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)

Talking on the Phone: Week 1 of 1

Unit Overview
In this 1-week unit learners will practice reading, writing, saying, and dialing phone numbers and practice some very basic interactions on the phone.

Focus of Week 1
- Reading, writing, saying, and dialing phone numbers.
- Calling in a school absence for themselves or a child
- Turn cell phone ringers on/off
Talking on the Phone Unit: Week 1, Monday

Objectives *Learners will be able to...*

| Literacy: read a story about someone talking on the phone. Read and respond to yes/no questions about a story. |
| Literacy: recognize and write phone numbers |
| **Listening/speaking:** Say their own phone number |
| **Transition & Critical Thinking:** Seek and offer clarification in spoken communication (ex. “I don’t understand. Slowly please.”) |

**Materials**

- Make Student Copies
  - Handout: *My Daughter is Sick*

**Props, Technology, or Other Resources**

- Small ball or beanbag
- Materials for Basic Skills Review (see instructions)

**Lesson Plan**

**Opening Activity**

Description: practice simple clarification phrases and speaking with adequate volume
Materials/Prep: (none)

**Basic Skills Review: Literacy**

Description: choose one or two from a list of activities to help practice number formation
Materials/Prep: (see instructions for details)

**Story of the Week: Literacy**

Description: read a story about a parent calling in an absence at her child’s school.
Materials/Prep: copies of *My Daughter is Sick*

**Unit Theme Activity 1:** Literacy, Life Skills

Description: practice writing and saying numerals and phone numbers
Materials/Prep: copies of *Longman ESL Literacy, 3rd Ed.*, p. 24-26

**Unit Theme Activity 2:** Listening and Speaking

Description: number ball toss
Materials/Prep: small ball or beanbag

**Checking for Understanding**

Description: learners say their phone number as they leave the classroom
Materials/Prep: (none)
**Teacher Directions:** Opening Activity: Transitions

-Materials: (none)

**Step 1: Context**

“Sometimes people talk fast. Sometimes we don’t understand. If you don’t understand, what do you say?”

**Step 2: Introduce/Review Vocabulary**

Without writing, learners repeat the phrase several times after the teacher.

- Sorry, I don’t understand.

With a student, model the interactions:

Teacher: *(mumbling)*

Student: “I don’t understand.”

(Teacher may need to elicit by gesturing or stepping into the learner’s place)

**Step 3: Pair Practice**

Now learners mingle, practicing the same interaction with the same phrase.

After they’ve had ample practice to memorize the phrase, repeat steps 2 and 3 with a new clarification phrase. Note: it is not necessary to introduce all four phrases in one day.

- What did you say?
- Slowly, please.
- Again, please.

**Step 4: Independent practice**

**Option 1:** If you have access to a large room where learners can raise their voices without disturbing others. This activity is great for practicing clarification and increasing voice projection for more intelligible speech.

Learners stand facing each other. Learner A says “My name is Abdi.” If learner B can hear and understand their partner, they say “good” and take one step back. This interaction is repeated until learner B can no longer hear or understand. Then learner B uses one of the clarification phrases above, prompting learner A to repeat their name. When the learners cannot get any further apart or cannot raise their voice any higher, they come back together and switch roles.

**Option 2:** Learners sit opposite a partner. Learner A says “My name is Abdi” in the quietest possible voice. Learner B responds with one of the clarification phrases, prompting learner A to repeat a little louder. This continues until learner A has reached a normal, intelligible volume, at which point learner B responds with a simple “good.” Learners switch roles.
**Teacher Directions:** Basic Skills Review: Literacy

-Materials: (listed below each activity)

Adapt any of the activities below to focus on numeral formation and numbers that appear in personal information, such as phone numbers, addresses, and zip codes.

**Step 1: Independent Practice**

These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one’s name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.

1. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for “letter tracing worksheets.”
   **Materials:** letter tracing worksheets

2. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.
   **Materials:** sand tray or carpet square

3. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.
   **Materials:** teacher-created tracing and copying sheets

4. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.
   **Materials:** simple personal information forms

5. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

6. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.
Materials: small whiteboards/markers or scratch paper

Technology Option: iPad letter tracing
There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for “letter tracing” or “alphabet tracing.” Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

1. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
2. Teacher navigates to the appropriate app.
3. Learners practice tracing letters with their finger.

