



Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

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

Community: Week 2 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 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: <i>acknowledge and affirm others and their contributions.</i></p> <p>Life skill: <i>read a simple story about places in the community</i></p> <p>Literacy: <i>read simple statements about a story and evaluate if they are true or false.</i></p> <p>Listening/speaking: <i>listen for and record beginning and ending consonant sounds of individual words from a story.</i></p> <p>Life skill: <i>correlate community locations with activities</i></p> <p>Literacy: <i>read and write the names of 6 community locations; read and complete sentences about activities at community locations (ex. She buys food at the grocery store.)</i></p> <p>Listening/speaking: <i>ask and respond to the question “What can you do here.”</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> ● Handout: Places in the City ● Handout: Community Place Flashcards (a few copies) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> ● ESL Volunteer Tutor Manual, 2013 ● Teacher dictation script ● A single set of large community place pictures <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> ● One set of large alphabet cards, several sets of small alphabet tiles ● Soft ball or bean bag ● Materials for Literacy Basic Skills Review (see inst.)

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice active listening and giving their name and street in a “ball toss” activity.

Materials/Prep: a soft ball or bean bag

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities to practice basic writing skills

Materials/Prep: (see activity instructions)

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 **Places in the City**, one copy of teacher dictation script.

Unit Theme Activity: Listening & speaking, Literacy, Life Skill

Description: review community place vocabulary and introduce activities at those places using flashcards and Total Physical Response (TPR)

Materials/Prep: a few extra copies of **Community Places Flashcards**, a single set of large community place pictures

Checking for Understanding: Listening & Speaking

Description: use Physical Response to assess learner comprehension/production of new activity vocabulary

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

In this game everyone must listen carefully and attentively because they do not know if they will be thrown the ball next and asked to repeat what they just heard. At the same time, learners get practice with subject and possessive pronouns and get to know their classmates better.

Step 1: Introduce target language

1. Write on the board: **My name is _____ . I am from _____**
His name is _____ . He is from _____
Her name is _____ . She is from _____
2. Practice the phrases on the board several times as a class, substituting names of classmates and their countries, pointing out which words are for men and which are for women.

Step 2: Ball Toss

3. Give the ball to a confident learner. Point to the first line on the board and gesture for him/her to read it with their own information.
4. Gesture for them to throw the ball to you. Repeat the information the previous learner just said using his/her. Then read line number one with your information.
5. Throw the ball to a different student. Prompt to repeat your information before adding their own information.
6. The pattern continues until everyone has had the ball.

Teacher Directions: Basic Skills Review: Literacy

-Materials: (listed below each activity)

Step 1: Independent Practice

These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.

1. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for “letter tracing worksheets.”

Materials: letter tracing worksheets

2. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

3. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

Materials: teacher-created tracing and copying sheets

H	a	l	i	m	o

l
Name: _____
Name: _____

4. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

5. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

6. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

Technology Option: iPad letter tracing

There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for “letter tracing” or “alphabet tracing.” Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

1. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
2. Teacher navigates to the appropriate app.
3. Learners practice tracing letters with their finger.

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Places in the City**

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.

The image shows two pages of a literacy material titled "Places in the City". The left page features a photograph of a city street with a person walking. Below the photo are 11 questions: 1. Janet lives in the city. 2. She lives in a house. 3. There are many places close to her house. 4. There is a bank. 5. There are two laundromats. 6. There is a big park. 7. But there is no grocery store. 8. She wants a grocery store. 9. There is no clinic. 10. The clinic is far. 11. She takes the bus to the clinic. The right page has a "Write YES or NO" section with 6 questions and a "Listen. Write the letters" section with 10 numbered blanks. The letters in the blanks are: 1. ou, 2. any, 3. laces, 4. ank, 5. wo, 6. live, 7. par, 8. bi, 9. bu, 10. want.

