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)

Shopping: Week 1 of 2

Unit Overview
In this 2-week unit learners will focus developing numeracy skills with American currency. They will learn basic clothing vocabulary as well as sizes and colors.

Focus of Week 1
- Naming and reading clothing items
- Counting and adding change.
- Writing dollar amounts numerically.
- Read and write color vocabulary and asking for a different color

Focus of Week 2
- Giving and Receiving compliments about clothing.
- Counting and adding change.
- Writing dollar amounts numerically.
- Recognizing and reading sizes on a tag and asking for a different size
Shopping Unit: Week 1, Monday

Objectives Learners will be able to...

Transition & Critical Thinking: identify tools for organizing class materials and use a consistent strategy for organization

Life skill: read a simple story about a healthcare experience.

Literacy: read simple statements about a story and evaluate if they are true or false.

Listening/speaking: listen for and record beginning and ending consonant sounds of individual words from a story.

Life skill: identify common clothing items

Literacy: read and write clothing item vocabulary, including shoe and sweater.

Materials

Make Student Copies
- Handout: English Papers About...
- Handout: Where’s My Shirt?
- Handout: Clothing Matching

Make Single Copies or Reference
- ESL Volunteer Tutor Manual, 2013
- Teacher dictation script

Props, Technology, or Other Resources
- One set of large alphabet cards, several sets of small alphabet tiles
- Student organizational materials (binders, paper, etc.)
- Student Scissors
- Crayons or markers
- Magazines and glue/tape (optional)

Lesson Plan

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

Basic Skills Review: Literacy
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: Life Skill, Literacy, Listening & Speaking
Description: read a story about the topic, complete comprehension questions and phoneme dictation.
Materials/Prep: copies of Where Is My Shirt?, one copy of teacher dictation script.

Unit Theme Activity: Literacy
Description: learn basic clothing vocabulary, make their own flashcards, and practice using flashcards to study
Materials/Prep: copies of Clothing Matching handout, scissors, crayons or markers (magazines, glue –opt.)

Checking for Understanding
Description: practice naming clothing items learners are wearing
Materials/Prep: (none)
**Teacher Directions: Opening Activity: Transitions & Critical Thinking**

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


Before copying the *English Papers About...* coversheet.

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

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

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

-Materials: 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 (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

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.”
Teacher Directions: Story of the Week: Literacy
-Materials: copies of Where Is My Shirt?

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

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

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

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

6. Practice the text again with choral reading, partnered reading, or individual reading of separate lines of the text.

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

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

9. Complete the dictation exercise. The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.
10. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

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

**Teacher Directions: Unit Theme Activity: Literacy**

**Materials:** copies of **Clothing Matching** handout, student scissors, (optional: magazines, glue)

**Step 1: Introduce clothing vocabulary**
Using pictures and/or items of clothing that learners are wearing, show and say each of the following words. Learners repeat several times:

1. shoes
2. sweater
3. dress
4. pants
5. coat
6. hat
7. shirt
8. skirt

Say the clothing items and ask learners to point to them.
Point to a clothing item and ask learners to name it.

After plenty of oral practice, write each word on the board, eliciting the beginning sounds from the class. Learners copy in their notebooks.

**Step 1: draw pictures**
Distribute copies of **Clothing Matching** handout.

Review the pronunciation of each of the words on the **Clothing Matching** handout.

Model how to draw a picture of the clothing item in the empty box next to the word. As an alternative, learners can cut and paste magazine pictures.
Step 2: Cut out cards
Model how to cut on the dotted line to create 16 separate cards (8 pictures and 8 words). Learners cut out their own set of cards.

Learners practice matching up their own set of cards.

Step 3: Play ‘memory’
Using one set of cards, two learners place cards face down in a 4 x 4 grid. They take turns looking for matches. The person with the most matches at the end wins.

Teacher Directions: Checking for Understanding
-Materials: (none)

As learners prepare to leave, ask each person to name at least two things they are wearing.
English Papers

About _____________

Name: __________________________     Date: _____________________
Where Is My Shirt?

1. This is Blanca.
2. Blanca has a green shirt.
3. There is a fish on the shirt.
4. She likes this shirt.
5. She likes it a lot.

6. In the morning, Blanca gets dressed.
7. She looks for her shirt.
8. She can’t find her shirt.

9. “Where is my shirt?” she says.
10. “I washed it,” says her mother.

11. Blanca gets the shirt.
12. She puts it on.

13. “Now, where are my shoes?”
Where Is My Shirt?

Write YES or NO.

