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Beginning Level (CASAS reading scores of 181-200)

Transportation: Week 2 of 2

Unit Overview

This is a 2-week unit in which students discuss ways to get around town, basic directions, how to ride public transit and begin distinguishing when to use the simple present tense or present continuous tense.

Focus of Week 2

- **Reading about public transportation**
- **How to ride the bus or train**
- **Fares, transfers, and schedules** for public transit
- Forming the **present continuous** tense
- Contrasting the use of **simple present** and **present continuous** tenses

Transportation Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: describe how to ride public transit</p> <p>Literacy: recognize and write transportation words</p> <p>Listening/speaking: ask and respond to questions about destination (ex. <i>Where is she going?</i>)</p> <p>Listening/speaking: Ask and respond to questions about how to ride the bus (price, schedules, bus numbers, etc.)</p> <p>Grammar: Use the present continuous tense to describe immediate actions, (ex. <i>She is going to work.</i>)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Survival English</i>, p. 134. • Handout: Present Continuous • Handout: reading test practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 46, 134, 159 • Small soft ball or beanbag
Lesson Plan	
<p>Warm up and Review</p> <p><u>Description:</u> Write three questions on the board. Learners mingle, asking each other the questions.</p> <p><u>Materials/Prep:</u> 1. What's your name? 2. How did you come to school today? 3. Where are you going after school today?</p> <p>Activity 1: Grammar</p> <p><u>Description:</u> practice forming the present continuous and understand when to use it.</p> <p><u>Materials/Prep:</u> copies of Present Continuous handout, ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46</p> <p>Activity 2: Listening/speaking, Grammar</p> <p><u>Description:</u> practice using present continuous to describe where people are going and how</p> <p><u>Materials/Prep:</u> copies of Survival English, p. 134</p> <p>Activity 3: Life Skill, Listening & Speaking, Grammar, Literacy</p> <p><u>Description:</u> learners practice vocabulary for riding the bus by reading, writing, listening, and speaking</p> <p><u>Materials/Prep:</u> copies of Survival English, p. 127, ESL Volunteer Tutor Manual, 2012, TPR, p. 159.</p> <p>Activity 4: Literacy</p> <p><u>Description:</u> learners practice reading skills needed for the CASAS Life and Work Reading Test</p> <p><u>Materials/Prep:</u> copies of Reading Test Practice</p> <p>Activity 5: Checking for Understanding</p> <p><u>Description:</u> as learners leave, ask each person "<i>Where are you going right now?</i>" Encourage them to answer with full sentences in the present continuous.</p> <p><u>Materials/Prep:</u> (none)</p>	

Teacher Directions: Activity 1: Grammar -Present Continuous

Step 1: Review grammar concept –add an 's' to verbs that follow he or she in present tense

Write on the board:

I
You
He
She
It
We
They

Read each word together and use hand gestures to show the meaning of each one.

Write a verb next to each subject:

I drive
You drive
He drives
She drives
It drives
We drive
They drive

Ask "which words have 's'?"

Circle "He buys, she buys, it buys."

"In English, sometimes we change the verbs. Do you change verbs in your language? (*Many languages do not: Hmong, Karen, Thai. Spanish and Somali do conjugate verbs to indicate time or tense*).

"In present tense, we add an 's' to the verb after he, she, or it."

We use verbs like this to talk about ***usually, every day, sometimes, never.***

Step 2: Ball Toss

Write on the board:

How do you usually get to school?

-I _____ to school.
-He _____ to school.
-She _____ to school.

Say each sentence with example words in the blank. Learners repeat.
Substitute different answers in the blank. Learners repeat.


See instructions in the ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46


Use the sentence models on the board with the ball toss activity to practice adding the 's' each time someone repeats a sentence about a classmate.


Present Continuous


In English, verbs change when we talk about different time. These sentences are about right now or very soon.

I <u>am going</u> to work.	I <u>am walking</u> to school.
You <u>are going</u> to work.	You <u>are walking</u> to school.
She <u>is going</u> to work.	She <u>is walking</u> to school.
He <u>is going</u> to work.	He <u>is walking</u> to school.
We <u>are going</u> to work.	We <u>are walking</u> to school.
They <u>are going</u> to work.	They <u>are walking</u> to school.

