



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 1 of 2

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 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: identify tools for organizing class materials and use a consistent strategy for organization</p> <p>Life skill: read a simple story about housing</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>Life skill: identify rooms in a house or apartment</p> <p>Literacy: read and write the names of rooms in a house or apartment</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: address writing worksheets from a textbook of your choice (optional) • Textbook: <i>Survival English Book 1, 2nd Ed. p. 189</i> • Handout: An Apartment for Two • Handout: English Papers About... (see inst. before copying) <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"> • (see instructions for Basic Skills Review) • Class materials for Staying Organized routine

Lesson Plan

Opening Activity: Transitions & Critical Thinking

Description: organize student materials and clean-out materials from past units

Materials/Prep: copies of **English Papers About...**, ESL Volunteer Tutor Manual, 2013, **Staying Organized**, binders, writing paper, 3-hole punch, stapler.

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), address-writing worksheets from a textbook of your choice (optional)

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 **An Apartment For Two**, one copy of teacher dictation script.

Unit Theme Activity: Life Skills, Literacy

Description: introduce and practice names of rooms in a home and a few items of furniture

Materials/Prep: *Survival English Book 1, 2nd Ed. p. 189*, find pictures of **a bed, a table, a chair, a stove, a toilet, a sofa**

Checking for Understanding

Description: learners name rooms in a home based on pantomiming activities that take place in each room.

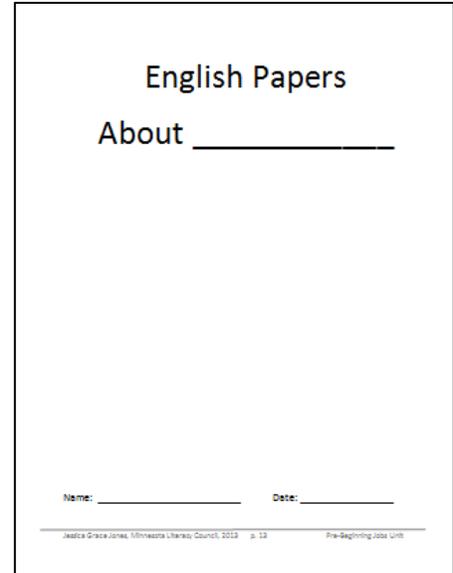
Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: student organizational supplies, such as binders, 3-hole punch, etc. See ESL Volunteer Tutor Manual, **Staying Organized**, for details. And copies of the **English Papers About...** coversheet.

Before copying the **English Papers About...** coversheet. Fill in the blank with the name of the most recently completed unit (ie. School, housing, health). Paste a picture representing that unit in the center. Learners will organize and staple together all the papers from this completed unit to leave at home.

Lead the **Staying Organized** routine in the ESL Volunteer Tutor Manual.



The image shows a template for a coversheet titled "English Papers About _____". Below the title is a large blank space for a picture. At the bottom, there are fields for "Name: _____" and "Date: _____". At the very bottom, there is small text: "Jessica Graciano, Minnesota Literacy Council, 2012 p. 12 Pre-Beginning, oaa unit".

Teacher Directions: Basic Skills Review: Literacy

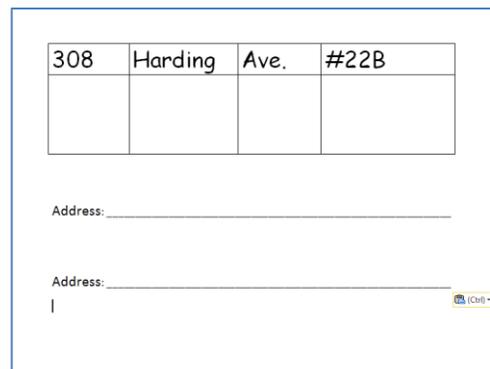
-Materials: (listed below each activity)

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



The image shows a worksheet for practicing address components. It features a table with four columns: "308", "Harding", "Ave.", and "#22B". Below the table are two lines for writing the address, each starting with "Address: _____". A small icon in the bottom right corner indicates a copy function.

