



**BEGINNING  
LITERACY**

**TEACHER INSTRUCTIONS**



**ENGLISH UNLOCKED**

# Home Problems

Literacy activities to help adults master reading and writing.



Beginning  
Literacy Level

NRS Levels 1-2

# Home Problems

## Unit

**Skill Focus:** Call to report a needed repair.

Can the learner \_\_\_\_\_ without help?

- **Name** each of new vocabulary words pictured.
- **Read (decode)** each of the new vocabulary words.
- **Form a full sentence** about a household item that is *not working*.
- **Say** their first name, last name and phone number clearly enough to leave a phone message.
- **Read** an analog clock on the hour and half hour.

**Vocabulary:** *smoke alarm, heat, toilet, hot water, air conditioner*

**IN THE BEGINNING LITERACY LEVEL, STUDENTS WILL ...**

- Speak and write in short phrases.
- Show awareness of word syllables.
- Name and write upper- and lower-case letters.
- Identify beginning and ending consonant sounds.
- Read (decode) simple sentences.
- Retell details from a text using key words and short phrases.
- Match pictures with key words from a text.
- Ask and answer routine information questions such as “What’s your name?”  
“Where do you live?”

***Students who consistently demonstrate these skills may be ready for the next level.***



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# Home Problems



Do you have a problem in your home?

**Yes**

**No**

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## HOME PROBLEMS

No review at the beginning of a unit.

### To the Teacher

Pictures help students anticipate what is coming next and express what they know about a topic without reading or writing. They may not answer all these questions. That's okay!

**A:** TOGETHER: Point to the words in the title and read them together several times.

**B:** "Today, we will talk about problems in the home."

**A:** TOGETHER: "Read" the picture.

**ASK OBSERVATION QUESTIONS.** "What do you see?" "What is this?"

**ASK INFERENCE QUESTIONS.** "Where are they?" "How do they feel?"

**ASK EVALUATIVE QUESTIONS.** "Is this okay or not okay?" "Is this okay or is this a problem?"

**B:** Point to each picture and model the language. "This is a problem." "They are cold." "The heat is not working." "This is a problem." "The toilet is not working."

**C:** TOGETHER: Point to the question and repeat it: "Do you have a problem in your home?"

**D:** STUDENTS: Circle YES or NO.

**E:** IN PAIRS: Practice asking and answering the question.

### ASSIST

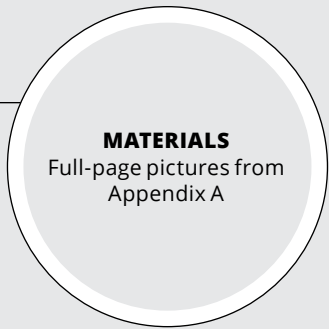
- Use your finger to underline and practice saying different parts of the question. "Do you have (students repeat), do you have (students repeat) ... a problem (students repeat), etc.

### CHALLENGE

- Ask for more detail. "What problem do you have (in your home)?"

# New Words

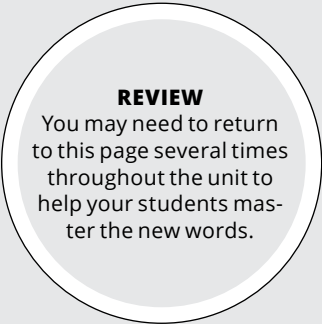




## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY



## ASSIST & CHALLENGE

### NEW WORDS

- A:** Write on the board: **hot cold**
- B:** Use pictures, pantomime or cups of hot and cold water to review the meaning of these words.

### To the Teacher

Practicing new words orally helps students focus on the meaning and the sounds of the word. They will practice reading and writing the word in a later activity.

- A:** TOGETHER: Read the page title.
- B:** *"Today we will learn new words for things in a home."*

- |                |              |                    |
|----------------|--------------|--------------------|
| 1. smoke alarm | 3. toilet    | 5. air conditioner |
| 2. heat        | 4. hot water |                    |

### Introduce vocabulary

- A:** Show the full-page picture cards (Appendix A) and say each word. Students listen.
- B:** Say each word again. Students point to the correct picture on their student page.
- C:** Show large pictures and say words again. Students repeat words.
- D:** Refer back to earlier review of "hot" and "cold" — to clarify the meaning of "heat," "hot water" and "air conditioner."

### Practice vocabulary

- A:** Mix up the pictures and choose one at random to hold up. *"What is this?"* Students say the word.
- B:** Mix up pictures again and hold one up at random (eg, "heat"). Ask YES/NO questions: *"Is this 'hot water?'"* (no) *"What is this?"*
- C:** IN PAIRS: Point to a picture on the student page. *"What is this?"*

### ASSIST

- Make copies of pictures in Appendix A. Give each student a picture. In pairs or large-group mingle, practice asking and answering *"What is this?"*

### CHALLENGE

- Give all five pictures from Appendix A to a student and have the student name the pictures.

# Letters and Sounds

s m	
H h	
T t	
W w	
C c	

Listen. Write the first letters.

1. s m

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

### LISTEN & WRITE

Use gestures for “listen” and “write” to emphasize the purpose of this activity.

## ASSIST & CHALLENGE

## LETTERS AND SOUNDS

- A:** TOGETHER: Point and count the letters on the page.
- B:** Point and say each letter on the page.

### To the Teacher

Students need to practice hearing individual letter sounds in words and correlating those sounds with a written letter.

- A:** TOGETHER: Read the page title.
- B:** “We will practice writing letters. We will listen for letter sounds.”

1. smoke

3. toilet

5. conditioner

2. heat

4. water

## LETTERS AND SOUNDS

- A:** Show one letter at a time (or write letters on the board).
  - “What’s the letter name?” (This is the letter S.)
  - “What’s the letter sound?” (The letter S says /s/.)
- B:** Say the letter names out of order. Students point to the letter on their page.
- C:** STUDENTS: Write letters several times in the space provided (both capital and lowercase letters if possible).

### MATERIALS

Gather lowercase letter flashcards: s, m, h, t, w and c (not included).

## LISTEN. WRITE THE FIRST LETTERS

- A:** “Now we will listen and write the first letters of the new words.”
- B:** Say “smoke.” “Smoke begins with /sm/. Point to the letters ‘sm’ for number 1.”
- C:** Dictate the word list. Elicit the first sound and first letter. Students write the letter on the line. For example,
  - “Number 2, ‘heat.’”
  - “What’s the first sound in ‘heat’?” (/h/)
  - “What’s the first letter?” (H)
  - “Write the first letter.” or “Write the letter H.”

## ASSIST

- Students write uppercase letters only.
- Point to the target letter on student pages after you ask “What’s the first letter?”

## CHALLENGE

- Students try to write the complete words.
- “Which word begins with the letter T? Which word begins with the letter H?”

# Read New Words



smoke alarm



heat



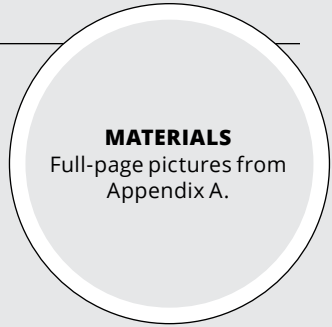
toilet



hot water



air conditioner



## REVIEW & CHECK

### READ NEW WORDS

**CAN STUDENTS NAME each of the new vocabulary words pictured?**

- A:** Hold up pictures from Appendix A. *“What is this?”*  
Students practice saying the words. Students point to the picture on their page.

## CONTEXT & OBJECTIVES

### To the Teacher

On this page students practice saying and spelling new words, which will prepare them to read and write the words in the activities that follow.

- A:** TOGETHER: Read the page title.
- B:** *“Today we will read and spell our new words.”*

## ACTIVITY

- |          |              |                    |
|----------|--------------|--------------------|
| 1. alarm | 3. toilet    | 5. air conditioner |
| 2. heat  | 4. hot water |                    |

### READ NEW WORDS (complete these steps for each word)

- A:** Point to the picture for alarm on the student page. *“What is this?”* (alarm)
- B:** *“What is the first letter of alarm?”* (A)
- C:** *“Let’s spell the rest of the word.”*
- D:** TOGETHER: Spell the word aloud. *“Alarm. A-L-A-R-M. alarm.”*
- E:** IN PAIRS: Read and spell words together.

## ASSIST & CHALLENGE

### ASSIST

- Make copies of full-page pictures in Appendix A. Give each student a word. Have students practice spelling the word in their hand. Have them trade words with a partner, spell and trade again. Repeat until students have had the chance to see and spell all words a couple of times.

### CHALLENGE

- Have students cover words and try to spell from memory.

# Match the Words



hot water

heat

toilet

smoke alarm

air conditioner



## REVIEW & CHECK

### MATCH THE WORDS

- A:** TOGETHER: Review pictures and words on the previous student page.
- B:** Show students how to cover the words with another piece of paper and say the names of each picture.
- C:** IN PAIRS: Students cover the words and name the pictures. Then cover the pictures and name the words.

## CONTEXT & OBJECTIVES

### To the Teacher

Students need many opportunities to connect word meaning with the written word and recognize letters and sounds within meaningful words.

- A:** TOGETHER: Read the page title.
- B:** *"How many pictures are on the page? (5) Let's count them together. How many words?" (5)*
- C:** *"There is one word for each picture. We will read the words. We will draw a line from the picture to the word."*

## ACTIVITY

### MATCH THE WORDS

- A:** Model drawing the line from the first picture to the matching word.
  - Point to the first picture. *"What is this?" (heat) "Find the word 'heat.' Draw a line to 'heat.'"*
  - Model drawing the line from the picture to the word.
  - Model one more picture-to-word match.
- B:** STUDENTS: Draw a line from each picture to the corresponding vocabulary word. Circulate and offer guidance and feedback.

## ASSIST & CHALLENGE

### ASSIST

- Point to the pictures on the student page. Say and spell the word aloud for the student.
- Elicit the first letter in the word. Point to the words in the center of the page. Say *"Look at these words. Which word has the first letter \_\_\_\_\_?"*

### CHALLENGE

- Write the following sentence frames for students to see:
  - **What is this?**
  - **This is \_\_\_\_\_.**
- Practice asking and answering the question with different students.
- IN PAIRS: Say and spell words from memory.

# Tell a Story



The heat is not working.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### TELL A STORY

- A:** Write on the board: **hot cold**
- B:** Use pictures, pantomime or cups of hot and cold water to review the meaning of these words.

#### To the Teacher

Pictures help students anticipate what's coming next and help you find out what they know without reading or writing. They may not answer all these questions. That's okay!

