



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)

Transportation: Week 2 of 2

Unit Overview

In this 2-week unit learners will talk about where they go and how they get there. They will talk about the process of taking public transportation and practice identifying route numbers on signs, schedules, and buses.

Focus of Week 1

- *Where you go and how you get there*

Focus of Week 2

- *How to ride the bus and train*
- *Recognizing route numbers*

Transportation Unit: Week 2, 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>Life skill: read a simple story about transportation.</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>Life skill: describe how to ride public transit</p> <p>Listening/speaking: sequence and describe illustrations or video about riding the bus.</p> <p>Transition & Critical Thinking: sequence actions or events in a logical order.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Survival English Book 1, 2nd Ed. p. 127</i> • Handout: The Right Bus <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Teacher dictation script • A few copies of <i>Survival English Book 1, 2nd Ed. p. 127</i> cut into sets of 7 cards. <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

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation
Materials/Prep: (none)

Literacy Skills Review

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

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

Description: read a story about the topic, complete comprehension questions and phoneme dictation.
Materials/Prep: copies of **The Right Bus**, one copy of teacher dictation script.

Unit Theme Activity: Listening & speaking, Life Skill

Description: Use "Total Physical Response" to introduce and practice language for riding the bus
Materials/Prep: copies of **Survival English Book 1, 2nd Ed. p. 127**, ESL Volunteer Tutor Manual, **TPR**

Checking for Understanding: Transition & Critical Thinking, Listening & Speaking, Life Skill

Description: learners sequence and describe pictures about riding the bus.
Materials/Prep: a few copies of **Survival English Book 1, 2nd Ed. p. 127**, cut into sets of 7 cards.

Teacher Directions: Opening Activity: Life Skills, Transitions

-Materials: (none)

Step 1: Model

Write on the board: **Hi, my name is _____.**
Hello, my name is _____.
Nice to meet you.
Nice to meet you, too.

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

Step 2: Whole Group Practice

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

Step 3: Peer Practice

Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language

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

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

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

Step 5: Mingle or Circle Drill

Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue

Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:

- How are you?
- Where are you from?
- How long have you lived here?

What if learners don't want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don't assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.

Teacher Directions: Basic Skills Review: Literacy

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

Step 1: Whole Group Practice

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

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

Step 2: Individual and Small Group Practice

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

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

What letters and sounds should I teach first?

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

Technology Option: *Very basic word processing*

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

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

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **The Right Bus**

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?"

The image shows three pages of a story titled "The Right Bus". The first page has the title and a set of four illustrations: a bus driver, a bus stop sign, a red bus, and a group of children on a bus. The second page contains 18 numbered reading questions. The third page contains a listening exercise with 13 numbered items, each with a blank line for the student to write the missing letter.

2. Read aloud the **questions next to the pictures**. Elicit answers from

learners. If no one is able to answer after several attempts, model a simple answer (ie. "I see people sitting on a bus. I see a place to wait for the bus.")

3. Pre-teach the word **late** using examples and pantomime.
4. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

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 separate lines of the text.

Step 3: assess comprehension

9. **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.
10. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
11. **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.
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: Life Skill, Listening & Speaking

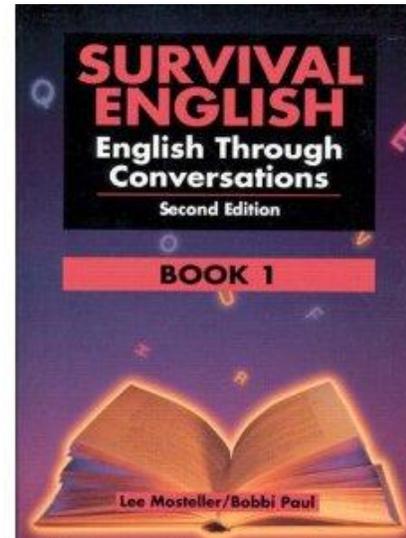
-Materials: copies of *Survival English Book 1, 2nd Ed., p. 127*, ESL Volunteer Tutor Manual, **Total Physical Response (TPR)**

Step 1: Context

“Do you ride the bus? Where do you see buses? Where do you go on the bus? How much does it cost? What bus number do you take? Is it easy or difficult? Do you ride the train? Where does the train go?”

