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)

On the Job: Week 1 of 1

Unit Overview
In this 1-week unit

Focus of Week 1
- Asking and responding to questions about simple tasks at work
- Asking and responding to questions with “Did you...”?
# On-the-Job Unit: Week 1, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Life skill:** Read a story about on-the-job communication. | **Make Student Copies**  
  • Handout: *English Papers About...* (read activity instructions before copying)  
  • Handout: *Did You Clock In?* |
| **Literacy:** read and respond to simple written yes/no questions | **Make Single Copies or Reference**  
  • ESL Volunteer Tutor Manual, 2013  
  • A picture of a time clock or someone clocking in |
| **Literacy:** read and understand 3 new work-related verbs | **Props, Technology, or Other Resources**  
  • One large set of alphabet cards  
  • Several student sets of alphabet tiles  
  • Supplies for organizing student materials  
  • A knife and a dishcloth |
| **Listening/speaking:** ask and respond to simple oral yes/no questions | |
| **Transition & Critical Thinking:** identify tools for organizing information and materials | |

## Lesson Plan

### Opening Activity
**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: Literacy
**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
**Description:** read a story about on-the-job communication between a worker and supervisor  
**Materials/Prep:** copies of *Did You Clock In?*, picture of a time clock or someone clocking in

### Unit Theme Activity 1: Listening/speaking, Literacy
**Description:** introduce and practice work task verbs: *cut, wash, get*  
**Materials/Prep:** a knife, a dishcloth
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 (i.e. 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.

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**

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 Did You Clock In?

Step 1: Context

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

2. Read aloud the questions next to the pictures. Elicit answers from learners. If no one is able to answer after several attempts, model a simple answer (i.e. “I see a man. The man is working. What is he doing? I don’t know. Maybe cooking?”) Ask the questions again to the learners.

3. Pre-teach the word clock in using pictures, pantomime, or online video clips. Have learners act out clocking in and clocking out as they walk through the classroom door.

4. Ask: “Where is the title?” Have everyone find and point to the title. Read the title together.
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 separate lines of the text.

Step 3: assess comprehension

9. **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.

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

11. **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.

   1. has
   2. job
   3. works
   4. cuts
   5. manager
   6. yes
   7. your
   8. hand
   9. food
   10. don’t

12. **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.
**Teacher Directions:** Unit Theme Activity 1: Listening/Speaking, Literacy

-Materials: a knife, a dishcloth

**Step 1: Context**


2. Look at the picture from this week’s story. Repeat the questions above about the worker in the picture.

**Step 2: Introduce vocabulary**

3. Write on the board: cut

4. Pantomime the word using the knife as a prop.

5. Spell the word aloud as a class.

6. Hold up three fingers. Say each of the sounds in the word as you point to a different finger (”/c/, /u/, /t/, cut!”). Ask, “What’s the first/last sound?”

7. Learners write the word in their notebook.

**Step 3: Group practice**


9. Draw a word web with the word “cut” at the center, based on the learners’ suggestions.

10. Practice forming oral commands based on the word web (ie. Cut the meat. Cut the paper.)

11. Repeat steps 2 and 3 with the words “wash” and “get”. Note that the word “get” can have many meanings. For this lesson stick to the meaning of “retrieve or obtain”.

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Jessica Grace Jones, Minnesota Literacy Council, 2013  p. 7  Pre-Beginning On-the-Job Unit
English Papers

About ____________

Name: __________________________  Date: _________________
Did You Clock In?

Look at the picture. What do you see?

Who is the manager? Who is the worker?

clock in    manager    wash hands
Did You Clock In?

1. Abdi has a job.
2. Abdi works with food.
3. Abdi cuts food.
4. The manager sees Abdi.
5. The manager talks to Abdi.
6. Did you clock in?
7. Yes, I did.
8. Did you wash your hands?

9. I’m sorry. I don’t understand.

10. Did you wash your hands?

11. Yes, I did.
Did You Clock In?

Write YES or NO.

1. ______ 1. Abdi has a job.
2. ______ 2. Abdi washed his face.
3. ______ 3. Abdi washed his hands.
4. ______ 4. Abdi is a manager.
5. ______ 5. Abdi clocked in

Listen. Write the letters.

