

TUTOR CURRICULUM GUIDE FOR TEACHING ADULT ESL PRELITERATE LEARNERS

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**ADULT BASIC EDUCATION
INSTITUTE FOR EXTENDED LEARNING
COMMUNITY COLLEGES OF SPOKANE**

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Introduction

Adult ESL students come to our IEL Adult Basic Education program with varied educational backgrounds from their native countries. Often they come with educational training or academic degrees from their native countries. Others come who have not acquired a high level of literacy in their first language due to socioeconomic status or educational circumstances. Also there are learners who come without education at all in their first language due to disrupted schooling brought about by war and poverty. And there are preliterate learners who have had no contact with print in their native languages. All of these various types of literacy levels are often placed in the same classroom regardless of their previous levels of education and literacy in their native language. Most of these students learn and acquire the English language for the first time.

This curriculum guide has been developed for tutors as well as instructors of adult refugee and immigrant ESL students who have no or limited literacy skills in their first language. The principles and strategies used in this guide can also be used for ESL students who have low or some literacy in their native language.

The main focus of the guide is to develop initial English literacy skills in basic reading and writing, built upon listening and speaking skills. The students will be able to function with some difficulty in simple situations related to immediate needs, and to handle tasks including routine, entry-level jobs that involve only the most basic English communication skills.

In this guide, the terms preliterate and non-literate learners are used interchangeably to mean students who have no formal literacy education in their native language.

Definition of terms

ESL (English as a second language) students— refer to students whose first language is not English. The term is also interchangeably used as *ELL (English language learners)*.

L1 – first language

L2 – second Language

Affective filter – emotional barriers to learning another language

IEL - Institute for Extending Learning is one of the institutions of the Community Colleges of Spokane where adult refugees and immigrants learn English literacy skills.

ABE – Adult Basic Education is a division of IEL where adults learn basic literacy skills.

Background and History

Literacy skill is transferable from language to language as shown by research on education (Roberts, 1994). In fact, students who are literate in their first language (L1) but do not know a single word of English can understand the concept of the written word and how print functions. They know that there is a relationship between letters and sounds in determining how to pronounce a word. They also know that languages have rules and exceptions to rules that need to be learned (LaRue, 2001).

It is a different story for preliterate and non-literate adult learners, who have the greatest challenge of acquiring basic skills for decoding, comprehending, and producing print as they learn the English language. Preliterate and non-literate adult students come to our English as a Second Language (ESL) classrooms as first time learners in a formal school setting. Some of them may have never lived in an urban environment surrounded by print. Students who come from preliterate settings may not realize the way print functions, or they may not recognize its essential importance for their survival in literacy-based cultures (Nurss, 1998). These students pose a greater challenge for the ESL teachers who teach in print-oriented literacy classrooms dominated by ESL learners who are literate in their native language (Cunningham-Florez & Terrill, 2003).

Studies indicate that about 32 percent of adults enrolled in the ESL programs in the United States lack literacy skills in their first language (Martinez & Wang, n.d.). These students are placed in beginning literacy level classes. In these classes, most of the students learn the English language for the first time. The learners in these classes usually fall into three groups: those who have had formal education in their native country, those who have had some education (4 or fewer years), and those who did not have formal education at all (preliterate and non-literate learners). The Mainstream English Language Training project (MELT) reported that adults who *have* literacy skills in their own language but have no background in English instruction take 500-1,000 hours of instruction to reach a point where they can manage to meet their basic needs, function at work, and interact socially in English with difficulty. It will take longer for adults who have no background in formal education. (Cunningham-Florez & Terrill, 2003).

Cunningham-Florez and Terrill define levels of literacy of ESL students in their native language as:

- **Preliterate** – learners who have had no contact with print in their native languages; they come from societies which are oral: the language is not written, has only recently been written, or is being developed. For example, most *Bantu people* of Somalia; *the Dinka people* from Sudan; many *Australian indigenous groups*; some *Pacific Island language groups*; the *Hmong people* from Southeast Asia.
- **Non-literate** - learners who have no education at all, have no access to literacy instruction but the native language has written form and literacy is available. For example, many adult learners *from Central and South America* may not be literate in their native Spanish because of disrupted schooling due to war and poverty.

- **Semi-literate** – learners from literate societies who usually have had access to literacy in their native culture, but due to socioeconomic status or educational circumstances, they have not acquired a high level of literacy in L1; they may have left school at a young age for economic or political reasons.
- **Literate** – learners who are comfortable in reading and writing in their native language. They often have educational training or academic degrees in their native countries.

All of the above types of literacy levels are often placed in the same classroom. Auerbach (1993) states that classrooms that group students who have no first language literacy with students who are literate in their first language tend to completely hamper the non-literate students' participation and progress. The result is a "revolving door syndrome," in which students begin a course then fail, then start again, and eventually quit. She further reports that in Chicago the majority of the students who give up attending ESL classes are those who have no literacy in their first language. Wrigley and Condelli iterate it this way:

"Often, students who did not know any English and therefore could not read and write in English were placed in beginning classes, regardless of their previous levels of education and their degree of literacy in the native language. Consequently, many ESL programs cannot tell who the true literacy students are -- that is, students who will have difficulty learning because they are not able to process print efficiently. As a result, these programs are unable to design classes that emphasize the unique challenges of literacy development not provided in a typical English language development classroom." (Wrigley & Condelli, 2001).

Wrigley and Guth (1992) report that adult ESL literacy programs are fairly new in the United States. They began around the 1970's when the United States was faced with the huge entry of refugees from Southeast Asia who were not literate in their first language. The second wave of adult ESL literacy awareness came in the 1980's after the passage of the Immigration Reform and Control Act (IRCA) which required non-literate immigrants to attend ESL classes for them to be granted amnesty. Wrigley & Guth further report that the methods of ESL instruction during those times were generally not appropriate for the new comers, which assume that learners come with first language literacy. Research studies regarding ESL learners not literate in their first language are fairly recent. Among ESL teachers and administrators in the United States there is a lack of knowledge, literacy curriculum, and training related to teaching literacy to this group of adult ESL learners.

Student Purposes, Needs, and Preferences

In order to best help preliterate and non-literate learners in the classroom, it is important to identify their literacy goals initially. Preliterate and Non-literate learners' purposes in acquiring literacy vary. The most common purposes are to get jobs,

succeed at work, and receive the job training needed to advance at work. They also want to help their children in school and participate in their children's education: to be able to read to their children and to help their children with their homework, and to be able to read flyers and attend parent-teacher meetings. Additionally, they want to participate in the community and to keep informed; to fill out forms, and to handle financial transactions. Many learners desire to pass required written tests on U.S. government and history in order to gain U.S. citizenship. And still others want to pursue further education.

Many refugees and immigrant students take the bus to school, which runs more frequently during the day. Day time is a better time to commute for students who have a rural background. It is easier for them to navigate across town in daylight. Also, the Learning Differences Resource Person in our IEL program, Judy Campbell, stated that learning to read is easier for limited literacy skills students during daytime and when and where there is natural light.

Adult ESL literacy learners may have different starting times in class. They can arrive later in class due to work, appointments, child care, spouses' schedules, and other personal and family circumstances. They can also leave earlier or later from class for the same reasons. In this case, additional assistance will be provided by tutors for them to be able to catch up with the lessons.

Problems and Barriers to Second Language Learning

Preliterate learners come to our adult ESL classes with problems and barriers to learning the English language. To identify these barriers, ESL instructors and tutors should know their students' cultural, socioeconomic, socio-political, and educational backgrounds. Their backgrounds can be strong bridges to second language (L2) literacy and can also be barriers. It is important to find out which factors in their backgrounds contribute as barriers to English literacy acquisition. The knowledge and the awareness of these barriers will significantly help ESL instructors to find strategies and practices to effectively teach them and eventually help the students to overcome the barriers to English literacy.

To be able to start thinking how to effectively and successfully teach students who have no formal education from their native country, ESL teachers must begin with the whole person – with all the factors that come with each student (Vinogradov, Bestland, & Wintheiser, 2001).

Cultural Background

Preliterate students often come from societies that are used to learning through folktales, fables, and other oral stories that contain morals. Generally, they learn by watching and observing others, and they prefer to observe activities before they join in. They learn many languages orally and they learn oral communication skills fast, which

is a useful bridge to literacy. They pay particular attention to the spoken word, as they come from oral cultures. They generally develop high oral skills in English and have well- developed social skills and a tendency to work hard (Nichols & Sangster, 1996).

Nichols and Sangster report that preliterate and non-literate learners have extreme difficulty using reading and writing to support or reinforce what they learn orally. They generally progress slowly in literacy and other language instruction. To make learning and teaching more successful, the students need literacy instruction with tutors. When students first come to the classroom, most of them can not respond in English, so native language support is crucial. The students come from many different language groups or tribal areas for which it may be difficult to get bilingual translators or tutors. If placed in the same classroom, preliterate and non-literate learners often are not comfortable with students who have literacy in their first language and may feel inferior, uncomfortable and unconfident (Nichols & Sangster, 1996). Given the circumstances, they can be embarrassed to let others know that they can not read and write. Also, they may misinterpret non-verbal language from other literate students as signs of disapproval or animosity, and may not initially mingle with people that are not from the same language group or culture. These affective factors may dampen the students' motivation to acquire initial literacy, and may cause difficulty for the teacher who desires to create a positive learning environment and comfortable ambiance in the classroom.

Socioeconomic and Socio-political Background

Preliterate and Non-literate adult students may have been in wars and have lost their loved ones, homes, and property. Some may have lived in refugee camps, been imprisoned and suffered because of extreme poverty, poor health, and trauma. They may have been uprooted from their familiar surroundings and are raising their children in a place that is very different from their homeland, with people speaking a language that they do not understand. Their sense of security may be threatened and compounded by the foreign surroundings. When preliterate and non-literate students enter our ESL classrooms, they may carry with them the war, their lost loved ones, poverty, traumatic experiences, and memories of the days gone of a world that made sense to them (Vinogradov et al., 2001).

Educational Background

Preliterate and non-literate adult students often come to our ESL classrooms as first- time learners in a formal school setting. Some of them may have never lived in an urban environment surrounded by print. Students who come from non-literate settings may not realize the way print functions, or they may not recognize its essential importance for their survival in literacy-based cultures (Nurss, 1994).

Literacy difficulties of Ethiopian and Eritrean students interviewed for a study in Australia stemmed from their assumption that literacy learning did not take place apart from the classroom or the teacher. These African cultures do not have universal

compulsory education or afford opportunities for females to attend school. All came from rural villages and from farming families and the majority are unable to read and write in their first language or in any language (Nichols & Sangster, 1996). The researchers identified aspects of learning situations that these learners found stressful, and reported useful techniques to effectively teach these group of learners. These learners require special classes that involve heavy oral practice, continual repetition, extensive prompting to stimulate memory, and recycling of content at a considerably slow speed of presentation with low emphasis on grammar. These students are frightened at initial contact with written text, so it is recommended to teach with the absence of written word in the early stages of instruction. Maximum use of visual materials is highly important. Oral and aural lessons taught primarily from a whiteboard confused and stressed non-literate Ethiopian and Eritrean students. In the initial instruction, they are overwhelmed by the large quantities of handouts, and the use of worksheets was meaningless to them (Nichols & Sangster).

The researchers further report that the students had poor retention skills, tended to be disorganized, unstructured, and completely teacher focused. However, they enjoyed hands-on and physical activities, and paid particular attention to the spoken word (as they come from oral culture), and they have well developed social skills and tend to work hard. Teacher confirmation was necessary when they had completed any task. These learners require pre-literacy skills like pencil holding, shape/letter recognition, and left to right script orientation as the concept of the written word is being introduced. It is important for teachers to be very flexible, to lower their expectations and not to be disheartened if the outcomes are not successful.

Interviews with ESL students and teachers highlight the need to overcome issues of alienation and lack of confidence inherent in literacy classrooms. A case study of a non-literate Spanish speaker exposed barriers to L2 literacy acquisition. In a multilevel class setting, impediments to learning included alienation and physical separation from other more advanced literacy learners who are literate in their first language, childish curriculum content, and the painstaking task of learning to read in L2 without L1 literacy or school experience (Thompson, 2002). Learners also express the desire to learn from a teacher who uses the L1 and its culture in the classroom. Lack of these factors affects students' motivation by limiting or completely eliminating their language comprehension, sense of security, identification with the teacher, and empowerment to share feelings and life experiences (Gillespie, 1994).

Relevant Theories and Concepts

There are important theories and concepts that shape the underlying theme of this curriculum guide. Most of the strategies and approaches in this guide are based on the concepts discussed in this section. Wrigley and Guth (1992) state that the combination of theories and concepts from applied linguistics, applied psychology, and anthropology reflect many of the profound changes that have taken place in adult ESL education. Knowledge of the current theories about language acquisition, applied

linguistics, and applied psychology and anthropology will enhance the innovation and application of appropriate strategies and practices for teaching preliterate and non-literate learners. Theories and concepts from the field of adult literacy and reading instruction are also discussed in this guide.

Theories and Concepts from Applied Linguistics

The emotional obstacle for acquiring and learning a language effectively is called the *affective filter*, which includes anxiety, stress, nervousness, self-consciousness, insecurity, and the like (Reed & Railsback, 2003). A large portion of preliterate and non-literate students come from countries which are war-torn, economically devastated, and politically corrupted. When students come to our classroom, they may carry with them traumatic experiences such as war, their lost loved ones, poverty, poor health, and memories of the days gone of a culture that made sense to them (Vinogradov et al., 2001). According to a leading linguist, Stephen Krashen, these factors raise the student's affective filter while learning language in an ESL classroom. The affective filter can be decreased by providing the students with a relaxed, warm and caring learning environment, and activities that lower anxiety and stress levels, and build self-esteem and confidence (Schutz, 2002). Active, hands-on, joyful learning activities and games, as well as engaging personal stories enhance student learning and self-esteem (Sylwester, 1994), making ESL teaching and learning successful, thus countering the affective filter.

A shift to meaning making and communication in language learning has been given greater emphasis in adult ESL literacy education, in accordance with Stephen Krashen's second language acquisition theory. Krashen states that "Acquisition requires meaningful interactions in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (Krashen, as cited in Schutz, 2002).

Before the recent shift to communicative pedagogy in adult ESL literacy education, emphasis was on the teaching of the Roman alphabet, basic phonics, and grammar prior to the instruction of "real life" uses of literacy. Literacy was taught as a set of skills, apart from personal experiences of the learners and the social problems involving their lives. The non-literate learners were expected to start learning the letters of the alphabet initially at first contact, and then syllables, words, and sentences isolated from context.

The learners now are being taught basic skills in making meaning as they live amidst the inundation of print around them (Wrigley & Guth, 1992). Phonics, letters, and grammar should be used as tools rather than targets. The researchers report the following approaches to introduce print successfully in meaningful contexts. Teachers use the names of students, along with basic personal information such as their addresses and phone numbers, names of family members, and native countries. Learners are also encouraged to tell stories of their lives, which are then written down for them to decode from text as learner generated materials. One approach related to learner generated material is called *Community Language Learning* (Croydon, 2005).

The students record their conversations, stories, or any topic the teacher provides for discussion such as personal stories, school, family, job, and the weather. The tape is transcribed and serves as the students' reading text to practice reading skills.