- A:** TOGETHER: Read the page title.
- B:** *"We will talk about this picture. We will tell a story."*

- A:** TOGETHER: "Read" the picture.
  - ASK OBSERVATION QUESTIONS:** *"What do you see?" "What is this?" "Tell me more."*
  - ASK INFERENCE QUESTIONS:** *"Where are they?" "How do they feel?" "What happened?"*
  - ASK EVALUATIVE QUESTIONS:** *"Is this okay?" or "Is this a problem?" "What's the problem?"*
- B:** TOGETHER: Point to the sentence and read it several times. *"The heat is not working."*
- C:** Elicit additional details about the picture. Encourage students to imagine elements like names for the characters and the place where they live.
- D:** TOGETHER: Practice retelling the story while pointing to key vocabulary in the picture.

### ASSIST

- Read in a backwards chain two to three times, pointing to each word or phrase.
  - *"working"*
  - *"not working"*
  - *"is not working"*
  - *"The heat is not working."*

### CHALLENGE

- IN PAIRS: Students tell details of a story they can imagine about the picture. *"Where are they?" "Who are they?" "What time of year is it?" "What time of day?"*

# Practice Sentences



The heat is not working.



1. The \_\_\_\_\_ is not working.



2. The \_\_\_\_\_ is not working.



3. The \_\_\_\_\_ is not working.



4. The \_\_\_\_\_ is not working.



5. The \_\_\_\_\_ is not working.

heat

smoke alarm

toilet

hot water

air conditioner



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### PRACTICE SENTENCES

**CAN STUDENTS NAME each of the vocabulary words pictured?**

**CAN STUDENTS READ each of the new vocabulary words in writing?**

- A:** Review the pictures on the page. Point to the pictures. *"What is this?"*
  - B:** Point to the vocabulary box at the bottom of the page. *"Read with me."*
- TOGETHER: Read the words.

#### To the Teacher

Beginners can learn simple grammar by forming variations on the same sentence.

- A:** TOGETHER: Read the page title.
- B:** *"Today we will use new words in a sentence. We will talk about problems in a home."*

- A:** TOGETHER: Read the sample sentence. *"The heat is not working."*
- B:** Point to the picture. *"What is this?"* (heat)
- C:** Point to the words in the vocabulary box. Show students how to find the word and copy it on the line under the picture.
- D:** STUDENTS: Write the vocabulary word under each picture. Circulate and help as needed.
- E:** TOGETHER: Read the completed sentences.

1. The heat is not working.
2. The hot water is not working.
3. The smoke alarm is not working.
4. The air conditioner is not working.
5. The toilet is not working.

#### ASSIST

- Students review unit words on previous pages.
- Students write only the first letter if producing a full word is too much at this stage.

#### CHALLENGE

- IN PAIRS: Students point to a picture and ask and answer the question *"What is the problem?"* (The heat is not working.)

# Letter Sounds and Words

Write the missing letter	Syllables	Copy and say the word
1. ___ eat _____		
2. ___ ater _____		
3. ___ larm _____		
4. ___ onditioner _____		
5. ___ oilet _____		
6. alar ___ _____		

Copy the words.

- |                |       |       |
|----------------|-------|-------|
| 1. heat        | _____ | _____ |
| 2. water       | _____ | _____ |
| 3. alarm       | _____ | _____ |
| 4. conditioner | _____ | _____ |
| 5. toilet      | _____ | _____ |

## REVIEW & CHECK

### LETTER SOUNDS AND WORDS

- A:** Hold up a flashcard. TOGETHER: Say the letter name and sound.
- B:** Hold up a flashcard. *"What letter? What sound?"*

**MATERIALS**  
Select eight to ten lowercase letter flashcards, including h, w, m, t (not included).

## CONTEXT & OBJECTIVES

### To the Teacher

Students need repeated practice listening for specific sounds in the context of words they know.

- A:** TOGETHER: Read the page title.
- B:** *"Now we will listen for letter sounds and write words."*

## ACTIVITY

1. <u>h</u> eat	3. <u>a</u> larm	5. to <u>i</u> let
2. <u>w</u> ater	4. <u>c</u> onditioner	6. <u>a</u> l <u>a</u> r <u>m</u>

### Complete these steps for each word.

#### MISSING LETTER

- A:** Read the word aloud several times. Elicit the missing letter:
  - *"What's the first/last sound?"*
  - *"What letter makes that sound?"*
- B:** STUDENTS: Write the missing letter in the blank.

**LISTEN & WRITE**  
Use gestures for "listen" and "write" to emphasize the purpose of this activity.

#### SYLLABLES

- A:** Say the word again. *"How many syllables?"*
- B:** STUDENTS: Write the number of syllables next to the word.  
 \_\_\_\_\_ (heat - 1; water - 2; alarm - 2; conditioner - 4; toilet - 2; alarm - 2)

#### COPY AND SAY THE WORD

- A:** STUDENTS: Independently copy and say each word.

#### COPY THE WORDS

- A:** STUDENTS: Independently copy words again.

## ASSIST & CHALLENGE

#### ASSIST

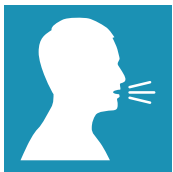
- TOGETHER: Tap or clap out the number of syllables.
- Segment the word to help students hear the missing sound clearly. *"heat ... /h/.../ea/.../t/"*

#### CHALLENGE

- Students cover the target word and copy from memory.

# Practice Sentences

heat  
hot water  
smoke alarm  
air conditioner  
toilet



What's the problem?

The heat is not working.



Practice.

1. The \_\_\_\_\_ is not working.
2. The \_\_\_\_\_ is not working.
3. The \_\_\_\_\_ is not working.
4. The \_\_\_\_\_ is not working.
5. \_\_\_\_\_.

## REVIEW & CHECK

### PRACTICE SENTENCES

**CAN STUDENTS READ each of the new vocabulary words?**

- A:** TOGETHER: Read the vocabulary words in the box.
- B:** Show the full-page pictures. Students point to the word on their page that matches the picture.

**MATERIALS**  
Full-page pictures from Appendix A

## CONTEXT & OBJECTIVES

### To the Teacher

Changing out one or two words in a sentence helps students say and write complete sentences.

- A:** TOGETHER: Read the page title.
- B:** Point to the picture. *"What's the problem?"* Students may respond with any appropriate description. (eg, cold, no heat)

## ACTIVITY

- A:** TOGETHER: Read the question and answer. Students point to each word on the page.
- B:** Model how to copy a word from the box into sentence 1.
- C:** STUDENTS: Complete each sentence and finally write a complete sentence.
- D:** IN PAIRS: Practice the question and answer.
- E:** Give each student one of the full-page pictures.
- F:** IN PAIRS: Students stand up to mingle and practice the question and answers, referring to their picture.

## ASSIST & CHALLENGE

### ASSIST

Read the answer in a backwards chain, several times as needed.

1. "working"
2. "not working"
3. "is not working"
4. "The heat is not working."

### CHALLENGE

- Read and look up. Students glance quickly at their paper, then look up and ask or answer the question without reading the paper.
- Expand the conversation. Add *"I'm sorry"* or *"That's too bad"* at the end of conversation.
  - A:** What's the problem?
  - B:** The hot water is not working.
  - A:** I'm sorry.
  - B:** Thanks.

# Word Families

<u>heat</u>	<u>hot</u>
1. ___ eat	1. ___ ot
2. ___ eat	2. ___ ot
3. ___ eat	3. ___ ot
4. ___ eat	4. ___ ot
5. _____	5. _____

## REVIEW & CHECK

### WORD FAMILIES

- A:** TOGETHER: Review letter names and sounds using select letter flashcards of beginning letters from the word lists below.
- "This is the letter B."
  - "B says /b/."
- B:** Mix up the flashcards and practice again.
- "What is this letter?"
  - "What sound does it make?"

**MATERIALS**  
Gather lowercase letter flashcards for review (not included).

## CONTEXT & OBJECTIVES

### To the Teacher

Practicing with word families (words that rhyme AND are spelled the same) helps students start to notice spelling patterns and increase their vocabulary.

- A:** TOGETHER: Read the page title.
- B:** "Word families are words that are spelled the same at the end. We will listen, write and say the words. This will help you spell new words in English."

**CLIPPED CONSONANTS**  
It is important to say consonant sounds without added vowel sounds. For example, /s/ should sound like a snake hissing, not "suh."

## ACTIVITY

### heat

- |         |         |          |
|---------|---------|----------|
| 1. beat | 3. neat | 5. treat |
| 2. meat | 4. seat |          |

### hot

- |        |         |         |
|--------|---------|---------|
| 1. got | 3. not  | 5. spot |
| 2. lot | 4. plot |         |

- A:** TOGETHER: Point to and say the target word "beat." Point to the word ending and underline it with your finger. Read the ending aloud several times. "eat, eat, eat."
- B:** Read the word list above, one word at a time. Elicit the missing beginning letter(s).
- "What's the first sound?"
  - "What letter(s) make(s) that sound?"
- C:** STUDENTS: Write the missing letter(s) in the blank. Note: Students complete the last word independently if possible.
- D:** TOGETHER: Read through each completed list. Reinforce the word endings.
- E:** Ask about specific words. "Which number says 'neat?'"

### ASSIST

- Write words on the board. Isolate the beginning and ending sounds, then blend together: "/b/... /eat/... 'beat.'" Repeat with other words.

### CHALLENGE

- "What word rhymes with heat? What word rhymes with hot?"

# Name and Phone Number

My name is \_\_\_\_\_.

My phone number is ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_.

*I will repeat.*

My name is \_\_\_\_\_.

My **first** name is \_\_\_\_\_.

My **last** name is \_\_\_\_\_.

My phone number is ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_.



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### NAME AND PHONE NUMBER

Review writing and saying numbers 0-9.

#### To the Teacher

Writing and saying their names and phone numbers often helps students quickly produce this information when called upon in daily life.

- A:** TOGETHER: Read the page title.
- B:** *"Today we will practice writing and saying your name and phone number."*
- C:** Elicit some situations in which students need to give their phone number.

- A:** TOGETHER: Practice asking and answering the questions *"What's your (first/last) name?"* and *"What's your phone number?"*
- B:** STUDENTS: Write (or copy) their information on the page.
- C:** *"Now we will practice saying our information. On the phone, it is good to repeat your name two times to help people understand."*
- D:** TOGETHER: Find and circle the words *"I will repeat."*
- E:** Model saying your own information aloud, repeating as though you are leaving a phone message.
- F:** IN PAIRS: Students practice saying their information, as written on the page.
- G:** IN PAIRS: Practice again with a different partner or practice saying their information in front of the class.