Step 2: Introduce and practice vocabulary (listening and speaking practice)

Use the instructions **Total Physical Response (TPR)** (see ESL Volunteer Tutor Manual) to practice the phrases/actions on p. 127 of *Survival English*.



Teacher Directions: Checking for Understanding: Transition & Critical Thinking, Listening & Speaking, Life Skill

-Materials: a few copies of *Survival English Book 1, 2nd Ed. p. 127* cut into sets of 7 cards.

1. Learners put away their worksheet from the previous activity.
2. In pairs or small groups, learners organize the picture cards in order.
3. Learners work together to describe what happens in each picture. They can refer back to their worksheet at this point if they need help.

The Right Bus

Look at the pictures. What do you see?

Do you ride the bus? What bus numbers do you ride? How much does the bus cost?



The Right Bus

1. Mitch and his children go to church.
2. They wait at the bus stop.
3. They wait for the number 61 bus.
4. Mitch and his children get on the bus.
5. They pay the driver.
6. They sit down.
7. There is a problem.
8. This is not the 61 bus.
9. This is the wrong bus!

10. Mitch pulls the bell.
11. The bus stops.
12. They get off the bus.
13. They wait for the 61 bus.
14. They look for the number.

15. The 61 bus comes.
16. They get on the bus.
17. This is the right bus.
18. But now they are late!

The Right Bus

Write YES or NO.

- | | |
|----------|---------------------------------|
| 1. _____ | 1. They go to church. |
| 2. _____ | 2. Mitch doesn't have children. |
| 3. _____ | 3. They want bus 64. |
| 4. _____ | 4. They are late. |
| 5. _____ | 5. They pay the driver. |
| 6. _____ | 6. They wait for the bus. |

Listen. Write the letters.

- | | |
|------------------|---------------------|
| 4. _____ome_____ | 9. _____e_____ |
| 5. _____u_____ | 10. _____i_____ |
| 6. _____ai_____ | 11. _____ow_____ |
| 7. _____u_____ | 12. _____roble_____ |
| 8. _____to_____ | 13. _____oo_____ |

Teacher Script for dictation:

1. Comes
2. But
3. Wait
4. Bus
5. Stop
6. Get
7. Sit
8. Down
9. Problem
10. look

Transportation Unit: Week 2, 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>Transition & Critical Thinking: identify and apply numbers, symbols, and basic operations in a variety of contexts</p> <p>Listening/speaking: retell a simple text in own words</p> <p>Transition & Critical Thinking: scan written text or listen for specific information</p> <p>Life skill: describe how to ride public transit</p> <p>Listening/speaking: sequence and describe illustrations or video about riding the bus.</p> <p>Transition & Critical Thinking: employ effective public speaking skills (voice, body language, eye contact.)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1, 2nd Ed. p. 127 (a few copies)</i> • Handout: Number of the Day • Handout: The Right Bus (from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Preview online video <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Coins, calculators, measuring devices • Chips, blocks, or other counters • Computer and projector for viewing online video clip

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation
Materials/Prep: (none)

Numeracy Skills Review: Transition & Critical Thinking

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

Story of the Week: Listening & Speaking, Transition & Critical Thinking

Description: review the story of the week, scan for key words, and identify word families.
Materials/Prep: copies of **The Right Bus** (From Monday)

Unit Theme Activity: Listening/speaking, Life Skill

Description: review language to describe how to take the bus, watch and describe a video on how to take the bus.
Materials/Prep: extra copies of **Survival English Book 1, 2nd Ed. p. 127**, computer and projector for viewing online video clip, preview video clip

Checking for Understanding: Listening & Speaking, Life Skill, Transition & Critical Thinking

Description: learners give mini-“presentations about how to ride the bus.”
Materials/Prep: (none)

Teacher Directions: Opening Activity: Life Skills, Transitions

-Materials: (none)

Step 1: Model

Write on the board: **Hi, my name is _____.**
Hello, my name is _____.
Nice to meet you.
Nice to meet you, too.

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

Step 2: Whole Group Practice

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

Step 3: Peer Practice

Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language

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

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

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

Step 5: Mingle or Circle Drill

Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue

Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:

- How are you?
- Where are you from?
- How long have you lived here?

