



Sharing the Power of Learning

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 2 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 <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: use appropriate body language, tone, and intonation in oral communication.</p> <p>Listening/Speaking: give and receive compliments about clothing (ex. I like your skirt. It's beautiful.)</p> <p>Life skill: read a simple story about a healthcare experience.</p> <p>Literacy: read simple statements about a story and evaluate if they are true or false.</p> <p>Listening/speaking: listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p>Literacy: read sizes on a tag and their abbreviations (S, M, L, XL)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Clothing Sizes • Handout: The Perfect Dress <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • One set of large alphabet cards, several sets of small alphabet tiles • Clothing measuring tape

Lesson Plan

Opening Activity: Transitions & Critical Thinking, Listening & Speaking

Description: practice giving compliments using tone and responses appropriate to American culture

Materials/Prep: (none)

Basic Skills Review: Literacy

Description: choose one or two from a list of activities to help develop phonemic awareness

Materials/Prep: One set of large alphabet cards, several sets of small alphabet tiles

Story of the Week: Life Skill, Literacy, Listening & Speaking

Description: read a story about the topic, complete comprehension questions and phoneme dictation.

Materials/Prep: copies of **The Perfect Dress**, one copy of teacher dictation script.

Unit Theme Activity: Literacy

Description: introduce and practice clothing size vocabulary and abbreviations

Materials/Prep: copies of **Clothing Sizes** handout, clothing measuring tape

Checking for Understanding: Literacy

Description: learners demonstrate comprehension of sizes using gestures and writing

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

This activity gives learners language and skills they can begin using right away in interactions with friends or perfect strangers. It provides a sense of accomplishment and a point of entry into authentic use of English.

1. Write on the board: **I like your shirt.**

Thank you.

Your dress is beautiful!

Thank you. It's new.

2. Introduce these mini dialogues using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual. Be sure to model the tone and body language that we use when giving and receiving compliments in American culture.
3. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

Teacher Directions: Basic Skills Review: Literacy

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

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

Choose 1-2 activities from those below.

Whole Group Practice

Rhyming

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

Blending and Segmenting

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



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

What is phonemic awareness?

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

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

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

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

Phoneme Isolation

1. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
2. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

Phoneme Substitution and Deletion

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

Technology Option: Alphabet/Phonics Websites

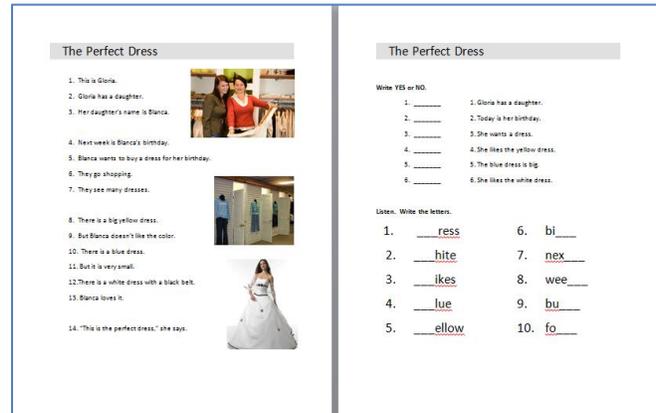
1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (*ABC* section is excellent for reinforcing letter names and sounds, *Learning to Read* section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

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **The Perfect Dress**

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. Pre-teach the word ***Perfect*** using examples and simple definitions (ie. "very, very good.")
3. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.



Step 2: Practice the Text

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

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete yes/no comprehension questions**. If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
10. **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.

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

Story of the Week TECHNOLOGY options

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

Teacher Directions: Unit Theme Activity: Literacy

-Materials: copies of **Clothing Sizes** handout, clothing measuring tape

Step 1: Context

Describe a shopping experience where size was important:

*Sometimes I buy clothes for my husband. I need to remember his **size**. My husband is big. He wears a **large** shirt. When I go shopping I look at the **tag**. I need to buy a **large** shirt for my husband.*

*Do you know your children’s size? Husband’s size? Wife’s size?
Do you look at tags in the store?*

Step 2: Introduce Vocabulary

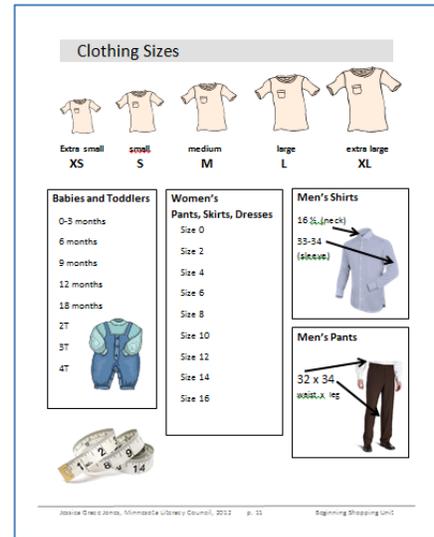
Distribute handout copies.