#### ASSIST

- Write several example phone numbers on the board, including area codes. Practice saying the numbers. Pay special attention to how students are "chunking" their number (eg, saying 800-555-1695, not 800-55-51-695).
- STUDENTS: Write their phone numbers in their notebooks six to eight times, use the parenthesis and dashes.

#### CHALLENGE

- Students copy the four sentences after "I WILL REPEAT" in their notebooks. Try to copy without looking at the workbook.

#### PREPARATION

If possible, verify student names and phone numbers before this activity. Or assign this as homework to do with a family member or friend.

#### NEED MORE PRACTICE?

Make copies of the completed page for each student and place in a sheet protector. Students trace or copy the information daily until mastered.

# Practice Writing

Copy. Write about you.

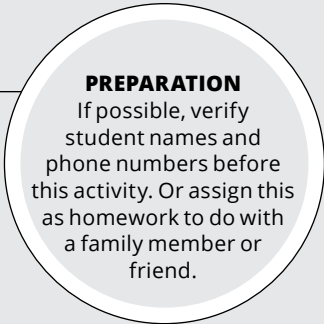
My	first	name	is	
My				

My	last	name	is	

My	phone	number	is	( ) -

Copy the words.

1. name \_\_\_\_\_
2. first \_\_\_\_\_
3. last \_\_\_\_\_
4. phone \_\_\_\_\_
5. number \_\_\_\_\_



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### PRACTICE WRITING

Review writing names and phone numbers 0-9.

#### To the Teacher

Writing practice helps students learn to recognize and spell common vocabulary.

- A:** TOGETHER: Read the page title.
- B:** *"Today we will practice again writing our names and our phone numbers. We will practice writing new words."*

- A:** TOGETHER: Point to each word in the grid and read the sentences. Pause for the missing personal information and elicit examples from students.
- B:** Model copying the sentences word by word in the boxes below each word.
- C:** STUDENTS: Copy the words above into the boxes below, adding their own personal information.
- D:** STUDENTS: Copy each word three times on the lines.

#### ASSIST

- Write several example phone numbers on board, including area codes. Practice saying them aloud together.
- Help students divide digits correctly before and after the dashes in their phone number.
- If writing is laborious, do not have students copy their information in the boxes below.
- Students write only the first letter of each word on the bottom of the page. Copy three times (n, n, n; f, f, f; etc.).

#### CHALLENGE

- Cover words before copying them. Students say each letter aloud as they write it.

# What's your name?



What's your name?

My name is \_\_\_\_\_.



---

first name	last name	phone number
------------	-----------	--------------



What's your \_\_\_\_\_?

My \_\_\_\_\_ is \_\_\_\_\_.



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## WHAT'S YOUR NAME?

### To the Teacher

Students need frequent practice asking for and giving personal information. This is an important life skill that needs a lot of rehearsal.

- A:** TOGETHER: Read the page title.
- B:** *"When we call for help on the phone or make an appointment, people always ask 'What's your name? What's your first name? What's your phone number? Let's practice.'"*

- A:** TOGETHER: Read the question several times.
- B:** Read the answer aloud and then model writing your first and last name on the line.
- C:** STUDENTS: Write their first and last name on the line.
- D:** TOGETHER or IN PAIRS: Practice the first question and answer several times.
- E:** TOGETHER: Point to the words in the box and read them several times.
- F:** Model forming questions about first name, last name and phone number using the incomplete sentences on the page.
- G:** Call on students to ask and answer these questions.
- H:** IN PAIRS: Practice asking and answering the three questions again.
- I:** IN PAIRS: Change partners and repeat and/or practice asking and answering the question in front of the class.

### ASSIST

- Write the sentence frames on the board:

What's your \_\_\_\_\_?

My \_\_\_\_\_ is \_\_\_\_\_.

- Write on sticky notes: **name, first, last, phone, and number.**
- Move sticky notes to appropriate places in the sentences.
- TOGETHER: Practice asking and saying names and phone numbers.

### CHALLENGE

- Ask and answer questions again without looking at the page.

# Call About a Problem



Something is not working in your home.

Who do you call?

**I call** \_\_\_\_\_.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### CALL ABOUT A PROBLEM

*"What are some home problems?"* (The hot water isn't working. The air conditioner isn't working.)

#### To the Teacher

Pictures help students anticipate what's coming next and help you find out what they know without reading or writing. They may not answer all these questions. That's okay!

- A:** TOGETHER: Read the page title.
- B:** Ask questions about the picture: *"What do you see?" "What is she doing?"* (Talking on the phone.) *"How does she feel?" "Think about the title 'Call About a Problem.' The woman has a problem. How do you feel when you have a problem?"*

#### Set the stage for Conversation 1 on the next page.

- A:** Introduce the setting: *"When I have a problem in my home, I call someone. Maybe my landlord, apt. manager, repair person, or property owner. I say my name. I tell my problem."*
- B:** (pantomiming phone call) *"Hello. My name is \_\_\_\_\_. My heat is not working."*
- C:** TOGETHER: Read the question on the page.
  - Elicit answers from students
  - Write two to three possible answers on the board (landlord, apt. manager, owner, plumber, etc.). Keep it simple and use language students already know.
- D:** STUDENTS: Copy the appropriate word from the board to complete the sentence.

#### ASSIST

- Give students choices. *"Do you call your landlord?" "Do you call a manager?"*
- Spell new words for students and/or help them write new words on their page.

#### CHALLENGE

- Get students thinking about a conversation they might have when they call about a problem. *"What do you tell the landlord?" "What does the landlord say to you?"*

# Conversation 1

heat  
hot water  
smoke alarm  
air conditioner  
toilet



Hello?

Hi. My name is \_\_\_\_\_.



What's the problem?

My \_\_\_\_\_ is not working.



I will come tomorrow.

Thank you. Goodbye.





## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### CONVERSATION 1

- A:** Review the words in the box (heat, hot water, smoke alarm, air conditioner and toilet).
- B:** Recall the information on the previous page as needed.

**MATERIALS**  
Full-page pictures from Appendix A

#### To the Teacher

Scripted conversations help students remember language in full-sentence "chunks." Repeated practice provides opportunities to work on listening, pronunciation and fluency.

- A:** TOGETHER: Read the page title.
- B:** *"Conversation means people talking together. Today we will practice talking on the phone about a problem in our home."*

- A:** Point to the images of the talking heads. *"Two people are talking. One person has a problem."*
- B:** TOGETHER: Teacher reads each line aloud, students repeat (three times).
- C:** TOGETHER: Teacher initiates the dialogue (as the property owner) and students respond together (as the tenant).
- D:** TOGETHER: Reverse the roles. Students read as the property owner. Repeat three times with different words from the word box.
- E:** IN PAIRS: Students practice the conversation, varying the underlined text. Circulate and provide feedback.

#### ASSIST

- Practice two lines at a time until mastered and then build up from there.
- Practice saying each sentence with authentic rhythm and stress.

#### CHALLENGE

- Practice the dialogue without looking at the text.

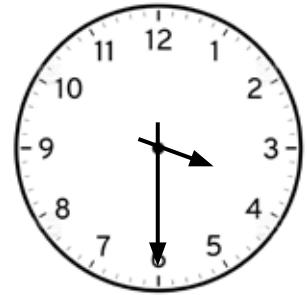
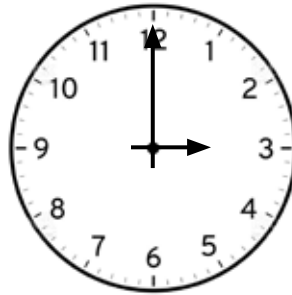
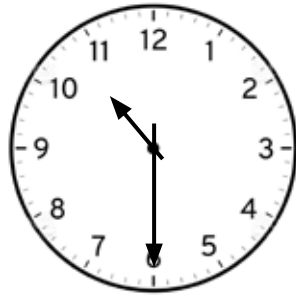
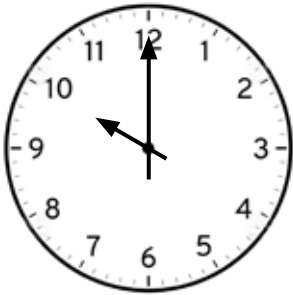
# Clocks

10:00	3:00
10:30	3:30

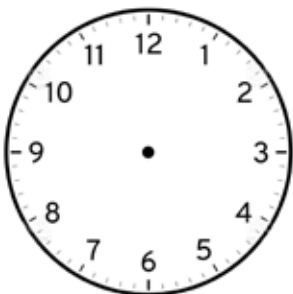


What time is it?

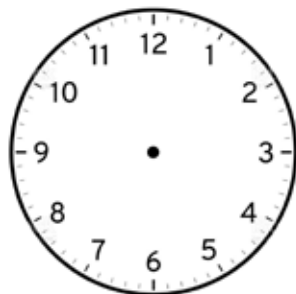
It is 10:00.



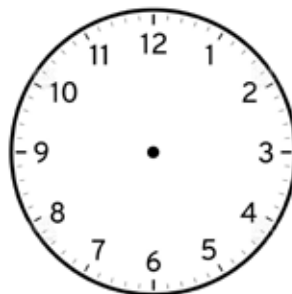
What time is it?



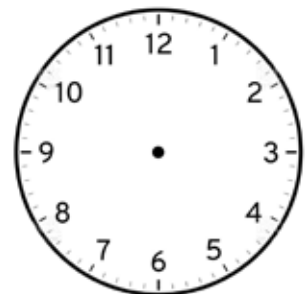
5:00



11:00



1:30



8:30

## REVIEW & CHECK

### CLOCKS

- A:** Review writing and saying numbers 1-12.
- B:** Review clock hand positions for full hours [o'clock] and 30 minutes after the hour.

**MATERIALS**  
A clock with movable hands for demonstrations

## CONTEXT & OBJECTIVES

### To the Teacher

For some students, learning to read a clock can take a lot of time and practice. Some students will not be able to complete this page today and that is okay. Note those who need more practice and consider a daily warm-up related to telling time.

- A:** TOGETHER: Read the page title.
- B:** *"Today we will practice saying and writing times on the clock."*

## ACTIVITY

- A:** TOGETHER: Point and read, *"What time is it?" "It's 10:00."*
- B:** TOGETHER: Read times in the box.
- C:** Model filling in the first line with the matching time in the box.
- D:** STUDENTS: Write the time under each clock.
- E:** TOGETHER: Draw short and long lines for hours and minutes on the clocks.
- F:** IN PAIRS: Point to the clocks on the page. Practice asking and answering the question.
  - What time is it?
  - It's \_\_\_\_\_.