What if learners don't want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don't assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

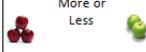
If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.

Teacher Directions: Basic Skills Review: Numeracy

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.

Number of the Day: _____	
<p>Count</p> 	<p>Money</p> 
<p>I see...</p> 	<p>More or Less</p>  <p>more less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 18 Pre-Beginning On-the-Job Unit

Teacher Directions: Story of the Week: Listening & Speaking, Transition & Critical Thinking

-Materials: extra copies of **The Right Bus** 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 **late**.
3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

<p>The Right Bus</p> <p>Look at the pictures. What do you see? Do you ride the bus? What bus numbers do you ride? How much does the bus cost?</p> 	<p>The Right Bus</p> <ol style="list-style-type: none"> 1. Wash and his children go to school. 2. They wait at the bus stop. 3. They wait for the number 83 bus. 4. Wash and his children get on the bus. 5. They pay the driver. 6. They sit down. 7. There is a problem. 8. This is not the 83 bus. 9. This is the wrong bus! 10. Wash pays the bill. 11. The bus starts. 12. They get off the bus. 13. They wait for the 83 bus. 14. They look for the number. 15. The 83 bus comes. 16. They get on the bus. 17. This is the right bus. 18. But now they are late! 	<p>The Right Bus</p> <p>Write YES or NO.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ <p>Listen. Write the letters.</p> <ol style="list-style-type: none"> 4. _ome_ 5. _u_ 6. _al_ 7. _u_ 8. _to_ 9. _e_ 10. _i_ 11. _ow_ 12. _roble_ 13. _oo_
--	---	---

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 “**not**”. Each learner copies the word in their notebook. The teacher leads students in copying the word ending three times below the word and saying the resulting sound (“**ot**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - got
 - hot
 - pot

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 **bus, stop, driver**. Underline the words **pay, wait, 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, Life Skill

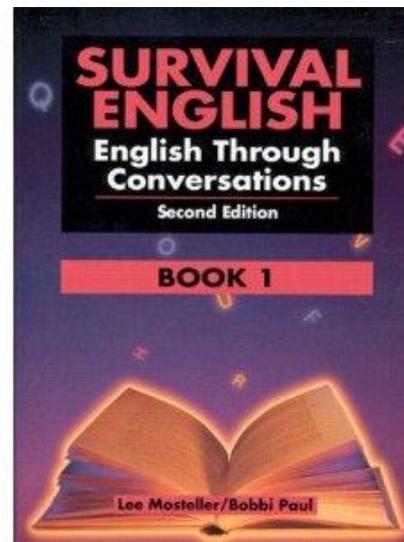
-Materials: extra copies of *Survival English Book 1, 2nd Ed. p. 127*, computer and projector for viewing online video clip, preview video clip

In preparation for this activity you will need to find a video of people taking the bus or public transit system in your city. Instructional videos can often be found on your local public transit website. For example:

<http://www.metrotransit.org/ride-the-bus>

Step 1: Context

1. “Do you ride the bus? Where do you see buses? Where do you go on the bus? How much does it cost? What bus number do you take? Is it easy or difficult? Do you ride the train? Where does the train go?”



Step 2: Review and practice vocabulary (listening and speaking practice)

2. Use the instructions **Total Physical Response (TPR)** (see ESL Volunteer Tutor Manual) to practice the phrases/actions on p. 127 of *Survival English*.

Step 3: Watch and stop the video

3. cue up the video and turn off the sound.
4. Say *Let's watch the video. Look for people waiting. When you see people waiting say "stop!"*
5. Begin the video. Pause it when someone says "stop." Ask learners, *What do you see?*
6. If no one says "stop" when the first image of people waiting appears, rewind and model by saying "stop" yourself.
7. Once learners understand the activity, watch the video for the following interactions:
 - Waiting
 - Getting on the bus
 - Paying
 - Sitting down
 - Pulling the bell
 - Getting off
8. You can also show a learner how to pause and start the video and put them in charge of pausing when learners say "stop."

