## CLUES - Slate Blue

## CLUES Educational Enrichment Services

## Adult ESL Program

## Beginning ESL / Level 1

**Winter/Spring 2020 Curriculum**

***January 21- April 23***

**Winter/Spring 2020 Calendar**

|  |  |
| --- | --- |
| **Week Number** | **Date** |
| **1** | Jan 21-23 |
| **2** | Jan 27-30 |
| **3** | Feb 3-6 |
| **4** | Feb 10-13 |
| **5** | Feb 17-20**\*** |
| **6** | Feb 24-27**\*\*** |
| **7** | Mar 2-5 |
| **8** | Mar 9-12 |
| **9** | Mar 16-19 |
| **10** | Mar 23-26 |
| **11** | Mar 30-Apr 2 |
| **12** | Apr 6-9 |
| **13** | Apr 13-16 |
| **14** | Apr 20-23 |

**\**Holiday (no classes):***

Monday, February 17th- Presidents’ Day

**\*\*No evening class:**

Tuesday, February 25th- Caucus Day

## Beginning (*Level 1*) Curriculum Outline:

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| Dates | Life Skills Objective | Grammar Objective |
| Week 1: | [Personal Information](#personalinformation): Ask for and share personal information. Learn to introduce yourself (My name is). Learn the names for articles in the classroom and practice spelling. Identify personal information on forms and documents. | • Present Tense - To Be (*am, is are*)• Subject Pronouns (*I, you, he, she, it, we, they*) • Alphabet and spelling |
| **Week 2:** | [Time & Dates](#timeanddates): Identify and communicate times and dates. Read and comprehend calendars. Ask and answer questions about times and dates. | • Present Tense - Asking and answering “What” questions **•** Prepositions of Time (*in, at, on*) |
| **Week 3:** | [Weather](#weathertimedates) & Clothing and Environment: Read and comprehend calendars. Ask and answer questions about times and dates. Identify seasons and types of weather. Identify seasons and types of weather. Identify and describe basic clothing items. Discuss what clothing to wear in different weather. | • Present Tense - Asking and answering “What” questions• Prepositions of Time (*in, at, on*)• Descriptive Adjectives (*for weather*) |
| **Week 4:** | [My Body, My Health (1)](#mybodymyhealth1): Identify parts of the body. Identify symptoms of simple health problems. | • Present Tense - To Be (*am, is are*) & To Have (*have, has*)• Possessive Adjectives• Verb - To Hurt |
| **Week 5:** | [My Family](#myfamily): Ask for and give simple descriptions of family members. Write simple sentences using to be and to have. | • Verb - To Have (*have/has*) • Possessive Adjectives (*my, you, his, her, its, our, their*) |
| **Week 6:** | [Food & Meals](#foodandmeals): Identify food items. Group food based on common food groups. Discuss common eating habits and indicate food preferences. Learn about meals during & times of the day. | • Present tense of verbs related to food **•** Phrases: I am hungry, I am thirsty, I like |
| **Week 7:** | [**Daily Actions**](#dailyactions)**:** Talk about daily activities. Create daily and weekly schedules. Ask and answer questions about the times and dates of activities. Write simple sentences about daily activities. | • Action verbs  Present tense of action verbs  • Present tense in negative and interrogative |
| Week **8:** | [Daily Actions and Present Continuous](file:///C:\Users\tortiz\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\FVW0S3SF\Beginning_Spring%202019.docx#dailyactionspresentcontinuous): Talk about activities you do regularly and those you are doing now. Ask and answer questions about the times and dates of activities. | Present continuous of action verbs  • Present vs present continuous (*differences in usage*)  • Concepts of “now” and “every day” • Present and present continuous in negative and interrogative |
| **Week 9:** | [**The City**](#city)**:** Identify common places in the neighborhood. Identify which activities are done at common neighborhood locations. | • Prepositions of Place • Present Continuous **•** Singular and Plural Nouns • Descriptive adjectives (*for locations*) |
| **Week 10:** | Money and [Shopping](#shopping): Identify American currency. Perform simple money math. Navigate simple bank transactions. Cash a check. Make a bank deposit. Correctly navigate stores and find items. Identify the price of items. Understand sales and best buys. Ask salespeople questions. | • Present tense• Comparative Adjectives (*ie: cheaper than, etc…*)  * Money and shopping vocabulary * Review numbers |
| **Week 11:** | Jobs: Getting a job. Learn employment vocabulary. Practice situational vocabulary and communication skills. Fill out applications, read time cards, and describe jobs. | Review Present and Present ContinuousIntroduce verb “to be” in past tense • Question Words |
| **Week 12:** | **Emergencies:** Identify different emergencies and match them to emergency agencies/personnel. Learn how to respond to an emergency. Practice communicating with 911. | * Phrases and words used in emergencies * How to call 911 |
| **Week 13:** | **Reading and Writing Practice:** Writing exercises and practice describing people and places. Potluck and graduation party! | • Descriptive adjectives  * Reading skills * Writing complete sentences |
| **Week 14:** | **General Review:** Review alphabet and spelling of words. How to fill out forms. Verb to have and verb to be. Action words and Present Tense. Present Continuous. Verb to be in past tense. Writing complete sentences. Play games, Testing and Graduation. | • General Review |

**Textbook Abbreviation Key:**

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| --- | --- | --- | --- | --- | --- |
|  | **Curriculum Abbreviation:** | **Full Title of Textbook:** |  | **Curriculum Abbreviation:** | **Full Title of Textbook:** |
|  |  | |  |  | |
|  | **EA1** | English in Action - Book 1 |  | **RL** | Real Life English - Literacy |
|  | **EA2** | English in Action - Book 2 |  | **RL1** | Real Life English - Book 1 |
|  | **EA3** | English in Action - Book 3 |  | **RL2** | Real Life English - Book 2 |
|  | **EA4** | English in Action - Book 4 |  | **RL3** | Real Life English - Book 3 |
|  |  | |  | **RL4** | Real Life English - Book 4 |
|  | **FL1** | Reading for Life - Book 1 |  |  |  |
|  | **FL2** | Reading for Life - Book 2 |  | **SE1** | Survival English - Book 1 |
|  |  | |  | **SE2** | Survival English - Book 2 |
|  | **GAB** | Grammar in Action - Basic |  | **SE3** | Survival English - Book 3 |
|  | **GA1** | Grammar in Action - Book 1 |  |  | |
|  | **GA2** | Grammar in Action - Book 2 |  | **SOB** | Stand Out - Basic |
|  | **GA3** | Grammar in Action - Book 3 |  | **SO1** | Stand Out - Book 1 |
|  |  | |  | **SO2** | Stand Out - Book 2 |
|  | **LL** | Longman Literacy |  | **SO3** | Stand Out - Book 3 |
|  |  | |  |  |  |
|  | **LP** | LifePrints - Literacy |  | **SS1** | Side by Side - Book 1 |
|  | **LP1** | LifePrints - Book 1 |  | **SS2** | Side by Side - Book 2 |
|  | **LP2** | LifePrints - Book 2 |  | **SS3** | Side by Side - Book 3 |
|  | **LP3** | LifePrints- Book 3 |  | **SS4** | Side by Side - Book 4 |
|  |  |  |  |  |  |
|  |  |  |  | **WL** | Word by Word - Literacy |
|  |  |  |  | **WB** | Word by Word - Beginning |

## 

## Week 1: Personal Information ([*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Identify & communicate personal information

