LESSON PLANNER

STANDOUT

FOURTH EDITION

LITERACY FOUNDATIONS

A communicative foundational literacy program for adults

Stand Out, Fourth Edition's **Literacy Foundations Lesson Planner** provides valuable teacher support that enables instructors of all levels to deliver interactive and dynamic lessons through:

- **At-a-Glance Lesson Openers** provide instructors with information on everything that will be taught in the lesson.
- **Suggested Activities** go beyond what is shown in the text, providing teachers with ideas for additional lesson plans.
- **Best Practice Tips** provide point-of-use pedagogical comments and context around unit activities.

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- The Spark platform delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests and quizzes, Student's eBook, Classroom Presentation Tool, and downloadable Teacher's Resources.

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LITERACY FOUNDATIONS STANDOUT LESSON PLANNER

NATIONAL GEOGRAPHIC LEARNING

STANDOUT

LITERACY FOUNDATIONS

LESSON PLANNER



FOURTH EDITION

ROB JENKINS

STACI JOHNSON

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Practice.

Spell. a b c

ON THE COVER

After graduating from the culinary arts program from The Art Institute of Philadelphia, Davina Soondrum, an immigrant from Trinidad, went on to work as pastry chef at renowned establishments. She then went on to become Head Confectioner at Shane Confectionary, America's oldest candy store, established in 1863.

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ROB JENKINS

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We believe that there's nothing more incredible than the exchange of teaching and learning that goes on in an ESL classroom. And seeing the expression on a student's face when the light goes on reminds us that there's nothing more rewarding than helping a student succeed.

Throughout our careers, we have watched as students rise to challenges and succeed where they were not sure success was possible. Seeing their confidence grow and skills develop brings great joy to both of us and it motivates us to find better ways to reach and support them. We are humbled to think that our contributions to the field over the last 20 years have made a small difference in both students' and teachers' lives. We hope our refinements in ongoing editions will further support their growth and success.

At its core, **Stand Out** has always prioritized robust, relevant content that will deliver student gains in the classroom; while that core mission has not changed, how the program achieves it has certainly evolved in response to a changing educational landscape. The basic principles that have made **Stand Out** successful have not changed. Students are challenged to collaborate and think critically through a well-organized series of scaffolded activities that lead to student application in each lesson. The popular first-of-their-kind lesson plans are still prominent. Features such as project-based learning, video, online practice, multilevel worksheets, and classroom presentation tools continue to support the core series. New to the fourth edition is explicit workplace exploration. A lesson in each unit has been added to explore different fields and careers, potential salaries, skills, and characteristics that workers might have to excel in potential jobs. Also new to the fourth edition, students will be introduced to *Life Online* in tips, activities, and videos throughout the series. In addition, **Stand Out** will now be available in different digital formats compatible with different devices. Finally, **Stand Out** introduces a literacy level that will give access through a unique systematic approach to students who struggle to participate. We believe that with these innovations and features the fourth edition will bring success to every student.

STAND OUT MISSION STATEMENT

Our goal is to inspire students through challenging opportunities to be successful in their language learning experience so they develop confidence and become independent lifelong learners, preparing them for work, school, and life.

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To the Teacher

A core goal of any good teacher is to meet the needs of every student in the class. The conscientious teacher thinks of creative ways to help each and every student. However, one of the greatest challenges that we face is meeting the needs of students who have little to no formal education in their native language.

Many programs treat foundational literacy issues as one more level in a multi-level course. Teachers know from experience that foundation literacy challenges will likely not be overcome in a beginning low class. Those students may learn basic communication skills in English, but they are rarely given the attention or the resources necessary to excel.

Some programs are fortunate enough to have literacy classes tailored to this issue. With minimal materials available, programs have often been forced to use materials designed for children. Adults who lack foundational literacy skills have their own unique needs and challenges, but they also have strengths from life experiences that children do not have.

Challenges	Skills
✓ Limited communication skills in English.	✓ Decode meaning from common iconography and formats: signs, symbols, etc.
✓ Don't recognize fundamental things like letters; may even lack familiarity with how to orient a book.	✓ Manage many life skills without reading and without speaking English successfully.
✓ Have minimal school or academic experience and low familiarity with classroom experiences.	✓ Likely have strong fine motor skills (using a knife, scissors) even if low pencil skills.
✓ May have confidence issues and may be embarrassed.	✓ Think critically and solve problems.
✓ May have significant barriers to attending class.	✓ Interpret meaning from social clues.
	✓ Speak and learn spoken English despite having a reading deficit.

The authors of ***Stand Out*** concluded that, in order to reach these students, an approach that incorporates several strategies tailored to our literacy students was needed. This book is the first of its kind in which literacy student needs are addressed on every page.

Literacy is a journey, not a destination. Literacy can take several years of encouragement and commitment. However *foundational literacy* can be learned succesfully with the right approach. ***Stand Out Literacy Foundations*** provides a strong foundation in reading, writing, listening, and speaking. It also covers nearly all consonants and vowels. Upon completion, students will be able to function effectively in a mainstream beginning ESL classroom. The affective goal is for students to develop the confidence they need to continue their literacy journey in the next levels and in the community.

Stand Out Literacy Foundations is unlike any literacy textbook for adults. Its features include:

1. It is a comprehensive, four-color student book—not a workbook.
2. It is intended to be used in the classroom with an instructor although determined students could find great benefits on their own. One lesson can provide more than two hours of instruction in the classroom.
3. It incorporates current research and additional creative innovations.
4. It follows a consistent, regular lesson format so students can gain familiarity with classroom rhythms and not have classroom disorientation added to their cognitive load when they return from an absence.
5. It does not conflate adults' language or literacy abilities with their intellectual abilities. It recognizes that adults can handle more activities on a page and don't need huge fonts to learn. The pages slowly transition from the very basic Welcome Unit to Unit 8. By Unit 8, students are doing activities and experience pages similar to the Welcome Unit in ***Stand Out Basic***. Throughout, the content is age-appropriate and relevant to adults operating independently in the US.
6. It incorporates phonemic awareness in every lesson, so students have a firm foundation for speaking and writing, with an extensive audio program to support the phonics features.

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7. It incorporates the four skills (reading, writing, listening, and speaking) in context, so students enjoy relevant interaction in the classroom. This is necessary for retention and gives students the opportunity to show achievement in any skill where they are making progress.
8. It provides ample practice for students to learn outside of the classroom, including downloadable worksheets and online practice.

Literacy Foundations Framework

Stand Out Literacy Foundations presents a method that allows students to learn fundamental communication while learning foundation skills that they will need to reach success in beginning ESL levels. Students are often embarrassed and stressed because of what they don't know. This can make student learning difficult. To overcome this challenge, our materials provide:

- relevant and useful context
- managed and systematic input
- clear expectations and attainable goals
- opportunities for students to see their progress
- application

Differentiated Philosophy

Stand Out Literacy Foundations combines three goals: emergent literacy, beginning ESL, and classroom skills. It will be helpful for teachers to orient themselves to these three objectives and think about how they work together to achieve success.

- **Emergent Literacy** English is challenging, and it is important not to overwhelm students. Your students' literacy goals for each unit are to (1) write and recognize the target letters and digraphs, (2) appropriately associate letters to their sounds, and (3) acquire the target words (called out in red) as sight words—without worrying about why something is spelled one way but sounds like another. These examples support their growing literacy and will contribute to incidental learning, but students are not expected to acquire more than the target letters and target words for written production.
- **Beginning ESL** From a communication standpoint, students have the opportunity to acquire beginning vocabulary and language to accomplish level-appropriate communicative goals: introducing oneself, asking for a price or a size, talking about jobs, etc. This allows students to become proficient in these types of exchanges orally, without necessarily having to write them; after a few classes, they should start to see the print supporting these objectives as support.
- **Classroom Skills** Students are learning how to be students, perhaps as new students, or after a period of interrupted learning. You will see the pages themselves transform to support this as students gradually gain independence, moving from instructions that are only pictures at the beginning and content that is very spread out, to simple, text-based directions lines at the end that students are expected to navigate with independence. This will also be reflected in how easily they begin to follow spoken classroom instructions and follow classroom routines. Nurture and celebrate this progress—it's actually a set of transferrable soft skills that will also serve them at work.

Stand Out as a series has always held relevance as a guiding light in our choices for how to build content for students; our literacy foundation level is no exception. For this reason, rather than following a rigid phonics scope and sequence you might see in young learners' materials, presenting all the consonants first, then digraphs, extensive work with vowels, etc., ***Stand Out Literacy Foundations*** builds our curriculum around our three goals, and that might be, for example, that students learn the digraph *wh* so they can succeed with the communicative goal of asking *What is your name?* before they see all the consonants as stand-alone characters.

Context

Students learn when they can relate instruction to real-life concerns and experiences. In ***Stand Out Literacy Foundations***, we establish a context in every lesson. From experience, we know that students can learn to communicate in English in a beginning low class even without literacy skills. In ***Stand Out Literacy Foundations***, we balance the context and literacy skills so students feel instruction is relevant and they

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can begin to function in society immediately. The context provides a backdrop for integrating reading, writing, listening, and speaking. Each unit in ***Stand Out Literacy Foundations*** mirrors the themes in ***Basic***.

Managed and Systematic Input

Before students begin the systematic approach in Unit 1, they are introduced to the alphabet and numbers in the Welcome Unit. They are also exposed to basic classroom instructions and a vocabulary load that will have spiralized support throughout the first half of the book. They are not expected to fully know the alphabet or the sounds at this point. In the full units that follow, students can refer to the Welcome Unit for support, particularly in spelling.

The input in ***Stand Out Literacy Foundations*** is graded to move from very basic in the Welcome Unit to a level consistent with ***Stand Out Basic***. Each lesson provides input in listening and speaking that a beginning-level student can handle with only a few new words. Students learn the rudiments of writing and eventually reading at a level far below Basic at the beginning. It is important that teachers stress that although there is comprehensible input, students are not responsible for more than the letter and sounds of the lesson and a few high-frequency words, making the lesson objective very attainable to all students.

Unit

Each full unit in ***Stand Out Literacy Foundations*** opens with an engaging two-page spread. The Unit Opener addresses the unit theme and provides an opportunity for students to check their current understanding. Adults already know the meaning of some universal signs and symbols; the images provided are meant to be a springboard for adults to recognize and validate the nascent reading and critical thinking skills they *do* have.

The opener is followed by 5, four-page lessons and one four-page review called *Put It Together*. The *Put It Together* lessons present all the sounds in the unit and give students a chance to see how they function together. They also include the most important life-skills presented in the unit.

Finally, the unit culminates with a quiz so students can check how well they are doing. It is important that students see their progress, and that this progress is recognized by the instructor.

Lesson Structure

Stand Out Literacy Foundations provides four-page lessons. You will see the lessons spread across more pages in the beginning units of the book; this is to gradually get students used to more content per page over a few units, but the content load is the same across the level. The dominant cadence is as follows:

Page 1 provides meaningful context and an introduction to one or two letters and sounds. Students are asked to identify the sound and the letter itself.

Page 2 provides an opportunity for students to write the new letter or letters. They will see and hear other words but are responsible only for the formation of the letters that are introduced.

Page 3 provides an opportunity for students to speak in very controlled and limited dialogs. The dialogs gradually get more difficult in each unit until they reach a level consistent with ***Basic***. These activities are similar to how they may first begin to have conversations in ***Stand Out Basic***.

Also on page three, students learn one to three sight or high-frequency words. They practice spelling them in every lesson so by the end of even Unit 1, students have become more familiar with the alphabet. The frequency-word practice is followed by teacher-choice games or flashcards.

Page 4 provides students with an opportunity to begin decoding. They are introduced to a short paragraph or to an infographic. In the first units, students will not be able to read the paragraphs or sound them out because they have not been introduced to enough sounds yet. However, the paragraphs or realia will contain enough that they will be able to infer meaning and answer basic questions. Students are expected to use critical thinking skills to take what they do know and decipher the questions and the multiple-choice answers. This skill is essential

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in the world outside of the classroom, and by the end of Unit 3, they will be able to do this well.

Page 4 also includes an opportunity to copy or to write. This is generally an application activity that seals the lesson.

There are also two videos in this level, called **Life Online Videos**. The first occurs after the Welcome Unit, with the aim of helping support the skills students will need to create a username and password, which they will need for their homework: differentiating numbers, letters, and special characters. The second occurs after Unit 6, and, now that students are hopefully reading more, focuses on online safety and not being immediately trustful of texts, emails, and phone calls that might be scams.

Resources

A **Lesson Planner** is different than a teacher's guide in several ways. Primarily, it addresses a systematic approach to instruction that has come to be known as the WIPPEA model. WIPPEA stands for:

Warm-up
Introduction
Presentation
Practice
Evaluation
Application & Assessment

Literacy Foundations has built-in formative and summative assessments throughout in the evaluation stage of the lesson and in the quiz at the end of each unit. There is also an **assessment**.

Literacy Foundations also has **Online Practice**, which is available on the **Spark** platform. Students can reinforce classroom learning at home using their phone, tablet, or computer.

Customizable Worksheets for literacy provide opportunities for additional practice. There are pages for literacy lines and templates for additional practice with other manipulatives which can be cut out and used in the classroom.

The **Classroom Presentation Tool (CPT)** is an interactive version of the book that can be projected with access to audio and other features. If you have a projection device in the classroom, you can use this tool either by downloading it on to your device or by accessing it online via the **Spark** platform.

Spark is National Geographic's new online platform. Here you can manage your classroom data, watch videos, use the CPT, access the Online Practice and Assessments, and print out worksheets all in one place.

The authors and editors of ***Stand Out Literacy Foundations*** honor the work the adult basic education community is doing to further the education of our most disenfranchised students. We recognize that despite disadvantages, these students get through their days with an enormous amount of intelligence, fortitude, and resilience. So do their teachers, and we hope these materials will be of use to you in service of your vocation, which is of material benefit not just to your students, but to our progress towards a more equitable society.

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
PRE-UNIT **Welcome**	Alphabet Greetings	Numbers 0–9 Phone numbers	Classroom instructions
Life Online Video: Am I a Letter?			
1 **Personal Information**	First and last name **Letters:** Upper and lowercase **n** **Words:** name	Greeting cards Introductions **Letters:** Upper and lowercase **h** **Words:** happy	Address **Letters:** Upper and lowercase **w / wh** **Words:** where, what
2 **The Classroom**	Introductions **Letters:** Upper and lowercase **f / fr / fl** **Words:** friend	Classroom instructions **Letters:** Upper and lowercase **p** **Words:** please	My classroom **Letters:** Upper and lowercase **c / ck** **Words:** in, on
3 **Food**	Shopping **Letters:** Upper and lowercase **b** **Words:** buy, like	Shopping list **Letters:** Upper and lowercase **ch** **Words:** need	Restaurant **Letters:** Upper and lowercase **s** **Words:** and

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LESSON 4	LESSON 5	LESSON 6
Nationality	Family relationships	Review
Letters: Upper and lowercase **m**	**Letters:** Upper and lowercase **r**	**Letters:** Upper and lowercase **a** (*cat*)
Words: from	**Words:** this	**Words:** live, first, last
Schedules / Times	Calendar / Days of the week	Review
Letters: Upper and lowercase **s**	**Letters:** Upper and lowercase **d**	**Letters:** Upper and lowercase **a** (*day*)
Words: at	**Words:** my, your	**Words:** go, school, you
Recipe	Meals	Review
Letters: Upper and lowercase **k**	**Letters:** Upper and lowercase **i**	**Letters:** Lowercase **e** / **ea** / **ee**
Words: want	**Words:** for, eat	**Words:** meal, cook, cut

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
4 **Shopping**	Clothes **Letters:** Upper and lowercase **sh** **Words:** too	Colors **Letters:** Upper and lowercase **y** (*yellow*), **bl** **Words:** red, blue, black	Shopping **Letters:** Upper and lowercase **t** **Words:** how, many
5 **Community**	Cities / Places **Letters:** Upper and lowercase **c** **Words:** corner, of	Directions **Letters:** Upper and lowercase **r** **Words:** turn, left, right	Transportation **Letters:** Upper and lowercase **tr** **Words:** by, work
6 **Health**	Healthy habits **Letters:** Upper and lowercase **s** **Words:** day, week	Colds **Letters:** Upper and lowercase **o** **Words:** maybe, feel	Illness **Letters:** Upper and lowercase **ch** **Words:** can't, later, problem

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LESSON 4	LESSON 5	LESSON 6
Sizes	Ads / Prices	Review
Letters: Upper and lowercase **e** (*extra*)	**Letters:** Upper and lowercase **v**	**Letters:** Upper and lowercase **a**
Words: small, large	**Words:** how, much	**Words:** the, wearing
Housing	Housing ads	Review
Letters: Lowercase **y** (*happy*)	**Letters:** Upper and lowercase **th** (*three*)	**Letters:** Lowercase **ou**
Words: yes, no	**Words:** with	**Words:** have, has
Doctor's office	Medicine	Review
Letters: Lowercase **-ing**	**Letters:** Upper and lowercase **i** (*pill*)	**Letters:** Lowercase long vowels
Words: who, next	**Words:** some, take	**Words:** am, are, is

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
Life Online Video: Should You Click It?			
7 **Work**	Jobs **Letters:** Lowercase **er / ar** **Words:** great, manager	Job history **Letters:** Lowercase **ir / or / ur** **Words:** was, do	Job duties **Letters:** Upper and lowercase **u** **Words:** but, don't, work
8 **Lifelong Learning**	School **Review:** *c*, *p*, *s*, *t*	Daily schedules **Review:** *ch*, *f*, *l*, *m*, *w*, *y*	People and places in my community **Review:** *b*, *l*, *m*, *n*, *r*, *y*

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LESSON 4	LESSON 5	LESSON 6
Following instructions	Evaluations	Review
Letters: Upper and lowercase **g**	**Letters:** Upper and lowercase **o** (*hot*)	**Letters:** Upper and lowercase **j**
Words: big, job	**Words:** good, comes	**Words:** don't, doesn't
Educational plans	Goals	Review
Review: Vowels and *schwa*	**Review:** *c*, *ch*, *s*, *sh*	**Review:** *er*, *or* / *ur*, *u*, *g*, *o*, *j*
Words: then, right	**Words:** plans, now, will	

Appendices

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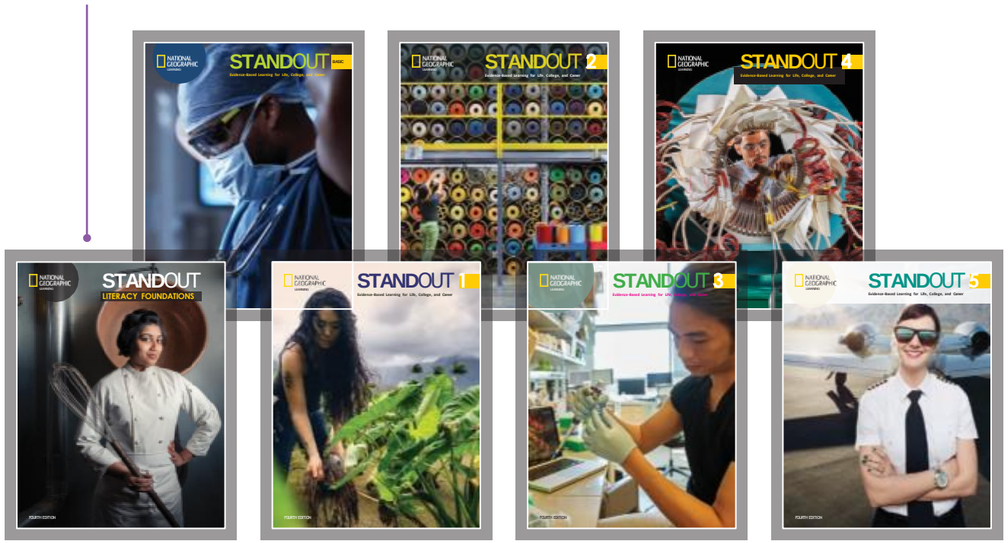
Unit Walkthrough

New and updated in *Stand Out*, Fourth Edition

Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college, and everyday life.

New Literacy level

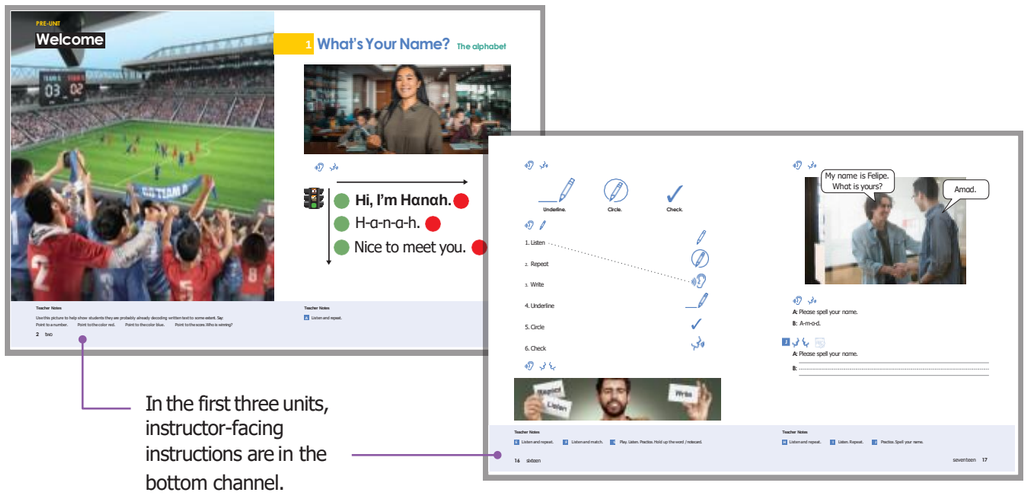
The Literacy level follows an instructional design that meets the needs of lower-level English learners.



Each unit opens with a real-world photo to introduce the context, paired with an illustration intended to help students notice and value the decoding or early reading skills they may already possess.

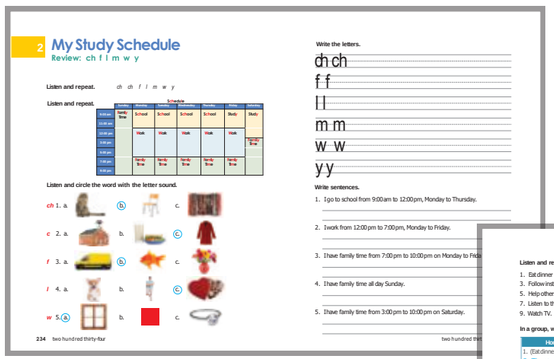


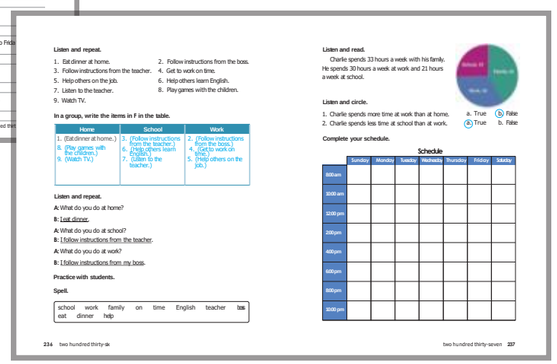
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In the first three units, instructor-facing instructions are in the bottom channel.

Literacy Foundations' instructional design gradually builds classroom and textbook language familiarity. The input in ***Literacy Foundations*** is graded to move from very basic in the Welcome Unit to a level consistent with ***Stand Out Basic***.



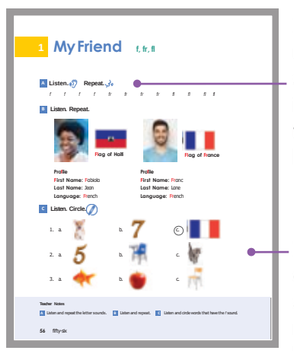


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Unit Walkthrough

Literacy Foundations generally has four-page lessons.

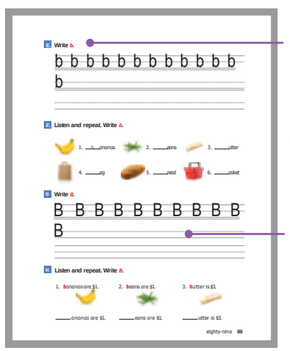
Page 1 provides meaningful context and an introduction to one or two sounds and symbols or letters.



In the first three units, icons support the graded introduction of target instructional language.

Images and audio of high-frequency and contextually relevant words help students build their phonemic awareness.

Page 2 provides an opportunity for students to write the new letter or letters.

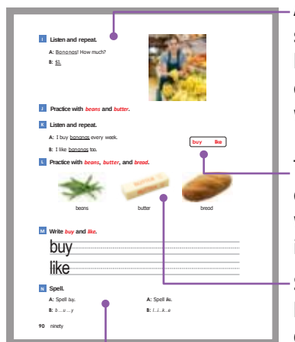


As of Unit 3, simple student-facing instruction is text only, building students' skills to participate fully in a mainstream class.

Ample line spacing supports students as they refine their motor control.

Students move from tracing to free production.

Basic ESL—without a dependency on literacy—is a critical part of ***Literacy Foundations***. **Page 3** provides an opportunity for students to speak in controlled and limited dialogs.



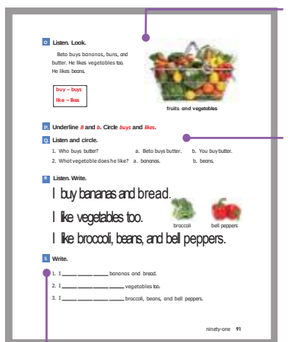
Audio supports students in mastering language functions, even if they struggle with text.

Two to three common sight words are presented in each lesson.

Students have multiple opportunities for speaking practice, often with opportunities for personalization.

Opportunities for group work and games appear in every lesson.

Page 4 provides students with an opportunity to begin decoding. They are introduced to a short paragraph or to realia.



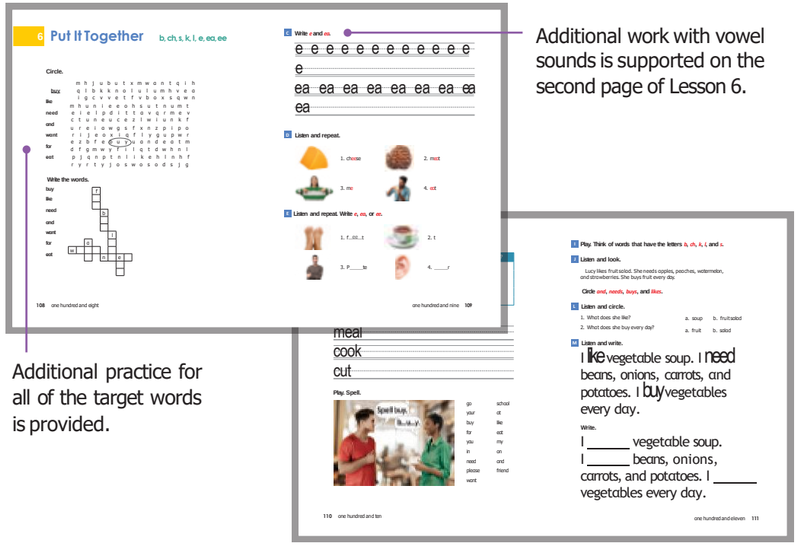
Listening supports students as they track the text with their finger.

Students are guided to parse by searching for letters and phrases they know. The activities are at-level and achievable, building students' critical thinking skills as they interact with challenging texts.

Every lesson ends with a real-world application, where students personalize the language they have acquired.

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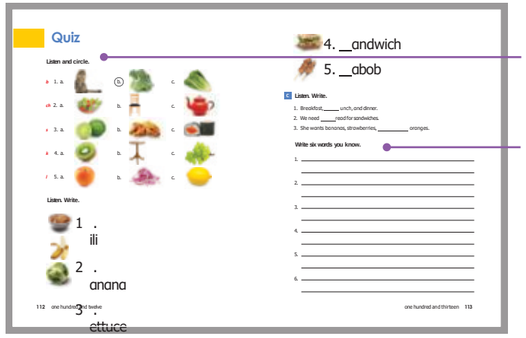
The **Put It Together** section is a four-page review including all the sounds and the most important life-skills presented in the unit.



Additional work with vowel sounds is supported on the second page of Lesson 6.

Additional practice for all of the target words is provided.

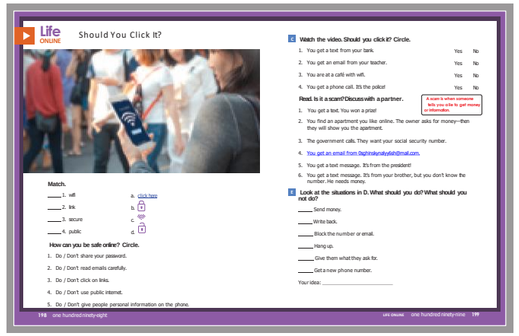
The units end with a **Quiz** section for students to measure their progress.



Familiar activity formats aim to minimize anxiety and avoid unfamiliar tasks.

Assessment provides opportunity for students to show what they know, showcasing achievement however it may be occurring.

An updated video program now features two **Life Online** videos with related practice that aligns with workforce and digital literacy objectives.



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Unit Walkthrough



spark

Bring *Stand Out* to life with the Spark platform—where you can prepare, teach, and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.

Track student and class performance on independent online practice and assessment, including CASAS practice. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support help you focus on what matters most: student success.



Visit ***ELTNGL.com/spark*** *to learn more.*

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PRE-UNIT

Welcome



Unit Outcomes

Letters: The alphabet *A*–*Z* / *a*–*z*
Numbers: 1–8
Recognize direction lines

The opening pages of each unit give students an opportunity to understand the context of the unit and to discover what they may already know. For example, it is likely that students can recognize some numbers, so in this opener, they are asked to point to numbers. You may want to take this opportunity to gain an understanding of the varying levels of exposure students have had to English and literacy in their original languages. Although the Welcome Unit should serve the purpose of gauging students' needs well, where possible, pre-course interviews and level tests with students are greatly encouraged.

Have students point to the things listed in the Teacher Notes. Then ask them to point to specific numbers and other colors.

Students with no experience in English may have difficulty understanding these questions. Convey meaning in any creative way you can think of or merely point to these things yourself and show them what you are pointing to so they understand.

You might also talk briefly about soccer and favorite teams if they have one. Mention the name of a famous soccer player and see if they recognize the person. This discussion will help you to know how to direct your instruction so you can reach all students.

Teacher Notes

Use this picture to help show students they are probably already decoding written text to some extent. Say:
Point to a number. Point to the color red. Point to the color blue. Point to the score. Who is winning?

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Pulse Check

Before beginning any *Stand Out* course with your students, take a pulse check and use the opportunity at this early stage to ask about their preferred choice of names, titles, and pronouns. It is helpful to find out what you can about their specific needs before the course, with particular consideration for students whose mitigating circumstances may mean that a tailored learning plan could be developed to help them through the course.

All students have barriers to learning, whether they are logistical, like work, family, connectivity, or commute-related; connected to learning style or language apprehension, such as a fear of public speaking or of making mistakes; or related to issues of inclusivity, such as identity, health, physical mobility and ability, legal status, refugee status, and even trauma.

This is even more true in the case of students with limited or no literacy. Take a moment at the beginning of your course to check in with your students privately to find out (1) what their barriers to learning are and (2) if there is anything personal or sensitive that they would like to avoid talking about or, conversely, need your support with in validating or navigating in the classroom environment.

It is also important to recognize that students may not be open to sharing potentially sensitive information, especially before trust and familiarity have been established. However, it is helpful to be aware that these issues may exist, even if unspoken.

If there is a language barrier between you and your student, see if a family member or another classmate could interpret. This information will help you build a responsive course where you can adjust expectations, priorities, and tasks to maximize the value ratio of learning to time. It is also a great first step in creating community and trust to acknowledge that everyone has barriers to learning and that you, as their teacher, are there to support them as best as possible on their journey toward success.

BEST PRACTICE

Introducing the Book

Students are learning three things in this course: ESL, basic literacy skills, and how to become independent in working with learning materials. In the Welcome Unit, there are no direction lines for students to read. Refer them to the inside front cover of the book, where there is a legend matching icons to high-frequency instruction words. Students will practice with these words in Lesson 3, and they will start to appear printed in Unit 1. Gradually, the icons will disappear from the instructions as students gain familiarity with these important sight words.

BEST PRACTICE

Deficit- and Asset-Based Language

It is important to focus on students' strengths, or assets, rather than their weaknesses, or deficits, in order to instill confidence that leads to social-emotional and academic success. One way to do this is to consider carefully the type of language we use when we refer to students. We know that just because a student is in a literacy English class, this does not mean they are not intelligent, competent, and heading towards success. This is why we encourage the use of asset-based terms such as *preliterate students* and *emerging literate students* as oppose to *illiterate* or *low-literacy students*. You will see these terms throughout the book, and we hope you will consider using asset-based language to acknowledge students with the respect they deserve.

BEST PRACTICE

Meaning and Context

In *Stand Out,* we always start with context and ideas, then move toward the sounds and the symbols. In every unit, students will be introduced to a context and words. Words will be associated with pictures to ensure students make connections with meaning. When students make the connection, learning is facilitated. Avoid teaching sounds and symbols outside of context and meaning to ensure effective learning.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

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At-a-Glance Prep

Goal: Students learn the alphabet.

Agenda

- ☐ Introduce one another.
- ☐ Introduce the alphabet.
- ☐ Introduce upper- and lowercase.
- ☐ Introduce writing control.
- ☐ Write letters.
- ☐ Write students' names.

The Welcome Unit does not follow the same structure as the rest of the book. The aim of this unit is to introduce students to the alphabet. Depending on students' previous exposure, lessons may go quickly or take some extra time beyond one class period. Take sufficient time for students to grasp the concepts taught, but be careful not to spend too much time on them. Students are not expected to be literate by the end of the unit and should consider it a resource. Generally speaking, spend no more than between three and five days on the Welcome Unit.

Warm-up

Introduce yourself and write your name on the board. As you write, say the letters out loud. Write slowly so students see that you are writing left to right. Next, show students how many, if not all, the letters in your name have a sound by slowly pronouncing your name. Ask students to repeat. They are not expected to read your name at this point. You might also mention where you are from and show students your hometown on a map.

Introduction

Tell students that today they will learn to spell their names.

Note: On this page, students learn that in English reading happens from top to bottom and from left to right.

BEST PRACTICE

Multilevel Classes

Regardless of pre-assessment, every class is to some extent multilevel. Students may already have some reading and writing skills and have elected to start at the lowest level of your program. Others may speak English relatively well but have no literacy skills whatsoever. Additionally, others' first language may not have a Roman or romanized alphabet. Some students may learn faster than others, and some may be nervous or intimidated due to a short or interrupted time in a formal education environment. Take the time in the first weeks of class to get to know your students and look for creative ways to bring students together to build a supportive community. Expect some students to need to practice certain things many times, while others may move through language goals more easily. Literacy at this stage is a process, not a destination.

Presentation

Walk around the class and begin to learn student names by saying: *Hi, I'm _____. Nice to meet you.* Help the class respond and ask others. With books still closed, play the audio from the first page. Turn to the board where you wrote your name and say the three lines from **A**, with your information, spelling your name.

Practice

A Listen and repeat.

Have students open their books and find the first page. Demonstrate to students the function of the traffic lights by asking what green means and what red means. You could use a flat palm to represent *stop* and a forward moving gesture to represent *go*. Play the audio and have students follow along with their fingers. Don't assume that students understand that English is written and read from top to bottom and from left to right on a page.

Evaluation / Pre-Assessment

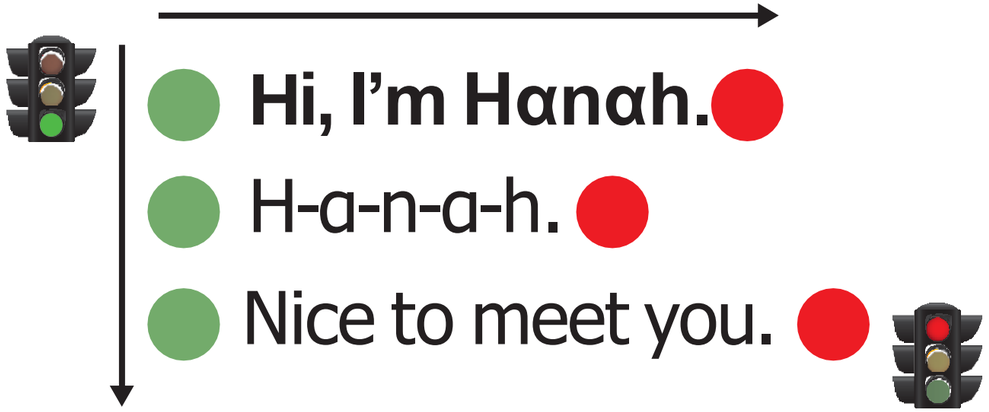
Have students create a student profile that looks like the first page of this lesson with a portrait or a selfie. Make this activity more about drawing than writing to avoid alienating students who have no literacy skills. Have them write the same information about themselves on the page. Students will differ in their ability to carry out this task. The form does not have literacy lines, so you should readily see what students can and cannot do at this stage.

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1 What's Your Name? The alphabet



A

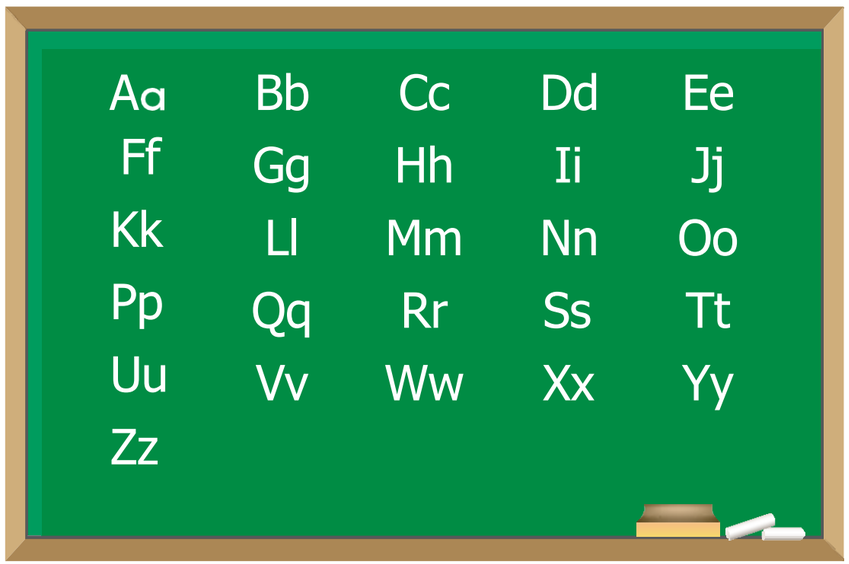


Teacher Notes

A Listen and repeat.

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B



C



Teacher Notes

B Listen and repeat. **C** Play the disappearing alphabet game. Write the entire alphabet on the board. Erase a letter. Students say the entire alphabet. Erase another letter, then two. How long can they continue?

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Presentation

The objective of this page is to introduce students to the alphabet. In Unit 1, students will be asked to spell words in every lesson. They may refer to the next few pages as needed. The better they know the names of the letters, the easier it will be for them to excel in spelling. In preparation for this lesson, consider having students cut out the alphabet cards found on the Spark platform.

B Listen and repeat.

Ask a few volunteers to name some letters they see on the page. You could also write the letters on the board. Say the names of the letters as you write them. Make it into a game: point to letters at random and have the whole class call out the names of the letters.

BEST PRACTICE

Stroke Order

Be careful about presenting stroke in a way that students might confuse arrows or numbers with parts of the letter. Model the stroke order for students, but don't overemphasize it if they are producing a legible letter with a different method. Overcorrection can discourage students, and if the outcome is a legible and recognizable character, they have achieved the goal.

Practice

C Play the disappearing alphabet game. Write the entire alphabet on the board. Erase a letter. Students say the entire alphabet. Erase another letter, then two. How long can they continue?

Write the alphabet on the board. Gradually erase letters and see how much of the alphabet students can remember. You could also create several decks of 26 cards with a letter on each or use the alphabet cards found on the Spark platform. Hand out one deck of cards per group. Students shuffle the cards and then they draw from their group's decks. Each time they draw, they erase a letter from a worksheet showing the alphabet prepared before the class, a piece of paper they wrote the alphabet on, or from the board. The first group to finish, wins.

There are alphabet-learning games available on the Spark platform. For example, you can create a bingo game by having students write letters of their choosing on their personal or team bingo cards. Then students draw random letters from a basket or you can call out letters randomly for them to check off. Another game could be to have students look at the alphabet on the page and circle in pencil the letters they see as you write student names on the board from the class list.

Scavenger hunts can also work well here. Have students use their cell phones to take photos of signs, posters, or any other places in the school where they see the letters. The first individual or group to photograph each and every letter wins.

BEST PRACTICE

Mastery

Students will have plenty of time to learn the alphabet in this course. They will also learn most of the sounds that the letters make. Don't assume that students will master any particular activity before moving on.

Mastery usually does not come from a few days of instruction. By the end of the course, the alphabet will have become second nature. Consistent exposure and practice over time will lead to mastery more effectively than intensive repetition over a short period of time.

Evaluation

Ask for volunteers who feel confident to recite the alphabet to the class.

BEST PRACTICE

Gestures

Be careful with gestures. Unlike numbers, gestures are far from universal. Pointing, for example, can be considered disrespectful, and gesturing with the left hand might also be considered inappropriate in some cultures. The safest gesture would be using an open-handed, palm-up right hand.

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Presentation

On this page, students become aware of upper- and lowercase letters. Refer to the alphabet once again on page 4 or the alphabet cards and show students that there are big, or capital / uppercase, letters and there are small, or lowercase, letters. Write an uppercase *A* on the top left corner of the board and a lowercase *a* on the top right corner. Say *uppercase* and point to the uppercase *A*. Do the same for the lowercase *a*. Now have students mimic you. Begin to say *uppercase* and *lowercase* in random order and point to the letters. Then have students point on their own as you say *uppercase* or *lowercase*. Speed up until you are saying them very fast and students trip up on occasion.

Change the letters on the board to upper and lowercase *D*, *G*, *H*, *M*, *N*, *R*, *S*, *W*, and *Z*. Practice pointing. Do as many letters as seems reasonable.

Note: Students will learn each letter in the upcoming units. They don't need to be able to identify all the letters at this time.

Practice

D Match the uppercase letter to the lowercase letter.

Have students match the first line to demonstrate the exercise. When students are finished, have them check their answers with a partner before going through the answers as a class.

Play Go Fish with the alphabet. Hand out a set of cards (a full set of uppercase and lowercase letters) to groups of three or four students. Each student starts with five cards, with the remainder in a deck face-down. They can ask for cards that match the cards they have (so if someone has a lower case *j*, they can ask for an uppercase *J*). The first students says: *J?* If someone has it, they give that student the card, and now the first student has a pair. If no one has *J*, the rest of the group say: *Go fish*, and the student picks a card from the deck. The person with the most pairs at the end wins.

If the full alphabet is too much, you can split the deck down to between twelve and fifteen pairs.

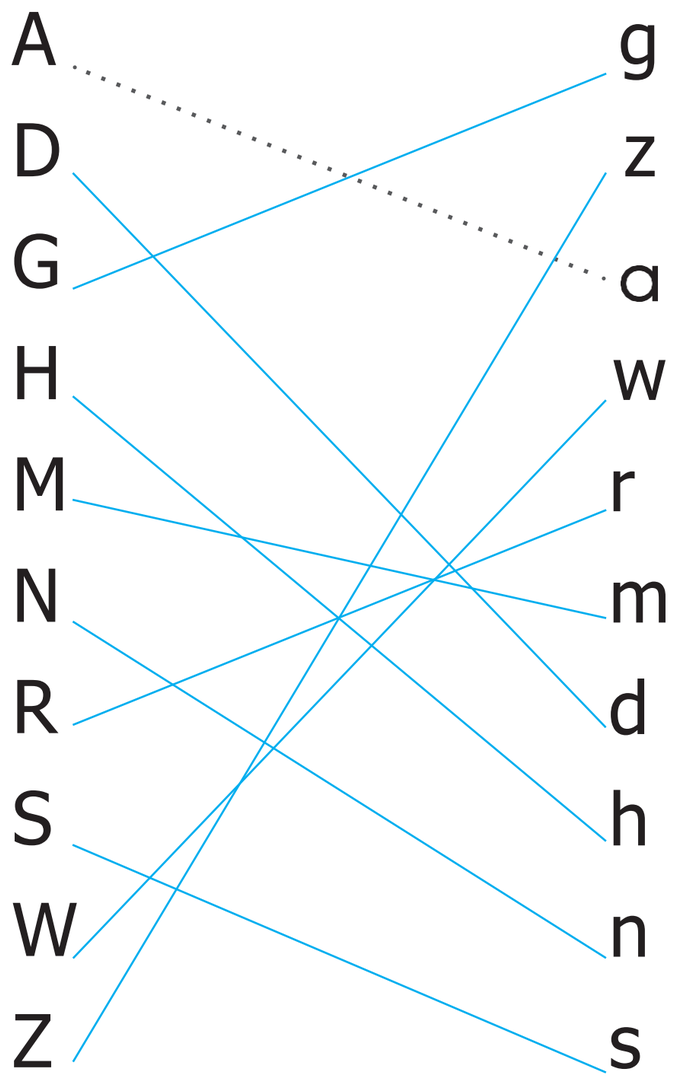
Evaluation

Visit the Spark platform to give students worksheets that provide extra practice with the alphabet and letters. You can have them complete these worksheets in class or as homework.

Instructor's Notes

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D



Teacher Notes

D Match the uppercase letter to the lowercase letter.

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E



F

A A a a

Y Y y y

N N n n

H H h h

T T t t

Teacher Notes

E Write. **F** Trace the letters. Then write the letters again.

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Presentation

On this page, students practice staying within the lines while writing common strokes that form roman alphabet letters. Preliterate students may find it difficult to create shapes and form letters properly. Throughout the course of the book, there will be ample opportunities for students to practice forming letters. These activities and those on the next few pages are intended to help students familiarize themselves with the letters only.

Ask students to look at the shapes and practice creating them. In Unit 1, Lesson 1, students will have more opportunities to practice holding a pencil correctly. You may want to teach students to hold a pencil correctly at this point; however, view correct pencil grip as a recommendation more than a requirement. Encourage using a pencil instead of a pen and not pressing too hard. Students should have, or be provided with, a good quality eraser to remove errors.

E Write.

Have students complete the first activity by practicing writing each shape repeatedly until they reach the end of the line. Help them to see that they should draw shapes that sit on the line. Observe and help as needed.

F Trace the letters. Then write the letters again.

Students will practice staying within the lines. Write a couple of examples on the board showing mistakes, like going above or below the lines. Stress that speed is not important at this point, and they should work slowly. Model the stroke order of each letter one at a time. Have students trace in the air first and then move through writing them one by one as a class. If students are still having problems staying within the lines, practice more with extra resources available on the Spark platform.

Note: The letters here and on the pages that follow are extra-large, but students will progress to writing an 18 point font by Unit 1 and a fourteen-point font by the end of the book, which is the same size as the letters in *Stand Out Basic*. The purpose here is to gradually, but steadily, have students hone their writing to increase legibility and presentation over the period of the course.

Instructor's Notes

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All the letters of the alphabet are traced and written on pages 7 and 8. You can have students do this for homework or do it in class. They should work slowly. Stroke order is shown on the Student's Book inside back cover for reference, should they need it. Suggest that students put a paper clip or to mark the page in a way that they can easily refer back to it as they work through the book, especially when they are spelling or writing letters that they have not extensively practiced. Alternatively, ask students to have their alphabet cards ready for each day of the course.

Teach students to first look at each example and trace it in the air before they write. Do this with them for a few letters to model.

Practice

G Trace the letters. Then write the letters again.

Point to the columns on the page and ensure students understand the difference between uppercase and lowercase. Ask students to practice and complete the two pages by first tracing in the air, then on the book, and concluding by writing the letters. If students are working too quickly and they aren't staying within the lines, tell them to slow down. Some students may believe that finishing first is better. Try to help them understand that this is a semester-long project, and it will take them some time to master.

Instructor's Notes

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G

A A	a a
B B	b b
C C	c c
D D	d d
E E	e e
F F	f f
G G	g g
H H	h h
I I	i i
J J	j j
K K	k k
L L	l l
M M	m m

Teacher Notes

G Trace the letters. Then write the letters again.

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N N n n
O O o o
P P p p
Q Q q q
R R r r
S S s s
T T t t
U U u u
V V v v
W W w w
X X x x
Y Y y y
Z Z z z

Teacher Notes

G Trace the letters. Then write the letters again.

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BEST PRACTICE

Font Familiarity

Point out that there are different fonts, or ways to write letters. Lowercase *a* and *g* in particular have two fairly different forms, called *stacked* (the more difficult one) and *unstacked*. Students don't need to know those terms, but show the example that the font that they are using to write (unstacked) is different than the font in the Teacher Notes (stacked). If necessary, write the two types of letter *a* on the board to help students understand. You may need to revisit this topic a couple of times. For the purposes of this book, the expectation is that students will receptively recognize the stacked form as a variation of lowercase *a* and *g*.

Evaluation

Test students by calling out letters and asking them to trace them in the air. Use the words *uppercase* and *lowercase* to differentiate between the shapes they are expected to trace.

Instructor's Notes

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Presentation

H Listen and repeat.

With books closed, have students listen to the conversation. Practice alternating roles and drilling students on asking the question and giving the answer until they have memorized the exchange. Then have students open their books and follow along with their fingers. Play the conversation several times to give students the opportunity to match the sounds they hear to the words on the page.

Have students practice the conversation with a partner. They should try to do this without writing anything down if possible.

Practice

I Write your name four times.

Have students refer to the previous pages or to their alphabet cards and carefully write their names four times to the best of their abilities.

Evaluation

Evaluate by asking students to show you their work after each attempt in **I** so you can guide them as needed.

Application

J Ask students to line up in alphabetical order by first name.

Make sure to display the alphabet on the board or on a large screen. Have students stand and put themselves in a line in alphabetical order by first name. They can do this by repeating the previous conversation with each other. This is not an easy activity and will likely require intervention, but allow students to try to do it on their own first.

Once students are in order, ask them to each recite their name and see if anyone in the class can recite the name of every student in the class. Students will repeat this activity in Lesson 1 of Unit 1.

Instructor's Notes

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H



I

J



Teacher Notes

H Listen and repeat. **I** Write your name four times. **J** Ask students to line up in alphabetical order by first name.

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2 What's Your Number? Numbers 0-9

A





Teacher Notes

A Listen and repeat. Practice phone numbers using the picture.

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At-a-Glance Prep

Goal: Students learn numbers in English.

Agenda

- ☐ Say numbers 0–9.
- ☐ Listen for numbers 0–9.
- ☐ Write numbers 0–9.
- ☐ Write phone numbers.

Most students will probably know the numbers and know how to count in their own language. It is also not unlikely that they can write numbers. Although there are other writing systems, numbers 0123456789 are used for counting money for international communication. Math could be considered a truly international language. Given these facts, adult students may need to learn to say numbers in English and perhaps write them, but they probably won't need to learn to read them unless they are written out using letters. Therefore, *Stand Out Literacy Foundations* does not delve too deeply into anything more than the fundamental learning of numbers. The Welcome Unit only deals with 0123456789. Later in the textbook, keeping with the goal to prepare students for *Stand Out Basic*, students are introduced to numbers 1 through 100, but will not practice them extensively. Of course, individual teachers may choose to expand number practice beyond what is found in this textbook to meet the individual needs of their students.

BEST PRACTICE

Incidental Learning

Point out the page numbers to students—they are represented in digits but also written out. Students are not required to learn the spelling of all of these at this time, but the book folio is a handy reference, and they can incorporate some familiarity with numbers in words on their own using the page folios.

Warm-up and review

Make sure all student books are closed. If you have a smartphone, show it to the class. Ask students what it is. Write the word *phone* on the board. Replicate what you did with your name in Lesson 1 by writing out *phone* and saying the letters followed by pronouncing and pointing at the letters from left to right. Ask students to show you their phones. Take note of students who don't have phones so later you can ensure that they are literate in numbers in their first language. Students with phones are likely literate with numbers.

BEST PRACTICE

Goals or Objectives

In every lesson, students should be aware of the lesson objective. This is generally expressed in teacher talk such as: *By the end of class, students will be able to . . .* Knowing the objective helps students to understand what is expected and helps them to measure their progress. It is a good idea in the introduction of the lesson to state the goal / objective. A more accessible word and the word usually used throughout *Stand Out* for students is *goal*. At an emerging literate and other emerging levels, routine and solid structure helps to make students feel comfortable.

Introduction

Write on the board: *Today, we will learn to share phone numbers*. Students might not be able to read the goal, but it is good practice to write and read it to introduce the lesson every day. By the end of the course, students will be able to read the goal for the day.

Play the audio for the image on the first page of this lesson. Write the word *number* on the board following the same process as before; by spelling first and then pronouncing while pointing. Help students learn the word *my* at this point. They may have heard it and perhaps practiced it in Lesson 1. There is no need to write it for now. Say: *My name is* _____. Gesture to a student and, while looking at the student, say: *Your name is* _____. Repeat these two sentences with other students until you are confident that students understand the meaning of *my* and *your*.

A Listen and repeat. Practice phone numbers using the picture.

Have students open their books. Play the audio. Have students listen and repeat the conversation several times.

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Presentation

On this page, students learn to count and recognize numbers. With books closed, count the number of desks in the classroom. Write the word *desk* on the board and read it following the established process. Write the number next to it. Of course, there will probably be more than nine, but this is merely to introduce counting to students.

Find objects in the room to count and ask students to help you if they feel comfortable. For example, you might have two doors in the class, so count them out loud. Have students repeat and then count with you.

B Listen and repeat.

Have students open their books and look at the first image on the page. In the presentation of the lesson, check what students already know, give them new information, and prepare them for practice. If you notice that all the students know numbers, you can move quickly through this lesson. If you see that even one or two are struggling, spend more time here. Once you see that students can recognize numbers when they hear them, have them do the next activity on the page.

Listening Script

0… 1… 2… 3… 4… 5… 6… 7… 8… 9

Practice

C Listen and circle the number you hear.

Play the audio a few times and ask students to circle the right answer. Do the first one with them to help them understand what to do. Use the Classroom Presentation Tool if it is available.

Listening Script

a. five
b. eight
c. zero
d. nine
e. two

Evaluation

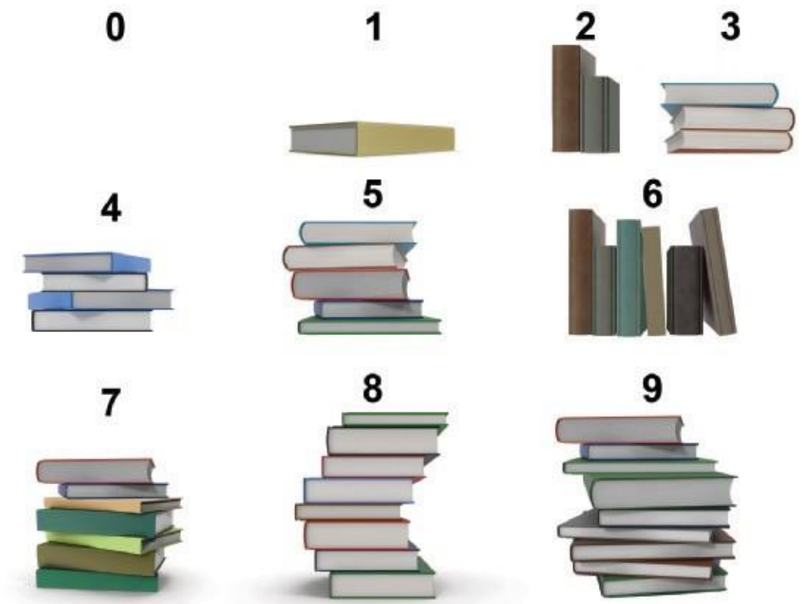
Check for student understanding and try to ascertain if students know the numbers without counting from 1 to figure out what they are. They should be able to identify numbers readily by hearing them without a delay.

Note: Reading the words for numbers is not taught in this lesson. Students will get practice reading numbers as the letters are introduced throughout the book.

Instructor's Notes

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B



C

a.	0	1	2	3	4	(5)	6	7	8	9
b.	0	1	2	3	4	5	6	7	(8)	9
c.	(0)	1	2	3	4	5	6	7	8	9
d.	0	1	2	3	4	5	6	7	8	(9)
e.	0	1	(2)	3	4	5	6	7	8	9

Teacher Notes

B Listen and repeat. **C** Listen and circle the number you hear.

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D

0 1 2 3 4 5 6 7 8 9

E



4



1



7



3



1



2



3



6

Teacher Notes

D Trace. Write the numbers.

E Count. Write the numbers.

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On this page, students demonstrate that they can write numbers. Write the numbers 0–9 on the board. Review each number and quiz students for reinforcement by picking random numbers and asking the class to say them. Consider having students quiz themselves in pairs if possible.

D Trace. Write the numbers.

Have students trace and then write each number. Check to see that they can write the numbers while staying in the lines.

E Count. Write the numbers.

Say the names of the objects. Have students repeat. Count the objects in each photo. Have students repeat with you. Then have students write the correct number of objects in each photo.

If you are teaching online, make use of the chat function as much as possible. Display groupings of different items you find online and give students a moment to count. Then have them enter the number they see in the chat. If you first want to have them practice receptive skills, you can also use a poll feature to have them select the correct number first, and then escalate the challenge by having them produce it in the chat after a certain number of rounds. If you do use a poll feature, keep the numbers in order to make it as accessible as possible for students.

Instructor's Notes

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Presentation

On this page, students will listen and write the number they hear. Ask students to close their books and look around the room. Ask questions like: *How many doors are in the room? How many trash cans are in the room? How many desks are in the room?* You will likely have to help them a lot, but this is the beginning of their understanding of certain phrases and taking risks. Be sure to show students the item you are asking about and then count it yourself first with them repeating. Then write the number on the board.

If you are teaching online, project an image of a classroom instead. It is important that everyone has the same frame of reference.

BEST PRACTICE

Risk-taking

Students will learn much faster if they take risks. This means that a good teacher must challenge students and give them tasks on occasion that may be one level too difficult for them. When students accomplish the task, they grow in confidence and are willing to take additional risks by guessing and critically working out issues before asking for help. This, of course, needs to be introduced gradually, and a sensitive approach to student pride must always be taken into consideration.

Practice

F Listen. Write the number. Repeat.

Point out the numbers in the exercise. Tell students the numbers represent phone numbers. Explain that they will listen to phone numbers and fill in the missing numbers. Tell students that you will play the audio so that they can listen to the numbers but that they should not pick up their pencils yet. Play the audio. Then ask them to pick up their pencils. Play the audio and have students write. Play the audio as many times as needed. When students have completed the exercise, have them read the phone numbers out loud as a class. Then ask individual volunteers to read each item. Call students' attention to the box. Point out that there are two ways to write the number 4.

Listening Script

a. 714 - 555 - 3739
b. 469 - 555 - 1066
c. 212 - 555 - 1570
d. 786 - 555 - 3886
e. 818 - 555 - 3754

G Write your phone number two times.

If students don't want to share their personal phone number, be prepared to give them a fake number to copy, or write a handful of fake phone numbers on the board. Help students see the different formats used with phone numbers in the United States. For example: 714 555 3333, 714.555.3333, or 714-555-3333. Parenthetical format, e.g. (714) 555-3333, is likely fading away, so only present it if you see it frequently in context.

Evaluation

See how well students perform this activity. If they are still struggling, do more practice on the board or visit the Spark platform for more resources.

BEST PRACTICE

Easy Wins

With a mere ten words, students can say any phone number in the entire world in English. When you get into topics that might actually be easier than students might think, based on their native language, point this out to them. Other languages often read off phone numbers in pairs, needing numbers up to 99, but in this case, it might be a pleasant surprise for students to learn that saying phone numbers in English is actually a much more accessible goal. As soon as they can say, understand, and recognize all ten single digits, they can get and give any phone number they may need.

Application

H Play a number guessing game.

Put students in groups of three or four. Ask one student to write a number on a piece of paper and tell them not to share it with the other students in the group. Have the other students take turns to guess the number. The one who guesses the number closest to the one on the piece of paper, wins.

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F

a. 7 1 4 – 5 5 5 – 3 7 3 9

b. 4 6 9 – 5 5 5 – 1 0 6 6

c. 2 1 2 – 5 5 5 – 1 5 7 0

d. 7 8 6 – 5 5 5 – 3 8 8 6

e. 8 1 8 – 5 5 5 – 3 7 5 4

4 = 4



G

H



Teacher Notes

F Listen. Write the number. Repeat.

G Write your phone number two times.

H Play a number guessing game.

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3 Follow Instructions

Instructions

A



B



Open



Close

1. Open your books to page 175, 1-7-5.
2. Open your books to page 33, 3-3.
3. Close your books.

Teacher Notes

A Listen and repeat. B Listen and repeat.

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At-a-Glance Prep

Goal: Students learn high-frequency instruction words.

Agenda

- ☐ Follow instructions to open and close books.
- ☐ Follow instructions to listen, repeat, write, and practice.
- ☐ Follow instructions to underline, circle, and check.
- ☐ Follow instructions to spell.

The goal of this lesson is to prepare students to follow directions in class and to interpret the directions to the exercises. Every lesson will have one to three sight or high-frequency words. These words in this lesson could be considered high-frequency words, but students are not required here to spell them. They are only expected to say them and to recognize them. However, throughout the textbook, students will be asked to add to their bank of high-frequency words. Supply students with flashcards or ask them to make their own flashcards. Flashcards are often available at office supply stores for a few dollars and sometimes include a cover and a ring to keep them together. There are also a number of apps available that allow students to create easily accessible flashcards on their phones or laptops. Students will write the high-frequency words on one side and draw or paste a picture on the reverse. If they provide a translation in their own language, including that with the picture will further reinforce their literacy skills across languages.

Make sure you point out the contents on the inside front cover of the Student's Book. This legend will be a useful support for them in decoding and eventually reading direction lines as they move through the book.

Warm-up

Start the class with books closed and teach students a few commands. For example, sit in a chair and say: *Stand up*, then stand up. Ask students to do the same. Then say: *Sit down*. Once students have a handful of commands, play a Simon Says game. Make it as competitive as you think students would like it. Commands could include: *stand up*, *sit down*, *turn around*, and *raise your hands*. It isn't necessary to teach many commands for this to be a fun activity. Show students that they must only follow directions when you start the command with *Simon says*.

Introduction

Tell students: *Today we will learn to follow instructions*. When you write *follow instructions* on the board, say the letters followed by sounding out each word. You might start writing the date on the board now as well and continue to do so in every lesson. Follow the same process of spelling and sounding out the words. Write words and not just numbers, such as *September 13, 2024*.

Presentation

Open a book and say: *Open*. Close your book and say: *Close*. Repeat this a few times so students understand. Ask them to repeat with you a few times.

Practice

A Listen and repeat.

Play the audio and ask students to repeat. Then, in pairs, ask students to tell each other to do the action.

BEST PRACTICE

Words to Actions

Avoid practicing language without a context or in isolation from its meaning. Students will not glean the same results from repeating a word several times as they will from carrying out an action while they say the word, especially if the action is useful or meaningful.

B Listen and repeat.

Have students do items 1–3 by turning their books to the pages and then closing their books as they listen. Do this first with books closed and then have them open their books. Give them other page numbers and have them open their books to them. To make this more challenging, ask students to tell you the first letter at the top of the page when they turn to it.

Note: The teacher, as in the audio, should say each individual number of any numbers over 9 after saying the full number (e.g., *page 86, 8–6*).

Evaluation

As students do **B**, observe where they turn to in their books. Expand the practice if students find it challenging.

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Presentation

Ask students to close their books and then put your hand to your ear and say: *Listen*. Write *listen* on the board, spelling as you go. Then point to the letters and sound them out. Repeat the word *listen* and say: *My name is* _____ in a whisper so students can't hear. Put your hand to your ear and say it a little louder and increasingly louder until it is loud enough that they can eventually hear it.

C Listen and repeat.

Have students point to the pictures as they listen to the audio a few times. Teach them the meaning of *repeat* by saying words they have already learned or their names. It is likely that you have already taught them this word in earlier practice. The same may be true for *write*. To confirm that they know these words, have them do the practice. Quiz them first by pointing to one of the four pictures as you say the four words.

BEST PRACTICE

Managing Expectations

For better or worse, the words English relies on in direction lines can be quite challenging phonetically. Words like *listen* and *write* have silent letters; *read* is even more challenging when you put it in the past tense; the *c*'s in *circle* make two different sounds. It's OK if it takes students time, well beyond this unit, to learn these words. If they find them challenging (and they might not even realize how challenging they are until later in the curriculum), it's OK to validate that. Tell them not to worry about understanding why there is a *w* in *write* or why *c* has two sounds; the goal now is simply to recognize these words as they are presented, without students feeling like they are at a deficit if they don't understand the mechanics of the spellings. Remind them that native speakers often don't either!

Practice

D Listen and circle the correct answer.

Tell students you will play the audio but they should not circle anything. Do item 1 with the class. Then play the audio again for students to circle what they hear.

Listening Script

1. repeat
2. write
3. repeat
4. listen
5. practice
6. listen
7. repeat
8. repeat

Evaluation

Teach students how to compare each other's answers and check their work in pairs. Peer correction is a great tool for those students who don't usually volunteer answers in class due to a lack of confidence in speaking in front of a crowd. Peer correction can also help to confirm any queries students may have but that they don't yet know how to explain to a teacher.

Instructor's Notes

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C



Listen. Repeat. Write. Practice.

D

1.	a.	(b.)	c.
2.	a.	b.	(c.)
3.	a.	(b.)	c.
4.	(a.)	b.	c.
5.	a.	b.	(c.)
6.	(a.)	b.	c.
7.	a.	(b.)	c.
8.	a.	(b.)	c.

Teacher Notes

C Listen and repeat. D Listen and circle the correct answer.

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E



Underline.

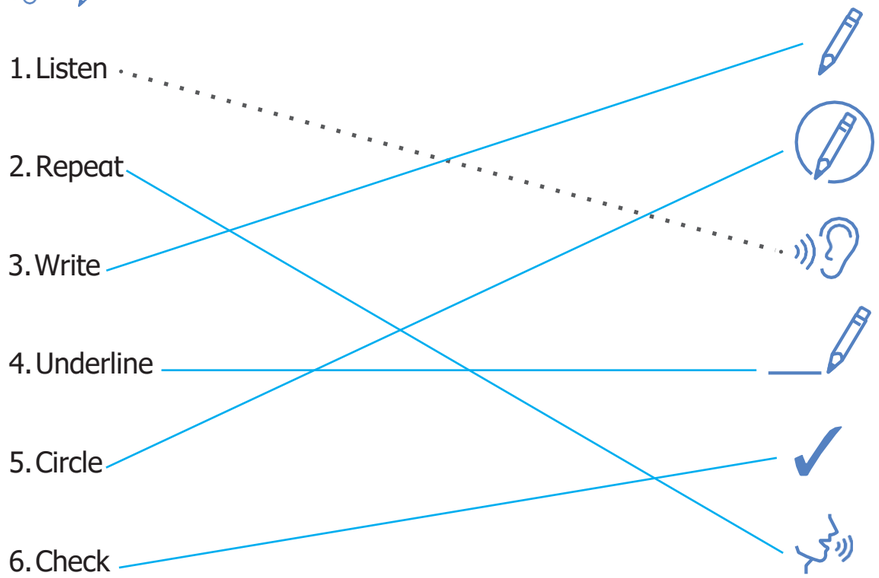


Circle.



Check.

F



G



Teacher Notes

E Listen and repeat. F Listen and match. G Play. Listen. Practice. Hold up the word / notecard.

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Presentation

With books closed, demonstrate examples of *underline*, *circle*, and *check* on the board. Teach students an action for each word.

E Listen and repeat.

After students repeat a few times, divide the class into teams and make space for them to run to the board. If you have flyswatters, use them. Draw the icons / words on the board. Do an action and have one student from each team race to the board to swat the correct word. The first one to the board gets a point.

Note: Before engaging your class in some of these more physical and kinesthetic activities, take into consideration any accessibility issues that may occur for some of your students and adjust accordingly. It is always important to be sensitive to the individual needs and feelings of each and every student in your class.

Play a Memory game. Give pairs a set of cards with the words *underline, circle, check, listen, repeat, write, practice,* and separate cards with pictures for each of those words. Lay all fourteen cards face down; in pairs, students take turns turning over two cards at a time and looking for a match.

You can also do another version of Go Fish with these cards and words, perhaps including some uppercase and lowercase letter pairs to expand the deck.

Practice

F Listen and match.

Test students' knowledge by having them do the matching activity on their own. Do the first one with them to make sure they understand what to do.

Evaluation

G Play. Listen. Practice. Hold up the word / notecard.

Use the following task to evaluate students' grasp of what they have learned. Have students write the three words from **E** on separate cards or small pieces of paper the best they can. When you say the word, they choose the corresponding card and raise it.

You can also use all six words from **F** for this exercise. Another variation would be to do a round of charades: as you do the action, they hold up the correct card and say the word. Students can also act out the charade if you choose.

Instructor's Notes

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Presentation

Repeat the activity you did in Lesson 1 in which you introduced yourself and asked for students' names, for example:

Teacher: *Hi, my name is _____. What's your name?*
Student: *Nice to meet you. My name is _____.*

You can write the conversation on the board, but students do not need to copy it. At this point, it is more important that students learn to practice the conversation. Ask students to practice the conversation in pairs. Then have students switch partners with another pair and repeat.

H Listen and repeat.

Have students open their books. Play the audio. Have them repeat the conversation. Practice the second part of Felipe's line *(What is yours?)* and have students walk around again, giving and asking for names.

Practice

I Listen. Repeat.

Have students listen to and learn the word *spell*. Write the word *spell* on the board, saying each letter as you write it, followed by pronouncing it by pointing to the letters as you say the sounds.

J Practice. Spell your name.

Ask students to refer to Lesson 1 in this unit and the letter resource if they need help spelling their names. Avoid helping them directly. This will give them experience referring to the alphabet pages.

Have students walk around the room practicing the conversation with different students.

Evaluation

Observe students as they practice the conversation. Note students' ability to use letter names correctly. Review the alphabet with the class as needed.

Application

Write all the high frequency words from this lesson on the board: *open, close, listen, repeat, write, underline, circle, check, spell,* and *practice*. Do actions for each word and as you do the actions in random order, have students say the word.

If you find it challenging to come up with an action for *spell*, you can just say *ABC*. Again, this is a good moment to consider a game of charades to get students up and out of their seats.

Instructor's Notes

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H



I

A: Please spell your name.

B: A-m-a-d.

J

A: Please spell your name.

B: _____

_____

Teacher Notes

H Listen and repeat. I Listen. Repeat. J Practice. Spell your name.

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Quiz

A

B

C

1.	a.	b. ABC	c.
2.	a. ___	b.	c.
3.	a. ✓	b.	c.
4.	a.	b.	c.
5.	a. ABC	b. ___	c.

Teacher Notes

A Write your name. **B** Write your phone number. **C** Listen and circle.

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Starting with Unit 1, each unit in the textbook contains a quiz as well as a review section called *Put It Together*. These features are important to help you evaluate individual student progress. Take notes on this page or in a notebook of student needs as and when they arise.

BEST PRACTICE

Formative Assessment

Assessment is crucial for various reasons. Formative assessment is assessment that leads to adjustments in instruction and learning as well as additional review. Observations, practice, and formal assessments can help identify student needs. Observing each activity helps. Also taking the time to quiz students on their progress can be enlightening. The quizzes in this text should be done with little to no intervention by the teacher to get an accurate picture of what students know and don't know, as well as what they can and can't do. This doesn't mean there needs to be a grade assigned or points delivered.

A Write your name.

Have students write their names. We suggest not translating or interpreting the direction lines here. However, since the formation of letters begins in Unit 1, students can refer to Lesson 1 for this activity.

B Write your phone number.

Have students write their phone numbers. It is suggested not to translate or interpret the direction lines here. Since numbers will not be covered extensively in the book, it is preferred that students attempt to write their phone numbers without referring to Lesson 2.

C Listen and circle.

Play the audio. Each item is repeated twice. We suggest you don't play it more than once to get an accurate picture of what students understand at this point. However, if students do not fare well in this activity, there is no reason for concern because they will be exposed to these words continuously throughout the textbook. Consider this more an opportunity for them to show what they do know, rather than to highlight what they don't.

Carry out a brief speaking assessment. Ask students to spell their names, and to tell you their phone numbers, or give them a phone number to recite. You can also give them the direction word icons, and ask them to choose two or three and say the word the images represent. This way, they can choose not to say the ones they don't yet know.

It is important to incorporate speaking into assessment, as that might be an area where some students shine and it can help offset any frustrations with reading and writing. Recognize and validate whatever progress students are making, even if it is not equal across all four skills.

Listening Script

1. spell
2. repeat
3. check
4. close
5. underline

Instructor's Notes

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A Write or draw a word for each square. Listen. Play.
(Word list: listen, repeat, write, underline, circle, check, spell, practice, name.) The first student who gets three in a row wins.

Play Bingo. Students can write the words in any order. Give them the list of words to draw from: *open, close, listen, repeat, write, underline, circle, check, spell,* and *practice.* Read these off in a random order. Students mark a square if and where they see the corresponding answer on their card. The first student to have a complete row horizontally, vertically, or diagonally wins. You can also repeat this activity with numbers and upper- and lowercase letters if you choose.

The *Stand Out* Worksheets include blank bingo cards. Bingo is an effective way of reinforcing student language, and you can use it whenever you are looking for another opportunity to practice. It's fine to expand the bingo board from 3 × 3 to 4 × 4 or even 5 × 5 if you have enough material to work with. This is also a great activity format to repeat in Units 1 and 2; students will not have another explicit lesson on direction line words, so you will want to build in activities to review them as they begin to appear in the direction lines of the exercises.

Instructor's Notes

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Bingo

A

Teacher Notes

A Write or draw a word for each square. Listen. Play.
(Word list: listen, repeat, write, underline, circle, check, spell, practice, name.) The first student who gets three in a row wins.

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Warm-up

Write the alphabet on the board. Write both uppercase and lowercase letters. Greet students. Say: *Hi! What is your name?* When the student responds, ask: *How do you spell . . . ?* Write the names on the board as they spell them to you.

Before You Watch

A Write the missing uppercase letters.

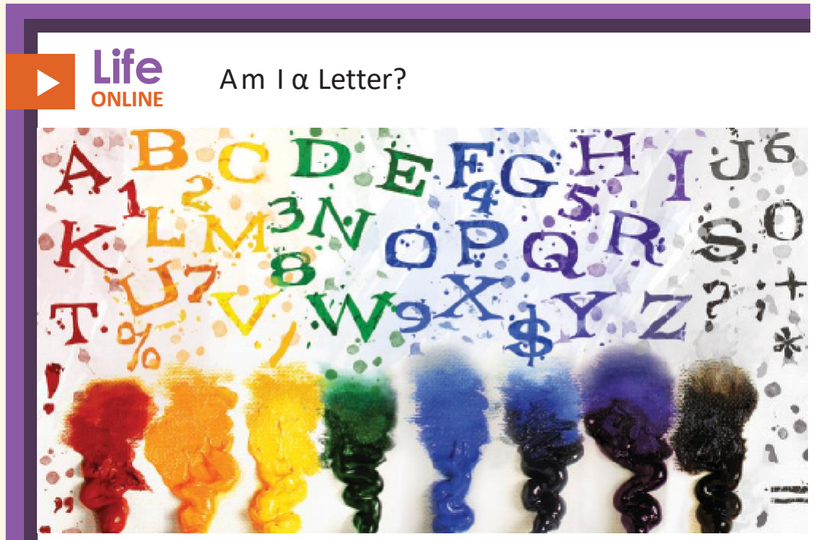
Point to the uppercase alphabet letters you wrote on the board in the Warm-up and say the letter names. Have students repeat. Erase the uppercase letters that are missing in **A**. Ask volunteers to come up and write the missing letters. Then have students complete the activity in their books.

B Write the missing lowercase letters.

Point to the lowercase alphabet letters on the board and say the letter names. Have students repeat. Erase the lowercase letters that are missing in **B**. Ask volunteers to come up and write the missing letters. Have students complete the activity.

C Write the missing numbers.

Write the numbers 0–9 on the board. Say the numbers and have students repeat. Erase the numbers missing in **C**. Have students complete the activity.



D Circle the letters.

Point to uppercase and lowercase letters on the board and elicit their names. Point to the numbers and elicit their names. Explain that there are letters, numbers, and symbols in this activity and that students have to identify the letters and circle them. Have students complete the activity. Call students' attention to the box. Point out that there are two ways to write *a*.

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D

Am I a letter?

1. 9	P
2. E	3
3. S	$
4. a	@
5. !	I

a = a

E ✓

F

al@mail.com	al at mail dot com
han@here.edu	han at here dot edu
val@mail.com	val at mail dot com

Email: name @ mail dot com

G

Name: _____

Email: _____

Password: _____

Teacher Notes

D Circle the letters. **E** Watch the video and check answers in **D**. **F** Listen and repeat the email addresses.
G On a separate piece of paper, have students write their login credentials.

(perhaps upper- and lowercase), numbers, and symbols. As a class, write a "secure" password on the board. Then have students complete the activity with their own information.

While You Watch

E Watch the video and check answers in D.

Explain to students that they will watch a video about letters, numbers, and symbols. Tell them to just watch the first time and then write checks for their answers in **D**. Play the video as many times as needed to make sure students understand that they are identifying letters, numbers, and symbols. Have students complete the activity from the video. Check answers as a class.

After You Watch

F Listen and repeat the email addresses.

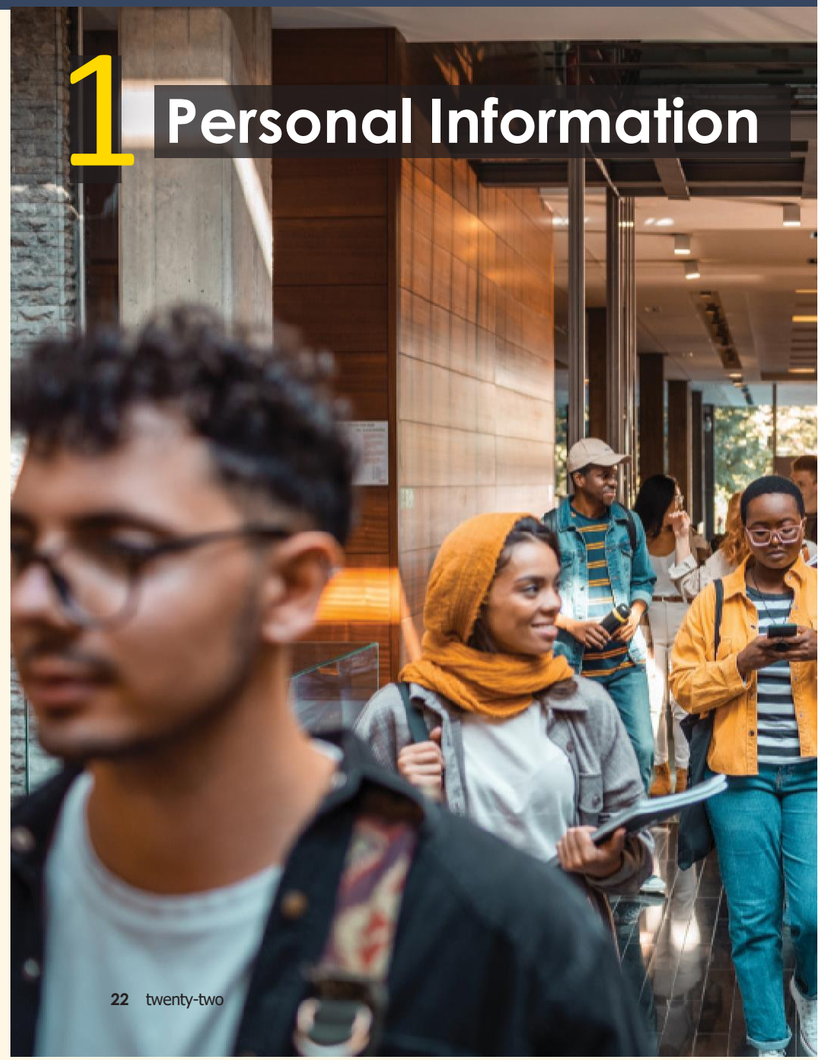
Write an email address on the board. Explain what an email address is. Read the email address on the board and have students repeat. Point out the @ symbol and the period. Then ask students to follow the text with their finger as they listen to the audio. Play the audio for **F**. Play the audio again and pause so that students can repeat. Now play the entire audio and have students point to the words in the box. Explain that these are the elements of an email address, in the correct order.

G On a separate piece of paper, have students write their login credentials.

Explain that students will need an email and a password to log into the OLP in Spark. It must contain in order for the password to be secure: letters

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1 Personal Information



Unit Outcomes

Letters: *n, h, wh, w, m, r, a*
Words: *name, happy, where, what, from, live, first, last, this*

Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit and to discover what they may already know. Recognizing contexts and formats is a reading skill, even if students can't read the full contents. This is also a good moment for you to notice what students may already know.

