



*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)**

## Housing: Week 2 of 2

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### **Unit Overview**

In this 2-week unit learners will read and talk about rooms in a home and a few common items in each room. They will also practice simple sentences to report problems in their home to a landlord. Learners will also have repeated practice writing their address with a goal of accurately and legibly writing their own address every time.

### **Focus of Week 1**

- *Read and write the **names of rooms** in a home*
- *Read and write **common items in each room.***
- *Form simple **sentences with there is/there are***
- *Form simple **sentences about their own home with HAVE***

### **Focus of Week 2**

- *Read and write simple **sentences about home repair problems***
- *Practice **calling a landlord to report a problem***

## Housing Unit: Week 2, Monday

| <b>Objectives</b> <i>Learners will be able to...</i>  | <b>Materials</b>  |
|---|---|
| <p><b>Life skill:</b> read a simple story about housing</p> <p><b>Literacy:</b> read simple statements about a story and evaluate if they are true or false.</p> <p><b>Listening/speaking:</b> listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p><b>Life Skill:</b> report housing problems to a landlord</p> <p><b>Literacy:</b> read and write simple sentences about housing problems</p> | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook</u>: address writing worksheets from a textbook of your choice (optional)</li> <li>• Handout: <b>I Can't Sleep</b></li> <li>• Handout: <b>Home Problem Flashcards</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>• Teacher dictation script for <b>I Can't Sleep</b></li> <li>• Full-page images of home problems</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• (see instructions for Basic Skills Review)</li> <li>• A large dry-erase calendar or pocket calendar</li> <li>• Demonstration clock with moveable hands</li> <li>• Day of the week and month of the year cards</li> <li>• Student scissors and tape</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.

### Basic Skills Review

Description: choose 1-2 from a list of activities to practice basic writing skills, with particular focus on writing one's address.

Materials/Prep: (see activity instructions)

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

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

Materials/Prep: copies of **I Can't Sleep**, one copy of teacher dictation script.

### Unit Theme Activity: Life Skills, Literacy

Description: learners create flashcards of common home repair problems

Materials/Prep: copies of **Home Problem Flashcards**, a single copy of the full-page images, student scissors and tape

### Checking for Understanding: Life Skills, Literacy

Description: ask learners leave, quiz them using pictures from the flashcard activity

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: (listed below each activity)

### Step 1: Independent Practice

*These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. **During this unit, learners will focus specifically on writing and saying their addresses.***

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

Materials: teacher-created tracing and copying sheets

|     |         |      |      |
|-----|---------|------|------|
| 308 | Harding | Ave. | #22B |
|     |         |      |      |

Address: \_\_\_\_\_

Address: \_\_\_\_\_

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

Materials: simple personal information forms

3. Learners work independently or with a partner to complete simple textbook pages to practice writing their name and address. Most low-level ESL textbooks devote at least a few pages to this skill alone.

Materials: address-writing worksheets from a textbook of your choice

### Technology Option: simple online forms

*Create your own very simple online form using an application like Google Docs or Microsoft Word. Include lines for first name, last name and address.*

1. Learners practice turning on a computer.
2. Teacher navigates to the appropriate document or webpage.
3. Learners practice clicking in the boxes, typing, and editing their information.

## Teacher Directions: Story of the Week: Literacy

-Materials: copies of **I Can't Sleep**

### 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. Pre-teach the words **Smoke alarm** and **beep** using pictures and/or props.

The image shows three pages of a story titled "I Can't Sleep". The first page has a title and two illustrations: a person sleeping and a smoke alarm. Below the illustrations are questions 1-8. The second page contains questions 9-19. The third page contains questions 20-25 and a word matching exercise.

**I Can't Sleep**

Do you have a smoke alarm?

What would does it make?

1. Mark and Margo are sleeping.
2. They hear "BEEP, BEEP, BEEP."
3. The bedroom is dark.
4. They don't see.
5. Mark turns on the light.
6. He sees the smoke alarm.
7. It is beeping!
8. But there is no smoke.

9. There is no fire.

10. All right it beeps.

11. They don't sleep.

12. In the morning, Mark calls the apartment manager.

13. "What's the matter?" asks the manager.

14. "My smoke alarm is broken."

15. "It is beeping, but there is no fire," says Mark.

16. "It needs a new battery," says the manager.

