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**Beginning Level (CASAS reading scores of 181-200)**

## Daily Activities: Week 1 of 1

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### **Unit Overview**

This is a 1-week unit in which learners will practice talking about frequent activities in both present tense (things they do every day or usually do) and present continuous (what they're doing *right now*). This unit also provides review of days of the week and telling time.

### **Focus of Week 1**

- Verbs to describe **frequent activities**
- Forming the **present continuous tense**
- Forming the **simple present tense**
- Completing **weekly calendars and daily routines**
- **Telling time** on analog clocks
- **Days of the week**

## Daily Activities Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> describe routine activities</p> <p><b>Literacy:</b> read and write days of the week</p> <p><b>Literacy:</b> read and write at least 20 different verbs to describe frequent activities</p> <p><b>Listening/speaking:</b> describe their daily or weekly activities and schedule</p> <p><b>Grammar:</b> ask and respond to the question “What are you doing?” using the present continuous</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>What is she doing?</b></li> <li>• Handout: <b>Daily Activity Verbs</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 74, 69</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• (optional) whisper phone</li> <li>• (optional) pictures or props to demonstrate verbs</li> <li>• (optional) telephone props</li> </ul>

### Lesson Plan

#### Warm up for today’s Lesson

**Description:** play the telephone game with some simple vocabulary learners will practice in this unit

**Materials/Prep:** (optional) whisper phone, ESL Volunteer Tutor Manual, 2012, **Whispering Game**, p. 74.

#### Activity 1: Life skill, Literacy

**Description:** introduce and practice daily activity verbs

**Materials/Prep:** copies of **Daily Activity Verbs**, (optional) pictures or props to demonstrate verbs

#### Activity 2: Grammar

**Description:** introduce and practice formation of the present continuous tense

**Materials/Prep:** copies of **What is she doing?** handout.

#### Activity 3: Grammar, Listening & Speaking

**Description:** learners make “small talk” on the phone –“What are you doing?”

**Materials/Prep:** (optional) telephone props, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

#### Activity 4: Checking for Understanding

**Description:** Ask each student what they are going to do right after class. They should answer using the present continuous.

## Teacher Directions: Warm-Up

-Materials: (optional) whisper phone

See activity instructions in the ESL Volunteer Tutor Manual, 2012, **Whispering Game**, p. 74.

Play the game (also commonly known as “telephone”) using some of the phrases below. If you have a class of more than 10 students, consider breaking into 2 circles.

- *I usually shop for food on Saturday.*
- *She is going to the park.*
- *He works in the afternoon.*
- *They are studying English right now.*

## Teacher Directions: Activity 1: Life Skills, Literacy

-Materials: , **Daily Activity Verbs** handout, (optional) pictures or props to demonstrate vocabulary

### Prep: Decide how you will demonstrate vocabulary meaning

Bring in pictures, use a laptop and projector to do image searches in the classroom, draw or act out each verb in the **Daily Activity Verbs** handout.

### Step 1: Vocabulary Introduction

#### **Before you distribute the handout...**

Demonstrate each verb with one of the methods above.

Say the verb and ask learners to repeat several times.

Ask: *When do you \_\_\_\_\_? Where do you \_\_\_\_\_?*

Write the verb on the board, read it together several times (tell learners not to write yet, you will give them the words on paper later)

Daily Activity Verbs	
1. read	10. work
2. write	11. listen
3. wait	12. practice
4. walk	13. watch
5. wash	14. clean
6. shop	15. cook
7. sleep	16. play
8. wake up	17. take care of
9. eat	18. go

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### Step 2: Total Physical Response (TPR)

Distribute **Daily Activity Verbs** handout

Read the verbs together. Learners repeat. Create an action for each verb and do the action together as you say the verb. (for more on TPR see ESL Volunteer Tutor Manual, 2012, **Total Physical Response (TPR)**, p. 159.

You say the verb, learners respond by showing the action.

You say the verb, learners respond by pointing to the word on the handout.

You show the action, learners respond by saying the verb.

Learners practice with a partner, one person does an action and the other person says the word.

## Teacher Directions: Activity 2: Grammar

-Materials: What is she doing?

### Step 1: Establish when to use present continuous

Ask learners: What time is it? What are you doing *right now*?

Today we're going to learn how to write and say full sentences. You will learn how to talk about what is happening *right now*.

### Step 2: Review conjugation of BE verb

Write on the board:

I  
You  
He  
She  
It  
We  
They

Read each word together and use hand gestures to show the meaning of each one. (ex. point to your chest for "I", point to a group of other people for "they")

Write the BE verb next to each subject (ask learners to help you):

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

What is she doing?

Look at the pictures. Read the questions. Finish the sentences.

1. What are they doing?  
They are \_\_\_\_\_

2. What is he doing?  
He is \_\_\_\_\_ his \_\_\_\_\_

3. What is she doing?  
She \_\_\_\_\_

4. What is she doing?  
She \_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012    p. 8    Beginning Daily Activities Unit

### Step 3: Introduce how to form present continuous tense

"In English, sometimes we change the verbs. We change the verb to match the person (or subject). And we change the verb to show the time (before, right now, tomorrow/in the future).