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

-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)

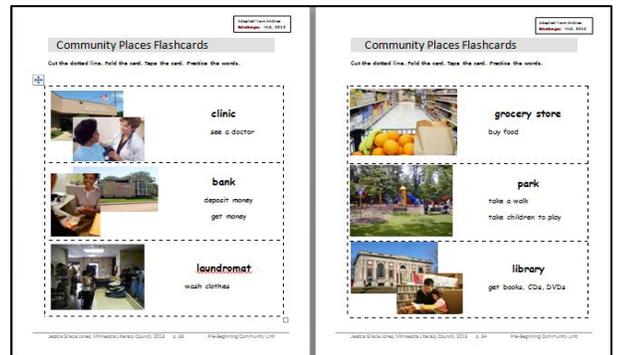
Step 1: Vocabulary Review

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.

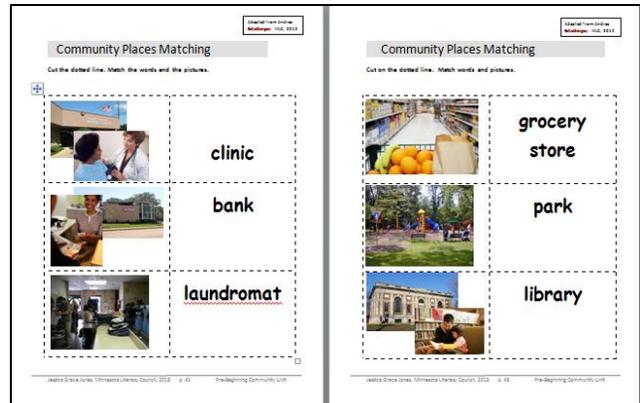
Call out the name of a place, learners with the corresponding word and picture cards hold them up.

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.

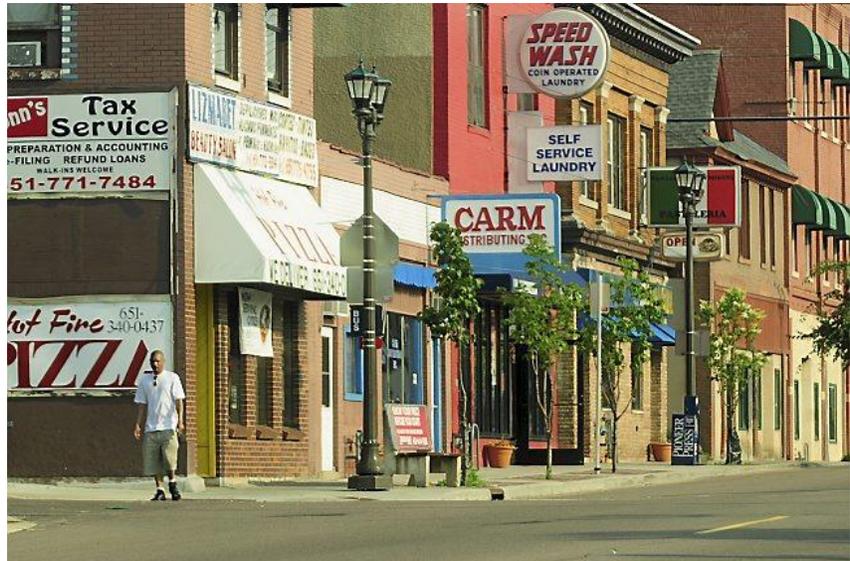


Places in the City

What do you see?

What places are close to your home?

Where do you walk to?



1. Janet lives in the city.
2. She lives in a house.
3. There are many places close to her house.
4. There is a bank.
5. There are two Laundromats.
6. There is a big park.
7. But there is no grocery store.
8. She wants a grocery store.
9. There is no clinic.
10. The clinic is far.
11. She takes the bus to the clinic.

Places in the City

Write YES or NO.

- _____ 1. Janet lives in the city.
_____ 2. She walks to the clinic.
_____ 3. There is no park.
_____ 4. There is a bank.
_____ 5. There is a grocery store.
_____ 6. There are two laundromats

Listen. Write the letters.

