



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

Beginning Level (CASAS reading scores of 181-200)

Community: Week 3 of 3

Unit Overview

This is a 3-week unit in which students review addresses, learn the names of some places in the community, practice map reading and giving directions, and begin to form grammatically correct questions.

Focus of Week 3

- **Interpreting simple maps**
- **Giving directions** to a nearby location
- **Describing a location** using prepositions of location

Community Unit: Week 3, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: interpret locations on a simple map Literacy: read a story and respond to simple “wh” questions Listening/speaking: respond to the question “Where is the Library?” using prepositions of location Grammar: Use prepositions of location to answer “Where” questions, (ex. across the street)</p>	<ul style="list-style-type: none"> • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 61, 69 • Activity 3: Wrong Turn
<h3>Lesson Plan</h3>	
<p>Warm up for today’s Lesson & Review of Previous Lessons <u>Description:</u> learners will draw pictures of community places and guess the meaning of each other’s pictures. <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, charades/pictionary, p. 147.</p> <p>Activity 1: Grammar <u>Description:</u> learners will use physical response to practice prepositions of location (between, near, etc.) <u>Materials/Prep:</u> Activity 1 Teacher Instructions</p> <p>Activity 2: Life Skill/Listening & Speaking/Grammar <u>Description:</u> learners will apply prepositions of location to community places <u>Materials/Prep:</u> Copies of <i>Basic Grammar in Action</i>, p. 61 and 69.,</p> <p>Activity 3: Literacy <u>Description:</u> learners will read a story, look for spelling patterns, and answer comprehension questions <u>Materials/Prep:</u> copies of Wrong Turn story handouts, colored pencils or thin highlighters ESL Volunteer Tutor Manual, 2012, Letter/Sound Drill, p. 113</p>	

Teacher Directions: Activity 1: Grammar

Step 1: Total Physical Response

Use the instructions in the ESL Volunteer Tutor Manual, 2012, **Total Physical Response (TPR)**, p. 58.

Students will use classroom objects such as pencils and notebooks to demonstrate the following phrases.

1. The pencil is **in front of** me.
2. The pencil is **behind** me.
3. The pencil is **next to** the notebook.
4. The pencil is **between** the notebook and the bag.
5. The pencil is **on the corner of** the table.
6. The pencil is **near** the notebook.
7. (Jose) is **across from** (the teacher).
8. The pencil is **on** the table.

Teacher Directions: Activity 2: Life Skills/Listening and Speaking/Grammar

-Use *Basic Grammar in Action*, p. 61 and 69.

Step 1: Listen and Repeat

Learners repeat each of the phrases on p. 61 several times.

Step 2: Peer practice

In pairs, one learner reads a phrase from p. 61 (in random order), the other learner listens and points to the correct picture.

Step 3: Teacher Models

Use a projector to show the image on p. 69.

Model several sentences describing the locations of buildings on the map.

Step 4: Guided Practice

Call on individual learners to answer the question “Where is the (bank)?”

Step 5: Independent Practice

Learners complete the questions and answers on p. 69

Teacher Directions: Activity 3: Literacy

Step 1: Context

Read the questions next to the picture. Talk about the picture.

Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012, Letter/Sound Drill, p. 113

The target spelling/sound for this story is "ur," as in "turn"

-Wrong Turn

Wrong Turn

Look at the picture.
What do you see?
What are they doing?

John and Kelly are going to a wedding. Their friend Sam is going married. The wedding is in a church. They are sitting in the car.
Kelly makes a bad turn out of her lane. They get off the road together. The wedding is in a church. The church is Sam's friend's house. (Where's Sam's house?)
They took a wrong turn. They had to turn around. Kelly! The wedding is in a church!

WORD	PROBLEMS

Wrong Turn -reading questions

Write YES or NO.
..... Kelly is getting married.
..... They took a wrong turn.
..... They are in the car.
..... The wedding is in a church.
..... The church is Sam's house.