Write the following words on the board: *name tag, driver's license, phone.* Have students pronounce each word as you point to it. Then practice pointing to the picture of each item in the book. Do a listening exercise in which you say the word and students point. Reverse the exercise by pointing and having students say the words.

Repeat the exercise above with more specific information about each item, adding these words to the board: *name, address, phone number.* Ask students to point to the parts of the picture where they may see these items. There may be more than one!

Flashcards will be very important to students as they begin to learn new words. Have a stack of index cards in your classroom ready to pass out to students or ask them to purchase a package of their own. They will be using them in class every day.

Have students make flashcards with the words written on the board. Have them write one word / phrase on the front of the card. On the back, they can draw a picture of that item (*phone*), write their information (*number*), or the translation in their own language. Then have them practice in pairs with their flashcards. At this point, they can just say the words, or one student can say a word and the other can show the flashcard or point to the item in the book.

BEST PRACTICE

Font Familiarity

At this early stage you might need to remind students that lowercase *a* has two forms: stacked (a) and unstacked (*a*) and that the two forms are the same letter. Unstacked is easier to write and is what they will usually see in handwriting. No need to explain the words *stacked* and *unstacked* at all.

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Teacher Notes

Point to the cell phone. Point to the address.
Point to the driver's license.

BEST PRACTICE

Topic Check

When teaching how to share personal information, be mindful of the fact that students may have special characters or different capitalization patterns in their names. Get into the habit of checking in with the class and thinking about whether there are specific details related to your students that you should be adding into the instructional flow. You know your students' needs best!

BEST PRACTICE

Building Book Fluency

The Welcome Unit does not have any student direction lines. *Stand Out Literacy Foundations* gradually increases what is asked of students in the activities to move them towards the level of activities in *Stand Out Basic*; now, students are being exposed to eight target high-frequency instruction words, supported by icons. Remind them that they can see a key for these in the inside front cover. In Unit 2, the icons that support the meaning will start to appear less frequently, and eventually they will disappear. While we work on target letters and words, we also want to build students' skills to interact with material in a more direct manner by acquiring these high-frequency direction line words as sight words.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

BEST PRACTICE

Blending

Blending is an essential part of reading with the help of phonics. For children, three letter words with a consonant, a vowel, and another consonant are often used to help them understand the principle of blending. However, research shows that adults need less help and can manage with larger words. Throughout the book, the teacher should sound out words that are simple and clear without spelling issues. This will help students imitate the teacher and begin sounding out many words on their own. Each time students sound out a word, they get closer to reading effectively.

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1 What's Your Name? n

A Listen. Repeat. *n* *n* *n* *n*

B Listen. Repeat.

NEW ADULT SCHOOL	
School Application	
First name: *Neda*	**Last name:** *Mendoza*
Phone number: *714-723-9999*	

C Listen. Circle.

1. (a.)  b.  c. 
2. a.  b.  (c.) 
3. (a.)  b.  c. 
4. a.  (b.)  c. 

Teacher Notes

A Listen and repeat the *n* sound. **B** Listen and repeat. **C** Listen and circle words that begin with *n*.

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At-a-Glance Prep

Goals: Practice *n* and *N*; write your name.

Agenda

- ☐ Learn about the letter *n* / *N*.
- ☐ Learn about school applications.
- ☐ Write the letter *n* / *N*.
- ☐ Ask for names.
- ☐ Write the word *name.*
- ☐ Write your name.

Warm-up

With books closed, write *name* on the board. See what students know. Write *first name* and *last name* on the board and write your first and last names above each word. Then say: *My name is* _____. *I am the teacher.* Go around the room and ask students their names.

T: What's your name?
S: My name is _____.

Write this on the board and help students see each word separately as you pronounce them. Students should not be writing at this time. Names are important. Students feel part of a community when they know each other's names. Spend a significant amount of time helping students practice asking for and saying each other's names.

Introduction

Write the letter *n* on the board and tell students they will learn this letter today. Underline the *n* in *first name* and *last name* that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letter with your finger on the board and ask students to do the same in the air.

A Listen and repeat the *n* sound.

Play the audio. Have students follow along in the book and repeat. Help students learn to pronounce the *n*. It is a nasal sound. A flat tongue goes just behind the teeth and the jaw drops a little. Students should feel a vibration in the nose if they are doing it correctly. Have a list of words ready (some that begin with *n* and some that don't) and have students stand up or raise their hands when they hear words that start with *n*. For example, *book, nose, notebook, pencil,* and *paper*. Take the opportunity to include any words that might be relevant to your classroom community, be it names or countries or something else (*Nicaragua, Nina,* etc.).

Presentation

B Listen and repeat.

Use the classroom presentation tool (CPT) or other visuals (e.g., board or flashcards) to show students how to track the words as they listen. Write words with the target sound on the board. Exaggerate the *n* sound so they can distinguish it within the words. If you have an application form for your school, show them where it asks for first and last names.

Extension

You might consider making copies of the application form and having students find any other words with the letter *n* in them.

Practice

C Listen and circle words that begin with *n*.

Ask students to listen carefully to three words. One of them begins with the letter *n*. Make sure students understand that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do item 1 together as a class. You may have to play the audio several times until they understand the process. You may also have to pronounce each word yourself for clarification. At first, only ask students to identify the initial *n* sound.

Listening Script

1.	a. name	b. book	c. desk
2.	a. door	b. headphones	c. numbers
3.	a. 911	b. board	c. chair
4.	a. trash can	b. notebook	c. hat

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D Circle the letter *n*.

See how much students can do with minimal support. If you see issues, do some more tracing and visual clues. Have students check each other's work.

Turn to the inside front cover and go over the direction line words. Can students find the words with the letter *n*?

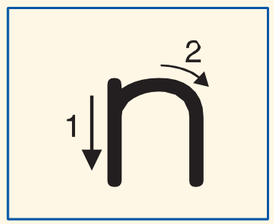
Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *n* so the sound is very clear to students. Check that all students did **D** correctly and have them repeat the *n* sound one more time.

Presentation

E Write *n*.

Write the letter *n* on the board. Model the correct stroke order as shown below. Then trace the letter with your finger on the board and ask students to do the same in the air. Have a few students come to the board and do the same. Every time the *n* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines and that the top of the *n* is on the dotted line. Then have students complete the activity in their books. Make sure students write slowly at first. Tell them there is no rush.



BEST PRACTICE

Stroke Order

Students may mistake the lines showing stroke order to be part of the letter. Clarify this for them by showing the strokes as you write. Tell them this is the suggested order, but apart from that, move on. It's not critical that they overfocus on stroke order as long as what they produce is legible, especially as much of the writing they produce in real life will be digital.

BEST PRACTICE

Holding a Pencil or Pen

If necessary, go over the best ways to hold a pencil with students and show some examples for both right-handed and left-handed students. Encourage a standard grip, but don't overemphasize it. Holding a pencil can be a personal thing. Some students have been doing it one way for many years, and changing the grip may actually make their writing less legible or be an additional barrier to making progress. Ultimately, it is their choice. Some people hold pens in unique ways and are still successful; however, having a good grip is less strenuous, and the writing is generally more legible.

Practice

F Listen. Repeat. Write *n*.

First, ask students to listen to the *n* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

Check students' work. Say the four words and have students repeat. Provide clarification on the pronunciation and written form of the letter *n*, as needed.

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D Circle.

n	m	n	n	m	n	m	m	n
n	n	h	n	m	h	ɲ	m	n
n	h	n	n	n	m	u	ɲ	n

E Write *n*.

ɲ n n n n n n n n n n n

n n n n n n n n n n n n

n

n

F Listen. Repeat. Write *n*.



1. __n__ame

7 8 9 2. __n__umbers



3. __n__urse



4. __n__otepad

Teacher Notes

D Circle the letter *n*. E Write *n*. F Listen. Repeat. Write *n*.

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G Write *N*.

N N N N N N N N N

N N N N N N N N N

N

N

H Listen. Repeat. Write *N*.

Her name is **N**ancy.

His name is **N**ate.

Her name is __N__ancy.

His name is __N__ate.

Teacher Notes

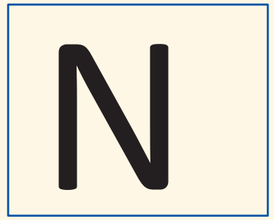
G Write *N*. H Listen. Repeat. Write *N*.

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Presentation

G Write *N*.

Write the letter *N* on the board. Model the correct stroke order as shown below. Then trace the letter with your finger on the board and ask students to do the same in the air. Have a few students come to the board and do the same. Every time the *N* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines. Then have students complete the activity in their books.



BEST PRACTICE

Stroke Order

It's up to you to decide how much you want to present / focus on stroke order. If you show the letter with the arrows (and perhaps numbers), make sure that it is clear to students that those arrows and numbers are not part of the letter. Many students, including left-handed writers or students with different pencil grips, may approach forming a letter from a different direction but with equally valid results.

Practice

H Listen. Repeat. Write *N*.

Show students the difference between upper- and lowercase. You might say *small* and *big letters* or *capital letters* initially. Write the first sentence on the board. Stress through hand signals and by using the board that names, like *Nancy*, start with a capital or uppercase letter. In later lessons, they will learn that sentences also start with uppercase letters. Write a few students' names on the board and underline the capital letters to stress your point. It's not important that students know all these letters, but they will most likely know the ones in their own names.

BEST PRACTICE

Capitalization

Capitalization can be a difficult topic to teach without the reference point of proper nouns. If your students need to understand starting their name with a capital letter, as a first step, you can say that words about important things start with a capital: your name, your city, your country.

Evaluation

Check students' work. If they are struggling to stay in the lines, make sure they have literacy paper to continue practicing for homework.

Instructor's Notes

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Presentation

Reestablish the context by going up to a student (if appropriate) and shaking the student's hand. Say: *Hello. My name is ____. What's your name?* Do this a few times.

I Listen and repeat.

Go over the dialog several times. Write the dialog on the board and ask students to come up and underline all instances of *n* and *N*. Use different techniques to teach dialogs, such as having students repeat after you. Remember that, although this is a literacy course, it is also an English course, so it's important that students have a chance to practice without writing first. Write the dialog on the board and ask students to come up and underline all instances of *n* and *N*.

Practice

J Practice the conversation in pairs.

Show students how to practice with their own names by erasing *Nuan* and *Niu* from the dialog on the board. Write lines and add student names. Practice with individual students and then ask them to practice with a partner.

Consider printing pictures of a few well-known (or made up!) people or characters with their names on them. Try to use people whose names start with *N* (first names only: Nelson Mandela, Neil Armstrong, Nemo, Nala). Hand the pictures out to students and have them repeat the conversation again with those names, changing as many times as they need to master it.

Evaluation

Listen carefully to student participation and have several volunteers come to the front of the class to demonstrate.

Presentation

Write the alphabet across the board in capital letters. Ask students to come up and identify what letters are in their first name. You might mix it up and ask for last names and first names.

Practice

K Listen and repeat.

Play the audio and have students repeat. Model the conversation with a few students. Refer students to the Welcome Unit and practice reciting the alphabet. Use the words on the board to do the same. Make sure students can spell their own names. Give assistance where necessary. Have students practice the conversation with a partner.

Evaluation

Evaluate students' grasp of what they've learned with the following activity.

L Practice the conversation. Line up by last name.

To demonstrate, put a few students in a line in alphabetical order according to last names. Stress where they are in the alphabet. After it is clear, have students do **K** again and stand in alphabetical order by last name across the front of the room. If time allows, change the dialog to *first name* and have them attempt to line up again by first name.

Presentation

Underline the word *name* on the board. Spell it out like students spelled their names. Refer to the alphabet on the board or in the Welcome Unit.

M Write *name*.

Students trace over the word *name*. Ask them to write it again in the literacy lines. They have not learned to write *a-m-e* yet, but they can do their best to make a good representation of it. The only letter that needs to be clear and legible is the letter *n*.

Practice

N Listen and repeat.

Play the audio and have students repeat. Model the conversation with a few students. Then have students ask each other to spell *name*.

BEST PRACTICE

Writing and Spelling Practice

In every lesson of *Stand Out Literacy Foundations*, students are asked to write and spell. This is the best way for students to become familiar with the alphabet. Memorizing out of context over a few hours is not as effective as referring to the alphabet every day. These activities encourage students to review. Writing high-frequency words gives students an opportunity to practice making the letters and fitting them into a given space clearly and neatly.

Evaluation

Observe students as they practice the conversation. Provide support as needed.

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I **Listen.** **Repeat.**



name

J **Practice.**

K **Listen.** **Repeat.**

A: What is your last name?

B: Kang. K-a-n-g.

NEW ADULT SCHOOL

School Application

First name: *Neda* **Last name:** *Mendoza*

Phone number: *714-723-9999*

L **Practice.**

M **Write *name*.**

name

N **Listen.** **Repeat.**

A: Spell *name*.

B: n…a…m…e

Teacher Notes

I Listen and repeat. **J** Practice the conversation in pairs. **K** Listen and repeat.
L Practice the conversation. Line up by last name. **M** Write *name*. **N** Listen and repeat.

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O **Listen.** **Look.**



P **Underline *N* and *n*.** **Circle *name*.**

Q **Listen.** **Circle.**

1. What is her first name? (a.) Neda b. Mendoza
2. What is her last name? (a.) Mendoza b. Nutwood

R **Write.**

Student ID	
First name:	Answers will vary.
Last name:	
Phone number:	

Teacher Notes

O Listen. Track the words. Point to the look icon and word. Explain that it means to follow the words in the text.

P Underline *N* and *n*. Circle *Name*. **Q** Listen and circle the answer. **R** Write your information.

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Presentation

Reestablish the context once again. Take out your driver's license or other form of ID and show students your name. Have students repeat *first name* and *last name.*

O Listen. Track the words. Point to the look icon and word. Explain that it means to follow the words in the text.

Ask students to open their books and study the driver's license. Remind them to use their finger to follow along as they listen.

P Underline *N* and *n*. Circle *name*.

Have students underline the letter *n / N* in the image and circle the word *name*. Note that students do not necessarily know the words in the address. They may or may not know that the words are even an address. This is to be expected. Students are learning to decode throughout *Stand Out Literacy Foundations*. They will be encouraged to incorporate critical thinking in these activities to decipher the answers. Reinforce that they are not expected to read the entire ID and celebrate any parts of it they can decipher.

Practice

Q Listen and circle the answer.

Check that students are familiar with the meaning of question marks. Students will likely not know the words in the questions. Do not teach them the words at this time. This activity is designed to provide an opportunity for them to figure it out. Although many may not know what *What is her* means, they should be able to use the answer options and the words they have learned to work out the correct answers. You can rephrase the questions to support students in making the choice: *First name: Neda or Mendoza? Last name: Mendoza or Nutwood?*

Evaluation

Have students share their answers with a partner. Observe and clarify answers as needed.

Application

R Write your information.

Students should be able to write their names early on. However, this may be a challenge for a few who have absolutely no experience or have a different writing system. The same goes for phone numbers; if students struggle, they can be referred to the Welcome Unit.

Try the following tongue twister. Write it on the board and recite it for students several times. Then have students repeat, line by line. Divide the class in half (A and B) and practice it as a class. Then have them practice in pairs. It is not necessary for students to get it right or speak quickly. Encourage them to practice it several times and demonstrate it in the next class.

A: What's her name?
B: Nora Nabers Nash.
A: Nice!

Whether or not you are teaching online, invite your students to record themselves and send their recordings to you or upload them to a website. This is a useful skill that has applications in many other areas of their life, so even if it is challenging at first (and if they have low digital literacy skills, it will be), it is worth taking the time to show them and work through the process with them. It will be worth it for you too to have them develop this skill, even if the learning curve is challenging for students.

Instructor's Notes

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At-a-Glance Prep

Goals: Practice *h* and *H*; write a thank you card.

Agenda

- ☐ Learn about the letter *h* / *H*.
- ☐ Learn about greeting cards.
- ☐ Write the letter *h* / *H*.
- ☐ Introduce yourself.
- ☐ Write the word *happy.*
- ☐ Write a Thank You card.

Warm-up

With books closed, write *happy* on the board. See what students know by making different faces to show emotions (happy, sad, angry). Write this exchange on the board and help students say each word separately as you pronounce them.

T: My name is _____.
S: Happy to meet you!

Students should not be writing at this time. Walk up to a few students and introduce yourself. Encourage them to say: *Happy to meet you!* Encourage a few students to introduce themselves to you and then you reply: *Happy to meet you!*

Introduction

Write the letter *h* on the board and tell students they will learn this letter today. Underline the *h* in *happy* that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letter with your finger on the board and ask students to do the same in the air.

A Listen and repeat the *h* sound.

Play the audio. Have students follow along in the book. Help students pronounce the *h*. It is unvoiced, so the vocal cords do not vibrate. The *h* sound happens in the back of the throat. Students with a Spanish, Italian, or French language background may find this letter challenging, as *h* is silent in these languages. Have a list of words ready (some that begin with *h* and some that don't) and have students stand up or raise their hands when they hear words that start with *h.* Suggested words: *house, desk, heart, hello, name,* etc.

Presentation

B Listen and repeat.

Use the CPT or other visuals to help students track the words on the card. Write words with the target sound on the board. Explain what *Happy Birthday* means by showing the cake on page 31, singing the song, or discussing your birthdate. Exaggerate the sound so they can distinguish it. Have students point to each *h* word as they listen. Then practice saying each of the *h* words on the card and have students point to them as you say them. Do the reverse. Point to each word on the board or CPT and have students say the word you are pointing to.

Practice

C Listen and circle words that begin with *h*.

Ask students to listen carefully to three words. One of them begins with the letter *h*. Make sure students understand that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do item 1 together as a class. You may have to play several times until they understand the process. Remember, we are only asking students to identify the initial *h* sound.

Listening Script

1.	*a. book*	*b. teacher*	*c. happy*
2.	*a. door*	*b. hair*	*c. notebook*
3.	*a. hat*	*b. board*	*c. desk*
4.	*a. trash can*	*b. chair*	*c. headphones*

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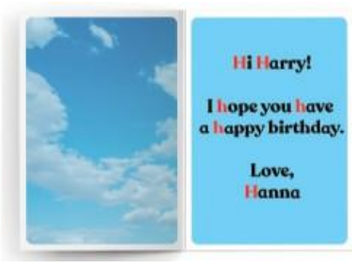
2 Hello! h

A Listen. Repeat.

h *h* *h* *h*

B Listen. Repeat.





C Listen. Circle.

1. a.  b.  (c.) 
2. a.  (b.)  c. 
3. (a.)  b.  c. 
4. a.  b.  (c.) 

Teacher Notes

A Listen and repeat the *h* sound. **B** Listen and repeat. **C** Listen and circle words that begin with *h*.

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D Circle.

h	n	h	n	n	h	h	n	n
h	b	h	h	n	n	ɾ	h	ɾ
h	ɾ	h	b	n	h	n	b	ɾ

E Write *h*.

h h h h h h h h h h h h

h h h h h h h h h h h h

h

h

F Listen. Repeat. Write *h*.



1. __h__appy



2. __h__at



3. __h__ead



4. __h__ello

Teacher Notes

D Circle *h*. E Write *h*. F Listen and repeat. Write *h*.

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D **Circle *h*.**

See how much students can do with minimal support. If you see issues, provide more tracing practice and visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** (*happy*, *hair*, *hat*, and *headphones*) on the board. Say each one and exaggerate the *h* so the sound is very clear to students. Check that all students did **D** correctly and have them repeat the *h* sound one more time.

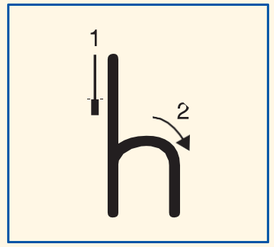
Play a flyswatter game. Using sticky notes or pieces of paper, post *h* and similarly shaped letters and numbers (*n, u, 6*) on the board or around the room. Depending on how many students you have, you can have them come up one at a time and grab / smack an *h*. If you have a lot, you can do a relay, dividing the class in half (both the students and the physical space). Have students from each team come up one at a time and race to collect all the *h*'s in their half of the room. The team that gets all the *h*'s first wins.

In a digital environment, you could transform this into a poll activity by putting students in two teams in breakout rooms and giving them a poll that shows pairs or trios of letters one at a time and moves through the questions quickly, aggregating a team score at the end.

Presentation

E **Write *h*.**

Write the letter *h* on the board. Model the correct stroke order as shown above. Then trace the letter with your finger on the board and ask students to do the same in the air. Have a few students come to the board and do the same. Every time the *h* is written, pronounce it clearly and ask students to repeat it. Make sure they are not making any sound, but just pushing air from their lungs through the back of their throat. Create literacy lines on the board and show students that they should stay within the lines and that the top of the *h* goes all the way to the top of the solid line. Make a point of contrasting this with *n*, which stops at the midline. Then have students complete the activity in their books. Remind students there is no need to rush.



BEST PRACTICE

Writing Letters

It is important that students learn correct letter placement within the literacy lines. Even though they are only writing one letter at a time, once they start writing words, it will be important that the letters are written correctly in relation to the ones next to them. For example, if students don't write the first stroke of the *h* all the way to the top of the solid line, it could look just like the *n* they learned in the previous lesson.

Practice

F **Listen and repeat. Write *h*.**

First, ask students to listen to the *h* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

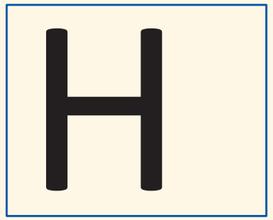
As you review the activity with students, check for correct letter formation and pronunciation of *h*.

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Presentation

G Write *H*.

Write the letter *H* on the board. Model the correct stroke order as shown below. Then trace the letter with your finger on the board and ask students to do the same in the air. Have a few students come to the board and do the same. Every time the *H* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines. Then have students complete the activity in their books.



Remind students about the difference between upper- and lowercase. Stress through hand signals and by using the board that names, like *Hanna*, start with a capital or uppercase letter. Review by writing a few students' names on the board and underline the capital letters. Remember, it's not important that students know all these letters.

Practice

H Listen and repeat. Write *H*.

Have students track the words as they listen and repeat. Then have them write *H*.

Listening script

/h/… Happy Birthday. Happy Birthday.
/h/… Harry and Hanna. Harry and Hanna.

Give students five minutes for an unusual materials challenge. In pairs, have them make three letter *h*'s, uppercase or lowercase, NOT by writing them. They can make them by cutting up paper or form them out of classroom supplies like markers, chalk, paper clips, keys… in short, anything they have! Offer a bonus point for them to include an upper or lowercase *n* also.

Send students on a scavenger hunt wherever they are. Give them five minutes to find as many objects as they can with the letter *h* (uppercase or lowercase) on it (each object only counts once). Offer a bonus for an *n*. They can look at food labels, money (bills and coins), clothing labels, a piece of mail—anything they have handy, really. Then split them into groups or, in a virtual classroom, breakout rooms to share what they found. Who found the most?

Evaluation

Check students' work. If they are struggling to stay in the lines, be sure to provide them with further practice for homework.

Instructor's Notes

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G Write *H*.

H H H H H H H H H
H H H H H H H H H
H
H

H Listen. Repeat. Write *H*.



Happy Birthday!

__H__appy Birthday!

Harry and **H**anna

__H__arry and __H__anna

Teacher Notes

G Write *H*. H Listen and repeat. Write *H*.

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I **Listen.** **Repeat.** **Practice.**



J **Listen.** **Repeat.** **Practice.**

A: Happy to meet you, Henry.

B: I am happy to meet you, too.

happy

K **Write *happy*.**

happy

L **Listen.** **Repeat.**

A: Spell *happy*.

B: *h … a … p … p … y*

A: Spell *name*.

B: *n … a … m … e*

M **Spell.**



Teacher Notes

I Listen and repeat. Then practice the conversation in pairs. **J** Listen and repeat. Then practice the conversation. Memorize as many names as you can. **K** Write *happy*. **L** Spell *happy* and *name*. **M** Spell. Make words.

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Presentation

Reestablish the context by going up to a student if appropriate and shaking the student's hand. Say: *Hello. My name is ____. What's your name?* Do this a few times.

I Listen and repeat. Then practice the conversation in pairs.

Go over the dialog several times. Write the dialog on the board and ask students to come up and underline each instance of *h* and *H*. Use different techniques to teach dialogs, such as having students repeat after you. Show students how to practice with their own names by erasing *Henry* and *Zahir* from the dialog on the board. Write lines and add student names. Practice with individual students and then ask them to practice with a partner.

Practice

J Listen and repeat. Then practice the conversation. Memorize as many names as you can.

Practice the conversation with a few students. Give assistance if necessary. Then demonstrate the activity by going around the room and having the conversation with at least ten students. Have students get up and walk around the room, practicing the conversation with different partners. Then call on students to say all the names they can remember to encourage them to learn each other's names. Can anyone name everyone in the class?

Evaluation

Evaluate students' grasp of what they've learned with the following activity.

K. Write *happy*.

Students trace over the word *happy*. Ask them to write it again in the literacy lines. The only letter that needs to be clear and legible is the letter *h*.

L. Spell *happy* and *name*.

Model the dialogs. Then have students ask each other to spell *happy* and *name*.

M. Spell. Make words.

Have students create alphabet flashcards to spell *happy* and any other words they learned in this lesson to add to their stack. Have them practice with a partner using the cards.

Have a silent spelling bee. Have students work with sets of letters and numbers and give them words to spell, including *happy, name*, their own name, a phone number you read out, and perhaps your name. It would be a good idea, if you think they can handle it, to include one or two of the direction line words also (*listen* is not too long and will review *n*). Depending on your class size, you can have a heat match in which students perform first in four groups of four (or six groups of two etc.); the winner of each round goes on to compete at the next. There is not a lot of material to work with yet, so draw on any other vocabulary you may have taught your class.

Evaluation

Observe students as they carry out the activity. Provide support and clarification as needed.

BEST PRACTICE

Keeping Class Interactive

Language level can be a barrier to discourse-level personalized communication at this stage, but students will be more motivated and you will build a better sense of community if you can strive to keep class as interactive as possible. Students will not only learn from each other, but build confidence knowing they are not alone. You can always utilize activities such as a spelling bee (silent or otherwise), Concentration (sight word to image or uppercase to lowercase), Go Fish with single letters, Wheel of Fortune, Scavenger Hunt, and more to keep class interactive.

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Presentation

N Listen and repeat. Track the words.

Reestablish the context once again. Show the Happy Birthday card again and then show the Thank You card on this page. Act out someone giving you a gift and then you saying *Thank you* in person. Point out the *h* in *thank* and *the*, and demonstrate how *h* with *t* within a word sounds different.

O Underline the *H* and *h* in the Thank you card. Circle *happy*.

Ask students to study the Thank You card. With students, have them underline all instances of *h* and *H* in the image and circle the word *happy*. Remember that students do not necessarily know the words on the card. They may or may not understand the concept of a Thank You card. This is to be expected. Remember that students are learning to decode throughout *Stand Out Literacy Foundations*. They will be encouraged to incorporate critical thinking in these activities to decipher the answers.

Practice

P Listen and circle the answer.

Students will likely not know the words in the questions. Do not teach them the words at this time. This activity is designed to provide an opportunity for them to figure it out. They should be able to use the answer options and the words they have learned to work out the correct answers. You can always paraphrase or act out the questions to help. For example, for item 1, name one student Harry and one Zahir; act out giving the card to Harry or Zahir to help students choose.

Evaluation

Have students check their answers with a partner.

Application

Q Write *Thank You.* Then have students write their names.

Students trace over the words *Thank you*. They should be able to write their name. Monitor and provide help with letters as needed.

R Write a Thank You card.

Students write the Thank You card from **Q**. If you prefer, they can write it on a piece of paper or using a template you provide for them from the Activity Bank. Remember, students are just getting more practice; they are not expected to know how to write all of the letters perfectly. At this point, they should just be writing the *h* and *n* correctly.

Try the following tongue twister. Write it on the board and recite it for students several times. Then have them repeat after you. It is not necessary for students to get it right or speak quickly, but ask them to practice it so they can come back to the next class and say it.

How happy is Harry with his hat?

Instructor's Notes

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N **Listen.** **Look.**



O **Underline *H* and *h*.** **Circle *happy*.**

P **Listen.** **Circle.**

1. Who is the card to? a. Harry b. Zahir
2. Who is the card from? a. Harry b. Zahir

Q **Write.**

Dear Teacher,
Thank you for the class. I am happy!
Your student, _____

R **Write.**

_____

_____

_____

Teacher Notes

N Listen and repeat. Track the words.
O Underline *H* and *h* in the thank you card. Circle *happy*.
P Listen and circle the answer.
Q Write *Thank You*. Then have students write their names.
R Write a Thank You card.

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3 Where Do You Live? (wh) w

A **Listen.** **Repeat.**

w *w* *w* *w*

B **Listen.** **Repeat.**



C **Listen.** **Circle.**

1. a.  (b.)  c. 
2. a.  (b.)  c. 
3. a.  b.  (c.) 
4. (a.)  b.  c. 

Teacher Notes

A Listen and repeat the *w* sound. **B** Listen and repeat. **C** Listen and circle words that begin with *w*.

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At-a-Glance Prep

Goals: Practice *w*, *W* and *Wh*, Write your name and address.

Agenda

- ☐ Learn about the letter *w* / *W*.
- ☐ Learn about a map.
- ☐ Write the letter *w* / *W*.
- ☐ Ask *Where do you live?*
- ☐ Write *where* and *what*.
- ☐ Write your name and address.

Other Resources: Map of the United States, Canada, or country where you are teaching; map of your state or province

BEST PRACTICE

Topic Check

This can be a sensitive topic for students, due to privacy concerns or housing instability. Don't put anyone on the spot for a real address unless you know they are happy to share.

Warm-up

Draw an outline of your state or province on the board. And then write: *north*, *south, east, west* on the correct places on the map. Explain the meanings using the map. Assess how familiar students are with the concept of compass points. If they are, use a compass (a physical one or a phone app) to show them which way is north, then walk to different walls and say the correct directions. You could even take students outside and point to the different directions. Maybe there are certain landmarks you can share. For example: *The park is west*. *The mountains are east.*

Introduction

Write the letter *w* on the board and tell students they will learn this letter today. Underline the *w* in *west* that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letter with your finger on the board and ask students to do the same in the air.

A Listen and repeat the *w* sound.

Play the audio. Have students follow along in the book and repeat. Show students how to pronounce *w* by making a small, tight circle with your lips and voicing the *w*. Have a list of words ready (some that begin with *w* and some that don't) and have students stand up or raise their hands when they hear words that start with *w*. Suggested words: *wipe, wet, dry, white, black, happy, what*, etc. At this stage in the introduction, get into the habit of customizing this list with any student names, languages, or countries that include the target letter, and use the opportunity to pull in some of the target words from the prior lessons.

Presentation

B Listen and repeat.

Track the words said on the map. Write words with target sound on board. Exaggerate the sound so they can distinguish it within the words. Have students point to each *w* word as they listen. Then practice saying each of the *w* words on the map and have students point to them as you say them. Do the reverse. Point to each word on the board or CPT and have students say the word you are pointing to. If you have a US map in the classroom, write down *West Virginia*, *Wisconsin,* and *Wyoming* on the board and practice pointing to these states on the map while saying them.

Practice

C Listen and circle words that begin with *w*.

Ask students to listen carefully to the words. One of them begins with the letter *w*. Play the audio two times. Make sure students understand that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do the first item together as a class. They should understand the process by now, but you still may have to play the audio several times. Remember, we are only asking the students to identify the initial *w* sound.

Listening Script

1.	*a. book*	*b. west*	*c. map*
2.	*a. notebook*	*b. water*	*c. car*
3.	*a. bus*	*b. board*	*c. window*
4.	*a. wall*	*b. trash can*	*c. headphones*

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D **Circle *w*.**

Allow students to try this on their own. If you see that they are having issues, do some more air tracing and give them visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *w* so the sound is very clear to students. Check that all students did **D** correctly and have them repeat the *w* one more time.

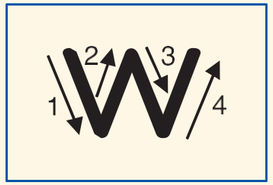
W is a great letter to use for a flyswatter game, on account of there being so many other easily confused characters. Using sticky notes or another visual aid, post *w* and similarly shaped letters and numbers (*E, M, 3, U, V*) on the board and / or around the room. Depending on how many students you have, you can have them come up one at a time and grab / smack a *w*. If you have a lot of students, you can do a relay, dividing the class in half (both the students and the physical space, so each team has half the room). Have them come up one at a time and race to collect all the *w*'s on their side of the room. The team that gets all the *w*'s first wins (great word to teach with *w*!).

In a digital environment, you could transform the above activity into a poll activity by putting students in two teams in breakout rooms and giving a poll that shows pairs or trios of characters one at a time and moves through the questions quickly, aggregating a team score at the end.

Presentation

E **Write *w*.**

Write the letter *w* on the board. Model the correct stroke order as shown above. Then trace the letter with your finger on the board and ask students to do the same in the air. Have a few students come to the board and do the same. Every time the *w* is written, pronounce it clearly and ask students to repeat it. Make sure they are pulling their cheeks in and making a small, tight circle with their lips. Create literacy lines on the board and show students that each of the three points of the top of the *w* should touch the dotted line. Then have students complete the activity in their books. Make sure students write slowly.



Practice

F **Listen and repeat. Write *w*.**

First, ask students to listen to the *w* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review the activity with students, check for correct letter formation and pronunciation of the *w*.

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D Circle.

w	v	(w)	v	m	v	(w)	(w)	(w)
w	(w)	v	u	m	v	(w)	u	(w)
w	u	(w)	3	m	(w)	v	(w)	u

E Write *w*.

w W W W W W W W W W

W W W W W W W W W W

W

W

F Listen. Repeat. Write *w*.



1. _w__est



2. __w__ater



3. __w__all



4. __w__indow

Teacher Notes

D Circle *w*. E Write *w*. F Listen and repeat. Write *w*.

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G Write *W*.

W W W W W W W W

W W W W W W W W

W

W

H Listen. Repeat. Write *W*.

Where do you live?

__W__here do you live?

What is your address?

__W__hat is your address?

Teacher Notes

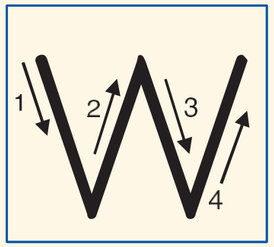
G Write *W*. **H** Listen and repeat. Write *W*.

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Presentation

G Write *W*.

Write the letter *W* on the board. Model the correct stroke order as shown below. This one should be somewhat easy since it is exactly the same as the lowercase *w*—however, it is a great opportunity to use the literacy lines to contrast uppercase and lowercase and reinforce the importance of using those lines for guidance. Trace the letter with your finger on the board and ask students to do the same in the air. Create literacy lines on the board and show students that they should stay within the lines. Remind them that for uppercase, the three points must touch the solid line. Have a few students come to the board and write examples. Every time the *W* is written, pronounce it clearly and ask students to repeat it. Then have students complete the activity in their books.



Remind students about the difference between upper- and lowercase. Write the first question in **H** on the board. Show them that the first letter of each question starts with a capital letter. Review by finding other questions or sentences in the book or from the CPT and showing them the capital letters at the beginning.

Practice

H Listen and repeat. Write *W*.

In the next exercise, students will practice the questions and answers. At this point they are just looking at the context, repeating, and writing *W*.

Listening Script

/w/… Where do you live? Where do you live?
/w/… What is your address? What is your address?

Evaluation

Check students' work from both **G** and **H**. If they are struggling to stay in the lines, be sure to provide further practice for homework.

BEST PRACTICE

Circulating Digitally

If you're teaching online, you don't have the advantage of being able to walk around the room and check on students for on-the-spot course corrections. This is especially challenging with literacy students, but there are many successful programs that have helped their literacy students reach their potential in this modality. Build in some habits with your students so they can help you compensate for the physical distance. Of course, they can always hold up their work to the camera and show you, but you might prefer for them to take a picture of it and put it in an online folder for closer inspection. You should also encourage them to make use of any of the additional communication features your collaboration software has, like reactions, annotations, or the chat. We always want to encourage our students to speak up, but if they can learn to raise a virtual hand or type a question mark in the chat, that will not only be a good cue for you that they need support, but also a skill they can take forward into other situations like a PTA meeting.

Celebrate them as they acquire these first few digital literacy skills as well! Just getting into an online class successfully is a big accomplishment (and for the teacher who helps them too!). Don't let it pass unrecognized.

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Presentation

Go back to the state or province map you drew on the board or a map you may have in the classroom. Point and say: *I live in* _____ and say the name of your state, province, or county. Then ask: *Where do you live?* Get students to say in unison: *I live in* _____. You can practice this same dialog with the city.

I Listen and repeat.

Go over the dialog several times. Write the dialog on the board and ask students to come up and underline all instances of *W*. Again, remind students they don't need to write at this point. They are learning the spoken language and will not be familiar with all the other letters in the dialog.

Practice

J Practice the conversation.

Erase *Seattle, Washington* from the board and put a blank line. Practice the dialog with some students, having them insert their city and state or province. Write the cities they say on the board. Practice with individual students and then ask them to practice with a partner.

Hand out some new cities and states or provinces for students to practice with. Be sure to pick some easy ones, local ones, or ones that include the letters they have practiced.

K Listen and repeat. Practice the conversation.

Practice the conversation with a few students. Give assistance where necessary. Have students practice the conversation with a partner.

It may be too early to have students insert their own addresses here, and many students may not feel comfortable sharing. If you think it's enough for students to practice this dialog with their partners, have them walk around the room and practice with five or six different partners. If you feel like your students are ready to add a different address, write a couple of addresses on the board such as your school address. Then have students pick one of the addresses to insert as they walk around and talk to five or six different partners.

Evaluation

For **J** and **K**, walk around and listen while students are talking. Help if necessary. When students are finished, call on volunteers to perform their conversation in front of the class.

Presentation

Underline the word *where* on the board anywhere it is. Spell it out using the alphabet on the board or the Welcome Unit once again.

L Write *where* and *what*.

Students trace over the word *where*. Ask them to write it again in the literacy lines. Repeat the procedure with *what*. The only letter that needs to be clear and legible is the letter *w*.

BEST PRACTICE

The Digraph *wh*

Given that students have just learned *h*, it is likely that they will be wanting to showcase mastery and say it in this context of *what* and *where*. The first step with that is definitely to validate their correct recognition, and then, of course, quickly correct it.

Explain to them that sometimes two letters together have a different sound (in this case, *h* has no sound, depending on your accent). If appropriate and not likely to confuse rather than help, remind students of the pronunciation of *h* inside words like *thank, the*, and *birthday*. This topic is actually somewhat advanced for its place in our literacy curriculum; however, due to the frequency of *wh-* words in high-frequency questions, its place in the ESL portion of this curriculum is appropriate.

Practice

Write *where* and *what* in big letters on the board. Call two students to the board to play the flyswatter game. When you say the word, they have to hit the word on the board as fast as they can.

M Spell words with alphabet cards.

In groups, have students take out their alphabet cards and spell *happy, name, what,* and *where*. They will need to take turns spelling the words because they will only have one of each letter. Take the opportunity to include the direction line word *write* to support students acquiring it as a sight word.

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I **Listen.** **Repeat.**

A: Where do you live?

B: Seattle, Washington.

where
what



J **Practice.**

K **Listen.** **Repeat.** **Practice.**

What is your address?

1123 West Arnell Street.

L **Write *where* and *what*.**

where

what

M **Spell.**



Teacher Notes

I Listen and repeat. **J** Practice the conversation. **K** Listen and repeat. Practice the conversation.
L Write *where* and *what*. **M** Spell words with alphabet cards.

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N **Listen.** **Repeat.**

A: Spell *where*. **B:** *w…h…e…r…e*

A: Spell *what*. **B:** *w…h…a…t*

A: Spell *happy*. **B:** *h…a…p…p…y*

A: Spell *name*. **B:** *n…a…m…e*

O **Listen.** **Repeat.**



P **Underline *w*.**

Q **Listen.** **Circle.**

1. What is her first name? a. Winston (b.) Wilma
2. Where does she live? (a.) Seattle b. Winston

R **Write.**

Driver License
First name: _____
Last name: _____
Address: _____
_____

Teacher Notes

N Practice spelling in pairs. Spell *where*, *what*, *happy*, and *name*. **O** Listen and repeat. Track the text.
P Underline *W*. **Q** Listen. Circle the answer. **R** Write your information.

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Evaluation

Evaluate students' grasp of what they've learned with the following activity.

N Practice spelling in pairs. Spell *where*, *what*, *happy*, and *name*.

After students have practiced spelling with a partner, you could add *happy* and *name* to the board and play the flyswatter game again. Observe and notice student progress. Provide any clarification or support needed.

Presentation

Establish the context by pointing out the driver's license. Show your own driver's license if you have one. Go over the different parts of the license before they listen.

O Listen and repeat. Track the text.

As students listen, have them track the text with their finger. Remind them how to do this as needed. Then play the audio again and have them repeat while tracking.

Practice

P Underline *W*.

Have students underline all the instances of uppercase *W* in the license.

Evaluation

When students are finished, tell them there are six *instances of W*. Have them count and make sure they underlined six.

BEST PRACTICE

Meaning and Context

In *Stand Out,* we always start with context and ideas, then move toward the sounds and the symbols. Words are associated with pictures to ensure students make connections with meaning.

Q Listen. Circle the answer.

Students will likely not know all of the words in the questions. Do not teach them the words at this time. This activity is designed to provide an opportunity for them to figure it out. Although many may not know what *What is her* means, they should be able to use the answer options and the words they have learned to work out the correct answers.

Application

R Write your information.

Have students fill out the driver's license. If they seem uncomfortable writing their own address or if they don't know it, have them copy Wilma's from above. Remember, students have not learned how to write all these letters yet. Don't focus on correct letter formation, unless they are writing the letters they have already learned.

Try the following tongue twister. Write the dialog below on the board and read it aloud for students. Have them repeat after you. Then have students practice in pairs.

A: What is your name? Where do you live?
B: Wilma Winston on West Water Way.

BEST PRACTICE

Practice Conversations While Standing

When students have to stand up and speak, it requires more energy and more confidence. In the beginning, you may want to have them practice conversations while sitting by moving their desks together. But once they are comfortable with that, push them to practice while standing up. The next step would be performing the conversation in front of the classroom.

Instructor's Notes

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At-a-Glance Prep

Goals: Practice *m* and *M*; write name and address.

Agenda

- ☐ Learn about the letter *m* / *M*.
- ☐ Learn about a map.
- ☐ Write the letter *m* / *M*.
- ☐ Ask *Where are you from?*
- ☐ Write *from.*
- ☐ Write the name of your country.

Other Resources: World map, ID

Warm-up

Draw an outline of the country you are in on the board, or use a map if you have one in the classroom. Write the name of the country and say it. Have students repeat after you. Now point to the country you are from or draw it / show a picture (if it's not the one on the board) and say: *I am from* _____. Point to the pictures of the countries or the map and teach the word *map*. Write it on the board.

BEST PRACTICE

Geography

It would usually be very natural at this stage to ask students to locate their own countries on the map, but bear in mind that literacy students may have very low geographical literacy or that they may be used to a different version of the world map (not the one we typically see in the US and Canada, with the Western world in the central position). You can assuage any uncertainties by making sure you have prepared yourself with the knowledge of where their countries are on the map. You can encourage them to volunteer what knowledge they have, but be prepared to step in and support if needed.

Introduction

Write the letter *m* on the board and tell students they will learn this letter today. Trace the letter with your finger on the board and ask students to do the same in the air. See if students can find the letter *m* anywhere else in the room.

A Listen and repeat the *m* sound.

Play the audio. Have students follow along in the book and repeat. Show students how to pronounce *m* by putting your lips together and voicing the *m*. Like *n, m* is a nasal sound. Have a list of words ready (some that begin with *m* and some that don't) and have students stand up or raise their hands when they hear words that start with *m*. As always, include any high-frequency names or places that are relevant to your class (student names, countries, languages, etc.).

Presentation

B Listen and repeat.

Using the CPT or the book, talk about the picture. Write words with the target sound on the board. Exaggerate the sound so students can distinguish it in the words. Have students point to each *m* word as they listen. Then practice saying each of the *m* words. Have students point to them as you say them. Do the reverse. Point to each word on the board or CPT and have students say the word you are pointing to.

Practice

C Listen and circle words that begin with *m*.

Ask students to listen carefully to the words. One of them begins with the letter *m*. Make sure they understand that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do the first one together as a class. They should understand the process by now, but you still may have to play the audio several times. Remember, we are only asking the students to identify the initial *m* sound.

Listening Script

1. a. map	*b. pencil*	*c. chair*
2. a. notebook	*b. mask*	*c. car*
3. a. bus	*b. board*	*c. man*
4. a. motorcycle	*b. trash can*	*c. pen*

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4 Where Are You From? m

A **Listen.** **Repeat.**

m *m* *m* *m*

B **Listen.** **Repeat.**

Map of Mexico



C **Listen.** **Circle.**

1. (a.)		b. 	c. 
2. a. 		(b.) 	c. 
3. a. 		b. 	(c.) 
4. (a.) 		b. 	c. 

Teacher Notes

A Listen and repeat the *m* sound. **B** Listen and repeat. **C** Listen and circle words that begin with *m*.

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D Circle.

m	w	w	m	m	m	w	m	w
m	n	m	m	n	w	n	m	w
m	m	m	n	n	m	w	n	n

E Write *m*.

m m m m m m m m m

m m m m m m m m m

m

m

F Listen. Repeat. Write *m*.



1. __m__ap



2. na__m__e



3. __m__ask



4. __m__oney



5. __m__an



5. wo__m__an

Teacher Notes

D Circle *m*. E Write *m*. F Listen and repeat. Write *m*.

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D Circle *m*.

You may want to review *w* before you do this activity by asking a volunteer to write it on the board. Then see how much students can do on their own. If you see that they are having issues, do some more air tracing and give them visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** (*map*, *mask*, *man*, *motorcycle*) on the board. Say each one and exaggerate the *m* so the sound is very clear to students. Check to make sure all students did **D** correctly and have them repeat the *m* one more time.

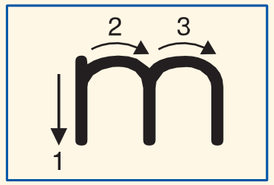
Like *w*, *m* is also a great letter to use for a flyswatter game, on account of there being so many other easily confused characters, so repeat the flyswatter activity from Lesson 3. Using sticky notes or another visual aid, post *m* and similarly shaped letters (*E, W, 3, N*) on the board and / or around the room. Depending on how many students you have, you can have students come up one at a time and grab / smack an *m*. If you have a lot of students, you can do a relay, dividing the class in half (both the students and the physical space, so each team has half the room). Have them come up one at a time and race to collect all the *m*'s on their side of the room. The team that gets all the *m*'s first wins.

In a digital environment, you could transform the above activity into a poll activity by putting students in two teams in breakout rooms and giving a poll that shows pairs or trios of characters one at a time and moves through the questions quickly, aggregating a team score at the end.

Presentation

E Write *m*.

Write the letter *m* on the board. Model the correct stroke order as shown above. Then trace the letter with your finger on the board and ask students to do the same in the air. Have a few students come to the board and do the same. Every time the *m* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that each of the humps of the top of the *m* should touch the dotted line and the three points should touch the bottom solid line. Then have students complete the activity in their books. Make sure students write slowly.



Practice

F Listen and repeat. Write *m*.

First, ask students to listen to the *m* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

Consider writing the words on the board. Ask for volunteers to pronounce each word.

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BEST PRACTICE

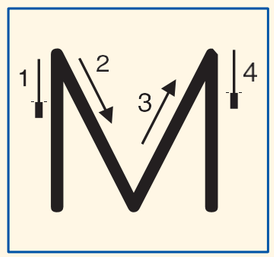
Teaching Confirmation Strategies

Now that students have worked with both *m* and *n*, it's a good idea to start teaching strategies for differentiating letters that can sound very similar when you are spelling out loud. As it turns out, *m* and *n* are a frequently confused pair; even native speakers can have trouble telling them apart, especially over the phone. Explain to students that if they are not sure which letter they heard, they can ask for clarification by giving an example: *M* like *map* or *n* like *name?* It might be helpful for them, when they are spelling their own names, to have examples on hand: *Tuan. T* like *Tuesday, -u-a-n* like *name, Tuan.*

Presentation

G **Write *M*.**

Write the letter *M* on the board. Model the correct stroke order as shown below. Then trace the letter with your finger on the board and ask students to do the same in the air. Create literacy lines on the board and show students that they should stay within the lines. Remind them that for uppercase, the two points must touch the solid line. Have a few students come to the board and write examples. Then have students complete the activity in their books. Every time the *M* is written, pronounce it clearly and ask students to repeat it.



Practice

H **Listen and repeat. Write *M*.**

Have students listen to the sentences, then write in the space provided.

Evaluation

Check students' work from both **G** and **H**. If they are struggling to stay in the lines, be sure to provide further practice for homework.

BEST PRACTICE

Building Book Fluency

Your students are now most of the way through Unit 1. *Stand Out Literacy Foundations* gradually increases what is asked of students in the activities to move them towards the level in *Stand Out Basic*. At this point in the unit, start to check in with students on how they are doing with the words in the direction lines. In Unit 2, the icons that support the meaning will start to appear less frequently, and eventually they will disappear. As already mentioned, while we work on target letters and words, we also want to build students' skills to interact with material in a more direct manner by acquiring these high-frequency direction line words as sight words.

Instructor's Notes

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G Write *M*.

M M M M M M M M M

M M M M M M M M M

M

M

H Listen. Repeat. Write *M*.

Maria

__M__aria

Masks are required.

__M__asks are required.

Teacher Notes

G Write *M*. H Listen and repeat. Write *M*.

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I **Listen.** **Repeat.**

A: What is your name?

B: I'm Maria, M…a…r…i…a.

A: Where are you from?

B: I'm from Mexico, *M…e…x…i…c…o*.



from

J **Practice.**

K **Write *from*.**

from

L **Listen.** **Repeat.**

A: Spell *from*.

B: *f…r…o…m*

A: Spell *where*.

B: *w…h…e…r…e*

A: Spell *what*.

B: *w…h…a…t*

A: Spell *happy*.

B: *h…a…p…p…y*

A: Spell *name*.

B: *n…a…m…e*

M **Practice.**



Teacher Notes

i Listen and repeat. **J** Practice the conversation with your information. **K** Write *from*.
L Spell *from*, *where*, *what*, *happy*, and *name*. **M** Play the memory game with your notecards.

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Presentation

I Listen and repeat.

Go over the dialog several times. Write the dialog on the board and ask students to come up and underline the *m*'s. Remind students not to write at first. They are learning the spoken language and may not be familiar with all the other letters in the dialog. Practice the conversation aloud with the class. You be person A and have them (in unison) be person B. Switch roles and repeat. Then have students practice with other students, switching roles.

Students may be at a place where you can start exploiting the audio more with short dictations, at word or letter level. If you have the facilities, consider producing handouts of short gapped texts, like the following, and use the audio for a dictation:

What is your _____?
I'm _aria, __ . . . a . . . r . . . i . . . a.

Look for opportunities with the audio to create short dictations that allow students opportunities to produce the target words and / or letters they have studied.

Practice

J Practice the conversation with your information.

Now students will practice the same dialog with their own information. To prepare students, find out where they are all from and write their countries on the board. Practice saying and spelling each one. Model the dialog with several students, having them use their own name and country. Then have students walk around the room and practice the conversation with at least three other students, switching roles.

Evaluation

Listen carefully to student participation and have several volunteers come to the front of the class to demonstrate.

Presentation

Write *name* on the board. Have students write this down. Now they have learned two letters from this word.

Practice

K Write *from*.

Students trace over the word *from*. Ask them to write it again in the literacy lines. The only letter that needs to be clear and legible is the letter *m*.

L Spell *from*, *where*, *what*, *happy*, and *name*.

Play the audio. Practice these words aloud with students and then have them spell with a partner. You can also treat this activity as a spelling bee.

Evaluation

Walk around and listen, helping if necessary. Ask for pairs to spell for the class.

M Play the memory game with your notecards.

Have students add the word *from* to their flashcards. Then practice by playing Memory in pairs with the five words from **L**. Make sure students have the five words written on their cards with nothing written on the back (they may need to make new cards if there is a translation or an image on the back). Each pair of students should now have two instances of each word on a card. They start with the cards face down, and take turns turning over two at a time until they have a match (each turn starts with all remaining cards face down). The student with the most pairs at the end wins.

For a challenge, have students play Memory with the direction line words too. In this case, it is probably ideal to have each word match to an image to reinforce the meaning.

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Presentation

Establish the context by showing students an ID of some sort. Perhaps they have school IDs or maybe you have a faculty ID. If not, go straight to the one in the book. Ask students to point to all the instances of *m* they can find. Ask them to point to the different part of the ID: *Last Name, First Name,* etc.

N Listen and repeat. Track the text.

As students listen, have them track the text with their finger. Remind them how to do it if necessary. Then play the audio again and have them repeat while tracking.

Practice

O Underline *M* and *m*.

Have students underline all instances of *M* and *m* in the ID.

Evaluation

When students are finished, tell them there are seven instances of *M* / *m*. Have them count and make sure they underlined all seven of them.

Each time you work with a short text, get into the habit of looking back for other letters they have already studied. Have them look for the letter *N* / *n*. How many can they find? (seven)

P. Listen and circle the answer.

Before they do the exercise, go over the difference between *from* and *live*. Use students as examples. Remind students they don't need to understand all the words to be able to answer.

Application

Q Write your information.

Have students fill out the school ID. If they seem uncomfortable writing their own address or if they don't know it (or don't have one), have them use the school address. Remember, students have not learned how to write all these letters yet. Don't focus on correct letter formation, unless they are writing the letters they have already learned.

BEST PRACTICE

Writing and Spelling Practice

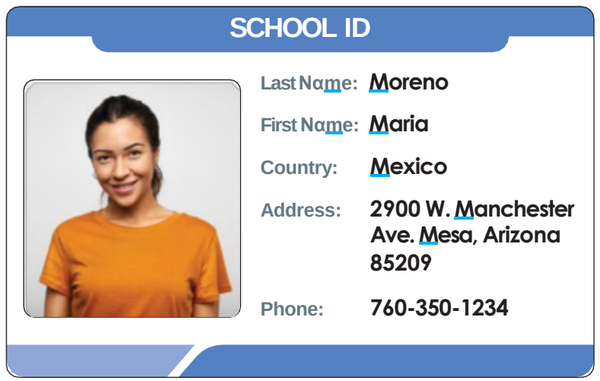
In every lesson of *Stand Out Literacy*, *Foundations*, students are asked to write and spell. This is the best way for students to become familiar with the alphabet. Memorizing out of context over a few hours is not as effective as referring to the alphabet every day. These activities encourage students to look back. Encourage students to not just copy the letters on the page, but to refer to the pen strokes illustrated in this unit.

Try the following tongue twister. Write it on the board and recite it for students several times. Have them repeat after you. Then have students practice in pairs.

Mary makes many dishes.

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N Listen. Look.

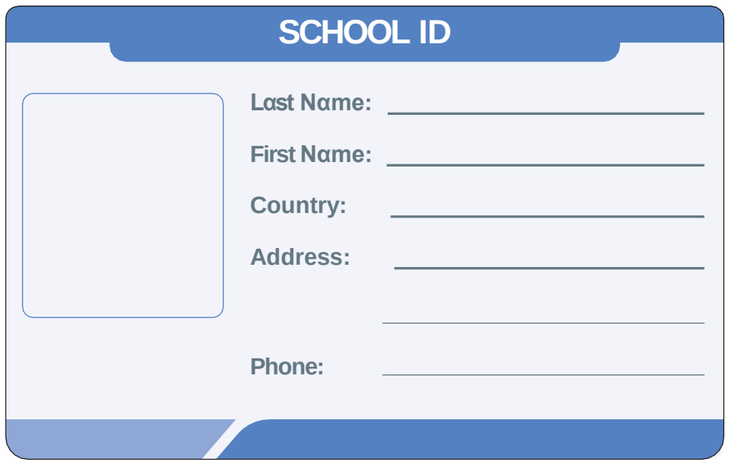


O Underline *M* and *m*.

P Listen. Circle.

1. Where is she from?
   a. Mesa, Arizona
   (b.) Mexico
2. Where does she live?
   (a.) Mesa, Arizona
   b. Mexico

Q Write.



Teacher Notes

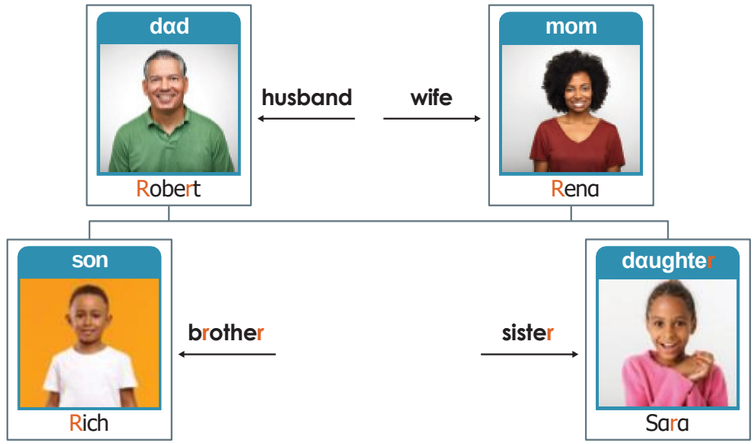
N Listen and repeat. Track the text. **O** Underline *M* and *m*. **P** Listen and circle the answer.
Q Write your information.

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5 This Is My Family. r

A Listen. Repeat. *r* *r* *r* *r*

B Listen. Repeat.



C Listen. Circle.

1. (a.) b. c.
2. a. (b.) c.
3. a. b. (c.)

Teacher Notes

A Listen and repeat the *r sound.* **B** Listen and repeat. **C** Listen and circle words that begin with *r.*

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At-a-Glance Prep

Goals: Practice *r* and *R*; write about family.

Agenda

- ☐ Learn about the letter *r* / *R*.
- ☐ Learn about a family tree.
- ☐ Write the letter *r* / *R*.
- ☐ Say *Nice to meet you. Happy to meet you.*
- ☐ Write *this.*
- ☐ Write about family.

Warm-up

Draw your own family tree on the board. Just do two or three levels with your parents, siblings, and maybe children. Use the tree to teach new vocabulary words (*mother, father, brother, sister, husband, wife, son, daughter*). Write them on the board. It's OK for students to start by simply recognizing these terms aurally.

BEST PRACTICE

Topic Check

Family is a perfect example of a topic that should be adjusted to reflect the words your particular class needs. Often times, family structures in a class environment fall outside the scope of what a language text's vocabulary list will teach. Check in with your students as you work through this lesson and adjust your presentation to include the words that are important to them. Remember, students don't need to learn all the family words presented; what matters is that each student starts on the path towards acquiring the words that have the most relevance to them as individuals.

Introduction

Most of the words you have written on the board have the letter *r* in them. Circle all of the letter *r*'s on the board and tell students they will learn this letter today. Trace the letter with your finger on the board and ask students to do the same in the air. See if students can find the letter *R* / *r* anywhere else in the room, and / or use students' names and countries to provide more examples.

A Listen and repeat the *r* sound.

Play the audio. Have students follow along in the book and repeat. Show students how to pronounce *r* by bunching your tongue so the sides of the tongue touch the back of the teeth. If students don't have this sound in their language, this may be one of the harder ones to explain. It will be easier for them to pronounce the sound within the context of a word rather than by itself, as *r* depends a lot on the sounds around it. Have a list of words ready (some that begin with *r* and some that don't) and have students stand up or raise their hands when they hear words that start with *r.*

BEST PRACTICE

Accents

R can be a difficult sound, depending on each student's language background. Model Anglo pronunciation, but reassure your students that they do not need to sound like a native speaker. What is important is that that they are comprehensible, not that they erase their accent.

Presentation

B Listen and repeat.

Using the CPT or the book, talk about the family tree. Write words with the letter *r* on the board. Exaggerate the sound so they can distinguish it within the words. Have students point to each *r* word as they listen. Then practice saying each of the *r* words and have students point to them as you say them. Do the reverse. Point to each word on the board or CPT and have students say the word you are pointing to.

Practice

C Listen and circle words that begin with *r*.

Ask students to listen carefully to the words. One of them begins with the letter *r*. Remind them that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do the first item together as a class. They should understand the process by now, but you still may have to play the audio several times. Remember, we are only asking students to identify the initial *r* sound.

Listening Script

1.	*a. rose*	*b. notebook*	*c. book*
2.	*a. hat*	*b. red*	*c. desk*
3.	*a. trash can*	*b. pencil*	*c. ribbon*

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D Circle *r*.

See how much students can do on their own. If you see that they are having issues, do some more air tracing and give them visual clues. Have students check each other's work.

Repeat this activity by doing a flyswatter game with *r* and including capital *R*. Using sticky notes or another visual aid, post *R*/ *r* and similarly shaped letters and distractors (*P*, backwards *R*, *t*, backwards *r*) on the board or around the room. Depending on how many students you have, you can have them come up one at a time and grab / smack an *r*. If you have a lot, you can do a relay, dividing the class in half (both the students and the physical space). Have them come up one at a time and race to collect all instances of *r* in their half of the room. The team that gets all the *r*'s first wins.

In a digital environment, you could transform this into a poll activity by putting students in two teams in breakout rooms and giving a poll that shows pairs or trios of letters one at a time and moves through the questions quickly, aggregating a team score at the end.

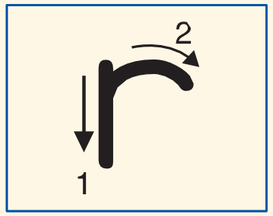
Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *r* so the sound is very clear to students. Check that all students did **D** correctly and have them repeat the *r* one more time.

Presentation

E Write *r*.

Write the letter *r* on the board. Model the correct stroke order as shown above. Then trace the letter with your finger on the board and ask students to do the same in the air. Have a few students come to the board and do the same. Every time the *r* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students how to write the letter *r* within the lines. Then have students complete the activity in their books. Make sure students write slowly.



Practice

F Listen and repeat. Write *r*.

First, ask students to listen to the *r* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

Consider writing the words on the board. Ask for volunteers to pronounce each word.

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D Circle.

r	r	v	ı	r	ı	v	r	v
r	v	ı	v	r	r	t	v	r
r	t	r	v	ı	v	ı	v	r

E Write *r*.

r r r r r r r r r r r r r

r r r r r r r r r r r r r

r

r

F Listen. Repeat. Write *r*.



1. red __r__ose



2. daughte_r__



3. __r__ing



4. fi__r__st

Teacher Notes

D Circle *r*. E Write *r*. F Listen and repeat. Write *r*.

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G Write *R*.

R R R R R R R R R R

R R R R R R R R R R

R

R

H Listen. Repeat. Write *R*.

Robert Rena Read a book.

__R__obert __R__ena __R__ead a book.

I Listen. Repeat.



J Practice.

Teacher Notes

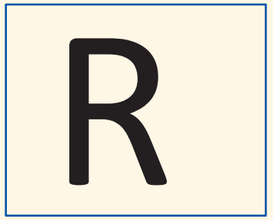
G Write *R*. H Listen and repeat. Write *R*. I Listen and repeat. J Practice the conversation.

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Presentation

G Write *R*.

Write the letter *R* on the board. Model the correct stroke order as shown below. Then trace the letter with your finger on the board and ask students to do the same in the air. Create literacy lines on the board and show students that they should stay within the lines. Remind them that the uppercase *R* must touch both solid lines. Have a few students come to the board and write examples. Every time the *R* is written, pronounce it clearly and ask students to repeat it. Then have students complete the activity in their books.



Practice

H Listen and repeat. Write *R*.

Explain that the first two are names and show what the last one means by picking up a book and reading it.

R is a great topic for reviewing direction line words: *read, repeat, write, practice,* and *underline* all feature *r*. Have students look at the inside front cover and find the *r* words. Build *read* and *repeat* into your activities in this lesson to help your students acquire them as sight words.

Evaluation

Check students' work from both **G** and **H**. If they are struggling to stay in the lines, be sure to provide them with further practice for homework.

Presentation

Pick two students and practice introducing one to the other. Use the dialog from **I**, but don't have students looking at it yet. Teach the students to say in unison: *Nice to meet you,* _____. Do this with a few more students until they understand that this is an introduction. Explain the word *friend* if they don't know it.

I Listen and repeat.

Go over the dialog several times. Write the dialog on the board and ask students to come up and underline the *r*'s.

Practice

J Practice the conversation.

Practice the conversation aloud with the class. You be person A and have them (in unison) be person B. Switch roles and repeat. Then, have students practice with other students, switching roles.

Evaluation

Listen carefully to student participation and have several volunteers come to the front of the class to demonstrate.

Instructor's Notes

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Presentation

K Listen and repeat.

Go over the dialog several times. Write the dialog on the board and ask students to come up and underline the *r*'s.

Practice

L Practice the conversation with your information.

Now students will practice the same dialog with their own names. Model this with several students. Then have students walk around the room and practice the conversation in at least five other groups of three, switching roles.

Consider printing pictures of a few well-known (or made up!) people or characters with their names on them. Try to use people whose names start with *R* (first names only: the Rock, Ricky Martin, Rocky). Hand the pictures out to students and have them repeat the conversation again with those names, changing partners as many times as they need to master it.

Evaluation

Listen carefully to student participation and have several volunteers come to the front of the class to demonstrate.

Presentation

Write *this* on the board. This is the new sight word students will add to their flashcards. They have already practiced saying it in their introduction dialogs.

Practice

M Write *this*.

Students trace over the word *this*. Ask them to write it again in the literacy lines. The *h* is the only letter in this word they have already learned, but have them refer back to the Welcome Unit for how to write the other letters.

N Spell *this*, *where*, *happy*, *what*, *from*, and *name*.

Play the audio. Practice these words aloud with students and then have them spell with a partner.

Add in some of the direction line words, including *read* and *write*. Then repeat **N** with these additional words as a whole-class spelling bee.

Evaluation

Walk around and listen, helping as needed. Ask for pairs to spell for the class.

O Practice. Play Concentration with *n* words.

Have students add the word *this* to their flashcards. Then practice by playing Memory with the 6 words from **N**. Make sure students have the six words written on their cards with nothing written on the back (they may need to make new cards if there is a translation or an image on the back). Each pair of students should now have two instances of each word on a card. They start with the cards face down, and take turns turning over two at a time until they have a match (each turn starts with all remaining cards face down). The student with the most pairs at the end wins. If you have included any direction line words in your practice up until now, consider including them here.

Instructor's Notes

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K **Listen.** **Repeat.**

A: This is my friend, Robert.

B: I'm happy to meet you, Robert.

L **Practice.**

M **Write *this*.**

this

N **Listen.** **Repeat.**

A: Spell *this*.
B: *t…h…i…s*

A: Spell *what*.
B: *w…h…a…t*

A: Spell *where*.
B: *w…h…e…r…e*

A: Spell *from*.
B: *f…r…o…m*

A: Spell *happy*.
B: *h…a…p…p…y*

A: Spell *name*.
B: *n…a…m…e*

O **Practice.**

Teacher Notes

K Listen and repeat. **L** Practice the conversation with your information. **M** Write *this*.
N Spell *this*, *where*, *happy*, *what*, *from*, and *name*. **O** Practice. Play Concentration with *n* words.

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P **Listen.** **Look.**

Redding Family

This is Robert and Rena. They are married. They have one daughter and one son. They are happy.





married



Q **Underline *R* and *r*.** **Circle *this*.**

R **Listen.** **Circle.**

1. How many daughters do they have? a. one b. two
2. How many sons do they have? a. one b. two

S **Write.**

My Family

I am Rena. I have one daughter and one son. I am happy.

T **Write.**

My Family

I am single. I have one brother and one sister. I am happy.



single

Teacher Notes

P Listen. Track the words. Q Underline *R* and *r*. Circle *this*. R Listen. Circle the answer.
S Write. Trace the words. T Write. Trace the words.

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Presentation

Establish the context by seeing if students know the word *married.* You already taught *husband* and *wife*, so see if students can make the connection. Use the picture in the book if you need to.

P Listen. Track the words.

As students listen, have them track the text with their finger. Remind them how to do it if necessary. Then play the audio again and have them repeat while tracking. After they have listened, go over the text and help them understand the main ideas. Thy do not need to understand every word. But they should understand *married*, *one daughter, one son,* and *happy*. If you need to explain again, draw a small family tree on the board.

Practice

Q Underline *R* and *r*. Circle *this*.

Have students underline all instances of *r* in the reading and circle the word *this*.

Evaluation

When students are finished, tell them there are nine instances of *r.* Have them count and make sure they underlined nine.
Have them look for the letter *n*. How many can they find? (seven)
Have them look for the letter *m*. How many can they find? (two)

Presentation

R Listen. Circle the answer.

Remember, students may not understand *How many,* but they should know *daughter* and *son* and they can go back to the reading to find the answers.

Practice

S Write. Trace the words.

Read the text aloud to students and have them track the words as you read. Then have them trace the words.

Evaluation

Walk around and help students. Observe any common issues and reteach or clarify as needed.

Application

T Write. Trace the words.

Read the text aloud to students and have them track the words as you read. Review *brother* and *sister* and explain the word *single*. Then have them trace the words.

Try the following tongue twister. Write it on the board and model it for students. Have students repeat after you. Then have them practice in pairs. Ask for volunteers to say it aloud for the class.

Red roses and red ribbons are really nice.

Instructor's Notes

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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high frequency words they have learned: *from, happy, name, where, what*, and *this.* They may come up with a few more words that were dominant in the unit like *first* and *last,* and perhaps you have made a point of incorporating some of the direction line words, like *read* and *write*. You might ask students to practice with their flashcards in pairs before starting the lesson.

Introduction

Tell students that today they will review the previous five lessons. You might quickly go to the first page of each lesson so they better understand.

Presentation

Ask students to see if they can say the high-frequency words with other words. For example:

I'm from or *from Mexico*
Happy Birthday
first name, last name, or *What's your name?*
Where are you from?
What is your address?
This is

Practice

A Find and circle the words.

In this unit, the wordsearch only has the words going across, but later in the book, students will have to recognize words going across and up and down. This activity allows students to better recognize the target high-frequency words. Show students the example and ask them to circle the other words from the list. This type of word game may be new to some students, so take the time needed to show them how it works.

BEST PRACTICE

Celebrate Progress, Not Perfection

Literacy and language learning are journeys. Your students are going to progress at different rates—from each other and within themselves—with both their ability to speak English and their emerging reading. It is not expected that most students are going to be hitting 100% at the end each unit, but you and your students should celebrate the achievements that *have* been attained rather than viewing any errors as deficiencies. Remember, your students may have anything from undiagnosed learning disabilities to a fossilized negative relationship with formal education working against them. Be their cheerleader and celebrate every inch forward that they gain.

Also know that an imperfect student score doesn't reflect on you as a teacher either. Every right answer, however, does.

Evaluation

Check students' work. Remind students of how much progress they have made compared to where they started at the beginning of this unit.

Presentation

Put It Together often deals with vowels so students learn to blend sounds together more readily.

Write the letter *a* on the board. Model the correct stroke order as shown below. Use the sound in this lesson, which is a short *a*. Make the sound as you write it several times on the board. Find a picture of a hat or draw a hat on the board (or maybe a student is wearing one!). Indirectly, students will learn the *t* sound, but they are not responsible for that letter yet.

Say *hat* very slowly. Spell it out slowly as well. Make sure the *a* sound is very clear.



Practice

B Write *a*.

Create literacy lines on the board. Show students how to write the letter *a* within the lines. Then have students complete the activity in their books. Make sure students write slowly.

Evaluation

Check students' work.

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6 Put It Together

n, h, wh, w, m, r, a

A Circle.

~~from~~

happy

name

where

what

this

t	h	i	s	e	v	t	w	h	a	t	l	i	k	d	a
h	g	m	m	d	e	k	a	p	h	s	z	a	v	o	o
a	t	c	z	y	p	u	z	t	n	a	m	e	g	q	b
a	p	e	s	l	s	e	f	j	f	i	c	q	j	m	i
f	r	o	m	y	d	s	l	j	i	b	d	k	b	z	m
z	w	h	e	r	e	p	d	h	a	p	p	y	s	p	f
m	o	u	d	t	w	i	l	f	k	h	n	z	z	n	v
u	b	l	h	k	w	r	i	t	e	t	b	z	x	s	i
w	n	t	v	f	s	g	h	b	z	e	a	k	l	s	n
k	o	m	c	s	k	v	q	d	z	c	i	r	c	l	e
s	z	e	c	t	u	q	d	m	x	t	a	e	j	u	v
r	e	a	d	m	l	r	p	m	x	c	l	t	c	t	j

B Write *a*.

a a a a a a a a a a a a

a a a a a a a a a a a a

a

a

Teacher Notes

A Find and circle the words. **B** Write *a*.

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C Listen. Repeat.



1. hat



2. mat



3. rat



4. cat

D Listen. Repeat. Write *a*.



1. m__a__p



2. h__a__ppy

237 W. Broadway
Anaheim, CA 92801

3. __a__ddress

NAME CARD
Last Name: **Mendoza**

4. l__a__st name

E Write *A*.

A A A A A A A A

A A A A A A A A

A

Teacher Notes

C Listen and repeat. D Listen and repeat. Write *a*. E Write *A*.

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Presentation

C Listen and repeat.

Play the audio or say the words slowly, showing how sounds blend. Write the words on the board and say them again slowly, following along with your finger. Ask students to do the same in their books with a partner.

Practice

D Listen and repeat. Write *a*.

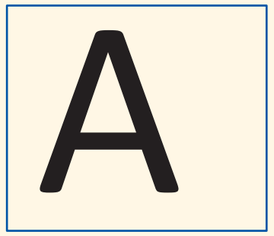
Have students write lowercase *a* and say the words. Again, remember that students are not learning this vocabulary. They are only learning the sound. Some students will choose to learn the words and that should be encouraged.

Evaluation

Check students' work.

Presentation

Show students how to write the uppercase *A*. Demonstrate by tracing in the air. Model the correct stroke order as shown below. Then show them using literacy lines on the board. Ask for student volunteers to come up and write.



Practice

E Write *A*.

Ask students to write uppercase *A*. Remind them to write slowly and make sure the points of the letter touch the solid lines.

Instructor's Notes

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F Practice. Ask two classmates the questions. Ask them to spell. Write their answers.

Review the four questions in the book and look at the example. Then ask students to walk around the room, ask three other students for their information, ask them to spell the answers, and write them down.

G Write *live*, *first*, and *last*.

Students will review a few new words that they learned in the unit. Ask them when they saw the word *first* (first name) and when they saw the word *last* (last name). Do the same with *live*. Ask them to carefully write the new words in the spaces provided. Review the meaning if necessary and find the words in the unit to make it clearer.

H Listen. Spell. Play running dictation.

Play the audio and have students spell the words in response. Erase the board and have students close their books. Then put them into teams. They will take turns dictating a word to their team. Write the words on flashcards or large pieces of paper, one work per card / piece of paper. Then say: *Go!*, at which time one student from each team runs to you to see /read the word. Then the student runs back and dictates it to one member of the team. The first team to write the word correctly wins one point. Continue until all words are dictated.

Evaluation

Observe how well students do and reteach certain words when necessary.

Instructor's Notes

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F **Practice.**

What's your first name?
Maria
What's your last name?
Mendoza
Where are you from?
Mexico
Where do you live?
Mesa, Arizona

G **Write *live*, *first*, and *last*.**

live

first

last

H **Listen.** **Spell.**

Spell *live*.	Spell *first*.	Spell *last*.
Spell *this*.	Spell *from*.	Spell *where*.
Spell *what*.	Spell *happy*.	Spell *name*.

Teacher Notes

F Practice. Ask two classmates the questions. Ask them to spell. Write their answers.

G Write *live*, *first*, and *last*. **H** Listen. Spell. Play running dictation.

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I **Listen.** **Look.**

Nasham Haj is from Syria. She lives in Miami, Florida. She is married. She has one daughter and three sons.



J **Circle *from*, *lives*, *married*, *daughter*, and *sons*.**

K **Listen.** **Circle.**

1. What is her first name? (a.) Nasham b. Haj
2. Where is she from? a. Miami (b.) Syria

L **Write.**

My name is Nasham Haj. I am from Syria. I live in Miami, Florida. I am married.

M **Write.**

My name is _____. I am from _____. I live in _____, _____. I am _____.

Teacher Notes

I Listen and track the words. J Circle *from*, *lives*, *married*, *daughter*, and *sons*.
K Listen and circle the answer. L Trace the text. M Write your information.

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Presentation

Review family vocabulary with students. Talk about your family in a similar way to the text in **I**. Then ask a few students for the information about themselves. Repeat their information using *he* and *she*.

I Listen and track the words.

Have students follow along with their fingers as they listen to the paragraph.

J Circle *from*, *lives*, *married*, *daughter*, and *sons*.

You may choose to write this on the board so students can take turns coming up to the front of the class to circle words.

Practice

K Listen and circle the answer.

Have students circle the correct answers. Think of this as a test. Don't help students with this but observe whether they understand.

L Trace the text.

This is in the first person, so students can get a feel for writing as if the text were about them. It is also in tracing mode, so students can practice writing the letters to prepare them for the following activity.

Evaluation

Check students' work.

Application

M Write your information.

Have students trace the text and add their personal information in the spaces provided. Monitor and help as needed.

Instructor's Notes

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Quizzes are designed to see what students have learned. Over the course of *Stand Out Literacy Foundations*, you will work towards allowing students to do the activities without any teacher input. At this point in the course, however, some modeling of the task and checking for understanding of the task may be appropriate.

A Listen and circle the word that has the letter sound you see in red at the beginning.

Make sure students are able to listen to each item at least twice.

Listening Script

1. Find the n *sound: a.* ***name*** *b. book c. hat*
2. Find the w *sound: a. headphones b. ribbon c.* ***water***
3. Find the h *sound: a. red b.* ***hello*** *c. pencil*
4. Find the m *sound: a. book b. trash can c.* ***money***
5. Find the r *sound: a.* ***ring*** *b. pen c. hat*

Add a partial dictation to this sequence. Say these words and see if students can write the letter they hear in the initial sound. Repeat each word twice and emphasize the initial sound.

map (m)
hat (h)
wall (w)
rose (r)
note (n)

B Listen to the questions. Write answers with your information.

These questions are a lot of text for students to read. What is important is that they can produce the right answer, not that they necessarily read the questions with ease. Scaffold this task for students by playing the audio. You may also choose to write the questions and your own answers on the board to reinforce meaning. Just make sure you don't give away the answer to item 3, as you may have students living in the same town.

BEST PRACTICE

Make Space to Show Achievement

Students are studying a common set of materials, but depending on how your class has gone, they may have also received some differentiated instruction. Be sure to incorporate opportunities to demonstrate knowledge of anything else you have covered in class: family members, direction line words, letter recognition, etc. Give your students lots of opportunities to show what they know, and model and scaffold tasks for them to improve the success rate. Some suggestions: write a few other words you have covered in the unit on the board, and ask students to come up and read one (not all); ask students to write down two or three other words or names they learned; ask them to say their new words and phrases, even if they can't write them yet.

Evaluation

After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up. Make sure students are ready for Unit 2. You can assign activities in the online practice on the Spark platform for students to do again in order to better consolidate their knowledge.

Instructor's Notes

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Quiz

A **Listen.** **Circle.**

n 1. (a.)  b.  c. 

w 2. a.  b.  (c.) 

h 3. a.  (b.)  c. 

m 4. a.  b.  (c.) 

r 5. (a.)  b.  c. 

