



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)

Looking For Work: Week 2 of 2

Unit Overview

This 2 week unit draws on learners' work experiences and aspirations to build a vocabulary bank that is unique to each class of learners. They will begin using the words "past, present, and future," as foundational concepts for future learning of verb tenses. The unit emphasizes learners' rich experiences and asks the teacher to be a facilitator in the classroom to help learners find the English words to express that experience.

Focus of Week 1

- *Categorizing jobs as "past, present, or future."*
- *Illustrating and describing jobs learners know.*
- *Asking and answering simple questions about past, present, and future jobs*

Focus of Week 2

- *Asking and answering simple questions about past, present, and future jobs*
- *Asking for an application*
- *Creating work timelines*

Looking for Work Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill: complete the personal information section of a simple job application, including name, address, telephone, and today's date</p> <p>Life skill: read a simple story about work experience.</p> <p>Literacy: read simple statements about a story and evaluate if they are true or false.</p> <p>Listening/speaking: listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p>Literacy: read and write common entry level jobs, based on learners' current or former jobs</p> <p>Grammar: understand and use the words "past, present, and future" to locate events in time.</p> <p>Listening & Speaking: Ask and respond to the question "Do you have work experience?"</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Max's Many Jobs <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Teacher dictation script • Learners' work drawings from last week <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • One set of large alphabet cards, several sets of small alphabet tiles • Small ball or bean bag • Materials for Literacy Basic Skills Review (see inst.)

Lesson Plan

Opening Activity

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

Materials/Prep: a soft ball or bean bag

Literacy Basic Skills Review: Life Skill

Description: choose 1-2 from a list of activities to practice basic writing skills with a focus on completing forms

Materials/Prep: (see activity instructions)

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

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

Materials/Prep: copies of **Max's Many Jobs**, one copy of teacher dictation script.

Unit Theme Activity: Listening & speaking, Literacy, Grammar

Description: review the words *past*, *present*, and *future*. And practice answering the question "Do you have work experience?"

Materials/Prep: learners' work drawings from last week; ESL Volunteer Tutor Manual, **Circle Drill**

Checking for Understanding: Listening & Speaking

Description: lead a circle drill to review the question "Do you have work experience?"

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

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

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

Step 1: Introduce target language

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

Step 2: Ball Toss

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

Teacher Directions: Basic Skills Review: Life Skills

-Materials: (listed below each activity)

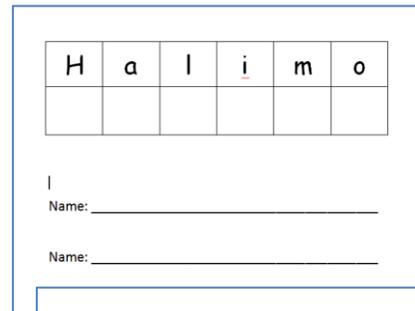
Step 1: Independent Practice

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. This week, learners will spend some time each day working on filling out simple forms and answering questions about personal information. Choose one of the following activities that is suited to the abilities of your learners. You may choose to have everyone work on the same activity or assign different activities for different learners.

Objective: *fill out the following sections of a simplified job application: name, address, city, state, zip, phone number, today's date.*

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

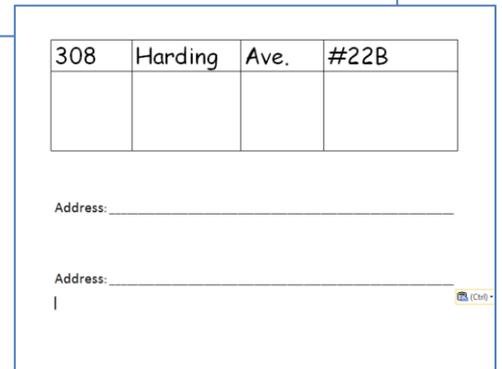
Materials: teacher-created tracing and copying sheets



A sample worksheet for name tracing. It features a grid with the letters 'H', 'a', 'l', 'i', 'm', 'o' in the top row. Below the grid are two lines labeled 'Name: _____' for copying practice.

2. Learners practice tracing and copying the individual components of their address, phone number, or other information 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



A sample worksheet for address tracing. It features a grid with the address components '308', 'Harding', 'Ave.', and '#22B' in the top row. Below the grid are two lines labeled 'Address: _____' for copying practice.

