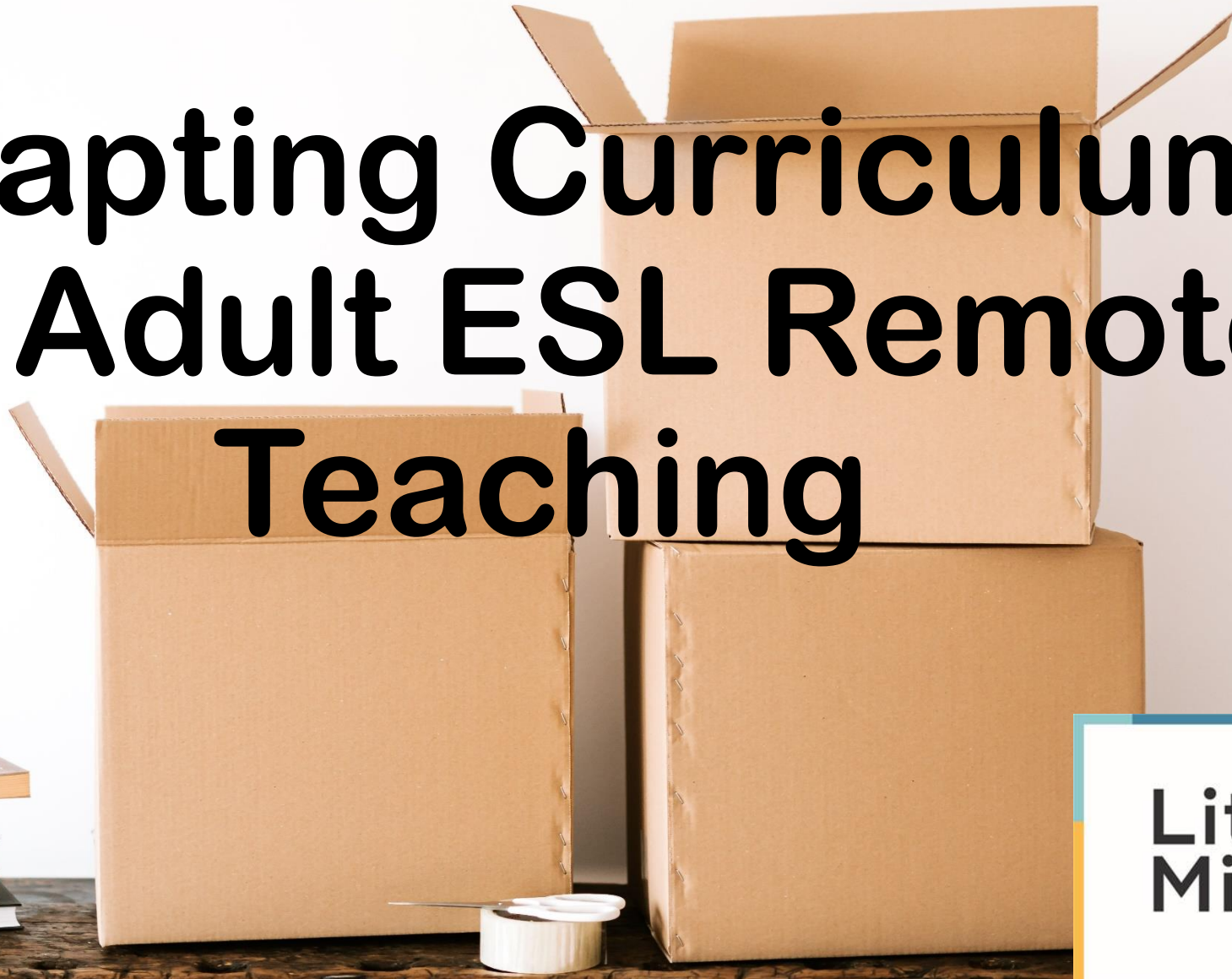


Adapting Curriculum for Adult ESL Remote Teaching



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Minnesota



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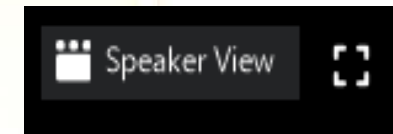


LITERACY IS
SPEAKING

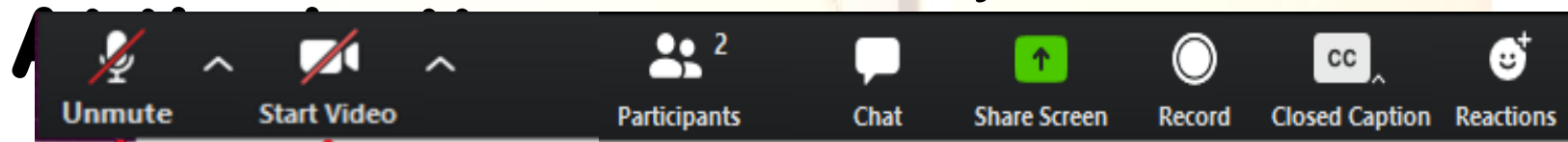
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Navigating the Zoom Platform

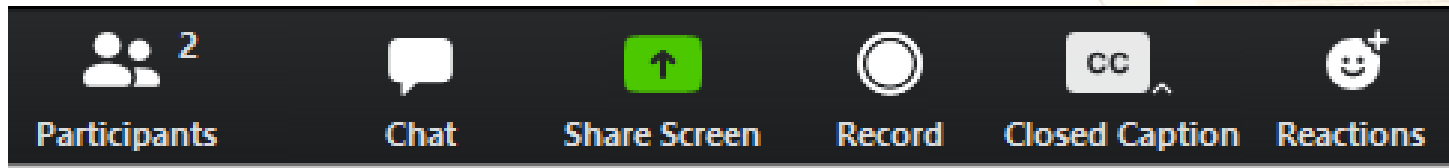
In the upper right corner:



(hover your mouse to reveal)



Navigating the Zoom Platform



Zoom Group Chat

From [Marisa Geisler](#) to [Everyone](#): 03:46 PM
Welcome to the webinar! We will be starting shortly.
Please feel free to chat questions here in the chat box!



