



Sharing the Power of Learning

The Minnesota Literacy Council created this resource with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

What is the 'ESL Story Bank'?

The story bank is a collection of short stories written specifically for adult ESL learners as part of the Minnesota Literacy Council's Adult ESL Curriculum with Transitions Skills. For more information on the curriculum, which is available for free, visit mnliteracy.org/educators.

As part of a larger curriculum, these stories were written to align with specific themes and objectives of the lessons in which they are embedded. Many of these themes are common across adult ESL classrooms, such as healthcare and work. Others draw directly from content on the CASAS Life and Work reading tests.

Ideas for using the 'ESL Story Bank'

The stories in the *Pre-Beginning ESL Story Bank* were designed to be used as a 'story of the week'. Learners re-visit the story every day throughout the week. On each day they practice different skills with the text and deepen their understanding of the meaning. A sample [story of the week lesson plan](#) is included at the end of this document. Please note that the stories in the *Beginning ESL Story Bank* do not contain consistent follow-up worksheets, however the story of the week lesson plans can still be adapted to work with these readings.

How to navigate the 'ESL Story Bank'

Below is a table listing possible unit themes for adult ESL and corresponding stories. Some stories have both a pre-beginning (low literacy) version as well as a beginning (CASAS/SPL level 2-3) version. Where you see blue hyperlinks, you can click on the story title to jump directly to that story and corresponding worksheets. All pre-beginning stories are in the *Pre-Beginning ESL Story Bank* and all beginning level stories are in the *Beginning ESL Story Bank*.

In the table, under the title of each story, there are suggestions for possible phonics instruction on individual phonemes or spelling patterns. For more information, see the sample [story of the week lesson plan](#) at the end of this document.

Unit/Themes	Pre-Beginning	Beginning
Looking for Work Work History On-the-job instructions Work safety	Max Has a Job Word Family: -an (man, can, ran, fan)	
	Max's Many Jobs Word Family: -ook (look, took, book, cook) Word Family: -uck (truck, buck, luck, stuck) Target Letter/Sound: T or /k/ -multiple spellings (c, k, -ck) with exceptions <i>school</i> and <i>office</i>	Max Works Hard Target Phonemes: letter x /ks/
	Did you Clock In? Target Letter/Sound: D	Did You Clock Out?
Talking on the Phone Health Family	My Daughter is Sick Target Letters/Sounds: L	My Daughter is Sick
Health Body parts Going to the clinic	Mr. White is Sick Word family: -ick (sick, lick, quick, pick) Target Letters/Sounds: H or S	

	<p>Mr. White Goes to the Clinic</p> <p>Word family: -ee (see, tree, three, bee) Target Letters/Sounds: D, H, S, or W</p>	Ralph Goes to the Clinic Target Letters/Sounds: PH -/f/
Family Emotions	<p>Lora's Family</p> <p>Target Letters/Sounds: er spelling</p>	
	<p>Lora's Pictures</p> <p>Word Family: -ay (day, pay, lay, say) Target Letters/Sounds: L, M, D, S (not sh), TH</p>	
Shopping Family Clothing Colors	<p>Where Is My Shirt?</p> <p>Word Family: -ish (fish, dish, wish) Work family: -ook (look, book, took, cook) Target Letter/Sound: SH</p>	
	<p>The Perfect Dress</p> <p>Word family: -ack (black, back, sack, pack, rack) Target Letter/Sound: B</p>	
Housing Family Fire Safety	<p>An Apartment for Two</p> <p>Word family: -an (man, van, ran, can) Target Letters/Sounds: B, M, and TH</p>	
	<p>I Can't Sleep</p> <p>Word family: -all (call, hall, mall, ball) Target Letters/Sounds: M, L or N</p>	
School Family Emergency contact Health	<p>Hurt at School</p> <p>Word Family: -un (run, bun, fun, sun) Target Letters/Sounds: Spellings of /ɜ:/ (ir, er, ur)</p>	Hurt at School Target Letters/Sounds: Spellings of /ɜ:/ (ir, er, ur)