## ASSIST & CHALLENGE

### ASSIST

- Use class sets of clocks with movable hands. Practice reading and writing times.
- Draw a large clock. Review concept of short hand (hours) and long hand (minutes).
- Practice counting by 5s (from 5 to 60) to illustrate minutes on the clock.
- See Appendix B. Make photocopies of blank clocks worksheet. Draw short and long hands; students write in times. OR
- Write times underneath clocks; students draw hands on clock.

### CHALLENGE

- Ask time-related questions: *"What time does class start?" "What time do we take a break?" "What time do you eat dinner?" "What time is it now?"*

# Conversation 2

5:00	1:30
11:00	8:30



Hello?

Hi. My name is \_\_\_\_\_.



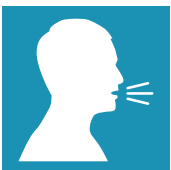
What's the problem?

My \_\_\_\_\_ is not working.



I will come tomorrow.

What time?



I will come at \_\_\_\_\_ : \_\_\_\_\_.

Thank you. Goodbye.



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### CONVERSATION 2

Review how to say each of the times in the box. Practice until students are confident saying each time.

#### To the Teacher

Scripted conversations help students remember language in full-sentence “chunks.” Repeated practice provides opportunities to work on listening, pronunciation and fluency.

- A:** TOGETHER: Read the page title.
- B:** Review the concept of a conversation. *“In this conversation two people are talking.” “You will say your name; you will say a problem; you will say a time.”*

- A:** TOGETHER: Teacher reads each line aloud, students repeat (three times).
- B:** TOGETHER: Teacher initiates the dialogue (as the property owner) and students respond together (tenant).
- C:** TOGETHER: Reverse the roles; have the students read as the property owner. Repeat three times with different words from the word box.
- D:** IN PAIRS: Students practice the conversation, varying the underlined text. Circulate and provide feedback.
- E:** Ask for volunteers to read the conversation in front of the class.

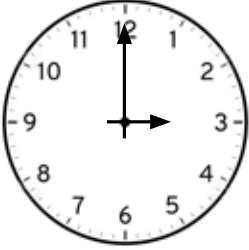

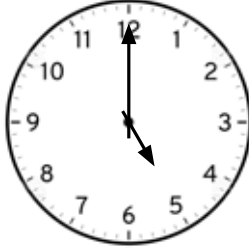

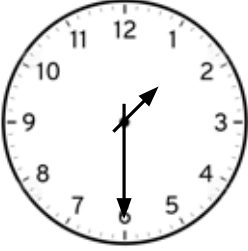

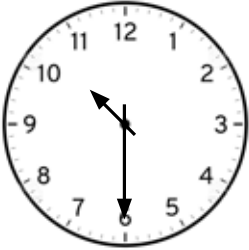

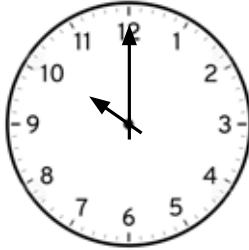
#### ASSIST

- Write vocabulary on the board or give learners index cards with problems from “Conversation 1” (p. 15): **heat, hot water, smoke alarm, air conditioner, toilet.**
- IN PAIRS: Students read the conversation with just one of these words.
- Practice two lines at a time until mastered and then build up from there.

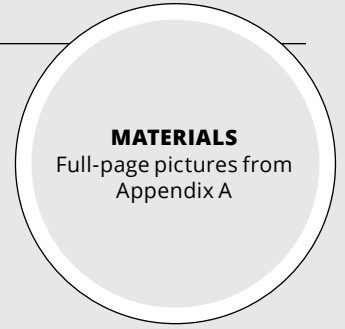
#### CHALLENGE

- Practice the dialogue without looking at the text.

# Put it Together

name	problem	time
1.		
2.		
3.		
4.		



## REVIEW & CHECK

### PUT IT TOGETHER

- A:** Review the home vocabulary using the full-page pictures.
- B:** Review “Conversation 2” (previous student page), as needed. Have students gradually practice without looking at the script.

## CONTEXT & OBJECTIVES

### To the Teacher

This culminating activity helps students and teachers see where there are gaps in understanding. Can students say their names clearly? Can they say the problem? Can they say the time? If students cannot do all parts of this activity independently, that is okay. Plan review time as needed.

- A:** TOGETHER: Read the page title.
- B:** *“We will practice the conversation again. We will try to remember all the things we learned—time, new words and questions about home problems.”*

## ACTIVITY

- A:** Model the conversation about a home repair with a student. Have the student start the conversation.
- B:** As you answer each question, point to one of the pictures on the worksheet to show that you are choosing one of these problems and times.
- C:** TOGETHER: Complete the first line of the table by recalling the information you gave during your conversation.
- D:** TOGETHER or IN PAIRS: Continue practicing the dialogue (without a script, if possible) and recording students’ responses in the table. If students are able, they can mingle and practice with each other. After each interaction, they record their partner’s responses in the table.

## ASSIST & CHALLENGE

### ASSIST

- Complete step D together. Coach pairs of students through the conversation. Then ask the whole class to recall what they said and help everyone record those answers in the table.

### CHALLENGE

- IN PAIRS: Students perform conversation roles in front of class.

# Reading Test Practice *level A*

---

1. (206) 555-1695

name

phone  
number

address

first

2. name

nema

namm

name

mane

3. phone number

pheon  
number

phane  
numbre

phone  
nombre

phone  
number



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READING TEST PRACTICE LEVEL A

No review

### To the Teacher

Multiple-choice tests are common in American institutions and students need practice to understand what is expected on multiple-choice tests.

- A:** TOGETHER: Read the page title.
- B:** *"Sometimes you take tests at school."* If possible, show a test booklet. *"Today we will practice test questions."*

- A:** Review test structure: *"How many questions are on this page?" "How many answers (choices) for each question?"*
- B:** *"You will choose only ONE answer for each question."*
- C:** Model how to fill in the bubble below the correct answer.
- D:** STUDENTS: Complete the questions.
- E:** While students work, circulate and note who is struggling. Remind students to look at the top words to choose the correct answer.
- F:** TOGETHER: Review the correct answers.

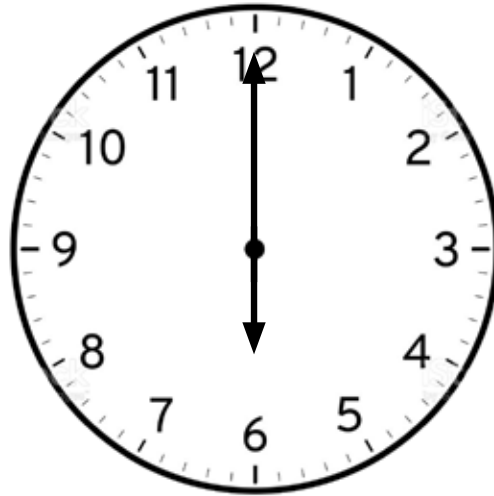
### ASSIST

- Guide students through each item using questions. Provide additional oral or written question practice as needed.
  - *"There is only ONE choice."*
  - *"Color in only ONE circle."*
  - *"Is this a name?" "Is this a phone number?"* Point to "name." *"Does this say 'phone number?'"*
  - *"Find the same word. Is this the same?"*
  - *"Spell this word. Is it the same or different? Show me the same word."*

### CHALLENGE

- Have students point to the top word and read it aloud to you. Students point to their answer and read it aloud.

# Reading Test Practice *level B*



1. What time is it?

- A. 6:00
- B. 12:00
- C. 12:30
- D. 6:30

2. What time is it?

- A. My name is.
- B. \$6.00.
- C. It's 6:00.
- D. (206) 555-1212

<p>1. _____</p> <p>2. _____</p>
---------------------------------

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READING TEST PRACTICE LEVEL B

No review

### To the Teacher

Multiple-choice tests are common in American institutions and students need practice to understand what is expected on multiple-choice tests.

- A:** TOGETHER: Read the page title.
- B:** *"Sometimes you take tests at school."* If possible, show a test booklet. *"Today we will practice test questions."*

- A:** Review test structure: *"How many questions are on this page?" "How many answers (choices) for each question?"*
- B:** *"You will choose only ONE answer for each question."*
- C:** *"Choose A, B, C or D."*
- D:** *"Where do you put your answer?"* Point out the box below to write the answers. Most tests require students to transfer answers to a separate answer sheet.
- E:** STUDENTS: Complete questions 1 and 2 independently.
- F:** While students work, circulate and note who is struggling. Remind students to use the picture to choose the correct answer.
- G:** TOGETHER: Review the correct answers.

### ASSIST

- Review concepts of telling time: *"Which line tells us the hour? Which line tell us the minutes? What is the hour? How many minutes? Let's count by 5s to get to the minutes."*
- TOGETHER: Read the question and answer choices aloud before students choose an answer.

### CHALLENGE

- Have one or two students read the question and answers. Have the student(s) show how they found the answers by pointing on the clock, counting minutes and reading the full answers (for number 2).

# Tell a Story



Do you have a smoke alarm in your home?

**Yes**

**No**

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### TELL A STORY

*"What are some home problems?"*

#### To the Teacher

Pictures help students anticipate what's coming next and express what they know about a topic without reading or writing. They may not answer all these questions.

That's okay!

- A:** TOGETHER: Read the page title.
- B:** *"We will talk about the pictures. We will tell a story."*

- A:** TOGETHER: "Read" the pictures.
  - ASK OBSERVATION QUESTIONS:** *"What do you see?" "What is this?" "What is she doing?"*
  - ASK INFERENCE QUESTIONS:** *"Why is she covering her ears?" "Does she like the noise?"*
  - ASK EVALUATIVE QUESTIONS:** *"Are smoke alarms helpful? Why?"*
- B:** Elicit additional details about the pictures. Encourage students to imagine details about who the people are and what is happening. Begin to develop a very short oral story.
- C:** TOGETHER: Practice retelling the story while pointing to key vocabulary in the picture.
- D:** TOGETHER: Point to the question and read it. Students repeat.
- E:** STUDENTS: Circle YES or NO.
- F:** IN PAIRS: Students ask each other the question.