- | | |
|---------------|----------------|
| 1. _____ouse | 6. live_____ |
| 2. _____any | 7. par _____ |
| 3. _____laces | 8. bi _____ |
| 4. _____ank | 9. bu _____ |
| 5. _____wo | 10. want _____ |

Teacher Script for dictation:

1. house
2. many
3. places
4. bank
5. two
6. lives
7. park
8. big
9. bus
- 10.wants













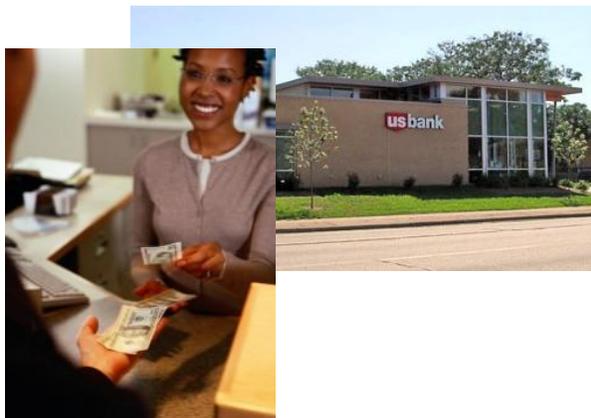
Community Places Flashcards

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

Community Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: <i>acknowledge and affirm others and their contributions.</i></p> <p>Transition & Critical Thinking: <i>identify and apply numbers, symbols, and basic operations in a variety of contexts; measure distances, weights, and capacities using appropriate tools.</i></p> <p>Listening/speaking: <i>retell a simple text in own words</i></p> <p>Transition & Critical Thinking: <i>scan written text or listen for specific information</i></p> <p>Literacy: <i>read and write the names of 5 community locations; read and complete sentences about activities at community locations</i></p> <p>Listening/speaking: <i>ask and respond to the question "What can you do here?"</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Number of the Day • Handout: Places in the City (from Monday) • Handout: What Can You Do Here? • Handout: Community Places Flashcards (from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • A single set of large community place pictures <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Coins, calculators, measuring devices • Chips, blocks or other counters. • Soft ball or bean bag

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice active listening and giving their name and street in a "ball toss" activity.

Materials/Prep: a soft ball or bean bag

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, Transitions & Critical Thinking

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

Materials/Prep: copies of **Places in the City** (From Monday)

Unit Theme Activity: Listening/speaking, Literacy

Description: review community place and activities vocabulary with flashcard study and a matching worksheet

Materials/Prep: a single set of large community place pictures (from Monday), a few copies of **Community Places Flashcards** (from Monday), copies of **What Can You Do Here?** Handout.

Checking for Understanding

Description: learners demonstrate understanding by arranging picture flashcards according to teacher instructions

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

In this game everyone must listen carefully and attentively because they do not know if they will be thrown the ball next and asked to repeat what they just heard. At the same time, learners get practice with subject and possessive pronouns and get to know their classmates better.

Step 1: Introduce target language

1. Write on the board: **My name is** _____. **I am from** _____
His name is _____. **He is from** _____
Her name is _____. **She is from** _____
2. Practice the phrases on the board several times as a class, substituting names of classmates and their countries, pointing out which words are for men and which are for women.

Step 2: Ball Toss

3. Give the ball to a confident learner. Point to the first line on the board and gesture for him/her to read it with their own information.
4. Gesture for them to throw the ball to you. Repeat the information the previous learner just said using his/her. Then read line number one with your information.
5. Throw the ball to a different student. Prompt to repeat your information before adding their own information.
6. The pattern continues until everyone has had the ball.

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.

Number of the Day: _____	
<p>Count</p> 	<p>Money</p> 
<p>I see...</p> 	<p>More or Less</p>  <p>more _____ less _____</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Pre-Beginning On-the-Job Unit

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Places in the City** 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.

