcing letter names and sounds, Learning to Read section has some word building activities that help reinforce initial and final consonant sounds.)*

**Teacher Directions: Story of the Week: Literacy**

- Materials: copies of *Fresh Fish*

**Step 1: Context**

1. Distribute the story and **look at the pictures together.** Ask: “What do you see? What is this? What is he/she doing?”

2. Read aloud the **questions next to the pictures.** Elicit answers from learners. If no one is able to answer after several attempts, model a simple answer. Ask the questions again to the learners.

3. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.

**Step 2: Practice the Text**

4. Give learners a minute or two to **quietly look at the text.** Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.

5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger **silently.**
6. **Teacher reads and learners repeat** each line of the story.

7. **Practice the text again** with choral reading, partnered reading, or individual reading of separate lines of the text.

**Step 3: assess comprehension**

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.

9. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.

10. **Complete the dictation exercise.** The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.

11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

**Story of the Week TECHNOLOGY options**

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.
Teacher Directions: Unit Theme Activity: Literacy, Life Skill

-Materials: Longman ESL Literacy, 3rd Ed. p. 31-32, ask your Coordinator for a list of learner addresses

Step 1: Breaking down the address

1. Write the learning center’s address (building number and street name only) on the board. Circle the building number (say and learners repeat “number”). Circle the street name (say and learners repeat “street”).
2. If possible, take the class outside to see the building number and street name or take photos before class.
3. Ask: What is the number? What is the street?

4. Ask a learner: Do you live in a house or an apartment? (draw either a house or apartment on the board accordingly) What is the number? What is the street? (if they cannot say, refer to your list of addresses from the Coordinator).
5. Write the learner’s address on the board. Practice it as a class.
6. Repeat steps 4-5 with at least 2 more learners.

Step 2: Independent Practice

7. Learners practice writing their own address at least 2 times in their notebook. For those who cannot do this independently, write it for them in their notebook and have them copy it 2-3 times.

Step 3: Introducing city, state, and zip code

8. Distribute copies of p. 31. Read the words at the top of the page together.
9. Ask What state do we live in? What city? What is your zip code?
10. Write the answers to these questions on the board. Learners copy them onto their worksheet.
11. Practice the oral questions again.

Step 4: Guided or Independent Practice
Depending on the level of your learners, you can complete p. 32 as a guided exercise in which everyone completes it together at the same time or as an independent activity.
Teacher Directions: Checking for Understanding: Literacy, Life Skill
-Materials: large index cards

Before leaving, have each learner write his or her address (as much as they can) on an index card and turn it in. Note areas of difficulty for specific learners and report these to tomorrow’s teacher for further review.
Look at the picture.
What do you see?
What can you do here?
Do you shop in a store like this?

1. Janet works at a grocery store.
2. She sells fresh fish.
3. She can wash and cut the fish.
4. People like this store.
5. The fish tastes good and doesn’t smell bad.

6. Janet likes her job.
7. She works hard.
8. Sometimes it’s dirty and smelly work.
9. She stands all day.

10. Her feet hurt.

11. She needs new shoes.

12. When she gets paid she will go to the shoe store.

13. She can buy new shoes.
Fresh Fish

Write YES or NO.

1. Janet washes fish.
2. Janet has a job.
3. The fish is not good.
5. Janet has good shoes.
6. Janet needs new shoes.

Listen. Write the letters.

1. ___tore
2. ___resh
3. ___eople
4. ___irty
5. ___ew
6. goo___
7. doesn’ ___
8. jo ___
9. ___ e ___
10. ___ ee ___
Teacher Script for dictation:

1. store
2. fresh
3. people
4. dirty
5. new
6. good
7. doesn’t
8. job
9. get
10. feet
Community Unit: Week 1, Tuesday

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

<table>
<thead>
<tr>
<th>Transition &amp; Critical Thinking</th>
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<tbody>
<tr>
<td>Transition &amp; Critical Thinking</td>
<td>Transition &amp; Critical Thinking: identify and apply numbers, symbols, and basic operations in a variety of contexts; measure distances, weights, and capacities using appropriate tools.</td>
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<tr>
<td>Listening/speaking</td>
<td>Listening/speaking: retell a simple text in own words</td>
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<tr>
<td>Transition &amp; Critical Thinking</td>
<td>Transition &amp; Critical Thinking: scan written text or listen for specific information</td>
</tr>
<tr>
<td>Literacy</td>
<td>Literacy: recognize and write addresses and their components (house number, street, apt., city, state, zip); write their own address</td>
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<tr>
<td>Listening/speaking</td>
<td>Listening/speaking: ask and respond to the questions “what is your address? Where do you live? What city/state do you live in?”</td>
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**Materials**