Learners repeat the size vocabulary several times.

If possible, have learners demonstrate on themselves how to measure waist, and inseam. Show where these measurements appear on the size handout.

Step 3: Practice vocabulary

Teacher writes size abbreviations on the board (xs, m, L, XL, 12 mos., 18 mo.) learners say the full word.



Teacher Directions: Checking for Understanding

-Materials: *(none)*

1. Say the sizes XS to XL, for each size, move your hands further and further apart.
2. Learners take turns saying one size, classmates move their hands to show the size.
3. Dictate the following size pairs. Learners write the abbreviations:
 1. XL M
 2. S XS
 3. M L
 4. L S
 5. XL L
4. Ask; "Which is bigger?" Learners circle the bigger size in each pair.

The Perfect Dress

1. This is Gloria.
2. Gloria has a daughter.
3. Her daughter's name is Blanca.
4. Next week is Blanca's birthday.
5. Blanca wants to buy a dress for her birthday.
6. They go shopping.
7. They see many dresses.
8. There is a big yellow dress.
9. But Blanca doesn't like the color.
10. There is a blue dress.
11. But it is very small.
12. There is a white dress with a black belt.
13. Blanca loves it.
14. "This is the perfect dress," she says.



The Perfect Dress

Write YES or NO.

- | | |
|----------|--------------------------------|
| 1. _____ | 1. Gloria has a daughter. |
| 2. _____ | 2. Today is her birthday. |
| 3. _____ | 3. She wants a dress. |
| 4. _____ | 4. She likes the yellow dress. |
| 5. _____ | 5. The blue dress is big. |
| 6. _____ | 6. She likes the white dress. |

Listen. Write the letters.

- | | |
|--------------|------------|
| 1. ____ress | 6. bi____ |
| 2. ____hite | 7. nex____ |
| 3. ____ikes | 8. wee____ |
| 4. ____lue | 9. bu____ |
| 5. ____ellow | 10. fo____ |

Teacher Script for dictation:

1. dress
2. white
3. likes
4. blue
5. yellow
6. big
7. next
8. week
9. but
10. for

Clothing Sizes



extra small
XS



small
S



medium
M



large
L



extra large
XL

Babies and Toddlers

0-3 months

6 months

9 months

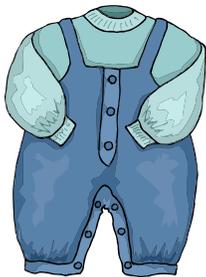
12 months

18 months

2T

3T

4T



Women's

Pants, Skirts, Dresses

Size 0

Size 2

Size 4

Size 6

Size 8

Size 10

Size 12

Size 14

Size 16



Men's Pants

32 x 34
waist x leg



Shopping Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: use appropriate body language, tone, and intonation in oral communication.</p> <p>Transitions & Critical Thinking: identify and apply numbers and math symbols in a variety of contexts and recognize the relationships between numbers</p> <p>Listening/speaking: retell a simple text in own words</p> <p>Life skill: ask for a different size</p> <p>Literacy: read sizes on a tag and their abbreviations (S, M, L, XL)</p> <p>Listening/speaking: Ask and respond to the question “Do you have a (small)?”</p> <p>Grammar: form questions with Do you + HAVE to ask for additional clothing sizes or colors</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> Money worksheets from a textbook of your choice (optional) • Handout: The Perfect Dress (from Monday) • Handout: Clothing Sizes (from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Create a large number line from 0-\$1.00 • Real coins of different denominations • Several items of clothing of different sizes (check tags ahead of time to make sure size is clearly printed).

Lesson Plan

Opening Activity: Transitions & Critical Thinking, Listening & Speaking

Description: practice giving compliments using tone and responses appropriate to American culture

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: Listening & Speaking

Description: review the story of the week, scan for key words, and identify word families.