1. He is driving 

2. He _____ a bicycle. 

3. She _____ a taxi. 

4. They _____ the bus. 

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 7 Beginning Community Unit

Step 3: **Contrast new** grammar concept –*constructing present continuous*

Write on the board:

I am walking.
You are walking.
He is walking
She is walking.
It is walking.
We are walking.
They are walking.

“These sentences are about **right now or very soon.**” (walk around the room to demonstrate that you are walking **right now.**)

Underline the verb BE in each sentence. Underline the –ing ending in each sentence.

Ask “How are you going home after school?” change the sentences on the board to match the learner’s answer (ex. I am driving home.).

Read each sentence, learners repeat. Offer several examples using different modes of transportation

Step 4: Ball Toss

Write on the board:

How are you going home today?

-I am _____ home.
-He is _____ home.
-She is _____ home.

Say each sentence with example words in the blank. Learners repeat.
Substitute different answers in the blank. Learners repeat.

Repeat the ball toss activity with the new grammar structure.

Step 5: Written Practice

Hand out copies of **Present Continuous**

Read example sentences, learners repeat.

Learners give oral answers to the fill-in-the-blank sentences (without writing)

Learners complete the written sentences independently and check with a partner.

Directions: Activity 2: Listening & Speaking, Grammar -Survival English, p. 134

Step 1: Teacher Models

Using the pictures on p. 134, review the vocabulary (gas station, hospital, school, drive, take the bus, ride a bicycle.)

Model using the present continuous to describe what's happening in the pictures (ex. She is going to the gas station. She is driving to the gas station.) Learners should focus on listening. They will write later.

Step 2: oral practice

Say the sentences again and learners repeat.

Learners practice oral sentences with a partner.

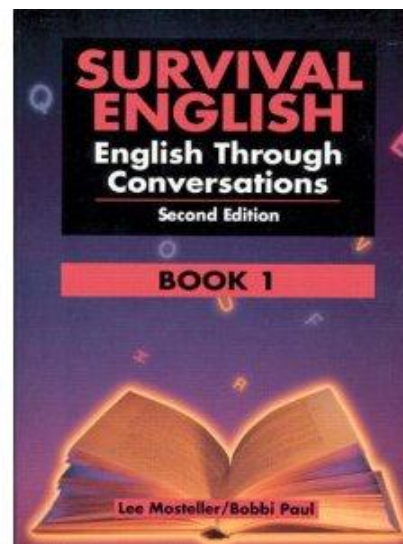
Step 3: written practice

Learners write the sentences in their notebooks.

Step 4: More practice

Write on the board **Where are you going? How are you getting there?**

Learners ask each other these questions, record their partner's answers, and write the answers in full sentences.



Teacher Directions: Activity 3: Life Skill, Listening & Speaking, Literacy -Survival English, p. 127

Step 1: Context

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

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

Use the instructions for TPR (Total Physical Response) in the ESL Volunteer Tutor Manual, 2012, **TPR**, p. 159 to practice the phrases/actions on p. 127 of *Survival English*.

Step 3: Incorporate the Present Continuous

As a class circle all the verbs on p. 127.

Model how to change the verb to create a full sentence using present continuous. (ex. He is waiting for the bus).

Learners write sentences for each of the pictures using present continuous.

Need a Challenge?: use a post-it note to cover the vocabulary in the last box so that the learner has to remember the vocabulary.

Learners Struggling?: write the sentences on the board as a class. After you've completed all the sentences learners cover them and try to write them independently.

Step 4: More Listening and Speaking Practice.

Write on the board: **What is he doing?**

Learners work in pairs. One learner points to a picture and asks the question. The other learner responds with a full sentence. For lower level learners they can read the corresponding sentence from their notebook. For higher learners they should do it without referencing other materials.

Teacher Directions: Activity 4: 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. What is he doing?	2. What is his job?
A. dancing	A. teacher
B. driving	B. cook
C. drinking	C. repair person
D. talking	D. bus driver

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 6 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.

Present Continuous

In English, verbs change when we talk about different time. These sentences are about right now or very soon.

I am going to work.

You are going to work.

She is going to work.

He is going to work.

We are going to work.

They are going to work.

I am walking to school.

You are walking to school

She is walking to school.

He is walking to school.

