



Intermediate Level (CASAS reading scores of 201-220)

Community: Week 1

Unit Overview

This is a 1-week unit in which students will **learn about** community resources and practice using embedded questions to ask for information about them.

Focus of Week 1

- Asking for help in the community using embedded questions.
- Reading and interpreting charts and brochures.
- Writing short paragraphs on hometowns.

Community Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Ask for help in the community</p> <p>Literacy: Read and answer questions</p> <p>Listening/speaking: Ask and respond to address questions</p> <p>Transitions:</p> <p>Grammar: Use WH-question words (<i>who, what, where, when, why, how</i>) and embedded wh-questions to find information about places in the community.</p>	<p>Warm-up: WH-question Mingle</p> <p>Activity 1: Community Reading</p> <p>Activity 2: Suggested Instructions for Stand Out pgs.</p> <p>Extension Activity: More practice with embedded questions</p> <p>Textbook: Stand Out 4, Unit 4, Lesson 1, p. 62-63</p> <p>Volunteer Training Manual 2012:</p> <p>Ball toss (p.46)</p> <p>Mingle grid (p.85)</p>
<h3>Lesson Plan</h3>	
<p>Warm up (15mins)</p> <p><u>Description:</u> Do the WH-question Mingle, then ball toss.</p> <p><u>Materials:</u> Wh-question Mingle, ESL Volunteer Tutor Manual, 2012, Mingle grid, p. 85, ESL Volunteer Tutor Manual, 2012, Ball toss, p. 46</p> <p>Activity 1: Literacy (40mins)</p> <p><u>Description:</u> Have Ss do the Community Reading section (A) first and answer the comprehension questions. Afterwards, have Ss do (B) and (C) in pairs.</p> <p><u>Materials:</u> Community Reading</p> <p>Activity 2: Grammar (60mins)</p> <p><u>Description:</u> Use the Suggested Instructions below to help guide you through the grammar instruction. Then hand out the textbook pages and do as a class.</p> <p><u>Materials:</u> Stand Out 4, Unit 4, Lesson 1, p. 62-63, More Practice with Embedded Questions worksheet</p> <p>Extension Activity: If there's more time at the end, give Ss the More Practice with Embedded Questions worksheet.</p>	

WH-question Mingle (TEACHER COPY)

Suggested Instructions: Ask Ss what the 6 Wh question words are (what, where, why, when, who, how). Then ask them to come up with 6 questions and write them in the grid. After everyone has their questions written down, do a class mingle. Do a **Ball toss** afterward to have 3-4 learners share their Q&A responses.

What	Where	Why	When	Who	How

WH-Question Mingle

Student Copy

What	Where	Why	When	Who	How

(A) Community Reading (Teacher Copy)

Suggested Instructions: *Ss listen to you read the paragraph first. Then read the paragraph together as a class. Afterward, instruct them to read it again by themselves quietly out loud before answering the questions below. As Ss finish, pair them up with others to check their answers. Go over answers together as a class.*

Gloria is new to the community. First, she needs to go to a bank and open a checking account so she can pay her bills. Second, she needs to go to the Department of Motor Vehicles to register her car and renew her driver's license. For now she will need to use public transportation, but she doesn't know where to get a bus schedule. She'll have to ask at the bus station. Also, she would like to take some ESL classes to improve her English. There is a community college nearby; maybe she could try there. Her children would like to play sports so she needs to find a place for them to do that. Perhaps she can call the department of Parks and Recreation. Also, the kids want to use computers to e-mail their friends from the old neighborhood. They'll probably have the Internet at the public library.

Comprehension Questions: Answer these questions in complete sentences

1. Why does Gloria have to take public transportation? **Gloria has to take public transportation because she needs to register her car and/or renew her driver's license.**
2. Where will she find a bus schedule? **Gloria will find the bus schedule at the bus station.**
3. Where could she take ESL classes? **She could take ESL classes at her local community college.**
4. Can you use the Internet at the public library? **Yes, you can (use the internet at the public library).**
5. Challenge Question: Why does Gloria need to do all of these things? **Gloria needs to do all of these things because she is new to the community.**

(B) Now write a list of where Gloria needs to go and what for:

Suggested Instructions: *Have Ss do this in pairs. Share as a class afterwards when everyone is finished.*

Place to Go	What for...?
Bank	Opening a checking account
Department of Motor Vehicles	Register her car and renew driver's license
Bus station	Get a bus schedule
Community college	ESL classes
Department of Parks and Rec	Sports for her kids
Library	Email/Internet

(C) Read the statements below. Then determine what question Gloria will need to ask at each location? Use WH-question words.

