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)

School: Week 1 of 1

Unit Overview
In this 1-week unit, learners will get repeated practice calling in an absence. They will also practice classroom object vocabulary and common classroom interactions.

Focus of Week 1
- Calling in an absence.
- Leaving a voicemail messages.
- Classroom object vocabulary
- Requesting classroom objects
- Talking about the location of classroom objects

*This unit is designed to follow the “Registering for School” unit, however both units can be used independent of one another.
### School Unit: Week 1, Monday

#### Objectives
Learners will be able to...

<table>
<thead>
<tr>
<th>Transition &amp; Critical Thinking:</th>
<th>identify tools for organizing class materials and use a consistent strategy for organization</th>
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<tbody>
<tr>
<td>Literacy:</td>
<td>read and write common classroom object vocabulary</td>
</tr>
<tr>
<td>Life Skill:</td>
<td>Write a simple story about the people and things in the classroom.</td>
</tr>
<tr>
<td>Grammar:</td>
<td>Use There is/There are to describe items in the classroom.</td>
</tr>
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<td>Life Skill:</td>
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<td>Literacy:</td>
<td>Read a dialogue for calling in an absence</td>
</tr>
<tr>
<td>Listening &amp; Speaking:</td>
<td>call in an absence and leave a message</td>
</tr>
</tbody>
</table>

#### Materials

<table>
<thead>
<tr>
<th>Make Student Copies</th>
<th>Handout: English Papers About...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Handout: I Can’t Come to School Today</td>
</tr>
<tr>
<td></td>
<td>Textbook: Longman ESL Literacy, 3rd Ed. p. 41</td>
</tr>
<tr>
<td>Make Single Copies or Reference</td>
<td>ESL Volunteer Tutor Manual, 2013</td>
</tr>
<tr>
<td>Props, Technology, or Other Resources</td>
<td>One set of large alphabet cards, several sets of small alphabet tiles</td>
</tr>
<tr>
<td></td>
<td>Student materials for Staying Organized routine</td>
</tr>
<tr>
<td></td>
<td>Poster paper and marker</td>
</tr>
<tr>
<td></td>
<td>2 flyswatters</td>
</tr>
</tbody>
</table>

#### Lesson Plan

**Opening Activity:** Transition & Critical Thinking  
*Description:* organize student materials and clean-out materials from past units  

**Literacy Skills Review**  
*Description:* choose 1-2 from a list of activities that help learners develop letter/sound correspondence and alphabetical order.  
*Materials/Prep:* One set of large alphabet cards, several sets of small alphabet tiles

**Story of the Week:** Literacy, Life Skill, Grammar  
*Description:* introduce classroom vocabulary and write a story about the things and people in your classroom.  
*Materials/Prep:* large poster paper, Longman ESL Literacy, 3rd Ed. p. 41

**Unit Theme Activity 1:** Listening and Speaking, Literacy, Life Skills  
*Description:* practice a dialogue about calling in an absence  
*Materials/Prep:* copies of I Can’t Come to School Today, ESL Volunteer Tutor Manual, Dialogue

**Checking for Understanding:** Literacy  
*Description:* play the flyswatter game with classroom vocabulary  
Teacher Directions: Opening Activity: Transitions & Critical Thinking

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

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

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

Teacher Directions: Basic Skills Review: Literacy

-Materials: 1.) one set of large alphabet cards, big enough to be seen by whole class, 2.) several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

Step 1: Whole Group Practice
The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, it is not necessary to complete the whole sequence. Begin with an activity that is somewhat easy for most learners and end with an activity that is challenging but not frustrating.

1. Teacher shows a letter flashcard and says the letter name, learners repeat. Introduce and practice 3-5 letters at a time. Once mastered, introduce more.
2. Teacher shows a letter flashcard and learners say the letter name.
3. Teacher shows a letter flashcard and says the letter name then the letter sound, learners repeat. “Letter B, sound /b/”
4. Teacher shows a letter flashcard and elicits the name and sound of the letter from learners. “Letter?” “B” “Sound?” “/b/”
Step 2: Individual and Small Group Practice

Depending on the dynamics of your classroom (space, number of teachers) and the abilities of different learners, you can use these activities in a variety of ways. For example, you might model and instruct all learners to do the same activity on their own or in pairs. Or you might group learners by similar ability and assign each group a different activity. Or you might group high and low ability learners together and have one teach or quiz the other.