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

"Sometimes we use two verbs together to show the time."

Write the verb "listening" next to each subject:

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

Read and repeat each sentence on the board.

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

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

Ask "What are you doing right now?" change the sentences on the board to match the learner's answer (ex. I am listening.).

Read each sentence, learners repeat. Offer several examples using different verbs.

### Step 4: Written Practice

Hand out copies of **What is she doing?** handout

Complete the first 1-2 sentences as a class.

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

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

## Teacher Directions: Activity 2: Grammar, Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

### Step 1: Write the dialogue on the board

**Hello?**

**Hi this is Jessica Is this Anna?**

**Yeah, it's me. How are you?**

**I'm fine. Hey, I am going fishing today. Do you want to join me?**

**I'm sorry. I can't. I am cleaning my house right now.**

**No problem. Maybe next time.**

### Step 2: Practice the dialogue

Practice the dialogue using the steps in the ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

### Step 3: Vary the Responses

As a class choose different activities to substitute for the underlined passages of the dialogue. Have learners substitute their own names instead of "Jessica" and "Anna."

### Step 4: Role Play

Learners take turns acting out the dialogue at the front of the classroom as if they are calling each other on the phone. They should vary their responses each time.

After each role-play, ask the class "What is he/she doing today?" pointing to each person in the role-play.

## Teacher Directions: Checking for Understanding

Ask each student what they are going to do right after class. They should answer using the present continuous.

## Daily Activity Verbs

1. read
2. write
3. wait
4. walk
5. wash
6. shop
7. sleep
8. wake up
9. eat
10. work
11. listen
12. practice
13. watch
14. clean
15. cook
16. play
17. take care of
18. go

# What is she doing?

Look at the pictures. Read the questions. Finish the sentences.



1. What are they doing?

They are \_\_\_\_\_.



2. What is he doing?

He is \_\_\_\_\_ his \_\_\_\_\_.



3. What is she doing?

She \_\_\_\_\_.



4. What is she doing?

She \_\_\_\_\_.



# What is she doing?

Look at the pictures. Read the questions. Finish the sentences.



5. What \_\_\_\_\_ he \_\_\_\_\_?

\_\_\_\_\_ to music.



6. What \_\_\_\_\_ you doing?

I \_\_\_\_\_ my house.



7. What \_\_\_\_\_ he \_\_\_\_\_?

\_\_\_\_\_.



8. \_\_\_\_\_?

\_\_\_\_\_ soccer.

## Daily Activities Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> read a short story about daily activities</p> <p><b>Literacy:</b> ask and respond to simple written wh- questions</p> <p><b>Listening/speaking:</b> describe their daily or weekly activities and schedule</p> <p><b>Transition &amp; Critical Thinking:</b> write routine activities in a weekly or monthly calendar</p> <p><b>Grammar:</b> use the present continuous tense to respond to the question, "What is she doing?"</p> <p><b>Grammar:</b> use the simple present tense to describe routine activities, ex. I go to school in the morning.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Rachel's Week</b></li> <li>• Handout: <b>Daily Schedule</b></li> <li>• Handout: <b>Reading Practice Test</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 147, p. 113</li> <li>• Handout: <b>Daily Activity Verbs</b> (for learners absent yesterday)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Colored pencils or thin highlighters</li> </ul>

### Lesson Plan

#### Warm up and Review of Previous Lessons

Description: play charades using full sentences in present continuous, ex. *She is cooking.*

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Charades/Pictionary**, p. 147

#### Activity 1: Life skill, Literacy

Description: read a short story about daily activities and practice the /r/ sound made by "r" and "wr"

Materials/Prep: copies of **Rachel's Week** handout, ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113, thin highlighters or colored pencils

#### Activity 2: Transitions & Self-Management, Grammar, Listening & Speaking

Description: learners record information from the story in a daily schedule and create their own schedule

Materials/Prep: copies of **Daily Schedule** handout

#### Activity 3: Grammar, Literacy, Listening & Speaking

Description: practice writing and reading sentences about one's usual weekly schedule

Materials/Prep: (none)

#### Activity 4: Literacy

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

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

#### Activity 5: Checking for Understanding

Description: ask everyone to write three words that start with the /r/ sound (without looking at their notes!)

## Teacher Directions: Warm-Up and Review

-Materials: ESL Volunteer Tutor Manual, 2012, **Charades/Pictionary**, p. 147

### Step 1: Model using the present continuous

Write on the board:

**You are \_\_\_\_\_ing.**

**He is \_\_\_\_\_ing.**

**She is \_\_\_\_\_ing.**

Act out one of the verbs on the **Daily Activities Verb** handout. Ask “What am I doing?”

As learners guess, have them try to form a full sentence using the models on the board.

### Step 2: Play Charades

Have learners take turns acting out verbs from the **Daily Activities Verb** handout.

Prompt them with “What is he/she doing?” and encourage answers in full sentences.

**Need a challenge?:** if a few learners are shouting out most of the answers, assign them to write their answers quietly in their notebook to encourage quieter students to answer out loud.