1. First Gloria needs to go to the bank, but she doesn't know how to get there. What question will she need to ask somebody? ***Where is the closest bank?***
2. Next, Gloria is at the Dept. of Motor Vehicles ready to renew her driver's license. She doesn't know how much that will cost. What question can she ask someone? ***How much does it cost to renew a driver's license?***
3. Now, Gloria is at the busy station but she can't find the bus schedules. What question can she ask a bus driver? ***Where are the bus schedules?***
4. Then, Gloria goes to her local community college. She has already asked someone if they offer ESL classes but she needs to know what time they're offered. What question should she ask? ***When/what time are the ESL classes?***
5. Afterwards, Gloria goes to register her children for sports. She was told by her friend that Jose is the best soccer coach. She registers her children for a soccer team but forgot to ask who the coach was. What question can she ask someone? ***Who is the coach for my child's team?***
6. Finally, she goes to the library with her children. It is a big library and she doesn't know where the public computers are. What question can she ask a librarian? ***Where are the public computers?***

(A) Community Reading

Student Copy

Gloria is new to the community. First, she needs to go to a bank and open a checking account so she can pay her bills. Second, she needs to go to the Department of Motor Vehicles to register her car and renew her driver's license. For now she will need to use public transportation, but she doesn't know where to get a bus schedule. She'll have to ask at the bus station. Also, she would like to take some ESL classes to improve her English. There is a community college nearby; maybe she could try there. Her children would like to play sports so she needs to find a place for them to do that. Perhaps she can call the department of Parks and Recreation. Also, the kids want to use computers to e-mail their friends from the old neighborhood. They'll probably have the Internet at the public library.

Comprehension Questions: Answer these questions in complete sentences

1. Why does Gloria have to take public transportation?
2. Where will she find a bus schedule?
3. Where could she take ESL classes?
4. Can you use the Internet at the public library?
5. Challenge Questions: Why does Gloria need to do all of these things? Do you sometimes need to do any of these things? Why or why not?

(B) Now write a list of where Gloria needs to go and what for:

Place to Go	What for...?
Bank	Opening a checking account

(C) Read the statements below. Then determine what question Gloria will need to ask at each location? Use WH-question words

1. First Gloria needs to go to the bank, but she doesn't know how to get there. What question will she need to ask somebody?
2. Next, Gloria is at the Dept. of Motor Vehicles ready to renew her driver's license. She doesn't know how much that will cost. What question can she ask someone?
3. Now, Gloria is at the busy station but she can't find the bus schedules. What question can she ask a bus driver?
4. Then, Gloria goes to her local community college. She has already asked someone if they offer ESL classes but she needs to know what time they're offered. What question should she ask?
5. Afterwards, Gloria goes to register her children for sports. She was told by her friend that Jose is the best soccer coach. She registers her children for a soccer team but forgot to ask who the coach was. What question can she ask someone?
6. Finally, she goes to the library with her children. It is a big library and she doesn't know where the public computers are. What question can she ask a librarian?

Suggested Instructions for *Stand Out*, Unit 4, Lesson 1, p.62

Note: While *Stand Out* introduces three types of embedded questions, this unit will focus only on one type – embedded information questions (not yes/no questions or questions with do/does). In the box on p.62 D, only the first example, “Can you show me,” is relevant. The “Do you know” and “Can you tell me” examples can be crossed out, or you can tell learners we are not studying those this week.

(1) Before handing out the textbook pages, explain to Ss that there is a more polite way to ask for information than WH-question words, and these phrases are called **embedded questions**. Embedded questions are when you put two questions together to make one.

Provide an example on the board: Can you tell me what the address of the public pool is?

- Ask Ss to tell you what the two questions are (**can you tell me, what is the address of the public pool**).
- Then ask them why this sounds more polite than simply asking the WH-question word. Discuss if they have more polite ways of saying things in their first languages.
- Finally, ask Ss to point out what happened to the verb *IS* in the embedded questions (**it moved to the end**). Explain that when using the verb “TO BE” in embedded questions (NOTE: this rule does not hold true when the verb ‘to be’ functions as a helping verb) the verb goes at the end.

Provide another example but have Ss come up with the embedded question: *Where is the library?* → **can you tell me + where the library is?**

Next, instruct Ss:

Now write 5 of your own WH-questions. When you’re finished, trade papers with a partner. Then change the questions into embedded questions.