To: [Everyone](#) ▾

 File



Type message here...



??????











Webinar Objectives

The background of the slide features a wooden workbench. On the workbench, there is an open, empty cardboard box in the center. To the left of the box is a stack of several books. In front of the box is a roll of white tape. The entire scene is set against a light, neutral background.

- **Provide examples of what remote instruction can look like**
- **Build confidence with transforming in-person activities to remote activities**
- **Share recommendations and activity ideas with other teachers and tutors who are doing this hard work**

Webinar Overview



Content

- Introduce a reading text
- Introduce vocabulary
- Introduce a grammar point

Skills

- Screen share (Zoom and WhatsApp)
- Breakout rooms (Zoom)
- Annotate Tool (Zoom)
- Google docs (Zoom and WhatsApp)

What should I include in a lesson plan?

- ❑ A familiar warm-up to get learners comfortable and allow time for stragglers to join
- ❑ A main text that the lesson will be based around (picture, reading, audio, video, conversation prompts)
- ❑ Key language that will be explicitly taught: *e.g. words or phrases, grammatical structure, concept (summarizing, main idea, etc.)*
- ❑ 1-3 activities that move through the I, We, You steps
- ❑ A wrap-up activity that reinforces what was learned during the lesson.

Virtual Lesson Plan Template



Date:

Objective By the end of this lesson, learner/s will be able to...	
Main Text (reading text, conversation questions, picture, etc.)	
Key Language (vocabulary, phrases, grammar, concept, etc.)	
Routine Warm Up	
Activity 1	I Do It: We Do It: You Do It:
Activity 2	I Do It: We Do It: You Do It:
Activity 3	I Do It: We Do It: You Do It:
Wrap-Up	

Review for next lesson:

Activity	One-to-One Phone	One-to-One WhatsApp Video Call	Small Group Zoom
<p>Count the Sounds</p> <p>Phonics, Spelling</p>	<p>Say a word from the week's reading and/or vocabulary. Repeat the word and say it very slowly, emphasizing the individual sounds in the word. Have the learner count the sounds, and tell you how many sounds they hear. Repeat until you have gone through all of the week's vocabulary. Example: /h/ /ou/ /se/ = 3 sounds</p>	<p>Say a word from the week's reading and/or vocabulary. Repeat the word and say it very slowly, emphasizing the individual sounds in the word. Have the learner count the sounds, and hold up their fingers to show you how many sounds they hear. Repeat until you have gone through all of the week's vocabulary Example: /k/ /i/ /tch/ /en/ = 4 sounds</p>	<p>Say a word from the week's reading and/or vocabulary. Repeat the word and say it very slowly, emphasizing the individual sounds in the word. Have the learners count the sounds. The learners can hold up their fingers to show how many sounds they hear or type their answer in the chat box. Repeat until you have gone through all of the week's vocabulary. Example: /c/ /l/ /o/ /th/ /es/ = 5 sounds</p>

Count the Sounds Feedback: Tell learners that being able to hear all of the individual sounds in words will help them be better at spelling. If learners are struggling to hear the individual sounds, say the word one sound at a time, having the learner repeat each sound after you. Do this several times, then count the sounds together.

<p>Blend the Word</p> <p>Phonics</p>	<p>Choose a word from the week's reading and/or vocabulary. Sound the word out while the learner listens (do not say the word first). Have the learner guess what word you are saying. Repeat until you have gone through all of the week's vocabulary. Example: /a/ /p/ /l/ (apple)</p>	<p>Choose a word from the week's reading and/or vocabulary. Sound the word out while the learner listens (do not say the word first). Have the learner guess what word you are saying. If you want to add in spelling, have them say and chat the word to you in a message. Repeat until you have gone through all of the week's vocabulary. Example: /ch/ /i/ /k/ /n/ (chicken)</p>	<p>Choose a word from the week's reading and/or vocabulary. Sound the word out while the learners listen (do not say the word first). You can have learners call out the word as they recognize it, or call on an individual learner to guess the word. If you want to add in spelling, have the learners type the word in the chat box. Repeat until you have gone through all of the week's vocabulary. Example: /h/ /u/ /ng/ /r/ /ee/ (hungry)</p>
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Blend the Word Feedback: If the learners are having issues identifying the word, blend the first two sounds together (/chi/ /k/ /n/). If they still struggle, blend the first three sounds together (or /hung/ /r/ /ee/) so that they can hear a larger chunk of the word.

Scaffold in Support

A wooden workbench is shown in the background. On the left, there is a stack of four books. In the center, a roll of white tape sits on the surface. On the right, a large, open cardboard box is positioned. The scene is brightly lit, with a soft glow emanating from the box.