1. Give each learner or group a set of small alphabet cards. Instruct learners to turn them to the uppercase or lowercase side, depending on the activity you want to do next.
2. Teacher (or another learner) names a letter (or letter sound) and learners point to the corresponding letter card in front of them.
3. Learners arrange cards in alphabetical order and then recite the alphabet.
4. Learners separate consonants and vowels and then name them.
5. Teacher gives one learner a list of short familiar words (e.g., Man, woman, date). The learner reads the word and spells it aloud. His/her partner listens to the word and its spelling and selects the letter cards to form the word.

Technology Option: Very basic word processing

1. Learners practice turning on a computer and opening a word processing program.
2. Learners type the alphabet. To make it easier, the teacher or another learner can dictate the alphabet to them letter by letter.
3. Teacher demonstrates how to use backspace to delete letters.
4. Learners choose 3 letters (preferably not next to each other) to erase.
5. Learners switch computers with a partner, identify the missing letters and type them in again.
6. Learners return to their original computer and check their partner’s work.

This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

What letters and sounds should I teach first?

There are differing opinions on this question, however, many reading instructors recommend teaching consonant sounds first, followed by short vowel sounds. When introducing consonant sounds, give only the most frequent sound. For example, teach that letter C makes the sound /k/ as in “cat.” Once learners have mastered this information, they can later be taught that letter C sometimes makes the sound /s/ as in “city.”

See page 5 of Pre-Beginning School Unit
Teacher Directions:  Story of the Week: Literacy, Life Skill, Grammar

Materials: Longman ESL Literacy, p. 147, poster paper

Step 1: Introduce/review classroom object vocabulary
1. Distribute copies of the worksheet.
2. For each item on the worksheet follow these steps while demonstrating with a projector:
   a. Point to the word at the bottom of the page, read and repeat
   b. Point to the picture of that item, read and repeat
   c. Teacher says “there is a clock in the classroom./there are books in the classroom”, learners repeat.
3. Teacher says a word, learner point to the correct object
4. Using the projector, teacher points to an object and learners say the word

Step 2: Partner practice.
5. Partner A says a word and Partner B points to it, then switch roles

Step 3: Write a story
Collaborating to write a common text is called “Language Experience Approach (LEA).” The purpose of LEA is to create a text that learners are invested in and contains language that they are familiar with because they supplied the language for the text. There is some debate over whether teachers should write exactly what learners say, including their grammatical errors. For this activity, please use learner suggestions to create simple, grammatically correct sentences. When possible, using the form “There is/there are…”

6. Tape a piece of poster paper to the board. Title it Our Classroom.
7. Say Look at our classroom. What do you see?
8. As learners begin to talk about the classroom, record their ideas on the poster paper in full sentence. Use the form “There is/there are” when appropriate.
9. If necessary, prompt them with questions:
   How many students are there? Where are they from?
   What is on the table? What is on the wall?
10. Learners do not need to copy the story. Instead, tell them that they will get a typed copy in class tomorrow.
11. Give the final poster copy of the story to the coordinator to type for tomorrow.

A sample classroom story might be 8-12 sentences and look something like this:

There are 10 students in the class. They are from Ecuador, Mexico, and China.

There are 2 teachers. There is a clock. There is a calendar. All students have notebooks and pencils. English class starts at 10:00. We sit in the chairs. English class is good.
**Teacher Directions:** Unit Theme Activity: Listening & Speaking, Literacy, Life Skills


**Step 1: Context**

Say: *Sometimes you can’t come to school. Maybe your child is sick. Maybe your car is broken. Maybe you need to go to work. You need to call the English school. Say “I can’t come to school today.”*

Ask your Learning Center Coordinator if your center has an attendance policy. If so, this would be a good time to review that policy with learners.