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<thead>
<tr>
<th>Make Student Copies</th>
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<tbody>
<tr>
<td></td>
<td>Textbook: Longman ESL Literacy, p. 33, 38</td>
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<tr>
<td></td>
<td>Handout: Number of the Day</td>
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<tr>
<td></td>
<td>Handout: English Papers About... (from Monday)</td>
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<td></td>
<td>Handout: Fresh Fish (from Monday)</td>
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<th>Make Single Copies or Reference</th>
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</thead>
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<tr>
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<td>ESL Volunteer Tutor Manual, 2013</td>
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<td></td>
<td>Ask your Coordinator for a list of student addresses for reference</td>
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<td>Coins, calculators, measuring devices</td>
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<td></td>
<td>Chips, blocks or other counters.</td>
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<td></td>
<td>Student materials for Staying Organized routine</td>
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</tbody>
</table>

**Lesson Plan**

**Opening Activity:** Transition & Critical Thinking

**Description:** organize student materials and clean-out materials from past units

**Materials/Prep:** copies of English Papers About..., ESL Volunteer Tutor Manual; 2013, Staying Organized, binders, writing paper, 3-hole punch, stapler.

**Numeracy Skills Review:** Transition & Critical Thinking

**Description:** practice basic math and numeracy skills by completing different operations and tasks with a single number

**Materials/Prep:** copies of Number of the Day handout; ESL Volunteer Tutor Manual, 2013, Number of the Day; coins, calculators, measuring devices, and chips, block or other counters.

**Story of the Week:** Listening & Speaking, Transition & Critical Thinking

**Description:** review the story of the week, scan for key words, and identify word families.

**Materials/Prep:** copies of Fresh Fish (From Monday)

**Unit Theme Activity/Checking for Understanding:** Listening/speaking, Literacy

**Description:** practice saying one’s own address, then complete a mingle in which learners ask for each other’s addresses for reference

**Materials/Prep:** copies of Longman ESL Literacy, 3rd Ed. p. 33, 38; ask your Coordinator for a list of learner addresses for reference
Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: student organizational supplies, such as binders, 3-hole punch, etc.

Using copies of the Coversheet created on Monday, help learners who were absent yesterday gather their materials from previous units and bind them into a booklet they can keep at home.

Then lead the Staying Organized routine in the ESL Volunteer Tutor Manual for review and practice locating items.

Teacher Directions: Basic Skills Review: Numeracy

Materials: ESL Volunteer Tutor Manual, 2013, Number of the Day,

- copies of number of the day handout (in the Tutor Manual)
- a few coins of different denominations (real, not plastic)
- chips, blocks, or other counters
- calculator (optional)
- measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

Lead the Number of the Day routine, as described in the ESL Volunteer Tutor Manual.
Teacher Directions: Story of the Week: Literacy
-Materials: extra copies of Fresh Fish from Monday

Step 1: Context
1. Learners find their copy of the story and look at the pictures together. Ask: “What do you see? What is this? What is he/she doing?”
2. Ask: “Where is the title?” Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text
3. Give learners a minute or two to quietly look at the text. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
4. Teacher reads the story aloud while learners follow the words with a pencil or finger silently.
5. Teacher reads and learners repeat each line of the story.
6. Learners practice changing the first sound to create new words (word families). Together find the word “smells”. Each learner copies the word in their notebook. The teacher leads students in copying the word ending three times below the word and saying the resulting sound (“ells”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
   - sells
   - tells
   - bells

Step 3: assess comprehension
7. Learners re-tell the story in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. Complete or review yes/no questions and dictation, as needed. Re-read the yes/no questions and dictation words as a group.
9. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. circle the words *sells, works, stands*. Underline the words *store, shoes, fish*.

10. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

**Story of the Week TECHNOLOGY options**
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

**Teacher Directions: Unit Theme Activity/Checking for Understanding:**

**Listening & Speaking, Literacy**

- Materials: copies of *Longman ESL Literacy, 3rd Ed.*

  - **p. 33, 38:** Ask your Coordinator for a list of learner addresses for reference

**Step 1:** Review writing addresses

1. Ask each learner to write or copy his/her address in their notebook. (at least building number, street name, apt. #)
2. As they finish, ask each learner to read his/her address aloud. Provide pronunciation help, as needed, by having the learner carefully watch your mouth as you say the address.