To assist the students to put the text ideas into context, the print used in instruction is initially supported by visual aids from magazines, family pictures, and picture drawings of the learners. Rather than starting with decontextualized letters of the alphabet, which are abstract and sometimes meaningless, learners make meaning from the first day of literacy in school by using images, concepts, words, and expressions that are familiar to them.

Theories and Concepts from Applied Psychology and Anthropology

Providing social context for literacy is another concept that has emerged in teaching adult second language learners. Consideration of the social context of language and literacy borrows from Lev Vygotsky's theory of language development. According to Vygotsky, thought and language development are determined by the activities practiced in the social institution of the culture and learning takes place in the context of social nature (Guerra & Schutz, 1999). Another strong proponent of social learning theory is Albert Bandura who believes that people learn by watching and observing others (Storm, 2004). The adult ESL literacy learner needs to realize the greater purpose of what they are doing in the classroom. They need to realize that they are part of a larger group where they are going to use the language to "negotiate." Thus there is a need to modify adult ESL curriculum in such a way that it is attached to the learners' lives and reflects their role as members of the community, parents, and workforce participants (Wrigley & Guth, 1992). Preliterate and non-literate students will benefit from using the community as context for literacy by being part of the group as they witness social interaction, witness an environment of print, and as they observe and listen to language initially.

One significant study that may help to build a bridge for L2 literacy learning among adult preliterate and non-literate learners is found in the principles of *Funds of Knowledge* research, based upon ethnographic methods used by cultural anthropologists (Gonzalez, Moll, & Amanti, 2005). This project is built upon the assumption that all households, especially those of the so-called disadvantaged language minority students, are rich in social and cultural background and resources, and have funds of knowledge that they use to navigate everyday life. These resources consist of abundant and diverse abilities, skills, ideas, talents, and practices that are crucial to a family's survival, essential functioning, and well-being making them "experts" at something. Gonzalez, Moll, and Amanti (2005) worked with teachers over a long period of time to help them document *funds of knowledge* of their students and families through home visitation, observation, interviews, and recording of information that can be used for classroom instruction. The information was used to design curricula that integrate material familiar to the students. Their families have special knowledge and abilities, thus providing contextual materials that make sense to the

language minority students. One important study was conducted by a bilingual education teacher on her low-achieving second grade students, 50 percent of whom were Spanish speakers and 40 percent spoke a Native American language called Yoemi (Gonzalez et al., 2005). The researcher designed an extensive curriculum based upon the background, experiences, abilities, and interests of the majority of the students' families, which is in the area of building and construction. At the conclusion of the study, the students exhibited increased levels of literacy and numeracy and made considerable progress in content knowledge and vocabulary as a result of the rich and integrated learning experience from the researcher's funds of knowledge research.

Hands-on-learning is another concept that innovators find effective for second language learners with limited literacy in their first language. Learning through hands-on experience employs Jean Piaget's theory of language development. Piaget emphasizes that learning is a result of the learner's interaction with the objects encountered in the environment, thus making sense of surroundings through exploration and experimentation with emphasis on things that can be manipulated (Howe, 1996). This teaching method is designed to develop confidence and foster success in the ESL classroom, which results in anxiety and stress reduction. It is more contextualized, concrete, multi-sensorial and hands-on methodology and does not initially require the learner to produce the target language (Allender, 1998). One of the most effective techniques is the use of "realias." Realias are real everyday concrete objects used in the classroom to build background knowledge. The use of realias allows students to handle the objects to get more familiar with them.

The Lao Family English School in St. Paul Minnesota has successfully used hands-on-learning to teach basic literacy to its non-literate Hmong learners (Vinogradov, Bestland, & Harper, 2002). In the demonstration made by the TESOL presenters, examples of topics and materials they use involved sewing, cooking, taking photographs, and going on field trips. In Wrigley and Guth's (1992) research, some innovators use activities that involve food. A group of learners make fruit salad, using bananas, mango, papaya, etc. They "write up" the recipe by using drawings to show the process. As students learn to form letters, they add the names of the fruits they used in their drawings. In other programs involved in the research, learners use Total Physical Response (TPR), which can be a less threatening method because they are not forced to produce the language orally. This method applies to the theory of Stephen Krashen and T.D. Terrell which popularized the natural approach to language learning. The approach is much like how young children learn their first language using listening before speaking (the silent period) and reading before writing (Guglielmino, 1991).

The use of the native language has gained popularity with innovators who work with preliterate and non-literate learners. The use of native language of the learner also intersects with Vygotsky's theory of language development. Vygotsky contributed significantly to our understanding of the need for scaffolding and schema building. Employing the L1 of learners with limited first language literacy is necessary to L2 learning, for without L1 most everything will be abstract and decontextualized. The use of L1 is crucial to finding out the learners' personal experience, family stories, and

cultural background and other topics that can be used for instruction in building L2 literacy.

Adult Literacy Education Theories

The use of the students' native language in instruction also traces its origin to the Freirean approach, named after Brazilian adult educator Paulo Freire. In this approach, adult literacy education bases the content of language lessons on learners' cultural and personal experience (Spener, 1992). Auerbach states that by using the learners' first language, the learners gain a feeling of security (1993). This permits them to express themselves, thereby giving them the confidence to take risks with English. Wrigley and Guth (1992) suggest that introducing literacy in the learners' native language can serve as a bridge to ESL literacy, and that it is one of the most effective approaches for L1 non-literate learners who are not confident about their ability to learn in a classroom setting. An example of a program that introduces literacy in the learners' native language is The Lao Family English School of Minnesota, which has successfully used Hmong and English to connect the native culture of the students with the local community in the US where they live (Vinogradov et al., 2002). Wrigley and Guth also cited other programs that have successfully used the learner's native language such as the Haitian Multi-Service Center in Massachusetts, City College of San Francisco, El Barrio Popular in New York, and the International Institute of Rhode Island.

Prior to the 1970's the use of the native language was considered a barrier to second language learning. Gillespie (1994) reports that teachers, influenced by the theory of classical conditioning popularized by Ivan Pavlov and language pedagogy, believed that the habits of L1 production had to be extinguished before a second language could be acquired.

A shift in theory has taken place so that now L1 and L2 are seen as complementary. Longitudinal studies show at least three reasons that L1 and L2 use should be encouraged. First, there is a high correlation between language proficiency levels in L1 and L2. Second, the interference of L1 on L2 with regard to vocabulary and syntax has little effect on L2 acquisition. And third, L1 literacy skills and metacognitive knowledge significantly help the learner acquire L2 literacy and fluency (Gillespie 1994; Nurss 1998; Schweers, 2003). The qualitative studies survey diverse adult ESL programs. Additionally, they use diverse language groups taught with different amounts of instruction time and types of curricula and assessed with a variety of tests. According to Gillespie (1994), there is limited research data focused on adults. The most controlled study to date was comprised of children, and its results were then generalized to adult learners.

While there are evidence that teaching L1 reading can speed up the process of learning to read in L2, there are facts that should be taken into consideration before adopting this approach. First, the teacher must be competent to teach reading in the native language. Next, sufficient reading materials must be available in L1. Also, if there are multi-languages represented in the class, the teacher must have resources to

handle the extra work. Teaching native language reading is most helpful in languages with a Roman alphabet and if students have literacy in L1. And if students have literacy in L1, reading skills in languages that do not use the Roman alphabet such as Chinese and Laotian are less likely to be transferred readily to reading English (Birch, 2007).

Despite these shortcomings, the growing body of qualitative research shows that students attain L2 literacy more effectively with a combination of instruction in L1 literacy and L2 listening and speaking, either in a bilingual or a two-class classroom approach where students study L1 literacy in one classroom with a bilingual teacher, and ESL speaking and listening skills in another classroom. (Gillespie 1994; Nurss, 1998; Thompson, 2002).

A related research question is, how long does it take for learners to reach a threshold of L1 literacy knowledge needed for successful skill transfer into L2? The limited pool of studies suggests that it takes 2 to 5 years (Gillespie 1994; Nurss, 1998). This significant length of time frustrates many students who feel it is too long to wait for English, the language of employment and social success in the United States (Nurss 1998). In related literature, Jim Cummins, a leading linguist and theorist on second language acquisition, states that on average it takes two to five years to acquire English conversational fluency called Basic Interpersonal Communication Skills (BICS) and four to seven years to develop academic English language proficiency called Cognitive Academic Language Proficiency (CALP) depending on factors such as age, educational background in L1, and degree of support for achieving L2 proficiency (Reed & Railsback, 2003).

In order to best help adult preliterate and non-literate learners in the classroom, it is important to identify their literacy purposes and needs initially and build curriculum based upon these factors for immediate use and function so as to empower them and help them survive in American society. Adult preliterate and non-literate learners' purposes in acquiring literacy vary. Learners most commonly want to get jobs, succeed at work, and receive the job training needed to advance at work. Others want to participate in their children's education through reading to them, assisting with homework, comprehending flyers, and attending parent-teacher meetings. Additionally, learners want to participate in the local community by keeping informed, filling out forms, and handling financial transactions. Many learners desire to pass required written tests on U.S. government and history in order to gain U.S. citizenship, and others want to pursue further education. These goals stem from the roots of social reconstructionism as influenced by adult literacy educator Paulo Freire and his theory about Liberation Pedagogy (Gutek, 2004). Freire is categorized as an exponent of *"literacy for social change"* because Freire argues that unjust social conditions are the cause of illiteracy and that the purpose of adult basic education is to enable learners to participate actively in liberating themselves from the conditions that oppress them (Spener, 1992). In addition, the Freirean approach to adult literacy education bases the content of language lessons on learners' cultural and personal experiences.

Reading Instruction Theories

When considering reading theories, adult ESL literacy teachers should note that most research has focused primarily upon native speakers and children and that conclusions from studies may or may not apply to adult ESL preliterate learners.

There are two main approaches to teaching reading. One approach begins by teaching letters, letter-sound correspondences, syllables, words, and sentences. This approach is sometimes called the “bottom-up” or phonics approach. The second approach begins with reading passages, sentences, and words and eventually breaks them down into syllables and then sounds and letters. This is often called the “top-down” or whole language approach. The following is a discussion of the approaches behind reading instruction.

Bottom-Up Theory

In the bottom-up approach, readers learn the smallest units of sound called phonemes and then sound combinations within words, followed by phrases and sentences. Readers learn to read memorized sight words, often without context, until the meanings are subconsciously retrieved (Burt, Peyton, & Adams, 2003). Thus readers progress from phonemes to meaning, with an emphasis upon phonics decoding skills.

Top-Down Theory

The top-down approach to reading is when students learn to read by relying heavily upon schema to make sense of reading passages. The emphasis is upon a holistic approach to acquiring meaning by students making use of prior real-world knowledge, personal experiences and emotions (Gonzalez, Moll, & Amanti, 2005). Students are taught to engage the text on the sentence and paragraph level, correcting misperceptions along the way (Burt, Peyton, & Adams, 2003). This approach to reading also focuses upon high-frequency sight-word recognition where words are instantly recognized without decoding.

Reading Instruction Approach to Adult L1 Preliterate and Non-literate Learners

Having discussed the two main approaches to reading instruction, the task now is to sift the research to find useful methods as applied to teaching preliterate and non-literate adults to read in English. A balance between the bottom-up and top-down approaches is often very effective. Graham and Walsh (1996) advocate a hybrid method composed of the top-down and bottom-up approaches. Students who are not literate in the L1 benefit from learning sight words and phonics simultaneously. They can be first taught to read sight words from their oral language vocabulary, and later instructed how to break down these words into individual sounds. The same process of instruction can be used for “survival” language in the environment such as signs and application forms, which in turn can be taught as phonics materials.

One relevant question debated among adult ESL practitioners is whether or not reading instruction should be delayed until preliterate students have developed oral English skills. Some instructors delay literacy instruction in order to allow students to build a larger oral vocabulary which is eventually used as written material for learning phonics and other decoding strategies. This delay may be counter productive since students are required to spend mental energy processing large amounts of oral language, which may slow down their acquisition of the language. But simultaneous instruction in oral language and literacy skills allows students to get a jump start on reading from an early point in their education (Graham & Walsh, 1996).

Another important point of practice to consider is, since reading is a very laborious process for the preliterate learner, some practitioners are delaying the teaching of writing. So the question here now is whether reading and writing should be taught simultaneously. Graham & Walsh (1996) states that reading and writing processes for learners are complementary. In fact, when compared, basic handwriting skills are learned more quickly than phonics as students learn to write out letters and words. As students progress in writing, they can write down and review oral language that they learned.

There are also debates regarding whether adult English language learners should be taught to read and write in cursive. Numerous practitioners believe that spending time on cursive is a waste of time and only will add confusion and frustration for the students. They argue that students will be better understood if they can communicate in alphabet characters, just as they read in block print. True, since most reading required of adults is in block letters as in signs like *STOP*, *NO SMOKING*, and *DANGER*, or in typed print found on application forms and other printed materials such as flyers, catalogs, newspapers, and bills, adult ESL literacy students should be able to recognize these letter styles. At the beginning stages, preliterate learners need practice with vertical manuscript because most of the materials in print that they can see and will try to read around them--and in the community--are in vertical manuscript. That is because it is easier to read, to understand, and to write.

When moving to writing, students initially need to use printed characters in order to convey information on forms, with the exception of signing their names in cursive when required. It is crucial for preliterate learners to form letters and to write words in print characters. Teachers should realize that it takes a long time for preliterate and non-literate students to learn to associate letters and sounds for each lettering style and to write complete words (Graham & Walsh, 1996).

When transitioning into cursive, it is advisable not to spend a lot of time and effort with it while keeping in mind that it is important for students to recognize cursive letters and be able to read them. They will probably see this kind of handwriting in workplaces and on appointment cards from the doctor's office, etc. Many teachers believe that it will take a while before they start teaching preliterate learners how to write in cursive. It is too demanding at the beginning stages for them to write it at all, given the amount and various types of other new, high-priority practical information they are learning everyday. It is a mistake to think that adult preliterate students can easily transition from Roman printed characters to cursive script. Many languages

around the world do not employ a cursive script, and for students who have never used the Roman printed characters it is a major step in acquiring literacy. With the advent of keyboarding and computers, many students may never learn to use cursive script. This should, however, not be viewed as problematic unless it interferes with the students ability to learn (Graham & Walsh, 1996).

Differences Between Teaching Reading to L1 Preliterate Learners and L1 Literate Learners

The common assumption in most adult ESL program is that students come with literacy in their first language. Instructors usually assume that first language reading skills are transferable for learning to read in a second language. Once a student learns to read in a first language, the skills acquired for decoding and processing written language are largely transferable to reading in other languages. For second language students, "once a reader, always a reader" holds true, except for some extra work for students who must adapt to a Roman character alphabet after learning to read in an ideographic system such as Chinese (Birch, 2007).

Birch (2007) generally states that readers of a first language can be quickly instructed to read in a second language if the alphabets are basically the same as in the cases of Spanish, German and French. The students can use their prior knowledge of sound symbol relationships to decode the new language with some help from the instructor. But for the preliterate and non-literate ESL learner, it is a different story. Mastering written language requires much more time, for they need to start with sight words along with phonics and discover the nature of sound symbol relationships in a written alphabet. Students must then learn to form letters and words for the first time.