## Grammar: Alphabet / Subject pronouns / Present tense “To Be”

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Learn to introduce themselves by saying their name** (*Hello, my name is Bob. What is your name?*)**.**  **Learn and practice the alphabet in English; Learn and practice how to spell their first name and last name** (*written and orally*)  **Speak, write, and read the words for people and objects commonly found in a classroom** (*teacher, student, table, chair, paper, pen, etc…*)  **Identify subject pronouns** (*I, you, he, she, it, we, they*) **and the present tense forms of the verb “To Be”** (*am, is, are*) | Get an object to throw. Stand in a large circle. Say, “My name is \_\_\_. What is your name?” Toss the object to a student. The student answers the question with their name, asks the question of another student and throws the object to them. Repeat until all students have asked and answered. Point to a student and ask, “What is his/her name?” Repeat.  Use post-it’s to make labels for classroom items. Have students work in groups to identify and label the various items in their classroom. After everything has been labeled, divide students into teams. Say the name of an item and team representatives race to touch that item first. Points for the first one. Repeat. | **WL:** 12-13  **LP:** 12-14  **EA1:**  3, 16, 17  **SE1:** 3, 5-6 |
| **Day 2** | **Practice spelling vocabulary words for people and objects commonly found in a classroom** (*teacher, student, table, chair, paper, pen, etc…*)  **Understand how to use subject pronouns** (*I, you, he, she, it, we, they*) **and the present tense forms of the verb “To Be**” (*am, is, are*)  **Use subject pronouns and present tense “To Be” to form simple sentences about people and objects in the classroom** (*I am a student. She is a teacher. It is a table. They are students. Etc…*) | Cut up sentences about the classroom and have pairs work to piece them back together like a puzzle. (*I am a student. It is a table.*)  Write personal information questions on the board (*What is your name? Where are you from? How old are you? Etc…*). Pair students and have them practice asking and answering.  Students write simple sentences about themselves (*My name is John. I am a male. I am 23 years old. I am from Mexico. Etc…*) | **LP1:** 17  **RL1:** 3, 8, 9  **SE1:** 16-20 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Identify common everyday documents that contain personal information** (*driver’s license, id card, social security card, etc…*)  **Correctly fill out simple forms with own information and information of others** | Place pictures of example documents on the board or table. Divide class into teams. Give one person in each team a flyswatter. Say the name of a document. First one to hit with the flyswatter gets a point. Switch people and go again. Repeat.  Write personal info. sentences on paper strips and put in a can. Draw a simple form on the board. Students draw a strip and write the info. in the correct part of the form. Repeat until form is filled out. Repeat w/different form and/or new strips.  Have students fill out a blank form with their own information  Write simple sentences about a fictitious person and have students work in pairs to fill in a blank form for the person.  Write scrambled classroom object words and personal information words on the board and have students work in pairs to unscramble. | **RL:** 10  **WL:** 1-3  **EA1:** 5, 13, 15 |
| **Day 4** | **Identify possessive adjectives** (*my, your, his, her, its, our, their*)  **Use subject pronouns, possessive adjectives, and present tense “To Be” to form simple sentences about self and classmates** (*My name is Bob. I am from Mexico. My birthdate is July 14th, 1978. I am Mexican. Etc…*)  **Discuss personal Educational Goals and Abilities using subject pronouns, “To Be”, and possessive adjectives** (*I am good at… / My goal is…)* | Write simple personal info. questions on board. Have students ask and answer questions in groups. Then have students write sentences to answer questions using possessive adjectives, subject pronouns and present tense To Be. (*Where are you from? I am from Mexico. What is your name? My name is John. Etc…*).  Work together to create a short paragraph (*using subject pronouns, possessive adjectives, and To* Be) describing the class and write it on board (*use EA1 page 29 for idea*). Make sure the story is learner generated. When done creating paragraph have the students copy. Pair students to read paragraph.  Write a paragraph on piece of paper with each sentence on a separate line. Make copies and cut apart sentences. Students work in pairs to put sentences in order.  Have students stand in two lines facing each other. One line asks the questions (*What is your name? & Where are you from?* ) and the other line answers (*My name is \_\_\_. & I am from \_\_\_.*). Every time the questions are asked have the asking line move down one student (*the last student will go around to the beginning of the line*) and repeat with new partner. When students are back to original partners have asking and answering lines switch and do again. | **EA1:** 10, 11, 27  [Simple Goals Worksheet](https://1drv.ms/i/s!AhRw4rpeX2bYjHny9-sNS1N_m_Mu) |

**Week 2:** **Time and Dates** ([*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Identify and communicate times & dates.

## Grammar: Prepositions of time / Present tense “What” questions

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Identify numbers used to tell time** (*1-60*, *one-sixty*)  **Identify and communicate words/phrases needed to tell time** (*clock, time, o’clock, a.m., p.m.*)  **Identify and communicate time on both digital and analog clocks** | Divide class into teams. One student from each team comes to board. Say a number. First student to write the number wins a point for their team. Repeat.  Draw a large clock on the board. Make the hands show a time. Ask students to identify time. Have a volunteer come write it on the board in numbers. Repeat.  Make time matching cards (*split time into two cards – eg: 1 and :00)*. Pair up the students, say a time, have the pairs make the time with the matching cards. Repeat…  Draw two clocks on board, don’t add hands. Divide class into teams. Each team sends a student up to board. Say a time. First team to draw hands wins a point. New students come up and repeat. Go until a team wins (*you decide*). | **WL:** 37-38, 42-43  **LP:** 32-33, 38  **EA1:** 14, 15, 29 |
| **Day 2** | **Identify and communicate words needed for times of day** (*morning, afternoon, evening, night, noon*)  **Identify and comprehend prepositions of time “IN” and “AT”**  **Correctly ask and answer simple time related questions** (*What time is it? It is \_\_\_\_\_. What time is it? It is \_\_\_\_ in the morning, At what time is English class? It is at 10:00 o’clock in the morning*) | Use small fake clocks. Say a time and have students move hands on clocks to the correct time. Check and repeat.  Make several strips with words and times (*eg: morning, night, 1:00, Four O’Clock, Etc…*) Draw two columns on the board. Label one IN and one AT. Divide class into teams. Teams send a person to come draw a strip of paper and place it in the correct column. If they are right the team gets a point. For an extra point the person can say a sentence with the word/time and preposition.  Create a simple present tense “asking for time” dialogue and write on board.   1. Read several times with class switching roles (*Teacher is one person-class is other & then switch*) 2. Whole class reads from board. Erase 3 words and read again. Repeat and repeat until all words are gone and class says dialogue from memory. 3. Have pairs practice the dialogue together. Switch to new pairs and repeat practice. Switch and repeat again. | **LP:** 51-52  **EA1:** 146  **RL1:** 46 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Speak, write and read the words for the days of the week** (*Day, Week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Today, Yesterday, Tomorrow*)  **Speak, write and read the English words for the months of the year** (*Month, Year, January – December*)  **Identify and comprehend preposition of time “ON”**  **Write and say sentences about days of the week and months of the year using prepositions of time** (*I go to school on Monday. Valentines day is on Tuesday, February 14th. Etc…*) | Make flashcards for the days. Give each student a flashcard. Students must line up in correct order. Mix up cards, or give new cards, and repeat. Divide class into teams. Give each team a set of cards and have them line up in order. First team wins. Extra points for naming the missing days.   * Repeat above with flashcards for the months of the year.   Give students a calendar (*ask coordinator*). Have them find days and months. Do several different activities for this:   1. Say a date (*ie: July 7th*) and have students find the date and say what day it is (*ie: Monday*). 2. Say a holiday and ask if they know the date. Find the date and mark it. 3. Find every one’s birthdays and mark them.   Students practice their writing by writing simple present tense sentences about the items found in the calendars (*Christmas is on Monday, December 25th. Today is January 30th. Etc…)* | **RL1:** 47  **EA1:** 147, 150 |
| **Day 4** | **Identify and comprehend time and dates vocabulary** (telling time, times of day, days of week, months of year, etc...) **and prepositions of time** (*in, at, on*)  **Write and say sentences about actions using days of the week and months of the year and prepositions of time** (*On Monday I wake up at 8:00am. On Tuesday I work at 7:00am. Etc…*) | Make flashcards for the days. Give each student a flashcard. Students must line up in correct order. Mix up cards, or give new cards, and repeat. Divide class into teams. Give each team a set of cards and have them line up in order. First team wins. Extra points for naming the missing days.   * Repeat above with flashcards for the months of the year.   Give students a calendar (*ask coordinator*). Have them find days and months. Do several different activities for this:   1. Say a date (*ie: July 7th*) and have students find the date and say what day it is (*ie: Monday*). 2. Say a holiday and ask if they know the date. Find the date and mark it. 3. Find every one’s birthdays and mark them. 4. Students practice their writing by writing simple present tense sentences about the items found in the calendars (*Christmas is on Monday, December 25th. Today is January 30th. Etc…)* | **RL1:** 53-54 |

**Week 3:** **Weather, Clothing and Environment** *(*[*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Talk about weather and what clothes to wear. Learn about environment and recycling.

