



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

**Pre-Beginning Level (CASAS reading scores of 153-180)**

## Health: Week 1 of 2

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### **Unit Overview**

In this 2-week unit learners will practice describing some very basic symptoms, practice basic personal information for making an appointment, and review dates and times as seen on appointment cards. Learners will also read two stories about a man who visits a clinic for his head and neck pain.

### **Focus of Week 1**

- *Review of **time and dates**.*
- *Naming and reading **parts of the body**.*
- *Indicating pain using **My \_\_\_\_\_ hurts**.*

### **Focus of Week 2**

- ***Making an appointment***
- ***Reading appointment cards***

## Health Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Transition &amp; Critical Thinking:</b> identify tools for organizing materials</p> <p><b>Life skill:</b> read a simple story about a healthcare experience.</p> <p><b>Literacy:</b> read simple statements about a story and evaluate if they are true or false.</p> <p><b>Listening/speaking:</b> listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p><b>Literacy:</b> read basic parts of the body.</p> <p><b>Listening/speaking:</b> listen for and name parts of the body.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Longman ESL Literacy</i>, p. 147</li> <li>• Handout: <b>Mr. White Is Sick</b></li> <li>• Handout: <b>English Papers About...</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> <li>• Teacher dictation script</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Materials for organizing student binders</li> <li>• One set of large alphabet cards, several sets of small alphabet tiles</li> </ul>

### Lesson Plan

#### Opening Activity

Description: organize student materials and clean-out materials from past units

Materials/Prep: copies of **English Papers About...**, ESL Volunteer Tutor Manual, 2013, **Staying Organized**, binders, writing paper, 3-hole punch, stapler.

#### Literacy Basic Skills Review

Description: choose one or two from a list of activities to help develop phonemic awareness

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

#### Story of the Week

Description: read a story about the topic, complete comprehension questions and phoneme dictation.

Materials/Prep: copies of **Mr. White Is Sick**, one copy of teacher dictation script.

#### Unit Theme Activity: Listening & speaking, Literacy

Description: introduce and practice body parts

Materials/Prep: copies of *Longman ESL Literacy*, p. 147

#### Checking for Understanding

Description: learners play "Simon Says"

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: student organizational supplies, such as binders, 3-hole punch, etc. See ESL Volunteer Tutor Manual, **Staying Organized**, for details. And copies of the **English Papers About...** coversheet.

Before copying the **English Papers About...** coversheet. Fill in the blank with the name of the most recently completed unit (ie. School, housing, health). Paste a picture representing that unit in the center. Learners will organize and staple together all the papers from this completed unit to leave at home.

Lead the **Staying Organized** routine in the ESL Volunteer Tutor Manual.

### English Papers

About \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 13 Pre-Beginning, Unit

## Teacher Directions: Basic Skills Review: Literacy

-Materials: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. **Don't give up!** Work on the same activity for several classes until learners catch on.*

**Choose 1-2 activities from those below.**

### Whole Group Practice

#### **Rhyming**

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

#### **Blending and Segmenting**

1. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.



2. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

### **What is phonemic awareness?**

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.

3. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

### ***Phoneme Isolation***

1. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
2. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

### ***Phoneme Substitution and Deletion***

1. Give each learner or pair a set of small alphabet cards. Call out the first word and its spelling (“*bag, B-A-G*”). Learners select the letters and form the word. Call out a spelling change (“take away G, put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

### **Technology Option: Alphabet/Phonics Websites**

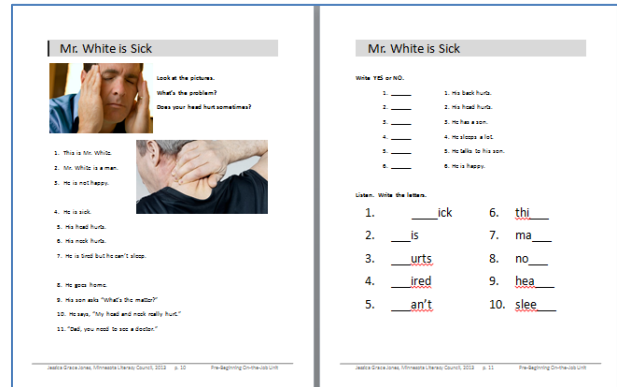
1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (*ABC* section is excellent for reinforcing letter names and sounds, *Learning to Read* section has some word building activities that help reinforce initial and final consonant sounds.)

## Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Mr. White Is Sick**.

### Step 1: Context

1. Distribute the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Read aloud the **questions next to the pictures**. Elicit answers from learners. If no one is able to answer after several attempts, model a simple answer (ie. "I see a man. The man is sick. His head hurts.") Ask the questions again to the learners.
3. Pre-teach the word **hurts** using pictures or pantomime.
4. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.



### Step 2: Practice the Text

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

### Step 3: assess comprehension

9. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
10. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.

11. **Complete the dictation exercise.** The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.
  
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

## Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

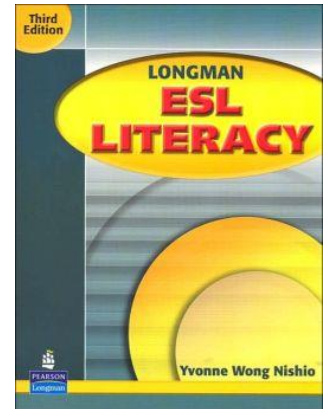
-Materials: *Longman ESL Literacy, p. 147*

### Step 1: Oral introduction of vocabulary

1. *Before* distributing the worksheet and *without writing on the board*, introduce the vocabulary on p. 147 by having learners repeat each word and touch that part of their own body.
2. Say each body part and have learners touch that part on their body.
3. Point to each body part on yourself and have learners say the name.

### Step 2: Practice reading the vocabulary

4. Distribute the handout. Say each word as learners repeat and point to the word.
5. Say each word and have learners find and point to that word.
6. Ask “How do you spell (ear)?” “What is the first letter in (stomach)?” “What is the last letter in (shoulder)?”



## Teacher Directions: Checking for Understanding

-Materials: *(none)*

Play “Simon Says” using the body parts vocabulary just introduced. Once learners are familiar with the game, encourage one of them to lead the game.

Observe and note which words are most difficult to remember or pronounce. Ask tomorrow’s teacher to review these words in particular.



# English Papers

About \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Mr. White is Sick



**Look at the pictures.**

**What's the problem?**

**Does your head hurt sometimes?**

1. This is Mr. White.
2. Mr. White is a man.
3. He is not happy.
4. He is sick.
5. His head hurts.
6. His neck hurts.
7. He is tired but he can't sleep.
8. He goes home.
9. His son asks "What's the matter?"
10. He says, "My head and neck really hurt."
11. "Dad, you need to see a doctor."



# Mr. White is Sick

Write YES or NO.

- |          |                         |
|----------|-------------------------|
| 1. _____ | 1. His back hurts.      |
| 2. _____ | 2. His head hurts.      |
| 3. _____ | 3. He has a son.        |
| 4. _____ | 4. He sleeps a lot.     |
| 5. _____ | 5. He talks to his son. |
| 6. _____ | 6. He is happy.         |

Listen. Write the letters.