Differences between Teaching Reading to L1 Preliterate Learners and Teaching Beginning Reading to Native English Speaking Children

Unlike children, adult ESL learners have access to more complex reading topics due to their extensive schema of the world. Consequently, adults want to read complicated material and are insulted when given readings suitable for children (Craats, Kurvers, & Young-Scholten, 2005).

Before beginning to read, beginning adult ESL literacy students do not have the same lexical and semantic knowledge as native English speaking children who have developed a large oral vocabulary. When children learn to read via a bottom-up approach, they understand the words and concepts at the moment of reading. This enables the children to make sound symbol connections quickly and to understand the overall meaning of sentences and stories. Beginning adult ESL literacy students, however, have a tougher road to travel since they must first acquire the foreign language vocabulary required to make sense of the words and ideas they decode. As a result, phonics alone will not be completely helpful (Craats et al., 2005).

Children will often learn to read because it is mandated in school. Adult ESL literacy learners, on the other hand, are motivated by a perceived need for acquiring

reading skills. That motivation may be lacking for adults who have lived for so many years in their preliterate society and yet have functioned well and handled the struggles of life. These students may not eagerly join in reading activities in the classroom unless the subject matter is relevant and practical to their daily lives (Craats et al., 2005).

Taking into account the many differences between the ways children and adult ESL literacy learners approach reading, it is not prudent to use beginning reading materials developed solely for children to teach adult ESL preliterate learners (Graham & Walsh, 1996).

Effective Strategies and Approaches

The adult ESL literacy learner needs to realize the greater purpose of what they are doing in the classroom. They need to realize that they are part of a larger group of people where they are going to use the language to “negotiate.” Thus there is a need to create activities and lessons so that they are connected to the learners’ lives and reflect their role as members of the community, as parents, and as workers. Adult ESL literacy students will benefit from using the **community as context for literacy** by being part of the group as they witness social interaction, witness an environment of print especially in English, and as they observe and listen to language initially. Taking the learners on field trips to the grocery store or supermarket, hospital, bank, etc., is an important part of the learning process. While in the supermarket, for example, students can work in groups and each group can collectively shop for ingredients for a recipe. Back in the classroom, the groups can make fruit salad, for example, and have them recount the steps and write the recipe in English.

Adult ESL literacy learners are generally visual. **Pictures, drawings, and other visual aids** assist the learners to put the text ideas into context. Introducing photos or pictures before presenting abstract concepts is crucial in language and literacy learning.

Learners who are kinesthetic and who learn mostly by manipulating objects benefit from hands-on-learning. This is designed to develop confidence and foster success in the ESL classroom, which results in anxiety and stress reduction. This makes the lesson more contextualized and concrete. **Multi-sensorial and hands-on methodology** includes the use of “realias.” **Realias** are real everyday concrete objects used in the classroom to build background knowledge. The use of realias allows students to handle the objects to get more familiar with them.

Total Physical Response (TPR) is a less threatening method for those who learn kinesthetically because they are not forced to produce the language orally and it does not initially require literacy. Through TPR, learners follow teacher commands with physical movements to acquire language. Students learn faster when they move their bodies in response to the language they are hearing. They remember new language easily and retain it longer when they are actively responding to it. It provides good comprehension practice within the security of the group.

Learners who are linguistic and verbal and who learn oral skills quickly will benefit from the **Language Experience Approach**. Students tell stories of their lives, which are then written down for them to decode from text. The Language Experience

Approach should be based on the oral language presented. The students volunteer thoughts and the teacher writes down exactly what they say. In this way the material is familiar, and the language is practical to students. This can be successfully used as a reading and writing text.

Students who are more passive and less verbal benefit from **drills, dialogues, and structured role-play**. Drills help to internalize the phrases when language is used over and over until it comes out easily. The drills are usually used as precursors to dialogues and role-plays. Dialogues should build upon an initial set of vocabulary and sentence patterns should be structured in usable conversation form.

Additional Tips for Teachers and Tutors

When a brand new preliterate and non-literate ESL learner first comes to the classroom, the challenge for teachers and tutors is to know what to do first, where to begin instruction, how to execute instruction, and what teaching materials to use.

First, make the learner feel comfortable in the classroom by creating a warm and welcoming environment. Smile, greet sincerely, and show interest. Teachers and tutors should introduce themselves first and initiate basic conversation to find out the learner's oral skills. Ask questions like "*What is your name? Where are you from? Do you have children? How many children do you have?*" Make a mini-tour around the facility and show the learner the bathroom, drinking fountain, computer lab, entrance and exit doors, etc. Introduce the learner to people he likely sees often in the building, like the receptionist and the security guard. Also, introduce the learner to his classmates.

Then start with the classroom environment. Use picture cards and word cards of the items the learner sees in the classroom. To introduce classroom vocabulary, point to the objects and say each word in English. Have the learner repeat each word if he has English oral skills. Then ask, "What is this?" If the learner is in a "silent period," it is best not to force speech production. Have him point to each item as you name it (Haynes, 2004). If the classroom objects are labeled, the teachers should point to the word that represents the object and say the word. Labeling classroom objects is recommended: chair, table, door, window, book, clock, calendar, etc. The idea is to draw attention to the printed words. Then have the learner work with picture cards. Ask the learner to find the objects in the classroom that match the pictures on the cards. Depending on the ability of the learner, you can proceed with word cards. Have the learner find the classroom labels that match the letters or words on the word cards. You can do this exercise when appropriate.

Learners may have very little experience with a writing instrument or may have never held a pen or a pencil before. If the learner is not comfortable using a writing instrument, it is best not to give the learner a pen or a pencil initially. To introduce the concept of letters, have the learner practice with tactile objects like pipe cleaners, beans, and a small sand box. Help the learner mold the letters of his name using pipe cleaners. You can also use hard beans to form letters of his name. Also have the learner form the letters of his name on sand using his index finger. Practice reading the learner's name using the molded pipe cleaners, beans, or sand. Introduce the names of

alphabet letters using his first and last name. Then proceed to instruction on handwriting skills.

During the first day, teachers and tutors tend to give the first-time learner instruction regarding the English alphabet and its sound-symbol relationship with worksheets and handouts to work on. This initial approach is appropriate for learners who are already literate in their first language only. It is best to assess the learner first, in order to find out what particular literacy skills the learner already has.

Determine whether the learner knows the Roman alphabet (Haynes, 2004). Use alphabet flashcards. If the learner knows the Roman alphabet and is comfortable holding a pencil or pen, have him practice writing his name on three-lined paper (see Preliteracy concept unit). Then introduce the sounds of letters using his first and last name. Then proceed with the alphabet lessons (see alphabet unit).

Initial Teaching Tasks

One of the first tasks a teacher of a tutor should do during the first session is to carry out an observation of the student to find out more about the student's literacy background and what the student can already accomplish. The following are suggested activities for the initial meeting:

Have the student....

- write his/her name
- copy words and sentences in English
- identify letters and sounds
- identify basic sight words from cards
- complete alphabet cloze exercises
- read simple sentences
- write dictated simple sentences

Provide a folder for each student and put a copy of *Preliterate Student Observation and Progress Report* form found on the next page of this guide. Please fill out the form for each student during the initial session. Remember to write notes, comments, and observations, including dates and tutor/teacher name on the form. Record notes regarding each session: student strengths, weaknesses, current lessons and lessons completed, what student already knows, does not know, areas where student still struggles and continues to struggle, areas of progress or no progress, and whatever else is relevant and helpful. This progress record will help the instructors and other tutors who may work with the students after your sessions.

You can also use the folder to file samples of student work, or photocopies of completed and/or incomplete worksheets, and materials that the student needs to work on during the next session.

Initial Topics for First Lessons

The teacher or tutor can start with any of the following topics depending upon the student's ability:

1. Handwriting: limbering exercises (if the student is not comfortable holding a writing instrument); manuscript handwriting, letter formation
2. Personal information core conversation
Basic personal information form: name, address, phone number
3. Family vocabulary: immediate members
4. Alphabet and numbers (increments of 5)
5. Consonant sounds (5 at a time)
6. Basic Calendar: Today's day and date

Preliterate Student Observation and Progress Report

Student Name: _____

Date: _____

Language/s Spoken: _____

Quarter and Year: _____

Country of Origin: _____

Micro Skill and Task	Yes	No	Sometimes	Needs Improvement	Date Accomplished
hold a pen or pencil comfortably					
write or scribble on paper from left to right					
read and say the alphabet					
read and say numbers					
form and write letters legibly					
write own name (first and/or last name)					
read own name (first and/or last name)					
say, read and write own telephone number					
say, read and write own address					
sound out consonants					
sound out short vowels					
decode simple words (3 to 4 letter words)					
recognize sight words					
produce speech clearly					
hear well					
see well					
concentrate and retain information					
organize class notes and handouts					

[illegible]

Suggested Lesson Plan

This shows a sample of time allotted for each component. The instructor or tutor must not teach all of the components listed here in one session, for this is not the intent of this plan. The instructor or tutor can use his/her judgment during a particular session. The tutor, in consultation with the instructor, may decide which component(s) to focus on during a tutoring session depending on the ability and needs of the students and allotted time for each session. Choose the combinations that best fit the needs and the ability of the learners. The components may also change over time based on the progress of the students. Following are examples of combinations:

Components 1, 2, 3, may be enough for one session, or...

Components 1, 2, 4; or 1, 2, 5; or 1, 2, 5, 6; or 1, 2, 5, 10; etc.

Component	Time (min)
1. Ice breaker, small talk (daily activity)	5-10
2. Today's calendar: day and date today; current time and today's weather (daily activity to develop time/calendar awareness)	20
3. Alphabet and numbers (increments of 5)	30
4. Handwriting: limbering exercises, manuscript handwriting, letter formation	15-20
5. Personal information: Basic conversation	30
6. Personal information: fill out basic forms	30
7. Basic spelling and dictation (name, address, phone number, etc)	
8. Sight words (in context)	30
9. Phonics (consonant/vowel sounds for the session)	60
10. Family: Basic vocabulary (use family pictures)	60
11. Calendar: days, months, year, birth date	60
12. Clock time: analog and digital	60
13. Reading Stories (LEA stories, simple stories, sample text: Sam and Pat)	60
14. Basic writing (ex. My personal story, family, LEA writing)	60

It is best to pace the lessons in accordance with the ability of each student, preferably quite slowly. Write legible and bigger letters in manuscript for modeling. Preliterate students need a lot of repetition and heavy use of pictures and manipulative devices. Try to introduce no more than 8 to 10 new vocabulary words each session and always use them in context.

Description of the Curriculum Guide

The goals of this curriculum guide are three-fold: to enable students to understand and use basic literacy concepts in English, to understand and communicate personal information, family vocabulary, time, calendar, and money concepts, and to recognize common forms of environmental print found in the home, community, and workplaces.

The guide contains 10 Life Skills units with integrated phonics instruction. The guide is designed for the first quarter of instruction to preliterate and non-literate adult learners. Each unit will include the following: essential vocabulary and phrases, a list of materials and resources, activities and games. The guide does not contain explicit grammar lessons. The students learn grammar in repeated language patterns embedded in games and activities, conversation practice, listening and speaking exercises, reading passages, and simple writing exercises, all of which are used for communicative purposes through participation. The instructional guide contains the following topics: preliteracy concepts, alphabet, phonics (integrated in each unit), numbers, time, personal information, family, calendar and weather, money, and survival signs and safety.

Teachers and tutors should refer to the list of texts, materials, and resources listed in each unit. The materials listed should be used according to the ability of the learners. When preliterate and non-literate learners initially come to our classrooms, teachers and tutors should consider the following: they may be frightened at initial contact with written text, may not be able to use texts or take class notes, and may be overwhelmed by large quantities of handouts and worksheets. When learners are not ready to use worksheets and texts, it is best to wait and introduce the materials when the learners become comfortable and confident in the classroom environment. Until then, it is recommended to initially teach oral skills in a relaxed and non-threatening way. After a period of instruction, the learners can become acquainted with worksheets and eventually use the texts and materials listed in the plan. Introduce the exercises and texts in a discrete manner as best fits the pace and ability of the students.

The actual exercises and worksheets included in this curriculum guide are specifically designed for learners who have low-literacy in L1 and appropriate for adults who are starting to read in English.

This guide is aligned with the teaching and learning objectives of the Washington State Adult ESL Learning Standards for beginning ESL literacy. It is also aligned with the CASAS and the ABE in-house ESL quarterly assessment for low-beginning and preliterate adult ESL learners. At the IEL, the students are assessed formally by the CASAS (Comprehensive Adult Student Assessment System), a standardized assessment system for adult students whose native language is not English. The test assesses adult ESL basic reading and listening skills and is used for initial level placement, and for pre and post testing of our ESL students, including our preliterate and non-literate learners. Our students are also assessed using the ABE/ESL in-house quarterly listening, speaking, reading, and writing assessment.

Goals and Objectives

ESL Adult Preliteracy

(First Quarter)

UNDERSTAND AND USE BASIC LITERACY CONCEPTS IN ENGLISH

The student will be able to:

- Demonstrate ability to hold writing instrument appropriately.

- Use left to right and top to bottom progression.

- Demonstrate understanding of numbers by stating 1 – 100.

- Demonstrate understanding of numbers by reading 1 – 100.

- Demonstrate understanding of numbers by writing 1 – 100.

- Demonstrate understanding of the alphabet by stating letters A - Z.

- Demonstrate understanding of the alphabet by reading upper and lower case manuscript.

- Demonstrate understanding of the alphabet by writing upper and lower case manuscript.

- Recognize sound-symbol correspondence and produce corresponding sounds.

UNDERSTAND AND COMMUNICATE PERSONAL INFORMATION, FAMILY, TIME, CALENDAR, AND MONEY CONCEPTS

The student will be able to:

- State full name, address, telephone number, date of birth, social and security number.

- Read full name, address, telephone number, date of birth, social and security number.

- Write full name, address, telephone number, date of birth, social and security number.

- Complete a simple personal information form (name, address, phone, social security, date of birth, sex, signature).

- Demonstrate ability to use greetings, simple introductions and farewells (How are you? Hello, Good bye, I'm _____).

- Identify and recognize basic vocabulary for family.

- Read time using digital and analog clocks; days of the week; months of the year; and year.

- Write time using digital and analog clocks; days of the week; months of the year; and year.

- Recognize and count US coins and currency.

RECOGNIZE COMMON FORMS OF ENVIRONMENTAL PRINT FOUND IN THE HOME, COMMUNITY, AND WORKPLACES.

The student will be able to:

- Read basic survival and safety signs (men, women, enter, exit, no swimming, no smoking, stop, walk, don't walk, left turn, right turn, no left/right turn, railroad crossing, school zone, poison, flammable, danger, caution, etc).

- Interpret basic survival and safety signs.

Curriculum Guide Content List

This guide contains 10 Life Skills units which integrate phonics instruction in each unit. The guide is designed for the first quarter of instruction to preliterate and non-literate adult learners. Each unit will include the following:

- essential vocabulary and phrases
- list of materials and resources
- activities and games

The guide does not contain explicit grammar lessons; rather, the students learn grammar in repeated language patterns embedded in games and activities, conversation practice, listening and speaking exercises, reading passages, and simple writing exercises, all of which are used for communicative purposes through participation.