Daily Activity Verbs	
1. read	10. work
2. write	11. listen
3. wait	12. practice
4. walk	13. watch
5. wash	14. clean
6. shop	15. cook
7. sleep	16. play
8. wake up	17. take care of
9. eat	18. go

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 10 Beginning Daily Activities Unit

## Teacher Directions: Activity 1: Literacy, Life Skill -Materials: Rachel's Week

### Step 1: Context

Read the questions below the pictures. Talk about the pictures.

### Step 2: Silent Reading

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

### Step 3: Teacher reads, Learners Follow

### Step 4: Teacher reads, Learners Repeat

### Step 5: Choral Reading

### Step 6: Learners Read with a Partner

### Step 7: Learners complete comprehension exercises

### Step 8: Letter/Sound Drill

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

The target spelling/sound for this story is "r," as in "Rachel" -when you teach this sound try to clip it short so that it does not sound like it has a vowel before or after it. It is important to distinguish this sound from the sound made by the letters "-er".

You may also choose to introduce the spelling: "wr-"  
"wr-" makes the same sound as "r"  
It only comes at the beginning of words or syllables.

Rachel's Week



Look at the pictures.  
What are they doing? What do you do every day? Are you busy?



Rachel is really busy. She has three children and she works part-time. Every morning she wakes up at 6:00 a.m. She helps her children get ready for school. At 7:30 they go outside and wait for the school bus.

After that, Rachel drives to English class. She practices reading and writing with the other students in the class. She goes to school from 9:15-11:15.

At 12:00, Rachel goes to work. She works for four hours. She takes care of old people in their houses. She is a PCA.

At 4:30 Rachel gets her children. They go home and cook dinner. They all eat together and talk about their busy day.

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## Teacher Directions: Activity 2: Transitions & Self-Management, Grammar

-Materials: **Daily Schedule**

### Step 1: Model

Use a projector to show the **Daily Schedule** handout (do not distribute yet).

Ask the students for information about Rachel's schedule.

Fill in the information as they provide it.

Ask some comprehension questions about the schedule (ex. *What time do her children take the bus?*)

Time	Activity
6:00 a.m.	
7:00 a.m.	
8:00 a.m.	
9:00 a.m.	go to English class (9:15 - 11:15)
10:00 a.m.	
11:00 a.m.	
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	
11:00 p.m.	
12:00 a.m.	

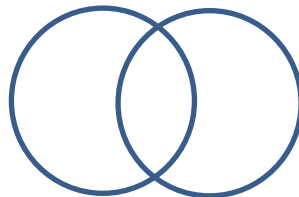
Time	Activity
6:00 a.m.	
7:00 a.m.	
8:00 a.m.	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	
11:00 p.m.	
12:00 a.m.	

### Step 2: Independent Practice

Turn off the projector, distribute handouts, and have learners write Rachel's schedule information on their own copies.

Learners write their own schedule information on the other side of the handout.

**Need a challenge?:** learners who finish quickly can draw a Venn diagram in their notebooks and begin comparing their own schedule with Rachel's.



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

### Step 1: Review formation and use of simple present tense

Write on the board:

I  
You  
He  
She  
It  
We  
They

Read each word together and use hand gestures to show the meaning of each one. (ex. point to your chest for "I", point to a group of other people for "they".)

Write a verb next to each subject:

I        wake up  
You     wake up  
He      wakes up  
She     wakes up  
It       wakes up  
We      wake up  
They    wake up

Ask “which words have ‘s’?”

Circle “He wakes up, she wakes up, it wakes up.”

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

“In present tense, we add an ‘s’ to the verb after he, she, or it.”

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

### Step 2: Listening & Speaking

Write these questions on the board:

1. **What time do you wake up?**
2. **What time do you go to school?**
3. **What time do you eat dinner?**
4. **What time do you go to bed?**

Practice the questions several times as a group.

Write on the board:

I \_\_\_\_\_ at \_\_\_\_\_.

Model answers to the questions above.

Learners mingle around the room with their daily schedules and ask other students the questions on the board.

### Step 3: Writing about a Partner

Learners work in pairs. They show each other their schedules.

They write 3 sentences about their partner’s schedule in their notebook. (ex. *Abdi wakes up at 6:00. He eats breakfast at 6:46. He goes to school at 9:00.*)

## Teacher Directions: Activity 4: Life Skills, Literacy

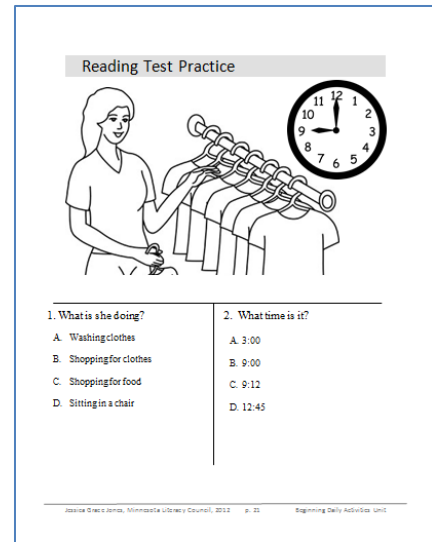
## -Reading Test Practice

### Step 1: Independent Practice

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

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

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



The image shows a worksheet titled "Reading Test Practice". At the top, there is a clock showing 9:00. Below the clock is an illustration of a woman standing next to a clothesline with several shirts hanging on it. Below the illustration are two multiple-choice questions:

1. What is she doing?  
A. Washing clothes  
B. Shopping for clothes  
C. Shopping for food  
D. Sitting in a chair

2. What time is it?  
A. 3:00  
B. 9:00  
C. 9:12  
D. 12:45

At the bottom of the worksheet, there is a small footer: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 15 Beginning Daily Activities Unit"

### Step 2: Reviewing Answers

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

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

## Teacher Directions: Activity 5: Checking for Understanding

Ask everyone to write three words that start with the /r/ sound on a note card (without looking at their notes.)

## Daily Activity Verbs

1. read
2. write
3. wait
4. walk
5. wash
6. shop
7. sleep
8. wake up
9. eat
10. work
11. listen
12. practice
13. watch
14. clean
15. cook
16. play
17. take care of
18. go



# Rachel's Week



**Look at the pictures.**

**What are they doing? What do you do every day? Are you busy?**

Rachel is really busy. She has three children and she works part-time. Every morning she wakes up at 6:00 a.m. She helps her children get ready for school. At 7:30 they go outside and wait for the school bus.



After that, Rachel drives to English class. She practices reading and writing with the other students in the class. She goes to school from 9:15-11:15.

At 12:00, Rachel goes to work. She works for four hours. She takes care of old people in their houses. She is a PCA.

At 4:30 Rachel gets her children. They go home and cook dinner. They all eat together and talk about their busy day.

# Rachel's Week

Write YES or NO.

1. \_\_\_\_\_ 1. Rachel works full-time
2. \_\_\_\_\_ 2. Rachel goes to school for 2 hours a day.
3. \_\_\_\_\_ 3. Rachel works in a hospital.
4. \_\_\_\_\_ 4. Rachel has 4 children.
5. \_\_\_\_\_ 5. Rachel can drive.

Write the answers.

6. What is Rachel's job? \_\_\_\_\_
7. What time does Rachel pick up her children? \_\_\_\_\_
8. What time does Rachel finish work? \_\_\_\_\_

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

9. \_\_\_\_\_  
\_\_\_\_\_

Words I don't understand:

WORD:	MEANING/PICTURE:

# Daily Schedule

Read the story. Write about Rachel's schedule.

5:00 a.m.	
6:00 a.m.	
7:00 a.m.	
8:00 a.m.	
9:00 a.m.	go to English class (9:15 - 11:15)
10:00 a.m.	
11:00 a.m.	
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	
11:00 p.m.	
12:00 a.m.	

# Daily Schedule

Now write your schedule. When do you wake up? Go to school? Go to work?  
Eat? Go to sleep?...

5:00 a.m.	
6:00 a.m.	
7:00 a.m.	
8:00 a.m.	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	
11:00 p.m.	
12:00 a.m.	

## Reading Test Practice



1. What is she doing?

- A. Washing clothes
- B. Shopping for clothes
- C. Shopping for food
- D. Sitting in a chair

2. What time is it?

- A. 3:00
- B. 9:00
- C. 9:12
- D. 12:45

## Daily Activities Unit: Week 1, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> describe routine activities</p> <p><b>Literacy:</b> read and write times by quarter hours</p> <p><b>Literacy:</b> read and write: a.m. and p.m., morning, afternoon, evening, night.</p> <p><b>Listening/speaking:</b> pronounce the days of the week and times by quarter hours</p> <p><b>Transition &amp; Critical Thinking:</b> survey class about daily activities,</p> <p><b>Grammar:</b> use simple present tense to describe routine activities, ex. <i>I go to school in the morning.</i></p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Survival English</i>, p. 56-57</li> <li>• Handout: <b>Your Daily Schedule</b></li> <li>• Handout: <b>Rachel’s Week</b></li> <li>• Handout: <b>Practice Reading Test</b></li> <li>• Handout: <b>Daily Activities Verbs</b> (for those absent yesterday)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Old magazines, a variety of picture books, or a few computers or iPads.</li> <li>• A soft ball or bean bag</li> <li>• (optional) a demonstration clock or real wall clock that you can move the hands.</li> <li>•</li> </ul>

### Lesson Plan

#### Warm up and Review of Previous Lessons

Description: learners search for pictures representing daily verbs in magazines, books, or online

Materials/Prep: old magazines, a variety of picture books, or a few computers or iPads.

#### Activity 1: Life skill, Literacy, Listening & Speaking

Description: learners practice telling time on digital and analog clocks

Materials/Prep: a soft ball or bean bag, copies of *Survival English*, p. 56-57, (optional) a demonstration clock or real wall clock that you can move the hands.