Transportation	Car Problems Word Family: -old (cold, old, fold, told, sold) Target Letters/Sounds: -ING	Car Problems Target Letters/Sounds: -ING
	The Right Bus Word Family: -et (get, let, jet, pet) Word Family: -it (sit, fit, hit, zit) Word Family: -ot (not, got, hot, pot) Target Letters/Sounds: P or S	The Right Bus Target Letters/Sounds: ch/-tch
Money Shopping Home	A New Bed Word Family: (small, fall, tall, wall) Word Family: (man, pan, fan, ran) Word Family: (king, ring, sing, wing) Target Letters/ Sounds: N, T, W or B	
	A Problem at the Store Word Family (day, pay, say, way) Word Family (truck, duck, suck, yuck) Word Family (wrong, long, song, gong) Target Letters/Sounds: G, N, or T	A Problem at the Store Target Letters/Sounds: multiple spellings of /k/ (c, k, -ck)
Daily Activities Work Time Schedules	Rachel is Busy Word Family (old, cold, told, sold) Word Family (all, call, fall, tall) Word Family (talk, walk, chalk) Word Family (day, pay, stay, way) Target Letters/Sounds: /f/ -exception "of" /r/ -NOT r-controlled vowels (ir, er, ar, ur, or) /t/ -watch out for TH exceptions /w/ /th/	Rachel's Week Target Letters/Sounds: R
Community Work Directions Maps	Fresh Fish Word Family (smells, sells, tells, bells) Target Letter/Sound: SH	Fresh Fish Target Letter/Sound: SH
	Places in the City Word Family (bank, tank, sank, thank)	A Wrong Turn Target Letters/Sound: UR

	<p>Word Family (far, bar, car, jar) Word Family (park, dark, bark, shark) Target Letters/Sounds: K, L, N, S (watch out for some words with SH)</p>	
Signs Community	<p>Seeing Signs</p> <p>Word Family (tells, bells, fell, sell) Word Family (stop, cop, pop, mop) Target Letters/Sounds: D, M, P, T, W</p>	
Food Cooking	<p>The Kitchen Is Busy</p> <p>Word Family (cook, look, book, took) Word Family (beans, jeans, means, cleans) Word Family (can, man, ran, van) Target Letters/Sounds: Contrasting sounds /p/ and /b/</p>	<u>The Kitchen Is Busy</u>

Max Works Hard



Look at the picture.

What are their jobs? Where do they work? Are you a hard worker?

Max is a hard worker. Max has had many different jobs. In 1996, he took his high school exam when he was sixteen. After that he started working.

First, he was a packager in a factory. He put things in boxes and put the boxes on a truck. He worked in the factory from 1996 to 2000.

Next, he was a custodian in a school. He cleaned and waxed the floors. He took out the trash. He fixed the toilets and the lights. He was a custodian from 2000 to 2008

Then, he moved to Texas. He started working in an office. Now he is an office worker. He answers the phone. He gives faxes to people in the office.

Max Works Hard

Write YES or NO.

- | | |
|----------|--------------------------------------|
| 1. _____ | 1. Max was a packager for 3 years. |
| 2. _____ | 2. Max's first job was in a factory. |
| 3. _____ | 3. Max finished high school. |
| 4. _____ | 4. Max moved to Iowa. |
| 5. _____ | 5. Max was a custodian for 8 years. |

Write the answers.

- | |
|--|
| 6. Where does Max work now? _____ |
| 7. When did he start working in the factory? _____ |
| 8. How long did he work at the school? _____ |

Write one question about the story. Ask a partner the question. Write the answer.

- | |
|----------|
| 9. _____ |
| _____ |

. Words I don't understand:

WORD:	MEANING/PICTURE:

Did You Clock Out?

Abdi works in food service. He prepares fruits and vegetables for restaurants, hospitals, and nursing homes. Every day he peels, cuts, and bags fruits and vegetables.

Abdi thinks peeling and cutting vegetables is easy. But the manager tells Abdi there are other things he must remember, too.

Last week, the manager watched Abdi work. He asked him many questions about his job.

MANAGER: Did you clock in before you started?

ABDI: Yes, I did.

MANAGER: Did you wash your hands and put on clean gloves?

ABDI: I'm sorry. Can you repeat that please?

MANAGER: Did you wash your hands?

ABDI: Yes, I washed my hands.