**Step 2: Practice the target language**

Practice the phrases on the handout using the instructions in the ESL Volunteer Tutor Manual, 2013, Dialogue. You may need to adapt slightly, since the phrases are not actually written as a dialogue.

**Teacher Directions:** Checking for Understanding: Literacy


Play The Flyswatter Game, as described in the ESL Volunteer Tutor Manual, 2013. Use the words from the p. 41 textbook handout as well as other classroom vocabulary included in the class story you wrote.
English Papers

About ________________

Name: __________________________  Date: _______________
I Can’t Come to School Today

Call YOUR school.

Hello. My name is ________________.

I can’t come to school today.

• My child is sick.
• I am sick.
• I am busy.
• I’m working today.

Call your CHILD’s school.

GIRL

Hello. My name is ________________.
My daughter’s name is ____________.
She can’t come to school today.
She is sick.

BOY

Hello. My name is ________________.
My son’s name is ____________.
He can’t come to school today.
He is sick.
## School Unit: Week 1, Tuesday

<table>
<thead>
<tr>
<th>Objectives Learners will be able to...</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> identify tools for organizing class materials and use a consistent strategy for organization.</td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> identify and apply numbers, symbols, and basic operations in a variety of contexts</td>
<td>• Handout: <em>English Papers About...</em> (from Monday)</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> respond to simple oral statements about a story and evaluate if they are true or false.</td>
<td>• Handout: <em>Number of the Day</em></td>
</tr>
<tr>
<td><strong>Literacy, Transition &amp; Critical Thinking:</strong> scan written text for specific information</td>
<td>• Handout: <em>I Can’t Come to School Today</em> (from Monday)</td>
</tr>
<tr>
<td><strong>Life skill:</strong> call in an absence</td>
<td>• Copies of class story for learners (see Coordinator)</td>
</tr>
<tr>
<td><strong>Literacy:</strong> Read a dialogue for calling in an absence</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and write common school supply vocabulary</td>
<td>• ESL Volunteer Tutor Manual, 2013</td>
</tr>
<tr>
<td><strong>Grammar:</strong> add the suffix ‘-s’ to classroom nouns to distinguish singular and plural</td>
<td>• Copy of class story on poster paper in the classroom</td>
</tr>
<tr>
<td></td>
<td>• YES/NO index cards</td>
</tr>
</tbody>
</table>

### Props, Technology, or Other Resources
- Student materials for *Staying Organized*
- Coins, calculators, measuring devices
- Chips, blocks or other counters
- Post–it notes

## Lesson Plan

**Opening Activity:** Transition & Critical Thinking  
**Description:** organize student materials and clean-out materials from past units  

**Numeracy Skills Review:** Transition & Critical Thinking  
**Description:** practice basic math and numeracy skills by completing different operations and tasks with a single number  
**Materials/Prep:** copies of *Number of the Day* handout; ESL Volunteer Tutor Manual, 2013, *Number of the Day*; coins, calculators, measuring devices, and chips, block or other counters.

**Story of the Week:** Literacy, Transition & Critical Thinking, Listening & Speaking  
**Description:** review the story learners wrote yesterday, answer questions and scan for key words.  
**Materials/Prep:** one copy of class story on poster paper, copies of class story for learners, yes/no flashcards.

**Unit Theme Activity 1:** Life Skills, Literacy  
**Description:** practice a dialogue about calling in an absence  
**Materials/Prep:** copies of *I Can’t Come to School Today,* ESL Volunteer Tutor Manual, 2013, *Disappearing Dialogue*

**Unit Theme Activity 2:** Literacy, Grammar  
**Description:** review classroom vocabulary by labeling items in the classroom, identify singular and plural nouns in the classroom and practice writing them.  
**Materials/Prep:** Post–it Notes
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.

Using copies of the Coversheet created on Monday, help learners who were absent yesterday gather their materials from previous units and bind them into a booklet they can keep at home.

Then lead the Staying Organized routine in the ESL Volunteer Tutor Manual for review and practice locating items.