11. ____as 16. ye____
12. ____ob 17. you____
13. ____orks 18. han____
14. ____uts 19. foo____
15. ____anager 20. don’____
On-the-Job Unit: Week 1, Tuesday

**Objectives** Learners will be able to...

**Life skill:** Confirm if work tasks are finished

**Literacy:** recognize and write 3 common workplace verbs

**Listening/speaking:** ask and respond to the question “Did you (wash your hands)?”

**Transition & Critical Thinking:** identify tools for the organization of information and materials

**Grammar:** form simple past questions with Did you... + verb (ex. Did you wash your hands?)

**Materials**

- Make Student Copies
  - Handout: *English Papers About* (copies from Mon.)
  - Handout: *Number of the Day*
  - Handout: *Did You Clock In?* (extra copies from yesterday)

- Make Single Copies or Reference
  - *ESL Volunteer Tutor Manual, 2013*
  - *Finished or Not?* Picture prompts

- Props, Technology, or Other Resources
  - Supplies for organizing student materials
  - Real coins
  - Calculators, measuring cups, rulers, scale (optional)
  - A knife and dishcloth

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**Lesson Plan**

**Opening Activity**

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


**Basic Skills Review: Numeracy**

*Description:* explore a single number in a variety of ways using the “Number of the Day” activity

*Materials/Prep:* ESL Volunteer Tutor Manual, 2013, *Number of the Day*, copies of *Number of the Day* handout, coins, calculators (optional), measuring devices (cups, ruler, scale) -optional

**Story of the Week**

*Description:* read a story about on-the-job communication between a worker and supervisor

*Materials/Prep:* copies of *Did You Clock In?*

**Unit Theme Activity 1 : Listening/speaking, Literacy**

*Description:* review work task vocabulary through charades and pictures and practice “did you...” questions

*Materials/Prep:* a knife, a dishcloth, ESL Volunteer Tutor Manual, *Substitution Drill, p. 56*

**Checking for Understanding**

*Description:* check understanding of “did you” questions and work task vocabulary

*Materials/Prep:* copies of *Finished or Not?* Picture prompts
**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 from Monday

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.

Students did this activity yesterday. Please review and reinforce the vocabulary and concepts as well as helping anyone who was absent yesterday.

**Teacher Directions: Basic Skills Review: Numeracy**

Materials: ESL Volunteer Tutor Manual, 2013, **Number of the Day**,  

- copies of number of the day handout (in the Tutor Manual)  
- a few coins of different denominations (real, not plastic)  
- chips, blocks, or other counters  
- calculator (optional)  
- measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

Lead the **Number of the Day** routine, as described in the ESL Volunteer Tutor Manual.
**Teacher Directions: Story of the Week: Literacy**

-Materials: extra copies of *Did You Clock In?* from Monday

**Step 1: Context**

1. Learners find their copy of the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”

2. Review the word *clock in* using pictures, pantomime, or online video clips. Have learners act out clocking in and clocking out as they walk through the classroom door.

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

**Step 2: Practice the Text**

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

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

6. **Teacher reads and learners repeat** each line of the story.

7. **Practice the text again** as a dialogue. For more ideas on leading dialogues, see ESL Volunteer Tutor Manual, dialogue.

**Step 3: assess comprehension**

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.

9. **Complete or review yes/no questions and dictation.** Re-read the yes/no questions and dictation words as a group.

10. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions: circle the words *cuts, wash, works*. Underline the words *food, hands*.

11. **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.
12. **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-recorders 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 1: Life Skills, Listening & Speaking  
-Materials: a knife, a dishcloth, ESL Volunteer Tutor Manual, *Substitution Drill, p. 56*

**Step 1: Review Vocabulary**
1. Write on the board: **cut**

2. Pantomime the word using the knife as a prop.

3. Spell the word aloud as a class.

4. Hold up three fingers. Say each of the sounds in the word as you point to a different finger ("/c/, /u/, /t/, cut!"). Ask, “What’s the first/last sound?”

**Step 3: Group practice**
5. Ask: “What do you cut? Do you cut ______?”

6. Draw a word web with the word “cut” at the center. The class did this as a teacher-led activity yesterday. Today, see if learners make suggestions and come to the board to write the words in the web.

7. Practice forming oral commands based on the word web (ie. Cut the meat. Cut the paper.)

8. Repeat steps 2 and 3 with the words “**wash**” and “**get**”. Note that the word “get” can have many meanings. For this lesson stick to the meaning of “retrieve or obtain”.

9. Write on the board: **Did you ______________?**
10. Lead a substitution drill (see ESL Volunteer Tutor Manual, 2012, p. 56) using the following phrases plus any others in the word web.

