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 1 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 1, Monday

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<td><em>Transition &amp; Critical Thinking:</em> identify tools for organizing class materials and use a consistent strategy for organization</td>
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<td><em>Listening/speaking:</em> listen for and record beginning and ending consonant sounds of individual words from a story.</td>
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**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…*, binders, writing paper, 3-hole punch, stapler, ESL Volunteer Tutor Manual, 2013, *Staying Organized*

**Literacy Basic Skills Review**  
**Description:** choose one or two from a list of activities to help develop phonemic awareness  
**Materials/Prep:** One set of large alphabet cards, several sets of small alphabet tiles

**Story of the Week:** Life Skills, Literacy, Listening & Speaking  
**Description:** read a story about the topic, complete comprehension questions and phoneme dictation.  
**Materials/Prep:** copies of *Max Has a Job*, one copy of teacher dictation script.

**Unit Theme Activity:** Literacy, Transitions & Critical Thinking  
**Description:** create a Post-It Chart showing who looking for work/has work. Find out what job vocabulary learners know by talking about pictures of people at work.  
**Materials/Prep:** one set of full-page job pictures, Post-It notes; ESL Volunteer Tutor Manual, *Post-It Chart*

**Checking for Understanding**  
**Description:** as learners leave, ask them “Do you have a job?” “Are you looking for a job?”  
**Materials/Prep:** (none)
**Teacher Directions:** Opening Activity: Transitions & Critical Thinking

- Materials: student organizational supplies, such as binders, 3-hole punch, etc.


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.

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**Teacher Directions:** Basic Skills Review: Literacy

- Materials: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. Don’t give up! Work on the same activity for several classes until learners catch on.*

Choose 1-2 activities from those below.

**Whole Group Practice**

*Rhyming*

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.
**Blending and Segmenting**

1. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.

2. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

3. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

**Phoneme Isolation**

1. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first sound?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.

2. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

**Phoneme Substitution and Deletion**

1. Give each learner of pair a set of small alphabet cards. Call out the first word and its spelling (“bag, B-A-G”). Learners select the letters and form the word. Call out a spelling change (“take away G, put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

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**What is phonemic awareness?**

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.
Technology Option: Alphabet/Phonics Websites

1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.

2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, Learning to Read section has some word building activities that help reinforce initial and final consonant sounds.)

Teacher Directions: Story of the Week: Literacy
-Materials: copies of Max Has A Job

Step 1: Context
1. Distribute the story and look at the pictures together. Ask: “What do you see? What is this? What is he/she doing?” Learners label the pictures.

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

Step 2: Practice the Text
3. Give learners a minute or two to quietly look at the text. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.

4. Teacher reads the story aloud while learners follow the words with a pencil or finger silently.

5. Teacher reads and learners repeat each line of the story.

6. Practice the text again with choral reading, partnered reading, or individual reading of 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: Literacy, Transitions & Critical Thinking**

- **Materials:** full-page job pictures, Post-It notes; ESL Volunteer Tutor Manual, Post-It Chart

**Step 1: Context**

1. Refer back to the story. Ask *Does Max have a job? Yes, he has a job. He works. He gets money. Do you have a job? Do you work? Do you get money?* Elicit yes or no answers from several students.

**Step 2: Post-It Chart**

Using the question *Do you have a job?* Create a Post-It Chart (see Volunteer Tutor Manual) of how many student have or do not have jobs (currently). Have them write their name on their post-it so that you know who is in which category.
Step 3: Introduce “Looking for a job”

2. Using the Post-It Chart on the board, ask those without jobs Do you want a job? Are you looking for a job?

3. Elicit additional information from learners after they answer yes or no and give additional examples until everyone seems to understand.

4. Ask those with jobs, Are you looking for a different job? Do you want a different job?

Step 4: Begin building a job vocabulary bank

5. On the board or on a large poster paper make two columns: Jobs, Places

6. Place all the job pictures on the table or post them on the wall. Encourage learners to look at them and name things they know. Whenever a learner names a job title (even partially) or a place where someone works, record those on the list.

7. After learners have had time to examine all the pictures and begin talking about them, review the words on the list using the pictures as reference.

8. Pass this list of vocabulary on to tomorrow’s teacher.

Teacher Directions: Checking for Understanding

-Materials: (none)

As learners leave ask them “Do you have a job?” “Are you looking for a job?”
English Papers

About ________________

Name: __________________________ Date: _________________
Max Has a Job

Look at the pictures. What do you see?

