



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)

Daily Activities: Week 1 of 1

Unit Overview

In this 1-week unit, learners focus heavily on time and days of the week. They will engage in a lot of speaking and listening activities about their routine activities (eating meals, working, sleeping, cleaning, etc.)

Focus of Week 1

- *Telling time and asking about the time.*
- *Using simple present sentences to describe routine activities*

Daily Activities Unit: Week 1, Monday

| Objectives <i>Learners will be able to...</i> | Materials |
|---|---|
| <p>Transition & Critical Thinking: identify tools for organizing class materials and use a consistent strategy for organization</p> <p>Life skill: read a simple story about a healthcare experience.</p> <p>Literacy: read simple statements about a story and evaluate if they are true or false.</p> <p>Listening/speaking: listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p>Literacy: read and write times by quarter hours</p> <p>Listening/speaking: pronounce times by quarter hours; ask and respond to the question "What time is it?"</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Longman ESL Literacy, 3rd Ed. p. 61-62</i> • Handout: English Papers About...(see instructions before copying) • Handout: Rachel Is Busy <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"> • One set of large alphabet cards, several sets of small alphabet tiles • Student materials for Staying Organized routine • Materials to make moveable clock hands (wikki stix, pipe cleaners, play dough, etc.) |

Lesson Plan

Opening Activity: Transitions & 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.

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities that help learners develop letter/sound correspondence and alphabetical order.

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

Story of the Week: Life Skills, Literacy, Listening & Speaking

Description: read a story about the topic, complete comprehension questions and phoneme dictation.

Materials/Prep: copies of **Rachel Is Busy**, one copy of teacher dictation script.

Unit Theme Activity: Listening & speaking, Literacy

Description: practice telling time using analog clocks as well as writing and talking about time

Materials/Prep: copies of *Longman ESL Literacy, 3rd Ed. p. 61-62*, materials to make moveable clock hands (wikki stix, pipe cleaners, or playdough)

Checking for Understanding

Description: As students leave, quiz them at the door using a demonstration clock

Materials/Prep: a demonstration clock with moveable hands.

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.

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.

English Papers
About _____

Name: _____ Date: _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 © 12 Pre-Beginning, oaa unit

Teacher Directions: Basic Skills Review: Literacy

-Materials: 1.) one set of large alphabet cards, big enough to be seen by whole class, 2.) several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

Step 1: Whole Group Practice

The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, it is not necessary to complete the whole sequence. Begin with an activity that is somewhat easy for most learners and end with an activity that is challenging but not frustrating.

1. Teacher shows a letter flashcard and says the letter name, learners repeat. Introduce and practice 3-5 letters at a time. Once mastered, introduce more.
2. Teacher shows a letter flashcard and learners say the letter name.

What letters and sounds should I teach first?

There are differing opinions on this question, however, many reading instructors recommend teaching consonant sounds first, followed by short vowel sounds. When introducing consonant sounds, give only the most frequent sound. For example, teach that letter C makes the sound /k/ as in “cat.” Once learners have mastered this information, they can later be taught that letter C *sometimes* makes the sound /s/ as in “city.”

3. Teacher shows a letter flashcard and says the letter name then the letter sound, learners repeat.
"Letter B, sound /b/"
4. Teacher shows a letter flashcard and elicits the name and sound of the letter from learners.
"Letter?" "B" "Sound?" "/b/"

Step 2: Individual and Small Group Practice

Depending on the dynamics of your classroom (space, number of teachers) and the abilities of different learners, you can use these activities in a variety of ways. For example, you might model and instruct all learners to do the same activity on their own or in pairs. Or you might group learners by similar ability and assign each group a different activity. Or you might group high and low ability learners together and have one teach or quiz the other.

1. Give each learner or group a set of small alphabet cards. Instruct learners to turn them to the uppercase or lowercase side, depending on the activity you want to do next.
2. Teacher (or another learner) names a letter (or letter sound) and learners point to the corresponding letter card in front of them.
3. Learners arrange cards in alphabetical order and then recite the alphabet.
4. Learners separate consonants and vowels and then name them.
5. Teacher gives one learner a list of short familiar words (ie. Man, woman, date). The learner reads the word and spells it aloud. His/her partner listens to the word and its spelling and selects the letter cards to form the word.

Technology Option: Very basic word processing

1. Learners practice turning on a computer and opening a word processing program.
2. Learners type the alphabet. To make it easier, the teacher or another learner can dictate the alphabet to them letter by letter.
3. Teacher demonstrates how to use backspace to delete letters.
4. Learners choose 3 letters (preferably not next to each other) to erase.
5. Learners switch computers with a partner, identify the missing letters and type them in again.
6. Learners return to their original computer and check their partner's work.