   Did you...?
   Wash your hands
   Wash the dishes
   Wash the car
   Wash the clothes
   Cut the food
   Cut the meat
   Cut the fish
   Get the box
   Get the books
   Get a pen

**Teacher Directions:** Checking for Understanding

-Materials: one copy of **Finished or Not?** Picture prompts

**Step 1: Group practice**

Hold up each picture and ask the question. Learners respond with yes or no.

**Step 2: Partner practice**

Give each learner a picture. Learners find a partner and ask their question. The partner responds with yes/no. When they are finished, they exchange pictures and find a different partner.
Number of the Day: ________

<table>
<thead>
<tr>
<th>Count</th>
<th>Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Count Image]</td>
<td>![Money Image]</td>
</tr>
</tbody>
</table>

I see...

<table>
<thead>
<tr>
<th>More or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>![More or Less Image]</td>
</tr>
</tbody>
</table>

_____ is more than _________
_____ is less than_________

Add +

Subtract −
Finished or Not?

Did you wash your hands?
Did you wash your hands?
Did you cut the fish?
Did you cut the fish?
Did you wash the dishes?
Did you wash the dishes?
Did you get the box?
Did you get the box?
## On-the-Job Unit: Week 1, Wednesday

**Objectives**  *Learners will be able to...*

<table>
<thead>
<tr>
<th>Life skill: confirm if work tasks are finished or not</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy:</strong> recognize and write 3 common workplace verbs</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Ask and respond to the question “Did you clean your room?”</td>
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<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> acknowledge and affirm others, regardless of difference</td>
</tr>
<tr>
<td><strong>Grammar:</strong> form simple past questions with “Did you...” + verb, (ex. Did you wash your hands?)</td>
</tr>
</tbody>
</table>

**Materials**

- **Make Student Copies**
  - Handout: Did You Clock In? (extra copies from Mon.)
  - Handout: Did You Wash Your Hands?
  - Handout: Reading Test Practice

- **Make Single Copies or Reference**
  - Finished or Not? Picture prompts (from Tues.)

- **Props, Technology, or Other Resources**
  - One set of large alphabet cards
  - Several student sets of small alphabet tiles
  - Knife, dishcloth

### Lesson Plan

#### Opening Activity
**Description:** practice basic introductions  
**Materials/Prep:** (none)

#### Basic Skills Review: Literacy
**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
**Description:** read a story about on-the-job communication between a worker and supervisor  
**Materials/Prep:** copies of Did You Clock In?

#### Unit Theme Activity 1: Listening/speaking, Literacy
**Description:** review work task activities and practice asking and answering “Did you..” questions  
**Materials/Prep:** knife, dishcloth

#### Unit Theme Activity 2: Grammar/literacy
**Description:** learners practice writing questions with “Did you...”  
**Materials/Prep:** copies of Did You Wash Your Hands

#### Checking for Understanding
**Description:** practice reading skills needed 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 questions:
  • How are you?
  • 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: 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**

4. Without writing, teacher says a list of rhyming words one at a time and learners repeat.

5. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.

6. 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?”

**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**

3. 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.

4. 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**

2. 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**

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

4. 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: extra copies of Did You Clock In? from Monday

**Step 1: Context**

1. Learners find their copy of the story and look at the pictures together. Ask: “What do you see? What is this? What is he/she doing?”

2. Review the word clock in using pictures, pantomime, or online video clips. Have learners act out clocking in and clocking out as they walk through the classroom door.
3. Ask: “Where is the title?” Have everyone find and point to the title. Read the title together.

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

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

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

7. Practice the text again with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension
8. Learners re-tell the story in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.

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

Step 4: Practice Sound/Spelling Correspondence
10. Lead a Letter/Sound Drill (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story is D.

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 1: Life Skills, Listening & Speaking  
-Materials: ESL Volunteer Tutor Manual, Substitution Drill, p. 56

**Step 1: Review Vocabulary**
1. Write on the board: **cut, wash, get**
2. Pantomime the words as a class
3. Spell the words aloud as a class.
4. Hold up three fingers. Say each of the sounds in the word as you point to a different finger ("/c/, /u/, /t/, cut!"). Ask, “What’s the first/last sound?”