17. "I can come tomorrow."

18. "We can't sleep," says Mark.

19. "Hurry come today!"

**I Can't Sleep**

Write YES or NO.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Listen. Write the letters.

1. moke
2. urns
3. ire
4. light
5. ear
6. bee \_\_\_\_\_
7. ligh \_\_\_\_\_
8. alar \_\_\_\_\_
9. see \_\_\_\_\_
10. dar \_\_\_\_\_

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

### Step 2: Practice the Text

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

### Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete yes/no comprehension questions**. If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
10. **Complete the dictation exercise**. The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.

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

### Story of the Week TECHNOLOGY options

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

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

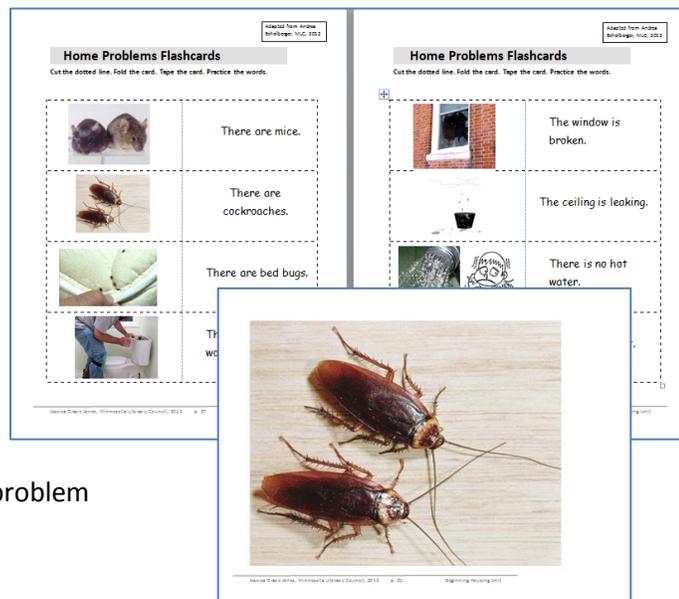
-Materials: **Home Problems Flashcards**, a single set of large images

### Step 1: Context

*Mark had a problem in his apartment. What was the problem? Who did he call? Do you call the landlord/manager? What problems do you have? Today we're going to practice talking about problems..*

### Step 2: Vocabulary Introduction

1. Hold or use a projector to show each of the **Large Home Problems Pictures**.
2. Ask learners for words they know.
3. Say the name of the problem using the sentences on the flashcards. Learners repeat several times.
4. Ask "What's the matter?" Say the problem sentence on the flashcard. Learners repeat several times.



### Step 3: Learners create flashcards

5. Distribute **Home Problems Flashcards** (2 pages)
6. Read the directions together.

7. Model the directions.
8. Repeat the directions as the whole class acts them out.
9. Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

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

### **Teacher Directions: Checking for Understanding: Life Skills, Literacy**

-Materials: **(none)**

As learners leave, quiz them using pictures from the flashcard activity. At this point they should be able to say key words for each picture, but not necessarily the whole sentence.

# I Can't Sleep



**Do you have a smoke alarm?**

**What sound does it make?**

1. Mark and Margo are sleeping.
2. They hear "BEEP, BEEP, BEEP."
3. The bedroom is dark.
4. They can't see.
5. Mark turns on the light.
6. He sees the smoke alarm.
7. It is beeping!
8. But there is no smoke.

9. There is no fire.
10. All night it beeps.
11. They can't sleep.
12. In the morning, Mark calls the apartment manager.
13. "What's the matter?" asks the manager.
14. "My smoke alarm is broken.
15. It is beeping but there is no fire," Mark says.
16. "It needs a new battery," says the manager.
17. "I can come tomorrow."
18. "We can't sleep," says Mark.
19. "Please come today!"

# I Can't Sleep

Write YES or NO.

- |          |                                      |
|----------|--------------------------------------|
| 1. _____ | 1. There is a fire in the apartment. |
| 2. _____ | 2. They can't sleep.                 |
| 3. _____ | 3. Margo calls the manager.          |
| 4. _____ | 4. The smoke alarm is beeping.       |
| 5. _____ | 5. The manager talks to Mark.        |

Listen. Write the letters.

