



*Sharing the Power of Learning*

**The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.**

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

## Transportation: Week 1 of 2

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### **Unit Overview**

This is a 2-week unit in which students discuss ways to get around town, basic directions, how to ride public transit and begin distinguishing when to use the simple present tense or present continuous tense.

### **Focus of Week 1**

- Vocabulary to talk about **how you get around town**
- **Places you go**
- **Basic directions**
- **Present tense**

# Transportation Unit: Week 1, Monday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> identify modes of transportation</p> <p><b>Life skill:</b> identify names of building and community destinations</p> <p><b>Literacy:</b> recognize and write transportation words, including walk and wait for the bus.</p> <p><b>Listening/speaking:</b> Ask and respond to basic questions about transportation (ex. How do you get to school?)</p> <p><b>Grammar:</b> Use the simple present tense and adverbs of frequency to describe typical modes of transportation (ex. I usually walk to school. Sometimes I take the bus).</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Basic Grammar in Action</i>, p. 168</li> <li>• Handout: <b>How do you Get to School?</b></li> <li>• Textbook: <i>Stand Out Basic, 2<sup>nd</sup> Ed.</i>, p. 90-91</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 57, 85, 148</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Post-it notes</li> <li>• Whiteboard markers of 4-5 different colors (optional)</li> </ul>
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## Lesson Plan

### Warm up for today's Lesson

Description: Circle drill using the questions "Do you drive a car?" and "Do you take the bus?"

Materials/Prep: ESL Volunteer Tutor Manual, 2012, Circle Drill, p. 57.

### Activity 1: Life skill, Literacy

Description: introduce modes of transportation vocabulary

Materials/Prep: copies of **Basic Grammar in Action**, p. 168

### Activity 2: Grammar/literacy

Description: practice basic transportation sentences with the simple present tense

Materials/Prep: copies of **Stand Out Basic, 2<sup>nd</sup> Ed. p. 90-91**

### Activity 3: Life skill, literacy, listening and speaking

Description: students mingle practicing the question "How do you get to \_\_\_\_\_?"

Materials/Prep: copies of **How do you get to school?** Handout, ESL Volunteer Tutor Manual, 2012, **mingle grid**, p. 85

### Activity 4: Life Skill, Literacy

Description: learners make a pie chart to show how they get to class.

Materials/Prep: post-it notes, whiteboard markers of 4-5 different colors (optional), ESL Volunteer Tutor Manual, 2012, **Post-It Chart**, p. 148

### Activity 5: Checking for Understanding

Description: before they leave the room ask each learner "How do get to school?"

Materials/Prep: (none)

**Teacher Directions: Activity 1: Life Skills, Literacy** -*Basic Grammar in Action, p. 168*

Step 1: Context

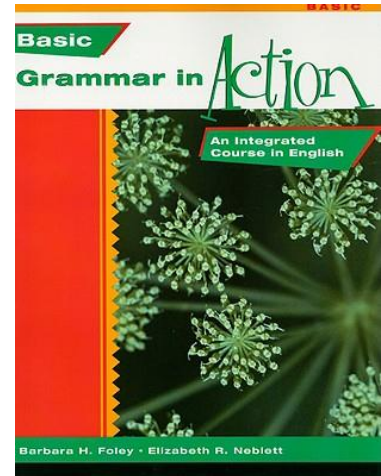
Ask “how do you come to school?” Pantomime if necessary: do you drive a car? Do you walk? Do you take the bus?

Step 2: Introduce vocabulary

Distribute handouts.

Teacher reads and students repeat.

Discuss each way of travel using questions such as “Do you take the bus? Where do you take the bus? Why do you take the bus? Do your friends and family take the bus? Do you like to take the bus?” Make sure everyone in the class answers at least one question.



Step 3: independent practice

In pairs, one learner reads one of the phrases on p. 168. Their partner listens to the phrase and then points to the corresponding picture.

**Need a challenge?:** high beginning learners can write a sentence for each picture on p. 168 (ex. *The man takes a taxi to the airport. I ride my bicycle to the park.*)

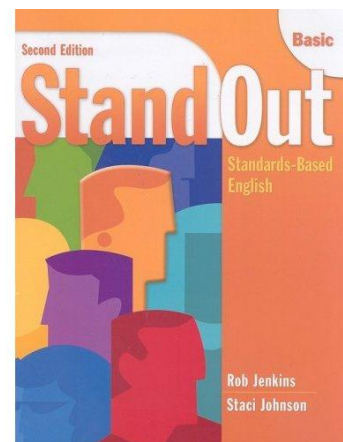
**Teacher Directions: Activity 2: Grammar, Literacy** -*Stand Out Basic, 2<sup>nd</sup> Ed. p. 90-91*

Step 1: Teacher Models

Model the instructions for parts A and B. Review the meaning of the words country, housing, and transportation by giving examples of each.