MANAGER: Did you put on clean gloves?

ABDI: Yes, I put on clean gloves.

MANAGER: Did you wipe off the counter when you finished chopping carrots?

ABDI: Did I wipe off the counter? Yes, I wiped off the counter.

The manager was very happy that Abdi could answer all the questions in English. The manager wrote everything on a paper. The manager said maybe Abdi will get a raise in the future.

Did You Clock Out?

Circle True or False.

- | | | |
|---|---|---|
| 1. Abdi is a cook. | T | F |
| 2. Abdi is a good worker. | T | F |
| 3. Abdi wiped off the counter. | T | F |
| 4. The manager asked Abdi some questions. | T | F |
| 5. Abdi washed his gloves. | T | F |
| 6. Abdi works in a hospital. | T | F |
| 7. Abdi clocked out | T | F |

Write the answers.

8. What did Abdi do after he cut the carrots? _____

9. What did Abdi do before he started working? _____

10. What did Abdi say when he didn't understand? _____

My Daughter is Sick



The little girl wakes up in the morning.

She has a headache.

She has a stomachache.

Her mom takes her temperature.



The little girl is sick.

She has a fever.

She needs to stay in bed all day.



The little girl goes to Utica Elementary School.

She is in third grade.

Today she can't go to school.



Her mother calls the school to leave a message.

She listens, then pushes button number 1.



*My name is
Lora Smith.
I am calling
about my
daughter.*



*Her name is
Kate Smith.
It is spelled
K-A-T-E*

The mother waits for the beep.

Then she says her name.

She says that she is calling about her daughter.



*She is in
third grade.
Her teacher
is Mrs. Lee.*

The mother says her daughter's name.

She spells her daughter's name.

She speaks loudly and slowly.



*Today she
has a fever.
She will go
to school
tomorrow if
she feels*

The mother says her daughter's grade.

She says her daughter's teacher.

The mother says her daughter's problem.

She says when she will come back to school.

*My phone
number is
(651)397-
2296.
Thank you.*



The mother says her phone number.

She says thank you, and hangs up the phone.

The school office will tell the teacher that Kate Smith is sick today.

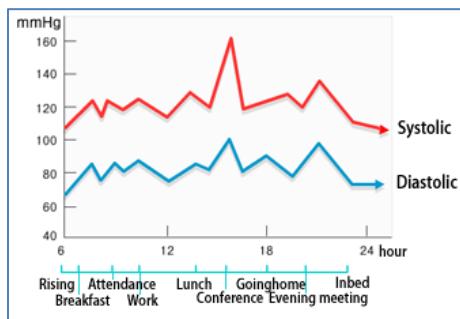
Answer the questions about the story.

1. What is the daughter's name? _____
2. What is the mother's phone number? _____
3. Where does Kate go to school? _____
4. What is her teacher's name? _____
5. Why will Kate stay home today? _____
6. Do you think it's good for parents to call their child's school? _____

Why? _____

Adapted from Andrea
Echelberger, MLC, 2012

Ralph Goes to the Clinic



Look at the pictures.

What are they doing?

Where is he going?

Do you go to the clinic?

What is the name of your clinic?

Ralph is sick. He has a bad headache. He can't sleep at night. He goes to the clinic to see his doctor. The name of his clinic is Blaine Medical Center.

Ralph opens the door. The receptionist is busy. She is on the phone. Ralph waits.

"I can help you now," says the receptionist.

"My name is Ralph White," he says.

"Are you a new patient?" she asks.

"No, I have been here before," he says.

Ralph waits in the waiting room. Finally, he goes to see the doctor. A nurse asks him questions and takes his blood pressure.

The doctor comes into the room. The doctor asks more questions. The doctor looks at a graph of Ralph's blood pressure.

"You have high blood pressure. You need to take medicine every day," the doctor says. The doctor gives Ralph a prescription for some blood pressure medicine.

Ralph walks down the hall to the pharmacy. He gives the prescription to the pharmacist. He waits again. The pharmacist calls his name and gives him the medicine.

"Take one tablet in the morning and take one tablet at night before bed," the pharmacist says.

"Two tablets a day?" Ralph asks.

"Yes, two tablets a day. One in the morning and one at night."