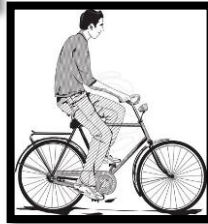
We are walking to school.

They are walking to school.

1. He is driving.



2. He _____ a bicycle.



3. She _____ a taxi.



4. They _____ the bus.



Reading Test Practice



1. What is he doing?

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

2. What is his job?

- A. teacher
- B. cook
- C. repair person
- D. bus driver

Transportation Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: describe how to ride public transit</p> <p>Literacy: Ask and respond to simple written wh- questions</p> <p>Listening/speaking: ask and respond to simple oral wh- questions</p> <p>Listening/Speaking: ask and respond to questions about how to ride the bus (price, schedules, bus numbers, etc).</p> <p>Grammar: Use the present continuous with “Where” and “What” to form simple questions (ex. Where is she going? What is she doing?)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Present Continuous (from yesterday) • Handout: How are you Going Home • Handout: How to ride the bus and train • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 56-57, 67, 85 • Activity 2 teacher script (dictation) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • (optional) additional photos or web videos for activity 2

Lesson Plan

Warm up for today's Lesson

Description: Teacher write three statements using present continuous (ex. “I am going home after class.”). Learners guess which is not true.

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Three Truths and a False**, p. 67

Review of Previous Lessons

Description: review formation of present continuous

Materials/Prep: extra copies of **Present Continuous** handout from yesterday, ESL Volunteer Tutor Manual, 2012, **Substitution Drill and Circle Drill**, p. 56-57.

Activity 1: Literacy, Listening & Speaking, Grammar

Description: students complete a mingle grid with questions in both simple present and present continuous tenses

Materials/Prep: copies of **How are you going home?** Handout, ESL Volunteer Tutor Manual, **Mingle Grid**, p. 85

Activity 2: Life Skill, Literacy, Listening & Speaking

Description: introduce vocabulary and concepts for riding public transit; teacher dictates sentences for writing

Materials/Prep: copies of **How to Ride the Bus and Train** handout

Activity 3: Literacy

Description: practice reading skills needed for the CASAS Life and Work Reading test

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

Activity 4: Checking for Understanding

Description: Learners write in their notebook one thing they learned about riding the bus or train, then share with a partner.

Materials/Prep: (none)

Teacher Directions: Review of Previous Lessons -Present Continuous

Step 1: Review Grammar Structure

Ask students to take out the “present continuous” handout from yesterday, if they have it.

Review the sentences at the top of the sheet. Draw attention to the changing BE verb and the -ing endings.

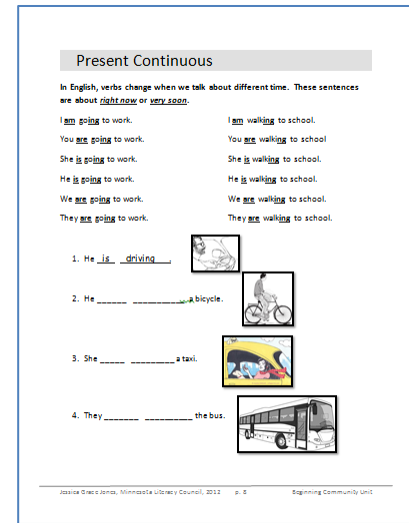
Step 2: Substitution Drill

See instructions in the ESL Volunteer Tutor Manual, 2012, Substitution Drill, p. 56.

Use the phrases “I am driving to school.”

“You are driving to school.”

“He is driving to school.” Etc.



Step 3: Circle Drill

See instructions in the ESL Volunteer Tutor Manual, 2012, Circle Drill, p. 57

Use the phrases: After school I am going _____. Where are *you* going?

Teacher Directions: Activity 1: Literacy, Listening & Speaking, Grammar

-How Are You Going Home?

Step 1: Grammar Review

Write on the board (or create your own handout):

Usually	PRESENT TENSE	right now	PRESENT CONTINUOUS
Sometimes	I drive to work.	very soon	I am driving to work.
Every day	You drive to work.		You are driving to work.
always	She drives to work.		He is driving to work.
	He drives to work.		She is driving to work.
	We drive to work.		We are driving to work.
	They drive to work.		They are driving to work.

Review the time/frequency words and the example sentences.