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: copies of **An Apartment for Two**

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

An Apartment for Two

- Mark is a man.
- He has a daughter.
- His daughter's name is Margo.
- Mark and Margo live in an apartment.
- There are two bedrooms.
- There are beds in the bedrooms.
- There is one bathroom.
- There is a shower and a bathtub in the bathroom.
- There is a big kitchen.
- There is a table and chairs in the kitchen.
- Mark and Margo like the apartment.

An Apartment for Two

Write YES or NO.

- _____
- _____
- _____
- _____
- _____
- They live in a house.
- There is a table in the bedroom.
- There is a shower in the bathroom.
- There is a small kitchen.
- There are 2 bedrooms.

Listen. Write the letters.

- ___able
- ___ive
- ___ame
- ___is
- ___aughter
- ma___
- bathtub___
- bathtu___
- bi___
- apartmen___

Step 2: Practice the Text

- 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.
- 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 separate lines of the text.

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

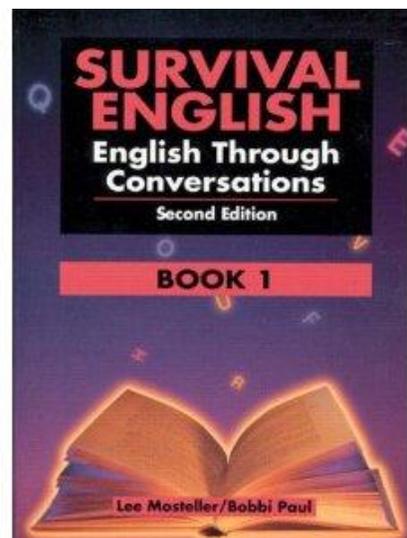
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

Teacher Directions: Unit Theme Activity: Life Skills, Literacy

-Materials: *Survival English Book 1, 2nd Ed. p. 189*

Step 1: Context

1. Tell a simple story about your own home. As you speak, draw a simple illustration of your home. For example, *I live in a house. My house is small. I have a kitchen. I cook in the kitchen. I have 2 bedrooms. I sleep in the bedroom. My son sleeps in the other bedroom. Etc...*



Step 2: Introduce Target Vocabulary

2. Distribute copies of workbook page. Point to each room and have learners repeat the names of the rooms several times.
3. Ask *Where do you sleep? Where do you cook? Etc.* Learners respond by saying and pointing to the room.
4. Learners copy the names of the rooms on their worksheet for writing practice.
5. Introduce the following words using pictures and have learners write the words in their notebooks or on their worksheet (if there's space).
 - Bed
 - Table
 - Chair
 - Stove
 - Toilet
 - Sofa

Step 3: Structured Practice

6. Distribute vocabulary pictures among students or tape them on the walls. Ask *Where is the sofa?* (learners point).
7. Once learners are familiar with the activity, have them take turns asking each other.

Teacher Directions: Checking for Understanding

-Materials: *(none)*

1. Ask *Where am I?* then pantomime an activity that would take place in one of the 4 rooms introduced today. Learners guess the room.
2. Once learners are familiar with the activity, have them do the pantomiming.

An Apartment for Two

1. Mark is a man.
2. He has a daughter.
3. His daughter's name is Margo.
4. Mark and Margo live in an apartment.
5. There are two bedrooms.
6. There are beds in the bedrooms.
7. There is one bathroom.
8. There is a shower and a bathtub in the bathroom.
9. There is a big kitchen.
10. There is a table and chairs in the kitchen.
11. Mark and Margo like the apartment.



An Apartment for Two

Write YES or NO.

- | | |
|----------|---------------------------------------|
| 1. _____ | 1. They live in a house. |
| 2. _____ | 2. There is a table in the bedroom. |
| 3. _____ | 3. There is a shower in the bathroom. |
| 4. _____ | 4. There is a small kitchen. |
| 5. _____ | 5. There are 3 bedrooms. |

Listen. Write the letters.