This guide contains the following topics:

Week One	Unit 1	Preliteracy Concepts
Week Two	Unit 2	Alphabet
Week Three	Unit 3	Numbers
Week Four	Unit 4	Phonics (Should be integrated in each unit)
Week Five	Unit 5	Time
Week Six	Unit 6	Personal Information
Week Seven	Unit 7	Family
Week Eight	Unit 8	Calendar and Weather
Week Nine	Unit 9	Money
Week Ten	Unit 10	Survival Signs, Safety, and 911

Unit 1

Preliteracy Concepts

Vocabulary

pencil

follow

lines

arrow

shapes

left

listen

right

write

top

trace

bottom

copy

Phrases

Hold your pencil like this.

Follow the arrow.

Trace this line.

Copy this line.

Trace this shape.

Copy this shape.

Circle the same shape.

Write from left to right.

Circle the different shape.

Write from top to bottom.

Preliteracy Concepts

Materials and Resources

Multi-Sensory and Tactile Objects:

- Colored pipe cleaners
- Small sand box
- Jenga tiles
- Dried beans
- Colored clothes pins
- Small paper plates

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman Publishers.
Pages 2-24.

Literacy Plus A. For Preliterate Adults. Teacher's Edition. Joan Saslow. Pages
iv, v, T2a-T5b, T7, T8, T11, T12, T15, T16, T19, T20, T23.

Literacy Plus A. Worksheets 0-12.

Literacy Plus A, Flashcards. See Vocabulary Cards section, cards 1-3.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman.
Pages 2-7.

Literacy Plus B. Teacher's Edition. Joan Saslow. Pages iv, v, T2a-T7

Literacy Plus B. Worksheets 0-5.

Access, Fundamentals of Literacy and Communication. Steven Molinsky and Bill
Bliss. Prentice Hall. Pages 1-32.

Preliteracy Concepts and Activities

Preliterate and low-literate learners may have no or limited background with written language, neither with their first language nor another language such as English. They may have a limited understanding of the relationship between oral language and written language, and they may have limited experience using a writing instrument or holding a pen or pencil.

Before they can receive instruction in the alphabet skills including phonological processing and decoding, learners may need to develop pre-literacy concepts and skills. These include distinguishing same and different objects and shapes, how to hold a pencil and paper, copying shapes and patterns, and understanding directionality, like scribbling from left to right and top to bottom.

Learners may have very little experience with a writing instrument or may have never held a pen or a pencil before. If the learner is not comfortable using a writing instrument, it is best not to give the learner a pen or a pencil initially. To introduce the concept of letters, have the learner practice with tactile objects like pipe cleaners, beans, and a small sand box. Help the learner mold the letters of his name using pipe cleaners. You can also use hard beans to form letters of his name. Also have the learner form the letters of his name on sand using his index finger. Practice reading the learner's name using the molded pipe cleaners, beans, or sand. Introduce the names of alphabet letters using his first and last name. Then proceed to instruction on handwriting skills.

When necessary, instruct learners on how to hold a pencil--a *pencil* is recommended; how to write on a piece of paper, and how to place the paper at an angle that is most comfortable for writing. Start with limbering exercises in the form of lines and circles. Model writing on the board and on lined paper (see worksheets in this unit). Practice this often before students write.

The practice exercises in the materials listed in this unit help students to distinguish written lines, forms, and shapes. It also helps the learners with directionality, left to right and top to bottom. It also aids them with visual discrimination using shapes and lines.

Unit 2

Alphabet

Vocabulary

alphabet

letters

say

spell

write

trace

copy

print

big letters

small letters

uppercase

lowercase

Phrases

What letter is this?

Circle letter ____.

Read this letter.

What letter comes after ____ ?

What letter comes before ____?

Trace this letter.

Copy this letter.

Spell your first name.

Spell your last name.

Spell your full name.

Say the letters of the alphabet.

Arrange the letters in A B C order.

Alphabet

Materials and Resources

Pipe cleaners
Beans
Small sand box
Alphabet flash cards
Alphabet posters

Alphabet blocks
Alphabet Bingo cards
Boggle and Junior boggle
Junior Scrabble
Scrabble tiles

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman. Pages 61,62, 65,66, 69, 70, 73, 74, 77, 79, 80, 83, 84, 87, 88, 91, 92, 97, 98, 101, 102, 105, 106, 109, 110, 113, 115, 116, 118-120, 123, 124, 127,131, 133, 134, 137, 138, 141, 142, 145, 146, 149, 151, 152, 160, 167, 169, 170, 182.

Literacy Plus A, Worksheets. Worksheets 32-67, 74, 75, 87-89.

Literacy Plus A, Flashcards. Longman. See Letter Cards section.

Literacy Plus A, For Preliterate Adults. Teacher's Edition. Pages T61-T152.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Pages 29, 30, 33, 34, 37, 38, 41, 42, 44, 47, 48, 51, 52, 55, 56, 59, 60, 62, 65, 66, 69, 70, 73, 77, 78, 145, 146, 149.

Literacy Plus B, Worksheets. Worksheets 14-36, 78; 37-38 (introduction to cursive).

Literacy Plus B, Flashcards. Longman. See Letter Cards section for different fonts used.

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Pages T29a-T62, T69a-T80.

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman Publishers.
Pages 1-21.

Longman ESL Literacy, Teacher's Resource Book. Yvonne W. Nishio. Longman. Pages 35-38. Flashcards 1-13.

Easy ELD, The Beginner Series. Video tapes. Brian Buntz and Steve Hambricht. Digital Education Productions. Unit 1, track time 1:56 – 13:30, 18:52

Easy ELD, The Beginner Series. Computer Software (installed in the computer lab). Unit 1, Lesson 1, Alphabet.

Easy ELD, The Beginner Series. Student Workbook. Pages 21-25

Easy ELD, The Beginner Series. Teacher's. Guide Pages 25-27.

Access, Fundamentals of Literacy and Communication. Steven Molinsky and Bill Bliss. Prentice Hall Regents. Pages 11-32, 40-55, 124.

Taking Off, Literacy Workbook. Susan H. Fesler and Christy M. Newman. McGrawHill. Pages 2-29, 35, 36.

Literacy in Lifeskills, Book 1. Sally Gati. Heinle and Heinle. Pages 34-43, Uppercase.

Literacy in Lifeskills, Book 2. Sally Gati. Heinle and Heinle. Pages 1-16, Lowercase.

ESL Literacy for Beginners Website : <http://home.earthlink.net/~brekkmall/>

Alphabet Activities

A. Teaching the Alphabet

Learning the alphabet should be spread out over several class periods. Introduce only 5 letters (uppercase) at a time. Learners should not be expected to master the alphabet all at once. Letters can be cut out of construction paper and should be at least four inches high. Use a chart of the whole alphabet during each session.

- a. Point to the letter "A" on the alphabet chart and say, "This is the letter 'A.'"
- b. Write the letter "A" on the board and say, "This is the letter 'A.'"
- c. Hold up the cutout letter "A" and say, "This is the letter 'A.'"
- d. Hold up the letter and ask the students, "What letter is this?" Have the students respond, "A."
- e. Repeat steps "a-d" until all letters of the alphabet are introduced. This will take several class periods.
- f. Once the uppercase letters have been introduced, teach the lowercase letters in a similar manner. Use the words "Capital A" and "Small A."

B. Alphabet cards.

1. Teacher calls a letter. Students hold the letter up.
2. Teacher says a word. Students hold up the beginning letter.
3. Give students alphabet cards. Have students arrange letters in alphabetical order.

C. Games.

1. **Alphabet Race.** Divide the class into teams (two, three or more depending on class size). Have one member of each team race to the front of the room and write the complete alphabet on the board .
2. **Alphabet Bingo.** Call out letters from a pile of alphabet cards. Students cover the letters on their cards with chips. A student who first covers three spaces forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).
3. **Musical letters.** Put alphabet cards on a center table or on the floor. Play music from a CD or cassette. Have the students go around the letters while the music plays (they can dance or do body movements for fun). The teacher stops the music and shouts a word. Students race to grab the beginning letter of the word.

- D. Magazines and catalogs.** Have students clip letters of their names and addresses from magazines and catalogs. The idea is to draw attention to print around them

BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three "Xs" forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Unit 3

Phonics

Vocabulary

letters

write

alphabet

trace

consonants

copy

vowels

print

sound

short vowels

say

long vowels

spell

Phrases

What is the name of this letter?

What is the sound of this letter?

What sound does letter ____ make?

What are the sounds of these letters?

Circle the letter that makes the ____ sound.

Read this word.

Copy this word.

Phonics

Materials and Resources

Alphabet flash cards
Alphabet posters
Alphabet blocks
Alphabet Bingo cards

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman. Integrated in Units 6, and 8-10.

Literacy Plus A, Worksheets. Worksheets 51-85. See Unit 17 of this guide.

Literacy Plus A, For Preliterate Adults. Teacher's Edition. Refer to corresponding pages from student book.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Integrated in Units 4-7, and 10.

Literacy Plus B, Worksheets. Worksheets 39-99. See Unit 17 of this guide.

Literacy Plus B, Flashcards. Longman. See Phonics Cards section

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Refer to corresponding pages from student book.

Easy Way to English. Maureen Kill. Scholargy Custom Publishing. Pages 13-40.

Sounds Easy, Phonics, Spelling, and Pronunciation. Sharron Bassano. Alta Book Center.

ESL Literacy for Beginners, URL address: <http://home.earthlink.net/~brekkmil/>
This website is created by Cielito Brekke and is designed for beginning, low beginning, and preliterate students.

Phonics Activities

Preliterate and non-literate learners need direct teaching in the **English alphabet** and **English sound and alphabet relationship**. These skills are necessary for students who come with no decoding skills in their first language.

It is best to integrate phonics lessons with each life skills unit. It is recommended not to teach phonics in isolation. Teach phonics in the context of your life skills topic: when teaching personal information, sound out names of students, their addresses, and their countries, etc; when teaching calendar and weather, sound out days, months, weather words, etc; and so forth.

As phonics is taught, sight words, and handwriting practice should also be integrated.

Sounds of Letters

Learners need to learn the sounds of the letters in English. Begin with the consonants. It is helpful to begin with the consonants that the learners are most familiar with—from their names or common words they have been studying. Introduce a few sounds each class period.

- a. Point to or hold up the letter "D." Ask the students, "What letter is this?" Have them respond, "D."
- b. Say, "The letter is "D"; the sound is /d/."
- c. Say, "This is the letter "D." Ask, "What is the sound?" Have the students respond /d/ (sound of the letter, not the name).
- d. Repeat with other consonants.

A. Alphabet cards.

1. Teacher calls a letter. Students hold the letter up.
2. Teacher says a letter sound. Students hold up the corresponding letter.
3. Teacher says a word. Students hold up the beginning letter.
3. Give students alphabet cards. Have students arrange letters in alphabetical order.

B. Games and Other Activities

1. The teacher says the sound of the letter and the student places the correct beginning letter along the board.
2. **Phonics Bingo.** Call out sounds of letters from a pile of alphabet cards. Students cover the letters that represent the sound on their cards with chips. A student who first covers three spaces forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).
3. **Musical letters.** Put alphabet cards on a center table or on the floor. Play music from a CD or cassette. Have the students go around the letters while the music plays (they can dance or do body movements for fun). The teacher stops the music and shouts a word. Students race to grab the beginning letter of the word. Use this game also for ending letter/s, beginning and ending blends, digraphs, etc.
4. **Phonics Cards.** Create a phonics flip chart, or use colored index cards: a different colored card for each sound sequence -- short vowels, long vowels, consonants, blends, digraphs, clusters, and chunks. Use these cards to

practice combining sounds as you and your students rearrange the cards in sequences on a table.

Sight Words

Adult L1 preliterate learners have additional barriers to learning to read that most learners and L1 literate learners do not have. They often have a limited oral English vocabulary (Burt, Peyton, & Adams, 2003). Yet they need to be able to read common words that they see every day or are learning in class, even if they do not know all the letters of the alphabet. Teaching sight words is a technique that can be used with these learners every time new vocabulary words are introduced. Because a learner needs to know 95-98 percent of the words in a text to be able to predict from context (Shanker & Ekwall, 2000), teaching vocabulary through context clues has limited success with adult English language learners. Therefore, teaching words before they appear in a text is recommended. The following technique can be used with preliterate learners whenever new vocabulary words are introduced.

- a. Use two sets of flash cards (included in most units in this curriculum): one set of vocabulary items to be practiced and the other representing visuals of the words.
- b. Hold up one of the cards and say, "This word is _____ [say the word]."
- c. Have the students repeat the word several times.
- d. Hold up another card and repeat the procedure until all the vocabulary words have been introduced.
- e. Put the card next to the appropriate visual and have the students read the word orally.
- f. Hand out the word cards to students.
- g. Have the students put the word cards next to the appropriate visual and say the word.
- h. Repeat until each student has had the opportunity to place and read each word. Once the learners have a good grasp of the new words, they can continue to review them in subsequent classes through games such as *Bingo* and *Concentration* games.

Suggested Lesson Plan	
Topic	Time (min)
Sound/letter relationship, decoding	30
Sight Words (in context)	30
Basic spelling and dictation	30
Handwriting skills; letter formation	20
Read aloud to the student (Sample text: Sam and Pat)	20
Basic writing (in context)	30

BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three "Xs" forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Unit 4

Numbers

Vocabulary

numbers	read
count	trace
circle	copy
say	write

Phrases

What number is this?

Read this number.

Circle number _____.

Trace this number.

Copy this number.

Write this number.

Count 1 to _____.

What is your telephone number?

Say your telephone number.

Write your telephone number.

Numbers

Materials and Resources

Pipe cleaners
Beans
Small sand box
Number flash cards
Number posters
Number blocks
Number Bingo cards
Jenga Tiles
Colored clothes pins

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman. Pages 25-27, 29, 30, 33, 34-44, 47, 48, 51-56, 59.

Literacy Plus A, Worksheets. Worksheets 12-31.

Literacy Plus A, Flashcards. Longman. See Number Cards section, 1-50.

Literacy Plus A, For Preliterate Adults. Teacher's Edition. Pages T25-T59.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Pages 11, 12, 15, 16, 19, 20, 23, 24, 26, 35, 36, 39, 40, 53, 54, 58, 60.

Literacy Plus B, Worksheets. Worksheets 6-13.

Literacy Plus B, Flashcards. Longman. See Number Cards section, 1-100.

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Pages T11a-T26.

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman Publishers.
Pages 22-27, 31, 32, 34, 39, 47, 48, 80, 82, 83.

Longman ESL Literacy, Teacher's Resource Book. Yvonne W. Nishio. Longman. Pages 4-6 . Flashcards 17-21.

Easy ELD, The Beginner Series. Video tapes. Brian Buntz and Steve Hambright. Digital Education Productions. Unit 1, track time 21:13 - 29:00.

Easy ELD, The Beginner Series. Computer Software (installed in the computer lab).
Unit 1, Lesson 1, Numbers.

Easy ELD, The Beginner Series. Teacher's Guide. Pages 27-28, Lesson 7 and 9.