**Step 3: Group practice**
5. Ask: “What do you cut? Do you cut ______?” Repeat with **wash** and **get**.
6. Write on the board: **Did you ____________?**
7. Lead a substitution drill (see ESL Volunteer Tutor Manual, 2012, p. 56) using the following phrases plus any others learners suggested.
   Did you...?
   - Wash your hands
   - Wash the dishes
   - Wash the car
   - Wash the clothes
   - Cut the food
   - Cut the meat
   - Cut the fish
   - Get the box
   - Get the books
   - Get a pen
Teacher Directions: Activity 2: Literacy, Grammar
-Materials: copies of Did You Wash Your Hands? handout

Step 1: Context and Modeling
Distribute worksheet copies. Draw attention to the word bank on each page. Read the words aloud as a class. Look at the example exercise. Read the example question aloud.

Step 2: Group Practice
Without writing, elicit the question for each worksheet item. Learners practice the questions orally several times before writing.

Step 2: Independent Practice
Learners work independently to write additional questions based on the worksheet prompts.

Teacher Directions: Checking for Understanding
-Materials: copies of Reading Test Practice handouts, one set of full-page images

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: Group Practice
You can skip this step if you are not using the 27/28 style practice test.
Tape the 4 full-page images on the board in a row. Above them write: wash hands. Draw a circle below each picture.
Talk about each picture. “What do you see?” Read the words above the pictures together. Invite a learner to come to the board and fill in the circle below the corresponding picture.

Erase **wash hands** and replace it with a phrase to match one of the other pictures. Repeat the process above.

**Step 2: 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 3: 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.
Did You Wash Your Hands?

1. Did you wash your hands?

2. Did you wash clothes?

3. Did you wash dishes?
Did You Wash Your Hands?

4. Did you \textcolor{brown}{\underline{cut}} the meat? \\

5. Did you \underline{get} the box? \\

6. Did you \underline{cut} meat?
1.
A. wash hats
B. wash hands
C. mash hands
D. mash hats

2.
A. Did you cut the meat?
B. Did you get the book?
C. Did you wash your hands?
D. Did you wash your car?
1. wash hands

2. get the box
3. wash clothes

4. cut meat
On-the-Job Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> confirm if work tasks are finished or not</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Literacy:</strong> recognize and write common workplace verbs</td>
<td>• Handout: Number of the Day</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to the question “Did you (clean the room)?”</td>
<td>• Handout: Did You Clock In?</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> sequence components in a structured manner</td>
<td>• Handout: Making Sentences (cut apart)</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Form simple past questions with “Did you…” and respond with short answer (ex. Yes, I did/No, I didn’t)</td>
<td>Make Single Copies or Reference</td>
</tr>
<tr>
<td></td>
<td>• ESL Volunteer Tutor Manual, 2013</td>
</tr>
<tr>
<td></td>
<td>• Task Checklist</td>
</tr>
<tr>
<td></td>
<td>Props, Technology, or Other Resources</td>
</tr>
<tr>
<td></td>
<td>• Real coins</td>
</tr>
<tr>
<td></td>
<td>• Calculators, measuring cups, rulers, scale (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Activity</strong></td>
</tr>
<tr>
<td>Description: practice basic introductions</td>
</tr>
<tr>
<td>Materials/Prep: (none)</td>
</tr>
</tbody>
</table>

| Basic Skills Review: Numeracy |
| Description: explore a single number in a variety of ways using the “Number of the Day” activity |
| Materials/Prep: ESL Volunteer Tutor Manual, 2013, Number of the Day, copies of Number of the Day handout, coins, calculators (optional), measuring devices (cups, ruler, scale) -optional |

| Story of the Week |
| Description: read a story about on-the-job communication between a worker and supervisor |
| Materials/Prep: copies of Did You Clock In? |

| Unit Theme Activity 1: Listening/speaking, Literacy |
| Description: follow oral instructions to place words in a 3x3 grid |
| Materials/Prep: copies of Making Sentences, cut apart |

| Unit Theme Activity 2: Grammar/literacy |
| Description: arrange word cards to make “Did you…” questions |
| Materials/Prep: (none) |

| Checking for Understanding |
| Description: observe and assess learner understanding using a checklist |
| Materials/Prep: copies of Task Checklist |
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?
   • 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: Basic Skills Review: Numeracy**


- copies of number of the day handout (in the Tutor Manual)
- a few coins of different denominations (real, not plastic)
- chips, blocks, or other counters
- calculator (optional)
- measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

Lead the *Number of the Day* routine, as described in the ESL Volunteer Tutor Manual.

**Teacher Directions: Story of the Week: Literacy**

- Materials: extra copies of *Did You Clock In?* (paragraph text)

**Step 1: Context**

1. Distribute new copies of *Did You Clock In?* 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

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: Practice Reading Fluency

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

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

Talk about which was easier to understand and why.