#### Activity 2: Listening/speaking, Literacy, Grammar, Transitions

Description: learners survey each other with a mingle grid

Materials/Prep: copies of **Your Daily Schedule**

#### Activity 3: literacy

Description: re-read the story for this week, focusing on reading fluency and pausing with punctuation.

Materials/Prep: copies of **Rachel’s Week**

#### Activity 4: Checking for Understanding

Description: Practice reading skills needed for the CASAS Life and Work Reading Test

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

## Teacher Directions: Warm-Up and Review

-Materials: extra copies of **Daily Activities Verbs**, old magazines, picture books, picture dictionaries, or iPad/laptop

Ask learners to take out their copies of **Daily Activities Verbs** (distribute extra copies, if needed)

Divide learners into pairs. Learners look for pictures that match any of the verbs on their handout. Encourage learners to practice present continuous sentences about the pictures (ex. *She is eating. He is sleeping.*)

Daily Activity Verbs	
1. read	10. work
2. write	11. listen
3. wait	12. practice
4. walk	13. watch
5. wash	14. clean
6. shop	15. cook
7. sleep	16. play
8. wake up	17. take care of
9. eat	18. go

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## Teacher Directions: Activity 1: Life Skills, Literacy, Listening & Speaking

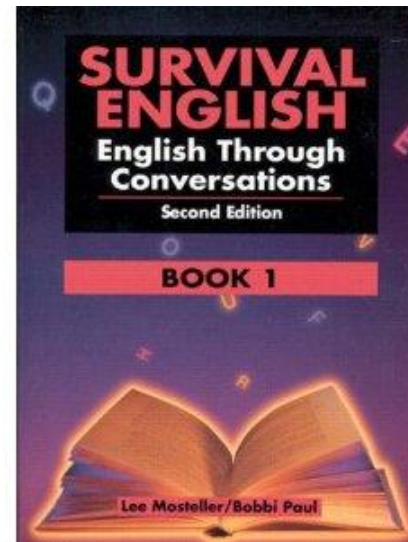
-Materials: **Survival English, p. 56-57**, small ball or bean bag, (optional) a demonstration clock with moveable hands.

### Step 1: Review Numbers and times

“We’re going to practice talking about time in English.”

Learners stand in a circle. Pass the ball or bean bag around the circle as each person says the next number in the series. Practice each series until learners have mastered it before moving on.

- Numbers 1-12
- Number 1-60
- Full hours 1-12 (*one o’clock, two o’clock...*)



### Step 2: Review reading analog clocks

Using a demonstration clock with moveable hands, review times by showing them on the clock and asking learners to repeat.

- Full hours
- Half hours
- Quarter hours
- 10 minute intervals
- 5 minute intervals

### Step 3: Independent Practice

Learners complete **Survival English** pages.

As learners work, note which parts, if any are difficult. Provide additional instruction/review on telling time, as needed.

## Teacher Directions: Activity 2: Listening & Speaking, Literacy, Grammar

-Materials: **Your Daily Schedule**, Post-It notes, *ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 85.*

### Step 1: Model and Complete the Mingle Grid

See instructions in the *ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 85* for introducing and modeling the mingle grid activity.

Instruct students that they need to say and write **a.m.** or **p.m.** for each time.

Your Daily Schedule					
Practice the questions with your teacher. Ask other students the questions. Write their answers.					
What's your name?	What time do you usually wake up?	What time do you usually eat lunch?	What time do you usually go to school?	What time do you usually go to work?	What time do you usually go to sleep?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 27 Beginning Daily Activities Unit

## Teacher Directions: Activity 3: Literacy

-Materials: **Rachel's week**

*Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads. Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.*


### Step 1: Context

Write on the board: **Usually, I wake up at 6:30 in the morning. I eat breakfast, help my children, and then go to work.**

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

Talk about which was easier to understand and why.

**Rachel's Week**



Look at the pictures.  
What are they doing? What do you do every day? Are you busy?

Rachel is really busy. She has three children and she works part-time. Every morning she wakes up at 6:00 a.m. She helps her children get ready for school. At 7:30 they go outside and wait for the school bus.

After that, Rachel drives to English class. She practices reading and writing with the other students in the class. She goes to school from 9:15-11:15.

At 12:00, Rachel goes to work. She works for four hours. She takes care of old people in their houses. She is a PCA.

At 4:30 Rachel gets her children. They go home and cook dinner. They all eat together and talk about their busy day.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 28 Beginning Daily Activities Unit



**Step 2: Introduce the words *period* and *comma*.**

Circle the periods and commas. Write the words **period** and **comma** on the board and review the pronunciation.

Read the sentence again, drawing attention to the way we pause for each period and comma.

**Step 3: Practice with this week's story**

Ask learners to take out this week's story (**Rachel's Week**). Distribute extra copies, as needed.

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

Ask learners to read out loud to themselves, practicing the pauses. NOTE: if learners are leaving long pauses between each word it may be because they need extra time to sound out each word. One strategy might be for them to read two or three words silently and then say them aloud.

Learners practice reading out loud with a partner. The partner should listen for pauses and look for periods and commas in the text.