Look at the questions in the mingle grid. Determine as a class which are present tense and which are present continuous.

Step 2: Interactive Activity

See instructions in the ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 85.

Use the handout **How Are You Going Home** as the mingle grid.

How Are You Going Home?				
What's your name?	Where do you live?	How do you usually get to school?	Where are you going after school today?	How are you going home today?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 34 Beginning Community Unit

Teacher Directions: Activity 2: Life Skills, Literacy, Listening & Speaking -How to Ride the Bus and Train

Step 1: Context

Do you ride the city bus?
Where do you see the city bus?
Do you know any bus numbers? Where do they go?
Do you ride the train? Where does the train go? How much does the bus cost? How much does the train cost? Do you like to ride the bus?

How to Ride the Bus and Train

Listen to your teacher. Read the words. Write the sentences your teacher says.

- fare**
Meaning: how much money you pay to ride the bus or train.
• You have to pay for a fare.
• People all in your class.
• You can pay for it.
• You can pay for it.
Write: _____
- transfer**
Meaning: a card so you can change buses but you only pay once.
• You need to use the bus card to get on a transfer.
• You can use it for 2 hours to transfer.
• You can use it for 2 hours to transfer.
Write: _____
- bus pass**
Meaning: a card you buy to ride the bus.
• There are many different passes.
• You can buy a pass at a big store.
• You can buy a pass at a big store.
Write: _____
- exact change**
Meaning: the correct amount of dollars and cents, not more or less.
• You have to use exact change.
• You have to use exact change.
Write: _____
- schedule**
Meaning: the times that each bus stops at different places.
• You can get a schedule on paper, on the computer, or on a website.
• Sometimes schedules change.
Write: _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 34 Beginning Community Unit

Step 2: Introduce vocabulary.

Using the **How to Ride the Bus and Train** handout, go over each word using these steps:

- Teacher says the word, learners repeat (2-3 times)
- Teacher asks "How do you spell fare?" (learners spell aloud)
- Teacher reads the meaning, learners follow on their paper
- Class talks about the picture
 - optional: bring in additional pictures from the Internet. Metro Transit's website also has great video clips. Show video clips with the sound off and have learners describe what they see
- Ask comprehension questions or ask learners for examples that demonstrate they understand the word.
 - How much is the train fare?
 - When do you pay the fare?
 - Can you pay the fare with a credit card?

Step 3: Dictation

Dictate the following sentences. Learners write them on the line under the vocabulary word on the handout.

1. The bus fare is \$1.25.
2. The woman uses a transfer to ride two buses.
3. The man buys a bus pass every month.
4. You must pay with exact change.
5. Look at the schedule to see what time the bus comes.
6. They are waiting at the bus stop.

Check the sentences as a class by writing them on the board.

Teacher Directions: Activity 3: 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. What are they doing?
A. parking the bus
B. Waiting for the bus
C. Getting off the bus
D. Getting on the bus

2. Where are they?
A. a parking lot
B. a bus stop
C. school
D. home

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 10 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.

How Are You Going Home?

What's your name?	Where do you live?	How do you usually get to school?	Where are you going after school today?	How are you going home today?

How to Ride the Bus and Train

Listen to your teacher. Read the words. Write the sentences your teacher says

1. fare



Meaning: how much money you pay to ride the bus or train.

- The fare is different at different times of day.
- People 65 or older pay less.
- Children pay less
- Children 5 and younger are free

Write: _____

2. transfer



Meaning: a card so you can change buses but you only pay 1 time.

- You need to ask the bus driver for a transfer.
- You can ride for 2 hours 30 minutes. After that you pay again.

Write: _____

3. bus pass



Meaning: a card you buy to ride the bus.

- There are many different passes.
- You can buy a pass at a big grocery store, like Cub or Rainbow.

Write: _____

4. exact change



Meaning: the correct amount of dollars and cents, not more or less

- Bus drivers do not give change.

Write: _____



On the train, you pay ***before*** you get on the train.

Use a machine to buy a ticket.

Sometimes police on the train ask to see your ticket.
No ticket = \$180.

Use this machine to buy a train ticket.