- **Use the Gradual Release of Responsibility method for activities:**
 - **I Do It** Teacher explains, gives examples, models
 - **We Do It** Teacher and learner/s do the activity together: they may give examples, model, ask and answer questions
 - **I Do It** Learner/s do the activity independently; teacher assess learning and supports and prompts as necessary

Reading Text

The Kitchen is Busy

Look at the pictures.
What do you see?
What is his job?
Where does he work?



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

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

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

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

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

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

"Here is the rice," Rob says.

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

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

A waiter takes the pork to the customer.



Answer the questions.

What is Rob's job? _____

What food does Tim cook? _____

Where is the rice? _____

Where does Rob put the plate? _____

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

Practice the conversation.

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

Rob: Where is the rice?

Tim: On the shelf over there.

Rob: Here's the rice.

Reading Options

- Teacher-led reading
- Listen and repeat
- Choral reading
- Sentence by sentence
- Partner or individual reading

Fresh Fish

Look at the picture.

What do you see?

What can you do here?

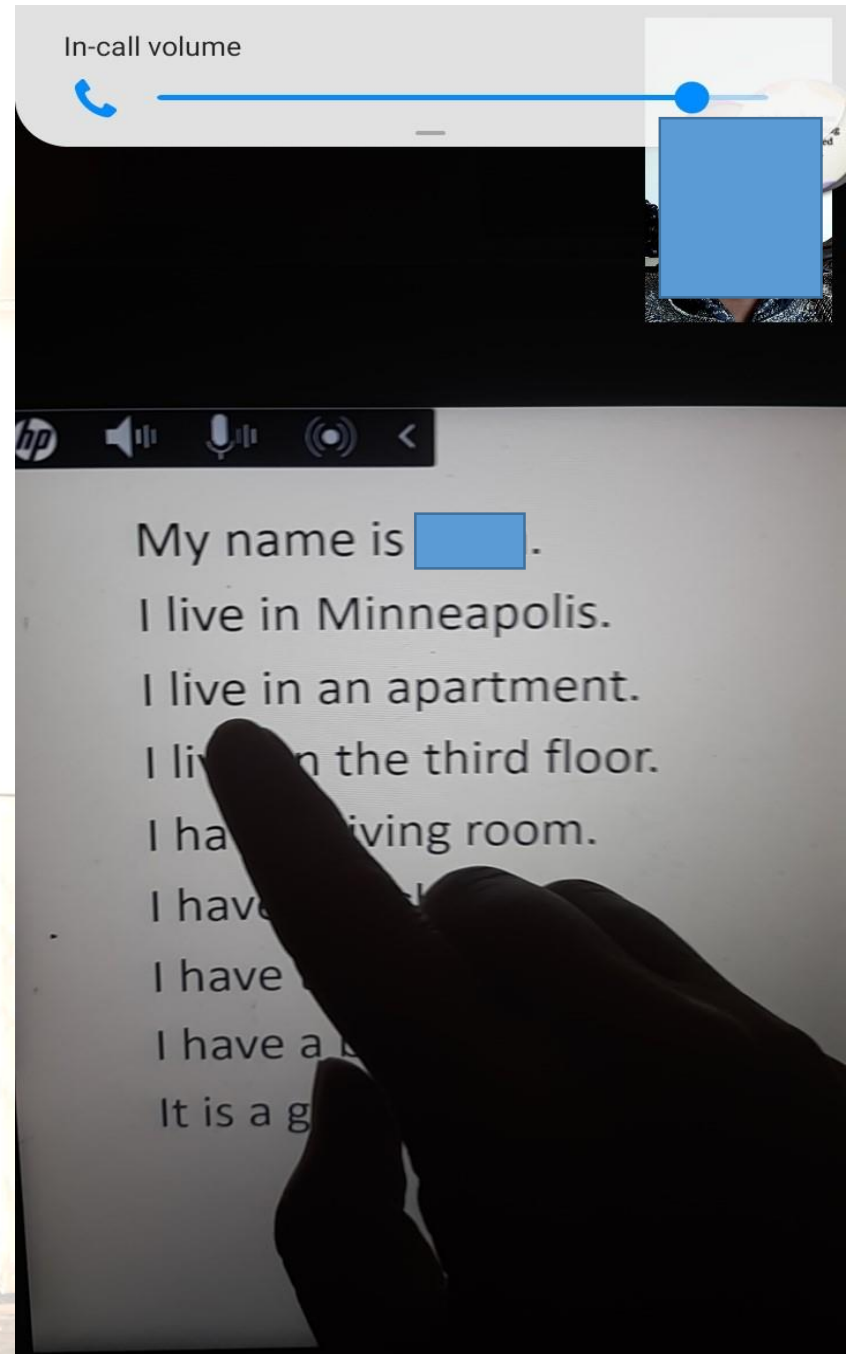
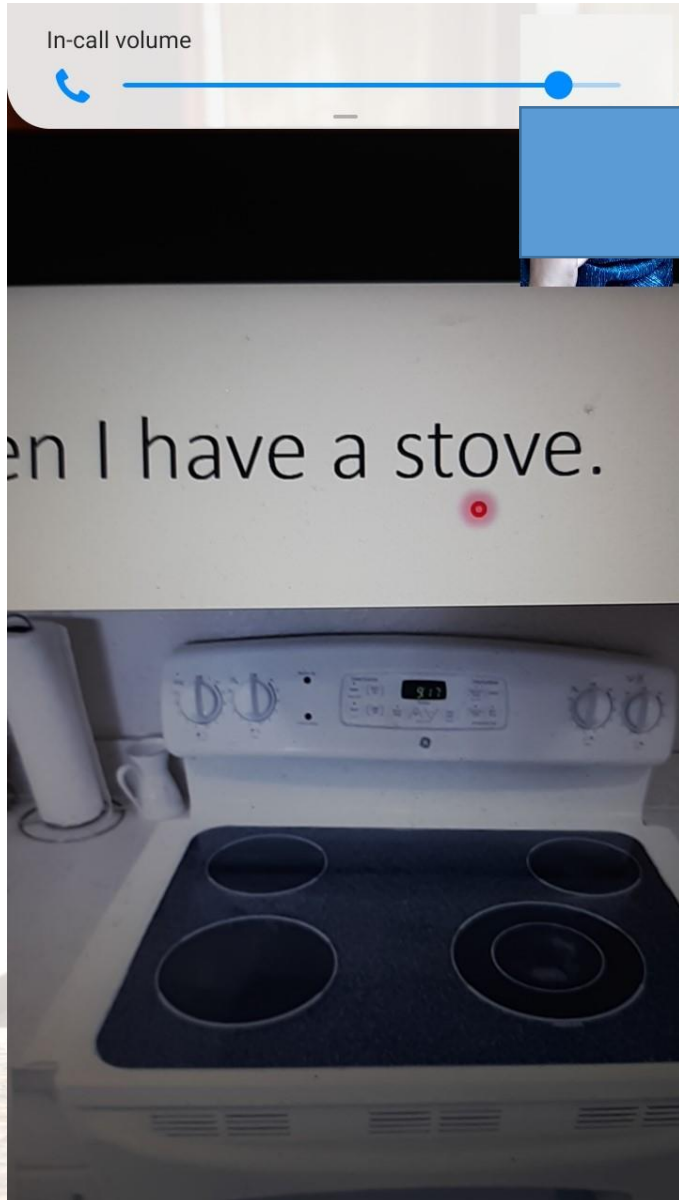
Do you shop in a store like this?