- 1.
- 2.
- 3.
- 4.
- 5.

Circulate and provide clarification as needed, referring to the example(s) on the board. As a whole class, go over several examples.

More practice with embedded questions

Student Copy

Read the Wh-questions below. Then turn the question into an embedded question.

1. Where is Consuelo?
2. Where is the address for Arlington Hills School?
3. What time does the library open on Fridays?
4. Why do we need to take a test tomorrow?

Now write 5 more of your own WH-questions. Try using a different wh-question word each time. When you're finished, trade papers with a partner. Then change the questions into embedded questions.

- 1.
- 2.
- 3.
- 4.
- 5.

Community Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Interpret brochures & charts. Literacy: Read for gist. Transitions: Read for gist and organize key information. Grammar: Write WH-questions and convert them into embedded questions.</p>	<p>Review: More Practice with Embedded Questions Activities 1-3: Suggested Instructions for <i>Stand Out 3</i>, p. 64-66 Stand Out 3, p. 65 Chart Activity 3: Mind Map, paper and markers Optional: Sample school brochures – you will need to find and bring one Textbook: Stand Out 4, Unit 4, Lesson 1, p. 62; Stand Out 3, Unit 4, Lesson 2, p. 64-66</p>

Lesson Plan

Review of previous lesson (15mins)

Description: Have Ss write 10 WH-questions on a piece of paper. Then have them exchange their questions with a partner. Instruct Ss to change the WH-questions into embedded questions. When Ss finish, give them the *Stand Out 4, Unit 4, Lesson 1, p 62* and/or More Practice with Embedded Questions worksheet. (This was used yesterday but Ss will need lots of review with this grammar point.)

Materials: *Stand Out 4, Unit 4, Lesson 1, p 62* and/or the More Practice with Embedded Questions worksheet.

Warm up for today's lesson (5mins)

Description: Introduce the bank, library, and DMV (i.e., ask Ss, *Where do you go to open a checking acct?, Where do you go if you need to use the internet for free?, etc.*)

Activity 1: Life Skills – Banking (20mins)

Description: Learners will **read a bank brochure for specific information.**

Materials: **Suggested instructions;** Stand Out 3, Unit 4, Lesson 2, p. 64

Activity 2: Life Skills – Library (20mins)

Description: Learners will read a library brochure for gist and organize key information.

Materials: **Suggested instructions;** Stand Out 3, Unit 4, Lesson 2, p. 65

Activity 3: Life Skills – DMV (60mins)

Description: Learners will interpret a DMV chart in order to answer specific questions.

Materials: **Suggested instructions; Mind Map;** Stand Out 3, Unit 4, Lesson 2, p. 66; paper and markers

More practice with embedded questions

Student Copy

Read the Wh-questions below. Then turn the question into an embedded question.

1. Where is Consuelo?
2. Where is the address for Arlington Hills School?
3. What time does the library open on Fridays?
4. Why do we need to take a test tomorrow?

Now write 5 more of your own WH-questions. Try using a different wh-question word each time. When you're finished, trade papers with a partner. Then change the questions into embedded questions.

- 1.
- 2.
- 3.
- 4.
- 5.

Suggested Instructions for Stand Out 3, Unit 4, Lesson 2, p. 64

(1) Do (A) and (B) as a class.

(2) When you get to (C), have the Ss spend a minute or two reading and familiarizing themselves with the brochure. Then ask them these questions:

1. How much is the service fee with a direct deposit with a standard account? **\$8** What does *direct deposit* mean?
2. How many ATM transactions can you do with each account? **Unlimited**. What does *unlimited* mean?
3. How much is the service fee without a direct deposit with a Premiere account? **\$20** What do you think *premiere* means? *Express? Standard?*
4. What does your account balance need to be with a premiere account? **\$10,000**
5. Is there a minimum balance with a standard account?
6. How many checks a month can you write with an express account? **20**

(3) After these questions, instruct Ss to go on to (D).

Suggested Instructions for Stand Out 3, p. 65

(1) Ask Ss some questions about libraries (i.e., what library services or resources can you get from the library? Do you have libraries in your home countries? If yes, what do they look like? How are books treated in their countries? Are they expensive? Valued? Etc.)

(2) Have Ss read the brochure in (E) individually. After about 5 mins, bring the group back together and put the chart below on an overhead/Elmo, or simply hold it up for Ss to look at.