- |            |            |
|------------|------------|
| 1. ___moke | 6. bee___  |
| 2. ___urns | 7. ligh___ |
| 3. ___ire  | 8. alar___ |
| 4. ___ight | 9. see___  |
| 5. ___ear  | 10. dar___ |

**Teacher Script for dictation:**

1. smoke
2. turns
3. fire
4. night
5. hear
6. beep
7. light
8. alarm
9. sees
10. dark (note: only –K and –ck appear at the end of a word or syllable to make the /k/ sound)

# Home Problems Flashcards

|   |  |
|---|--|
|    | <p>There are mice.</p>                 |
|   | <p>There are bugs.</p>                 |
|  | <p>The toilet is not working.</p>      |
|  | <p>The smoke alarm is not working.</p> |

# Home Problems Flashcards

|   |                                |
|---|--------------------------------|
|    | <p>The window is broken.</p>   |
|   | <p>The ceiling is leaking.</p> |
|  | <p>There is no hot water.</p>  |
|  | <p>There is no heat.</p>       |

















## Housing Unit: Week 2, Tuesday

| Objectives <i>Learners will be able to...</i>   | Materials  |
|---|--|
| <p><b>Transition &amp; Critical Thinking:</b> collect data and organize it in a chart 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>Life Skills:</b> report home problems to a landlord</p> <p><b>Literacy:</b> read and write simple sentences about housing problems</p> <p><b>Listening &amp; Speaking:</b> ask and respond to the question “What’s the matter/problem?” with simple sentences about home repair problems.</p> | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>I Can’t Sleep</b> (story from yesterday)</li> <li>• Handout: <b>I Can’t Sleep</b> (dialogue with landlord)</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>• A few sets of <b>Home Problem Flashcards</b>(from Monday), cut apart to make sets of cards for matching</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 with removable cards</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.

### Basic Skills Review –Numeracy: Transition and Critical Thinking

Description: create a Post-It graph showing how many bathrooms learners have

Materials/Prep: post-it notes, ESL Volunteer Tutor Manual, 2013, **Post-It Chart**

### Story of the Week: Listening and Speaking, Transitions & Critical Thinking, Life Skills

Description: review the story of the week, scan for key words, and identify word families. Practice the conversation between Mark and his landlord.

Materials/Prep: copies of **I Can’t Sleep** (From Monday), copies of **I Can’t Sleep** (dialogue with landlord), ESL Volunteer Tutor Manual, 2013, **Dialogue**.

### Unit Theme Activity: Literacy

Description: students work in small groups to match pictures of problems with sentences about the problems

Materials/Prep: a few sets of **Home Problems Flashcards**, cut apart to make sets of cards for matching

### Checking for Understanding: Listening & Speaking

Description: practice asking and answering the question “What’s the problem?” using the housing problem vocabulary

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Circle Drill**

## 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

10. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
11. 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

12. 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.
13. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
14. 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?**
15. 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>).**
16. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
17. Ask for volunteers to write today's date on the board. Applaud the writer.
18. 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)

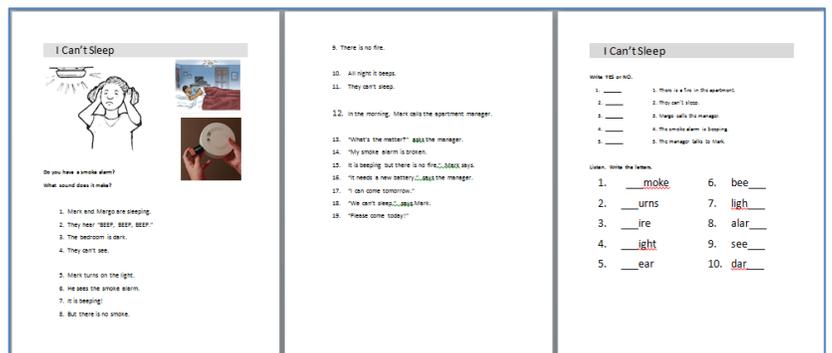
Using the question “**How many bathrooms do you have?**”, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual. You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **I Can't Sleep** from Monday, ESL Volunteer Tutor Manual, 2013, **Dialogue**