3. 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 complete a **Mingle Grid**, according to the instructions in the ESL Volunteer Tutor Manual. Mingle grid questions require learners to ask and answer questions about basic personal information, such as *What is your name? What is your birth date?*(see sample image)
Materials: teacher-created mingle grid.

What's Your Address?

What is your first name?	What is your address?	What is your city?

Jessica MacDonald, Minnesota Library Council, 2012 p. 10 Beginning English for School Unit

- Learners work in pairs. The “writer” fills out a simple form using their partner’s information. They must ask their partner questions, such as *“What is your last name? How do you spell it?”* The partner answers the questions and verifies that the information is written correctly.
Materials: simple personal information forms.

Technology Option: simple online forms

Create your own very simple online form using an application like Google Docs or Microsoft Word.

- 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: copies of **Max’s Many Jobs**

Step 1: Context

- Distribute the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”
- Read aloud the **questions next to the pictures**. Elicit answers from learners. If no one is able to answer after several attempts, model a simple answer then ask the questions again to the learners.

Max's Many Jobs

1. Who has many jobs?
2. How many jobs does Max have?
3. How many jobs does Max have?
4. How many jobs does Max have?
5. How many jobs does Max have?
6. How many jobs does Max have?
7. How many jobs does Max have?
8. How many jobs does Max have?
9. How many jobs does Max have?

10. How many jobs does Max have?
11. How many jobs does Max have?
12. How many jobs does Max have?
13. How many jobs does Max have?
14. How many jobs does Max have?

Look at the pictures. What jobs does Max have?
Read the words. Write the words under the pictures.
factory office school

Max's Many Jobs

1. Who has many jobs?
2. How many jobs does Max have?
3. How many jobs does Max have?
4. How many jobs does Max have?
5. How many jobs does Max have?
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89. How many jobs does Max have?
90. How many jobs does Max have?

91. How many jobs does Max have?
92. How many jobs does Max have?
93. How many jobs does Max have?
94. How many jobs does Max have?
95. How many jobs does Max have?

96. How many jobs does Max have?
97. How many jobs does Max have?
98. How many jobs does Max have?
99. How many jobs does Max have?
100. How many jobs does Max have?

- 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: Listening & Speaking, Literacy, Grammar -Materials: learners' work drawings from last week

Step 1: Review questions about job status

1. Ask, *Do you have a job?* -allow several learners to answer. Ask, *Are you looking for a job?* Use pantomime and examples, where necessary to clarify meaning.

Step 2: Review the words *past, present, future*

The goal is for learners to understand these concepts, NOT learn how to conjugate the verb tenses.

2. Give an example of someone in the class who has a job. Emphasize that they have this job **now**. Write on the board: **present**. Practice saying and spelling the word as a class.
3. Ask about learners jobs in their home countries: *Before...in your country...did you work? What did you do? Where did you work? What was your job?*
4. Repeat the learners' answers, emphasizing that this was **before, many years ago**, etc. Write on the board: **past**. Practice saying and spelling the word as a class.
5. Ask learners about jobs they want in the U.S. As before, use the learners' answers to introduce the word **future**.
6. Distribute the pictures that learners drew last week. Ask each learner to read the sentence on the paper and say if this job is past, present, or future.

Step 4: talking about work experience

1. Write on the board: **Do you have work experience?**
2. Practice saying the question, emphasize that this is about working in the *past*.
3. Write on the board below the question: **Yes, I was a farmer.**
No, I was a student.
No, but I work hard.
4. Practice the responses several times using choral repetition as well as pair practice. Substitute other jobs that learners have worked in the past.

Teacher Directions: Checking for Understanding: Listening & Speaking

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

Lead a circle drill (see Volunteer Tutor Manual) using the question and answers on the board. If possible, erase the sentences on the board and have learners speak from memory.

Max's Many Jobs



Look at the pictures. What jobs do you see?

Read the words. Write the words under the pictures.

factory

office

school

Max's Many Jobs

1. Max had many jobs
2. Max worked in a factory.
3. He put food in a box.
4. He put the box on a truck.
5. He worked in the factory from 1996 to 2000.



6. After that he cleaned a school.
7. He cleaned the rooms.
8. He took out the trash.
9. He worked at the school from 2000 to 2008



10. Now he works in an office.
11. He has worked in the office for 2 years.
12. He talks to people.
13. He looks at papers.
14. He likes his job.