<i>Circulating Materials include:</i>	<i>Reference Materials include:</i>	<i>Computer Networks are:</i>	<i>Librarians & Library Cards do what?</i>	<i>Renewing Materials info</i>

Explain to Ss that setting up simple charts like this one can help them organize information when reading. Explain that this is very important in academic settings.

Instruct Ss to fill out the chart with a partner. Float around the room and make sure Ss are on track and getting the right answers. Review afterwards.

(3) Do (F) as a class or in pairs.

Stand Out 3, p 65 Chart

Student Copy

<i>Circulating Materials include:</i>	<i>Reference Materials include:</i>	<i>Computer Networks are:</i>	<i>Librarians & Library Cards do what?</i>	<i>Renewing Materials info</i>

Suggested Instructions for *Stand Out 3, Unit 4, Lesson 2, p. 66*

(1) Have your Ss glance at the chart in (G) for a couple of minutes. Then ask your class these questions:

1. How much does it cost for a new identification card? **\$29**
2. How long is a new driver's license good for? **8 years**
3. How much does it cost for a disabled person parking permit? **No fee.** What does disabled person mean? Why do you think special permits are issued?
4. It costs \$21 for what...? **A replacement instruction permit**
5. What type of license is valid for 2 years? **A new instruction permit, regular Class C**

(2) Then have the Ss do (H) individually. Have them pair-share as they finish.

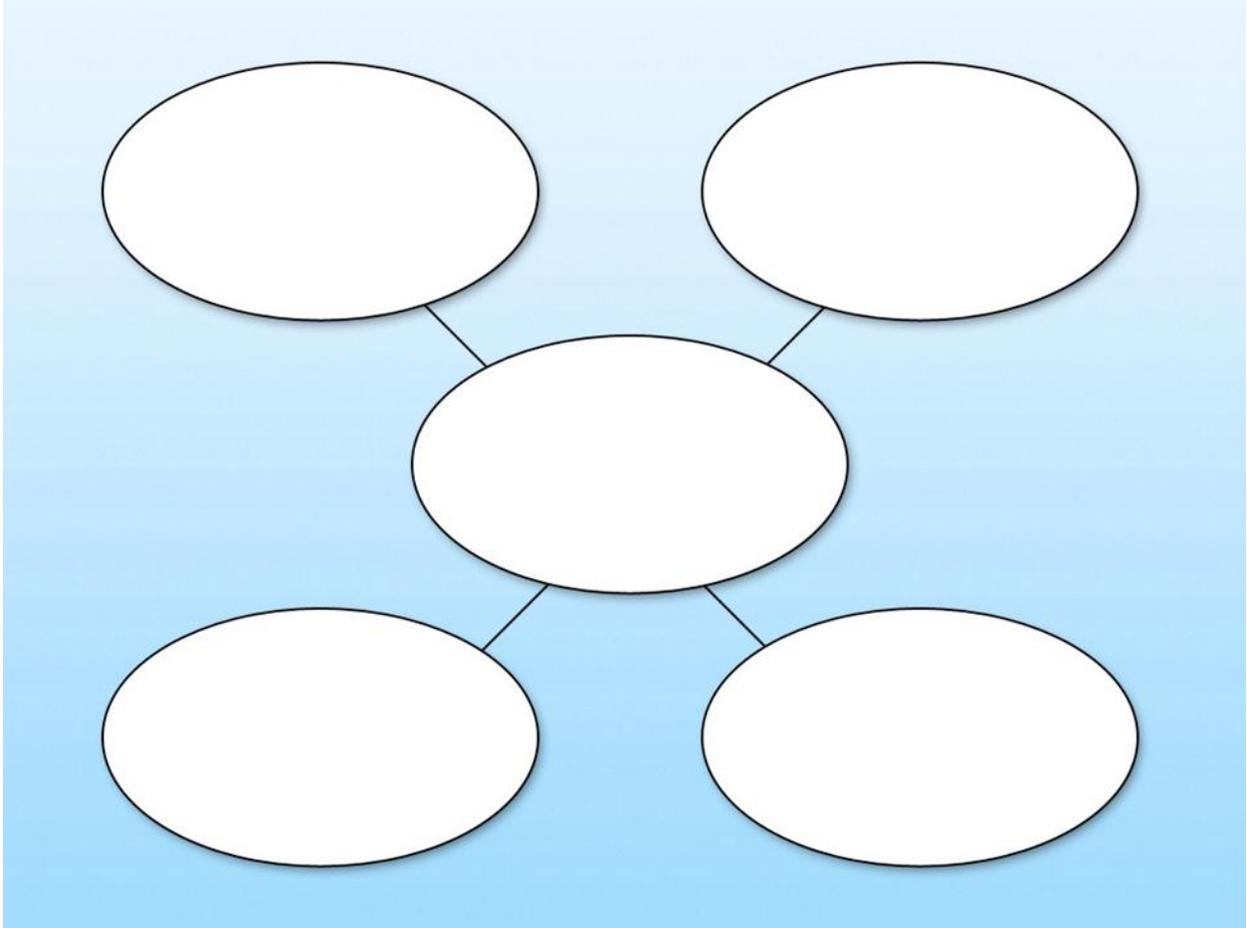
(3) Read the instructions for (I) as a class. Ask the Ss what important information they think should be included about their school (address, services offered, days/times of classes, etc.). Write these answers on the board. You can also ask them, *What makes our school special?* Discuss.