Teacher Directions: Checking for Understanding: Listening & Speaking, Life Skill, Transition & Critical Thinking

-Materials: (none)

Step 1: Model the Presentation

1. Start the video again. This time give a mini "presentation" about what is happening using only the basic terms that students have learned. For example, *You wait for the bus, you get on the bus, then you pay the driver. You can use a card. You can use money...*

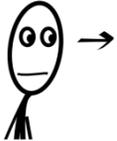
Step 2: Identify presentation skills

2. Say and show the following presentation skills: eye contact, facing the class, pointing to pictures, loud clear voice.
3. Model the presentation again.

Step 3: Learners give presentations

4. Say: *Now you talk about the video. Allow learners time to prepare, if necessary.*
5. Learners take turns standing at the front of the class and talking about the video as it plays.
6. Emphasize and praise any use of the new vocabulary, no matter how small, as well as good non-verbal presentation skills. Do not correct errors in grammar or pronunciation.

Number of the Day: _____

 <p>Count</p>	 <p>Money</p>
 <p>I see...</p>	 <p>More or Less</p>  <p>_____ more _____ less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

Transportation Unit: Week 2, 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 transportation.</p> <p>Listening & Speaking: retell a simple text in own words.</p> <p>Life skill: describe how w to ride public transit</p> <p>Literacy: identify bus route numbers in photos, illustrations, and on authentic schedules</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: The Right Bus (from Monday) • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 107</i> <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 cards • Several sets of small alphabet tiles8-10 authentic bus items or pictures (see activity instructions)

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation

Materials/Prep: (none)

Literacy Skills Review

Description: choose 1-2 from a list of activities that help learners develop letter/sound correspondence and alphabetical order.

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

Story of the Week: Life Skill, Listening & Speaking

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

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

Letter/Sound Drill, colored pencils or thin highlighters

Unit Theme Activity : Literacy, Life Skill

Description: review how to ride the bus and practice looking for bus numbers on authentic materials

Materials/Prep: copies of **Longman ESL Literacy, 3rd Ed. p. 107**, 8-10 authentic bus items or pictures (see activity instructions)

Checking for Understanding: Literacy

Description: as learners leave, “quiz” them on bus numbers using the items from the previous activity.

Materials/Prep: (none)

Teacher Directions: Opening Activity: Life Skills, Transitions

-Materials: (none)

Step 1: Model

Write on the board: **Hi, my name is _____.**
Hello, my name is _____.
Nice to meet you.
Nice to meet you, too.

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

Step 2: Whole Group Practice

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

Step 3: Peer Practice

Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language

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

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

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

Step 5: Mingle or Circle Drill

Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue

Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:

- How are you?
- Where are you from?
- How long have you lived here?

What if learners don't want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don't assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.

Teacher Directions: Basic Skills Review: Literacy

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

Step 1: Whole Group Practice

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

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

Step 2: Individual and Small Group Practice

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

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

What letters and sounds should I teach first?

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

Technology Option: Very basic word processing

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

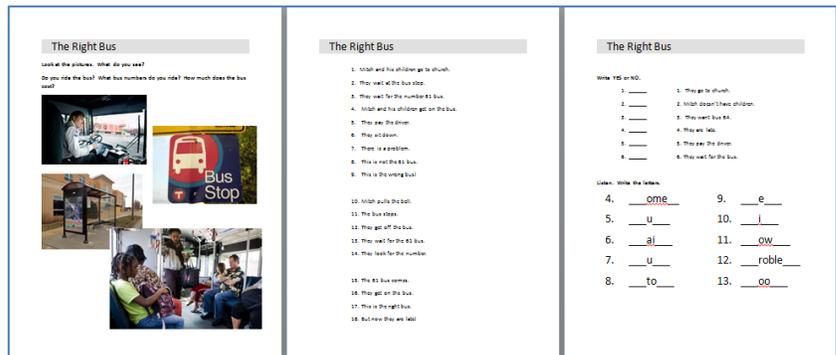
This activity can be adapted if you have only one computer available. Instead of switching with a partner, send one or two students out of the room while the rest of the class erases three letters. Then call them back and ask them to find the missing letters.

Teacher Directions: Story of the Week: Life Skill, Listening & Speaking

-Materials: extra copies of **The Right Bus** 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 **late**.



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 can be **/p/ or /s/**. Choose one based on errors you have observed.
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.