### 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 **smoke alarm**, **beep**



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

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 **beeping, broken, smoke alarm**. Underline the words **sleep, come**
11. **Practice the dialogue between Mark and his apartment manager.** Practice the **dialogue** as described in the ESL Volunteer Tutor Manual, 2013.
12. **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.
13. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

## Teacher Directions: Unit Theme Activity: Literacy

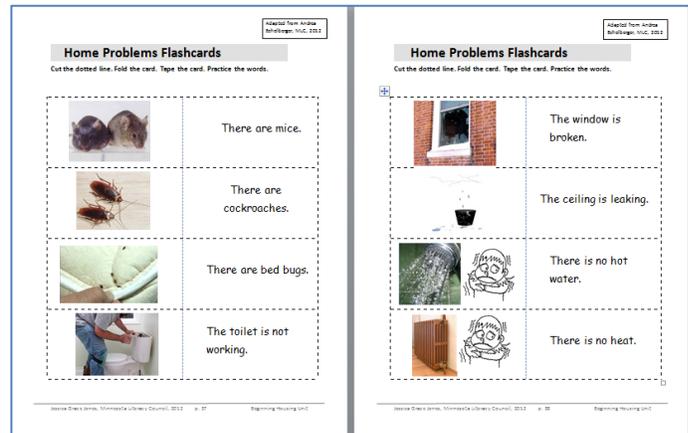
-Materials: a few sets of **Home Problem Flashcards**, cut apart to make sets of cards for matching

### Step 1: Context

*Mark had a problem in his apartment. What was the problem? Who did he call? Do you call the landlord/manager? What problems do you have? Today we're going to practice calling the manager.*

### Step 2: Model

Using a projector, model how to separate the pictures from the words and then how to match the words with the pictures.



### Step 3: Pair Practice

Pair learners so that at least one learner in each pair has the reading skills needed to read the cards. If one learner cannot read that much yet, put them in charge of choosing the picture to match what their partner reads on the card.

## Teacher Directions: Checking for Understanding: Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2013, **Circle Drill**

### Step 1: Context

*Mark had a problem in his apartment. What was the problem? Who did he call? Do you call the landlord/manager? What problems do you have? Today we're going to practice calling the manager.*

### Step 2: Circle Drill

Write on the board: **What is the problem?**

Lead a **Circle Drill** as described in the ESL Volunteer Tutor Manual. Each learner will ask the question on the board and the next person in the circle will respond with one of the new phrases.

After one round, pull out one or two problem cards that no one has mentioned. Show the picture and repeat the problem as a class several times. Encourage learners to try one of these problems in round two.

# I Can't Sleep

**MANAGER:** What's the matter?

**MARK:** My smoke alarm is broken.  
It is beeping but there is no fire.

**MANAGER:** It needs a new battery.  
I can come tomorrow.

**MARK:** We can't sleep.  
Please come today!



## Housing Unit: Week 2, Wednesday

| Objectives <i>Learners will be able to...</i>   | Materials  |
|---|--|
| <p><b>Listening &amp; Speaking:</b> retell a simple text in own words.</p> <p><b>Life skill:</b> Read a short story about housing</p> <p><b>Life Skill:</b> report housing problems to a landlord</p> <p><b>Transitions &amp; Critical Thinking:</b> follow standard procedures and protocols for calling a landlord about a repair.</p> <p><b>Listening &amp; Speaking:</b> ask and respond to the question “What’s the matter/problem?” with simple sentences about housing problems.</p> | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> address writing worksheets from a textbook of your choice (optional)</li> <li>• Handout: <b>I Can’t Sleep</b> (from Monday)</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>• One set of full-page home problem pictures (from Monday)</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>• (see instructions for Basic Skills Review activities)</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.

#### Basic Skills Review -Literacy

Description: choose 1-2 from a list of activities to practice basic writing skills, with focus on writing addresses.

Materials/Prep: (see activity instructions)

#### Story of the Week: Life Skill

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

Materials/Prep: extra copies of **I Can’t Sleep** (From Monday), ESL Volunteer Tutor Manual, 2013, **Letter/Sound Drill**, colored pencils or thin highlighters

#### Unit Theme Activity : Life Skill, Listening & Speaking

Description: practice asking and answering the question “What’s the Matter?”