- | | |
|----------------|------------------|
| 1. ____able | 6. ma____ |
| 2. ____ive | 7. bathroo____ |
| 3. ____ame | 8. bathtu____ |
| 4. ____is | 9. bi____ |
| 5. ____aughter | 10. apartmen____ |

Teacher Script for dictation:

1. table
2. live
3. name
4. his
5. daughter
6. man
7. bathroom
8. bathtub
9. big
10. apartment

English Papers

About _____

Name: _____

Date: _____

Housing Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: collect data and organize it in a chart or graph</p> <p>Listening/speaking: retell a simple text in own words</p> <p>Transition & Critical Thinking: scan written text or listen for specific information</p> <p>Listening & Speaking: verbally describe rooms in a home</p> <p>Literacy: read and write names of rooms in a home</p> <p>Grammar: use simple present of HAVE to describe features of a home (ex. I have two bedrooms).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: An Apartment for Two (from yesterday) • Handout: Your Home <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • <u>Textbook:</u> <i>Survival English book 1, 2nd Ed. p. 189</i> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • 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 • Post-it notes • Pictures of a bed, a table, chair, sofa, stove, toilet

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 learners live in apartments vs. houses.

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

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

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

Materials/Prep: copies of **An Apartment for Two** (From Monday)

Unit Theme Activity: Listening/speaking, Literacy

Description: learners mingle and record information about each other's homes

Materials/Prep: copies of **Your Home** handout, ESL Volunteer Tutor Manual, 2013, **Mingle Grid**

Checking for Understanding

Description: review room and furniture vocabulary, learners quiz each other

Materials/Prep: *Survival English Book 1, 2nd Ed. p. 189*, find pictures of a **bed, a table, a chair, a stove, a toilet, a sofa**

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 8th, the 15th, the 22nd, the 29th).**
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 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Numeracy: Transition & Critical Thinking

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

Using the question “***Do you live in a house or an apartment?***”, 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 **An Apartment for Two** 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.

The image shows two pages of a story titled "An Apartment for Two". The left page contains a photograph of a man and a woman sitting at a table, and a list of 11 numbered statements for a matching exercise. The right page contains the same title and a list of 10 numbered statements for a "Write YES or NO" exercise, followed by a "Listen. Write the letters." exercise with 10 numbered items.

An Apartment for Two

1. Mark is a man.
2. He has a daughter.
3. His daughter's name is Margo.
4. Mark and Margo live in an apartment.
5. There are two bedrooms.
6. There are beds in the bedrooms.
7. There is one bathroom.
8. There is a shower and a bathtub in the bathroom.
9. There is a big kitchen.
10. There is a table and chairs in the kitchen.
11. Mark and Margo like the apartment.

An Apartment for Two

Write YES or NO.

1. ____ 2. ____ 3. They live in a house.
4. ____ 5. ____ 6. There is a table in the bedroom.
7. ____ 8. ____ 9. There is a shower in the bathroom.
10. ____ 11. ____ 12. There is a small kitchen.
13. ____ 14. ____ 15. There are 2 bedrooms.

Listen. Write the letters.

1. ____ able 6. ma ____
2. ____ ive 7. bathroo ____
3. ____ ame 8. bathtu ____
4. ____ is 9. bi ____
5. ____ aughter 10. apartmen ____

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 “**man**”. 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 (“**an**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - van
 - pan
 - can

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 **bedroom, bathroom, kitchen.** Underline the words **bed, chair, table.**
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

-Materials: copies of **Your Home** handout, ESL Volunteer Tutor Manual, 2013, **Mingle Grid**

Lead a **Mingle Grid** activity as described in the ESL Volunteer Tutor Manual.

Your Home			
What is your name? How do you spell that?	Do you live in a house or apartment?	How many bedrooms do you have?	How many bathrooms do you have?