## Grammar: Present tense. Prepositions of time, descriptive adjectives.

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Speak/write/read basic weather** (*sunny, cloudy, windy, raining, snowing, foggy, hot, warm, cool, cold*) **and seasons** (*spring, summer, fall, winter*) **vocabulary**  **Match the different seasons in Minnesota with the weather that, most commonly, happens during that time of year** (*eg: Winter in Minnesota is cold and snowy. Etc…*)  **Write and share about the weather in their native countries** (*Mexico, Somalia, Laos, etc...*)  **and the weather in their new country** (*U.S.A. - more specifically Minnesota*)  **Practice Test for this week: Clothes and Weather** | Write “Weather” on the board. Have students brainstorm what other words “weather” makes them think of. Write them on the board.   * Ask the students how we can divide these words into groups. Work as a class to decide on groupings (*cold weather vs. hot weather, weather by seasons, good weather vs. bad weather, etc*) Then group the words on the board into the right categories.   Divide class into groups. Give each group a picture of a weather scene. Tell groups to write 3 sentences about the picture. When all groups are done have them exchange pictures and repeat. Have each groups write about all pictures. Hold up a picture and ask volunteers from groups to come write their sentences on the board. Class works together to fix mistakes in sentences. Repeat with all the pictures.  Sit in a circle. Turn to the student next to you and ask them to tell you a word to describe winter in Minnesota (*cold, snowy, etc..*). Ask the next student to repeat the word and add another word. The student next to them should repeat the two words and add another word. Continue all around the circle or until the students can’t remember all the words in the chain. Repeat with the other seasons. | **RL1:** 45, 47  [Weather Flashcards](https://1drv.ms/w/s!AhRw4rpeX2bYjHdwaTVNc4Ft5I2D)  &  [Weather Scenes](https://1drv.ms/w/s!AhRw4rpeX2bYjHadb0HqHZeBEuZu) |
| **Day 2** | **Identify and communicate words for common articles of clothing** (*shirt, jacket, pants, jeans, skirt, socks, shoes, hat, etc…*) **and basic colors** (*red, blue, green, yellow, pink, black, etc…*)  **Identify the names and colors of the clothing that they, their classmates and the teachers are wearing**  **Ask & answer questions about clothing** **in present continuous** (*What are you wearing? I am wearing a red dress. What is he wearing? He is wearing a blue shirt and green pants. Etc…*) | Ask students to tell you what clothes you have on. Write their response up on the board using full sentences that start with "I am wearing...." Discuss the verb "wear" and the construction of this sentence.  Point out to them that "I wearing" is NOT a correct sentence and that "I'm" and "I am" are interchangeable.   * Ask students to write 1 sentence about what they are wearing and share with a partner.  Check to make sure everyone uses "I am wearing” correctly. Students write their sentences on the board. * Have each student write a full paragraph about everything they are wearing. As they finish, have them turn in their paragraphs to you. When everyone finishes, read each paragraph aloud and the class votes on who they think wrote it. * Make a list of clothing items (a red *skirt, a blue jacket, a yellow tie.*). Hand out scissors, paper, glue sticks, and magazines (*catalogs work well!*). In teams or individually, students find, cut out, and glue onto their paper all the items in the list. Set a time limit, or make it a race. | **SS1:** 67-68, 72, 77  **SE1:** 168-169  **WB:** 58, 60-61 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Identify and communicate basic descriptive adjectives used to describe clothing** (*small, big, short, long, baggy, tight, etc…*)  **Understand how to correctly use the verb “To Wear” in present tense & present continuous** (*I wear. He wears. We wear. Etc…We are wearing, etc.* )  **Describe what self and others are wearing** (*I am wearing a shirt and pants. Bob is wearing a coat and shoes. Etc…*) | Write "I am wearing...." on the board. Discuss the verb "wear" and the construction of this sentence. Ask students to tell you what you are wearing and write each item out as a full sentence. Have students write sentences about what they are wearing.   * Repeat activity with “What is he/she wearing?” and the answer, “He/She is wearing.” Have students write sentences about what their classmates are wearing. * Now repeat activity with “wear” in the present tense (*What does he wear/What does she wear? Etc…*) and talk about the difference between present and present continuous (*present is habitual or constant while present continuous is Right Now*)   Have students stand in two lines facing each other. One line asks a question and the other line answers (*What are you wearing? I am wearing...*). After each time the question is asked one of the lines moves down one person so each student is facing a new partner (*last student comes around to front*) and repeats. After several rounds switch roles of lines (*askers become answers and vice versa*) and repeat. | **EA1:** 135  **WL:** 71, 72, 73 |
| **Day 4** | **Environment:**  **Learn about environment as it refers to weather.**  **Recycling, composting, re-using and waste. What articles do we recycle? What is composting? Learn the vocabulary of recycling and where we throw different waste.**  **Presentation on recycling.** | Write the word “Environment” on the board and ask students if they know what this is.  If students come up with answers, write them on the board.  Write the word “Recycle” on the board and ask what it is. Write what they come up with. As much as possible, have a conversation about these words.  Show students the bins in the classroom and ask them to read the words in each bin. Ask, “what do you think we throw in this bin?” for each bin.  Introduce the vocabulary on recycling.  There are activities and flashcards in the “Environmental activities” link. Use the ones you feel are appropriate for the level of your students.  **\*\*\*There might be a presentation on** **recycling.** | [Environment activities](https://1drv.ms/b/s!AhRw4rpeX2bYjlkQ-7-ahfPZxWfk?e=v9Sn6w) |

**Week 4:** **My Body, My Health** ([*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Identify parts of the body and simple health problems