Teacher Directions: Story of the Week: Literacy
-Materials: copies of My Daughter is Sick.

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 any vocabulary from the story that you think might be unfamiliar (ex. Mrs. Lee is the teacher’s name. Mrs. Is for a woman, Lee is the last name).
3. Ask: “Where is the title?” Have everyone find and point to the title. Read the title together. Ask: Who is sick? Point to the daughter.

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 1: Life Skills, Literacy**

-Materials: *Longman ESL Literacy, 3rd Ed., p. 24-26*

Complete pages 24-26.

**Extensions:**

- have learners practice “dialing” the numbers on p. 25 using the picture of the telephone keypad on the same page. This is great practice for tracking (not losing your place on the page) as they move back and forth between the numbers and the keypad.

- Create a list of 3-5 telephone numbers (real or not). Have learners dictate the numbers to a partner who writes them in a notebook.
**Teacher Directions:** Activity 2: Listening & Speaking
- Materials: a small ball or bean bag

Learners stand in a circle. Pass the ball around the circle. As each person receives the ball, they must say the next number, ie. The first learner says “one” and passes the ball, the next learner says “two” and passes the ball. Continue at least until 12 but higher if learners are able. Repeat the sequence until learners have mastered those numbers.

For additional challenge, instead of passing the ball around the circle, learners can toss the ball to anyone in the circle.

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

Stand at the classroom door. As each learner leaves ask them, *What is your phone number?*
**My Daughter is Sick**

1. The little girl wakes up. She is sick.

2. Today she can’t go to school.

3. Her mother calls the school.

4. She says her daughter’s name.

*My daughter’s name is Kate Smith.*
5. She says the teacher’s name.  

6. She says her daughter is sick.
My Daughter is Sick

Write YES or NO.

1. _______  1. The mother is sick.
2. _______  2. The little girl is sick.
3. _______  3. The girl calls the school.
4. _______  4. The little girl is happy.
5. _______  5. The little girls can go to school today.
6. _______  6. The mother calls the school.

Listen. Write the letters.

1. ___ittle  6. u___
2. ___aughter  7. can’___
3. ___akes  8. schoo___
4. ___ick  9. say___
5. ___oday  10. gir___
**Teacher Script for dictation:**

1. little
2. daughter
3. wakes
4. sick
5. today
6. up
7. can’t
8. school
9. says
10. girl
### Talking on the Phone Unit: Week 1, Tuesday

<table>
<thead>
<tr>
<th><strong>Objectives</strong> Learners will be able to...</th>
<th><strong>Materials</strong></th>
</tr>
</thead>
</table>
| **Transition & Critical Thinking:** seek and offer clarification in spoken communication (ex. "I don’t understand. Slowly, please.") | Make Student Copies  
- Handout: Number of the Day  
- Handout: my Daughter is Sick (extras from Mon.)  
- My Daughter is Sick sentence strips, cut apart  
- Handout: What’s Your Phone Number?  
- Handout: I Can’t Come to School Today |
| **Literacy:** read a story about someone talking on the phone. Read and respond to yes/no questions about a story. | Make Single Copies or Reference  
- ESL Volunteer Tutor Manual  
- List of learners’ phone numbers from coordinator |
| **Literacy:** recognize and write phone numbers. | Props, Technology, or Other Resources  
- Coins  
- Calculators (optional)  
- Measuring devices, cups, rulers, scale (optional) |
| **Listening/speaking:** Say their own phone number. | |
| **Life skill:** call in an absence for self or child. | |

#### Lesson Plan

**Opening Activity**
- **Description:** practice simple clarification phrases and speaking with adequate volume  
- **Materials/Prep:** (none)

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

**Story of the Week: Literacy**
- **Description:** read a story about a parent calling in an absence at her child’s school.  
- **Materials/Prep:** extra copies of My Daughter is Sick (from Monday)

**Unit Theme Activity 1:** Listening/speaking, Literacy
- **Description:** learners mingle and record each other’s’ phone numbers  
- **Materials/Prep:** copies of What’s Your Phone Number?, list of learners’ telephone numbers from Learning Center Coordinator

**Unit Theme Activity 2:** Listening and Speaking, Literacy, Life Skills
- **Description:** practice a dialogue about calling in an absence  
- **Materials/Prep:** copies of I Can’t Come to School Today, ESL Volunteer Tutor Manual, Dialogue, p 69

**Checking for Understanding**
- **Description:** role-play calling in an absence without the script  
- **Materials/Prep:** (none)
**Teacher Directions: Opening Activity: Transitions**

-Materials: (none)

**Step 1: Context**

“Sometimes people talk fast. Sometimes we don’t understand. If you don’t understand, what do you say?”