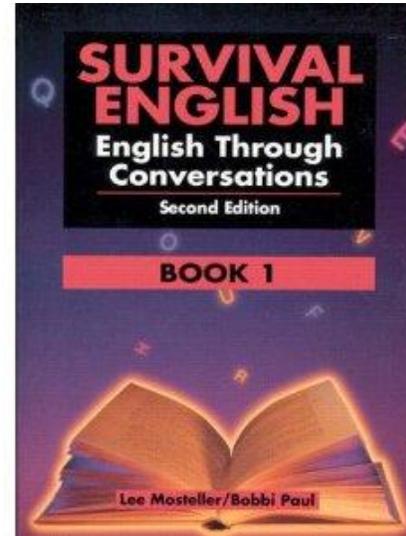
Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Pre-Beginning Housing Unit

Teacher Directions: Checking for Understanding

-Materials: few copies of *Survival English Book 1, 2nd Ed. p. 189*

1. Write on the board: **Where is the _____?**
2. Model how to practice the new words from yesterday with a partner. One person asks, *Where is the bedroom?* The other person points to the bedroom. And then they switch roles.
3. Learners can practice several times with several different partners.

Need a Challenge? Focus on the spelling of the words by playing “Guess the Word” (a non-violent version of “hangman.”)



Your Home

What is your name? How do you spell that?	Do you live in a house or apartment?	How many bedrooms do you have?	How many bathrooms do you have?

Housing Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill: read a simple story about a healthcare experience.</p> <p>Listening & Speaking: retell a simple text in own words.</p> <p>Life Skill: Read a short story about housing</p> <p>Life Skill: identify rooms in a home and some items in those rooms</p> <p>Literacy: read and write names of rooms in a home and some items in those rooms</p> <p>Listening/speaking: verbally describe rooms in a home and some items in those rooms (ex. There is a sofa in the living room)</p> <p>Grammar: form simple sentences about a home with there is/there are (ex. There is a sofa in the living room.)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1, 2nd Ed. p. 189</i> • Handout: An Apartment for Two (from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Pictures of: table, chair, sofa, toilet, bed, stove, shower, bathtub, window, lamp <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • A large dry-erase calendar or calendar pocket chart • Demonstration clock with moveable hands • Day of the week and month of the year cards • (see instructions for Basic Skills Review activities) • Two flyswatters

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 **An Apartment for Two** (From Monday), ESL Volunteer Tutor Manual, 2013, **Letter/Sound Drill**, colored pencils or thin highlighters

Unit Theme Activity : Life Skill, Literacy, Listening & Speaking, Grammar

Description: review household items vocabulary and introduce a few new words. Practice there is/there are sentences

Materials/Prep: *Survival English Book 1, 2nd Ed. p. 189*, pictures of: table, chair, sofa, toilet, bed, stove, shower, bathtub, window, lamp

Checking for Understanding: Literacy, Listening & Speaking

Description: review vocabulary by playing the flyswatter game with both pictures and then words

Materials/Prep: copies of pictures from previous activity, 2 flyswatters

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 8th, the 15th, the 22nd, the 29th).**
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 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Basic Skills Review: Literacy

-Materials: (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 **An Apartment for Two** 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.

The image shows two copies of a story titled "An Apartment for Two". The left copy features a photograph of a man and a woman sitting together, with a list of 11 comprehension questions below. The right copy is a blank version of the same page, with the questions numbered 1 through 11, each followed by a blank line for an answer. The questions are:

1. Mark is a man.
2. He has a daughter.
3. His daughter's name is Margo.
4. Mark and Margo live in an apartment.
5. There are two bedrooms.
6. There are beds in the bedrooms.
7. There is one bathroom.
8. There is a shower and a bathtub in the bathroom.
9. There is a big kitchen.
10. There is a table and chairs in the kitchen.
11. Mark and Margo like the apartment.

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). Possible target sounds for this story are /m/, /b/, /th/. Choose **one** based on what you think your learners need to practice most.