Read the words. Write the words under the pictures.

man                 money            happy
_______________________________
_______________________________
_______________________________

Practice the days of the week.

• Monday
• Tuesday
• Wednesday
• Thursday
• Friday
• Saturday
• Sunday
Max Has a Job

1. This is Max.
2. Max is a man.
3. Max is happy.
4. Max has a job.
5. Max goes to work.
6. Max works Monday to Friday.
7. Max works five days a week.
8. Max likes his job.
9. His job is good.
10. Max makes money.
11. Max gets money on Fridays.
12. Max is very happy on Fridays.
Max Has a Job

Write YES or NO.

1. _______  1. Max has a job.
2. _______  2. Max is sad.
3. _______  3. Max is a woman.
5. _______  5. Max gets money on Mondays.
6. _______  6. Max is happy on Fridays.

Listen. Write the letters.

1. _____ax  7. jo___
2. ___appy  8. goo___
3. ___ob  9. ge___
4. ___ood  10. wee___
5. ____ery
6. ma___
Teacher Dictation Script

1. Max
2. Happy
3. Job
4. Good
5. Very
6. Man
7. Job
8. Good
9. Get
10. week
Looking for Work Unit: Week 1, Tuesday

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<td>• Handout: Max Has a Job (from Monday)</td>
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<td>Transition &amp; Critical Thinking: recognize the relationships between numbers (numbers on a timeline); identify, extend, and use patterns (counting by 10s) to solve problems.</td>
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<td>Listening/speaking: retell a simple text in own words</td>
<td>• ESL Volunteer Tutor Manual, 2013</td>
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<td>Transition &amp; Critical Thinking: scan written text or listen for specific information</td>
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<td>• Blank paper for drawing</td>
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Lesson Plan

**Opening Activity:** Transitions & Critical Thinking  
*Description:* practice a basic introduction dialogue with appropriate non-verbal communication and intonation  
*Materials/Prep:* (none)

**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 Has a Job (From Monday)

**Unit Theme Activity:** Literacy, Grammar  
*Description:* learners draw pictures of past, present, or future jobs and write a sentence about the picture with help from a teacher.  
*Materials/Prep:* sheets of blank paper for drawing

**Checking for Understanding**  
*Description:* learners show their picture to the class and read the sentence about their picture  
*Materials/Prep:* (none)
Teacher Directions: Opening Activity: Life Skills, Transitions
-Materials: (none)

Step 1: Model
Write on the board: Hi, my name is ___________.
Hello, my name is ___________.
Nice to meet you.
Nice to meet you, too.

Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.

Step 2: Whole Group Practice
Whole class repeats the conversation.
Teacher initiates dialogue with all students responding.
Reverse roles (teacher responds to students).

Step 3: Peer Practice
Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language
Demonstrate the dialogue again with a volunteer or student. This time, use inappropriate tone and body language in American culture (slouching, no eye contact, quiet or disinterested tone of voice).

Demonstrate again, this time with a strong handshake, eye contact, and a strong confident voice.

If able, ask students to describe the difference. Talk explicitly about what Americans like: strong handshake, eye contact, strong voice.

Step 5: Mingle or Circle Drill
Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue
Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:
• How are you?
• Where are you from?
• How long have you lived here?

What if learners don’t want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don’t assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.
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.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of Max Has a Job 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 “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:
   - Can
   - Ran
   - Fan

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 man, money, job. Underline the words work, gets.

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: Literacy, Grammar

- **Materials:** sheets of blank paper for drawing, full-page job pictures (from Monday)

**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: Introduce 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.**
Step 3: Review past, present, future

6. Using the full-page job pictures. Make up a story about a fictional job history. For example, 
Marco is from Mexico. Now he lives in Minnesota. In Mexico, he was a teacher. Now, in 
Minnesota, he is a prep cook at a restaurant. He wants to be a construction worker. Maybe in 
one or two years he will get a job as a construction worker.

7. Lay the pictures on the table. Ask learners to point to the pictures. What is his present job? 
What was his past job? What job does he want in the future?

8. Repeat this activity with a new story and three new pictures.

Step 4: Elicit information about learners’ past, present, and future jobs

In this activity learners will show their job history or aspirations by drawing a picture and writing simple 
sentences with teacher help.