**Step 2:** Mingle

3. Distribute copies of p. 33. Read the dialogue at the top together.
4. With another learner, model the dialogue, showing when to give your paper to the other student to write their address.
5. Learners mingle with each other recording their addresses. *As learners mingle, note where learners are having difficulty and report this to tomorrow’s teacher for further review.*
Step 3: Comprehension Questions

6. Ask simple comprehension questions such as *Who lives on Burns Ave? Who lives in an apartment? What is Jose’s building number? What is Sasha’s apartment number?*
Number of the Day: __________

<table>
<thead>
<tr>
<th>Count</th>
<th>Money</th>
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<table>
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<tr>
<th>I see...</th>
<th>More or Less</th>
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- _______ more
- _______ less

- _____ is more than _______
- _______ is less than _______

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<th>Add +</th>
<th>Subtract -</th>
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Jessica Grace Jones, Minnesota Literacy Council, 2013  p. 19  Pre-Beginning Community Unit
Community Unit: Week 1, Wednesday

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

*Transition & Critical Thinking:* identify tools for organizing class materials and use a consistent strategy for organization

*Life skill:* read a simple story about a community location.

*Listening & Speaking:* retell a simple text in own words.

*Literacy:* read, write, and say the names of 5 community locations

**Materials**

*Make Student Copies*
- Handout: *Fresh Fish* (from Monday)
- Handout: *English Papers About...* (from Monday)
- Handout: *Community Place Flashcards*

*Make Single Copies or Reference*
- ESL Volunteer Tutor Manual, 2013
- One set of large community place pictures

*Props, Technology, or Other Resources*
- Colored pencils or thin highlighters
- Student materials for *Staying Organized* routine
- one set of large alphabet cards, several sets of small alphabet tiles
- student scissors
- tape

**Lesson Plan**

**Opening Activity:** Transition & Critical Thinking

*Description:* organize student materials and clean-out materials from past units


**Literacy Basic Skills Review**

*Description:* choose one or two from a list of activities to help develop phonemic awareness

*Materials/Prep:* One set of large alphabet cards, several sets of small alphabet tiles

**Story of the Week:** Life Skill, Listening & Speaking

*Description:* review the story of the week and lead a letter/sound drill

*Materials/Prep:* extra copies of *Fresh Fish* (from Monday), ESL Volunteer Tutor Manual, 2013, *Letter/Sound Drill*, colored pencils or thin highlighters

**Unit Theme Activity:** Literacy

*Description:* introduce community place vocabulary and learners create their own sets of flashcards

*Materials/Prep:* copies of *Community Place Flashcards*, student scissors, tape, one set of large community place pictures

**Checking for Understanding**

*Description:* learners quiz each other with their completed flashcards

*Materials/Prep:* (none)
Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: student organizational supplies, such as binders, 3-hole punch, etc. See ESL Volunteer Tutor Manual, Staying Organized, for details. And copies of the English Papers About... coversheet.

Using copies of the Coversheet created on Monday, help learners who were absent yesterday gather their materials from previous units and bind them into a booklet they can keep at home.

Then lead the Staying Organized routine in the ESL Volunteer Tutor Manual for review and practice locating items.

Teacher Directions: Literacy Basic Skills Review

-Materials: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. Don’t give up! Work on the same activity for several classes until learners catch on.

Choose 1-2 activities from those below.

Whole Group Practice

Rhyming

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

**Blending and Segmenting**

4. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.

5. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (”/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

6. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

**Phoneme Isolation**

7. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first sound?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.

8. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

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**Phoneme Substitution and Deletion**

9. Give each learner of pair a set of small alphabet cards. Call out the first word and its spelling ("bag, B-A-G"). Learners select the letters and form the word. Call out a spelling change ("take away G, put T"). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

**Technology Option: Alphabet/Phonics Websites**

10. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.

11. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, Learning to Read section has some word building activities that help reinforce initial and final consonant sounds.)

**Teacher Directions: Story of the Week: Listening & Speaking, Life Skill**

-Materials: extra copies of Fresh Fish from Monday

**Step 1: Context**

1. Learners find their copy of the story and **look at the pictures together.** Ask: “What do you see? What is this? What is he/she doing?”

2. Ask: “**Where is the title?”** Have everyone find and point to the title. Read the title together.

**Step 2: Practice the Text**

3. Give learners a minute or two to **quietly look at the text.** Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.

4. **Teacher reads the story aloud** while learners follow the words with a pencil or finger **silently.**

5. **Teacher reads and learners repeat** each line of the story.
6. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

**Step 3: assess comprehension**

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.

8. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

**Step 4: Practice Sound/Spelling Correspondence**

9. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story is /sh/ (as in she, shoe).

10. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

**Story of the Week TECHNOLOGY options**

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.
**Teacher Directions: Unit Theme Activity: Literacy**

-Materials: copies of **Community Place Flashcards**, student scissors, tape, one set of large community place pictures

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**Step 1: Vocabulary Introduction**

Hold or use a projector to show each of the **Large Community Pictures**.

Ask learners for words they know.

Say the name of the place using the vocabulary provided on the flashcards.

Learners repeat several times.

Do not worry about the activities listed on the flashcards, they will practice these after they master the names of the locations.

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**Step 2: Learners create flashcards**

Distribute **Community Places Flashcards**

Read the directions together.

Model the directions.

Repeat the directions as the whole class acts them out.

Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

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**Teacher Directions: Checking for Understanding: Literacy**

-Materials: (none)

With another volunteer or learner model the following:

One person in each pair is the “teacher”, one is the “student”

The teacher holds the flashcard with the picture facing the student.

Teacher asks: “What is this.” Student responds with the name of the place (if he/she can).

They repeat the name together.

After several minutes, they switch roles.

(ask learners to bring their flashcards back to class every day!)
Community Places Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.

- **Clinic**
  - see a doctor

- **Bank**
  - deposit money
  - get money

- **Laundromat**
  - wash clothes
Community Places Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.

- **grocery store**
  - buy food

- **park**
  - take a walk
  - take children to play

- **library**
  - get books, CDs, DVDs

Adapted from Andrea Echelberger, MLC, 2012
Community Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong> <em>Learners will be able to...</em></td>
<td><strong>Materials</strong></td>
</tr>
</tbody>
</table>
| *Transition & Critical Thinking:* identify tools for organizing class materials and use a consistent strategy for organization | Make Student Copies  
- Handout: *English Papers About...* (from Monday)  
- Handout: *Number of the Day*  
- Handout: *Fresh Fish* (paragraph format)  
- Handout: *Comm. Place Flashcards* (from Wed.)  
| *Transition & Critical Thinking:* identify and apply numbers, symbols, and basic operations in a variety of contexts; measure distances, weights, and capacities using appropriate tools. | Make Single Copies or Reference  
- ESL Volunteer Tutor Manual, 2013  
- 3 copies of *Community Place Matching*, cut into sets of cards  
| *Literacy:* identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence. | Props, Technology, or Other Resources  
- Coins, calculators, measuring devices  
- Chips, blocks or other counters.  
- Student materials for *Staying Organized* routine  
| *Literacy:* read, write, and say the names of 5 community locations | Two flyswatters |

<table>
<thead>
<tr>
<th>Lesson Plan</th>
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</table>
| **Opening Activity:** *Transition & Critical Thinking*  
**Description:** organize student materials and clean-out materials from past units  
| **Numeracy Skills Review:** *Transition & Critical Thinking*  
**Description:** practice basic math and numeracy skills by completing different operations and tasks with a single number  
**Materials/Prep:** copies of *Number of the Day* handout; ESL Volunteer Tutor Manual, 2013, *Number of the Day*; coins, calculators, measuring devices, and chips, block or other counters. |
| **Story of the Week:** *Literacy*  
**Description:** review the story of the week and practice reading fluency with a paragraph formatted text.  
**Materials/Prep:** copies of *Fresh Fish* (paragraph format) |
| **Unit Theme Activity:** *Literacy*  
**Description:** learners match community pictures with words and quiz each other using their flashcards from yesterday  
**Materials/Prep:** a few copies of *Community Place Flashcards* (for learners absent yesterday), 3 sets of *Community Place Matching* cut apart into cards, one set of large community place pictures (from yesterday) |
| **Checking for Understanding:** *Literacy*  
**Description:** Play the flyswatter game, showing the place pictures as clues  
**Materials/Prep:** Two flyswatters; ESL Volunteer Tutor Manual, 2013, *The Flyswatter Game* |
**Teacher Directions: Opening Activity: Transitions & Critical Thinking**

-Materials: student organizational supplies, such as binders, 3-hole punch, etc.


Using copies of the Coversheet created on Monday, help learners who were absent yesterday gather their materials from previous units and bind them into a booklet they can keep at home.

Then lead the *Staying Organized* routine in the ESL Volunteer Tutor Manual for review and practice locating items.