**Step 2: Introduce/Review Vocabulary**

Without writing, learners repeat the phrase several times after the teacher.

- Sorry, I don’t understand.

With a student, model the interactions:

Teacher: *(mumbling)*

Student: “I don’t understand.”

*(Teacher may need to elicit by gesturing or stepping into the learner’s place)*

**Step 3: Pair Practice**

Now learners mingle, practicing the same interaction with the same phrase.

After they’ve had ample practice to memorize the phrase, repeat steps 2 and 3 with a new clarification phrase. Note: it is not necessary to introduce all four phrases in one day.

- What did you say?
- Slowly, please.
- Again, please.

**Step 4: Independent practice**

**Option 1:** If you have access to a large room where learners can raise their voices without disturbing others. This activity is great for practicing clarification and increasing voice projection for more intelligible speech.

Learners stand facing each other. Learner A says “My name is Abdi.” If learner B can hear and understand their partner, they say “good” and take one step back. This interaction is repeated until learner B can no longer hear or understand. Then learner B uses one of the clarification phrases above, prompting learner A to repeat their name. When the learners cannot get any further apart or cannot raise their voice any higher, they come back together and switch roles.

**Option 2:** Learners sit opposite a partner. Learner A says “My name is Abdi” in the quietest possible voice. Learner B responds with one of the clarification phrases, prompting learner A to repeat a little louder. This continues until learner A has reached a normal, intelligible volume, at which point learner B responds with a simple “good.” Learners switch roles.
**Teacher Directions:** Basic Skills Review: Numeracy


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

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

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

- Materials: extra copies of *My Daughter is Sick* 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** as a dialogue. For more ideas on leading dialogues, see ESL Volunteer Tutor Manual, dialogue.
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. **Sentence Ordering.**
   - **Emerging reader option (low):** teacher reads the sentences one by one in story order. Learners identify that sentence from the sentences in front of them. As each sentence is read they put them in order from top to bottom.
   - **Beginning reader option (higher):** learners work in pairs to read the sentences, with some teacher help. Learners compare sentences with the picture story and put the sentences in order.

9. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions: circle the words telephone, daughter, school. Underline the words call, sick

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: Activity 1: Listening & Speaking, Literacy

-Materials: What’s Your Phone Number?, and a list of learners’ telephone numbers from the learning center coordinator

**Step 1: Context**

Write on the board: What is your name? Point to the question and ask, How many words? Ask a learner to circle each word in the sentence. Count the words together as a class.

Point to the space between each word. Circle or highlight it with another color.

Write the sentence again, below the original, but without any spaces between the words. Point to the sentence. Say, I don’t know, I don’t understand. Ask which is good? Invite a learner to point out the better sentence.

**Step 2: Model**

Distribute copies of What’s Your Phone Number? Model how to rewrite each sentence with spaces between each word. If learners need additional help, read out each word and have them circle that word in the sentence and then copy it below before continuing with the next word.

**Step 3: Independent Practice**

Learners complete the question copying items independently

**Step 4: Practice the questions**

Practice asking each of the questions several times. Model by having learners ask the teacher the question and the teacher answers appropriately.

**Step 5: Peer Practice**

Learners use the questions they’ve practiced to ask for and record each other’s information.

**TECHNOLOGY Extension:**

Use pantomime and role-play to introduce the difference between a cell phone ringer “on” and “silent/vibrate.” Talk about which is better during class time. Take time to show each learner on his/her phone how to turn the ringer on and off. Give them ample time to practice. You may even want to call them while the ringer is off so they can hear/feel what it is like to receive a call with the ringer off.
**Teacher Directions:** Activity 2: Listening and Speaking, Literacy, Life Skills


Introduce and practice the short dialogues using the instructions in the ESL Volunteer Tutor Manual, p. 69.

**Teacher Directions:** Checking for Understanding

-Materials: (none)

If learners have had ample time to practice the dialogue, have them try role-playing with a teacher, without their script.
Number of the Day: ________

<table>
<thead>
<tr>
<th>Count</th>
<th>Money</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I see...