Then break Ss up into groups of 2 or 3 and have them fill in the **Mind Map** below. Explain how/why a Mind Map is used and tell them that in the middle should be SCHOOL, and then from there are the "subcategories" for their brochure (i.e., ADDRESS, CLASS HOURS/DAYS, THINGS THAT MAKE OUR SCHOOL SPECIAL, etc.) Tell them that they will then draw their own additional bubbles off of the subcategories to include additional information (i.e., ADDRESS → 1234 ABC Street.)

Once they're finished with their mind maps, give them a blank piece of paper and markers so they can start creating their own brochure. Make sure EACH student is participating and that they are using English to help each other. **Provide a sample brochure FIRST if you brought one.** Have Ss share their brochures afterward.

EXTENSION ACTIVITY: Pass out the sample brochures and have Ss fill out a chart with the important info. Have them decide what the categories should be and what information to put underneath.

Mind Map



Community Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Ask for information in their community.</p> <p>Literacy: Read and write short dialogues.</p> <p>Listening/speaking: Practice annunciation and intonation.</p> <p>Grammar: Ask/answer hypothetical if questions with the modal 'can'; ask embedded questions.</p>	<p>Warm-up: Mingle</p> <p>Activity 1: Suggested Instructions for <i>Stand Out 4 pgs.</i>, Dialogue Strips</p> <p>Activity 2: Annunciation and Intonation Script</p> <p>Scissors</p> <p>Textbook: Stand Out 4, Unit 4, Lesson 2, p. 64-66</p> <p>Volunteer Training Manual 2012: Mingle (p.85), Intonation (p.95)</p>

Lesson Plan

Warm up for today's lesson (10mins)

Description: Use the Mingle questions below to discuss *hypothetical IF questions*.

Materials: Mingle, ESL Volunteer Tutor Manual, 2012, **Mingle**, p. 85

Activity 1: Speaking (40mins)

Description: Use the suggested instructions below. After section (A), do the Dialogue Strips activity.

Materials: Stand Out 4, Unit 4, Lesson 2, p. 64, **Dialogue Strips activity**

Activity 2: Listening/Speaking (60mins)

Description: Learners will first listen for specific information (p. 65). Then use the suggested instructions below for p. 66; afterwards, do the annunciation and intonation dialogue.

Materials: Stand Out 4, Unit 4, Lesson 2, p. 65, **Suggested instructions** for p. 66, **Annunciation and Intonation Dialogue**; Volunteer Manual, "Intonation", p. 95.

Extension Activity:

Description: Put Ss in pairs and assign each pair a different "community" scenario: bank teller/customer, librarian/customer, DMV clerk/customer, etc. Instruct them to write their own dialogue and practice reading it for annunciation and intonation. As Ss finish, have them trade their dialogues with another pair for additional practice. Have each pair-share their dialogues afterward.

Materials: Ss-generated dialogues

Mingle (Teacher Copy)

Suggested Instructions: Think of a few hypothetical IF questions before doing the mingle and write them on the board to discuss. Then explain that they are going to mingle around the room asking these kinds of questions, but that TWO of them they'll have to come up with on their own.

Question	Answer
Where can you go IF you break your leg?	Hospital
What can you do if you have a library fine?	Go to the library; pay your fine online; etc.
What can you do if you lose your driver's license?	Go to the DMV
What can you do if...	
Where can you go if...	

Mingle (Student Copy)

Question	Answer
Where can you go IF you break your leg?	
What can you do if you have a library fine?	
What can you do if you lose your driver's license?	
What can you do if...	
Where can you go if...	