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

1. Where are they going?
2. Where is the church?
3. What do they look at together?
4. Why do they need to turn?
5. What is the problem?

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

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

- 1. Where are they going?
- 2. Where is the church?
- 3. What do they look at together?
- 4. Why do they need to hurry?
- 5. What is the problem?

Community Unit: Week 3, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: interpret locations on a simple map Literacy: read a short story with expression Listening/speaking: Respond to the question "Where is the (library)?" using prepositions of location Transitions: ask and answer questions about directions to local locations and what can be done at those locations Grammar: Use prepositions of location to answer "Where" questions (ex. across the street).</p>	<ul style="list-style-type: none"> • <u>Textbook:</u> <i>Stand Out 1, 2nd Ed.</i>, p. 86 + CD • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 63 • Activity 1: Wrong Turn
Lesson Plan	
<p>Warm up for today's Lesson Review of Previous Lessons <u>Description:</u> in pairs learners will arrange classroom objects according to prepositions of location <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Block Game, p.72. (instead of blocks use classroom obj.)</p> <p>Review of Previous Lessons <u>Description:</u> learners will demonstrate understanding of prepositions of location with objects <u>Materials/Prep:</u> Review Teacher Instructions, ESL Volunteer Tutor Manual, 2012, Total Physical Response (TPR), p. 58.</p> <p>Activity 1: Literacy <u>Description:</u> learners will review the story from yesterday focusing on fluency and expression <u>Materials/Prep:</u> copies of Wrong Turn for learners who were absent yesterday</p> <p>Activity 2: Listening/speaking, Literacy <u>Description:</u> learners will form sentences about map locations using prepositions of location <u>Materials/Prep:</u> copies of Basic Grammar in Action, p. 63</p> <p>Activity 3: Transitions/Listening and Speaking <u>Description:</u> learners will practice giving directions in the classroom and to nearby familiar locations <u>Materials/Prep:</u> copies of Stand Out 1, 2nd Ed., p. 86, Textbook CD or listening script</p>	

Teacher Directions: Review of Previous Lesson: Grammar

Step 1: Total Physical Response

Use the instructions in the ESL Volunteer Tutor Manual, 2012, **Total Physical Response**, p. 58.

Students will use classroom objects such as pencils and notebooks to demonstrate the following

1. The pencil is **in front of** me.
 2. The pencil is **behind** me.
 3. The pencil is **next to** the notebook.
 4. The pencil is **between** the notebook and the bag.
 5. The pencil is **on the corner of** the table.
 6. The pencil is **near** the notebook.
 7. (Jose) is **across from** (the teacher).
 8. The pencil is **on** the table.
-

Teacher Directions: Activity 1: Literacy

Good readers read with fluency (they don't have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading.

This activity is designed to help learners revisit a reading with greater fluency and expression.

Step 1: read it again.

Distribute story copies and/or ask learners to find their copy from yesterday

Allow 5 minutes for silent reading.

Teacher reads aloud while learners follow.

Step 2: adding expression

Show the story on the projector .

Highlight a sentence in the story that is particularly expressive or emotional.

Say the sentence with two or three different "feelings" (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. –get into it! The more over-dramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again –learners focus on the expression in the voice.

Learners read in pairs –focusing on expression.

Teacher Directions: Activity 2: Listening and Speaking/Literacy

-Basic Grammar in Action, p. 63

Step 1: Teacher Models

Use a projector to show the map on p. 63.

Model the question and the answer using this format

- Where is the (bakery)?
- The (bakery) is (across from the police station).

Step 2: Guided Practice

Write on the board:

Where is the _____?

The _____ is _____.

Call on individual learners to answer questions about the map.

Step 3: Peer Practice

Learners practice asking and answering questions about the map in pairs (not writing at this time).

Step 4: Independent Practice

Learners complete sections B and C of the worksheet independently.