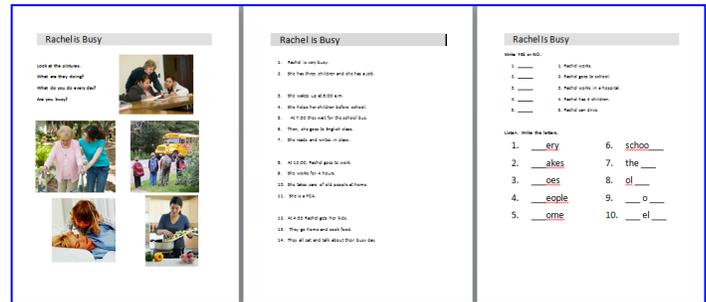
This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Rachel Is Busy**

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 (ie. “I see a woman. She is reading.”) Ask the questions again to the learners.

3. Pre-teach the word **busy** using pictures or pantomime.
4. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

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 separate lines of the text.

Step 3: assess comprehension

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

11. **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.

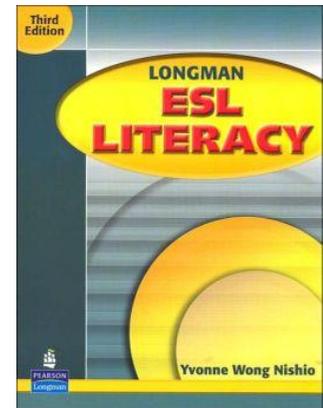
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

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: *Longman ESL Literacy, 3rd Ed. p. 61-62*; materials to make moveable clock hands (wikki stix, pipe cleaners, playdough, etc.)



Step 1: Practice counting by 5s

1. Students sit or stand in a circle. Pass a marker around the circle. As each person holds it they say the next number in the sequence (5, 10, 15....60).

Learners Struggling?: write numbers on the board like this: **1 2 3 4 5**
6 7 8 9 10
11 12 13 14 15

Using your fingers to count off, have learners circle each of the multiples of five on the board (up to 60). Then chant them as a class.

Step 2: Demonstration

2. Show p. 61 on a projector. Elicit the multiples of 5 from the class and write them in around the edge of the clock.
3. Make two clock hands out of malleable material (wikki stix, pipe cleaners, play dough, etc.). Show how one hand is longer than the other. Move the hands several times and ask learners: *What time is it?* Have the whole class repeat the answer each time.

Step 3: Guided Practice

4. Distribute copies of p. 61 and have learners fill in the numbers around the edge and make their own clock hands.
5. Call out a time and have learners move the hands to the appropriate place. Repeat several times with learners saying each time out loud. If this is challenging for some, start with whole hours, then move on to half hours and quarter hours only when they've mastered the previous skill.

Step 4: Independent Practice

6. Learners complete p. 62 independently.

Step 5: Peer Practice

7. Write on the board: **What time is it?** Practice the phrase several times.
8. Learners take turns pointing to one of the clocks on p. 62 and asking a partner *What time is it?*

Teacher Directions: Checking for Understanding

-Materials: one demonstration clock

As learners leave, stand at the door and "quiz" them using the demonstration clock. Note who is still struggling and particular areas of difficulty and report those to tomorrow's teacher for review.

English Papers

About _____

Name: _____

Date: _____

Rachel is Busy

Look at the pictures.

What are they doing?

What do you do every day?

Are you busy?



Rachel is Busy

1. Rachel is very busy.
2. She has three children and she has a job.
3. She wakes up at 6:00 a.m.
4. She helps her children before school.
5. At 7:30 they wait for the school bus.
6. Then, she goes to English class.
7. She reads and writes in class.
8. At 12:00, Rachel goes to work.
9. She works for 4 hours.
10. She takes care of old people at home.
11. She is a PCA.
12. At 4:30 Rachel gets her kids.
13. They go home and cook food.
14. They all eat and talk about their busy day.

Rachel Is Busy

Write YES or NO.

- | | |
|----------|--------------------------------|
| 1. _____ | 1. Rachel works. |
| 2. _____ | 2. Rachel goes to school. |
| 3. _____ | 3. Rachel works in a hospital. |
| 4. _____ | 4. Rachel has 4 children. |
| 5. _____ | 5. Rachel can drive. |

Listen. Write the letters.

- | | |
|--------------|------------------|
| 1. ____ery | 6. schoo____ |
| 2. ____akes | 7. the ____ |
| 3. ____oes | 8. ol ____ |
| 4. ____eople | 9. ____ o ____ |
| 5. ____ome | 10. ____ el ____ |

Teacher Script for dictation:

1. very
2. wakes
3. goes
4. people
5. home
6. school
7. then
8. old
9. job
10. help