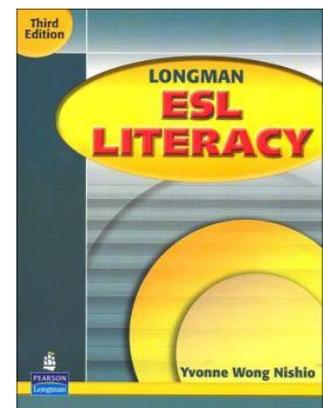
Teacher Directions: Unit Theme Activity: Life Skill, Literacy

-Materials: copies of **Longman ESL Literacy, 3rd Ed., p. 107, 8-10 authentic bus items or pictures**

Step 1: Post Materials

For this activity you will need 8-10 authentic bus items with a bus number printed on each. These could include a combination of bus schedules, route maps, pictures of buses. Your local public transit website will have a variety of pictures and downloadable documents like this. Your learning center may also have schedules and route maps available.

1. Post these materials on the walls around the room.
2. Number each picture.



Step 2: Scanning for Route Numbers

3. Have learners number a page in their notebook to match the number of pictures/documents on the wall.
4. Model how to walk around the room and look at each item for the bus number, then write the bus number in their notebook.
5. Learners work their way around the room looking for and recording the bus number on each item

Step 3: Saying numbers

6. Review the answers and practice how to say each number correctly in English

Teacher Directions: Checking for Understanding: Literacy

-Materials: take down the items from the previous activity

As learners leave, stand near the door and “quiz” them on route numbers using the documents from the previous activity.

Transportation Unit: Week 2, 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>Transition & Critical Thinking: identify and apply numbers, symbols, and basic operations in a variety of contexts</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>Listening & Speaking: sequence and describe illustrations or video about riding the bus.</p> <p>Transition & Critical Thinking: employ effective public speaking skills (voice, body language, eye contact).</p> <p>Literacy: identify bus route numbers in photos, illustrations and on authentic schedules.</p> <p>Life Skills: describe how to ride public transit</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Number of the Day • Handout: The Right Day (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"> • Chips, blocks, or other counters • Coins, calculators, measuring devices

Lesson Plan

Opening Activity: Transition & Critical Thinking

Description: practice a basic introduction dialogue with appropriate non-verbal communication and intonation
Materials/Prep: (none)

Numeracy Skills Review: Transition & Critical Thinking

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

Story of the Week: Literacy

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

Unit Theme Activity: Listening/speaking, Life Skill, Transition & Critical Thinking

Description: rehearse and perform “**The Right Bus**” using a variation on reader’s theater
Materials/Prep: bus related props: cash or bus cards, a bus stop sign, etc., -if possible, make arrangements to perform the story for another class and/or the learning center coordinator.

Checking for Understanding: Literacy

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

Teacher Directions: Opening Activity: Life Skills, Transitions

-Materials: (none)

Step 1: Model

Write on the board: **Hi, my name is _____.**
Hello, my name is _____.
Nice to meet you.
Nice to meet you, too.

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

Step 2: Whole Group Practice

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

Step 3: Peer Practice

Students form pairs and practice the dialogue together.

Step 4: Focus on Tone and Body Language

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

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

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

Step 5: Mingle or Circle Drill

Learners mingle around the classroom, practicing the dialogue and body language. Teacher offers suggestions.

Step 6: Extend the Dialogue

Once learners have mastered this basic dialogue, extend it with other introduction phrases and questions:

- How are you?
- Where are you from?
- How long have you lived here?

What if learners don't want to shake hands?

Many immigrants adopt the practice of shaking hands, even if it is not done in their culture. Some immigrants, however, do not feel comfortable shaking hands with people of the opposite sex, or shaking hands at all.

Be sensitive to the fact that not everyone is comfortable with this practice, but don't assume that someone will or will not want to shake hands based on their culture. For example, some Somali women never shake hands with men, but some are perfectly comfortable with it.

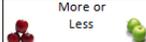
If a learner does not want to shake hands, suggest that they clasp their hands together in front of their chest and nod and smile when introduced. A strong smile and eye contact go a long way toward expressing friendliness. Discourage compromises, such as covering their hand with a sleeve before shaking hands, which may be seen as rude.

Teacher Directions: Basic Skills Review: Numeracy

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.

Number of the Day: _____	
Count 	Money 
I see... 	More or Less  more less _____ is more than _____ _____ is less than _____
Add +	Subtract -

Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 16 Pre-Beginning On-Road Unit

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **The Right Bus** (paragraph text)

Step 1: Context

1. Distribute new copies of **The Right Bus** 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.

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

Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.