5. schedule

The screenshot shows the NexTrip MetroTransit website interface. At the top, there are navigation links: SELECT TRIP, TRIP PLANNER, and TEXT VERSION. Below these are dropdown menus for Route (21 SELBY-LAKE), Direction (WEST BD), and Stop or Station (SELBY DALE). A Refresh button and Current Time (4:51 PM) are also visible. A yellow banner indicates 'Departs in 12 Min'. Below this is a table of bus departures:

Route	Departs
21 SELBY-LAKE	Departed
21 SELBY-LAKE	12 Min
21 SELBY-LAKE	5:14 PM
21 SELBY-LAKE	5:26 PM
21 SELBY-LAKE	5:38 PM
21 SELBY-LAKE	5:50 PM
21 SELBY-LAKE	6:03 PM
21 SELBY-LAKE	6:16 PM
21 SELBY-LAKE	6:28 PM
21 SELBY-LAKE	6:48 PM

At the bottom, there is a Feedback link and a legend for Real Time (blue square) and Scheduled (red square).

Meaning: the times that each bus stops in different places.

- You can get schedules on paper, on the telephone, on a computer, and on a smart phone.
- Sometimes schedules change.

Write: _____

6. bus stop

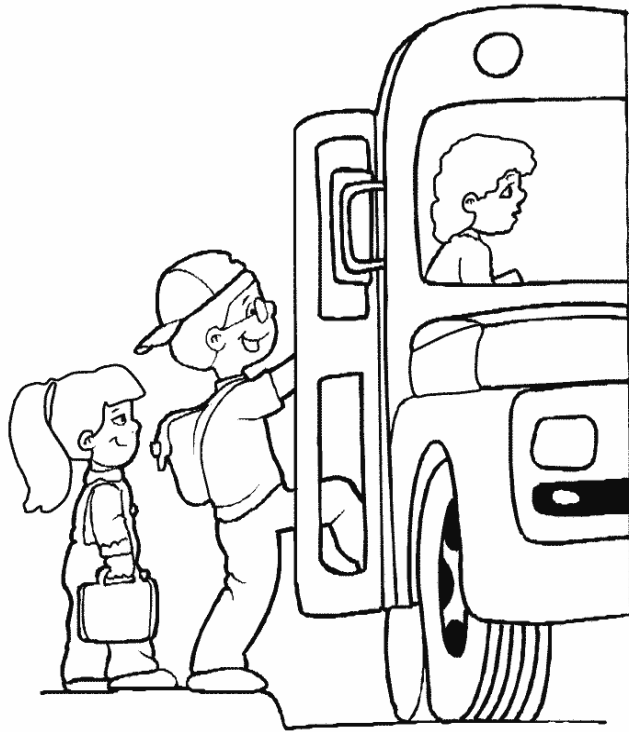


Meaning: the place where you wait for the bus.

- Some bus stops have signs and benches.
- Don't park a car at a bus stop.
- Stand up when the bus comes so the driver sees that you want the bus.

Write: _____

Reading Test Practice



1. What are they doing?

- A. parking the bus
- B. Waiting for the bus
- C. Getting off the bus
- D. Getting on the bus

2. Where are they?

- A. a parking lot
- B. a bus stop
- C. school
- D. home

Transportation Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: read a short story about transportation</p> <p>Literacy: Ask and respond to simple written wh- questions</p> <p>Listening/speaking: ask and respond to questions about how to ride the bus</p> <p>Listening/speaking: Ask and respond to questions about destinations (ex. Where is she going?)</p> <p>Grammar: Use the present continuous to describe immediate actions (I am going to work).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Survival English</i>, p. 124, 127 • Handout: The Right Bus <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 44, 70, 113 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Make sentence strips based on <i>Survival English</i>, p. 127.

Lesson Plan

Warm up for today's Lesson

Description: sequence actions for riding the bus.

Materials/Prep: make sentence strips using the phrases and/or pictures from *Survival English*, p. 127.

Review of Previous Lessons

Description: practice a dialog using the present continuous

Materials/Prep: copies of *Survival English*, p. 124, ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue**, p. 70

Activity 1: Listening /speaking

Description: students talk about where they're going.

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44.