Access, Fundamentals of Literacy and Communication. Steven Molinsky and Bill Bliss.
Prentice Hall Regents. Pages 59-70.

Taking Off, Literacy Workbook. Susan H. Fesler and Christy M. Newman. McGrawHill.
Pages 30-34, 37.

Literacy in Lifeskills, Book 1. Sally Gati. Heinle and Heinle. Pages 5-23, 27-31 .

Literacy in Lifeskills, Book 2. Sally Gati. Heinle and Heinle. Pages 1-16.

ESL Literacy for Beginners Website: <http://home.earthlink.net/~brekkmail/>

Numbers Activities

Present numbers in these sets: 1-5, 6-10, 10-20, 20-30, etc. to 100. Give students a number chart. Teacher says the numbers in sets of tens. Students listen and read the numbers. Teacher repeats the process. Students listen and repeat each number. Give students numbers and number-word sheet. Teacher repeats the preceding process.

Count together as a class orally. Stop and allow the students to recite the number in the correct order.

Have students practice counting manipulative objects like beans, jenga tiles, blocks, clothes pins.

Number cards

1. Give students sets of number cards. Teacher calls a number. Students find the number and hold it up.
2. Group students in pairs. One student calls a number and the other student finds it.
3. Scramble sets of number cards on the board. Have students arrange the cards in numerical order from lowest to highest.
4. Musical numbers: Teachers make number-word cards. Put number-word cards on a center table or on the floor. Play music from a CD or cassette. Have the students go around the cards while the music plays (they can dance or do body movements for fun). The teacher stops the music and shouts a number. Students race to grab the number-word card.
5. Memory Game: Put number cards and number-word cards face down. Turn two cards over. Students try to match number cards with the number-word cards. The student who collects the most matches gets candy.

Number dictation

Teacher says a number. Students write the number on a piece of paper, numbered from one to ten.

Number Bingo

Call out numbers from a pile of number cards. Students cover the numbers on their cards with chips. A student who first covers three spaces forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Magazines and catalogs

Have students clip numbers of their telephones, addresses, zip codes, dates, birthdays, and age from magazines and catalogs. The idea is to draw attention to print around them.

Arrange the following numbers from smallest to biggest:

Example:

2

1

5

2

1

3

4

4

3

5

7

9

10

8

6

15

12

14

13

11

16 _____
20 _____
17 _____
19 _____
18 _____

29 _____
21 _____
24 _____
26 _____
30 _____

50 _____
40 _____
60 _____
80 _____
70 _____

BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three "Xs" forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Unit 5

Time

Vocabulary

time
clock
watch
hours
minutes
morning
noon
afternoon
evening
night
midnight
day
a.m.
p.m.

Phrases

What time is it?

It's _____ o' clock.

It's _____ in the morning.

It's _____ in the afternoon.

It's _____ in the evening.

It's _____ at night.

It's _____ a.m.

It's _____ p.m.

What time do you _____?

When do you _____?

get up

eat breakfast

eat lunch

eat dinner

go to school

go to work

go home

go to bed

I _____ at _____.

Time

Materials and Resources

Small clocks

Big clock

Time flash cards

Telling Time Bingo

Time dominoes

Visit stores and other workplaces around the school neighborhood (for work hours signs)

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman. Pages 81, 82, 90, 93, 94, 96.

Literacy Plus A, Flashcards. See Vocabulary Cards section, cards 62-69, 76-82.

Literacy Plus A, For Preliterate Adults. Teacher's Edition. Refer to corresponding pages from student book.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Pages 81, 82, 93, 97.

Literacy Plus B, Flashcards. See Vocabulary Cards section, cards 84-93, 121-127.

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Refer to corresponding pages from student book.

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman. Pages 40-55.

Longman ESL Literacy, Teacher's Resource Book. Yvonne W. Nishio. Longman. Pages 7-9. Flashcards 34-48.

Easy ELD, The Beginner Series. Video tapes. Brian Buntz and Steve Hambright. Digital Education Productions. Unit 6, track time 0:00 – 14:47.

Easy ELD, The Beginner Series. Computer Software (installed in the computer lab). Unit 6.

Easy ELD, The Beginner Series. Teacher's Guide, Lesson 1, 2, 5 (start with time code 09:00), 6, 8. Pages 88-91 (Do not give homework or administer quiz when indicated).

Access, Fundamentals of Literacy and Communication. Steven Molinsky and Bill Bliss. Prentice Hall Regents. Pages 79-83.

Literacy in Lifeskills, Book 2. Sally Gati. Heinle and Heinle. Pages 17-35.

Sam and Pat, Book 1. J.A. Hartel, B. Lowry, and W. Hendon. Thomson Heinle.

ESL Literacy for Beginners, URL address: <http://home.earthlink.net/~brekkmail/>

Time Activities

Review numerals 1-59.

Clock Manipulative

Use any big plastic, wooden, or cardboard clock to demonstrate. The teacher tells time using the hour hand only. Have students repeat. Add the minute hand. Have students practice saying and reading hours, half hours, and quarter hours. Then introduce telling time by ten minutes, and by five minutes after the hour. Do this according to students' pace. Teach students the easier way to read time: digital. Say "*ten fifteen*" instead of "*a quarter past ten*." Give students small clocks (plastic, wooden, or cardboard) to manipulate. The teacher says the time. Students move the hands and hold up their clocks. Check for comprehension. Practice the process everyday until students are successful.

Time flashcards

Have students practice reading time using time flashcards. Have students match pictures of clocks with the corresponding time written in numbers.

Games

Play time bingo and/or time dominoes.

Vocabulary cards

Photocopy cards on cardstock and cut. Use time vocabulary cards (see appendix K) to practice reading sight words and to practice forming phrases, simple sentences, and questions related to time. Do this after practicing with oral conversation.

Field Trip

Before the field trip, teach students how to read hours open and hours closed on signs. Go around the school neighborhood or visit stores, workplaces, and community places. Point out the business hours signs on the doors. Have students practice reading open and closed hours.

Total Physical Response (TPR)

Demonstrate actions for daily activities: *get up, eat breakfast, eat lunch, eat dinner, go to school, go to work, go home, go to bed*. Have students repeat each word as you do the actions. Have students imitate the actions as they say each word. Repeat several times. Say each word while the students do the actions by themselves. Check for comprehension. Repeat several times. Play the game *Simon says...* Explain directions for the game.

Use real clocks (or students' watches if they have some).

Review reading and telling time from the classroom clock everyday. Ask students the time periodically (when class starts, at break, when class is over) to develop time awareness.

It's	o'clock	morning
noon	afternoon	evening
night	midnight	day

a.m.	p.m.	get up
eat breakfast	Eat lunch	eat dinner
go to school	Go to work	go home

go to bed	What	time
do	you	?
I	at	.

What

time

is

it

the

?

in

at

When

get	up	eat
breakfast	lunch	dinner
go	to	school

work	home	bed
go	to	Do
you	?	.

Read each appointment card.

What **time** is the appointment?

Your appointment is

August 19

11:30 a.m.

M	T	W	Th	F
			X	

1. Time: _____

Your appointment is

July 25

10:00 a.m.

M	T	W	Th	F
	X			

2. Time: _____

Your appointment is

March 27

3:30 p.m.

M	T	W	Th	F
		X		

3. Time: _____

Your appointment is

May 21

4:00 p.m.

M	T	W	Th	F
X				

4. Time: _____

ROLL-O-TIME

Time Board Game

Topic:

Time

Pre-literate, Level 1

Materials:

A playing token for each player (such as colored marker caps).

A die used to determine the number of spaces to move each turn.

Game board. Copy game board on cardstock.

Time Flashcards. Stack them in a pile face down.

Procedure:

Place your token on **Start**.

Move around the board in a clockwise direction.

Roll the die and move the number of squares indicated.

Ask the question or follow the direction written on the square where the token lands.

After a student picks a card, the card should be returned to the bottom of the stack.

Students should answer one question per turn.

Each question should be answered correctly.

If a student does not answer correctly, s/he must answer the same question on the following turn (until s/he learns to answer the question correctly).

If a student lands on a **"Lose a Turn"** square, the student loses the following turn.

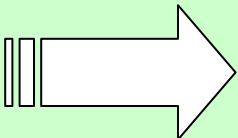
Play until all players reach the **Finish** square.

Objective:

The purpose of the game is to review telling time learned in class.

It is also used to reinforce asking and answering questions about time.

It can also be used so that students can get to know each other better, and for conversation

Start 	<i>Pick a card</i> 	<i>What time do you get up?</i> 	What time is it?	<i>Do you go to school at night?</i> 
ROLL-O-TIME				<i>Pick a card</i> 
You are absent from work. LOSE A TURN	<i>Pick a card</i> 	Do you have a watch?	What time do you eat breakfast?	You are late to work. LOSE A TURN
What time do you eat lunch?	Put your markers on Start. Take turns rolling the die to move your marker.			
What time do you go to work?	<i>Pick a card</i> 	Do you watch TV?	What time do you watch TV?	What time do you eat dinner?
By Cielito Brekke ESL Institute for Extended Learning				<i>Pick a card</i> 
Finish <i>Take a break!</i>	<i>Pick a card</i> 	What time do you go to bed?	What time do you go home?	What time do you go to school?

Unit 6

Personal Information

Vocabulary

Name	Birthplace
First name	Children
Last name	Married
Address	Single
City	Male
State	Female
Zip code	Date
Telephone number	Signature
Birthdate	Spokane
Age	Washington

Phrases

What is your name? My name is _____.	How many children do you have? I have ____ children.
What is your address? My address is _____.	Where are you from? I am from _____.
What is your telephone number? My telephone number is _____.	What language do you speak? I speak _____.
When is your birthday? My birthday is _____.	Hello. Hi!
How old are you ? I am ____ years old.	How are you? I am fine/good/okay.
Are you married? Yes, I am. /No, I am not.	It's nice to meet you. It's nice to meet you, too.
Do you have children? Yes, I do./No, I don't.	Thank you. You're welcome. Goodbye/See you later.

Personal Information

Materials and Resources

Personal information picture cards

Magnetic visuals (contact Cielito Brekke at the Hillyard center)

Literacy Plus A, For Preiterate Adults. Joan Saslow. Longman. Pages 1, 6, 9, 10, 13, 14, 21, 35, 36, 39, 40, 53, 56, 58, 59.

Literacy Plus A, Worksheets. Worksheets 25-27, 30, 31, 87.

Literacy Plus A, Teacher's Edition. Refer to corresponding pages from student book.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Pages 1, 8, 9, 10, 13, 14, 31, 35, 36, 40, 53, 54, 58, 59, 60.

Literacy Plus B, Worksheets. Worksheets 34, 72, 79, 80.

Literacy Plus B, Flashcards. Longman. See Vocabulary Cards section, cards 15, 16, 20-22, 41-44.

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Refer to corresponding pages from student book.

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman Publishers. Pages 4-39, 67-69.

Longman ESL Literacy, Teacher's Resource Book. Yvonne W. Nishio. Longman. Pages 3-5. Flashcards 22-29, 61-63.

Easy ELD, The Beginner Series. Video tapes. Brian Buntz and Steve Hambright. Digital Education Productions. Unit 2, time code 00:00 – 9:02.

Easy ELD, The Beginner Series. Computer Software (computer lab). Unit 2.

Easy ELD, The Beginner Series. Student Workbook. Pages 31-35, 42.

Easy ELD, The Beginner Series. Teacher's Guide. Pages 38-40.

Access, Fundamentals of Literacy and Communication. Steven Molinsky and Bill Bliss. Prentice Hall Regents. Pages 35, 37-39, 54, 55, 66, 68-70, 92.

Taking Off, Literacy Workbook. Susan H. Fesler and Christy M. Newman. McGrawHill. Pages 40, 41, 43-47.

Literacy in Lifeskills, Book 1. Sally Gati. Heinle and Heinle. Pages 64-77, 87-89, 136, 138, 140-155.

Sam and Pat, Book 1. J.A. Hartel, B. Lowry, and W. Hendon. Thomson Heinle.

ESL Literacy for Beginners, URL address: <http://home.earthlink.net/~brekkmail/>

Personal Information Activities

Name tags

Have students make name tags using yarn and index cards. Have students, teacher, and tutors, wear their name tags in class. Have students practice reading names of classmates on nametags. Practice conversation introducing each other.

Vocabulary Word Cards and Picture Cards

Photocopy cards on cardstock and cut. Use personal information vocabulary cards in this unit to practice reading sight words and to practice forming phrases, simple sentences, and questions. Do this after practicing with oral conversation. For ideas about conversation phrases, see vocabulary and phrases section in this unit.

Games and Other Activities

1. **Roll-O-Dex** Board Game. A personal information board game.
2. Have students match vocabulary word cards and picture cards.
3. Give students vocabulary cards. Teacher calls a word. Students find the card and hold it up.
4. **Memory Game.** Put vocabulary word cards and picture cards face down. Turn two cards over. Students try to match vocabulary word cards with the picture cards.
5. **Personal Info Bingo.** Use bingo card template. Write 12 to 14 words taken from the vocabulary card pile on the board. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three 'X's forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).
6. **Musical cards.** Use vocabulary cards. Put the cards on a center table or on the floor. Play music from a CD or cassette. Have the students go around the cards while the music plays (they can dance or do body movements for fun). The teacher stops the music and shouts a word. Students race to grab the equivalent card.

Spokane	Washington	Name
First	Name	Last
Name	Address	City

State	Zip code	Telephone number
Birthdate	Birthplace	Children
Married	Single	Male

Female	Date	Signature
Social	security	number
Spell	your	name

Personal Information

Sight Words

Name	Birthplace
First name	Age
Last name	Children
Address	Married
City	Single
State	Male
Zip code	Female
Telephone number	Date
Birthdate	Signature

What
Where
When

How
Do

is
are

you
your
from
have

old
many

Spokane
Washington

Match the pictures with the words.

Write the number of the correct picture on the blank.

Address _____

Age _____

Birthday _____

Birthplace _____

Children _____

City _____

Female _____

Language _____

Male _____

Married _____

Name _____

Signature _____

Social Security Number _____

Single _____

State _____

Telephone number _____

Zip code _____

To the teacher: Put magnetic visuals on the magnetic board. Number the visuals. Have students write the number of the visuals that match the words in the blanks.

Match

Write the number of the correct picture on the blank.

Are you married? _____

Do you have children? _____

How many children do you have?

How old are you ? _____

Sign your name _____

When is your birthday? _____

What is your address? _____

What is the name of your city? _____

What is the name of your state? _____

What is your social security number? _____

What is your zip code? _____

What is your name? _____

What is your telephone number? _____

What language do you speak? _____

Where are you from? _____

To the teacher: Put magnetic visuals on the magnetic board. Number the visuals. Have students write the number of the visuals that match the questions in the blank

Write your answers to the following questions.

1. What is your name?

2. What is your address?

3. What is your telephone number?

4. When is your birthday?

5. How old are you?

6. Are you married?

7. Do you have children?

8. How many children do you have?

9. Where are you from?

10. What language do you speak?

ROLL-O-DEKS

A Personal Information Board Game

Topic:

Personal Information

Pre-literate, Level 1, newcomers

Materials:

A playing token for each player (such as colored marker caps).