#### ASSIST

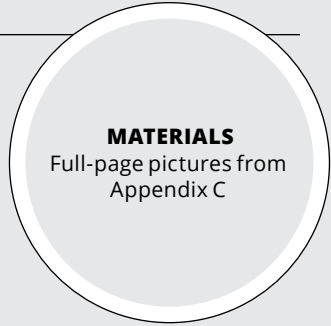
- TOGETHER: Use your finger to underline and practice saying different parts of the question.
- Break the question into pieces and practice each piece several times before putting them back together. *"Do you have / a smoke alarm / in your home?"*

#### CHALLENGE

- Elicit more details about the pictures to find out what students already know. *"What is a smoke alarm?" "What does 'beep' mean?" "Why does a smoke alarm make noise?"*

# New Words





## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### NEW WORDS

No review

#### To the Teacher

Practicing new words orally helps students focus on the meaning and the sounds in the word. They will practice reading and writing the full word in a later activity.

**A:** TOGETHER: Read the page title.

**B:** *"Today we will learn new words. These words will help us read a story."*

1. sleep	4. light	7. night
2. smoke alarm	5. smoke	8. battery
3. loud	6. fire	

#### Introduce vocabulary

**A:** Show the full-page picture cards (Appendix C) and say each word. Students listen.

**B:** Say each word again. Students point to the correct picture on their student page.

**C:** *"Find the smoke alarm on your page" or "Show me the smoke alarm."* Students point to the picture.

**D:** Show large pictures and say words again. Students repeat words.

#### Practice vocabulary

**E:** Mix up the pictures and choose one at random to hold up. *"What is this?"* Students say the word.

**F:** Mix up pictures again and hold one up at random (eg, "loud"). Ask YES/NO questions. *"Is this 'smoke'?"* (No) *"What is this?"*

**G:** IN PAIRS: Point to a picture on the student page. Ask and answer, *"What is this?"*

#### ASSIST

- Make copies of pictures in Appendix C. Give each student a picture. In pairs or a large-group mingle, practice asking and answering *"What is this?"*

#### CHALLENGE

- Give a student all eight pictures from Appendix C and have the student name the pictures.

# Letters and Sounds

s l	
L l	
s m	
N n	

A a	
L l	
F f	
B b	

Listen. Write the first letters.

1. sl

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_



**MATERIALS**  
Gather lowercase letter cards for beginning sounds of unit words for review (not included).

**REVIEW & CHECK**

**CONTEXT & OBJECTIVES**

**ACTIVITY**

**LISTEN & WRITE**  
Use gestures for “listen” and “write” to emphasize the purpose of this activity).

**ASSIST & CHALLENGE**

**LETTERS AND SOUNDS**

- A:** TOGETHER: Point and count the letters on the page.
- B:** TOGETHER: Point and say each letter on the page.

**To the Teacher**

Students need to practice hearing individual letter sounds in words and correlating those sounds with a written letter.

- A:** TOGETHER: Read the page title.
- B:** “We will practice writing letters. We will listen for letter sounds.”

1. <u>s</u> leep	3. <u>s</u> moke	5. <u>a</u> larm	7. <u>f</u> ire
2. <u>l</u> oud	4. <u>n</u> ight	6. <u>l</u> ight	8. <u>b</u> attery

**LETTERS AND SOUNDS**

- A:** Show one letter at a time (or write letters on the board).
  - “What’s the letter name?” (This is the letter S.)
  - “What’s the letter sound?” (The letter S says /s/.)
- B:** Say the letter names out of order. Students point to the letter on their page.
- C:** STUDENTS: Write letters in the space provided (both capital and lowercase letters if possible). Write letter blends (eg, “sl” or “th”) in lowercase.

**LISTEN. WRITE THE FIRST LETTERS**

- D:** “Now we will listen and write the first letter(s) of the new words.”
- E:** Say “sleep.” “Sleep begins with SL. Point to the letters ‘sl’ for number 1.” Say /sl/.
- F:** Dictate the word list. Elicit the first sound(s) and first letter(s). Students write the letter(s) on the line. For example,
  - “Number 2, ‘loud’.”
  - “What’s the first sound in ‘loud?’” (/l/)
  - “What’s the first letter?” (L)
  - “Write the first letter.” or “Write the letter ‘L.’”

**ASSIST**

- Students write uppercase letters only.
- Point to the target letter(s) on student pages. “What’s the first letter?” “What’s the sound?”

**CHALLENGE**

- Students try to write the complete words.
- “Which word begins with the letter L?” “Which word begins with the letter N?”

# Read New Words

sleep



smoke alarm



loud



light



smoke



fire

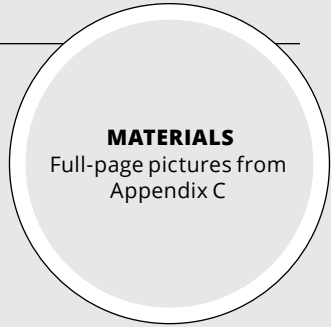


night



battery





## REVIEW & CHECK

## READ NEW WORDS

**A:** Hold up big pictures from Appendix C. *“What is this?”* Students practice saying the words; students point to the picture on their page.

**MATERIALS**  
Full-page pictures from Appendix C

## CONTEXT & OBJECTIVES

### To the Teacher

On this page, students practice saying and spelling new words, which will prepare them to read and write the words in the activities that follow.

- A:** TOGETHER: Read the page title.  
**B:** *“Today we will read and spell our new words.”*

## ACTIVITY

- |          |          |          |            |
|----------|----------|----------|------------|
| 1. sleep | 3. loud  | 5. smoke | 7. night   |
| 2. alarm | 4. light | 6. fire  | 8. battery |

### Complete these steps for each word.

- A:** Point to the picture of an alarm on the student page. *“What is this?”* (alarm)  
**B:** *“What is the first letter of ‘alarm?’”* (A)  
**C:** *“Let’s spell the rest of the word.”*  
**D:** TOGETHER: Spell the word aloud. *“alarm, A-L-A-R-M, alarm.”*  
**E:** IN PAIRS: Read and spell words together.

## ASSIST & CHALLENGE

### ASSIST

- Make copies of full-page pictures in Appendix C. Give each student a word. Students practice spelling the word in their hand, trade words with a partner, spell and trade again. Repeat until students have had the chance to see and spell all words a couple of times.

### CHALLENGE

- Students cover words and try to spell from memory.

# Match the Words



loud

sleep

smoke alarm

light



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## MATCH THE WORDS

- A:** TOGETHER: Review pictures and words on the previous student page.
- B:** Show students how to cover the words with another piece of paper and say the names of each picture.
- C:** IN PAIRS: Students cover the words and name the pictures, then cover the pictures and name the words.

### To the Teacher

Students need many opportunities to connect word meaning with the written word and recognize letters and sounds within meaningful words.

- A:** TOGETHER: Read the page title.
- B:** *"How many pictures are on the page?" (4) "Let's count them together." "How many words?" (4)*
- C:** *"There is one word for each picture. We will read the words. We will draw a line from the picture to the word."*

- A:** Model drawing the line from the first picture to the matching word:
  - Point to the first picture. *"What is this?" (sleep) "Find the word 'sleep.' Draw a line to 'sleep.'"*
  - Model drawing the line from the picture to the word.
  - Model one more picture-to-word match.

**STUDENTS:** Draw a line from each picture to the corresponding vocabulary word. Circulate and offer guidance and feedback.

### ASSIST

- Point to the pictures on the student pages. Say and spell the word aloud for the student.
- Elicit the first letter in the word. Point to the words in the center of the page. *"Look at these words. Which word has the first letter(s) \_\_\_\_\_?"*

### CHALLENGE

- Write the following sentence frames for students to see:
  - **What is this?**
  - **This is \_\_\_\_\_.**
- Practice asking and answering the question with different students.
- IN PAIRS: Say and spell words from memory.

# Match the Words



night



smoke

battery

fire



## REVIEW & CHECK

### **MATCH THE WORDS** *(continued)*

Continue the word matching activity, using the instructions on the previous page.

# Read

sleep	smoke
alarm	fire
loud	night
light	battery

is	all
the	goes
no	very
on	to

## Mark Can't Sleep

1. Mark can't **sleep**.
2. The **smoke alarm** goes beep, beep, beep.
3. The smoke alarm is very **loud**.
4. Mark turns on the **light**.
5. There is no **smoke**.
6. There is no **fire**.
7. The smoke alarm beeps all **night**.
8. The smoke alarm needs a new **battery**.



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### READ

- A:** Review vocabulary words in the box. Use pictures from Appendix C or flip back to earlier pages.
- B:** TOGETHER: Review the **sight words** in the gray box. Say and spell the words. **SEE DETAILED INSTRUCTIONS FOR TEACHING SIGHT WORDS IN APPENDIX D.**

### To the Teacher

Students need repetition to become fluent readers, They will get a lot of repetition with this story. Students will listen to the story at least two times, read the story with assistance one to two times and read the story with a partner one to two times.

- A:** TOGETHER: Read the page title.
- B:** *"Today we will read a story. We will see and hear the new words we learned."*

- A:** TOGETHER: Count the sentences in the story.
- B:** Point to your ear and say *"listen."* Show students how to point to each word in the story as they listen.
- C:** Read the title and each sentence slowly. Students listen and follow by pointing to each word. Repeat this step one or two times.
- D:** Read again, but ask students to repeat after each line. Repeat this step one or two times.
- E:** TOGETHER: Read sentences chorally. Repeat this step one or two times.
- F:** IN PAIRS: Read sentences again.

### ASSIST

- Students find and underline, circle or highlight new vocabulary words (from the box) in each sentence.
- TOGETHER: Count the number of words in each sentence. Teacher asks *"How many words in this sentence?" "Which word is 'sleep'? Number 1, number 2 or number 3?"* (Sleep is number 3.)

### CHALLENGE

- Students read a sentence, cover it and repeat from memory.
- Student cover the story and retell it in their own words.

# Letter Sounds and Words

Write the missing letter.	Syllables	Copy and say the word.
1. ___ leep _____		
2. ___ ire _____		
3. ___ ight _____		
4. ___ moke _____		
5. ___ oud _____		
6. ___ attery _____		
7. alar ___ _____		
8. lou ___ _____		
9. slee ___ _____		
10. nigh ___ _____		

**MATERIALS**  
Select eight to ten lower-case letter flashcards to review (not included).

## REVIEW & CHECK

## LETTER SOUNDS AND WORDS

- A:** Hold up a flashcard. TOGETHER: Say the letter name and sound.  
**B:** Hold up a flashcard. *"What letter? What sound?"*

## CONTEXT & OBJECTIVES

### To the Teacher

Students need repeated practice listening for specific sounds in the context of words they know.