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

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

Reading Options



Reading Options



Reading Activities

Fresh Fish

-reading questions

Write YES or NO.

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

Options for responding:

- give a thumbs up or thumbs down
- say the answer and the teacher writes
- text or type yes/no in chat
- write yes/no on a paper and show on the camera
- use the annotate tool to type the Y/N
- create worksheet ahead of time in a google doc and share the link in the chat box

Reading Activities

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

6. Where does Janet work?

7. How does Janet feel about her job?

8. Why do customers come to this store?

9. Why does she want to buy new shoes?

10. When will she buy new shoes?

Options for completing:

- Call on learners to say the answer and the teacher writes
- show questions one at a time and type answers in the chat
- put learners in breakout rooms to discuss, then come back and share out
- create worksheet ahead of time in a google doc and share the link in the chat box

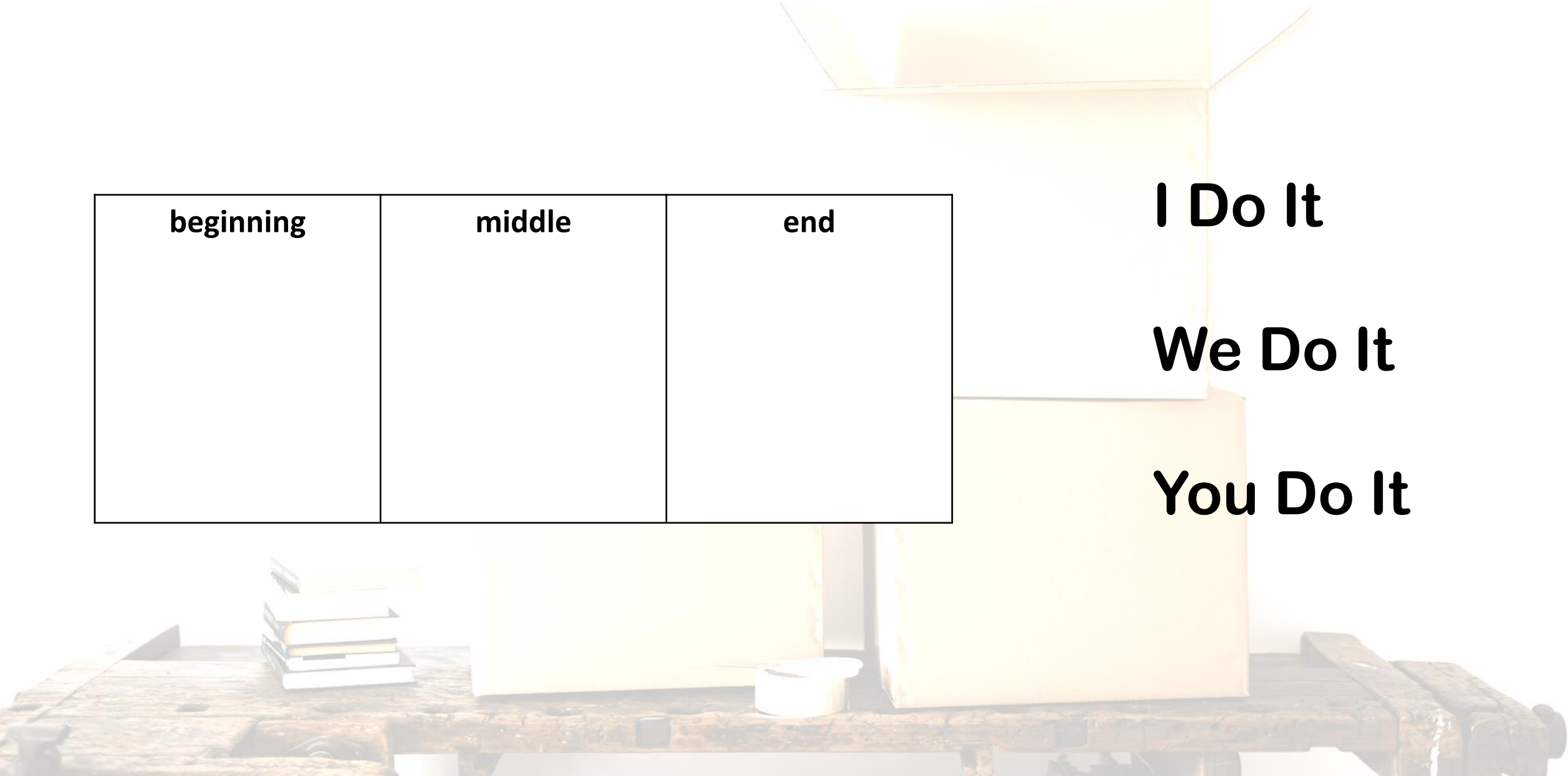
Where's the Sound?