Max's Many Jobs

Write YES or NO.

- | | |
|----------|--------------------------------|
| 1. _____ | 1. Max worked in a factory. |
| 2. _____ | 2. Max put food in a bag. |
| 3. _____ | 3. Max cleaned the factory. |
| 4. _____ | 4. Max cleaned the school. |
| 5. _____ | 5. Max likes his job. |
| 6. _____ | 6. Max works in an office now. |

Listen. Write the letters.

- | | |
|--------------|---------------|
| 1. _____ax | 6. ou_____ |
| 2. _____ut | 7. schoo_____ |
| 3. _____ood | 8. fro_____ |
| 4. _____ox | 9. jo_____ |
| 5. _____ooms | 10. clea_____ |

Teacher Dictation Script

1. max
2. put
3. food
4. box
5. rooms
6. out
7. school
8. from
9. job
10. clean

factory



school



office



box



wiseGEEK

trash



paper



Looking for Work Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: recognize the relationships between numbers (numbers on a timeline); identify, extend, and use patterns (counting by 10s) to solve problems.</p> <p>Listening/speaking: retell a simple text in own words</p> <p>Transition & Critical Thinking: scan written text or listen for specific information</p> <p>Literacy: read and write common entry level jobs, based on learners' current or former jobs</p> <p>Grammar: understand and use the words "past, present, and future" to locate events in time.</p> <p>Listening & Speaking: Ask and respond to the question "Do you have work experience?"</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> Handout: Max's Many Jobs (from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> ESL Volunteer Tutor Manual, 2013 Learners' work drawings from last week <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> Small ball or bean bag

Lesson Plan

Opening Activity

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

Materials/Prep: a soft ball or bean bag

Numeracy Basic Skills Review: Transitions & Critical Thinking

Description: practice basic math skills using a timeline

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Number Line**

Story of the Week: Listening & Speaking, Transitions & Critical Thinking

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

Materials/Prep: copies of **Max's Many Jobs** (From Monday)

Unit Theme Activity: Listening & speaking, Literacy, Grammar

Description: review the words *past*, *present*, and *future*. And practice answering the question "Where do you want to work in the future?"

Materials/Prep: learners' work drawings from last week

Checking for Understanding: Listening & Speaking

Description: lead a circle drill to review the question "Where do you want to work in the future?"

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

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

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

Step 1: Introduce target language

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

Step 2: Ball Toss

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

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

Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**

Adapt the **Number Line** routine, as described in the ESL Volunteer Tutor Manual to assess and practice the following objectives:

- Learners can place years on a number line (timeline)
- Identify dates as past, present, or future
- Learners can count years by 10s
- Learners can use a timeline to count the number of years between events
- Learners can solve very simple story problems using a timeline. (Ex. *Maria lived in Mexico from 1998 to 2007. How many years did she live in Mexico?*)

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

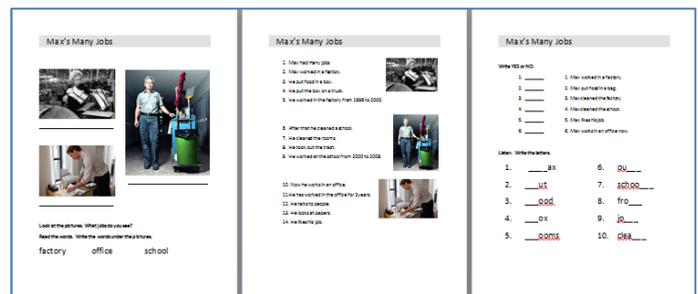
NOTE: you may want to use this week's story *Max's Many Jobs* to create a timeline of Max's work history.

Teacher Directions: Story of the Week: Listening & Speaking, Transitions & Critical Thinking

-Materials: extra copies of **Max's Many Jobs** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.



Step 2: Practice the Text

3. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
4. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
5. **Teacher reads and learners repeat** each line of the story.
6. **Learners practice changing the first sound to create new words (word families)**. Together find the word “**took**”. 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 (“**ook**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - look
 - book
 - cook

Step 3: assess comprehension

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Complete or review yes/no questions and dictation, as needed**. Re-read the yes/no questions and dictation words as a group.
9. **Learners underline and circle key words**. This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. Circle the words **factory, office, school**. Underline the words **box, truck, trash**.
10. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy, Grammar -Materials: learners' work drawings from last week

Step 1: Review questions about job status

1. Ask, *Do you have a job?* -allow several learners to answer. Ask, *Are you looking for a job?* Use pantomime and examples, where necessary to clarify meaning.