<p>Places in the City</p>  <p>What do you see? What places are close to your home? Where do you walk to?</p> <p>1. Janet lives in the city. 2. She lives in a house. 3. There are many places close to her house. 4. There is a bank. 5. There are two laundromats. 6. There is a big park. 7. But there is no grocery store. 8. She needs a grocery store. 9. There is no clinic. 10. The clinic is far. 11. She takes the bus to the clinic.</p>	<p>Places in the City</p> <p>Write YES or NO.</p> <p>.....2. Janet lives in the city.3. She walks to the clinic.4. There is no park.5. There is a bank.6. There is a grocery store.7. There are two laundromats.</p> <p>Listen. Write the letters.</p> <p>1. <u>ouse</u> 6. live _____ 2. <u>any</u> 7. par _____ 3. <u>laces</u> 8. bi _____ 4. <u>ank</u> 9. <u>bu</u> _____ 5. <u>wo</u> 10. want _____</p>
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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 “**bank**”. 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 (“**ank**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - tank
 - sank
 - thank

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 **grocery story, bank, clinic, park, laundromat**. Underline the words **There is, there are**
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: Listening & Speaking, Literacy

-Materials: **Community Places Flashcards** (from Monday)

Step 1: Review: Partner practice

Learners who were absent yesterday or forgot their flashcards should cut and tape their own set of flashcards.

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.

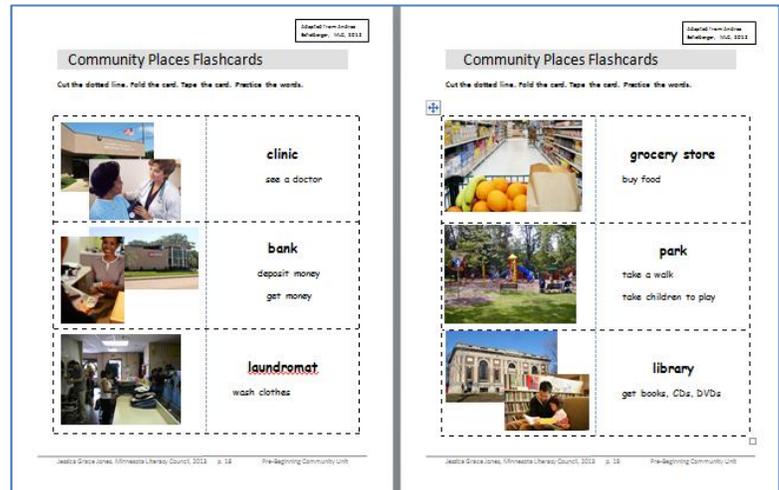
Teacher asks: “What is this.” Student responds with the name of the place (if he/she can).

They repeat the name together.

Teacher asks: “What can you do here?” Student responds with one or two words about activities.

Both read the activities on the back of the flashcard together.

After several minutes, they switch roles.



Step 2: Adding Complexity

Write on the board:

What is this? This is a library.
What can you do here? You can check out books.

Practice the phrases several times.

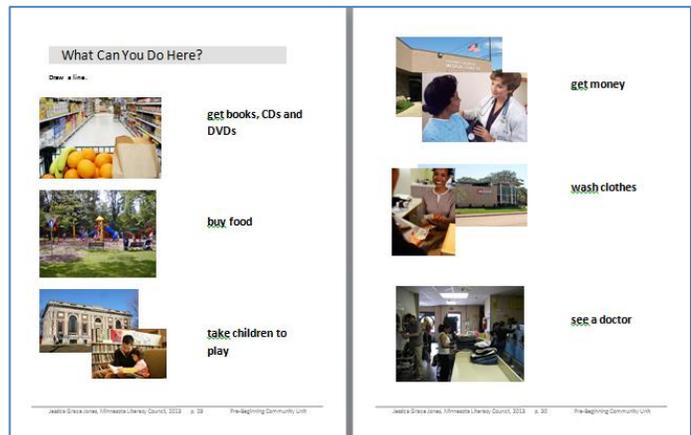
Hold up a different picture and ask learners to change the underlined part of the sentence.

Learners switch partners.

Practice again with a partner, this time answering with full sentences.