Daily Activities Unit: Week 1, Tuesday

| Objectives <i>Learners will be able to...</i> | Materials |
|--|---|
| <p>Literacy: read and write days of the week; distinguish times from dates</p> <p>Listening & Speaking: ask and respond to the question “What time is it?”; pronounce the days of the week and times by quarter hour</p> <p>Transitions & Critical Thinking: recognize the relationships between numbers; identify, extend and use patterns to solve problems; estimate time needed to complete tasks</p> <p>Listening/speaking: retell a simple text in own words</p> <p>Transition & Critical Thinking: scan written text or listen for specific information</p> <p>Listening & Speaking: Ask and respond to questions about the time and day of routine activities (ex. What time do you wake up? When do you go shopping?)</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 68</i> • Handout: Rachel is Busy (from Monday) • 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"> • Demonstration clocks with moveable hands (preferable several) • Day of the week and month of the year cards • Digital clock/alarm clock (optional) • Create a large number line showing whole hours (1:00, 2:00, 3:00, etc.) with room to write smaller increments. |

Lesson Plan

Opening Activity: Literacy, Listening & Speaking

Description: Practice time and calendar skills.

Materials/Prep: demonstration clocks with moveable hands (preferable several), day of the week and month of the year cards, digital clock/alarm clock (optional).

Numeracy Basic Skills Review: Transitions & Critical Thinking

Description: practice numbers, time, and basic operations using a number line

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Number Line**; create a large number line showing whole hours with room to add smaller increments.

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 **Rachel is Busy** (From Monday)

Unit Theme Activity: Listening/speaking

Description: Complete a mingle grid to practice talking about times of routine activities

Materials/Prep: copies of *Longman ESL Literacy, 3rd Ed. p. 68*; ESL Volunteer Tutor Manual, **Mingle Grid**

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: Life Skills, Literacy, Listening & Speaking

-Materials: demonstration clocks with moveable hands, day of the week and month of the year cards, digital clock/alarm clock.

This is a modified version of the calendar routine that offers additional practice with telling time.

Step 1: Time

1. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
2. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

3. Write on the board: **What time is it?**

It's 6:00.

Thanks.

No problem.

4. Practice the dialogue as a class and in pairs several times using demonstration clocks. Begin with whole hours and move on to half hours and then quarter hours only if learners have mastered the previous skill.
5. (optional) bring a digital clock into the classroom. Demonstrate how to set/change the time. Take turns changing the time. For a challenge, practice setting the alarm.

Step 2: Additional Calendar Activities, as needed

Days of the week/Months of the year:

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

Any of these activities can also be used to practice months of the year.

Reading a Calendar/ writing dates

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

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. **Learners practice changing the first sound to create new words (word families)**. Together find the word “**old**”. Each learner copies the word in their notebook. The teacher leads students in copying the word three times below the word and saying the resulting sound (“**old**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - cold
 - told
 - sold

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 or review yes/no questions and dictation, as needed**. Re-read the yes/no questions and dictation words as a group.
10. **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 **wait, reads, writes, works**. Underline the words **job, school, bus, food**.
11. **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.
12. **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.

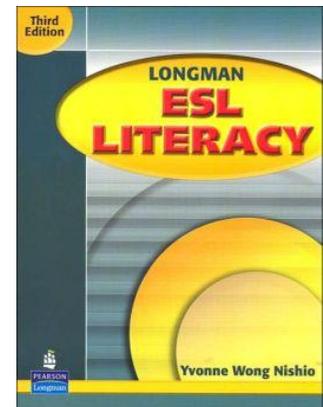
Story of the Week TECHNOLOGY options

- 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

-Materials: copies of *Longman ESL Literacy, 3rd Ed. p. 68*; ESL Volunteer Tutor Manual, **Mingle Grid**

1. Model and assist learners in completing items 1-3 on p. 68.
2. Lead the **Mingle Grid** activity (see Tutor Manual) using the grid on p. 68.
3. Ask learners to report back about the activities of their classmates. Write a few sentences on the board and practice reading them together.



Teacher Directions: Checking for Understanding

-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

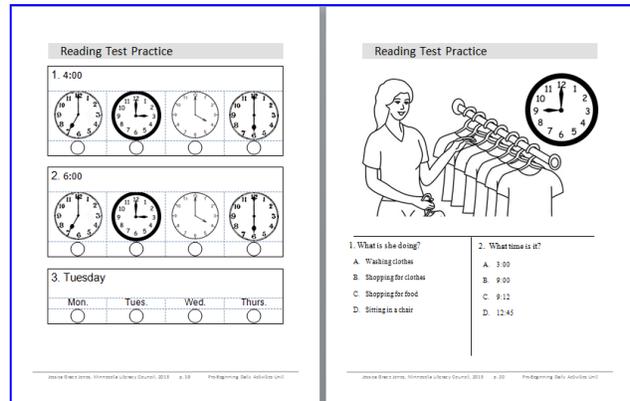
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk or look at other learners' papers.

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.