Materials/Prep: copies of **The Perfect Dress** (From Monday)

Unit Theme Activity: Listening/speaking, Literacy, Grammar

Description: Practice finding sizes on authentic clothing tags and asking for a different size in the store.

Materials/Prep: extra copies of **Clothing Sizes** handout (from yesterday), several items of clothing of different sizes (check tags ahead of time to make sure size is clearly printed).

Checking for Understanding: Listening & Speaking, Grammar

Description: learners practice asking for a different size in a **Circle Drill**

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

This activity gives learners language and skills they can begin using right away in interactions with friends or perfect strangers. It provides a sense of accomplishment and a point of entry into authentic use of English.

1. Write on the board: **I like your shirt.**
Thank you.

Your dress is beautiful!
Thank you. It's new.

2. Introduce these mini dialogues using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual. Be sure to model the tone and body language that we use when giving and receiving compliments in American culture. Practice varying the dialogues to replace the underlined words.
3. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

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 **The Perfect Dress** from Monday

Step 1: Context

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

The Perfect Dress

1. This is Gloria.
2. Gloria has a daughter.
3. Her daughter's name is Blanca.
4. Next week is Blanca's birthday.
5. Blanca wants to buy a dress for her birthday.
6. They go shopping.
7. They see many dresses.
8. There is a big yellow dress.
9. But Blanca doesn't like the color.
10. There is a blue dress.
11. But it is very small.
12. There is a white dress with a black belt.
13. Blanca loves it.
14. "This is the perfect dress," she says.

The Perfect Dress

Write YES or NO.

1. _____ 1. Gloria has a daughter.
2. _____ 2. Today is her birthday.
3. _____ 3. She wants a dress.
4. _____ 4. She likes the yellow dress.
5. _____ 5. The blue dress is big.
6. _____ 6. She likes the white dress.

Listen. Write the letters.

1. _____ress 6. bi____
2. _____hite 7. nex____
3. _____ikes 8. wee____
4. _____lue 9. bu____
5. _____ellow 10. fo____

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

1. **back**
2. **sack**
3. **pack**
4. **rack**

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete or review yes/no questions and dictation, as needed.** Re-read the yes/no questions and dictation words as a group.
10. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. circle the words **yellow, blue, white, black** Underline the words **see, buy, go.**
11. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-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.

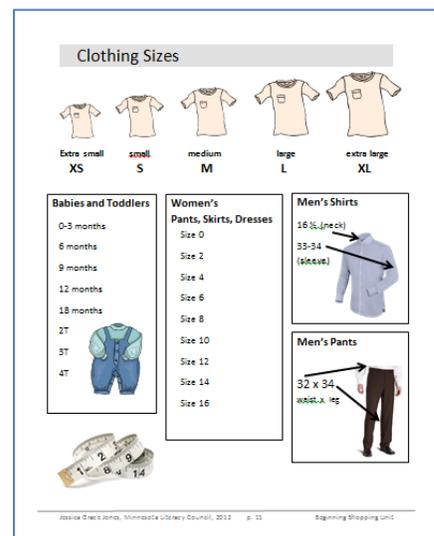
Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy,

-Materials: copies of **Clothing Sizes** handout (from Monday), several items of clothing of different sizes (check tags ahead of time to make sure size is clearly printed).

Step 1: Review Context and Vocabulary

1. Describe a shopping experience where size was important: *Sometimes I buy clothes for my husband. I need to remember his **size**. My husband is **big**. He wears a **large** shirt. When I go shopping I look at the **tag**. I need to buy a **large** shirt for my husband.*

Do you know your children’s size? Husband’s size? Wife’s size? Do you look at tags in the store?



2. Distribute handout copies for learners absent yesterday. Learners repeat the size vocabulary several times.
3. Teacher writes size abbreviations on the board (xs, m, L, XL, 12 mos., 18 mo.) learners say the full word.

Step 2: Guided Practice

4. Give each learner at least one item of clothing. Have them look at the tag and try to find the size. Ask "What size is that?"
5. Have each learner hold up the item and tell the class the size.

Step 3: Independent Practice

6. Write on the board: **What size is that?** Practice the question several times.
7. Learners mingle with each other asking the size of each other's clothing item. When they finish, they exchange items and find a different partner.
8. As a class, arrange like items in order from smallest to largest.