Step 3: Independent Practice

1. Distribute copies of **What Can You Do Here? Matching worksheet**.
2. Model how to draw a line from the picture to the matching words.
3. Learners complete the worksheet independently and then compare answers with a partner.

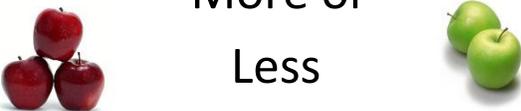


4. Those who finish early can practice pointing to the pictures and asking a partner: "What can you do here?"

Teacher Directions: Checking for Understanding: Literacy, Transitions & Critical Thinking -Materials: (none)

1. Learners place all of their flashcards on the table in front of them. They can have the picture side up (to check comprehension of word meaning) or text side up (to check comprehension of word recognition/reading).
2. You will talk about a series of errands that you did yesterday. Learners will choose and arrange the flashcards in the correct order, according to your description.

Number of the Day: _____

 <p>Count</p>	 <p>Money</p>
 <p>I see...</p>	 <p>More or Less</p> <p>_____ more _____ less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

What Can You Do Here?

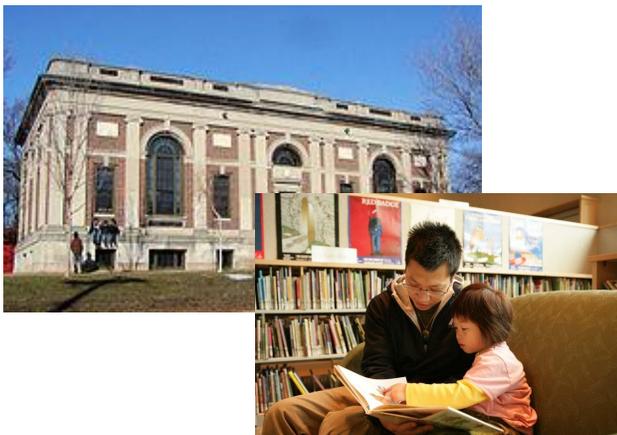
Draw a line.



**get books, CDs and
DVDs**



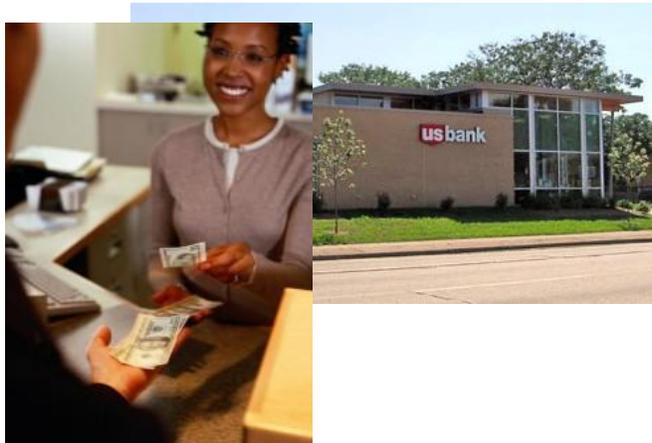
buy food



**take children to
play**



get money



wash clothes



see a doctor

Community Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: <i>acknowledge and affirm others and their contributions.</i></p> <p>Life skill: <i>read a simple story about places in the community</i></p> <p>Listening & Speaking: <i>retell a simple text in own words.</i></p> <p>Literacy: <i>Read and write 6 community locations; read and complete sentences about activities at community locations</i></p> <p>Listening & Speaking: <i>listen for basic information about community places</i></p> <p>Grammar: <i>conjugate and use a small number of verbs in simple present tense sentences (wash, buy, see, get).</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Places in the City (from Monday) • Handout: BINGO <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • Soft ball or bean bag • Materials for Literacy Basic Skills Review (see inst.)

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice active listening and giving their name and street in a “ball toss” activity.

