



*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)**

## Food: Week 2 of 2

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### **Unit Overview**

In this 2-week unit learners will spend a lot of time reading, writing, and saying a variety of food words. In addition they will use this new vocabulary to talk, read, and write about prices and likes and dislikes. In week 2, learners will have an opportunity to do some hands-on food preparation and write about it in class.

### **Focus of Week 1**

- *Reading, writing, and talking about **food words***
- *Expressing **likes and dislikes***

### **Focus of Week 2**

- ***Making a fruit salad and writing a story about it***
- *Reading, writing, and talking about **food words***
- *Scanning for and talking about **food prices***

## Food Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Literacy:</b> sequence and describe food preparation steps for making a fruit salad</p> <p><b>Literacy:</b> read, write, and say at least 20 food words</p> <p><b>Transition &amp; Critical Thinking:</b> sequence steps in a food preparation process.</p> <p><b>Grammar:</b> use subject verb agreement in the third person simple present (ex. Hamdi cuts the apples. The teacher puts them in the bowl)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 132, 135</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Ingredients and equipment to make a fruit salad</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• One set of large alphabet cards, several sets of small alphabet tiles</li> <li>• A large dry erase calendar or calendar pocket chart</li> <li>• Demonstration clock with moveable hands</li> <li>• Day of the week and month of the year cards</li> </ul>

### Lesson Plan

#### Opening Activity

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

#### 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

#### Unit Theme Activity: Literacy

Description: introduce fruit vocabulary and practice forming plural nouns

Materials/Prep: copies of **Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 132**, ingredients for a fruit salad

#### Story of the Week: Literacy

Description: introduce and practice food preparation vocabulary, make a fruit salad, and write a class story about what you did

Materials/Prep: large poster paper, markers, fruit salad ingredients and equipment, **Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 135**

#### Checking for Understanding: Literacy

Description: in pairs, learners read sentences from the story while other learners act out those sentences

Materials/Prep: (none)

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

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### 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.

### Step 2: Calendar

3. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
4. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
5. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
6. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: 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 6<sup>th</sup>, 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 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- 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.*

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.
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.

### ***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

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.

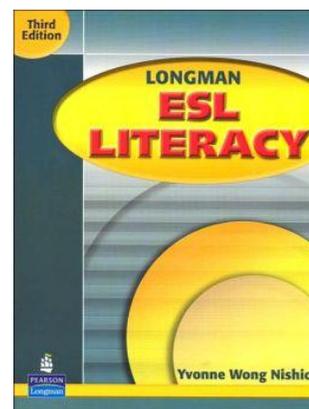
This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

### **Teacher Directions: Unit Theme Activity: Literacy**

-Materials: *Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 132*, ingredients for a fruit salad

#### Step 1: Introduce/review fruit vocabulary

1. Show learners the fruit you brought today and tell them you will make a fruit salad. Practice the name of each fruit several times and have them write the fruit in their notebook.
2. Complete p. 132 as directed.



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

-Materials: large poster paper, markers, fruit salad ingredients and equipment,  
*Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 135*

#### Step 1: Introduce and practice food preparation vocabulary

1. Using a piece of fruit for the salad, pantomime the verbs **wash, peel, slice/cut, eat**. Learners say and pantomime each verb.
2. Use p. 135 to review the verbs and practice writing full sentences. Then ask the learners to point to the picture that is first, second, third, and fourth.

### Step 2: Make a fruit salad

1. Ask the learners to help you make (and eat!) a fruit salad. As they work, encourage them to talk about what they are doing in English.

### Step 3: Write a story

*Collaborating to write a common text is called "Language Experience Approach (LEA)." The purpose of LEA is to create a text that learners are invested in and contains language that they are familiar with because they supplied the language for the text. There is some debate over whether teachers should write exactly what learners say, including their grammatical errors. For this activity, please use learner suggestions to create simple, grammatically correct sentences. When possible, using the form "There is/there are..."*

1. Tape a piece of poster paper to the board. Title it **Our Fruit Salad**.
2. What did we put in the fruit salad? Who washed the apples? Who peeled the bananas?
3. As learners begin to talk about the fruit salad, record their ideas on the poster paper in full sentences. Since learners have not been introduced to the past tense, write the story in the simple present tense (*Hamdi washes the apples. Ali peels them.*)
4. If necessary, prompt them with more questions:  
*Maria, what did you do? What fruit did you like?*
5. Learners do not need to copy the story. Instead, tell them that they will get a typed copy in class tomorrow.
6. After class, give the final poster copy of the story to the coordinator to type for tomorrow.