Step 2: Independent Practice

Learners complete sections A and B independently. The CD is not necessary for this activity.



Step 3: Introduce grammar concept –add an ‘s’ to verbs that follow he or she in present tense

Write on the board:

I  
You  
He  
She  
It  
We  
They

Read each word together and use hand gestures to show the meaning of each one.

Write a verb next to each subject:

I walk  
You walk  
He walks  
She walks  
It walks  
We walk  
They walk

Ask “which words have ‘s’?”

Circle “He walks, she walks, it walks.”

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

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

“we use present tense to talk about ‘everyday’, ‘usually’, ‘sometimes’, ‘all the time.’”

If some learners are confused at this point, don’t belabor the point. They will see many examples in the next step.

Step 4: Guided Practice

Teacher reads example sentences in the grammar chart on p. 91.

Teacher reads again and learners repeat.

Model how to complete sections D and E, as needed

Learners complete sections D and E and check answers with a partner.

### Teacher Directions: Activity 3: Life Skills, literacy, listening and speaking -How do you get to school?

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

How do you get to school?

1. Practice the questions with your teacher.  
2. Talk to other students and write their answers.

How do you get to \_\_\_\_\_ ?  
How do you go to \_\_\_\_\_ ?

name	school	the grocery store	your friend's house

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 7 Beginning Transportation Unit

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

See instructions for a **Post-It Chart** in the ESL Volunteer Tutor Manual, 2012, Post-It Chart, p. 148.

In this variation, learners post-it notes are grouped together by similar response and then arranged in a circle on the board. The teacher then draws lines to create a pie chart and shades each slice with a different color or pattern.

Make a “key” below the chart to show what mode of transportation each color or pattern represents.

Learners copy the chart into their notebooks.

Ask some simple questions using more, less, the most, and the least.

# How do you get to school?

1. Practice the questions with your teacher.
2. Talk to other students and write their answers.

How do you get to \_\_\_\_\_?

How do you go to \_\_\_\_\_?

<b>name</b>	<b>school</b>	<b>the grocery store</b>	<b>your friend's house</b>

## Transportation Unit: Week 1, Tuesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> give and follow basic driving/walking directions</p> <p><b>Literacy:</b> read and write major street names in their neighborhood</p> <p><b>Listening/speaking:</b> ask and respond to questions about directions (ex. Where is the hospital?)</p> <p><b>Listening/speaking:</b> listen for and understand basic walking/driving directions to a nearby location</p> <p><b>Grammar:</b> use the simple present tense and adverbs of frequency to describe typical modes of transportation (ex. I usually walk to school. Sometimes I take the bus.)</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Basic Grammar in Action</i>, p. 168</li> <li>• Handout: <b>Reading Test Practice</b></li> <li>• Textbook: <i>Stand Out 1, 2<sup>nd</sup> Ed.</i> p. 86</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 46</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A map of surrounding area for teacher reference</li> </ul>
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### Lesson Plan

#### Warm up for today's Lesson

Description: learners mingle with picture prompts to practice "How do you get to \_\_\_\_?" questions.  
Materials/Prep: 3 copies of **Basic Grammar in Action, p. 168**, cut out each picture, removing the text to create picture cards.

#### Review of Previous Lessons

Description: ball toss using the phrase "My name is Jessica and I walk to school."  
Materials/Prep: ESL Volunteer Tutor Manual, 2012, Ball Toss, p. 46.

#### Activity 1: Life skill, Literacy

Description: practice test taking skills for the CASAS Life and Work reading tests.  
Materials/Prep: copies of **Reading Test Practice**

#### Activity 2: Grammar, Literacy

Description: introduce adverbs of frequency (usually, sometimes, never), learners write sentences  
Materials/Prep: (none)

#### Activity 3: Life Skill, Literacy, Listening & Speaking

Description: learners practice basic directional phrases  
Materials/Prep: copies of **Stand Out 1, 2<sup>nd</sup> Ed. p. 86**

#### Activity 4: Life Skill, Literacy, Listening & Speaking

Description: practice the spelling and pronunciation of area street names  
Materials/Prep: a map of the surrounding area for teacher reference

#### Activity 5: Checking for Understanding

Description: learners write one thing they learned today in their notebooks  
Materials/Prep: (none)