Write YES or NO.

- | | |
|----------|-----------------------------------|
| 1. _____ | 1. Ralph goes to the hospital. |
| 2. _____ | 2. Ralph has high blood pressure. |
| 3. _____ | 3. Ralph is a new patient. |
| 4. _____ | 4. Ralph takes 1 tablet a day. |
| 5. _____ | 5. Ralph is sick. |

Write the answers.

6. What is the name of the clinic? _____
7. Who takes his blood pressure? _____
8. Who answers the phone? _____

Ralph Goes to the Clinic

Write one question about the story. Ask a partner the question. Write the answer.

9. _____

Draw a line to match the words and the pictures

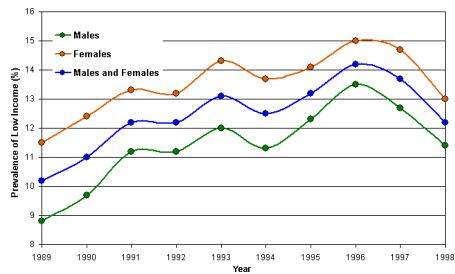
1. pharmacist



2. receptionist



3. graph



4. tablets



5. prescription

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The Perfect Dress

Look at the pictures.

What are they doing?

Where do you buy clothes?

Do you try on clothes at the store?

Gloria has a daughter. Her name is Blanca. Blanca is 14 years old. She will be 15 soon. She wants to buy a dress for her 15th birthday.



They go to the clothing store. They look at the dresses for girls. Blanca tries on a large yellow dress. She doesn't like the color. She tries on a blue dress with purple sleeves. It is too small. She tries on a white dress with a black belt and silver flowers. She loves it!



Blanca shows her mother the dress. Gloria looks at the price tag. The dress is very expensive. "I'm sorry," says Gloria. "This dress costs too much."



"Please, please!" says Blanca.

Gloria talks to the store manager. "Do you have any dresses like this one that cost less?"

"No, I'm sorry," says the manager. "We only have one dress like that. But that dress will be on sale tomorrow. The store opens at 8:00 a.m."

The next day, Blanca and Gloria go to the store early in the morning. They are the first people in the store. The dress is on sale. They buy the dress for Blanca. She looks beautiful.

The Perfect Dress

Write YES or NO.

- | | |
|----------|-----------------------------------|
| 1. _____ | 1. Gloria is Blanca's daughter. |
| 2. _____ | 2. Blanca is almost 15 years old. |
| 3. _____ | 3. Blanca likes the yellow dress. |
| 4. _____ | 4. Blanca tries on 3 dresses |
| 5. _____ | 5. The store opens at 6:00 a.m. |

Write the answers.

6. Why does Blanca want a new dress? _____
7. What color is the dress Blanca likes? _____
8. Why do they come back the next day? _____

Write one question about the story. Ask a partner the question. Write the answer.

9. _____

. Words I don't understand:

WORD:	MEANING/PICTURE:

I Can't Sleep



Look at the pictures. What do you see?

Do you have a smoke alarm in your home? What sound does it make?

Mark lives in an apartment. He has a daughter. Her name is Margo.

Mark and Margo are sleeping. They hear a loud noise. BEEP, BEEP, BEEP. It is dark in the bedroom. Mark can't see. He turns on the light. Now it is quiet.

Mark and Margo go back to sleep. The noise starts again. BEEP, BEEP, BEEP. Mark turns on the light. He sees the smoke alarm. It is beeping! But there is no smoke. There is no fire. Mark doesn't understand. What's the matter?

All night the smoke alarm beeps. It starts and it stops. It is hard to sleep. In the morning Margo is very tired. Mark calls the apartment manager.

"I have a problem," Mark says.

"What's the matter?" asks the manager.

"My smoke alarm is broken. It is beeping but there is no fire," Mark says.

"It needs a new battery," says the manager. "I can come tomorrow."

"It is hard to sleep," says Mark. "Please come today!"

Write YES or NO.

- | | |
|----------|--------------------------------------|
| 1. _____ | 1. There is a fire in the apartment. |
| 2. _____ | 2. It is hard to sleep. |
| 3. _____ | 3. Margo is Mark's son. |
| 4. _____ | 4. The smoke alarm is beeping. |
| 5. _____ | 5. The manager will bring a battery. |

Write the answers.