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, Transition & Critical Thinking, Listening & Speaking

- Materials: typed copies of the story learners wrote in class yesterday (see Coordinator)

**Step 1: Context**
1. Distribute copies of the story. Use the poster paper from yesterday to show learners that this is the same story they wrote yesterday.
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.

**Step 3: assess comprehension**
6. **Learners take turns reading one line from the story** and showing the meaning of the sentence by pointing to the object or pantomiming the meaning.
7. **Complete yes/no questions.** Give each learner a card with a YES side and a NO side. Teacher reads 10 statements about the story (some true and some false). For example, *There are 2 clocks.* Learners hold up their yes or no card to show if the sentence is true or false.
8. **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. Choose 3-4 key words for learners to circle and 3-4 more words for learners to underline.
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.
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 1: Life Skill, Literacy**

- **Materials:** copies of *I Can’t Come to School Today*, ESL Volunteer Tutor Manual, 2013, *Disappearing Dialogue*

**Step 1: Context**

Say: *Sometimes you can’t come to school. Maybe your child is sick. Maybe your car is broken. Maybe you need to go to work. You need to call the English school. Say “I can’t come to school today.”*

Ask your Learning Center Coordinator if your center has an attendance policy. If so, this would be a good time to review that policy with learners.

**Step 2: Practice the target language**

Practice the phrases on the handout using the instructions in the ESL Volunteer Tutor Manual, 2013, *Disappearing Dialogue*. You may need to adapt slightly, since the phrases are not actually written as a dialogue.
Teacher Directions: Unit Theme Activity 2: Literacy, Grammar
-Materials: Post-It Notes

Step 1: Model
Model how to label classroom items by writing the word on a post-it note and sticking it onto the item.

Step 2: Labeling
Learners work individually or in partners to label as many items in the classroom as they can.

Step 3: Singular and Plural
1. Create two columns on the board. Label them singular and plural.
2. Ask: How many clocks are there? (one). Yes, one clock (write “clock” in the singular column). How many chairs are there? (10) Yes, ten chairs (write “chairs” in the plural column)
3. Continue until you have at least 2 items in each column. Then stop and point out the ‘s’ at the end of both plural words.
4. Invite learners to take turns writing on the board, adding words to both columns.
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>![Annoyed Character]</td>
</tr>
</tbody>
</table>

_______   _______  more     less

_____ is more than _________

_____ is less than_________  

Add +

Subtract –
## School Unit: Week 1, Wednesday

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

| Transition & Critical Thinking: | identify tools for organizing class materials and use a consistent strategy for organization. |
| Grammar: | Use There is/There are to describe items in the classroom. |
| Literacy: | read and write common school supply vocabulary |
| Grammar: | add the suffix ‘-s’ to classroom nouns to distinguish singular and plural |
| Grammar: | conjugate the verb BE in ‘where’ questions, e.g., Where are the pencils? Where is the pencil sharpener? |
| Listening & Speaking: | ask and respond to location questions about classroom items, ex. Where is/are the (pencils)? |
| Life skill/ Listening & Speaking: | call in an absence |

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<td>toy phones or cell phones</td>
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### Lesson Plan

**Opening Activity:** Transition & Critical Thinking  
*Description:* organize student materials and clean-out materials from past units  

**Literacy Skills Review**  
*Description:* choose 1-2 from a list of activities that help learners develop letter/sound correspondence and alphabetical order.  
*Materials/Prep:* One set of large alphabet cards, several sets of small alphabet tiles

**Story of the Week:** Literacy, Grammar  
*Description:* review the story learners wrote on Monday and lead a simple dictation.  
*Materials/Prep:* copy of class story on poster paper in the classroom, copies of class story for learners.