B **Listen.** **Write.**

1. What is your first name? _____

2. What is your last name? _____

3. Where do you live? _____

4. Where are you from? _____

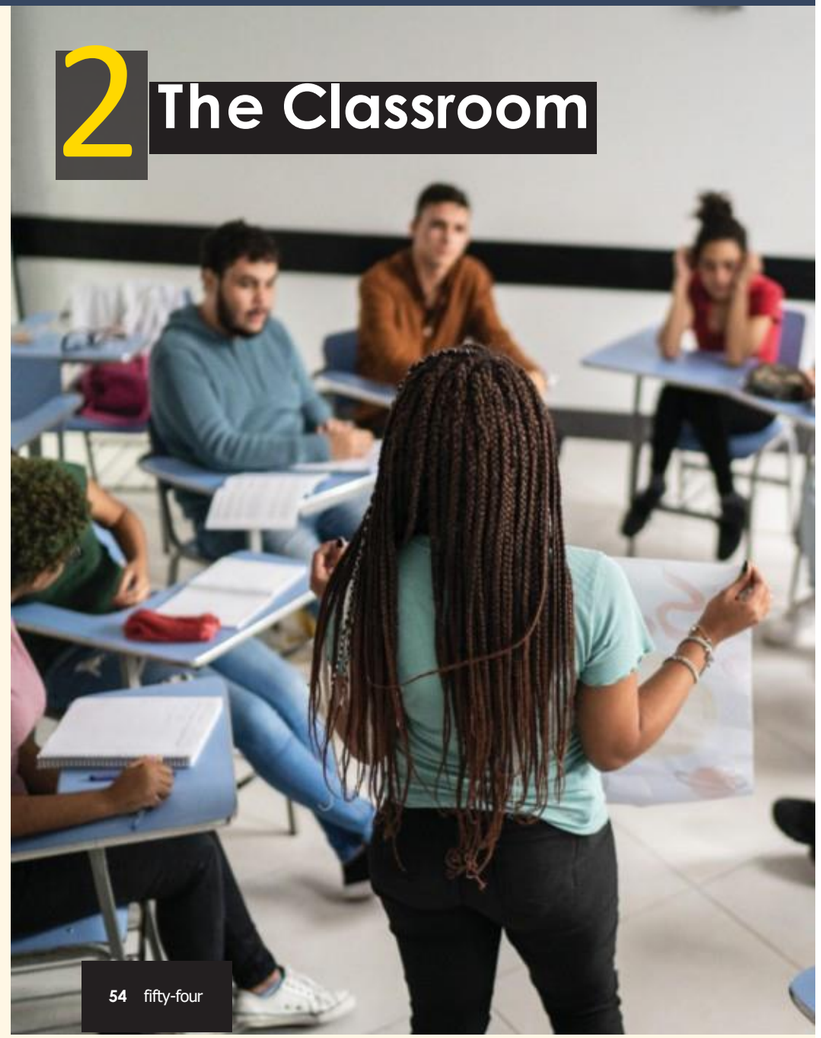
Teacher Notes

A. Listen and circle the word that has the letter sound you see in red at the beginning.

B. Listen to the questions. Write answers with your information.

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2 The Classroom



54 fifty-four

Unit Outcomes

Letters: *f, fl, fr, p, c, ck, s, d, a*

Words: *friend*, *please*, *in*, *on*, *at*, *my*, *your*, *go*, *school*, *you*

Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit and to discover what they may already know. Recognizing contexts and formats is a reading skill, even if students can't read the full contents. For example, it is likely that students know numbers, so in this opener, they are asked to point to the room number or the number words. This is also a good moment for you to notice what students may already know.

In order to see what students already know, mime different classroom activities from the picture. Ask students to point to what you are doing on the picture in their books. If anyone says any words related to the picture, write them on the board. As you write them, pronounce them while pointing to the picture. Then have students repeat the words.

Possible words to write on the board: *door, desk, exit sign, notebook, Room number 4, calendar, year 2024*, word numbers: *three, four, five.*

Write the following words on the board: *door, desk, exit sign, notebook.* Have students pronounce each word as you point to it. Then practice pointing to each item on the picture in the book. Do a listening exercise in which you say the word and students point. Reverse the exercise by pointing and having students say the words.

Repeat the exercise above with more specific information from each item, adding these words to the board: *calendar, 2024, three, four, five.* Ask students to point to the parts of the image where they see these items. You could expand the exercise by doing the same activity with *student* and *teacher*.

Flashcards will be very important to students as they begin to learn new words. Have a stack of index cards in your classroom ready to pass out to students or ask them to purchase a package of their own. They will be using them every day in class.

Have students make flashcards with the words written on the board. Have them write one word / phrase on the card. On the back, they can draw a picture of that item or write the translation in their own language. Then have them practice in pairs with their flashcards. At this point, they can just say the words, or one student can say a word and the other can point to it in the book.

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Teacher Notes

Point to the door. What is the room number?

Find the calendar. Point to the year. Point to the number words.

BEST PRACTICE

Phoneme Awareness

Phoneme awareness is a crucial part of understanding the writing system in English. Learning the sounds that letters represent helps students interact with words through spelling and reading more effectively. Spelling is greatly facilitated when students pronounce words correctly. Therefore, it is important to make sure students spend the time needed in each lesson practicing the pronunciation of each of the target sounds.

BEST PRACTICE

Holding a Pencil or Pen

Go over the best ways to hold a pencil with students again. Holding a pencil can be a personal thing. Some students have been doing it one way for many years. Ultimately, it is their choice. Some people hold pens in unique ways and are still successful; however, having a good grip is less strenuous, and generally leads to more legible writing.

BEST PRACTICE

Self- and Peer-Correction

Rather than just correcting students when they make a spelling mistake, see if they can find the mistake themselves. When there is a mistake, in a word written on the board by a volunteer, underline or circle the word and ask for a different volunteer to come up to the board and correct it. This is a form of peer editing.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

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1 My Friend

f, fr, fl

A Listen. Repeat.

f *f* *f* *f* *fr* *fr* *fr* *fr* *fl* *fl* *fl* *fl*

B Listen. Repeat.



Profile
First Name: Fabiola
Last Name: Jean
Language: French



Flag of Haiti



Profile
First Name: Franc
Last Name: Lane
Language: French



Flag of France

C Listen. Circle.

1. a.  b.  (c.) 

2. (a.)  b.  c. 

3. (a.)  b.  c. 

Teacher Notes

A Listen and repeat the letter sounds. **B** Listen and repeat. **C** Listen and circle words that have the *f* sound.

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At-a-Glance Prep

Goals: Practice *f*, *fr*, *fl*. Introduce a friend.

Agenda

- ☐ Learn the letters *f*, *fr*, *fl*.
- ☐ Learn about profiles.
- ☐ Write the letter *f* / *F*.
- ☐ Introduce a friend.
- ☐ Write about a friend.

Warm-up and review

With books closed, write *friend* on the board. See if students know this word. Go around the room and use students' names and say: _____ *is my friend.* Write this on the board and help students see each word separately as you pronounce them. Students should not be writing at this time.

Introduction

Write the letter *f* on the board and tell students they will learn this letter today. Underline the *f* in the word *friend* that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letter with your finger on the board and ask students to do the same in the air. Now have students look at the *fr* in *friend*. Underline it and help them pronounce it. If you have a flag in the classroom, point to it and write *flag* on the board. Underline the *fl* and pronounce it.

A Listen and repeat the letter sounds.

Have students listen and repeat the sound(s) as they follow along in their books. Help students pronounce the *f*, *fr*, and *fl* sounds. *F* is a fricative. Show students how to pronounce *f* by putting your top teeth on your bottom lip and blowing air through your mouth. Then demonstrate what it sounds like when you add the *r* and the *l*. Have a list of words ready (some that begin with *f* and some that don't) and have students stand up or raise their hands when they hear words that start with *f*.

Presentation

B Listen and repeat.

Have students look at the pictures and words in **B**. Ask them questions about things they already know: *first name*, *last name*, *where*, *from*, etc. As you play the audio, help students through the CPT or visuals to track the words said with their finger. Write words with the target sound on the board. Exaggerate the sound so students can distinguish it within the words. Teach them the word *flag* (which you already referred to in the introduction) and the word *language*.

Practice

C Listen and circle words that have the *f* sound.

Ask students to listen carefully to three words. One of them begins with the sound of the letter *f*. Remind them that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do item 1 as a class. You may still have to play the audio several times until students understand the process. Pronounce each word yourself in the first few lessons in the book. At first, only ask students to identify the initial *f* sound.

Listening Script

1. a. dog	*b. seven*	*c. flag*
2. a. five	*b. desk*	*c. cat*
3. a. fish	*b. apple*	*c. chair*

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D Circle the letter *f*.

See how much students can do with minimal support. If you see issues, do some more tracing and visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** on the board (*flag*, *five*, *fish*). Say each one and exaggerate the *f* sound so it is clear to students. Check that students did **D** correctly and have them repeat the *f* sound one more time.

Presentation

E Write *f*.

Write the letter *f* on the board. Have students trace the shape in the air. Remember to face the board so students can follow your strokes in the air. Be sure to use the same style of font as in **E**. so that the strokes are the same as those shown below. Every time the *f* is written, pronounce it clearly and ask students to repeat. Create literacy lines on the board and show students that they should stay within the lines and that the top of the *f* touches the solid line. Make sure students write slowly at first. Tell them there is no rush.

f

Practice

F Listen and repeat. Write *f*.

First, ask students to listen to the *f* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *f* sound every time you say each word. Consider writing the words on the board and invite volunteers to repeat them.

Instructor's Notes

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D Circle the letter *f*.

f	(f)	ɬ	ɬ	(f)	(f)	ɬ	(f)	ɬ
f	s	S	(f)	t	(f)	(f)	t	s
f	t	(f)	ɬ	(f)	s	t	(f)	(f)

E Write *f*.

f f f f f f f f f f f f f

f

F Listen and repeat. Write *f*.



1. ___f___oot



2. ___f___ork



3. ___f___lower



4. ___f___ly



5. ___f___ive



6. ___f___rog

Teacher Notes

D Circle the letter *f*. E Write *f*. F Listen and repeat. Write *f*.

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G Write *F*.

F F F F F F F F F F

F

H Listen and repeat. Write *F* and *f*.

1. Fabiola is from Haiti.

   F abiola is from Haiti.

2. Franc is from France.

   F ranc is from F rance.

3. My first name is Fred.

   My first name is Fred.

Teacher Notes

G Write *F*. H Listen and repeat. Write *F* and *f*. Point out to students that there is a mix of uppercase and lowercase when you get to the third item.

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Presentation

Use your index cards to make flashcards with the words from **F**. You will need to make one set of six flashcards for each team of six students (if the number of students in your class is not a multiple of six, see below for ideas for how to adjust the activity). Mix them up and hand a card to each student. Write the six words from **F** on the board. Explain that students will need to form a group in which each has one of the words on their cards. Demonstrate by walking up to a student and asking: *Do you have* foot*?* Once you find a student with the word *foot* on their card, the two of you walk up to another student and ask: *Do you have* flower*?* Keep going until you have all six words. Model the question again and have students repeat it. Write on the board: *Do you have . . .?* Students may not know these words, and it is not necessary to explain them at this stage. If the number of students in your class is not a multiple of six, you could make the activity competitive and say that the first group of six that gets formed is the winner. Alternatively, ask students to form groups of four or five, each with a different word out of the six on the board.

During the activity, some students may feel more comfortable simply saying the words rather than asking the question.

G Write *F*.

Remind students about the difference between upper- and lowercase and write *F* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Be sure to use the same style of font as in **G** so that the strokes are the same as those shown below. Every time the *F* is written, pronounce it clearly and ask students to repeat. Create literacy lines on the board and show students that they should stay within the lines.

F

Practice

H Listen and repeat. Write *F* and *f*. Point out to students that there is a mix of uppercase and lowercase when you get to the third item.

Write the first sentence on the board. Remind students that names, like *Fabiola*, start with a capital or uppercase letter. It may be confusing for them at this point, but remind them that sentences also start with capital letters. Check students notice that the third item has both upper- and lowercase. Play the audio and have students complete the activity.

Evaluation

Check students' work. If they are struggling to stay in the lines, be sure to provide them with further practice.

Instructor's Notes

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Presentation

I Listen and repeat.

Go over the conversation several times. Write it on the board and ask students to come up and underline all instances of *F* and *f* they see. It is important here that students don't write. They are learning the spoken language and may not be very familiar with all the other letters in the conversation. Practice the conversation with the class. See **Best Practice** below for suggestions on how to do this.

BEST PRACTICE

Presenting Conversations

1. Present the conversation in context in its entirety, allowing students to hear the model either by you or by listening to the audio.
2. Have students repeat each line as a class. Work on rhythm and other pronunciation features.
3. Have students take one role while you take the other role, and then reverse roles.
4. Ask one student to practice the conversation with you. Then reverse roles.
5. Ask two or three students to demonstrate for the class.
6. Add substitutions where appropriate or when called for and repeat the above steps.

Practice

J Practice the conversation with your information.

Show students how to practice with their own names and country by erasing *Fay* and *Canada* from the conversation on the board and adding a few different students' names and countries. Model with individual students.

Have students pair up, walk around the room, and introduce their partner to three other pairs. They will need to switch roles so they practice both parts of the dialog.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

This conversation is slightly different from the previous one so students can see there is more than one way to introduce someone. Go over the conversation several times. Write it on the board and ask students to come up and underline all the instances of *F* and *f* they see.

Practice

L Practice the conversation with your information.

Show students how to practice with their own names and country by erasing *Bo* and *Fay* and *Canada* and *China* from it on the board and adding a few different students' names and countries. Model with individual students.

Have students pair up, walk around them room, and introduce their partner to three other pairs. They will need to switch roles so they practice both parts of the dialog.

Evaluation

Listen as students practice and have several pairs come to the front of the class to demonstrate.

Presentation

Underline the word *friend* on the board anywhere it is. Spell it out. Refer to the alphabet on the board or in the Welcome Unit. Have the class spell it. Then call on individuals.

M Write *friend*.

Students trace over the word *friend*. Ask them to write it again in the literacy lines. They have not learned to write *i*, *e*, and *d* yet, so it doesn't matter if they are not clear. The letters that need to be clear and legible are *f*, *r*, and *n*.

Practice

N Listen and repeat.

Have students ask each other to spell *friend*.

More practice: Have students add the word *friend* to their flashcards and do some practice with all the cards they have so far, for example, with a memory game.

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I **Listen and repeat.**



A: This is my friend Fay.
She is from Canada.

B: Nice to meet you, Fay.

friend

J **Practice.**

K **Listen and repeat.**

A: Hi Bo, this is my friend Fay. She is from Canada.

B: Hi, Fay. It's nice to meet you. I'm from China.

L **Practice.**

M **Write *friend*.**

friend friend

N **Listen and repeat.**

A: Spell *friend.*

B: *f…r…i…e…n…d*

Teacher Notes

I Listen and repeat. J Practice the conversation with your information. K Listen and repeat.
L Practice the conversation with your information. M Write *friend*. N Listen and repeat.

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O **Listen. Look.**

Fabiola

This is Fabiola. She is my friend. She is from Haiti. She speaks French and Creole.



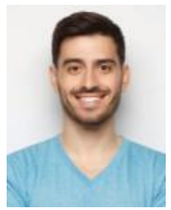
P **Underline the *F*, *Fr*, and *fr*. Circle *friend*.**

Q **Listen and circle.**

1. What is her name? (a.) Fabiola b. Haiti
2. Where is she from? a. Fabiola (b.) Haiti

R **Write.**

This is my friend Franc. He is from France. He speaks French.



S **Write.**

This is my friend _____.

He is from _____.

He speaks _____.

Teacher Notes

O Listen. Track the words. P Underline the *F*, *Fr*, and *fr*. Circle *friend*. Q Listen and circle the answer.
R Write. Trace the words. S Write about a friend in the class. Then introduce your friend to a partner.

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Presentation

Establish the context once again by calling a student up to the front of the class and introducing them. Use the model in **O**. You may want to do this with one or two more students.

O Listen. Track the words.

Ask students to open their books and track the words as they listen.

P Underline the *F, Fr,* and *fr.* Circle *friend*.

Have students underline the *F, Fr,* and *fr* and circle the word *friend*. Remember that students do not necessarily know all of the words in the paragraph yet. This is to be expected because students are still learning to decode.

Practice

Q Listen and circle the answer.

Students may not know all of the words in the questions. Do not teach them the words at this time. This activity is designed to provide an opportunity for them to figure it out. Although many may not know what *What is her . . . ?* or *Where is she . . . ?* means, they should be able to use the answer options and the words they have learned to work out the correct answers. Help if necessary.

Evaluation

Have students share their answers with a partner. Check them as a class.

Practice

R Write. Trace the words.

Read the sentences out loud. Have students repeat with you. Have them follow the text with their fingers as they repeat. Then have them trace the words with their fingers before they trace the words with their pencils. Encourage students to use a pencil rather than a pen. Remind them that they can erase if they need to.

Evaluation

Monitor as students trace and help as necessary. Check that they are tracing the letters they have already learned correctly.

Application

Write the following questions on the board and have the class repeat them: *What is your name? Where are you from? What language do you speak?* (They have not worked on this last question, so go over it a few times. Write a few examples on the board of different languages that students in the class speak).

S Write about a friend in the class. Then introduce your friend to a partner.

Ask students to pair up and work on this exercise together. Encourage them to use the questions on the board. Remind them to say: *How do you spell . . . ?* to their partner. Monitor and help as they write.

Instructor's Notes

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At-a-Glance Prep

Goals: Practice *p* / *P*. Follow instructions.

Agenda

- ☐ Learn the letter *p* / *P*.
- ☐ Write the letter *p* / *P*.
- ☐ Spell *please*.
- ☐ Write *please*.
- ☐ Follow instructions.

Warm-up

With books closed, write *please* on the board. Give students instructions and model so they know to follow you. Say: *Please stand up. Please sit down. Please open your book. Please close your book.*

Introduction

Write the letter *p* on the board and tell students they will learn this letter today. Underline the *p* in *please* that you wrote on the board and anywhere else it might be on the board or in the room. Show students items that start with *p* and write the words on the board: *pen*, *pencil*, *paper*, etc. Trace the letter with your finger on the board and ask students to do the same in the air.

A Listen and repeat the letter sound.

Have students listen and repeat the sound as they follow along in their books. Help students pronounce *p*. *P* is unvoiced, therefore the vocal cords do not vibrate. Show students how to say the *p* sound by putting their lips together, blowing air, and opening their lips. Have a list of words ready (some that begin with *p* and some that don't) and have students stand up or raise their hands when they hear words that start with *p*.

Presentation

B Listen and repeat.

Help students through the CPT or visuals to learn the words *pen*, *pencil*, *ruler*, and *paper*. Write the words with the target sound on the board. Exaggerate the sound as you pronounce each word. Have students point to each word as they listen.

Then say each of the *p* words and have students point to them as they repeat. Do the reverse. Point to each word on the board or CPT and have students say the word you are pointing to.

Practice

C Listen and repeat. Circle words that have the *p* sound.

Ask students to listen carefully to three words. One of them begins with the *p* sound. Make sure students understand that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do item 1 as a class. You may have to play the audio several times. Remember, students are only expected to identify the initial *p* sound.

Listening Script

1. a. book	*b. pencil*	*c. shirt*
2. a. pants	*b. desk*	*c. board*
3. a. trash can	*b. pineapple*	*c. banana*
4. a. hat	*b. headphones*	*c. purse*

Instructor's Notes

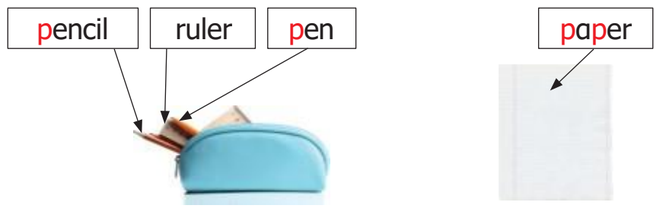
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2 Take Out a Pencil, Please. p

A **Listen and repeat.**

p *p* *p* *p*

B **Listen and repeat.**



C **Listen and repeat. Circle.**

1. a.  (b.)  c. 
2. (a.)  b.  c. 
3. a.  (b.)  c. 
4. a.  b.  (c.) 

Teacher Notes

A Listen and repeat the letter sound. **B** Listen and repeat.
C Listen and repeat. Circle words that have the *p* sound.

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D Circle *p*.

p	b	(p)	d	(p)	q	q	b	b
p	(p)	b	d	d	q	q	b	(p)
p	q	(p)	9	e	(p)	(p)	d	(p)

E Write *p*.

p p p p p p p p p p p p

p

F Listen and repeat. Write *p*.



1. ___p___alm tree

2. ___p___aper



3. ___p___ot



4. ___p___lane

Teacher Notes

D Circle *p*. E Write *p*. F Listen and repeat. Write *p*.

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D **Circle *p*.**

See how much students can do with minimal support. If you see issues, do some more tracing and visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** on the board (*pencil*, *pants*, *pineapple*, *purse*). Say each one and exaggerate the *p* sound so it is clear to students. Check that students did **D** correctly and have them repeat the *p* sound one more time.

Presentation

E **Write *p*.**

Write the letter *p* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Be sure to use the same style of font as in **E** so that the strokes are the same as those shown below. Every time the *p* is written, pronounce it clearly and ask students to repeat it. Make sure they are not making any sound, but just pushing air through their lips. Create literacy lines on the board and show students how the lowercase *p* dips below the bottom solid line. Make sure students write slowly at first. Tell them there is no rush.

p

BEST PRACTICE

Writing Letters

It is important that students learn correct letter placement within the literacy lines. Even though they are only writing one letter at a time, once they start writing words, it will be important that the letters are written correctly in relation to the ones next to them. For example, if students don't write the first stroke of the lowercase *p* below the bottom solid line, it will look like an uppercase *P* or possibly even a lowercase *b*.

Practice

F **Listen and repeat. Write *p*.**

First, ask students to listen to the *p* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *p* sound every time you say each word. Consider writing the words on the board and invite volunteers to repeat them.

Instructor's Notes

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Presentation

G Write *P*.

Write the letter *P* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Be sure to use the same style of font as in **G** so that the strokes are the same as those shown below. Every time the *P* is written, pronounce the sound clearly and ask students to repeat. Create literacy lines on the board and show students that they should stay within the lines for the uppercase *P*.

P is another letter (like *w*) that is exactly the same in uppercase and lowercase. Letter placement is very important to distinguish between the two cases. Ask for volunteers to come up to the board and write the two side by side so they can see the difference.

P

Practice

Write the sentences in **H** on the board and say them as you write them. These are similar to or the same as the sentences you opened the lesson with. Demonstrate as you say them.

H Listen and repeat. Write *P*.

Have students listen and repeat. Model the actions. Then have them listen and do the action. Have them write the letter. Ask students to say the sentence to a partner and the partner does the action.

I Listen and repeat. Practice. Have students practice in pairs.

Go over the conversation several times. Write it on the board and ask students to come up and underline all the instances of *p* and *P*. Remember, it is important here that students don't write. They are learning the spoken language and may not be very familiar with all the other letters in the conversation. Read the conversation. Have students listen and repeat. Practice with individual students and then ask them to practice with a partner.

Evaluation

Listen as students practice and have several volunteers come to the front of the class to demonstrate.

Instructor's Notes

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G Write *P*.

P P P P P P P P P P

P

H Listen and repeat. Write *P*.



Please, take out a pencil.



Please, open your book.

___P___lease, take out a pencil.

___P___lease, open your book.

I Listen and repeat. Practice.



A: Hello, class.

B: Hello!

A: Please, take out a pencil and paper.

Teacher Notes

G Write *P*. H Listen and repeat. Write *P*. I Listen and repeat. Practice. Have students practice in pairs.

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J **Listen and repeat.**

please

Please, take out a pencil.

K **Practice with *a pen*, *your books*, and *a ruler*.**

L **Write *Please*.**

Please

M **Spell.**

A: Spell *please*.
B: *p…l…e…a…s…e*

A: Spell *friend*.
B: *f…r…i…e…n…d*

N **Practice.**



Teacher Notes

J Listen and repeat. **K** Practice with *a pen*, *your books*, and *a ruler*.
L Write *Please*. **M** Spell. **N** Practice spelling the words with alphabet cards.

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Presentation

J Listen and repeat.

Have students repeat after the audio. Then write the sentence on the board, but erase the words a *pencil* and replace them with a line. Next to the line, write *a pencil, a pen, your books, a ruler,* and any other appropriate words students know. Point to each word one at a time and have students repeat the sentence, inserting the word you are pointing to.

Practice

K Practice with *a pen, your books,* and *a ruler*.

Have students do the same activity in pairs, using words from the board.

Evaluation

Walk around and observe.

BEST PRACTICE

Observing Student Interaction

Walking around the classroom allows you to observe students who may be having difficulties with the material. It is important to catch potential problems early on and correct students' mistakes. Remember that this is an opportunity for students to work together, not one-on-one with the teacher. Therefore, try to be present but invisible. Let students know that you are there to help, but do not interrupt their work. Move from group to group or pair to pair as quickly and quietly as possible. If you would like to verbally check on students' progress, ask: *Is everything OK? How's it going?* Students will eventually get used to observations, and they will see the teacher as a possible source for help.

Presentation

Underline the word *please* on the board anywhere it is. Have students take out their letter cards and find the letters from the word *please*. Then have them spell it on their desk. Walk around and make sure everyone's is correct.

L Write *Please*.

Ask students to write the word *Please* in the literacy lines. The only letter that needs to be clear and legible is the letter *P*.

Practice

M Spell.

Have students ask each other to spell *please* and *friend*.

N Practice spelling the words with alphabet cards.

Have students use their letter cards to spell *please*, *friend*, *pencil,* and any other words you want them to practice. Many of the words share letters, so they will only be able to do one at time.

Evaluation

Put students into groups of four. Have each person spell a different word. Observe as they do so.

Instructor's Notes

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Presentation

O Listen. Track the words.

Establish the context once again by making polite requests and having students do the actions. For example: *Please stand up. Please sit down. Please take out a piece of paper. Please take out a pencil.* Then have students listen and follow the text with their finger.

P Underline *P* and *p*. Circle *Please*.

Ask students to underline all the instances of *P* and *p* they see and circle the word *please* in **O**. Remember that students do not necessarily know all of the words.

Practice

Q Listen and circle the answer.

Students may not know the words in the questions *What do . . . ?* Do not teach them at this time. This activity is designed to provide an opportunity for students to figure it out. They should be able to deduce the answers from the words they have learned.

Evaluation

Have students check their answers with a partner. When they are finished, read the questions aloud and call on students to answer.

Application

R Practice following the commands with your partner.

Have students give instructions to their partner.
Note: Because the first one is asking them to sit down, you should ask them to start the exercise standing up. If some students seem ready, encourage them to add in their own command. Invite volunteers to give commands to the class.

S Write.

Have students trace the commands. Make sure they are writing any letters that they already learned correctly. Monitor and help as necessary.

Instructor's Notes

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O Listen. Look.



Classroom Instructions

1. Please sit down.
2. Please take out a pen and paper.
3. Please write your name.
4. Please open your books.
5. Please listen carefully.

P Underline *P* and *p*. Circle *Please*.

Q Listen and circle.

1. What do students write? a. their names b. their books
2. What do students open? a. their names b. their books

R Practice.

A: Please sit down.
Please take out a pen and paper.

B: Please open your books.
Please listen carefully.

S Write.

Please sit down.
Please take out a pen and paper.
Please open your books.
Please listen carefully.

Teacher Notes

O Listen. Track the words. P Underline *P* and *p*. Circle *Please*. Q Listen and circle the answer.
R Practice following the commands with your partner. S Write.

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3 My Classroom c, ck

A Listen and repeat. *c c c c ck ck ck ck*

B Listen and repeat.



C Listen. Circle.

1. a.  (b.)  c. 
2. a.  b.  (c.) 
3. a.  (b.)  c. 

Teacher Notes

A Listen and repeat the letter sounds. **B** Listen and repeat.

C Listen and circle the words that have the *c* / *ck* sound.

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At-a-Glance Prep

Goal: Practice *c, ck,* and *C.*

Agenda

- ☐ Learn the letters *c* / *C*, *ck.*
- ☐ Write the letter *c* / *C*.
- ☐ Learn *Where's . . . ?*
- ☐ Write *on* and *in*.
- ☐ Write about things in the classroom.

Warm-up

Look around the classroom and teach some new classroom vocabulary: *desk*, *clock*, *computer*, *trash can*, etc. Choose a few items and ask students: *How many . . . ?* Write the actual number next to the items that you count. They learned numbers in the Welcome Unit but shouldn't be expected to write them perfectly. You might review by writing numbers 1–20 on the board with students' help as possible.

Introduction

Circle the letter *c* on the board and tell students they will learn this letter today. Underline the *c* / *ck* in any words that you wrote on the board and anywhere else they might be on the board or in the room. Trace the letter *c* with your finger on the board and ask students to do the same in the air. Explain that the *c* in the beginning of a word and the *ck* at the end have the same sound. **Note:** The *c* will only be taught in this lesson as a hard *c*. Also, students will learn to recognize the letters *c* / *ck* and the associated sound, but they will only learn to write *c* / *C*.

A Listen and repeat the letter sounds.

Have students listen and repeat the sound as they follow along in the book. Help them pronounce the *c* / *ck* sound. Show students how to pronounce the sound by closing the back of your throat with your mouth open and then opening it again. Have a list of words ready (some that begin with hard *c* and some that don't) and have students stand up or raise their hands when they hear words that start with the hard *c* sound.

Presentation

B Listen and repeat.

Tell students to track the words on the drawing as they listen. Write the words with *c* / *ck* on the board. Exaggerate the sound so they can distinguish it within the words. Have students point to each word as they listen. Then say each of the *c* / *ck* words and have students point to them as you say them. Do the reverse. Point to each word on the board or the CPT and have students say the word you are pointing to.

Practice

C Listen and circle the words that have the *c* / *ck* sound.

Ask students to listen carefully to the words. One of them begins with the letter *c*. Make sure they understand that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do item 1 as a class. They should understand the process by now, but you still may have to play the audio several times. Remember, we are only asking students to identify the initial *c* sound in this activity.

Listening Script

1. a. pencil	*b. clock*	*c. shirt*
2. a. dog	*b. hat*	*c. cat*
3. a. headphones	*b. car*	*c. board*

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D **Circle *c*.**

See how much students can do on their own. If you see issues, do some more tracing and visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** on the board (*clock*, *cat*, *car*). Say each one and exaggerate the *c* sound so it is clear to students. Check that students did **D** correctly and have them repeat the hard *c* sound one more time.

Presentation

E **Write *c*.**

Write the letter *c* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Make sure to use the same style of font as in **E** so that the stroke is the same as the one shown below. Every time the *c* is written, pronounce it clearly as hard *c* and ask students to repeat. Create literacy lines on the board and show students how to write it between the middle dotted line and the solid bottom line. Make sure students write slowly.



Practice

F **Listen and repeat. Write *c*.**

First, ask students to listen to the *c* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the hard *c* sound every time you say each word. Consider writing the words on the board and invite volunteers to repeat them.

Instructor's Notes

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D Circle *c*.

c	c	c	ɔ	ɔ	c	c	0	c
c	u	⊂	c	c	ɔ	c	u	c
c	c	c	c	ɔ	ɔ	c	u	⊂

E Write *c*.

C C C C C C C C C C C C C

C

F Listen and repeat. Write *c*.



1. __c__rayons



2. __c__ar



3. __c__ap



4. __c__abinet

Teacher Notes

D Circle *c*. E Write *c*. F Listen and repeat. Write *c*.

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G Write *C*.

C C C C C C C C C

C

H Listen and repeat. Write *C*.

Carolina is a student.

Carolina is in the classroom.

___C___arolina is a student.

___C___arolina is in the classroom.

I Listen and repeat.



A: Excuse me. Where's the clock?

B: It's over there on the wall.

J Practice.

Teacher Notes

G Write *C*. H Listen and repeat. Write *C*. I Listen and repeat. J Practice the conversation in I.

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Presentation

G Write *C*.

Write the letter *C* on the board. This one should be easy since it is exactly the same as the lowercase *c*. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Be sure to use the same style of font as in **G** so that the stroke is the same as the one shown below. Create literacy lines on the board and show students that they should stay within the lines. Remind them that for uppercase, the *C* should touch both of the solid lines. Have a few students come to the board and write examples. Every time the *C* is written, pronounce it clearly and ask students to repeat it.

C is another letter (like *w* and *p*) that is exactly the same in uppercase and lowercase. Letter placement is very important to distinguish between the two cases. Ask for volunteers to come up to the board and write the two side by side so they can see the difference.

Write the two sentences from **H** on the board, helping students understand the meaning. Ask for volunteers to come to the board and underline the *C*.

C

BEST PRACTICE

Encourage Student Participation

Whether classes are quiet or not, always look for opportunities to encourage student participation. This doesn't have to be elaborate in planning. Rather, a simple twist can turn an ordinary activity into a more engaging one. Instead of just asking students for the answer, ask one of them to come up to the board and write it. This can be a good way to get quieter students to participate.

Practice

H Listen and repeat. Write *C*.

Have students listen to the audio and write *C* in the correct places. Then have them track the sentences as they listen to the audio again. Once they are familiar with the sentences, say a sentence and have them point to it.

Evaluation

Check students' work from both **G** and **H**. If they are struggling to stay in the lines, be sure to provide them with more opportunity to practice.

Presentation

I Listen and repeat.

Go over the conversation several times. Write it on the board and ask students to come up and underline the *c* and *ck*. Again, remind students not to write. They are learning the spoken language and may not be familiar with all the other letters in the conversation.

Practice

J Practice the conversation in I.

Model with individual students and then ask them to practice with a partner.

Evaluation

Listen as students participate and have several volunteers come to the front of the class to demonstrate.

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Presentation

K Listen and repeat.

Explain the difference between *on* and *in* using the conversations. Insert other items in the classroom to help explain more clearly. For example: *Where's the book? It's on the desk. Where's the teacher? He's in the classroom.*

Practice

L Practice the conversation.

Have students walk around the room and practice the conversations with five or six different partners. Do not expect them to comprehend the difference between *in* and *on* just yet.

Evaluation

Walk around and listen while students are talking. Help when necessary. When students are finished, call on volunteers to perform the conversations in front of the class.

Presentation

Underline the words *on* and *in* on the board anywhere they are. Spell them out using the alphabet on the board or the Welcome Unit.

M Write *in* and *on*.

Ask students to write the words in the literacy lines. The only letter that needs to be clear and legible is the letter *n*.

Practice

N Spell.

Have students work with a partner to practice spelling the words. If it seems like this is easy for some students, encourage them to reverse it: they spell the word and their partner says what word they are spelling.

O Practice spelling the words with letter cards.

In groups, have students take out their cards and spell the words from **N**. They will need to spell one word at a time because they will only have one of each letter.

Evaluation

Observe students as they spell in their groups. If students appear to be having trouble, review the exercise.

Instructor's Notes

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K Listen and repeat.



on

A: Where's the clock?

B: It's on the wall.



in

A: Where's the student?

B: She's in the classroom.

L Practice.

M Write *in* and *on*.

in in

on on

N Spell.

A: Spell *in*.

B: *i…n*

A: Spell *on*.

B: *o…n*

A: Spell *please*.

B: *p…l…e…a…s…e*

A: Spell *friend*.

B: *f…r…i…e…n…d*

O Practice.

Teacher Notes

K Listen and repeat. L Practice the conversation. M Write *in* and *on*. N Spell.
O Practice spelling the words with letter cards.

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P **Listen. Look.**

My name is Carol. I'm in my classroom in South Carolina.
There are desks, a computer, and a cabinet in the classroom.
The computer is on a table in the back.

Q **Underline *C* and *c*. Circle *in*.**

R **Listen and circle.**

1. Where is Carol? a. in the classroom b. on the classroom
2. What is on a table? a. a book b. a computer

S **Write.**

My name is Edgar. I'm in my classroom.
There are desks, a bookcase, and a cabinet
in the classroom.

T **Write.**

My name is _____. I'm in
my _____. There are
desks and _____ in the
classroom.

Teacher Notes

P Listen. Track the words. Q Underline *C* and *c*. Circle *in*. R Listen and circle the correct answer.
S Write. Trace the words. T Write about things in your classroom.

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Presentation

With books closed, play the audio for **P**. Ask students to listen for *c* and *ck* words. Then ask them what they heard. Write any *c* and *ck* words on the board. Do this as many times as you like, until they've mentioned them all.

BEST PRACTICE

Focused Listening

Most of the time, students learning a new language will not understand everything they hear. But they need to learn how to pick out the key pieces of information so they can get the main idea. You can start teaching them how to listen for key information by giving them something specific to listen for. For example, before you play the audio, ask students to listen out for the answer to the question: *Where does Carol live*?

P Listen. Track the words.

As students listen, have them track the text with their finger. Then play the audio again and have them repeat while tracking.

Practice

Q Underline *C* and *c*. Circle *in*.

Have students underline all the instances of *C* and *c* in the text and circle the word *in*. Ask those who finish quickly to look for other letters they have learned, such as *ck*.

R Listen and circle the correct answer.

Students may not know all of the words in the questions. Do not teach them the words at this time. This activity is designed to provide an opportunity for them to figure it out.

Evaluation

Write the paragraph from **S** on the board. Have volunteers circle some of the sounds they've already learned and words they may recognize by now as they did in **Q**. Ask for volunteers to come up to the board and circle letters. Go over the answers to **R**.

Application

S Write. Trace the words.

Read the text aloud and have students track the words with their fingers. Then have students take their pencils and trace the words.

T Write about things in your classroom.

Have students complete the writing in the book. They will need to be able to write their name, *classroom,* and another item from the classroom. Provide vocabulary as necessary. When they are finished, ask them to share what they wrote.

Instructor's Notes

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At-a-Glance Prep

Goals: Practice *s* / *S*. Make a schedule.

Agenda

- ☐ Learn the letter *s* / *S*.
- ☐ Learn about a calendar.
- ☐ Write the letter *s* / *S*.
- ☐ Learn *Where are you from?*
- ☐ Write *at*.
- ☐ Make a schedule.

Warm-up

If you have a calendar, use it for the warm-up. If not, draw something on the board. Teach the days of the week by asking: *What is the day today?* Write the day on the board. Ask students if they know any other days of the week. Eventually write them all on the board in order.

BEST PRACTICE

Eliciting Information

In *Stand Out*, we suggest that instead of merely giving students information, you elicit from them what they may already know. We recommend that students get involved in the warm-up / presentation and give information themselves because in this way they are actively involved. This level of involvement promotes learning, and they must activate prior knowledge, allowing for improved learning as they connect new knowledge to what they already know to help them understand and remember.

Introduction

Circle the letter *s* on the board in *Sunday* and tell students they will learn this letter today. Trace the letter with your finger on the board and ask students to do the same in the air. See if students can find the letter *s* anywhere else on the board or in the room.

A Listen and repeat the letter sound.

Have students listen and repeat the sound as they follow along in the book. Help them pronounce the *s*. Show students how to pronounce *s* by putting your teeth together, pushing your tongue up against the top of your mouth, and blowing air. Have a list of words ready (some that begin with *s* and some that don't) and have students stand up or raise their hands when they hear words that start with *s*.

Presentation

B Listen and repeat.

Using the CPT or the book, talk about the schedule. Write *schedule* on the board and underline the *s*. Write any other *s* words on the board. Exaggerate the sound so students can distinguish it within the words. Have students point to each *s* word as they listen. Then say each of the *s* words and have students point to them as you say them. Do the reverse. Point to each word on the board or CPT and have students say the word you are pointing to.

Practice

C Listen. Circle the words that have the *s* sound.

Ask students to listen carefully to the three words. One of them begins with the letter *s*. Make sure they understand that they do not have to learn the words. Remember, we are only asking students to identify the initial *s* sound.

Listening Script

1. a. pineapple	*b. seven*	*c. board*
2. a. sun	*b. hat*	*c. book*
3. a. five	*b. salt*	*c. plate*
4. a. candle	*b. headphones*	*c. sandals*

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4 It's at 3:00. s

A **Listen and repeat.** *s s s s*

B **Listen and repeat.**

	Saturday	Sunday
5:00 PM (five o'clock)	5:47	
6:00 PM (six o'clock)	dinner	dinner
7:00 PM (seven o'clock)	movie	soccer game

C **Listen. Circle.**

1. a.  (b.)  c. 
2. (a.)  b.  c. 
3. a.  (b.)  c. 
4. a.  b.  (c.) 

Teacher Notes

A Listen and repeat the letter sound. **B** Listen and repeat. **C** Listen. Circle the words that have the *s* sound.

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D Circle *s*.

s	s	3	s	ƨ	s	ƨ	s	c
s	c	c	s	c	ƨ	s	s	ƨ
s	f	s	ƨ	c	y	s	ƨ	s

E Write *s*.

S S S S S S S S S S S S S

S

F Listen and repeat. Write *s*.



1. __s__andwich



2. __s__ix



3. __s__ock



4. __s__lide

Teacher Notes

D Circle *s*. E Write *s*. F Listen and repeat. Write *s*.

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D Circle *s*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** on the board (*seven*, *sun*, *salt*, *sandals*). Say each one and exaggerate the *s* sound so it is clear to students. Check that students did **D** correctly and have them repeat the *s* sound one more time.

Presentation

E Write *s*.

Write the letter *s* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Make sure to use the same style of font as in **E** so that the stroke is the same as the one shown below. Every time the *s* is written, pronounce it clearly and ask students to repeat. Create literacy lines on the board and show students that the lowercase *s* needs to stay within the space below the dotted line. Make sure students write slowly.



Practice

F Listen and repeat. Write *s*.

First, ask students to listen to the s words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *s* sound every time you say each word. Consider writing the words on the board and invite volunteers to repeat them.

Instructor's Notes

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Presentation

G Write *S*.

Write the letter *S* on the board. Have students trace the shape in the air. This letter is exactly like the lowercase *s*, so the biggest challenge here will be getting students to write it correctly on the literacy lines. Ask for volunteers to come up and write the two side by side on the literacy lines. Then have students write *S* in their books.

S

Practice

H Listen and repeat. Write *S*.

Explain the context of this exercise by using a calendar or the schedule you wrote on the board. Have students find the other two instances of *s* in the sentences and then write *S*.

Evaluation

Check students' work from both **G** and **H**. If they are struggling to stay in the lines, be sure to provide them with further practice.

Presentation

Draw a day's schedule on the board with times. Whatever time it is in class right now, write *ESL class*. Ask students questions about what they did at certain times before class. Write what they say on the schedule, providing vocabulary as necessary. Show the conversation in **I**. Write *dinner* in the 6:00 slot.

Practice

I Listen and repeat. Practice the conversation.

Go over the conversation several times. Write it on the board and ask students to come up and underline all instances of *s*. Again, remind students not to write. They are learning the spoken language and may not be familiar with all the other letters in the conversation. Practice the conversation. You be person A and have the class be person B. Then reverse it. Then practice with individual students. Have students walk around the room and practice the conversation with at least three other students, switching roles.

Evaluation

Listen as students practice and have several volunteers come to the front of the class to demonstrate.

Instructor's Notes

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G Write *S*.

S S S S S S S S S S

S

H Listen and repeat. Write *S*.



Sunday is a good day.

___S___unday is a good day.

Sam eats at 5:00.

___S___am eats at 5:00.

I Listen and repeat. Practice.



Teacher Notes

G Write *S*. **H** Listen and repeat. Write *S*. **I** Listen and repeat. Practice the conversation.

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J **Listen and repeat.**

A: What time is the soccer game?

B: It's at 7:00.

at

	Saturday	Sunday
5:00 PM (five o'clock)	5:47	
6:00 PM (six o'clock)	dinner	dinner
7:00 PM (seven o'clock)	movie	soccer game

K **Practice with *the soccer game*, *sunset*, and *the movie*.**

L **Write *at*.**

at at

M **Spell.**

at in on please friend

N **Practice.**



Teacher Notes

J Listen and repeat.
K Practice with *the soccer game*, *sunset*, and *the movie*.
L Write *at*.
M Spell the words.
N Practice spelling words from the lesson.

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Presentation

Erase *dinner* from the conversation in **I**, replace it with a line, and change *6:00* to *7:00*. Go over the meaning of *soccer game*, *movie*, and *sunset*.

Practice

J Listen and repeat.

After playing the audio, read the dialog aloud and ask individual volunteers to repeat after you. Gently correct pronunciation errors if you encounter any.

K Practice with *the soccer game*, *sunset*, and *the movie*.

Practice the conversation aloud with students, showing them how to replace the *soccer game* with different words. You be person A and have the class be person B. Then reverse it. Then practice with individual students. Then have students walk around the room and practice with other students, replacing the *soccer game* with different words.

L Write *at*.

Say the word out loud. Have students trace the word with their fingers. Then have them trace the word with their pencil.

M Spell the words.

Practice these words aloud with students and then have them spell with a partner.

N Practice spelling words from the lesson.

Have students add the word *at* to their flashcards. Then have them practice spelling words with their letter cards. For more practice, put students into spelling teams. Ask for one person from each team to come to the board. When you say the word, they spell it on the board. Then have another person from each team come to the board and give them a different word to spell. And so on.

Evaluation

Walk around and listen, helping where necessary. Call on different students to spell for the class.

Instructor's Notes

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Presentation

Establish the context again by having students look at the schedule in the book. Ask students questions about the schedule using the same conversation from the page before: *What time is dinner? What time is the movie?* etc.

O Listen. Track the words.

As students listen, have them track the text with their finger. Then play the audio again and have them repeat while tracking.

Practice

P Underline *S* and *s*.

Have students underline all instances of *s* and *S* in **O**, including in the schedule.

Evaluation

When students are finished, tell them there are six instances of *S* and *s*. Have them count and make sure they underlined the instances of *s*. Have them look for other letters they have learned.

Q Listen and circle the answers.

Students may not know all of the words in the questions. Do not teach them at this time. This activity is designed to provide an opportunity for them to figure it out.

Application

R Write your schedule.

Tell students they will complete a schedule similar to the one above. It will just be for Saturday and Sunday. If you want to give them certain times of the day to focus on, draw a sample on the board.

BEST PRACTICE

Application

The application stage of the lesson is very important. It is a good idea to layout a goal and an agenda at the start of each lesson. When students engage in the final activities of the unit, they are demonstrating to what extent they have learned the material. Although at a lower literacy level this might be difficult, we have strived to give students opportunities to personalize their learning whenever possible.

S Practice. Ask and answer questions about when you eat dinner. Stand under the time.

Write different dinner times on the board. Have students ask one another about what time they eat dinner (using the questions from **Q**) and then have them stand under the correct time on the board.

Instructor's Notes

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O **Listen. Look.**

Schedule

sunset

	Saturday	Sunday
5:00 PM (five o'clock)	movie	dinner
6:00 PM (six o'clock)	6:30	
7:00 PM (seven o'clock)	dinner	TV

P. **Underline *S* and *s*.**

Q. **Listen and circle.**

1. What time is dinner on Sunday? (a.) 5:00 b. 7:00
2. What time is dinner on Saturday? a. 5:00 (b.) 7:00

R **Write.**

5:00		
6:00		

S **Practice.**



Teacher Notes

O Listen. Track the words. P Underline *S* and *s*. Q Listen and circle the answers.
R Write your schedule. S Practice. Ask and answer questions about when you eat dinner. Stand under the time.

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5 What's Today? d

A **Listen and repeat.** *d d d d*

B **Listen and repeat.**

JANUARY

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
31	1 New Year's Day	*Today* 2	3 First Day of School	4 School	5 Dad's Birthday	6

C **Listen. Circle.**

1. (a.) b. c.
2. a. (b.) c.
3. a. (b.) c.
4. a. b. (c.)

Teacher Notes

A Listen and repeat the letter sound. **B** Listen and repeat. **C** Listen. Circle the words with the *d* sound.

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At-a-Glance Prep

Goals: Practice *d* / *D*. Learn the days of the week.

Agenda

- ☐ Learn the letter *d* / *D*.
- ☐ Learn about a family tree.
- ☐ Write the letter *d* / *D*.
- ☐ Learn *What day is your class?*
- ☐ Write *my* and *your*.
- ☐ Make a schedule.

Warm-up

Write a weekly calendar on the board, just the days of the week and empty boxes below. Review the days of the week. They should know *Saturday* and *Sunday* from the previous lesson but may not be very familiar with the other days. Ask: *What day is our class?* Write the name of your class in the box under the day(s) that they say.

Introduction

Every day of the week has the letter *d* in it. Circle all of the instances of *d* on the board and tell students they will learn this letter today. Trace the letter with your finger on the board and ask students to do the same in the air. See if students can find the letter *d* anywhere else in the room.

A Listen and repeat the letter sound.

Have students listen and repeat the sound as they follow along in the book. Help them pronounce the *d*. Explain that making the *d* sound is just like making the *t* sound except the *d* sound is voiced. Have them say the two sounds back to back, *t d t d,* with two fingers on their throat so they can feel how the vocal cords vibrate with *d* but not with *t*. Have a list of words ready (some that begin with *d* and some that don't, including some with *t* to help students distinguish between voiced and unvoiced sounds) and have students stand up or raise their hands when they hear words that start with *d*. You can also have a second list of words ready with the *d* and *t* sounds. Have students raise their right hands when they hear the *d* sound and their left hands when they hear the *t* sound.

Presentation

B Listen and repeat.

Using the CPT or the book, have students look at the calendar. Practice pronouncing the days of the week again. Tell students there are three instances of uppercase *D* in the calendar. See if they can find them. Write words with the letter *d* and *D* on the board. Exaggerate the sound so they can distinguish it within the words. Have students point to each *d* word as they listen. Then say each of the *d* words and have students point to them as you say them. Do the reverse. Point to each word on the board or CPT and have students say the word you are pointing to.

Practice

C Listen. Circle the words with the *d* sound.

Ask students to listen carefully to the three words. One of them begins with the letter *d*. Make sure they understand that they do not have to learn the words. The pictures are included so students are not hearing words in isolation. Students may know several words, but they will not be tested on them. Do item 1 as a class. They should understand the process by now, but you still may have to play the audio several times. Remember, we are only asking students to identify the initial *d* sound.

Listening Script

1. *a. dog*	*b. hat*	*c. cat*
2. *a. car*	*b. door*	*c. table*
3. *a. chair*	*b. duck*	*c. crayons*
4. *a. shirt*	*b. sandwich*	*c. desk*

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D Circle *d*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues. Have students check each other's work.

Evaluation

Write the answers to **C** on the board (*dog*, *door*, *duck*, *desk*). Say each one and exaggerate the *d* sound so it is clear to students. Check that students did **D** correctly and have them repeat the *d* sound one more time.

Presentation

E Write *d*.

Write the letter *d* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Make sure to use the same style of font as in **E** so that the strokes are the same as those shown below. Every time the *d* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students how to write the letter *d* within the lines. Make sure their lines go all the way to the top and touch the solid line. Show them that if the line doesn't go all the way up, it could look like a lowercase *a*. Make sure students write slowly.

d

BEST PRACTICE

Tracing on the Board

To give students extra practice, write *d* several times on the board with a dry erase marker. Have students come up and trace with their fingers on top of the *d*. If they do it correctly, the entire *d* should be erased.

Practice

F Listen and repeat. Write *d*.

First, ask students to listen to the *d* words and repeat. Then have them write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *d* sound every time you say each word. Consider writing the words on the board and invite volunteers to repeat them.

Instructor's Notes

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D Circle *d*.

d	(d)	b	b	b	(d)	(d)	b	(d)
d	b	(d)	p	p	q	(d)	(d)	q
d	6	b	(d)	ə	b	(d)	b	(d)

E Write *d*.

d d d d d d d d d d d d

d

F Listen and repeat. Write *d*.



1. __d__ay



2. __d__ish



3. __d__og



4. __d__octor

Teacher Notes

D Circle *d*. E Write *d*. F Listen and repeat. Write *d*.

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G Write *D*.

D D D D D D D D D

D

H Listen and repeat. Write *D*.

New Year's Day

New Year's __D__ ay.

Dad's birthday is today.

__D__ ad's birthday is today.

I Listen and repeat. Practice.



Teacher Notes

G Write *D*. H Listen and repeat. Write *D*. I Listen and repeat. Practice.

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Presentation

G Write *D*.

Write the letter *D* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Be sure to use the same style of font as in G so that the strokes are the same as those shown below. Create literacy lines on the board and show students that they should stay within the lines. Have a few students come to the board and write examples. Every time the *D* is written, pronounce it clearly and ask students to repeat.

Are there any students whose names begin with a *D*? If so, write their names on the board.

D

Practice

New Year's Day was on the calendar on the first page of the lesson. Go over this holiday again and see if students can come up with any other holidays with the word *Day* in them (St. Patrick's Day, Day of the Dead, etc.).

H Listen and repeat. Write *D*.

Have students listen to the audio and track the words. Then have them write *D* in the correct places. Then have them track the phrase and sentence as they listen to the audio again. Once they are familiar with the tests, say one and have them point to it.

Evaluation

Check students' work from both **G** and **H**. If they are struggling to stay in the lines, be sure to provide them with further practice.

Presentation

Ask: *What day is our class?* Write what they say on the board. Help them get the correct days if they need help.

Practice

I Listen and repeat. Practice.

Go over the conversation several times. Write it on the board and ask students to come up and underline all instances of *d*. Again, remind students not to write. They are learning the spoken language and may not be familiar with all the other letters in the conversation. Practice the conversation aloud. You be person A and have the class be person B. Then reverse it. Then practice with individual students. Finally, have students practice with other students, switching roles.

Evaluation

Listen as students practice and have several volunteers come to the front of the class to demonstrate.

Instructor's Notes

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Presentation

Go over the conversation several times. If you feel students are ready for it, explain that we use the preposition *at* with time. Switch out the time for the time of your class as an example.

Practice

J Listen and repeat. Practice.

Now students will practice the same conversation with different times. Have them answer with a different time every time they are asked. If necessary, write different times on the board so they can just choose one when they are asked. Have students walk around the room and practice the conversation with at least 5 other students, switching roles.

Evaluation

Listen as students practice and have several volunteers come to the front of the class to demonstrate.

Presentation

Write *my* and *your* on the board. These are the new sight words they will add to their flashcards. Explain the difference between these two words by looking at the pictures in **J** and then using examples in the classroom, such as: *This is my book. This is your book.* etc.

Practice

K Write *my* and *your*.

The trick letter in both of these words will be the *y*. Spend a little bit of time showing students on the board how the tail goes below the bottom solid line, like the *p* they have already learned.

L Spell the words.

Practice these words aloud with students and then have them spell with a partner.

Evaluation

Walk around and listen, helping where necessary. Ask for pairs to spell for the class.

M Practice. Play concentration with words from L.

Practice by playing the memory game with the words from **L**. Make sure students have the words written on their cards with nothing written on the back. They may need to make new cards if they wrote translations on the back. Have them put the cards face up on their desk and go over where each word is. Then have them turn the cards face down. Students take it in turns to turn over two cards and try to find matching words.

Instructor's Notes

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J Listen and repeat. Practice.

A: When is your class?

B: My class? It's today at 10:00 am.



my your

K Write *my* and *your*.

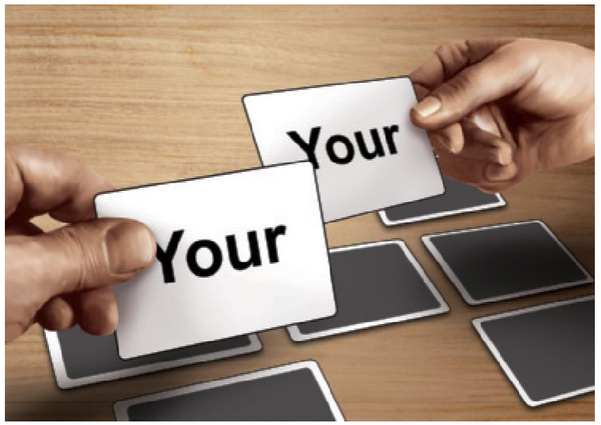
my

your

L Spell.

my your at in on please friend

M Practice.



Teacher Notes

J Listen and repeat. Practice. K Write *my* and *your*. L Spell the words.
M Practice. Play concentration with words from **L**.

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N Listen. Look.

MARCH

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2	3	4 Debra's birthday	5	6 Daria's birthday	7	8
9 school day	10 school day	11 school day	12 school day	13 school day	14	15

O Underline *D* and *d*.

P Listen and circle.

1. What day is Daria's birthday? a. Wednesday (b.) Friday
2. What day is Debra's birthday? (a.) Wednesday b. Friday

Q Write.

_____

Monday	Tuesday	Wednesday

Teacher Notes

N Listen. Track the words. O Underline *D* and *d*. P Listen and circle the answers.
Q Write events in your calendar.

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Presentation

Go over the calendar in **N**. Point to items and ask: *What day is this*? For example, point to *school day* on the 10th and ask: *What day is this?* (Tuesday)

N Listen. Track the words.

As students listen, have them track the text with their finger. Then play the audio again and have them repeat while tracking.

Practice

O Underline *D* and *d*.

Have students listen again and underline all the instances of *D* and *d* in the calendar.

Evaluation

When students are finished, tell them there are sixteen instances of *D* and *d*. Have them count and make sure they underlined all sixteen. To review previous letters:

1. Have them look for the letter *s*. How many can they find? (twelve)
2. Have them look for the letter *n*. How many can they find? (three)

Practice

P Listen and circle the answers.

Play the audio. Have students track the words as you say each question. Read the answer options. Ask students to answer the questions.

Evaluation

Walk around and check students' work.

Application

Q Write events in your calendar.

You can have students add dates to the calendar to make it more realistic, or they can just treat it like two regular weeks in whatever month you are in. Have students add events. Monitor and help with vocabulary as needed.

Instructor's Notes

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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high-frequency words they have learned:

Unit 1: *from, happy, name, where, what, this*

Unit 2: *friend, Please, your, my, at, on, in*

Students may come up with a few more words that were dominant in the unit. Write down anything they say. Practice spelling by having students spell the words for you to write on the board. You might ask students to practice with their flashcards with a partner before starting the lesson.

Introduction

Tell students that today they will review the previous five lessons. You might quickly go to the first page of each lesson so they understand better.

Presentation

Have students repeat the sentences below after you to illustrate the way the high-frequency words are used in sentences:

This is my friend.
Nice to meet you.
I'm from . . . .
Please sit down. Please open your books.
Where's the . . . ?
It's on the wall. It's at the desk.
What time is . . . ? It's at . . . .
What day is your class?
When is your class?

Practice

A Find and circle the words.

In this unit, students have to recognize words going across and down. Remind them how this kind of word game works. Show students the example and ask them to circle the other words from the list.

Evaluation

Display the word search on the board using the CPT or draw it on the board before class. Observe students as they do the exercise to check understanding. After students have completed the exercise, ask for volunteers to come up to the board and circle the words.

Presentation

Put It Together often deals with vowels so students learn to blend sounds together more readily.

Write the letter *a* on the board. In the last unit, they studied the letter *a* with the short *a* sound, as in *hat* and *back*. Now they will learn the long *a* sound, as in *make*. This one should be easy to learn since it's pronounced the same way we say the letter. Make the sound as you write it several times on the board. Be sure to use the same font style as in **B** so that the strokes are the same as those shown below.

Show the picture of the cake on page 31 or on page 82. Say *cake* very slowly. Spell it out slowly as well. Make sure the long *a* sound is very clear.

Practice

This should be a review for students since they practiced *a* / *A* in Unit 1, Lesson 6.

B Write *a*. Remind students there are two lower case a's: one we write with a pencil and one we type.

Draw literacy lines on the board and show students how to write the letter *a* within the lines. Have them write the letter in their books. Make sure they write slowly.



Evaluation

Check students' work.

BEST PRACTICE

Font Familiarity

If appropriate, remind students of the fact that lowercase *a* has two forms: *a* (stacked) and *a* (unstacked). They will see the stacked *a* in printed text, including some in this book. Elicit or remind students that the two forms are the same letter. Unstacked is easier to write and is what they will usually see in handwriting. Students do not need to know the terms *stacked* and *unstacked*.

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6 Put It Together f, fr, fl, p, c, ck, s, d

A Circle.

~~friend~~
please
your
my
at
on
in

w	v	k	k	e	j	e	l	g	t	p	z	m	p	x	e
h	a	l	n	t	f	r	b	o	j	y	s	v	l	p	g
i	h	p	q	k	e	v	k	m	a	g	l	m	e	a	y
t	m	y	n	e	r	b	u	j	d	c	j	o	a	e	i
d	k	h	c	e	x	z	h	p	t	z	e	t	s	q	e
h	b	v	y	i	a	m	a	c	o	a	s	j	e	z	s
h	m	v	o	k	e	l	y	z	z	m	o	a	b	z	z
i	n	a	u	f	r	i	e	n	d	o	i	a	z	d	d
c	a	x	r	s	l	d	i	r	n	n	z	y	d	q	d
b	w	b	g	e	t	z	b	n	w	x	i	c	f	r	b
t	y	e	m	o	k	x	a	f	a	s	z	r	e	m	m
j	b	o	h	z	d	g	m	i	t	o	p	l	a	s	b

a = a

B Write *a*.

a a a a a a a a a a a a

a

Teacher Notes

A. Find and circle the words.

B. Write *a*. Remind students there are two lower case a's: one we write with a pencil and one we type.

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C Listen and repeat.



1. day



2. say



3. cake



4. snake

D Listen and repeat. Write *a*.



1. p__a__y



2. pl__a__y



3. b__a__ke



4. n__a__me

E Write *A*.

A A A A A A A A

A

Teacher Notes

C Listen and repeat. D Listen and repeat. Write *a*. E Write *A*.

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Presentation

C Listen and repeat.

Play the audio or say the words slowly, showing how letters blend. Write the words on the board and say them again slowly, following along with your finger. Ask students to do the same in their books with a partner.

Practice

D Listen and repeat. Write *a*.

Have students write the lowercase *a* and say the words. Again, remember that students are not learning this vocabulary. They are only learning the sound. However, some students will choose to learn the words and that should be encouraged.

Presentation

Show students how to write the uppercase *A*. Demonstrate by tracing in the air and then show them using literacy lines on the board. Ask for student volunteers to come up and write.

Practice

E Write *A*.

Ask students to write the uppercase *A*.

A

Evaluation

Check students' work. Review if you see common errors reoccuring.

Instructor's Notes

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Presentation

Ask the following questions and write them on the board:
What's your name?
Where are you from?
When is dinner?
What days do you go to school?

If you think students can handle it, after they answer you, ask: *How do you spell that?*

Draw a table on the board like the one in **F**. Ask a few students questions and write their answers in the spaces. Do this as many times as necessary to prepare students to do it on their own.

Practice

F Practice. Ask and answer the questions with you classmates. Write their answers.

Have students walk around and talk to three students, writing their answers in the table in their books.

Evaluation

Ask a few students to come up to the board and demonstrate. Have them ask questions and write the answers in the table on the board.

Instructor's Notes

Presentation

G Write *go*, *school*, and *you*.

These are words that students practiced in the questions above. Have students trace them, then write them on the literacy lines.

Practice

H Play running dictation in groups.

Read the commands aloud and have students spell the words in response. Erase the board and have students close their books. Then put them into teams. They will take turns dictating a word to their team. Write the words on flashcards or large pieces of paper, one word per card / piece of paper. Then say: *Go!*, at which time one student from each team runs to you to see /read the word. Then the student runs back and dictates it to one member of the team. The first team to write the word correctly wins one point. Continue until all words are dictated.

Evaluation

Observe how well students do and reteach certain words when necessary.

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F **Practice.** **Write.**

What's your name?	Where are you from?
Omar	Saudi Arabia
When is dinner?	**What days do you go to school?**
5:00 PM	Monday, Tuesday, Wednesday

G **Write *go*, *school*, and *you*.**

go go

school school

you you

H **Spell.**

Spell *go*.
Spell *your*.
Spell *please*.
Spell *school*.
Spell *at*.
Spell *friend*.
Spell *you*.
Spell *in*.
Spell *my*.
Spell *on*.

Teacher Notes

F Practice. Ask and answer the questions with your classmates. Write their answers.

G Write *go*, *school*, and *you*. **H** Play running dictation in groups.

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I **Listen.** **Look.**



Omar is from Saudi Arabia.
He goes to school on Monday,
Tuesday, and Wednesday at 6:00 PM.
He eats dinner at 5:00 PM.

J **Circle *from*, *goes*, *Monday*, *Tuesday*, and *Wednesday*.**

K **Listen. Circle.**

1. What time is school? a. 5:00 PM (b.) 6:00 PM
2. What time is dinner? (a.) 5:00 PM b. 6:00 PM

L **Write.**

My name is Omar. I'm in my classroom. There are books, desks, and a computer in my classroom.

M **Write.**

My name is _____. I'm in _____. There are _____, _____, and a _____ in the classroom.

Teacher Notes

I Listen. Track the words.
J Circle *from*, *goes*, *Monday*, *Tuesday*, and *Wednesday*.
K Listen. Circle the answers.
L Write. Trace the words.
M Write your information.

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Presentation

Have students scan the paragraph in **I** and call out any words they recognize (*from*, *goes*, *school*, *Monday*, *Tuesday*, *Wednesday*, etc.). Write the words on the board as they call them out.

I Listen. Track the words.

Have students follow along with their fingers as they listen to the audio.

J Circle *from*, *goes*, *Monday*, *Tuesday*, and *Wednesday*.

You may choose to write the text from **I** on the board so students can take turns coming up to the front of the class to circle words.

Practice

K Listen. Circle the answers.

Have students circle the correct answers. Think of this as a test. Don't help students with this but observe to see if they understand.

L Write. Trace the words.

This paragraph is written in the first person so students can get a feel for writing about themselves. It is also in tracing mode, so students can practice writing the letters to prepare them for the following activity. Read the paragraph aloud and have students track the words as they listen. Then ask students to trace the paragraph.

Evaluation

Check students' work.

Application

M Write your information.

This paragraph is also in tracing mode but with lines for students to write their personal information. Ask students to fill in their personal information. Then ask them to trace the words.

Instructor's Notes

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Quizzes are designed to see what students have learned. Encourage students to do the activities with minimal teacher input.

A Listen and circle words that begin with the letter sound you see in red at the beginning.

Play the audio at least two times.

Listening Script

1. Find the f sound: a. desk b. flag c. book
2. Find the p sound: a. pencil b. trash can c. hat
3. Find the c sound: a. red b. cat c. pen
4. Find the s sound: a. money b. book c. soccer ball
5. Find the d sound: a. pencil b. ribbon c. desk

B Listen. Write your information.

These questions are a lot of text for students to read. What is important is that they can produce the right answer, not that they necessarily read the questions with ease. Remind them to focus on the key words in the questions (*time/class, days/class*).

Evaluation

After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up. Make sure students are ready for Unit 3. You can reassign activities on the Spark platform for students to do again in order to better consolidate their knowledge.

BEST PRACTICE

Highlight Student Progress

Students are studying a common set of materials, but depending on factors such as attendence, they may have also received some differentiated instruction. Be sure to incorporate opportunities to demonstrate knowledge of anything else you have covered in class: family members, direction line words, letter recognition, etc. Give your students lots of opportunities to show what they know, and model and scaffold tasks for them to improve the success rate. Some suggestions: write a few other words you have covered in the unit on the board, and ask students to come up and read one (not all); ask students to write down two or three other words or names they learned; ask them to say their new words / phrases, even if they can't write them yet.

Instructor's Notes

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Quiz

A Listen and circle.

f 1. a.  (b.)  c. 

p 2. (a.)  b.  c. 

c 3. a.  (b.)  c. 

s 4. a.  b.  (c.) 

d 5. a.  b.  (c.) 

B Listen. Write.

1. What time is your class? _____

2. What days do you have class? _____

3. Where are you from? _____

Teacher Notes

A Listen and circle words that begin with the letter sound you see in red at the beginning.

B Listen. Write your information.

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Unit Outcomes

Letters: *b, ch, s, k, l, ea, ee*
Words: *buy, like, need, and, want, for, eat, meal, cook, cut*
Topics: *Grocery Shopping, Shopping Lists, Restaurant, Cooking, Meals*

Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit. It is also a good time for both them and you to discover what they may already know.

In order to do that, have them look at the images in their books or project them with the CPT. Ask them what they see. Write their contributions on the board. Say each one while pointing at it in the book. Then have students repeat the words.

Possible words to write on the board:
Food: *oranges, apples, avocados, broccoli, carrots, lettuce, bread, milk, cucumbers, radishes, peppers, lemons, tomatoes*

Teach the difference between fruit and vegetables by grouping the words as you write them on the board.

Have students make flashcards with the words written on the board. Have them write one word on the card. On the back, they can draw a picture of that item or write the translation in their own language. Then have them practice in pairs with their flashcards.

Use the images to reinforce that students already do some level of reading in the grocery store context. Cue them to use the images to find a price, something on sale, and the open check out lane (the one with the light on). You could also show them some other signs they would see in a grocery story (like *exit, push, pull*) to see if they can understand them.



86 eighty-six

BEST PRACTICE

Topic Check

Remember to reflect on your students' cultures and personal contexts to adjust the words you use as necessary. In this case, foods they don't eat might be quite important. Do students need to recognize the word for any allergens? Are there other foods they avoid that they need to recognize?

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Look. Point to the sale. Point to the price. Point to the open cashier.

do is preserve and protect their motivation by giving them plenty of avenues to show what they know.

BEST PRACTICE

One-Word Dictation

Dictation at this level does not need to involve more than a few isolated words. Students learning a second language often find it hard to write and listen at the same time, so this strategy of dictation is important. Say each word three times. Tell students to listen the first time, write the second time, and to confirm their spelling the third time. Dictation helps students remember the new vocabulary, more so than if they were to merely listen, recognize, and repeat it. Remember also that they haven't studied all of the letters, so expect to see some variance in letter formation skills.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

BEST PRACTICE

Dealing with Accessibility

It is possible you will have a student with an undiagnosed learning condition in your classroom at some point; it is also likely that you won't have adequate resources at hand to diagnose such a student, and will have questions on how to best support them. Many adjustments you would make for learning disorders such as dyslexia may prove effective for most literacy students. These include allowing plenty of time for tasks and checking work; using a multisensory approach (for example, getting students to make letters by some other means than writing); and, most importantly, creating a safe and welcoming classroom environment. If your institution has additional services available to help support these students, reach out for support, but know that regardless, the most important thing you can

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1 Let's Shop b

A Listen and repeat. *b* *b* *b* *b*

B Listen and repeat.

Family Market

bananas	beans	butter
 $1	 $1	 $3

C Listen and repeat. Check.

☑ 1. 	☑ 2. 	☐ 3. 
☐ 4. 	☑ 5. 	☐ 6. 
☐ 7. 	☑ 8. 	☑ 9. 

D Circle *b*.

b	(b)	d	d	(b)	d	d	(b)	d
b	d	(b)	6	d	6	(b)	p	(b)
b	6	d	p	(b)	6	(b)	6	(b)

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At-a-Glance Prep

Goal: Practice *b* / *B*.

Agenda

- ☐ Learn the letter *b* / *B*.
- ☐ Write the letter *b* / *B*.
- ☐ Learn *What do you like?*
- ☐ Learn *What do you buy?*
- ☐ Write *buy* and *like*.

Warm-up

See if students can add any more food words to your list on the board from the introduction pages. Although it's not important to teach the difference between fruit, vegetable, protein, and dairy at this point, you may decide to group them when you write them on the board so students can start to categorize in their minds.

Introduction

Write the letter *b* on the board and tell students they will learn this letter today. Underline the *b* in the word *bananas* that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letter with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Have students listen and repeat the sound as they follow along in their books. Help them pronounce the *b* sound. Tell them that making the *b* sound is just like making the *p* sound except the *b* sound is voiced. Have them say the two sounds back to back, *b p b p*, with two fingers on their throat so they can feel how the vocal cords vibrate with *b* but not with *p*. Have a list of words ready (some that begin with *b* and some that don't, including some with *p* to help students distinguish between voiced *b* and unvoiced *p*) and have students stand up or raise their hands when they hear words that start with *b*. Remember, you can use students' names, cities, or countries to personalize the activity (*Beto, Boston, Brazil*).

Presentation

B Listen and repeat.

Have students look at the pictures and words. *Beans* and *butter* may already be on the board but if not, teach them. Remind students to track the words as they listen. Write the words with the target sound on the board. Exaggerate the *b* sound so students can distinguish it within the words. Have them repeat the words.

Practice

C Listen and repeat. Check.

This is a new type of exercise for students. Instead of listening to sets of three words and picking the one that has the *b* sound, they will hear a longer list and put a check by the items that start with the *b* sound. Tell students to listen carefully to each word. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class and make sure students understand they need to write the check symbol. Play the audio several times until they understand the process. Remember, we only ask students to identify the initial *b* sound here.

Listening Script

1. *banana* 2. *buns* 3. *pepper* 4. *peach* 5. *broccoli*
6. *grapes* 7. *pie* 8. *basket* 9. *bread*

D Circle *b*.

This one may be tricky for some students. The *d* and the *b* will look very similar to them. See how much students can do on their own. If you see issues, do some more tracing and visual clues.

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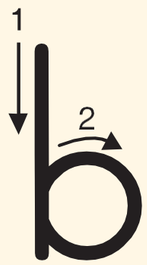
Evaluation

Write the answers to **C** on the board (*banana*, *buns*, *broccoli*, *basket*, *bread*). Say each one and exaggerate the *b* sound so it is very clear. Check that students did **D** correctly and have them repeat the *b* sound one more time.

Presentation

E **Write *b*.**

Write the letter *b* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Every time the *b* is written, pronounce it clearly and ask students to repeat. Create literacy lines on the board. Show students that they should stay within the lines, that the top of the *b* should touch the solid line and the circle should touch both the dotted line and the bottom solid line. Make sure that students write slowly.



BEST PRACTICE

Pencil Grip

Now is a good time to check your students' pencil grip again. A pencil grip that is too tight can block the movement of the fingers and cause the student to control the pencil with wrist or arm movements. Over time, this will be more tiring and less effective. Every so often when students are writing, have them shake out their hands and regrip their pencil loosely.

Practice

F **Listen and repeat. Write *b*.**

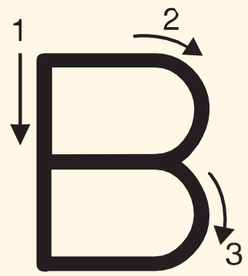
Ask students to listen to the *b* words first and then write in the spaces provided.

Evaluation

As you review **F** with students, be sure to repeat the *b* sound every time you say the word. Consider writing the words on the board. Have students say the words.

Presentation

Write uppercase *B* on the board. Have students trace the shape in the air. Be sure to face the board so students can follow your strokes in the air. Every time the *B* is written, pronounce it clearly and ask students to repeat. Create literacy lines on the board and remind students that they should stay within the lines.



Practice

G **Write *B*.**

Have students first trace and then write *B*. Remind them to write slowly at first.

H **Listen and repeat. Write *B*.**

Have students track the words as they listen. Then have them repeat the sentences. Finally, have them write the letter.

Evaluation

Check student work. If they are struggling to stay in the lines, be sure to provide them with extra practice. Check the resources section of the Spark platform for further opportunities to review what is covered in the student book.

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E **Write *b*.**

b b b b b b b b b b b b

b

F **Listen and repeat. Write *b*.**



1. __b__ananas



2. __b__eans



3. __b__utter



4. __b__ag



5. __b__read



6. __b__asket

G **Write *B*.**

B B B B B B B B B B

B

H **Listen and repeat. Write *B*.**

1. **B**ananas are $1.



__B__ananas are $1.

2. **B**eans are $1.



__B__eans are $1.

3. **B**utter is $3.



__B__utter is $3.

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I **Listen and repeat.**

A: Bananas! How much?

B: $1.



J **Practice with *beans* and *butter*.**

K **Listen and repeat.**

A: I buy bananas every week.

B: I like bananas too.

buy like

L **Practice with *beans*, *butter*, and *bread*.**



beans



butter



bread

M **Write *buy* and *like*.**

buy

like

N **Spell.**

A: Spell *buy*.

B: *b…u…y*

A: Spell *like*.

B: *l…i…k…e*

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Presentation

I Listen and repeat.

Go over the conversation several times. It is important here that students don't write. They are learning the spoken language and may not be familiar with all the other letters in the conversation.

Write the conversation on the board and show students how to practice with other food words by erasing *bananas* and replacing it with a line. Model with individual students and then ask them to practice with a partner.

Practice

J Practice with *beans* and *butter*.

Have students walk around the room and ask three other students about different foods.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Go over the new vocabulary in this conversation: *buy* and *like*. Practice the conversation in unison first. Then divide the class in half and have one half be A and the other B. Continue practicing in unison and with the class divided in half but replace *bananas* for other food words from the lesson.

Practice

L Practice with *beans*, *butter*, and *bread*.

Have students walk around the room and ask three other students about different foods.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Write the conversation from **K** on the board and underline the words *buy* and *like*. Ask students if they recognize any other letters (besides the *b*). Spell the words out for them, writing each letter on the board.

Practice

M Write *buy* and *like*.

Ask students to write the words within the literacy lines. They have not learned to write all these letters yet, but encourage them to try.

Evaluation

N Spell.

Have students practice spelling *like* and *buy* with a partner.

More practice: Have students add the words *buy* and *like* to their flashcards and do some practice with all the cards they have so far.

BEST PRACTICE

Multi Level Classes

Literacy classes vary in level a great deal. We often classify students with less than a 3rd grade education from their home country as pre-literate. However, some students have never attended school, but have a vast knowledge of English vocabulary. Others come from a country where they don't use the Roman or Romanized alphabet. Some students insist on attending the literacy class because they are afraid that they are not ready for more advanced instruction.

It is vital that students who are truly pre-literate don't get frustrated because others know more than them. It may be tempting to skip through activities that seem too easy, but it is up to the teacher to determine what each student needs. It is essential to know all the students and their limitations. Monitoring their successes and challenges will help you adapt your instructions so each student has equal access to learning.

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Presentation

Establish the context again by asking students what foods they see in the picture in **O**. Write everything they say on the board and focus on the words with *b* in them by underlining and pronouncing the *b* words.

O Listen. Look.

Ask students to listen and track the words.

Practice

P Underline *B* and *b*. Circle *buys* and *likes*.

Have students underline *B* and *b* and circle the words *buys* and *likes*. Remind them that they don't need to understand all the words.

Q Listen and circle.

Students should be used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the questions.

Evaluation

Have students share their answers with a partner, then check with the whole class.

Presentation

Go over the new vocabulary in **R**.

Practice

R Listen. Write.

Have students listen and track first. Then have them write the words in tracing mode.

Evaluation

Walk around and observe as students trace. It is most important that they trace the letters they have already learned correctly. Help as necessary.

Application

Although specific answers are given, it really doesn't matter if students write *buy* or *like* on the lines, but encourage them to write each word at least once.

S Write.

When students are finished, ask them to share what they wrote with a partner by reading their sentences aloud.

More practice: Try a tongue twister. Write it on the board, and then go over the tongue twister in unison, starting slow and getting faster each time you say it. Then ask for volunteers to say it aloud and have a competition for who can say it the fastest.

Beto buys beans, bananas, and broccoli, but not buns, bagels, or butter.

Instructor's Notes

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O Listen. Look.

Beto buys bananas, buns, and butter. He likes vegetables too. He likes beans.

buy – buys

like – likes



fruits and vegetables

P Underline *B* and *b*. Circle *buys* and *likes*.

Q Listen and circle.

1. Who buys butter? (a.) Beto buys butter. b. You buy butter.
2. What vegetable does he like? a. bananas. (b.) beans.

R Listen. Write.

I buy bananas and bread.

I like vegetables too.



broccoli



bell peppers

I like broccoli, beans, and bell peppers.

S Write.

1. I b u y bananas and bread.
2. I l i k e vegetables too.
3. I l i k e broccoli, beans, and bell peppers.

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2 Make a List ch

A **Listen and repeat.** *ch* *ch* *ch* *ch*

B **Listen and repeat.**



sandwich
ketchup
chicken
chips
cheese

C **Listen. Check.**

☑ 1.  ☐ 2.  ☐ 3. 

☑ 4.  ☑ 5.  ☑ 6. 

☑ 7.  ☐ 8.  ☑ 9. 

D **Circle *ch*.**

ch	c	ck	(ch)	sh	c	(ch)	cl	(ch)
ch	(ch)	c	sh	sh	(ch)	h	ck	c
ch	(ch)	sh	sk	(ch)	h	hc	(ch)	cl

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At-a-Glance Prep

Goal: Practice *ch / Ch*. Make a shopping list.

Agenda

- ☐ Learn the letters *ch / Ch*.
- ☐ Write the letters *ch / Ch*.
- ☐ Learn *What do we need?*
- ☐ Write *need*.
- ☐ Make a shopping list.

Warm-up

Review the food words students learned in the previous lesson. Ask for volunteers to write them on the board as students call them out. If they are having trouble spelling a word, have them ask: *How do you spell that?*

Introduction

Write the letters *ch* on the board and tell students they will learn this letter combination today. Ask them if they can come up with any food words that begin with *ch*. Give them ideas if they need help (*chicken, cheese, chips*). Underline the *ch* in the words that you wrote on the board and anywhere else it might be on the board or in the room (*chair, teacher*). Trace the letters with your finger on the board and ask students to do the same in the air.

BEST PRACTICE

Digraphs

Digraphs are a combination of two letters that make one sound. Unlike *wh*, which students have seen, *ch* does not make the same sound of either of the letters in it. Give students plenty of time to get used to this combination, and if they are making a *c* or *h* sounds in the process, validate that they are correctly recognizing and interpreting those letters, even if they are not quite making the next step to interpreting them together.

A Listen and repeat.

Have students listen and repeat the sound as they follow along in their books. Help them pronounce the *ch* sound. The *ch* sound is made by pushing air through the tongue as it's touching the roof of the mouth. Exaggerate this by making an *O* with your lips while the tongue is on the front part of the roof of your mouth. Have a list of words ready (some that begin with *ch* and some that don't) and have students stand up or raise their hands when they hear words that start with the *ch* sound, such as *chair, chin, cheek,* etc.

Presentation

B Listen and repeat.

Have students look at the picture and words. Teach the words that you didn't already write on the board. Remind students to track the words as they listen. Write the words on the board. Exaggerate the *ch* sound so students can distinguish it within the words.

Practice

C Listen. Check.

This exercise type appeared first in Lesson 1. Remind students they need to put a check by each item that has a *ch* sound. (Note that in this exercise, the *ch* is not always at the beginning of the word.) Tell students to listen carefully to each word. Play the audio at least twice. Remind students that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class.