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**Teacher Directions: Basic Skills Review: Numeracy**


- copies of number of the day handout (in the Tutor Manual)
- a few coins of different denominations (real, not plastic)
- chips, blocks, or other counters
- calculator (optional)
- measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

Lead the *Number of the Day* routine, as described in the ESL Volunteer Tutor Manual.
**Teacher Directions:** Story of the Week: Literacy  
-Materials: copies of *Fresh Fish* (paragraph text)

**Step 1: Context**
1. Distribute new copies of *Fresh Fish* story. This version is written in paragraph format, instead of list format.
2. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.
3. Ask: “**How many paragraphs?**” Model how to identify and count the paragraphs.
4. Point to paragraph 1. Ask “**How many sentences?**” Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.

**Step 2: Practice the Text**
5. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger **silently**.
7. **Teacher reads and learners repeat** each line of the story.
8. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

**Step 3: assess comprehension**
**Ask inference questions.** Based on the text, ask questions such as “How does he/she feel? What will happen next?” Encourage learners to guess, even if it is not explicit in the text.

9. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
Step 4: Practice Reading Fluency

Write two or three sentences from the story on the board in paragraph form (not a list).

Read the sentence aloud. Read it again in a “robotic” voice. Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

Step 2: Introduce the words period and question mark

Circle the periods and question marks. Read the sentence again, drawing attention to the way we pause for each period and question mark.

Step 3: Practice with this week’s story

Read the story aloud while learners follow. Ask them to listen for pauses and look for periods and question marks.

Ask learners to read out loud to themselves, practicing the pauses. Learners practice reading out loud with a partner. The partner should listen for pauses and look for periods and question marks.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads.

Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.
Teacher Directions: Unit Theme Activity: Literacy

-Materials: a few copies of Community Place Flashcards (for learners absent yesterday), 3 sets of Community Place Matching cut apart into cards, one set of large community place pictures (from yesterday)

Step 1: Vocabulary Review

Hold or use a projector to show each of the Large Community Pictures.

Ask learners for words they know.

Say the name of the place using the vocabulary provided on the flashcards.

Learners repeat several times.

Do not worry about the activities listed on the flashcards, they will practice these after they master the names of the locations.

Step 2: Pair Practice/Create Flashcards (for those absent yesterday)

Ask learners to take out their flashcards from yesterday.

With another volunteer or learner model the following:

One person in each pair is the “teacher”, one is the “student”

The teacher holds the flashcard with the picture facing the student.

Teacher asks: “What is this.” Student responds with the name of the place (if he/she can).

They repeat the name together.

After several minutes, they switch roles.

While learners practice in pairs, help those who were absent yesterday create their own set of flashcards.

Learners put away their flashcards (ask learners to bring their flashcards back to class every day!)
Step 3: Matching Activity

Using one set of the **Community Place Matching** cards, distribute one card to each learner.

Call out the name of a place, learners with the corresponding word and picture cards hold them up.

Collect and redistribute cards.

Learners mingle around the room to find the person with the matching card. When they find a match they turn it in and sit down.

Put learner in three groups. Give each group a set of matching cards.

Learners work together to match all cards.

Teacher Directions: Checking for Understanding: Literacy


Play the flyswatter game with the community place vocabulary (see ESL Volunteer Tutor Manual). You can use either pictures or descriptions as clues, depending on learner ability.
Number of the Day: __________

<table>
<thead>
<tr>
<th>Count</th>
<th>Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image]</td>
<td>[Image]</td>
</tr>
</tbody>
</table>

I see...

<table>
<thead>
<tr>
<th>More or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image]</td>
</tr>
<tr>
<td>_______</td>
</tr>
<tr>
<td>more</td>
</tr>
<tr>
<td>_____ is more than _____</td>
</tr>
<tr>
<td>_____ is less than _____</td>
</tr>
</tbody>
</table>

Add +

Subtract −
Janet works at a grocery store. She sells fresh fish. She can wash and cut the fish. People like this store. The fish tastes good and doesn’t smell bad.

Janet likes her job. She works hard. Sometimes it’s dirty and smelly work.

She stands all day. Her feet hurt. She needs new shoes. When she gets paid she will go to the shoe store. She can buy new shoes.
Community Places Matching

Cut the dotted line. Match the words and the pictures.

- Clinic
- Bank
- Laundromat

Adapted from Andrea Echelberger, MLC, 2012
Community Places Matching

Cut on the dotted line. Match words and pictures.

- grocery store
- park
- library

Adapted from Andrea Echelberger, MLC, 2012