## Grammar: Present Tense “To Be” & “To Have” / Possessive Adjectives / Present Tense “To Hurt”

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | Learn vocabulary for parts of the bodyIdentify and comprehend possessive adjectives (*my, your, his, her its, our, their*) **Use possessive adjectives to describe physical states** (*My head hurts. Your head hurts. His head hurts. Etc…*) | Point to a body part and say, “What is this?” students point to the same body part and say, “This is \_\_\_\_”.  Play “Teacher Says” (*teacher says touch your \_\_\_*) speeding up a little with each body part. The winner leads the next game, which is now “[student’s name] Says”.  Write body parts on pieces of paper and put in can. Draw a large body on the board. Volunteers come up, draw a piece of paper, read the word and point to the body part on the board. Repeat…   * Do again but this time students point and write the word. | **LP:** 47-48  **EA1:** 188, 190  **SO1:** 101 |
| **Day 2** | **Review vocabulary for parts of the body**  **Review verb to hurt and uses of “hurt” versus “hurts” (singular / plural)**  **Identify and understand the use of present tense “To Have”** (*has/have* ) **when talking about simple health problems** | Review vocabulary with a spelling test. Say each word several times. Volunteers come write answers on the board, one by one. Whole class checks for correct spelling. Review difficult words.  Go around the room asking the students how they feel (*eg: How do you feel today? - My head hurts. - I am fine. - Etc…*) | **EA1:** 191  **RL1:** 107  **LP:** 49 |
| **Day 3** | **Identify and communicate words for simple health problems** (*fever*, *headache, backache, stomachache, runny nose, sore throat, etc…*)  **Use present tense To Have and possessive adjectives, and the verb To Hurt to describe physical states** (*My head hurts. I have a headache. My arms hurt, Etc…*) | Write ailments on slips of paper (*Head Hurts, Headache, Backache, Leg Hurts, etc…*). Write “How do you feel?” on the board. Ask a student the question and have them draw a slip of paper and answer with possessive adjective or To Have based on the ailment they drew.  Students mimic an ailment and other students shout out an answer: *You have a headache, your stomach hurts.*  Repeat activity above but this time students write their answer on the board and whole class helps if needed. | **EA1:** 192  **SO1:** 102 |
| **Day 4** | **Develop and practice a dialogue about being sick**  **Review parts of the body**  **Review the two ways to talk about pain** *(My back hurts vs. I have a backache)* | Write simple health dialogue on board. Show both positive and negative answers. (*Eg: Does your head hurt? Yes, my head hurts./No, my head doesn’t hurt*). Divide class into pairs. Have pairs practice the dialogue. Change health issue and repeat.  Divide class into teams. Place pictures of people with health issues on board/table. Give one person in each team a flyswatter. Say a health issue. First to hit with flyswatter gets a point for their team. Switch people and repeat.   * Do again with words instead of pictures.   Play “Teacher Says” (*teacher says touch your \_\_\_*) speeding up a little with each body part. Make it trickier today by touching a different body part than you are calling out *(e.g. you say “touch your neck” but you touch your knee to trick people)* | **LP:** 47-48  **RL1:** 108, 109 |

**Week 5:** **My Family** ([*Return to Curriculum Outline*](#acurriculumoutline))

**Life Skills: Ask for and give simple descriptions of family members**

**Grammar:** Present tense “To Have” / Possessive adjectives

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Speak/write/read words for immediate family members** (*husband, wife, father, mother, son, daughter, sister, brother, parent(s), child/children*)  **Identify the present tense forms of the verb “To Have”** (*have/has*) | Show class a picture of a family (*mother, father, 1-3 kids*). Introduce the words for immediate family members using the picture (*husband, wife, father, mother, son, daughter, sister, brother, parent(s), child/children*). Write the words on the board and review them with the class.  Show the class a new picture of a different family and ask them to identify the members of the family using the words on the board.  As a class create sentences to describe the picture(s) using the family member words on the board. | **WL:** 4-5  **EA1:** 30, 31 |
| **Day 2** | **Write and share simple descriptions of self and immediate family** (*My family is small. I have a mother, a father, and one sister. My mother’s name is Susan. My father’s name is George. My sister’s name is Sue. My family lives in Minnesota. Etc…*) | Write a very simple description of your own family (*I have a small family. I have one sister. She is tall. Etc…*). Have students use it as an example/model to write their own family descriptions.  Divide class into pairs. Have pairs ask and answer questions about their families using their descriptions to help guide them.  Organize students into small groups of three or four, give each group a picture of a different family. Have students discuss the family in their groups and then present about their family to the class.  Have students write a (*very simple*) 5 to 10 sentence paragraph about their own families and share with class. (*My family is big. I have two sisters and three brothers. My sister lives in Mexico…*) | **SE1:** 69, 70, 83, 85, 87 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Identify vocabulary for members of extended family** (*ie: grandmother, grandfather, uncle, aunt, niece nephew, cousin*)  **Write short paragraphs about family members using present tense forms of the verb “To Have”** (*have/has*) | Draw a family tree on the board using the simple vocabulary words for the members of the family (*mother, father, son, sister, etc…*). Ask for volunteers to provide personal names to give each family member.  Divide the class into small groups. Give each group a picture of a family tree. Have the groups discuss the family (*It is a big family. There are two sons. Etc…*). Have the groups write simple sentences about their family tree. Ask volunteers to present to the class.  Divide the class in small groups and pass construction paper, crayons, scissors, and magazines pictures. Have students create their own family trees using the supplies. Ask volunteers to present their family tree to the class and share about their family.  Have students write simple sentences about their family using their family tree to help them. | **WL:** 6-7  **SO2:** 6-9 |
| **Day 4** | **Review family members vocabulary** (*see vocabulary lists for day 1 & day 3*)  **Review Present Tense of the verb “To Have”** (*have/has*) | Read a story about a family that includes the immediate family vocabulary  1)Teacher reads the story to the students , or the group reads the story aloud together  2) Students read the story independently  or in pairs  3) Students review the text and underline words or phrases that they do not understand  4) Students work together, using the white board and teacher guidance, to create a class “vocabulary” list of new words  5) Teacher guided class discussion to define the new words, calling on students who know the words  6) Teacher defines words through descriptions, sentences etc.  Make sentences using the verb ”To Have” in sentences using the family vocabulary and integrating the new vocabulary from the text  Play a game using the family vocabulary  (make your own or see your coordinator for ideas including Bingo, Word Search or flash cards) | **Easy True Stories:** “[Rent a Family](https://1drv.ms/b/s!AhRw4rpeX2bYjRRxwAxL4zfFDr_U)”  **More True Stories**: “[Surprise! It’s Your Wedding](https://1drv.ms/b/s!AhRw4rpeX2bYjRMQABRkIX7nAKqv)”  Or ask coordinator for more suggestions |

**Week 6: Food and Meals** ([*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Identify food items. Discuss meals, mealtimes, and common eating habits in U.S. and other countries.

## Grammar: Present & Present Continuous / Future Tense & Future Continuous / Phrases-“I am hungry.”; “I am thirsty.”; “I like…”

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Identify common food items** (*bread, milk, cheese, chicken, apple, soup, rice, noodles, tomato, carrot, steak, butter, potato, etc…*)  **Identify food groups** (*fruits, vegetables, dairy, meat, etc…*) **and match foods to the correct group** (*Apples are a fruit, etc…*) | Create sets of cards that are ½ food pictures and ½ food words. Divide class into groups. Give each group a set of cards to play Go Fish. Make new groups and play again. After playing have groups work together to group food cards (*fruits, dairy, etc…*)  Divide class into teams. Place food flashcards in a can. Write food groups across top of board. Have teams send a student to the front to draw a food flashcard, say the name of the food and write the name of the food under the right group on the board. If correct 1 point. Extra point for spelling. Do several rounds… | **WL:** 58-63  **LP1:** 137  **SOB:** 50 |
| **Day 2** | **Identify common food containers and packages** (*box, bottle, bag, can, etc…*) **and the foods they are used for** (*a can of soda, a box of cereal, a bag of rice, etc…*)  **Identify and communicate food vocabulary learned yesterday** (*food vocabulary words, food containers and packages, food groups*)  **Ask and answer questions about food using present continuous** (*What are you eating? I am eating \_\_. What are you drinking? I am drinking \_\_. Etc…*) | Bring examples of food containers and packages to the class. Hold up an example and ask the students what it is. Write the word on the board. Repeat with each container/package. Divide class into groups. Say the name of a container or package. Groups have 1 minute to write as many foods as they can think of that come in that container/package. Repeat with each.  Make an interview sheet with food questions (*What is your favorite fruit? What is your favorite vegetable? Etc…*). Divide class into pairs. Have pairs do interviews and note partners responses. Switch pairs and repeat. Review questions as a class.  Give each student a picture with a food and a drink. Have students walk around the room asking and answering present tense questions about each others pictures (*What are you eating/drinking? I am eating/drinking \_\_.*). After mingling for awhile have students sit down. Randomly point to a student and ask the class, “What is he/she eating?” and “What is he/she drinking?” The first student to answer with a full sentence gets a small prize (*candy, pencil, etc…*). Repeat several times. | **SO1:** 49  **WL:** 65-66  **EA1:** 158, 159  **SOB:** 48-49, 56 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Understand and follow rules for singular vs. plural nouns** (*count nouns can be made plural by adding ‘s / non-count nouns stay same in plural*)  **Identify and communicate words for expressing hunger and thirst** (*I am hungry. You are thirsty. She is not hungry. Etc…*)  **Identify words for mealtimes** (*breakfast, lunch, dinner, etc…*) **and compare common foods for each mealtime** (*breakfast - cereal, eggs, coffee, etc…*) **in the U.S. and native countries.** | Bring examples of count and non-count foods to class (*some apples or oranges and a bag of rice or sugar, etc…*) and use to demonstrate the difference between things you can count and things you can’t count (*apples vs. grains of rice or sugar*).  Place pictures of food in a can. Draw a picture and model the following sentence structure, “I am hungry/thirsty. I will eat/drink [*name of food*].” Repeat with a new picture. Write the structure on board. Review with students. Have students take turns coming to the front of class, drawing a food picture and saying the sentence. After several rounds erase the prompt on board and repeat activity with students saying from memory. | **EA1:** 160, 161  **SOB:** 44, 45**-**46  **SO1:** 41-42 |
| **Day 4** | **Learn how a sentence is formed with subject and verb. Practice forming complete sentences**  **Write complete sentences, using present tense** | Divide class into groups. Give each group a large piece of paper, magazines, and glue sticks. Each group is assigned a meal and writes the name of the meal across the top of their paper. The group finds pictures of foods that are eaten for that meal and glues them on their paper. When done the whole group must present their paper to the class writing complete sentences in present or present continuous. (*We eat [food] for [meal]. We drink [beverage] for [meal]. Etc…*)  Have students write short paragraphs about what people eat for different meals in their country. Help students with spelling and grammar issues. Volunteers read their paragraph to the class. | **GAB:** 126  **EA1:**168 |