Teacher Directions: Activity 3: Transitions/Listening and Speaking

-Stand Out 1, 2nd Ed., p. 86

Step 1: Introduce new vocabulary

Complete part G as directed.

Repeat the phrases aloud several times.

Learners stand and act out the phrases by moving their whole body (teacher or learner can lead this part)

Step 2: Listening Practice

Complete sections H and I as directed.

Step 3: Limited Practice

Choose a starting and ending point in the classroom (move tables and chairs if necessary)

Learners give each other simple instructions to move from the starting point to the end point.

Step 4: Authentic Practice

Brainstorm some places near the school (stores, bus stops, etc.)

As a class, write directions from the school to one or two of those places.

If possible, walk there as a class, repeating and checking the directions as you go.

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

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

- 1. Where are they going?
- 2. Where is the church?
- 3. What do they look at together?
- 4. Why do they need to hurry?
- 5. What is the problem?

Community Unit: Week 3, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Interpret location on a simple map</p> <p>Literacy: answer reading test practice questions</p> <p>Listening/speaking: Respond to the question "Where is the (library)?" using prepositions of location</p> <p>Transitions: Ask and answer questions about directions to local locations and what can be done at those locations</p> <p>Grammar: Use prepositions of location to answer "Where" questions (ex. across the street)</p>	<ul style="list-style-type: none"> • Activity 1: Change the Map, scissors • Activity 2: Reading Test Practice • Activity 3: a toy car (hotwheel size)
Lesson Plan	
<p>Warm up for today's Lesson <u>Description:</u> learners "swat" the word that matches the description given by the teacher (aka "Flyswatter") <u>Materials/Prep:</u> two flyswatters, place names or activities from this unit written on the board</p> <p>Review of Previous Lessons <u>Description:</u> Play "simon says" using basic direction words (turn right/left, turn around, go straight/back) <u>Materials/Prep:</u> (none)</p> <p>Activity 1: Life skill/ Listening and Speaking <u>Description:</u> Learners will place locations on a simple map according to instructions <u>Materials/Prep:</u> copies of Change the Map, scissors for each student</p> <p>Activity 2: Literacy <u>Description:</u> learners will practice answering reading test questions <u>Materials/Prep:</u> copies of Reading Test Practice</p> <p>Activity 3: Transitions: Navigating and Understanding One's Environment <u>Description:</u> learners will practice giving directions based on a simple map <u>Materials/Prep:</u> a small toy car (hotwheel size) or other marker to represent the route taken</p>	

Teacher Directions: Activity 1: Life Skills/ Listening and Speaking

-Change the Map

Step 1: Materials Prep

Learners cut out the “buildings” at the bottom of the handout

Step 2: Teacher Models

Use a projector to show the map.

Read the name of each street and have learners find the street and trace its full length with their finger.

Give the location of a building and then show how to find that location and put the building there. (ex. The bank is on the corner of Baker Ave. and Cooper Drive).

Step 3: Guided Practice

Continue giving locations as learners place the buildings on their own copy of the map.

Use these prepositional phrases:

- On _____ street
- Near _____
- Between
- Across from
- Next to

Step 4: Peer Practice

Learners give locations to each other.

*Ask learners to keep the paper and building pieces for tomorrow’s lesson

Teacher Directions: Activity 2: Literacy -Reading Test Practice

Step 1: Independent Practice

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

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 3: Transitions: Navigating and Understanding One's Environment

Step 1: Teacher Models

Use a projector to show the map from the previous activity on the white board. Make the projection large enough so that you can use a marker or toy car to "drive" the route on the projected map.

Place or draw some buildings on the map.

Mark your starting point.

Ask "How do I get to the (park)?"

Trace your route with the toy car as you say the directions aloud.

Model the same route again

Ask a learner to model the same route.