<table>
<thead>
<tr>
<th>More or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
</tr>
<tr>
<td>more</td>
</tr>
<tr>
<td>_____</td>
</tr>
<tr>
<td>less</td>
</tr>
<tr>
<td>_____ is more than _____</td>
</tr>
<tr>
<td>_____ is less than _____</td>
</tr>
</tbody>
</table>

Add +

Subtract −
My Daughter Is Sick

The girl wakes up.

The girl is sick.

Her mother calls the school.

Her mother says, “My daughter is sick today.”
What’s Your Phone Number?

Separate the words. Write the questions.

1. What's your name?

   ________________________________
   What's your name?

2. How do you spell it?

   ________________________________

3. What's your phone number?

   ________________________________

Talk to students. Write their name and phone number.

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
I Can’t Come to School Today

Call YOUR school.

Hello. My name is _______________.

I can’t come to school today.

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

Call your CHILD’s school.

<table>
<thead>
<tr>
<th>GIRL</th>
<th>BOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello. My name is _______________.</td>
<td>Hello. My name is _______________.</td>
</tr>
<tr>
<td>My daughter’s name is _____________</td>
<td>My son’s name is _____________</td>
</tr>
<tr>
<td>She can’t come to school today.</td>
<td>He can’t come to school today.</td>
</tr>
<tr>
<td>She is sick.</td>
<td>He is sick.</td>
</tr>
</tbody>
</table>
Talking on the Phone Unit: Week 1, Wednesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
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<td><strong>Learners will be able to...</strong></td>
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<td><strong>Transition &amp; Critical Thinking:</strong> seek and offer clarification in spoken communication (ex. “I don’t understand. Slowly, please.”)</td>
<td>• Handout: <em>My Daughter is Sick</em> (extras from Mon.)</td>
</tr>
<tr>
<td><strong>Literacy:</strong> read a story about someone talking on the phone. Read and respond to yes/no questions about a story.</td>
<td>• Handout: <em>Writing Phone Numbers</em></td>
</tr>
<tr>
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<td><strong>Life skill:</strong> call in an absence for self or child.</td>
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<tr>
<td><strong>Props, Technology, or Other Resources</strong></td>
<td><strong>Materials for Basic Skills Review (see instructions)</strong></td>
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</tbody>
</table>

### Lesson Plan

**Opening Activity**
- **Description:** practice simple clarification phrases and speaking with adequate volume
- **Materials/Prep:** (none)

**Basic Skills Review: Literacy**
- **Description:** choose one or two from a list of activities to help practice number formation
- **Materials/Prep:** (see instructions for details)

**Story of the Week: Literacy**
- **Description:** read a story about a parent calling in an absence at her child’s school.
- **Materials/Prep:** copies of *My Daughter is Sick* (from Monday)

**Unit Theme Activity 1:** Life Skills, Literacy, Listening and Speaking
- **Description:** learners practice writing their own phone number in a variety of formats
- **Materials/Prep:** copies of *Writing Phone Numbers*

**Unit Theme Activity 2:** Listening and Speaking, Literacy, Life Skills
- **Description:** practice a dialogue about calling in an absence
- **Materials/Prep:** copies of *I Can’t Come to School Today*, ESL Volunteer Tutor Manual, *Dialogue*, p. 69.

**Checking for Understanding**
- **Description:** role-play calling in an absence without the script
- **Materials/Prep:** (none)
Teacher Directions: Opening Activity: Transitions
-Materials: (none)

Step 1: Context
“Sometimes people talk fast. Sometimes we don’t understand. If you don’t understand, what do you say?”

Step 2: Introduce/Review Vocabulary
Without writing, learners repeat the phrase several times after the teacher.
- Sorry, I don’t understand.
With a student, model the interactions:
Teacher: (mumbling)
Student: “I don’t understand.”
(teacher may need to elicit by gesturing or stepping into the learner’s place)

Step 3: Pair Practice
Now learners mingle, practicing the same interaction with the same phrase.

After they’ve had ample practice to memorize the phrase, repeat steps 2 and 3 with a new clarification phrase. Note: it is not necessary to introduce all four phrases in one day.
- What did you say?
- Slowly, please.
- Again, please.

Step 4: Independent practice
Option 1: If you have access to a large room where learners can raise their voices without disturbing others. This activity is great for practicing clarification and increasing voice projection for more intelligible speech.