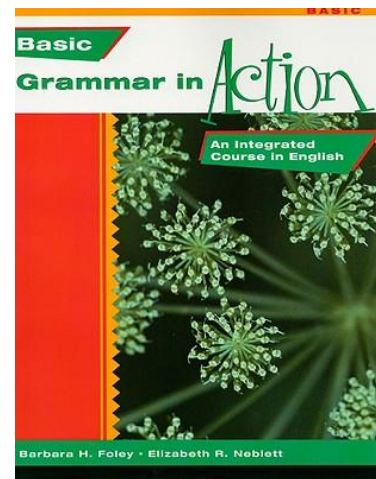
## Teacher Directions: Warm-Up -Basic Grammar in Action, p. 168

### Step 1: Teacher Models

Write on the board: “How do you get to school?”

Deal one of the vocabulary cards to each learner and take one for yourself. Approach one learner and gesture for them to ask you the question on the board. You respond with the information on your vocabulary card (ex. I take the train.), showing the class that this is the picture on your card.

Now you ask the student the same question. They respond using the information on their vocabulary card. After both have answered the question you exchange cards and each find a different partner.



### Step 2: Independent Practice

Learners mingle around the room asking each other “How do you get to school?”

Periodically change the question on the board to a different location (ex. the grocery store, your friend’s house, the park, the bank, etc.)

## Teacher Directions: Review of Previous Lesson

See instructions in the ESL Volunteer Tutor Manual, 2012, **Ball Toss**, p. 46.

Use the phrase “My name is Jessica and I walk to school”

Next person repeats: “Her name is Jessica and she walks to school.”



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

## -Reading Test Practice

### Step 1: Independent Practice

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

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

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

Reading Test Practice

It is Salma's first day of English class. She doesn't want to be late. She gets in her car and looks at the map. The school is on Market Street. She drives for 15 minutes but she is lost. She stops the car and asks a man for directions.

When she gets to school, she parks in the parking lot and then locks her car. She gets to school right on time. Salma feels good.

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<p>1. What is Salma's problem?</p> <p>A. She doesn't know what street the school is on.</p> <p>B. She gets lost.</p> <p>C. She doesn't have a map.</p> <p>D. She cannot park.</p>	<p>2. What does Salma do after she parks the car?</p> <p>A. She looks at her map.</p> <p>B. She drives to school.</p> <p>C. She gets lost.</p> <p>D. She locks the car.</p>
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### Step 2: Reviewing Answers

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

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

## Teacher Directions: Activity 2: Grammar, Literacy

### Step 1: Context

Write on the board: Usually, Sometimes, Never

Depending on the level of the class these words can be difficult to define. Here's a suggested simplified explanation of these adverbs:

"I **usually** walk to school. Yes. Yes. I walk to school."

"**Sometimes**, I drive to school. Maybe yes, maybe no. **Sometimes** I drive to school."

"I **never** take the bus to school. No. No. I **don't** take the bus to school. I **never** take the bus to school."

Step 2: Introduce position of adverbs of frequency

Write on the board:

**Usually I walk to school.**

**I usually walk to school.**

**Sometimes I walk to school.**

**I sometimes walk to school.**

**I never walk to school.**

Underline the adverbs of frequency, pointing out how there is only one possible place for the word 'never'. \*If you hear students put the adverbs "usually" or "sometimes" at the end of the sentence (ex. "I walk to school sometimes.") do not correct them. In spoken English this is common and acceptable but not usually in written English.

Step 3: Independent Practice

Learners write sentences in their notebooks about how often they use each of the different modes of transportation.

**Teacher Directions: Activity 3: Transitions/Listening and Speaking**

**-Stand Out 1, 2<sup>nd</sup> Ed., p. 86**

Step 1: Introduce new vocabulary

Complete part G as directed.

Repeat the phrases aloud several times.

Learners stand and act out the phrases by moving their whole body (teacher or learner can lead this part)

Step 2: Listening Practice

Complete sections H and I as directed.



### Step 3: Structured Practice

Choose a starting and ending point in the classroom (move tables and chairs if necessary)

Learners give each other simple instructions to move from the starting point to the end point.

### Step 4: Authentic Practice

Brainstorm some places near the school (stores, bus stops, etc.)

As a class, write directions from the school to one or two of those places.

If possible, walk there as a class, repeating and checking the directions as you go.

## **Teacher Directions: Activity 4: Life Skills, Literacy, Listening & Speaking**

### Step 1: Context

“We are going to practice the names of streets that you see every day.”

“Sometimes students tell me the name of a street and I don’t understand. Sometimes I say the name of a street and students don’t understand. Some street names are difficult to say.”