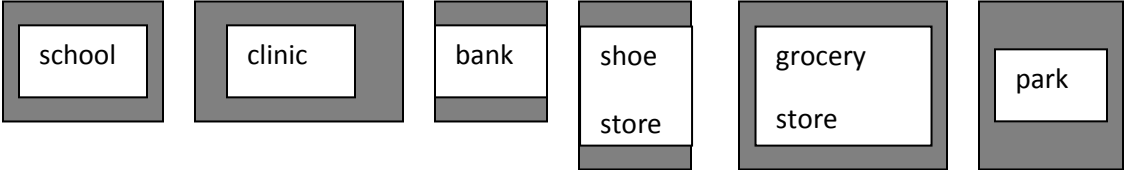
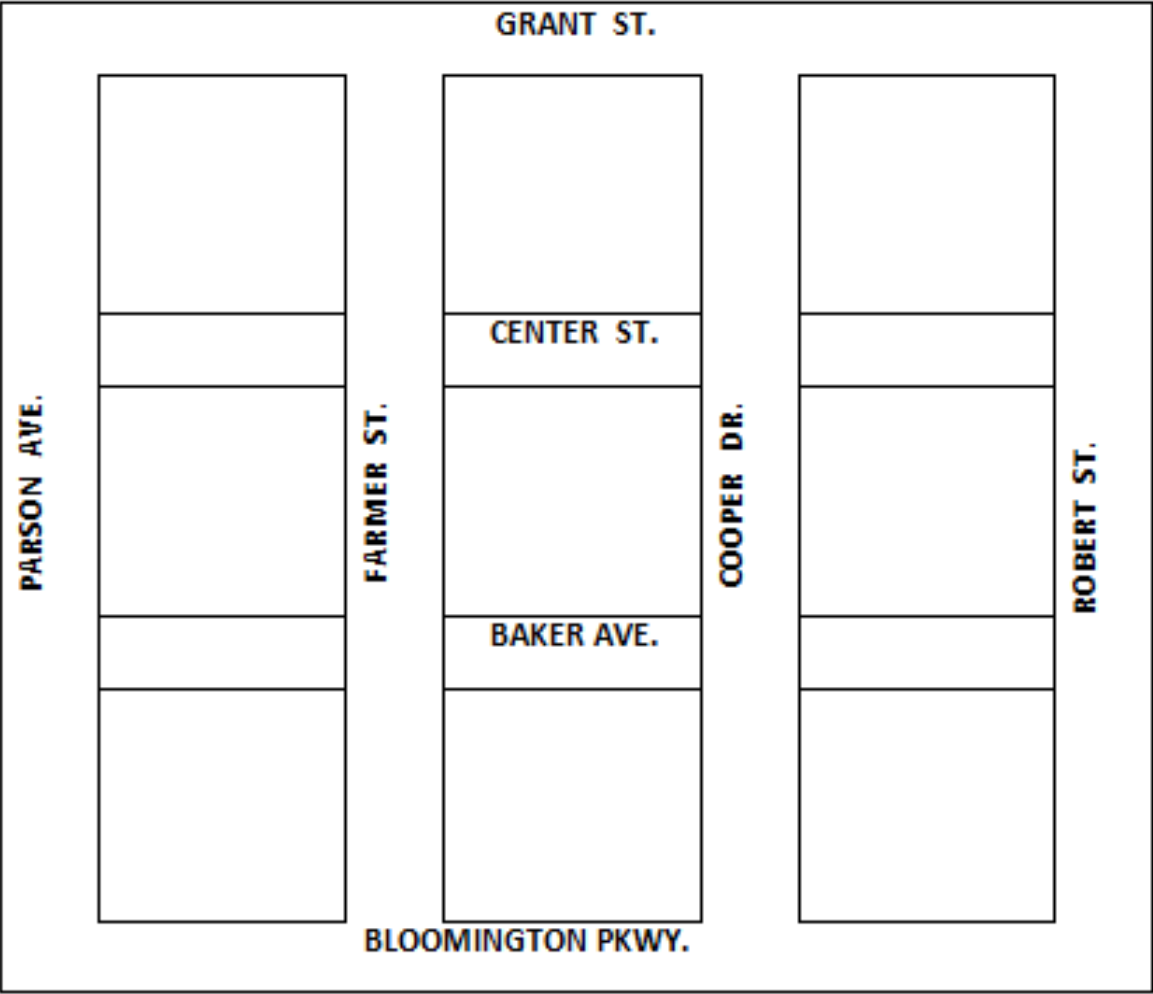
Step 2: Guided Practice