A die used to determine the number of spaces to move each turn.

Game board (see next page).

(Copy game board and question cards (see following page) on cardstock

Cut out question into cards.

Stack cards in a pile face down.

Procedure:

Place your token on **Start**.

Move around the board in a clockwise direction.

Roll the die and move the number of squares indicated.

Ask the question or follow the direction written on the square where the token lands.

If a student picks a card, the card should be returned to the bottom of the stack.

Students should answer one question per turn.

Each question should be answered correctly.

If a student does not answer correctly, s/he must answer the same question on the following turn (until s/he learns to answer the question correctly).

If a student lands on a **"Lose a Turn"** square, the student loses the following turn.

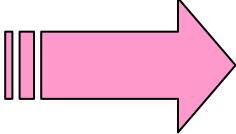
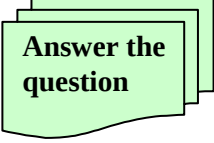
Play until all players reach the **Finish** square.

Objective:

The purpose of the game is to review personal information topics learned in class such as name, telephone number, address, birthday, native country, family members, etc. (needed for filling out forms or for emergency situations).

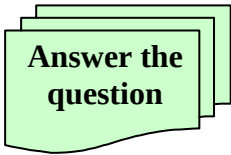
It is also used to reinforce asking and answering personal information questions.

It can also be used so that students can get to know each other better, and for introductions, greetings, and small talk.

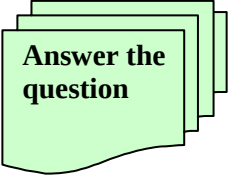
START 	Pick a Card 	How are you? 	What is your name?	What is your address? 
---	---	--	---------------------------	---

ROLL-O-DEKS

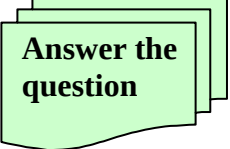
A PERSONAL INFORMATION BOARD GAME

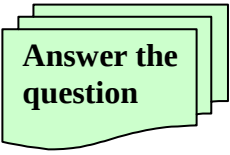
You are absent from school.  LOSE A TURN	Pick a Card 	When is your birthday? 	What is your telephone number?	You are late to school.  LOSE A TURN
---	---	--	---------------------------------------	---

Where are you from?	Put your markers on Start. Take turns rolling the die to move your marker.			
----------------------------	---	--	--	--

Are you married?	Pick a Card 	Do you have children? 	How many children do you have?	How old are you?
-------------------------	---	---	---------------------------------------	-------------------------

By Cielito Brekke
ESL Institute for Extended Learning

Pick a Card


FINISH 	Pick a Card 	Please spell your <u>last</u> name.	Please spell your <u>first</u> name.	What language do you speak? 
---	---	--	---	---

What day is today?	What is the date today?	How's the weather today?
What day was yesterday?	What is the date tomorrow?	Say all the letters of the English alphabet.
Write your last name.	What day is tomorrow?	Write your first name?
Count from 1 to 20	What was the date yesterday?	What is your teacher's name?

Name _____
Last First

Address _____ **Apt. #** _____
Street

City **State** **Zip**

Phone # (____) _____ - _____

Birth date _____ **Birthplace** _____

Age _____ **Number of Children** _____

Social Security Number _____

Marital Status *(Circle One)*

Married **Single** **Divorced** **Widowed**

Sex *(Circle One)* **Male** **Female**

Title *(Circle One)* **Mr.** **Mrs.** **Miss** **Ms.**

Date _____ **Signature** _____



About Me

My name is Sophia Pyne. I am from Liberia. I live in Spokane, Washington. My telephone number is 838-1643. I am single. I have five children.

Circle the correct answer. **Yes or No.**

- | | | |
|--------------------------------------|-----|----|
| 1. Sophia is from Liberia | Yes | No |
| 2. She lives in Spokane. | Yes | No |
| 3. Her telephone number is 465-1504. | Yes | No |
| 4. She is married. | Yes | No |
| 5. She has two children. | Yes | No |

Read the Story.

About Me

My name is Cielito Brekke. My address is 15708 N. Sycamore Street, Mead, WA, 99021. My telephone number is 465-1504. My birthday is on November 12. I am married. I have two children. I am from the Philippines. I speak English and Filipino.

Circle *Yes* or *No*.

- | | | |
|--------------------------------------|-----|----|
| 1. Cielito Brekke lives in Mead, WA. | Yes | No |
| 2. Her telephone number is 533-8580. | Yes | No |
| 3. Her birthday is on July 4. | Yes | No |
| 4. She is married. | Yes | No |
| 5. She has two children. | Yes | No |
| 6. She is from Russia. | Yes | No |

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample space for practicing letter formation and alignment. There is no text or other markings on the paper.

To the teacher: For the student who can not write, have the student dictate his story. Write down what the student says. Help the student read his own words.

BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three “Xs” forming a straight line in a row, column, or diagonally shouts “Bingo” and gets a treat (such as candy).

Unit 7

Family

Vocabulary

family	man
father	woman
mother	boy
parents	girl
husband	Mr.
wife	Mrs.
daughter	I
son	He
children	She
brother	They
sister	We

Phrases

Are you married?

Yes, I am.

No, I'm not.

Do you have children?

Yes, I do.

No, I don't.

How many children do you have?

I have _____ child/children.

How old are your children?

Do you have brothers/sisters?

How many brothers/sisters do you have?

I have _____ brother/s.

I have _____ sister/s.

Who is he/she?

He/She is my _____.

Who are they?

They are my _____.

Family

Materials and Resources

Students' family pictures

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman Publishers.
Pages 112-117, 126, 128.

Longman ESL Literacy, Teacher's Resource Book. Yvonne W. Nishio. Longman. Pages
20-22. Flashcards 102-107.

Literacy Plus A, For Preiterate Adults. Joan Saslow. Longman. Pages 117, 118, 121,
125, 126, 132.

Literacy Plus A, Flashcards. Longman. See Vocabulary Cards section, cards 117-130.

Literacy Plus A, For Preiterate Adults. Teacher's Edition. Refer to corresponding pages
from student book.

Literacy Plus B, For Adults Acquiring ESL Literacy. Longman. Pages 121, 122

Literacy Plus B, Flashcards. Longman. See Vocabulary Cards section, cards 172-181

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Refer to
corresponding pages from student book.

Easy ELD, The Beginner Series. Video tapes. Brian Buntz and Steve Hambright. Digital
Education Productions. Unit 5, time code 00:00 – 03:29

Easy ELD, The Beginner Series. Computer Software (installed in the computer lab).
Unit 5, Lesson 1 and 2.

Access, Fundamentals of Literacy and Communication. Steven Molinsky and Bill Bliss.
Prentice Hall Regents. Pages 56-58.

Taking Off, Literacy Workbook. Susan H. Fesler and Christy M. Newman. McGrawHill.
Pages 48-51.

ESL Literacy for Beginners, URL address: <http://home.earthlink.net/~brekkmail/>

Family Activities

For new teachers and tutors, see Literacy Plus A and B Teacher's Guide and Longman ESL Literacy Teacher's Edition for ideas in presenting the lesson.

Magnetic visuals.

The visuals and the huge word strips and phrases in this unit are used for magnetic pictures and word strips. Photocopy visuals and word strips on cardstock. Cut the word strips. Put strips of magnetic tape on the back of each picture and each word strip. (Magnetic tape can be purchased from Staples or Wal-Mart). Post the visuals and word strips on the magnetic board for illustration. Have students practice reading the word strips with visuals. Scramble the visuals. Give students word strips. Have students match the word strips and visuals by putting the words strips under the visuals.

Vocabulary Word Cards and Picture Cards

Photocopy cards on cardstock and cut. Use family vocabulary cards in this unit to practice reading sight words and to practice forming phrases, simple sentences, and questions. Do this after practicing with oral conversation. For ideas about conversation phrases, see vocabulary and phrases section in this unit.

Games and Other Activities

3. Have students match vocabulary word cards and picture cards.
4. **Memory Game:** Put vocabulary word cards and picture cards face down. Turn two cards over. Students try to match vocabulary word cards with the picture cards. The student who collects the most matches gets candy.
3. **Family Bingo.** Use bingo card in this unit . Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three 'X's forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Family Pictures and Story

Assign each student to bring his/her family pictures to class. Have the student talk about his/her family. Have the student introduce the members of his/her family that are in the pictures. As the student introduce the family members, write down what the student says. Type the student's words. Photocopy the student's picture with his/her family pictures. Make a booklet of the student's family story with his/her family pictures in it.

family

children

father

mother

son

daughter

brother

sister

husband

wife

girl

boy

Man

woman

Mr.

Mrs.

I

he

she

they

you

we

parents

family

they



<i>parents</i> 	<i>they</i>	<i>children</i> 	<i>they</i>
<i>father</i> 	<i>he</i>	<i>mother</i> 	<i>she</i>

<i>son</i> 	<i>he</i> <i>daughter</i> <i>she</i> 
<i>brother</i> 	<i>he</i> <i>sister</i> <i>she</i> 

<i>husband</i> <i>man</i> <i>Mr.</i> <i>he</i> 	<i>wife</i> <i>woman</i> <i>Mrs.</i> <i>she</i> 
<i>girl</i> 	<i>boy</i> 

This is a family.

Gregg is the father.

Cielito is the mother.

They are the parents.

Hannah is the daughter.

Nathan is the son.

They are the children.

Gregg is the father.

Nathan is the son.

They are father and son

Cielito is the mother.

Hannah is the daughter.

They are mother and daughter.

Nathan is the brother.

Hannah is the sister.

They are brother and sister.

Gregg is the husband.

Cielito is the wife.

They are husband and wife.



My Family

My name is Aliza Goub. I am from Sudan. I love my family. I am married. I have three children. Their names are Abak, Lucia, and Ayen. My father and mother are in Sudan.

Circle the correct answer. Yes or No.

- | | | |
|--|-----|----|
| 1. Aliza is from Sudan. | Yes | No |
| 2. She is single. | Yes | No |
| 3. Aliza has three children. | Yes | No |
| 4. She is married. | Yes | No |
| 5. Her father and mother are in Spokane. | Yes | No |

Write your story.

To the teacher: For the student who can not write, have the student dictate his story. Write down what the student says. Help the student read his own words.

BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three "Xs" forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Unit 8

Calendar and Weather

Vocabulary

Days of the week

Sunday	Sun.	S
Monday	Mon.	M
Tuesday	Tues	T
Wednesday	Wed.	W
Thursday	Thurs.	Th
Friday	Fri.	F
Saturday	Sat.	Sa

Months of the year

January	Jan.
February	Feb.
March	Mar.
April	Apr.
May	May
June	Jun.
July	Jul.
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec

Day
Week
Month
Year
Date
Birthday

Phrases

What day is today?
What day was yesterday?
What day is tomorrow?
What is the date today?
When is your birthday?
What month is it?
What year is it?
When do you _____?

Daily Activities

clean the house
go shopping
do the laundry
go to the bank
go to church
go to work
go to school
watch TV

Weather

Vocabulary

hot

warm

cold

cool

temperature

weather

spring

summer

fall

winter

sunny

cloudy

partly cloudy

rainy

windy

snowy

foggy

Phrases

How is the weather today?

It's sunny.

It's cloudy.

It's sunny.

It's cloudy.

It's partly cloudy.

It's rainy.

It's windy.

It's snowy.

It's foggy.

What season is it?

It's spring.

It's summer.

It's fall.

It's winter.

Calendar and Weather

Materials and Resources

Days and months flash cards
Wall calendar
Weather graph
Wall thermometer
Weather poster

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman Publishers.
Pages 58-74.

Longman ESL Literacy, Teacher's Resource Book. Yvonne W. Nishio. Longman.
Pages 10-13, 49. Flashcards 49-69.

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman. Pages 85, 86, 89.
Literacy Plus A, Flashcards. Longman. See Vocabulary Cards section, cards 70, 71,
74, 75.

Literacy Plus A, For Preliterate Adults. Teacher's Edition. Refer to corresponding
pages from student book.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Pages
81, 85, 86, 89-92, 98; **90 (Weather)**.

Literacy Plus B, Worksheets. Worksheets 49-51, 54.

Literacy Plus B, Flashcards. Longman. See Vocabulary Cards section, cards 94-116;
117-120 (Weather).

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Refer to
corresponding pages from student book.

Easy ELD, The Beginner Series. Video tapes. Brian Buntz and Steve Hambright.
Digital Education Productions. Unit 1, time code 36:31 – 41:22

Easy ELD, The Beginner Series. Computer Software (installed in the computer lab).
Unit 1, Lesson 11.

Easy ELD, The Beginner Series. Student Workbook. Page 26, 27

Easy ELD, The Beginner Series. Teacher's Guide. Page 29.

Access, Fundamentals of Literacy and Communication. Steven Molinsky and Bill
Bliss. Prentice Hall Regents. Pages 83-86.

Taking Off, Literacy Workbook. Susan H. Fesler and Christy M. Newman.
McGrawHill. Pages 56-59; **68-69 (Weather)**.

Easy Way to English. Maureen Kill. Scholargy Custom Publishing. Pages **96-98**
(Weather).

Literacy in Lifeskills, Book 1. Sally Gati. Heinle and Heinle. Pages 114-143.

Real Life English, Pre-literacy Workbook. Steck-Vaughn. Pages 18-20.

LaRue Pre-literacy Curriculum Binder. Charles LaRue. Minnesota Literacy Council.
Calendar Flashcard Exercises Section.

Sam and Pat, Book 1. J.A. Hartel, B. Lowry, and W. Hendon. Thomson Heinle.
ESL Literacy for Beginners, URL address: <http://home.earthlink.net/~brekkmail/>

Calendar Activities

Calendar Awareness

Develop calendar awareness by reading day and date on the calendar at the start of each class. Point out days and dates for today, yesterday, and tomorrow.

Vocabulary Word Cards and Picture Cards

Photocopy cards on cardstock and cut. Use vocabulary and picture cards in this unit to practice reading sight words and to practice forming phrases, simple sentences, and questions relating to calendar. Do this after practicing with oral conversation. For ideas about conversation phrases, see vocabulary and phrases section in this unit.

Games and Other Activities

1. Have students match vocabulary word cards and picture cards.
2. **Memory Game:** Put vocabulary word cards and picture cards face down. Turn two cards over. Students try to match vocabulary word cards with the picture cards. The student who collects the most matches gets candy.
3. **Calendar Bingo.** Use bingo card template. Write 12 to 14 words taken from the vocabulary card pile on the board. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three 'X's *forming* a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Total Physical Response (TPR)

Demonstrate actions for daily activities: *clean the house, go shopping, do the laundry, go to the bank, go to church, go to work, go to school, watch TV*. Have students repeat each word as you do the actions. Have students imitate the actions as they say each word. Repeat several times. Say each word while the students do the actions by themselves. Check for comprehension. Repeat several times. Play the game *Simon says...* Explain directions for the game.

Pantomime

Explain directions for the game. Demonstrate by acting out a daily activity. Have the students guess the activity. Model correct question, "Do you _____ (*go shopping/watch TV, etc, everyday?*)" Respond by saying "Yes, I do" if the students guess the correct activity, or "No, I don't" if their guess is not correct. Have each student pantomime an activity. Other students guess the activity. Instruct students to make complete sentences.