Mingle (Student Copy)

Question	Answer
Where can you go IF you break your leg?	
What can you do if you have a library fine?	
What can you do if you lose your driver's license?	
What can you do if...	
Where can you go if...	

Suggested Instructions for *Stand Out 4, Unit 4, Lesson 2, p. 64*

(1) Have Ss do (A) individually. Review answers afterward.

(2) Before doing the Dialogue Strips (below) review **embedded wh-questions**:

- Ask Ss: *What are embedded questions* → when you put two questions together to make one; a polite way to ask questions to strangers
- Ask Ss to give you an example of a TO BE embedded question → Can you tell me where the bank is?

NOTES to the Teacher:

- Question 1 = Can you tell me; Question 2 = Where is the bank?
- In TO BE embedded questions the “to be” verb is moved to the end of the question. This is only the case when the verb functions as the *main verb* and not a helping verb (i.e., “where are you going?”)

** Review embedded wh-questions as many times as you deem necessary before moving on.

(3) Put the Ss into pairs and give them the strips face down. Instruct them to pull one of the pieces of paper up and read it aloud. Whoever pulls the piece of paper is the one who ASKS for the information. Model your expectations for this activity with a volunteer or higher student in the class.

Dialogue Strips (Teacher Copy) – *you will need to cut these out ahead of time.*

Call the LIBRARY and ask WHEN it is open.	Call the DMV and ask HOW MUCH a NEW driver’s license costs.
Call METRO TRANSIT and ask WHAT BUS goes from UNIVERSITY to LAKE STREET.	Call the HOSPITAL and ask WHEN DR. GREEN is available this week.
Call your daughter’s SCHOOL and ask WHEN FALL REGISTRATION is.	Call the public POOL and ask WHERE they are located.
Call the SCIENCE MUSEUM and ask HOW MUCH their ENTRANCE FEE is.	Call the SENIOR CENTER and ask what ACTIVITIES they have on SATURDAYS.

Dialogue Strips

Student Copy

Call the LIBRARY and ask WHEN it is open.	Call the DMV and ask HOW MUCH a NEW driver's license costs.
Call METRO TRANSIT and ask WHAT BUS goes from UNIVERSITY to LAKE STREET.	Call the HOSPITAL and ask WHEN DR. GREEN is available this week.
Call your daughter's SCHOOL and ask WHEN FALL REGISTRATION is.	Call the public POOL and ask WHERE they are located.
Call the SCIENCE MUSEUM and ask HOW MUCH their ENTRANCE FEE is.	Call the SENIOR CENTER and ask what ACTIVITIES they have on SATURDAYS.

Call the LIBRARY and ask WHEN it is open.	Call the DMV and ask HOW MUCH a NEW driver's license costs.
Call METRO TRANSIT and ask WHAT BUS goes from UNIVERSITY to LAKE STREET.	Call the HOSPITAL and ask WHEN DR. GREEN is available this week.
Call your daughter's SCHOOL and ask WHEN FALL REGISTRATION is.	Call the public POOL and ask WHERE they are located.
Call the SCIENCE MUSEUM and ask HOW MUCH their ENTRANCE FEE is.	Call the SENIOR CENTER and ask what ACTIVITIES they have on SATURDAYS.

Suggested Instructions for *Stand Out 4, Unit 4, Lesson 2, p. 66*

(1) Do (E) as a class. Afterwards, discuss what words were announced.

(2) After explaining the annunciation and intonation importance (F), do the following activities:

a) Read the script below (with your back turned to the class so they can't see your face or lips moving). Instruct Ss to mark a / above the word, or part of the word, that has a rising intonation. Check their work afterward.

NOTE: Before class, spend some time reading it aloud and marking the words that *you* stress for intonation.

SCRIPT

Bank Teller: Hello, TCF Bank. How can I help you today?

Customer: Hi, I would like to check my balance. Is that something you can help me with?

Bank Teller: Yes, of course! What's your name and date of birth?

Customer: Maria Gomez, and my date of birth is 10-5-66.

Bank Teller: Great, thanks. What are the last four numbers of your social security number?

Customer: Can you tell me why you need that information?

Bank Teller: It's for security reasons ma'am – just to make sure you are who you say you are.

Customer: Oh, ok. The last 4 numbers of my social are 6789.

Bank Teller: Great! Your checking account balance is \$5,650.

Customer: Ok, thanks.

Bank Teller: Is there anything else I can help you with today?