- | |
|------------------------------|
| 6. What's the matter? _____ |
| 7. Why is Margo tired? _____ |
| 8. Who does Mark call? _____ |

. Words I don't understand:

WORD:	MEANING/PICTURE:

Hurt at School

Look at the picture.

Where are the children?

What are they doing?

Look at the title and the picture. What do you think this story is about?



Amber is a young girl. She is in third grade. Every day after lunch, Amber likes to play on the playground. She likes to run and swing.

One day, she swings very high. She falls down. Her teacher, Mr. Kirk, runs to Amber. She is crying. Her shirt and face are dirty and her arm hurts. The school nurse takes care of Amber.

Mr. Kirk looks at Amber's emergency contact form. He sees her name and her birth date. He sees her father's name and his phone number. He sees her mother's name and her phone number. He sees her grandmother's name and her phone number.

Mr. Kirk calls Amber's father. Her father will come to school. He will take Amber to the doctor.

Hurt at School

1. Who is Amber's teacher? _____
2. Where will Amber go with her father? _____
3. Why did Mr. Kirk call Amber's father? _____

4. Who are Amber's emergency contacts? _____
5. What grade is Amber in? _____

Write one question about the story. Ask a partner the question. Write the answer.

6. _____

Read the story again. Copy the words with **er, **ir**, and **ur**.**

er	ir	ur

Emergency Contact for a Child

M F

Child's Name

Date of Birth

Sex

Parent's/Guardian's Name

Parent's/Guardian's Name

Home Phone

Work Phone

Home Phone

Work Phone

Address

Address

City, ST ZIP Code

City, ST ZIP Code

Car Problems

Look at the picture.

What do you see?

What happened?

Did this happen to you before?



Today Marcos is driving to work. He usually walks to work but today he is driving his friend's car because it is very cold outside. Marcos is warm in the car. Marcos is thinking "Driving is great. Driving is much better than walking."

He is turning left onto Irving Avenue when the car just stops. He turns the key but nothing happens. Other cars are honking and people are getting angry but nobody stops to help him.

Finally another driver stops and helps Marcos move his car to the side of the road. Marcos calls a tow truck. He also calls a taxi so he can go to work. He doesn't think driving is great anymore.

7. What's the problem? _____

8. Where is Marcos going? _____

9. Why is Marcos driving? _____

10. Who does Marcos call?

11. Do you think Marcos will be late for work? _____

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?



Mitch and his children are going to church. They wait at the bus stop. They sit on the bench. They are waiting for the number 61 bus. Mitch is chatting with a woman at the bus stop. He is not watching the buses.

A bus stops at the bus stop. Mitch and his children get on the bus. Mitch asks the driver, "How much does it cost?" They pay with cash. They use exact change. They sit down and the bus drives down the street.

Mitch looks out the window. He does not see the streets that he knows. This is not the 61 bus. This is the 64 bus. They are going the wrong way!

Mitch reaches for the bell. The bus stops. Mitch asks the bus driver for a transfer. Mitch and his children get off the bus. They wait again. They wait for the 61 bus. They watch each bus that comes. They check the number on the bus.

Finally, the 61 bus comes. They get on the bus. They don't pay. They give the bus driver the transfers. Now they are going the right way but they are late for church.

Answer the questions.

- | | | |
|--------------------------------|-----|----|
| 1. Mitch has a bus pass | YES | NO |
| 2. Mitch pays with cash | YES | NO |
| 3. Mitch doesn't have children | YES | NO |
| 4. Mitch is going to the park | YES | NO |
| 5. Mitch takes the wrong bus | YES | NO |

1. Where are they going? _____

2. What is the problem? _____

3. Why do they need a transfer? _____

4. What question does Mitch ask the bus driver? _____

5. Why do you think Mitch got on the wrong bus? _____

A Problem at the Store

Mattress Size Guide



Single (twin)



Double (full)



Queen



King

Look at the picture. What do you see?

What size mattress do you like? Why?

Kim wanted a new bed. Her bed was too small. Her husband, Colin, is a big man. They needed a bigger bed.