## Week 7: Daily Actions ([*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Follow simple oral and written directions and be able to give simple directions to locations

## Grammar: Action Verbs in Present Tense / Present Tense in Negative & Interrogative Forms / Prepositions of Time

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Identify and communicate words for common daily actions** (*wake up, eat, walk, run, drive, wash, work, wait, sit, stand, see, sleep, etc…*) | Divide class into teams. Place pictures of people doing actions. Give one person in each team a flyswatter. Say an action. First to hit with flyswatter gets a point for their team. Switch people and repeat. Do again with words instead of pictures.  Play charades in teams. Write actions on slips of paper. Put in a can. Teams take turns sending a person to draw a slip of paper and do the action. Ask the team, “What is he/she doing?”. Team answers in present continuous. If right they get a point. | **EA1:** 144, 145 |
| **Day 2** | **Correctly identify words for times vs. words for days vs. words for months vs. words for actions** | Write several times, days, months, and daily action words on slips of paper and put in a can. Write 4 list headers on board (*time, day, month, action*). Divide class in teams. Teams send a student up to draw a slip of paper, read the item, identify the group, and place the paper under the right header. Repeat until all slips are correctly placed.  Brainstorm a list of action words (*sleep, eat, go to work, go to school, etc…*). Ask students, “How often do you \_\_\_?”. Write their answers (*I eat every day. I go to school every week. Etc…*)  Divide students into pairs. Have pairs interview each other about the frequency of actions (*How often do you\_\_\_? When do you \_\_\_? Etc…*). Split into new pairs and repeat.  Sit in a large circle. One student asks the question and throws a ball to the student they want to answer. Repeat… | **SS1:** 99, 100, 101 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Read and comprehend simple weekly, monthly, and yearly schedules**  **Identify and communicate prepositions of time** (*in, at, on*)  **Correctly use prepositions of time** (*in, at, on*) | Write a short story about a person’s schedule with very simple sentences each written on a different line (*Bob wakes up at 8:00am. Bob eats breakfast at 8:30am. Etc…*). Cut the sentences into strips. Divide class into groups. Each group works to put the sentences in order to complete the story. Volunteers read the story sentence by sentence.  Write a simple weekly schedule for a fake person on the board. Have students practice asking and answering present tense questions, using prepositions of time, based on the schedule (*When does Mary go to school? On Monday and Friday. Etc…*) | **EA1:** 147, 148, 149  [**In/On/At pyramid**](http://i.imgur.com/ACIgxf1.jpg) |
| **Day 4** | **Review common daily actions**  **Create personal schedules based on their own daily activities** | Show class a picture of a busy scene with several people doing actions. Have students write sentences about what they see the people doing. Volunteer read sentences.  Review weekly schedule by writing another fake person schedule on the board and asking questions to students based on the schedule.   * If students are able: Repeat activity with a monthly schedule   Repeat again with a full year (*put in vacations, doctor’s appointments, holidays, etc…*).  Help students write their own daily (or weekly) schedule. Ask students: “What do you do every day?” Have a volunteer tell you what they do throughout the day and write in on the board. Students copy, then working in pairs or small groups, help them to write their own schedule (if able, and help those who are struggling):   * *I get up at 7:30, I eat breakfast at 8:30, I go to school at 9:00 o’clock, I study English from 10 to 12:30,* etc. | **EA1:** 157, 184, 185  [**Daily Schedule**](https://1drv.ms/w/s!AhRw4rpeX2bYjQBNcBqpgco4EFC8) |

**Week 8:** **Daily Actions and Present Continuous** ([*Return to Curriculum Outline*](file:///C:\Users\tortiz\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\FVW0S3SF\Beginning_Spring%202019.docx#acurriculumoutline))

**Life Skills:** Talk about activities done regularly vs. activities being done right now (in the moment)

**Grammar:** Action Verbs in Present Continuous / Present vs. Present Continuous (*ongoing vs. right now*) / Concept of “Everyday” vs. “Now” / Present & Present Continuous in Negative & Interrogative Forms

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | | **Text / Print Resources:** | |
| **Day 1** | | **Review action words learned on previous week**  **Create personal daily/weekly schedules based on daily activities**  **Correctly use prepositions of time** (*in, on, at*) | | To review action words learned on Week 7, play teacher says with students, “Teachers says, run” Teacher says, jump, teachers says, dance, etc.  Write a short, simple, story about a person’s weekly schedule. (*Bob is very busy. He wakes up every day at 7:00am. On Mondays Bob goes to school. Etc…*) Have students read the story together. Ask students simple questions to show comprehension (*When does Bob go to school? Etc…*)    Write an example weekly schedule grid on the board. Fill in the grid with a fake persons schedule (*a great idea is to use the person from the story activity above*) Ask students questions about the actions on the schedule (*When does he/she go to school, etc…*). | | **SO1:** 15-16  [**In/On/At pyramid**](http://i.imgur.com/ACIgxf1.jpg)  [**Weekly Schedule**](https://1drv.ms/w/s!AhRw4rpeX2bYjQECoqND64Vd8MNG) | |
| **Day 2** | | **Understand present continuous conjugation** (*used for actions happening “right now” - I am sleeping. I am sitting.*)  **Understand when to use present tense** (*habitual actions - actions that are repeated with regularity)* **vs. present continuous** (*actions happening right now)* **with action words** | | In order to introduce the present continuous, first review the present tense of the verb Be  Introduce the concept on “right now” versus “every day” by dividing the board in two parts in one you write “every day” on the other side of the board write “now” and write sentences in present and present continuous under each heading: “I walk to school every day” “I am not walking now. I am learning English now” Have students practice both concepts | | **EA1:**58,59, 61, 62, 63 | |

## Week 9: The City ([*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Identify and talk about common places in the neighborhood