- |              |               |
|--------------|---------------|
| 1. _____ ick | 6. thi_____   |
| 2. ____ is   | 7. ma_____    |
| 3. ____ urts | 8. no_____    |
| 4. ____ ired | 9. hea_____   |
| 5. ____ an't | 10. slee_____ |

**Teacher dictation script:**

1. sick
2. his
3. hurts
4. tired
5. can't
6. this
7. man
8. not
9. head
- 10.sleep**

## Health Unit: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> read, write, and say clock times to the quarter hour, days of the week, months, and numerals to 30.</p> <p><b>Transitions and Critical Thinking:</b> recognize the relationships between numbers and identify, extend, and use patterns.</p> <p><b>Life skill:</b> read a simple story about a healthcare experience.</p> <p><b>Literacy:</b> read basic parts of the body.</p> <p><b>Listening/speaking:</b> listen for and name parts of the body and indicate the location of pain using <b>My ____ hurts.</b></p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Longman ESL Literacy, 3<sup>rd</sup> Ed., p. 148</i></li> <li>• Handout: <b>Number Line</b> (use sample from manual or make a longer one)</li> <li>• Handout: <b>Mr. White Is Sick</b> (from Monday)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large calendar or calendar pocket chart</li> <li>• A demonstration clock</li> <li>• Day of the week and month of the year cards</li> <li>• Small post-it notes or paper squares for number line</li> <li>• Colored pencils or thin highlighters</li> </ul>

## Lesson Plan

### Opening Activity

Description: review time, dates, and calendar conventions

Materials/Prep: a large calendar or calendar pocket chart, a demonstration clock, day of the week and month of the year cards.

### Basic Skills Review: Numeracy

Description: practice numbers and basic operations using a number line

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Number Line**, number line handouts, small post-its or paper squares

### Story of the Week

Description: review the story of the week and use the text to practice some phonics concepts.

Materials/Prep: copies of **Mr. White Is Sick**, ESL Volunteer Tutor Manual **Letter/Sound drill**.

### Unit Theme Activity: Listening/speaking, Literacy

Description: practice asking and responding to the questions "What's the matter?" using "My \_\_\_\_ hurts."

Materials/Prep: copies of **Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 148**, *ESL Volunteer Tutor Manual, 2013*

### Checking for Understanding

Description: learners ask each other about pain in a circle drill activity

Materials/Prep: ESL Volunteer Tutor Manual, 2013

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

1. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
2. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

3. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
4. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_.**
5. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
6. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Numeracy

Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**, learner copies of a number line, number flashcards, tape, 1.5 x 2 inch Post-It Notes (cut lengthwise) or paper squares of the same size (optional)

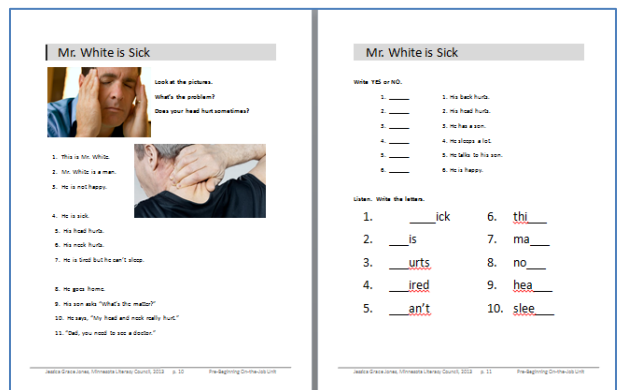
Lead the **Number Line** routine, as described in the ESL Volunteer Tutor Manual.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Is Sick** from Monday

### Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Review the word ***hurts***.
3. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.



### Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This "pre-reading" of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Learners practice changing the first sound to create new words (word families)**. Together find the word "**sick**". Each learner copies the word in their notebook. The teacher leads students in copying the word ending three times below the word and saying the resulting sound ("**ick**"). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
  - Lick
  - Pick
  - Quick

### Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete or review yes/no questions and dictation, as needed.** Re-read the yes/no questions and dictation words as a group.
10. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. circle the words **sick, hurts, tired**. Underline the words **head, neck**.
11. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

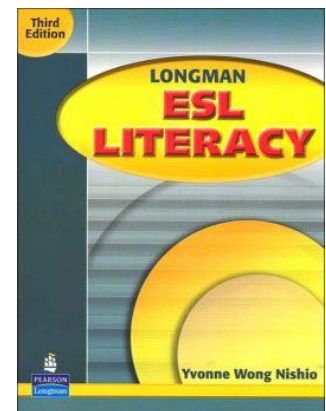
### Story of the Week TECHNOLOGY options

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

## **Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy**

-Materials: *Longman ESL Literacy, 3<sup>rd</sup> Ed. p. 147 -148*, ESL Volunteer Tutor Manual, 2013, **Substitution Drill** and **Dialogue**.