Step 3: Application

9. Set up the context of asking for a different size 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 extra small, small, large...but I wanted **medium**. I asked the worker "Do you have a medium?" The worker helped me find a medium*
10. Write on the board: **Excuse me, do you have a medium?**
Just a minute, I'll look. **No, that's all we have.**
11. Practice the question and each response.
12. Practice the dialogue as a full class and in partners.

Teacher Directions: Checking for Understanding

-Materials: (none)

1. Lead a **Circle Drill**, as described in the ESL Volunteer Tutor Manual, 2013, using the dialogue on the board. Encourage learners to change the size each time.

Shopping Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: use appropriate body language, tone, and intonation in oral communication.</p> <p>Life skill: read a simple story about a shopping experience.</p> <p>Listening & Speaking: retell a simple text in own words.</p> <p>Life skill: ask for a different size in a store.</p> <p>Literacy: read sizes on a tag and their abbreviations (S, M, L, XL)</p> <p>Listening/speaking: ask and respond to the question “Do you have a (small)?”</p> <p>Grammar: form questions with Do you + HAVE to ask for additional clothing sizes.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: The Perfect Dress (from Monday) • Handout: Clothing Sizes (from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • One set of large alphabet card, several sets of small alphabet tiles

Lesson Plan

Opening Activity: Transitions & Critical Thinking, Listening & Speaking

Description: practice giving compliments using tone and responses appropriate to American culture

Materials/Prep: (none)

Basic Skills Review: Literacy

Description: choose one or two from a list of activities to help develop phonemic awareness

Materials/Prep: One set of large alphabet cards, several sets of small alphabet tiles

Story of the Week

Description: review the story of the week and lead a letter/sound drill

Materials/Prep: extra copies of **The Perfect Dress** (From Monday), ESL Volunteer Tutor Manual, 2013,

Letter/Sound Drill, colored pencils or thin highlighters

Unit Theme Activity : Listening/speaking, Literacy

Description: Practice reading sizes on authentic clothing tags and practice asking for a different size

Materials/Prep: extra copies of **Clothing Sizes** (from Monday), ESL Volunteer Tutor Manual, **Conversation Queue and Flyswatter Game**, several items of clothing of different sizes (check tags ahead of time to make sure size is clear).

Checking for Understanding

Description: learners role-play asking for a different size in a store

Materials/Prep: (none)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

This activity gives learners language and skills they can begin using right away in interactions with friends or perfect strangers. It provides a sense of accomplishment and a point of entry into authentic use of English.

4. Write on the board: **I like your shirt.**

Thank you, I like yours too.

Is that a new coat? I really like it.

Yes, thank you.

No, it's old but thank you.

5. Introduce these mini dialogues using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual. Be sure to model the tone and body language that we use when giving and receiving compliments in American culture. Practice varying the dialogues to replace the underlined words.
6. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

Teacher Directions: Basic Skills Review: Literacy

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

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

Choose 1-2 activities from those below.

Whole Group Practice

Rhyming

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

Blending and Segmenting

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



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

What is phonemic awareness?

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

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

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

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

Phoneme Isolation

3. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
4. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

Phoneme Substitution and Deletion

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

Technology Option: Alphabet/Phonics Websites

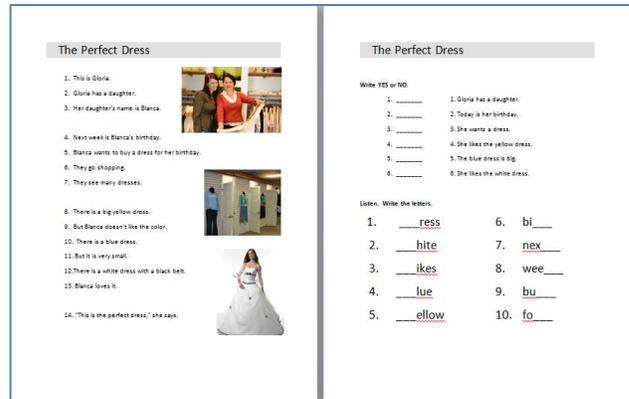
3. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
4. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (*ABC* section is excellent for reinforcing letter names and sounds, *Learning to Read* section has some word building activities that help reinforce initial and final consonant sounds.)

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **The Perfect Dress** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Review the word **perfect**.
3. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.



Step 2: Practice the Text

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

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = "so-so," thumbs down=I don't understand. Practice the gestures together. Ask all learners: "Do you understand this story?" Learners choose a gesture to describe their level of understanding.