## Grammar: Prepositions of Place / Present Continuous / Singular and Plural Nouns

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Speak, write, read words for common places in the community** (*store, hospital, bank, mechanic, post office, school, etc..*)  **Identify the activities done at each community location** (*store – shop, school – learn, bank – get money, post office – mail a letter, etc…*)  **Ask and answer questions time related questions about the activities done at community locations** (*When do you go to the bank? I go to the bank on Tuesday. When does he go to school? He goes to school at 10:00am. What are you doing now? I am walking to the bank. Etc...*) | Divide class into teams. Place pictures of community locations on the board. Give one person in each team a flyswatter. Say a location. First to hit with flyswatter gets a point for their team. Switch people and repeat.   * Do again with words instead of pictures.   Write locations on pieces of paper and hang around room. Review words with students. Say an activity and tell students to stand under location where it is done. Repeat.  Create several sets of cards that are ½ pictures of community locations and ½ names of the locations. Divide students into pairs or small groups. Give each pair/group a set of cards and have them play Go Fish. | **LP:** 28, 39  **LP1:** 8,  10-11  **EA1:** 86, 87  **SS1:** 55 |
| **Day 2** | **Identify prepositions of place** (*on, next to, between, across from, behind, on the corner of, etc…*)  **Use prepositions of place to describe the location of common places in the community** (*The hospital is next to the school. The grocery store is across from the bank. The library is behind the hospital. Etc…*) | Demonstrate the prepositions using two objects in the classroom (*eg: book and pencil*). Place the objects next to each other on the table. Ask the students, “Where is the \_\_\_?” and answer, “It is next to the \_\_\_.” Write the preposition on the board and draw a simple illustration next to it. Repeat with each of the prepositions.  Write each preposition on it’s own index card. Divide class into small groups. Give each group a preposition on a card. Tell the students they have to decide how to use themselves and/or the objects in the classroom to demonstrate to the rest of the class their preposition. They can't read it! Have teams take turns coming up to demonstrate their preposition while the rest of the class tries to guess what it is. | **LP1:** 8, 140  **EA1:** 88, 89 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Identify and comprehend prepositions of place** (*on, next to, between, across from, behind, on the corner of, etc…*)  **Identify 5-10 adjectives to describe locations** (large, small, quiet, noisy, clean, dirty, beautiful, ugly, etc…) - Do Not introduce more than 5-10! | Write simple location sentences using places in the community and prepositions of place. Cut sentences into strips and place in a can. Draw a basic street grid on the board with blank building squares. Students take turns coming up, drawing a sentence, and writing the community location names in the correct building square(s). Repeat until all squares are filled in.  Show students a picture of a city and have them say the words they would use to describe it. Write the words on the board. Work as a class to create full sentences with each of the words. Repeat with a new picture. | **SS1:** 56-58  **EA1:** 72, 73, 74, 76 |
| **Day 4** | **Describe the city where they live and go to school** (*Minneapolis or Saint Paul*) **using places in the community, prepositions of place and descriptive adjectives for locations.** | Show class a picture of a street in a town.   1. Work as a class to create sentences about the building and their location. Have student volunteers write each sentence on the board. 2. Work as a class to create sentences to describe the picture using descriptive adjectives. Have student volunteers write each sentence on the board.   Write a simple example story about a city on the board (*I live in Los Angeles. It is a large city. It isn’t a quiet city. It is a noisy city. I live on Clark Street. My house is next to the English school. Etc…*). Read the story with the students. Have volunteers identify and circle all of the: prepositions of place, community locations, adjectives, etc…   * Erase the specific details from the story and replace with lines so that there is a story template on the board. Have the students use the template as a base for writing their own stories about the city they live and go to school in. | **SS1:** 63, 64, 65 |

**Week 10:Money and Shopping** ([*Return to Curriculum Outline*](file:///F:\Economic%20Advancement\Education\Programs\ESL\ESL%20Curriculum\OLDER%20-%20ESL%20Curriculum\2015\Beginning_2015.doc#acurriculumoutline)) **Week 10:** April 6 - April 10

**Life Skills:** Navigate buying, returning, and exchanging items. **Grammar:** Future Tense / Comparative Adjectives

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|  | **Daily Lesson Objectives:**  *During your lesson your students will LEARN how to do the following…* | **Life Skills Activities for Practice:**  *Activities for your students to PRACTICE the skills learned…* | **Text / Print Resources:** |
| **Day 1** | **Speak/write/read** **names and values of American coins and currency in both number and word format** (*$5.62 - five dollars and sixty-two cents*)  **Identify different methods of payment** (*cash, check, credit, check, etc…*) **and when to use each** (*Do you pay for rent with cash? Etc…*)  **Understand how to correctly ask for the price of various items (***How much is the shirt? How much are the apples? Etc…*) | Place different amounts of coins into 8-10 small plastic baggies. Number each baggie. Divide students into groups. Give each group the [Coins Handout](http://sdrv.ms/15QQli8) in Resources & a baggie. One student writes the baggies number. Another student opens the baggie, divides the coins into piles based on type and reports how many of each type of coin there is to the writer. The last student counts the total amount of money and reports it to the writer. Groups exchange baggies. Students in each group exchange roles so each is doing something different. Exchange again… Repeat…  Divide class into groups. Place a pile of fake money in middle of each group. Say a sentence w/amount of money (*ie: Bob’s rent is $453.25 every month. Susan’s phone bill for February is $23.47. Etc…*) Groups race to gather the correct bills/change. Repeat several times with new scenario sentences.  Students solve simple math problems involving money. | **EA1:** 104-106, 113, 118, 140  **SOB:** 67-72  **SO1:** 23-24, 32-33  **RL:** 76-79, 146  [**Coins Handout**](http://sdrv.ms/15QQli8) |
| **Day 2** | **Discuss the different places people shop for items** (*I shop at Target for clothes. I shop at Rainbow for food. Etc…*)  **Identify and comprehend vocabulary to discuss the price of items in sales ads** (*regular price, sale price, low price, high price, discount*)  **Read and understand sales ads for different stores and correctly calculate prices of items** | Ask students what they shop for and where they shop. Create a list on the board of stores and the items they sell. When you have several options for each item ask if different stores have different prices. Discuss “comparison shopping” & how to get a “better deal”.  Bring in several examples of sale ads from stores. Review store ad vocabulary. Have students do any of the following activities:   * Give each student an ad. Have them find an item that is regular price / sale price / \_\_% off, etc… * Write a list of simple to find items on the board (*a pair of shoes, some chicken, a radio, etc…*) and have the students look through the ads to find the items and write down the name of the store and price of the item. Review as a class. * Divide students into groups. Give each group some money. Groups look through ads and try to buy as much as they can with their money (*using sales, discounts, coupons, etc…*). Groups share what they bought and how much they saved. | **EA1:** 112,116, 151  **SO1:** 21-22, 53-54  **LP1:** 89-91  **SE1:** 145-146, 152  **RL1:** 81-82 |
| **Day 3** | **Correctly navigate interactions with salespeople** (*ask for cost of item, ask for location of item, ask for a different size/color/type, inquire about sales, etc…*) | Write a simple shopping dialogue on the board. Read the dialogue line by line while the students repeat. You are one person from the dialogue and the entire class is the other person (*then switch*). Divide the class. Half is one person and the other half is the other person (*then switch*). Pair up class. Partners practice the dialogue together. Mix up the partners and repeat.   * Change dialogue to a new scenario and repeat steps.   Have the whole class work together to turn the classroom into a store. Choose items to sell (*you can bring items in or find things around the school*), decide on the price for each item and correctly label it, place items on tables around the “store”, set up a cashier station at the front of the “store”, and designate roles for all the students (*some should be sales associates, some should be cashiers, some should be shoppers, etc…*). Facilitate the students acting out role-plays in the “store”. Don’t have all the students acting at once. Choose groups to go through a role-play while the others watch, then switch. After several rounds have a discussion as a whole class about what was learned. | **EA1:** 110-111, 141  **LP1:** 92-95  **SE1:** 173-175, 182  **RL:** 74  **RL1:** 67-68, 73-74 |
| **Day 4** | **Understand why and how to check a receipt for accuracy** (*before leaving the store make sure you were charged the right amount and discounts were given*)  **Understand the difference between a return and an exchange** (*returning your money vs. receiving a new item*)  **Navigate returning and exchanging items in stores** | Have students pretend they want to return an item and you are the store clerk. Together as a class, generate a simple dialogue. Write the dialog up on the board and practice it in several ways:   * Model the entire dialogue, by switching places to indicate when you are different speakers * Read the dialogue line by line while the students repeat * Model the dialogue with a couple different student volunteers * You are one person from the dialogue and the entire class is the other person (*then switch*) * Divide the class. Half is one person and the other half is the other person (*then switch*) * Pair up class. Partners practice the dialogue together. Mix up the partners and repeat. Do it again. And again. And again… * Students copy dialogue onto paper and work in pairs to memorize it. Volunteers perform for the whole class.   Have class read the story listed in the Resources section (*Talk of the Block-Shopping: 39-43*).   * To see the story, go here: [The Right Size](http://sdrv.ms/YYq1fq). * For step-by-step instructions on how to effectively use this story in an ESL classroom, go here: [Story Instructions](http://sdrv.ms/Wjwk2w). | **SE1:** 154  **RL:** 80**-**81  **RL1:** 63(b), 77, 85  [**Talk of the Block-Shopping:**](http://sdrv.ms/YYq1fq)39-43 |