Step 2: Review the words *past, present, future*

The goal is for learners to understand these concepts, NOT learn how to conjugate the verb tenses.

2. Give an example of someone in the class who has a job. Emphasize that they have this job **now**. Write on the board: **present**. Practice saying and spelling the word as a class.
3. Ask about learners jobs in their home countries: *Before...in your country...did you work? What did you do? Where did you work? What was your job?*
4. Repeat the learners' answers, emphasizing that this was **before, many years ago**, etc. Write on the board: **past**. Practice saying and spelling the word as a class.
5. Ask learners about jobs they want in the U.S. As before, use the learners' answers to introduce the word **future**.
6. Distribute the pictures that learners drew last week. Ask each learner to read the sentence on the paper and say if this job is past, present, or future.

Step 4: talking about work experience

11. Write on the board: **Where do you want to work in the future?**
12. Practice saying the question, emphasize that this is about working in the *future*. Maybe next month, next year, in 5 years...
13. Write on the board below the question: **I want to be a cook.**

I want to work in a restaurant.

I don't want to work. I am retired.

14. Practice the responses several times using choral repetition as well as pair practice. Substitute other jobs and places that learners are interested in.

Teacher Directions: Checking for Understanding: Listening & Speaking

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

Lead a circle drill (see Volunteer Tutor Manual) using the question and answers on the board. If possible, erase the sentences on the board and have learners speak from memory.

Looking for Work Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><i>Life Skill: complete the personal information section of a simple job application, including name, address, telephone, and today's date</i></p> <p><i>Life skill: read a simple story about work experience.</i></p> <p><i>Listening & Speaking: retell a simple text in own words.</i></p> <p><i>Listening/speaking: request a job application</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Max's Many Jobs (from Monday) • Handout: Job Application <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • Small ball or bean bag • Materials for Literacy Basic Skills Review (see inst.)

Lesson Plan

Opening Activity

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

Materials/Prep: a soft ball or bean bag

Literacy Basic Skills Review: Life Skill

Description: choose 1-2 from a list of activities to practice basic writing skills with a focus on completing forms

Materials/Prep: (see activity instructions)

Story of the Week: Life Skill, Listening & Speaking

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

Materials/Prep: extra copies of **Max's Many Jobs** (From Monday), ESL Volunteer Tutor Manual, 2013,

Letter/Sound Drill, colored pencils or thin highlighters

Unit Theme Activity : Listening/speaking, Life Skill

Description: practice a dialogue about requesting an application

Materials/Prep: copies of **Job Application**; ESL Volunteer Tutor Manual, **Dialogue**

Checking for Understanding: Life Skill

Description: practice completing a simple job application and take notes on any areas of difficulty

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

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

Step 1: Introduce target language

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

Step 2: Ball Toss

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

Teacher Directions: Literacy Basic Skills Review: Life Skills

-Materials: (listed below each activity)

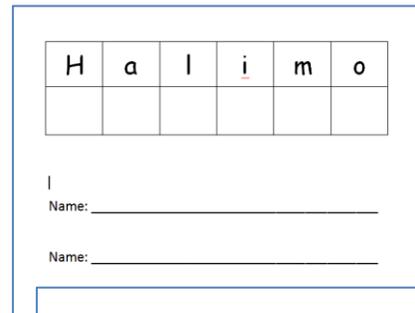
Step 1: Independent Practice

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. This week, learners will spend some time each day working on filling out simple forms and answering questions about personal information. Choose one of the following activities that is suited to the abilities of your learners. You may choose to have everyone work on the same activity or assign different activities for different learners.