### **Teacher Directions: Checking for Understanding**

-Materials: *(none)*

Re-read the whole story as a class. A student or teacher reads the story slowly pausing at the end of each sentence. The rest of the class acts out each sentence with pantomime.

If time, pair learners and have them take turns reading and pantomiming each line.

## Food Unit: Week 2, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Transition &amp; Critical Thinking:</b> collect data and organize it in a chart, table, or graph</p> <p><b>Listening/speaking:</b> retell a simple text in own words</p> <p><b>Transition &amp; Critical Thinking:</b> scan written text or listen for specific information</p> <p><b>Literacy:</b> sequence and describe food preparation steps for making a fruit salad</p> <p><b>Literacy:</b> read, write, and say at least 20 food and drink words; read and write simple affirmative and negative sentences about food likes and dislikes (ex. She likes carrots. She doesn't like eggs.)</p> <p><b>Grammar:</b> use the simple present verb negation with first and third person (ex. I <b>don't</b> like milk. She <b>doesn't</b> like milk); use subject verb agreement in the third person simple present (ex. He likes, she doesn't like).</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Food Words 2</b></li> <li>• <u>Textbook:</u> <i>Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 133</i></li> <li>• Handout: print copies of story learners wrote yesterday (see coordinator)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Gather pictures/props to teach the words on <b>Food Words 2</b> handout</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large dry erase calendar or calendar pocket chart</li> <li>• Demonstration clock with moveable hands</li> <li>• Day of the week and month of the year cards</li> <li>• Post-It Notes</li> <li>• A yes/no flashcard for each learner</li> </ul>

## Lesson Plan

### Opening Activity

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Numeracy Basic Skills Review: Transition & Critical Thinking

Description: create a Post-It Chart to show learners food preferences

Materials/Prep: Post-It Notes; ESL Volunteer Tutor Manual, **Post-It Chart**

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

Description: review the story learners wrote yesterday, answer questions and scan for key words.

Materials/Prep: one copy of class story on poster paper, copies of class story for learners, yes/no flashcards.

### Unit Theme Activity: Grammar, Literacy

Description: review vocabulary and write sentences about likes and dislikes

Materials/Prep: copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 133*, copies of **Food Words 2**, gather pictures/props to teach the words on Food Words 2 handout

### Checking for Understanding

Description: Students report to the class what they learned about classmates' likes and dislikes

Materials/Prep: (none)

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

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### 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.

### Step 2: Calendar

3. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
4. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
5. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
6. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: 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 6<sup>th</sup>, 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 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Numeracy: Transition & Critical Thinking

-Materials: Post-It Notes, ESL Volunteer Tutor Manual, 2013, **Post-It Chart**, graph paper (optional)

Using the question “**What is your favorite fruit?**”, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual. You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

## Teacher Directions: Story of the Week: Literacy, Transition & Critical Thinking, Listening & Speaking

-Materials: typed copies of the story learners wrote in class yesterday (see Coordinator), yes/no flashcards for each learner

### Step 1: Context

1. Distribute copies of the story. Use the poster paper from yesterday to show learners that this is the same story they wrote yesterday.
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.

### Step 3: assess comprehension

6. **Learners take turns reading one line from the story** and showing the meaning of the sentence by pointing to a picture or pantomiming the meaning.