Step 4: Practice Sound/Spelling Correspondence

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

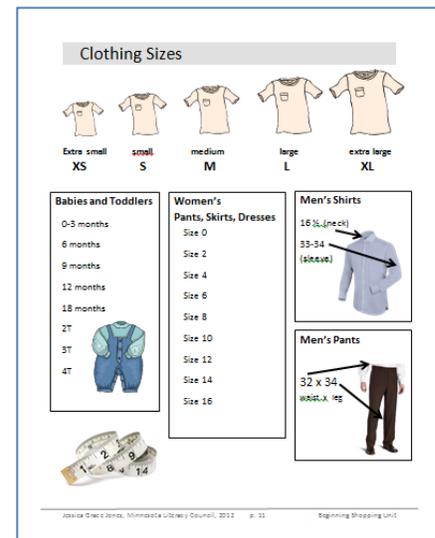
-Materials: copies of **Clothing Sizes** handout (from Monday), ESL Volunteer Tutor Manual, 2013, **Conversation Queue/ Flyswatter Game**, several items of clothing of different sizes (check tags ahead of time to make sure size is clearly printed).

Step 1: Review Vocabulary

1. Distribute handout copies for learners absent yesterday. Learners repeat the size vocabulary several times.
2. Play **The Flyswatter Game** as described in the ESL Volunteer Tutor Manual by writing the abbreviations for several sizes on the board.

Step 2: Guided Practice

3. Give each learner at least one item of clothing. Have them look at the tag and try to find the size. Ask “What size is that?”
4. Have each learner hold up the item and tell the class the size.



Step 3: Independent Practice

5. Write on the board: **What size is that?** Practice the question several times.
6. Learners mingle with each other asking the size of each other's clothing item. When they finish, they exchange items and find a different partner.
7. As a class, arrange like items in order from smallest to largest.

Step 3: Application

8. Set up the context of asking for a different size 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 extra small, small, large...but I wanted **medium**. I asked the worker "Do you have a medium?" The worker helped me find a medium*
9. Write on the board: **Excuse me, do you have a medium?**
Just a minute, I'll look. **No, that's all we have.**
10. Practice the question and each response.
11. Practice the dialogue as a full class and in partners.

Teacher Directions: Checking for Understanding

-Materials: (none)

Lead a **Conversation Queue** activity as described in the ESL Volunteer Tutor Manual. Use the dialogue from the previous activity.

Shopping Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: use appropriate body language, tone, and intonation in oral communication.</p> <p>Transitions & Critical Thinking: identify and apply numbers and math symbols in a variety of contexts and recognize the relationships between numbers</p> <p>Literacy: identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p>Life skill: ask for a different size or color in a store.</p> <p>Listening/speaking: ask and respond to the questions “Do you have a (small)?” “Do you have a (red) one?”</p> <p>Grammar: form questions with Do you + HAVE to ask for additional clothing sizes and colors.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> money worksheets from a textbook of your choice (optional) • Handout: The Perfect Dress (paragraph format) • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Create a large number line from 0-\$1.00 • Real coins of different denominations • Old magazines

Lesson Plan

Opening Activity: Transitions & Critical Thinking, Listening & Speaking

Description: practice giving compliments using tone and responses appropriate to American culture
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: Literacy

Description: review the story of the week and practice reading fluency with a paragraph formatted text.
Materials/Prep: copies of **The Perfect Dress** (paragraph format)

Unit Theme Activity: Listening/speaking, Literacy, grammar

Description: learners practice asking each other for different colors and sizes using magazine pictures
Materials/Prep: old magazines

Checking for Understanding

Description: practice reading skills needed for the CASAS Life and Work Reading Test
Materials/Prep: copies of **Reading Test Practice** handouts

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: ESL Volunteer Tutor Manual, 2013, **Dialogue**

This activity gives learners language and skills they can begin using right away in interactions with friends or perfect strangers. It provides a sense of accomplishment and a point of entry into authentic use of English.

7. Write on the board: **I like your shirt.**

Thank you, I like yours too.

Is that a new coat? I really like it.

Yes, thank you.

No, it's old but thank you.

8. Introduce these mini dialogues using the instructions for **Dialogues** in the ESL Volunteer Tutor Manual. Be sure to model the tone and body language that we use when giving and receiving compliments in American culture. Practice varying the dialogues to replace the underlined words.
9. If your students have the oral skills necessary, discuss how body language or tone of compliments is different in their culture. For example, in many cultures it is rude, seemingly boastful to acknowledge a compliment. Instead, it is more polite to deflect the compliment.