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

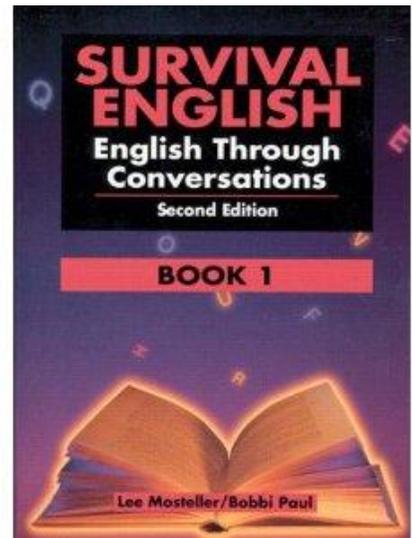
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

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

-Materials: a few copies of *Survival English Book 1, 2nd Ed. p. 189.*

Step 1: review previous vocabulary

1. Ask *Where is the (chair)?* Learners point to the item or room.
2. Review the following vocabulary:
 - a. Table
 - b. Chair
 - c. Sofa
 - d. Toilet
 - e. Bed
 - f. Stove
 - g. Bedroom
 - h. Bathroom
 - i. Kitchen
 - j. Living room



Need a challenge?: give a spelling test of these words.

Step 2: introduce new words

3. Using the worksheet and other collected pictures, introduce the new vocabulary:
 - a. Shower
 - b. Bathtub
 - c. Window
 - d. Lamp
4. Practice writing these words in a notebook or next to a picture.

Step 3: introduce target grammar

5. Write on the board: **There is a table.**
There are 3 chairs.
6. Read both sentences several times. Point to “a table”, *How many tables? (one). Yes, one =There is.* Repeat with “3 chairs”. *2, 3, 4,5,...= There are*

Step 4: Structured Group Practice

7. Erase “ a table” and “3 chairs”. Ask learners to suggest other sentences based on items in the classroom.

Step 5: Individual Practice

8. Learners write 2-3 sentences in their notebook describing their living room.

Need a challenge?: try steps 5-8 with the more complex sentence ***There is a chair in the living room.***

Teacher Directions: Checking for Understanding: Literacy, Listening & Speaking

-Materials: 2 flyswatters, ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game**, pictures of today’s vocabulary words.

Play 2 rounds of **the Flyswatter Game**, as described in the ESL Volunteer Tutor Manual.

Round 1: tape pictures of today’s vocabulary words on the board.

Round 2: write today’s vocabulary words on the board (without the pictures).

Housing Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transitions & Critical Thinking: collect data and organize it into a chart</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>Literacy: read and write names rooms in a home and common items in those rooms</p> <p>Transitions & Critical Thinking: categorize household items by rooms in which they might be found.</p> <p>Grammar: form simple sentences about a home with There is/are, (ex. There are two bedrooms)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Word Sort • Handout: An Apartment for Two (para. Format) • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A large dry-erase calendar or calendar pocket chart • A demonstration clock with moveable hands • Day of the week and month of the year cards • Post-it notes • Scissors • Old magazines with pictures of rooms in a home
<h3>Lesson Plan</h3>	
<p>Opening Activity <u>Description:</u> Practice calendar related vocabulary and writing of dates. <u>Materials/Prep:</u> 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.</p> <p>Basic Skills Review –Numeracy: Transitions & Critical Thinking <u>Description:</u> create a Post-It graph showing how many bedrooms learners have <u>Materials/Prep:</u> post-it notes, ESL Volunteer Tutor Manual, 2013, Post-It Chart</p> <p>Story of the Week: Literacy <u>Description:</u> review the story of the week and practice reading fluency with a paragraph formatted text. <u>Materials/Prep:</u> copies of An Apartment for Two (paragraph format)</p> <p>Unit Theme Activity: Literacy, Transitions & Critical Thinking <u>Description:</u> learners sort household items by rooms they might be in. <u>Materials/Prep:</u> copies of Word Sort handout, scissors (see options for technology extension)</p> <p>Unit Theme Activity <u>Description:</u> practice reading skills needed for the CASAS Life and Work Reading Test <u>Materials/Prep:</u> copies of Reading Test Practice handout</p> <p>Checking for Understanding: Grammar, Literacy, Listening & Speaking <u>Description:</u> learners describe a picture of a room in a magazine or catalog <u>Materials/Prep:</u> old magazines with pictures of rooms in a home</p>	

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 8th, the 15th, the 22nd, the 29th).**
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 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Numeracy: Transition & Critical Thinking

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

Using the question “**How many bedrooms 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 **An Apartment for Two** (paragraph text)

Step 1: Context

1. Distribute new copies of **An Apartment for Two** 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.

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.