9. Model the activity by drawing a picture on the board of one of your current or past jobs. Don’t 
worry about your drawing skills, the purpose is to show learners that show something about 
their job history regardless of their drawing skills. As you draw, talk a little about the job and 
emphasize if it is past, present or future.

10. Distribute blank paper and ask learners to draw a picture of a past or present job (if they have 
no work history, draw a future job).

11. As learners draw, circulate and ask questions to elicit more information about their picture. 
Write key words such as job title, location, or actions on their paper.

12. As learners complete their pictures, work with them to write one or two sentences about the 
picture. If the learner’s writing ability is very low, it is okay for the teacher to write the sentence 
for them and then help them to read it.

Teacher Directions: Checking for Understanding

-Materials: (none)

Learners take turns standing up and showing their picture and reading the sentences written about their 
pictures.

Collect the pictures, making sure everyone’s name is on their picture. Give these to the coordinator for 
use in tomorrow’s class.
Looking for Work Unit: Week 1, Wednesday

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<td><em>Listening &amp; Speaking:</em> Ask and respond to the questions “Do you have a job? Are you looking for a job?” with yes/no answers.</td>
<td>• Learner drawings from yesterday</td>
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**Lesson Plan**

**Opening Activity:** Transitions & Critical Thinking  
**Description:** practice a basic introduction dialogue with appropriate non-verbal communication and intonation  
**Materials/Prep:** (none)

**Literacy Basic Skills Review**  
**Description:** choose one or two from a list of activities to help develop phonemic awareness  
**Materials/Prep:** One set of large alphabet cards, several sets of small alphabet tiles

**Story of the Week:** Life Skill, Listening & Thinking  
**Description:** review the story of the week and lead a letter/sound drill  
**Materials/Prep:** extra copies of Max Has a Job (From Monday), ESL Volunteer Tutor Manual, 2013, Letter/Sound Drill, colored pencils or thin highlighters

**Unit Theme Activity:** Literacy, Grammar, Listening & Speaking  
**Description:** review the words *past, present, future* and learners draw pictures of past, present, or future jobs and write a sentence about the picture with help from a teacher.  
**Materials/Prep:** sheets of blank paper for drawing, learner drawings from yesterday, full-page job pictures

**Checking for Understanding:** Listening & Speaking  
**Description:** learners mingle and ask about past, present, and future work.  
**Materials/Prep:** copies of Work Mingle; ESL Volunteer Tutor Manual, Mingle Grid
**Teacher Directions:** Opening Activity: Life Skills, Transitions  
-Materials: (none)

**Step 1: Model**  
Write on the board: **Hi, my name is __________.**  
**Hello, my name is __________.**  
**Nice to meet you.**  
**Nice to meet you, too.**

Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.

**Step 2: Whole Group Practice**  
Whole class repeats the conversation.  
Teacher initiates dialogue with all students responding.  
Reverse roles (teacher responds to students).

**Step 3: Peer Practice**  
Students form pairs and practice the dialogue together.

**Step 4: Focus on Tone and Body Language**  
Demonstrate the dialogue again with a volunteer or student.  
This time, use inappropriate tone and body language in American culture (slouching, no eye contact, quiet or disinterested tone of voice).

Demonstrate again, this time with a strong handshake, eye contact, and a strong confident voice.

If able, ask students to describe the difference. Talk explicitly about what Americans like: strong handshake, eye contact, strong voice.

**Step 5: Mingle or Circle Drill**  
Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

**Step 6: Extend the Dialogue**  
Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:
- How are you?
- Where are you from?
- How long have you lived here?
Teacher Directions: Basic Skills Review: Literacy

- Materials: Several sets of small alphabet cards or tiles (lowercase on one side, uppercase on reverse)

The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. **Don’t give up!** Work on the same activity for several classes until learners catch on.

Choose 1-2 activities from those below.

Whole Group Practice

**Rhyming**

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

**Blending and Segmenting**

4. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.

5. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

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**What is phonemic awareness?**

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.
6. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

**Phoneme Isolation**

7. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first sound?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.

8. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

**Phoneme Substitution and Deletion**

9. Give each learner of pair a set of small alphabet cards. Call out the first word and its spelling (“bag, B-A-G”). Learners select the letters and form the word. Call out a spelling change (“take away G, put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

**Technology Option: Alphabet/Phonics Websites**

1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.