Step 3: Practice with this week's story

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

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

Story of the Week TECHNOLOGY options

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

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

-Materials: bus related props: cash or bus cards, a bus stop sign, etc., video camera if you want to capture it on film.

Step 1: Identify characters

1. Ask learners: *Who are the people in the story?* Make a list on the board. Help them scan the text until they find...
 - Mitch
 - His children (ask learners to decide how many children they think he has)
 - The bus driver (point out that there are actually 2 drivers, one on the wrong bus and one on the right bus.)
2. Say, *Today we are going to read the story and show the story. (The other class) is going to watch us....or...we are going to make a video.*

Why is moving around important?

Anyone who has studied another language knows that it is difficult to remember what you've learned from one day to the next. Incorporating multiple senses into language learning helps lay down additional pathways in the brain that help us remember.

So tell your students: *This isn't just silly, it will help your brain remember!*

3. Assign learners to each of the roles on the board or ask for student volunteers.
4. Everyone else will be readers. If you don't have enough students, some can be readers when they are not "on stage."

Step 2: Practice the pantomime

5. Set the stage with chairs and props. Designate the bus stop and the bus.
6. Help learners find their starting places (ie. Mitch and the children should be at the bus stop).
7. Teacher read the story aloud line by line, coaching learners as needed to act out what you are reading. The more dramatic the better!

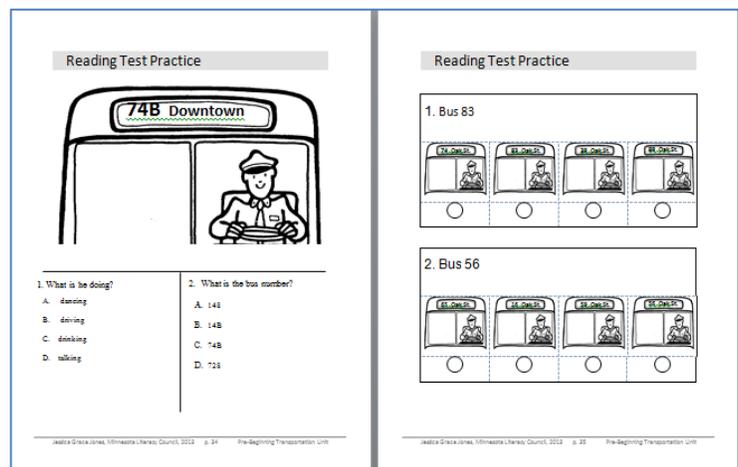
Step 3: Assign readers and practice

8. Assign individual sentences or paragraphs to different readers.
9. Practice the pantomime again with students reading their parts this time. Emphasize adequate volume and facing the audience.
10. Practice as many times as you can before your "performance." Have fun and encourage some improvising if students are willing.

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.

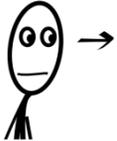
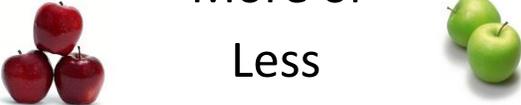
Ask learners to identify how many questions are on the page and how many answers they should circle for each question.

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: _____

 <p>Count</p>	 <p>Money</p>
 <p>I see...</p>	 <p>More or Less</p> <p>_____ more _____ less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