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.

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.

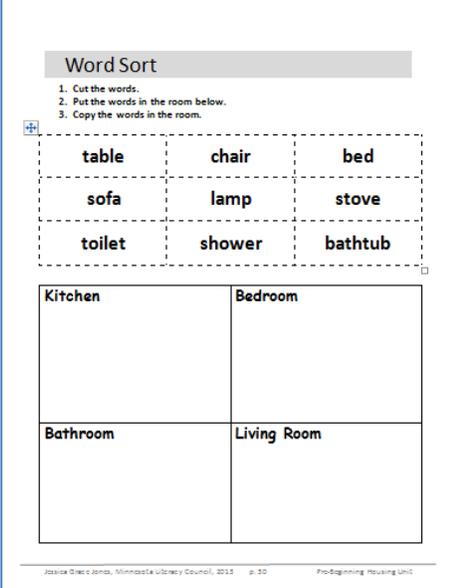
Teacher Directions: Unit Theme Activity: Literacy, Transitions & Critical Thinking

-Materials: copies of **Word Sort** handout, scissors

1. Review the vocabulary on the handout by showing pictures or playing Pictionary.
2. Complete the activity as directed. (Note that some objects, like “chair”, may appear in different rooms).

TECHNOLOGY option

1. Teacher creates a simple 4-column table in a word processing program and types the 4 rooms as headings.
2. Learners type the words from the word sort into the columns.



Word Sort

1. Cut the words.
2. Put the words in the room below.
3. Copy the words in the room.

table	chair	bed
sofa	lamp	stove
toilet	shower	bathtub

Kitchen	Bedroom
Bathroom	Living Room

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 30 Pro-Beginning Reading Unit

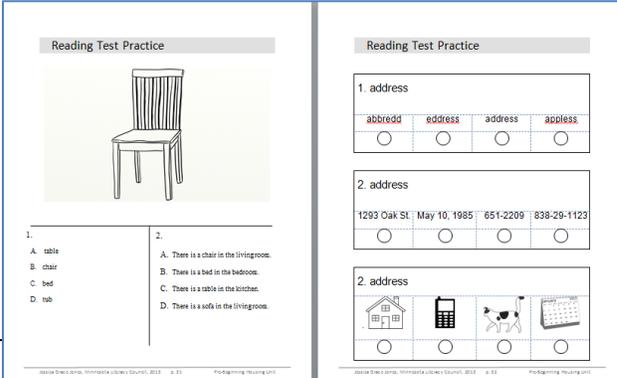
Teacher Directions: Checking for Understanding

-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.

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.



Reading Test Practice



1. A. table
B. chair
C. bed
D. tab
2. A. There is a chair in the livingroom.
B. There is a bed in the bedrooms.
C. There is a table in the kitchen.
D. There is a sofa in the livingroom.

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 31 Pro-Beginning Reading Unit

Reading Test Practice

1. address
address address address address
2. address
1293 Oak St. | May 10, 1985 | 651-2209 | 838-29-1123
2. address


Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 32 Pro-Beginning Reading Unit

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: Grammar, Literacy, Listening & Speaking

-Materials: old magazines with pictures of rooms in a home.

Step 1: Preparation

1. Find pictures of rooms in a home that include some vocabulary from this unit (learners may find their own or you may select them ahead of time):
 - Bedroom, bathroom, kitchen, living room
 - Sofa, chair, table, toilet, bathtub, shower, stove, bed, lamp, window

Step 2: review target grammar

2. Write on the board: **There is a table.**
There are 3 chairs.
3. Read both sentences several times. Point to "a table", *How many tables? (one). Yes, one =There is.* Repeat with "3 chairs". *2, 3, 4,5,...= There are*

Step 3: Structured Group Practice

4. Erase "a table" and "3 chairs". Show one magazine picture on the projector.
5. Ask learners to suggest other sentences based on the picture.

Step 4: Partner Practice

6. Give each pair of learners a picture.
7. Without writing, learners practice describing the items they know in the picture using There is/There are.