Materials/Prep: a soft ball or bean bag

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities to practice basic writing skills

Materials/Prep: (see activity instructions)

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 **Places in the City** (From Monday), ESL Volunteer Tutor Manual, 2013,

Letter/Sound Drill, colored pencils or thin highlighters

Unit Theme Activity : Listening/speaking, Literacy, Grammar

Description: learners will practice varying a model sentence to create complete sentences about community places

Materials/Prep: a single set of large community place pictures

Checking for Understanding: Listening & Speaking, Literacy

Description: play BINGO to practice community location vocabulary and activities

Materials/Prep: ESL Volunteer Tutor Manual, **BINGO**; copies of **BINGO** handout

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

In this game everyone must listen carefully and attentively because they do not know if they will be thrown the ball next and asked to repeat what they just heard. At the same time, learners get practice with subject and possessive pronouns and get to know their classmates better.

Step 1: Introduce target language

1. Write on the board: **My name is _____ . I am from _____**
His name is _____ . He is from _____
Her name is _____ . She is from _____
2. Practice the phrases on the board several times as a class, substituting names of classmates and their countries, pointing out which words are for men and which are for women.

Step 2: Ball Toss

3. Give the ball to a confident learner. Point to the first line on the board and gesture for him/her to read it with their own information.
4. Gesture for them to throw the ball to you. Repeat the information the previous learner just said using his/her. Then read line number one with your information.
5. Throw the ball to a different student. Prompt to repeat your information before adding their own information.
6. The pattern continues until everyone has had the ball.

Teacher Directions: Basic Skills Review: Literacy

-Materials: (listed below each activity)

Step 1: Independent Practice

These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.

1. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for "letter tracing worksheets."

Materials: letter tracing worksheets

2. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

3. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

H	a	l	i	m	o

I
Name: _____

Name: _____

Materials: teacher-created tracing and copying sheets

4. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

5. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.
6. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

Technology Option: iPad letter tracing

There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for "letter tracing" or "alphabet tracing." Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

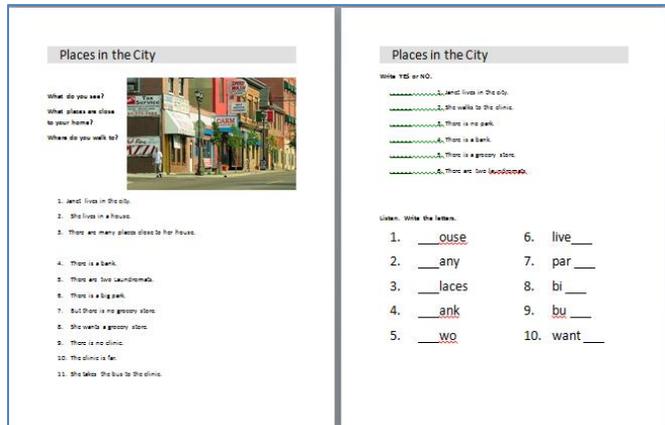
1. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
2. Teacher navigates to the appropriate app.
3. Learners practice tracing letters with their finger.

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

-Materials: extra copies of **Places in the City** 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). Possible target sounds for this story are K, L, or N. Choose one sound based on learner needs.

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: Listening & Speaking, Literacy

-Materials: single copies of large community place flashcards (from Monday)

Step 1: Teacher Models

Write on the board:

-I buy food at the grocery store.

Everyone reads the sentence aloud.

Erase the words “buy food” and draw a line there.

Say “I buy rice at the grocery store.” “I buy milk at the grocery store.” “I buy vegetables at the grocery store.”

Learners offer other suggestions.



Step 2: Whole class practice

Erase the words “grocery store.”

Ask “Where do you go?”

Write a different place name based on learner suggestions (*In this unit they have studied: bank, school, Laundromat, library, clinic, park, grocery store*)

Call on individual learners to make sentences using the model “I _____ at the _____.”

When you feel confident that everyone can do this go to step 3.

Step 3: Individual writing practice

Learners write 2 sentences in their notebook using the model on the board.

If they get stuck encourage them to look back at handouts from earlier in the unit.

Students who finish early should share their answers with a partner and check each other's work for spelling errors.