Kim went to the mattress store. She saw the king sized bed. She liked the very big bed but their house is too small for a king sized bed. A queen sized bed is not too big and not too small. It was perfect!

Kim bought the queen sized mattress. It was very expensive. It cost \$250.00. "Will you take a check?" she asked.

"No, but you can pay with a credit card," said the cashier.

Kim used her credit card.

The next day the mattress company came to her house. They took the mattress out of the truck. They carried it up to the bedroom but it did not go.

It was stuck. The mattress was too big because the company brought the wrong size.

"I'm very sorry said the worker. We will come back tomorrow with your queen sized mattress."

Words I don't understand:

WORD:	MEANING/PICTURE:

Write YES or NO.

- _____ 1. Colin and Kim are married.
_____ 2. Kim bought a king sized bed.
_____ 3. The company brought the wrong mattress.
_____ 4. The mattress was cheap.

Talk about the questions with a partner. Write your answers.

1. Why does Kim want a new bed?

2. What is the problem?

3. What do people sleep on in your country? A mattress or something different?

Rachel's Week



Look at the pictures.

What are they doing? What do you do every day? Are you busy?

Rachel is really busy. She has three children and she works part-time. Every morning she wakes up at 6:00 a.m. She helps her children get ready for school. At 7:30 they go outside and wait for the school bus.



After that, Rachel drives to English class. She practices reading and writing with the other students in the class. She goes to school from 9:15-11:15.

At 12:00, Rachel goes to work. She works for four hours. She takes care of old people in their houses. She is a PCA.

At 4:30 Rachel gets her children. They go home and cook dinner. They all eat together and talk about their busy day.

Rachel's Week

Write YES or NO.

1. _____ 1. Rachel works full-time
2. _____ 2. Rachel goes to school for 2 hours a day.
3. _____ 3. Rachel works in a hospital.
4. _____ 4. Rachel has 4 children.
5. _____ 5. Rachel can drive.

Write the answers.

6. What is Rachel's job? _____
7. What time does Rachel pick up her children? _____
8. What time does Rachel finish work? _____

Write one question about the story. Ask a partner the question. Write the answer.

9. _____

. Words I don't understand:

WORD:	MEANING/PICTURE:

Fresh Fish

Look at the picture.

What do you see?

**What can you do
here?**

**Do you shop in a
store like this?**



Janet works at a grocery store. She sells fresh fish. She can wash and cut the fish. Customers shop at this store because they have very fresh fish. The fish tastes good and doesn't smell bad.

Janet likes her job but it is a lot of work. Sometimes it's dirty and smelly work. She stands all day. Sometimes her feet hurt. She wishes she had better shoes. Maybe when she gets paid she will use the cash to buy some new shoes.

. Words I don't understand:

WORD:	MEANING/PICTURE:

Fresh Fish

-reading questions

Write YES or NO.

- _____ 1. Janet cleans fish.
- _____ 2. Janet has a job.
- _____ 3. The customers like smelly fish.
- _____ 4. Janet's job is easy.
- _____ 5. Janet has good shoes.
- _____ 6. Janet wants better shoes.

Talk about the questions with a partner. Write your answers.

10. Where does Janet work?

11. How does Janet feel about her job?

12. Why do customers come to this store?

13. Why does she want to buy new shoes?

14. When will she buy new shoes?

Wrong Turn

Look at the picture.

What do you see?

What are they saying?



Matt and Kathy are going to a wedding. Their friend Burt is getting married. The wedding starts at 4:00. They are lost and they are late.

Kathy takes a map out of her purse. They look at the map together. The wedding is in a church. The church is on Burns Street near the library. Where is Burns Street?

They took a wrong turn. They need to turn around. Hurry! The wedding starts in 5 minutes!

Words I don't understand:

WORD:	MEANING/PICTURE:

Wrong Turn

-reading questions

Write YES or NO.

- | | |
|----------|-----------------------------------|
| 1. _____ | 1. Matt is getting married. |
| 2. _____ | 2. They are going to a wedding. |
| 3. _____ | 3. They took a wrong turn. |
| 4. _____ | 4. They are late. |
| 5. _____ | 5. They need to turn left. |
| 6. _____ | 6. The church is near the clinic. |

Talk about the questions with a partner. Write your answers.