**Unit Theme Activity:** Grammar, Listening & Speaking  
*Description:* Practice asking about the location of classroom objects in a circle drill  
*Materials/Prep:* (none)

**Unit Theme Activity/Checking for Understanding:** Life Skill, Listening & Speaking  
*Description:* learners take turns role-playing with the teacher to practice calling in an absence for themselves or a child.  
*Materials/Prep:* toy phones or cell phones, extra copies of *I Can’t Come to School Today*
**Teacher Directions: Opening Activity: Transitions & Critical Thinking**

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

Using copies of the Coversheet created on Monday, help learners who were absent yesterday gather their materials from previous units and bind them into a booklet they can keep at home.

Then lead the *Staying Organized* routine in the ESL Volunteer Tutor Manual for review and practice locating items.

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

-Materials: 1.) one set of large alphabet cards, big enough to be seen by whole class, 2.) several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

**Step 1: Whole Group Practice**

The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, it is not necessary to complete the whole sequence. Begin with an activity that is somewhat easy for most learners and end with an activity that is challenging but not frustrating.

5. Teacher shows a letter flashcard and says the letter name, learners repeat. Introduce and practice 3-5 letters at a time. Once mastered, introduce more.
6. Teacher shows a letter flashcard and learners say the letter name.
7. Teacher shows a letter flashcard and says the letter name then the letter sound, learners repeat.
   “Letter B, sound /b/”
8. Teacher shows a letter flashcard and elicits the name and sound of the letter from learners.
   “Letter?” “B” “Sound?” “/b/”

**Step 2: Individual and Small Group Practice**

Depending on the dynamics of your classroom (space, number of teachers) and the abilities of different learners, you can use these activities in a variety of ways. For example, you might model and instruct all
learners to do the same activity on their own or in pairs. Or you might group learners by similar ability and assign each group a different activity. Or you might group high and low ability learners together and have one teach or quiz the other.

6. Give each learner or group a set of small alphabet cards. Instruct learners to turn them to the uppercase or lowercase side, depending on the activity you want to do next.
7. Teacher (or another learner) names a letter (or letter sound) and learners point to the corresponding letter card in front of them.
8. Learners arrange cards in alphabetical order and then recite the alphabet.
9. Learners separate consonants and vowels and then name them.
10. Teacher gives one learner a list of short familiar words (ie. Man, woman, date). The learner reads the word and spells it aloud. His/her partner listens to the word and its spelling and selects the letter cards to form the word.

Technology Option: Very basic word processing

7. Learners practice turning on a computer and opening a word processing program.
8. Learners type the alphabet. To make it easier, the teacher or another learner can dictate the alphabet to them letter by letter.
9. Teacher demonstrates how to use backspace to delete letters.
10. Learners choose 3 letters (preferably not next to each other) to erase.
11. Learners switch computers with a partner, identify the missing letters and type them in again.
12. Learners return to their original computer and check their partner’s work.

This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

What letters and sounds should I teach first?

There are differing opinions on this question, however, many reading instructors recommend teaching consonant sounds first, followed by short vowel sounds. When introducing consonant sounds, give only the most frequent sound. For example, teach that letter C makes the sound /k/ as in “cat.” Once learners have mastered this information, they can later be taught that letter C sometimes makes the sound /s/ as in “city.”
Teacher Directions: Story of the Week: Literacy, Grammar

-Materials: extra copies of class story they wrote on Monday (see Coordinator)

Step 1: Context
1. Remind learners that this is their story. The same story that they wrote on Monday.

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.

7. Lead a simple dictation. Learners cover their copy of the story. Dictate 2-3 simple sentences from the story. Learners write those in their notebook. For a simpler version, create cards with words from each sentence. Have learners arrange the word cards to create the sentence you dictate.

8. Remind learners to keep their copy of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.
**Teacher Directions:**  Unit Theme Activity: Listening & Speaking, Grammar
-Materials: (none)

**Step 1: Review singular and plural**
1. Create two columns on the board. Label them **singular** and **plural**.
2. Ask: *How many clocks are there? (one). Yes, one clock (write “clock” in the singular column). How many chairs are there? (10) Yes, ten chairs (write “chairs” in the plural column)*
3. Continue until you have at least 2 items in each column. Then stop and point out the ‘s’ at the end of both plural words.
4. Invite learners to take turns writing on the board, adding words to both columns.