1. _______  1. Blanca has a red shirt.
2. _______  2. There is a fish on the shirt.
3. _______  3. She can’t find her pants.
4. _______  4. Her mother washed her shirt.
5. _______  5. Blanca likes her green shirt.
6. _______  6. She can’t find her shoes.

Listen. Write the letters.

1. ___reen  6. thi___
2. ___ike  7. shir___
3. ____orning  8. fin___
4. ____uts  9. mothe___
5. ___ash  10. shoe___
Teacher Script for dictation:

1. green
2. like
3. morning
4. puts
5. wash
6. this
7. shirt
8. find
9. mother
10. shoes
### Clothing Matching

Draw a picture next to the word. Cut on the dotted line. Match the words and pictures.

<table>
<thead>
<tr>
<th>shoes</th>
<th>sweater</th>
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<td></td>
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<tr>
<td>dress</td>
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<tr>
<td>pants</td>
<td></td>
</tr>
</tbody>
</table>
Clothing Matching

Draw a picture next to the word. Cut on the dotted line. Match the words and pictures.

coat
hat
shirt
skirt
Shopping Unit: Week 1, Tuesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Transitions & Critical Thinking**: use appropriate body language, tone, and intonation in oral communication | Make Student Copies  
- Textbook: money worksheets from a textbook of your choice (optional)  
- Handout: Where Is My Shirt? (from Monday) |
| **Transitions & Critical Thinking**: identify and apply numbers and math symbols in a variety of contexts and recognize the relationships between numbers | Make Single Copies or Reference  
- ESL Volunteer Tutor Manual, 2013 |
| **Life skill**: Read a short story about clothing | Props, Technology, or Other Resources  
- Create a large number line from 0-$1.00  
- Real coins of different denominations  
- Color flashcards or pieces of colored paper |
| **Listening/speaking**: retell a simple text in own words | |
| **Literacy**: read and write clothing item vocabulary | |
| **Literacy**: read and write color vocabulary | |
| **Grammar**: correctly place adjectives before the noun when describing color of clothing (ex. a blue shirt) | |

**Lesson Plan**

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

**Basic Skills Review: Numeracy**: Transitions & Critical Thinking  
**Description**: apply concepts of counting coins to a number line to reinforce mathematical concepts  
**Materials/Prep**: create a large number line from 0-$1.00, real coins of different denominations, money worksheets (optional), ESL Volunteer Tutor Manual, 2013, **Number Line**

**Story of the Week**: Life Skills, Listening & Speaking  
**Description**: review the story of the week, scan for key words, and identify word families.  
**Materials/Prep**: copies of Where Is My Shirt? (From Monday)

**Unit Theme Activity**: Literacy  
**Description**: Review saying, reading, and writing clothing vocabulary words, introduce color vocabulary  
**Materials/Prep**: color flashcards or colored pieces of construction paper, ESL Volunteer Tutor Manual, 2013, **The Flyswatter Game**

**Checking for Understanding**  
**Description**: “Who is wearing a red shirt?” comprehension questions  
**Materials/Prep**: (none)
Teacher Directions: Opening Activity: Life Skills, Transitions
-Materials: (none)

Step 1: Model
Write on the board: 

Hi, my name is ___________.
Hello, my name is ___________.
Nice to meet you.
Nice to meet you, too.

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

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

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

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

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

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

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

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

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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, Transitions & Critical Thinking

Materials: ESL Volunteer Tutor Manual, 2013, *Number Line*, create a large number line from 0-$1.00, real coins of different denominations, money worksheets (optional)

Adapt the *Number Line* routine, as described in the ESL Volunteer Tutor Manual to assess and practice the following objectives:

- Learners can name coins and their values
- Learners can place coins on a number line according to their value
- Learners can use a number line to describe which coins are worth *more* or *less*
- Learners can use a number line to add coins together
- Learners can use a number line to show equivalent values (ex. a nickel and two dimes is equal to a quarter)

*Although learners may not need a number line to accomplish these tasks, it is important for future math work that they learn how to represent these skills on a number line.*

You may also wish to choose 1 money-related worksheet from a textbook at your learning center to help learners develop their ability to

- Read and write dollar amounts
- Recognize line drawings of coins and bills

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

-Materials: extra copies of *Where Is My Shirt?* from Monday)

**Step 1: Context**

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

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

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

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

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

6. Learners practice changing the first sound to create new words (word families). Together find the word “fish”. Each learner copies the word in their notebook. The teacher leads students in copying the word ending three times below the word and saying the resulting sound (“ish”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
   - wish
   - dish

   Repeat with the word “look” (book, took, cook)

Step 3: Assess comprehension

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

8. Complete or review yes/no questions and dictation, as needed. Re-read the yes/no questions and dictation words as a group.