**Teacher Directions: Activity 4: Checking for Understanding**

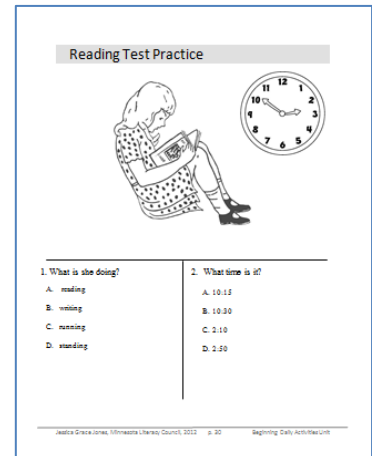
-Materials: **Reading Test Practice**

**Step 1: Independent Practice**

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

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

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



## Step 2: Reviewing Answers

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

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

## Daily Activity Verbs

1. read
2. write
3. wait
4. walk
5. wash
6. shop
7. sleep
8. wake up
9. eat
10. work
11. listen
12. practice
13. watch
14. clean
15. cook
16. play
17. take care of
18. go

# Your Daily Schedule

Practice the questions with your teacher. Ask other students the questions. Write their answers.

What's your name?	What time do you usually wake up?	What time do you usually eat lunch?	What time do you usually go to school?	What time do you usually go to work?	What time do you usually go to sleep?

# Rachel's Week



**Look at the pictures.**

**What are they doing? What do you do every day? Are you busy?**

Rachel is really busy. She has three children and she works part-time. Every morning she wakes up at 6:00 a.m. She helps her children get ready for school. At 7:30 they go outside and wait for the school bus.

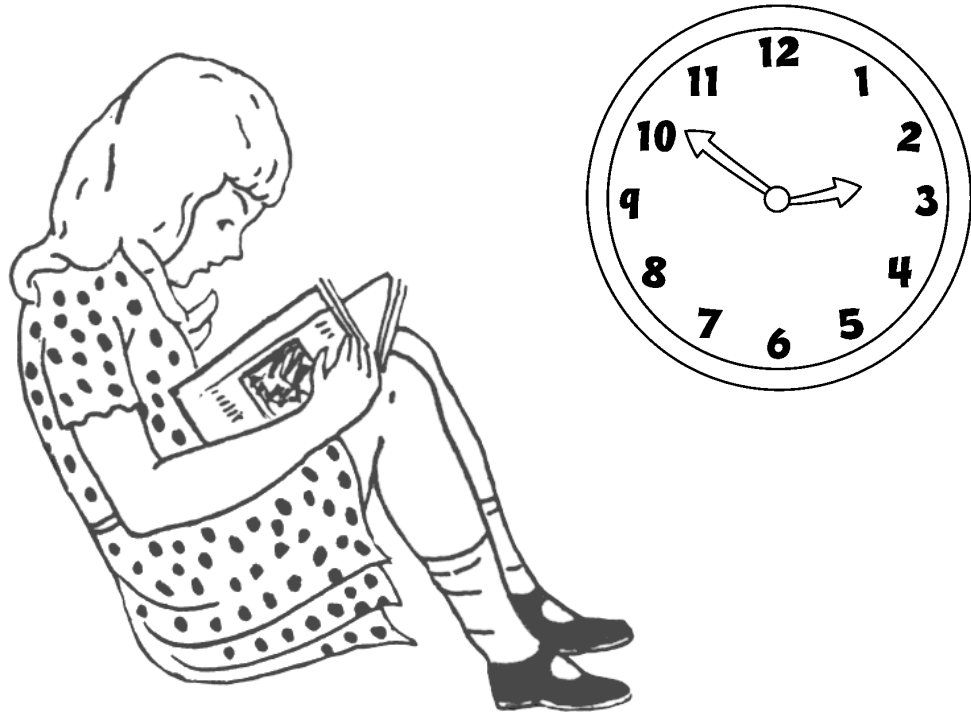


After that, Rachel drives to English class. She practices reading and writing with the other students in the class. She goes to school from 9:15-11:15.

At 12:00, Rachel goes to work. She works for four hours. She takes care of old people in their houses. She is a PCA.

At 4:30 Rachel gets her children. They go home and cook dinner. They all eat together and talk about their busy day.

# Reading Test Practice



1. What is she doing?

- A. reading
- B. writing
- C. running
- D. standing

2. What time is it?

- A. 10:15
- B. 10:30
- C. 2:10
- D. 2:50

## Daily Activities Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> describe routine activities</p> <p><b>Literacy:</b> read and write times shown on analog clocks</p> <p><b>Listening/speaking:</b> describe their daily or weekly activities and schedule</p> <p><b>Transition &amp; Critical Thinking:</b> identify similarities and differences in study habits (using a Venn Diagram)</p> <p><b>Grammar:</b> use the simple present to describe routine activities, ex. I go to school in the morning.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Stand Out Basic, 2<sup>nd</sup> Ed. p. 31-32</i></li> <li>• <u>Textbook:</u> <i>Stand Out 1, 2<sup>nd</sup> Ed. p. 13-14</i></li> <li>• Handout: <b>How do you study?</b></li> <li>• Handout: <b>Practice Reading Test</b></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Stand Out Basic CD and player or teacher script at the back of the book.</li> <li>• Stand Out 1 CD or teacher script at the back of the book.</li> <li>• (optional) demonstration clock with moveable hands.</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: learners guess information about the teacher's schedule by matching times and activities

