Literacy Work Stations: “Seeing Signs”

These materials were created to support the Minnesota Literacy Council’s Pre-Beginning ESL Curriculum. We invite you to adapt them for your own classrooms.

These curriculum materials support the lessons found here: https://mnliteracy.org/sites/default/files/pre-beginning_esl_story_bank.pdf

AND https://mnliteracy.org/tools/curriculum-lesson-plans/pre-beginning-esl

Literacy Work Stations materials were developed by volunteers, Laura Mays, Kari Aukema and Georgia Gempler, and Open Door Learning Center Coordinator, Leah Hauge.
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Directions to make Workstation contents

You will need cards for three separate activities: vocabulary, comprehension, and phonemic awareness. Each station will have an answer key, as well as the cards. Students at an earlier level can use the keys, and more advanced can flip them over and work independently.

Vocabulary
(1) Trim excess white space off the answer key. Laminate the answer key.
(2) Cut out the vocabulary cards. The pictures should be separate from the words. This will leave you 14 individual cards. The cards will also be laminated (before or after cutting, depending on your laminating machine).

Comprehension
(1) Trim excess white space off the answer key. Laminate the answer key.
(2) Cut out the individual sentence cards. They are color-coded to match the key. Like the vocabulary cards, they will be laminated.

Phonemic awareness
(1) Trim excess white space off the answer key. Make sure the answer key is the narrower table, as it will be easier for students who need the key to see the words they are forming. Laminate the key.
(2) The wider table is for the individual cards. Like the vocabulary cards, they should be individually cut up to make 16 separate cards that will be laminated.

Phonics
-See general teacher instructions for information on how to set up the phonics station.

Target Word Families, Letters/Sounds and Vocabulary:
Word Family (tells, bells, fell, sell)
Word Family (stop, cop, pop, mop)
Target Letters/Sounds: /d/, /m/, /p/, /t/, /w/
Vowel: long e
Vocabulary: sign, don’t walk, entrance, no smoking, door

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Seeing Signs

Janet lives in the city. She walks to work. Every day she sees many signs.

On the street, she looks up. She sees “don’t walk.” So she waits.

At work, she sees “entrance” on the door. So she goes in.

In the park, she sees “no smoking.” She tells her friend to stop smoking.

Sometimes, Janet sees a sign she doesn’t know. She asks her friend, “What does this mean?”
<table>
<thead>
<tr>
<th>sign</th>
<th><img src="image1" alt="Stop Sign" /></th>
<th><img src="image2" alt="EXIT Sign" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>street</td>
<td><img src="image3" alt="Street Scene" /></td>
<td></td>
</tr>
<tr>
<td>smoking</td>
<td><img src="image4" alt="No Smoking Sign" /></td>
<td><img src="image5" alt="Entrance Sign" /></td>
</tr>
<tr>
<td>entrance</td>
<td><img src="image6" alt="Entrance Sign" /></td>
<td></td>
</tr>
<tr>
<td>park</td>
<td><img src="image7" alt="Park Scene" /></td>
<td></td>
</tr>
<tr>
<td>city</td>
<td><img src="image8" alt="City Skyline" /></td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td><img src="image9" alt="Walk Sign" /></td>
<td><img src="image10" alt="Pedestrian Sign" /></td>
</tr>
</tbody>
</table>

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Janet lives in the city.

Every day she sees many signs.

At work, she sees "entrance" on the door.

In the park, she sees "no smoking".

Sometimes, Janet sees a sign she doesn't know.

She asks her friend, "What does this mean?"
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Janet lives in every city. She sees signs. Every day, at many signs.
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In the park,

she sees "no smoking".

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