Choose a different starting place and destination

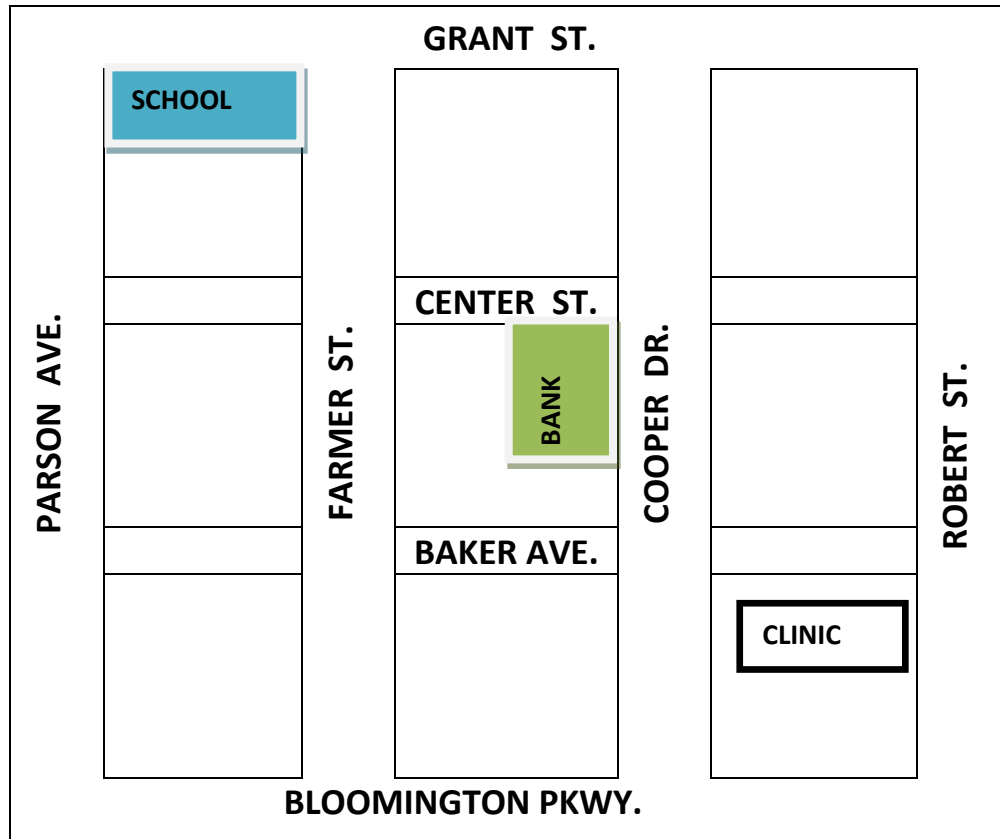
Learners take turns coming to the board and demonstrating. One learner can say the directions while another follows the directions with the toy car.

Change the Map

Cut out the buildings. Listen to your teacher. Put the buildings on the map.



Reading Test Practice



1. Where is the clinic?

- A. Between Parson Avenue and Farmer Street.
- B. Across the street from the bank.
- C. Between Cooper Drive and Robert Street
- D. At the corner of Farmer Street and Baker Avenue.

2. Where is the school?

- A. On Grant Street near Parson Avenue.
- B. Between Grant Street and Farmer Street.
- C. On the corner of Center Street and Cooper Drive.
- D. On Baker near the clinic.