beginning	middle	end

I Do It

We Do It

You Do It



Jumbled Sentences

fresh sells fish. She

and She wash can cut fish. the

doesn't bad. fish smell tastes The good and

hurt. feet Sometimes her

wishes better She she shoes. had

I Do It

We Do It

You Do It

How could you have the learner/s compete this activity?

How would you incorporate I-We-You?

I Like to Cook

My name is Jessica. I like to cook for my family. In the summer I buy a lot of vegetables at the farmer's market. I grow some things outside my house, like strawberries, blueberries, and lettuce.



I like to cook noodles with vegetables. Sometimes I cook spicy pork with rice.

My husband doesn't cook very much. My daughter wants to help me but she is only 1 year old!

Now, write about you.

1. Who cooks in your house? _____
2. Where do you buy food? _____
3. What food do you buy? _____
4. What do you like to cook or eat? _____
5. Who helps with cooking in your house? _____

Now, write a story.

What are your favorite reading activities for remote teaching?



Vocabulary



Where is the School?

Adapted from Andrea Echelberger, MLC, 2012

Write a question for each picture using "Where is the _____?"



Introducing Vocabulary



park



laundromat

Introducing Vocabulary



park

Take a walk

Take children to play.

Introducing Vocabulary



laundromat

Wash clothes.

Dry clothes.

Practicing Vocabulary

Where is the School?

Adapted from Andrea
Echelberger, MLC, 2012

Write a question for each picture using "Where is the _____?"



Options for completing:

- say the questions out loud and teacher writes in chat
- text or type the questions on a paper and show on the camera
- use the annotate tool to type the questions
- create worksheet ahead of time in a google doc and share the link in the chat box

Following Directions

I Do It

We Do It

You Do It

A Complete Address

1. Circle the first name.
Underline the last name.

Mr. James Monroe
1116 Lexington Ave.
St. Paul, MN 55105

2. Circle the building number.
Underline the zip code.

Nya Reh
2435 Arkwright St. #202
St. Paul, Minnesota 55106

3. Circle the street name
Underline the city.

Halima Omar
3523 Minnehaha Ave. Apt. 2
Minneapolis, MN 55454

4. Circle the apartment number.
Underline the state.

Ms. Emilia Ruiz
225 Polk Street, #6
Minneapolis, MN 55115

Categorizing

I Do It

We Do It

You Do It

Go to the mechanic.	You need to get some medicine for a headache.
Ask for help at the library.	Your car doesn't work sometimes.
Go to the grocery store.	Your child needs to find information to do her homework.
Go to the gas station.	You need more rice.
Make an appointment at the clinic.	Your children need exercise.
Deposit a check in the bank.	Your car needs gas.
Take your children to the park.	Your child needs shots and a check-up.
Talk to someone who works at the pharmacy.	You need more money in your account.

Problems	Solutions

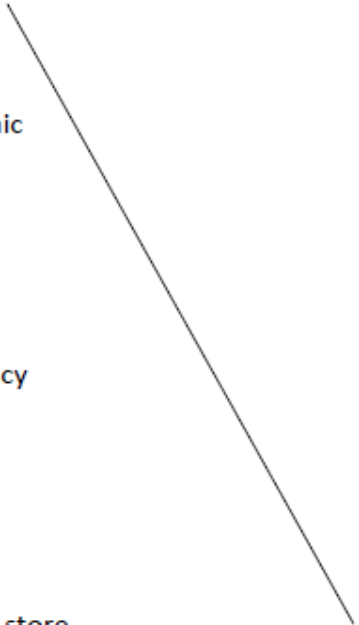
How could you have the learner/s compete this activity?

How would you incorporate I-We-You?

What Can You Do Here?