### Step 2: Group Brainstorm

As a class, make a list of 10-12 street names that they are familiar with but find difficult to say. Use streets in students’ addresses, streets near the learning center (a map for reference might be helpful).

### Step 3: Breaking the words apart

For each street name, use the following pronunciation strategies:

Teacher says the word several times and learners are directed to watch his/her mouth, then repeat.

Teacher says and claps out the syllables in each street name. Learners repeat.

Teacher underlines difficult sounds in the word, learners watch the teacher’s mouth as they repeat that sound several times, learners repeat the sound, then repeat the street name.

## Reading Test Practice

It is Salma's first day of English class. She doesn't want to be late. She gets in her car and looks at the map. The school is on Market Street. She drives for 15 minutes but she is lost. She stops the car and asks a man for directions.

When she gets to school, she parks in the parking lot and then locks her car. She gets to school right on time. Salma feels good.

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1. What is Salma's problem?

- A. She doesn't know what street the school is on.
- B. She gets lost.
- C. She doesn't have a map.
- D. She cannot park.

2. What does Salma do after she parks the car?

- A. She looks at her map.
- B. She drives to school.
- C. She gets lost.
- D. She locks the car.

## Transportation Unit: Week 1, Wednesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> read a short story about transportation</p> <p><b>Literacy:</b> ask and respond to simple written wh- questions</p> <p><b>Listening/speaking:</b> listen for and understand basic walking/driving directions to a nearby location</p> <p><b>Transition &amp; Critical Thinking:</b> use authentic clarification strategies in asking and answering questions about directions</p> <p><b>Technology:</b> interpret directions on a simple online map; use Internet mapping (ex. Google Maps) to search for directions to familiar locations</p> <p><b>Grammar:</b> use imperative phrases to give walking/driving directions (ex. Turn right, go straight.)</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Text name</i>, p. 00</li> <li>• Handout: <b>Car Problems</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 147</li> <li>• Activity 4 teacher script</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Some blank paper for drawing</li> <li>• Colored pencils or thin highlighters</li> </ul>
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### Lesson Plan

#### Warm up and Review of Previous Lesson

Description: charades/Pictionary with transportation vocabulary introduced this week

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

#### Review of Previous Lessons Transitions, Grammar, Listening & Speaking

Description: learners draw their route from home to school and practice telling a partner about their route.

Materials/Prep: some blank paper for drawing

#### Activity 1: Technology, Literacy, Listening & Speaking

Description: explore online maps and directions

Materials/Prep: see activity instructions and discuss available technology with your coordinator

#### Activity 2: Life skill, Literacy

Description: read a short story and develop letter/sound correspondence

Materials/Prep: copies of **Car Problems** story and colored pencils or thin highlighters

#### Activity 3: Checking for Understanding

Description: each learner says one thing that they learned today

Materials/Prep: (none)

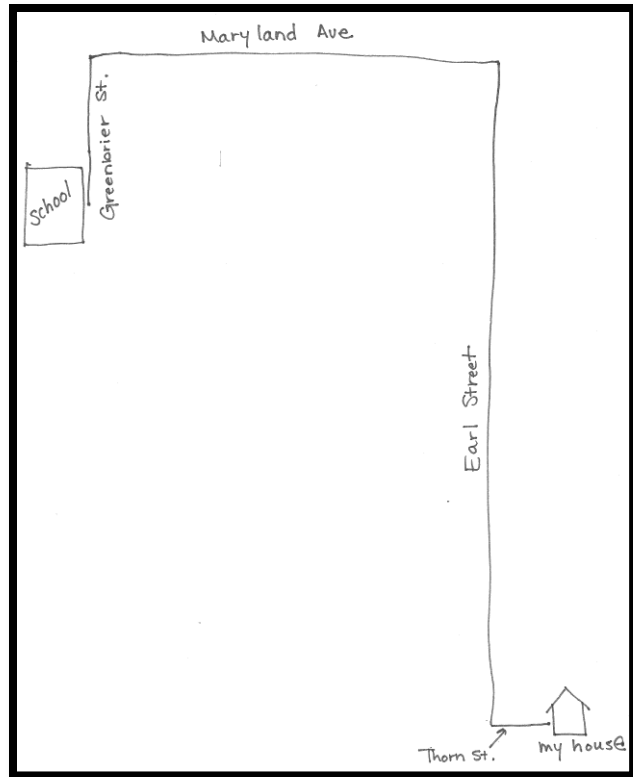
## Teacher Directions: Review of Previous Lesson

### Step 1: Teacher Models

Use an overhead projector to draw the route (without a map) that you take from home to school. *(If your route is very long and/or complex you may want to choose a different starting destination).*

As you draw the route talk about the turns that you make and label the streets that you drive.