Materials/Prep: one set of full-page home problem pictures

#### Checking for Understanding: Life Skill, Listening & Speaking, Transitions & Critical Thinking

Description: role-play calling the landlord, including giving your name, address, and problem

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

19. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
20. 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

21. 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.
22. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_.**
23. 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?**
24. 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>).**
25. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
26. Ask for volunteers to write today's date on the board. Applaud the writer.
27. 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: (listed below each activity)

### Step 1: Independent Practice

*These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. **During this unit, learners will focus specifically on writing and saying their addresses.***

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

Materials: teacher-created tracing and copying sheets

|     |         |      |      |
|-----|---------|------|------|
| 308 | Harding | Ave. | #22B |
|     |         |      |      |

Address: \_\_\_\_\_

Address: \_\_\_\_\_

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

Materials: simple personal information forms

- Learners work independently or with a partner to complete simple textbook pages to practice writing their name and address. Most low-level ESL textbooks devote at least a few pages to this skill alone.

Materials: address-writing worksheets from a textbook of your choice

### Technology Option: simple online forms

*Create your own very simple online form using an application like Google Docs or Microsoft Word. Include lines for first name, last name and address.*

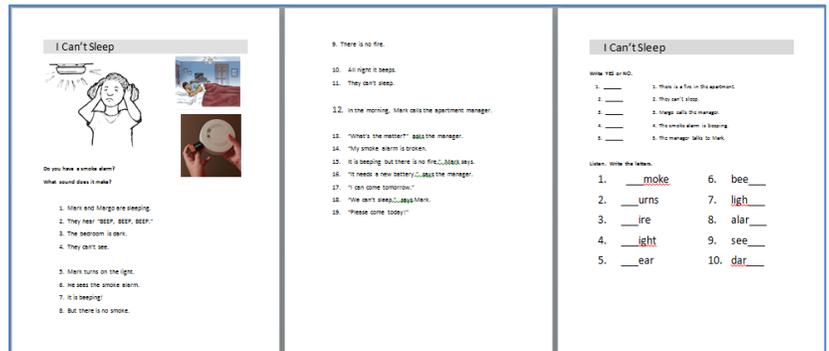
- Learners practice turning on a computer.
- Teacher navigates to the appropriate document or webpage.
- Learners practice clicking in the boxes, typing, and editing their information.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **I Can't Sleep** 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 **smoke alarm**, **beep**



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). There are three possible target sounds for this story: **/m/, /l/, /n/**. Choose **one** based on what your learners need to practice.
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: Activity 1: Life Skills, Listening & Speaking**

-Materials: one set of full page home problem pictures (12 pages) –make 2 sets if you have more than 12 students in your class.

#### Step 1: Review Vocabulary

Hold up each picture. Say the problem as written on the **Home Problems Flashcards**.  
Learners repeat several times.  
Ask if anyone has this problem now...or had this problem before.



#### Step 2: Structured Practice

Write on the board: **What's the matter?**  
**What's the problem?**

Practice both questions several times and emphasize that they mean the same thing.

#### Step 3: Model the activity

Ask a student or volunteer to help you model.  
Each person receives one full page problem picture.

Show your picture to your partner. Ask "What's the matter?"  
Partner responds by saying the problem shown in the picture.

Switch roles.

When both partners have described each other's picture, they switch pictures and go find a new partner.

Step 4: Learners mingle and describe the pictures.

Listen for and note any problems that learners are struggling with either remember the words or pronouncing them correctly.

Step 5: Review difficult vocabulary

Repeat step 1 for any phrases that learners are still struggling with.

## **Teacher Directions: Checking for Understanding: Life Skill, Listening & Speaking**

-Materials: (none)

Step 1: Context

*Mark had a problem in his apartment. What was the problem? Who did he call? Do you call the landlord/manager? What problems do you have? Today we're going to practice calling the manager.*

Step 2: Model

With a volunteer or another student model a VERY simple conversation between a tenant and a landlord. For Example...

- (ring, ring)
- Hello?
- Hi. My name is Mark Sanchez. I have a problem.
- What's the problem?
- My window is broken.
- Ok. I will come tomorrow.

Learners take turns role-playing the situation with different problems in front of the class. They should not use scripts, if possible.

**Too difficult?:** write the dialogue above on the board and use the instructions for **Disappearing Dialogue** in the ESL Volunteer Tutor Manual.