Step 2: Introduce the words period and question mark

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

---

Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads.

Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.
Step 3: Practice with this week’s story

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

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

Story of the Week TECHNOLOGY options

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

Teacher Directions: Unit Theme Activity 1: Listening & Speaking, Literacy

-Materials: copies of Making Sentences, cut apart to make one set for each learner or pair, copies of 3x3 grid.

Step 1: Vocabulary Review

Review the vocabulary from this unit by saying and pantomiming the phrases together.

- Wash your hands
- Wash the dishes
- Wash the clothes
- Cut the meat
- Cut the fish
- Cut the food
- Get the box
- Get the book

Teacher says the phrase and learners pantomime.
Then teacher pantomimes and learners say the phrase.

Step 2: 3x3 grid

Give each learner (or pair) a 3x3 grid. Count to 9 together. Say a number and learners point to that number.
Give each learner (or pair) a set of words. Have everyone lay out their words, right-side-up, so that they can see all of them.
Give simple commands such as “Number 8, wash” or “Put wash in the number 8 square.”
When learners are familiar with the activity, they can take turns giving commands to each other.
**Teacher Directions:** Activity 2: Grammar, Literacy

-Materials: 1-2 copies of the task checklist

Using the same word cards, dictate some simple commands (*cut the meat*). Learners arrange their cards to form the sentence. After each sentence is complete, read it together. Then find and add the words “Did you” to the command to form a question. Read it again.

After several practices with teacher-led dictation, see if learners can create their own commands or questions using the word cards.

Throughout the activity, try using the task checklist to observe and take notes on learners’ abilities. Checklists, combined with class activities that are part of your lesson plan, are a great way to assess a learner’s abilities and comprehension of the material you’ve taught.

Avoid the temptation to fill out the checklist after class. Bring it into the classroom and ask yourself “Am I really observing the learner or just writing what I think I already know about him/her?” Share your observations with your Learning Center Coordinator after class.
Number of the Day: __________

<table>
<thead>
<tr>
<th>Count</th>
<th>Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Count Image]</td>
<td>![Money Image]</td>
</tr>
</tbody>
</table>

I see...

<table>
<thead>
<tr>
<th>More or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>![More Image]</td>
</tr>
</tbody>
</table>
| _______ is more than _________
| _______ is less than_______ |

Add +

Subtract −
Abdi has a job. Abdi works with food. Abdi cuts food. The manager sees Abdi. The manager talks to Abdi.

Did you clock in?
Yes, I did.

Did you wash your hands?
I’m sorry. I don’t understand.

Did you wash your hands?
Yes, I did.
### Making Sentences

Cut apart and provide each student or pair with one set of words and a 3 x 3 grid

<table>
<thead>
<tr>
<th>did</th>
<th>you</th>
<th>wash</th>
</tr>
</thead>
<tbody>
<tr>
<td>your</td>
<td>hands</td>
<td>the</td>
</tr>
<tr>
<td>dishes</td>
<td>clothes</td>
<td>cut</td>
</tr>
<tr>
<td>meat</td>
<td>fish</td>
<td>food</td>
</tr>
<tr>
<td>get</td>
<td>box</td>
<td>book</td>
</tr>
</tbody>
</table>
### Making Sentences

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
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<tbody>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td>Learner Name: ____________________</td>
<td>Learner Name: ____________________</td>
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<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Can recognize and say...</td>
<td>Can recognize and say...</td>
<td></td>
</tr>
<tr>
<td>☐ All word cards</td>
<td>☐ All word cards</td>
<td></td>
</tr>
<tr>
<td>☐ Most word cards</td>
<td>☐ Most word cards</td>
<td></td>
</tr>
<tr>
<td>☐ Some word cards</td>
<td>☐ Some word cards</td>
<td></td>
</tr>
<tr>
<td>☐ None of the cards</td>
<td>☐ None of the cards</td>
<td></td>
</tr>
<tr>
<td>Can follow spoken directions (putting correct words in each square)...</td>
<td>Can follow spoken directions (putting correct words in each square)...</td>
<td></td>
</tr>
<tr>
<td>☐ Easily</td>
<td>☐ Easily</td>
<td></td>
</tr>
<tr>
<td>☐ Needs some help</td>
<td>☐ Needs some help</td>
<td></td>
</tr>
<tr>
<td>☐ Needs a lot of help</td>
<td>☐ Needs a lot of help</td>
<td></td>
</tr>
<tr>
<td>Can create grammatically correct questions by arranging words...</td>
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