7. **Complete yes/no questions.** Give each learner a card with a YES side and a NO side. Teacher reads 10 statements about the story (some true and some false). For example, *Asha washes the apples*. Learners hold up their yes or no card to show if the sentence is true or false.
8. **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. Choose 3-4 key words for learners to circle and 3-4 more words for learners to underline.
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.
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: Grammar, Literacy

-Materials: copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed., p. 133*, copies of **Food Words 2** handout, gather pictures/props to teach the words on Food Words handout

### Step 1: Context

What food do you like? Where do you buy food? Do you eat fruit? What do you like to drink? Do you cook? Who cooks in your house?

### Step 2: Introduce vocabulary

Hold up the pictures that you gathered one by one. Say the word and ask learners to repeat several times. Do not write the word yet. Tell learners that you will give them the words later.

Go through all the pictures/props at least twice.

Distribute the **Food Words 2** handout.

Go through the pictures again and have learners find the word on their handout.

Learners draw a picture of the food next to the word.

Food Words 2	
Listen to your teacher. Draw a picture.	
1. apple	
2. banana	
3. pear	
4. pineapple	
5. peach	
6. orange	
7. lemon	
8. mushroom	
9. pepper	
10. beef	
11. noodles	
12. juice	

### Step 3: Pair Practice

One partner says a word on the **Food Words** list. The other partner points to the word they hear.

**Need a Challenge?:** higher level students can dictate the words to each other for spelling practice.

**\*\*Give the food pictures to the learning center coordinator for use throughout the week.\*\***

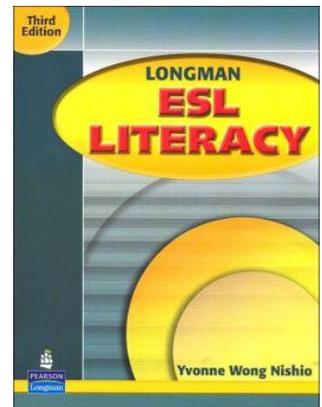
### Step 4: Conversation and Writing Practice

Complete the worksheet on p. 133 as directed. Be sure to give learners lots of practice with the questions and answers before they start talking to each other and filling in the grid.

## Teacher Directions: Checking for Understanding

-Materials: (none)

Ask each learner to report to the class one thing that another classmate likes or dislikes. You may want to challenge them to do it without looking at their worksheet.



## Food Words 2

Listen to your teacher. Draw a picture.

1. apple	
2. banana	
3. pear	
4. pineapple	
5. peach	
6. orange	

7. lemon	
8. mushroom	
9. pepper	
10. beef	
11. noodles	
12. juice	

## Food Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Literacy:</b> sequence and describe food preparation steps for making a fruit salad</p> <p><b>Literacy:</b> read, write, and say at least 20 food and drink words</p> <p><b>Life Skill:</b> scan food ads and store signs for specific information</p> <p><b>Literacy:</b> scan authentic food ads for food words they know and the prices of those items</p> <p><b>Listening &amp; Speaking:</b> ask and respond to the question “How much are the (apples)?”</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>Handout: print copies of story learners wrote yesterday (see coordinator)</li> <li><u>Textbook:</u> <i>Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 131, 134</i></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>ESL Volunteer Tutor Manual, 2013</li> <li>gather some authentic food ads (newspaper inserts, print online ads for local grocers)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>Colored pencils or thin highlighters</li> <li>A large dry erase calendar or calendar pocket chart</li> <li>Demonstration clock with moveable hands</li> <li>Day of the week and month of the year cards</li> <li>play money (coins and \$1 bills)</li> </ul>

## Lesson Plan

### Opening Activity

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### 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: Literacy

Description: review the story learners wrote on Monday and lead a simple dictation.

Materials/Prep: copy of class story on poster paper in the classroom, copies of class story for learners.

### Unit Theme Activity : Listening/speaking, Literacy, Life Skills

Description: review food words and practice reading and talking about prices in worksheets and authentic ads

Materials/Prep: copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 131, 134*, gather some authentic food ads (newspaper inserts, print online ads for local grocers), play money (coins and \$1 bills)

### Checking for Understanding: Listening & Speaking, Life Skills

Description: learners ask each other about the prices of items in the authentic ads

Materials/Prep: (none)

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

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### 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.
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### Step 2: Calendar

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7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: 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.
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*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

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- 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

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2. Teacher shows a letter flashcard and learners say the letter name.
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.*

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

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: extra copies of class story they wrote on Monday (see Coordinator)

#### Step 1: Context

1. Remind learners that this is *their story*. The same story that they wrote on Monday.
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.
7. **Lead a simple dictation**. Learners cover their copy of the story. Dictate 2-3 simple sentences from the story. Learners write those in their notebook. For a simpler version, create cards with words from each sentence. Have learners arrange the word cards to create the sentence you dictate.