Customer: Nope, that's it!

Bank Teller: Thanks for calling TCF. You have a good day.

b) Now read it again, *without annunciating* clearly. Have Ss pay special attention to your annunciation. Have them try to listen without reading along and see if there were words that were difficult for them to understand. Ask them why they were difficult → because you didn't annunciate! Then read it again, this time with *perfect annunciation*. Discuss the differences and why annunciation is important.

c) Finally, have the Ss practice the dialogue in pairs. Instruct them to sit back to back. One person will read the dialogue first, and the other student will mark for intonation. Then they will switch. Next, have them read for annunciation. Instruct them to circle words that were difficult to understand. Model this activity first before pairing them up.

Afterwards, have a couple of students read the script for the class.

(G) It might be a bit confusing to do this activity as a mingle, so consider putting Ss in pairs for it instead. Model what is expected first. Afterwards, recollect as a group and have people share their dialogues. Have the rest of the class check for intonation and annunciation.

Enunciation and Intonation Script

Student Copy

Bank Teller: Hello, TCF Bank. How can I help you today?

Customer: Hi, I would like to check my balance. Is that something you can help me with?

Bank Teller: Yes, of course! What's your name and date of birth?

Customer: Maria Gomez, and my date of birth is 10-5-66.

Bank Teller: Great, thanks. What are the last four numbers of your social security number?

Customer: Can you tell me why you need that information?

Bank Teller: It's for security reasons ma'am – just to make sure you are who you say you are.

Customer: Oh, ok. The last 4 numbers of my social are 6789.

Bank Teller: Great! Your checking account balance is \$5,650.

Customer: Ok, thanks.

Bank Teller: Is there anything else I can help you with today?

Customer: Nope, that's it!

Bank Teller: Thanks for calling TCF. You have a good day.

Community Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Discuss what makes their hometown unique.</p> <p>Literacy: Write a paragraph about their hometown.</p> <p>Transitions: Use topic, supporting, and concluding sentences to write their paragraph.</p> <p>Grammar: Review WH-questions (who, what, where, why, when, and how) and embedded wh-questions.</p>	<p>Activity 1: Suggested Instructions for <i>Stand Out</i> pgs. dictionaries</p> <p>Textbook: Stand Out 3, Unit 4, Lesson 2, p. 73-79; 8-9.</p> <p>Handout: Paragraph Frame: About a Place</p> <p>Volunteer Training Manual: Ball toss (p.46)</p>
Lesson Plan	
<p>Warm up (20mins)</p> <p><u>Description:</u> Write these questions on the board and have Ss spend about 10 minutes writing their answers to them <u>in complete sentences</u>: <i>What city are you from? What are three things that are unique about your city? What three things would you show a person in your city? Why would you show those things?</i> (NOTE: Consider answering these questions ahead of time so you can demonstrate to the class what you're expecting.) Afterwards, do the ball toss.</p> <p><u>Materials:</u> ESL Volunteer Tutor Manual, 2012, Ball toss, p. 46</p> <p>(NOTE: Consider having learners review embedded wh-questions during the ball toss by starting questions with, "Can you tell me?" e.g., "Can you tell me what city you are from?" See Stand Out 4, p. 62 for an overview of embedded wh-questions if needed.</p> <p>Activity 1: Transitions – writing a paragraph (60mins)</p> <p><u>Description:</u> Ss write a paragraph with a topic sentence, supporting sentences and concluding sentences</p> <p><u>Materials:</u> Suggested instructions, Stand Out 3, Unit 4, Lesson 2, p. 73-75 and p. 8-9.</p> <p>Activity 2: Review (30mins)</p> <p><u>Description:</u> Ss will review community resources and write definitions/sentences using ten new words (p. 76 & 79).</p> <ul style="list-style-type: none"> - If Ss finish quickly, print out p. 77 (D) and/or p. 78 for them to do in pairs. These pages will have them draw maps of their school to a nearby restaurant and write directions (p. 77), and ask partners about their hometowns and write paragraphs on them (p. 78) <p><u>Materials:</u> Stand Out 3, Unit 4, Review, p. 76-79; Handout: Paragraph Frame: About a Place</p> <p>NOTE: you will need to put a copy of p. 64 on the overhead/Elmo in order to do activity (C) on p. 76.</p>	