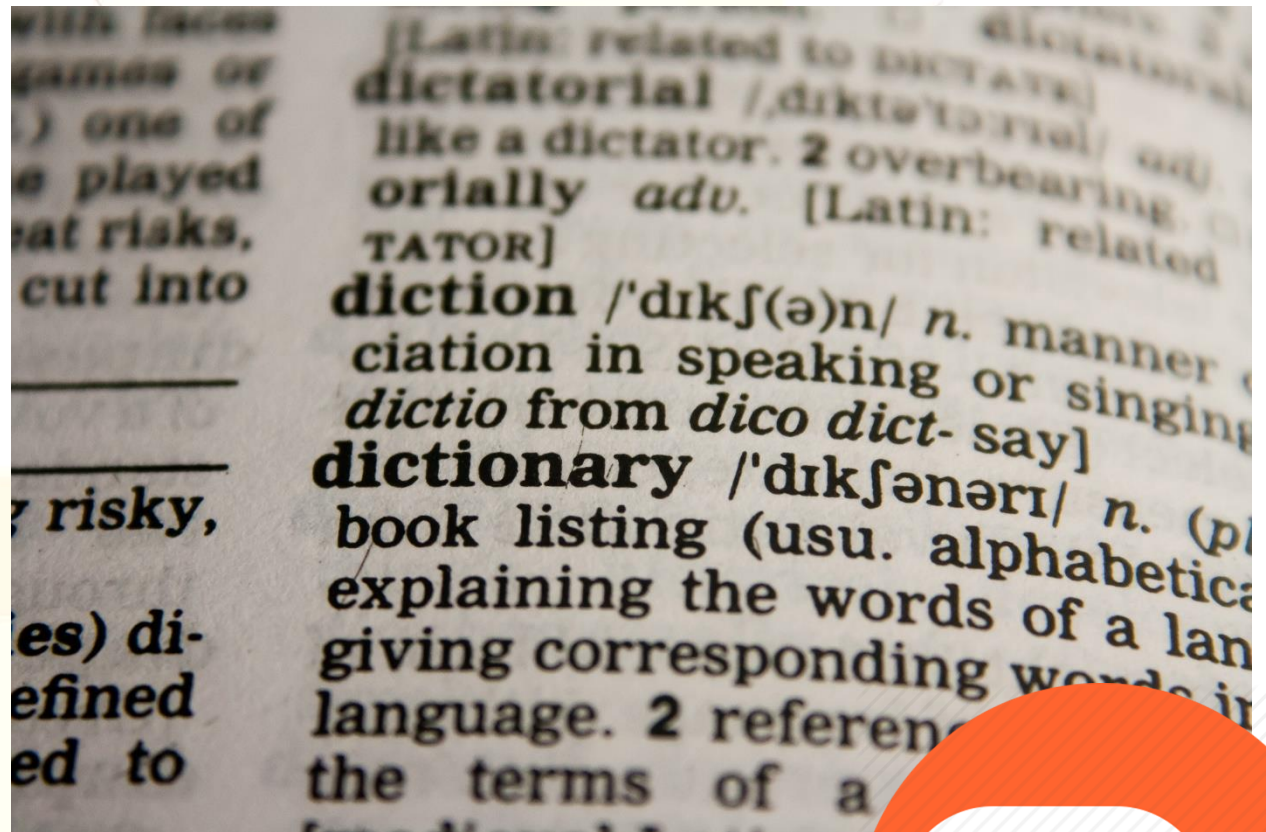
Draw a line.

clinic	check out books, CDs and DVDs
mechanic	deposit money and get money
library	wash clothes
pharmacy	buy food
park	fix a car
grocery store	go to a doctor's appointment
laundromat	get medicine
bank	children play



Adapted from Andrea Echelberger, MLC, 2012

What are your favorite vocabulary activities for remote teaching?



Grammar

Bring Me the Eggs

Abdi? Can you bring me the eggs?

Eggs?

Yes.

Where are the eggs?

In the refrigerator, next to the milk.

I found them!

Thanks.



Susan? Could you get me the bread?

Bread?

Yes.

Where is the bread?

On the counter, next to the refrigerator.

I found it!

Thanks.

Teacher Directions: Activity 3: Grammar, Listening & Speaking, Literacy

-Materials: (none)

Step 1: introduce count/non-count nouns

NOTE: Do NOT teach the words "count/non-count nouns". Learners can practice distinguishing and using them without knowing the name for them.

Count and non-count nouns can be very complex and the rules governing them are not always consistent. Below is some suggested language for talking about them in very simple terms.

Write on the board:

Where is the _____?

Where are the _____?

Look at the Food Words handout. Ask "Which words have 's' at the end?" (eggs, noodles, vegetables). Circle these words

"These are things we count...1,2,3...We can talk about 1 or many. I am looking for one egg: *Where is the egg?* I am looking for many eggs: *Where are the eggs?*"

"Do we usually talk about 1 noodle?...no....some foods are always plural."

"Now look at the other words. These are words we don't count. They are always singular. I always say 'Where is the rice?'"

Step 2: Group Practice

Hold up the food pictures as you practice asking the question about each food.

Step 3: Writing Practice

Take 3 of the pictures on the board (at least one count and one non-count).

Learners write questions about each food in their notebook.

Using a Grammar Chart

1. Say sentences or phrases created using the chart aloud and the learner/s listen (without reading).
2. Show the learner a copy of the same phrases or sentences with blank spaces where the key grammar points are. The teacher can write the sentences for the learner in the moment or create them in advance. Say the sentences again and the learner fills in the missing words.

* Using the whiteboard in Zoom can be tricky- consider preparing sentences in advance on a document that you can screen share, use a mini-whiteboard, or create a google doc

Example

Where _____ the eggs?

Where _____ the rice?

Where _____ the bananas?

Where _____ the beef?

Where _____ the tomato?