8. **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

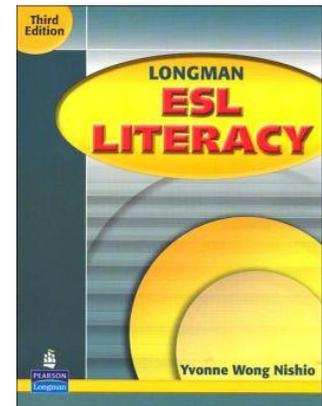
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

### **Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy, Life Skills**

-Materials: Copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed., p. 131, 134*, gather some authentic food ads (newspaper inserts, print online ads for local grocers), play money (coins and \$1 bills)

#### Step 1: Review fruit vocabulary

1. Distribute copies of p. 131. Look at the picture and read the names of each fruit.
2. Check comprehension of pictures and vocabulary by showing photos/props or asking comprehension questions (*What color are lemons? Do you peel a lemon? Do you eat a whole lemon?*)



#### Step 2: Talking about prices

3. Together, read the prices on p. 131.
4. Write on the board: **How much are the pineapples?**
5. Practice asking the question several times, substituting different fruits.
6. Learners practice asking and answering the question with a partner

### Step 3: Calculating Totals

7. Practice the dialogue on p. 134 several times as a whole class and in pairs.
8. Read the prices for each item on the fruit stand together.
9. Using play money, model how to add the cost of two different items together (count out change for a banana, then change for an orange, then count the total).
10. Model how to add the cost of two of the same item.
11. Learners complete the questions on p. 134 independently or with a partner. Some may need to use the play money to make their calculations.

### **Teacher Directions: Checking for Understanding**

-Materials: authentic food ads

Distribute food ads and ask learners to find a fruit or vegetable and circle it. With a partner, learners ask and answer the question “*How much are the \_\_\_\_\_?*”

## Food Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Transition &amp; Critical Thinking:</b> collect data and organize it in a chart, table, or graph</p> <p><b>Literacy:</b> identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p><b>Life Skill:</b> scan food ads and store signs for specific information</p> <p><b>Literacy:</b> scan authentic food ads for food words they know and the prices of those items</p> <p><b>Listening &amp; Speaking:</b> ask and respond to the question “How much are the (apples)?”</p> <p><b>Grammar:</b> use the simple present verb negation with first and third person (ex. I <b>don’t</b> like milk. She <b>doesn’t</b> like milk); use subject verb agreement in the third person simple present (ex. He likes, she doesn’t like).</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: print copies of story class wrote on Monday (make sure it is in paragraph format)</li> <li>• <u>Textbook:</u> <i>Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 138-139</i></li> <li>• Handout: <b>Reading Test Practice</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• gather some authentic food ads (newspaper inserts, print online ads for local grocers)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large dry erase calendar or calendar pocket chart</li> <li>• Demonstration clock with moveable hands</li> <li>• Day of the week and month of the year cards</li> <li>• Post-It Notes</li> </ul>

## Lesson Plan

### Opening Activity

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Numeracy Basic Skills Review: Transition & Critical Thinking

Description: create a Post-It Chart to show learners food preferences

Materials/Prep: Post-It Notes; ESL Volunteer Tutor Manual, **Post-It Chart**

### Story of the Week: Literacy

Description: review the story learners wrote on Monday and practice reading fluency

Materials/Prep: copy of class story on poster paper in the classroom, copies of class story for learners.