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday	Sun.	Mon.

Tues.	Wed.	Thurs.
Fri.	Sat.	January
February	March	April

May	June	July
August	September	October
November	December	Jan.

Feb.	Mar.	Apr.
May	Jun.	Jul.
Aug.	Sept.	Oct.

Nov.	Dec.	Day
Date	Month	Year
Birthday	What	day

today	?	is
.	Today	is
What	day	was

yesterday	?	Yesterday
.	was	What
day	is	tomorrow

?	Tomorrow	will
be	What	is
the	date	today

?	Today	is
.	What	month
?	is	it

What	?	year
is	it	It's
.	When	is

your	birthday	?
My	birthday	is
on	.	It's

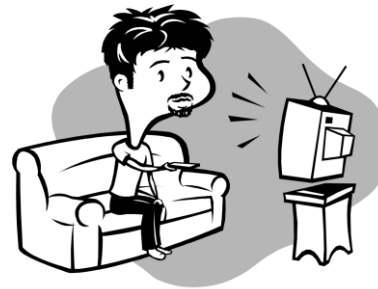
When	?	do
you	•	I
go	to	the

hot	warm	cold
cool	spring	summer
fall	winter	weather

cloudy	sunny	partly cloudy
rainy	windy	snowy
foggy	temperature	thermometer

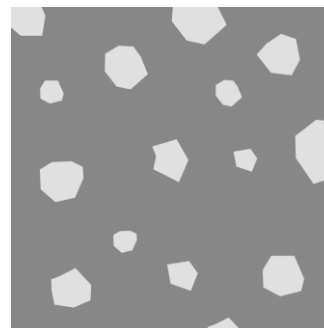
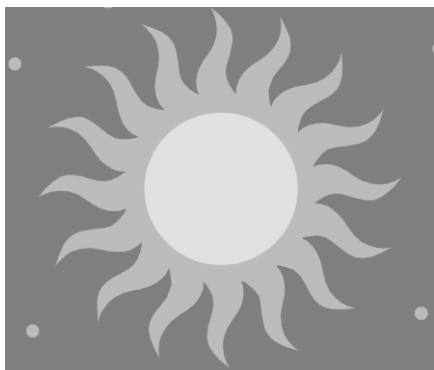
calendar	season	How
is	the	weather
today	?	It's

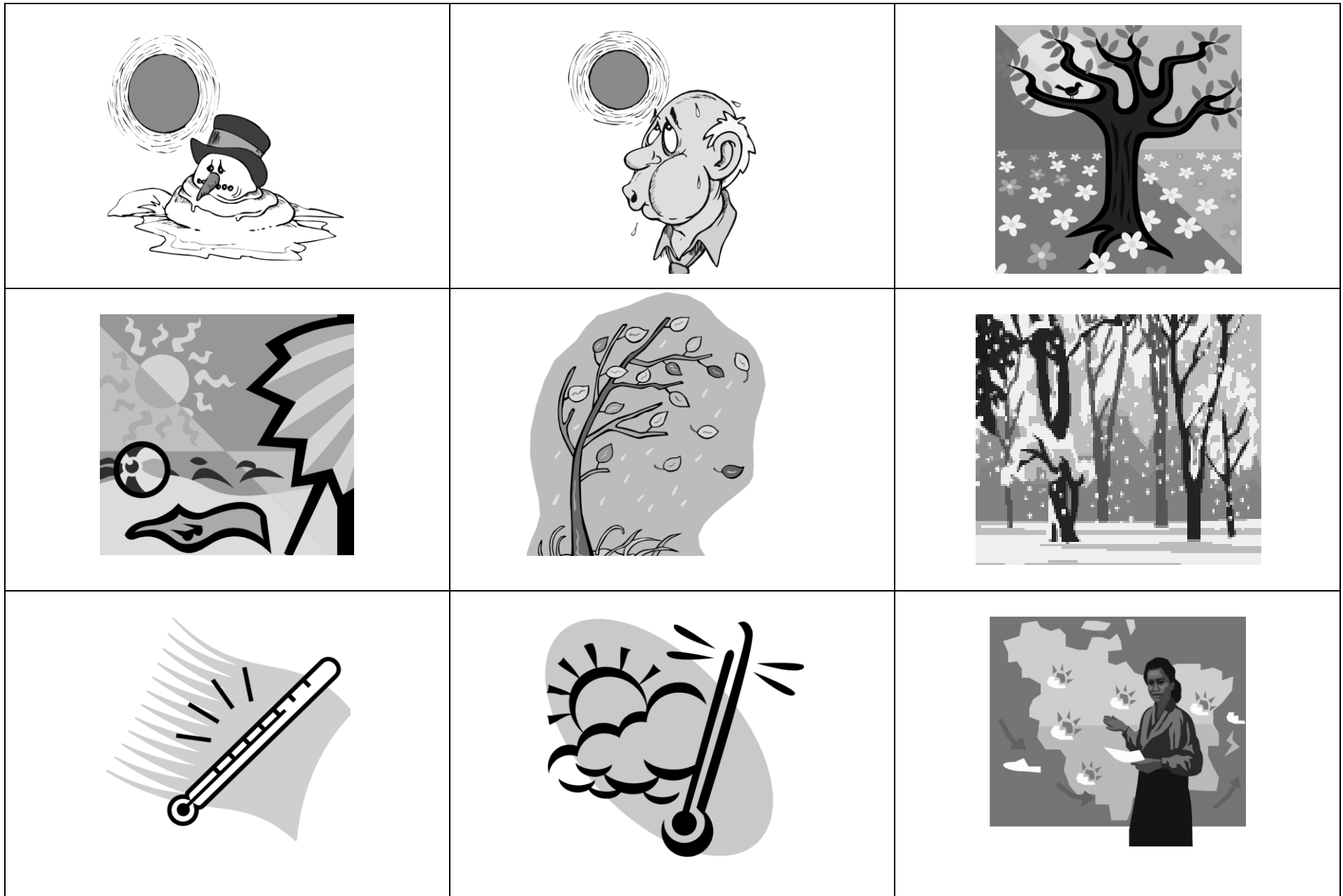
Do	you	like
today	the	weather
?	Yes	No



clean the
house

go shopping	do the laundry	go to church
go to work	go to school	watch TV
I	everyday	on





Daily Activities



clean the house



go shopping



do the laundry



go to the bank



go to church



go to work



go to school



watch TV

Match. Write the letter of the correct answer on the blank.

1. do the laundry _____



2. go to work _____



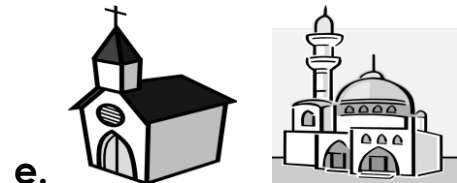
3. clean the house _____



4. go shopping _____



5. watch TV _____



6. go to school _____



7. go to the bank _____



8. go to church _____



Write Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and/or Saturday.



I clean the house on _____.



I go shopping on _____.



I do the laundry on _____.



I go to the bank on _____.



I go to church on _____.



I go to work on _____.



I go to school on _____.



I watch TV on _____.

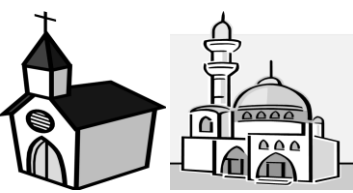
About you. Circle Yes or No.

1.  I clean the house on Saturday. Yes No

2.  I go shopping on Monday. Yes No

3.  I do the laundry on Friday. Yes No

4.  I go to the bank on Tuesday. Yes No

5.  I go to church on Sunday. Yes No

6.  I go to work on Wednesday. Yes No

7.  I go to school on Monday, Tuesday, Wednesday, and Thursday Yes No

8.  I watch TV everyday. Yes No.

Write Yes or No.



Do you go shopping on Saturday? _____



Do you clean the house on Monday? _____



Do you go to the bank on Friday? _____



Do you do the laundry on Tuesday? _____



Do you go to church on Sunday? _____



Do you watch TV everyday? _____



Do you go to school on Monday, Tuesday, Wednesday, and Thursday? _____

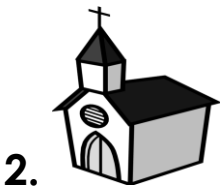


Do you go to work on Wednesday? _____

Answer the following questions.



When do you go shopping?



When do you go to church?



When do you clean the house?



When do you do the laundry?

5.



When do you go to the bank?

6.



When do you go to school?

7.



When do you go to work?

8.



When do you watch TV?

Listen. Put an x in the box under the day.

1. Example: ***“Tuesday”***

<i>January 18</i>				
M	T	W	TH	F
	X			

6.

<i>February 1</i>				
M	T	W	TH	F

2.

<i>January 20</i>				
M	T	W	TH	F

7.

<i>April 7</i>				
M	T	W	TH	F

3.

<i>January 17</i>				
M	T	W	TH	F

8.

<i>July 11</i>				
M	T	W	TH	F

4.

<i>January 19</i>				
M	T	W	TH	F

9.

<i>September 21</i>				
M	T	W	TH	F

5.

<i>January 21</i>				
M	T	W	TH	F

10.

<i>November 26</i>				
M	T	W	TH	F

Match. Read the day. Put an X in the box under the day.

1. Example: **Friday**

<i>January 18</i>				
M	T	W	TH	F
				X

2. **Monday**

<i>January 20</i>				
M	T	W	TH	F

3. **Thursday**

<i>January 17</i>				
M	T	W	TH	F

4. **Tuesday**

<i>January 19</i>				
M	T	W	TH	F

5. **Wednesday**

<i>January 21</i>				
M	T	W	TH	F

6. **Tuesday**

<i>February 1</i>				
M	T	W	TH	F

7. **Thursday**

<i>April 7</i>				
M	T	W	TH	F

8. **Friday**

<i>July 11</i>				
M	T	W	TH	F

9. **Wednesday**

<i>September 21</i>				
M	T	W	TH	F

10. **Monday**

<i>November 26</i>				
M	T	W	TH	F

Read each appointment card.

What **day** is the appointment?

Your appointment is

April 9

1:30 p.m.

M	T	W	Th	F
			X	

1. Day: _____

Your appointment is

June 18

4:00 p.m.

M	T	W	Th	F
	X			

2. Day: _____

Your appointment is

March 20

2:30 p.m.

M	T	W	Th	F
		X		

3. Day: _____

Your appointment is

November 12

9:30 a.m.

M	T	W	Th	F
X				

4. Day: _____

Read each appointment card.

What **month** is the appointment?

Your appointment is

January 14

1:30 p.m.

M	T	W	Th	F
			X	

1. Month: _____

Your appointment is

May 2

11:00 a.m.

M	T	W	Th	F
	X			

2. Month: _____

Your appointment is

February 10

4:30 p.m.

M	T	W	Th	F
		X		

3. Month: _____

Your appointment is

June 4

9:00 a.m.

M	T	W	Th	F
X				

4. Month: _____

Read each appointment card.

What **date** is the appointment?

Your appointment is

November 14

12:30 p.m.

M	T	W	Th	F
X				

1. Date: _____

Your appointment is

December 20

1:00 p.m.

M	T	W	Th	F
	X			

2. Date: _____

Your appointment is

January 6

2:30 p.m.

M	T	W	Th	F
			X	

3. Date: _____

Your appointment is

February 23

9:30 a.m.

M	T	W	Th	F
		X		

4. Date: _____

Read the appointment cards. Answer the questions.

Your appointment is

July 7

1:30 p.m.

M	T	W	Th	F
			X	

1. What date is the appointment? _____

Your appointment is

August 16

4:00 p.m.

M	T	W	Th	F
	X			

2. What day is the appointment? _____

Your appointment is

September 21

2:30 p.m.

M	T	W	Th	F
		X		

3. What time is the appointment? _____

Your appointment is

October 28

9:30 a.m.

M	T	W	Th	F
				X

4. What month is the appointment? _____

Read the appointment card.

Answer the questions.

Your appointment is				
<u><i>March 18</i></u>				
<u>9:30</u> a.m.				
M	T	W	Th	F
				X

1. What day is the appointment? _____
2. What month is the appointment? _____
3. What date is the appointment? _____
4. What time is the appointment? _____

Write the answers on the blanks.

(Date)

Today is _____. Yesterday was
_____. Tomorrow will be _____.
The weather today is _____ and _____.
This season is _____. I _____ the
(like or don't like)
weather today.

Write your answers to the following questions.

1. What day is today?

2. What is the date today?

3. What day was yesterday?

4. What day is tomorrow?

5. How is the weather today?

6. Do you like the weather today?

7. What month is it?

8. What year is it?

9. What season is it?

10. Do you like winter?



Read.

My Daily Activities

My name is Evelyn Gosoe. I am a student.
I go to school everyday. I go to work on Monday,
Tuesday, Wednesday, and Thursday. I go shopping on
Friday. I clean the house on Saturday. I do the
laundry on Sunday.

Circle Yes or No.

- | | | |
|--------------------------------------|-----|----|
| 1. Evelyn is a student. | Yes | No |
| 2. She goes to school everyday. | Yes | No |
| 3. She cleans the house on Saturday. | Yes | No |
| 4. She goes shopping on Monday. | Yes | No |
| 5. She goes to work on Tuesday. | Yes | No |

Read the Story.

My Daily Activities

My name is Cielito Brekke. I am a teacher. I work at the Adult Education Center. I go to work on Monday, Tuesday, Wednesday, and Thursday. I do the laundry on Friday and I go to the bank. On Saturday, I clean the house and I go shopping. I watch TV everyday. I go to church on Sunday.

Answer the questions with *Yes* or *No*.

1. Cielito Brekke is a teacher. _____
2. She cleans the house on Sunday. _____
3. She does the laundry on Friday. _____
4. She goes to church on Monday. _____
5. She goes to work on Monday, Tuesday, Wednesday, and Thursday. _____

Write your story.
What do you do everyday?

ROLL-O-DATE

Calendar, Weather, and Seasons Board Game

Topic

Calendar, Weather, and Seasons
Pre-literate, Level 1

Materials

A playing token for each player (such as colored marker caps).
A die used to determine the number of spaces to move each turn.
Game board (see next page).
A set of weather and seasons picture cards (see appendix M).
(Copy game board and picture cards on cardstock and cut out picture cards).
Stack the pile of picture cards face down.

Procedure

Place your token on **Start**.

Move around the board in a clockwise direction.

Roll the die and move the number of squares indicated.

Ask the question or follow the direction written on the square where the token lands.

If a student picks a card, the card should be returned to the bottom of the stack.

Students should answer one question per turn.

Each question should be answered correctly.

If a student does not answer correctly, s/he must answer the same question on the following turn (until s/he learns to answer the question correctly).