2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, Learning to Read section has some word building activities that help reinforce initial and final consonant sounds.)
Teacher Directions: Story of the Week: Listening & Speaking, Life Skill
-Materials: extra copies of Max Has a Job 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. 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 /m/.
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: Literacy, Grammar**
- **Materials:** sheets of blank paper for drawing, full-page job pictures (from Monday), job drawings created by learners yesterday

**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. Using the full-page job pictures, make up a story about a fictional job history. For example, *Marco is from Mexico. Now he lives in Minnesota. In Mexico, he was a teacher. Now, in Minnesota, he is a prep cook at a restaurant. He wants to be a construction worker. Maybe in one or two years he will get a job as a construction worker.*

7. Lay the pictures on the table. Ask learners to point to the pictures. *What is his present job? What was his past job? What job does he want in the future?*

8. Distribute the pictures that learners drew yesterday. Ask each learner to read the sentence on the paper and say if this job is past, present, or future.

**Step 4: Elicit information about learners’ past, present, and future jobs**

Learners will continue the activity from yesterday to show their job history or aspirations by drawing pictures and writing simple sentences with teacher help.

9. Model the activity by drawing a picture on the board of one of your current or past jobs. Don’t worry about your drawing skills, the purpose is to show learners that show something about their job history regardless of their drawing skills. As you draw, talk a little about the job and emphasize if it is past, present or future.

10. Distribute blank paper and ask learners to draw a picture of a past or present job (if they have no work history, draw a future job). If they were present yesterday, they should draw a different picture than yesterday.

11. As learners draw, circulate and ask questions to elicit more information about their picture. Write key words such as job title, location, or actions on their paper.

12. As learners complete their pictures, work with them to write one or two sentences about the picture. If the learner’s writing ability is very low, it is okay for the teacher to write the sentence for them and then help them to read it.

13. Post all the drawings in the classroom or give them to the coordinator for use in future lessons.
Teacher Directions: Checking for Understanding
-Materials: copies of Work Mingle, ESL Volunteer Tutor Manual, Mingle Grid

Lead a Mingle Grid activity (see Volunteer Tutor Manual) using the Work Mingle handout.
**Work Mingle**

Talk to other students. Ask the questions. Write YES or NO.

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you work now?</th>
<th>Did you work in the past?</th>
<th>Do you want to work in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you spell that?</td>
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</table>
Looking for Work Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
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<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>Learners will be able to...</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> use appropriate body language, tone, and volume in introductions.</td>
<td>• Handout: Max Has a Job (paragraph format)</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> recognize the relationships between numbers (numbers on a timeline); identify, extend, and use patterns (counting by 10s) to solve problems.</td>
<td>• Handout: Sentence Cards</td>
</tr>
<tr>
<td><strong>Literacy:</strong> identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</td>
<td>• Handout: Reading Test Practice</td>
</tr>
<tr>
<td><strong>Grammar:</strong> understand and use the words “past, present, and future” to locate events in time.</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Listening &amp; Speaking:</strong> Ask and respond to the questions “Do you have a job? Are you looking for a job?” with yes/no answers.</td>
<td>• ESL Volunteer Tutor Manual, 2013</td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and write common entry level jobs, based on learners’ current or former jobs</td>
<td>• Learner work drawings with sentences (in class Mon. and Tues.)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Lesson Plan</th>
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<tr>
<td><strong>Opening Activity:</strong> Transitions &amp; Critical Thinking</td>
</tr>
<tr>
<td>Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation</td>
</tr>
<tr>
<td>Materials/Prep: (none)</td>
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</table>

| 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 Has a Job (paragraph format), copies of Sentence Cards |

| Unit Theme Activity: Grammar, Listening & Speaking |
| Description: review learner-generated job vocabulary, |
| Materials/Prep: learner work drawings with sentences (created in class Tues/Wed) |

| Checking for Understanding: Literacy |
| Description: practice reading skills for the CASAS Life and Work Reading test |
| Materials/Prep: copies of Reading Test Practice |
Teacher Directions: Opening Activity: Life Skills, Transitions
-Materials: (none)

Step 1: Model
Write on the board: Hi, my name is ___________.
  Hello, my name is ___________.
  Nice to meet you.
  Nice to meet you, too.

Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.