### Unit Theme Activity: Listening/speaking, Literacy, Life Skill

Description: review likes and dislikes, practice reading and asking about prices

Materials/Prep: copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 138-139*, gather some authentic food ads (newspaper inserts, print online ads for local grocers)

### 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: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### 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.

### Step 2: Calendar

3. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
4. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
5. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
6. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: 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 6<sup>th</sup>, 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 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Numeracy: Transition & Critical Thinking

-Materials: Post-It Notes, ESL Volunteer Tutor Manual, 2013, **Post-It Chart**, graph paper (optional)

Using the question “**What is your favorite meat?**”, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual. You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of the class story written on Monday (See Coordinator). Make sure the story is typed in paragraph form for today’s activities.

### Step 1: Context

1. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.
2. Ask: “**How many paragraphs?**” Model how to identify and count the paragraphs.
3. 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

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: 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 4: 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 5: Practice with this week’s story

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

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

### Story of the Week TECHNOLOGY options

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

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

*Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.*

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

**Skills** -Materials: copies of *Longman ESL Literacy, 3<sup>rd</sup> Ed., p. 138-139*, gather some authentic food ads

### Step 1: Review Likes and Dislikes

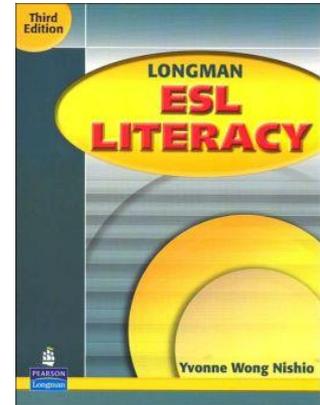
1. Complete p. 138 as directed. Be sure to give learners plenty of practice with the question and answer before they begin asking their classmates and filling in the chart.

### Step 2: Review talking about prices

1. Distribute copies of p. 139. Look at the picture and read the names of each fruit or vegetable.
2. Check comprehension of pictures and vocabulary by showing photos/props or asking comprehension questions (*What color are lemons? Do you peel a lemon? Do you eat a whole lemon?*)
3. Together, read the prices on p. 139.
4. Write on the board: **How much are the pineapples?**
5. Practice asking the question several times, substituting different items.
6. Learners practice asking and answering the question with a partner
7. Complete the worksheet as directed.

### Step 3: Reading authentic ads

8. Distribute food ads and ask learners to find a fruit or vegetable and circle it. With a partner, learners ask and answer the question "*How much are the \_\_\_\_\_?*"



## 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.

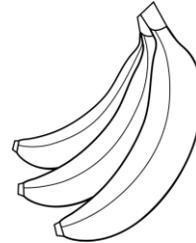
The image shows two examples of 'Reading Test Practice' handouts. The left handout is titled 'Daily Deals' and features a grid of fruit prices: Apples \$1.99/lb, Bananas \$0.99/lb, Pears \$2.19/lb, and Pineapple \$1.79/lb. Below the grid are two multiple-choice questions: '1. How much do bananas cost?' and '2. How much are the pears?'. The right handout is titled 'Reading Test Practice' and includes a word recognition section with a grid of words and their corresponding prices: Apples \$10.31, Pears 99¢, Bananas 89¢, and Pineapple 31¢. It also includes a word search section with the word 'pear' and a grid of words: 'bandana', 'arcana', 'banana', and 'nab'.

# Reading Test Practice

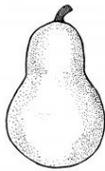
## Daily Deals



Apples -\$1.99/lb.



Bananas -\$0.99/lb.



Pears \$2.19/lb.



Pineapple \$1.79/lb.

1. How much do bananas cost?

- A. \$1.99/lb.
- B. \$0.99/lb.
- C. \$2.19/lb.
- D. \$1.79/lb.

2. How much are the pears?

- A. \$1.99/lb.
- B. \$0.99/lb.
- C. \$2.19/lb.
- D. \$1.79/lb.

# Reading Test Practice

1. Red Washington  
Apples ...99¢ per lb.  
Apr. 10-31



\$10.31



99¢



89¢



31¢



3. pear

bear



dear



par



pear



2. banana

bandana



arcana



banana



nab