Activity 2: Literacy, Life Skill

Description: read a story about riding the bus and practice the sounds of "ch" and "-tch")

Materials/Prep: copies of **The Right Bus** handout, and ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113

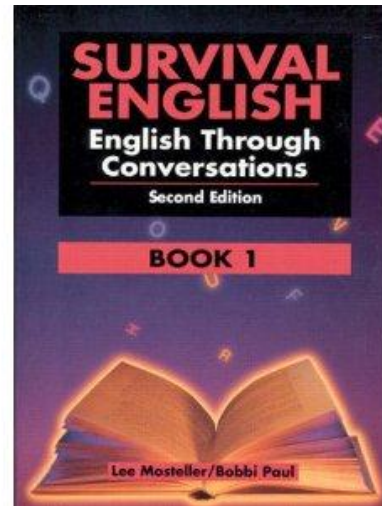
Activity 4: Checking for Understanding

Description: as students leave, ask each person to tell you one word with the "ch" sound.

Materials/Prep: (none)

Teacher Directions: Review of Previous Lessons -*Survival English*, p. 124

Practice the dialogue on **p. 124 of *Survival English*** using instructions in *ESL Volunteer Tutor Manual*, 2012, **Disappearing Dialogue**, p. 70.



Teacher Directions: Activity 1: Listening & Speaking

Write on the board: **Where are you going?**

I'm going _____.

Are you _____?

Yes, I am. / No, I'm not.

Practice the dialogue several times as a class suggesting different answers to put in the blanks.

Follow instructions in the *ESL Volunteer Tutor Manual*, 2012, **Conversation Queue**, p. 44 to practice the dialogue several times. When learners seem comfortable, erase the dialogue on the board and have them try the same task from memory.

Teacher Directions: Activity 2: Life Skills, Literacy

-The Right Bus

Step 1: Context

Read the questions above the pictures.

Talk about the pictures.

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 “ch” as in church and “-tch” as in watch.

Explain that these two spellings make the same sound.


More words use “ch” to make the /ch/ sound.

-tch only comes in the middle or at the end of a word. Words do not begin with -tch.

The Right Bus

Look at the pictures. What do you see?

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



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

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

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

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 22 Beginning Community Unit

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

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

Answer the questions.

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

1. Where are they going? _____

2. What is the problem? _____

3. Why do they need a transfer? _____

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

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

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 22 Beginning Community Unit

The Right Bus

Look at the pictures. What do you see?

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



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

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

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

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

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

Answer the questions.

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

1. Where are they going? _____

2. What is the problem? _____

3. Why do they need a transfer? _____

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

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

Transportation Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: describe how to ride public transit</p> <p>Life skill: read a short story about transportation</p> <p>Literacy: read and answer written questions about a bus schedule.</p> <p>Literacy: recognize and write transportation vocabulary</p> <p>Listening/speaking: ask and respond to questions about how to ride the bus (schedules, bus numbers, etc.)</p> <p>Grammar: Use present continuous to describe immediate actions (ex. I am going to work.)</p> <p>Grammar: Use the simple present tense to describe typical modes of transportation</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: The Right Bus • Blank bingo cards, ESL Volunteer Tutor Manual, p. 62 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 46, 61-62 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Blank flashcards • See instructions for Activity 2 for options • Bingo prizes (optional)
Lesson Plan	
<p>Warm up and Review of Previous Lesson</p> <p><u>Description:</u> follow instructions for ball toss activity. Phrases are: “After school I usually go <u>home</u>. Afterschool today I’m going <u>to the park</u>.”</p> <p><u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46.</p> <p>Activity 1: Life skill</p> <p><u>Description:</u> practice high frequency “sight” words in a short story using flashcards</p> <p><u>Materials/Prep:</u> extra copies of The Right Bus from yesterday, blank flashcards</p> <p>Activity 2: Life Skill, Literacy, Listening & Speaking</p> <p><u>Description:</u> look at authentic bus schedules and route information, talk about where to find bus information</p> <p><u>Materials/Prep:</u> see activity instructions for options</p> <p>Activity 3: literacy</p> <p><u>Description:</u> learners review transportation vocabulary by creating Bingo cards and playing bingo</p> <p><u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Vocabulary Bingo, p. 61-62, copies of blank bingo card on p. 62</p> <p><u>Additional Materials:</u> reference <i>Survival English</i>, p. 127 and How to Ride the Bus and Train for pictures, examples, and simple definitions of the bingo words</p> <p>Activity 4: Checking for Understanding</p> <p><u>Description:</u> As a class create a list of what they learned during the 2-week transportation unit. If you know what the next unit will be, tell the learners what they will learn next week and ask what they want to know about this topic.</p>	

Teacher Directions: Activity 1: Life Skills -The Right Bus

This activity will give learners extra practice with high frequency sight words. These are words that learners should eventually be able to read quickly without sounding them out. In fact, some of them cannot be sounded out because they do not follow “the rules” of English spelling.