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

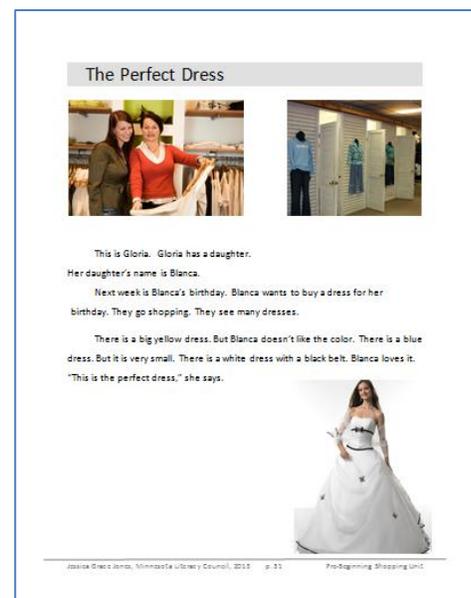
- Read and write dollar amounts
- Recognize line drawings of coins and bills

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **The Perfect Dress** (paragraph text)

Step 1: Context

1. Distribute new copies of **The Perfect Dress** story. This version is written in paragraph format, instead of list format.
2. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.
3. Ask: **“How many paragraphs?”** Model how to identify and count the paragraphs.
4. Point to paragraph 1. Ask **“How many sentences?”** Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.



Step 2: Practice the Text

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

Step 3: assess comprehension

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.

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.



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.



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

-Materials: old magazines

Step 1: Review target language

1. Write on the board: I like **this shirt**. Do you have a **small**?
I like **this shirt**. Do you have a **red one**?

Just a minute, let me see.
No, sorry. That's all we have.

2. Review the questions and answers several times.

Step 2: Model

3. Choose a picture of a clothing item or items from a magazine. Using a projector, show the picture to the class.
4. Model how to adapt the questions on the board based on the picture you have.
For example, I like **these pants**. Do you have a **size 34**?



Step 3: Guided Practice

5. As a class practice varying the questions several more times using different pictures.
NOTE: distinguishing singular and plural (this/these) is not an objective of this lesson. If learners have mastered the other content you can work on this distinction. If not, do not correct these errors extensively.

Step 4: Independent Practice

6. Each learner chooses a picture from a magazine. And practices varying the questions for the clothing items in that picture (focusing on the clothing vocabulary they already know).
7. Learners mingle, asking and answering the questions on the board about their pictures. After each interaction, they switch pictures and find a new partner.

Teacher Directions: Checking for Understanding

-Materials: copies of **Reading Test Practice** handouts

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

Step 1: Independent Practice

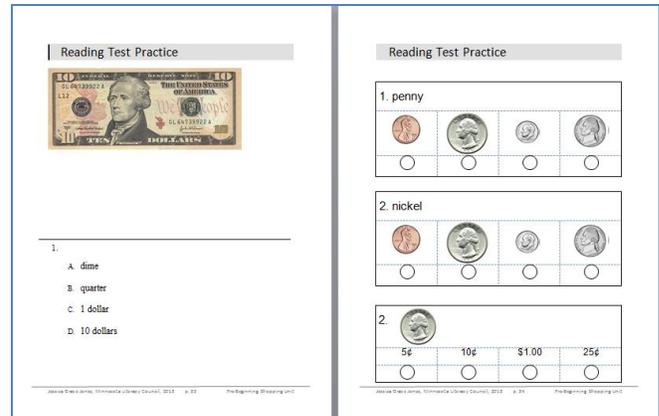
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk or look at other learners' papers.

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

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

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. If applicable, circle the information above the questions that helped them find the correct answer.



The Perfect Dress



This is Gloria. Gloria has a daughter.
Her daughter's name is Blanca.

Next week is Blanca's birthday. Blanca wants to buy a dress for her birthday. They go shopping. They see many dresses.

There is a big yellow dress. But Blanca doesn't like the color. There is a blue dress. But it is very small. There is a white dress with a black belt. Blanca loves it. "This is the perfect dress," she says.



Reading Test Practice



-
- 1.
- A. dime
 - B. quarter
 - C. 1 dollar
 - D. 10 dollars

Reading Test Practice

1. penny



2. nickel



2.



5¢



10¢



\$1.00



25¢