**Step 2: Introduce ‘where’ questions**
5. Using the words on the board. Ask learners, *Where is the board? Where are the notebooks? Where is the clock?*
6. Above the singular column on the board write: *Where is the _________?* And above the plural column *Where are the ______?*
7. Ask a student to point to the word that is different (is/are). Sum it up: we say ‘is’ for one thing and ‘are’ for 2, 3, 4, or many things.
8. Call on learners to ask the questions for each of the words on the board.

**Step 3: Introduce responses**
9. Prompt a learner to ask you about an item near you. Respond with “right here.”
10. Prompt a learner to ask you about an item that is far from you. Respond with “over there.”
11. Practice the two phrases several times. Ask individual learners where questions so they can practice the responses.

**Step 4: Circle Drill**
Lead a circle drill, as described in the ESL Volunteer Tutor Manual using the questions and responses introduced above.
Teacher Directions: Unit Theme Activity/Checking for Understanding: Life Skills
-Materials: toy phones or cell phones, extra copies of I Can’t Come to School Today

This week learners have been practicing leaving a message about an absence. Today they will practice speaking with someone on the phone about an absence.

Step 1: Review Context
Say: Sometimes you can’t come to school. Maybe your child is sick. Maybe your car is broken. Maybe you need to go to work. You need to call the English school. Say “I can’t come to school today.”

Ask your Learning Center Coordinator if your center has an attendance policy. If so, this would be a good time to review that policy with learners.

Step 2: Review Target Language
Ask learners to take out their copy of I Can’t Come to School Today. Review all the phrases several times through choral repetition.

Step 3: Role-Play
Sometime you call the school. Sometimes you hear the machine (Please leave a message. Beep!). Sometimes you talk to a teacher. Today we are going to practice talking to a teacher on the phone.

Without writing on the board. Model both sides of a very simple dialogue (see ESL Volunteer Tutor Manual, Dialogue). Something like this...

Open Door Learning Center.
Hello. My name is Mohammed.
Hi Mohammed.
I can’t come to school today.
Okay. Maybe tomorrow.
Yes. Maybe tomorrow.
Thank you.
Goodbye.

Learners take turns role-playing the situation with the teacher. The objective is for them to feel comfortable giving their name (before being asked) and saying that they can’t come to school. Many low-level speakers of English freeze up when they have to talk on the phone. This is a chance for them to practice a potentially scary interaction in a safe environment.
## School Unit: Week 1, Thursday

### Objectives

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

<table>
<thead>
<tr>
<th>Transition &amp; Critical Thinking</th>
<th>Materials</th>
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<tbody>
<tr>
<td>identify tools for organizing class materials and use a consistent strategy for organization.</td>
<td>Make Student Copies</td>
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<tr>
<td>identify and apply numbers, symbols, and basic operations in a variety of contexts</td>
<td>• Handout: <em>English Papers About...</em> (from Monday)</td>
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<tr>
<td>identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</td>
<td>• Handout: <em>Number of the Day</em></td>
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<td>add the suffix ‘-s’ to classroom nouns to distinguish singular and plural</td>
<td>• Handout: copies of class story for learners (see Coordinator)</td>
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<td>conjugate the verb BE in ‘where’ questions, e.g., Where are the pencils? Where is the pencil sharpener?</td>
<td>• Textbook: <em>Longman ESL Literacy, 3rd Ed.</em> p. 42</td>
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<tr>
<td>ask and respond to location questions about classroom items, ex. Where is/are the (pencils)?</td>
<td>Make Single Copies or Reference</td>
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<tr>
<td>call in an absence</td>
<td>• ESL Volunteer Tutor Manual, 2013</td>
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### Materials

**Make Single Copies or Reference**

- ESL Volunteer Tutor Manual, 2013

**Props, Technology, or Other Resources**

- Student materials for *Staying Organized* routine
- Coins, calculators, measuring devices
- Chips, blocks or other counters
- Poster paper copy of class story

### Lesson Plan

**Opening Activity:** Transition & Critical Thinking  
**Description:** organize student materials and clean-out materials from past units  

**Numeracy Skills Review:** Transition & Critical Thinking  
**Description:** practice basic math and numeracy skills by completing different operations and tasks with a single number  
**Materials/Prep:** copies of *Number of the Day* handout; ESL Volunteer Tutor Manual, 2013, *Number of the Day*; coins, calculators, measuring devices, and chips, block or other counters.