Listening Script

1. *sandwich* 2. *banana* 3. *table* 4. *chopsticks*
5. *hamburger* 6. *ketchup* 7. *chicken* 8. *orange*
9. *cherries*

D Circle *ch*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

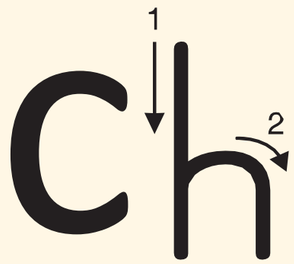
Write the answers to **C** on the board. Say each one and exaggerate the *ch* sound so it is clear to students. Check that students did **D** correctly and have them repeat the *ch* sound one more time. Point out the difference between *ch* and *ck*. Practice pronouncing them back to back.

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Presentation

E **Write *ch*.**

Write the letters *ch* on the board. Have students trace both letters in the air. Be sure to face the board so students can follow your strokes in the air. Every time the *ch* is written, pronounce it clearly and ask students to repeat. Remind students that they should stay within the lines, that the top of the *h* should touch the solid line, and *c* should touch both the dotted line and the bottom solid line. Make sure that students write slowly.



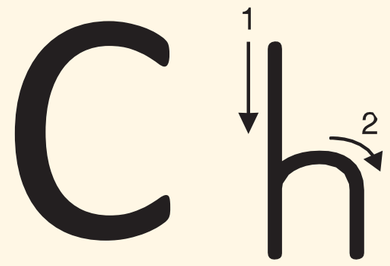
Practice

F **Listen and repeat. Write *ch*.**

Ask students to listen to and repeat the *ch* words and then write in the space provided. Remind them that they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *ch* sound every time you say the word. Consider writing the words on the board.



Practice

G **Write *Ch*.**

Have students first trace and then write *Ch*. Remind them to write slowly at first.

H **Listen and repeat. Write *Ch*.**

h
the
sentences.

Evaluation

Go
over
the
sentences
Check
student
stay
in
lines
the
and
explain
Chuck,
yet
words
spicy
listen.
students
Have
Then
have
students
their
have
track
write
repeat
the
Finally,
them
the
letters.
in
G
they
to
are
provide
struggling
work
be
sure
them
to
extra
with
practice.

More practice: Have students close their books. Dictate the words that they have just seen and have them write them on a piece of paper. Then have students check their work by reading out the correct spelling. You could also do this in teams and ask students to come to the board and spell. Use these words: *chair, chili, chips, chicken.*

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E **Write *ch*.**

ch ch ch ch ch ch ch ch ch
ch

F **Listen and repeat. Write *ch*.**



1. _ch_air



2. _ch_ili pepper



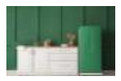
3. _ch_eesecake



4. ket_ch_up



5. pea_ch_



6. kit_ch_en

G **Write *Ch*.**

Ch Ch Ch Ch Ch Ch Ch
Ch

H **Listen and repeat. Write *Ch*.**

1. **Ch**uck likes chicken.

_Ch_uck likes chicken.

2. **Ch**ili peppers are spicy.

_Ch_ili peppers are spicy.

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I **Listen and repeat.**



J **Practice with *chicken*, *chips*, and *cheesecake*.**

K **Listen and repeat.**

A: What do we need at the store?

B: Cheese, chicken, and chips.

cheese	chips
cherries	chocolate
chicken	ketchup
chili peppers	peaches

L **Practice.**

M **Write *need*.**

need

N **Spell.**

A: Spell *buy*.
B: *b … u … y*

A: Spell *like*.
B: *l … i … k … e*

A: Spell *need*.
B: *n … e … e … d*

O **Practice with your alphabet cards.**

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Presentation

I Listen and repeat.

Go over the conversation several times. Demonstrate the meaning of *need*. For example, find something in the classroom where you can show that you are out of something (printer paper, pencils, markers, etc.). It is important here that students don't write. They are learning the spoken language and may not be very familiar with all the other letters in the conversation. Practice the conversation in unison and then practice by splitting the class in half and assigning each group A or B.

Write the conversation on the board and show students how to practice with other food words by erasing *Cheese* and replacing it with a line. Make a list of a few words that they can say instead of *Cheese*. Model with individual students and then ask them to practice with a partner.

Practice

J Practice with *chicken*, *chips*, and *cheesecake*.

Have students walk around the room and ask three other students about different foods.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Go over the conversation several times. Then erase the food words and show students how to choose three new words form the list.

Practice

L Practice.

Have students walk around the room and ask three other students: *What do we need at the store?*

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Project the conversation from **I**, or write the conversation on the board. Underline the word *need*. Ask students if they recognize any letters. Spell the word out for them, writing each letter on the board as you do so, demonstrating stroke order.

Practice

M Write *need*.

Ask students to write the word within the literacy lines. They have not learned to write the *e* yet, but just ask them to do their best.

Evaluation

N Spell.

Have students practice spelling with a partner.

O Practice with your alphabet cards.

Have students practice spelling the words with their letter / alphabet cards. They will only be able to spell one at a time and even then, they will have trouble spelling *need*. When they run up against this problem, ask them what letter they are missing. Help them add an *e* to their stacks.

More practice: Do an unusual materials challenge. Can students make letters and spell *need, buy,* and *like* with other materials? They can fold pieces of paper, arrange pencils or paper clips, or if they are at home, even use pillows, pieces of clothing, or dry pasta. This is a great way of activating a multisensory learning experience and getting students out of their seats. You can set a timer if you want, and expand to include target words from earlier units.

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Presentation

Establish the context again by asking students what food words they recognize in the shopping list in **P**. Go over the words that they don't know. Ask them which words have the *ch* in them.

P Listen. Look.

Ask students to listen and track the words.

Practice

Q Underline *ch*.

Have students underline all instances of *ch* in the shopping list. Remind them that they don't need to understand all the words. Have students say each word in the list.

R Listen and circle.

Play the audio twice. Have a student volunteer the answer to each question once they have all completed the exercise.

Evaluation

Have students share their answers with a partner.

Application

S Listen. Write.

Have students listen to the words. Then have them write the words in tracing mode.

Listening Script

cheese, bread, bananas, spinach, green beans, peaches, chicken

More practice: Try a tongue twister. Write it on the board, and then go over the tongue twister in unison, starting slow and getting faster each time you say it. Then ask for volunteers to stand up and say it aloud. Have a competition to see who can say it the fastest. Make sure to keep it fun and not too competitive.

We need cheese, chicken, cherries, chilis, and chips.

BEST PRACTICE

Volunteers

The first time you invite students to participate, you may want to ask for volunteers. Once all the students understand the activity, call on some of the quieter students to respond. Getting students up in the front of the classroom is a great way to help develop student confidence.

Instructor's Notes

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P Listen. Look.

Omar's Shopping List	
cheese	bread
bananas	spinach
green beans	peaches
chicken	

Q Underline *ch*.

R Listen and circle.

1. Omar needs cheese. (a.) yes b. no
2. Omar needs chili peppers. a. yes (b.) no

S Listen. Write.

Omar's Shopping List	
cheese	bread
bananas	spinach
green beans	peaches
chicken	

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3 Can I Help You? s

A **Listen and repeat.** *s* *s* *s* *s*

B **Listen and repeat.**



C **Listen and repeat. Check.**



D **Circle *s*.**

s	f	(s)	ƨ	z	(s)	(s)	ƨ	(s)
s	ƨ	(s)	(s)	(s)	ƨ	z	(s)	ƨ
s	(s)	z	ƨ	(s)	z	(s)	(s)	(s)

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At-a-Glance Prep

Goal: Practice *s* / *S*. Take an order.

Agenda

- ☐ Review the letter *s* / *S*.
- ☐ Write the letter *s* / *S*.
- ☐ Learn *Can I help you?*
- ☐ Write *and*.
- ☐ Take an order.
- ☐ Practice using a menu.

Warm-up

Review the food words students used in the previous lesson, including *cheese, chicken, peach,* and *cherries*. Ask for volunteers to come and write them on the board as students call them out. You may have students that can write at least some of these words on their own, and others who cannot. If they are having trouble spelling a word, have them ask: *How do you spell that?* If you need to scaffold, have one student at the board writing and the class looking at their books and dictating the spelling. Change volunteer for the next word. The important thing is to review the letter-sounds.

Introduction

Write the letter *s* on the board and ask students to pronounce it (they should remember it from Unit 2, Lesson 4). Ask them if they can come up with any food words that begin with the *s* sound. Give them ideas if they need help: *sandwich, spinach, strawberry*. Underline the *s* in the words that you wrote on the board and anywhere else it might be on the board or in the room (*seat, student, desk*). Trace the letters with your finger on the board and ask students to do the same in the air.

BEST PRACTICE

C and *S*

Depending on students' vocabulary range and familiarity with the alphabet, they might suggest some *c* words when you ask for words with the *s* sound (like *circle).* Confirm that *c* can sometimes make the same sound as *s* and point out to them that when they hear that sound, they should find out and memorize which letter is used in the word.

You may need to explain the *s* may also sound like /z/, but only if students notice and ask about the *s* in *cheese*. Tell them they don't need to worry about that just now.

A Listen and repeat.

Have students listen and repeat the sound as they follow along in their books. Have a list of words ready (some that begin with *s* and some that don't) and have students stand up or raise their hands when they hear words that start with *s*.

Presentation

B Listen and repeat.

Have students look at the menu and words. Teach any that you didn't already write on the board. Quiz students by asking which words start with *s*, end with *s*, or have *s* in the middle. Have students track the words as they listen. Write the words with the target sound on the board. Exaggerate the *s* sound so they can distinguish it within the words.

Practice

C Listen and repeat. Check.

Remind students that they need to put a check in front of each word that has an initial *s* sound. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class. You may have to play the audio several times until they understand the process.

Listening Script

1. *sandwich* 2. *chicken* 3. *soup* 4. *sushi*
5. *hamburger* 6. *strawberry* 7. *milk* 8. *spaghetti*
9. *spinach*

D Circle *s*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *s* sound so it is clear. Check that students did **D** correctly and have them repeat the *s* sound one more time.

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Presentation

E **Write *s*.**

This is a review, so you may not need to follow each step closely. Go at the speed you deem appropriate. Write the letter *s* on the board. Have students trace it in the air. Be sure to face the board so students can follow your strokes in the air. Every time the *s* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and remind students that they should stay within the lines and that the s should be below the dotted line. Remind them also to write slowly.

s

Practice

F **Listen and write *s*.**

Ask students to listen first to the *s* words and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *s* sound every time you say the word. Consider writing the words on the board.

Presentation

With the literacy lines and the lowercase *s* still on the board, elicit that the uppercase *S* is the same as the lowercase—only bigger and fitting differently in the literacy lines. If appropriate, invite a volunteer to write it on the board next to the lowercase one, or write it yourself. Have students trace the shape in the air. Every time the *S* is written, pronounce it clearly and ask students to repeat.

S

Practice

G **Write *S*.**

Have students first trace and then write *S*. Remind them to write slowly at first.

H **Listen, repeat, and write *S*.**

Go over the sentences and explain words students have not seen yet (*Susan*, *healthy*). Have students track the words as they listen. Then have them repeat the sentences. Finally, have them write the letter.

Evaluation

Check student work in **G**. If they are struggling to stay in the lines, be sure to provide them with extra practice.

More practice: Do a scavenger hunt with *s, ch, b,* and some of the letters students have seen in earlier units. Give them a list (for example: three things with an *s*, two things with a *ch*, one thing with a *b*, and an extra point for a *w*). They can bring objects that start with or contain the letter (*water, chair, soda*), or things with labels or text on them as examples. Encourage them to have some fun—if you are doing this remotely, they can bring a pet or a family member whose name has the letter to keep things lively.

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E Write *s*.

S S S S S S S S S S S S S

S

F Listen and write *s*.



1. _s_alad



2. _s_oup



3. _s_oda



4. _s_ushi



5. _s_trawberries



6. _s_andwich

G Write *S*.

S S S S S S S S S S

S

H Listen, repeat, and write *S*.

Susan likes sandwiches.

Salads are healthy.

_S_usan likes sandwiches.

_S_alads are healthy.

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I **Listen and repeat.**



J **Listen and repeat.**

and

Server: Can I help you?

Customer: Yes, one tuna sandwich and one soda, please.

Server: One tuna sandwich and a soda, great!

Customer: Thank you.

K **Practice with *grilled cheese sandwich*, *french fries*, *soup*, *salad*, and *tea*.**



L **Write *and*.**

and

M **Spell.**

A: Spell *buy*.
B: *b…u…y*

A: Spell *like*.
B: *l…i…k…e*

A: Spell *need*.
B: *n…e…e…d*

A: Spell *and*.
B: *a…n…d*

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Presentation

Talk about restaurants. Ask students who works in a restaurant. Explain that the person who takes the order and brings the food is the server. Explain that the other person (placing the order and eating the food) is the customer.

I Listen and repeat.

Have students track the words as they listen. Then have them repeat. Focus their attention on the *s* sound in *server*, *customer*, and *guest*.

J Listen and repeat.

Go over the conversation several times. It is important that students don't write at this stage. They are learning the spoken language and may not be familiar with all the other letters in the conversation. Practice the conversation in unison and then practice by splitting the class in half and assigning each group the server or customer role. Point out that the server repeats the customer's order.

Review the menu in **K**. Help students pronounce the different items and go over any they can't remember. Write the conversation on the board and show students how to practice by switching in other items from the menu. Model with individual students and then ask them to practice with a partner.

BEST PRACTICE

Meaning and Context

In *Stand Out*, *Literacy Foundation*, language and literacy are always taught in context. Always start with context and ideas, moving toward the sounds and the symbols. In every unit, students will be introduced to a context and words. Words will be associated with pictures to ensure students make connections with meaning. When students make the connection, learning is facilitated. Avoid teaching sounds and symbols outside of context and meaning to ensure effective learning.

Practice

K Practice with *grilled cheese sandwich*, *french fries*, *soup*, *salad*, and *tea*.

Have students walk around the room and practice the conversation with three other students. Have them switch roles each time they practice. If they seem ready, encourage them to order different items from the menu.

Evaluation

Listen as students practice and have several pairs come to the front of the class to demonstrate.

Presentation

Students have seen the word *and* in quite a few lessons now. Write some examples on the board to help explain the meaning. Show them how to write it on literacy lines on the board. They have learned all of these letters, so they should be able to write the word without any issues.

Practice

L Write *and*.

Ask students to write the word *and* within the literacy lines.

Evaluation

M Spell.

Have students practice spelling with a partner. Monitor and help as needed. Call on individual students to spell one of the words.

Instructor's Notes

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Presentation

Have students look at the check in their books or on the CPT. Ask them questions and see if they can find the answers:

What is the name of the restaurant?
What is the time on the receipt?
What is the date on the receipt?
What city is the restaurant in?
What are some food items on the receipt?
How much are the salads? Teas? French fries? Sandwiches?

Go over as little or as much as you think your students are ready for. They do not need to be able to answer or understand all of the questions above.

N Read. Underline *S* and *s*.

Ask students to read the check and underline *s* and *S*.

Practice

O Listen.

Play the audio and have students circle the answers. Have volunteers tell you the answers once all of the students have finished the exercise.

Evaluation

There are a lot of instances of *s* on the check, so using the CPT will be the most effective way to go over the answers together. If you're projecting on a whiteboard, ask for volunteers to come up to the board and each underline one *s*.

Application

P Listen.

Have students listen to the audio. Remind them to track as they listen.

Q Write.

Using the information from **P**, students write the missing word and numbers. Ask: *How much are tuna sandwiches?* Etc.

More practice: Try a tongue twister. Write it on the board and then practice it in unison, starting slow and getting faster each time you say it. Then ask for volunteers to stand up and say it aloud. Have a competition for who can say it the fastest.

Soup or salad on the side with a soda sounds super!

Instructor's Notes

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N **Read. Underline *S* and *s*.**

Lennie's Café
3298 W. Manchester Ave.
Kansas City, MS

SALE
02/21/2024 10:58 AM

2 grilled cheese sandwiches	$7.00
2 french fries	$3.00
2 teas	$2.00
2 green salads	$4.00
SUBTOTAL:	$16.00
TAX:	$1.42
TOTAL:	$17.42

TIP: _____
TOTAL: _____

O **Listen and circle.**

1. What is the name of the restaurant?

   a. Manchester Ave. (b.) Lennie's Café c. $17.42

2. What's the total?

   a. $16.00 b. $1.42 (c.) $17.42

P **Listen.**

Lennie's Café		
Qty	**Item**	
1	tuna sandwich	$ 7.00
1	fruit	$ 3.00
1	tea	$ 2.00

Q **Write.**

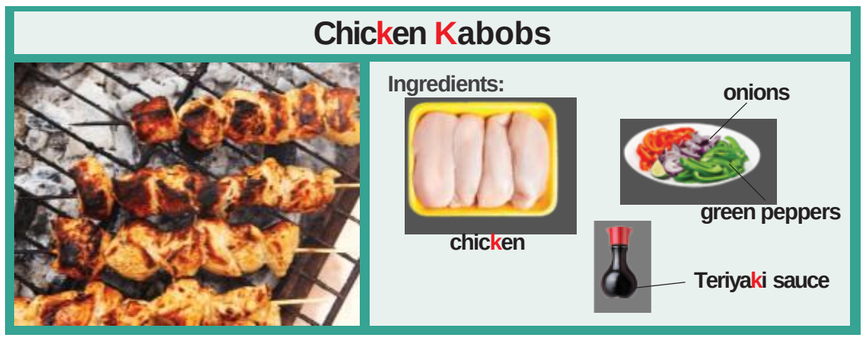
Lennie's Café		
Qty	**Item**	
1	tuna sandwich	$ 7.00
1	fruit	$ 3.00
1	tea	$ 2.00

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4 Ketchup, Please k

A **Listen and repeat.** *k* *k* *k* *k*

B **Listen and repeat *k*.**



C **Listen. Check.**

☑ 1. 	☐ 2. 	☑ 3. 
☐ 4. 	☑ 5. 	☐ 6. 
☑ 7. 	☑ 8. 	☐ 9. 

D **Circle *k*.**

k	(k)	(k)	ɻ	b	q	ɻ	q	L
k	q	(k)	L	ɻ	L	b	(k)	(k)
k	ɻ	b	(k)	L	(k)	b	ɻ	q

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At-a-Glance Prep

Goal: Practice *k* / *K*.

Agenda

- ☐ Learn the letter *k* / *K*.
- ☐ Write the letter *k* / *K*.
- ☐ Learn *What do you want?*
- ☐ Write *want*.

Warm-up

Review food words again. Each lesson, students should be reviewing what they already learned. This will help them build confidence in how many different food words they now know. Ask for volunteers to write them on the board as students call them out. If they are having trouble spelling a word, have them ask: *How do you spell that?* Remember, students may be acquiring words at differing paces. Some students will be able to write the words from earlier in the unit from memory; others will need more support.

BEST PRACTICE

C and *K*

Depending on students' vocabulary range and familiarity with the alphabet, they might suggest some *c* words when you ask for words with the *k* sound (like *class*). Confirm that *c* can sometimes make the same sound as *k* and point out to them that when they hear that sound, they should find out and memorize which letter is used in the word.

Introduction

Write the letter *k* on the board and tell students they will learn this letter today. Ask them if they can come up with any words that begin with the letter *k*. They already learned *ketchup*. Give them ideas if they need help (*kiss, kick, kitchen*). Underline the *k* in the words that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letters with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Have students listen and repeat the sound as they follow along in their books. Help them pronounce the *k* sound. To make the *k* sound, put the back of your tongue on the roof of your mouth. Then as you push air out, lower your tongue. Have a list of words ready (some that begin with *k* and some that don't) and have students stand up or raise their hands when they hear words that start with the *k* sound.

Presentation

B Listen and repeat *k*.

Have students look at the pictures and words. Teach the words students aren't familiar with. Quiz students by asking them which have a *k* in them. Have students track the words as you play the audio. Write the words with the target sound on the board. Exaggerate the *k* sound so they can distinguish it within the words.

Practice

C Listen. Check.

Remind students that they need to put a check in front of each word that has an initial *k* sound. Tell them to listen carefully to each word. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class.

Listening Script

1. *kiwi* 2. *onions* 3. *kiss* 4. *pepper* 5. *kabobs* 6. *table* 7. *ketchup* 8. *kitchen* 9. *dog*

D Circle *k*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *k* sound so it is clear. Check that students did **D** correctly and have them repeat the *k* sound one more time.

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Presentation

E Write *k*.

Write the letter *k* on the board. Have students trace it in the air. Be sure to face the board so students can follow your strokes in the air. Every time the *k* is written, pronounce it clearly and ask students to repeat. Create literacy lines on the board and remind students that they should stay within the lines.

k

Practice

F Listen and repeat. Write *k*.

Ask students to listen to and repeat the *k* words and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *k* sound every time you say the word. Remind them that the *ck* they learned previously has the same sound as *k*, as does the hard *c* in *clock*. Consider writing the words on the board.

Presentation

With the literacy lines and the lowercase k still on the board, write the uppercase K next to the lowercase one to show the similarities and differences. Have students trace the shape in the air. The capital *K* is very close to the lowercase *k*, so it shouldn't be difficult for students. Face the board so students can follow your strokes in the air.

Every time the *K* is written, pronounce it clearly and ask students to repeat. Remind students that they should stay within the lines.

K

Practice

G Write *K*.

Have students first trace and then write *K*. Remind them to write slowly at first.

H Listen and repeat. Write *K*.

Go over the sentences and explain words students have not seen yet (*Kevin*, *delicious*). Have students track the words as they listen. Then have them repeat the sentences. Finally, have them write the letter.

Evaluation

Check student work in **G**. If they are struggling to stay in the lines, be sure to provide them with extra practice.

More practice: Do an unusual materials challenge. Can students form *k* three times (or whatever number seems best to you) with other materials, not writing them? They can fold pieces of paper, arrange pencils or paper clips, or if they are at home, even use pillows, pieces of clothing, or dry pasta. This is a great way of activating a multisensory learning experience and getting students out of their seats. You can set a timer if you want, and expand to include letters and digraphs from earlier units.

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E Write *k*.

k k k k k k k k k k k k

k

F Listen and repeat. Write *k*.



1. __k__ite



2. __k__iwi



3. __k__itchen



4. __k__eys



5. cloc__k__



6. des__k__

G Write *K*.

K K K K K K K K K K

K

H Listen and repeat. Write *K*.

1. **K**evin is a student.

__K__evin is a student.

2. **K**abobs are delicious.

__K__abobs are delicious.

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I Listen and repeat.

A: Do you want mustard?

B: No thank you. I want ketchup.



hot dog



cheese



pickles



ketchup



mustard



chili

J Practice with *pickles*, *cheese*, and *chili*.

want

K Listen and repeat. Practice.

A: What do you want on it?

B: I want chili and pickles, please.

L Write *want*.

want

M Spell.

want and need like buy

N Practice.



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Presentation

Have students look at **I** and go over the vocabulary (*pickles, mustard, chili, hot dog, cheese,* etc.). Read the words out loud and have students repeat and point at the food when they hear the word.

I Listen and repeat.

Go over the conversation several times. Practice it with the class in unison. Then go around the room and assign each student A or B. Have pairs practice the conversation. Then have them switch roles and repeat.

BEST PRACTICE

Choral Drills

Choral drills can be a very enjoyable method that helps students participate more. It is also excellent for modeling correct pronunciation since students repeat immediately after you. Varying the speed of the drills tests students' listening and pronunciation skills. Dividing the classroom into sections where different groups alternate gives more practice of the target feature and also helps shy or insecure students practice out loud without becoming the center of attention.

Practice

J Practice with *pickles*, *cheese*, and *chili*.

Have students walk around the room and practice the conversation with three other students. Have them switch roles each time they practice. Encourage them to substitute different words from the list when they seem confident with the dialog.

K Listen and repeat. Practice.

Go over the conversation. Have students listen and repeat. Model the conversation with individuals. Then have pairs model it.

Have students walk around the room and practice the conversation with three other students. Have them switch roles each time they practice. If they seem ready, encourage them to ask for different items from **I**.

Evaluation

Listen carefully to students and have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Students used *want* in previous conversation practice, so they should understand the meaning by now. Put some examples on the board to help explain the meaning if you need to. Show students how to write it on literacy lines on the board. They have learned all of these letters except *t*.

Practice

L Write *want*.

Ask students to write the word *want* within the literacy lines.

Evaluation

Check students' work.

M Spell.

Have students practice spelling with a partner. Listen carefully as they practice and have several pairs of volunteers come to the front of the class to demonstrate.

N Practice.

Have students get in groups of five to practice spelling. Have each student spell one of the words from **M**. Then have them switch until they have had a chance to spell every word.

Note: Students should have added an *e* to their letter cards from the last lesson. If not, have them do it before they get into groups. They will need two *e* cards to spell the word *need*. Encourage students to include other words from previous units or lessons.

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Presentation

Ask students to look at the image in **O** and see if they know what this is. Teach them the word *recipe*. Explain the steps for making chicken kabobs through mime. Go over as little or as much as you think your students are ready for.

BEST PRACTICE

Mime

Mime is a good way to teach vocabulary. It is fun and students enjoy it. It is also memorable and good for kinesthetic learners who appreciate active lessons. Miming can be used in both individual and pair or group situations.

1. Individual – Teachers may first choose to use mime to introduce new vocabulary or to test students on previously acquired vocabulary.
2. Pair or Group – Students can imitate mimes as a class to demonstrate knowledge. Student pairs may also test classmates' knowledge by having them guess vocabulary words from miming.

O Listen. Track the words.

Ask students to track the words as they listen.

Practice

P Underline *K and k*.

Ask students to read the recipe again and underline all instances of *K* and *k*.

Q Listen and circle.

Make sure students understand that they need to choose one of the three answers and circle it. They don't need to understand *when*. The just have to be able to find the words *cook* and *cut* in the recipe in **O**.

Evaluation

Go over the answers together for **P** and **Q**. Take time to go over any mistakes students may have made.

Application

R Listen. Track the words.

Remind students to track the words with their finger as they listen.

S Write.

Using the information from **R**, students write the missing words. Ask: *What do you want on your hamburger?*

More practice: It's important to include opportunities for students to show the vocabulary they are acquiring without having to write it every time; this is an area where some students who are struggling with reading and writing may excel. This will help boost their confidence. The following are examples of non-writing vocabulary recycling activities to try:

- Play charades to review food vocabulary. If needed, you can write a list of words to choose from on the board; some easy words to act out are *banana, hot dog, hamburger, soda, soup, chili pepper, chips,* and *butter*. One student chooses a word and acts it out without speaking (for example, reacting to a spicy chili pepper), and the other students guess the food.
- Split students into groups of three and play Pictionary. One student draws a food—they cannot speak. The other students need to guess the food based on the student's drawing.

Instructor's Notes

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O **Listen. Track the words.**



P **Underline *K* and *k*.**

Q **Listen and circle.**

1. When do you cook? a. Step #1 b. Step #2 (c.) Step #3
2. When do you cut? (a.) Step #1 b. Step #2 c. Step #3

R **Listen. Track the words.**

I want a hamburger. I like pickles and cheese on my hamburger. I want ketchup, lettuce, and tomatoes.



hamburger

S **Write.**

I ___want___ a hamburger.

I ___like___ pickles and cheese on my hamburger.

I ___want___ ketchup, lettuce, and tomatoes.

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5 What's for Lunch?

A Listen and repeat. / / / /

B Listen and repeat.

Meal Plan

	Monday, April 23	Tuesday, April 24
Breakfast	Cheese Omelet 	Cereal and Fruit 
Lunch	Chicken Salad 	Chili 
Dinner	Lasagna 	Chicken Noodle Soup 

C Listen and repeat. Check.

☑ 1. 

☑ 2. 

☑ 3. 

☐ 4. 

☐ 5. 

☐ 6. 

D Circle *L* and *I*.

I	(I)	t	(I)	(I)	1	(I)	1	T
L	⅃	(L)	⅃	1	(L)	T	(L)	⊥
L	(L)	⅃	(L)	T	⊥	⅃	1	(L)

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At-a-Glance Prep

Goal: Practice *l* / *L*. Make a meal plan.

Agenda

- ☐ Learn the letter *l* / *L*.
- ☐ Write the letter *l* / *L*.
- ☐ Learn *What's for lunch?*
- ☐ Write *for* and *eat*.
- ☐ Learn *What do you eat for dinner?*
- ☐ Make a meal plan.

Warm-up

Write on the board: *breakfast, lunch,* and *dinner.* See if students know what these words mean. You could ask: *What time do you eat breakfast? What time do you eat lunch?* etc. They have not learned to tell time in English, so you might want to give them options to choose from (7 am / sun just above horizon; 12 pm / sun well above the horizon; 7 pm / sun setting). Once they understand, ask them to help you make a list of breakfast foods. They do not need to write or know how to spell any of these foods. You are just warming them up and getting them to think about ideas that will be presented in the lesson.

Introduction

Write the letter *l* on the board and tell students they will learn this letter today. Underline the letter *l* in the word *lunch*. Ask them if they can come up with any words that have an *l* in them. Give them ideas if they need help (*salad*, *pickle*, *lettuce*). Underline the *l* in the words that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letters with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Have students listen and repeat the sound as they follow along in their books. Help students learn to pronounce the *l*. The *l* is made by touching the tip of the tongue to the roof of the mouth and vibrating the vocal cords. Have a list of words ready (some that have an *l* in them and some that don't) and have students stand up or raise their hands when they hear *l* words. They should already know some direction line words with *l*: *listen, circle, underline.*

Presentation

B Listen and repeat.

Have students look at the pictures and words in the meal plan. Go over breakfast, lunch, and dinner and ask them (based on the pictures) what items are in each. Teach any words students aren't familiar with. Quiz students by asking them which words have an *l* in them. Remind students to track the words as they listen. Write the words with the target sound on the board. Exaggerate the *l* sound so students can distinguish it within the words.

Practice

C Listen and repeat. Check.

Remind students they need to check the items that have an *l* sound. Note: This is different than most of the previous exercises where students were just listening for the initial sound. Ask students to listen carefully to each word. Play the audio several times. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class.

Listening Script

1. *broccoli* 2. *lemon* 3. *limes* 4. *kiwi* 5. *onions* 6. *grapes*

D Circle *L* and *l*.

In this exercise, students will be circling the upper- and lowercase *l*'s. Make sure they know what both of them look like. See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *l* sound so it is very clear. Check that students did **D** correctly and have them repeat the *l* sound one more time.

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Presentation

E **Write *l*.**
Write the letter *l* on the board. Have a few students come to the board and do the same. Every time the *l* is written, pronounce it clearly and ask students to repeat. Create literacy lines on the board and show students that they should stay within the lines.



Practice

F **Listen and repeat. Write *l*.**
Ask students to listen to and repeat the *l* words and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation
As you review **F** with students, be sure to repeat the *l* sound every time you say the word. Consider writing the words on the board.

Presentation
With the literacy lines and the lowercase l still on the board, write the uppercase L next to it. Have students trace the shape in the air. Face the board so students can follow your strokes in the air. Every time the *L* is written, pronounce it clearly and ask students to repeat. Remind students that they should stay within the lines.



Practice

G **Write *L*.**
Have students first trace and then write *L*. Remind them to write slowly at first.

H **Listen and repeat. Write *L* and *l*.**
Go over the sentences and explain words students have not seen yet (*Leticia*, *favorite*). Point out that they have to choose whether to write uppercase or lowercase *l*.

Evaluation
Check student work on **G**. If they are struggling to stay in the lines, be sure to provide them with extra practice.

Instructor's Notes

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E **Write *l*.**

F **Listen and repeat. Write *l*.**



1. __l__obster



2. be__l__ __l__ pepper



3. me__l__on



4. __l__emon



5. __l__imes



6. meat__l__oaf

G **Write *L*.**

H **Listen and repeat. Write *L* and *l*.**

1. **L**eticia **l**ikes soup.

__L__eticia __l__ikes soup.

2. **L**unch is my favorite mea**l**.

__L__unch is my favorite mea__l__.

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I **Listen and repeat.**



salad



chili



lasagna



soup

A: What's *for* lunch?

B: Salad!

for	eat

J **Practice with *chili*, *lasagna*, and *soup*.**

K **Practice.**

A: What do you *eat for* dinner?

B: _____

L **Write *for* and *eat*.**

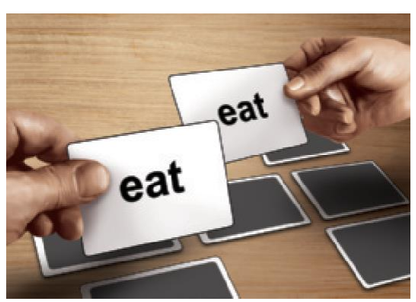
for

eat

M **Spell.**

eat	for	want	and	need	like	buy

N **Practice with words from M.**



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Presentation

Have students look at **I** and go over the food words. Once they've become familiar with the words, practice saying them and have students point at the food when they hear the word.

I Listen and repeat.

Go over the conversation several times. Practice it in unison. Then go around the room and assign each student A or B. Have pairs practice the conversation. Then have them switch roles and repeat.

If you haven't already, write the conversation on the board. Remove *salad* and replace it with a line. To the right of the conversation, make a list of words: *chili*, *lasagna, soup*. Add any other foods students have mentioned that they might eat for lunch.

Practice

J Practice with *chili*, *lasagna,* and *soup*.

Have students walk around the room and practice the conversation with three other students. Have them switch roles each time they practice. If they seem ready, encourage them to reply with other food words they know.

K Practice.

Say the question and have students repeat it. Model the conversation with one or two students. Then have pairs of students model it. Provide other food words students want to use as necessary. Have students walk around the classroom asking and answering the question.

Evaluation

Listen as students practice and have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Students used *eat for* in previous conversation practice, so they should now understand the meaning. Write more examples on the board to clarify if necessary. Show students how to write it on literacy lines on the board.

Practice

L Write *for* and *eat*.

Ask students to write the words *for* and *eat* within the literacy lines.

Evaluation

M Spell.

Have students practice spelling with a partner. Monitor and help as necessary. Call on different students to spell words from the list.

N Practice with words from M.

Have students practice spelling and reading the words aloud with their flashcards. Encourage them to add any new words to their stacks. Have them work in pairs. Give them the choice of playing the memory game with their flashcards or using their letter cards to spell words.

Instructor's Notes

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Presentation

Create an imaginary person and tell students the meal plan in **O** is what he / she eats over two days. Ask them questions, such as:

What does he / she eat for breakfast on Wednesday?
What does he / she eat for lunch on Thursday?
Go over as little or as much as you think your students are ready for. Teach them any new food words.

O Listen. Look.

Ask students to listen and track the words as they listen.

Practice

P Underline *L* and *l*.

Have students read the meal plan again and underline all instances of *L* and *l*.

Q Listen and circle.

Have students choose one of the two answers and circle it. They don't need to understand *What meal*. They only have to be able to find the words *dinner* and *lunch* in the meal plan above.

Evaluation

Go over the answers together for **P** and **Q**. Take time to go over any mistakes students may have made.

Application

R Write and talk.

Have students ask questions with a partner. Write on the board: *What do you eat for lunch on Thursday?* Show them how to substitute the meal word and the day of the week word. Model the conversation with one or two students. Then have two students model it.

If any students express an interest in talking about the meals they eat, help them with the words and how to say them. Encourage them to do their own meal plan if they want to. Remember, it's not important that they write all the letters correctly, only the ones they are familiar with.

More practice: Try a tongue twister. Write it on the board, and then go over the tongue twister in unison, starting slow and getting faster each time you say it. Then ask for volunteers to say it aloud and have a competition for who can say it the fastest.

Lunch is lasagna, salad, and lemonade.

Instructor's Notes

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O Listen. Look.

Meal Plan

	Wednesday, April 25	Thursday, April 26
Breakfast	Eggs and Melon 	Omelet 
Lunch	Chicken Noodle Soup 	Tuna Sandwich 
Dinner	Meatloaf 	Chili 

P Underline *L* and */*.

Q Listen and circle.

1. What meal is for dinner? (a.) chili b. omelet
2. What meal is for lunch? (a.) tuna sandwich b. eggs and melon

R Write and talk.

Meal Plan

	Wednesday, April 25	Thursday, April 26
Breakfast	eggs and melon	omelet
Lunch	chicken noodle soup	tuna sandwich
Dinner	meatloaf	chili

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6 Put It Together

b, ch, s, k, l, e, ea, ee

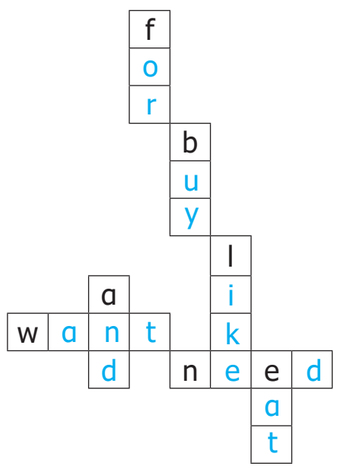
A Circle.

buy
like
need
and
want
for
eat

m	h	j	u	b	u	t	x	m	w	a	n	t	q	i	h
q	l	b	k	k	n	o	l	u	l	u	m	h	v	e	a
i	g	c	v	v	e	t	f	v	b	o	x	s	q	w	n
m	h	u	n	i	e	e	o	h	s	u	t	n	u	m	t
e	i	e	l	p	d	i	t	t	a	v	q	r	m	e	v
c	t	u	n	e	u	c	e	z	l	w	i	u	n	k	f
u	r	e	i	a	w	g	s	f	x	n	z	p	i	p	o
r	i	j	e	o	x	i	q	f	l	y	g	u	p	w	r
e	z	b	f	e	b	u	y	u	a	n	d	e	a	t	m
d	f	g	m	w	y	f	i	l	q	t	d	w	h	n	l
p	j	q	n	p	t	n	l	i	k	e	h	l	n	h	f
r	y	r	t	y	j	o	s	w	o	s	o	d	s	j	g

B Write the words.

buy
like
need
and
want
for
eat



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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high-frequency words they have learned:

Unit 1: *from, happy, name, where, what, this*
Unit 2: *friend, please, your, my, at, on, in*
Unit 3: *buy, like, need, and, want, for, eat*

You can also include direction line words: *listen, read, practice, repeat*, etc.

They may come up with a few more words that were dominant in the unit. Write down anything they say. You might ask students to practice with their flashcards with a partner before starting the lesson.

Introduction

Tell students that today they will review the previous five lessons. You might quickly go to the first page of each lesson so they understand better.

Presentation

Ask students to say the high-frequency words with other words. For example:

I need a salad.
I eat soup for dinner.
I buy cheese and hot dogs.

Practice

A Circle.

In this unit, students have to recognize words going across and down. This activity and the one that follows allow students to better recognize the target high-frequency words. Show students the example and ask them to circle the other words from the list.

BEST PRACTICE

Keeping Track

Remember that students might not have the skills we often take for granted in terms of organizing a task for themselves. **A** and **B** are a great opportunity to model how to keep track of their progress. As students work through **A** and **B**, model for them how they can cross off words they have found or filled in. That way, as they go along, the task can actually get easier for them.

B Write the words.

Have students use the word list to complete the crossword. Some students might not be familiar with crosswords, so take the time to explain and demonstrate how they work using the CPT or doing a very simple one on the board.

Evaluation

Check students' work.

Instructor's Notes

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Put It Together often deals with vowels so students learn to blend sounds together more readily.

Presentation

Write the letter *e* on the board. In Units 1 and 2, students learned the letter *a* in Put It Together. Now they will learn the long *e*. This one should be less challenging to learn since it's also the name of the letter.

Say *cheese* very slowly. Spell it out slowly as well. Make sure the long *e* sound is very clear.

Have students trace the letter *e* in the air. Be sure to face the board so students can follow your strokes in the air. Write it on the board and show students how it stays below the dotted line. Have a few students come to the board and do the same. Every time the *e* is written, pronounce it clearly and ask students to repeat.



Practice

C **Write *e* and *ea*.**

Show students that there are three different ways to write the long *e* sound: *e*, *ee*, and *ea*. Remind them how to write the lowercase *a*. Demonstrate by tracing in the air and then show them using literacy lines on the board. Ask for volunteers to come up to the board and write. Then have them complete the activity.

Evaluation

Check student work.

Presentation

D **Listen and repeat.**

Play the audio or pronounce the words with long *e* slowly, showing how sounds blend by writing the words on the board and pronouncing them slowly following along with your finger. Ask students to do the same in their books with a partner. Remind students that there are three different ways to write the *e* sound. Point to each one and say the word.

Practice

E **Listen and repeat. Write *e*, *ea*, or *ee*.**

Show the example and highlight that the spelling of the long e sound in item 1 in **E** is the same as in item 1 in **D**. Have students use the corresponding words for each item in **D** to write the correct letters in the blanks.

Evaluation

Check student work.

Instructor's Notes

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C Write *e* and *ea*.

e e e e e e e e e e e e

e

ea ea ea ea ea ea ea ea

ea

D Listen and repeat.



1. cheese



2. meat



3. me



4. eat

E Listen and repeat. Write *e*, *ea*, or *ee*.



1. f__ee__t



2. t__ea__



3. P__e__te



4. __ea__r

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F **Practice.**

What do you like for breakfast?	What do you eat for dinner?
What do you want for lunch?	

G **Write *meal*, *cook* and *cut*.**

meal

cook

cut

H **Play. Spell.**



go	school
your	at
buy	like
for	eat
you	my
in	on
need	and
please	friend
want	

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Presentation

Ask students the following questions and write them on the board:

What do you like for breakfast?
What do you want for lunch?
What do you eat for dinner?

If you think students are up to it, after they answer, ask: *How do you spell that?*

Draw a table on the board like the one in **F**. Ask a few students the questions and write their answers in the spaces. Do this as many times as necessary to prepare students to do it on their own.

Practice

F Practice.

Have students walk around and ask two students about their meals, writing the answers in their books.

Evaluation

Ask a few students to come up to the board and demonstrate. Have them ask the questions and write the answers in the table on the board. Ask a few questions about people's meals. For example: *What does Mila like for breakfast? What does Lu want for lunch?*

BEST PRACTICE

Fixing Spelling Mistakes

Rather than just correcting students when they make a spelling mistake, see if they can find the mistake themselves. When a word is written on the board, if there is a mistake, underline or circle the word and ask for a volunteer to come up to the board and correct it. This is a form of peer correction.

Presentation

G Write *meal*, *cook* and *cut*.

Go over the meaning of these words again with students. Then have students write them. Remember that they haven't practiced all of these letters yet, but encourage them to try to form them.

Practice

H Play. Spell.

This is the same activity students have done in every lesson so far. This time, however, they are given less guidance so they can gradually become more independent. Have them work with a partner to spell the words.

Instructor's Notes

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Evaluation

Evaluate students' grasp of what they've learned with the following activity.

I Play. Think of words that have the letters *b*, *ch*, *k*, *l*, and *s*.

Have students get in groups of five. Have each student select one of the letters. Have them go around in a circle and say a word that has their letter in it. Keep going until they can't think of any more words. For example:

Student 1: *beans*
Student 2: *cheese*
Student 3: *pickle*
Student 4: *table*
Student 5: *soup*
Student 1: *kabobs*
Student 2: *sandwich*
Student 3: *book*
Student 4: *lemon*
Student 5: *bananas*

To make this more challenging, have them spell the word after they say it.

Presentation

Have students scan the paragraph in **J** and call out any words they recognize. Write the words on the board as they call them out. Go over any new vocabulary.

BEST PRACTICE

Realia

Using realia is always effective in the ESL classroom. The Lesson Planner doesn't mention realia very often because many teachers are limited in preparation time and resources; however, whenever real objects can be brought to class to help students understand and associate them with target vocabulary, they can be very beneficial.

J Listen and look.

Have students follow along with their fingers as they listen to the paragraph.

Practice

K Circle *and*, *needs*, *buys*, and *likes*.

Have students read the paragraph again and circle the words. Alternatively, you may choose to write this on the board so students can take turns coming up to the front of the class to circle the words.

L Listen and circle.

Play the audio and have students circle the correct answers. Think of this as a test. Don't help students with this but observe to see if they understand.

Evaluation

Check student's work.

Application

M Listen and write.

This is in first person so students can get a feel for writing about themselves. It is also in tracing mode so students can practice writing the letters to prepare them for the following activity.

N Write.

This paragraph has lines for students to write *like*, *need*, and *buy*. When they are finished, encourage students to say what they like / need / buy, using food words from the unit. Model this by saying what you like / need / buy.

Instructor's Notes

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I **Play. Think of words that have the letters *b*, *ch*, *k*, *l*, and *s*.**

J **Listen and look.**

Lucy likes fruit salad. She needs apples, peaches, watermelon, and strawberries. She buys fruit every day.

K **Circle *and*, *needs*, *buys*, and *likes*.**

L **Listen and circle.**

1. What does she like? a. soup b. fruit salad
2. What does she buy every day? a. fruit b. salad

M **Listen and write.**

I like vegetable soup. I need beans, onions, carrots, and potatoes. I buy vegetables every day.

N **Write.**

I ___like___ vegetable soup.
I ___need___ beans, onions, carrots, and potatoes. I ___buy___ vegetables every day.

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Quiz

A Listen and circle.

b 1. a.  (b.)  c. 

ch 2. a.  (b.)  c. 

s 3. a.  b.  (c.) 

k 4. (a.)  b.  c. 

l 5. a.  b.  (c.) 

B Listen. Write.

 1. c h ili

 2. b anana

 3. l ettuce

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Quizzes are designed to see what students have learned. Encourage students to do the activities without any teacher input.

A Listen and circle.

Show the example and point out the red letters on the left. Make sure students understand they need to listen for the word that starts with that letter. Play the audio at least twice.

Listening Script

1. Find the b *sound:*	*a. cat*	*b. broccoli*	*c. lettuce*
2. Find the ch *sound:*	*a. salad*	*b. chair*	*c. kettle*
3. Find the s *sound:*	*a. lime*	*b. chicken*	*c. sushi*
4. Find the k *sound:*	*a. kiwi*	*b. table*	*c. grapes*
5. Find the l *sound:*	*a. peaches*	*b. onion*	*c. lemon*

B Listen. Write.

Play the audio twice. Tell students to just listen the first time and write the letters the second time.

Instructor's Notes

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C Listen. Write.

Play the audio at least twice. Remind students to listen the first time and then complete the sentences the second time. Play it a third time for students to check their spelling.

D Write six words you know.

Encourage students to do this without looking back through the book at first. If they struggle, allow them to look back at the lessons in the unit to help them.

Evaluation

After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up. Make sure students are ready for Unit 4. You can reassign activities on the Spark platform for students to do again in order to better consolidate their knowledge.

Instructor's Notes

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4. s andwich



5. k abob

C **Listen. Write.**

1. Breakfast, l unch, and dinner.
2. We need b read for sandwiches.
3. She wants bananas, strawberries, and oranges.

D **Write six words you know.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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4 Shopping



Unit Outcomes

Letters: *sh, y, bl, t, e, v, a*

Words: *too, red, blue, black, how, much, many, small, large*

Topics: Clothing, Colors, Numbers, Sizes, Advertisements

Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit. It is also a good time for both them and you to discover what they may already know.

In order to do that, have them look at the picture in their books or project it on the board with the Classroom Presentation Tool (CPT). Ask them what they see. If anyone says words related to the picture, write them on the board. As you write them, pronounce them while pointing to the picture. Then have students repeat the words.

Have students make flashcards with some of the words written on the board (maybe highlight the most important ones for them). Have them write one word / phrase on the card. On the back, they can draw a picture of that item or write the translation in their own language. Then have them practice in pairs with their flashcards. At this point, they can just say the words, or one student can say a word and the other can point to it in the book.

Words they will see in the book pages: *shorts*, *shirt*, *shoes*, *pants*, *tie*, *hat*, *socks*, *belt*, *jacket.*

BEST PRACTICE

Increasing Demand

As of Unit 4, the font choice in *Stand Out Literacy Foundations* will more closely reflect what students can expect to see when they are ready for a mainstream ESL class. A good example of this is the lowercase letter *a,* which has two forms, stacked and unstacked.

a = ɑ

When students are writing, tracing, or looking at words for a spelling reference, they will continue to see the unstacked *a.* However, in short readings, realia, direction lines (where they have always been), etc., the standard print stacked *a* will become more prevalent.

Point out to students how far they have come from the Welcome Unit, with everything from the level of the direction lines and their ability to navigate them with increasing independence, to their ability to recognize letters in different forms.

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Look. Choose three signs. What do the signs mean?

BEST PRACTICE

Topic Check

As always, you know your students best. Basic clothing items are presented for recognition in this unit, but there may be other terms you may like to include for your class, based on relevance. These might be related to the weather (cold or warm weather clothing), a specific cultural context (for example, a headscarf), job related (uniforms), or something else (like glasses). Invite your students to let you know the words they need—they will probably be able to show you the objects, so it will be easy for them.

BEST PRACTICE

Grouping

A variety of grouping strategies are suggested depending on the task.

1. Allow students to self-select groups. Students sometimes perform well with people they feel comfortable with.
2. Arrange groups according to skill level. Proficient students can excel, while less proficient students don't feel intimidated.
3. Arrange cross-ability groups. More proficient students often enjoy helping, and you'll have several mentors in the class instead of just one teacher.
4. Avoid homogeneous language groups to encourage the use of English.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

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1 What to Wear sh

A **Listen and repeat.** *sh* *sh* *sh* *sh*

B **Listen and repeat.**

shorts
shoes
T-**sh**irts
shirt

Shop



C **Listen and repeat. Check *sh*.**

☑	1. 	☐	2. 	☐	3. 
☑	4. 	☐	5. 	☐	6. 
☑	7. 	☐	8. 	☑	9. 

D **Circle *sh*.**

sh	(sh)	hs	ch	(sh)	5h	s	sq	(sh)
sh	ch	c	(sh)	(sh)	ch	hs	ck	c

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At-a-Glance Prep

Goal: Practice *sh* / *Sh*.

Agenda

- ☐ Learn the letters *sh* / *Sh*.
- ☐ Write the letters *sh* / *Sh*.
- ☐ Learn *I like your shirt*.
- ☐ Write a packing list.
- ☐ Write *too*.

Warm-up

See if students can add any more clothing words to your list on the board from the introduction pages.

Introduction

Write the letters *sh* on the board and tell students they will learn these letters today. Underline the *sh* in the word *shoes* that you wrote on the board and anywhere else it might be on the board or in the room. Tell students this sound is very common in English (a good example is *she*) even if this sound or letter combination does not exist in their own language. Trace the letters with your finger on the board and ask students to do the same in the air.

BEST PRACTICE

Digraphs

Sh is a digraph, a combination of two letters that make a single sound. Students might try to pronounce the *s* and the *h* sound individually as they are reading *sh* words; validate that they have correctly acquired the sound of each letter, but remind them that this combination makes a new sound. They have already seen *wh*, for example, and have probably moved past trying to pronounce the *h* when they read / say, *What's your name?* Remind them of any other relevant examples to support them as they get familiar with this new pair.

A Listen and repeat.

Play the audio. Have students follow along in their books. Help them learn to pronounce the *sh*. Show them how to make the *sh* sound by putting their teeth together, pulling their tongue back a little, and blowing air through the teeth. Have a list of words ready (some that begin with *sh* and some that don't) and have students stand up or raise their hands when they hear words that start with *sh*. Play the audio again and have them listen and repeat.

Presentation

B Listen and repeat.

Have students look at the picture. Ask them what clothing they see and write what they say on the board. Teach them any words they don't know. Have students track the words as they listen and repeat. Write words with the target sound on the board. Exaggerate the *sh* sound so students can distinguish it within the words.

Practice

C Listen and repeat. Check *sh*.

Remind students to put a check in front of each item that has a *sh* sound. Remind them that the *sh* sounds can be anywhere in the word, not just the beginning. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class.

Listening Script

1. *brush*
2. *table*
3. *chair*
4. *shirt*
5. *sandwich*
6. *bread*
7. *shoes*
8. *coat*
9. *fish*

D Circle *sh*.

If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *sh* so it is clear to students. Check that students did **D** correctly and have them repeat the *sh* one more time.

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Presentation

E Write *sh*.

Write the letters *sh* on the board. Have students trace the shapes in the air. When you model the strokes, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *sh* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines. They have learned both of these letters before, so this should be a review. Make sure that students write slowly.

BEST PRACTICE

Recycling

At all levels, but especially at the lower levels, recycling is very important. Recycling means reintroducing concepts (or in this case, letters) previously taught in different contexts. Don't expect students to learn every concept the first time round. They will forget some things as they learn new concepts, so it becomes essential to work with past concepts again.

Practice

F Listen and repeat. Write *sh*.

Ask students to listen to and repeat the *sh* words and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review the activity with students, be sure to repeat the *sh* sound every time you say the word. Consider writing the words on the board.

Presentation

Write *Sh* (with uppercase *s*) on the board. Have students trace the shapes in the air. When you model the strokes, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *Sh* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

G Write *Sh*.

Remind students that even though *Sh* works as one unit or sound, only the *S* is uppercase in a name or when the words is at the beginning of a sentence.

H Listen and repeat. Write *Sh* and *sh*.

If you haven't already, teach students the word *wear.* Tell them that *Sherry* is a name. Students should feel comfortable with this activity by now, so have them write as they listen.

Evaluation

Check students' work. Make sure in **G,** the *S* is uppercase; it should be as tall as the line for the lowercase *h*. If they are struggling to stay in the lines, be sure to provide them with extra practice.

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E Write *sh*.

sh sh sh sh sh sh sh sh sh
sh

F Listen and repeat. Write *sh*.

1. __sh__orts 
2. di__sh__ 
3. __sh__ip 
4. ca__sh__ 
5. __sh__rimp 
6. __sh__irt 

G Write *Sh*.

Sh Sh Sh Sh Sh Sh Sh Sh
Sh

H Listen and repeat. Write *Sh* and *sh*.

1. **Sh**erry wears T-**sh**irts.

   __Sh__erry wears T-__sh__irts.

2. **Sh**oes are for the feet.

   __Sh__oes are for the feet.

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I **Listen and repeat.**



too

J **Practice with *shoes, pants, dress,* and *shorts*.**

K **Listen and repeat.**



A: I like your shirt.

B: I do too. It's my favorite.

L **Practice the conversation.**

M **Write *too*.**

too

N **Spell.**

A: Spell *too*.

B: *t … o … o*

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Presentation

I Listen and repeat.

Go over the conversation several times. Practice with students in unison and then split them up into groups A and B to practice.

BEST PRACTICE

Inside / Outside Circles

Pair work can take many forms. Changing pairs after each practice is useful because students are more likely to speak clearly with each new partner, tending to concentrate on their language production more with each partner change.
One technique of having students change partners is called "Inside / Outside Circle." In this activity, students form two circles with the same number of students in each. One circle is inside the other. Students face one another and speak to the person they are facing. When indicated by the instructor, one circle shifts one space clockwise, so students are lined up with a new partner. (For classrooms with limited space, students can be in two lines across the front of the classroom. The students in one line face the students in the other and form pairs. Then, when indicated, one of the lines shifts. The last person at the end of the line moves to the front of the line).

Practice

J Practice with *shoes*, *pants*, *dress*, and *shorts*.

Write the conversation from **I** on the board if you haven't already. Show students how to practice with other clothing words by erasing *shirt* and replacing it with a line. Model with individual students and then have students walk around the room and compliment three other students on their clothes.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Go over the new vocabulary in this conversation: *favorite*. Practice the conversation in unison first. Then divide the class in half and have one half be A and the other B. Continue practicing in unison and with half the class, but replace *shirt* with other clothing words from the lesson. Have students help you make a list on the board of other clothing words they can use in this conversation.

Practice

L Practice the conversation.

Model with individual students. Then have students walk around the room and compliment three other students on different items of clothing.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Underline the word *too* in the conversation in **K** if you've written it on the board. Students should understand the meaning from the last two conversations they've done.

Practice

M Write *too*.

Ask students to trace and then write the word within the literacy lines. They have not learned to write all these letters yet, but encourage them to try the new ones.

Evaluation

N Spell.

Have students practice spelling *too* with a partner.

More practice: Have students add the word *too* to their flashcards and do some practice spelling with all the cards they have so far.

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Presentation

Establish the context again by asking students what clothing items they see in the picture in **O**. Write everything they say on the board. Focus on the words with *sh* in them by underlining and pronouncing the *sh* words.

O Listen. Track the words.

Play the audio. Ask students to listen and track the words. Play the audio several times to give students the opportunity to match the sounds to the words.

Practice

P Underline *Sh* and *sh*.

Remember that students do not necessarily know all of the words in the list yet. See if they can guess what the word *pair* might mean. Point out that the picture shows two shoes, for example, but the list calls for one pair. Students can probably get by without saying *pair of* with *pants* and *shoes* in most situations, but it's good for them to get familiar with the meaning.

Q Listen and circle.

Students should be used to this activity by now and know that they are looking for key pieces of information. They don't need to understand every word in the question. Play the audio. Have students track the words. Play the audio again and have them circle the answers.

Evaluation

Have students share their answers to **Q** with a partner. Ask for volunteers to come to the board and write all the *sh* words they underlined in **P**.

Practice

Tell students you are going on a vacation to cold weather. See if they can help you come up with a list of clothing words you will need to pack. Write them on the board, teaching them any words that haven't come up so far.

Application

R Listen and write the *sh* words.

For this activity, students will listen for the *sh* words. Review clothing words if needed. If you feel your students are up to it, play the audio with books closed first. Ask them what clothing words they heard. Then have them open their books and play the audio again. Tell students to track the words as they listen. Have them write the clothing words. Call students' attention to the box. Point out that there are two ways to write *the number 1*.

Instructor's Notes

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O **Listen. Track the words.**



LAKE SHASTA TRIP

- 1 shirt
- 2 pairs of pants
- 1 pair of shoes
- 1 pair of shorts

P **Underline *Sh* and *sh*.**

Q **Listen and circle.**

1. Shawn needs 1 pair of shorts. (a.) true b. false
2. Shawn needs 2 shirts. a. true (b.) false

R **Listen and write the *sh* words.**

Kerry packs to see Aunt Shelby. He needs three shirts, two pairs of shoes, two pairs of pants, and one pair of shorts.

Trip to see Aunt _____

3 _____

2 pairs of _____

2 pairs of pants

1 pair of _____

1 = I

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2 It's Yellow! y, bl

A **Listen and repeat.** *y y y y bl bl bl bl*

B **Listen and repeat.**

Yuma Park

blue

yoga

black

yellow



C **Listen and repeat. Circle words with *y* and *bl*.**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

D **Circle *y*.**

y	y	v	g	v	g	ʎ	v	y
y	g	v	y	g	ʎ	y	g	ʎ

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At-a-Glance Prep

Goal: Practice *y* / *Y* and *bl*.

Agenda

- ☐ Learn letters *y* / *Y* and *bl*.
- ☐ Write the letter *y* / *Y*.
- ☐ Learn *What color is the shirt?*
- ☐ Write *red*, *blue*, *black*.
- ☐ Write about colors.

Warm-up

Write the word *color* on the board. Most likely students know some color words, so see what they know by pointing to objects in the room or clothing that you're wearing. As they say colors they know, write them on the board. Slowly pronounce each one as you track it with your finger.

Introduction

Write the letter *y* on the board and tell students they will learn this letter today. If the word *yellow* isn't already on the board, write it down and underline the *y*. Trace the letter with your finger on the board and ask students to do the same in the air. Tell them they will also be working with the letters *b* and *l* together. They have already learned both of these letters, but in this lesson they will see them together in words such as *blue* and *black*.

A Listen and repeat.

Play the audio. Have students listen and repeat the sounds as they follow along in their books. Help them pronounce the *y*. The *y* is made by pushing the tongue up to the top of the mouth, touching the sides of the top teeth. Because the tongue is so high, the jaw is kept mostly closed during the formation of this sound. Have a list of words ready (some that begin with *y* and some that don't) and have students stand up or raise their hands when they hear words that start with *y*.

Help students understand the *b* and *l* together by slowly pronouncing *blue* and *black*, saying one sound at a time at first and then blending them together.

Presentation

B Listen and repeat.

Have students look at the pictures and words. Teach the words that you didn't already write on the board. As you play the audio, help students track the words. Write the words with the target sound on the board if you haven't already.

Practice

C Listen and repeat. Circle words with *y* and *bl*.

Students are familiar with this activity. Point out they need to listen for both of the target sounds. Do item 1 together.

Listening Script

1. yellow
2. shorts
3. yarn
4. you
5. shoes
6. apple
7. blanket
8. block
9. black

D Circle *y*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *y* or *bl* so they are clear to students. Check that students did **D** correctly and have them repeat the *y* one more time.

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Presentation

E Write *y*.

Write the letter *y* on the board. Have students trace it in the air. Every time the *y* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board. Show students that they should stay within the lines and that the bottom of the *y* should go below the solid line. Make sure that students write slowly.

Practice

F Listen and repeat. Write *y*.

Ask students to listen to and repeat the *y* words first, and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *y* sound every time you say the word. Consider writing the words on the board.

Presentation

Write the uppercase *Y* on the board. Have students trace the shape in the air. Every time the *Y* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

G Write *Y*.

Model tracing the *Y* in the air. Have students do the same. Point to the literacy lines on the board and remind students of where the *Y* goes. Have students practice writing the uppercase *Y*.

H Listen and repeat. Write *Y*.

Go over the sentences and explain words students have not seen yet.

Evaluation

Check students' work in **G** & **H**. If they are struggling to stay in the lines, be sure to provide them with extra practice.

Instructor's Notes

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E Write *y*.

y y y y y y y y y y y y y
y

F Listen and repeat. Write *y*.

1.  __y__ogurt
2.  __y__arn
3.  __y__ellow
4.  __y__oung
5.  __y__es
6.  __y__oga

G Write *Y*.

Y Y Y Y Y Y Y Y Y Y
Y

H Listen and repeat. Write *Y*.

1. I want to go to **Y**uma Park.
   I want to go to __Y__uma Park.
2. **Y**ellow is my favorite color.
   __Y__ellow is my favorite color.

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I Listen and repeat.

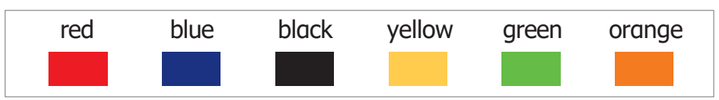


A: What color is the shirt?

B: It's red.

red blue black

J Practice with *blue, black, yellow, green,* and *orange.*



K Listen and repeat. Practice.

A: What color is your shirt?

B: It's blue.

L Practice. Say the color. Get into groups.

My shirt is blue.

M Write *red*, *blue*, and *black*.

red

blue

black

N Spell.

A: Spell *too*.
B: t…o…o

A: Spell *red*.
B: r…e…d

A: Spell *blue*.
B: b…l…u…e

A: Spell *black*.
B: b…l…a…c…k

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Presentation

I Listen and repeat.

Go over the conversation several times. Practice it in unison and then practice by splitting the class in half and assigning each group A or B.

Write the conversation on the board and show students how to practice with other color words by erasing *red* and replacing it with a line. Write a list of a few colors that they can say instead of *red*. Model with individual students, then ask them to practice with a partner.

Practice

J Practice with *blue, black, yellow, green,* and *orange*.

Have students walk around the room and ask three other students about the shirt color.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

More practice: Colors provide a great opportunity for interactive practice.

- Do a scavenger hunt. Make a list of colors for students to find (for example: 1 black thing, 3 green, 2 red, 2 blue, 4 orange). Divide them into pairs and set a time limit. The first pair to complete the list wins. If appropriate, you could also send them out of the class and let them take pictures of the items.
- Play a guessing game based on what people are wearing (basically a version of *I spy*). Students can say *I spy* or simply give details about what a classmate is wearing, without saying their name. You can write a stem on the board (*I spy / I am wearing*) as well as the clothing words from Lesson 1 (*shirt, shoes, pants, shorts*) and ask for three details. Students may be unstructured with the verbs, adjective placement, and the articles, but that is fine. If they can come up with a statement like *black shoes, red shirt, blue pants*, or even *shoes black,* etc., the class should be able to guess the person described.

Scavenger hunt in particular works well if you are teaching online, though you will have to eliminate the pair aspect. For *I spy*, you may need students to stand back from their cameras to see enough detail in their outfits for the activity to work.

Presentation

K Listen and repeat. Practice.

Go over the conversation several times.

Practice

L Practice. Say the color. Get into groups.

Have students get into groups based on the color of their shirt. Make sure they all know the color. It may be one they haven't learned yet. Have them practice: *My shirt is . . . .*

Write the conversation from **K** on the board if you haven't already. Write this for the second sentence: *My shirt is* _____. Have students walk around the room and practice this conversation with students from other groups. Have them practice switching roles.

Evaluation

Listen carefully to student participation. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Point to different things / clothing in the room that are red, black, and blue. Ask: *What color is this?* as you point.

Practice

M Write *red*, *blue*, and *black*.

Ask students to write these words within the literacy lines. The only letter they haven't learned to write is *u*.

Evaluation

N Spell.

Have students practice spelling with a partner. After they have practiced a few times, have them take out their letter cards and get into groups of four. Have them spell each of the four words. Ask them which word they can't spell with their cards (*too*). Ask them what letter they need to add to be able to spell it. Help them add an *o* to their cards.

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Presentation

Establish the context again by asking students: *What color is the skirt?* Hopefully, they'll answer *yellow*.

O Listen. Track the words.

Play the audio. Ask students to listen and track the words. Play the audio several times to give students an opportunity to match the sounds to the words.

Practice

P Underline *Y, y* and *bl.* Circle color words.

Once students have completed the task, have them compare answers in pairs. Then check as a class.

Q Listen and circle.

Play the audio. Ask students to listen to the questions and answers. Then have them answer the questions. Play the audio again as necessary.

Evaluation

Have students share their answers with a partner.

R Listen and repeat. Write.

This is preparation for **S**, in which students will write about themselves. Have them listen and repeat first. Then have them trace the paragraph.

Application

S Write.

Students write color words on the lines. Monitor and help with letters as necessary. Ask them to share with a partner when they are finished. Invite volunteers to read their paragraphs aloud for the class.

BEST PRACTICE

Risk Taking

Students will learn much faster if they take risks. This means that a good teacher must challenge students and on occasion give them tasks that are maybe one level too difficult for them. When students accomplish the task, they grow in confidence and are willing to take additional risks by guessing and critically working out issues before asking for help. Asking students to stand up and read their own work in front of the class will build their confidence.

BEST PRACTICE

Incidental Learning

Adjective-noun order is not covered at this level and is not required here. Students may lead with the noun and have the adjective follow. Model the correct order when this happens, but don't consider it a wrong answer. For example, accept *shirt red* as communicating meaning and say it back to the student as *yes, red shirt.* They will begin to internalize the order of adjectives without a grammar presentation they may not be ready for.

Instructor's Notes

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O **Listen. Track the words.**

Yasmine lives in Arizona. She wears yellow and black a lot. Yellow is her favorite color.



P **Underline *Y*, *y*, and *bl*.**
Circle color words.

Q **Listen and circle.**

1. What is Yasmine's favorite color?
   a. yellow b. black
2. Where does Yasmine live?
   a. Arizona b. black

R **Listen and repeat. Write.**

I am wearing a yellow shirt.
Yellow is my favorite color.
I like blue too.

S **Write.**

I am wearing a _____ shirt.

_____ is my favorite color.

I like _____ too.

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3 To the Store t

t = t

A Listen and repeat.

t *t* *t* *t*

B Listen and repeat.



C Listen and repeat. Circle words with *t*.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

D Circle *T* and *t*.

t	f	T	t	f	t	⊥	f	t
t	t	f	T	t	⊥	t	T	f
t	f	t	f	T	t	f	t	⊥

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At-a-Glance Prep

Goal: Practice *t* / *T*.

Agenda

- ☐ Learn the letter *t* / *T*.
- ☐ Write the letter *t* / *T*.
- ☐ Learn *How many . . . ?*
- ☐ Learn numbers 10–20.
- ☐ Write *how* and *many*.
- ☐ Learn *What's in your closet?*

Warm-up

Review numbers from the Welcome Unit. Hold up your finger to represent 1 and when students say it, write it on the board. Do this all the way up to 10. (Students did not learn 10 in the Welcome Unit, but they will need it in this lesson). Later in the lesson, you will need to write the numbers out (*one, two, three,* etc.), so do it now if appropriate.

Introduction

Write the letter *t* on the board and tell students they will learn this letter today. Ask them if they can come up with any clothing words with the *t* sound. Give them ideas if they need help (*t-shirt*, *belt*, *pants*, etc.). Underline the *t* in the words that you wrote on the board and anywhere else it might be on the board or in the room. Trace the letter with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Play the audio. Have students listen and repeat the sound as they follow along in their books. Help them pronounce the *t*. The *t* is similar to the *d* they learned in Unit 2, except it is voiceless. Have students put their fingers on their throat and alternate saying *t* and *d*, *td td*, so they can feel the difference. Vocal chords vibrate with *d* but not with *t*. Have a list of words ready (some that begin with *t* and some that don't) and have students stand up or raise their hands when they hear words that start with *t*. Remember, you can also use students' names, countries, and languages here to personalize. Call students' attention to the box. Point out that there are two ways to write *t*.

Presentation

B Listen and repeat.

Have students look at the picture and call out any clothing words they recognize. Explain any words they don't know. Remind them to track the words as they listen. Write the words with the target sound on the board if you haven't already. Exaggerate the *t* sound so students can distinguish it within the words.

Practice

C Listen and repeat. Circle words with *t*.

Remind students that they need to circle each item that has a *t* sound in it. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class.

Listening Script

1. socks
2. t-shirt
3. coat
4. dress shoes
5. belt
6. tie
7. glasses
8. dress
9. shorts

BEST PRACTICE

Font Familiarity

Lowercase *t* is another letter that may look a bit different in print from when we write it. Show a couple of examples of the different ways the *t* can look, and make sure students are able to recognize them as variations of the same letter as you move through this lesson.

D Circle *T* and *t*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *t* so it is clear to students. Check that students did **D** correctly and have them repeat the *t* one more time.

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Presentation

E Write *t*.

Write the letter *t* on the board. Have students trace it in the air. Be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *t* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

F Listen and repeat. Write *t*.

Ask students to listen to and repeat the *t* words first and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *t* sound every time you say the word. Consider writing the words on the board.

Presentation

Write the uppercase *T* on the board. Have students trace the shape in the air. Face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *T* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

G Write *T*.

Write uppercase *T* on the board. Have students trace it in the air. Have students complete the activity.

H Listen and repeat. Write *T*.

Go over the sentences and explain the $ in front of 12. Have students complete the activity.

Evaluation

Check students' work in **G**. If students are struggling to stay in the lines, be sure to provide them with extra practice.

Instructor's Notes

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E **Write *t*.**

t t t t t t t t t t t t t t

t

F **Listen and repeat. Write *t*.**

1.  _t_ea
2.  _t_runk
3.  blanke_t_
4.  bel_t_
5.  _t_ie
6.  ha_t_

G **Write *T*.**

T T T T T T T T T T

T

H **Listen and repeat. Write *T*.**

1. **T**-shirts are $12 each.

   _T_-shirts are $12 each.

2. **T**om buys two shirts.

   _T_om buys two shirts.

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I **Listen and repeat.**



A: How many pairs of shoes are on the shelf?

B: 15.

how many

J **Practice with *shirts* and *pairs of pants*.**

K **Listen and repeat.**

A: How many shoes are in your closet?

B: 3 pairs.

10 (ten)	16 (sixteen)
11 (eleven)	17 (seventeen)
12 (twelve)	18 (eighteen)
13 (thirteen)	19 (nineteen)
14 (fourteen)	20 (twenty)
15 (fifteen)	

L **Write *how* and *many*.**

how

many

M **Spell.**

A: Spell *how*.
B: *h…o…w*

A: Spell *blue*.
B: *b…l…u…e*

A: Spell *many*.
B: *m…a…n…y*

A: Spell *black*.
B: *b…l…a…c…k*

A: Spell *too*.
B: *t…o…o*

A: Spell *red*.
B: *r…e…d*

N **Play. Who can spell more words?**

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Presentation

Write the word *closet* on the board. Explain that this is where you keep your clothes. Ask: *How many pants are in the closet?* Ask other questions about the clothes, trying to stay under the number 10. For example, ask: *How many white shoes are on the shelf?* Every time students answer, write the number and spell it out, pronouncing it each time.

Note: Remind students about the word *pair* that they saw in Lesson 1. Explain that when you ask how many shoes, what you really mean is how many *pairs* of shoes.

In order to practice the conversation in **I**, students need to know numbers higher than 9. You can either direct them to the box in their books or go over them on the board. They do not need to know how to spell the numbers. They are just spelled out to help them with pronunciation.

I Listen and repeat.

Go over the conversation several times. Practice it in unison and then practice by splitting the class in half and assigning each student A or B.

BEST PRACTICE

Meaning and Context

In *Stand Out*, we always teach in context. Instead of just teaching the numbers in isolation, students learn to use the numbers to count things. In this unit, it happens to be clothing, but you can also have students count items in the classroom to help reinforce the idea.

More practice: Numbers are another good opportunity for a scavenger hunt. As these are larger numbers, build your list based on the availability you see in your class (number of desks, chairs, students, windows, computers, etc.). You could treat this one as a whole-class hunt with groups of two or three students working on one item until the entire class has the full list.

Practice

By this time, students should be very familiar and comfortable with substituting words in a conversation. See if they can do this without you demonstrating.

J Practice with *shirts* and *pairs of pants*.

Have students walk around the room and practice the conversation with three other students. Tell them to switch roles each time they practice. Also, encourage them to use different clothing items each time they practice.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

K Listen and repeat.

After students have listened and repeated, have them ask and answer this question with a partner, answering about themselves.

Presentation

Students have just been practicing with the words *how* and *many,* so they understand the meaning. If you'd like to reinforce the meaning without using clothing words from the picture, come up with some questions about the students, such as: *How many students are wearing black shirts? How many students are wearing blue pants?* Write the words *how* and *many* on the board and demonstrate how to write them. So far, they have learned every letter but *o* (which they wrote in *too*, Lesson 1), so this should be a review.

Practice

L Write *how* and *many*.

Ask students to trace and then write the words *how* and *many* within the literacy lines.

Evaluation

M Spell.

Have students practice spelling the words with a partner. Monitor and help as necessary. Encourage students to add other words from the unit.

N Play. Who can spell more words?

Organize a Spelling Bee. Have students close their books. Erase everything from the board and have all the students stand up. Call on students one at a time, and ask: *How do you spell…?* inserting one of the words they have just practiced. If a student misspells a word, ask them to sit down. Once everyone has been given a chance to spell words form **M**, start asking them to spell other words from the unit or that they have learned. The last person standing is the winner.

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Presentation

Have students look at the receipt in **O**. Have them point out the name of the store and the date. Ask them questions:

What clothing did she buy?
How many T-shirts?
How many shoes?
How many coats?
What is the total?

Explain that when asking about the cost, we say *How much*. Also, show them the *$* always comes first in the price. Review by asking: *How much are the T-shirts?* etc.

O Listen. Track the words.

Play the audio. Tell students to track the words as they listen. Play the audio several times to give students the opportunity to match the sounds to the words.

Practice

P Underline *T* and *t*.

Clarify that the underline is for the printed letter, not the *t* sound.

Q Listen and circle.

Play the audio. Have students track the words. Play the audio again and have them circle the answers.

Evaluation

There are several instances of *t* on the receipt, so if possible, show it on the board using the Classroom Presentation Tool and go over the answers to **P** together. Ask for volunteers to come up to the board and each underline one *t*. If you have time, review other letters they have learned.

Have students share their answers to **Q** with a partner. Then go over them as a class.

Application

R Write how many.

Have students write numbers in front of of each clothing item they have in their closet (they can guess) and then have them trace the words.

When students are finished, have them share with a small group.

Evaluation

As a class evaluation, ask: *Who has the most . . .?* Explain *most* by asking students to raise their hands as you say numbers of clothing items (*2 t-shirts*, *3 t-shirts*, *4 . . .*, etc.). Do this with as many items on the list as you want. After each one, write a sentence on the board, for example: *Sonia has the most T-shirts.*

Instructor's Notes

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O **Listen. Track the words.**

Tilly's
02/02/2024

LIST OF PURCHASES

Description	Price
2 T-shirts	$15
1 Tennis shoes	$35
1 Coat	$50
**********	
Tax	$10
Total	$110

P **Underline *T* and *t*.**

Q **Listen and circle.**

1. How many T-shirts does he buy?
   (a.) 2 b. $15
2. What is the tax?
   a. total (b.) $10

R **Write how many.**

In My Closet

_____ T-shirts
_____ shirts
_____ pairs of shoes
_____ pairs of socks
_____ pairs of pants
_____ pairs of shorts

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4 How Do I Look? e

A **Listen and repeat.**

e *e* *e* *e*

B **Listen and repeat.**



C **Listen and repeat. Circle words with *e*.**

1. 

2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

D **Circle *E* and *e*.**

e	e	E	ɞ	e	∃	ə	E	e
e	ɞ	ə	e	E	ə	e	ə	∃

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At-a-Glance Prep

Goal: Practice *e* / *E*.

Agenda

- ☐ Learn the letter *e* / *E*.
- ☐ Write the letter *e* / *E*.
- ☐ Learn *What size do you need?*
- ☐ Write *small* and *large*.

Warm-up

Review clothing words again. Ask for volunteers to stand, point to their clothing, and say: *I am wearing* . . . Encourage them to say the color too.

Introduction

Write the letter *e* and *E* on the board and tell students they will learn this letter today. The first time students learned *e* (Unit 3), it was the long *e* sound. Ask them to give you examples of words with the long *e* sound (they may remember *cheese*, *me*, *tea*, *meat*, *eat*, *Pete*, *ear*) and how to spell them.

Explain that the letter *e* can represent also another sound, as in *belt*. In this lesson, they will work on the short *e* sound, as in *belt*. It might be tricky for them to come up with words for this sound, so write a few on the board for them: *desk*, *pen*, *neck*, etc.

A Listen and repeat.

Have students listen and repeat the sound. Help students pronounce the short *e*. The *e* is made by vibrating the vocal cords with the mouth open in a smile position. Have a list of words ready (some that have a short *e* and some that don't) and have students stand up or raise their hands when they hear the correct sound: *hat*, *bet*, *shelf*, *coat*, etc.

Presentation

B Listen and repeat.

Have students look at the picture and words. Explain the words that students don't know. Quiz them by asking which have a short *e* in them. Tell them to track the words as they listen. Write the words with the target sound on the board if you haven't already. Exaggerate the *e* sound so students can distinguish it within the words.

Practice

C Listen and repeat. Circle words with *e*.

Remind students that they need to circle each word that has a short *e* sound. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class.

Listening Script

1. extra large
2. baseball
3. pen
4. bell
5. socks
6. desk
7. tennis shoes
8. pencil
9. pants

D Circle *E* and *e*.

This is the first time students will be circling the lowercase and uppercase letter together. Make sure they understand this. See how much they can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the short *e* sound so it is clear to students. Check that students did **D** correctly and have them repeat the *e* one more time.

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Presentation

E Write *e*.

Write the letter *e* on the board. Have students trace it in the air. When modeling, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *e* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

F Listen and repeat. Write *e*.

Ask students to listen to and repeat the *e* words first and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *e* sound every time you say the word. Consider writing the words on the board.

Presentation

Write the uppercase *E* on the board. Have students trace the shape in the air. When modeling, face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *E* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

G Write *E*.

Have students complete the activity. Remind them to stay within the lines.

H Listen and repeat. Write *E* and *e*.

Go over the sentences and explain words students have not seen yet (*Extra-large*, *there*, *Ed*).

Evaluation

Check students' work in **G** & **H**. If they are struggling to stay in the lines, be sure to provide them with extra practice.

BEST PRACTICE

Evaluation

The evaluation stage of a lesson plan is important because this is where the instructor determines if students have mastered the concept they have just practiced. If they are still having problems with the target language, students may need additional practice activities before moving on.

Instructor's Notes

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E Write *e*.

e e e e e e e e e e e e e

e

F Listen and repeat. Write *e*.

1.  r_e_d
2.  b_e_d
3.  t_e_n
4.  dr_e_ss
5.  b_e_lt
6.  jack_e_t

G Write *E*.

E E E E E E E E E E

E

H Listen and repeat. Write *E* and *e*.

1. Ed likes red shirts.

   _E_d likes r_e_d shirts.

2. Extra-large shirts are over there.

   _E_xtra-large shirts are over th_e_re.

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I **Listen and repeat.**

A: What size shirt do you need?

B: Extra-large.



small
large

J **Practice with *dress* and *jacket*.**

K **Listen and repeat.**

A: What size jacket do you need?

B: Small.

Size Chart			
small	medium	large	extra-large
S	M	L	XL

L **Practice with *medium, large,* and *extra-large.***

M **Write *small* and *large*.**

small

large

N **Spell.**

A: Spell *small*
B: s…m…a…l…l

A: Spell *large*.
B: l…a…r…g…e

A: Spell *too*.
B: t…o…o

A: Spell *red*.
B: r…e…d

A: Spell *blue*.
B: b…l…u…e

A: Spell *black*.
B: b…l…a…c…k

A: Spell *how*.
B: h…o…w

A: Spell *many*.
B: m…a…n…y

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Presentation

Talk about clothing sizes (extra-small, small, medium, large, extra-large, etc.) by drawing a clothing item on the board and writing the words under each size. Have students repeat after you as you point to each word.