Materials/Prep: write information on the white board before class (see activity instructions)

#### Review of Previous Lessons

Description: review telling time on analog clocks

Materials/Prep: copies of ***Stand Out Basic, 2<sup>nd</sup> Ed. p. 31-32***

#### Activity 1: Life skill

Description: learners plan a study schedule and compare study methods with a partner

Materials/Prep: copies of ***Stand Out 1, 2<sup>nd</sup> Ed. p. 13-14***, copies of **How do you study?** handout

#### Activity 2: literacy

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

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

#### Activity 3: Checking for Understanding

Description: learners write a paragraph about their daily and weekly activities

Materials/Prep: (none)

## Teacher Directions: Warm-Up: Life Skill, Literacy

### Step 1: Prep (before learners arrive)

At the top of the board, write **Jessica** \_\_\_\_\_ **at** \_\_\_\_\_. (but replace Jessica with your name).

On the left side of the board, write 5 activities that you do every day (ex. *I wake up, I watch TV, I go to work*). On the right side, write the times for each of these activities but mix them up.

### Step 2: Matching on Paper

As learners arrive, ask them to try to write 5 sentences about your schedule by matching the activity with the correct time (ex. *Jessica wakes up at 6:30 a.m.*).

### Step 3: Share and correct answers

Learners compare answers with a partner.

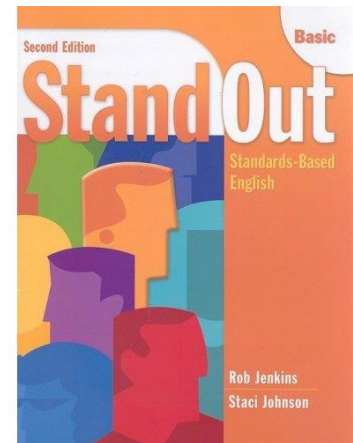
Learners take turns sharing answers and the teacher reveals the correct times for each activity.

**Need a challenge?:** Ask more advanced learners to pose a question to the teacher to check their work (ex. *Do you wake up at 6:30 a.m.?*)

## Teacher Directions: Review of Previous Lessons: Literacy

-Materials: *Stand Out Basic, 2<sup>nd</sup> Ed. p. 31-32*

Complete pages 31-32 as directed. Note if some learners are still struggling with the skills practiced in these pages. If so, provide extra review using a demonstration clock.





**Teacher Directions: Activity 1: Life Skills** -Materials: *Stand Out 1, 2<sup>nd</sup> Ed. p. 13-14*

Step 1: Context

Ask: *Do you study English? Where do you study? When do you study? What do you do?*

Ask: *How can you learn more English when you're NOT in school?*  
Write at least 2-3 ideas on the board.



Step 2: Read a study plan

Distribute the worksheets. Complete the sentences in part A as a class. Talk about how each activity might help Roberto learn English. Ask students if they do this activity.

Step 3: Oral practice of **from** and **to**

Say each activity using the words **from** and **to** (ex. *He listens to the radio from 6:30 to 7:00.*) learners repeat.

Learners practice saying the same sentences with a partner.

Step 4: Independent Practice

Learners complete sections B,C, and D independently and check answers with a partner.

Step 5: Listening and Writing practice

Learners complete parts E and F as a class.

Step 6: Create your own study schedule

Distribute copies of **How do you study?**

Review possible ways to study. Complete the first page of the handout (grid and sentence)

**How do you study?**  
How do you study English? Write about what you do or what you want to do.

What do you do?	From	To

Ask your partner: "How do you study English?"  
Write one sentence about your partner.

ME      BOTH      MY PARTNER

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## Step 7: Compare ways of studying

Use the projector to show the Venn Diagram. Using a student in the class as your partner, model how to write information in each part of the diagram. Similarities and differences can be found among activities or timing of activities.

Learners complete the venn diagram in pairs.

**Learners Struggling?:** choose two learners from the class to report their study plans. As a class, everyone completes the venn diagram about those two learners. The teacher asks questions to help find similarities and differences.