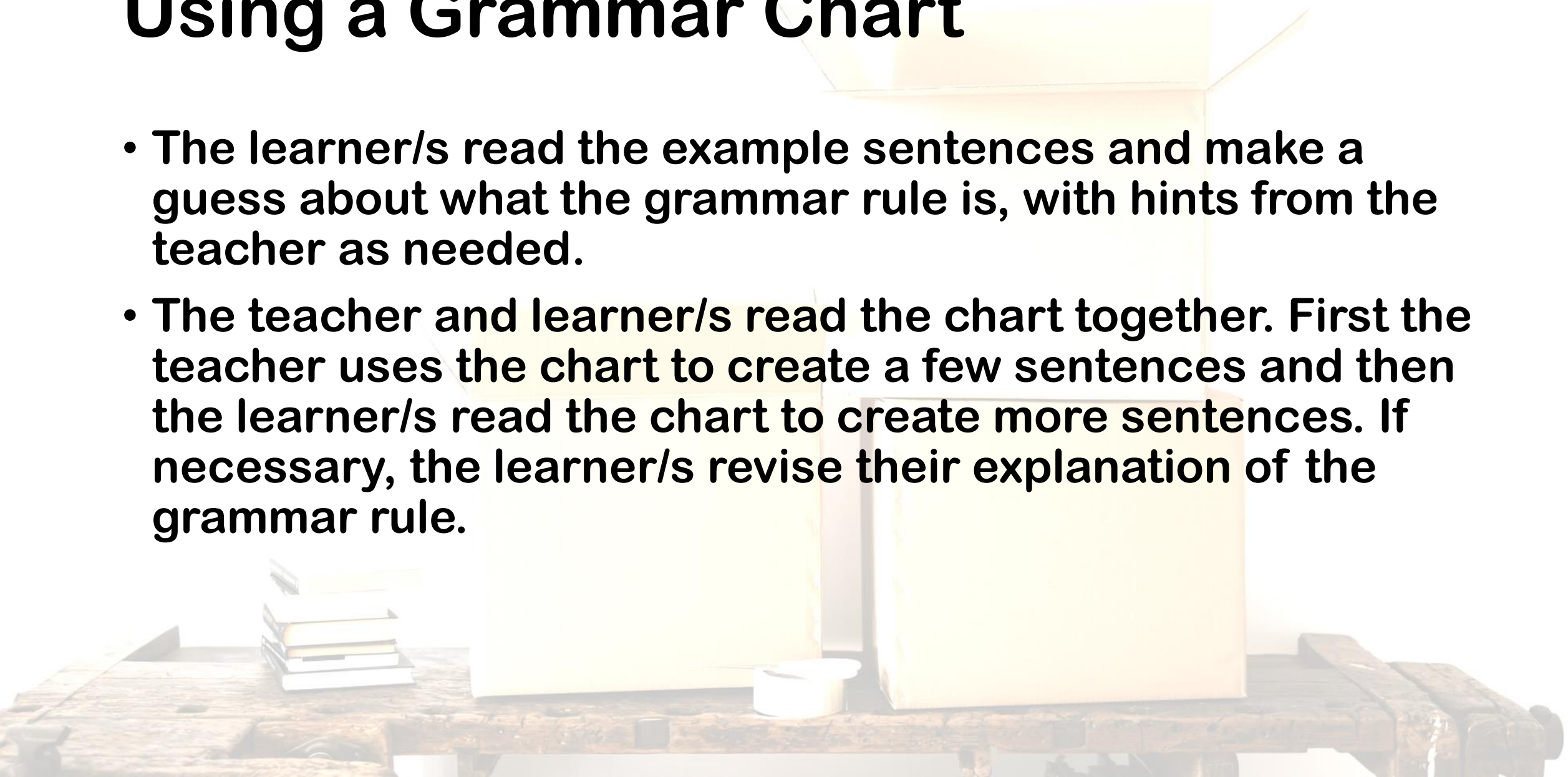
Where _____ the tomatoes?

Options for responding:

- say the words out loud and teacher writes
- text or type the words in chat
- write the missing words on a paper and show on the camera
- use the annotate tool to fill in the missing word
- create sentences ahead of time in a google doc and share the link in the chat box

Using a Grammar Chart

- The learner/s read the example sentences and make a guess about what the grammar rule is, with hints from the teacher as needed.
- The teacher and learner/s read the chart together. First the teacher uses the chart to create a few sentences and then the learner/s read the chart to create more sentences. If necessary, the learner/s revise their explanation of the grammar rule.



Example

Count nouns

Words you can count

Add an s to show more than one

one apple two apples

one onion five onions

one potato eight potatoes

Where is the banana?

Where are the bananas?

Non-count nouns

Words you can't count

You don't add an s

rice beef

water pork

salt oil

Where is the coffee?

Where is the chicken?

Dialogue

Bring Me the Eggs

Abdi? Can you bring me the eggs?

Eggs?

Yes.

Where are the eggs?

In the refrigerator, next to the milk.

I found them!

Thanks.



I Do It

We Do It

You Do It

Substitution Drill

A: _____ can you bring me
the _____?

B: _____?

A: Yes.

B: Where _____ the _____?

A: In the refrigerator, next
to the _____.

B: I found them!

A: Thanks.