- A:** TOGETHER: Read the page title.  
**B:** *"Now we will listen for letter sounds and write words."*

## ACTIVITY

- |                  |                  |                    |                  |                   |
|------------------|------------------|--------------------|------------------|-------------------|
| 1. <u>s</u> leep | 3. <u>l</u> ight | 5. <u>l</u> oud    | 7. <u>a</u> larm | 9. <u>s</u> leep  |
| 2. <u>f</u> ire  | 4. <u>s</u> moke | 6. <u>b</u> attery | 8. <u>l</u> oud  | 10. <u>n</u> ight |

Complete these steps for each word.

### MISSING LETTER

- A:** Read the word aloud several times. Elicit the missing letter:
- *"What's the first/last sound?"*
  - *"What letter makes that sound?"*
- B:** STUDENTS: Write the missing letter in the blank.

### SYLLABLES

- C:** Say the word again. *"How many syllables?"*  
**D:** STUDENTS: Write the number of syllables next to the word.  
(sleep - 1; fire - 2; light - 1; smoke - 1; loud - 1; battery - 3; alarm - 2; night - 1)

### COPY AND SAY THE WORD

- E:** STUDENTS: Independently copy and say each word.

### LISTEN & WRITE

Use gestures for "listen" and "write" to emphasize the purpose of this activity

## ASSIST & CHALLENGE

### ASSIST

- TOGETHER: Tap or clap out the number of syllables.
- Segment the word to help students hear the missing sound clearly. *"sleep ... /sl-eep/ ... /sleep/"*

### CHALLENGE

- Students cover the target word and copy from memory.

# Practice Writing

1. sleep \_\_\_\_\_

2. fire \_\_\_\_\_

3. light \_\_\_\_\_

4. smoke \_\_\_\_\_

5. loud \_\_\_\_\_

6. battery \_\_\_\_\_

7. alarm \_\_\_\_\_

8. night \_\_\_\_\_

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## PRACTICE WRITING

- A:** Review target vocabulary using the pictures in Appendix C.

### To the Teacher

Writing words many times helps students with spelling and letter formation.

- A:** TOGETHER: Read the page title.  
**B:** "How many words are on this page?" "How many times do we copy each word?" (three times)  
**C:** "We will write the new words many times. This will help you with spelling."

- A:** Model copying the first word three times on the provided lines.  
**B:** STUDENTS: Independently copy words.  
**C:** While students work, provide feedback on spelling and letter formation.

### ASSIST

- Students copy just the first letter of each new word.

### CHALLENGE

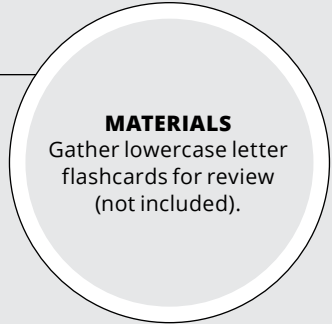
- Students look at the target word, cover it, then copy. Students say each letter aloud as they write it.

### MATERIALS

Full-page pictures from Appendix C

# Word Families

<u>sleep</u>	<u>night</u>
1. ___ eep	1. ___ ight
2. ___ eep	2. ___ ight
3. ___ eep	3. ___ ight
4. ___ eep	4. ___ ight
5. ___ eep	5. ___ ight
6. _____	6. _____



## REVIEW & CHECK

## WORD FAMILIES

- A:** TOGETHER: Review letter names and sounds using select letter flashcards of beginning letters from the word lists below.
- "This is the letter B."
  - "B says /b/."
- B:** Mix up the flashcards and practice again.
- "What is this letter?"
  - "What sound does it make?"

## CONTEXT & OBJECTIVES

### To the Teacher

Practice with word families (words that rhyme AND are spelled the same) helps students start to notice spelling patterns and increase vocabulary.

- A:** TOGETHER: Read the page title.
- B:** "Word families are words that are spelled the same at the end. We will listen, write and say the words. This will help you spell new words in English."

## ACTIVITY

### sleep

- |         |          |         |
|---------|----------|---------|
| 1. beep | 3. sheep | 5. keep |
| 2. jeep | 4. sweep | 6. deep |

### night

- |          |          |          |
|----------|----------|----------|
| 1. fight | 3. might | 5. sight |
| 2. light | 4. right | 6. tight |

- A:** TOGETHER: Point to and say the target word "sore." Point to the word ending, underline with your finger, and read it aloud several times. "eep, eep, eep"
- B:** Read the lists above, one word at a time; elicit the missing beginning letter(s).
- "What's the first sound?"
  - "What letter(s) make(s) that sound?"
- C:** STUDENTS: Write the missing letter(s) in the blank. Note: Students complete the last word independently if possible.
- D:** TOGETHER: Read through each completed list. Reinforce the word endings.
- E:** Ask about specific words. "Which number says 'beep?'"



## ASSIST & CHALLENGE

### ASSIST

- When eliciting the missing letters at the beginning of the word, give students just two letter choices. Write two letters on the board. Say the sound of each letter, then say the word again. Ask learners to choose and copy the correct letter for that word.

### CHALLENGE

- "What word rhymes with sleep?" "What word rhymes with night?" or "Sheep ... sleep ... Do they rhyme?"

# Words in Sentences

## “Mark Can’t Sleep”

1. Mark can't \_\_\_\_\_.
2. The smoke \_\_\_\_\_ goes beep, beep, beep.
3. The smoke alarm is very \_\_\_\_\_.
4. Mark turns on the \_\_\_\_\_.
5. There is no \_\_\_\_\_.
6. There is no \_\_\_\_\_.
7. The smoke alarm beeps all \_\_\_\_\_.
8. The smoke alarm needs a new \_\_\_\_\_.

alarm

battery

fire

light

loud

night

sleep

smoke



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### WORDS IN SENTENCES

- A:** Review the words in the box using the pictures in Appendix C or earlier student pages.
- B:** TOGETHER: Find the story “Mark Can’t Sleep” (previously taught). Read the story aloud. Students repeat after each line.

#### To the Teacher

This activity helps students attach meaning to written words and sentences.

- A:** TOGETHER: Read the page title.
- B:** *“We will read. We will choose the best word. We will write the words.”*

- A:** TOGETHER: Count the sentences. Then count the words in the box.
- B:** *“Choose one word for each sentence. Write the word on the line.”*
- C:** TOGETHER: Elicit the missing word from sentence 1. Ask students to spell it while you write it on the line.
- D:** STUDENTS: Complete remaining sentences.
- E:** TOGETHER: Read sentences aloud.
- F:** IN PAIRS: Read sentences with a partner.

#### ASSIST

- Complete all the sentences as a group, eliciting answers from students. As you complete the sentences, find and check off each word in the box.

#### CHALLENGE

- Cover up the words in the box. Students complete sentences without looking at the words. Uncover the words when finished and check spelling.

# Pictures and Sentences



The smoke alarm is very loud.



Mark turns on the light.



Mark can't sleep.



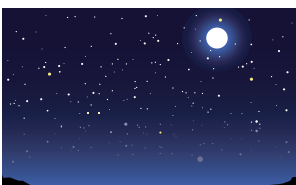
There is no smoke.



The smoke alarm goes beep, beep, beep.



The smoke alarm needs a new battery.



There is no fire.



The smoke alarm beeps all night.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### PICTURES AND SENTENCES

**A:** TOGETHER: Find the story “Mark Can’t Sleep” (previously taught). Read the story aloud. Students repeat after each line.

#### To the Teacher

This activity helps students attach meaning to written words and sentences.

**A:** TOGETHER: Read the page title.

**B:** “We will read the sentences. We will match the picture and the sentence.”

**A:** TOGETHER: Count the pictures. Then count the sentences.

**B:** “Choose one picture for each sentence. Draw a line.”

**C:** Talk about the first picture. Note that the red X means “no/not/can’t.” Look for the matching sentence. Model drawing a line from the picture to the sentence.

**D:** STUDENTS: Draw a line from each picture to the corresponding sentence.

**E:** Review answers individually or as a class.

#### ASSIST

- TOGETHER: Say and write the vocabulary word associated with each picture next to each picture.
- Highlight the focus words in each sentence.
- Point to a picture. Dictate its corresponding sentence. Read several times, slowly, until students find and match it to the picture.

#### CHALLENGE

- IN PAIRS: Retell the story in order. (Hint: the pictures are in order from top to bottom.)

# Read and Understand

“Mark Can’t Sleep” Circle **YES** or **NO**.

- |  |            |           |
|--|------------|-----------|
| 1. Mark can’t sleep.                         | <b>YES</b> | <b>NO</b> |
| 2. The smoke alarm goes sleep, sleep, sleep. | <b>YES</b> | <b>NO</b> |
| 3. The smoke alarm is loud.                  | <b>YES</b> | <b>NO</b> |
| 4. There is a fire.                          | <b>YES</b> | <b>NO</b> |
| 5. There is smoke.                           | <b>YES</b> | <b>NO</b> |
| 6. The smoke alarm needs a new beep.         | <b>YES</b> | <b>NO</b> |

## What’s the problem?

---

---

## Write the missing words.

1. This story is about a smoke \_\_\_\_\_.
2. There is no \_\_\_\_\_.
3. The smoke alarm needs a new \_\_\_\_\_.

smoke

battery

alarm

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

ANSWERS:

1. YES

2. NO

3. YES

4. NO

5. NO

6. NO

ANSWERS:

1. alarm

2. smoke

3. battery

## ASSIST & CHALLENGE

## READ AND UNDERSTAND

- A:** TOGETHER: Find the story "Mark Can't Sleep" (previously taught). Read the story aloud. Students repeat after each line.
- B:** Help students mark the story page with a paperclip or sticky note so they can reference it during this activity.

### To the Teacher

This activity will allow students to demonstrate how much of the story they understand. Watch and listen closely for evidence of comprehension or confusion.

- A:** TOGETHER: Read the page title.
- B:** "Do you understand the story 'Mark Can't Sleep'? You will read and write some sentences about the story."

### CIRCLE YES or NO.

- A:** TOGETHER: Complete the first YES/NO item.
- B:** STUDENTS/IN PAIRS: Complete remaining YES or NO items.
- C:** TOGETHER: Check answers. Refer back to the story text and pictures to provide evidence for their responses.

### WHAT'S THE PROBLEM?

- A:** TOGETHER: Talk about the story. "What's the problem?"
- B:** IN PAIRS: Discuss possible problems in the story.
- C:** STUDENTS: Write one answer that makes sense for this story. (Mark can't sleep; the smoke alarm goes beep, beep, beep; the smoke alarm needs a new battery; or something similar.)

### WRITE THE MISSING WORDS

- A:** TOGETHER: Review the words in the box.
- B:** STUDENTS: Write the missing words in the sentences.
- C:** TOGETHER: Read sentences aloud.
- D:** IN PAIRS: Read sentences aloud.