## Week 11: Jobs ([*Return to Curriculum Outline*](#acurriculumoutline))

## Life Skills: Getting a job

## Grammar:Verb to be past tense / Question word

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Identify and communicate names of jobs: (***teacher, farmer, cashier, nurse, etc*.)  **Review action words as they relate to jobs and occupations:** *(He works at a store, I teach, she takes care of children, we study English)*  **Write simple sentences about people and their jobs** | Write JOB in the center of the board. Ask students what jobs they know. Write each job on the board. Talk about jobs.  Make sets of cards ½ with pictures of jobs and ½ with names of jobs. Print large versions of the pictures. Mix up cards. Divide class into groups. Groups match cards. Hold up large pictures. Students say the name of the job.  Use picture cards and/or figurines of community helpers (ask your coordinator for figurines) to talk about different jobs. Ask students where do these people work and what they do: (“A teacher teaches, he works at a school” “A mechanic fixes cars, she works at an auto-repair shop.” If they are able, have students write sentences (or request volunteers to say a sentence and teacher writes it on board) | **LP:** 59-60  **LP1**: 85  **EA1**: 172, 173, 174 |
| **Day 2** | **Learn to read a time card.**  **Practice answering questions using “Who? What? Where? When?’ as they relate to people’s jobs:** *“What does he do? Where does she work?”*  **Read stories of people and their job** | Use the time cards from the worksheets or bring a time card and go over it. Ask students to help you identify work-times (day and hour) in the time card. Ask students: “*Who is the worker? Where does she work? What are her work hours?”* Divide the class in small groups and pass the worksheets with time cards and have students help each other to fill them out. Help students with responses.  Review question words (What? Where? When? Who?). Have students read the stories in the worksheets either individually or in small groups, or help them with choral reading. After the reading, ask students questions using question words to check their comprehension. | **EA1**: 175, 176, 178, 180, 181, 184, 185 |
| **Day 3** | **Read and comprehend simple job advertisings**  **Identify and communicate words commonly found in simple job applications**  **Correctly fill out simple job applications** | Give students very simple blank job applications and several colors of pens or crayons.   * Ask students to point to where various pieces of information are written (*point to where you write your name. etc…*). * Ask students to circle certain sections with a specific color (*Circle where I write my name with the red crayon. Circle where I write past jobs with the green crayon. Etc…*)   Have students work individually to fill out a basic job application with their own information and write sentences as they are able, in the about their past job experience. They can help each other. Volunteers share. | **LP1:** 82, 83  **EA1:** 186, 187  **RL1:** 119, 122, 123, 127 |
| **Day 4** | **Learn the past tense of verb to be and talk about present and past jobs**  **Develop a sequence for simple sentences in present and past to describe people’s jobs:** *“Last year Juan was a farmer” “Now Juan is a student and a waiter at a restaurant”or ”In Mexico I was a farmer, here I am a student and a server at a restaurant”*  **Identify personal skills and abilities and match skills and abilities to jobs** (*I was a taxi driver. I can drive very well. I can work as a \_\_\_.*) | Draw a line on the board. Make two evenly spaced dots on the line. Write I WAS, I AM. Talk about each phrase and the time it refers to. (*eg: Last year I was a farmer. Now, I am a cook. Last year she was a student, This year, she is a teacher*). Ask students to identify job duties for each job: (*a teacher teaches. A cook cooks*). Divide class in small groups and have students write sentences as they can, helping each other  Hold up a picture. Ask students what the job is (*She is a teacher*) and what the person does (*She teaches.*). Repeat with all pictures. Write CAN and CAN’T on board. Tell students to write on their paper. Hold up a picture and ask the above questions. Ask students if they can do this (*Can you teach?*). Tell them to write the action (*teach*) under CAN for yes or CAN’T for no. Repeat with all pictures.   * Students write a sentence for each action (*I can teach. / I can’t teach, etc…*). Volunteers write sentences on board. * Hold up a picture and ask students if they have the skills to do that job. Ask them where they learned the skills. Ask what past jobs they had that gave them the skills. Focus on correct use of past tense verbs when talking about past jobs. | **LP1:** 81, 86  **RL1:** 120, 126 |

## Week 12: Emergencies

## Life Skills: : Identify different emergencies and match them to emergency agencies/personnel.

## Grammar: Review grammar

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Identify emergency situations and emergency personnel** (*fire – fire department – fireman, etc…*)  **Correctly match an emergency situation with the emergency personnel that should be contacted** (*kitchen fire - fire department, purse stolen in park - police, etc…*) | Hold up a picture of an emergency situation and ask students “What is happening?” Put picture on the board and write the word next to it. Do this for all the emergency situations. Repeat activity with emergency personnel, asking “Who is this?” and “What do they do?”  Put signs with the names of emergency personnel/vehicles around the room.   * Hold up a picture of an emergency scene. Students decide who they should contact for that emergency and go stand under that picture. Ask random students why they chose that picture. Repeat with several different types of emergencies.   Place pictures or pieces of paper with simple descriptions of emergencies into a can. Students draw a description and decide what sign it goes under and tape it there. When all pictures/papers have been put up on the wall under a sign, ask questions (*Who can help if there is a fire? Etc…*) | **LP:** 30  **LP1:** 13, 114-116  [**Emergencies Pictures**](https://1drv.ms/w/s!AhRw4rpeX2bYjQu-O4OL-5jDZUAB)  [**Emergencies Quiz**](http://www.google.com/url?q=http%3A%2F%2Fwww.tinkerbellchime.com%2FEL_Civics_Emergencies%2FEL_Civics_Emergencies.html&sa=D&sntz=1&usg=AFQjCNEpEYmc4g5npk1IDrD8CLtqaRIFlQ) |
| **Day 2** | **Identify an emergency situation and respond appropriately**  **Understand how to correctly assess an emergency situation and ask someone to call 911** | Practice dealing with emergency situations using role-plays. Describe an emergency situation. Have students decide how they would respond. Create a dialogue on the board. Volunteers perform the role-play with the dialogue. Repeat the activity several times with different types of emergency situations.   * To make the role-plays red-cross based have students follow these steps: 1) Student discovers an unconscious person. 2) Student looks around to see if the situation is safe. 3) Student asks repeatedly "Are you OK?" 4) Student points to someone nearby and tells them to call 911. (*They should point to a specific person and say something like "Call 911. He's not breathing!"*). | **RL1:** 27  **SE1:** 250-251 |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | Correctly identify information necessary to communicate when calling an emergency service provider during an emergency situation **Correctly navigate a 911 phone call** | Ask class to brainstorm what they ask you when you call 911. When you have a good list show students a picture of an emergency and work together to figure out the answers to the questions listed based on the picture. Repeat with a new picture.  Write a 911 call dialogue on the board and practice it with the class in several ways:   * Model the entire dialogue, by switching places to indicate when you are different speakers * Read the dialogue line by line while the students repeat * Model the dialogue with a couple different student volunteers * You are one person from the dialogue and the entire class is the other person (*then switch*) * Divide the class. Half is one person and the other half is the other person (*then switch*) * Pair up class. Partners practice the dialogue together. Mix up the partners and repeat. Do it again. And again. And again…   Class practices again but each time they read replace a few words with blanks until they are saying it completely from memory. | **LP:** 31, 34  **LP1:** 14  **RL:** 32-33, 142-143  **SE1:** 252-253 |
| **Day 4** | **Read a story about an accident and have a discussion about what should be done** | Have class read the story listed in the Resources section (*An Accident at Work*).   * To see the story, go here: [An Accident at Work](https://skydrive.live.com/redir?resid=D8665F5EBAE27014!166&authkey=!ABnjHLt8ypVjEL8). * For step-by-step instructions on how to effectively use this story in an ESL classroom, go here: [Story Instructions](https://1drv.ms/w/s!AhRw4rpeX2bYgSMixhJyONPIv4ql). | **Unused worksheets from yesterday**  [**An Accident at Work**](https://1drv.ms/w/s!AhRw4rpeX2bYgSYZ4xy7fMqVYxC_) |