Community Unit: Week 3, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Interpret location on a simple map</p> <p>Literacy: answer reading test practice questions</p> <p>Listening/speaking: Respond to the question “Where is the (library)?” using prepositions of location</p> <p>Transitions: Ask and answer questions about directions to local locations and what can be done at those locations</p> <p>Transitions: Draw a map of the school area community</p> <p>Community Technology Benchmarks: Interpret locations on a simple online map</p>	<ul style="list-style-type: none"> • Activity 1: Reading Test Practice • Activity 2: online map of learning center area • Activity 4: paper and markers/colored pencils

Lesson Plan

Warm up for today’s Lesson

Description: Learners will play the whispering game using a phrase like “The park is next to the library.”

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Whispering Game**, p. 74.

Activity 1: Life skill/ Literacy

Description: learners will practice answering reading test questions

Materials/Prep: copies of **Reading Test Practice**

Activity 2: Life Skills/Technology

Description: learners will look at online maps of their neighborhood and identify familiar locations

Materials/Prep: use maps.google.com to generate a map of the blocks surrounding the learning center, print copies for learners

Activity 3: Transitions/Technology

Description: learners will use online maps to practice giving directions to nearby locations

Materials/Prep: (none)

Activity 4: Transitions: Navigating and Understanding One's Environment

Description: learners will draw a map of their school neighborhood or the neighborhood where they live

Materials/Prep: paper and markers or colored pencils

Teacher Directions: Activity 1: Life Skills/Literacy

-Reading Test Practice

Step 1: Independent Practice

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

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice

1. Where is the library?

A. Between Passer Avenue and Clegg Drive.
B. Across the street from the bank.
C. On Center Street near the park.
D. At the corner of Famer Street and Baker Avenue.

2. Where is Coppelston Park?

A. On Grant Street near Passer Avenue.
B. Between Grant Street and Baker Street.
C. On the corner of Center Street and Famer Street.
D. On Baker near the clinic.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 21 Beginning Community Unit

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 2: Life Skills/Technology

Access to computers, Internet, and printing varies by learning center. The goal of this activity is to familiarize learners with computer-generated maps, how they are created, and how to interpret them.

Talk with your Learning Center Coordinator about technology access where you teach and then choose from the options below.

Step 1: Introducing Online Mapping

OPTION 1: (if you have access to a computer lab or computers in the classroom)

Demonstrate how to open the Internet, go to maps.google.com, enter an address to see a map of the location.

Show how to zoom in and out and note the locations (parks, libraries, etc.) that are listed on the map.

Learners work in pairs at a computer to create maps of their home neighborhood (and print, if possible)

OPTION2: (if you have access to a single computer with Internet in the classroom)

Demonstrate how to open the Internet, go to maps.google.com, enter an address to see a map of the location.

Show how to zoom in and out and note the locations (parks, libraries, etc.) that are listed on the map.

Repeat the process with a couple of learners' addresses. Ask the learners to show everyone where their house is. Talk about any locations listed on the map. Do they go there? What can you do there?

OPTION 3: (if you have no access to computers during class time).

As you hand out the maps of the neighborhood. Describe how you created the map (opened the Internet, went to a special maps website, typed the address of the school)

Ask if any learners use maps or directions on the Internet? When? How? Why?

Step 2: Interpreting Online Maps

OPTIONS 1, 2, 3

Distribute copies of the online map of the learning center area that you made before class.

Call out key features on the map (the learning center, major roads, highways, rivers, parks, etc.), Learners circle or highlight these features.

As you name libraries, schools, parks, clinics, or stores, ask “What can you do there?”

Teacher Directions: Activity 3: Transitions

Step 1: Teacher Models

Use a projector to show the online map.

Choose a starting point and a destination.

Model giving directions slowly as you trace the path with a pen.