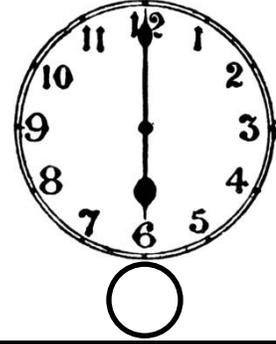
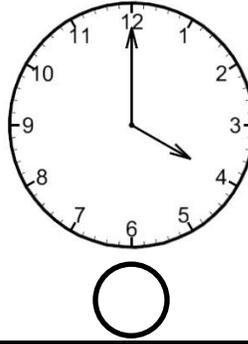
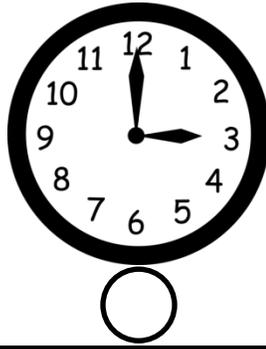
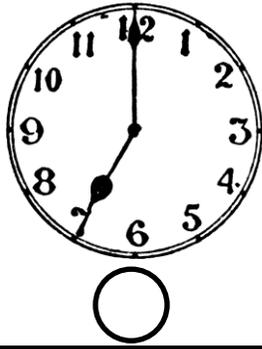
Step 2: Reviewing Answers

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.

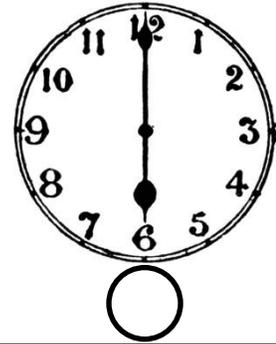
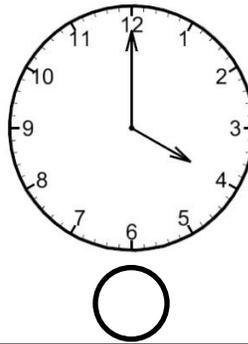
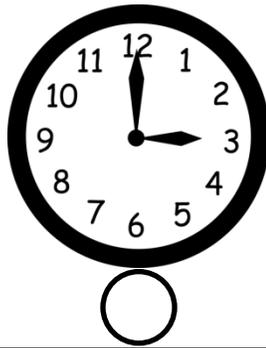
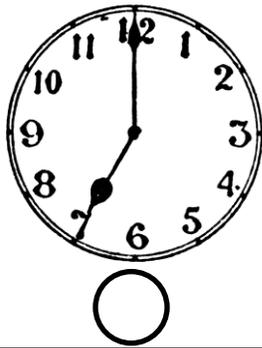


Reading Test Practice

1. 4:00



2. 6:00



3. Tuesday

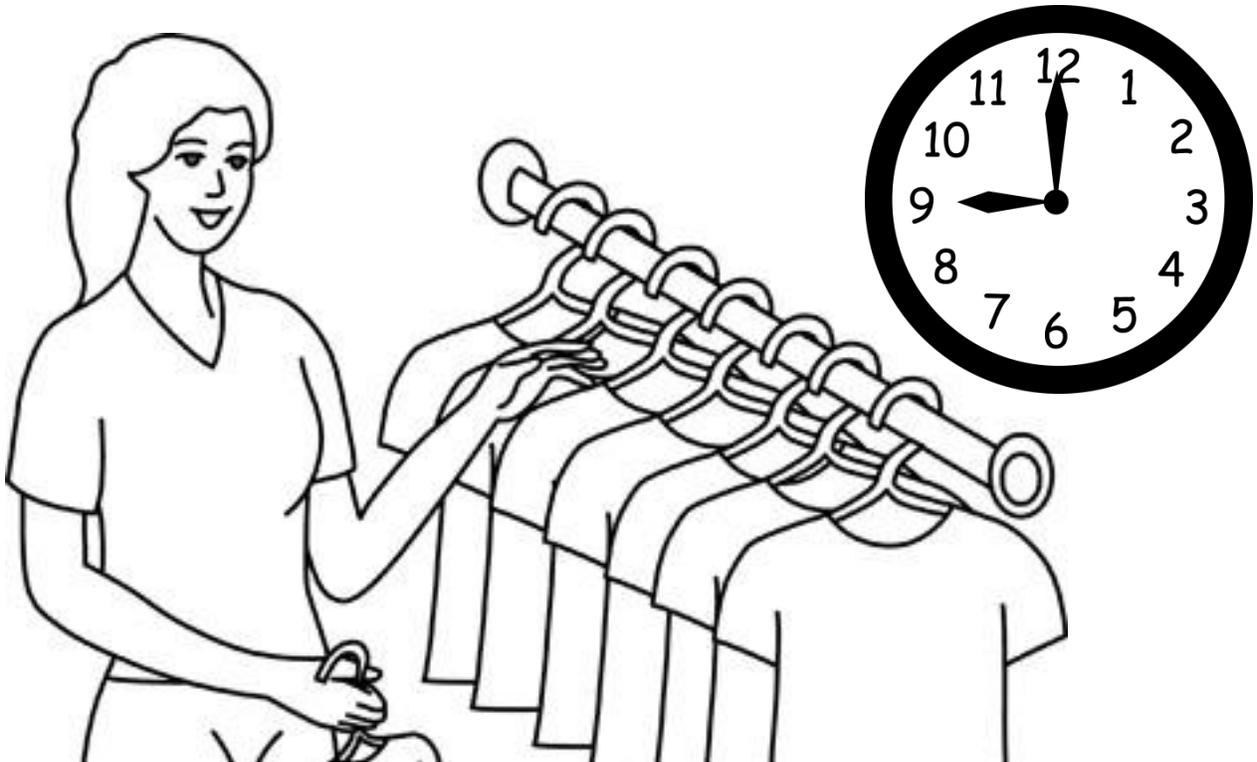
Mon.