Objective: *fill out the following sections of a simplified job application: name, address, city, state, zip, phone number, today's date.*

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

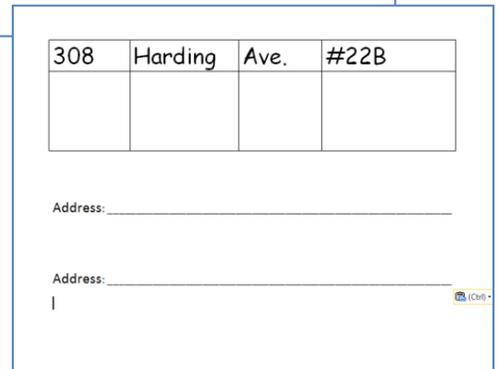
Materials: teacher-created tracing and copying sheets



A sample worksheet for name tracing. It features a grid with the letters 'H', 'a', 'l', 'i', 'm', 'o' in the top row. Below the grid are two lines for writing the name, each labeled 'Name: _____'.

2. Learners practice tracing and copying the individual components of their address, phone number, or other information 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



A sample worksheet for address tracing. It features a grid with the address components '308', 'Harding', 'Ave.', and '#22B' in the top row. Below the grid are two lines for writing the address, each labeled 'Address: _____'.

3. 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 complete a **Mingle Grid**, according to the instructions in the ESL Volunteer Tutor Manual. Mingle grid questions require learners to ask and answer questions about basic personal information, such as *What is your name? What is your birth date?* (see sample image)

Materials: teacher-created mingle grid.

What's Your Address?		
What is your first name?	What is your address?	What is your city?

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Beginning English for School Unit

- Learners work in pairs. The “writer” fills out a simple form using their partner’s information. They must ask their partner questions, such as *“What is your last name? How do you spell it?”* The partner answers the questions and verifies that the information is written correctly.

Materials: simple personal information forms.

Technology Option: simple online forms

Create your own very simple online form using an application like Google Docs or Microsoft Word.

- 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: Life Skills, Listening & Speaking

-Materials: extra copies of **Max’s Many Jobs** from Monday

Step 1: Context

- 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?”
- Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text

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

Step 3: assess comprehension

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

Step 4: Practice Sound/Spelling Correspondence

9. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story is **/t/**.
10. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

Teacher Directions: Unit Theme Activity: Listening & Speaking, Life Skills
-Materials: copies of **Job Application**; ESL Volunteer Tutor Manual, **Dialogue**

Practice the dialogue using the instructions for dialogues in the ESL Volunteer Tutor Manual.

Teacher Directions: Checking for Understanding: Life Skills
-Materials: (none)

Learners work independently to complete as much of the application as they can. Those who finish early can help others or practice the dialogue again, trying without the script.

The image shows two side-by-side copies of a 'Job Application' form. The left copy contains a dialogue script, and the right copy is a blank form with fields for name, address, and contact information.

Job Application

Hi, can I help you?

Can I have a job application?

Sure. Just a minute. Here you go.

Thank you. Can I bring it back tomorrow?

No problem.

Job Application

Date: _____

First Name:	Last Name:
-------------	------------

Address: _____

City:	State:	Zip:
-------	--------	------

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 28 Pre-Beginning Looking for Work Unit

As learners work on their applications, take notes on who is struggling with which skills. Consider skills such as writing on the line, appropriate spacing, legible handwriting, complete information, and spelling.

Job Application

Hi, can I help you?

Can I have a job application?

Sure. Just a minute.....Here you go.

Thank you. Can I bring it back tomorrow?

No problem.

Job Application

Date: _____

First Name:	Last Name:	
Address:		
City:	State:	Zip:

Looking for Work Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: recognize the relationships between numbers (numbers on a timeline); identify, extend, and use patterns (counting by 10s) to solve problems.</p> <p>Literacy: identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p>Listening/speaking: request a job application</p> <p>Life Skill: complete the personal information section of a simple job application, including name, address, telephone, and today's date</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Max's Many Jobs • Handout: Job Application 2 • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Small ball or bean bag

Lesson Plan

Opening Activity

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

Materials/Prep: a soft ball or bean bag

Numeracy Basic Skills Review: Transitions & Critical Thinking

Description: practice basic math skills using a timeline

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Number Line**

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 **Max's Many Jobs** (paragraph format)

Unit Theme Activity : Listening/speaking, Life Skill

Description: practice a dialogue about requesting an application and completing a simple job application

Materials/Prep: copies of **Job Application 2**

Checking for Understanding

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

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

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: a soft ball or bean bag

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

Step 1: Introduce target language

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

Step 2: Ball Toss

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

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

Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**

Adapt the **Number Line** routine, as described in the ESL Volunteer Tutor Manual to assess and practice the following objectives:

- Learners can place years on a number line (timeline)
- Identify dates as past, present, or future
- Learners can count years by 10s
- Learners can use a timeline to count the number of years between events
- Learners can solve very simple story problems using a timeline. (Ex. *Maria lived in Mexico from 1998 to 2007. How many years did she live in Mexico?*)

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

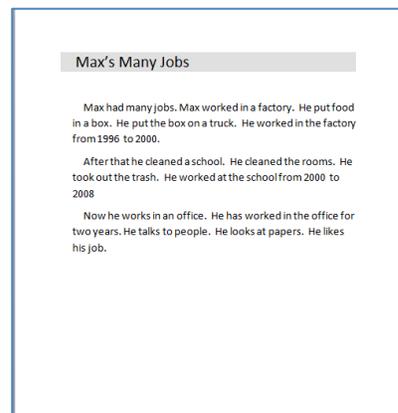
NOTE: If possible, have learners create timelines of their own information and create story problems about their own timelines.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Max's Many Jobs** (paragraph text)

Step 1: Context

1. Distribute new copies of **Max's Many Jobs** 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.

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

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

Step 3: Practice with this week's story

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

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

Story of the Week TECHNOLOGY options

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

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

-Materials: a few extra copies of **Job Application**, copies of **Job Application 2**; ESL Volunteer Tutor Manual, **Dialogue**

1. Review the **Job Application** dialogue using the instructions in the ESL Volunteer Tutor Manual
2. Learners work independently to complete as much of the application as they can. Those who finish early can help others or practice the dialogue again, trying without the script.

The image shows two overlapping forms. The top form is titled "Job Application 2" and has fields for Name (FIRST, LAST), APT, STATE, ZIP, and Date. The bottom form is titled "Job Application" and contains a dialogue script: "Hi, can I help you?", "Can I have a job application?", "Sure. Just a minute.....Here you go.", "Thank you. Can I bring it backtomorrow?", and "No problem." At the bottom of the bottom form, there is a footer: "Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 35 Pre-Beginning Looking for Work Unit".

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.

JOB APPLICATION				Larva Beautiful			
Position: <u>Landscaper</u>				Date: <u>3/19/12</u>			
Name: <u>Simon Morris</u>				Phone: <u>612-332-4444</u>			
Work History							
From	To	Employer	Position				
Mar. '02	Jun. '03	Thrifty Buy	Cashier				
Aug. '03	Apr. '10	Emerson Landscaping	landscaper				
Jun. '11	Present	Market Garden	Sales Person				

1. What was Sim on's first job?
A. Cashier
B. Landscaper
C. Job Application
D. Gardener

2. What is Sim on's telephone number?
A. June 2011
B. 319-1912
C. 612-332-4444
D. 612-319-1212

1. phone number

224-3923	55234	293-44-2832	2/12/79
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. address

120 Oak St.	55023	494-2239	Lake
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. zip code

MN	20311	12/5/59	332-4983
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Max's Many Jobs

Max had many jobs. Max worked in a factory. He put food in a box. He put the box on a truck. He worked in the factory from 1996 to 2000.

After that he cleaned a school. He cleaned the rooms. He took out the trash. He worked at the school from 2000 to 2008

Now he works in an office. He has worked in the office for two years. He talks to people. He looks at papers. He likes his job.

Job Application 2

Name: _____

FIRST

LAST

Telephone: _____

Address: _____

STREET

APT

CITY

STATE

ZIP

Sign: _____ Date: _____

Reading Test Practice

JOB APPLICATION

Lawn Beautiful

Position: Landscaper

Date: 3/19/12

Name: Simon Morris

Phone: 612-332-4444

Work History

From	To	Employer	Position
Mar. '02	Jun. '03	Thrifty Buy	Cashier
Aug. '03	Apr. '10	Emerson Landscaping	landscaper
Jun. '11	Present	Market Garden	Sales Person

1. What was Simon's first job?

- A. Cashier
- B. Landscaper
- C. Job Application
- D. Gardener

2. What is Simon's telephone number?

- A. June 2011
- B. 319-1912
- C. 612-332-4444
- D. 612-319-1212

Reading Test Practice

1. phone number

224-3923

55234

293-44-2832

2/12/79

2. address

120 Oak St.

55023

494-2239

Lake

3. zip code

MN

20311

12/5/59

332-4983