NOTE: don't spend a lot of time introducing new vocabulary at this point. Help learners identify items that they already know and focus on using that vocabulary instead of learning a lot of new words.

Step 5: Individual Practice

8. Give each learner a picture. The learner writes sentences about the picture in their notebook using there is/there are.

An Apartment for Two

Mark is a man. He has a daughter. His daughter's name is Margo.

Mark and Margo live in an apartment. There are two bedrooms. There are beds in the bedrooms.

There is one bathroom. There is a shower and a bathtub in the bathroom.

There is a big kitchen. There is a table and chairs in the kitchen. Mark and Margo like the apartment.



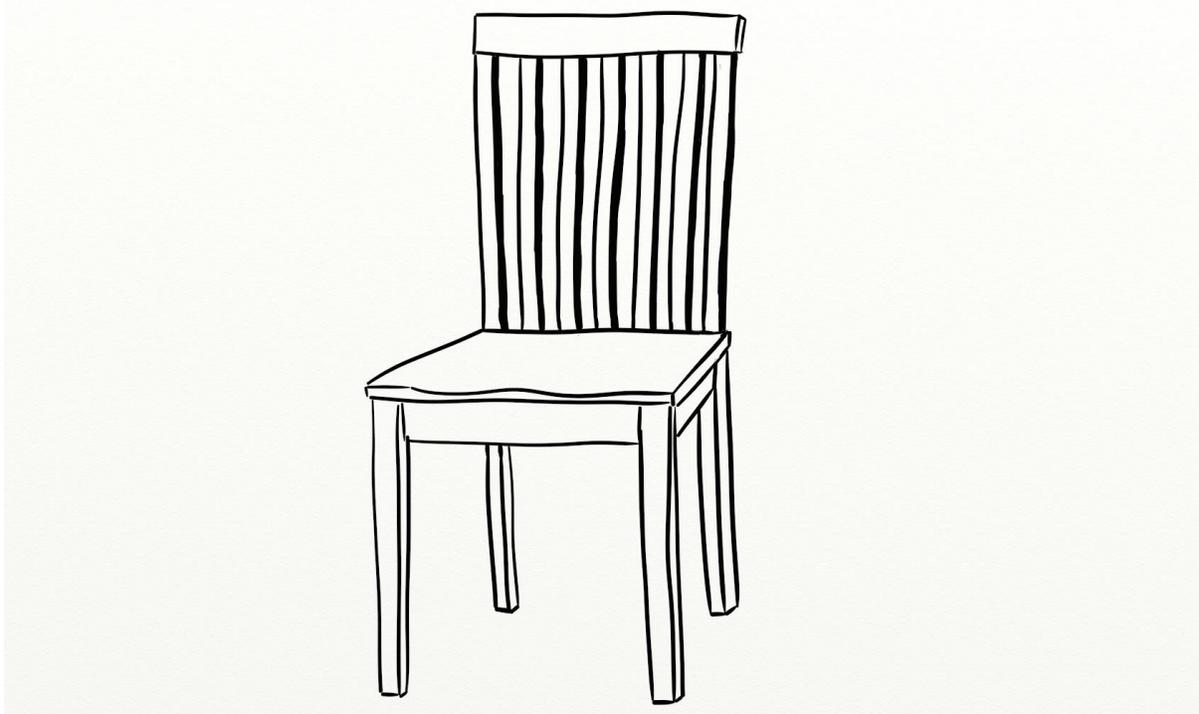
Word Sort

1. Cut the words.
2. Put the words in the room below.
3. Copy the words in the room.

table	chair	bed
sofa	lamp	stove
toilet	shower	bathtub

Kitchen	Bedroom
Bathroom	Living Room

Reading Test Practice



1.

- A. table
- B. chair
- C. bed
- D. tub

2.

- A. There is a chair in the living room.
- B. There is a bed in the bedroom.
- C. There is a table in the kitchen.
- D. There is a sofa in the living room.

Reading Test Practice

1. address

abbredd



eaddress



address



appless



2. address

1293 Oak St.



May 10, 1985



651-2209



838-29-1123



2. address