Tues.

Wed.

Thurs.

Reading Test Practice



1. What is she doing?

- A. Washing clothes
- B. Shopping for clothes
- C. Shopping for food
- D. Sitting in a chair

2. What time is it?

- A. 3:00
- B. 9:00
- C. 9:12
- D. 12:45

Daily Activities Unit: Week 1, Wednesday

| Objectives <i>Learners will be able to...</i> | Materials |
|---|---|
| <p>Literacy: read and write days of the week; distinguish times from dates</p> <p>Listening & Speaking: ask and respond to the question “What time is it?”; pronounce the days of the week and times by quarter hour</p> <p>Life skill: read a simple story about daily activities.</p> <p>Listening & Speaking: retell a simple text in own words.</p> <p>Literacy: read and complete simple sentences about the time and day of routine activities (ex. I do the laundry on Saturday, I wake up at 6:00 a.m.)</p> <p>Listening/speaking: Ask and respond to questions about the time and day of routine activities (ex. What time do you wake up? When do you go shopping?)</p> <p>Transition & Critical Thinking: sequence story components in chronological order.</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 86-87</i> • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 192</i> (several copies, cut into 6 pieces) • Handout: Reading Test Practice • Handout: Rachel Is Busy (from Monday) • <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 • Demonstration clocks with moveable hands • Day of the week and month of the year cards • Digital clock/alarm clock (optional) • one set of large alphabet cards • several sets of small alphabet tiles |

Lesson Plan

Opening Activity: Literacy, Listening & Speaking

Description: Practice time and calendar skills.

Materials/Prep: demonstration clocks with moveable hands (preferable several), day of the week and month of the year cards, digital clock/alarm clock (optional).

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities to develop letter/sound correspondence and alph.order.

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

Story of the Week: Life Skills, Listening & Speaking

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

Materials/Prep: extra copies of **Rachel Is Busy** (From Monday), ESL Volunteer Tutor Manual, 2013, **Letter/Sound Drill**, colored pencils or thin highlighters

Unit Theme Activity : Listening/speaking, Literacy

Description: Read and write a story about weekly activities and complete sentences about own activities

Materials/Prep: copies of *Longman ESL Literacy, 3rd Ed. p. 86-87* and copies of *p. 192, cut into 6 pieces.*

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: Life Skills, Literacy, Listening & Speaking

-Materials: demonstration clocks with moveable hands, day of the week and month of the year cards, digital clock/alarm clock.

This is a modified version of the calendar routine that offers additional practice with telling time.

Step 1: Time

1. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
2. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.
3. Write on the board: **What time is it?**
It's 6:00.
Thanks.
No problem.
4. Practice the dialogue as a class and in pairs several times using demonstration clocks. Begin with whole hours and move on to half hours and then quarter hours only if learners have mastered the previous skill.
5. (optional) bring a digital clock into the classroom. Demonstrate how to set/change the time. Take turns changing the time. For a challenge, practice setting the alarm.

Step 2: Additional Calendar Activities, as needed

Days of the week/Months of the year:

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

Any of these activities can also be used to practice months of the year.

Reading a Calendar/ writing dates

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Basic Skills Review: Literacy

-Materials: 1.) one set of large alphabet cards, big enough to be seen by whole class, 2.) several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

Step 1: Whole Group Practice

The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, it is not necessary to complete the whole sequence. Begin with an activity that is somewhat easy for most learners and end with an activity that is challenging but not frustrating.

5. Teacher shows a letter flashcard and says the letter name, learners repeat. Introduce and practice 3-5 letters at a time. Once mastered, introduce more.
6. Teacher shows a letter flashcard and learners say the letter name.
7. Teacher shows a letter flashcard and says the letter name then the letter sound, learners repeat. "Letter B, sound /b/"
8. Teacher shows a letter flashcard and elicits the name and sound of the letter from learners. "Letter?" "B" "Sound?" "/b/"

Step 2: Individual and Small Group Practice

Depending on the dynamics of your classroom (space, number of teachers) and the abilities of different learners, you can use these activities in a variety of ways. For example, you might model and instruct all learners to do the same activity on their own or in pairs. Or you might group learners by similar ability and assign each group a different activity. Or you might group high and low ability learners together and have one teach or quiz the other.