I Listen and repeat.

Go over the conversation several times. Practice it in unison. Play the audio. Then assign each student A or B. Practice the conversation with the A students saying their part and the B students saying theirs. Then have them switch roles and repeat.

If you haven't already, write the conversation on the board. Remove *shirt* and replace it with a line.

Practice the conversation by substituting other clothing. You can do it in unison with the class, telling them which words to use. You can also go back to your A and B groups and tell them what to substitute. Model this with students. Have a student model with another student. Do it however you need to and as many times as needed until you feel students are prepared for **J**.

BEST PRACTICE

Abbreviations

In a literacy classroom, teaching abbreviations can often add to the cognitive load. In this case, however, abbreviations are your students' useful friend. When they are out shopping in the world, the text they will be interacting with to determine size will usually not be spelled out. In cases like these, the real-world frequency and relevance makes a strong case for emphasizing these abbreviations, especially as they are relatively easy.

Practice

J Practice with *dress* and *jacket*.

Have students walk around the room and practice the conversation with three other students. Have them switch roles each time they practice. Also, encourage them to substitute different clothing words each time they practice.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Go over the conversation several times. Practice it in unison. Play the audio. Then assign each student A or B. Practice the conversation with the A students saying their part and the B students saying theirs. Then have them switch roles and repeat.

If you haven't already, write the conversation on the board. Remove *Small* and replace it with a line.

Practice the conversation by substituting other sizes. You can do it in unison with the class, telling them which words to use. You can also go back to your A and B groups and tell them what to substitute.

Practice

L Practice with *medium*, *large*, and *extra-large*.

Have students walk around the room and practice the conversation with three other students. Have them switch roles each time they practice. Also, encourage them to substitute different clothing sizes words each time they practice.

More practice: If you have students who are doing well with this, have them practice by substituting out the clothing item AND the size.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Write the words *small* and *large* on the board within literacy lines. Have students come up to the board and trace with their fingers, erasing the words.

Practice

M Write *small* and *large*.

Ask students to trace and then write the words *small* and *large* within the literacy lines.

Evaluation

N Spell.

Have students practice spelling with a partner. Monitor and help as necessary. Encourage them to include other words from the lesson or unit.

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Presentation

Explain the words *cheap* and *expensive*. Draw students' attention to the box next to **P**. It may all be relative to your students, but try to ask about certain items in the classroom or clothing items they are wearing to explain: expensive – computer, car, phone; cheap – pencil, notecard, paper.

O Listen. Track the words.

Ask students to track the words as they listen. Play the audio. Go over the meaning if students don't understand.

Practice

P Underline *E* and *e*.

Once students have completed the task, ask them to compare answers in pairs.

Q Listen and circle.

Play the audio. Have students track the words. Play the audio again and have them circle the answers.

Evaluation

Go over the answers together for **P** and **Q**. Take time to go over any mistakes students may have made.

Application

R Listen and repeat. Write.

Play the audio. Tell students to track the words as they listen. Play the audio again and ask them to repeat. Then ask them to trace the words.

S Write.

Students need to complete the paragraph with their own words. When they are finished, ask them to share their answers with a partner. Ask for volunteers to read aloud for the class.

BEST PRACTICE

Calling on Individual Students

Educators debate whether or not to call on individuals who have not volunteered to speak in class. Some feel that students could be intimidated and leave the course. One of the most important things the instructor can do is to develop a community in the class where students are comfortable about participating and not afraid to make mistakes. It should be a place where students feel they will get help from the instructor and other students.

Calling on individuals serves several purposes. First, students who ordinarily are timid about participating get more comfortable and may become more likely to volunteer in the future. Second, students don't know when they will be asked to participate, so they stay alert in class. Third, students get a better sense of their classmates' abilities and personalities, which promotes empathy and a sense of community. Fourth, the information in the class should come from many different sources. Finally, the instructor gets a better feel for the students' level and how much the group as a whole understands and can produce.

Instructor's Notes

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O **Listen. Track the words.**



Edwin wants an extra-large jacket. Jackets are expensive. He needs ten more dollars.

P **Underline *E* and *e*.**

$ = cheap

$$$$ = expensive

Q **Listen and circle.**

1. What does Edwin want?
   a. jackets (b.) a jacket
2. What does Edwin need?
   a. a jacket (b.) ten dollars

R **Listen and repeat. Write.**

I want shoes, socks, and a jacket.
I need more money.
I need $10.

S **Write.**

I want _____, _____,

and a _____.

I need more money.

I need $_____.

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5 Save Five Dollars! v

A Listen and repeat.

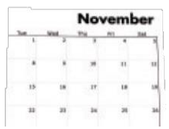
v *v* *v* *v*

B Listen and repeat.

Vitality Clothing

Pants	Dresses	Vests	Visors
$45 save $5	$65 save $7	$30 save $8	$12 save $8

C Listen and repeat. Circle words with *v*.

1. 
2. 
3. 
4. 
5. 
6. 

7. 
8. 
9. 

D Circle *v*.

v	w	(v)	u	y	^	(v)	w	y
v	u	^	w	(v)	y	^	(v)	u
v	(v)	y	(v)	^	(v)	y	^	(v)

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At-a-Glance Prep

Goals: Practice *v* / *V*. Write a clothing store advertisement.

Agenda

- ☐ Learn the letter *v* / *V*.
- ☐ Write the letter *v* / *V*.
- ☐ Learn *How much . . .?*
- ☐ Write *how* and *much*.
- ☐ Learn *How much do you save?*

Warm-up

Review the previous lesson by talking about clothing sizes. Ask for volunteers to call out the different sizes. Write them on the board and practice the pronunciation.

Introduction

Write the letter *v* on the board and tell students they will learn this letter today. This is a less common letter, so it may be more difficult to come up with vocabulary words related to clothing. Present the word *vest* and underline the *v*. Ask them if they can come up with any words that have a *v* in them (they may know *velcro*). Trace the letter with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Have students listen and repeat the sound. Help them pronounce the *v*. The *v* is made by putting the top teeth on top of the bottom lip and vibrating the vocal cords. Remind them of the unvoiced *f* sound they learned in Unit 2, where they blew air through the teeth while on top of the bottom lip. *V* is the same but voiced. Have students alternate saying *v* and *f*, *vf vf*, with their fingers on their throat so they can feel the vocal cords vibration with *v*. Have a list of words ready (some that have a *v* in them and some that don't) and have students stand up or raise their hands when they hear *v* words.

BEST PRACTICE

Anticipating Issues

If you are in a classroom with Spanish speakers with limited education (as opposed to no education) in Spanish, they might have an instinct to pronounce *v* as *b* in some cases (especially when it is at the beginning of a word). Listen for this tendency and emphasize that *v* does not sound the same as *b* in English. Gently reinforce pronunciation when you hear them produce the *b* sound instead.

Presentation

Write the words *Sale* and *Save* on the board. Explain the meaning of these words by talking about a store and when there is a sale. Write: *Shirt $35*. Then next to it write: *Sale $30*. Then write: *Save $5*. Do a few more examples as necessary. This is just a warm-up, so it's OK if students don't completely understand. This lesson will require math, so this may be an area that your students are really good at or a concept that they really don't know, depending on their education from their own countries.

B Listen and repeat.

Have students look at the advertisement. Explain the new words. Quiz students by asking them which words have a *v* in them. As you play the audio, remind students to track the words. Write the words with the target sound on the board if you haven't already. Exaggerate the *v* sound so students can distinguish it within the words.

Practice

C Listen and repeat. Circle words with *v*.

Remind students that they need to circle each item that has a *v* sound. Remind them that they do not have to understand / learn the words, although the pictures should explain them clearly. Do item 1 as a class.

Listening Script

1. vegetables
2. dog
3. ribbon
4. five
5. avocado
6. November
7. envelope
8. violin
9. phone

D Circle *v*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each one and exaggerate the *v* so it is very clear to students. Check that students did **D** correctly and have them repeat the *v* one more time.

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Presentation

E **Write *v*.**

Write the letter *v* on the board. Have students trace it in the air. When modeling, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *v* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

F **Listen and repeat. Write *v*.**

Play the audio. Ask students to listen to and repeat the words with *v* in them first and then write in the space provided. Again, they do not need to know the words or remember them. The pictures are there to provide context.

Evaluation

As you review **F** with students, be sure to repeat the *v* sound every time you say each word. Consider writing the words on the board.

Every time the *V* is written, pronounce it clearly and ask students to repeat it. Create literacy lines on the board and show students that they should stay within the lines.

Practice

G **Write *V*.**

Have students complete the activity. Remind them to stay within the lines.

H **Listen and repeat. Write *V*.**

Go over the sentences and explain words students have not seen yet (*Victoria*, *best friend*). Play the audio several times so students can match the sounds to the words. Ask them to write.

Evaluation

Check students' work in **G** If they are struggling to stay in the lines, be sure to provide them with extra practice.

Instructor's Notes

BEST PRACTICE

Presentation and Practice

There is a distinct difference between presenting new material and practicing it. In the presentation stage, the instructor explains the new material and walks students through all the information they will need later in the practice stage. It is teacher-directed but should involve students through activation of prior knowledge to find out what they already know. The classroom can be both student-centered and teacher-directed. In the practice stage, students "try out" the new structures and vocabulary, while often making mistakes. The activities are teacher-guided because the teacher prepared and initiated the activity, but should be student-centered and not totally controlled by the teacher the same way they are in the presentation stage.

Presentation

Write the uppercase *V* on the board. This is written exactly the same as the lowercase *v*, so it shouldn't be too difficult for students. Have them trace the letter in the air. When modeling, face the board so students can follow your strokes in the air. Have a few students come to the board and do the same.

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E **Write *v*.**

V V V V V V V V V V V V V

V

F **Listen and repeat. Write *v*.**

1.  _v_ase
2.  _v_isor
3. lo_v_e 
4.  _v_an
5.  se_v_en
6.  tele_v_ision

G **Write *V*.**

V V V V V V V V V V V V V

V

H **Listen and repeat. Write *V*.**

1. **V**egetables are delicious.

   _V_egetables are delicious.

2. Her best friend is **V**ictoria.

   Her best friend is _V_ictoria.

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I **Listen and repeat.**



how much

J **Practice with *pants, dresses,* and *visors*.**

K **Listen and repeat.**

A: How much are the pants?

B: Twenty-five dollars.
Save five dollars!

21 (twenty-one)	26 (twenty-six)
22 (twenty-two)	27 (twenty-seven)
23 (twenty-three)	28 (twenty-eight)
24 (twenty-four)	29 (twenty-nine)
25 (twenty-five)	30 (thirty)

L **Practice with *vests*, *dresses*, and *visors*.**

M **Write *how* and *much*.**

how

much

N **Spell.**

A: Spell *much*.
B: m…u…c…h

A: Spell *small*.
B: s…m…a…l…l

A: Spell *large*.
B: l…a…r…g…e

A: Spell *how*.
B: h…o….w

O **Practice.**



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Presentation

Have students look at the picture in **I** and ask questions, such as: *What are the women wearing? What color is the vest?* Direct students' attention to the chart next to **K**. Go over the numbers 21 through 30. Say each number and have students repeat.

I Listen and repeat.

Go over the conversation several times. Practice it in unison. Then assign each student A or B. Practice the conversation with the A students saying their part and the B students saying theirs. Then have them switch roles and repeat.

If you haven't already, write the conversation on the board. Remove *vests* and replace it with a line. To the right of the conversation, make a list of clothing words: *shirts, coats, dresses, skirts*. Add any other clothing words students mention.

Practice

J Practice with *pants*, *dresses*, and *visors*.

Have students walk around the room and practice the conversation with three other students. Have them switch roles each time they practice. Encourage them to substitute different words from the list each time they practice.

Presentation

K Listen and repeat.

Go over the conversation several times. Play the audio. Practice the conversation in unison. Then assign each student A or B. Practice the conversation with the A students saying their part and the B students saying theirs. Then have them switch roles and repeat.

Practice

L Practice with *vests*, *dresses*, and *visors*.

See how much students can do on their own without too much supervision. Remind them to ask about the different items.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Briefly go over the meaning of *how much*. Students used this phrase in both of the previous conversations, so they should understand the meaning by now. Show them how to write these on literacy lines on the board.

Practice

M Write *how* and *much*.

Ask students to trace and then write the words *how* and *much* within the literacy lines. At this points, students should be able to write them without too much instruction.

Evaluation

N Spell.

Have students practice spelling with a partner. Monitor and help as necessary. Call on individual students to spell different words.

O Practice.

Using their word cards, remind students how to play the memory game. They can play in groups of two or three. Have students create cards with new words they have been working with.

Instructor's Notes

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Presentation

Have students look at the advertisement in **P**. There is a lot of information here, so spend time asking these questions:

What clothing do you see?
How much are the pants?
How much are the vests?
What does save *mean?* (Take some time to explain this).

P Listen. Track the words.

Ask students to track the words as they listen. Play the audio.

Practice

Q Underline *V* and *v*. Circle *save*.

Clarify to students that they should only underline the printed letters *V / v,* not instances of the sound (which is in some of the numbers , e.g., *5*). If anyone mentions the numbers with *v*, congratulate them for noticing and write the number words on the board.

R Listen and circle.

Play the audio. Have students track the words as they listen. Play the audio again and have them circle the answers.

Evaluation

Go over the answers for **Q** and **R**. Take time to go over any mistakes students may have made.

Application

S Listen.

Go over the meaning of *regular* with students. Play the audio. Show them how to calculate how much they will save in preparation for **T**.

T Write.

Students will trace and then calculate the sale prices. If you think this will be too difficult for some students, pair them up with a student who can help.

Have students practice asking questions with a partner. Write these on the board:

How much are the pants?
What is the sale price of the pants?
How much do you save on the pants?

Instructor's Notes

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P **Listen. Track the words.**

Vitality Clothing			
Pants	Dresses	Vests	Visors
$45	$65	$30	$12
save $5	save $7	save $8	save $8

Q. **Underline *V* and *v*. Circle *save*.**

R. **Listen and circle.**

1. How much do you save on dresses? a. $65 b. $7
2. How much are the visors? a. $12 b. $8

S **Listen.**

Turvel Clothing		
Pants	Dresses	Vests
Regular: $22	Regular: $55	Regular: $22
Sale: $20	Sale: $45	Sale: $17

T **Write.**

Turvel Clothing		
Pants	Dresses	Vests
Regular: $22	Regular: $55	Regular: $22
Sale: $20	Sale: $45	Sale: $17
Save: $_____	_____: $_____	_____: $_____

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6 Put It Together

sh, y, bl, t, e, v, a

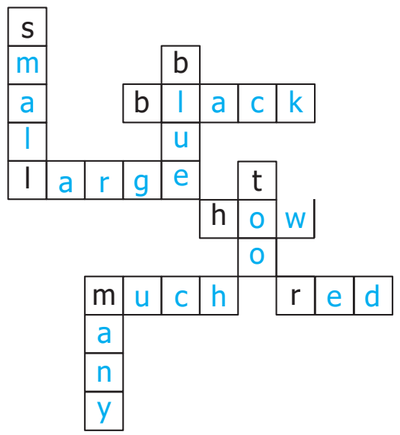
A Circle.

~~too~~
red
blue
black
how
much
many
small
large

a	e	b	s	o	m	e	u	i	k
m	u	l	n	b	t	m	u	c	h
a	y	u	i	m	o	a	e	t	i
y	r	e	d	y	o	n	x	h	l
b	e	q	t	u	e	y	v	o	i
e	q	z	d	r	s	u	o	w	o
p	t	c	d	f	m	e	l	u	f
c	f	r	w	l	a	r	g	e	g
o	i	y	t	b	l	a	c	k	k
b	n	e	x	t	l	e	h	k	p
x	d	e	w	q	a	x	h	y	r
z	v	g	r	e	x	n	k	l	o

B Write letters. Make words.

too
red
blue
black
how
much
many
small
large



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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high-frequency words they have learned:

Unit 1: *from, happy, name, where, what, this*
Unit 2: *friend, please, your, my, at, on, in*
Unit 3: *buy, like, need, and, want, for, eat*
Unit 4: *too, red, blue, black, how, much, many, small, large*

They may come up with a few more words that were dominant in the unit. Write down anything they say. You might ask students to practice in pairs with their flashcards before starting the lesson. Encourage them to add new words to their sets.

Introduction

Tell students that today they will review the previous five lessons. You might quickly go to the first page of each lesson so they understand better.

Presentation

Ask students to see if they can say the high-frequency words with other words. For example:

I need red pants.
How much are the vests?
How many shoes do you need?

Practice

A Circle.

In this activity, students have to recognize words going across and down. This activity and the one that follows allow students to better recognize the target high-frequency words. Show students the example and ask them to circle the other words from the list.

B Write letters. Make words.

Have students use their word list to complete the crossword.

Evaluation

Check students' work.

Instructor's Notes

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Presentation

Create literacy lines on the board and write the letter *a*. This is a review since students have already practiced the letter *a*. Have students trace it in the air. Be sure to face the board so they can follow your strokes in the air. Write it on the board and show them how it stays below the dotted line.

Write *the* on the board. This is a review for students since they have already practiced all of the letters in *the*. Have them trace it in the air. Be sure to face the board so students can follow your strokes in the air. Write it on the board and show students how it fits in the literacy lines.

Practice

C Write *a* and *the*.

Remind students that they should stay within the lines. Make sure that they write slowly.

D Listen and repeat.

Ask students to track the words as they listen. Play the audio again and have them repeat. Emphasize the *a* sound. Have students write *a*.

E Listen and repeat.

Tell students to track the words as they listen. Play the audio again and have them repeat. Have them write *the*.

Evaluation

Check students' work.

Instructor's Notes

BEST PRACTICE

Definite and Indefinite Articles

Depending on the level of your class, your students may have little to no idea how to use definite and indefinite articles, or they may be very familiar with them. You can explain this concept quicky and simply if you choose, by giving examples showing *a* for general identification and *the* to specifically call out an individual object. Students don't need to fully understand this topic as it will be covered in whatever mainstream ESL course they move into next. What is important to realize, however, is that the way fluent and native speakers pronounce these words when we say them in isolation and when they occur in context is completely different. When we write them on the board, we will tend to say *a* like *say* and *the* with a long *e* like *tree*; however, in speech the vowels are both reduced. Make sure you model the dominant way these words are pronounced, with an *uh* vowel sound in both, so students don't internalize from the start a pronunciation that really won't serve them.

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C Write *a* and *the*.

a a a a a a a a a a a a a

the the the the the the the the

D Listen and repeat.

1. _a_ shirt 
2. _a_ hat 
3. _a_ dress 
4. _a_ pair of shoes 
5. _a_ pair of pants 
6. _a_ pair of shorts 

E Listen and repeat.

1.  _the_ visor
2.  _the_ jacket
3.  _the_ tie
4.  _the_ shoes
5.  _the_ pants
6.  _the_ shorts

I need a shirt. I want the red shirt!

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F Practice.

Name	What are you wearing?
Federico	*a red shirt, black pants, black shoes*

G Write *the* and *wearing*.

the wearing

the

wearing

H Spell.

A: Spell *much*.
B: m…u…c…h

A: Spell *too*.
B: t…o…o

A: Spell *the*.
B: t…h…e

A: Spell *size*.
B: s…i…z…e

A: Spell *yellow*.
B: y…e…l…l…o…w

A: Spell *wearing*.
B: w…e…a…r…i…n…g

A: Spell *how*.
B: *h…o….w*

A: Spell *blue*.
B: b…l…u…e

A: Spell *many*.
B: m…a…n…y

A: Spell *black*.
B: b…l…a…c…k

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Presentation

Ask students the following question and write it on the board: *What are you wearing?* Write down what students say. If you think they can handle it, after one of the words, ask: *How do you spell that?*

Draw a table on the board like the one in **F**. Ask a few students the question and write their answers in the spaces. Do this as many times as necessary to prepare students to do it on their own.

Practice

F **Practice.**

Have students walk around and ask five students about what they are wearing, writing the answers in their books.

Evaluation

Ask a few students to come up to the board and demonstrate. Have them ask questions and write the answers in the table on the board.

Practice

G **Write *the* and *wearing*.**

Have students trace and then write the words.

H **Spell.**

Vary this by having students play dictation. Have one student close his or her book while a partner asks him or her to spell words. Then have them switch roles.

Evaluation

Walk around and listen. When students are finished, do a real dictation in which students write the words on a piece of paper. Remind them to listen the first time you say each word, write the second time, and check what they wrote the third time you say it.

Instructor's Notes

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Presentation

Have students scan the paragraph in **I** and call out any words they recognize. Write the words on the board as they call them out. Go over any vocabulary that needs review.

I Listen. Track the words.

Play the audio. Have students follow along with their fingers as they listen to the paragraph.

Practice

J Circle *the*, *black*, *blue*, and *too*.

Have students read the paragraph again and circle the words. You may choose to write or project the text on the board so students can take turns coming up to the front of the class to circle the words.

K Listen. Circle.

Play the audio. Have students circle the correct answers. Think of this as a test. Don't help students with this but observe to see if they understand.

Evaluation

Check students' work.

Application

L Write.

This is in first person so students can get a feel for writing about themselves. It is also in tracing mode so students can practice writing the letters to prepare them for the following activity.

M Write.

Here the paragraph has lines for students to write colors, sizes, and a clothing word. Encourage them to use the paragraph in **L** as a model but have them put in their own words.

Instructor's Notes

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I **Listen. Track the words.**

Victor is wearing black pants and a blue shirt.
The black pants are extra-large, and the shirt is too.
He needs shoes.

J **Circle *the*, *black*, *blue*, and *too*.**

K **Listen. Circle.**

1. What color are his pants?
   a. blue b. black
2. What does he need?
   a. shoes b. a blue shirt

L **Write.**

I am wearing black pants and a red shirt.
The black pants are medium, and the shirt is too. I need a hat.

M **Write.**

I am wearing _____ pants
and a _____ shirt.
The _____ pants are medium,
and the shirt is _____. I need
a _____.

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Quiz

A **Listen and circle.**

sh 1. a.  (b.)  c. 

y 2. (a.)  b.  c. 

bl 3. (a.)  b. 

c.

t 4. a.  (b.)  c. 

e 5. (a.)  b.  c. 

v 6. a.  (b.)  c. 

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Quizzes are designed to see what students have learned. Encourage them to do the activities without any teacher input.

A Listen and circle.

Point out the red letters on the left. Make sure students understand they need to listen for the word with that sound and circle the corresponding black letter. Play the audio and have students listen. Then play the audio again and have them do the activity.

Listening Script

1. Find the sh *sound: a. hat b. shirt c. tie*
2. Find the y *sound: a. yogurt b. sandwich c. salad*
3. Find the bl *sound: a. blue b. large c. yellow*
4. Find the t *sound: a. black b. tie c. shoes*
5. Find the e *sound: a. belt b. sandwich c. tie*
6. Find the v *sound: a. dress b. vest c. tennis shoes*

Instructor's Notes

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B Listen. Write.

Play the audio twice. Tell students to just listen the first time and write the letters the second time.

C Listen. Write.

Play the audio. Ask students to track the words as they listen the first time. Play the audio again and have them complete the words.

Evaluation

After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up. Make sure students are ready for Unit 5.

Instructor's Notes

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B **Listen. Write.**

1.  _sh_orts
2.  _y_arn
3.  _b__l_ue
4.  _T_-shirt
5.  dr_e_ss
6. 

sa_v_e

C **Listen. Write.**

1. He is wearing _b__l_ack _s__h_oes.
2. The jack_e_t is _e_xtra-large.
3. _Y_ellow is my favorite color.

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5 Community



Unit Outcomes

Letters: *c, r, tr, y, th*

Words: *corner, of, turn, left, right, by, work, yes, no, with*

Topics: Places in the Community, Directions, Transportation, Housing, Housing Ads

Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit. It is also a good time for both them and you to discover what they may already know.

There are many signs in the picture. Write *sign* on the board and see how many signs students already know. Write the words for the signs on the board as students explain them. For example: *bus stop, no parking,* etc. Ask for other things they can see in the images that they might know the words for and write them on the board. For example: *people, park, trees, road, buildings*.

Have students make flashcards with some of the words written on the board (maybe highlight the most important ones for them). Have them write one word / phrase on the card. On the back, they can draw a picture of that item or write the translation in their own language. Then have them practice in pairs with their flashcards. At this point, they can just say the words, or one student can say a word and the other can point to it in the book.

BEST PRACTICE

Focused Listening

Most of the time, students learning a new language will not understand everything they hear. Therefore, they need to learn how to pick out the key pieces of information so they can get the main idea. You can start teaching them how to listen for key information by giving them something specific to listen for.

BEST PRACTICE

Feedback

As you move through the units, make sure you make a point of commenting on progress where you see it. This can be things like finally acquiring a specific word a student may have struggled with, coming back after an absence, navigating the book more independently, participating in class more (including using the chat if teaching online), being comfortable explaining something to another student, being brave enough to ask for help when it seems like everyone else has moved on, or being a good member of the classroom community. Progress does not have to be what we traditionally think of as academic—students will need a lot of validation of their growing soft skills and study skills

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Look at the signs. What do they mean?

Point to the Stop sign. Point to the No Parking sign.

Point to the bus sign.

to prepare them to continue their learning journey outside of the literacy class.

BEST PRACTICE

Topic Check

It is worth adapting some of this unit to fit your students' particular context better in terms of the community you all live in. Reflect on how many of them get to school and what the landmarks and systems they interact with are. Go over names of anything with widespread relevance, like station names or train lines, directions *(uptown / downtown / express)*, locations of stations, names of passes for the train or bus. This may be especially relevant in Lesson 3, where they discuss transportation.

Depending on where you live, this is also a potential opportunity to show students the literacy or decoding skills they already had before coming to class. Many of them will know routes to and from home in their cities and will be using a good amount of problem-solving, critical thinking, and reading skills to do so, whether or not they realize it.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

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1 The City c

A **Listen and repeat.** c c c c / c c c c

B **Listen and repeat.**



C **Listen and check the sound you hear.**

		k sound	s sound
1. bicycle			✓
3. carrot		✓	
5. pencil			✓

		k sound	s sound
2. car		✓	
4. face			✓
6. juice			✓

D **Circle *c*.**

c	c	o	u	c	o	c	o	u
c	o	u	c	o	c	u	c	o

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At-a-Glance Prep

Goal: Practice *c* / *C*.

Agenda

- ☐ Learn the letter *c* / *C*.
- ☐ Learn the sounds *s* and *k*.
- ☐ Write the letter *c* / *C*.
- ☐ Practice *Where is* / *Where's*. . .?
- ☐ Write *corner* and *of*.
- ☐ Learn *I live in* . . .

Warm-up

As a warm-up, talk about direction words with students by walking around the classroom and describing what you are doing. See if they know *left*, *right*, *stop*, *straight*, etc.

Introduction

Write the word *city* on the board. Ask: *What city is our school in?* Write the letter *c* on the board and tell students they will review this letter today. Underline the *c* in the word *city* on the board and anywhere else it might be on the board or in the room. Write the word *cat* on the board and underline the *c*. Briefly point out that the *c* can make two different sounds: *s* and *k* (hard *c* sound). Trace the letter *c* with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Play the audio. Have students listen to and repeat the sounds as they follow along in their books. They have already learned both of these sounds, but now they are recognizing that the letter *c* has these two different sounds.

BEST PRACTICE

Teaching Concepts When Students Are Ready

You may be tempted to teach the rule for when the *c* makes an *s* sound and when it makes a *k* (hard) sound, but this may be very confusing for students at this level. It will be easier for them to just learn to read the words by sight and not worry about how to pronounce new words by following a rule.

Presentation

B Listen and repeat.

Have students look at the map and then listen and repeat. Write any *c* words on the board and ask them if the *c* makes the *s* sound or *k* sound. Put them in columns on the board under *s* and *k*. Say each word and emphasize the *k* or *s* sound of the letter *c*. Have students repeat.

Practice

C Listen and check the sound you hear.

Students will now be distinguishing between different sounds instead of just recognizing the sound in words that they hear. Do the first item as a class and show students how the check mark goes in the *s* sound column because the highlighted *c* makes the *s* sound.

D Circle *c*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each word and exaggerate the *s* or *k* sound so it is clear to students. Check that students did **D** correctly.

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Presentation

E Write *c*.

Remind students how to write *c*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure they write slowly.

BEST PRACTICE

Recycling

Recycling means reintroducing concepts (or in this case, letters) previously taught in different contexts. Starting now, students will be recycling letters and combining them with other previously learned letters.

Practice

F Listen and repeat. Write *c*.

Students are very familiar with this exercise type by now, so have them write the letter *c* as they listen.

Evaluation

As you review **F**, be sure to repeat the *s* or *k* sound every time you say the word. Consider writing the words on the board.

Presentation

G Write *C*.

Remind students how to write *C*. Create literacy lines on the board and remind students that they should stay within the lines. Ask for volunteers to come to the board and write the lowercase *c* and uppercase *C* side by side in the literacy lines.

Practice

H Listen and repeat. Write *C*.

Students should be comfortable with this exercise type by now, so have them write *C* as they listen. Then go over any vocabulary they don't understand.

Evaluation

Check students' work.

More practice: Try a sound scavenger hunt. See if students can find two or three letter *c* objects with the *s* sound and two or three with the *k* sound. Check your surroundings first to inventory if there is enough to work with. Suggestions include: *clothes, classroom, coat, pencil, circle* (bonus point for both sounds!). Put students in pairs to gather their examples and share with the class when time is up.

Students may come up with examples with either the letter or the sound but not both. Always try to maintain their motivation by validating the portion of their reasoning that made them suggest this option—even a technically wrong answer can show that they are retaining information and making connections. Say something like: *Right, desk! It's the* k *sound. This time, though, it's with* k, *not* c. *Good try!*

Instructor's Notes

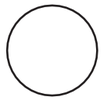
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E Write *c*.

C C C C C C C C C C C C C

C

F Listen and repeat. Write *c*.



1. _c_ir_c_le



2. ___c___an



3. ___c___oat



4. ___c___ity



5. ___c___ell phone



6. ___c___ereal

G Write *C*.

C C C C C C C C C

C

H Listen and repeat. Write *C*.

1. Cecilia lives in New York City.

___C___ecilia lives in New York ___C___ity.

2. Carrots are $3 at Cooper's Market.

___C___arrots are $3 at ___C___ooper's Market.

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I. **Listen and repeat.**

A: Where's Harbor Sport Center?

B: It's in Harbor City.



J. **Practice with a partner.**

K **Listen and repeat.**

A: Where's Harbor Sport Center?

B: It's on the corner of Cooper and Cane Street.

L. **Practice with other places.**

M. **Write *corner* and *of*.**

corner corner

of of

N. **Spell.**

corner	of	circle	where
live	in	on	the

O **Ask about places where you live.**

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Presentation

I Listen and repeat.

Go over the conversation several times. Practice it with students in unison and then split them up into groups, A and B to practice. Have them switch roles.

Practice

J Practice with a partner.

Have students walk around the room and practice with three other students.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Have students listen and repeat first. Then ask them to put their finger on the map to show the corner of Cooper and Cane Street. (There is more than one corner, so have them point to the one that is labeled).

Practice

L Practice with other places.

Model the conversation with a student. Then ask about a different place. Point to another place on the map and have a pair of students model the conversation. Then have students walk around the room asking about different locations. Monitor and help as necessary. Have them switch roles with each classmate they talk to.

BEST PRACTICE

Error Correction

Students are going to make mistakes when practicing these conversations. What's important is that they are walking around speaking in English. It is not important if they miss an article or a preposition. However, it is important that they are pronouncing the target sound(s) correctly, so note mispronunciations you hear and either correct students when they finish their conversation, or if it is a generalized mistake, go over the correct pronunciation with the class at the first opportunity, writing the words on the board.

Evaluation

Have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Write the conversation from **L** on the board and underline *corner of*. Students should understand the meaning from the last two conversations they've done.

Practice

M Write *corner* and *of*.

Ask students to trace and then write *corner* and *of* within the literacy lines.

Evaluation

N Spell.

Have students practice spelling in pairs. This is the first time that words from other units are included and also the first time they don't have an example. This gives you the flexibility to have them practice any way they want. Remind them of the question *How do you spell . . .?* Write it on the board and have students repeat it. Ask a few students to spell different words from the box. Then put them into pairs to practice.

Application

O Ask about places where you live.

Don't do any formal presentation for this. Just ask students to "chat" with a partner about places in their neighborhood or near the school.

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Presentation

P Listen. Track the words.

Ask students to listen and track the words first. Then go over the pronunciation of all the names and other words they don't know.

Optional: Teach the grammar point: *I live*, *he / she lives.* The simple present will be covered fully when they integrate into a mainstream class, so there will be opportunities to review this in the future. For now, make sure they understand the meaning, and gently reinforce the third person singular *s* (which they will likely omit) as they begin using this verb.

Practice

Q Underline *C* Circle *in*, *on*, *live*, and *lives*.

Have students complete this in pairs. Encourage them to agree before underlining and circling in their books.

R Listen and circle.

Students should be used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. Play the audio. They can do this with the same partner.

Evaluation

Project the paragraph in **P** on the board. Ask for volunteers to come to the board and underline and circle for **Q.** Then go over the answers to **R** as a class.

S Write.

Have students trace the words. Remind them to write slowly. There are some letters that they haven't yet practiced. Encourage them to try writing them but don't worry about their accuracy. Focus on them writing the letters they have already worked with correctly.

Application

T Write about you and a partner.

Have students work with the same partner to complete **T**. Write on the board: *Where do you _____?* and see if students can complete the rest of the question. Ask a couple of students: *Where do you live*? Make sure they say the town / city and the street name. Then have students ask their partner and complete the paragraph. Remind them to trace the words in the book and then add their information. Ask for volunteer pairs to read their paragraphs aloud.

Instructor's Notes

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P. **Listen. Track the words.**

I live in Palm City on Main Street. Celia lives in Palm City on First Street.

Ahmed lives in Palm City on Center Street. Lucy lives in Palm City on Center Street too.

Q. **Underline *C*. Circle *in*, *on*, *live*, and *lives*.**

R **Listen and circle.**

1. What city do they all live in?

a. Palm City b. Ahmed and Lucy

2. Who lives on Center Street?

a. Palm City b. Ahmed and Lucy

S. **Write.**

I live in Palm City on Main Street. Celia lives in Palm City on First Street. Ahmed lives in Palm City on Center Street. Lucy lives in Palm City on Center Street too.

T. **Write about you and a partner.**

I live in _____

on _____.

_____ lives in

_____ on

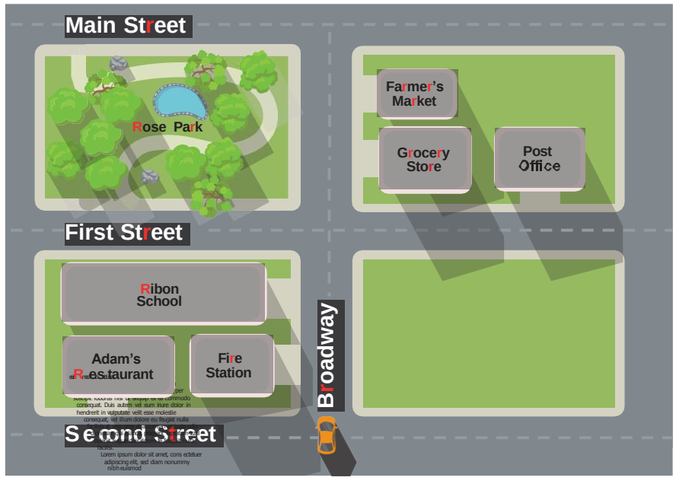
_____.

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2 Please Give Me Directions r

A **Listen and repeat.** *r r r r*

B **Listen and repeat.**



C **Listen. Check *r* or *w*.**

		r sound	w sound
1. ribbon		✓	
3. ring		✓	
5. rose		✓	

		r sound	w sound
2. watch			✓
4. wall			✓
6. radio		✓	

D **Circle *r*.**

r	r	r	ɾ	r	ɟ	1	r	ɟ
r	ɹ	ɟ	r	ɾ	r	r	ɾ	r

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At-a-Glance Prep

Goals: Practice *r* / *R*. Ask for directions.

Agenda

- ☐ Learn the letter *r* / *R*.
- ☐ Learn the sounds *r* and *w*.
- ☐ Write the letter *r* / *R*.
- ☐ Learn *Where is / Where's. . .?*
- ☐ Learn *Please give me directions to . . .*
- ☐ Write *turn*, *left*, and *right*.

Warm-up

As a warm-up, walk around the classroom and talk about direction words again with students. See if they remember *left*, *right*, *stop*, *straight*, etc. Draw a compass on the board and see if they know *north*, *south*, *east,* and *west*.

Introduction

Underline the words *right* and *west*. Then circle the *r* and *w*. Tell students these are the two letters they will be working with today (both of which they already learned in Unit 1). Trace the letters with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Have students listen to and repeat the sound as they follow along in their books.

Presentation

B Listen and repeat.

Have students look at the map. Have them listen and repeat the words. Write the *r* and *w* words on the board: *street*, *Rose*, *park*, *Broadway*, etc. Put them in columns on the board under *r* and *w*.

Practice

C Listen. Check *r* or *w*.

Students will now be distinguishing between different sounds in the words that they hear. Do the first item as a class and show students how the check mark goes in the *r* sound column.

D Circle *r*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Write the answers to **C** on the board. Say each word and exaggerate the *r* or *w* so it is clear to students. Check that students did **D** correctly.

Instructor's Notes

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Presentation

E **Write *r*.**

Create literacy lines on the board and remind students that they should stay within the lines. Make sure that they write slowly.

Practice

F **Listen and repeat. Write *r*.**

Students are very familiar with this exercise by now, so have them write the letter *r* as they listen. When they are finished, point out that the *r* comes after vowels in these words and so sounds a bit different from when it is at the beginning of a word.

Evaluation

As you review **F** with students, be sure to repeat the *r* sound every time you say the word. Consider writing the words on the board.

Presentation

G **Write *R*.**

Remind students how to write *R*. Create literacy lines on the board and remind students that they should stay within the lines. Ask for volunteers to come to the board and write the lowercase and uppercase *R* side by side in the literacy lines. Then have them do the activity.

BEST PRACTICE

Writing Letters

It is important that students learn correct letter placement within the literacy lines. Even though they are only writing one letter at a time, once they start writing words, it will be important that the letters are written correctly in relation to the ones next to them.

Practice

H **Listen and repeat. Write *R* and *r*.**

Students should be comfortable with this exercise by now. Have them listen and repeat. Then play the audio again and have them write *R* and *r* as they listen. Then go over any vocabulary they don't understand.

Evaluation

Check students' work.

Instructor's Notes

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E Write *r*.

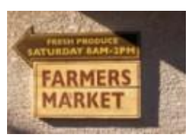
r r r r r r r r r r r r r

r

F Listen and repeat. Write *r*.



1. fi__r__e



2. ma__r__ket



3. bu__r__ge__r__



4. pa__r__k



5. sto__r__e



6. mothe__r__

G Write *R*.

R R R R R R R R R R

R

H Listen and repeat. Write *R* and *r*.

1. Rosa works at a store.

__R__osa wo__r__ks at a sto__r__e.

2. Restaurants are expensive here.

__R__estau__r__ants a__r__e expensive he__r__e.

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I **Listen and repeat.**

A: Where's the Fire Station?

B: It's on Broadway.



J **Practice with other students.**

turn left right

K. **Listen and repeat.**

A: Please give me directions to the post office.

B: OK, turn right on First Street.

L. **Practice with *Ribbon School*, *Farmer's Market*, *Grocery Store*, and *Fire Station*.**

M. **Write *turn*, *left*, and *right*.**

turn turn

left left

right right

N. **Spell *corner*, *of*, *turn*, *left*, *right*, *where*, *please*, *on*, and *the*.**

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Presentation

I Listen and repeat.

Say a few places on the map and ask students to point to them in their books. Then say the street names and have students repeat. Go over the conversation several times. Practice with students in unison and then split them up into groups A and B to practice. Have them switch roles.

Practice

J Practice with other students.

Have students walk around the room and practice with three other students, switching roles. Encourage them to ask about different places on the map.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Have students listen and repeat first. Then ask them to put their finger on the map to show First Street. Give them a few other places on the map and have them point.

Show them that the car is driving and that to get to the post office, it must turn *right* on First Street. Ask them where it would end up if it turned *left* on First Street.

Practice the conversation in unison and then split them up into groups A and B to practice. Have them switch roles.

Practice

L Practice with *Ribbon School*, *Farmer's Market*, *Grocery Store*, and *Fire Station*.

If you think your students need it, make a list of locations and directions to those locations on the board so all they have to do is fill in the information. Have students walk around the room and practice with three other students, asking about the different locations. Have them switch roles with each classmate they talk to.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Underline the words *turn* and *right* in the conversation if you've written it on the board. Add the word *left*. They should understand the meaning from the last conversation they did.

Practice

M Write *turn*, *left*, and *right*.

Ask students to first trace and then write the words within the literacy lines.

Evaluation

N Spell *corner*, *of*, *turn*, *left*, *right*, *where*, *please*, *on*, and *the*.

Ask the class to spell a few words in unison. Then call on individuals to spell words. Have students practice spelling in pairs. Monitor and help as necessary.

Application

If your school is in a walkable area, put these skills to use by taking a quick field trip in the community. Put a location in your phone (or your students', if possible) and see if students can follow the GPS directions in English. Suggested locations to walk to from class: a coffee shop, a bank, a specific intersection, a train station, a parking lot. You can go as a class or split them into pairs or small groups. When you get back to class, see if they can repeat back the gist of their route (without the distances, for example).

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Presentation

O Listen. Track the words.

Ask students to listen and track the words first. Then go over the pronunciation of all the names and other words they don't know.

Optional: Remind them of the grammar point: *I live, he / she lives.* Again, gently reinforce the third person singular *-s* if you don't hear students using it.

Practice

P Underline the *R* and *r*. Circle *turn*, *right*, and *lives*.

Have students complete this in pairs. Encourage them to agree before underlining and circling in their books.

Q Listen and circle.

Students are used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. Play the audio. They can do this with the same partner.

R Listen. Write.

Have students listen and trace in preparation to write in **S**. Play the audio. Tell students to track the words with their finger as they listen. Then have them write.

Evaluation

Project the paragraph in **O** on the board. Ask for volunteers to come to the board and underline and circle the items for **P**. Then go over the answers to **Q** as a class.

S Write.

Have students complete the sentences with information in **R**. Have them write the words in the sentences.

Application

T Write about you.

Students may need help spelling the name of the school and street. See what they can do without your help. Then write them on the board with students' help. Encourage them to spell the names to you. When they are ready, have them read their paragraphs aloud in pairs.

Instructor's Notes

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O. **Listen. Track the words.**

Ruben lives in Rolling Hills, California. From the school, go west on Crest Road and turn right on Buggy Whip Drive.



P. **Underline *R* and *r*. Circle *turn*, *right*, and *lives*.**

Q. **Listen and circle.**

1. What city does Ruben live in?
   a. Rolling Hills
   b. Buggy Whip Drive

2. What way do you turn?
   a. right
   b. left

R **Listen. Write.**

I go to Lee County Adult School.

The school is on Broadway.

S **Write.**

I go to Lee County Adult School.

The school is on Broadway

T **Write about you.**

I go to _____.

The school is on _____.

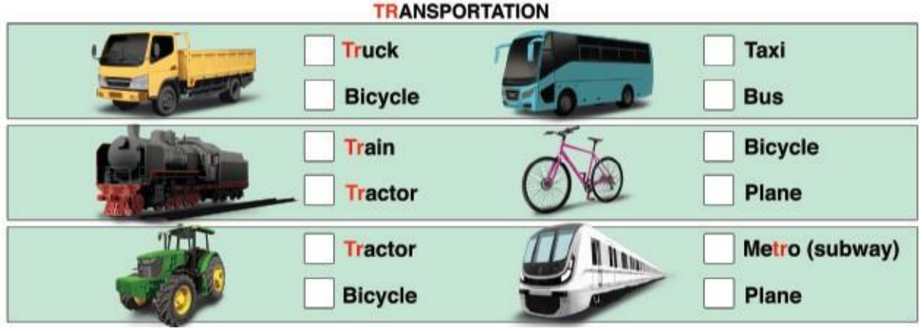
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3 Transportation tr

A **Listen and repeat.** *tr* *tr* *tr* *tr*

B **Listen and repeat. Check.**

TRANSPORTATION



C **Listen and check *t* or *tr*.**

		t sound	tr sound
1. train			✓
3. T-shirt		✓	
5. two		✓	
7. triangle			✓

		t sound	tr sound
2. tie		✓	
4. tree			✓
6. trash can			✓
8. tractor			✓

D **Circle *t* and *r*.**

t	(t)	r	ɹ	(t)	ʇ	r	(t)	ɹ
r	(r)	t	ɹ	ʇ	(r)	ʇ	ɹ	t

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At-a-Glance Prep

Goal: Practice *tr*.

Agenda

- ☐ Learn the letters *tr*.
- ☐ Learn the sounds *t* and *tr*.
- ☐ Write the letters *tr* / *Tr*.
- ☐ Learn *How do you go to work?*
- ☐ Write *by* and *work*.

Warm-up

As a warm-up, talk about modes of transportation. See what students already know. Tell them how you get to work and write it on the board. Ask them how they get to school.

Introduction

If you haven't already, write the word *transportation* on the board. Explain what it means. Then underline the *tr*. Tell students these are the two letters they will be working with today (both of which they already learned in Units 1 and 4). Trace the letters with your finger on the board and ask students to do the same in the air.

BEST PRACTICE

Topic Check Reminder

In many communities, preliterate and emergent literate students rely almost exclusively on public transportation for individual travel. It is a remarkable accomplishment for these students to get from point A to point B with no to low literacy and also no to low English; be sure to honor that achievement and the skills that they have that allow them to be successful. Check in on community-specific systems, signs, and vocabulary that will expand their range and confidence moving about their community. If possible, bring real maps or schedules for systems that your students use. Invite them to ask for explanations on things they see as they travel.

A Listen and repeat.

Have students listen to and repeat the sound as they follow along in their books.

Presentation

B Listen and repeat. Check.

Have students look at the pictures. Add any words to the board that didn't come up in the warm-up. Ask for volunteers to come up and circle all the instances of *tr* they see. Then erase the board before you have them do the exercise. Remind them they will be putting a check in front of the words with *tr*.

Practice

C Listen and check *t* or *tr*.

Students will be distinguishing between different sounds in the words that they hear. Do the first item as a class and show students how the check mark goes in the *tr* sound column because the word *train* has the *tr* sound in it.

D Circle *t and r.*

Make sure students understand they should only circle the letter that each row starts with (either *t* or *r*). If you see issues, do some more tracing and visual clues.

Evaluation

Project **C** and have students come up and put a check in the correct column. Say each word and exaggerate the *t* or *tr* so they are clear to students. Check that students did **D** correctly.

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Presentation

E Write *tr*.

Remind students how to write the *t* and the *r*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure that they write slowly.

Practice

F Listen and repeat. Write *tr*.

Students are very familiar with this exercise by now, so have them write the letters *tr* as they listen.

Evaluation

As you review **F** with students, be sure to repeat the *tr* sound every time you say the word. Consider writing the words on the board.

Presentation

G Write *Tr*.

Remind students how to write uppercase *T*. Create literacy lines on the board and remind students that they should stay within the lines. Ask for volunteers to come to the board and write the uppercase *T* and lowercase *r* side by side in the literacy lines.

Practice

H Listen and repeat. Write *Tr*.

Students should be comfortable with this exercise by now. Have them write *Tr* as they listen. Then go over any vocabulary they don't understand. If necessary, point out that *Tran* is a name.

Evaluation

Check students' work.

Instructor's Notes

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E **Write *tr*.**

tr tr tr tr tr tr tr tr tr tr

tr

F **Listen and repeat. Write *tr*.**



1. __tr__ain



2. __tr__am car



3. __tr__actor



4. __tr__ack



5. __tr__uck



6. me__tr__o

G **Write *Tr*.**

Tr Tr Tr Tr Tr Tr Tr

Tr

H **Listen and repeat. Write *Tr*.**

1. Trains run all day.

__Tr__ains run all day.

2. Tran takes the bus.

__Tr__an takes the bus.

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I **Listen and repeat.**

A: How do you go to work?

B: I go by train.



J **Practice with other students.**

K **Listen and repeat.**

A: How do you go to school?

B: I go <u>by train</u>.

I go by train.
I go by car.
I go by bus.
I go by bicycle.
I walk.

by work

L. **Practice with other students.**

M. **Write *by* and *work*.**

by by

work work

N **Say the word. Spell it.**

corner	of	turn	left	right
by	work	circle	where	go

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Presentation

I Listen and repeat.

Have students look at the picture and tell you what they see. Write any words they say on the board and practice pronouncing them. Go over the conversation several times. Practice with students in unison and then split them up into groups A and B to practice. Have them switch roles.

Practice

J Practice with other students.

Have students walk around the room and practice with three other students, switching roles.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Have students listen and repeat the conversation first. Then go over the phrases in the box. Practice the conversation in unison and then split them up into groups A and B to practice. Have them switch roles.

Practice

L Practice with other students.

Have students walk around the room and have the conversation with five other students so they can practice saying each phrase. Have them switch roles with each classmate they talk to.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Show students how to write *by* and *work* by writing both words in literacy lines on the board. Ask for volunteers to come to the board and write them. Ask the class if the words are correct. Then invite other students to come to the board to help correct any mistakes. It is very useful for students to start noticing mistakes in other students' work so they can see them in their own writing as well.

Practice

M Write *by* and *work*.

Ask students to trace the words in the air. Then have them write the words within the literacy lines.

Evaluation

N Say the word. Spell it.

Show students how to do this by closing your book and calling on individual students to spell words. Divide the class in half and let one half open their books. Students with their books open will walk around and find a partner without a book and ask them to spell two different words from the box. Then they will move on and ask another partner to spell two words. Have students do this five times. Then have them switch roles.

Instructor's Notes

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Presentation

This is the first time students are seeing a graph like this in this course. Some students might not be familiar with graphs of this kind. Project it on the board and take time going over it, making sure students understand what it represents. After most of the class understands, ask these questions:

What percentage of people go to work by bus?
What percentage of people go to work by bicycle?
What percentage of people walk to work?

The more questions you ask, the more students will begin to understand how to read the graph.

BEST PRACTICE

Working with Infographics

Being able to interpret information through visuals other than text is an important academic skill, and is actually a skill students are using a lot in the real world. You can reinforce how pie charts work by quickly creating some about your class: number of students vs. teachers; number of men vs. women; number of students from each country / language group represented.

O Listen. Track the words.

Ask students to track the words as they listen. Play the audio several times to give students time to understand.

Practice

P Underline the *Tr*.

Have students complete this in pairs. Encourage them to agree before underlining in their books.

Q Listen and circle.

Students are used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. Play the audio. They can do this with the same partner.

R Listen. Write.

Have students listen and write the words in tracing mode in preparation for **S**. Remind them to listen the first time, then write. Play the audio twice.

S Write.

Students fill in the missing words they heard. Have them write the missing words first and then go back and do the tracing of the other words.

Evaluation

Project the graph in **O** on the board. Ask for volunteers to come to the board and underline for **P**. Then go over the answers to **Q** as a class. Go over **S** together and make sure students wrote / spelled the correct words.

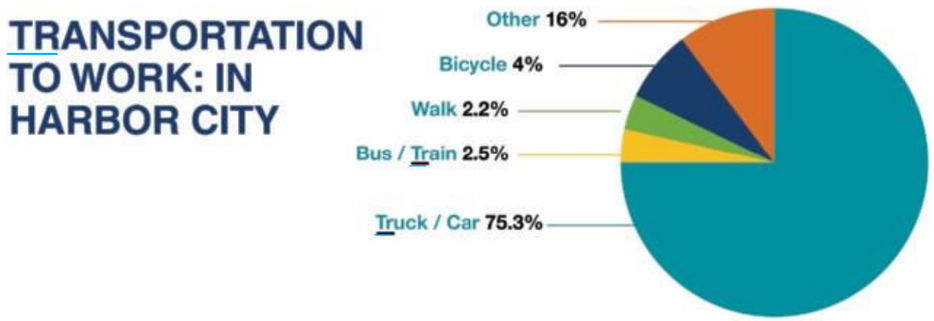
Application

See if students can make their own pie chart, perhaps with transportation as the theme, similar to the one in **O**. If appropriate, you might alter this instead to focus on which bus or train line they take (if everyone takes the bus or train).

Instructor's Notes

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O **Listen. Track the words.**



P **Underline *Tr*.**

Q **Listen and circle.**

1. What percent (%) of people go to work by bicycle? a. 40% (b.) 4%
2. What percent (%) of people walk to work? (a.) 2.2% b. 22%

R **Listen. Write.**

I walk to school. Armando goes to school by car.

S **Write.**

I walk to school.

Armando goes to school by car.

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4 Housing Final y

A **Listen and repeat.** *y* *y* *y* *y*

B **Listen and repeat.**



C **Listen and check.**

		y in family	y in yellow
1. balcony		✓	
3. key		✓	
5. penny		✓	
7. yogurt			✓

		y in family	y in yellow
2. yarn			✓
4. yoga			✓
6. baby		✓	
8. yoyo			✓

D **Circle *y*.**

y	(y)	v	g	v	(y)	v	g	(y)
y	g	(y)	v	(y)	v	(y)	v	g

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At-a-Glance Prep

Goal: Practice final *y*.

Agenda

- ☐ Learn the letter *y*.
- ☐ Learn the sounds long *e* and *y*.
- ☐ Write the letter *y*.
- ☐ Learn *Do you live in the city?*
- ☐ Write *yes* and *no*.

Warm-up

Warm students up by asking how they travel to school. Write on the board: *How do you come to school?* Elicit the forms of transportation from Lesson 3. Write *by . . .* on the board. If necessary, remind them that *walk* doesn't need *by*. Go around the classroom and ask each student to answer the question.

Introduction

Write the word *family* on the board. Explain what it means if students don't already know. Elicit other family words students have already seen (*daughter*, *brother*, etc.). Then underline the *y* in *family*. Although students have already learned this letter, today they will be learning it at the end of words when it makes the long *e* sound, as in *family*. Write the word *yes* on the board to contrast the *y* sound. Trace the letter *y* with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Play the audio. Have students listen to and repeat the sound as they follow along in their books.

Presentation

B Listen and repeat.

Have students look at the picture and say what they see. Go over any new vocabulary and help them practice pronouncing the words. Play the audio.

Practice

C Listen and check.

Students will be distinguishing between different sounds in the words that they hear. Do the first item as a class and show students how the check mark goes in the *y in family* column because the letter *y* in the word *balcony* makes the long *e* sound. Play the audio.

D Circle *y*.

See how much students can do on their own. If you see issues, do some more tracing and visual clues.

Evaluation

Project **C** and have students come up and put a check in the correct column. Say each word and exaggerate the long *e* or the *y* so it is clear to students. Check that students did **D** correctly.

Instructor's Notes

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Presentation

E Write *y*.

Remind students how to write the letter *y*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure that they write slowly.

Practice

F Listen and repeat. Write *y*.

Students are very familiar with this exercise by now, so have them write the letter *y* as they listen.

G Listen. Write *y*.

Have students listen and trace the words. Then have them write *y*. Make sure they are writing the tail below the line. When students are finished, go over the meaning of any vocabulary they don't know (*happy*, *married*, *son*, *baby*, etc.).

Evaluation

As you review **F** with students, be sure to repeat the *y* sound every time you say the word. Consider writing the words on the board.

BEST PRACTICE

Keeping Students' Attention

At times, it is appropriate and advisable that higher-level students are given opportunities to work faster or ahead of the rest of the class. Most classes are multilevel in nature, and some students may be able to complete an exercise some time before others. The best way to manage these situations is to be prepared to give students who finish an exercise before everyone else additional challenging work as an extension to the practice. (In this instance, students could practice writing the words or paragraph on a separate piece of paper).

It is nevertheless important to keep students from starting the practice before you assign the exercise. In the presentation stage of a lesson, you need the support, attention, and involvement of all students. You also want to be sure that all students have the opportunity to get all the information you provide in the presentation. Finally, if students do the exercises early, they may become bored because they often finish before the rest of the students start. Some strategies for keeping student attention include the following:

1. Asking students to stop writing and telling them that they will have plenty of time to do the assignment.
2. Asking all the students to cover the practice part of the page so they are not tempted to do the work.
3. Getting students who are writing in the book when it isn't time involved in the presentation by asking them questions.

Instructor's Notes

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E **Write *y*.**

y y y y y y y y y y y y

y

F **Listen and repeat. Write *y*.**



1. bab__y__



2. famil__y__



3. ke__y__



4. dais__y__



5. happ__y__



6. grann__y__

G **Listen. Write *y*.**

Amy has a happ ___y___ famil ___y___. She lives in New York Cit ___y___ in an apartment. She is married. They have a son and a bab ___y___.

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H **Listen and repeat.**

Country	City	Suburbs
		

A: Do you live in the city?

B: No, I live in the country.

yes no

I **Practice with *country* and *suburbs*.**

J **Listen and repeat. Then practice with your information.**

A: Do you live in the suburbs?

B: Yes, I do.

K **Write *yes* and *no*.**

yes yes

no no

L **Spell a word. Your partner says the word.**

corner	happy	left	like	no	right
small	turn	work	yes	your	

M **Practice.**



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Presentation

Have students look at the pictures and tell you what they see. Write any words they say on the board and practice pronouncing them. Add any new words from the picture (*country*, *city*, *suburbs*). Ask students where the school is—in the city, country, or suburbs.

Note: There may be some confusion over the word *country*. Here it is meant to denote a more rural area. You may need to explain this to students.

H Listen and repeat.

Go over the conversation several times. Play the audio. Practice with students in unison and then split them up into groups A and B to practice. Have them switch roles.

Write the conversation on the board. Replace the words *city* and *country* with lines. Tell them they will be inserting new words when they practice with their partners.

Practice

I Practice with *country* and *suburbs*.

Have students walk around the room and practice with three other students inserting the new words. Remind them to switch roles. Monitor as they practice.

J Listen and repeat. Then practice with your information.

Play the audio. Have students listen and repeat first. Then write the conversation on the board. Ask students how they would answer if they don't live in the suburbs. Write the other answer option on the board: *No, I live in the* _____. Erase the word *suburbs* and replace it with a line. Elicit the location options and make a list next to the line. Model the conversation with a few students. Point out the *no* answer on the board as necessary. Have students walk around the room and practice with three other students, switching roles. Remind them to use their own information to say where they live.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Show students how to write *yes* and *no* by writing both words in literacy lines on the board. Ask for volunteers to come to the board and write *yes* and *no*. Ask the class if the words are correct. Invite other students to come to the board to help correct them. It is very useful for students to start noticing mistakes in other students' work so they can see it in their own writing as well.

Practice

K Write *yes* and *no*.

Ask students to trace and then write the words. Remind them to stay within the literacy lines.

Evaluation

L Spell a word. Your partner says the word.

Put students into pairs. Remind them to take turns saying the words and spelling them. Monitor and help as necessary.

M Practice.

Put students into pairs to play a memory game with their flashcards. Have each student make flashcards with words from this lesson: *city, suburbs, country, baby, family, happy*.

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Presentation

Have students look at the picture and ask them what they see. Ask for volunteers to come to the board and write any words they feel comfortable writing.

N Listen. Track the words.

Play the audio. Ask students to track the words as they listen. Play the audio several times to help students make the association between the sounds and the words.

Practice

O Underline *y*. Circle *small* and *family*.

Have students complete this in pairs. Encourage them to agree before underlining and circling in their books.

P Listen and circle.

Students are used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. Play the audio. Have them check answers in pairs.

Q Listen. Write.

Have students listen and write the words in tracing mode. Play the audio. If you think students are ready for it, ask them to take out a piece of paper and write the sentences on their own. You may want to give them paper with literacy lines.

Evaluation

R Circle.

This type of exercise is new for students. Tell them to read and circle the correct answers. This is a grammar exercise, but they can find the answer by looking in **Q**. They do not need to understand the grammar. Go over the answers on the board.

Instructor's Notes

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N **Listen. Track the words.**

Mary's house has two bedrooms and two bathrooms. It is in the suburbs. She has a small family.



O **Underline *y*. Circle *small* and *family*.**

P **Listen and circle.**

1. Mary lives in the city. a. True b. False
2. Mary has a large family. a. True b. False

Q **Listen. Write.**

I live in a house. It has three bedrooms and two bathrooms. It is in the suburbs. I have a small family.

R **Circle.**

I live / lives in a house.

It has three / tree bedrooms and two bathrooms.

It is on / in the suburbs.

I have an / a small family.

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5 Housing Ads th

A **Listen and repeat.** *th* *th* *th* *th*

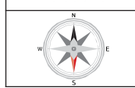
B **Listen and repeat.**

For Rent

Three-bedroom, two-bathroom house.
234 Third Lane, North Chicago. Call Theo, 312 232 3334.



C **Listen and check *th* or *t*.**

		th	t
1. tree			✓
3. tie			✓
5. thirteen	13	✓	
7. south		✓	

		th	t
2. three	3	✓	
4. table			✓
6. bathroom		✓	
8. ten	10		✓

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At-a-Glance Prep

Goals: Practice *th*. Look for a house.

Agenda

- ☐ Learn the letters *th*.
- ☐ Learn the sounds *th* and *t*.
- ☐ Write the letters *th* / *Th*.
- ☐ Learn *We need three bathrooms*.
- ☐ Learn *How many bedrooms do you have?*
- ☐ Write *with*.
- ☐ Read ads.

Warm-up

As a warm-up, review *Do you live in the . . .?* Write the question on the board and elicit the three options from the previous lesson. Have students practice in pairs.

Introduction

Review the parts of the house students saw in Lesson 4 (*yard, balcony, bathroom, bedroom, chimney*). See if they know the names of any others (*kitchen*, *dining room*, *living room*, etc.). Write anything they say on the board. If you haven't already, write the word *bathroom* on the board. Then underline the *th*. Tell students these are the two letters they will be working with today (both of which they already learned). Trace the letters with your finger on the board and ask students to do the same in the air.

Note: Students will only be working with the voiceless *th* in this lesson.

A. Listen and repeat.

Play the audio. Have students listen to and repeat the sound as they follow along in their books.

Presentation

B. Listen and repeat.

Have students look at the ad. Have them say what they see. Encourage them to name any of the items if they can. Write them on the board. Explain all the parts of the ad (number of bedrooms, bathrooms, address, and contact information). Ask for volunteers to come up and circle any instance of *th* they see. Don't forget to point out all the 3's (even though they aren't spelled out, the pronunciation of them makes the *th* sound). Play the audio.

BEST PRACTICE

Digraphs and Accents

The digraph *th* can be one of the harder sounds for learners to master. Remind students of the digraphs they have already seen (*wh, sh*) and that they are already familiar with this concept of a combination of letters that sounds different from each letter separately. Show them the position of your mouth as you make the *th* sound. The tongue needs to be sticking out between the teeth as air is blown through the mouth. Check that students can make this sound in isolation, but expect a mixed application in the pronunciation moving forward. Most importantly, remind your students that their accent is not something to be considered a problem, as sounding like a native is not the goal; being able to communicate is.

Practice

C Listen and check *th* or *t*.

Students will be distinguishing between different sounds in the words that they hear. Do the first item as a class and show students how the check mark goes in the *t* sound column because the word *tree* starts with the *t* sound, not the *th* sound. Play the audio.

Evaluation

Project **C** and have students come up and put a check in the correct column. Say each word and exaggerate the *t* or *th* so it is clear to students.

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Presentation

D **Write *th*.**

Remind students how to write *t* and *h*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure that they write slowly.

Practice

E **Listen and repeat. Write *th*.**

Students are very familiar with this exercise by now, so have them write *th* as they listen to the audio.

Now that students are learning more vocabulary, it is appropriate to teach them the words that they don't know (if you haven't already been doing so). All of these are easy to explain through the pictures, mime, or realia.

F **Mime a word. Guess the word.**

Have students practice the new vocabulary by miming with a partner. One person mimes, and the other person says the word.

BEST PRACTICE

Pantomiming Vocabulary

Miming is a good way to teach vocabulary. It is fun and students enjoy it. It is also memorable and good for kinesthetic learners who appreciate active lessons. Miming can be used in both individual and pair or group situations.

1. Individual: Teachers may first choose to model mimes in order to introduce new vocabulary or to test students on previously acquired vocabulary.
2. Pair or Group: Students can imitate mimes as a class to demonstrate knowledge. Student pairs may also test classmates' knowledge by having them guess vocabulary words from mimes.

Evaluation

Walk around and listen to students as they do **F**. Help them with any pronunciation difficulties as necessary.

Presentation

G **Write *Th*.**

Remind students how to write uppercase *T*. Create literacy lines on the board and remind students that they should stay within the lines.

Practice

H **Listen and repeat. Write *Th*.**

Students should be comfortable with this exercise by now. Have them write *Th* as they listen. Play the audio. Then go over any vocabulary they don't understand.

Evaluation

Check students' work.

Instructor's Notes

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D **Write *th*.**

th th th th th th th th th

th

E **Listen and repeat. Write *th*.**



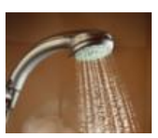
1. __th__ree



2. tee__th__



3. clo__th__



4. ba__th__room



5. __th__umb



6. __th__igh

F **Mime a word. Guess the word.**

G **Write *Th*.**

Th Th Th Th Th Th Th

Th

H **Listen and repeat. Write *Th*.**

1. Thank you for your help!

__Th__ank you for your help!

2. The class is on Thursday.

The class is on __Th__ursday.

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I Listen and repeat.

A: We need a three-bedroom house with two bathrooms.

B: Maybe three bathrooms!



with

J Practice with a partner.

K Listen and repeat.

A: How many bedrooms and bathrooms do you have?

B: We have two bedrooms and one bathroom.

L Practice with your own information.

M Write *with*.

with with

N Spell the words with a partner. Take turns.

corner	of	turn	left	right	by
work	yes	no	with	spell	happy
you	and	how	many		

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Presentation

I Listen and repeat.

Have students look at the picture and tell you what they see. Write any words they say on the board and practice pronouncing them. Go over the conversation several times. Play the audio. Practice with students in unison and then split them up into groups A and B to practice. Have them switch roles.

Practice

J Practice with a partner.

Have students walk around the room and practice with three other students, switching roles.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

K Listen and repeat.

Have students listen and repeat first. Play the audio. Practice the conversation in unison and then split them up into groups A and B to practice. Have them switch roles. Have them change the number of bedrooms and bathrooms.

Practice

L Practice with your own information.

Model the conversation with a student. Have the student be A. Respond with information about your home. Then ask the student. Have students walk around them room and practice with five other students. Have them switch roles with each classmate they talk to.

Evaluation

Listen as students practice. Then have several pairs of volunteers come to the front of the class to demonstrate.

Presentation

Show students how to write *with* in literacy lines on the board. Ask for volunteers to write it on the board. Ask the class if the words are correct. Invite other students to come to the board to help correct them.

Practice

M Write *with*.

Ask students to trace and then write *with* within the literacy lines.

Evaluation

N Spell the words with a partner. Take turns.

Demonstrate with a few students by spelling a word and asking them to tell you what word you spelled. Then model with a student. Have the student spell a word to you. Put students into pairs to carry out the activity. Remind them to take turns. Monitor and help with saying letters and pronouncing words as necessary.

Instructor's Notes

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Presentation

Go over the housing ads by asking questions about the information in each ad. Specifically, focus on the number of bedrooms and bathrooms.

O Listen. Track the words.

Play the audio. Ask students to track the words. Play the audio several times to allow students to make the connection between the sounds and the words.

Practice

P Underline *th*. Circle the number with the *th* sound.

Have students complete this in pairs. Encourage them to agree before underlining in their books.

Q Listen and circle.

Students are used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. Play the audio. They can do this with the same partner.

Evaluation

Project the ads on the board. Ask for volunteers to come to the board and underline the *th* and circle the number with *th*. Then go over the answers to **Q** as a class.

Application

R Write.

Have students look for information from **O** and fill in the table. Go over the first one as a class. Check answers as a class.

Instructor's Notes

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O **Listen. Track the words.**

House 1	Apartment 2	House 3
For Rent **Bedrooms:** 2 **Bathrooms:** 2 **City:** North Chicago **Call:** 312 555 1345	For Rent **Bedrooms:** 1 **Bathrooms:** 1 **City:** North Chicago **Call:** 312 555 4455	For Rent **Bedrooms:** 4 **Bathrooms:** 2 **City:** North Chicago **Call:** 312 555 2314

P. **Underline *th*. Circle the number with the *th* sound.**

Q. **Listen and circle.**

1. How many bedrooms does #1 have?

a. 1

b. 2

c. 3

2. How many bathrooms does #3 have?

a. 1

b. 2

c. 3

R **Write.**

Housing	Bathrooms	Bedrooms
House 1	2 bathrooms	2 bedrooms
Apartment 2	1 bathroom	1 bedroom
House 3	2 bathrooms	4 bedrooms

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6 Put It Together

c, r, tr, final y, th, ou

A Circle.

~~corner~~
of
turn
left
right
by
work
yes
no
with

r	e	h	r	x	w	o	r	k	l	s	h	o	c	u	e
r	e	t	t	u	r	n	u	f	y	m	p	f	g	a	k
q	l	k	h	n	i	q	g	u	i	b	y	o	t	u	w
f	e	e	t	o	g	e	c	f	s	x	e	r	l	e	j
q	v	t	s	m	h	c	d	i	i	t	s	g	o	t	r
f	i	b	b	w	t	q	w	p	s	s	j	g	x	s	r
d	a	b	m	l	n	u	n	q	e	r	b	s	p	h	a
t	m	n	b	i	o	y	p	g	q	y	r	a	d	d	u
w	r	x	q	g	t	j	g	t	i	u	t	t	m	n	p
z	i	o	o	y	a	x	s	l	y	u	m	y	b	v	k
q	p	f	k	i	g	p	n	d	a	w	i	t	h	l	e
c	o	r	n	e	r	l	e	f	t	q	f	v	w	h	x

B Write the words.

corner
of
turn
left
right
by
work
yes
no
with

					o	
			l	e	f	t
		n				u
	c	o	r	n	e	r
b	y			i		n
	e			g		
	s			h		
		w	i	t	h	
		o				
		r				
		k				

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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high-frequency words they have learned. If students are having problems remembering all of the words, they can look them up in their books. They are:

Unit 1: *from, happy, name, where, what, this*
Unit 2: *friend, please, your, my, at, on, in*
Unit 3: *buy, like, need, and, want, for, eat*
Unit 4: *too, red, blue, black, how, much, many, small, large*
Unit 5: *corner, of, turn, left, right, by, work, yes, no, with*

Students may come up with a few more words that were dominant in the unit. Write down anything they say. You might ask them to practice in pairs with their flashcards before starting the lesson.

Introduction

Tell students that today they will review the previous five lessons. You might quickly go to the first page of each lesson so they understand better.

Presentation

Ask students to see if they can say the high-frequency words with other words. For example:

I go to school by car.
He lives on the corner of . . .
Yes, I do.

Practice

A Circle.

In this unit, students have to recognize words going across and down. This activity and the one that follows allow students to better recognize the target high-frequency words. Show students the example and ask them to circle the other words from the list.

B Write the words.

If necessary, remind students how crosswords work. Then have them use the word list to complete the crossword.

More practice: Have students make a crossword (this is a version of Scrabble, but will best be described to students in terms of what they have on the page in front of them). In pairs, have them take out their letter cards: one person makes a word from what has been covered so far (for example, *friend*); their partner then uses that word as a stem to build a new one that includes a letter from the first (e.g., ***f****rom* or *nam****e***). You may want to write the target words up through Unit 5 on the board, as well as any other words that were identified as important to your class.

Evaluation

Check students' work.

Instructor's Notes

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Put It Together often deals with vowels so students learn to blend sounds together more readily.

Presentation

Create literacy lines on the board and write the letters *ou*. This is the first time they have explicitly worked with the letters *ou.* Have students trace both letters in the air. Be sure to face the board so students can follow your strokes in the air. Write them on the board and show students how both letters stay below the dotted line.

Practice

C Write *ou*.

Remind students that they should stay within the lines. Make sure that they write slowly.

D Listen and repeat. Write *ou*.

Play the audio. Have students track the words as they listen and repeat. Play the audio several times so students can match the sounds to the words. Then have them complete the words. Go over new vocabulary.

Evaluation

Check students' work.

Instructor's Notes

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C Write *ou*.

ou ou ou ou ou ou ou ou ou

ou

D Listen and repeat. Write *ou*.

1.  cl__ou__d

2.  h__ou__r

3.  h__ou__se

4.  m__ou__se

5.  m__ou__th

6.  s__ou__th

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E **Listen and repeat.**

I	**have**	a house.	I have a house.
It	**has**	three bedrooms.	It has three bedrooms.

F **Write *have* and *has*.**

have have

has has

G. **Write *have* or *has*.**

1. I _____have_____ an apartment.
2. My apartment _____has_____ three bedrooms and one bathroom.
3. I _____have_____ a house.
4. My house _____has_____ two bedrooms.

H. **Spell.**



by	corner	has	have	left	no
of	right	turn	with	work	yes

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Presentation

The next few exercises have students distinguishing between *has* and *have*. Teach as much or as little of the grammar point as you think your students are ready for. For this page, they only need to know first and third person singular but can do most of it by copying the examples.

E Listen and repeat.

Play the audio. After students listen and repeat, go over the difference between *have* and *has*. Show them how the word *it* is replacing *house*.

Practice

F Write *have* and *has*.

Model writing *have* and *has* in the air. Have students copy you. Then ask them to trace and then write the words. Remind them to stay within the literacy lines.

G Write *have or has.*

Write *house* and *apartment* on the board. Ask a few students if they live in a house or an apartment. Elicit the names of rooms in a house / apartment. Then have students read the sentences. Refer them to the table in **E** if needed to review the example sentences there. Then have them complete the sentences with the correct words.

Evaluation

Project **G** on the board and ask for students to come up and write the answers.

H Spell.

Have students open their notebooks and take out a pen or pencil. In pairs, have one student choose a word and spell it to their partner. The partner writes the word. Students take turns spelling and writing the words.

Instructor's Notes

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Presentation

Review the conversations in **I** and **J** with students. Model asking and writing if you think your students need it.

Practice

I **Ask a partner. Write.**

Have students stand up and walk around the room to ask a partner and write the answer.

J **Ask a partner. Write.**

Have students stand up and walk around the room to ask a different partner and write the answer.

Evaluation

Walk around and observe. Check students' books to see if they wrote correctly.

Presentation

Go over the maze with students and show them how to work with a partner to get out of the maze. Point out the starting and ending points.

K **Give directions. Say *turn right* or *turn left*.**

Go over the directions. Say them and have students repeat and turn in the direction you say. Then have students work in pairs, taking turns to give each other directions to go through the maze.

Presentation

Review the conversations in **L** and **M** with students. Model asking and writing if you think your students need it.

Practice

L **Ask a partner. Write.**

Have students stand up and walk around the room to ask a partner and write the answer.

M **Ask a partner. Write.**

Have students stand up and walk around the room to ask a different partner and write the answer.

Evaluation

Walk around and observe. Check students' books to see if they wrote correctly.

Instructor's Notes

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I. **Ask a partner. Write.**

What city do you live in?

Please spell it. _____

J. **Ask a partner. Write.**

What street do you live on?

Please spell it. _____

K. **Give directions. Say *turn right* or *turn left*.**



L **Ask a partner. Write.**

How do you go to school? By _____

M **Ask a partner. Write.**

How many bedrooms do you have?

I have _____ bedroom(s).

How many bathrooms do you have?

I have _____ bathroom(s).

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Quiz

A Listen and circle.

c	1. (a.)		b.		c.	
r	2. a.		b.		(c.)	
tr	3. a.		b.		(c.)	
y	4. (a.)		b.		c.	
th	5. a.		b.		(c.)	

B Write.

1. turn <u>r</u>ight 2. cit<u>y</u> 3. bi<u>c</u>ycle 4. <u>tr</u>ain 5. wi<u>th</u>

C Write.

by	corner	left	of	with

1. I go to work <u>by</u> car.
2. It's on the <u>corner</u> <u>of</u> First and Broadway.
3. I want a house <u>with</u> three bedrooms.
4. Turn <u>left</u> on Main Street.

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Quizzes are designed to see what students have learned. Encourage them to do the activities without any teacher input.

BEST PRACTICE

Building Confident Test Takers

As students are working on English and their literacy skills, they are also acquiring study skills, perhaps for the first time. Have students put their pencils down and go over the directions of each activity, making sure they understand what they need to do. Also make sure they understand how much time they have, if there is a limit (which may simply be the end of class). Once students begin, give them a ten-minute and five-minute warning as the test time comes to an end.

Progress in literacy classes is measured in many ways, and not always in the same types of measurable gains that you will see in a mainstream ESL class. Assessing student confidence and motivation is one of those ways, so consider responding to their work in terms of what they got right to build their confidence and motivation.

A Listen and circle.

Point out the red letters on the left. Make sure students understand they need to listen for the word with that sound and circle the corresponding black letter. Have students listen and do the activity.

Listening Script

1. Find the c sound a. pencil b. hat c. dress
2. Find the r sound: a. banana b. sandwich c. ribbon
3. Find the tr sound: a. black b. large c. truck
4. Find the y sound: a. happy b. pants c. car
5. Find the th sound: a. table b. apple c. three

B Write.

Have students fill in each item with a target sound from the unit: *r, y, c, tr, th*.

C Write.

Make sure students notice that item two has two lines to write on and that two words are needed. You can point this out to them or present it as a question for a volunteer to answer.

Instructor's Notes

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D Write. Give directions.

Have students write the directions for the route.

E Read.

This might look like a lot of text for students. As a tip, encourage them to focus their reading based on what is asked of them in **F**.

F Write.

Students should notice that they are going to write *house* or *apartment* in the first column, a number in the second and third, and a phone number in the fourth. This will make their reading experience easier.

Evaluation

After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up. Make sure students are ready for Unit 6.

This is a good moment to revisit **E** and **F** especially, and reflect on the difference between the amount of text in the reading and what students actually needed to understand to fill in the chart. As much as possible, help students get over the anxiety of looking at a block of words and feeling overwhelmed; if they start with the question they need to answer, that will help them approach the reading.

More practice: Include a quick speaking assessment if you have time—this can be done in an informal way, be interactive, and showcase student progress. Some suggestions:

1. Show a picture and have them individually name five things they see.
2. Use the conversations they have seen in units 1–5: say the first line (*Do you live in the city?*) and see if they can respond appropriately (*No, I live in the suburbs*).
3. If you're feeling brave, work on classroom language by having them impersonate you and play teacher. See if they can get through fifteen seconds of classroom greetings and orienting students to an activity (*open your books to page… Do exercise D. Write the letters*). Invite them to include any idiosyncrasies you may have.

Online practice: All of the above suggestions can be done in a digital environment, but number 3 is probably more fun as students will likely have acquired a good amount of language around muting / unmuting and whatever is going on in the background on camera.

Instructor's Notes

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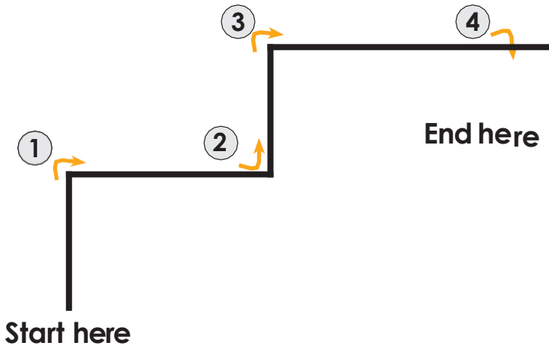
D **Write. Give directions.**

1 Turn right.

2 Turn left.

3 Turn right.

4 Turn right.



E **Read.**



1

House
3 bedrooms
2 bathrooms
1,500 square feet
New kitchen
Call: 714 555 3765



2

Apartment
2 bedrooms
1 bathroom
Call: 213 555 8987



3

House
1 bedroom
1 bathroom
In the country
Call: 559 555 3731

F **Write.**

	House or Apartment	Bedrooms	Bathrooms	Phone Number
1.	*House*	*3*	*2*	*714 555 3765*
2.	apartment	2	1	213 555 8987
3.	house	1	1	559 555 3731

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6 Health



170 one hundred seventy

Unit Outcomes

Letters: *s, o, ch, -ing, i*

Words: *some, take, who, next, can't, later, problem, maybe, feel, day, week, am, are, is*

Topics: Healthy practices, cold symptoms, other symptoms and making an appointment, doctor's office and waiting room, medicine labels

Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit and to discover what they may already know. Have students look at the photo and say what they see, where the people are, and what's happening. They may be able to suggest some relevant words. For example: *hospital*, *clinic*, *doctor*, *nurse*, *patient*, *sick*. Write their contributions on the board.