**Need a challenge?:** ask learners to give their address and negotiate a different time with the landlord.

## Housing Unit: Week 2, Thursday

| <b>Objectives</b> <i>Learners will be able to...</i>   | <b>Materials</b>   |
|--|--|
| <p><b>Transitions &amp; Critical Thinking:</b> collect data and organize it into a chart</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> report housing problems to a landlord</p> <p><b>Transitions &amp; Critical Thinking:</b> follow standard procedures and protocols for calling a landlord about a repair.</p> <p><b>Literacy:</b> read and write simple sentences about housing problems.</p> <p><b>Listening &amp; Speaking:</b> ask and respond to the question “What’s the matter/problem?” with simple sentences about housing problems.</p> | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>I Can’t Sleep</b> (para. Format)</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>• One copy of <b>Home Problem Flashcards</b> (from Monday) cut apart to make matching cards</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>• A 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.

#### Basic Skills Review –Numeracy: Transitions & Critical Thinking

Description: create a Post-It graph showing how many people live in their home.

Materials/Prep: post-it notes, ESL Volunteer Tutor Manual, 2013, **Post-It Chart**

#### Story of the Week: Literacy

Description: review the story of the week and practice reading fluency with a paragraph formatted text.

Materials/Prep: copies of **I Can’t Sleep** (paragraph format)

#### Unit Theme Activity: Literacy, Listening & Speaking

Description: learners mingle to find someone with the same housing problem, using flashcards

Materials/Prep: one copy of **Home Problem Flashcards** cut apart to make matching cards.

#### Unit Theme Activity

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

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

#### Checking for Understanding: Life Skill, Listening & Speaking, Transitions & Critical Thinking

Description: role-play calling the landlord, including giving your name, address, and problem

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

28. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
29. 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

30. 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.
31. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
32. 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?**
33. 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>).**
34. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
35. Ask for volunteers to write today's date on the board. Applaud the writer.
36. 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)

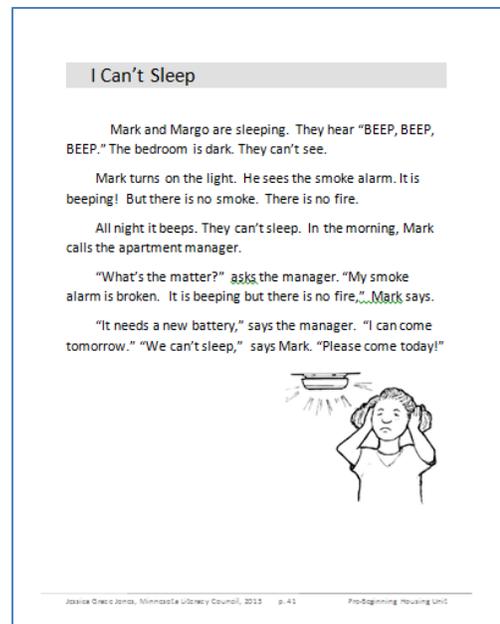
Using the question “**How many people live in your home?**”, lead the **Post-It Chart** activity as described in the ESL Volunteer Tutor Manual. You may or may not choose to do the final step of transferring the chart to graph paper, depending on the abilities of the learners you teach.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **I Can't Sleep** (paragraph text)

### Step 1: Context

1. Distribute new copies of **I Can't Sleep** story. This version is written in paragraph format, instead of list format.
2. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.
3. Ask: “**How many paragraphs?**” Model how to identify and count the paragraphs.
4. Point to paragraph 1. Ask “**How many sentences?**” Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.



### Step 2: Practice the Text

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

### Step 3: assess comprehension

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

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

### Step 4: Practice Reading Fluency

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

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

Talk about which was easier to understand and why.

### Step 2: Introduce the words **period** and **question mark**

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

*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: 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: Literacy, Listening & Speaking**

-Materials: one copy of **Home Problems Flashcards**, cut apart to make a set of 16 cards for matching pictures with phrases. A few copies of **Home Problems Flashcards** (uncut) for learners who were absent yesterday.

### Step 1: Review vocabulary

Use a projector to show problem pictures and review the vocabulary.