9. Learners underline and circle key words. This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. “circle the words shirt, shoes, green. Underline the words get dressed, wash, find.”

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

11. Remind learners to keep their copy of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.
Story of the Week TECHNOLOGY options
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

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

Step 1: Review clothing vocabulary
1. Say “Show me a (shirt).” Learners point to their own shirt or a classmate’s
2. Repeat for the following words:
   - shoes
   - sweater
   - dress
   - pants
   - coat
   - hat
   - shirt
   - skirt
3. Say “What is this?” (pointing to one of the items above). Learners name the item.
4. Play The Flyswatter Game, as described in the ESL Volunteer Tutor Manual to practice word recognition.
5. Play “Guess the Word” a non-violent version of hangman to review spelling.

Step 2: Introduce Color Vocabulary
6. Use flashcards to introduce or review color vocabulary. Identify items in the classroom that correspond with each color.
Teacher Directions: Checking for Understanding
-Materials: (none)

Ask comprehension questions that combine the color and item of clothing:

- Who is wearing a red shirt?
- What color is Jose’s jacket?

Remember to ask questions of individual students as well as the whole class. If learners can answer easily, have them ask questions of each other.
Shopping Unit: Week 1, Wednesday

<table>
<thead>
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<th>Objectives</th>
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<td><strong>Transitions &amp; Critical Thinking</strong>: use appropriate body language, tone, and intonation in oral communication</td>
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</tr>
<tr>
<td><strong>Life skill</strong>: read a simple story about clothing.</td>
<td>• Handout: Where is My Shirt? (extras from Mon.)</td>
</tr>
<tr>
<td><strong>Listening &amp; Speaking</strong>: retell a simple text in own words.</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Life skill</strong>: ask for a different color in a store</td>
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<tr>
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<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td><strong>Listening/speaking</strong>: ask and respond to the question “Do you have a (red) one?”</td>
<td>• Colored pencils or thin highlighters</td>
</tr>
<tr>
<td><strong>Grammar</strong>: form questions with Do you + HAVE to ask for specific clothing items.</td>
<td>• One large set of alphabet cards and several sets of small alphabet tiles</td>
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<td></td>
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<td>• Old magazines</td>
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</table>

**Lesson Plan**

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

**Basic Skills Review**: Literacy
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**: Life Skills, Listening & Speaking
Description: review the story of the week and lead a letter/sound drill
Materials/Prep: extra copies of Where Is My Shirt? (From Monday), ESL Volunteer Tutor Manual, 2013, Letter/Sound Drill, colored pencils or thin highlighters

**Unit Theme Activity**: Life Skills, Literacy, Listening & Speaking, Grammar
Description: Review clothing and color vocabulary and introduce asking for a different color
Materials/Prep: color flashcards or labeled pieces of colored paper, old magazines, ESL Volunteer Tutor Manual, 2013, Substitution Drill

**Checking for Understanding**: Grammar, Listening & Speaking, Life Skills
Description: play the game “fruit basket upset” in which learners must name and listen for items of clothing they are wearing.
Materials/Prep: arrange chairs in a circle
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.  
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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.

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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.

Teacher Directions: Story of the Week: Literacy
- Materials: extra copies of Where Is My Shirt? from Monday

Step 1: Context
1. Learners find their copy of the story and look at the pictures together. Ask: “What do you see? What is this? What is he/she doing?”
2. Ask: “Where is the title?” Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text
3. Give learners a minute or two to quietly look at the text. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
4. Teacher reads the story aloud while learners follow the words with a pencil or finger silently.
5. Teacher reads and learners repeat each line of the story.
6. Practice the text again with choral reading, partnered reading, or individual reading of specific sentences.
Step 3: assess comprehension

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

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

Step 4: Practice Sound/Spelling Correspondence

9. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story is /sh/

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

**Story of the Week TECHNOLOGY options**

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

**Teacher Directions: ** Unit Theme Activity: Life Skills, Literacy, Listening & Speaking, Grammar

- **Materials:** color flashcards or labeled pieces of colored paper, old magazines, ESL Volunteer Tutor Manual, 2013, **Substitution Drill**

**Step 1: Review color and clothing vocabulary**

1. Use color flashcards to review color vocabulary.

2. Ask learners to name at least two things they are wearing, including the color. Emphasize that the color word always comes first (ie. A blue jacket – NOT a jacket blue.)