We Do It

You Do It



Mingle Grid

Name	What food do you have in your fridge?	What food do you have in your freezer?	What food do you have in your cupboard?
Andrea	carrots	chicken	Black beans

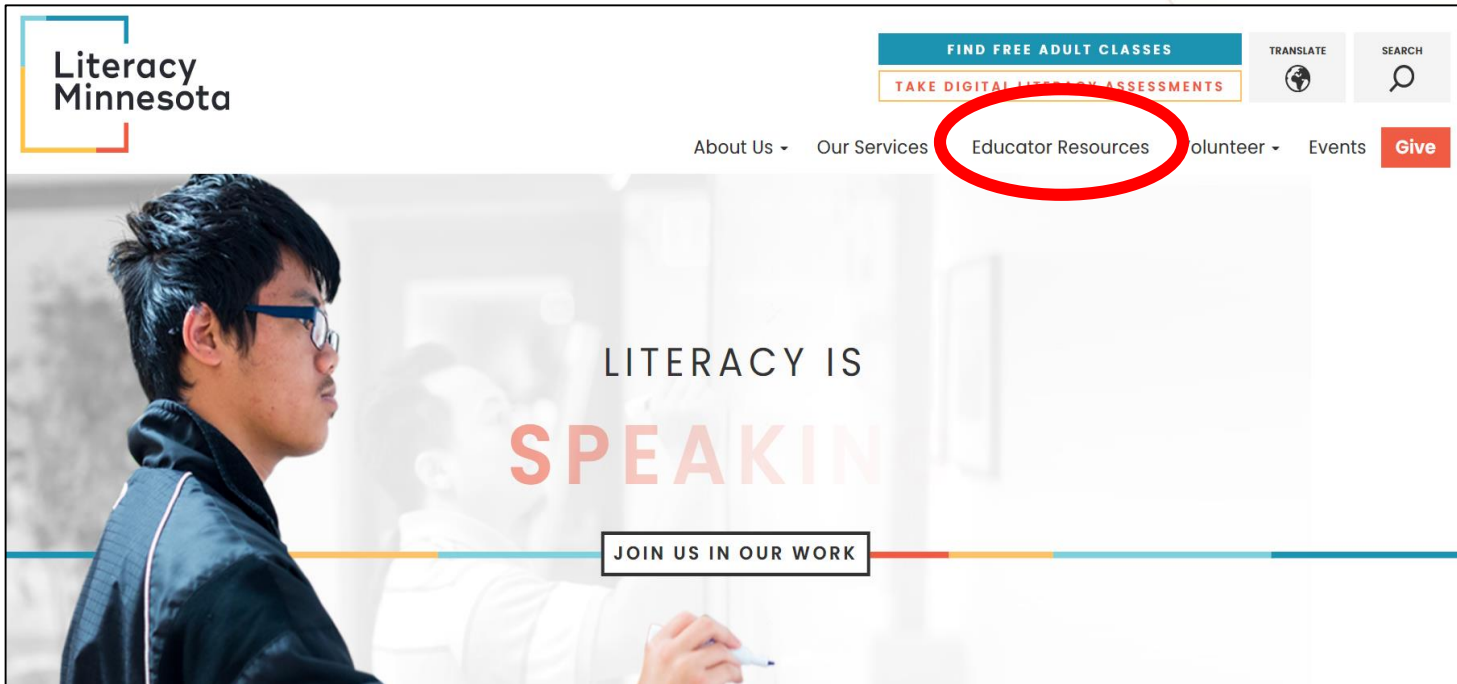
**How could you have the learner/s complete this activity?
How would you incorporate I-We-You?**

**What are your
favorite grammar
activities for
remote
teaching?**



Additional Recommendations

- Instead of peer editing, make mistakes and have the learner/s correct
- Check comprehension before moving on to the next activity or page (ask questions, have the learner/s give additional examples, ask the learner/s to say what they learned in their own words, etc.)
- Have learners repeat each other's answers or read their chat messages to make it more interactive
- Write a list of names of learners in the class and check them off when they speak <https://wheelofnames.com/>
- Other suggestions?



Handouts:

- Adapting Curriculum PowerPoint
- CEUs
- Connection and Correction in Online Instruction article
- Activity Suggestions for Remote Teaching
- Lesson Plan Template

Search for the format curriculum at <https://www.literacymn.org/educator-resources> to find the free Literacy Minnesota ESL curricula.

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Trauma-Informed Teaching Practices for Adult Learners

August 4th 10:00-11:30am

How Adult Brains Learn Languages

August 13th 6:30-8:30pm, August 18th 10:00-11:30am

Teaching Reading Vocabulary Remotely or In-Person

August 6th 6:30-8:30pm, August 11th 10:00-11:30am

Racial Equity 101

August 25th 10:00-11:30am, August 26th 6:30-8:30pm

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- Volunteer Interest Sign-up
- [Volunteer Training Calendar](#)**
- New Volunteer Information Sessions
- Americorps VISTA
- Open Door Learning Centers

Get ready to volunteer!

<https://www.literacymn.org/volunteer-trainings>

**Thank you for completing the
evaluation!**

**Questions?
aechelberger@literacymn.org**

A close-up photograph of a blue marker writing the words "thank you" in cursive on a piece of white paper. The marker is positioned at the end of the word "you". The background is a blurred wooden surface with a stack of books on the left and a wooden block on the right.

*thank
you*

Face to Face Activity	Online Synchronous via Zoom
"Write on board" or "show picture"	Share screen and use slideshow presentation or whiteboard
Teacher modeling	Learners use "main speaker view" so they can see the teacher on the screen fully (this is opposite "gallery view," which you can see all the participants)
Matching one column to another column type worksheets	Share screen and use annotate tools or have learners say matches out
Partner or small group work	Breakout rooms, switch groups if you want learners to work with other students
Dictation or other listening activities (to including teacher reading out loud while learners follow)	Can use zoom or audio recording by sharing "computer sound." Ensure all participants are muted.
Multiple choice or fill in the blank	Share link to google doc in chat, or Share screen and use annotate tools