Write *Sign* on the board. Explain that these are signs they might see in a medical setting. See how many signs students already know from looking at the images.

Have students make flashcards with some of the words written on the board (maybe highlight the most important ones for them). Have them write one word / phrase on the card. On the back, they can draw a picture of that item or write the translation in their own language. Then have them practice in pairs with their flashcards. At this point, they can just say the words, or one student can say a word and the other can point to it in the book.

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Look. Choose three signs. What do they mean?

BEST PRACTICE

Phoneme Awareness Reminder

Phoneme awareness is a crucial part of understanding the writing system in English. Learning the sounds that letters represent helps students interact with words through spelling and reading more effectively. Even native speakers struggle with accuracy while spelling. Spelling is greatly facilitated when students speak with appropriate pronunciation. Therefore, it is important to make sure students spend the time needed in each lesson practicing the pronunciation of each of the target sounds.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

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1 Sleep Well! s

A **Listen and repeat.** *s s s s / s s s s*

B **Listen and repeat.**



C **Listen and repeat. Check words with the *s* and *z* sounds.**

	s sound	z sound		s sound	z sound
1.  exercise	☐	☑	2.  sandwich	☑	☐
3.  sun	☑	☐	4.  hours	☐	☑
5.  shoes	☐	☑	6.  meals	☐	☑
7.  trees	☐	☑	8.  seven	☑	☐

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At-a-Glance Prep

Goal: Practice *s* / *S*.

Agenda

- ☐ Learn the letter *s* / *S*.
- ☐ Learn the sounds soft *s* and hard *s*.
- ☐ Write the letter *s* / *S*.
- ☐ Learn *How many hours do you . . .?*
- ☐ Write *day* and *week*.
- ☐ Learn about a bar graph.
- ☐ Write about you.

Warm-up

As a warm-up, talk about being healthy. See if students can come up with ideas of healthy habits, such as eating healthy, getting enough sleep, exercising, etc.

Introduction

Underline the letter *s* anywhere you've written it on the board. If you haven't written it on the board yet, write the word *sleep* and underline the s. This is a letter they have already learned, so it should just be a review. They will be focusing on the sound and comparing it to the hard *s* sound that the letter *s* can make. Briefly point out that the *s* can make two different sounds: soft as in ***s****tudent* (*s* sound) or hard as in *hour***s** (*z* sound). Trace the letter *s* with your finger on the board and ask students to do the same in the air.

A Listen and repeat.

Have students listen and repeat the sounds as they follow along in their books. Play the audio several times to help students notice the difference between the two sounds.

Presentation

B Listen and repeat.

Have students look at the images. Play the audio, and have students listen and track the words. Play it again and have students repeat. Write three *s* words (*sleep*, *exercise*, and *meals*) on the board and ask if the *s* makes the *s* (soft *s*) or *z* (hard *s*) sound. Students may notice that *exercise* has both *s* sounds, but the soft *s* is the letter *c* (and *x*).

If necessary remind students that the letter *c* has two sounds and that one is soft *s*. There is no need at this stage to attempt teaching the rules for each hard or soft *s* sound. Put the words in columns on the board under *s sound* and *z sound*. Ask students to help you add additional words.

Practice

C Listen and repeat. Check words with the *s* and *z* sounds.

Students will be distinguishing between two sounds here instead of just recognizing one sound in words that they hear. Do the first item as a class and show students how the check mark goes in the *z* sound column because the highlighted *s* makes the *z* sound.

Evaluation

Write the answers to **C** on the board. Say each word and exaggerate the *s* or *z* sounds so they are clear to students.

Instructor's Notes

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Presentation

D Write *s*.

Remind students how to write *s*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure they write slowly.

Practice

E Listen and repeat. Write *s*.

Students are very familiar with this exercise by now, so have them write the letter *s* as they listen to the audio. Go over the words when students are finished, carefully pronouncing each one.

Evaluation

As you review **E**, be sure to repeat the *s* or *z* sound every time you say the word. Consider writing the words on the board.

Presentation

F Write *S*.

Remind students how to write the uppercase *S*. Create literacy lines on the board and remind students that they should stay within the lines. Ask for volunteers to come to the board and write the lowercase *s* and uppercase *S* side by side in the literacy lines.

Practice

G Listen and repeat. Write *S* and *s*.

Have students fill in the *S* and *s* as they listen. Play the audio. Then go over any vocabulary they don't understand.

Evaluation

Check students' work. For **G**, ask students to say which sound the *s* makes in each word.

Instructor's Notes

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D **Write *s*.**

S S S S S S S S S S S S S

S

E **Listen and repeat. Write *s*.**

1.  _s_ock_s_

2.  _s_oap

3.  _s_tar

4.  shoe_s_

5.  exerci_s_e

6.  orange_s_

F **Write *S*.**

S S S S S S S S S S

S

G **Listen and repeat. Write *S* and *s*.**

1. **S**am like**s** apple**s**.

   _S_am like_s_ apple_s_.

2. **S**leep **s**even to eight hour**s** a day.

   _S_leep _s_even to eight hour_s_ a day.

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H **Listen and repeat.**



A: How many hours do you work a day?

B: I work four hours a day. I work twenty hours a week.

I **Practice with *exercise* and *sleep*.**

day week

J **Write about three students.**

Name	How many hours do you sleep a day?	How many hours do you exercise a week?
Sam	8 hours	3 hours

K **Write *day* and *week*.**

day

week

L **Spell a word. Your partner says the word.**

day week close sorry please for too have

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Presentation

Have students look at the photo and ask them what they see. Write words they suggest on the board. Provide any they don't know.

H Listen and repeat.

Go over the conversation several times. Play the audio. Practice with students in unison and then split them up into groups A and B to practice. Have them switch roles.

Write the conversation on the board if you haven't already. Underline and erase the word *work*. Tell students this is the word they will be substituting out in the following exercise. Model this with two or three students, using *exercise* and *sleep* instead of *work*. Review numbers briefly as necessary.

Practice

I Practice with *exercise* and *sleep*.

Have students walk around the room and practice with other students.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Write the two questions from **J** on the board. Make sure students understand the meaning of *a day* and *a week*. Give them an example of how many hours you sleep a day and ask other students this question. Have them practice answering in a complete sentence. Write it on the board if they need help: *I sleep ____ hours a day.*

Prepare students for practice by going over the questions in unison. Then practice with a few students by asking the questions and then writing down their answers.

Practice

J Write about three students.

Have students walk around and talk to three different students and write down their answers.
Note: They may need to use the questions *What is your name?* and *How do you spell that?* Write both of these on the board and demonstrate if students need it.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Demonstrate writing *day* and *week* on the board in literacy lines. Students have learned all of these letters. Ask for volunteer to come to the board and demonstrate by writing on top of the letters you have written.

Practice

K Write *day* and *week*.

Ask students to write the words several times within the literacy lines.

Evaluation

L Spell a word. Your partner says the word.

Have students practice spelling with a partner. Then spell a few words to the class, or have a student do this.

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Presentation

Have students look at the schedule. Make sure they understand that it shows the day's activities and the times.

M Listen. Track the words.

Have students track the words with their finger as they listen. Play the audio.

BEST PRACTICE

Reading Charts and Graphs

At this stage, it is great for student to start practicing with different types of reading. The more ways you can represent information, the better. Encourage students to practice graphing themselves.

N Listen. Track the words.

Have students look at the bar graph. Practice pronouncing the different words and explain that Sally is a woman and Ned is a man.

Play the audio and have students track the text with their fingers. Then play the audio again and ask students to point to the different information on the bar graph as they hear it. Use the CPT or draw the graph and ask for a volunteer to come to the board. Then play each sentence one a at time, asking the volunteer to point to the information in the graph. Make sure that they understand how to read the graph. You can add another bar or two to the graph with student information after asking about their healthy practices.

Practice

O Underline *S* and *s*. Circle *day* and *week*.

Have students underline and circle. Then ask them to compare their answers with a partner.

P Listen and circle.

Play the audio and have students listen and circle. Then ask them to discuss the answers in pairs.

Evaluation

Go over the answers to **O** and **P** as a class.

Presentation

Q Listen.

Have students listen and follow along with the sentences. Then have them close their books. Ask: *How many hours a day do I sleep? How many hours a day do I exercise? How many meals do I eat a day?*

Practice

R Circle the correct answer.

Go over the first item as a class. Elicit the correct answer and, if appropriate, the reason why it is correct. Then have students complete the activity and check answers in pairs.

Evaluation

Go over the answers to **R**. Have students write the correct sentences on the board.

Application

Students now have the opportunity to write about themselves.

S Write about you.

Write the sentences on the board (or project them with the CPT). Model the sentences with your information. Ask a few volunteers to say how many hours they sleep and how many hours they exercise. Then have students complete the sentences with their own information.

Monitor and help as necessary. When students are finished, have them share their paragraphs with a partner, reading them aloud.

More practice: Have students write their sentences again on a separate piece of paper.

More practice: Have students make a bar graph with their information. They could also add two or three bars with their classmates' information.

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M **Listen. Track the words.**

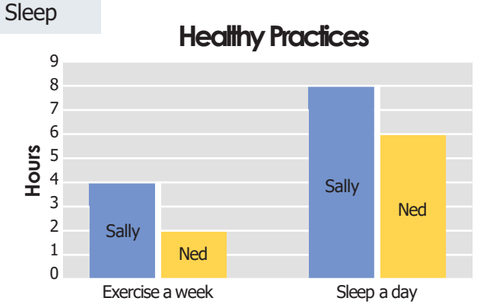
Isaac's Schedule

Tuesday	
7 AM	Exercise
8 AM	Breakfast
10 AM	School
12 PM	Lunch
1 PM	Work
6 PM	Dinner
10 PM	Sleep

1 day	1 week
2 days	3 weeks

N **Listen. Track the words.**

Sally exercises four hours a week.
She sleeps eight hours a day.
Ned exercises two hours a week.
He sleeps six hours a day.



O **Underline *S* and *s*. Circle *day* and *week*.**

P **Listen and circle.**

1. Who sleeps more, Sally or Ned? a. Sally b. Ned
2. Who exercises more, Sally or Ned? a. Sally b. Ned

Q **Listen.**

I sleep eight hours a day. I exercise four hours a week. I eat three meals a day.

R **Circle the correct answer.**

1. i / I sleep eight hours a day.
2. I exercise four hour / hours a week.
3. I eat three meals / meal a day.

S **Write about you.**

I sleep _____ hours a day.

I exercise _____ hours a week.

I _____.

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2 A Cold

A **Listen and repeat.**

o o o o

B **Listen and repeat.**

Cold


sore throat


runny nose


headache

C **Listen and check.**

		o sound	a sound			o sound	a sound
1.		✓		2.		✓	
3.			✓	4.			✓
5.		✓		6.		✓	
7.		✓		8.			✓

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At-a-Glance Prep

Goals: Practice *o* / *O*. Talk about cold symptoms.

Agenda

- ☐ Learn the letter *o* / *O*.
- ☐ Learn the sounds long *o* and long *a*.
- ☐ Write the letter *o* / *O*.
- ☐ Learn *I have a . . .*
- ☐ Write *maybe* and *feel*.
- ☐ Guess the symptom.

Warm-up

As a warm-up, ask students how many hours of sleep they got last night. Take a poll and graph it on the board.

Introduction

Imitate some cold symptoms and see if students know any words (*headache*, *runny nose*, *sore throat*, *cold*, etc.). Underline the letter *o* in any words you've written on the board. See if they know any other words with the letter *o* in them. Write what they say on the board. If necessary (depending on the words you've written) point out the differences between the long and short *o* sounds. Tell them they will be focusing on the long *o* sound, as in *cold* and *nose*.

A Listen and repeat.

Play the audio. Have students listen and repeat as they follow along in their books.

Presentation

B Listen and repeat.

Have students look at the photos. Say each symptom. Then play the audio and have students repeat.

Practice

C Listen and check.

Students will be distinguishing between the long *o* and long *a* sounds instead of just recognizing them in words that they hear.

Note: There are many different spellings of these sounds, but most have exceptions. Right now, it is about awareness of the sounds and being able to distinguish between the two. Do the first item as a class and show students how the check mark goes in the *o* sound column because *cone* has the long *o* sound.

Listening Script

1. *ice cream cone*
2. *phone*
3. *rake*
4. *cake*
5. *coat*
6. *yellow*
7. *toes*
8. *day*

Evaluation

Write the words in **C**on the board. Say each word and exaggerate the *o* or *a* so they are clear to students.

Instructor's Notes

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Presentation

D Write *o*.

Show students how to write the letter *o*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure they write slowly.

Practice

E Listen and repeat. Write *o*.

Students are very familiar with this exercise by now, so have them write the letter *o* as they listen. When they are finished, you may want to point out that there are other letters next to the *o* that have no sound, and that the two letters *oa* or *ow* together sound like long *o*.

Evaluation

As you review **E**, be sure to repeat the *o* sound every time you say the word. Consider writing the words on the board.

Presentation

F Write *O*.

Create literacy lines on the board and remind students that they should stay within the lines. Ask for volunteers to come to the board and write the lowercase *o* and uppercase *O* side by side in the literacy lines.

Practice

G Listen and repeat. Write *O* and *o*.

Students should feel very comfortable with this exercise by now. Have them write *O* or *o* as they listen. Then go over any vocabulary they don't understand and have them repeat the sentences.

Evaluation

Check students' work.

BEST PRACTICE

Checking Answers

Many teachers take a traditional approach to going over students' answers. They stand in front of the classroom and ask students for the answers and then tell them if they are right or wrong. Although there is nothing wrong with this method, checking answers can be much more interesting and interactive. Here are a few tips:

1. Rather than telling students the correct answers, write them on the board in random order.
2. Allow different groups of students to provide the correct answers.
3. Let the student who answers the question first choose the next person to answer.
4. Have students write all the answers on the board.
5. Ask students to check in pairs first. Then have pairs or individuals give answers to the class.

Instructor's Notes

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D Write *o*.

o o o o o o o o o o o o

o

E Listen and repeat. Write *o*.

1.  n_o_se

2.  c_o_at

3.  b_o_w

4.  r_o_se

5.  b_o_at

6.  wind_o_w

F Write *O*.

O O O O O O O O O

O

G Listen and repeat. Write *O* and *o*.

1. Olivia has a cold.

   _O_livia has a c_o_ld.

2. Omar is very sick.

   _O_mar is very sick.

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H **Listen and repeat.**

A: I have a runny nose.
B: Maybe you have a cold.



I **Practice with *sore throat* and *headache*.**

feel maybe

J **Listen and repeat.**

A: I feel sick.
B: Oh, I'm sorry.

A: I have a runny nose and a sore throat too.
B: Maybe you need to stay home today.

K **Practice with other students.**

L **Write *maybe* and *feel*.**

maybe

feel

M **Spell.**

maybe feel open sorry please for too have day week

N **Listen. Track the words.**

Rosa



She has a sore throat.

Omar



He has a runny nose.

Me



I have a headache.

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Presentation

Have students look at the photo and say what they see.

H Listen and repeat.

Go over the conversation several times. Practice with students in unison and then split them up into groups A and B to practice. Have them switch roles.

BEST PRACTICE

Choral Drills

Choral drills can be a very enjoyable method that helps students participate more. It is also excellent for modeling correct pronunciation since students repeat immediately after you. Choral drills are highly flexible, as the approach to using them can be easily changed to suit the teacher or students. Varying the speed or volume of the drills tests students' listening and pronunciation skills. Dividing the classroom into sections where different groups alternate gives more practice on the target feature.

Practice

I Practice with *sore throat* and *headache*.

If you have the conversation written on the board, underline *runny nose*. Tell students these are the words they will be replacing with *sore throat* and *headache*. Have students walk around the room and practice with three other students, switching roles so they practice both parts of the conversation.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

J Listen and repeat.

Have students listen and repeat first. This is the first time there are four lines of conversation.

Practice the conversation in unison first, then split the class up into groups A and B to practice. Play A and have a student play B, then switch roles. Ask for two volunteers to read the conversation. Clarify any vocabulary doubts.

Practice

K Practice with other students.

Have students walk around the room and practice with three other students, switching roles so that they practice both parts of the conversation.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Underline the words *maybe* and *feel in* the conversation if you've written it on the board. Students should understand the meaning from the previous exercises.

Practice

L Write *maybe* and *feel*.

Ask students to write the words within the literacy lines.

Evaluation

M Spell.

Have students practice spelling with a partner. If time allows, do a spelling bee with students. Have everyone stand up and call on students to spell words from the list. If a student gets it right, they stay standing. If they get it wrong, they sit down. You may have to move on to other words from the lesson or previous lessons. The last student standing is the winner.

Presentation

N Listen. Track the words.

Play the audio and have students listen and track the words. Go over the pronunciation of all the names and other words they don't know.

Optional: Students will be learning the difference between *has* / *have* in **Q**, but you can start to go over the verb here if you feel it's appropriate.

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Practice

O **Underline *O* and *o*. Circle *have* and *has*.**

Refer students back to the text in **N**. Have them complete this in pairs. Encourage them to agree before underlining and circling in their books.

P **Listen and circle.**

Students should be used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. They can do this with the same partner. Play the audio.

Evaluation

Go over the answers to **O** and **P** as a class.

Presentation

You will notice that not all of the pronouns are represented in the grammar chart. At this point, it's best to teach students what they will be working with and not overwhelm them with too much grammar.

Teach this by pointing to yourself and saying: *I have a runny nose*. Then point to individual students in the class and say: *He has a headache*. *She has a sore throat*. You may need to teach the pronouns by saying: *Eliana has a sore throat. She has a sore throat.*

Q **Listen and repeat.**

Play the audio. Have students listen and follow along with their fingers.

Practice

R **Write *have* or *has*.**

Remind students that they need to look at the pronoun when deciding if the answer is *have* or *has*.

Evaluation

Project the sentences in **R** on board. Ask for volunteers to come to the board and write the correct answers.

Application

S **Guess the symptom.**

Have students mime a symptom like in the picture. Do the one in the picture with the class to help them understand. Have students respond by saying and writing the symptom. Ask for volunteers to write their guesses on the board. Then have students mime in pairs or small groups.

Instructor's Notes

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O **Underline *O* and *o*. Circle *have* and *has*.**

P **Listen and circle.**

1. What's the matter with Omar?
   a. He has a headache. (b.) He has a runny nose.
2. What's the matter with Rosa?
   a. He has a sore throat. (b.) She has a sore throat.

Q **Listen and repeat.**

I	**have**	a headache	I have a headache.
He She	**has**	a runny nose a sore throat	He has a runny nose. She has a sore throat.

R **Write *have* or *has*.**

1. I ___have___ a sore throat.
2. She ___has___ a runny nose.
3. He ___has___ a headache.

S **Guess the symptom.**



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3 I'm Sick! ch

A **Listen and repeat.** *ch* *ch* *ch* *ch* / *ch* *ch* *ch* *ch*

B **Listen and repeat.**

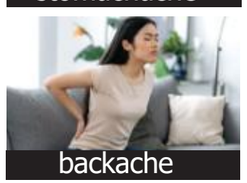
Email Message ×

TO chappell@charteradultschool.com CC BCC

Dear Ms. Chappell,

Iam sorry. Ican't come to school today. Ihave a headache, stomachache, and a backache. Maybe Ihave the flu.


stomachache


backache

C **Listen and repeat. Check words with the *ch* and *k* sounds.**

	ch sound	k sound		ch sound	k sound
1.  lunch	✓		2.  stomachache		✓
3.  chair	✓		4.  backache		✓
5.  mechanic		✓	6.  church	✓	
7.  headache		✓	8.  cheese	✓	

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At-a-Glance Prep

Goals: Practice *ch* / *Ch*. Write to the teacher.

Agenda

- ☐ Learn the letters *ch / Ch.*
- ☐ Learn the sounds /k/ and /tʃ/.
- ☐ Write the letters *ch* / *Ch.*
- ☐ Learn about calling the doctor.
- ☐ Write *can't, later,* and *problem.*
- ☐ Read and write letters to the teacher.

Warm-up

Mime different symptoms in front of the class, starting with what students learned in the previous lesson. Then begin to add ailments or symptoms from this lesson, including *stomachache* and *backache*. Prepare cards or hide words on the board and have students lead the mime. You might also break up into teams so students can work in groups to attempt to identify the new symptoms or write them.

Introduction

Tell students that they will be working on the two sounds for *ch*. Also, they will be talking about more symptoms like they did in the warm-up. Write some of the new vocabulary like *stomachache* and *backache* on the board.

A Listen and repeat.

Have students listen and repeat the sounds as they follow along in their books. Play the audio several times to help students notice the difference between the two sounds.

Presentation

Mime a *headache*, *stomachache*, and *backache*. Elicit the words from students. Write them on the board.

B Listen and repeat.

Have students listen to the email. Ask them to track or follow along with their finger. After listening once, ask volunteers to read sections until the email has been read in its entirety. Students have already learned the *ch* sound as in *cheese,* but the *k* sound for *ch* will probably be new to them. Play the audio and have students repeat.

Write *ache* on the board in the top left corner and the word *church* in the opposite corner. Prepare several words with the two sounds for *ch* and ask students to point to the corner representing the *ch* sound they hear as you say each word.

Practice

Students will be distinguishing between the two *ch* sounds. Have them talk to a partner and attempt to pronounce each word before listening. If students don't know the word, they will have to guess. Have them write their checks for the following exercise first without listening.

Evaluation

C Listen and repeat. Check words with the *ch* and *k* sounds.

Play the audio. Have students confirm their answers. Then have them repeat each word. Play the audio at least twice.

Instructor's Notes

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Presentation

D **Write *ch*.**

Remind students how to write the letters *ch*. Create literacy lines on the board and have a student demonstrate writing *ch*. Then ask students to complete the activity. Make sure they write slowly.

Practice

E **Listen and repeat. Write *ch*.**

Have students listen and repeat. Play the audio. Students are very familiar with this exercise by now, so have them write the letters *ch* as they listen again. Help them contrast between the two sounds.

Evaluation

As you review **E**, be sure to repeat the *ch* sound every time you say a word. Consider writing the words on the board and having students continue practicing saying the words. You might put students in pairs and have one point at a word and the other pronounce it.

Presentation

F **Write *Ch*.**

Create literacy lines on the board and remind students that they should stay within the lines. Have them complete the activity. Ask for volunteers to come to the board and write the lowercase *ch* and uppercase *Ch* side by side in the literacy lines.

Practice

G **Listen and repeat. Write *Ch* and *ch*.**

Have students listen and repeat. Play the audio. Students should be very good at this exercise by now. Have them write *Ch* and *ch* as they listen. Then go over any vocabulary they don't understand.

Evaluation

Check students' work. Remind them that the beginning of sentences and proper names are always capitalized.

BEST PRACTICE

Punctuation and Capitalization

Students with minimal literacy experience in their countries might not see that a little period at the end of a word or a capital letter to start a sentence are very important in the grand scheme of things. *Stand Out Literacy Foundations* attempts to reinforce the importance of this in each letter. The teacher should also reinforce this idea so students begin to look for small but important issues in writing. This will prepare them to be able to edit their work more effectively in the future.

Instructor's Notes

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D **Write *ch*.**

ch ch ch ch ch ch ch ch
ch

E **Listen and repeat. Write *ch*.**

1. 
__ch__ocolate

2. 
__ch__ips

3. 
__ch__ick

4. 
stoma__ch__ache

5. 
me__ch__anic

6. 
s__ch__ool

F **Write *Ch*.**

Ch Ch Ch Ch Ch Ch Ch
Ch

G **Listen and repeat. Write *Ch* and *ch*.**

1. **Ch**iropractors help backa**ch**es.

__Ch__iropractors help backa__ch__es.

2. **Ch**arlie is a doctor.

__Ch__arlie is a doctor.

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H **Listen and repeat.**

Name	Problem	Date	Time
Chloe Simms	flu symptoms	3-25	2:30
			3:00
Samuel Autor	a backache		3:30
Charlie Johnson	a stomachache		4:00

A: Hello, I need an appointment to see the doctor.

B: What's the problem?

A: I have a bad stomachache.

I **Practice with *backache* and *sore throat*.**

can't later problem

J **Listen and repeat.**

B: Can you come in at 3:00 PM?

A: No, I can't. How about 4:00 PM?

B: Okay, see you later!

3:00	three o'clock
3:30	three thirty
4:00	four o'clock
4:30	four thirty

K **Practice with other times.**

L **Write *can't*, *later*, and *problem*.**

can't

later

problem

M **Spell.**

can't later problem maybe feel spell name your need much have day week

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Presentation

Prepare students for the conversation in **H** by role-playing phone calls. For example:

Teacher: Ring, ring, ring.
Student: Hello.
Teacher: I'm sick. I need an appointment. Can I see the doctor?
Student: Yes.

H Listen and repeat.

Go over the conversation several times and write it on the board. Practice with students in unison and then split them up into groups A and B to practice. Underline *a bad stomachache.* Show students how to switch in other problems from the chart by modeling the conversation with individual students.

Practice

I Practice with *backache* and *sore throat.*

Have students walk around the room and practice with three other students, switching roles so they practice both parts of the conversation. Remind them to refer to the chart in **H** and change problems for each conversation.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Review time with students. Use the chart in **J**. Explain *AM* and *PM* if necessary.

J Listen and repeat.

Have students listen and repeat first. Review the target words, including *can't* and *later.* If you need to, do a mini lesson with these words to reinforce them.

Practice the conversation in unison, then split the class into groups A and B to practice. Play A and have a student play B, then switch roles. Ask volunteers to practice in front of the class.

Show students again how to substitute times and problems from the chart to make new conversations in preparation for **K**.

Practice

K Practice with other times.

Have students walk around the room and practice with three other students, switching roles so that they practice both parts of the conversation.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Have students underline the words *can't, later*, and *problem* found anywhere on the page.

Practice

L Write *can't, later,* and *problem*.

Ask students to write the words within the literacy lines.

Evaluation

M Spell.

Have students practice spelling with a partner. If you have time, give a short spelling test. Check for any consistent mistakes and teach some strategies if necessary.

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Presentation

Ask students for reasons they miss class. Write their suggestions on the board.

N Listen. Track the words.

Ask students to listen and track the words first. Play the audio. Then go over the pronunciation of any words they don't know. Have students take turns reading to a partner for additional reinforcement.

Practice

O Underline *Ch* and *c*. Circle *can't*, *with*, and *problem*.

Note that *with* is from a different lesson but an essential word. Have students complete this with a partner.

BEST PRACTICE

Target Vocabulary

The target vocabulary is important in each lesson because students need to know these words by sight. They are usually high-frequency words in beginner ESL classrooms. Anytime target words like *with* come up in any practice or activity even if they were introduced in earlier units, reinforcing them is important. Students need more than one lesson to internalize these words.

P Listen and circle.

Students should be used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. They can do this with the same partner.

Evaluation

Go over the answers to **O** and **P** as a class.

Presentation

Q Listen. Write.

Have students trace all the words in the activity. Check students' ability to stay within the guides. Review periods and capital letters.

Practice

R Write.

Have students complete the letter.

Evaluation

Have students write parts of the letter on the board. Again, check for periods and capital letters.

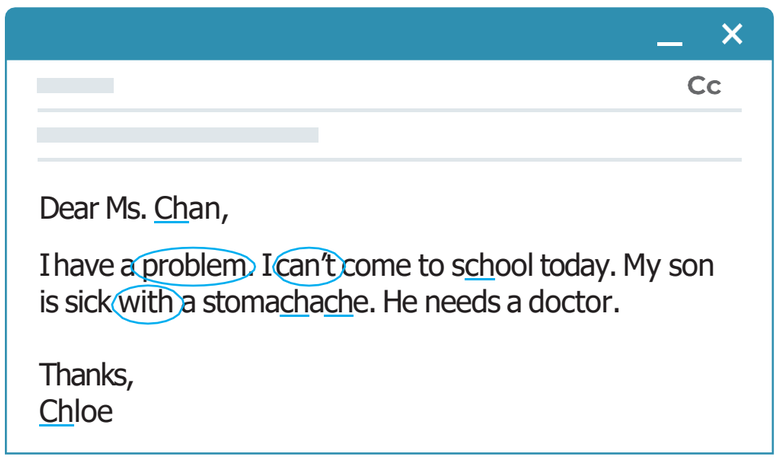
Application

Ask students to write their own letter to their teacher using the sample letters from this lesson as models. Encourage them to add a health problem from Lesson 2 or 3 to their letter. Model this by writing a letter on the board and adding a specific problem after *I'm sick*. For example: *I'm sick. I have a sore throat.*

Instructor's Notes

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N **Listen. Track the words.**



O **Underline *Ch* and *ch*. Circle *can't*, *with*, and *problem*.**

P **Listen and circle.**

1. Who is sick?
   a. Chloe b. Chloe's son
2. Who is the student?
   a. Chloe b. Chloe's teacher

Q **Listen. Write.**

Dear Ms. Chan, I have a problem. I can't come to school today. I am sick. See you later.

R **Write.**

Dear Ms. Chan, I have a _____.
I _____ come to school today. I am sick.
See you _____.

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4 At the Doctor's Office -ing

A **Listen and repeat.** *ing* *ing* *ing* *ing*

B **Listen and repeat.**



C **Listen and check.**

		ing	no ing		ing	no ing
1.		☑	☐	2.		☑	☐
3.		☐	☑	4.		☑	☐
5.		☐	☑	6.		☐	☑
7.		☑	☐	8.		☐	☑

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At-a-Glance Prep

Goal: Practice *-ing.*

Agenda

- ☐ Learn *-ing.*
- ☐ Write *-ing.*
- ☐ Learn about talking to the doctor.
- ☐ Write *who* and *next.*
- ☐ Learn *What are you doing?*

Warm-up

Write the word *verb* on the board. Tell students that verbs are often actions. Do some actions and see how many verbs students collectively know. For example, run in place or across the room. Students might say *run* or *running*. Once they say the action, write it on the board: *I am* _____*ing*. Do the same thing for action verbs like *sit, stand, talk, walk*, etc. Point to sentences on the board and have students repeat. Then ask students to stand. Point to sentences on the board and ask students to do the actions.

BEST PRACTICE

Kinesthetic Practice

When students have to stand up and move, it requires more energy and more engagement. Students will remember more and gain more confidence as they use different ways to participate in class. Any time you can encourage students to stand and move around is a plus.

Introduction

Point to the words with *-ing* endings in the sentences on the board. Say them and have students repeat. Although *-ing* is often reduced in speech, it is a good idea for now to pronounce the *-ing* completely so students capture the spelling. Students tend to spell what they hear once they know the sounds, and it is a common error to leave off the *g* in writing, even at intermediate levels. Tell students that they will learn *-ing* words and they will also learn what happens in a doctor's office.

Note: The present continuous is still above this level. However, students will be introduced to this form since it is so common. A typical error is for students to forget the verb *be* when writing or using the present continuous, so although it will only be introduced in this level, always use *be* when discussing the verbs. If you feel students are ready, introduce the grammar, but be sure your introduction does not detract from the objectives of the lesson. They will see a partial chart in **F**.

A Listen and repeat.

Play the audio. Have students listen and repeat the sound as they follow along in their books.

Presentation

Take a class poll. Ask students how often they go to the doctor. Have the class help you make a bar graph on the board with their answers. Write 0–1 times a year, 2–3 times a year, and 4+ times a year.

B Listen and repeat.

Have students listen and repeat each word in the picture. Then describe the picture with sentences that include the verb *be* to ensure that students know that each word itself is not a complete phrase. For example, say: *The man is talking on the phone.* Check that students understand where the people are and why (waiting to see the doctor).

Practice

Students should not do this activity before they listen, so it is best to play the audio right away and review their answers.

C Listen and check.

Point out the two columns, *ing* / *no ing*. Play the audio for the first item, and ask students which column to check and why. Have them repeat the word. Play the audio at least twice.

Listening Script

1. *walking*
2. *running*
3. *talk*
4. *sleeping*
5. *drive*
6. *play*
7. *listening*
8. *sit*

Evaluation

Check the answer to **C** as a class. Then say each word and ask students to repeat. Emphasize *-ing*.

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Presentation

D Write *ing*.

Show students how to write the letters *ing*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure they write slowly.

Practice

E Listen and repeat. Write *ing*.

Have students listen and repeat. Play the audio. Students are very familiar with this exercise by now, so have them write the letters *ing* as they listen again.

Evaluation

As you review **E**, be sure to say the words in the context of a sentence so they hear the verb *be*. For example: *Number 1: walking. The woman is walking.*

Presentation

F Listen. Track the words.

Point out that *-ing* is always at the end of a word. This activity includes a grammar chart. The expectation for this chart is not that students will internalize the grammar. It is to introduce them to reading a chart, as this will help them in the next level. Have them track the examples in the chart as they listen.

Practice

G Listen. Write *ing*.

Have students listen first, then complete the sentences. Play the audio at least twice.

Evaluation

Check the answers as a class. Explain to students how *receptionist* takes *he* or *she*. Have students point to the correct people / person in **B** as you read each sentence.

Instructor's Notes

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D Write *ing*.

ing ing ing ing ing ing ing
ing

E Listen and repeat. Write *ing*.

1.  walk__ing__
2.  driv__ing__
3.  listen__ing__
4.  runn__ing__
5.  kick__ing__
6.  talk__ing__

F Listen. Track the words.

I	am	talking	I am talking.
He She	is	talking	He is talking. She is talking.
They	are	talking	They are talking.

G Listen. Write *ing*.

1. He is talk _____ing_____ on the phone.
2. The receptionist is writ _____ing_____.
3. They are sitt _____ing_____ in the waiting room.
4. Two women are read _____ing_____.

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H Listen and repeat.



Doctor: Who is next?

Receptionist: Mr. Mora. He is waiting in the exam room.

I Listen and repeat.

who next

Doctor: How are you, Mr. Mora?

Mr. Mora: I have a headache.

Doctor: Oh, I'm sorry. You have a fever, also.

Mr. Mora: Can you help me?

Doctor: Yes, of course.

J Practice with *stomachache*, *backache*, and *sore throat*.

K Write *who* and *next*.

who

next

L Spell.

who next can't later problem maybe feel open
where please need many have day week

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Presentation

Ask students if they like going to the doctor. Note that some students may not go to doctors at a doctor's office; instead, they may go to emergency rooms, urgent care centers, or clinics. Emergency rooms are obviously for emergencies where there is immediate care by nurses or doctors. Urgent care is usually for mild illnesses and there are doctors. Walk-in clinics are usually like urgent care, but the patient often sees a nurse practitioner. If you feel it won't be too personal, do a poll to see where your students usually go. They may go to the one that is best for their insurance or lack of insurance, but this is a good time to describe the difference.

H Listen and repeat.

The first conversation on this page is merely to set the scene in a doctor's office. Have students look at the picture, identify the doctor and the receptionist, and say where the people are. Have them point to the receptionist and then the doctor. Concentrate on the target words (*who* and *next*) and have students repeat them. Play the audio several times.

I Listen and repeat.

Review the conversation. Have students read first and then listen and repeat. Remind them about *have.* Make sure they are pronouncing the *v* properly. Practice the conversation in unison, then split the class into groups A (the doctor) and B (Mr. Mora) to practice.

Then play the doctor and have a student play Mr. Mora, then switch roles. Ask volunteers to practice in front of the class.

Show students how to substitute other words for *headache*. Model this with one or two students.

Practice

J Practice with *stomachache*, *backache*, and *sore throat*.

Consider using 3 X 5 cards. Pass a card out to every student. Have one third of the class write *stomachache*, one third write *backache*, and one third *sore throat*. Then collect the cards, mix them up and randomly pass them out again. Students are to keep their words secret except when doing the conversation. Ask students to walk around the room and practice the conversation looking for people with the same card by doing the conversation with other students. Remind them to switch roles. Once they find three students with the same card, they sit down.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Review *who* and *next*. Make sure students understand these words by giving examples in different contexts.

Practice

K Write *who* and *next*.

Ask students to write the new words.

Evaluation

L Spell.

Have students practice spelling with a partner. If you have time, have students quiz each other with target words from any lesson they have studied in the book.

Instructor's Notes

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Presentation

If you can project this lesson using the CPT, show only the picture without the paragraph. If you cannot, have students turn back to the first page in this lesson and look at the picture. Ask students to describe the picture. They don't need to speak in complete sentences. Instead, have them tell you what they see. They might say *people, patients, a nurse,* etc. If they don't specify men and women, teach these words in preparation for reading the paragraph. Quiz students by asking questions such as: *How many women are in the picture? What are they doing*? Lead the discussion and write their ideas on the board.

M Listen. Track the words.

Ask students to listen and track the words. Remind them through emphasis that the verb *be* is part of the action verb. Note that a good way to teach present continuous is to have students describe a picture or a photograph.

BEST PRACTICE

Real World Context

No matter how much effort is made in ESL textbooks to be relevant and meaningful, there is no substitute for real context. In this case, describing the picture might be similar to describing a photograph to a friend where the present continuous is used. It is always a good idea if the teacher, who knows the students the best, finds ways to link the material, content, and activities in the textbook to students' personal lives. This makes the lesson more relevant and meaningful, and students are likely to retain more.

Practice

N Underline *ing*.

Ask students to underline the letters. Then have them repeat the verbs with *-ing*. With the exception of *waiting*, make sure they say the whole verb phrase, including the verb *be*.

O Listen and circle.

Students should be used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. Play the audio.

Evaluation

Go over the answers to **O**.

Presentation

P Listen and write.

Review periods and capital letters. Ask students to point to the ones you call out. Have them trace all the words in the paragraph. Check their ability to stay within the guides.

Practice

Q Write the missing words.

Have students complete the paragraph.

Evaluation

Have volunteers write the sentences from **Q** on the board. Again, check for periods and capital letters.

Application

Ask students to write their own sentences about what they are currently doing on another sheet of paper. Also consider having students bring in photographs or find photographs on their phones to share with other students. Ask them to describe the actions. They don't need to use the present continuous perfectly at this point.

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M **Listen. Track the words.**

Six patients are in the waiting room. Five are sitting down. A man is talking on the phone. Two women are reading. Two men are talking to Mr. Mora.



N **Underline *ing*.**

O **Listen and circle.**

1. How many patients are in the waiting room?
   a. 3 (b. 6) c. 8
2. How many people are sitting?
   a. 2 b. 3 (c. 5)

P **Listen and write.**

I am sitting in the waiting room. I am reading. My husband is here too. He is talking to Mr. Mora. I am waiting for my appointment with the doctor.

Q **Write the missing words.**

I _____ sitting in the waiting room. I am _____. My husband is here _____. He _____ talking to Mr. Mora. I _____ _____ for my appointment with the doctor.

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5 Medicine i

A **Listen and repeat.** *i* *i* *i* *i*

B **Listen and repeat. Match.**

__c__ 1. Antacid tablets are big pills. They are for stomach problems.

__a__ 2. Cough syrup is a liquid. It is for a sore throat or a cough.

__b__ 3. Aspirin is a small tablet. It is for headaches.

a. 

b. 

c. 

C **Listen and repeat. Check words with the *i* and *a* sound.**

		i in *six*	a in *hat*			i in *six*	a in *hat*
1.		✓		2.		✓	
3.			✓	4.			✓
5.		✓		6.			✓
7.		✓		8.			✓

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At-a-Glance Prep

Goals: Practice *i* / *l*. Learn about medications.

Agenda

- ☐ Learn the letter *i* / *l*.
- ☐ Learn the sounds *i* and *a*.
- ☐ Write the letter *i* / *l*.
- ☐ Learn how to ask the doctor.
- ☐ Write *some* and *take*.
- ☐ Read instructions.

Warm-up

Review *-ing* words by doing some actions and asking what you are doing (*sitting*, *standing*, *writing*, *talking*, etc.). Ask students to do the same with a partner.

Introduction

Write *medicine* on the board. See if students can name any medicines or types of medicine. Write what they say on the board. If they don't say any, write the following on the board: *aspirin*, *ibuprofen*, *acetaminophen*. Point out the popular brand names for these that students might be familiar with. Underline the letter *i* anywhere it appears on the board. Today students will be working on the short *i* sound.

Presentation

A Listen and repeat.

Play the audio. Have students listen and repeat the sound as they follow along in their books.

B Listen and repeat. Match.

Play the audio. Have students listen and repeat. Then help them match the correct picture to each sentence. This is the first time students are doing a matching activity. First have them draw lines. Then have them write the letters on the lines.

Practice

C Listen and repeat. Check words with the *i* and *a* sound.

Students will now be distinguishing between the short *i* and the short *a* sounds. Remind them they need to check the correct column. Do the first item as a class. Play the audio at least twice.

Listening Script

1. *sit*
2. *lip*
3. *cat*
4. *man*
5. *kid*
6. *sad*
7. *sick*
8. *pan*

Evaluation

Go over the answers to **C** as a class. Repeat each word and have students repeat after you.

Instructor's Notes

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Presentation

D Write *i*.

Demonstrate how to write the letter *i*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure they write slowly.

Practice

E Listen and repeat. Write *i*.

Have students listen and repeat. Play the audio. Students are very familiar with this exercise by now, so have them write the letter *i* as they listen.

Evaluation

As you review **E**, be sure to say each word and have students repeat.

F Practice. Guess the word.

In pairs, have students choose a word from **E** for their partner to guess. Have them say the first letter of the word they choose. Their partner guesses without looking at the book.

Presentation

G Write *I*.

Point out the difference between the different fonts for the uppercase *I*. Demonstrate how to write uppercase *I*. Create literacy lines on the board and remind students that they should stay within the lines. Make sure they write slowly. Call students' attention to the box. Point out that there are two ways to write *I*.

Practice

H Listen and repeat. Write *I* and *i*.

Have students listen and repeat. Play the audio. Students should be comfortable with this exercise by now. Have them write *I* and *i* as they listen. Then go over any vocabulary they don't understand.

Evaluation

Ask for volunteers to write the sentences in **H** on the board.

BEST PRACTICE

Sharing Work

Students may be initially reluctant to share their written work with classmates. They may be sensitive about possible errors and not want to feel inferior to others. Teachers should point out that mistakes are part of the learning process and that classmates can give valuable feedback from a student's perspective.

Teachers should explain that checking someone else's work is also a good way to test one's own understanding of the lesson. Encourage students to be respectful when giving feedback. Have them share work as much as possible. They will eventually become more comfortable with the practice.

Instructor's Notes

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D **Write *i*.**

E **Listen and repeat. Write *i*.**

1.  p__i__g

2.  p__i__ll

3.  l__i__p

4. st__i__ck

5.  s__i__x

6.  ch__i__ps

F **Practice. Guess the word.**

G **Write *I*.**

I = l

H **Listen and repeat. Write *I* and *i*.**

1. **I**t's a good day.

   __I__t's a good day.

2. **I**mmanuel **i**s my friend.

   __I__mmanuel __i__s my friend.

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I **Listen and repeat.**

A: Take two tablets and talk to me in the morning.

B: Thank you doctor.



J **Practice with a partner.**

some take

K **Listen and repeat.**

A: I think I need some medicine.

B: What's the problem?

A: I have a headache.

B: Take some aspirin.

L **Practice with *stomachache* and *cough*.**

M **Write *some* and *take*.**

some

take

N **Spell.**

some take who next can't later problem maybe
feel listen from in need large has

O **Play. Hit the word you hear in N.**

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Presentation

Talk about telehealth. Ask students if they have ever spoken to their doctor on the computer. If not, explain how this works. Say this is a great option for illnesses that aren't emergencies.

I Listen and repeat.

Go over the conversation as a class, having the students repeat in unison. Play the audio several times as needed.

J Practice with a partner.

Have students practice the conversation with a partner, switching roles so they practice both parts of the conversation.

K Listen and repeat.

Review the conversation. Have students read first and then listen and repeat. Remind them about *have.* Make sure they are pronouncing the *v* properly. Practice the conversation in unison, then split the class into groups A and B to practice. Next, play A and have a student play B, then switch roles. Have volunteers practice in front of the class.

Have students look at the directions for **L** and ask where they think the word *stomachache* or *cough* will go.

Practice

L Practice with *stomachache* and *cough*.

Review the medicines in **B**. Write them on the board and have students match them to *headache*, *stomachache*, and *cough*. Play A and have a student play B to model the conversation. Point to *stomachache* on the board so the student switches in that problem; then switch in *antacid tablets* instead of *aspirin* in your reply. Have two students model using *cough* and *cough syrup.*

Then have students walk around the classroom and practice with three people. Remind them to switch roles and problems.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Review *some* and *take* from the conversation. Make sure students understand these words by giving examples in different contexts.

Practice

M Write *some* and *take*.

Have students write the new words.

Evaluation

N Spell.

Have students practice spelling with a partner. If you have time, have students quiz each other with target words from any lesson they have studied in the book.

O Play. Hit the word you hear in N.

This game can be played in pairs using their books or as a whole class in teams by writing the words from **N** on the board. Ask students to spell the word after they hit it.

Instructor's Notes

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Presentation

If you can project this lesson, show only the picture of the medicine without the instructions. If not, show a picture or bring realia. Ask students to describe the medicine. They don't need to speak in complete sentences.

P Listen. Track the words.

Have students open their books. Have them track the words as they listen. Play the audio. Ask what the text is and where they can find this text. Elicit what health problems aspirin helps with. Prompt with *headache* if necessary.

Practice

Q Underline *I* and *i*. Circle *Take* and *take*.

Have students do this with a partner. Ask them to agree before they underline or circle.

R Listen and circle.

Students should be used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question.

Evaluation

Go over the answers to **Q** and **R** as a class.

Presentation

S Listen.

Have students listen and track the words. Ask questions about the information: *How many aspirin pills do you take every four hours? How much cough syrup do you take every four hours?* Etc.

Practice

T Write.

Have students complete the table with information from the reading.

Evaluation

Write the table on the board. Ask students to come up to the board and fill it in. Add a column to the right titled *How often* and help students fill it in.

Application

U Write the names of the medications you have at home.

Have students do this with a partner or small group. Have them brainstorm a list of medications they have at home.

More practice: Have students write what they think the instructions are for the medications they have on their list. Then ask them to go online and check or check at home.

Instructor's Notes

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P **Listen. Track the words.**

Instructions: Take two pills every four hours. Do not take more than six pills in 24 hours.



Q **Underline *I* and *i*. Circle *Take* and *take*.**

R **Listen and circle.**

1. How many pills do you take every four hours? a. 24 b. 2 c. 6
2. How many pills do you take in 24 hours? a. 24 b. 2 c. 6

S **Listen.**

aspirin

Instructions: Take two pills every four hours. Do not take more than six pills in 24 hours.

cough syrup

Instructions: Take two teaspoons every four hours.

antacid

Instructions: Take two tablets every four hours. Do not take more than six tablets in 24 hours.

T **Write.**

Medicine	How Many _____
Aspirin	two pills
Cough Syrup	two teaspoons
Antacid	two tablets

U **Write the names of the medications you have at home.**

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6 Put It Together

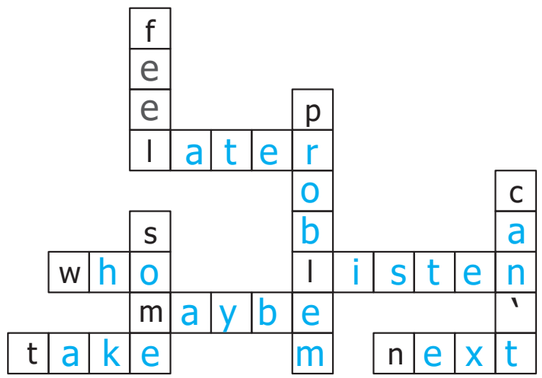
s, o, ch, ing, i

A Find and circle the words on the list.

	a	e	t	s	o	m	e	u	i	k
	m	u	h	n	b	t	u	h	u	r
	a	y	u	i	m	a	c	e	t	i
	y	r	w	q	y	k	v	x	w	l
~~some~~	b	e	q	t	u	e	w	v	h	i
take	e	q	z	d	r	f	u	o	o	o
who	p	t	c	d	f	e	e	l	u	f
next	o	i	y	t	c	s	r	u	n	k
can't	b	n	e	x	t	d	e	h	k	p
later	x	d	e	w	q	a	x	h	y	r
problem	z	v	g	r	e	x	n	k	l	o
maybe	m	l	j	u	y	t	f	c	e	b
feel	h	a	t	r	c	a	n	`	t	l
listen	m	t	h	b	g	t	d	x	o	e
	x	e	r	e	y	i	p	k	j	m
	b	r	h	y	t	e	d	x	h	k
	m	i	u	l	i	s	t	e	n	y

B Write the words.

some
take
who
next
can't
later
problem
maybe
~~feel~~
listen



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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high-frequency words they have learned:

Unit 1: *from, happy, name, where, what, this*
Unit 2: *friend, please, your, my, at, on, in*
Unit 3: *buy, like, need, and, want, for, eat*
Unit 4: *too, red, blue, black, how, much, many, small, large*
Unit 5: *corner, of, turn, left, right, by, work, yes, no, with*
Unit 6: *some, take, who, next, can't, later, problem, maybe, feel, day, week*

Students may come up with a few more words that were dominant in the unit. Write down anything they say. You might ask them to practice in pairs with their flashcards before starting the lesson.

Introduction

Tell students that today they will review the previous five lessons. You might quickly go to the first page of each lesson so they understand better.

Presentation

Ask students to see if they can say the high-frequency words with other words. For example:

I have a problem.
He takes some medicine.

Practice

A Find and circle the words on the list.

In this exercise, students have to recognize words going across and down. This activity and the one that follows allow students to better recognize the target high-frequency words. Show students the example and ask them to circle the other words from the list.

B Write the words.

Have students use the word list to complete the crossword.

Evaluation

Check students' work.

Instructor's Notes

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Put It Together often deals with vowels so students learn to blend sounds together more readily.

Presentation

This lesson has all the vowels represented. Before you write them on the board, trace them in the air one at a time and see if students can guess which vowel you are tracing. After you write it on the board, have students trace it in the air.

C Listen and repeat.

Have students listen and repeat. Play the audio at least twice.

Practice

D Write vowels.

Have students trace and then write each vowel several times.

E Listen and repeat.

Point out the categories at the top of each column. Have the class try to pronounce the words in each category before listening. Play the audio at least twice. Have students repeat the second time they listen.

Evaluation

Check students' work in **D**.

Instructor's Notes

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C Listen and repeat.

a a a a
e e e e
i i i i

o o o o
u u u u

D Write vowels.

a a

e e

i i

o o

u u

E Listen and repeat.

Silent e	Two Vowels	Silent e	Two Vowels
1.  cake	2.  wait	3.  nose	4.  coat
5.  plate	6.  eat	7.  drive	8.  blue
9.  bike			

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F **Listen and repeat.**

I	**am**	sick.	I am sick.
You	**are**		You are sick.
He She	**is**		He is sick. She is sick.
They	**are**		They are sick.

G **Write *am*, *is*, and *are*.**

1. I ___am___ sick.
2. Marie ___is___ sick.
3. Juan and Mario ___are___ sick.
4. You ___are___ sick.
5. Omar ___is___ sick.

H **Write *am*, *is*, and *are*.**

am

is

are

I **Spell.**

am is are some take who next can't later
problem maybe feel listen day week

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Presentation

With books closed, present the information in the chart by pointing to yourself and saying: *I am sick*. Then point to a student and say: *You are sick*. Continue until you have gone over each example. Ask for a volunteer to stand up and do the same. Go over the examples as many times as necessary until students understand. Change out the word *sick* if you want to show students that it works with any adjective, for example: *happy*, *sad*, *tall*, etc.

F **Listen and repeat.**

Play the audio as students read the information in the chart. Have them repeat each example.

Practice

G **Write *am*, *is*, and *are*.**

See if students can complete this on their own by referring back to the chart.

H **Write *am*, *is*, and *are*.**

Have students trace and then write each word several times.

Evaluation

Project **G** on the board and invite students to come up and write the answers.

I **Spell.**

Do a running dictation game or a peer dictation.

BEST PRACTICE

Peer Dictation

Dictation is a good practice that helps students practice listening for important words and writing clearly and correctly. It is a good practice to have students test each other on occasion by doing peer dictation. Consider matching students who are struggling with strong students so they might develop a mentor-mentee relationship.

Instructor's Notes

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Presentation

Ask a few questions about the medicine bottle and instructions.

J Listen. Track the words.

Have students track the words with their finger as they listen. Explain any words that students do not understand.

Practice

K Listen and circle.

Play the audio. Remind students that the answers are in the text in **J**.

Evaluation

Go over the answers to **K** as a class.

Application

Students should be able to do application activities with very little presentation. See if students can figure these out without your help.

L Write your answers.

Students complete the answers to the questions with their own information.

M Ask a partner. Write.

Have students interview their partner and then share by reading what they wrote about their partner.

Instructor's Notes

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J **Listen. Track the words.**

Cold Medicine

Instructions: Take 10 ml every 6 hours. Do not take more than four doses in 24 hours.



K **Listen and circle.**

1. How many doses can you take in a day?

   a. 24 b. 2 c. 4

2. What is the medicine for?

   a. a cold b. 6 hours c. 10 ml

L **Write your answers.**

1. How many hours do you sleep a day?

   I sleep _____ a day.

2. How many hours do you exercise a week?

   I exercise _____ a week.

3. How many meals do you eat a day?

   I eat _____ a day.

M **Ask a partner. Write.**

1. How many hours do you sleep a day?

   _____ sleeps _____ a day.

2. How many hours do you exercise a week?

   _____ exercises _____ a week.

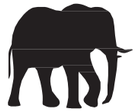
3. How many meals do you eat a day?

   _____ eats _____ a day.

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Quiz

A **Listen and circle.**

s 1. (a.)  b.  c. 

s 2. a.  (b.)  c. 

o 3. (a.)  b.  c. 

ch 4. a.  b.  (c.) 

ch 5. (a.)  b.  c. 

ing 6. a.  (b.)  c. 

i 7. a. b.  (c.) 

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Quizzes are designed to see what students have learned. Encourage them to do the activities without any teacher input.

A Listen and circle.

Point out the sounds on the left. Play the audio at least two times.

Listening Script

1. *Find the /s/ sound: a. seven b. hat c. zoo*
2. *Find the /z/ sound: a. table b. flowers c. sandwich*
3. *Find the /ou/ sound: a. rose b. dog c. cat*
4. *Find the /ch/ sound: a. car b. house c. children*
5. *Find the /k/ sound: a. mechanic b. church c. sun*
6. *Find the ing sound: a. talk b. sleeping c. run*
7. *Find the /i/ sound: a. paper b. chair c. window*

Instructor's Notes

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B Listen. Write.

Have students listen and complete each word with the correct letters. Play the audio at least twice.

C Write.

Have students choose a word from the box to complete each sentence.

D Circle.

Have students read the information in the chart and then answer the questions.

Evaluation

After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up. Make sure students are ready for Unit 7.

Instructor's Notes

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B Listen. Write.

1. ___s___leep
2. exerci___s___e
3. no___s___e
4. ___ch___ur___ch___
5. s___ch___ool
6. wait___ing___
7. s___i___t

C Write.

feels Maybe Take Who

1. _____Take_____ two tablets every four hours.
2. _____Who_____ is the next patient?
3. _____Maybe_____you can take some medicine.
4. He _____feels_____sick.

D Circle.

Name	Problem	Date	Time
Farah Ali	backache	January 14	10:30 AM
Francisco Mantilla	headache	January 14	11:00 AM
Song Hong	stomachache	January 14	11:30 AM

1. What time is Farah's appointment?
   a. 10:30 AM
   b. 11:00 AM
   c. 11:30 AM

2. Who has a headache?
   a. Farah
   b. Francisco
   c. 11:00

3. What is Song's problem?
   a. 11:30
   b. January 14
   c. stomachache

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Life
ONLINE

Warm-up
Elicit things that students do online and write them on the board. Students might say: *send emails, check messages, send messages, use wifi to look at or for information*. Ask who engages in these activities. Remind them that there are things they need to be careful with to make sure they are safe online.

Before You Watch

A Match.
Point to the words in column 1 and have students repeat after you. Point to column 2 and explain that the symbols represent the words. If you have a computer in the class and internet, you can show examples of the signs online. If not, you can use your cellphone to show these examples. Ask students to take out their phones and look for the signs. Have students complete the exercise. Check answers as a class.

B How can you be safe online? Circle.
Elicit from students things that they can do to stay safe online. Write their ideas on the board. Read the items out loud. Have students repeat after you. Ask students to circle the correct answers. Check answers as a class. If there are similarities between their ideas on the board and the items listed in the exercise, point them out.



A Match.

c	1. wifi	a. click here
a	2. link	b.
b	3. secure	c.
d	4. public	d.

B How can you be safe online? Circle.

1. Do / Don't share your password.
2. Do / Don't read emails carefully.
3. Do / Don't click on links.
4. Do / Don't use public internet.
5. Do / Don't give people personal information on the phone.

198 one hundred ninety-eight

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C **Watch the video. Should you click it? Circle.**

1. You get a text from your bank. Yes (No)
2. You get an email from your teacher. Yes (No)
3. You are at a café with wifi. Yes (No)
4. You get a phone call. It's the police! Yes (No)

D **Read. Is it a scam? Discuss with a partner.**

A *scam* is when someone tells you a lie to get money or information.

1. You get a text. You won a prize!
2. You find an apartment you like online. The owner asks for money—then they will show you the apartment.
3. The government calls. They want your social security number.
4. You get an email from 0sghinskynalyy6sh@mail.com.
5. You get a text message. It's from the president!
6. You get a text message. It's from your brother, but you don't know the number. He needs money.

E **Look at the situations in D. What should you do? What should you not do?**

_____ Send money.
_____ Write back.
__✓__ Block the number or email.
__✓__ Hang up.
_____ Give them what they ask for.
_____ Get a new phone number.
Your idea: _____

aloud. Explain vocabulary as needed. If you feel it is necessary, do this activity as a class to ensure that students understand what actions are appropriate. Have students complete the activity. Encourage them to add their own ideas. Discuss the answers together and list what they should do and what they shouldn't do on the board.

While You Watch

C Watch the video. Should you click it? Circle.

Explain to students that they will watch a video about safe online behavior. Remind them to just watch the first time. Play the video again and have them answer. Play the video as many times as needed to make sure students understand that they are identifying safe online behavior. Have students complete the activity. Check the answers as a class.

After You Watch

D Read. Is it a scam? Discuss with a partner.

Write the word *scam* on the board. Elicit ideas about what a scam is. Point to the notice box on the page and go over the explanation. Explain vocabulary as needed. It is important for students to understand the word *lie*. Then read the items out loud. Explain vocabulary as needed. Have students complete the activity with a partner. Discuss the answers as a class. Make sure students understand the concept of a scam and why they need to be careful in situations like those described here.

E Look at the situations in D. What should you do? What should you not do?

Explain to students that online safety is important for their well-being. Read the behaviors

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7 Work



200 two hundred

Unit Outcomes

Letters: *er, ar, ir, or, ur, u, g, o, j*

Words: *great, manager, was, do, but, don't, work, big, job, good, come*

Topics: Jobs, Job histories, Work schedules, Job duties, Work evaluations

Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit and to discover what they may already know. For example, it is likely that students know words like *open* and *closed* from window signs. Based on what they have learned previously and what they have experienced in the culture, they may understand the store hours as well.

Ask students what they recognize in the pictures. Read some of the signs and symbols in the picture on the right and ask students to repeat them. Write words on the board that they may already know and ask students to create flashcards to add to their collection.

Flashcards are very important to students as they begin to learn new words. Have a stack of index cards in your classroom ready to pass out to students or ask them to purchase a package of their own. They will be using them every day in class.

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Look at the cafe. What meals can you eat here?
Is it Sunday? What are two ways to open the door?

BEST PRACTICE

Guessing

Guessing is a form of taking risks. Some students are nervous and afraid of making mistakes. Encourage them to try and go with their first instinct on these activities. They may be surprised how many they get right. The more you encourage timid students to participate, the more they will feel comfortable in testing the language and their skills. If they make several mistakes, be sure to praise them for what they did right individually and to gently correct errors or if they are errors many students are making, go over them with the class as a whole.

BEST PRACTICE

Meaning and Context

In *Stand Out Literacy Foundations,* language and literacy are never taught without meaning. Always start with context and ideas, moving toward the sounds and symbols. In every unit, students are introduced to a context and words. Words are associated with pictures to ensure students make connections with meaning. When students make the connection, learning is facilitated. Avoid teaching sounds and symbols outside of context and meaning to ensure effective learning.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

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1 What Do You Do? er / ar

A **Listen and repeat.**

er er er er / ar ar ar ar

B **Listen and repeat.**



baker



student



artist

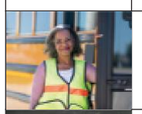
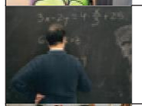
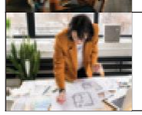


barber



carpenter

C **Listen and check.**

		er sound	ar sound
1.		✓	
3.		✓	
5.			✓
7.			✓

		er sound	ar sound
2.		✓	
4.			✓
6.		✓	
8.			✓

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At-a-Glance Prep

Goals: Practice *er* / *ar*. Learn common jobs.

Agenda

- ☐ Learn the letters *er* and *ar.*
- ☐ Learn common jobs.
- ☐ Write the letters *er* and *ar*.
- ☐ Ask about jobs.
- ☐ Write about jobs.
- ☐ Write *great* and *manager*.

Warm-up

Ask: *What do you do?* Write the question on the board. Students may not know how to answer, so prompt a student to ask you the question. Then respond: *I am a teacher.* Write different job titles on the board that you think students might know. Include *homemaker* and *student.* Ask them to repeat the words on the board. Help them come up with job titles for themselves that they are happy with, including *homemaker* and *student*. If they don't know what to call their job and can't explain it well enough, see if they can identify an action they do. Write a verb for the action on the board and add *er.* Explain that in English, we often add *er* to verbs to create a custom job title. Demonstrate by opening the door several times and say: *I'm a door opener*. Have students ask several others in the class: *What do you do?* Encourage them to respond with: *I'm a (n)* _____.

Introduction

Write *er* and *ar* on the board. Pronounce them both and tell students they will learn these sounds and when to use *er* and *ar* in English. Ask them to repeat and confirm they can produce the sounds. Although there are exceptions, *er* is generally pronounced with the *schwa* sound followed by the *r* sound. *Schwa* is the same sound as the vowel in *but;* however, it is unstressed so is generally shorter and less pronounced. Students have already practiced pronouncing *r* in different units, including at the beginning of words. This should be review for them. When *ar* is on an accented syllable, the *a* sounds like that in the one-syllable words *far* and *yarn.*

A Listen and repeat.

Have students listen and repeat the sounds. Play the audio several times so they clearly hear the difference between *er* and *ar*.

Presentation

B Listen and repeat.

Have students track the words as they listen and repeat. Write the words with the target sound on the board. Exaggerate the sounds so they can distinguish them within the words.

Prepare for the practice in **C** by writing *er* on the top left corner of the board and *ar* on the top right corner. Pronounce the sounds randomly and ask students to point to the letters that represent what you are saying. Then ask a volunteer to do the teacher role of saying the sounds and testing the other students.

Practice

C Listen and check.

Remind students they need to put a check in the correct column according to the sound they hear. Do the first item as a class. Play the audio at least twice. Students should guess if they don't know for sure.

Listening Script

1. *driver*
2. *manager*
3. *teacher*
4. *yarn*
5. *artist*
6. *father*
7. *architect*
8. *arm*

Evaluation

Check answers as a class or have students check their work together. Encourage peer correcting and teaching when possible.

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Presentation

D **Write *er*.**

Write the letters *er* on the board. Have students trace the shapes in the air. When modeling, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *er* is written, pronounce it clearly and ask students to repeat it. Make sure they write slowly.

Practice

E **Listen and repeat. Write *er*.**

Ask students to listen first to the *er* words and then write in the spaces provided. Play the audio again and ask students to repeat. Remind them that they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

Evaluation

As you review **E**, be sure to repeat the sound every time you say a word containing *er*. Consider writing the words on the board.

Instructor's Notes

Presentation

F **Write *ar*.**

Write the letters *ar* on the board. Have students trace the shapes in the air. Be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *ar* is written, pronounce it clearly and ask students to repeat it. Make sure they write slowly.

Practice

G **Listen and repeat. Write *ar*.**

Ask students to listen first to the *ar* words and then write in the spaces provided. Play the audio and have students repeat. Again, they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

Evaluation

Ask students to help you write job titles on the board. Practice pronouncing them with them.

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D Write *er*.

er er er er er er er er er er

er

E Listen and repeat. Write *er*.

1.  moth__er__
2.  fath__er__
3.  work__er__
4.  runn__er__
5.  serv__er__
6.  toast__er__

F Write *ar*.

ar ar ar ar ar ar ar ar ar

ar

G Listen and repeat. Write *ar*.

1.  y__ar__n
2.  st__ar__
3.  c__ar__
4.  b__ar__n
5.  __ar__tist
6.  p__ar__ty

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H **Listen and repeat.**

A: What do you do?

B: I'm a teacher.



I **Practice with *baker* and *student*.**

J **Listen and repeat.**

great manager

A: What do you do?
B: I'm a student.
A: Oh, great! Who is your teacher?
B: Mr. Jones.

A: What do you do?
B: I'm a server.
A: Oh, great! Who is your manager?
B: Martin.

K **Practice with your information.**

A: What do you do?
B: I'm a _____.

A: Oh, great! Who is your _____?
B: _____.

L **Write *great* and *manager*.**

great

manager

M **Spell a word with your partner.**

great manager repeat name friend for large work who

A: Spell *great.*

B: g…r…e…a…t. Now you spell *manager.*

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Presentation

Mime the different jobs on page 202. Have students guess the jobs. Then have students do the same in groups or in pairs. Once students guess, have the person miming give the answer: *I'm a (n)* _____.

H Listen and repeat.

Have students open their books. Go over the conversation a few times as a class.

Practice

Ask a student to write the conversation from **H** on the board. Replace *teacher* with a line. Model the conversation switching in a different job.

I Practice with *baker* and *student*.

Have students practice the conversation in pairs, changing out the profession. Remind them to switch roles.

Evaluation

Have several volunteers come to the front of the class to demonstrate.

Presentation

Show students how they can expand their conversations. Ask individual students again what they do. Encourage students to say *homemaker* or *student* if they are not currently working. Reply with a follow-up comment and question, as in the conversations in **J**.

J Listen and repeat.

Follow the steps for presenting conversations explained in the Best Practice below.

BEST PRACTICE

Dialog Preparation

In the Stand Out approach, conversations are used as opportunities for students to use the language and become familiar with pronunciation and vocabulary. The following steps demonstrate how to present conversations effectively:

1. Present the conversation, allowing students to hear the model by listening to the audio.
2. Have students repeat each line as a class. Work on rhythm and other pronunciation features.
3. Have students take one role while you take the other role and then reverse roles.
4. Ask one student to model the conversation with you. Then reverse roles.

Practice

K Practice with your information.

Show students how to use the first conversation from **J** if they don't work and the second conversation if they do. Have students walk around the classroom and ask at least five people about their jobs.

Evaluation

Have a few students demonstrate the conversation in front of the class and check for understanding.

Presentation

Underline the words *great* and *manager* in the conversations in **J** in the book or using the CPT. Spell the words out and ask students to repeat.

L Write *great* and *manager*.

Ask students to write the words in the spaces provided. Provide help as necessary by creating literary lines on the board and writing letters they are unsure of.

Practice

M Spell a word with your partner.

Model the conversation with the class. Make sure they continue and spell *manager*. Have students work in pairs, spelling the words in the box. Monitor and encourage them to use the conversation as necessary.

Evaluation

Listen as students quiz each other. You might consider doing a spelling test at this point. To review, have students look at the list of all the target words taught in the Word Practice section in the back of their student book.

More practice: Have students add flashcards with the new words to the stack that they have already created.

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Presentation

Ask students to open their books and look at the photo. Ask where the people are. Provide the word *restaurant* as necessary. Ask what jobs are associated with the restaurants. Make a list on the board. The list might include *chefs*, servers, *bussers*, *managers*, *cashiers*, *hosts*, etc. Have students find the *er* words and underline them.

N Listen. Track the words.

Have students open their books and listen to the paragraph once. Then play the audio again and have them track the words with their finger.

O Underline *Ar* and *er*. Circle *manager*.

Have students underline all instances of *Ar* and the *er* in the paragraph and circle the word *manager.* Ask them to compare their answers with a partner.

Practice

P Listen and circle.

Students may struggle with the word *start* and may get confused with times for the restaurant and the work schedule. This is to be expected. Remind them to go back to the paragraph in **N**. Have them answer the questions. They can work with the same partner as in **O**.

Evaluation

Check the answers to **O** and **P** as a class. If you notice students are still struggling with *what time* and *when*, do a short mini-lesson to help them understand what they mean.

Application

Q Listen. Write.

Have students listen and track the words, and then trace the words in the paragraph. The paragraph is not only a model for the following activity, but is also designed to help students who are ready to write about themselves.

R Circle the correct answer.

This activity is designed to help students learn to look at small details. This will prepare them for grammar charts and other activities in the next level.

More practice: If you feel some or all students are ready, encourage them to create a paragraph like the one in **Q** about themselves on another piece of paper.

Instructor's Notes

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N **Listen. Track the words.**

Aria is a manager at a restaurant. The restaurant is open from 11:00 AM to 10:00 PM. Aria works from 10:00 AM to 6:00 PM every day.



O **Underline *Ar* and *er*. Circle *manager*.**

P **Listen and circle.**

1. What time does Aria start work?

   a. 12 PM (b.) 10 AM c. 6 PM

2. When does the restaurant close?

   a. 12 PM b. 10 AM (c.) 10 PM

Q **Listen. Write.**

I am a student. I go to school from 3:00 PM to 5:00 PM every day. I like my class. My teacher is Mrs. Hart.

R **Circle the correct answer.**

1. I (am / is) a student.
2. I go to (skool / school) from 3:00 PM to 5:00 PM every day.
3. I (like / likes) my class.
4. My teacher (is / am) Mrs. Hart.

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2 At Work ir / or / ur

A **Listen and repeat.**

ir ir ir / or or or / ur ur ur

B **Listen and repeat.**

Resume/Job History

Irma Amato

Nurse Supervisor

Experience

2015 Assistant Nurse
2020 Nurse
2024 Nurse Supervisor



C **Listen and check.**

		ir/or/ur sound	ar sound
1.		✓	
3.		✓	
5.			✓
7.			✓

		or/ur sound	ar sound
2.		✓	
4.			✓
6.		✓	
8.			✓

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At-a-Glance Prep

Goals: Practice *ir*, *or*, and *ur*. Learn jobs.

Agenda

- ☐ Learn the letters *ir*, *or*, and *ur*.
- ☐ Learn about job history.
- ☐ Write the letters *ir*, *or*, and *ur*.
- ☐ Talk about your first job.
- ☐ Write about your teacher's job.

Warm-up

Review the job titles from Lesson 1 with students and ask them again: *What do you do?* Have them do one of the conversations from the previous lesson for practice. With their help, write the conversation on the board.

Introduction

Write your personal job history on the board or create a fictitious one. Include any jobs you have had before your present teaching assignment. Include job titles. Also write *first job, second job*, *third job*, *fourth job*, etc. Write the letters *ir, or*, and *ur* on the board and tell students they will learn these letters today. Underline any examples of these letters that might be on the board. Have students trace the letters in the air.

A Listen and repeat.

Have students listen and repeat as they follow along in the book. Help students pronounce the /ər/. This is the same sound as the *er* sound they learned in the previous lesson, but the letters are different. Emphasize this as you explain *schwa* again. *Schwa* is the same sound as the vowel in *but;* however, it is unstressed and so is generally shorter and less pronounced.

Presentation

B Listen and repeat.

Play the audio and have students listen and repeat. Have them track the words as they listen. Write the words with the target sound on the board. Help students understand the progression in Irma's jobs and job titles. Have them repeat the words with the target sounds several times. Help them understand syllables and where words are stressed. There is a lesson on syllable stress in Unit 8.

Practice

C Listen and check.

Ask students to look at the pictures and listen. They need to identify if the word has an /ər/ or an *ar* sound. Do the first item as a class. Play the audio at least twice. Students should guess if they don't know for sure.

Listening Script

1. *doctor*
2. *nurse*
3. *bird*
4. *jar*
5. *arm*
6. *church*
7. *yard*
8. *sardine*

Evaluation

Check answers as a class or have students check their work together. Encourage peer correcting and teaching when possible.

Instructor's Notes

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Presentation

D **Write *ur*.**

Write the letters *ur* on the board. Have students trace the shapes in the air. When modeling, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *ur* is written, pronounce it clearly and ask students to repeat it. Make sure they write slowly.

Practice

E **Listen and repeat. Write *ur*.**

Ask students to listen and repeat the *ur* words first and then write in the spaces provided. Remind them they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

Evaluation

As you review **E**, be sure to repeat the *ur* sound every time you say the words. Consider writing the words on the board.

Presentation

F **Write *ir*.**

Write the letters *ir* on the board. Have students trace the shapes in the air. When modeling, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *ir* is written, pronounce it clearly and ask students to repeat it. Make sure they write slowly.

Practice

G **Listen and repeat. Write *ir*.**

Ask students to listen and repeat the *ir* words first and then write in the spaces provided. Again, they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

Evaluation

Check students' work and have volunteers write the words from **E** and **G** on the board, pronouncing them as they do so.

Instructor's Notes

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D **Write *ur*.**

ur ur ur ur ur ur ur ur ur

ur

E **Listen and repeat. Write *ur*.**

1.  n__ur__se
2.  Th__ur__sday
3.  t__ur__n right
4.  b__ur__ger
5.  Sat__ur__day
6.  p__ur__ple

F **Write *ir*.**

ir ir ir ir ir ir ir ir ir ir ir

ir

G **Listen and repeat. Write *ir*.**

1.  b__ir__d
2.  th__ir__teen
3.  sh__ir__t
4.  c__ir__cle
5.  b__ir__thday
6.  sk__ir__t

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H **Listen and repeat.**

A: What was your first job?

B: I was a server.



I **Practice with other students.**

J **Listen and repeat.**

A: What was your first job?

B: I was a server.

was do

A: What do you do now?

B: I am a nurse. I work in a hospital.

K **Practice with students.**

L **Write *was* and *do*.**

was

do

M **Spell.**

was	do	great	manager	spell	first	go	like	too	have	am

N **Practice. Act a job out. Your partner guesses the job.**

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Presentation

Write *first*, *second*, *third*, and *fourth* on the board. Point to the different words and ask students to put up fingers. Next, erase the words, say the words, and ask students to put up fingers. Then ask students what their first job was. Some students will have never worked. Be sensitive to them so they don't feel left out. Some may be able to say they are homemakers, while others may say they are students.

H Listen and repeat.

Have students open their books and go over the conversation a few times. Explain that *was* means in the past by also teaching *yesterday, today*, and *tomorrow.* Write these words on the board. Draw a timeline to help students understand if necessary.

Practice

I Practice with other students.

Ask students to go around the room and talk to several students, asking what their first job was using the conversation in **H**. Be sure that every student has an answer; if not a formal job, they can say *a homemaker* or *a student*. Provide other jobs as necessary and write them on the board. They can use those to role-play.

Evaluation

Listen as students practice. Then have several volunteers come to the front of the class to demonstrate.

Presentation

Show students how they can expand their conversations by modeling the conversation in **H** again with a student and adding a follow-up question. For example: *Where was your first job?* Review once again *yesterday*, *today*, and *tomorrow*. Associate the word *today* with *now*.

J Listen and repeat.

Encourage students to use emotion when they practice conversations so they really grasp that the conversation has meaning and is not just several words put together.

Practice

K Practice with students.

Have students walk around the classroom and ask five people about their first job.

Evaluation

Have a few students demonstrate in front of the class and check for understanding.

Presentation

Underline the words *was* and *do* in the conversation in **J** in the book or using the CPT. Spell the words out and ask students to repeat as you do it.

L Write *was* and *do*.

Ask students to write the words in the spaces provided.

Practice

M Spell.

Have students practice spelling the words in the box by taking turns. Note that many of the words come from previous units. Students should already know how to spell them.

Evaluation

Listen as students quiz each other. You might consider doing a spelling test at this point. To review, have students look at the list of all the target words taught in the book on page 264.

More practice: Have students add flashcards with words from the lesson to the stack that they have already created.

Presentation

N Practice. Act a job out. Your partner guesses the job.

Put students into pairs and have them mime jobs from Lessons 1 and 2, and others that have come up, for their partner to guess.

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O **Listen. Read the information.**

Ask students to look at the photos and listen to the information carefully. Then play the audio again and have them read as they listen.

P **Underline the *ar*, *er*, *ir*, *or*, and *ur*.**

Have students underline the target letters in the information in **O**. Ask them to compare their answers with a partner.

Practice

Q **Listen and circle.**

Students may struggle with the possessive. This is to be expected. Remind them to go back to the text in **O**. Have them answer the questions. They can work with the same partner as in **P**.

Evaluation

Check the answers to **P** and **Q** as a class. In **P**, point out that the *or* in *store* is stressed and so sounds different. Write *for* and *more* on the board. Say them and help students notice the difference between the *or* in *Gregory* and *doctor* vs. in *store*, *for*, and *more*. Then check students' work individually.

Application

R **Choose the abbreviation.**

Review the days of the week by saying them for students to repeat. Explain *abbreviation*. Students may be familiar with *Dr.* for *doctor*. Then go over the first item together. Have students complete the activity and compare with a partner before checking as a class.

S **Write about your teacher.**

Encourage the class to ask you questions, as best they can, to get the information they need for the chart. Write the information on the board in the same format as the texts in **O**. If you have a student who you think is up to writing the information, invite them to do it. Encourage them to use the abbreviations for the days of the week. Then have students complete the table in their books. Monitor and help as necessary.

Instructor's Notes

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O **Listen. Read the information.**



Virginia Clark
nurse
6:00 AM – 3:00 PM
Monday-Friday



Arthur Turner
store manager
8:00 AM – 6:00 PM
Thursday-Monday



Gregory Murphy
delivery driver
9:00 AM – 5:00 PM
Tuesday-Saturday

P **Underline the *ar*, *er*, *ir*, *or*, and *ur*.**

Q **Listen and circle.**

1. What's Virginia's job?
   (a.) She's a nurse. b. Clark
2. What is Mr. Turner's first name?
   a. store manager (b.) Arthur

R **Choose the abbreviation.**

1. Monday	(a.) M	b. W	2. Tuesday	a. Th	(b.) T
3. Wednesday	(a.) W	b. M	4. Thursday	a. T	(b.) Th
5. Friday	(a.) F	b. S	6. Saturday	(a.) S	b. Sun
7. Sunday	(a.) Sun	b. S			

S **Write about your teacher.**

Name:	
Title:	
Hours:	
Days:	

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3 I Help Customers u

A **Listen and repeat.**

u *u* *u* *u*

B **Listen and repeat.**



Salespeople
help customers.



Bus drivers
drive buses.



Landscapers
cut grass and trees.



Servers
serve customers.

C **Listen and check.**

		u in lunch	u in student
1. tube			✓
3. flute			✓
5. duck		✓	
7. tuna			✓

		u in lunch	u in student
2. run		✓	
4. ruler			✓
6. sun		✓	
8. bug		✓	

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At-a-Glance Prep

Goals: Practice *u* / *U*. Learn job duties.

Agenda

- ☐ Learn the letter *u* / *U*.
- ☐ Learn about job duties.
- ☐ Write the letter *u* / *U*.
- ☐ Ask about duties.
- ☐ Read about job duties.
- ☐ Write about job duties.

Warm-up

Write *inside* and *outside* on the board. Teach students what these words mean. Then write: *Do you like to work inside or outside?* Set up two columns and ask students to help you write inside and outside jobs in the chart you have created. If you have access, search online as a class for different inside and outside jobs with images. Take a class poll and see how many students would prefer to work inside and how many would prefer to work outside.

BEST PRACTICE

Meaning and Context

In *Stand Out,* language and literacy are never taught without meaning. Always start with context and ideas, moving toward the sounds and the symbols. In every unit, students are introduced to a context and words. Words are associated with pictures to ensure students make connections with meaning. When students make the connection, learning is facilitated. Avoid teaching sounds and symbols outside of context and meaning to ensure effective learning.

Introduction

Write *u* on the board. Tell students they will talk about jobs again in this lesson and what people do in their jobs.

A Listen and repeat.

Have students listen and repeat the sound. Play the audio several times. The short *u* sound is pronounced like all vowels, with the mouth open. The tongue is lax, and the lips are in a relaxed position. The sound is similar to *schwa* explained in the last two lessons; however, it is slightly more pronounced because it is generally in the stressed syllable of a word.

Presentation

B Listen and repeat.

Play the audio and have students listen and repeat. With help from the CPT or books, ask students to track the words as they listen.

Prepare for practice by asking students the name of the letter they are studying. Explain that sometimes the letter *u* is pronounced differently, as in *student*, especially with words that have silent *e* at the end. Depending on your students' level, you may go into a more in depth description, but don't lose sight of the fact that the objective is the short *u* sound in words like *but*.

Practice

C Listen and check.

Ask students to look at the pictures and listen. They need to identify both *u* sounds. Do the first item as a class. Play the audio at least twice. They should guess if they don't know for sure.