**Story of the Week:** Literacy  
**Description:** review the story learners wrote on Monday and practice reading fluency  
**Materials/Prep:** copy of class story on poster paper in the classroom, copies of class story for learners.

**Unit Theme Activity:** Grammar, Listening & Speaking  
**Description:** practice requesting needed supplies and asking about the location of items in the classroom  
**Materials/Prep:** copies of *Longman ESL Literacy, 3rd Ed.* p. 42, ESL Volunteer Tutor Manual, 2013, *Circle Drill*

**Checking for Understanding:** Life Skills, Listening and Speaking  
**Description:** learners practice calling the school office to report an absence  
**Materials/Prep:** talk with your Learning Center Coordinator to make arrangements
Teacher Directions: Opening Activity: Transitions & Critical Thinking

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

Using copies of the Coversheet created on Monday, help learners who were absent yesterday gather their materials from previous units and bind them into a booklet they can keep at home.

Then lead the Staying Organized routine in the ESL Volunteer Tutor Manual for review and practice locating items.

Teacher Directions: Numeracy Skills Review: Transition & Critical Thinking

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 the class story written on Monday (See Coordinator). Make sure the story is typed in paragraph form for today’s activities.

Step 1: Context

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


3. 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

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: Practice Reading Fluency

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

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

Talk about which was easier to understand and why.

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

Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.
Step 2: Introduce the words period and question mark

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

Step 3: Practice with this week’s story

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

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

Story of the Week TECHNOLOGY options

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

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

-Materials: copies of Longman ESL Literacy, 3rd Ed. p. 42

Step 1: Review singular and plural

1. Create two columns on the board. Label them singular and plural.
2. Ask: How many clocks are there? (one). Yes, one clock (write “clock” in the singular column). How many chairs are there? (10) Yes, ten chairs (write “chairs” in the plural column)
3. Continue until you have at least 2 items in each column. Then stop and point out the ‘s’ at the end of both plural words.
4. Invite learners to take turns writing on the board, adding words to both columns.

Step 2: Review ‘where’ questions

5. Using the words on the board. Ask learners, Where is the board? Where are the notebooks? Where is the clock?
6. Above the singular column on the board write: Where is the ________? And above the plural column Where are the ______?
7. Ask a student to point to the word that is different (is/are). Sum it up: we say ‘is’ for one thing and ‘are’ for 2, 3, 4, or many things.
8. Call on learners to ask the questions for each of the words on the board.
Step 3: Review responses
9. Prompt a learner to ask you about an item near you. Respond with “right here.”
10. Prompt a learner to ask you about an item that is far from you. Respond with “over there.”
11. Practice the two phrases several times. Ask individual learners where questions so they can practice the responses.

Step 4: Circle Drill
Lead a circle drill, as described in the ESL Volunteer Tutor Manual using the questions and responses introduced above.

Step 5: Requesting Supplies
Complete p.42 by practicing the dialogue several times in different ways (see Dialogue in the ESL Volunteer Tutor Manual).

Need a Challenge?: begin working on have/don’t have and need/don’t need with regard to school materials. For example, I have a notebook. I don’t have a binder. I need a binder.

Teacher Directions: Checking for Understanding: Life Skills, Listening & Speaking
-Materials: a school phone or learners cell phones

Step 1: Context
Talk about why learners might not come to school (sick, work, etc.). Remind them to call the school when they can’t come.

Step 2: Authentic Practice
Set up a quiet space, perhaps in the hallway, where learners can go one by one and practice calling the school phone number to report an absence. At this time, other learners may receive additional practice with an earlier activity or work on a technology extension activity.
Number of the Day: __________

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