## **Teacher Directions: Activity 2: Life Skills, Literacy**

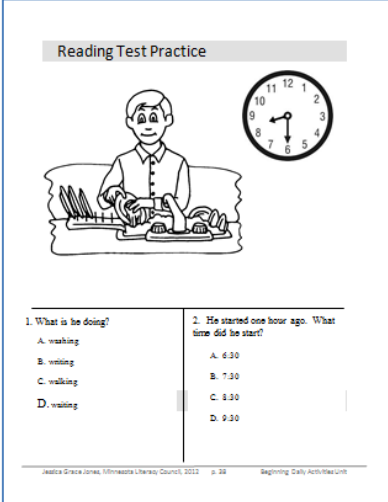
## **-Reading Test Practice**

### Step 1: Independent Practice

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

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

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



The image shows a worksheet titled "Reading Test Practice". At the top, there is a clock face showing the time as 9:30. Below the clock is an illustration of a man sitting at a desk, writing in a notebook. The worksheet contains two questions:

1. What is he doing?  
A. washing  
B. writing  
C. walking  
D. waiting

2. He started one hour ago. What time did he start?  
A. 6:30  
B. 7:30  
C. 8:30  
D. 9:30

At the bottom of the page, there is a small footer that reads: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 38 Beginning Daily Activities Unit"

### Step 2: Reviewing Answers

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

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

## **Teacher Directions: Activity 3: Checking for Understanding**

Learners write a paragraph about their daily and weekly activities.

# How do you study?

How do you study English? Write about what you do or what you want to do.

What do you do?	From	To

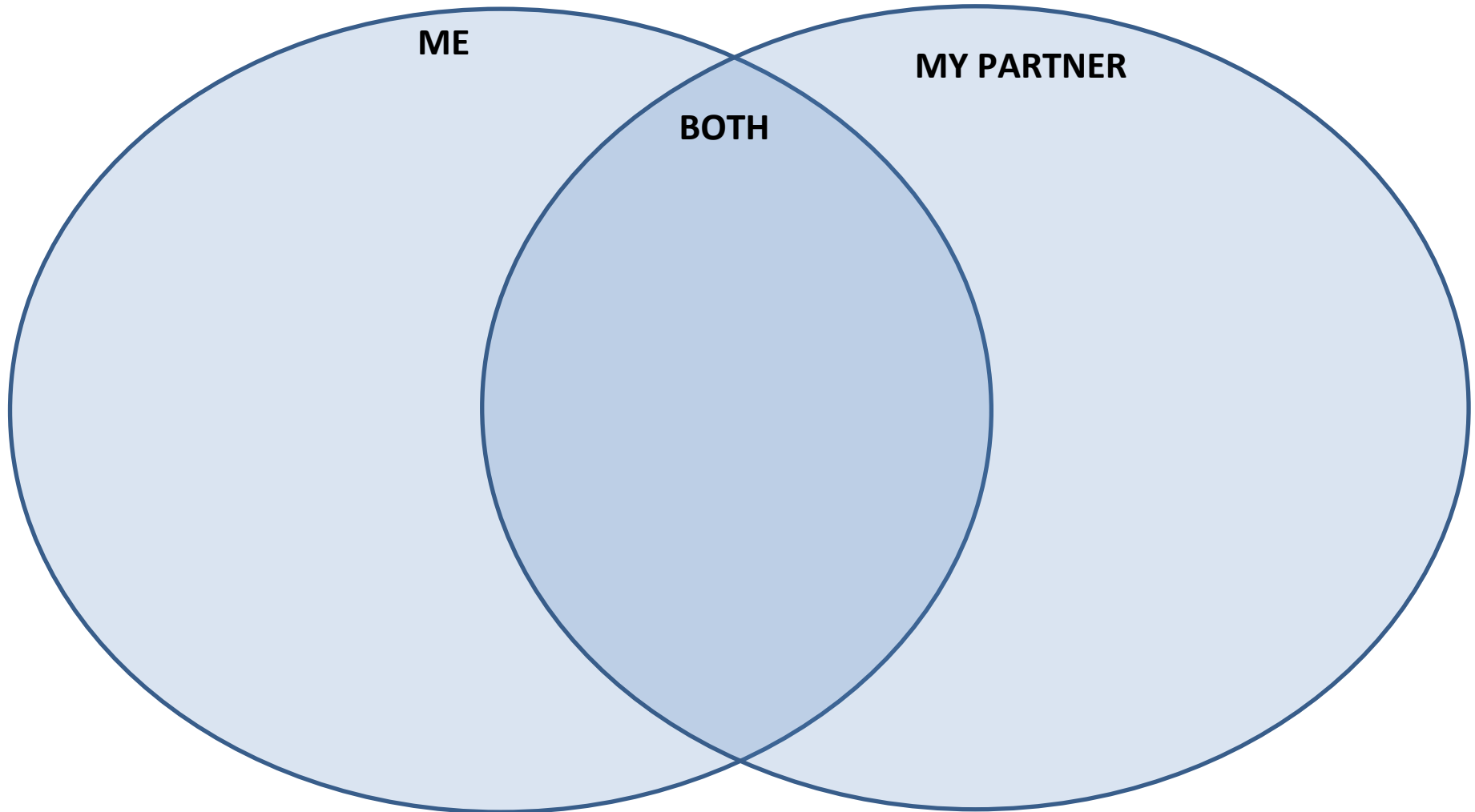
Ask your partner, *“How do you study English?”*

Write one sentence about your partner.

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# How do you study?



# Reading Test Practice



1. What is he doing?

- A. washing
- B. writing
- C. walking
- D. waiting

2. He started one hour ago. What time did he start?

- A. 6:30
- B. 7:30
- C. 8:30
- D. 9:30