Evaluation

Check answers as a class or have students check their work together. Encourage peer correcting and teaching when possible.

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Presentation

D Write *u*.

Write the letter *u* on the board. Have students trace the shape in the air. When modeling, be sure to face the board so students can follow your stroke in the air. Have a few students come to the board and do the same. Every time the *u* is written, pronounce it clearly and ask students to repeat it. Make sure they write slowly. They have written this letter many times in the book, but it is still important that they discipline themselves to write it clearly and within the lines.

Practice

E Listen and repeat. Write *u*.

Ask students to listen to and repeat the *u* words first and then write in the spaces provided. Play the audio. Remind them they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

BEST PRACTICE

Limiting Vocabulary

Each student will have a different idea of which vocabulary items are the most important. In a lesson like this one, students may identify so much vocabulary that they become overwhelmed. It is the instructor's job to clarify for students which words they are responsible for.

F Say a word. Your partner writes it.

Monitor as students take turns dictating the words in **E** to a partner. Provide pronunciation help as needed. Then have students write the words as a class dictation. Students may look at their books to write since these words are not words they are responsible for.

Evaluation

As you review **E** and **F**, be sure to repeat the *u* sound every time you say the words. Consider writing the words on the board.

Presentation

G Write *U*.

Write the uppercase *U* on the board. Have students trace the shape in the air. When modeling, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *U* is written, pronounce it clearly and ask students to repeat it. Make sure they write slowly.

Practice

H Listen and repeat. Write *U*.

Ask students to listen and repeat. Then play the audio again and have students write in the spaces provided. Focus their attention on the sound of the *u* in these words.

Evaluation

Ask students to come up to the board and write the complete sentences.

Instructor's Notes

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D **Write *u*.**

u u u u u u u u u u u u

u

E **Listen and repeat. Write *u*.**

1.  g__u__m

2.  dr__u__m

3.  b__u__s

4.  m__u__g

5.  c__u__p

6.  h__u__g

F **Say a word. Your partner writes it.**

G **Write *U*.**

U U U U U U U U U

U

H **Listen and repeat. Write *U*.**

1. **U**mbrellas are for rain.

__U__mbrellas are for rain.

2. **U**ncle Henry is a doctor.

__U__ncle Henry is a doctor.

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I **Listen and repeat.**

A: What do you do?

B: I am a salesperson.

A: What do salespeople do?

B: We help customers.



J **Practice with *bus driver*, *landscaper*, and *server*.**

K **Listen and repeat.**

but don't work

A: Where do you work?

B: I'm a delivery driver.

A: Do you drive?

B: Yes, I do, but I don't drive a van.



van

L **Practice with other students.**

M **Write *but*, *don't*, and *work*.**

but

don't

work

N **Spell.**

but don't was do great manager write what please cut the work

O **Practice. Write the words on pieces of paper. Choose one. Your partner guesses the word.**

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Presentation

Refer back to the first page of the lesson. Write each job on the board. Ask students to write what each person does under the titles. Ask a volunteer for an example: *What do salespeople do?* Elicit: *They help customers*. Encourage students to use *they*. Help them understand the meaning of *they* if you need to.

I Listen and repeat.

Go over the conversation several times. Practice it in unison and with individual students. Explain *We* if you need to. Students may already have learned this, but so far, emphasis has not been on grammar. If you feel your students are ready, explain the simple present. Remember that this concept is not part of the lesson objective, so students don't need to grasp it fully.

Show students how they can use this conversation with the information for the other jobs on the opening page of this lesson.

Practice

J Practice with *bus driver*, *landscaper*, and *server*.

Model the conversation with several students, switching the jobs. Then have students practice the conversations in pairs, changing out the professions.

Evaluation

Listen as students practice. Then have several volunteers come to the front of the class to demonstrate.

BEST PRACTICE

Volunteers

The first time you invite students to the board, you may want to ask for volunteers. Once all the students understand the activity, call on some of the quieter students to respond. Getting students up in the front of the classroom is a great way to help develop student confidence. In this case, two students will come up. Sometimes a strong student who has already practiced with the more reserved student will be a way to encourage the student who struggles.

Presentation

K Listen and repeat.

Go over the new conversation with students. This is not a substitution conversation, so students will only practice with a partner. Stress *but* and *don't*. Help students understand the rhythm of the conversation. Encourage them to mimic you as you demonstrate. Exaggerate the rhythm here to help them learn.

Practice

L Practice with other students.

Have each student write one of the job titles from the first page of this lesson on a 3 × 5 card. Collect the cards and pass them out randomly. Have students assume the role of one of the cards and do the role-play again. If the second half of the role-play is too difficult, have students only do the first two lines.

Evaluation

Have a few students demonstrate the conversation in the front of the class and check for understanding.

Presentation

Underline the words *but*, *don't*, and *work* in the conversation in **K** in the book or using the CPT. Spell the words out and ask students to repeat as you do it.

M Write *but*, *don't*, and *work*.

Ask students to write the words within the literacy lines. Encourage them to learn the spelling by looking at the words and taking mental snapshots of them. Next, students should close their eyes and try to see the images of the words. Have them do this three times and see if they can spell the words.

Practice

N Spell.

Have students practice the words provided by taking turns to spell them.

Evaluation

Listen as students quiz each other. You might consider doing a spelling test at this point. To review, have students look at the list of all the target words in the Word Practice section in the back of their student books.

O Practice. Write the words on pieces of paper. Choose one. Your partner guesses the word.

Have students choose one of the words from **N** and see if their partner can guess which one and then spell it. Monitor and help with letters as necessary.

More practice: Have students add flashcards with words from this lesson to the stack that they have already created.

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Presentation

Ask students to look at the photo. See if they can identify what the job is. If you are using the CPT, cover the paragraph. Be careful to avoid having students get ahead of the class.

BEST PRACTICE

Keeping Student Attention

At times, it is appropriate and advisable that higher-level students are given opportunities to work faster or ahead of the rest of the class. Most classes are multilevel in nature, so some students will complete an exercise before others. The best way to manage these situations is to be prepared to give students who finish an exercise before everyone else additional challenging work as an extension to the practice. For example, specify other letters or letter combinations for them to find in the text / on the page, or words for them to write.

It is nevertheless important to keep students from starting the practice before you assign the exercise. In the presentation stage of a lesson, you need the support, attention, and involvement of all students. You also want to be sure that all students have the opportunity to get all the information you provide in the presentation. Finally, if students do the exercises early, they become bored because they often finish before the rest of the students start. Some strategies for keeping student attention include the following:

1. Asking students to stop writing and telling them that they will have plenty of time to do the assignment.
2. Asking all the students to cover the practice part of the page so they are not tempted to do the work.
3. Getting students who are writing in the book when it isn't time involved in the presentation by asking them questions.

P **Listen. Track the words.**

Ask students to open their books and listen to the paragraph once. Then play the audio again and have them track the words with their finger.

Q **Underline *u*. Circle *but*, *work*, and *don't*.**

Read the paragraph again to students, pausing for each word with a *u*. Have them underline and circle as you read. Ask them to compare their answers with a partner.

Practice

R **Listen and circle.**

Have students carefully think through the questions and answer the questions. They can work with the same partner as in **Q**. Remind them to go back to the text in **P** as necessary.

Evaluation

Check students' work.

Application

S **Listen. Track the words.**

Tell students to track the words as they listen. Go over the paragraph slowly with students. Have them substitute their information at times. Underline *Duggen Adult School* so they understand that this is the name of a school. Make sure your name is on the board too in preparation for **T**. Have students trace the text.

T **Write.**

Ask students to complete the paragraph. If you feel students are ready, have them write the entire paragraph with their own information (school and teacher) in their notebooks for homework.

Instructor's Notes

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P **Listen. Track the words.**

I am a driver. I drive cars, buses, and trucks, but I don't drive motorcycles. I make deliveries to many places in Buffalo, New York. I work five days a week.



Q **Underline *u*. Circle *but*, *work*, and *don't*.**

R **Listen and circle.**

1. Does she drive motorcycles?
   a. Yes, she does. b. No, she doesn't.
2. Where does she work?
   a. Cars, buses, and trucks. b. Buffalo.

S **Listen. Track the words.**

I am a student. I go to school at Duggen Adult School. I listen carefully in class and help other students. My teacher is Mr. Underwood.

T **Write.**

I _____ _____ _____. I _____ _____ _____ at Duggen Adult School. I _____ carefully _____ _____ and _____ other students. My teacher is _____ _____.

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4 Please, Wear Gloves! g

A Listen and repeat.

g g g g / g g g g

B Listen and repeat.

Hotel Supervisor

7:00 AM Get instructions from manager.
7:15 AM Give instructions to your team.
1. Greet guests.
2. Help with luggage.
3. Clean gym area.
4. Empty garbage.



C Listen and check.

		g in get	g in manage
1. orange			✓
3. English		✓	
5. gas		✓	
7. angel			✓

		g in get	g in manage
2. green		✓	
4. manager			✓
6. grapes		✓	
8. danger			✓

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At-a-Glance Prep

Goals: Practice *g* / *G*. Practice following instructions.

Agenda

- ☐ Learn the letter *g* / *G*.
- ☐ Learn hotel instructions.
- ☐ Write the letter *g* / *G*.
- ☐ Give instructions.
- ☐ Read about a hotel desk clerk's duties.
- ☐ Write about a hotel desk clerk's job.

Warm-up

Write a few commands on the board such as: *stand up, sit down, walk to the door, open the door, close the door, open your book,* and *close your book.* Explain the meaning of these commands by modeling the actions associated with them. Have a few students give you instructions and follow them. Then ask a few students to do multiple commands (no more than three at a time), for example: *Juan, please stand up. Walk to the door. Open the door.*

BEST PRACTICE

Meaning and Context

In *Stand Out,* language and literacy are never taught without meaning. Always start with context and ideas, moving toward the sounds and the symbols. In every unit, students are introduced to a context and words. Words are associated with pictures to ensure students make connections with meaning. When students make the connection, learning is facilitated. Avoid teaching sounds and symbols outside of context and meaning to ensure effective learning.

Introduction

Write *g* on the board. Tell students they will talk about following instructions at work.

A Listen and repeat.

Have students listen and repeat the sounds. Play the audio several times. A hard *g* is pronounced by closing and opening the throat with the back of the tongue. It is similar to *k* but is voiced. Show students how the soft *g* (/dʒ/) is pronounced by starting with teeth together and the tongue to the front and touching the top of the mouth. The lips pucker slightly. When producing the sound, the mouth opens and the tongue comes down.

Presentation

Write *hotel* on the board. If students don't know this word, help them to understand it by drawing a picture on the board or showing images. Ask students if they know any jobs in hotels. Write them on the board.

B Listen and repeat.

Play the audio and have students listen and repeat. With help from the CPT or books, ask students to follow or track what they hear. If you have the CPT, have volunteers come up to the board and follow along with the audio.

Prepare for practice by asking students the name of the letter they are studying. Remind them that sometimes the letter is pronounced as a hard *g*, as in *get*, and sometimes it is pronounced as a soft *g*, as in *gym*.

Practice

C Listen and check.

Ask students to look at the pictures and listen. They need to identify the hard or soft *g* sound. Do the first item as a class. Play the audio at least twice. Students should guess if they don't know for sure.

Evaluation

Check answers as a class or have students check their work together. Encourage peer correcting and teaching when possible.

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Presentation

D Write *g*.

Write the letter *g* on the board. Have students trace the shape in the air. When modeling, be sure to face the board so students can follow your stroke in the air. Have a few students come to the board and do the same. Every time the *g* is written, pronounce both the hard and soft *g* clearly, and ask students to repeat. Make sure they write slowly. They have written this letter many times in the book, but it is still important that they discipline themselves to write it clearly and within the lines. Call students' attention to the box. Point out that there are two ways to write a *g*.

Practice

E Listen and repeat. Write *g*.

Ask students to listen to and repeat the *g* words first and then write in the spaces provided. Help them distinguish between the hard and soft sounds. Remind them they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

BEST PRACTICE

Extending Vocabulary

No textbook will give students every vocabulary word they will need. On the other hand, students at times may be overburdened by too many words. If you use the *Heinle Picture Dictionary* or add more vocabulary to a lesson, make sure students know what vocabulary items to prioritize. Students with little formal education may feel overwhelmed when given too much vocabulary. They may only be able to handle a few new words a day.

Be aware of different student needs. Some students are ready to add vocabulary and may choose to include the items in these activities to their lists. Don't discourage them if they want to do more.

Evaluation

As you review **E**, be sure to repeat the hard or soft *g* sound every time you say the words containing *g*. Consider writing the words on the board.

Presentation

F Write *G*.

Write the uppercase *G* on the board. Have students trace the shape in the air. When modeling, be sure to face the board so students can follow your strokes in the air. Have a few students come to the board and do the same. Every time the *G* is written, pronounce both the hard and soft *g* clearly and ask students to repeat it. Make sure they write slowly.

Practice

G Listen and repeat. Write *G* and *g*.

Ask students to listen to and repeat the sentences first and then write in the spaces provided. Play the audio again and have them repeat the sentences. Focus their attention on the hard and soft *g* in these words. Have students repeat the *g* words.

Evaluation

Ask students to come up to the board and write the complete sentences.

Instructor's Notes

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D **Write *g*.**

g = g

g g g g g g g g g g g g

g

E **Listen and repeat. Write *g*.**

1.  ba__g__

2.  __g__loves

3.  __g__lasses

4.  __g__iraffe

5.  ca__g__e

6. 

dan__g__er

F **Write *G*.**

G G G G G G G G G

G

G **Listen and repeat. Write *G* and *g*.**

1. **G**loves are important in this job.

__G__loves are important in this job.

2. **G**ino is a **g**ood worker.

__G__ino is a __g__ood worker.

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H **Listen and repeat.**



Manager: Please get some glass cleaner and clean the windows.

Worker: Yes sir. It's a big job!

big job

I **Listen and repeat. Practice with other students.**

Manager: Please get a towel and clean the counters.

Worker: Happy to. What can I do next?

Manager: Next, please clean the floors.

J **Write *big* and *job*.**

big

job

K **Spell.**

big	job	but	don't	was	do	great	manager
practice	happy	please	buy	much	yes	next	

L **Practice with words from K.**



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Presentation

Write *housekeeper* on the board and share an image to help students know what it means. Ask students what housekeepers do. Elicit as much information as you can. Write what is shared on the board. Possible words include: *clean, wash, empty, vacuum,* etc.

BEST PRACTICE

Elicit Information

In the *Stand Out* approach, we suggest that instead of merely giving students information, you elicit from them what they may already know in the presentation stage. Activating prior knowledge helps students construct new knowledge. We recommend that students get involved in the presentation and give information themselves because they will remember more of the experience, which fosters learning.

H **Listen and repeat.**

Have students open their books and go over the conversation a few times. There are several words they may not know. Ask them to act out the actions in the conversation to reinforce the new vocabulary. Practice the conversation in unison and with individual students.

Practice

I **Listen and repeat. Practice with other students.**

When they feel comfortable, consider having them take the ideas from the board that they suggested earlier related to hotel jobs and make new conversations.

Evaluation

Listen as students practice. Then have several volunteers come to the front of the class to demonstrate.

Presentation

Underline the words *big* and *job* in the conversation in **H** in the book or using the CPT. Spell the words out and ask students to repeat as you do it.

J **Write *big* and *job*.**

Ask students to write the words in the spaces provided.

Practice

K **Spell.**

Have students practice the words by taking turns with their partner to spell them.

L **Practice with words from K.**

Have students get in groups and use their alphabet cards to spell out several of the words. They could also make a race of it against other groups.

More practice: Have students make flashcards with words from this lesson to add to the stack that they have already created.

Evaluation

Listen as students practice together.

Instructor's Notes

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Presentation

With books closed, write the following words on the board: *identification (ID), credit card, room key,* and *questions.* Help students understand what the words mean by showing realia or images, by drawing pictures on the board, or by miming.

Show students a photo of a hotel desk clerk and ask them what their job might include. They may only come up with the same words you wrote on the board, which is fine.

M Listen. Track the words.

Ask students to open their books and listen to the audio. Then play the audio again and have them track the words with their finger.

N Underline *G* and *g*.

Read the information again to students, pausing for each word with a *g.* Have them underline all instances of *G* / *g* when you read.

Practice

O Listen and circle.

Help students decide on answers by eliminating the wrong answer. This is a helpful strategy for them to learn.

BEST PRACTICE

Test-Taking – Elimination

Often ESL students will pick the first answer that sounds plausible on standardized tests and not look at the other answers. Perhaps they feel that the sooner they complete the test, the better. Students should be encouraged to read every answer before they respond. Eliminating wrong answers will ensure that they don't make errors when they know the answer.

Evaluation

Ask students to share their answers. If there are any global issues, address them with the class.

Application

P Listen. Track the words. Write.

Have students track the words as they listen. Then go over the paragraph with students. Show them how capital letters are associated with proper nouns. A common question might be to define *Getty*. Tell students that it is a name. Have students trace the text.

Q Write.

Ask students to complete the paragraph. If you feel students are ready, have them write the entire paragraph with their own information (job, place, and duties) in their notebooks for homework.

Instructor's Notes

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M Listen. Track the words.



N. Underline *G* and *g*.

O. Listen and circle.

1. What does the clerk do first? (a.) gets information b. asks questions
2. Where does the clerk work? a. in the morning (b.) in a hotel

P Listen. Track the words. Write.

I am a hotel clerk. I work at the Getty Hotel.
I help guests get a room. I like my job.

Q Write.

I am a _____ _____. I work at Getty Hotel.

I _____ _____ _____ _____

_____. I like my job.

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5 Good Job!

A **Listen and repeat.** *0 0 0 0*

B **Listen and repeat.**

Work Evaluation

Name: Robert Johnson

Title: Office Worker

	Yes	No	
1. Helps customers	☑	☐	Rob does a good job. He speaks to customers well. He also follows instructions. He does not always come to work on time.
2. Comes to work on time	☐	☑	
3. Speaks English well	☑	☐	
4. Follows directions well	☑	☐	

Manager: Jill

C **Listen and check.**

		o in not	o in nose
1. rose			✓
3. window			✓
5. box		✓	

		o in not	o in nose
2. stove			✓
4. pot		✓	
6. bow			✓

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At-a-Glance Prep

Goals: Practice *o* / *O*. Read evaluations.

Agenda

- ☐ Learn the letter *o* / *O*.
- ☐ Learn about job evaluations.
- ☐ Write the letter *o* / *O*.
- ☐ Talk about your evaluation.
- ☐ Read job evaluations.

Warm-up

With books closed, write *good student* on the board. Ask students to help you write what makes a good student on the board. Answers might include: *coming to school on time, participating, helping others, coming to school every day,* etc. Ask students if any of these things are the same for work.

Introduction

Write *o* on the board. Tell students they will talk about work evaluations or what makes a good worker.

A Listen and repeat.

Have students listen and repeat the sound. Play the audio several times. The short *o* sound focused on here (as in *not*) is similar to the *a* in *father*. In fact, many American English speakers do not make a distinction. For our purposes, they are close enough not to spend time trying to make the distinction. Produce this short *o* sound by relaxing the facial muscles with the mouth open. The tongue is in the middle of the mouth slightly back, with the lips only slightly rounded. You may want to tell students that *o* can also be pronounced as *schwa* (*customer*) or like the *u* in *sun* (*come*). Remind students of the long *o* sound in *nose* that they saw in Unit 6. Or you can do this as words come up during the lesson.

Presentation

B Listen and repeat.

Play the audio and have students listen and repeat. With help from the CPT or books, ask students to track as they listen. There are two instances of *o* in this example that are actually *schwa*, which was discussed briefly in Lessons 1 and 2 and will be discussed much more in Unit 8. Show students how the sounds are different. As they already know, different sounds are associated with the letter *o*. This is not a pronunciation course, so be careful not to spend too much time on the distinction.

To prepare students to do the practice, remind them of the long *o* sound in *nose* they learned in Unit 6. Write the word *nose* in the top right of the board and the word *top* in the top left corner of the board. Say each word randomly several times and have students point to the one you say. Change out words or just make the two sounds and see if they can distinguish between the two.

Practice

C Listen and check.

Ask students to look at the pictures and listen. They need to identify two different *o* sounds. Do the first item as a class. Play the audio at least twice. Students should guess if they don't know for sure.

Evaluation

Check answers as a class or have students check their work together. Encourage peer correcting and teaching when possible.

Instructor's Notes

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Presentation

D **Write *o*.**

Write the letter *o* on the board. It is still good to have students write individual letters and words in literacy lines to remind them that legible writing is important. Students have had a lot of opportunities to write this letter, so you may decide to limit the time for this activity.

Practice

E **Listen and repeat. Write *o*.**

Ask students to listen to and repeat the *o* words first and then write in the spaces provided. Remind them they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

Evaluation

F **Practice. Write the words on pieces of paper. Choose one. Your partner guesses the word.**

Have students choose one of the words from **E** and see if their partner can guess which one and say it. Monitor and help with the pronunciation of *o* as necessary.

Presentation

G **Write *O*.**

Have students write the uppercase *O*.

Practice

H **Listen and repeat. Write *O*.**

Ask students to listen to and repeat the sentences first and then write in the spaces provided.

Evaluation

Ask students to come up to the board and write the complete sentences. Say each one and have the class repeat.

Instructor's Notes

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D **Write *o*.**

o o o o o o o o o o o o

o

E **Listen and repeat. Write *o*.**

1. 

st__o__p

2. 
p__o__t

3. 
b__o__x

4. 
__o__ff

5. 
__o__n

6. 
cl__o__ck

F **Practice. Write the words on pieces of paper. Choose one. Your partner guesses the word.**

G **Write *o*.**

O O O O O O O O O

O

H **Listen and repeat. Write *o*.**

1. Office work is great work.

__O__ffice work is great work.

2. I talked to Oscar.

I talked to __O__scar.

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I **Listen and repeat.**

A: You do a good job.

B: Thank you.



J **Practice with other students.**

good comes

K **Listen and repeat.**

A: You do a good job.

B: Thank you.

A: You need to <u>come on time</u>.

B: I'm sorry.

You need to talk to customers.

You need to come on time.

You need to practice your English.

You need to follow directions.

L **Practice with other students.**

M **Write *good* and *comes*.**

good

comes

N **Spell.**

good	come	big	job	but	don't	was	do	great
manager	practice	sorry	on	like	many	work	problem	need

O **Say a word. Your partner writes it.**

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Presentation

Choose a student that does a good job at something. Maybe the student comes to class every day. For example, say: *Maria, you come to class on time every day. Good job!* Write *good job* on the board. Ask students to repeat. Go back to the list you wrote at the beginning of the class about what makes a good student. Ask for a show of hands: *Who comes on time?* Then say: *Good job*.

Show the photo in **I**. Ask questions like: *Where are the people in the picture? What are their jobs*?

I Listen and repeat.

Go over the conversation a few times. Personalize it by saying something a few students do well.

J Practice with other students.

In pairs, students look at the list you made on the board and take turns to say something good their partner does.

K Listen and repeat.

Go over the four statements in the box. Say the statements and ask students to repeat. Make sure students understand what each word means.

Model switching in different statements with the class and then with individual students.

Practice

L Practice with other students.

Have students practice the conversation with four other people. Remind them to use a different statement for each person. Invite volunteers to demonstrate the conversation in front of the class.

M Write *good* and *comes*.

Ask students to write the words in the spaces provided. There isn't a lot of room to write the words three or four times. See how many times they can write the words.

N Spell.

Have students practice the words by taking turns with their partner to spell them.

O Say a word. Your partner writes it.

Have students expand beyond spelling out loud to dictating to their partner.

BEST PRACTICE

Peer Dictation

Dictation is a good exercise that helps students practice listening for important words and writing clearly and correctly. Have students test each other on occasion by doing peer dictation. Consider matching students who are struggling with strong students so they might develop a mentor-mentee relationship.

More practice: Have students add flashcards with words from this lesson to the stack that they have already created.

Evaluation

Listen as students practice together. Provide help with pronunciation as needed.

Instructor's Notes

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Presentation

Ask students to close their books. Ask a strong student to open the book and to dictate to you the paragraph in **P**. This gives an opportunity to see how well the stronger students are doing in reading. Write what you hear, pronouncing every word with each letter you write. After you write one sentence, say it, and have students repeat. Then listen and write the next sentence.

P Listen. Track the words.

Ask students to open their books and listen to the audio. Then play the audio again and have them track the words with their finger. Explain *always*. Give examples related to the class to help them. For example: *We always have class on (day(s) of the week)*. If you feel your students are ready, add *sometimes* and *never* to the discussion.

Q Underline the *o* with the sound in *not*. Circle *good* and *comes*.

Have students do this activity with a partner. Encourage them to discuss and say words out loud before deciding. Read the text again to the students, pausing for each word with an *o* that has the sound as in *not*. Check answers as a class.

Practice

R Listen and circle.

Explain that true answers must be completely true. If any part of it is false, then the answer is false. If students have trouble with item 2, review *not* and negatives in general.

Evaluation

Ask students to share their answers. If there are any global issues, address them with the class.

Application

S Listen. Track the words.

Tell students to track the words as they listen. Then go over the paragraphs slowly. Clarify any doubts.

T Check.

Ask students to complete the evaluations based on the readings in **S**. Have them compare answers with a partner. Check students' work to make sure they understood the evaluations.

Instructor's Notes

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P **Listen. Track the words.**

Oliver does a good job. He helps customers, but he needs to practice his English more. He is not always on time. He comes late a lot.

always = 100%

Q **Underline the *o* with the sound in *not*. Circle *good* and *comes*.**

R **Listen and circle.**

1. Oliver is a good worker. a. true b. false
2. Oliver always comes on time. a. true b. false

S **Listen. Track the words.**

Otto does a good job. He helps customers, but he needs to practice his English more. He is always on time and helps customers. He also follows directions.

Harlin does a good job. She helps customers every day. She also follows directions and comes on time. Her English is very good.

T **Check.**

Work Evaluation		
Name: Otto Hoffer		
	Yes	**No**
1. Helps customers	✓	
2. Comes to work on time	✓	
3. Speaks English well		✓
4. Follows directions well	✓	

Work Evaluation		
Name: Harlin Little		
	Yes	**No**
1. Helps customers	✓	
2. Comes to work on time	✓	
3. Speaks English well	✓	
4. Follows directions well	✓	

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6 Put It Together

er/ar, ir/or/ur, u, g, o, j

A Circle the words.

~~great~~
manager
was
do
but
big
job
good
come
work

x	w	i	i	j	v	w	i	l	q	n	l	y	j	w	y
g	o	g	j	v	q	h	e	y	u	w	d	g	z	a	o
y	r	d	o	n	s	t	i	j	r	e	o	l	x	s	q
o	k	j	s	x	q	e	b	k	c	r	l	q	l	z	m
u	w	o	q	c	o	i	z	p	z	c	u	d	g	o	a
r	q	j	k	o	n	x	u	g	d	b	u	t	j	z	n
w	d	o	d	m	o	p	a	r	t	r	v	g	o	b	a
o	k	q	f	e	t	y	d	m	s	b	i	l	b	g	g
c	u	u	a	c	e	z	y	a	s	r	w	p	x	r	e
v	s	a	l	n	x	p	g	o	o	d	s	z	l	e	r
p	d	d	n	r	y	e	c	v	k	y	u	z	n	a	m
h	h	n	z	w	b	i	g	r	x	n	o	i	g	t	h

B Write the words.

great
manager
was
do
but
don't
big
job
good
come

		d			c	
g	o	o	d	j	o	b
			o		m	
	m	a	n	a	g	e	r
			'		r	
	b	u	t		e	
	i			w	a	s
	g				t	

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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high-frequency words they have learned:

Unit 1: *from, happy, name, where, what, this*

Unit 2: *friend, please, your, my, at, on, in*

Unit 3: *buy, like, need, and, want, for, eat*

Unit 4: *too, red, blue, black, how, much, many, small, large*

Unit 5: *corner, of, turn, left, right, by, work, yes, no, with*

Unit 6: *day, week, maybe, feel, can't, later, problem, who, next, some, take*

Unit 7: *great, manager, was, do, but, don't, work, big, job, good, come(s)*

Students may come up with a few more words that were dominant in the unit. Encourage students who are ready to add them to their flashcards, but don't make it mandatory. You might ask them to practice their flashcards with a partner before starting the lesson.

Introduction

Tell students that today they will review the previous five lessons. You might quickly go to the first page of each lesson so they understand better.

Presentation

Review the words in **A**. Have students do a treasure hunt and see if they can find the words in the unit. You might make it a race if you think your students would enjoy that.

Practice

A Circle the words.

In this exercise, students have to recognize words going across and down. This activity and the one that follows allow students to better recognize the target high-frequency words. Show students the example and ask them to circle the other words from the list.

B Write the words.

Have students use the word list to complete the crossword.

Evaluation

Check students' work.

Instructor's Notes

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Presentation

Although *j* is an important letter, it is not covered in a dedicated lesson in *Stand Out Literacy Foundations*. However, the soft *g* practiced in this unit has the same sound. The word *job* has been used to establish a context throughout the unit. This is an opportunity for students to practice writing the letter and recognizing the sound. If you feel it's appropriate, show students how the *j* and soft *g* sounds are the same.

C Write *j*.

Write the letter *j* on the board. Model the strokes. Have students practice the strokes in the air. Ask them to write the letter.

Practice

D Listen and repeat. Write *j*.

Ask students to listen to and repeat the *j* words first and then write in the spaces provided. Remind them they do not need to know the words or remember them, although at this point they probably know many of them. The pictures are there to provide context.

Evaluation

E Practice. Act the word out. Your partner guesses the word.

You might consider doing this activity in groups or teams. Make it a charades game or have students draw pictures for the words and have groups or partners guess the word.

Presentation

F Write *J*.

Have students write the uppercase *J*.

Practice

G Listen and repeat. Write *J*.

Ask students to listen to and repeat the sentences first and then write in the spaces provided.

Evaluation

Ask students to come up to the board and write the complete sentences.

Instructor's Notes

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C Write *j*.

j j j j j j j j j j j j j j j j j

j

D Listen and repeat. Write *j*.

1.  __j__ob
2.  __j__acket
3.  __j__uice
4.  __j__et
5.  __j__am
6.  __j__ump

E Practice. Act the word out. Your partner guesses the word.

F Write *J*.

J J J J J J J J J J

J

G Listen and repeat. Write *J*.

1. The teacher saw Jim.

The teacher saw __J__im.

2. July is hot.

__J__uly is hot.

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H **Listen and repeat.**

I	**don't**	drive talk help serve cut	I don't drive a bus.
You	**don't**		You don't talk to customers.
He She	**doesn't**		He doesn't help the doctor. She doesn't serve customers.
They	**don't**		They don't cut grass.

I **Listen. Write *don't* or *doesn't*.**

1. Jim _____doesn't_____ serve customers.
2. Oscar and Natalie _____don't_____ talk to customers.
3. Margarita _____doesn't_____ drive a bus.
4. You _____don't_____ help the doctor.
5. I _____don't_____ work.

J **Write *don't* and *doesn't*.**

don't

doesn't

K **Spell.**

great	manager	was	do	but	don't
big	job	good	come	don't	doesn't

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Presentation

H Listen and repeat.

This is the first complete grammar chart. Students have only been exposed to partial charts. The purpose of this chart is to prepare students for the next level where they will be working with grammar charts regularly. Tell students to track the words with their finger as they listen and repeat. Walk them through the chart and drill them. See the Best Practice below.

BEST PRACTICE

Drills

Drills can be a good way to help students become familiar with vocabulary and pronunciation. They also help students gain confidence, especially when performing together with their classmates. However, drills should not be the sole practice or method used to help students learn English. There are several ways to drill (choral repetition, substitution, build-up, backward build-up, etc.). If particular drills are overused, there is a risk of losing meaning for structure.

Review students' jobs. Ask: *Who are students?* After they raise their hands, say: *We are all students.* Ask: *Who is a(n) _____?* Go by your knowledge of the students. Say: *He is a nurse.* or *She is a landscaper.* Use *they* if possible and be sure to say: *I am a teacher.*

Practice

I Listen. Write *don't* or *doesn't*.

You may need to do this activity with students so they understand how it is done in the future. Have students listen and read the first time you play the audio. Then have them write the words. Play the audio again for them to check their answers.

Evaluation

Ask volunteers to write the completed sentences on the board.

Presentation

J Write *don't* and *doesn't*.

Remind students to write slowly and carefully at first, and to stay within the lines.

Practice

K Spell.

Have students practice peer dictation.

Evaluation

Observe how well students do and reteach certain words when necessary. If they are challenged, show students to go back to previous lessons in the book to review.

BEST PRACTICE

Textbook as a Tool

Students become independent learners when they realize that they can do their own review. You will also see in the *Stand Out* approach many opportunities for students to go back to pages they completed days and weeks before. This is an important part of effective review and development of learner autonomy. Doing this makes the book as much a tool for learning English as a day-to-day textbook.

Instructor's Notes

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Presentation

L Listen.

After this activity, students will transfer the information from the text to a table. This is an important skill they will engage in as they move up the levels of *Stand Out.* Have them look at the photos and say what they see. Then play the audio. Tell them to read as they listen. Clarify any questions.

M Write.

Go over the chart. Check that students understand the process. Do the first row as a class. Ask students to write legibly and carefully. If they are working too fast, encourage them to slow down.

Check answers as a class by completing the chart on the board or CPT. Ask students questions about the chart similar to the questions in **N**. Review the information question words *what*, *when*, and *what days*. Although it won't be asked, review *What time . . .?* as well.

Practice

N Answer the questions.

This activity might be challenging for students because they are approaching writing full sentences. Take the time necessary to make sure they understand the process. Students at the next level of *Stand Out* are not expected to start the class able to write sentences. Students should be aware of this so they don't get frustrated. Have them work in pairs. Then check answers as a class.

Evaluation

Check students' work.

Instructor's Notes

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L Listen.



Name: Aysel Demir
Title: Office worker
Work Hours: 9AM–6PM
Days: M–F



Name: Eve Jenkins
Title: Cashier
Work Hours: 7AM–1PM
Days: M, W, F



Name: Mario Roberts
Title: Student
School Hours: 6PM–10PM
Days: M, T, W

M Write.

Name	Title	Hours	Days
Aysel	Office worker	9 AM – 6 PM	M – F
Eve	Cashier	7 AM – 1 PM	M, W, F
Mario	Student	6 PM – 10 PM	M, T, W

N Answer the questions.

1. What does Aysel do? She is an office worker.
2. What does Eve do? She is a cashier.
3. What does Mario do? He is a student.
4. When does Aysel work? She works from 9 AM to 6 PM. (hours)
5. When does Eve work? She works from 7AM to 1PM. (hours)
6. When does Mario go to school? He goes to school from 6 PM to 10 PM. (hours)
7. Who doesn't work on Fridays? Mario.

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Quiz

A Listen and circle.

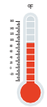
er 1. (a.)  b.  c. 

or/ur 2. a.  (b.)  c. 

u 3. a.  (b.)  c. 

g 4. a.  b.  (c.) 

g 5. (a.)  b.  c. 

o 6. a.  (b.)  c. 

B Write.

great	job	works	comes

1. John is a manager. He has a _____great_____ job.
2. Donna is a cashier. She has a good _____job_____.
3. Omar is a doctor. He _____comes_____ here to the office every day.
4. Francis _____works_____ every day for 10 hours.

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Quizzes are designed to see what students have learned. Encourage them to do the activities without any teacher input.

A Listen and circle.

Point out the sounds on the left. Play the audio at least twice.

Listening Script

1. Find the /ər/ sound: a. father b. hat c. yarn
2. Find the /ər/ sound: a. rose b. doctor c. mechanic
3. Find the /ʌ/ sound: a. car b. bus c. server
4. Find the /g/ sound: a. truck b. church c. gloves
5. Find the /dʒ/ sound: a. angel b. doctor c. cat
6. Find the /ɔ/ sound: a. nurse b. hot c. nose

B Write.

Tell students to choose a word from the box to complete each sentence.

Instructor's Notes

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C **Write.**
Tell students to complete the sentences with their information.

D **Read and check.**
Tell students to read the Student Evaluation. Point out the paragraph on the right of the evaluation. Tell them to read the text and then check items 1 through 4.

E **Check for you. Read to a partner.**
Have students read the Student Evaluation and complete it with their information. Then have them read it to a partner.

Evaluation
After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up. Make sure students are ready for Unit 8.

Instructor's Notes

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C Write.

1. What time do you go to school?
   I go to school from _____.
2. What days do you go to school?
   I go to school on _____.

D Read and check.

Student Evaluation

Name: John Wesley

	Yes	No
1. Comes to school on time.	☑	○
2. Helps other students.	☑	○
3. Follows directions.	☑	○
4. Practices English every day.	☑	○

John is a good student. He listens and follows directions. He likes to help other students, and he comes on time. He practices every day.

Teacher: Mr. Abrams

E Check for you. Read to a partner.

Student Evaluation

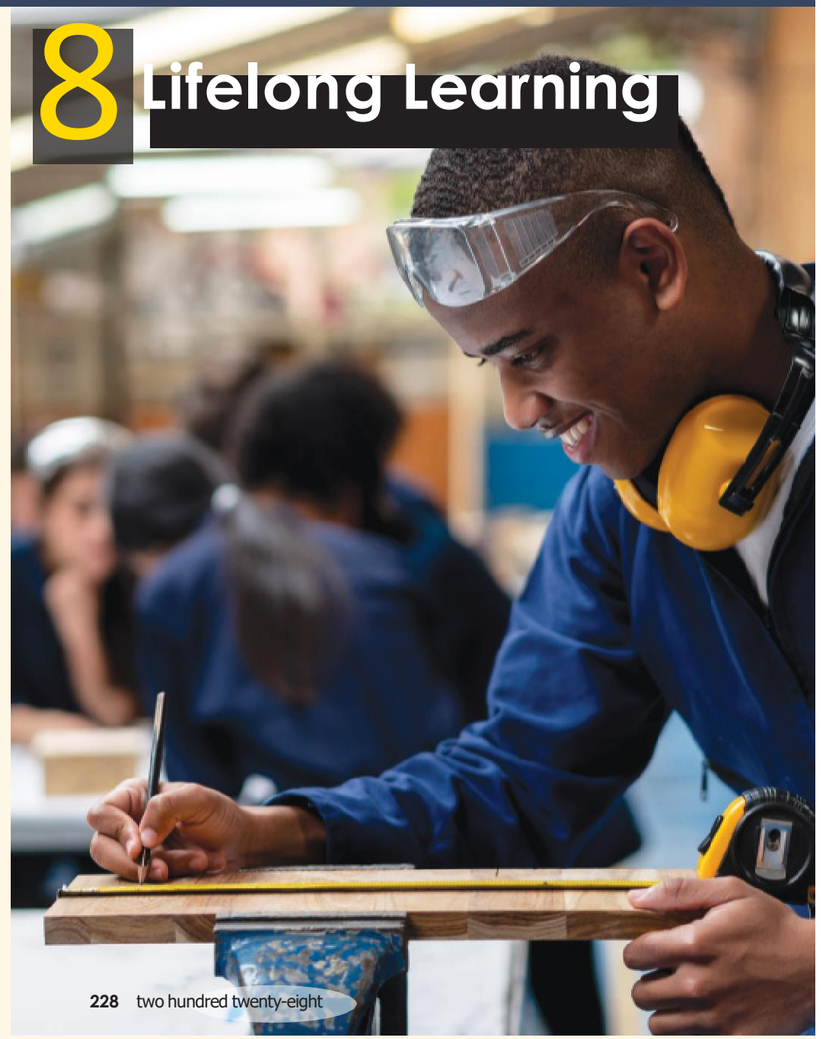
Name: _____

	Yes	No
1. Comes to school on time.	○	○
2. Helps other students.	○	○
3. Follows directions.	○	○
4. Practices English every day.	○	○

Teacher: _____

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8 Lifelong Learning



Unit Outcomes

Letters review: *a, b, c, ch, e, f, l, m, n, o, p, r, s, sh, t, u, w, y* (er, or / ur, g, j)

Words review: *and, at, but, can, can't, come, do, don't, eat, first, friend, go, in, like, need, no, on, practice, right, school, want, with, work, yes, you*

New words: *boss, call, class, dinner, English, family, help, now, plans, talk, teacher, then, time, will*

Topics: Being a good student, organizing your time, getting help, the U.S. Education system, setting goals

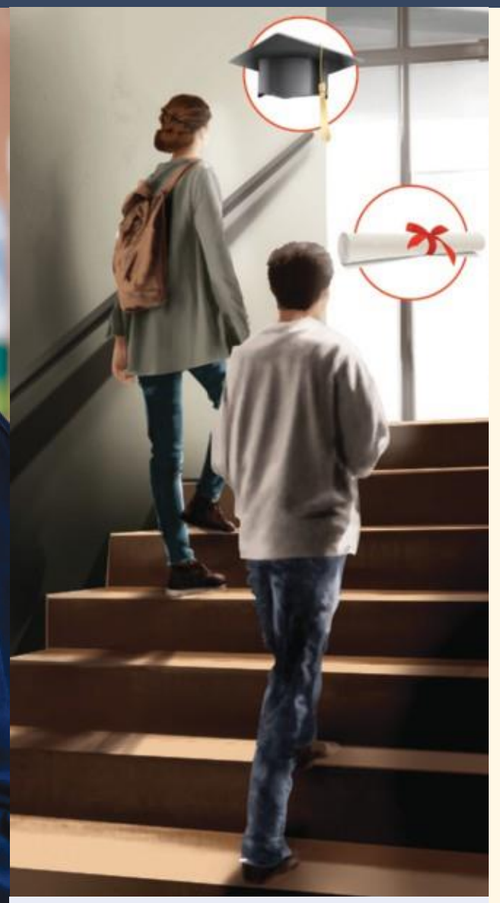
Using the Image

The opening pages of each unit give students an opportunity to understand the context of the unit and to discover what they may already know. Have them look at the photo and say what they see. Write their ideas on the board and provide other vocabulary as necessary.

Have students make flashcards with some of the words written on the board (maybe highlight the most important ones for them). Have them write one word / phrase on each card. On the back, they can draw a picture of that item or write the translation in their own language. Then have them practice in pairs with their flashcards. Alternatively, they can just say the words, or one student can say a word and the other can point to it in the book.

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Look. Do you want to study? Do you want to get a technical degree? Do you want to go to college?

BEST PRACTICE

Building Skills

In *Stand Out Literacy Foundations,* we slowly introduce and recycle new activity types so students are prepared for more demanding activities where they can function more and more without too much guidance. For example, they walk around the room without the help of written conversations and complete a chart. Next, they are asked to rank, which involves more open-ended responses.

BEST PRACTICE

Critical Thinking

The simplest definition of critical thinking is asking students to think beyond the superficial meaning. Students remember more and learn faster when they are engaged. When students have to think through a problem, they are more likely to learn. This often comes with open-ended activities where there is no wrong answer. This gives students power to take risks and be creative. It is more challenging to create critical thinking activities for students with limited language skills, but this does not mean it should not be encouraged. Learning happens during the process; therefore, this is more important than the final product.

Resources

All resources for the unit are centrally located on the Spark platform and include: audio, video, Online Practice, and Assessment Suite.

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1 Come to Class on Time!

Review: c p s t

A **Listen and repeat.** *c c cl p pr s s st t*

B **Listen and repeat. Check.**

Are you a good student?

_____ I come to class every day.
_____ I come to class on time.
_____ I practice in class.
_____ I listen carefully in class.
_____ I help others in class.
_____ I practice at home.



C **Listen and circle words with the letter sound.**

c in **c**at	1. (a.)		b.		(c.)	
c in **c**ereal	2. a.		(b.)		c.	
p in **p**ut	3. (a.)		b.		c.	
s in **s**ee	4. a.		b.		(c.)	
s in **ch**airs	5. (a.)		b.		c.	

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At-a-Glance Prep

Goals: Review hard and soft *c* and *s*, *cl*, *p*, *pr*, *st*, and *t*.
Learn about being a good student.

Agenda

- ☐ Review letters and sounds.
- ☐ Learn *Are you a good student?*
- ☐ Write letters and sentences.
- ☐ Learn *Yes, I do.* / *No, I don't.*
- ☐ Read about a student.
- ☐ Write about you.

Warm-up

Ask students what they do in class. Help them create a list on the board of things they do. Encourage them to just say the verbs, not sentences or phrases. You might want to review that verbs are actions. If necessary, to prompt them, do a few actions and ask if they do the actions in school. Say *run* while acting it out. Ask: *Do we run in school?* Then say and act out *listen*. Ask them if they listen in class. Alternatively, have students first talk in groups and then share their list of actions done in class. Write the words on the board. The list might include *listen, speak, learn, practice, read, write,* etc.

Introduction

Write on the board: *good student*. Ask what makes a good student. Add to their suggestions as necessary to create a few sentences. Go over the agenda and explain that they will learn what it takes to be a good student and review several letters from earlier in the book.

A Listen and repeat.

Play the audio. Have students listen and repeat the sounds. Play the audio several times. These letters and letter sounds are review, with a few blended consonants. Make sure students recognize the multiple sounds of *c* and *s*. To do this, write *c as in cat* on the left side of the board, and *c as in city* on the right side. Say several words with the two sounds and have students point to the correct side of the board. Include medial and final sounds as well. Be sure no words have an *s* in them. Some examples:

cat	*city*
cake	*cereal*
car	*celery*
actor	*lettuce*
doctor	*price*

Presentation

B Listen and repeat. Check.

Have students look at the sentences. Read each sentence out loud, emphasizing the red letters. Have students repeat after you the words that have red letters. Play the audio as many times as needed to help students match the sounds to the words. Then have students check the sentences that are true about them. Have students compare their answers in pairs or small groups.

Practice

C Listen and circle words with the letter sound.

Point out the letters and sounds in the left-hand column. Ask students in groups to try to do this exercise by first looking at the pictures and guessing what the words are without listening first. Have them choose one of the three choices to the right of the target sound or letter. Play the audio for them to confirm their answers.

Listening Script

c in cat	*1. a. car, b. star, c. cake*
c in cereal	*2. a. clock, b. city, c. cat*
p in put	*3. a. pot, b. banana, c. bicycle*
s in see	*4. a. ship, b. church, c. sandwich*
s in chairs	*5. a. music, b. sun, c. star*

Evaluation

Play the audio again and discuss the answers to **C** as a class. Say the answers and write them on the board. Have students repeat them.

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Presentation

D **Write the letters.**

Review writing the target letters with students. Explain that there are many combinations of consonants that create sounds. Have them write the letters for practice and see if the class can come up with any words that start with the given letters or end with *nt*. Note that the *s* and *c* do not designate hard or soft.

BEST PRACTICE

Recycling

Recycling means reintroducing concepts (or in this case, letters) previously taught in different contexts. Students will be recycling letters and combining them with other letters previously learned, making a new letter combination concept for them to learn to spell and pronounce more words.

Practice

E **Write sentences.**

Students have had many opportunities to write short sentences in *Stand Out Literacy Foundations.* Now they are asked to write sentences in limited spaces, similar to those they will find in *Stand Out Basic.* Here, students will start developing their ability to write in a more controlled way to fit all the words on one line. Assure them that this will get easier the more they practice.

Evaluation

Review students' work in **E**. If students are struggling to fit words neatly in the space on the page, be sure to provide extra practice.

Instructor's Notes

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D **Write the letters.**

c c

cl cl

p p

pr pr

s s

st st

t t

nt nt

E **Write sentences.**

1. I come to class every day. _____
2. I come to class on time. _____
3. I practice in class. _____
4. I listen carefully in class. _____
5. I help others in class. _____
6. I practice at home. _____

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F **Listen and check your answers.**

	Yes, I do.	No, I don't.
1. Do you come to class every day?	☐	☐
2. Do you come to class on time?	☐	☐
3. Do you practice in class?	☐	☐
4. Do you listen carefully in class?	☐	☐
5. Do you help others in class?	☐	☐
6. Do you practice at home?	☐	☐

G **Ask four students the questions in F.**

Name	1. Come to class every day	2	3	4	5	6
Mario	✗	✓	✓	✓	✓	✗

H **In a group, rank 1–6.**

_____ I come to class every day.
_____ I come to class on time.
_____ I practice in class.
_____ I listen carefully in class.
_____ I help others in class.
_____ I practice at home.

I **Spell.**

come class practice on in at time yes no do don't and

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Presentation

Write on the board: *Yes, I do.* and *No, I don't.* Ask *yes / no* questions and elicit affirmative and negative answers. You might ask preferences like: *Do you like homework? Do you think English is easy? Do you come to school every day?* Show students that the intonation with *yes / no* questions goes up at the end.

Go over the questions in **F**. Have students stand up every time they want to answer in the affirmative.

F Listen and check your answers.

Play the audio. Tell students to read as they listen and then check their answers. Play the audio again and have students repeat the questions.

Practice

G Ask four students the questions in F.

Go over the chart, including the example. Elicit from students the questions they will need to ask. Write the questions on the board. Model the questions and have students repeat with you. Then erase the questions. Have students walk around the room and ask and answer the questions with four students. Remind them to use *Yes, I do.* and *No, I don't.* Make sure they are noting the answers in the chart.

Evaluation

Listen as students practice. Then ask: *Who comes to class every day? Who comes to class on time?* etc., and have the class call out names from their charts.

Presentation

Ranking is a common critical thinking activity in the entire *Stand Out* series. **H** is a new activity for students, so take some time to explain ranking by writing three foods on the board and asking students to rank them from 1 for their favorite to 3 for their least favorite. Do a class poll to see which item is the class favorite. Be sure students understand that they cannot pick two items to be their favorite.

Note that **H** is more challenging, as students are asked to rank in groups. Coming to consensus is particularly hard when students have limited language skills. If possible, have students work in nonhomogeneous groups to avoid them resorting to their first languages.

Practice

H In a group, rank 1–6.

Assign students to groups of three or four to carry out the activity. Have them rank the items in order of importance. Monitor and provide help; prompt the discussion as necessary.

Evaluation

Ask groups to report their rankings. Write them on the board and see if the class can agree on a final ranking as a group.

Extended Practice

I Spell

Ask students to practice spelling the words with a partner. Then call on individual students to spell words or have students close their books and spell words for them to write.

Instructor's Notes

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Presentation

Ask students to look at the photo. Elicit what they see. Review sentence formation. Elicit that every sentence starts with a capital letter and ends in a period. Ask students to analyze the paragraph in **J** before they read it. Ask: *How many sentences do you see?* Ask them to identify the first word in each sentence. Show them how *She* represents *Lara*. Now have them underline the first two words in each sentence that starts with *She*. If you talked about verbs in the Warm-up in this lesson, elicit that most verbs are an action and that the second word in each sentence is a verb. Note that not all verbs are actions, so be sure to start with the second *She* sentence of the paragraph.

J Listen. Read.

Ask students to listen and track the words first. Play the audio several times, to give students time to match the sounds to the words. Then go over any words they don't know.

Practice

K Listen and circle.

Students should be used to this exercise by now and know that they are looking for key pieces of information and don't need to understand every word in the question. Play the audio. Have students discuss the answers with a partner.

Evaluation

Ask students to show in the paragraph evidence that their answers to **K** are correct. Ask them to read the sentence from the paragraph that has the answer to each question.

Application

L Write sentences.

Students trace sentences in preparation for **M**, where they will write the same sentences about themselves.

M Write sentences about you in your notebook.

Monitor and provide help as students write. Have them read their sentences to a partner.

Instructor's Notes

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J Listen. Read.

Lara is a student at Locke Adult School. She is a good student. She goes to school every day. She comes to class on time. She listens carefully and practices English a lot. She helps others in class. She doesn't practice at home.



K Listen and circle.

1. Does she practice English at home? a. Yes, she does. (b.) No, she doesn't.
2. Does she come to class on time? (a.) Yes, she does. b. No, she doesn't.

L Write sentences.

I am a student at Locke Adult School.	I am not a student at Locke Adult School.
I am a good student.	I am not a good student.
I go to school every day.	I don't go to school every day.
I come to school on time.	I don't come to school on time.
I listen carefully and practice English a lot.	I don't listen carefully and practice English a lot.
I help others in class.	I don't help others in class.
I practice at home.	I don't practice at home.

M Write sentences about you in your notebook.

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2 My Study Schedule

Review: ch f l m w y

A **Listen and repeat.** *ch ch f l m w y*

B **Listen and repeat.**

Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 am	Family Time	School	School	School	School	Study	Study
11:00 am							
12:00 pm		Work	Work	Work	Work	Work	
3:00 pm							Family Time
5:00 pm							
7:00 pm		Family Time	Family Time	Family Time	Family Time	Family Time	
9:00 pm							

C **Listen and circle the word with the letter sound.**

ch 1. a.  (b.)  c. 

c 2. a.  b.  (c.) 

f 3. a.  (b.)  c. 

l 4. a.  b.  (c.) 

w 5. (a.)  b.  c. 

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At-a-Glance Prep

Goals: Review *ch*, *f*, *l*, *m*, *w*, *y*. Learn about organizing your time.

Agenda

- ☐ Review letters and sounds *ch, f, l, m, w,* and *y.*
- ☐ Learn about schedules.
- ☐ Write letters and sentences.
- ☐ Write and talk about daily activities.
- ☐ Understand a pie chart.
- ☐ Write your schedule.

Warm-up

With books closed, write *family, school, study,* and *work* on the board. Remind students about how to rank items. Do a sample ranking like in Lesson 1 if necessary. Ask students individually to rank the four categories on the board: 1 is the most important and 4 the least important. Ask them to share their answers with partners.

Introduction

Go over the agenda. Find the target letters in the four categories you wrote on the board in the Warm-up. Tell students that they will review these letters. Take a few minutes to pronounce the words on the board.

A Listen and repeat.

Have students listen and repeat the sounds. Play the audio at least twice. Have students follow along in their books.

Presentation

B Listen and repeat.

Explain that this is the schedule of someone called Charlie, and go over it. Ask questions about it like: *When does Charlie go to school?* Have students listen to the audio. Remind them to pay attention to the target sound(s) in each word. Encourage them to track the words in the schedule as they listen. Play the audio again and have students repeat. Make sure they close their lips together with the word *time.* Some students may have trouble pronouncing the *m* when it falls at the end of a word. Remind students that *ch* can have two different sounds. Reinforce the preposition *at* (*Charlie goes to school at 9:00 am.*). If students are ready, you can also introduce them to *from* and *to*. For example, you can say: *Charlie works from 12 to 7.*

Practice

C Listen and circle the word with the letter sound.

Like in Lesson 1, students are given a sound and are asked to identify the word that shares that sound among three choices. Have students attempt to do this activity before they listen. See if they can guess the words from the pictures. Play the audio for them to confirm their answers.

Listening Script

ch in Charlie
c in cat
f in fall
l in like
w in what

1. *a. cat, b. chair, c. mechanic*
2. *a. church, b. lunch, c. coat*
3. *a. van, b. fish, c. vase*
4. *a. dog, b. man, c. love*
5. *a. window, b. red, c. book*

Evaluation

Play the audio for **C** again. Then write the answers on the board. Say each one and exaggerate the different sounds. Have students repeat them.

Instructor's Notes

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Presentation

D Write the letters.

Remind students how to write each letter by writing them on the board. Create literacy lines on the board and remind students that they should stay within the lines. Make sure that students write slowly.

Practice

E Write sentences.

Ask students to first underline all the target letters. Then have them read the sentences and write them. Make sure students stay on the lines. Give them additional practice if they are still struggling.

Evaluation

Ask volunteers to come to the board and write the sentences. If there are errors, ask class members to come to the board and make corrections. Remind students to write capital letters at the beginning of sentences and periods at the end.

Instructor's Notes

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D **Write the letters.**

ch ch

f f

l l

m m

w w

y y

E **Write sentences.**

1. I go to school from 9:00 am to 12:00 pm, Monday to Thursday.

2. I work from 12:00 pm to 7:00 pm, Monday to Friday.

3. I have family time from 7:00 pm to 10:00 pm on Monday to Friday.

4. I have family time all day Sunday.

5. I have family time from 3:00 pm to 10:00 pm on Saturday.

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F **Listen and repeat.**

1. Eat dinner at home.
2. Follow instructions from the boss.
3. Follow instructions from the teacher.
4. Get to work on time.
5. Help others on the job.
6. Help others learn English.
7. Listen to the teacher.
8. Play games with the children.
9. Watch TV.

G **In a group, write the items in F in the table.**

Home	School	Work
1. (Eat dinner at home.) 8. (Play games with the children.) 9. (Watch TV.)	3. (Follow instructions from the teacher.) 6. (Help others learn English.) 7. (Listen to the teacher.)	2. (Follow instructions from the boss.) 4. (Get to work on time.) 5. (Help others on the job.)

H **Listen and repeat.**

A: What do you do at home?

B: I eat dinner.

A: What do you do at school?

B: I follow instructions from the teacher.

A: What do you do at work?

B: I follow instructions from my boss.

I **Practice with students.**

J **Spell.**

school work family on time English teacher boss
eat dinner help

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Presentation

With books closed, ask students what they do every day. Help them identify verbs. Explain again that verbs are usually action words. Write the verbs on the board. They may be similar to those in **F**.

F Listen and repeat.

Play the audio. After students listen and repeat, have them underline the verbs in each sentence. You might have students mime the different sentences and other students guess the number. For example, a student could mime looking at his wrist as if he were looking at a watch. Students would respond: 4.

Practice

G In a group, write the items in F in the table.

Do the first sentence with students so they understand what to do. Ask them to discuss in their groups and categorize one sentence at a time. There also might be a tendency to only write the number of the sentence, but encourage students to write the entire sentence for practice. If they need more space to write, invite them to copy the table in their notebooks and write the sentences there.

Evaluation

Check answers as a class.

Presentation

H Listen and repeat.

Have students listen and repeat first. Play the audio. Then help them to understand the questions. The answers should help them. Model the intonation for information questions and encourage them to notice that the intonation goes down. Compare it to *yes* / *no* questions from the previous lesson so students can identify the difference.

Show students how to replace the underlined answers with other answers from **G**.

Practice

I Practice with students.

Have students walk around the classroom and practice the conversation with four people. Remind them to switch roles and to use different items from the chart in **G**. You might consider having them do conversation cards, as suggested in Best Practice below, to make the activity more interesting.

BEST PRACTICE

Conversation Cards

The use of conversation cards is another way to do pair work when substitution is involved.

1. Pass out 3 × 5 index cards to each student.
2. Assign students numbers from 1 to 9 and have each of them write their corresponding sentence in **F** on their card (i.e., students number 1 write the first sentence, students number 2 write the second, etc.).
3. Collect the cards and randomly distribute them again.
4. Now, students find other students with the same sentence on their card by doing the conversation.
5. Students continue doing the conversation until they find a match (or more, depending on how many students have the same sentence. If an odd number of students, e.g. three, have the same sentence, allow the activity to keep going until groups of three have been formed).

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Go over the vocabulary in **J**. Review words that might be a particular challenge.

Practice

J Spell.

Have students test themselves and then work with a partner to spell the words.

Evaluation

Give the class a spelling test of the words in **J**.

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Presentation

K Listen and read.

Ask students to listen to the audio first with books closed. Have students attempt to write the numbers the first time they listen. Then have them listen again and write the activity that relates to each number. Finally, have students open their books and read as they listen. Then go over the pie chart and have students relate each piece to the sentences in the paragraph.

BEST PRACTICE

Focused Listening

Most of the time, students learning a new language will not understand everything they hear. But they need to learn how to pick out the key pieces of information so they can get the main idea. You can start teaching them how to listen for key information by giving them something specific to listen for, such as numbers, days of the week, or times.

Practice

L Listen and circle.

Play the audio. Encourage students to figure out what *more time* and *less time* mean. Do not explain them at this point. They should guess first. Have students discuss their answers with a partner.

Evaluation

Check answers as a class and review *less* and *more time*.

Application

M Complete your schedule.

Ask students to consider the time they spend at work, at school, studying, and with family. If they need more room to write, have them copy the schedule in their notebooks. When they are ready, have them compare schedules with a partner.

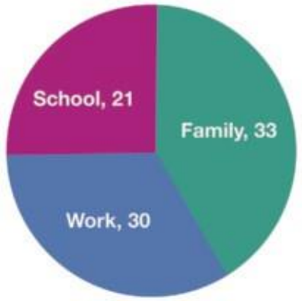
More practice: Ask students to make a pie chart of the activities in their schedule and the number of hours like the one in **K**.

Instructor's Notes

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K Listen and read.

Charlie spends 33 hours a week with his family. He spends 30 hours a week at work and 21 hours a week at school.



L Listen and circle.

1. Charlie spends more time at work than at home. a. True (b.) False
2. Charlie spends less time at school than at work. (a.) True b. False

M Complete your schedule.

Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 am							
10:00 am							
12:00 pm							
2:00 pm							
4:00 pm							
6:00 pm							
8:00 pm							
10:00 pm							

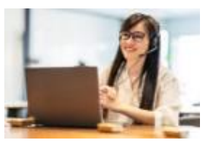
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3 Can You Help Me?

Review: b l m n r y

A **Listen and repeat.** *b l m n r y*

B **Listen and repeat.**



1. community services



2. internet



3. library



4. school counselor

C **Listen and circle the words with the letter sounds.**

b 1. a.  (b.)  c. 

l 2. a.  (b.)  c. 

r 3. (a.)  b.  c. 

y 4. (a.)  b.  c. 

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At-a-Glance Prep

Goals: Review *b, l, m, n, r, y*. Learn about getting help.

Agenda

- ☐ Review the letters and sounds *b, l, m, n, r,* and *y*.
- ☐ Learn about places to get help.
- ☐ Write letters and sentences.
- ☐ Practice asking for help.
- ☐ Read about a problem.
- ☐ Write about getting help.

Warm-up

Ask students in groups to make a list of places they could go for answers to questions. Give them examples like: *Where can you go for help with English? Who can you talk to about schools for your children? Who can you talk to about a job?* Students may not have the vocabulary or ability to spell people and places for this activity, but give them a chance to try so you can see and monitor where they are in their progress. Only give them five minutes and then ask volunteers from different groups to write their ideas on the board. Encourage participation but step in before students get frustrated.

Introduction

Tell students that in this lesson, they will discuss getting help and review several letters and sounds. Refer to the agenda.

A Listen and repeat.

Have students listen and repeat the sounds. Play the audio at least twice. Have students follow along in their books.

Presentation

B Listen and repeat.

Play the audio and ask students to read as they listen. Then review the items, pronouncing each word carefully or playing the audio again. Explain that *community services* means any public organization like post offices, schools, and even special phone numbers like 211. In some states, residents can call 211 for assistance and referrals.

Practice

C Listen and circle the words with the letter sounds.

As in previous lessons, students are given a sound and are asked to identify the word that shares that sound among three choices. Have students attempt to do this activity before they listen. See if they can guess the words from the pictures. Play the audio so they can confirm their answers.

Listening Script

b in bat
l in love
r in rose
y in happy

1. a. peaches, b. banana, c. pot
2. a. mother, b. lunch, c. coat
3. a. run, b. wheel, c. wolf
4. a. family, b. book, c. green

Evaluation

Play the audio for **C** again and check answers as a class. Write the answers on the board and have students repeat each word.

Instructor's Notes

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Presentation

D Write the letters.

Remind students how to write the letters in this lesson. Create literacy lines on the board and remind students that they should stay within the lines. Make sure that they write slowly. The more confident students get, the faster they may write, but make sure they understand that they shouldn't give up legibility for speed.

Practice

E Write sentences.

Ask students to first underline all the target letters. Have them read the sentences and then write them. Make sure they stay on the lines. Give them additional practice if they are still struggling to stay on the lines. Consider having students dictate to one another on another sheet of paper for additional practice.

Evaluation

Ask volunteers to come to the board and write the sentences. If there are errors, ask class members to come to the board and make corrections. Remind students to write capital letters at the beginning of sentences and periods at the end.

Instructor's Notes

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D Write the letters.

b b

l l

m m

n n

r r

y y

E Write sentences.

1. I can call community services for help.

2. I can talk to my teacher for help with the lesson.

3. I can find help at the library.

4. I can talk to a counselor for help with school.

5. I can look on the internet for information.

6. I can talk to a friend for help.

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F Listen and repeat.

Student: Excuse me, can you help me?
Teacher: What can I do for you?
Student: I don't understand the lesson.
Teacher: OK. Let's talk.

I don't understand the lesson.
I need help with my classes.
I want to find a book.
I need to find a place to live.

G Practice with the sentences in the box.

H Check the table with a group.

Problem	Talk to a friend.	Talk to the teacher.	Go to school.	Go to the library.	Talk to a counselor.	Look on the internet.
I don't speak English.	✓	✓	✓	✓	✓	✓
I don't have a job.						
I have a question.						
I need a new class.						
I don't understand the lesson.						
I need a new apartment.						

I Spell.

call talk help with friend can can't you need want like but

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Presentation

With books closed, remind students of the Warm-up activity that you did at the beginning of class. Ask what questions they might ask a friend, a teacher, or a counselor. They don't need to form the questions correctly here.

F Listen and repeat.

Have students open their books and ask them to first read the problems to the right of the conversation. Then ask volunteers to read each statement out loud to the class. Finally, play the audio of the conversation and have students repeat.

Practice

G Practice with the sentences in the box.

Show students how to substitute other statements for the one in the conversation. Have them practice the conversation with a partner, switching roles and using the different statements.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

Go over the table and make sure students know how to do the next activity. Put students into groups.

BEST PRACTICE

Random Grouping

Sometimes grouping students randomly without consideration for native language or proficiency is appropriate. A few techniques for random grouping include the following:

1. Counting off: You want four students in each group. You have 32 students in the class. Have students count off from one to eight. All the ones work together, all the twos work together, etc.
2. Birthday months: Students whose birthdays are in the same month work together. The benefit is that students get to know one another better and they recycle learning about months. This method, however, takes a lot of instructor assistance because it is difficult to get even groups. Try having students stand for each month of the year and forming groups from those who are standing.
3. Playing cards: If you have 28 students in your class, you would use all the playing cards from aces to sevens. Shuffle and pass out the cards to all students. The students with aces work together, as do the students with twos, etc.

Practice

H Check the table with a group.

In their groups, have students discuss and decide who they could ask, or where they could go, for each problem. Monitor and prompt with questions as necessary. Make sure everyone is participating.

Evaluation

Go over each item in the table with the class after the groups finish the activity. See where students agree and disagree. There really is not a definitive answer for most statements, so accept all results. Activities with no absolute correct answer allow students to take risks because they can't be wrong. Reinforce this idea.

Presentation

Go over the vocabulary in **I**. Review words that might be a particular challenge.

Practice

I Spell.

Have students test each other in pairs.

Evaluation

Give the class a spelling test of the words in **I**.

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Presentation

J Listen. Read.

With books closed, play the audio twice, and ask students for suggestions for Amed. For example: *Who can he talk to? Where can he go?* Then ask students to open their books and read as they listen. Ask a few volunteers to read the paragraph. They will probably have trouble with the word *changed*. See if students can figure out what the word means and pronounce it with them several times. Don't worry that the word is in the past tense. Give examples of schedules changing on the board. For example, say: *In 2020, I worked from 8 AM to 12 PM, and now I work from 6 PM to 9 PM. My schedule changed*. Write *changed* on the board.

Practice

K Listen and circle.

Encourage students to do this activity without input from you until the evaluation stage.

Evaluation

Check students' answers. Notice that the paragraph in **J** doesn't say he wants to go to school. Ask students to identify the statement in the paragraph that suggests he wants to go to school.

Application

L In a group, check the three best ideas for Amed.

Assign students to groups using a different technique than earlier so they work with other people. Remind them to discuss each option and decide which are the best three. Again, there are no absolute answers, so accept all answers.

M Write sentences about you.

Write prompts on the board to help students. For example: *I can..., I need to..., I want to..., I don't..., I need help with..., I can't....* Write a few sentences about your personal problems on the board so students have a model. Ask the class who you can talk to or where you can go for help. Ask them to write sentences about their own personal problems. Provide help with vocabulary to express their problems as necessary.

Instructor's Notes

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J **Listen. Read.**

Amed needs help. He doesn't know what to do. He likes school, but his work schedule changed, and he can't go to school.



K **Listen and circle.**

1. Does Amed want to go to school?
   (a.) Yes, he does. b. No, he doesn't.
2. Does Amed know what to do?
   a. Yes, he does. (b.) No, he doesn't.

L **In a group, check the three best ideas for Amed.**

- ☐ 1. Amed can talk to his friends.
- ☐ 2. Amed can talk to the teacher.
- ☐ 3. Amed can talk to a counselor.
- ☐ 4. Amed can look on the internet.
- ☐ 5. Amed can change jobs.
- ☐ 6. Amed can find another class.
- ☐ 7. Amed can go to another school.
- ☐ 8. Amed can stop going to school.

M **Write sentences about you.**

I can

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4 What's Next? Vowels and *schwa*

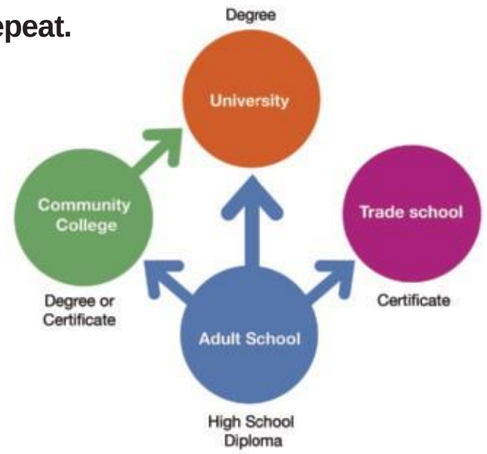
A **Listen to the vowel sound and repeat.**

a a e e i i o o u u

B **Listen and repeat.**

ə ✓ ə

com / mu / ni / ty



C **Listen and check.**

		✓			
1. community	com	mu	ni	ty	
			✓		
2. university	u	ni	ver	si	ty
		✓			
3. degree	de	gree			
		✓			
4. diploma	di	plo	ma		
		✓			
5. certificate	cer	ti	fi	cate	
	✓				
6. college	col	lege			

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At-a-Glance Prep

Goals: Practice vowels and *schwa*. Learn about the U.S. education system.

Agenda

- ☐ Learn the vowels and vowel sounds.
- ☐ Learn about education.
- ☐ Practice short and long vowels.
- ☐ Talk about education plans.
- ☐ Write about your education plans.

Warm-up

With books closed, ask students if they have children in school. Ask them what grade they are in. Map out the basic educational system in the United States for children on the board. Of course, they are not all the same, but show how public schools generally go from kindergarten to 12th grade and end with a high school diploma. Elicit as much information as you can to get student participation. You might at this point also introduce your school program. The chart in the book shows adult schools, but your program may be in a library or other community-based facility. Help students to know that they can go to an adult school and eventually work on earning a high school diploma, GED, or HiSET if they don't already have a high school education. Explain how a diploma or equivalent can help them get jobs and is a good goal to have.

Introduction

Tell students that in this lesson, they will review many vowel sounds and something called the *schwa* sound. Although they don't need to know the word *schwa* to pronounce it correctly, it is probably a good idea to introduce the word so they can label the phenomenon. To understand *schwa*, students need to understand syllables as well. Students will also learn about the education system for adults in the United States. Point to the agenda.

A Listen to the vowel sound and repeat.

Have students listen and repeat the sounds. Play the audio at least twice. Have students follow along in their books. Note that these are not all the vowel sounds, but these will help them get a handle on reading words with these sounds and letters. They have been introduced to several of the vowel sounds and some combinations.

Presentation

Teach students syllables by saying names of students in the class and clapping for each syllable. Write a few on the board. Test students' understanding by giving them a name or referring to some objects in the classroom and asking individuals and the class as a whole how many syllables they hear. Clap out the syllables after they guess.

B Listen and repeat.

Go over the graphic. Have students listen to the audio and clap out the syllables as they repeat the words. Have students work in groups and identify how many syllables each word in the graphic has. Then check their work as a class.

At this point, reinforce the context by giving them a little more information. You might talk about the common number of years people may spend in each institution. Then, teach them how to pronounce *community*. *Schwa* is indicated by an upside-down *e*. It is pronounced like the *u* in *but*; however, it is often used in unstressed syllables in place of another vowel sound. Clap out *community* by placing emphasis with a louder clap on the second syllable. Help students notice that the first and third syllables don't have their vowel sounds; they are said with the *schwa* sound. Practice this with the other words in the chart, pronouncing *schwa* where appropriate. Not every unstressed vowel is *schwa*, so this will be a challenge for students to understand. Don't attempt to explain it more than to say: *Sometimes we use schwa.*

Practice

C Listen and check.

Here students need to identify the stressed syllable in each word. Point out the example so they know they have to put a check above the stressed syllable.

Evaluation

Have students compare answers with their partners and confirm that all students understand. Have students say each word, clapping out the syllables. Then have them repeat each one in normal speech.

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Presentation

Unlike all the other lessons in Unit 8, students will continue to work on sound-symbol correspondence on the second page of the lesson while practicing writing the letters.

D Write the letters.

This first activity is for short vowel sounds. Have students repeat the sounds as they practice writing the letters. Remind them that vowels often have multiple sounds. You might have them do one letter at a time so they all are saying the same sound as they write. The short sounds are *a* as in *cat*, *e* as in *bed*, *i* as in *six*, *o* as in *pot*, and *u* as in *bug*.

Practice

E Listen and repeat. Write *a*, *e*, *i*, *o*, or *u*.

This activity focuses on short vowel sounds. Have students listen and repeat. Play the audio at least twice. Tell students to write as they listen the second time. Ask if they can come up with other words with the same sounds. Examples might be *bat, rat, red, desk, kid, lip, stop, mop, rug,* and *cut.*

Evaluation

Have students repeat the words from **E**. Write the extra words with short vowel sounds on the board and ask students to pronounce them.

BEST PRACTICE

IPA (International Phonetic Alphabet)

In ESL, some teachers choose to use the IPA system to identify some of the sounds we have used throughout this lesson planner. There are IPA translators online to help identify the IPA for words. In English, however, there are many words that use what native speakers and dictionaries call long and short vowels. The long vowels do not translate directly into IPA because they are created by a combination of sounds. Since these sounds are so common in English, it isn't a bad idea to at least mention that the sounds of letters are sometimes the name we give the letter (long vowels). Note however, that long *u* is problematic because sometimes it is pronounced /u/ and sometimes it is pronounced /iu/.

Remember that the goal of *Stand Out Literacy Foundations* is to develop awareness of the letter-sounds system. More advanced spelling and pronunciation will come as students develop their literacy skills in the next books. So, it isn't advisable to go into any detail at this time regarding all the possible sounds and combinations.

Practice

F Listen and repeat. Write *a*, *e*, *i*, *o*, or *u*.

This activity focuses on long vowel sounds. Have students listen and repeat. Play the audio at least twice. Tell students to write as they listen the second time. The long sounds are *a* as in *cake*, *e* as in *beans*, *i* as in *ice*, *o* as in *nose*, and *u* as in *music*. These sounds are the same as the name of the letter. Ask if they can come up with other words with the same sounds. Examples might be *make, snake, speak, meat, kite, write, home, bow, use, cute.*

Evaluation

Have students repeat the words from **F**. Write the extra words with long vowel sounds on the board and ask students to pronounce them.

Instructor's Notes

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D Write the letters.

a a

e e

i i

o o

u u

E Listen and repeat. Write *a*, *e*, *i*, *o*, or *u*.

1.  c_a_t
2.  s_i_x
3.  b_u_g
4.  b_e_d
5.  p_o_t

F Listen and repeat. Write *a*, *e*, *i*, *o*, or *u*.

1.  c_a_ke
2.  _i_ce
3.  m_u_sic
4.  b_e_ans
5.  n_o_se

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G **Listen and repeat. Practice.**

Counselor: Do you want to go to college?

Student: Yes, I do.

Counselor: Do you want to go to college?

Student: No, I don't. I want to get a job.

I want to get a job.
I want to go to a trade school.
I want to go to a university.
I want to work from home.

H **Listen and repeat.**

then right

Counselor: Do you want to go to college?

Student: Yes, I do.

Counselor: First, you need to learn English.

Student: Yes. Then I need a high school diploma. Right?

I **Practice with other students.**

J **Write *then* and *right*.**

then

right

K **Spell.**

then right want need go do yes first

L **Practice.**



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Presentation

Have students refer back to the opening page of this lesson. Reestablish the context by taking a class poll of who might go to college after they learn some English. You may want to ask about high school diplomas and other future plans.

G Listen and repeat. Practice.

Have students read the conversation before they listen. Then have them listen and repeat. Review *yes* / *no* question intonation. Help them practice the intonation.

Practice switching out options from the box for the last sentence of the conversation. Then have students practice with a partner. Remind them to switch roles and use different items from the box.

H Listen and repeat.

Review the conversation. Have students repeat both parts.

Practice

I Practice with other students.

After students have practiced the conversation from **H** a few times, encourage them to include information that reflects their plans.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

J Write *then* and *right*.

Have students find the words they will write in the conversation in **H**. Ask them to underline *then* and *right* where they find them. Then ask them to practice writing the words.

Practice

K Spell.

Have students ask each other to spell the words in the box. Additionally, they can use their flashcards to practice asking each other to spell more words. You might consider having students choose different words and walk around the class asking others to spell the word for them. They can continue until they find another student with the same word or until time is up.

Evaluation

L Practice.

Play a memory game by asking students in groups to contribute their words from **K** to a game. Place cards face down. Students then take turns trying to find matches.

Instructor's Notes

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Presentation

M Listen and read.

Help students understand how a bar graph works. To do this, ask them to close their books and listen to the audio. See how much they remember. Tell them that sometimes it is better to a have a chart or a graph to refer to. Have them open their books. Play the audio again and have them follow along. Ask a few general questions, for example: *Who makes more, someone with a community college degree or someone with a university degree?* Help students understand that people can go to college for four years or much longer if they want higher degrees. Use the graph to explain.

Practice

N Listen and write.

Up to this point, students have been asked to choose between two choices. Here, they need to write their answers. Have them do this activity without helping them, to make sure they understand the chart. Ask them to compare answers with a partner.

Evaluation

Check answers as a class and clarify any doubts students have about the graph.

Application

O Listen.

Ask students to listen and follow the words in the paragraph. One way to focus on the content more is to have different students read each sentence. Have a volunteer read a sentence and then ask the volunteer if it is true or false about them.

P Copy the sentences in O.

Have students copy these sentences in preparation for **Q**, where they write their own sentences about themselves. Remind them to write carefully and legibly.

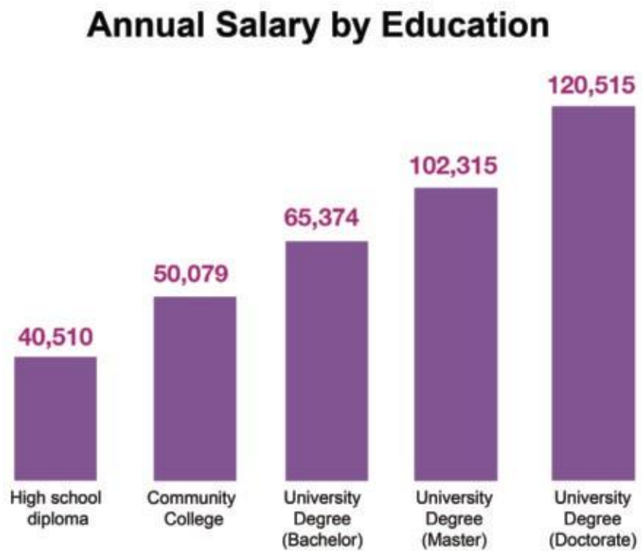
Q Write about you in your notebook.

Tell students to use the paragraph in **O** as a model for their paragraph. Monitor and help as necessary. When they are ready, encourage them to share their paragraph with a partner.

Instructor's Notes

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M **Listen and read.**



N **Listen and write.**

1. How much do people with Bachelor's degrees make? _____
2. How much do people with High School diplomas make? _____

O **Listen.**

I am a student at Lemon Adult School. I want to learn English. I also need a high school diploma. I want to go to community college. I want to be nurse.

P **Copy the sentences in O.**

_____

_____

_____

_____

_____

_____

Q **Write about you in your notebook.**

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5 My Goals! Review: c ch s sh

A **Listen and repeat.**

c c c ch ch ch s s s sh sh sh

B **Listen and repeat.**

I have a five-year plan. First, I am learning English at City College. After I learn English, I want to get a good job and help my children with school. Then I need a high school diploma. After that, I will go to trade school with my friends. I want to be a mechanic in the future.

C **Listen and circle the word with the letter sound.**

c* in *city	1. a. cat	(b.) face	c. chair
c* in *college	2. (a.) car	b. center	c. teacher
ch* in *children	3. (a.) church	b. school	c. stomach
ch* in *school	4. a. cheese	(b.) mechanic	c. chips
s* in *school	5. a. chairs	b. music	(c.) sandwich
s* in *friends	6. (a.) nose	b. desk	c. sandwich
sh* in *English	7. a. stomachache	b. chin	(c.) shirt

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At-a-Glance Prep

Goals: Review *c, ch, s, sh*. Learn about setting goals.