6. Give each learner or group a set of small alphabet cards. Instruct learners to turn them to the uppercase or lowercase side, depending on the activity you want to do next.
7. Teacher (or another learner) names a letter (or letter sound) and learners point to the corresponding letter card in front of them.
8. Learners arrange cards in alphabetical order and then recite the alphabet.
9. Learners separate consonants and vowels and then name them.
10. Teacher gives one learner a list of short familiar words (ie. Man, woman, date). The learner reads the word and spells it aloud. His/her partner listens to the word and its spelling and selects the letter cards to form the word.

What letters and sounds should I teach first?

There are differing opinions on this question, however, many reading instructors recommend teaching consonant sounds first, followed by short vowel sounds. When introducing consonant sounds, give only the most frequent sound. For example, teach that letter C makes the sound /k/ as in "cat." Once learners have mastered this information, they can later be taught that letter C *sometimes* makes the sound /s/ as in "city."

Technology Option: *Very basic word processing*

7. Learners practice turning on a computer and opening a word processing program.
8. Learners type the alphabet. To make it easier, the teacher or another learner can dictate the alphabet to them letter by letter.
9. Teacher demonstrates how to use backspace to delete letters.
10. Learners choose 3 letters (preferably not next to each other) to erase.
11. Learners switch computers with a partner, identify the missing letters and type them in again.
12. Learners return to their original computer and check their partner's work.

This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Rachel Is Busy** from Monday

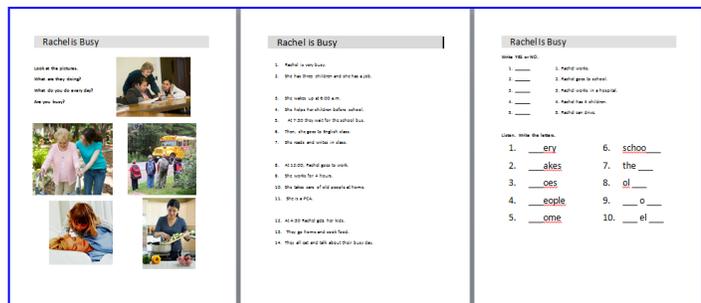
Step 1: Context

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. Review the word ***busy***

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 specific sentences.

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. **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

10. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story can be **W** or **TH**. Choose one of these sounds based on the needs of your learners.
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

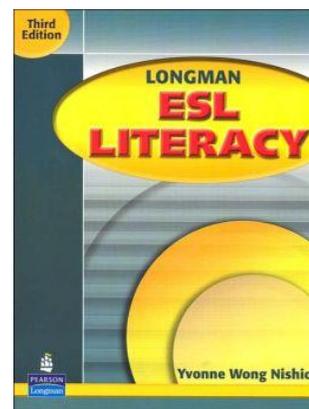
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

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

-Materials: copies of *Longman ESL Literacy, 3rd Ed. p. 86-87* and copies of *p. 192* cut into 6 pieces.

Step 1: Sequencing and Reading the Story

1. Give each student or pair a set of 6 pictures and sentences from p. 192. Learners sequence the pictures according to the days of the week, beginning with Sunday.
2. Read the story aloud as learners follow along by pointing to each picture.
3. Ask simple comprehension questions such as *What day does she go shopping? What does she do on Saturday?*



Step 2: Multi-Level Writing

4. Distribute p. 86 and choose from the writing tasks below, based on learner ability. Different learners can be working on different tasks at the same time.
 - Learner circles the days of the week on each of the 6 story cards and copies the days of the week onto the lines on p. 86
 - Learner copies the full sentences from the 6 story cards onto p. 86.
 - A partner dictates the sentences from the story cards while the learner writes them on p. 86, then they switch roles.
 - Learner tries to write sentences on p. 86 using only the picture prompts at the top of the page. Then compares his/her sentences to those on p. 192.

Step 3: Completing Sentences

5. Model how to complete the sentences on p. 87 using the learner's information (not the answers from the story).
6. Learners complete p. 87 independently.
7. Learners mingle around the classroom and ask each other the questions on p. 87.

Teacher Directions: Checking for Understanding

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

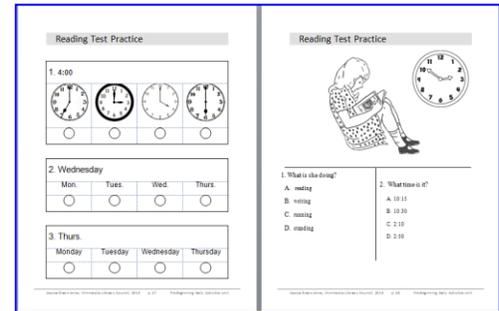
There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.

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.