### ASSIST

- For the YES/NO and Missing Words sections, highlight corresponding passages in the story for students. For "What's the Problem," write an answer for students to copy.

### CHALLENGE

- Review answers to YES/NO items. Rewrite and change words in the "NO" sentences to make them "YES" sentences, or true, based on the story.

# Write the Story

## “Mark Can’t Sleep”

Mark can't \_\_\_\_\_. The smoke \_\_\_\_\_ goes  
beep, beep, beep. The smoke alarm is very \_\_\_\_\_.  
Mark turns on the \_\_\_\_\_. There is no  
\_\_\_\_\_. There is no \_\_\_\_\_. The smoke  
alarm beeps all \_\_\_\_\_. The smoke alarm needs a new  
\_\_\_\_\_.

## Copy the story.

---

---

---

---

---

---

---

---

---

---

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### WRITE THE STORY

- A:** Review the vocabulary words from the story using the large pictures in Appendix C.
- B:** TOGETHER: Find the story “Mark Can’t Sleep” (previously taught). Read the story aloud. Students repeat after each line.
- C:** Help students mark the story page with a paperclip or sticky note so they can reference it during this activity.

#### To the Teacher

In this activity, the story is written in paragraph form, rather than as a list. Students will practice following the words and sentences across the page and down to the next line to determine the missing information.

- A:** TOGETHER: Read the page title.
- B:** “Some words in the story are missing. We will write the missing words.”

- A:** TOGETHER: Complete the first two sentences. Model strategies for completing the sentences such as flipping back to same story or vocabulary words on previous pages.
- B:** STUDENTS: Complete the rest of the story. Those who finish quickly can move on to copying the whole text.
- C:** IN PAIRS: Students read the story aloud.

#### ASSIST

- Do the top activity as a dictation. Read the story slowly. Pause and repeat the missing words, giving students time to write each word.
- Write the missing words on the board for students to choose from.
- Give students note cards or sticky notes with the missing words.
- Instead of copying the entire story below, students copy again only the eight missing vocabulary words they wrote in the first exercise.

#### CHALLENGE

- Students write the missing words from memory.
- Students cover the story on the top half of the page. Copy again on the bottom from memory.

# Tell it Again

Put the words in order.

1. sleep / can't / Mark

Mark can't sleep.

---

2. goes / The smoke alarm / beep beep beep
- 

3. is / The / smoke alarm / very loud
- 

4. the light / turns on / Mark
- 

5. is / smoke / no / There
- 

6. fire / no / There / is
- 

7. all night / The / beeps / smoke alarm
- 

8. needs a / new battery / smoke alarm / The
-



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### TELL IT AGAIN

- A:** TOGETHER: Find the story “Mark Can’t Sleep” (previously taught). Read the story aloud. Students repeat after each line.
- B:** Help students mark the story page with a paperclip or sticky note so they can reference it during this activity.

### To the Teacher

In this activity, students practice decoding words, determining sentence structure, and forming the words and sentences in writing.

- A:** TOGETHER: Read the page title.
- B:** *“These are sentences from our story. The words are not in the correct order. We will write the correct sentences.”*

- A:** Point to the words in mixed-up order. Read words and word chunks aloud. *“sleep, can’t, Mark”*
- B:** Point to each word in the completed example sentence. Read aloud, *“Mark can’t sleep.”*
- C:** TOGETHER: Complete the second sentence. Model strategies such as crossing off each word as it is used.
- D:** STUDENTS: Complete the remaining sentences.
- E:** IN PAIRS: Take turns reading the sentences.

### ASSIST

- Give each student a copy of the story “Mark Can’t Sleep.” Help them find and copy the sentences from the text.
- Dictate sentences that are particularly difficult for students.
- Write words on word cards or sticky notes and have students work together to physically arrange the words in order. Then copy the sentences.

### CHALLENGE

- After completing this activity, students dictate the sentences to each other.

# Put It Together



What's your first name?

**My first name is \_\_\_\_\_.**



What's your last name?

**My last name is \_\_\_\_\_.**



What's your phone number?

**My phone number is (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_.**



Do you have a problem in your home?

**Yes, I do.**



What's the problem?

**My \_\_\_\_\_ isn't working.**



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## PUT IT TOGETHER

No review

### To the Teacher

In this activity, students will review all of the questions and answers they learned throughout this unit. Use this opportunity to assess how well students can ask and respond to each question.

**A:** TOGETHER: Read the page title.

**B:** *"We have practiced many questions and answers. Today we will put all the questions and answers together and practice speaking."*

**A:** TOGETHER: Practice the first question and answer. Call on several students to ask and answer the question, or practice in pairs.

**B:** TOGETHER: Practice the rest of the questions and answers one by one.

**C:** Read the whole conversation while students listen and point to each word. You can read both roles or ask another teacher or student to read with you.

**D:** IN PAIRS: Students practice the whole conversation. Listen as they practice and provide feedback.

**E:** Write on the board:

1. first name
2. last name
3. phone number
4. problem

**F:** TOGETHER: Practice asking and answering the questions one by one, without looking at the script.

**G:** IN PAIRS: Students try asking and answering all the questions without looking at the script.

### ASSIST

- Have students write in their information before practicing the conversation.
- Practice one-on-one with students, always performing the first roll (asking questions). Students say their information (give the responses).

### CHALLENGE

- Students try adding details to the conversation (eg, asking for the spelling of their name, asking for details about the problem, agreeing on a time to fix the problem).

# Reading Test Practice *level A*

---

## 1. smoke

smok

semok

smoke

msoke

---

## 2. sleep

seep

sep

slepe

sleep

---

## 3. night

niite

nigh

ninght

night

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READING TEST PRACTICE LEVEL A

No review

### To the Teacher

Multiple-choice tests are common in American institutions and students need practice to understand what is expected on multiple-choice tests.

- A:** TOGETHER: Read the page title.
- B:** *"Sometimes you take tests at school."* If possible, show a test booklet. *"Today we will practice test questions."*

- A:** Review test structure. *"How many questions are on this page?" "How many answers (choices) for each question?"*
- B:** *"You will choose only ONE answer for each question."*
- C:** Model how to fill in the bubble below the correct answer.
- D:** STUDENTS: Complete the questions.
- E:** While students work, circulate and note who is struggling. Remind students to look at the top words to choose the correct answer.
- F:** TOGETHER: Review the correct answers.

### ASSIST

- Guide students through each item using questions. Provide additional oral or written question practice as needed:
  - *"There is only ONE choice."*
  - *"Color in only ONE circle."*
  - *"Is this a name?" "Is this a phone number?"* Point to 'name.' *"Does this say 'phone number?'"*
  - *"Find the same word. Is this the same?"*
  - *"Spell this word. Is it the same or different? Show me the same word."*

### CHALLENGE

- Have students point to the top word and read it aloud to you. Students point to their answer and read it aloud.

# Reading Test Practice *level B*



1.

- A. sit
- B. sleep
- C. speak
- D. beep

1. \_\_\_\_\_

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READING TEST PRACTICE LEVEL B

No Review

### To the Teacher

Multiple-choice tests are common in American institutions and students need practice to understand what is expected on multiple-choice tests.

- A:** TOGETHER: Read the page title.
- B:** *"Sometimes you take tests at school."* If possible, show a test booklet. *"Today we will practice test questions."*

- A:** Review test structure: *"How many questions are on this page?" "How many answers (choices) for each question?"*
- B:** *"You will choose only ONE answer for each question."*
- C:** *"Choose A, B, C or D."*
- D:** *"Where do you put your answer?"* Point out the box below to write the answers. Most tests require students to transfer answers to a separate answer sheet.
- E:** STUDENTS: Complete questions independently.
- F:** While students work, circulate and note who is struggling. Remind students to use the picture to choose the correct answer.
- G:** TOGETHER: Review the correct answers.

### ASSIST

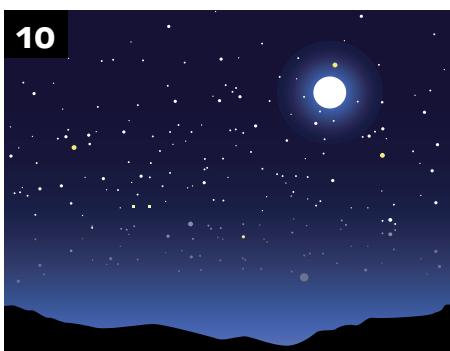
- TOGETHER: Read the question and answer choices aloud before students choose an answer.

### CHALLENGE

- Students demonstrate or discuss the meanings of the other word choices.

# I Am Learning

I can say...





## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## I AM LEARNING

No review

### To the Teacher

Learning a language takes time. Sometimes students don't recognize how much they have learned. This activity gives students time to think about what new words they have learned.

**A:** TOGETHER: Read the page title.

**B:** *"You are learning so much every day. We will think about the new words we learned. We will think about the words we need to practice more."*

**A:** *"Look at the pictures. Do you remember the words? Circle the words you can say."*

**B:** Write on the board:

■ **What is this?**

**C:** TOGETHER: Practice the question several times.

**D:** IN PAIRS: Students point to a picture and ask a partner. Circulate and listen. Which pictures do students struggle to name?

**E:** TOGETHER: Review the words for each of the pictures. Students may suggest additional words that fit the picture (eg, light or lamp).

**F:** STUDENTS: Write as much of each word as they can in their notebooks.

**G:** Write the words on the board:

1. smoke

2. toilet

3. light

4. hot water

5. sleep

6. battery

7. loud

8. air conditioner

9. heat

10. night

11. fire

12. smoke alarm

**H:** TOGETHER: Read the words.

### ASSIST

- Students write the first letter(s) of words (instead of full words) they know in their notebooks.

### CHALLENGE

- As a class or in pairs, students use each word in a spoken sentence.