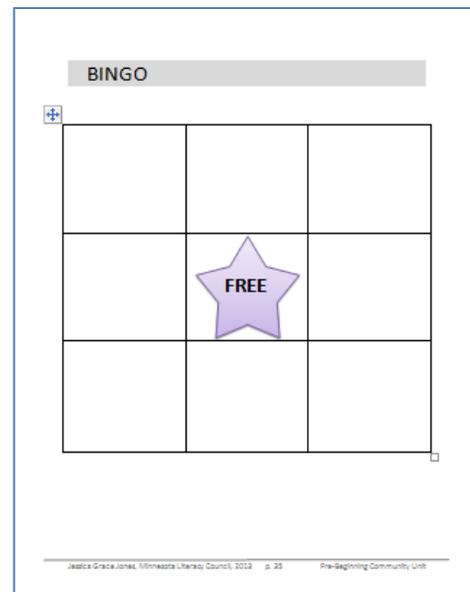
Need a challenge?: ask learners to add a time to each of their sentences (ex. *I buy food at the grocery store on Saturdays. I get medicine at the pharmacy when I am sick.*)

Teacher Directions: Checking for Understanding

-Materials: copies of **BINGO** handouts, chips/markers to cover bingo squares, (optional) prizes; ESL Volunteer Tutor Manual, **Vocabulary BINGO**

Play **Vocabulary BINGO** (see Tutor Manual) using these words from the unit:

1. grocery store
2. laundromat
3. clinic
4. library
5. bank
6. park
7. buy
8. see
9. get



BINGO

Community Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: <i>acknowledge and affirm others and their contributions.</i></p> <p>Transition & Critical Thinking: <i>identify and apply numbers, symbols, and basic operations in a variety of contexts; measure distances, weights, and capacities using appropriate tools.</i></p> <p>Literacy: <i>identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</i></p> <p>Listening & Speaking: <i>listen for basic information about community locations</i></p> <p>Grammar: <i>form simple oral and written sentences about activities at different community locations; conjugate and use a small number of verbs in simple present tense (wash, buy, see, get, walk)</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Places in the City (paragraph text) • Handout: Number of the Day • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Coins, calculators, measuring devices • Chips, blocks or other counters. • Soft ball or bean bag

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice active listening and giving their name and street in a “ball toss” activity.

Materials/Prep: a soft ball or bean bag

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 **Places in the City** (paragraph format)

Unit Theme Activity: Listening & Speaking, Grammar

Description: review adding 3rd person ‘s’ in simple present, practice verb conjugation and sentence formation with a ball toss activity

Materials/Prep: a soft ball or bean bag

Checking for Understanding

Description: practice reading skills for the CASAS Life and Work Reading Test

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

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

In this game everyone must listen carefully and attentively because they do not know if they will be thrown the ball next and asked to repeat what they just heard. At the same time, learners get practice with subject and possessive pronouns and get to know their classmates better.

Step 1: Introduce target language

1. Write on the board: **My name is _____ . I am from _____**
His name is _____ . He is from _____
Her name is _____ . She is from _____
2. Practice the phrases on the board several times as a class, substituting names of classmates and their countries, pointing out which words are for men and which are for women.

Step 2: Ball Toss

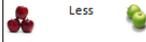
3. Give the ball to a confident learner. Point to the first line on the board and gesture for him/her to read it with their own information.
4. Gesture for them to throw the ball to you. Repeat the information the previous learner just said using his/her. Then read line number one with your information.
5. Throw the ball to a different student. Prompt to repeat your information before adding their own information.
6. The pattern continues until everyone has had the ball.

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.