Learners stand facing each other. Learner A says “My name is Abdi.” If learner B can hear and understand their partner, they say “good” and take one step back. This interaction is repeated until learner B can no longer hear or understand. Then learner B uses one of the clarification phrases above, prompting learner A to repeat their name. When the learners cannot get any further apart or cannot raise their voice any higher, they come back together and switch roles.

Option 2: Learners sit opposite a partner. Learner A says “My name is Abdi” in the quietest possible voice. Learner B responds with one of the clarification phrases, prompting learner A to repeat a little louder. This continues until learner A has reached a normal, intelligible volume, at which point learner B responds with a simple “good.” Learners switch roles.
Teacher Directions:  Basic Skills Review: Literacy
-Materials: (listed below each activity)

Adapt any of the activities below to focus on numeral formation and numbers that appear in personal information, such as phone numbers, addresses, and zip codes.

Step 1: Independent Practice
These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one’s name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.

7. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for “letter tracing worksheets.”
   Materials: letter tracing worksheets

8. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.
   Materials: sand tray or carpet square

9. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.
   Materials: teacher-created tracing and copying sheets

10. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.
    Materials: simple personal information forms

11. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

12. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.
    Materials: small whiteboards/markers or scratch paper
Technology Option: iPad letter tracing
There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for “letter tracing” or “alphabet tracing.” Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

4. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
5. Teacher navigates to the appropriate app.
6. Learners practice tracing letters with their finger.

Teacher Directions: Story of the Week: Literacy
-Materials: extra copies of My Daughter is Sick 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 *L*.

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: Activity 1: Life Skills, Literacy**

- **Materials:** Writing Phone Numbers

**Step 1: Model**

Use a projector to show how to write a phone number in a variety of formats.

**Step 2: Independent Practice**

Learners write their own phone number repeatedly in different formats.
Teacher Directions: Activity 2: Listening and Speaking, Literacy, Life Skills

Introduce and practice the short dialogues using the instructions in the ESL Volunteer Tutor Manual, p. 69.

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

If learners have had ample time to practice the dialogue, have them try role-playing with a teacher, without their script.
Writing Phone Numbers

Write your phone number.

Phone #: (____) _______ - ______________________

Telephone: ___ ___ ____--____ ___ ____--____ ____ ___ ___

Home phone: ______________________________

Phone No. __________________________________

____   ____
Talking on the Phone Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> seek and offer clarification in spoken communication (ex. “I don’t understand. Slowly, please.”)</td>
<td>• Handout: <em>Number of the Day</em></td>
</tr>
<tr>
<td><strong>Literacy:</strong> read a story about someone talking on the phone. Read and respond to yes/no questions about a story.</td>
<td>• Handout: <em>My Daughter is Sick</em> (paragraph format)</td>
</tr>
<tr>
<td><strong>Literacy:</strong> recognize and write phone numbers.</td>
<td>• Handout: <em>I Can’t Come to School Today</em> (extra copies from Tuesday)</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Say their own phone number.</td>
<td>• Handout: <em>Practice Reading Test</em></td>
</tr>
<tr>
<td><strong>Life skill:</strong> call in an absence for self or child.</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td></td>
<td>• ESL Volunteer Tutor Manual</td>
</tr>
<tr>
<td></td>
<td>• Full-page practice test images</td>
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<tr>
<td></td>
<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td></td>
<td>• Coins</td>
</tr>
<tr>
<td></td>
<td>• Calculators (optional)</td>
</tr>
<tr>
<td></td>
<td>• Measuring devices, cups, ruler, scale (optional)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Plan</th>
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<tbody>
<tr>
<td><strong>Opening Activity</strong></td>
</tr>
<tr>
<td><strong>Description:</strong> practice simple clarification phrases and speaking with adequate volume</td>
</tr>
<tr>
<td><strong>Basic Skills Review: Numeracy</strong></td>
</tr>
<tr>
<td><strong>Description:</strong> Explore a single number in a variety of ways using the “Number of the Day” activity</td>
</tr>
<tr>
<td><strong>Story of the Week: Literacy</strong></td>
</tr>
<tr>
<td><strong>Description:</strong> read a story about a parent calling in an absence at her child’s school.</td>
</tr>
<tr>
<td><strong>Unit Theme Activity 1:</strong> Listening and Speaking, Literacy, Life Skills</td>
</tr>
<tr>
<td><strong>Description:</strong> review a dialogue about calling in an absence</td>
</tr>
<tr>
<td><strong>Unit Theme Activity 2:</strong> Life Skills, Listening and Speaking</td>
</tr>
<tr>
<td><strong>Description:</strong> learners practice calling the school office to report an absence</td>
</tr>
<tr>
<td><strong>Checking for Understanding</strong></td>
</tr>
<tr>
<td><strong>Description:</strong> practice reading skills for the CASAS Life and Work Reading Tests</td>
</tr>
</tbody>
</table>
Teacher Directions: Opening Activity: Transitions