At beginning ESL level, many readers have mastered some but not all of these sight words.

Step 1: Review Story from Yesterday

Learners (re)read story silently.


Teacher reads aloud while learners follow.

Teacher asks a few very basic comprehension questions about the story.

The Right Bus

Look at the pictures. What do you see?

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



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

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

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

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 22 Beginning Community Unit

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

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

Answer the questions.

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

1. Where are they going? _____

2. What is the problem? _____

3. Why do they need a transfer? _____

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

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

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 23 Beginning Community Unit

Step 2: Identify Sight Words

Explain the purpose of the activity: "Let's practice the words that we see **many** times. You will learn to read these words quickly. This will help your reading. We will not talk about the meaning of these words, just practice reading them."

Write the sight words on the board one by one. For each word students will...

1. Underline the word in their story.
2. Spell and say the word while tracing the letters in the story (ex. "H-E, he")
3. Spell and say the word while writing it in their notebook
4. Spell and say the word while writing it on a flashcard. (each student is creating their own deck of flashcards).

Sight words:

- | | |
|-------------|----------|
| 1. his | 7. get |
| 2. children | 8. how |
| 3. are | 9. much |
| 4. they | 10. does |
| 5. for | 11. use |
| 6. with | 12. down |

Step 3: Recognition Practice

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

Need a challenge?: have a learner be the caller and call out words on the board for the other two competitors.

Step 4: Flashcard Drill

Learners work with a partner to quiz them on the sight words.

Need a challenge?: have one learner dictate the words to another for spelling practice. If this is still too easy, have them dictate sentences from the story to their partner.

Learners struggling?: very low readers can spread all of the flashcards on the table in front of them. A more proficient reader calls out the word and the low reader picks up the card for that word.

Teacher Directions: Activity 2: Life Skills, Literacy, Listening & Speaking

The purpose of this activity is for learners to see authentic bus schedule and routes for their area and practice searching for specific information on the schedules.

Instructions are very general to allow you to customize to your learners and your location. Talk with your coordinator about the best way to access bus schedules and a level appropriate task for your class of learners.

Options for accessing bus and train schedules

- **Use paper schedules:** many learning centers keep a small supply of these. They can also be found on city buses, at public libraries, and at some major grocery stores. They can also be printed from Metro Transit’s website (Metrotransit.org).
- **Access schedules, maps, and route information online:** schedule and route information can be found on Metro Transit’s website (metrotransit.org) or by searching for directions on Google or Mapquest and clicking on the transit icon. These websites can be shown to the class using a projector or learners can do their own searches if they have access to computers.
- **Access schedules on a smart phone:** Metro Transit has several apps for smart phones. More information can be found by searching on their website for “apps.” Teachers can use their phones, show learners how to use their own phones, or use learning center iPads, if available.

Possible tasks for learners using authentic transit documents

- **Find and circle familiar street names** on a transit map or on a schedule in the list of stops
- **Find the specific time that a bus or train reaches a particular stop**
- **Determine which buses serve the area near the learning center**
- **Determine the route and number of minutes to travel to a specific destination**

Teacher Directions: Activity 3: Literacy

See instructions in the ESL Volunteer Tutor Manual, 2012, **Vocabulary Bingo, p. 61**

Suggested word list:

- | | | |
|-----------------|-------------------|----------------|
| 1. Fare | 8. Get on | 15. Walk |
| 2. Transfer | 9. Pay | 16. Drive |
| 3. Schedule | 10. Sit down | 17. Get a ride |
| 4. Exact change | 11. Pull the bell | 18. Bicycle |
| 5. Bus pass | 12. Stand up | 19. Bench |
| 6. Bus stop | 13. Get off | 20. Driver |
| 7. Wait | 14. Train | |

The Right Bus

Look at the pictures. What do you see?

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