### Step 2: Model the activity

Write on the board: **What's the matter?**

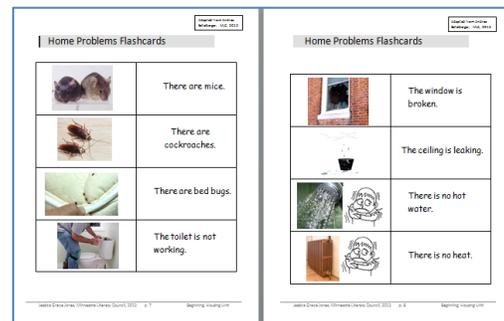
Ask 2 students to help you model the activity.

Pantomime that everyone should hold their card so that others cannot see it.

Ask one student: "What's the matter?"

The student responds with the problem on their card.

Gesture for the student to ask you the same question. Respond with the problem on *your* card.



Ask the class if the problems are the same or different. If they are different, keep your card and go ask another student. If they are the same, put the two cards together and give them to the teacher to check.

**Step 3: Learners mingle and try to match their cards *without looking* at the other person's card**

Deal out the cards to learners.

Learners mingle and ask each other "What's the matter?" to try to find a match.

Listen for phrases that learners struggle to remember or pronounce correctly.

**Step 4: Review vocabulary**

Review the phrases that were the most difficult for learners.

**Step 5: Repeat the game**

Shuffle and deal the cards again and repeat the game.

**Teacher Directions: Checking for Understanding**

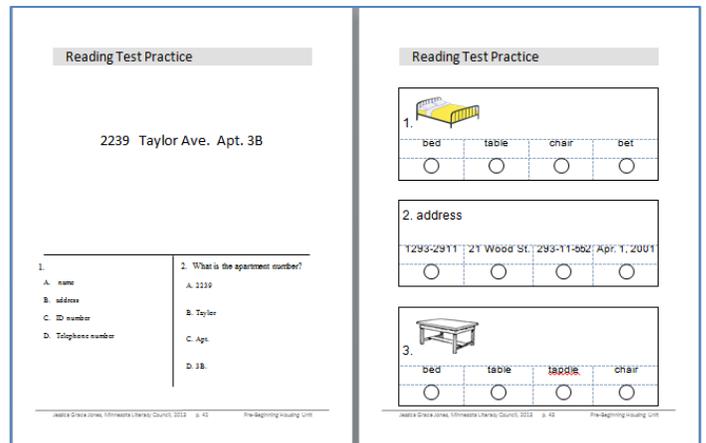
-Materials: copies of **Reading Test Practice** handouts

*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.

## **Teacher Directions: Checking for Understanding: Life Skill, Listening & Speaking**

-Materials: (none)

### Step 1: Context

*Mark had a problem in his apartment. What was the problem? Who did he call? Do you call the landlord/manager? What problems do you have? Today we're going to practice calling the manager.*

### Step 2: Model

With a volunteer or another student model a VERY simple conversation between a tenant and a landlord. For Example...

- (ring, ring)
- Hello?
- Hi. My name is Mark Sanchez. I have a problem.
- What's the problem?
- My window is broken.
- Ok. I will come tomorrow.

Learners take turns role-playing the situation with different problems in front of the class. They should not use scripts, if possible.

**Too difficult?:** write the dialogue above on the board and use the instructions for **Disappearing Dialogue** in the ESL Volunteer Tutor Manual.

**Need a challenge?:** ask learners to give their address and negotiate a different time with the landlord.

# I Can't Sleep

Mark and Margo are sleeping. They hear “BEEP, BEEP, BEEP.” The bedroom is dark. They can't see.

Mark turns on the light. He sees the smoke alarm. It is beeping! But there is no smoke. There is no fire.

All night it beeps. They can't sleep. In the morning, Mark calls the apartment manager.

“What's the matter?” asks the manager. “My smoke alarm is broken. It is beeping but there is no fire,” Mark says.

“It needs a new battery,” says the manager. “I can come tomorrow.” “We can't sleep,” says Mark. “Please come today!”



# Reading Test Practice

2239 Taylor Ave. Apt. 3B

- 
- 1.
- A. name
  - B. address
  - C. ID number
  - D. Telephone number

2. What is the apartment number?
- A. 2239
  - B. Taylor
  - C. Apt.
  - D. 3B.

# Reading Test Practice

1.



bed

table

chair

bet

2. address

1293-2911

21 Wood St.

293-11-552

Apr. 1, 2001

3.



bed

table

tapdle

chair