1. heat



## 2. hot water



### 3. smoke alarm



## 4. air conditioner



5. toilet



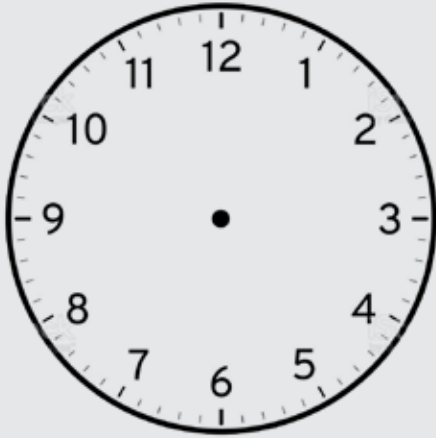
heat

hot water

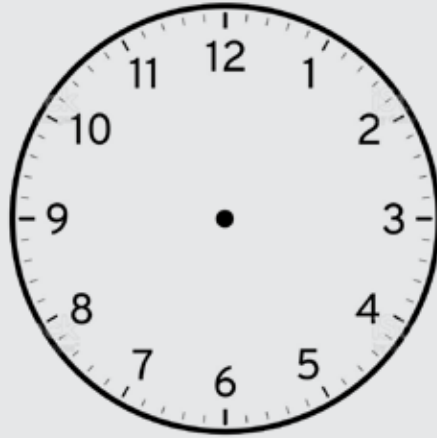
smoke alarm

air conditioner

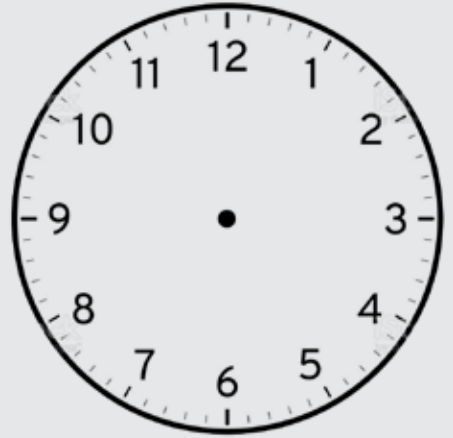
toilet



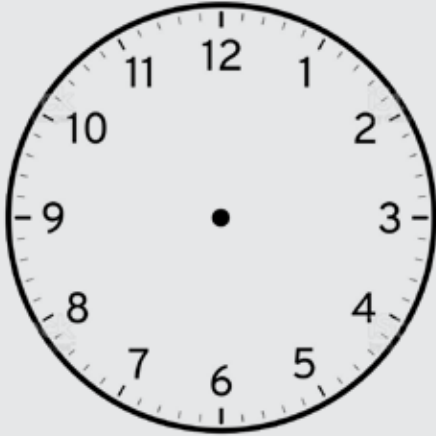
1. \_\_\_\_\_



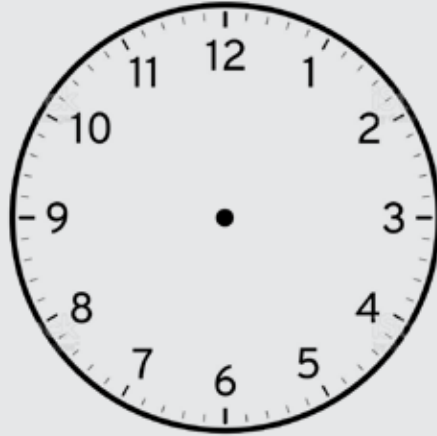
2. \_\_\_\_\_



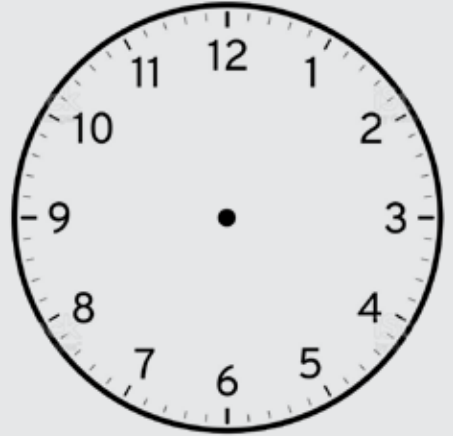
3. \_\_\_\_\_



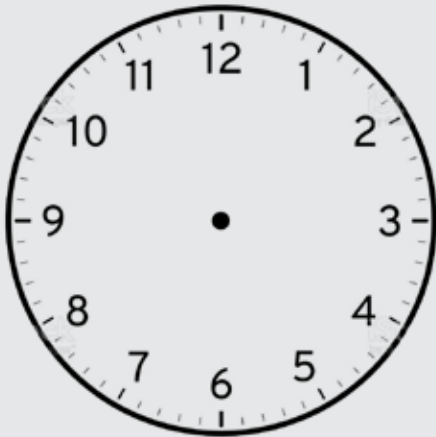
4. \_\_\_\_\_



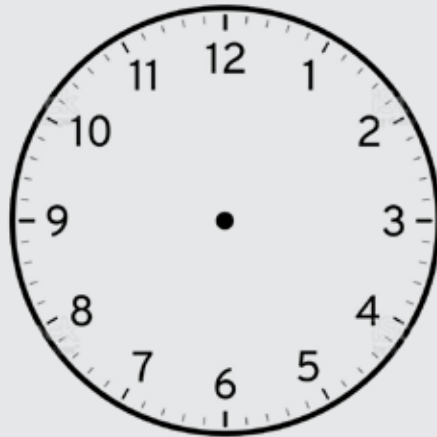
5. \_\_\_\_\_



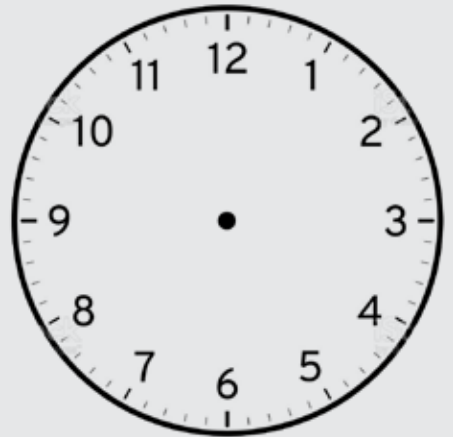
6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



# 1. sleep



## 2. smoke alarm



3. loud



4. light



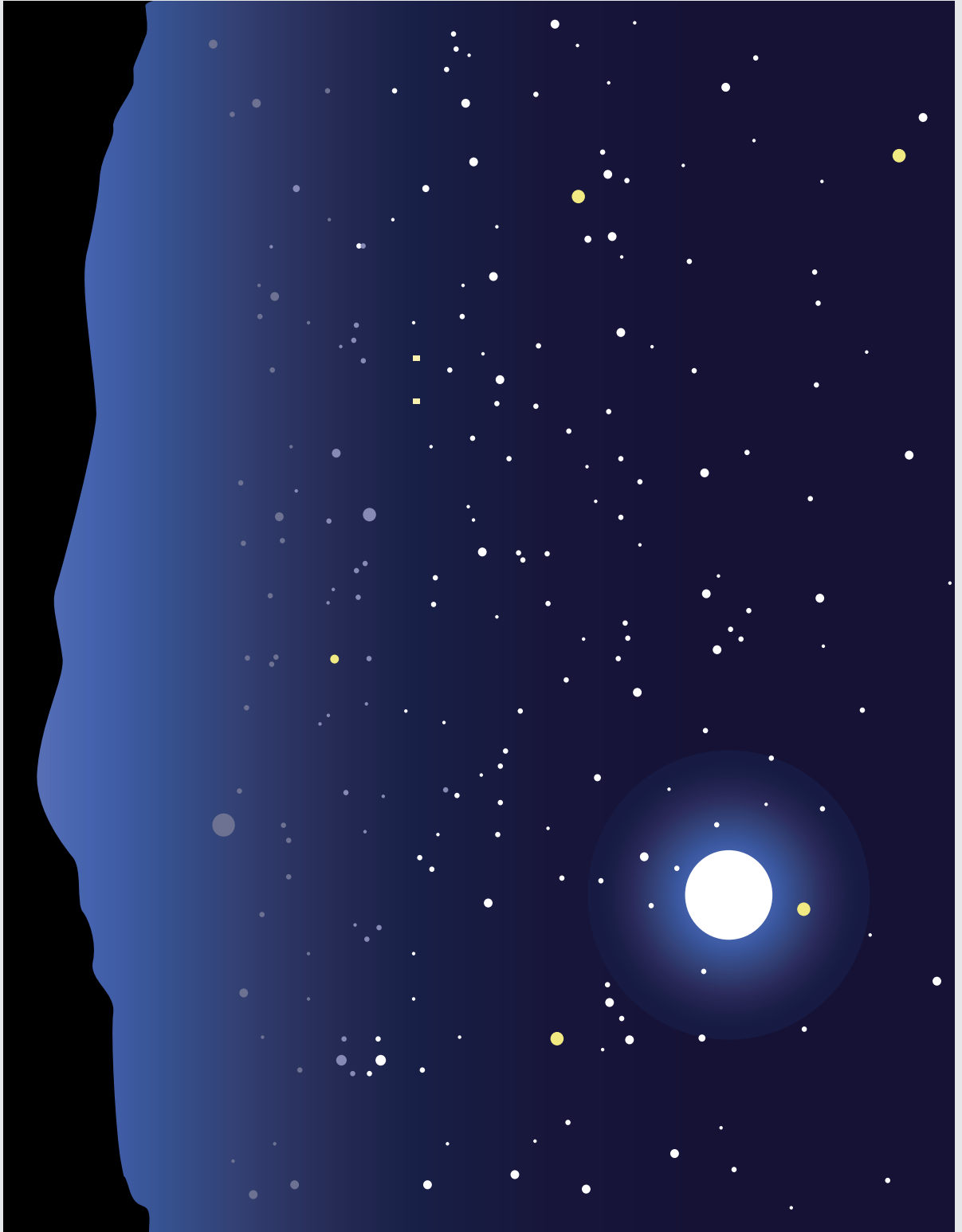
## 5. smoke



## 6. fire



7. night



8. battery





sleep

smoke alarm

loud

light

smoke

fire

night

battery

**READING  
SIGHT  
WORDS****READING SIGHT WORDS IN READ ACTIVITY**

**A:** Review previously taught sight words lists.

**NOTE**

Sight words are taught through memorization and repetition, not through decoding methods.

**To the Teacher**

Students need repetition to become fluent readers, and that includes repetition of sight words. The more students are exposed to and practice reading sight words, the more fluent they will become.

**Integration of sight words:** Sight words are words that learners should be able to read at a glance or “on sight.” Sight words are often the small words that hold a sentence together, and thus learning sight words helps beginning readers read faster and with more fluency. Some sight words are decodable, meaning they can be “sounded out” phonetically (him, it, on). Other sight words cannot be sounded out by saying the sound of each letter (are, is, the). Both types of sight words are included in these pages.

**Sight Words**

In the optional word box, students are introduced to common sight words. When students are easily reading unit words, begin to include reading sight words along with unit words.

- Use a word wall or flash cards.
- Read words out of order and read with increasing speed.
- Separate words into two columns or piles: *known* and *needs practice*.
- Say and spell sight words in a sing-song voice to help memorize, for example: “*the, the, T-H-E, the.*”

**READING  
SIGHT  
WORDS**