1. Review the body parts vocabulary from p. 147.
2. Lead a **Substitution Drill** as described in the ESL Volunteer Tutor Manual using the form “*My \_\_\_\_ hurts.*” And the body parts vocabulary on p. 147.
3. Introduce and practice the dialogue on p. 148 using the instructions for **dialogues** in the ESL Volunteer Tutor Manual.





## Teacher Directions: Checking for Understanding

-Materials: ESL Volunteer Tutor Manual, 2013, **Circle Drill**

1. Lead a **circle drill** as described in the ESL Volunteer Tutor Manual using the short dialogue below. Encourage learners to pantomime by touching the part that hurts.
  - What's the matter?
  - My \_\_\_\_\_ hurts.

## Health Unit: Week 1, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> read, write, and say clock times to the quarter hour, days of the week, months, and numerals to 30.</p> <p><b>Life skill:</b> read a simple story about a healthcare experience.</p> <p><b>Listening &amp; Speaking:</b> retell a simple text in own words.</p> <p><b>Literacy:</b> read basic parts of the body.</p> <p><b>Listening/speaking:</b> listen for and name parts of the body and indicate the location of pain using <b>My _____ hurts.</b></p> <p><b>Listening/speaking:</b> ask and respond to the questions What's the matter? What's wrong? What's the problem?</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Mr. White is Sick</b> (from Monday)</li> <li>• Handout: <b>What's the Matter?</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large calendar or calendar pocket chart</li> <li>• A demonstration clock</li> <li>• Day of the week and month of the year cards</li> <li>• Colored pencils or thin highlighters</li> <li>• One set of large alphabet cards</li> <li>• Several sets of small alphabet tiles</li> <li>• Student scissors</li> </ul>

### Lesson Plan

#### Opening Activity

Description: review time, dates, and calendar conventions

Materials/Prep: a large calendar or calendar pocket chart, a demonstration clock, day of the week and month of the year cards.

#### Basic Skills Review: Literacy

Description: choose one or two from a list of activities to help develop phonemic awareness

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

#### Story of the Week

Description: review the story of the week, complete extension activities, and scan the text for key words.

Materials/Prep: extra copies of **Mr. White Is Sick.**,

#### Unit Theme Activity : Listening/speaking, Literacy

Description: review body part vocabulary and talking about pain, practice and vary a dialogue

Materials/Prep: copies of **What's the Matter?**, ESL Volunteer Tutor Manual, 2013, **dialogue**, student scissors

#### Checking for Understanding

Description: learners role play asking what's the matter and giving advice.

Materials/Prep: (none)

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

10. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
11. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

12. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
13. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
14. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
15. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
16. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
17. Ask for volunteers to write today's date on the board. Applaud the writer.
18. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Literacy

-Materials: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. **Don't give up!** Work on the same activity for several classes until learners catch on.*

**Choose 1-2 activities from those below.**

### Whole Group Practice

#### **Rhyming**

4. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
5. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
6. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

#### **Blending and Segmenting**

4. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.



5. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

### **What is phonemic awareness?**

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.

6. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

### ***Phoneme Isolation***

3. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
4. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

### ***Phoneme Substitution and Deletion***

2. Give each learner or pair a set of small alphabet cards. Call out the first word and its spelling (“*bag, B-A-G*”). Learners select the letters and form the word. Call out a spelling change (“take away G , put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

### **Technology Option: Alphabet/Phonics Websites**

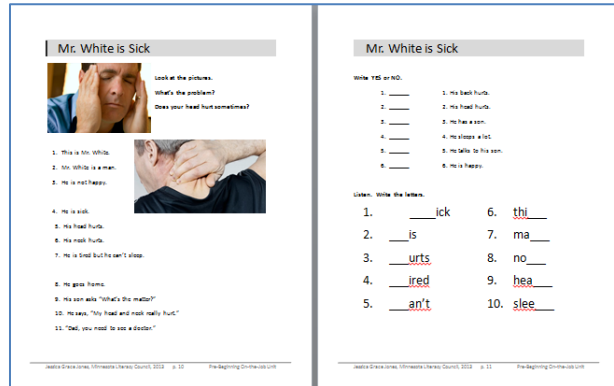
3. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
4. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (*ABC* section is excellent for reinforcing letter names and sounds, *Learning to Read* section has some word building activities that help reinforce initial and final consonant sounds.)

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White is Sick** from Monday

### Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”
2. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.



### Step 2: Practice the Text

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

### Step 3: assess comprehension

7. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
8. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

### Step 4: Practice Sound/Spelling Correspondence

9. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). The target letter/sound for this story can be **letter H or letter S**. Choose one based on your learners.

10. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

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

**Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy**

-Materials: **What’s the Matter?**, ESL Volunteer Tutor Manual, **Dialogue**, student scissors

Step 1: Practice the dialogue

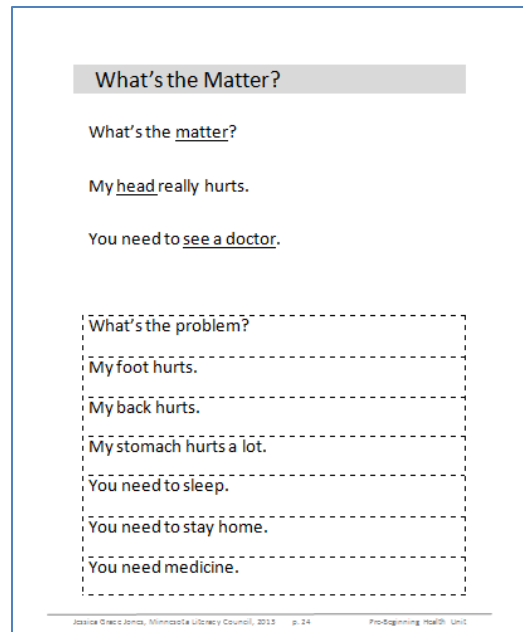
Introduce and practice the **dialogue** as outlined in the ESL Volunteer Tutor Manual

Step 2: Cut apart sentence strips

Learners cut on the dotted lines and arrange all sentences so that they can read them easily.

Step 3: Look for variations

As a class, look for phrases that could substitute for sentences already in the dialogue. Have everyone place that sentence strip over the line in the dialogue. Then practice the dialogue again with the variations several times as a class and in partners. Then vary it again and practice it again.



**Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy**

-Materials: (none)

To assess learners’ ability to use the new target language independently, have them put down their scripts and role-play all or part of the dialogue in front of the class. Note which words or phrases are most difficult and flag those for further review.

# What's the Matter?

What's the matter?

My head really hurts.

You need to see a doctor.

What's the problem?

My foot hurts.

My back hurts.

My stomach hurts a lot.

You need to sleep.

You need to stay home.

You need medicine.