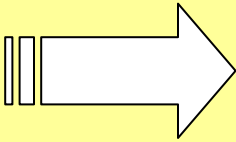
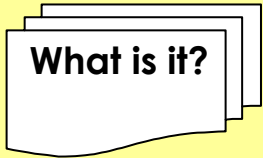
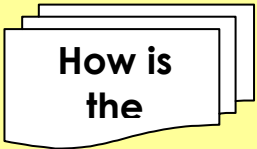
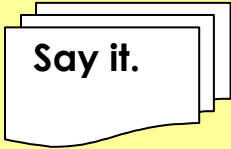
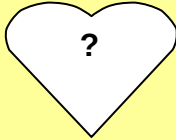
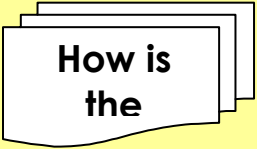
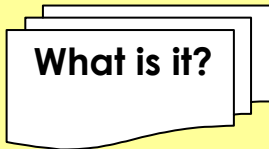
If a student lands on a **"Lose a Turn"** square, the student loses the following turn.

Play until all players reach the **Finish** square.

Objective

The purpose of the game is to review calendar, weather, and season topics learned in class.

It is also used to reinforce asking and answering questions relating to calendar, weather and seasons.

Start 	Pick a card 	What day is today? 	What day was yesterday? 	What is the date today? 
ROLL-O-DATE				Pick card 
You are absent from work.  LOSE A TURN	Pick a card 	When is your birthday? 	What day is tomorrow? 	You are late to work.  LOSE A TURN
What month is it?	Put your markers on Start. Take turns rolling the die to move your marker.			
What year is it? 	Pick a card 	What season is it? 	What are the seven days of the week?	Do you like the weather today? 
By Cielito Brekke ESL Institute for Extended Learning				Pick a card 
Finish  <i>Have a nice day!</i>	Pick a card 	Do you like winter? 	What are the 12 months of the year?	What is the date tomorrow? 

BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three "Xs" forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Unit 9

Money

Vocabulary

money

cash

check

coins

change

penny

nickel

dime

quarter

one cent

five cents

ten cents

twenty-five cents

one dollar

five dollars

ten dollars

twenty dollars

fifty dollars

one hundred dollars

Phrases

Do you have cash?

How much money do you have?

I have \$ _____

How much is it?

It's \$ _____.

Please give me change.

Do you have change for \$ _____.

Money

Materials and Resources

Money flash cards
Money posters
Money Bingo

Money picture cards
Play money
Coins

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman. Pages 153-158, 161, 166.

Literacy Plus A, Worksheets. Worksheets 77, 78, 80, 81.

Literacy Plus A, Flashcards. Longman. See Vocabulary Cards section 167-183.

Literacy Plus A, Teacher's Edition. Refer to corresponding pages from student book.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Pages 153-156, 159-167, 169-170.

Literacy Plus B, Worksheets. Worksheets 83-89.

Literacy Plus B, Flashcards. See Vocabulary Cards section, cards 231-254.

Literacy Plus B, Teacher's Edition. Refer to corresponding pages from student book.

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman Publishers. Pages 75-94.

Longman ESL Literacy, Teacher's Resource Book. Pages 14-16. Flashcards 70-88.

Access. Steven Molinsky and Bill Bliss. Prentice Hall Regents. Pages 93-100.

Literacy in Lifeskills, Book 2. Sally Gati. Heinle and Heinle. Pages 37-60.

Sam and Pat. J.A. Hartel, B. Lowry, and W. Hendon. Thomson Heinle.

ESL Literacy for Beginners, URL address: <http://home.earthlink.net/~brekkmail/>
This website is created by Cielito Brekke and is designed for beginning, low beginning, and preliterate students.

Money Activities

Give students paper money and real coins. Introduce each bill and coin. Hold up bills and coins one at a time and say each amount. Have students repeat. Ask *"How much is it?"* for each bill and coin. Write the amounts on the board as students say them. The teacher then calls an amount for each bill and coin. Students hold the bill or the coin up.

Vocabulary Word Cards

Photocopy cards on cardstock and cut. Use vocabulary word cards and picture cards in this unit to practice reading sight words and to practice forming phrases, simple sentences, and questions relating to money. Do this after practicing with oral conversation. For ideas about conversation phrases, see vocabulary and phrases section in this unit.

Money flash cards

1. Give students sets of money cards (with pictures of bills and coins). Teacher calls an amount. Students find the equivalent card and hold it up.
2. Scramble sets of money cards on the board. Have students arrange the cards in order from lowest to highest.
3. Musical money: Use vocabulary cards. Put the cards on a center table or on the floor. Play music from a CD or cassette. Have the students go around the cards while the music plays (they can dance or do body movements for fun). The teacher stops the music and shouts an amount. Students race to grab the equivalent card.
4. Memory game: Put money cards and vocabulary word cards face down. Turn two cards over. Students try to match money cards with the vocabulary word cards. The student who collects the most matches gets candy.

Money Bingo

Call out numbers from a pile of money cards. Students cover the numbers on their cards with chips. A student who first covers three spaces forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).

Money dictation

Teacher says an amount. Students write the amount on a piece of paper, numbered from one to ten.

Magazines and catalogs

Gather store catalogs and magazines and bring them to school. Assign students to find things they want to buy from the catalogs and magazines. Have students clip the items they want with the amounts. Ask students how much the items cost. The idea is to draw attention to printed amounts.

Store items Realia

Collect empty supermarket items. Put prices on them. Arrange the classroom like a store with aisle numbers. Put the items on tables or desks. Practice asking the students how much each item costs. Have students role play conversation between customers and cashiers. The customers give the cashier the exact amount written on the item. When the students are ready, have them practice making change as an extension activity. Do this in a discreet manner.

Writing checks

When the students are ready, practice writing checks using the amounts of items from the store realia.

As an extension activity, assign students to bring utility bills from home. Practice writing checks in class using their own bills.

Field Trip

Visit a supermarket like Safeway, Albertson's, or Fred Meyer.

penny	nickel	dime
quarter	half-dollar	one cent
five cents	ten cents	twenty-five cents

fifty cents	1 ¢	5 ¢
10 ¢	25 ¢	50 ¢
\$0.01	\$0.05	\$0.10

\$0.25	\$0.50	\$1.00
\$5.00	\$10.00	\$20.00
\$50.00	\$100.00	One dollar

Five dollars	Ten dollars	Twenty dollars
Fifty dollars	One-hundred dollars	money
bills	coins	cash

check	change	Do
you	have	cash
?	How	much

money	do	you
have	?	I
have	.	How

much

is

it

?

It's

.

Please

give

me

change	.	Do
you	have	change
for	?	I

MONEY

1 ¢	penny
5 ¢	nickel
10 ¢	dime
25 ¢	quarter
50 ¢	half-dollar

1 cent	\$0.01
5 cents	\$0.05
10 cents	\$0.10
25 cents	\$0.25
50 cents	\$0.50

\$1.00	one dollar
\$5.00	five dollars
\$10.00	ten dollars
\$20.00	twenty dollars
\$50.00	fifty dollars
\$100.00	one-hundred dollars

MATCH

1 cent \$0.05
5 cents \$0.50
10 cents \$0.25
25 cents \$0.01
50 cents \$0.10

\$ 1.00 Ten dollars
\$ 5.00 One dollar
\$ 10.00 Five dollars
\$ 20.00 Fifty dollars
\$ 50.00 One-hundred dollars
\$100.00 Twenty dollars

Penny 25 ¢
Nickel 10 ¢
Dime 50 ¢
Quarter 5 ¢
Half-dollar 1 ¢

BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three “Xs” forming a straight line in a row, column, or diagonally shouts “Bingo” and gets a treat (such as candy).

Unit 10

Survival Signs and Safety

Vocabulary

RESTROOM	STOP
MEN	SLOW
WOMEN	HOSPITAL
NO SMOKING	EMERGENCY
UP	FIRE
DOWN	ACCIDENT
EXIT	AMBULANCE
FIRE EXTINGUISHER	911
DANGER	RAILROAD CROSSING
POISON	SCHOOL ZONE
CAUTION	CROSSWALK
LEFT TURN	WALK
RIGHT TURN	DON'T WALK
NO LEFT TURN	NO SWIMMING
NO LEFT TURN	

Phrases

There is an accident.	I need the police.
Help!	My _____ was stolen.
I am hurt.	I need help!
My _____ needs help!	My _____ is on fire.

Survival Signs and Safety

Materials and Resources

Survival Signs and Safety cards
Field trip around the neighborhood
Telephone realia

Literacy Plus A, For Preliterate Adults. Joan Saslow. Longman. Pages 139, 140, 143, 144, 147, 148, 150; 49, 50, 60.

Literacy Plus A, Flashcards. See Vocabulary Cards section, cards 143-166; 27-34.

Literacy Plus A, Teacher's Edition. Refer to corresponding pages from student book.

Literacy Plus B, For Adults Acquiring ESL Literacy. Joan Saslow. Longman. Pages 137-142, 147, 151.

Literacy Plus B, Worksheets. Worksheet 75-77.

Literacy Plus B, Flashcards. Longman. See Vocabulary Cards section, cards 202-230.

Literacy Plus B, For Adults Acquiring ESL Literacy. Teacher's Edition. Refer to corresponding pages from student book.

Longman ESL Literacy, Student Book. Yvonne W. Nishio. Longman Publishers. Pages 156-161.

Longman ESL Literacy, Teacher's Resource Book. Page 28. Flashcards 157-171.

Access. Steven Molinsky and Bill Bliss. Prentice Hall Regents. Pages 107-112.

Sam and Pat, Book 1 and 2. J.A. Hartel, B. Lowry, and W. Hendon. Thomson Heinle.

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This website is created by Cielito Brekke and is designed for beginning, low beginning and preliterate students.

Survival Signs and Safety Activities

Vocabulary Cards and Picture Cards

Photocopy cards on cardstock and cut. Use vocabulary and picture cards in this unit to practice reading sight words and to practice forming phrases, simple sentences, and questions relating to survival signs and safety. Do this after practicing with oral conversation. For ideas about conversation phrases, see vocabulary and phrases section in this unit.

Games and Other Activities

1. Have students match vocabulary word cards and picture cards.
2. Give students vocabulary cards. Teacher calls a word. Students find the card and hold it up.
3. **Memory Game:** Put vocabulary word cards and picture cards face down. Turn two cards over. Students try to match vocabulary word cards with the picture cards.
4. **Survival Signs and Safety Bingo.** Use bingo card template. Write 12 to 14 words taken from the vocabulary card pile on the board. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three 'X's forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy).
5. **Musical cards:** Use vocabulary cards. Put the cards on a center table or on the floor. Play music from a CD or cassette. Have the students go around the cards while the music plays (they can dance or do body movements for fun). The teacher stops the music and shouts a word. Students race to grab the equivalent card.

Field Trip

Walk inside the school building, and then walk around the school neighborhood. Have students look for different survival and safety signs and identify them. Also, have them pay attention to the color of each sign.

Role Play

Have students practice calling 911 by using telephone realia.

Total Physical Response (TPR)

Demonstrate actions for survival signs: *no smoking, up, down, exit, poison, left turn, right turn, no left turn, no right turn, stop, walk, don't walk, men, women*. Have students repeat each word as you do the actions. Have students imitate the actions as they say each word. Repeat several times. Say each word while the students do the actions by themselves. Check for comprehension. Repeat several times. Play the game *Simon says...* Explain directions for the game.

Pantomime

Demonstrate by acting out a survival sign. Have the students guess the action. Model correct question, "*Is it _____?*" (*stop, up, down, left turn, walk, etc.*) Respond by saying "*Yes, it is*" if the students guess the correct sign, or "*No, it isn't*" if their guess is not correct. Have each student pantomime a sign. Other students guess the sign. Instruct students to make complete sentences.

LEFT TURN	NO RIGHT TURN	NO LEFT TURN
RIGHT TURN	RAILROAD CROSSING	DON'T WALK
DANGER	POISON	WALK

STOP	PEDESTRIAN CROSSING	CROSSWALK
UP	DOWN	NO SMOKING
MEN	WOMEN	DO NOT ENTER

Safety Signs



1



2



3



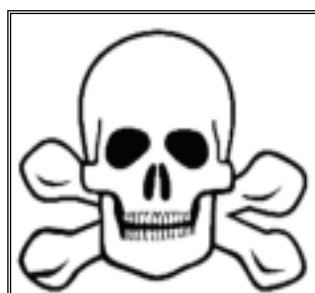
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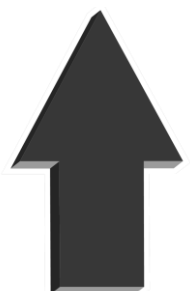
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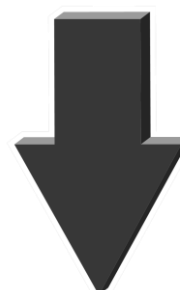
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16

DESCRIPTIONS OF SIGNS WITH NUMBERS.

1. STOP	Stop when driving
2. RAILROAD CROSSING	Watch out for trains
3. PEDESTRIAN CROSSING	People crossing, crosswalk
4. DON'T WALK	Don't cross the street
5. DO NOT ENTER	Don't drive in here, wrong way
6. NO SMOKING	Don't smoke
7. POISON	Bad to eat
8. DANGER	Harmful, be careful, do not touch
9. LEFT TURN	Left turn only
10. RIGHT TURN	Right turn only
11. NO RIGHT TURN	Don't turn right
12. NO LEFT TURN	Don't turn left
13. MEN	Restroom for men only
14. WOMEN	Restroom for women only
15. UP	Go up
16. DOWN	Go down

Match. Draw a line.



MEN

LEFT TURN

NO SMOKING

UP

WOMEN

DOWN

RIGHT TURN

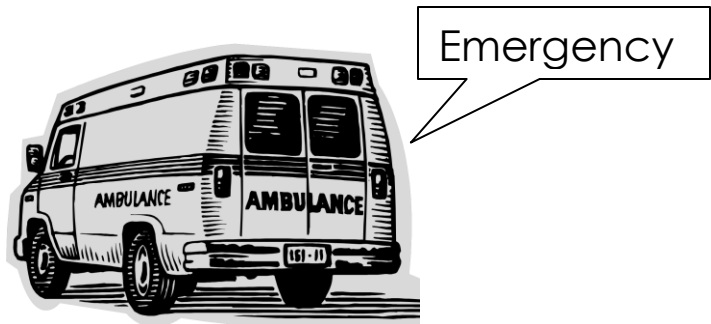
MATCH.

Look at the pictures with numbers.

Write the number of the correct picture on the blank.

Which of these signs says:

- 1. go up. _____**
- 2. right turn. _____**
- 3. no right turn. _____**
- 4. watch out for trains. _____**
- 5. left turn. _____**
- 6. no smoking. _____**
- 7. something is bad to eat. _____**
- 8. go down. _____**
- 9. women's restroom. _____**
- 10. men's restroom. _____**



Practice the conversation.

A: 911. Emergency

B: Help! My **friend** needs an ambulance.

A: What's the problem?

B: He can not breath.

A: What is the address?

B: It's _____.



A: 911. Emergency

B: Help! My **child** needs an ambulance.

A: What's the problem?

B: She can not get up.

A: What is the address?

B: It's _____.



BINGO

Listen to the Teacher. Write an **X** on the word your teacher says.

To the Teacher: Write 12 to 14 words on the board taken from the vocabulary card pile. Have students copy a word that they choose on each square. Call out words from the vocabulary card pile (one word at a time). Students write an **X** on each word called out. A student who writes three "Xs" forming a straight line in a row, column, or diagonally shouts "Bingo" and gets a treat (such as candy)

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