**Step 2: Guided Practice**

3. give each learner or pair of learners a magazine or a catalog with plenty of color pictures of clothing. Give everyone something to search for (ie. A red sweater). The first group to find and show a picture of a red sweater gets 3 points, second place -2 points, third place -1 point. Swap magazines occasionally to keep it lively.
Step 3: Independent Practice

4. Each learner selects one picture of a person and removes it from their magazine. Learners write about what the person is wearing. The emphasis should be on using the vocabulary they know. You may choose to introduce 3-5 new words but no more.

Step 4: Application

5. Set up the context of asking for a different color in a store by telling a very simple story (perhaps with stick figures). For example, I went to the store. I looked at shirts. I saw red shirts, blue shirts, white shirts. But I wanted a black shirt. I asked the worker “Do you have black shirts?” The worker showed me some black shirts.

6. Write on the board: Do you have black shirts?

7. Lead a substitution drill, as described in the ESL Volunteer Tutor Manual. Substitute either the color or the clothing item each time.

8. Write on the board: Yes, right over here. No, that’s all we have.

9. Practice each response with appropriate gestures.

10. Practice the dialogue as a full class and in partners.

Teacher Directions: Checking for Understanding

-Materials: (none)

Step 1: Set up

1. Arrange chairs in a circle with room to move in the center of the circle. You need exactly as many chairs as learners, with the teacher in the middle with no chair.

Step 2: Model and Play the Game

2. Teacher stands in the center and calls out an item of clothing that at least one learner is wearing (red shirt).

3. Gesture for everyone with red shirts to stand up. Tell them “Sit down in a different chair.” The teacher will also try to sit down in one of the chairs. One person should be left standing.

4. Assist the new person in the middle with saying a color and an item of clothing. Again, everyone wearing that item must stand up and try to find a new seat. No one can sit back down in the same seat.
5. As learners take turns calling out items, note which vocabulary is still difficult to remember or pronounce. Also, are there words seated learners do not understand when called out by their classmates. Note these words for review tomorrow.
# Shopping Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong>: Learners will be able to...</td>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td><strong>Transitions &amp; Critical Thinking</strong>: use appropriate body language, tone, and intonation in oral communication</td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Transitions &amp; Critical Thinking</strong>: identify and apply numbers and math symbols in a variety of contexts and recognize the relationships between numbers</td>
<td>- Textbook: Money worksheets from textbooks of your choice (optional)</td>
</tr>
<tr>
<td><strong>Literacy</strong>: identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</td>
<td>- Handout: Where Is My Shirt? (paragraph text)</td>
</tr>
<tr>
<td><strong>Life skill</strong>: ask for a different color in a store</td>
<td>- Handout: Reading Test Practice</td>
</tr>
<tr>
<td><strong>Listening/speaking</strong>: ask and respond to the question “Do you have a (red) one?”</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong>: form questions with Do you + HAVE to ask for specific clothing items.</td>
<td>- ESL Volunteer Tutor Manual, 2013</td>
</tr>
<tr>
<td></td>
<td>- 3 copies of each of the full-page clothing flashcards, each colored a different color</td>
</tr>
<tr>
<td></td>
<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td></td>
<td>- Create a large number line from 0-$1.00</td>
</tr>
<tr>
<td></td>
<td>- Real coins of different denominations</td>
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</tbody>
</table>

## Lesson Plan

<table>
<thead>
<tr>
<th>Description</th>
<th>Materials/Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Activity</strong>: Transitions &amp; Critical Thinking</td>
<td>(none)</td>
</tr>
<tr>
<td><strong>Basic Skills Review</strong>: Numeracy</td>
<td>create a large number line from 0-$1.00, real coins of different denominations, money worksheets (optional), ESL Volunteer Tutor Manual, 2013, <strong>Number Line</strong></td>
</tr>
<tr>
<td><strong>Story of the Week</strong>: Literacy</td>
<td>copies of Where Is My Shirt? (paragraph format)</td>
</tr>
<tr>
<td><strong>Unit Theme Activity</strong>: Literacy</td>
<td>copies of <strong>Reading Test Practice</strong></td>
</tr>
<tr>
<td><strong>Unit Theme Activity</strong>: Listening/speaking, Life Skill, Grammar</td>
<td>ESL Volunteer Tutor Manual, 2013, <strong>Circle Drill</strong></td>
</tr>
<tr>
<td><strong>Checking for Understanding</strong>: Listening/speaking, Life Skill, Grammar</td>
<td>3 copies of each full-page clothing flashcard, each colored a different color</td>
</tr>
</tbody>
</table>
**Teacher Directions:** Opening Activity: Life Skills, Transitions
-Materials: (none)