## Health Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> read, write, and say clock times to the quarter hour, days of the week, months, and numerals to 30.</p> <p><b>Transitions and Critical Thinking:</b> recognize the relationships between numbers and identify, extend, and use patterns.</p> <p><b>Literacy:</b> identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p><b>Grammar:</b> use possessive pronouns to talk about pain (ex. <b>my</b> back hurts, <b>his</b> throat hurts, etc.)</p> <p><b>Listening/speaking:</b> ask and respond to the questions What's the matter? What's wrong? What's the problem?</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: number line handouts (see tutor manual)</li> <li>• Handout: <b>Mr. White is Sick</b> (paragraph format)</li> <li>• Handout: <b>How is Your Family?</b></li> <li>• Handout: Reading Test Practice</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2013</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A large calendar or calendar pocket chart</li> <li>• A demonstration clock</li> <li>• Day of the week and month of the year cards</li> <li>• Small post-its or paper squares</li> </ul>

## Lesson Plan

### Opening Activity

Description: review time, dates, and calendar conventions

Materials/Prep: a large calendar or calendar pocket chart, a demonstration clock, day of the week and month of the year cards.

### Basic Skills Review: Numeracy

Description: practice numbers and basic operations using a number line

Materials/Prep: ESL Volunteer Tutor Manual, 2013, **Number Line**, number line handouts, small post-its or paper squares

### Story of the Week

Description: review the story of the week and practice reading fluency with a paragraph formatted text.

Materials/Prep: copies of **Mr. White Is Sick** (paragraph format)

### Unit Theme Activity: Listening/speaking, Literacy, grammar

Description: learners will practice asking about the health of others in a short dialogue

Materials/Prep: copies of **How is Your Family?**, ESL Volunteer Tutor Manual, 2013, **dialogue**

### Checking for Understanding

Description: learners will practice reading skills for the CASAS Life and Work Reading Test

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

## Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

### Step 1: Time

19. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
20. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

### Step 2: Calendar

21. Point to the calendar. Ask **What month is it?** Model the answer **This month is \_\_\_\_\_** and have learners repeat. Have everyone spell the month aloud.
22. Ask **What was last month? Last month was \_\_\_\_\_.** **What is next month? Next month will be \_\_\_\_\_.**
23. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
24. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8<sup>th</sup>, the 15<sup>th</sup>, the 22<sup>nd</sup>, the 29<sup>th</sup>).**
25. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
26. Ask for volunteers to write today's date on the board. Applaud the writer.
27. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

### Step 3: Additional Calendar Activities, as needed

#### **Days of the week/Months of the year:**

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

*Any of these activities can also be used to practice months of the year.*

#### **Reading a Calendar/ writing dates**

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6<sup>th</sup>, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11<sup>th</sup>, Monday, March 19<sup>th</sup>)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

## Teacher Directions: Basic Skills Review: Numeracy

Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**, learner copies of a number line, number flashcards, tape, 1.5 x 2 inch Post-It Notes (cut lengthwise) or paper squares of the same size (optional)

Lead the **Number Line** routine, as described in the ESL Volunteer Tutor Manual.

## Teacher Directions: Story of the Week: Literacy

-Materials: extra copies **Mr. White Is Sick** (paragraph text)

### Step 1: Context

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



### Step 2: Practice the Text

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

8. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

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

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

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

Step 4: Practice Reading Fluency

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

Read the sentence aloud. Read it again in a “robotic” voice. Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

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

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

Step 3: Practice with this week’s story

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

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

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

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

### Story of the Week TECHNOLOGY options

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

### Teacher Directions: Unit Theme Activity: Listening & Speaking, Grammar

-Materials: copies of **How is Your Family?**, ESL Volunteer Tutor Manual, 2013, **Dialogue**

Introduce and practice the **dialogue** as described in the ESL Volunteer Tutor Manual.

Once learners are comfortable with the dialogue, practice varying the subject of each conversation (ie. Mother, wife, son, etc.) and the part of the body. Model how to use the chart at the top of the page to understand when to use **my, his, or her**.

The image shows two pages from a manual, both titled "How Is Your Family?".

**Page 1 (Left):**

- Chart:

	man boy	woman girl
I am sick.	He is sick.	She is sick.
My head hurts.	His head hurts.	Her head hurts.
- Dialogue prompts:
  - How are you?
  - Fine, thanks.
  - How is your family?
  - My son is sick.
  - What's the matter?
  - His stomach hurts.
- Image: A woman sitting at a table with a man, possibly a doctor and patient.