Repeat the directions and have learners trace the path on their own map.

Step 2: Group Practice

Choose a different starting point and destination

As a class, decide on the directions and trace the route.

Step 3: Independent Practice

Each learner (or pair of learners) writes directions from the school to an assigned destination.

Learners Struggling?: return to step one and repeat as many times as needed. For some low beginning learners this first step is challenging enough.

Teacher Directions: Activity 4: Transitions

Step 1: Teacher Models

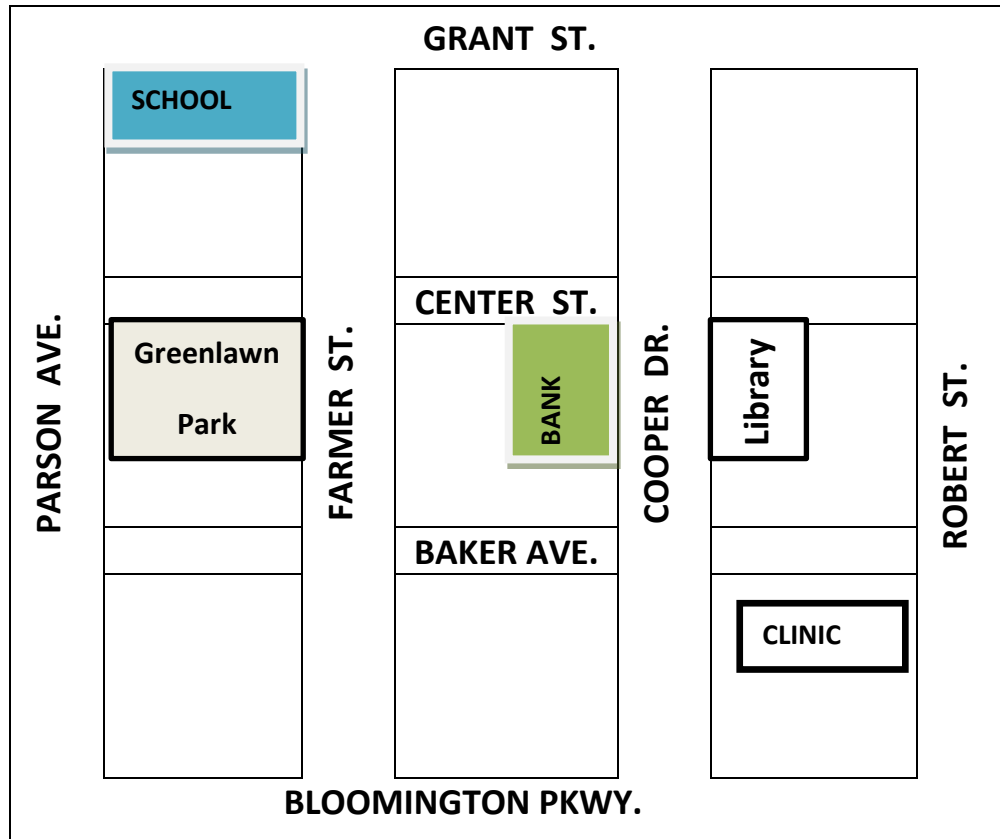
Model drawing a map of your neighborhood starting with your house at the center then adding the surrounding streets and other landmarks.

Step 2: Independent Practice

Learners will draw their own maps of their neighborhoods. Maps should include at minimum...

1. Their house
2. 1 named street
3. 1 other location (a school, park, building, friend's home)

Reading Test Practice



1. Where is the library?

- A. Between Parson Avenue and Cooper Drive.
- B. Across the street from the bank.
- C. On Center Street near the park.
- D. At the corner of Farmer Street and Baker Avenue.

2. Where is Greenlawn Park?

- A. On Grant Street near Parson Avenue.
- B. Between Grant Street and Robert Street.
- C. On the corner of Center Street and Farmer Street
- D. On Baker near the clinic.