7. Where are they going?
8. Where is the church?
9. What do they look at together?
10. Why do they need to hurry?
11. What is the problem?

The Kitchen is Busy

Look at the pictures.

What do you see?

What is his job?

Where does he work?



Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork.

Rob is a prep cook. Rob helps in the kitchen. The restaurant kitchen is very busy. There are many people in the kitchen.

Tim says, "Rob, I need more rice."

Go get a bag of rice and put it on the counter."

Rob looks at the shelf. He sees cans of green beans. He sees bags of noodles. He sees bags of rice.

He takes a bag of rice. He brings the rice to the kitchen. He puts it on the counter.

"Here is the rice," Rob says.

"Good. Get me a plate for the pork," Says Tim. "Put it on the counter. And bring me a fork."

Rob gets the plate and fork. Tim makes pork with vegetables and rice.

A waiter takes the pork to the customer.



Answer the questions.

1. What is Rob's job? _____
2. What food does Tim cook? _____
3. Where is the rice? _____
4. Where does Rob put the plate? _____

Write one question about the story. Ask a partner the question. Write the answer.

5. _____
6. _____

Practice the conversation.

Tim: I need more rice. Go get some rice and put it on the counter.

Rob: Where is the rice?

Tim: On the shelf over there.

Rob: Here's the rice.

Story of the Week Lesson Plan

MONDAY Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Mr. White Goes to the Clinic**

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. 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 a man. The man is sick. His head hurts.") Ask the questions again to the learners.
3. Pre-teach the word **hurts** using pictures or 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.

TUESDAY Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** 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 **hurts**.
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. **Learners practice changing the first sound to create new words (word families).** Together find the word “**sees**”. Each learner copies the word in their notebook (instruct them to drop the ‘s’ to form **see**). The teacher leads students in copying the word ending three times below the word and saying the resulting sound (“**ee**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:

- tree
- three
- bee

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 **sick, hurts, checks**. Underline the words **head, body, medicine**.
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.

WEDNESDAY Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** 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 **hurts**.
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= 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 last page). The target letter/sound for this story is **D**.

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.

THURSDAY Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** (paragraph text)

Step 1: Context

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

Step 2: Practice the Text

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

Step 3: assess comprehension

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

9. **Learners evaluate their own comprehension.**

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

Step 4: Practice Reading Fluency

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

Read the sentence aloud. Read it again in a “robotic” voice.

Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

Step 2: Introduce the words **period** and **question mark**

Circle the periods and question marks. Read the sentence again, drawing attention to the way we pause for each period and question mark.

Step 3: Practice with this week’s story

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

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

Story of the Week TECHNOLOGY options

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

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

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

Letter/Sound Drill

Learners at all levels of English language learning struggle with the letter sound correspondence in English. At low levels this interferes with their reading because they can't sound out new words. At higher levels it makes spelling a challenge. This drill, when used regularly, can help learners develop a better understanding of letter sound correspondence.

Objective: to reinforce letter sound correspondence in the context of a broader lesson

Materials:

- Colored pencils or thin-tipped highlighters.

Description:

1. Choose a spelling pattern that occurs several times in a previously taught story or worksheet.
2. Write the letter or letters on the board (ex. Sh)
3. Tutor repeats the spelling and sound several times (ex. "S-H says /sh/")
4. Tutor models writing the letters 5 times while repeating the spelling and sound (ex. "S-H says /sh/")
5. Learners trace the letters on the table 5 times with their finger while repeating the spelling and sound.
6. Learners write the letters in their notebook 5 times while repeating the spelling and sound.
7. Learners use colored pencils or highlighters to trace the letters where they appear in the story or worksheet.
1. Review responses as a class.
2. Learners copy words with the correct sound in their notebook.
3. Learners practice reading the copied words with a partner.

Suggestions:

- Begin with consonants that have only one sound and work into spellings that have multiple sounds (ex. G as in *giraffe* or *girl*)
- When working with a spelling that has multiple sounds, introduce only one sound at a time. Learners should only highlight words with that *sound*. (ex. If you are teaching that "G says /g/ [like goat]" learners would highlight the G in *girl* and *garden* but not the Gs in *laughing*.)