**Page 2 (Right):**

- Chart:

	man boy	woman girl
I am sick.	He is sick.	She is sick.
My head hurts.	His head hurts.	Her head hurts.
- Dialogue prompts:
  - How are you?
  - Fine, thanks.
  - How is your husband?
  - He fell down.
  - Is he okay?
  - Yes, but his back hurts.
- Image: A silhouette of a person falling or tripping.

### Teacher Directions: Unit Theme Activity: Listening & Speaking, Grammar

-Materials: (none)

To assess learners' ability to use the new target language independently, have them put down their scripts and role-play all or part of the dialogue in front of the class. Note which words or phrases are most difficult and flag those for further review.

## Teacher Directions: Checking for Understanding

-Materials: copies of **Reading Test Practice** handouts

*There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.*

### Step 1: Group Practice

*You can skip this step if you are not using the 27/28 style practice test.*

Cut and tape the 4 large words on the board in a row. Above them write: **Month** Draw a circle below each paper word. (it should resemble the format of the 27/28 test).

Talk about each word. "What is this?" Read the words above the pictures together. Invite a learner to come to the board and fill in the circle below the corresponding picture.

July ----- 12-3-52	Tuesday ----- 2008
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Erase **month** and replace it with a word to match one of the other paper words. Repeat the process above.

### Step 2: Independent Practice

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

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

Give everyone 3-5 minutes to complete the questions. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

<p>Reading Test Practice</p>  <p>1. What's the matter? A. Her head hurts. B. Her back hurts. C. Her stomach hurts. D. Her foot hurts.</p>	<p>Reading Test Practice</p> <p>1. Tuesday</p> <table border="1"><tr><td>Mon.</td><td>Tues.</td><td>Wed.</td><td>Thurs.</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <p>2. month</p> <table border="1"><tr><td>September</td><td>2001</td><td>Friday</td><td>31</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table> <p>3. May 21, 1980</p> <table border="1"><tr><td>21-5-80</td><td>5-21-80</td><td>21-19-80</td><td>5-19-80</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	Mon.	Tues.	Wed.	Thurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	September	2001	Friday	31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21-5-80	5-21-80	21-19-80	5-19-80	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### Step 3: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. If applicable, circle the information above the questions that helped them find the correct answer.

## Mr. White is Sick



This is Mr. White. Mr. White is a man. He is not happy.

He is sick. His head hurts. His neck hurts. He is tired but he can't sleep.





He goes home. His son asks "What's the matter?"

He says, "My head and neck really hurt."

"Dad, you need to see a doctor."







# How Is Your Family?

	 man  boy	 woman  girl
I am sick. <b>My</b> head hurts.	<b>He</b> is sick. <b>His</b> head hurts.	<b>She</b> is sick. <b>Her</b> head hurts.

- How are you?
  - Fine, thanks.
- How is your family?
  - My son is sick.
- What's the matter?
  - His stomach hurts.



# How Is Your Family?

	 man  boy	 woman  girl
I am sick. <b>My</b> head hurts.	<b>He</b> is sick. <b>His</b> head hurts.	<b>She</b> is sick. <b>Her</b> head hurts.

- How are you?
  - Fine, thanks.
- How is your husband?
  - He fell down.
- Is he okay?
  - Yes, but his back hurts.



# July



# 12-3-52

# Tuesday



# 2008

# Reading Test Practice



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1. What's the matter?

- A. Her head hurts.
- B. Her back hurts.
- C. Her stomach hurts.
- D. Her foot hurts.

# Reading Test Practice

1. Tuesday

Mon.

Tues.

Wed.

Thurs.

2. month

September

2001

Friday

31

3. May 21, 1980

21-5-80

5-21-80

21-19-80

5-19-80