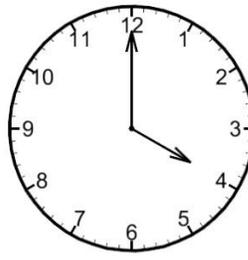
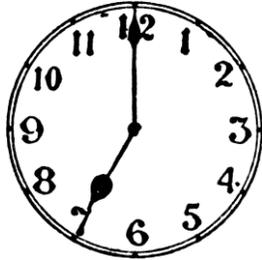


Step 2: Reviewing Answers

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.

Reading Test Practice

1. 4:00



2. Wednesday

Mon.

Tues.

Wed.

Thurs.

3. Thurs.

Monday

Tuesday

Wednesday

Thursday

Reading Test Practice



1. What is she doing?

- A. reading
- B. writing
- C. running
- D. standing

2. What time is it?

- A. 10:15
- B. 10:30
- C. 2:10
- D. 2:50

Daily Activities Unit: Week 1, Thursday

| Objectives <i>Learners will be able to...</i> | Materials |
|--|---|
| <p>Literacy: read and write days of the week; distinguish times from dates</p> <p>Listening & Speaking: ask and respond to the question “What time is it?”; pronounce the days of the week and times by quarter hour</p> <p>Transitions & Critical Thinking: recognize the relationships between numbers; identify, extend and use patterns to solve problems; estimate time needed to complete tasks</p> <p>Literacy: identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p>Listening & Speaking: Ask and respond to questions about the time and day of routine activities (ex What time do you wake up? When do you go shopping?)</p> <p>Literacy: read and complete simple sentences about the time and day of routine activities</p> | <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 90-91</i> • Handout: Rachel Is Busy (paragraph format) • 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"> • Demonstration clocks with moveable hands (preferable several) • Day of the week and month of the year cards • Digital clock/alarm clock (optional) • Create a large number line showing whole hours (1:00, 2:00, 3:00, etc.) with room to write small increments. |
| <h3>Lesson Plan</h3> | |
| <p>Opening Activity: Literacy, Listening & Speaking <u>Description:</u> Practice time and calendar skills. <u>Materials/Prep:</u> demonstration clocks with moveable hands (preferable several), day of the week and month of the year cards, digital clock/alarm clock (optional).</p> <p>Numeracy Basic Skills Review: Transitions & Critical Thinking <u>Description:</u> practice numbers, time, and basic operations using a number line <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2013, Number Line; create a large number line showing whole hours with room to add smaller increments.</p> <p>Story of the Week: Literacy <u>Description:</u> review the story of the week and practice reading fluency with a paragraph formatted text. <u>Materials/Prep:</u> copies of Rachel Is Busy (paragraph format)</p> <p>Unit Theme Activity: Listening/speaking, Literacy, grammar <u>Description:</u> Learners complete a grid about their own activities and interview classmates about their activities <u>Materials/Prep:</u> copies of <i>Longman ESL Literacy, 3rd Ed. p. 90-91</i></p> <p>Checking for Understanding <u>Description:</u> practice reading skills for the CASAS Life and Work Reading Test <u>Materials/Prep:</u> copies of Reading Test Practice</p> | |

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

-Materials: demonstration clocks with moveable hands, day of the week and month of the year cards, digital clock/alarm clock.

This is a modified version of the calendar routine that offers additional practice with telling time.

Step 1: Time

1. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
2. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.
3. Write on the board: **What time is it?**
It's 6:00.
Thanks.
No problem.
4. Practice the dialogue as a class and in pairs several times using demonstration clocks. Begin with whole hours and move on to half hours and then quarter hours only if learners have mastered the previous skill.
5. (optional) bring a digital clock into the classroom. Demonstrate how to set/change the time. Take turns changing the time. For a challenge, practice setting the alarm.

Step 2: Additional Calendar Activities, as needed

Days of the week/Months of the year:

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

Any of these activities can also be used to practice months of the year.

Reading a Calendar/ writing dates

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Numeracy Basic Skills Review: Transitions & Critical Thinking

- Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**, Create a large number line showing whole hours (1:00, 2:00, 3:00, etc.) with room to write smaller increments.

Adapt the **Number Line** routine (see ESL Volunteer Tutor Manual) to assess and practice the following objectives:

- Learners can count by whole hours
- Learners can identify a.m. and p.m. and the transition from 11:00 a.m. to 12:00 p.m.
- Learners can count the number of hours in a span of time (ex. *He works from 8:00a.m to 1:00 p.m. How many hours does he work?*)
- Learners can estimate the time a task will take and what time they will finish (ex. *You do laundry at 3:00 p.m. How many hours? What time will you finish?*)

Although learners may not need a number line to accomplish these tasks, it is important for future math work that they learn how to represent these skills on a number line.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Rachel Is Busy** (paragraph text)

Step 1: Context

1. Distribute new copies of **Rachel Is Busy** 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.

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 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.