-Materials: (none)

Step 1: Context
“Sometimes people talk fast. Sometimes we don’t understand. If you don’t understand, what do you say?”

Step 2: Introduce/Review Vocabulary
Without writing, learners repeat the phrase several times after the teacher.
- Sorry, I don’t understand.

With a student, model the interactions:
Teacher: (mumbling)
Student: “I don’t understand.”
(Teacher may need to elicit by gesturing or stepping into the learner’s place)

Step 3: Pair Practice
Now learners mingle, practicing the same interaction with the same phrase.

After they’ve had ample practice to memorize the phrase, repeat steps 2 and 3 with a new clarification phrase. Note: it is not necessary to introduce all four phrases in one day.
- What did you say?
- Slowly, please.
- Again, please.

Step 4: Independent practice
**Option 1:** If you have access to a large room where learners can raise their voices without disturbing others. This activity is great for practicing clarification and increasing voice projection for more intelligible speech.

Learners stand facing each other. Learner A says “My name is Abdi.” If learner B can hear and understand their partner, they say “good” and take one step back. This interaction is repeated until learner B can no longer hear or understand. Then learner B uses one of the clarification phrases above, prompting learner A to repeat their name. When the learners cannot get any further apart or cannot raise their voice any higher, they come back together and switch roles.

**Option 2:** Learners sit opposite a partner. Learner A says “My name is Abdi” in the quietest possible voice. Learner B responds with one of the clarification phrases, prompting learner A to repeat a little louder. This continues until learner A has reached a normal, intelligible volume, at which point learner B responds with a simple “good.” Learners switch roles.
Teacher Directions: Basic Skills Review: Numeracy

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

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

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

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of My Daughter is Sick (paragraph text)

Step 1: Context

1. Distribute new copies of My Daughter is Sick 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.

**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: Activity 1: Listening and Speaking, Literacy, Life Skills


Review and practice the short dialogues using the instructions in the ESL Volunteer Tutor Manual, p. 69.
**Teacher Directions:** Activity 2: Life Skills, Listening and Speaking
- **Materials:** an additional phone or learners’ cell phones

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

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

**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.
Number of the Day: _________

<table>
<thead>
<tr>
<th>Count</th>
<th>Money</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Count image" /></td>
<td><img src="image2.png" alt="Money image" /></td>
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<thead>
<tr>
<th>I see...</th>
<th>More or Less</th>
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<tr>
<td><img src="image3.png" alt="I see image" /></td>
<td><img src="image4.png" alt="More or Less image" /></td>
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</table>

- _______ _______ more less
- _____ is more than _______
- _______ is less than_______

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<thead>
<tr>
<th>Add +</th>
<th>Subtract -</th>
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<tbody>
<tr>
<td><img src="image5.png" alt="Add image" /></td>
<td><img src="image6.png" alt="Subtract image" /></td>
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</tbody>
</table>
The little girl wakes up. She is sick. Today she can’t go to school.

Her mother calls the school. She says her daughter’s name. She says the teacher’s name. She says, “My daughter is sick today.”
Reading Test Practice

Capitol Hill Elementary School

Emergency Contact Form

Student’s First Name: Eh Last Name: Mwee

Grade: 5th Teacher: Mrs. Jackson

In case of emergency contact.

1. Name Thu Bee Phone: 651-223-5938

2. Name: Wah Say Phone: 651-909-2933

1. What is Wah Say’s phone number?
   A. 651-223-5938
   B. Phone number
   C. 651-224
   D. 651-909-2933

2. What is Thu Bee’s phone number?
   A. 651-223-5938
   B. 5th
   C. name
   D. 651-909-2933
Reading Test Practice

1. phone

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3. telephone

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<th>227-4934</th>
<th>8-10-98</th>
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