Number of the Day: _____	
Count 	Money 
I see... 	More or Less  more less _____ is more than _____ _____ is less than _____
Add +	Subtract -

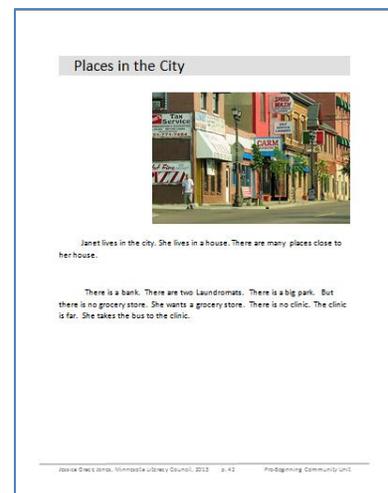
Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Pre-Beginning On-the-Job Unit

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Places in the City** (paragraph text)

Step 1: Context

1. Distribute new copies of **Places in the City** 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

9. **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.
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.

Step 4: Practice Reading Fluency

11. Write two or three sentences from the story on the board in paragraph form (not a list).
12. 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.
13. Talk about which was easier to understand and why.

Step 5: Introduce the words **period** and **question mark**

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

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.

Step 6: Practice with this week's story

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

16. 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.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Grammar

-Materials: small bean bag or soft ball; ESL Volunteer Tutor Manual, **Ball Toss**

Step 1: Introduce grammar concept –add an 's' to verbs that follow he or she in present tense

Write on the board:

I
You
He
She
It
We
They

Read each word together and use hand gestures/pointing to show the meaning of each one.

Write a verb next to each subject:

I	buy
You	buy
He	buys
She	buys
It	buys
We	buy
They	buy

Ask “which words have ‘s’?”
Circle “He buys, she buys, it buys.”

“In present tense, we add an ‘s’ to the verb after he, she, or it.”

If some learners are confused at this point, don’t belabor the point. They will see many examples in the next step.

Step 2: Ball Toss

Write on the board:

- I _____ at the _____.
- He _____ at the _____.
- She _____ at the _____.

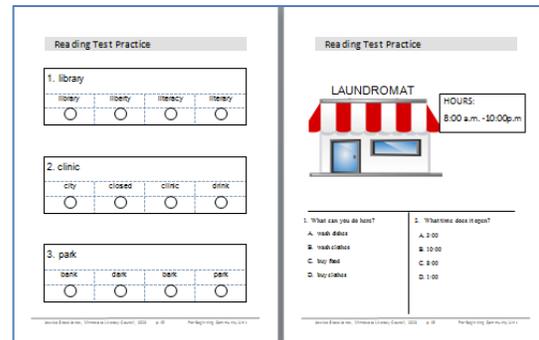
See instructions in the ESL Volunteer Tutor Manual, **Ball Toss**

Use the sentence models on the board with the ball toss activity to practice adding the ‘s’ each time someone repeats a sentence about a classmate.

Teacher Directions: Checking for Understanding: Literacy

-Materials: copies of **Reading Test Practice** handouts

There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.



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 or look at other learners' papers.

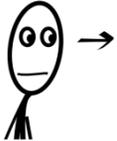
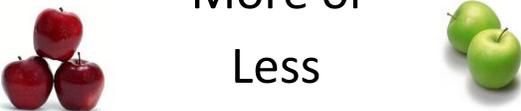
Ask learners to identify how many questions are on the page and how many answers they should circle for each question.

Give everyone 3-5 minutes to complete the questions. 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. If applicable, circle the information above the questions that helped them find the correct answer.

Number of the Day: _____

 <p>Count</p>	 <p>Money</p>
 <p>I see...</p>	 <p>More or Less</p> <p>_____ more _____ less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

Places in the City



Janet lives in the city. She lives in a house. There are many places close to her house.

There is a bank. There are two Laundromats. There is a big park. But there is no grocery store. She wants a grocery store. There is no clinic. The clinic is far. She takes the bus to the clinic.

Reading Test Practice

1. library

library

liberty

literacy

literary

2. clinic

city

closed

clinic

drink

3. park

bank

dark

bark

park

Reading Test Practice

LAUNDROMAT



HOURS:

8:00 a.m. -10:00p.m

1. What can you do here?

- A. wash dishes
- B. wash clothes
- C. buy food
- D. buy clothes

2. What time does it open?

- A. 3:00
- B. 10:00
- C. 8:00
- D. 1:00