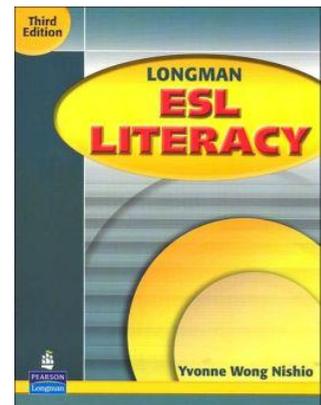
Story of the Week TECHNOLOGY options

- 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.

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

-Materials: copies of *Longman ESL Literacy, 3rd Ed. p. 90-91*

Complete p. 90-91 as indicated. Model each activity on the projector before students begin.



Teacher Directions: Checking for Understanding

-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

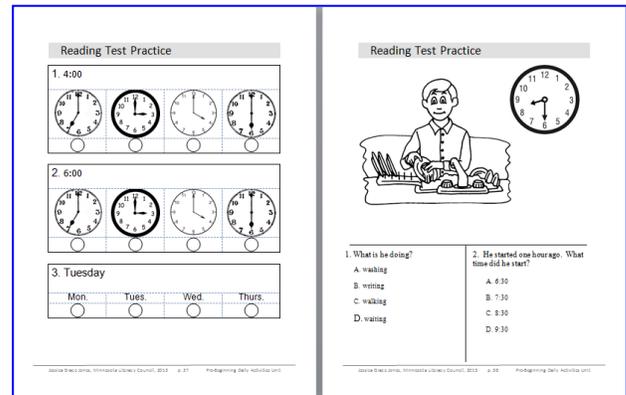
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk or look at other learners' papers.

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.



Rachel Is Busy

Rachel is very busy. She has three children and she has a job.

She wakes up at 6:00 a.m. She helps her children before school. At 7:30 they wait for the school bus. Then, she goes to English class. She reads and writes in class.



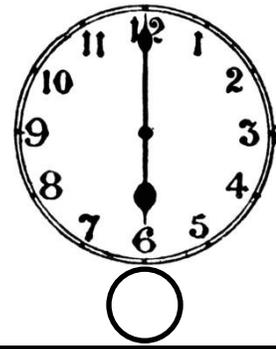
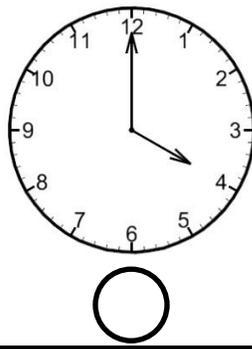
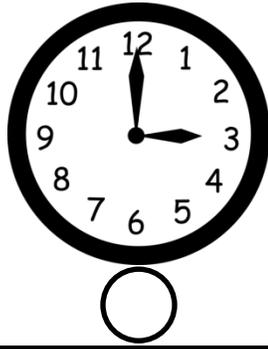
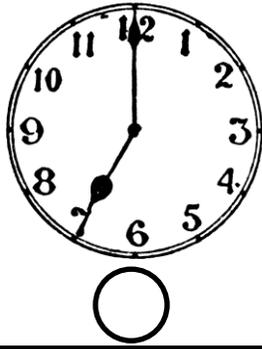
At 12:00, Rachel goes to work. She works for 4 hours. She takes care of old people at home. She is a PCA.

At 4:30 Rachel gets her kids. They go home and cook food. They all eat and talk about their busy day.

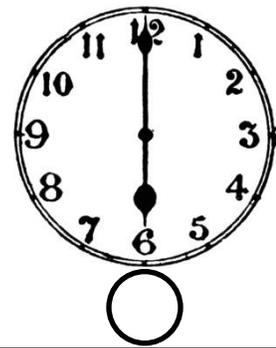
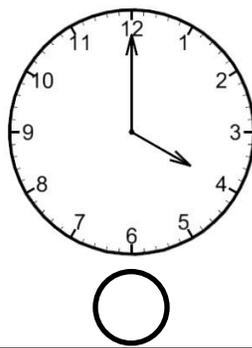
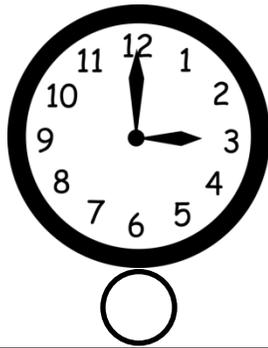
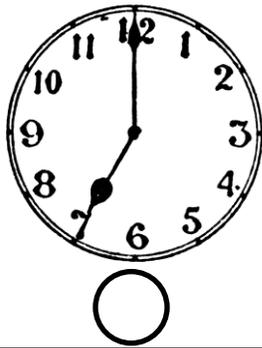


Reading Test Practice

1. 4:00



2. 6:00



3. Tuesday

Mon.



Tues.



Wed.



Thurs.



Reading Test Practice



1. What is he doing?

- A. washing
- B. writing
- C. walking
- D. waiting

2. He started one hour ago. What time did he start?

- A. 6:30
- B. 7:30
- C. 8:30
- D. 9:30