**Week 13: Writing and Reading Practice (**[***Return to Curriculum Outline***](#acurriculumoutline)**)**

## Life Skills: Writing about people and places / review

## Grammar: Adjectives

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **Identify and communicate 5-10 adjectives used to describe people** (*young, old, thin, fat, tall, short, etc…*)  Write a paragraph describing a **person who is important to them**  **Revise** their own sentences for capitalization, end punctuation (*periods*) and to ensure each sentence contains a subject and verb | Hold up a picture and have students describe it using adjectives. Repeat. Divide class into pairs. Give pairs a picture. Pairs write sentences describing it. Give new picture and repeat. Do again. Hold up random picture. Pairs read sentences. Repeat several times.  Put picture on board. Ask students to describe. Write adjectives on board. Work together to write sentences for each adjective. Work together to create a paragraph from sentences. Review paragraph together. Check for complete sentences, correct capitalization and basic punctuation, clear flow of ideas, etc….  Divide class into small groups. Groups discuss people that are important to them. Each student chooses a person to write about and makes a list of adjectives to describe them. Students work on paragraphs individually while teacher circulates helping. When done students review writing with teacher for basic editing. Students re-write paragraph after revising. Students turn in paragraph to teacher. | [**Pictures of people**](https://skydrive.live.com/redir?resid=D8665F5EBAE27014!134&authkey=!AHKNX87mJJ5qY5w): <http://tinyurl.com/and8pex> |
| **Day 2** | **Identify and communicate 5-10 adjectives used to describe places** (*big, small, noisy, quiet, dirty, clean, etc…*)  Write a paragraph describing a **place that is important to them**  **Revise** their own sentences for capitalization, end punctuation (*periods*) and to ensure each sentence contains a subject and verb | * Repeat picture description activity from day 1 with pictures of places * Repeat paragraph creation activity from day 1, but write about a place   Repeat discussion & paragraph writing activity from day 1, but talk and write about places that are important | [**Pictures of places**](https://skydrive.live.com/redir?resid=D8665F5EBAE27014!135&authkey=!ANREvIp7X9xfS4Y): <http://tinyurl.com/bj4yy6j> |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **Reading stories:**  Read a story**,** practice reading, comprehending what you read and summarizing the story | * **Reading:** Here are two options for the students to read. * The first story is ***“Lost and Found”.*** Read the story in round robin format or you read to students and they listen, then they read individually. Answer the questions and go over the story with them. * The second story is ***“Why Do People Give Gifts for Weddings?***  Pass only the first page of the story (the one with the picture and no text). Have the students discuss the picture and the “before you read” questions. Then pass the story and read. After, students answer the comprehension questions from handouts. If there is time, students could write their own story about any of the concepts found in either story.   **If you want, you could bring a news article or a different story to read. Follow the same steps and have a conversation about the story.** | [**Lost and Found story**](https://1drv.ms/b/s!AhRw4rpeX2bYjg9nNHngxh1yqk0G)  [**Wedding gifts story**](https://1drv.ms/b/s!AhRw4rpeX2bYjg7D0I4HsKM1MuS6) |
| **Day 4** | **Reading stories**  Read one or more stories**,** practice reading, comprehending what you read and summarizing the stories | * **Review stories from Wednesday:** Students can talk about the stories they read the day before. * **Reading:** The story to read is ***“The Fire”***. Cut the picture squares from page 74 and have students in groups of 2 to 4 come up with a story. After they write their own stories, each group can present. Then read the story with the class and compare what students came up with. After reading, students work on the worksheets and answer comprehension questions. Have a conversation about emergencies.   **If you want, you could bring other stories to read. Follow the same steps and have a conversation about the story.** | **All New Easy True Stories, Sandra Heyer.** [“The Fire”](https://1drv.ms/b/s!AhRw4rpeX2bYjFaNvajT7ZJuhOWK)Pages 74,75, 76, 77. |

**Week 14: General Review (**[***Return to Curriculum Outline***](#acurriculumoutline)**)**

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|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 1** | **General Review – alphabet and vocabulary:**  **Review alphabet**  **Review some of the vocabulary covered in Level 1 (articles in the classroom, parts of the body, clothing, food, family members, days, months and seasons, occupations, numbers, etc.**  **Practice dictation, spelling of words and vocabulary contests**  **Play games.**  **Practice Test # 1**  **(Some students will be testing)** | (These are just some ideas for reviewing material learned throughout the term. Please feel free to come up with your own ideas, games and activities)  With all students review the alphabet. Help them with certain letters, like the vowels.  Pass small white boards, markers and erasers and do dictation of letters, numbers and vocabulary words. Students all show what they wrote on their boards. Help them correct. Then ask individual students to spell the word on their white board.  Get students in two groups to go to the board to write the word you tell them. The student that spells the word correctly first gets one point for his/her group.  Pass flash cards and call on individual students to say the word and to spell it correctly.  These are just a few ideas for games. Play other games like using fly swatters, Spelling bee, etc.  Do Practice Test # 1. Give students 10 minutes to answer. Go over it.  (Some students might be testing throughout the week) |  |
| **Day 2** | **General Review – Grammar:**  **Review Present tense of verbs be and have**  **Review action words and Present Tense of all verbs**  **Review Present Continuous**  **Practice Test # 2**  **(Some students will be testing)** | (These are just some ideas for reviewing material learned throughout the term. Please feel free to come up with your own ideas, games and activities)  Review personal pronouns. Go over verb be and verb have. Review negative and interrogative of these verbs.  Play “Simon says” and other TPS games to practice all action verbs. Review present tense of verbs, the negative and interrogative forms and the use of do, don’t, does, doesn’t. Quiz students by giving a pronoun and a verb and they say or write the sentence. |  |
|  | Daily Lesson Objectives:*Your students will LEARN the following skills…* | Life Skills Activities for Practice: *Activity ideas for your students to PRACTICE…* | **Text / Print Resources:** |
| **Day 3** | **General review:**  **Object pronouns, possessive pronouns, prepositions and descriptive adjectives**  **Sentences and writing**  **Games. Conversations.**  **Practice test # 3** | (These are just some ideas for reviewing material learned throughout the term. Please feel free to come up with your own ideas, games and activities)  On a table place flashcards and written cards with statements and have students find the correct picture and statement. (Example: “The girl has flowers.” They find the picture with this statement).  Give students picture cards and have them write their own sentences.  Play other games.  Pair students to talk about a topic (your family, your country, what do you like to eat?) or to describe a picture. |  |
| **Day 4** | **POT LUCK**  **AND**  **GRADUATION!!!**  **😊**  **PARTY ON!!!** | **POT LUCK**  **AND**  **GRADUATION!!!**  **😊**  **PARTY ON!!!** |  |