Agenda

- ☐ Review the letters and sounds *c, ch, s,* and *sh*.
- ☐ Listen and read about a five-year plan.
- ☐ Write the letters *c, ch, s,* and *sh* and sentences.
- ☐ Talk about the future.
- ☐ Read goal timelines.
- ☐ Write your goals on a timeline.

Warm-up

Ask students if any play soccer (football). Help them understand what it is and ask what popular teams they support. Draw a soccer goal on the board and see if students know the name for it. Write the word *goal* on the board. Then write a goal you might have, like taking a course, getting a new or an additional job, going on vacation, etc. Help students understand this meaning of *goal* and explain that they will work on making these kinds of goals in class today.

Introduction

Write your personal timeline on the board from after you graduated from high school. Help students to see that there were / are steps. If you have future career goals, include them on your timeline. Tell students that they will make their own timeline at the end of this lesson. Tell them that they will also work on the target letters for review. Go over the agenda.

Presentation

A Listen and repeat.

Have students listen and repeat the sounds. Play the audio at least twice. Have students follow along in their books.

B Listen and repeat.

Play the audio first with books closed. Then have students open their books and read as they listen. Encourage them to track the words as they listen to the audio. Have students take turns reading each sentence. Help them pronounce words that are challenging to them. Then have students take turns saying the words that have the target letters.

Practice

C Listen and circle the word with the letter sound.

Unlike in all other lessons in the book, students do not have supporting pictures to do this activity. Point out the letters and their sounds on the left. See how much students can do without the audio first and then have them check their answers with the audio.

Evaluation

Review the answers to **C**. Say each answer, write it on the board, and have students repeat.

Instructor's Notes

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Presentation

D Write the letters.

Remind students how to write the letters in this lesson. Create literacy lines on the board and remind students that they should stay within the lines. Make sure they write slowly. The more confident students get, the faster they may write, but make sure they understand that they shouldn't give up legibility for speed.

Practice

E Write sentences.

Ask students to first underline all the target letters. Have them read the sentences and then write them for practice. Make sure students stay on the lines. Give them additional practice if they are still struggling to stay on the lines. Consider having students dictate to one another on another sheet of paper for additional practice. Clarify any vocabulary doubts.

Evaluation

Ask volunteers to come to the board and write the sentences. If there are errors, ask class members to come to the board and make corrections. Remind students to write capital letters at the beginning of sentences and periods at the end.

Instructor's Notes

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D **Write the letters.**

c C

ch ch

s S

sh sh

E **Write sentences.**

I have a five-year plan.

First, I am learning English at City College.

I want to get a good job and help my children with school.

Then I need a high school diploma.

After that, I will go to trade school with my friends.

I want to be a mechanic in the future.

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F **Listen and repeat.**



A: What are your plans?

B: I am going to school.

plans now will

G **Practice with other students.**

H **Listen and repeat.**

A: What are your plans?

B: I am going to school right now.

A: And after that?

B: I will go to college.

Future

I will go to college.
I will get a high school diploma.
I will help my children in school.
I will go to a trade school.
I will go to a university.

I **Practice. Make new conversations with sentences from the box in H.**

J **Write *plans*, *now*, and *will*.**

plans

now

will

K **Spell.**

plans now will then right want need go do

L **Practice. Play a game with the words from K.**

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Presentation

With books closed, write *future plans* on the board. Help students understand what *future* means by writing today's date on the board followed by tomorrow's date. Label tomorrow's date as the future. Do a couple more examples with dates further in the future until you are satisfied that students understand. Make sure they understand plans as well, with examples of future plans.

F Listen and repeat.

Have students open their books and ask them to listen and repeat the conversation. This is a good time to help them with sentence intonation. Ask them to identify the most important words in the question and answer. Help them see that in this case, *what* and *plans* are the most important in the question and *I* and *school* are the most important in the answer. Play the audio again to help students notice how you can say the words that are not important more quickly.

G Practice with other students.

Have students walk around the classroom and practice with different partners. Monitor and encourage them to say another plan if they feel confident enough.

H Listen and repeat.

Review the conversation. Then have students listen and repeat in unison several times. Then show them how to substitute information from the box. You are introducing *will* here. This is usually an easy structure to understand. This is not a grammar class, so don't worry too much about saying more than *will is used to speak about the future* and showing them examples like you did earlier for future plans.

Practice

I Practice. Make new conversations with sentences from the box in H.

Have students practice the conversation with a partner, switching roles and giving different plans. Have them switch partners for further practice.

Evaluation

Listen as students practice. Then have several pairs come to the front of the class to demonstrate.

Presentation

J Write *plans*, *now*, and *will*.

First, have students find the target words on the page and underline them. Teach students techniques for learning sight words (see Best Practice below). Then have them write the new words.

BEST PRACTICE

Learning Sight Words

1. Write the word several times.
2. Write the words on flashcards and review them several times a day.
3. Tape a flashcard with the word somewhere in your home. Touch it when you pass and say the word.
4. Give a partner spelling tests.
5. Play a memory game.
6. Mime (play charades).
7. Make a goal to say the word in context three times in the day it is introduced.
8. Play a flyswatter game in class.
9. Do dictation that involves the word.
10. Put letter cards together to spell words.

Practice

K Spell.

Have students test themselves and then a partner.

L Practice. Play a game with the words from K.

Play a game with the words from **K**.

Evaluation

Give the class a spelling test of the words in **K**.

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Presentation

With books closed, write on the board the following in list form, and ask students to copy them on a separate piece of paper:

English Class
Trade School
H.S. Diploma
Community College
University
Help Children with School

Now with books closed, play the audio for **M** once. Every time students hear one of the words, have them put a check next to the word on their list.

M Listen. Read.

Ask students to follow along with their fingers as they listen again to the timelines. Then have them underline the target letters: *s*, *c*, *sh*, and *ch*.

BEST PRACTICE

Focused Listening

Most of the time, students learning a new language will not understand everything they hear. But they need to learn how to pick out the key pieces of information so they can get the main idea. You can start teaching them how to listen for key information by giving them something specific to listen for.

Practice

N Listen and circle.

Encourage students to do this activity without input from you until the evaluation stage.

Evaluation

Check students' answers. Have students say when Nancy will go to university and point it out on the timeline. Ask them why Javier wants to go to Community College and when he will get his Nursing Certificate. Have them show you on the timeline. Use the CPT for this if possible.

Application

O Write your goals.

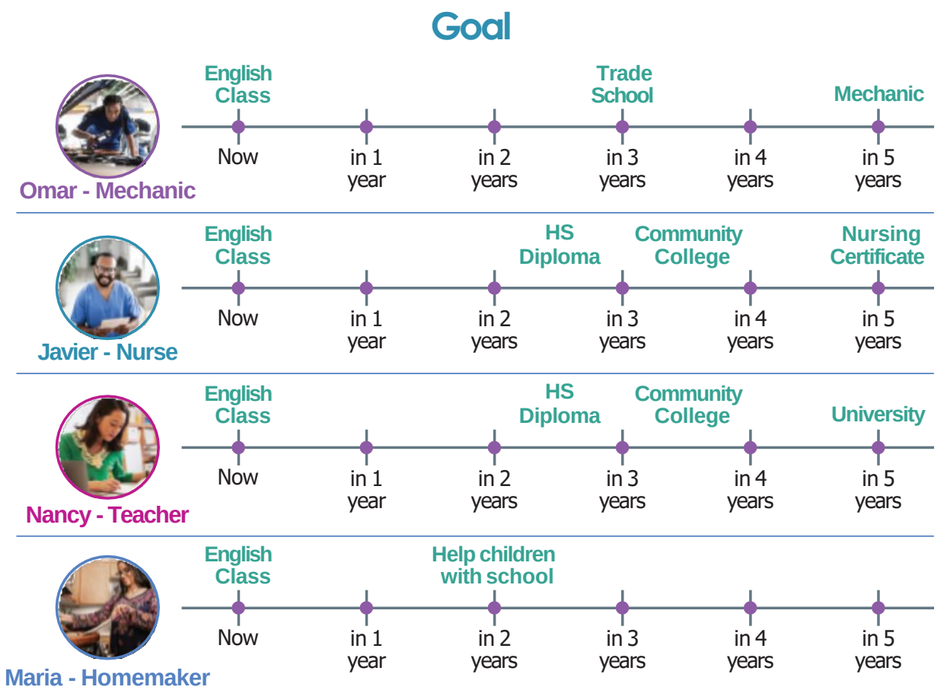
Help students to do this activity. Explain that goals can change. This is just to help them start thinking about the future. Monitor and provide vocabulary as needed to help them express their goals. Ask volunteers to share or have students share in pairs if they are more comfortable with that.

More practice: Have students who are ready write sentences about their goals like the example in **B**.

Instructor's Notes

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M Listen. Read.



N Listen and circle.

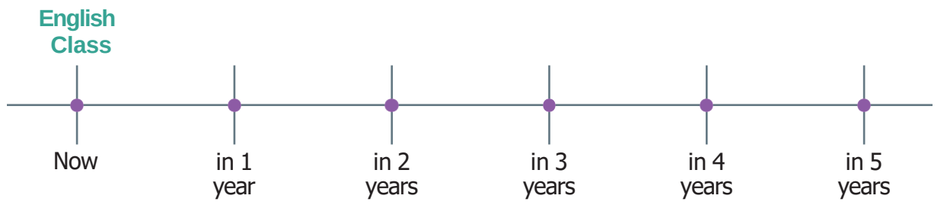
1. What is Nancy's goal?

   (a.) She wants to go to a university. b. She wants to get a job in three years.

2. What does Javier want to do in three years?

   a. He wants to be a nurse. (b.) He wants to go to Community College.

O Write your goals.



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6 Put It Together

Review *er, or / ur, u, g, o, j*

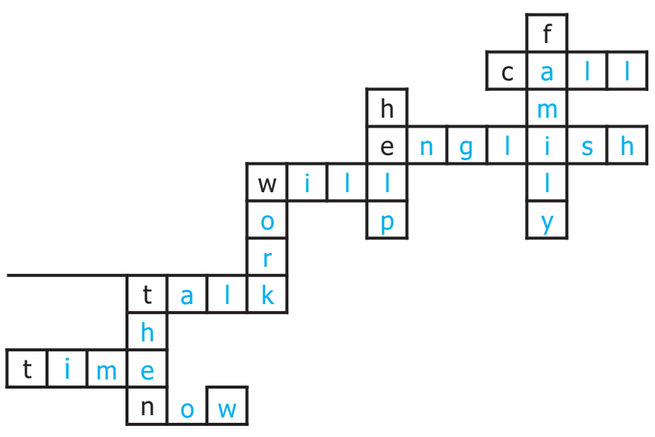
A **Find and circle the words on the list.**

~~call~~
English
family
help
now
talk
then
time
will
work

a	v	s	l	p	f	v	q	o	j	s	f	q	e	m	d
m	t	i	m	e	z	j	v	z	k	j	u	l	i	g	g
y	x	w	i	l	l	j	c	l	h	k	p	y	o	l	d
f	d	n	o	w	u	c	v	y	r	h	b	q	f	s	v
y	x	b	w	m	w	i	t	u	h	e	l	p	e	x	q
o	z	o	j	e	r	l	j	d	u	e	r	g	v	l	t
o	h	s	h	c	x	d	u	y	o	q	m	y	f	a	h
q	a	q	v	a	w	v	a	g	n	k	e	j	a	d	e
g	E	n	g	l	i	s	h	u	g	u	m	b	m	p	n
w	o	r	k	l	n	t	h	k	v	z	n	s	i	v	i
t	a	l	k	o	o	p	q	y	p	v	n	p	l	e	k
w	a	r	n	b	i	x	j	f	v	g	l	q	y	f	o

B **Write the words.**

call
English
family
help
now
talk
then
time
will
work



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Warm-up

Put It Together is designed to help students review and to look at the new sounds and words working together instead of merely in isolation.

With books closed, ask students to help you list on the board all the high-frequency words they have learned:
Unit 1: *from, happy, name, where, what, this*
Unit 2: *friend, please, your, my, at, on, in*
Unit 3: *buy, like, need, and, want, for, eat*
Unit 4: *too, red, blue, black, how, much, many, small, large*
Unit 5: *corner, of, turn, left, right, by, work, yes, no, with*
Unit 6: *day, week, maybe, feel, can't, later, problem, who, next, some, take*
Unit 7: *great, manager, was, do, but, don't, work, big, job, good, come(s)*
Unit 8: *then, right, plans, now, will*

Students may come up with a few more words that were dominant in the unit. Write down anything they say. You might ask students to practice with their flashcards in pairs before starting the lesson.

Introduction

Tell students that they will review the previous five lessons. You might quickly go to the first page of each lesson so they better understand.

Presentation

Ask students to see if they can say the high-frequency words with other words, for example:

I will go to college.
I have plans.
I want to learn English. Then I want to get a high school diploma.

Practice

A Find and circle the words on the list.

Students have to recognize words going across and down. This activity and the one that follows allow students to better recognize the target words. Show the example and ask students to circle the other words from the list.

B Write the words.

Have students use the word list to complete the crossword.

Instructor's Notes

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Presentation

Students have now learned nearly all the letters and sounds. This activity may be challenging for them though, so help them understand what they need to do by doing the first few together. Write the words for each letter on the board. Encourage them to look through the book and to use the internet to help them. If you feel they are ready, you can teach them *qu*. Also, remind them that some letters and all the vowels have multiple sounds. This activity is a culmination of all the letters they have learned, so recognize and point out their progress.

Practice

C Write the letters and words you know.

This activity will go faster and be easier if students work in groups. However, be careful that students don't merely copy their partners in their groups, but that they all participate. You might also make this a race.

Evaluation

Check students' work. Ask them to share the words they came up with and add to the lists on the board so the class can see how much they have achieved.

Instructor's Notes

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C **Write the letters and words you know.**

a a a a a a	apple	and	about
b			
c			
d			
e			
f			
g			
h			
i			
j			
k			
l			
m			
n			
o			
p			
r			
s			
t			
u			
v			
w			
x			
y			
z			

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D Listen and repeat.

I	**come**	I come to class every day.
He She	**comes**	He comes to class every day. She comes to class every day.
I	**listen**	I listen carefully.
He She	**listens**	He listens carefully. She listens carefully.

E Write.

1. I _____come_____ (come) to school on time.
2. Huan _____listens_____ (listen) carefully in class.
3. He _____helps_____ (help) other students.
4. I _____practice_____ (practice) English at home.
5. Silvia _____comes_____ (come) to class on time.

F Listen and repeat.

I	**will**	practice	I will practice in class.
He She		help	He will help other students.
		come	She will come to class on time.

G Write *will*.

1. I _____will_____ practice in class.
2. Saud _____will_____ help other students.
3. She _____will_____ help other students.
4. I _____will_____ come to class on time.
5. I _____will_____ come to class every day.

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Presentation

Throughout the book, grammar has been mentioned but rarely taught explicitly. Students will be introduced to grammar charts in *Stand Out Basic*. The activities on this page will help them understand what to expect in the next level. Help them to understand how grammar charts work. It is important to emphasize that this is practice and students are not expected to completely understand the grammar at this point.

D Listen and repeat.

Help students see how third-person singular verbs carry the *-s*. Also show them that *he* and *she* represent people, so names could replace *he* and *she*. To keep it simple, third-person plural (*they*) is not in the chart. Play the audio and have students follow the information with their finger. Play it again and have them repeat the examples.

Practice

E Write.

Students need to use their critical thinking skills to do this activity. Encourage them to try to complete the sentences. Tell them to look at the information in the chart in **D** to help them. Have students compare and discuss their answers with a partner.

Evaluation

Check answers as a class and refer back to the chart to help students understand better.

Presentation

Again, the modal *will* is not a form students need to know before they begin the next level; however, the experience of working with the chart will be helpful for them.

F Listen and repeat.

Show students how the two charts are different. There is no *s* on *will*. Help them contrast the two charts. Play the audio and have students follow in the chart. Then have them repeat the examples.

Practice

G Write *will*.

This activity is to confirm that they understand how to read the chart. It will of course be easy for them.

Evaluation

Have students rewrite the sentences from **E** and **G** on another piece of paper. Make sure they capitalize the first letter and write periods.

Instructor's Notes

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Presentation
Go back to the schedules students created in Lesson 2, **M**. Have them ask and answer questions with a partner. Reviews days of the week and times as necessary. Students don't need to form questions correctly at this point.

Practice

H **Write your answers.**
Have students complete the sentences with their own information.

Evaluation
Walk around and observe. Check students' books to see if they wrote correctly.

Presentation
Have students go back to Lesson 3, **H**, and review their answers in the chart. Have them compare answers with a partner.

Practice

I **Check.**
Ask students to work in groups, discuss each situation and the options to ask for help, and then check the options they decide and complete the chart.

Evaluation
Review **I** as a class and discuss any answers that are different.

Presentation
Write *future goals* on the board. Elicit students' goals. Remind them that they wrote them on a timeline in Lesson 5. Prompt them with *I want to ...*

J **Listen. Read.**
Have students close their books or cover the paragraph and just listen the first time. Ask them to write down three words they remember. Play the audio again and ask them what words they wrote. Write them on the board. Then have students open their books and read the paragraph.

Practice

K **Listen and circle.**
Students now have three answers to choose from, like they will see in *Stand Out Basic*. Have them answer the questions, then compare with a partner.

Evaluation
Check answers as a class and then choose one sentence from **K** and give students a brief, one-sentence dictation. Tell them that you will say the sentence three times. Ask them to listen the first time, write the second time, and check what they wrote the third time.

Instructor's Notes

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H **Write your answers.**

1. Where do you go to school? I go to _____.
2. What days do you go to school? I go to school _____.
3. What time do you come to school? I come to school at _____.
4. Do you work, yes or no? _____.

I **Check.**

Problem	Talk to a friend.	Talk to the teacher.	Go to school.	Go to the library.	Talk to a counselor.	Look on the internet.
I need help spelling a word.						
I need help with my rent.						
I want to get a high school diploma.						

J **Listen. Read.**

Oscar has goals. First, he will learn English. Then he will get a high school diploma. He wants to be a teacher. He needs to go to school for a long time. He will do it!

K **Listen and circle.**

1. What job does Oscar want?
   a. He wants to learn English.
   (b.) He wants to be a teacher.
   c. He wants a high school diploma.
2. What will he do first?
   a. He will get a high school diploma.
   b. He will be a teacher.
   (c.) He will learn English.

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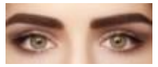
Quiz

A **Listen and circle.**

c in *city* 1. (a.)  b.  c. 

c in *college* 2. a.  (b.)  (c.) 

ch in *children* 3. (a.)  b.  c. 

ch in *school* 4. a.  (b.)  c. 

b 5. a.  (b.)  c. 

l 6. a.  b.  (c.) 

f 7. a.  (b.)  c. 

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Quizzes are designed to see what students have learned. Encourage them to do the activities without any teacher input.

A Listen and circle.

Point out the sounds and letters on the left. Play the audio at least twice.

Listening Script

1. *c in city: a. lettuce b. table c. car*
2. *c in college: a. pencil b. music c. doctor*
3. *ch in children: a. teach b. cat c. shirt*
4. *ch in school: a. nose b. backache c. eyes*
5. *b: a. father b. banana c. sock*
6. *l: a. dog b. sun c. lettuce*
7. *f: a. water b. foot c. lemon*

Instructor's Notes

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B Write the letter to complete the word.

Tell students to choose a letter (vowel) to complete each word.

C Read and circle.

Tell students to read Marco's schedule and then answer the questions.

Evaluation

After students have taken the quiz, have them check their answers with other students. Address any issues that might have come up.

Instructor's Notes

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B Write the letter to complete the word.

1. I l_i_ke bananas.
2. We need to pr_a_ctice our English.
3. She c_o_mes to school every day.
4. Do you have a stomachache?
   No, I d_o_n't.
5. They c_a_n get a high school diploma.
6. I am learning Engl_i_sh.
7. We n_e_ed to learn English.
8. He needs h_e_lp.
9. I eat l_u_nch at 12:00 pm.
10. I want to go to a _u_niversity.

C Read and circle.

Marco's Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 am	Family Time	Study	Study	Study	Study	Study	Family Time
11:00 am		Work	Work	Work	Work	Work	
12:00 pm							
3:00 pm							
5:00 pm							
7:00 pm		School	School	School	School	Family Time	
9:00 pm							

1. What time does he start to study?
   (a.) 9:00 am b. 12:00 am c. 7:00 pm
2. What days does he go to work?
   a. Monday, Tuesday, Wednesday, Thursday
   (b.) Monday–Friday
   c. Sunday
3. What days does he go to school?
   (a.) Monday, Tuesday, Wednesday, Thursday
   b. Monday–Friday
   c. Sunday

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Review 1

A **Listen to the letter names then repeat.**

a b c ch d e f h k l m n p r s sh t w y

B **Listen to the letter sounds then repeat.**

a b c ch d e f h k l m n p r s sh t w y

C **Write.**

a
b
c
d
e
f
h
k
l
m
n
p
r
s
t
w
y

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D Write. Ask a partner.

Please spell your first name. _____

Please spell your last name. _____

E Write. Ask a partner.

Where are you from?

Please spell it. _____

F Write. Ask a partner.

Where do you live (city)?

Please spell it. _____

G Write. Ask a partner.

What is your phone number? _____

H Write.

1. My name is _____.
2. My last name is _____.
3. I am from _____.
4. I live in _____.
5. My phone number is _____.

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Review 2

A **Read.**

I am Alberto Suarez. I want to rent an apartment. I need a two-bedroom home with two bathrooms. I want to live in Texas.

B **What apartment is for Alberto? Circle.**

#1	#2	#3
For Rent **Bedroom:** 3 **Bathrooms:** 2 **City:** Los Angeles **State:** California **Call:** 213-555-2223	**For Rent** **Bedroom:** 2 **Bathrooms:** 2 **City:** Dallas **State:** Texas **Call:** 972-555-6325	**For Rent** **Bedroom:** 2 **Bathrooms:** 1 **City:** Austin **State:** Texas **Call:** 512-555-4712

C **Complete the chart with information from B.**

House	Bedrooms	Bathrooms	City, State	Phone
House #1	three	two	Los Angeles, California	213-555-2223
House #2	two	two	Dallas, Texas	972-555-6325
House #3	two	one	Austin, Texas	512-555-4712

D **Read.**

Amina is sick. She has the flu with a headache and a stomachache. She needs to go to the doctor. She doesn't know what medicine to take.

E **Read.**

Pain Reliever

Instructions: Take two capsules every four hours if needed. Do not take more than eight capsules in 24 hours.

Antacid

Instructions: Take two tablets every four hours. Do not take more than eight tablets in 24 hours.

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F Write.

Medicine	Capsule / Syrup / Tablet	How Many?	Every ___ Hours
Pain Reliever	capsules	two	four
Antacid	tablet	two	four

G Read.

Kai goes to Academy Adult School. He wants to be an architect. He wants to go to a community college. First, he needs to learn more English and then he wants to get a high school diploma. Right now, he is a delivery person.

H Circle the correct answers.

1. What job does Kai want in the future?
   a. delivery person b. student (c.) architect
2. What does Kai do now?
   (a.) delivery person b. architect c. student
3. What does Kai want?
   (a.) high school diploma b. community college c. adult school

I Write. When can Kai study?

1. Kai can study on Monday from 8 am to 6 pm.
2. Kai can study on Friday from 6 pm to 9 pm.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 am	Family		Work	Work	Work	Work	Family
10:00 am							
12:00 am							
2:00 pm							
4:00 pm							
6:00 pm		School	School	School	School		
8:00 pm							

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Writing Practice

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Alphabet

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

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N. n

O. o

P. p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

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Word Practice

UNIT 1

name this

happy live

where first

what last

from

UNIT 2

friend my

please your

on go

in school

at you

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UNIT 3

buy need

like and

want cook

eat cut

meal for

UNIT 4

too many

red small

blue large

black the

how wearing

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UNIT 5

corner right

of by

turn work

left yes

no have

with has

UNIT 6

day who

week next

maybe some

feel take

can't am

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later are

problem is

UNIT 7

great do

manager but

was work

big doesn't

job don't

good

comes

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Word Practice

UNIT 8

then

right

plans

now

will

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Credits

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Key
National capital
State capital
Other city
0 400 Miles
0 400 Kilometers
Albers Conic Equal-Area Projection
CANADA
Vancouver
Seattle
Olympia
WASHINGTON
Portland
Salem
OREGON
Helena
MONTANA
Boise
IDAHO
WYOMING
Cheyenne
NORTH DAKOTA
Bismarck
SOUTH DAKOTA
Pierre
NEBRASKA
Omaha
Lincoln
Denver
COLORADO
Topeka
KANSAS
Wichita
Sacramento
Carson City
San Francisco
San Jose
NEVADA
Salt Lake City
UTAH
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CALIFORNIA
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Tucson
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El Paso
Tulsa
Oklahoma City
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OHIO
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Richmond
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Concord
MAINE
Augusta
Atlantic Ocean
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Pacific Ocean
BAHAMAS
CUBA
MEXICO
ASIA
Barrow
Nome
Fairbanks
ALASKA
Anchorage
Juneau
CANADA
Bering Sea
Gulf of Alaska
HAWAII
Honolulu
Hilo
22°N
20°N
160°W
155°W
0 100 Miles
0 100 Kilometers

Alphabet Letter Cards

a	e	i	o	u
b	c	d	f	g
h	j	k	l	m
n	p	q	r	s
t	v	w	x	y
z				

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A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

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Target Word Cards

UNIT 1

name	happy	where
what	from	this
live	first	last

UNIT 2

friend	please	on
in	at	my
your	go	school
you		

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UNIT 3

buy	like	need
and	want	for
eat	meal	cook
cut		

UNIT 4

too	red	blue
black	how	many
small	large	how
much	the	wearing

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UNIT 5

corner	of	turn
left	right	by
work	yes	no
with	have	has

UNIT 6

day	week	maybe
feel	can't	later
problem	who	next
some	take	am
are	is	

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UNIT 7

great	manager	was
do	but	work
big	job	good
come	don't	doesn't

UNIT 8

then	right	plans
now	will	

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Bingo

Write or draw a word for each square. Listen. Play.

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Word Search

Make your own Word Search. Write fifteen words from the unit in the boxes. Fill in the remaining blanks with additional letters. Exchange papers with your partner and find the unit words.

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Find Someone Who

Find someone who . . .

likes _____	**likes** _____	**likes** _____	**likes** _____
doesn't like _____	**doesn't like** _____	**doesn't like** _____	**doesn't like** _____
has _____	**has** _____	**has** _____	**has** _____
buys _____	**buys** _____	**buys** _____	**buys** _____
works _____	**works** _____	**works** _____	**works** _____
lives in _____	**lives in** _____	**lives in** _____	**lives in** _____

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LIFE ONLINE VIDEO 1

Am I a letter?

Am I a letter?
9 P
Nine is a number. 0 1 2 3 4 5 6 7 8 **9**
P is a letter. A B C D E F G H I J K L M N O **P** Q R S T U V W X Y Z

E 3
E is a letter. A B C D **E** F G H I J K L M N O P Q R S T U V W X Y Z
3 is a number. 0 1 2 **3** 4 5 6 7 8 9

Am I a letter?
S $
S is a letter. A B C D E F G H I J K L M N O P Q R **S** T U V W X Y Z
This is a dollar sign. $
Use a dollar sign in prices.

Am I a letter?
a @
a is a letter. **a** b c d e f g h i j k l m n o p q r s t u v w x y z
This is an "at" symbol. @
Use an at symbol in email addresses. tim@me.com

Am I a letter?
! i
i is a letter. a b c d e f g **h** **i** j k l m n o p q r s t u v w x y z
This is an exclamation mark. !
Listen to how it changes sentences.
Hi. (bored) Hi.
Hi! (happy) Hi!

When you make a password, you need to use letters.
You need to use upper and lowercase letters.
You need to use numbers.
And you need to use special characters.
You might need a username or email and password to do your homework. Don't lose them!

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LIFE ONLINE VIDEO 2

Should you click it?

You get a text from your bank.
Account hacked! Enter your password as MyI3ank.com.

Should you click it? Yes No
Look closely. NEVER follow a link like this from your phone or computer.

You get an email from your teacher.
From: Jen Ito <sheena@mail.com>
To: Me
Re: Class

Hey! Look at these photos.
Jen

Should you click it? Yes No
Look closely.
This person is not your teacher.

You are at a café with wifi. You want to connect to the internet to do your homework.
Should you click it? Yes No
Look closely.
This wifi network is public.
It is not safe. People can see your information.
Choose a secure network.

You get a phone call. It's the police! You're in trouble! The message says Press 1 to speak to a person.
Should you click it? Yes No
Think carefully. Stay calm. The police are not going to call you. They are going to come in person and show identification.

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Audio Script

WELCOME UNIT

LESSON 1

Exercise A
Hi, I'm Hanah. H-a-n-a-h.
Nice to meet you.

Exercise B
A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Exercise H
A: My name is Hanah. What's your name?
B: Ana, A-n-a.

LESSON 2

Exercise A
A: My number is 909-555-6872.
B: My number is 714-555-3724.

Exercise B
0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Exercise C
a. five
b. eight
c. zero
d. nine
e. two

Exercise F
a. 714 555 3739
b. 469 555 1066
c. 212 555 1570
d. 786 555 3886
e. 818 555 3754

LESSON 3

Exercise A
Open your books, please.

Exercise B
open
close
1. Open your books to page 175, 1-7-5.
2. Open your books to page 33, 3-3.
3. Close your books.

Exercise C
Listen. Repeat. Write. Practice.

Exercise D
1. repeat
2. write
3. repeat
4. listen
5. practice
6. listen
7. repeat
8. repeat

Exercise E
Underline. Circle. Check.

Exercise F
1. listen
2. repeat
3. write
4. underline
5. circle
6. check

Exercise H
A: My name is Felipe. What's yours.
B: Amad.

Exercise I
A: Please spell your name.
B: A-m-a-d.

Quiz

Exercise C
1. spell
2. repeat
3. check
4. close
5. underline

Unit 1

LESSON 1

Exercise A
n n n n

Exercise B
New Adult School
School Application
First name: Neda
Last name: Mendoza
Phone number: 714-723-9999

Exercise C
1. a. name b. book c. desk
2. a. door b. headphones
   c. numbers
3. a. 911 b. board c. chair
4. a. trashcan b. notebook c. hat

Exercise F
1. name
2. numbers
3. nurse
4. notepad

Exercise H
Her name is Nancy.
His name is Nate.

Exercise I
A: Hello, my name is Nuan.
B: Nice to meet you. My name is Niu.

Exercise K
A: What is your last name?
B: Kang. K-a-n-g.

Exercise N
A: Spell "name".
B: n-a-m-e

Exercise O
New York State Driver License,
First Name: Neda. Last Name: Mendoza.
9299 West Nutwood Ave.
New York, New York, 10451

Exercise Q
1. What is her first name?
   a. Neda. b. Mendoza.
2. What is her last name?
   a. Mendoza. b. Nutwood.

LESSON 2

Exercise A
h h h h

Exercise B
Happy Birthday!
Hi Harry!
I hope you have a happy birthday.
Love, Hanna

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Exercise C
1. a. book b. teacher c. happy
2. a. door b. hair c. notebook
3. a. hat b. board c. desk
4. a. trashcan b. chair c. headphones

Exercise F
1. happy
2. hat
3. head
4. hello

Exercise H
Happy Birthday.
Harry and Hanna.

Exercise I
A: Hello, I'm Henry.
B: Hi. I'm Zahir.

Exercise J
A: Happy to meet you, Henry.
B: I am happy to meet you, too.

Exercise L
A: Spell happy.
B: h-a-p-p-y
A: Spell name.
B: n-a-m-e

Exercise N
Thank you
Dear Zahir,
Thank you for the hat.
I am happy!
Your friend, Harry

Exercise R
1. Who is the card to?
   a. Harry b. Zahir
2. Who is the card from?
   a. Harry b. Zahir

LESSON 3

Exercise A
w w w w / ck ck ck ck

Exercise B
north, west, Washington,
east, south

Exercise C
1. a. book b. west c. map
2. a. notebook b. water c. car
3. a. bus b. board c. window
4. a. wall b. trashcan c. headphones

Exercise F
1. west
2. water
3. wall
4. window

Exercise H
Where do you live?
What is your address?

Exercise I
A: Where do you live?
B: Seattle, Washington

Exercise K
A: What is your address?
B: 1123 West Arnell Street.

Exercise N
A: Spell *where*.
B: w-h-e-r-e
A: Spell *what*.
B: w-h-a-t
A: Spell *happy*.
B: h-a-p-p-y
A: Spell *name*.
B: n-a-m-e

Exercise O
California Driver License
Last Name: Winston
First Name: Wilma
3511 Water Street
Seattle, Washington, 98101

Exercise Q
1. What is her first name?
   a. Winston. b. Wilma.
2. Where does she live?
   a. Seattle. b. Winston.

LESSON 4

Exercise A
m m m m

Exercise B
Map of Mexico, Mexico , Mexico City
I'm from Mexico City, Mexico.

Exercise C
1. a. map b. pencil c. chair
2. a. notebook b. mask c. car
3. a. bus b. board c. man
4. a. motorcycle b. trashcan c. pen

Exercise F
1. map
2. name
3. mask
4. money
5. man
6. woman

Exercise H
Maria
Masks are required.

Exercise I
A: What is your name?
B: I'm Maria, M-a-r-i-a.
A: Where are you from?
B: I'm from Mexico, M-e-x-i-c-o.

Exercise L
A: Spell *from*.
B: f-r-o-m
A: Spell *happy*.
B: h-a-p-p-y
A: Spell *where*.
B: w-h-e-r-e
A: Spell *name*.
B: n-a-m-e
A: Spell *what*.
B: w-h-a-t

Exercise N
School ID
Last Name: Moreno
First Name: Maria
Country: Mexico
Address: 2900 W. Manchester Avenue, Mesa, Arizona, 85209
Phone: 760-350-1234

Exercise P
1. Where is she from? a. Mesa, Arizona b. Mexico.
2. Where does she live? a. Mesa, Arizona b. Mexico.

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LESSON 5

Exercise A

r r r r

Exercise B

dad, Robert, husband
wife, mom, Rena
son, Rich, brother
sister, daughter, Sara

Exercise C

1. a. rose b. notebook c. book
2. a. hat b. red c. desk
3. a. trashcan b. pencil c. ribbon

Exercise F

1. red rose
2. daughter
3. ring
4. first

Exercise H

Robert
Rena
Read a book.

Exercise I

A: This is my friend, Carina.
B: Nice to meet you, Carina.

Exercise K

A: This is my friend Robert.
B: I'm happy to meet you, Robert.

Exercise N

A: Spell *this*.
B: t-h-i-s
A: Spell *where*.
B: w-h-e-r-e
A: Spell *happy*.
B: h-a-p-p-y
A: Spell *what*.
B: w-h-a-t
A: Spell *from*.
B: f-r-o-m
A: Spell *name*.
B: n-a-m-e

Exercise P

Redding Family

This is Robert and Rena. They are married. They have one daughter and one son. They are happy.
married

Exercise R

1. How many daughters do they have? a. one b. two.
2. how many sons do they have? a. one b. two.

LESSON 6

Exercise C

1. hat
2. mat
3. rat
4. cat

Exercise D

1. map
2. happy
3. address
4. last name

Exercise H

Spell *live*. Spell *first*. Spell *last*.
Spell *this*. Spell *from*. Spell *where*.
Spell *what*. Spell *happy*. Spell *name*.

Exercise I

Nasham Haj is from Syria. She lives in Miami, Florida. She is married. She has one daughter and three sons.

Exercise K

1. What is her first name? a. Nasham b. Haj
2. Where is she from? a. Miami b. Syria

Quiz

Exercise A

1. Find the *n* sound: a. name b. book c. hat.
2. Find the *w* sound: a. headphones b. ribbon c. water.
3. Find the *h* sound: a. red b. hello c. pencil.
4. Find the *m* sound: a. book b. trashcan c. money.
5. Find the *r* sound: a. ring b. pen c. hat.

Exercise B

1. What is your first name?
2. What is your last name?
3. Where do you live?
4. Where are you from?

Unit 2

LESSON 1

Exercise A

f f f f
fr fr fr fr
fl fl fl fl

Exercise B

Flag of Haiti.
Profile: First Name: Fabiola; Last Name: Jean; Language: French
Flag of France
Profile: First Name: Franc; Last Name: Lane; Language: French

Exercise C

1. a. dog b. seven c. flag
2. a. five b. desk c. cat
3. a. fish b. apple c. chair

Exercise F

1. foot
2. fork
3. flower
4. fly
5. five
6. frog

Exercise H

1. Fabiola is from Haiti.
2. Franc is from France.
3. My first name is Fred.

Exercise I

A: This is my friend Fay. She is from Canada.
B: Nice to meet you, Fay.

Exercise K

A: Hi Bo, this is my friend Fay. She is from Canada.
B: Hi, Fay. It's nice to meet you. I'm from China.

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Exercise N
A: Spell *friend*.
B: f-r-i-e-n-d

Exercise O
Fabiola
This is Fabiola. She is my friend. She is from Haiti. She speaks French and Creole.

Exercise Q
1. What is her name?
   a. Fabiola. b. Haiti.
2. Where is she from?
   a. Fabiola. b. Haiti.

LESSON 2

Exercise A
p p p p

Exercise B
pencil, ruler, pen, paper

Exercise C
1. a. book b. pencil c. shirt
2. a. pants b. desk c. board
3. a. trashcan b. pineapple c. banana
4. a. hat b. headphones c. purse

Exercise F
1. palm tree
2. paper
3. pot
4. plane

Exercise H
Please, take out a pencil.
Please, open your book.

Exercise I
A: Hello, class.
B: Hello!
A: Please, take out a pencil and paper.

Exercise J
Please take out a pencil.

Exercise O
Classroom Instructions
1. Please sit down.
2. Please take out a pen and paper.
3. Please write your name.
4. Please open your books.
5. Please listen carefully.

Exercise Q
1. What do students write?
   a. their names. b. their books.
2. What do students open?
   a. their names. b. their books.

LESSON 3

Exercise A
c c c c/ck ck ck ck

Exercise B
bookcase, wall clock, cabinet
trashcan, computer

Exercise C
1. a. pencil b. clock c. shirt
2. a. dog b. hat c. cat
3. a. headphones b. car c. board

Exercise F
1. crayons
2. car
3. cap
4. cabinet

Exercise H
Carolina is a student.
Carolina is in the classroom.

Exercise I
A: Excuse me. Where's the clock?
B: It's over there on the wall.

Exercise K
A: Where's the clock?
B: It's on the wall.
A: Where's the student?
B: She's in the classroom.

Exercise P
My name is Carol. I'm in my classroom in South Carolina. There are desks, a computer, and a cabinet in the classroom. The computer is on a table in the back.

Exercise R
1. Where is Carol?
   a. in the classroom
   b. on the classroom
2. What is on a table?
   a. a book b. a computer

LESSON 4

Exercise A
s s s s

Exercise B
Saturday
Sunday
5:00 PM, five o'clock
sunset at 5:47 PM
6:00 PM, six o'clock – dinner, dinner
7:00 PM, seven o'clock – movie,
soccer game.

Exercise C
1. a. pineapple b. seven c. board
2. a. sun b. hat c. book
3. a. five b. salt c. plate
4. a. candle b. headphones
   c. sandals

Exercise F
1. sandwich
2. six
3. sock
4. slide

Exercise H
Sunday is a good day.
Sam eats at 5:00.

Exercise I
A: What time is dinner?
B: It's at six.

Exercise J
A: What time is the soccer game?
B: It's at 7:00.

Exercise O
Schedule
Sunset
Saturday
Sunday
5:00 PM, five o'clock - movie, dinner
6:00 PM, six o'clock - Sunset at 6:30
7:00 PM, seven o'clock – dinner, TV

Exercise Q
1. What time is dinner on Sunday?
   a. 5:00 b. 7:00.

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2. What time is dinner on Saturday?
   a. 5:00 b. 7:00.

LESSON 5

Exercise A

d d d d

Exercise B

January
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Jan 1st New Year's Day
Today Jan 2nd
Jan 3rd First Day of School
Jan 4th School
Jan 5th Dad's Birthday
Jan 6th

Exercise C

1. a. dog b. hat c. cat
2. a. car b. door c. table
3. a. chair b. duck c. crayons
4. a. shirt b. sandwich c. desk

Exercise F

1. day
2. dish
3. dog
4. doctor

Exercise H

New Year's Day
Dad's birthday is today.

Exercise I

A: What day is your class?
B: It's on Tuesday, Wednesday, and Thursday.

Exercise J

A: When is your class?
B: My class? It's today at 10:00 am.

Exercise N

March
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Debra's Birthday, Daria's Birthday, school day, school day, school, school day, school day

Exercise P

1. What day is Daria's birthday?
   a. Wednesday b. Friday.
2. What day is Debra's birthday?
   a. Wednesday b. Friday.

LESSON 6

Exercise C

1. day
2. say
3. cake
4. snake

Exercise D

1. pay
2. play
3. bake
4. name

Exercise I

Omar is from Saudi Arabia. He goes to school on Monday, Tuesday, and Wednesday at 6:00 PM. He eats dinner at 5:00 PM.

Exercise K

1. What time is school?
   a. 5:00 PM b. 6:00 PM
2. What time is dinner?
   a. 5:00 PM b. 6:00 PM

Quiz

Exercise A

1. Find the f sound:
   a. desk b. flag c. book.
2. Find the p sound:
   a. pencil b. trashcan c. hat.
3. Find the c sound:
   a. red b. cat c. pen.
4. Find the s sound:
   a. money b. book c. soccer ball.
5. Find the d sound:
   a. pencil b. ribbon c. desk.

Exercise B

1. What time is your class?
2. What days do you have class?
3. Where are you from?

Unit 3

LESSON 1

Exercise A

b b b b

Exercise B

Family Market
bananas one dollar
beans one dollar
butter three dollars

Exercise C

1. bananas
2. buns
3. peppers
4. peaches
5. broccoli
6. grapes
7. pie
8. basket
9. bread

Exercise F

1. bananas
2. beans
3. butter
4. bag
5. bread
6. basket

Exercise H

1. Bananas are one dollar.
2. Beans are one dollar.
3. Butter is three dollars.

Exercise I

A: Bananas! How much?
B: One dollar.

Exercise K

A: I buy bananas every week.
B: I like bananas too.

Exercise O

Beto buys bananas, buns, and butter. He likes vegetables too. He likes beans.

Exercise Q

1. Who buys butter?
   a. Beto buys butter.
   b. You buy butter.
2. What vegetable does he like?
   a. bananas. b. beans.

LESSON 2

Exercise A

ch ch ch ch

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Exercise B
sandwich
ketchup
chicken
chips
cheese

Exercise C
1. sandwich
2. bananas
3. table
4. chopsticks
5. hamburger
6. ketchup
7. chicken
8. orange
9. cherries

Exercise F
1. chair
2. chili pepper
3. cheesecake
4. ketchup
5. peach
6. kitchen

Exercise H
1. Chuck likes chicken.
2. Chili peppers are spicy.

Exercise I
A: What do we need at the store?
B: Cheese.

Exercise K
A: What do we need at the store?
B: Cheese, chicken, and chips.

Exercise P
Omar's shopping list
cheese
bread
bananas
spinach
green beans
peaches
chicken

Exercise R
1. Omar needs cheese.
   a. yes b. no
2. Omar needs chili peppers.
   a. yes b. no

Exercise S
cheese
bread
bananas
spinach
green beans
peaches
chicken

LESSON 3

Exercise A
s s s s

Exercise B
Lennie's Café
Sandwiches: grilled cheese sandwich seven dollars, tuna sandwich seven dollars
Soups and Salads: vegetable soup four dollars, green salad four dollars
Side Orders: French fries three dollars, fruit three dollars
Drinks: soda two dollars, tea two dollars

Exercise C
1. sandwich
2. chicken
3. soup
4. sushi
5. hamburger
6. strawberry
7. milk
8. spaghetti
9. spinach

Exercise F
1. salad
2. soup
3. soda
4. sushi
5. strawberries
6. sandwich

Exercise H
Susan likes sandwiches.
Salads are healthy.

Exercise I
Can I help you?
server
customer
guest

Exercise J
A: Can I help you?
B: Yes, one tuna sandwich and one soda, please.
A: One tuna sandwich and a soda, great!
B: Thank you.

Exercise O
1. What is the name of the restaurant? a. Manchester Avenue b. Lennie's cafe. c. seventeen dollars and forty-two cents.
2. What is the total? a. sixteen dollars. b. one dollar and forty-two cents c. seventeen dollars and forty-two cents.

Exercise P
Lennie's Café
Quantity
Item
1 tuna sandwich $ 7.00
1 fruit $ 3.00
1 tea $ 2.00

LESSON 4

Exercise A
k k k k

Exercise B
Chicken Kabobs
Ingredients:
chicken, onions, green peppers, Teriyaki sauce

Exercise C
1. kiwi
2. onions
3. kiss
4. pepper
5. kabobs
6. table
7. ketchup
8. kitchen
9. dog

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Exercise F
1. kite
2. kiwi
3. kitchen
4. keys
5. clock
6. desk

Exercise H
1. Kevin is a student.
2. Kabobs are delicious.

Exercise I
A: Do you want mustard?
B: No thank you. I want ketchup.
hot dog, cheese, pickles, ketchup, mustard, chili

Exercise K
A: What do you want on it?
B: I want chili and pickles, please.

Exercise O
Chicken Kabobs
Step 1: Cut chicken. Cut onions. Cut peppers.
Step 2: Put on skewers.
Step 3: Add teriyaki sauce. Cook kabobs.

Exercise Q
1. When do you cook?
   a. step number 1 b. step number 2 c. step number 3
2. When do you cut? a. step number 1 b. step number 2 c. step number 3

Exercise R
I want a hamburger. I like pickles and cheese on my hamburger. I want ketchup, lettuce, and tomatoes.

LESSON 5

Exercise A
i i i i

Exercise B
Meal Plan
Monday, April twenty-third: Breakfast: cheese omelet; Lunch: chicken salad; Dinner: lasagna
Tuesday, April twenty-fourth: Breakfast: cereal and fruit; Lunch: chili; Dinner: chicken noodle soup.

Exercise C
1. broccoli
2. lemon
3. limes
4. kiwi
5. onions
6. grapes

Exercise F
1. lobster
2. bell pepper
3. melon
4. lemon
5. lime
6. meatloaf

Exercise H
1. Leticia likes soup.
2. Lunch is my favorite meal.

Exercise I
salad, chili, lasagna, soup
A: What's for lunch?
B: Salad!

Exercise O
Meal Plan
Wednesday, April twenty-fifth: Breakfast: eggs and melon; Lunch: chicken noodle soup; Dinner: meatloaf
Thursday, April twenty-sixth: Breakfast: Omelet; Lunch: tuna sandwich; Dinner: chili.

Exercise Q
1. What meal is for dinner?
   a. chili b. omelet.
2. What meal is for lunch?
   a. tuna sandwich
   b. eggs and melon.

LESSON 6

Exercise D
1. cheese
2. meat
3. me
4. eat

Exercise E
1. feet
2. tea
3. Pete
4. ear

Exercise J
Lucy likes fruit salad. She needs apples, peaches, watermelon, and strawberries. She buys fruit every day.

Exercise L
1. What does she like?
   a. soup b. fruit salad
2. What does she buy every day?
   a. fruit b. salad.

Exercise M
I like vegetable soup. I need beans, onions, carrots, and potatoes. I buy vegetables every day.

Quiz

Exercise A
1. Find the **b** sound a. cat b. broccoli c. lettuce.
2. Find the **ch** a. salad b. chair c. kettle.
3. Find the **s** a. lime b. chicken c. sushi.
4. Find the **k** a. kiwi b. table c. grapes.
5. Find the **i** a. peaches b. onion c. lemon.

Exercise B
1. chili
2. banana
3. lettuce
4. sandwich
5. kabob

Exercise C
1. Breakfast, lunch, and dinner.
2. We need bread for sandwiches.
3. She wants bananas, strawberries, and oranges.

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Unit 4

LESSON 1

Exercise A
sh sh sh sh

Exercise B
shorts, shoes , T-shirts, shirt

Exercise C
1. brush
2. table
3. chair
4. shirt
5. sandwich
6. bread
7. shoes
8. coat
9. fish

Exercise F
1. shorts
2. dish
3. ship
4. cash
5. shrimp
6. shirt

Exercise H
1. Sherry wears t-shirts.
2. Shoes are for the feet.

Exercise I
A: I like your shirt.
B: Thanks. I like it too!

Exercise K
A: I like your shirt.
B: I do, too. It's my favorite.

Exercise O
Lake Shasta Trip
one shirt
two pairs of pants
one pair of shoes
one pair of shorts

Exercise Q
1. Shawn needs one pair of shorts. a. true. b. false
2. Shawn needs two shirts. a. true. b. false

Exercise R
Kerry packs to see Aunt Shelby. He needs three shirts, two pairs of shoes, two pairs of pants, and one pair of shorts.

LESSON 2

Exercise A
y y y y
bl bl bl bl

Exercise B
Yuma Park, blue, yoga, black, yellow

Exercise C
1. yellow
2. shorts
3. yarn
4. you
5. shoes
6. apple
7. blanket
8. block
9. black

Exercise F
1. yogurt
2. yarn
3. yellow
4. young
5. yes
6. yoga

Exercise H
1. I want to go to Yuma Park.
2. Yellow is my favorite color.

Exercise I
A: What color is the shirt?
B: It's red.

Exercise K
A: What color is your shirt?
B: It's blue.

Exercise O
Yasmine lives in Arizona. She wears yellow and black a lot. Yellow is her favorite color.

Exercise Q
1. What's Yasmine's favorite color? a. yellow b. black.
2. Where does Yasmine live? a. Arizona b. black.

Exercise R
I am wearing a yellow shirt.
Yellow is my favorite color.
I like blue, too.

LESSON 3

Exercise A
t t t t

Exercise B
hat, coat, belt, t-shirts
pants, shirt

Exercise C
1. socks
2. T-shirt
3. coat
4. dress shoes
5. belt
6. tie
7. glasses
8. dress
9. shorts

Exercise F
1. tea
2. trunk
3. blanket
4. belt
5. tie
6. hat

Exercise I
1. T-shirts are twelve dollars each.
2. Tom buys two shirts.

Exercise J
A: How many pairs of shoes are on the shelf?
B: Fifteen.

Exercise K
ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
A: How many shoes are in your closet?
B: 3 pairs.

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Exercise O
Tilly's
February 2nd, 2024
List of Purchases
Two t-shirts at fifteen dollars
One pair of tennis shoes at thirty-five dollars
One coat at fifty dollars
Tax: ten dollars
Total: one hundred and ten dollars

Exercise Q
1. How many T-shirts does he buy?
   a. two b. fifteen dollars
2. What is the tax?
   a. total b. ten dollars

LESSON 4

Exercise A
e e e e

Exercise B
jacket, necklace, belt, dress, handbag

Exercise C
1. extra large
2. baseball
3. pen
4. bell
5. socks
6. desk
7. tennis shoes
8. pencil
9. pants

Exercise F
1. red
2. bed
3. ten
4. dress
5. belt
6. jacket

Exercise H
1. Ed likes red shirts.
2. Extra-large shirts are over there.

Exercise I
A: What size shirt do you need?
B: Extra-large.

Exercise K
A: What size jacket do you need?
B: Small.

Exercise O
Edwin wants an extra-large jacket. Jackets are expensive. He needs ten more dollars.

Exercise Q
1. What does Edwin want?
   a. jackets b. a jacket
2. What does Edwin need?
   a. a jacket b. ten dollars

Exercise R
I want shoes, socks, and a jacket. I need more money.
I need ten dollars.

LESSON 5

Exercise A
v v v v

Exercise B
Vitality Clothing
Pants - forty-five dollars, save five dollars
Dresses - sixty-five dollars, save seven dollars
Vests - thirty dollars, save eight dollars
Visors - twelve dollars, save eight dollars

Exercise C
1. vegetables
2. dog
3. ribbon
4. five
5. avocado
6. November
7. envelope
8. violin
9. phone

Exercise F
1. vase
2. visor
3. love
4. van
5. seven
6. television

Exercise H
1. Vegetables are delicious.
2. Her best friend is Victoria.

Exercise I
A: How much are the vests?
B: Twenty-five dollars.

Exercise K
A: How much are the pants?
B: Twenty-five dollars. Save five dollars!
twenty -one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty

Exercise P
Vitality Clothing
Pants - forty-five dollars, save five dollars
Dresses - sixty-five dollars, save seven dollars
Vests - thirty dollars, save eight dollars
Visors - twelve dollars, save eight dollars

Exercise R
1. How much do you save on dresses? a. sixty-five dollars
   b. seven dollars.
2. How much are the visors?
   a. twelve dollars b. eight dollars.

Exercise S
Turvel Clothing
Pants: Regular, twenty-two dollars; Sale, twenty dollars.
Dresses: Regular, fifty-five dollars; Sale, forty-five dollars.
Vests: Regular twenty-two dollars; Sale, seventeen dollars.

LESSON 6

Exercise D
1. a shirt
2. a hat
3. a dress
4. a pair of shoes
5. a pair of pants
6. a pair of shorts

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Exercise E
1. the visor
2. the jacket
3. the tie
4. the shoes
5. the pants
6. the shorts

Exercise I
Victor is wearing black pants and a blue shirt. The black pants are extra-large, and the shirt is too. He needs shoes.

Exercise K
1. What color are his pants?
   a. blue b. black
2. What does he need?
   a. shoes b. a blue shirt

Quiz

Exercise A
Find the *sh* sound:
1. a. hat b. shirt c. tie
Find the *y* sound:
2. a. yogurt b. sandwich c. salad
Find the *bl* sound:
3. a. blue b. large c. yellow
Find the *t* sound:
4. a. black b. tie c. shoes
Find the *e* sound:
5. a. belt b. sandwich c. tie
Find the *v* sound:
6. a. dress b. vest c. tennis shoes

Exercise B
1. shorts
2. yarn
3. blue
4. T-shirt
5. dress
6. save

Exercise C
1. He is wearing black shoes.
2. The jacket is extra-large.
3. Yellow is my favorite color.

Unit 5

LESSON 1

Exercise A
c c c c
k k k k

Exercise B
Harbor City
Cecil's Grocery Store
Center Park
Peace Cemetery
Harbor Sport Center

Exercise C
1. bicycle
2. car
3. carrot
4. face
5. pencil
6. juice

Exercise F
1. circle
2. can
3. coat
4. city
5. cell phone
6. cereal

Exercise H
1. Cecilia lives in New York City.
2. Carrots are $3 at Cooper's Market.

Exercise I
A: Where's Harbor Sport Center?
B: It's in Harbor City.

Exercise K
A: Where's Harbor Sport Center?
B: It's on the corner of Cooper and Cane Street.

Exercise P
I live in Palm City on Main Street.
Celia lives in Palm City on First Street.
Ahmed lives in Palm City on Center Street.
Lucy lives in Palm City on Center Street too.

Exercise R
1. What city do they all live in?
   a. Palm City b. Ahmed and Lucy
2. Who lives on Center Street?
   a. Palm City b. Ahmed and Lucy

LESSON 2

Exercise A
r r r r

Exercise B
Main Street, Rose Park, Farmer's Market, Grocery Store, Post Office, First Street, Ribbon School, Adam's Restaurant, Fire Station, Second Street, Broadway

Exercise C
1. ribbon
2. watch
3. ring
4. wall
5. rose
6. radio

Exercise F
1. fire
2. market
3. burger
4. park
5. store
6. mother

Exercise H
1. Rosa works at a store.
2. Restaurants are expensive here.

Exercise I
A: Where's the Fire Station?
B: It's on Broadway.

Exercise K
A: Please give me directions to the post office.
B: OK, turn right on First Street.

Exercise O
Ruben lives in Rolling Hills, California. From the school, go west on Crest Road and turn right on Buggy Whip Drive.

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Exercise Q
1. What city does Ruben live in?
   a. Rolling Hills
   b. Buggy Whip Drive.
2. What way do you turn?
   a. right b. left.

Exercise R
I go to Lee County Adult School.
The school is on Broadway.

LESSON 3

Exercise A
tr tr tr tr

Exercise B
Transportation
truck, bicycle
taxi, bus
train, tractor
bicycle, plane
tractor, bicycle
metro, plane

Exercise C
1. train
2. tie
3. T-shirt
4. tree
5. two
6. trashcan
7. triangle
8. tractor

Exercise F
1. train
2. tram car
3. tractor
4. track
5. truck
6. metro

Exercise H
1. Trains run all day.
2. Tran takes the bus.

Exercise I
A: How do you go to work?
B: I go by train.

Exercise K
A: How do you go to school?
B: I go by train.

Exercise O
Transportation to Work in Habor City
Other 16 percent
Bicycle 4 percent
Walk 2.2 percent
Bus, train 2.5 percent
Truck, car 75.3 percent

Exercise Q
1. What percent of people go to work by bicycle? a. 40% b. 4%.
2. What percent of people walk to work? a. 2.2% b. 22%.

Exercise R
I walk to school. Armando goes to school by car.

LESSON 4

Exercise A
y y y y

Exercise B
chimney
family
balcony
bedroom
yard
bathroom

Exercise C
1. balcony
2. yarn
3. key
4. yoga
5. penny
6. baby
7. yogurt
8. yoyo

Exercise F
1. baby
2. family
3. key
4. daisy
5. happy
6. granny

Exercise G
Amy has a happy family. She lives in New York City in an apartment. She is married. They have a son and a baby.

Exercise H
country
city
suburbs
A: Do you live in the city?
B: No, I live in the country.

Exercise J
A: Do you live in the suburbs?
B: Yes, I do.

Exercise N
Mary's house has two bedrooms and two bathrooms. It is in the suburbs. She has a small family.

Exercise P
1. Mary lives in the city.
   a. true b. false.
2. Mary has a large family.
   a. true b. false.

Exercise Q
I live in a house. It has three bedrooms and two bathrooms. It is in the suburbs. I have a small family.

LESSON 5

Exercise A
th th th th

Exercise B
Three-bedroom, two-bathroom house
234 Third Lane, North Chicago.
Call Theo, 312 232 3334.

Exercise C
1. tree
2. three
3. tie
4. table
5. thirteen
6. bathroom
7. south
8. ten

Exercise E
1. three
2. teeth
3. cloth
4. bathroom
5. thumb
6. thigh

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Exercise H
1. Thank you for your help.
2. The class is on Thursday.

Exercise I
A: We need a three-bedroom house with two bathrooms.
B: Maybe three bathrooms!

Exercise K
A: How many bedrooms and bathrooms do you have?
B: We have two bedrooms and one bathroom.

Exercise O
House #1
For Rent
Bedrooms: 2, Bathrooms: 2
City: North Chicago
Call: 312 555 1345
Apartment #2
For Rent
Bedrooms: 1, Bathrooms: 1
City: North Chicago
Call: 312 555 4455
House #3
For Rent
Bedrooms: 4, Bathrooms: 2
City: North Chicago
Call: 312 555 2314

Exercise Q
1. How many bedrooms does #1 have? a. one b. two c. three.
2. How many bathrooms does #3 have? a. one b. two c. three.

LESSON 6

Exercise D
1. cloud
2 hour
3. house
4. mouse
5. mouth
6. south

Exercise E
I have a house.
It has three bedrooms.

Quiz

Exercise A
1. The c sound: a. pencil b. hat c. dress
2. The r sound: a. banana b. sandwich c. ribbon
3. The tr sound: a. black b. large c. truck
4. The y sound: a. happy b. pants c. car
5. The th sound: a. table b. apple c. three

Unit 6

LESSON 1

Exercise A
s s s s
z z z z

Exercise B
Healthy Living
Sleep 7 to 8 hours. Exercise 30 minutes. Eat three meals.

Exercise C
1. exercise
2. sandwich
3. sun
4. hours
5. shoes
6. meals
7. trees
8. seven

Exercise E
1. socks
2. soap
3. star
4. shoes
5. exercise
6. oranges

Exercise G
1. Sam likes apples.
2. Sleep seven to eight hours.

Exercise H
A: How many hours do you work a day?
B: I work four hours a day. I work twenty hours a week.

Exercise M
Isaac's Schedule
Tuesday
7 AM – exercise
8 AM – breakfast
10 AM – school
12:00 PM – lunch
1 PM – work
6 PM – dinner
10 PM – sleep

Exercise N
Sally exercises four hours a week. She sleeps eight hours a day. Ned exercises two hours a week. He sleeps six hours a day.

Exercise P
1. Who sleeps more, Sally or Ned?
   a. Sally b. Ned
2. Who exercises more, Sally or Ned?
   a. Sally b. Ned

Exercise Q
I sleep eight hours a day. I exercise four hours a week. I eat three meals a day.

LESSON 2

Exercise A
o o o o

Exercise B
Cold
sore throat, runny nose, headache

Exercise C
1. ice cream cone
2. phone
3. rake
4. cake
5. coat
6. yellow
7. toes
8. day

Exercise E
1. nose
2. coat
3. bow
4. rose
5. boat
6. window

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Exercise G
1. Olivia has a cold.
2. Omar is very sick.

Exercise H
A: I have a runny nose.
B: Maybe, you have a cold.

Exercise J
A: I feel sick.
B: Oh, I'm sorry.
A: I have a runny nose and a sore throat too.
B: Maybe you need to stay home today.

Exercise N
Rosa: She has a sore throat.
Omar: He has a runny nose.
Me: I have a headache.

Exercise P
1. What's the matter with Omar?
   a. He has a headache.
   b. He has a runny nose.
2. What's the matter with Rosa?
   a. He has a sore throat.
   b. She has a sore throat.

Exercise Q
I have a headache.
He has a runny nose.
She has a sore throat.

LESSON 3

Exercise A
ch ch ch ch
k k k k

Exercise B
To: chappellATcharteradultschool.com
Dear Ms. Chappell,
I am sorry. I can't come to school today. I have a headache, stomachache, and a backache. Maybe I have the flu.

Exercise C
1. lunch
2. stomachache
3. chair
4. backache
5. mechanic
6. church
7. headache
8. cheese

Exercise E
1. chocolate
2. chips
3. chick
4. stomachache
5. mechanic
6. school

Exercise G
1. Chiropractors help backaches.
2. Charlie is a doctor.

Exercise H
A: Hello, I need an appointment to see the doctor.
B: What's the problem.
A: I have a bad stomachache.

Exercise J
B: Can you come in at 3:00 PM?
A: No, I can't. How about 4:00?
B: Okay, See you later!

Exercise N
Dear Ms. Chan,
I have a problem. I can't come to school today. My son is sick with a stomachache. He needs a doctor.
Thanks,
Chloe

Exercise P
1. Who is sick?
   a. Chloe b. Chloe's son
2. Who is the student?
   a. Chloe b. Chloe's teacher

Exercise R
Dear Ms. Chan,
I have a problem. I can't come to school today. I am sick.
See you later.

LESSON 4

Exercise A
ing ing ing ing

Exercise B
Waiting Room
sitting, talking, listening, writing, reading

Exercise C
1. walking
2. running
3. talk
4. sleeping
5. drive
6. play
7. listening
8. sit

Exercise E
1. walking
2. driving
3. listening
4. running
5. kicking
6. talking

Exercise F
I am talking.
He is talking.
She is talking.
They are talking.

Exercise G
1. He is talking on the phone.
2. The receptionist is writing.
3. They are sitting in the waiting room.
4. Two women are reading.

Exercise H
Doctor: Who is next?
Receptionist: Mr. Mora. He is waiting in the exam room.

Exercise I
Doctor: How are you, Mr. Mora?
Mr. Mora: I have a headache.
Doctor: Oh, I'm sorry. You have a fever, also.
Mr. Mora: Can you help me?
Doctor: Yes, of course.

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Exercise M
Six patients are in the waiting room. Five are sitting down. A man is talking on the phone. Two women are reading. Two men are talking to Mr. Mora.

Exercise O
1. How many patients are in the waiting room? a. 3 b. 6 c. 8.
2. How many people are sitting? a. 2 b. 3 c. 5.

Exercise P
I am sitting in the waiting room. I am reading. My husband is here, too. He is talking to Mr. Mora. I am waiting for my appointment with the doctor.

LESSON 5

Exercise A
i i i i

Exercise B
1. Antacid tablets are big pills. They are for stomach problems.
2. Cough syrup is a liquid. It is for a sore throat or a cough.
3. Aspirin is a small tablet. It is for headaches.

Exercise C
1. sit
2. lip
3. cat
4. man
5. kid
6. sad
7. sick
8. pan

Exercise E
1. pig
2. pill
3. lip
4. stick
5. six
6. chips

Exercise H
1. It's a good day.
2. Immanuel is my friend.

Exercise I
A: Take two tablets and talk to me in the morning.
B: Thank you doctor.

Exercise K
A: I think I need some medicine.
B: What's the problem?
A: I have a headache.
B: Take some aspirin.

Exercise P
Instructions: Take two pills every four hours. Do not take more than six pills in 24 hours.

Exercise R
1. How many pills do you take every four hours? a. 24 b. 2 c. 6
2. How many pills do you take in 24 hours? a. 24 b. 2 c. 6

Exercise S
Aspirin: Instructions: Take two pills every four hours. Do not take more than six pills in 24 hours.
Cough syrup: Instructions: Take two teaspoons every four hours.
Antacid: Instructions: Take two tablets every four hours. Do not take more than six tablets in 24 hours.

LESSON 6

Exercise C
/ei/, /ei/, /ei/, /ei/
/ee/, /ee/, /ee/, /ee/
/i/, /i/, /i/, /i/
/ai/, /ai/, /ai/, /ai/
/ou/, /ou/, /ou/, /ou/
/iu/, /iu/, /iu/, /iu/

Exercise E
1. cake
2. wait
3. nose
4. coat
5. plate
6. eat
7. drive
8. blue
9. bike

Exercise F
I am sick.
You are sick.
He is sick.
She is sick.
They are sick.

Exercise J
Cold Medicine: Instructions: Take 10 milliliters every 6 hours. Do not take more than four doses in 24 hours.

Exercise K
1. How many doses can you take in a day? a. 24 b. 2 c . 4
2. What is the medicine for? a. a cold b. 6 hours c. 10 ml

Quiz

Exercise A
1. Find the /s/ sound: a. seven b. hat c. zoo
2. Find the /z/ sound: a. table b. flowers c. sandwich
3. Find the /ou/ sound: a. rose b. dog c. cat
4. Find the /ch/ sound: a. car b. house c. children
5. Find the /k/ sound: a. mechanic b. church c. sun
6. Find the ing sound: a. talk b. sleeping c. run
7. Find the /i/ sound: a. paper b. chair c. window

Exercise B
1. sleep
2. exercise
3. nose
4. church
5. school
6. waiting
7. sit

Unit 7

LESSON 1

Exercise A
/ər/, /ər/, /ər/, /ər/
/ar/, /ar/, /ar/, /ar/

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Exercise B
baker, student, artist,
barber, carpenter

Exercise C
1. driver
2. manager
3. teacher
4. yarn
5. artist
6. father
7. architect
8. arm

Exercise E
1. mother
2. father
3. worker
4. runner
5. server
6. toaster

Exercise G
1. yarn
2. star
3. car
4. barn
5. artist
6. party

Exercise H
A: What do you do?
B: I'm a teacher.

Exercise J
A: What do you do?
B: I'm a student.
A: Oh, great! Who is your teacher?
B: Mr. Jones.

A: What do you do?
B: I'm a server.
A: Oh, great! Who is your manager?
B: Martin.

Exercise N
Aria is a manager at a restaurant. The restaurant is open from 11:00 AM to 10:00 PM. Aria works from 10:00 AM to 6:00 PM every day.

Exercise P
1. What time does Aria start work?
   a. 12 PM b. 10 AM c. 6 PM
2. When does the restaurant close?
   a. 12 PM b. 10 AM c. 10 PM

Exercise Q
I am a student. I go to school from 3:00 PM to 5:00 PM every day. I like my class. My teacher is Mrs. Hart.

LESSON 2

Exercise A
ir ir ir ir
or or or or
ur ur ur ur

Exercise B
Resume / Job History
Irma Amato, Nurse Supervisor
Experience
2015 Assistant Nurse
2020 Nurse
2024 Nurse Supervisor

Exercise C
1. doctor
2. nurse
3. bird
4. jar
5. arm
6. church
7. yard
8. sardine

Exercise E
1. nurse
2. Thursday
3. turn right
4. burger
5. Saturday
6. purple

Exercise G
1. bird
2. thirteen
3. shirt
4. circle
5. birthday
6. skirt

Exercise H
A: What was your first job?
B: I was a server.

Exercise J
A: What was your first job?
B: I was a server.
A: What do you do now?
B: I am a nurse. I work in a hospital.

Exercise O
Virginia Clark: nurse; 6 AM to 3 PM; Monday to Friday.
Arthur Turner: store manager; 8 AM to 6 PM; Thursday to Monday.
Gregory Murphy: delivery driver; 9 AM to 5 PM; Tuesday to Saturday.

Exercise Q
1. What's Virginia's job?
   a. She's a nurse. b. Clark
2. What is Mr. Turner's first name?
   a. store manager b. Arthur

LESSON 3

Exercise A
u u u u

Exercise B
Salespeople help customers.
Bus drivers drive buses.
Landscapers cut grass and trees.
Servers serve customers.

Exercise C
1. tube
2. run
3. flute
4. ruler
5. duck
6. sun
7. tuna
8. bug

Exercise E
1. gum
2. drum
3. bus
4. mug
5. cup
6. hug

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Exercise H
1. Umbrellas are for the rain.
2. Uncle Henry is a doctor.

Exercise I
A: What do you do?
B: I am a salesperson.
A: What do salespeople do?
B: We help customers.

Exercise K
A: Where do you work?
B: I'm a delivery driver.
A: Do you drive?
B: Yes, I do, but I don't drive a van.

Exercise P
I am a driver. I drive cars, buses, and trucks, but I don't drive motorcycles. I make deliveries to many places in Buffalo, New York. I work five days a week.

Exercise R
1. Does she drive motorcycles?
   a. Yes, she does. b. No, she doesn't.
2. Where does she work?
   a. cars, buses, and trucks b. Buffalo

Exercise S
I am a student. I go to school at Duggen Adult School. I listen carefully in class and help other students. My teacher is Mr. Underwood.

LESSON 4

Exercise A
g g g g
g g g g

Exercise B
Hotel Supervisor
7 AM Get instructions from manager.
7:15 AM Give instructions to your team.
1. Greet guests.
2. Help with luggage.
3. Clean gym area.
4. Empty garbage.

Exercise C
1. orange
2. green
3. English
4. manager
5. gas
6. grapes
7. angel
8. danger

Exercise E
1. bag
2. gloves
3. glasses
4. giraffe
5. cage
6. danger

Exercise G
1. Gloves are important in this job.
2. Gino is a good worker.

Exercise H
Manager: Please get some glass cleaner and clean the windows.
Worker: Yes sir. It's a big job!

Exercise I
Manager: Please get a towel and clean the counters.
Worker: Happy to. What can I do next?
Manager: Next, please clean the floors.

Exercise M
Hotel Desk Clerk
Get guest information.
Get credit card information.
Give room key to guest.
Answer questions.

Exercise O
1. What does the clerk do first?
   a. gets information
   b. asks questions.
2. Where does the clerk work?
   a. in the morning
   b. in a hotel

Exercise P
I am a hotel clerk. I work at the Getty Hotel. I help guests get a room. I like my job.

LESSON 5

Exercise A
o o o o

Exercise B
Work Evaluation
Name: Robert Johnson
Title: Office worker
Yes No
1. Helps Customers. Yes
2. Comes to work on time. No
3. Speaks English well. Yes
4. Follows directions well. Yes
Manager: Jill
Rob does a good job. He speaks to customers well. He also follows instructions. He does not always come to work on time.

Exercise C
1. rose
2. stove
3. window
5. pot
6. box
7. bow

Exercise E
1. stop
2. pot
3. box
4. off
5. on
6. clock

Exercise H
1. Office work is great work.
2. I talked to Oscar.

Exercise I
A: You do a good job.
B: Thank you.

Exercise K
A: You do a good job.
B: Thank you.

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A: You need to come on time.
B: I'm sorry.

Exercise P

Oliver does a good job. He helps customers, but he needs to practice his English more. He is not always on time. He comes late a lot.

Exercise R

1. Oliver is a good worker.
   a. true b. false
2. Oliver always comes on time.
   a. true b. false

Exercise S

Otto does a good job. He helps customers, but he needs to practice his English more. He is always on time and helps customers. He also follows directions.

Harlin does a good job. She helps customers every day. She also follows directions and comes on time. Her English is very good.

LESSON 6

Exercise D

1. job
2. jacket
3. juice
4. jet
5. jam
6. jump

Exercise G

1. The teacher saw Jim.
2. July is hot.

Exercise H

I don't drive a bus.
You don't talk to customers.
He doesn't help the doctor.
She doesn't serve customers.
They don't cut grass.

Exercise I

1. Jim doesn't serve customers.
2. Oscar and Natalie don't talk to customers.
3. Margarita doesn't drive a bus.
4. You don't help the doctor.
5. I don't work.

Exercise L.

Name: Aysel Demir. Title: Office worker. Work hours: 9AM to 6PM. Days: Monday to Friday.
Name: Eve Jenkins. Title: Cashier. Work hours: 7AM to 1PM. Days: Monday, Wednesday, and Friday.
Name: Mario Roberts. Title: Student. School hours: 6PM to 10PM. Days: Monday, Tuesday, and Wednesday.

Quiz

Exercise A

1. Find the /ər/ sound:
   a. father b. hat c. yarn
2. Find the /ər/ sound:
   a. rose b. doctor c. mechanic
3. Find the /ʌ/ sound:
   a. car b. bus c. server
4. Find the /g/ sound:
   a. truck b. church c. gloves
5. Find the /dʒ/ sound:
   a. angel b. doctor c. cat
6. Find the /ɔ/ sound:
   a. nurse b. hot c. nose

Unit 8

LESSON 1

Exercise A

k k k k
c c c c
cl cl cl cl
p p p p
pr pr pr pr
s s s s
z z z z
st st st st
t t t t

Exercise B

Are you a good student?

I come to class every day.
I come to class on time.
I practice in class.
I listen carefully in class.
I help others in class.
I practice at home.

Exercise C

c in *cat*	1. a. car b. star c. cake
c in *cereal*	2. a. clock b. city c. cat
p in *put*	3. a. pot b. banana c. bicycle
s in *see*	4. a. ship b. church c. sandwich
s in *chairs*	5. a. music b. sun c. star

Exercise F

1. Do you come to class every day?
   a. Yes, I do. b. No, I don't.
2. Do you come to class on time?
   a. Yes, I do. b. No, I don't.
3. Do you practice in class?
   a. Yes, I do. b. No, I don't.
4. Do you listen carefully in class?
   a. Yes, I do. b. No, I don't.
5. Do you help others in class?
   a. Yes, I do. b. No, I don't.
6. Do you practice at home?
   a. Yes, I do. b. No, I don't.

Exercise J

Lara is a student at Locke Adult School. She is a good student. She goes to school every day. She comes to class on time. She listens carefully and practices English a lot. She helps others in class. She doesn't practice at home.

Exercise K

1. Does she practice English at home?
   a. Yes, she does.
   b. No, she doesn't.
2. Does she come to class on time?
   a. Yes, she does.
   b. No, she doesn't.

LESSON 2

Exercise A

ch ch f l m w y

Exercise B

Schedule

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
9:00 am, 11:00 am, 12:00 pm, 3:00 pm, 5:00 pm, 7:00 pm, 9:00 pm
Family Time, School, Study, Work

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Exercise C

ch in *Charlie* 1. a. cat b. chair c. mechanic
c in *cat* 2. a. church b. lunch c. coat
f in *fall* 3. a. van b. fish c. vase
l in *like* 4. a. dog b. man c. love
w in *what* 5. a. window b. red c. book

Exercise F

1. Eat dinner at home.
2. Follow instructions from the boss.
3. Follow instructions from the teacher.
4. Get to work on time.
5. Help others on the job.
6. Help others learn English.
7. Listen to the teacher.
8. Play games with the children.
9. Watch TV.

Exercise H

A: What do you do at home?
B: I eat dinner.
A: What do you do at school?
B: I follow instructions from the teacher.
A: What do you do at work?
B: I follow instructions from my boss.

Exercise K

Charlie spends 33 hours a week with his family. He spends 30 hours a week at work and 21 hours a week at school.

Exercise L

1. Charlie spends more time at work than at home. a. True b. False
2. Charlie spends less time at school than at work. a. True b. False

LESSON 3

Exercise A

b b b, l l l, m m m, n n n, y y y

Exercise B

Community services, internet, library, school counselor

Exercise C

b 1. a. peaches, b. banana, c. pot
l 2. a. mother, b. lunch, c. coat
r 3. a. run, b. wheel, c. wolf
y 4. a. family, b. book, c. green

Exercise F

Student: Excuse me, can you help me?
Teacher: What can I do for you?
Student: I don't understand the lesson.
Teacher: OK. Let's talk.

Exercise J

Amed needs help. He doesn't know what to do He likes school, but his work schedule changed, and he can't go to school.

Exercise K

1. Does Amed want to go to school?
   a. Yes, he does. b. No, he doesn't.
2. Does Amed know what to do?
   a. Yes, he does. b. No, he doesn't.

LESSON 4

Exercise A

a e i o u

Exercise B

University (degree), Trade School (certificate), Adult School (high school diploma), Community College (degree or certificate)

Exercise C

1. community
2. university
3. degree
4. diploma
5. certificate
6. college

Exercise E

1. cat
2. six
3. bug
4. bed
5. pot

Exercise F

1. cake
2. ice
3. music
4. beans
5. nose

Exercise G

Counselor: Do you want to go to college?
Student: Yes, I do.
Counselor: Do you want to go to college?
Student: No, I don't. I want to get a job.

Exercise H

Counselor: Do you want to go to college?
Student: Yes, I do.
Counselor: First you need to learn English.
Student: Yes. Then I need a high school diploma. Right?

Exercise M

Annual Salary by Education

$40,510 – High School Diploma; $50,079- Community College; $65,374 – University degree – Bachelors; $102,315 -University degree – Masters; $120,515 – University degree – Doctorate

Exercise N

1. How much do people with bachelor's degrees make?
2. How much do people with high school diplomas make?

Exercise O

I am a student at Lemon Adult School. I want to learn English. I also need a high school diploma. I want to go to community college. I want to be a nurse.

LESSON 5

Exercise A

c
ch
s
sh

Exercise B

I have a five-year plan. First, I am learning English at City

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College. After I learn English, I want to get a good job and help my children with school. Then I need a high school diploma. After that, I will go to trade school with my friends. I want to be a mechanic in the future.

Exercise C

c 1. a. cat b. face c. chair
c 2. a. car b. center
c. teacher
ch 3. a. church
b. school c. stomach
ch 4. a. cheese
b. mechanic c. chips
s 5. a. chairs b. music
c. sandwich
s 6. a. nose b. desk
c. sandwich
sh 7. a. stomachache
b. chin c. shirt

Exercise F

A: What are your plans?
B: I am going to school.

Exercise H

A: What are your plans?
B: I am going to school right now.
A: And after that?
B: I will go to college.

Exercise M

Omar – Mechanic: English class, now. Trade School in three years. Mechanic in five years.
Javier – Nurse: English class now. High School Diploma and Community College in three years. Nursing certificate in five years.
Nancy – Teacher: English class now. High School diploma and Community College in three years. University in five years.
Maria – Homemaker: English class now. Help children with school in two years.

Exercise N

1. What is Nancy's goal?
   a. She wants to go to a university.
   b. She wants to get a job in three years.
2. What does Javier want to do in three years?
   a. He wants to be a nurse.
   b. He wants to go to Community College.

LESSON 6

Exercise D

I come to class every day.
He comes to class every day.
She comes to class every day.
I listen carefully.
He listens carefully.
She listens carefully.

Exercise F

I will practice in class.
He will help other students.
She will come to class on time.

Exercise J

Oscar has goals. First, he will learn English. Then he will get a high school diploma. He wants to be a teacher. He needs to go to school for a long time. He will do it!

Exercise K

1. What job does Oscar want?
   a. He wants to learn English.
   b. He wants to be a teacher.
   c. He wants a high school diploma.
2. What will he do first?
   a. He will get a high school diploma.
   b. He will be a teacher.
   c. He will learn English.

Quiz

Exercise A

1. a. lettuce b. table c. car
2. a. pencil b. music c. doctor
3. a. teach b. cat c. shirt
4. a. nose b. backache c. eyes
5. a. father b. banana c. sock
6. a. dog b. sun c. lettuce
7. a. water b. foot c. lemon

Exercise B

1. I like bananas.
2. We need to practice our English.
3. She comes to school every day.
4. Do you have a stomachache?
   No, I don't.
5. They can get a high school diploma.
6. I am learning English
7. We need to learn English.
8. He needs help.
9. I eat lunch at 12:00 PM.
10. I want to go to a university.

Review

Exercise A

a, b, c, ch, d, e, f, h, k, l, m, n, p, r, s, sh, t, w, y

Exercise B

a, b, c, ch, d, e, f, h, k, l, m, n, p, r, s, sh, t, w, y

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Notes

Notes

Notes

Notes

Notes