The Right Bus



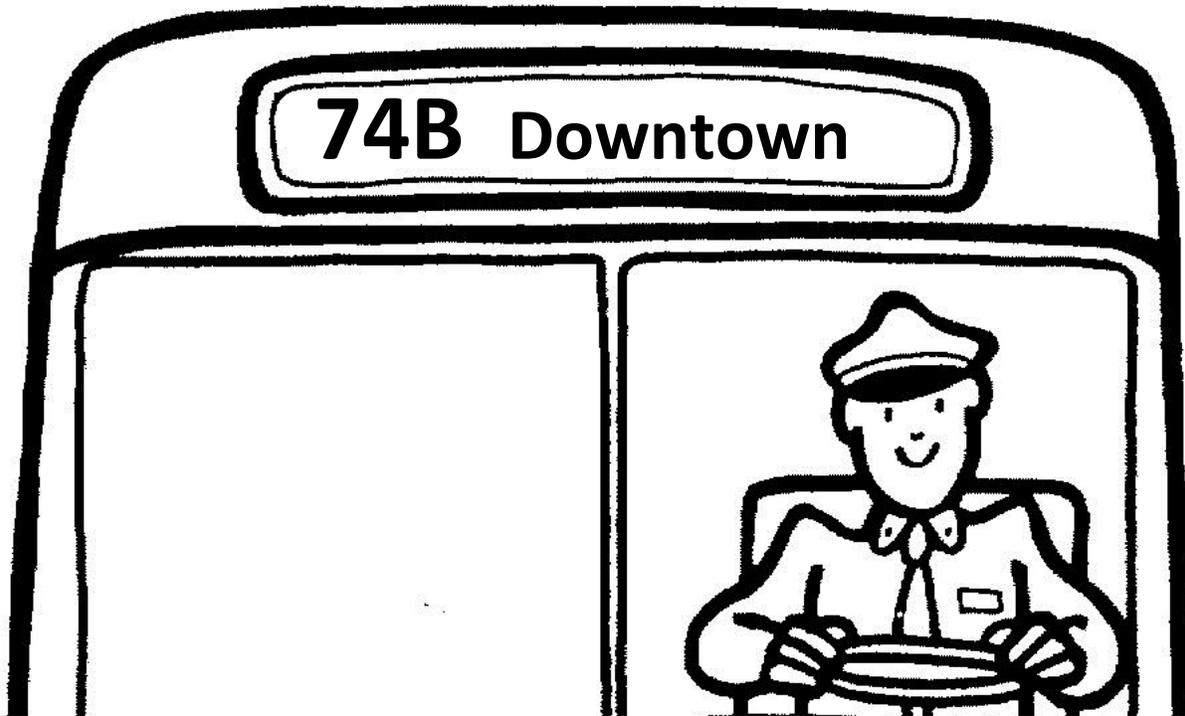
Mitch and his children go to church. They wait at the bus stop. They wait for the number 61 bus.

Mitch and his children get on the bus. They pay the driver. They sit down. There is a problem. This is not the 61 bus. This is the wrong bus!

Mitch pulls the bell. The bus stops. They get off the bus. They wait for the 61 bus. They look for the number.

The 61 bus comes. They get on the bus. This is the right bus.
But now they are late!

Reading Test Practice



1. What is he doing?

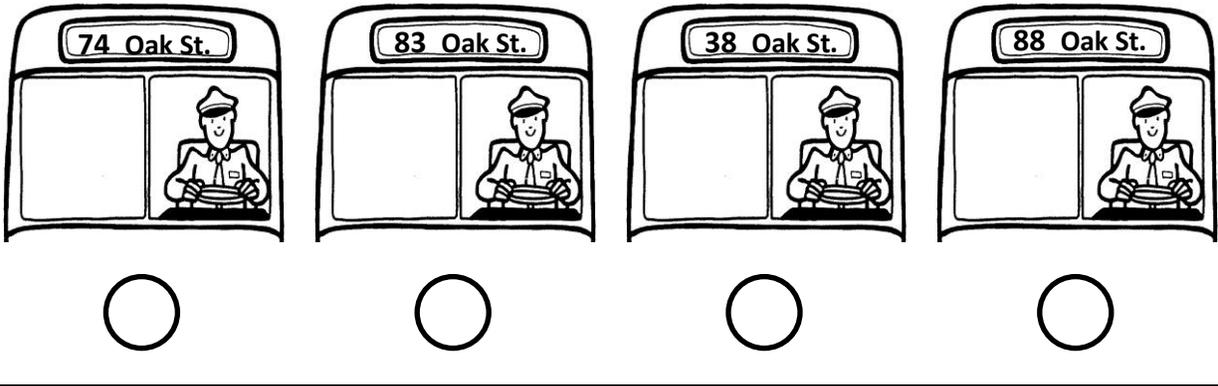
- A. dancing
- B. driving
- C. drinking
- D. talking

2. What is the bus number?

- A. 148
- B. 14B
- C. 74B
- D. 728

Reading Test Practice

1. Bus 83



2. Bus 56