Step 2: Whole Group Practice
Whole class repeats the conversation.
Teacher initiates dialogue with all students responding.
Reverse roles (teacher responds to students).

Step 3: Peer Practice
Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language
Demonstrate the dialogue again with a volunteer or student. This time, use inappropriate tone and body language in American culture (slouching, no eye contact, quiet or disinterested tone of voice).

Demonstrate again, this time with a strong handshake, eye contact, and a strong confident voice.

If able, ask students to describe the difference. Talk explicitly about what Americans like: strong handshake, eye contact, strong voice.

Step 5: Mingle or Circle Drill
Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue
Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:
- How are you?
- Where are you from?
- How long have you lived here?

What if learners don’t want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don’t assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.
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.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of Max Has a Job (paragraph text)

Step 1: Context
1. Distribute new copies of Max Has a Job 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.


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
9. 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.

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.

Step 4: Sentence Building
11. Distribute Sentence Card handouts and scissors and allow learners times to cut apart their word cards.

12. Using the word cards, dictate some simple sentences (He is happy). Learners arrange their cards to form the sentence. After each sentence is complete, read it together.

13. After several practices with teacher-led dictation, see if learners can create their own sentences and possibly dictate them to each other.
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, Grammar

-Materials: learner work drawings (created in class on Tues/Wed.)

Step 1: Review the words past, present, future

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

1. 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.

2. 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?

3. 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.

4. Ask learners about jobs they want in the U.S. As before, use the learners’ answers to introduce the word future.

5. Using the full-page job pictures, make up a story about a fictional job history. For example, Marco is from Mexico. Now he lives in Minnesota. In Mexico, he was a teacher. Now, in Minnesota, he is a prep cook at a restaurant. He wants to be a construction worker. Maybe in one or two years he will get a job as a construction worker.

6. Lay the pictures on the table. Ask learners to point to the pictures. What is his present job? What was his past job? What job does he want in the future?

7. Distribute the pictures that learners drew on Tues/Wed. Ask each learner to read the sentence on the paper and say if this job is past, present, or future.
Step 2: Structured practice of job vocabulary.

8. Using the pictures that learners drew about their own work experience and goals, choose 10 job titles or locations (ex. prep cook or work in a restaurant.)

9. Hold up one of the pictures. Elicit information from the learners about the picture, if possible. Say the job title or location and give it a physical action that represents that job. Have everyone repeat the word several times while doing the action. Repeat for all 10 words.

10. Without the pictures. Say each of the words again, learners demonstrate comprehension by responding with the corresponding gesture.

11. Write each of the words on the board. Everyone does the action for that word and then copies it in their notebook.

12. Quiz learners by showing the action and/or picture, they respond by saying the corresponding word.

13. In your lesson report, note which words you introduced today and which, if any, you think need additional clarification and practice.
**Teacher Directions:** **Checking for Understanding**
-Materials: copies of *Reading Test Practice* handouts

*There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.*

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk or look at other learners’ papers.

Ask learners to identify how many questions are on the page and how many answers they should circle for each question.

Give everyone 3-5 minutes to complete the questions. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. If applicable, circle the information above the questions that helped them find the correct answer.
<table>
<thead>
<tr>
<th>this</th>
<th>work</th>
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<tbody>
<tr>
<td>Max</td>
<td>is</td>
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<tr>
<td>a</td>
<td>man</td>
</tr>
<tr>
<td>happy</td>
<td>has</td>
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<td>job</td>
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<td>his</td>
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</table>
Max Has a Job

This is Max. Max is a man. Max is happy. Max has a job. Max goes to work.

Max works Monday to Friday. Max works five days a week. Max likes his job. His job is good.

Max makes money. Max gets money on Fridays. Max is very happy on Fridays.
PREP COOK – prepare vegetables and salads for Martin’s Restaurant, Tues-Sat. 2-10. Apply at martinsrestaurant.com.

1. What does the prep cook do?
   A. Clean the restaurant
   B. Apply for a job
   C. Make vegetables and salads
   D. Prepare desserts

2. What time is the job?
   A. Prep Cook
   B. Martin’s Restaurant
   C. Tuesday to Saturday
   D. 2:00-10:00
Reading Test Practice

1. work

   write  mork  work  wood
   ○     ○     ○     ○

2. job

   bob  job  jod  jab
   ○     ○     ○     ○

3. student

   student  suspend  spent  study
   ○     ○     ○     ○