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

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

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

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

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

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

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

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

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

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**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, Transitions & Critical Thinking

Materials: ESL Volunteer Tutor Manual, 2013, Number Line, create a large number line from 0-$1.00, real coins of different denominations, money worksheets (optional)

Adapt the Number Line routine, as described in the ESL Volunteer Tutor Manual to assess and practice the following objectives:

- Learners can name coins and their values
- Learners can place coins on a number line according to their value
- Learners can use a number line to describe which coins are worth more or less
- Learners can use a number line to add coins together
- Learners can use a number line to show equivalent values (ex. a nickel and two dimes is equal to a quarter)

Although learners may not need a number line to accomplish these tasks, it is important for future math work that they learn how to represent these skills on a number line.

You may also wish to choose 1 money-related worksheet from a textbook at your learning center to help learners develop their ability to

- Read and write dollar amounts
- Recognize line drawings of coins and bills

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of Where Is My Shirt? (paragraph text)

Step 1: Context

1. Distribute new copies of Where Is My Shirt? story. This version is written in paragraph format, instead of list format.

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

4. Point to paragraph 1. Ask “How many sentences?” Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.

**Step 2: Practice the Text**

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

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

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

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

**Step 3: assess comprehension**

Ask inference questions. Based on the text, ask questions such as “How does he/she feel? What will happen next?” Encourage learners to guess, even if it is not explicit in the text.

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

**Step 4: Practice Reading Fluency**

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

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

Talk about which was easier to understand and why.

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**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: Checking for Understanding

-Materials: copies of Reading Test Practice handouts

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

Step 1: Group Practice

*You can skip this step if you are not using the 27/28 style practice test.*

Tape 4 full-page clothing images on the board in a row. Above them write the name of one of the images. Draw a circle below each picture. (the result should look like the 27/28 CASAS test).

Talk about each picture. “What do you see?” Read the word above the pictures together. Invite a learner to come to the board and fill in the circle below the corresponding picture.
Erase the word at the top and replace it with a different word or 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.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Life Skill

1. Set up the context of asking for a different color in a store by telling a very simple story (perhaps with stick figures). For example, I went to the store. I looked at shirts. I saw red shirts, blue shirts, white shirts. But I wanted a black shirt. I asked the worker “Do you have black shirts?” The worker showed me some black shirts.

2. Write on the board: Excuse me, do you have black shirts?
   
   Yes, right over here.              No, that’s all we have.

3. Practice the question and each response with appropriate gestures.

4. Practice the dialogue as a full class and in partners.
5. Lead a **Circle Drill**, as described in the ESL Volunteer Tutor Manual, 2013. Encourage learners to change the color and clothing item each time.

**Teacher Directions: Checking for Understanding**

- **Materials:** 3 copies of each full-page clothing flashcard, each colored a different color

**Step 1: Set Up**

1. Tape all of the pictures to a wall or whiteboard. Tell students “This is the store.”

**Step 2: Model**

2. Ask one student to be the store worker. You will be the customer.
3. Pretend to browse the clothing available in the “store.” Then approach the “worker” and ask about an item that is not on the board. The “worker” should respond with the negative answer practiced earlier.
4. Model again with a different student. This time ask for one of the items that is on the board. The “worker should respond with the affirmative answer and show the “customer” the appropriate picture.

**Step 3: Practice**

5. Pairs of learners take turns role-playing customer and worker using the pictures on the board.
This is Blanca. Blanca has a green shirt. There is a fish on the shirt. She likes this shirt. She likes it a lot.

In the morning, Blanca gets dressed. She looks for her shirt. She can’t find her shirt.

“Where is my shirt?” she says.

“I washed it,” says her mother.

Blanca gets the shirt. She puts it on. “Now, where are my shoes?”
Mary is going shopping. She needs some new clothes for work. She doesn’t have a lot of money.

<table>
<thead>
<tr>
<th>1.</th>
<th>2. Why is she going shopping?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. shirt</td>
<td>A. She has a lot of money.</td>
</tr>
<tr>
<td>B. sweater</td>
<td>B. She needs some carrots.</td>
</tr>
<tr>
<td>C. skirt</td>
<td>C. She needs clothes for work.</td>
</tr>
<tr>
<td>D. suit.</td>
<td>D. She has a shirt.</td>
</tr>
</tbody>
</table>
Reading Test Practice

1. pants

   pats  bats  pants  dants

2. 

   shirt  shoes  pants  socks

3. 

   sweater  shoes  socks  shorts