Suggested Instructions for *Stand Out 3, Unit 4, Lesson 5, p. 73-75*

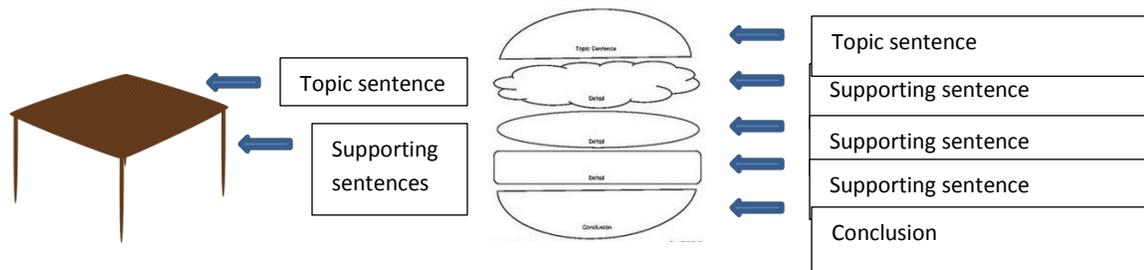
**** Ss will need a lot of support and help with this lesson as writing is typically difficult for most ELL students and writing skills will vary.**

Explain to students that today they will write a paragraph. Before they write, it can help to “brainstorm” a list of ideas as in the example on p. 73. Then, ss. can decide which ideas to keep in the paragraph, and which to throw away. Ask, which ideas did Gloria decide to throw away in the brainstorm, “Reasons I love Victoria”? (You might also ask why they think Gloria threw these ideas, and explain that maybe to the writer, weather and shopping were not as important as the other reasons).

Now explain that a good paragraph has three important parts:

- **Topic sentence:** states *the main idea* of your paragraph (i.e., what the paragraph is going to be about). Only 1 sentence is needed.
- **Supporting sentences:** *explain* the main idea in more detail; you need 3-5 supporting sentences in a good paragraph.
- **Concluding sentence:** *summarizes* the main idea. Only 1 sentence is needed.

It may be helpful to **draw an image on the board to illustrate how these fit together**, e.g., a **table** (the top of the table is the main idea, and the legs are the supporting sentences that hold it up) or a **sandwich** (the top bun is the main idea, the middle is the supporting sentences, and the bottom bun is the concluding sentence).



(2) Hand out p. 8-9 in *Stand Out 3*. Do activities D-F as a class. Only do the left hand column of (F).

(3) Go back to p. 73. Ask the Ss what Gloria’s topic, supporting, and concluding sentences could be about. Then pair them up for activity (B). Check answers as a class afterward. **NOTE: Write your own answers for the activity while Ss are working together.**

(4) Have Ss do (C) in pairs. When finished, check one example as a whole class, making corrections/improvements as needed. Ask the class, which is the topic sentence? Which are the supporting sentences? Which is the conclusion?

(5) Consider doing your own brainstorm about your hometown for activity (D) to show Ss before they start writing independently. Then, in pairs, have ss. work in pairs, asking and answering, “Tell me about your town or city.” Ask them each to write a list of ideas that they could include in a paragraph. Remind them that Gloria did not include ALL of her ideas in her paragraph, only the most important ones. Ask learners, What ideas are most important to YOU?

(6) Next, tell Ss. it is their turn to write a paragraph. Stronger writers may be able to draft a paragraph based on the examples. You may also use the **Paragraph frame: about a place** handout with sentence starters to “scaffold” paragraph writing and make it more accessible. Tell Ss. that if they only finish the main idea sentence and one or two supporting sentences, that’s okay for now. Paragraph writing takes time and practice.

(7) As Ss finish, have them read what they wrote several times out loud. Then instruct them to work with a partner to find the topic, supporting, concluding sentences in their partner’s paragraph. Circulate, helping learners to identify and name these parts of the paragraph.

** It might be fun to hang these around the class when they’re finished, even have Ss bring in a picture of their hometown if they want to add to their paragraph. Have fun with this and get creative!! ☺

Paragraph Frame: About a Place

There are three most important reasons that I (like/don't like) the city, _____.

First of all, _____
_____.

Second, _____
_____.

Third, _____
_____.

In conclusion, _____
_____.

Suggested Instructions for *Stand Out 3, Unit 4, Review, p. 79*

(1) Ss might not be able to think of 10 words for the My Dictionary section but that's ok. Do have them put the words in alphabetical order though, and have them write sentences for ALL of their new words in their notebook (not just the ones that are the most difficult.)

(2) After Ss complete the Learner Log individually, pair them up so they can share their answers.