After you've drawn the complete route, repeat the instructions as you trace the route again with your finger. Learners repeat each step after you.



### Step 2: Guided Practice

Ask one learner to tell you how he/she gets to school. Draw their route on the overhead projector as you repeat each step.

### Step 3: Independent Practice

On sheets of blank paper, each learner draws his/her route to school, labeling the street names they know.

### Step 4: Peer Practice

Learners practice describing their route to a partner.

**Need a challenge?:** in pairs, one learner hides the drawing of his route from his partner. As he describes his route, his partner tries to draw the route on a blank piece of paper. Then they compare drawings.

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

*Access to computers, Internet, and printing varies by learning center. The goal of this activity is to familiarize learners with computer-generated maps and directions, how they are created, and how to interpret them.*

*Talk with your Learning Center Coordinator about technology access where you teach and then choose from the options below.*

### Step 1: Introducing Online Mapping

#### **OPTION 1: (if you have access to a computer lab or a single computer and projector)**

Demonstrate how to open the Internet, go to maps.google.com (or another online mapping website), enter the learning center's address to see a map of the location.

Show how to zoom in and out and note the locations (parks, libraries, etc.) that are listed on the map.

Search for directions from your house or another nearby landmark to the learning center. Point out the turn by turn text directions and the highlighted route on the map.

You may want to show how to switch between driving, bus, and walking directions

**If you have access to individual student computers**, have students work in pairs to find directions from home to school.

**If you DO NOT have access to student computers** see option 2 for a paper-based alternative

#### **OPTION 3: (if you have no access to computers during class time).**

Before class, use maps.Google.com (or another online mapping service) to search for directions from a nearby landmark to the learning center. Print the turn by turn directions and the map with the highlighted route and make copies for the learners.

As you hand out the maps of the neighborhood. Describe how you created the map (opened the Internet, went to a special maps website, typed the address of the school)

Ask if any learners use maps or directions on the Internet? When? How? Why?

Look at the map with the highlighted route. Point out the starting point and end of the route. Talk about the turns (right turn, left turn, go straight).

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Look at the turn-by-turn instructions. Learners circle the direction words they know (turn right, turn left, go straight) and the street names they recognize. Don't spend a lot of time explaining new vocabulary that is found in these directions.

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

## -Car Problems

### Step 1: Context

Read the questions next to the picture. Talk about the picture.

### Step 2: Silent Reading

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

### Step 3: Teacher reads, Learners Follow

### Step 4: Teacher reads, Learners Repeat

### Step 5: Choral Reading

### Step 6: Learners Read with a Partner

### Step 7: Learners complete comprehension exercises

### Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012, Letter/Sound Drill, p. 113  
The target spelling/sound for this story is "ing," as in "walking"


### Car Problems

Look at the picture.

What do you see?

What happened?

Did this happen to you before?



Today Marcos is driving to work. He usually walks to work but today he is driving his friend's car because it is very cold outside. Marcos is warm in the car. Marcos is thinking "Driving is great. Driving is much better than walking."

He is turning left onto living Avenue when the car just stops. He turns the key but nothing happens. Other cars are honking and people are getting angry but nobody stops to help him.

Finally another driver stops and helps Marcos move his car to the side of the road. Marcos calls a tow truck. He also calls a taxi so he can go to work. He doesn't think driving is great anymore.

1. What's the problem? \_\_\_\_\_
2. Where is Marcos going? \_\_\_\_\_
3. Why is Marcos driving? \_\_\_\_\_
4. Who does Marcos call? \_\_\_\_\_
5. Do you think Marcos will be late for work? \_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 17 Beginning Transportation Unit



# Car Problems

Look at the picture.

What do you see?

What happened?

Did this happen to you before?



Today Marcos is driving to work. He usually walks to work but today he is driving his friend's car because it is very cold outside. Marcos is warm in the car. Marcos is thinking "Driving is great. Driving is much better than walking."

He is turning left onto Irving Avenue when the car just stops. He turns the key but nothing happens. Other cars are honking and people are getting angry but nobody stops to help him.

Finally another driver stops and helps Marcos move his car to the side of the road. Marcos calls a tow truck. He also calls a taxi so he can go to work. He doesn't think driving is great anymore.

1. What's the problem? \_\_\_\_\_
2. Where is Marcos going? \_\_\_\_\_
3. Why is Marcos driving? \_\_\_\_\_
4. Who does Marcos call? \_\_\_\_\_
5. Do you think Marcos will be late for work? \_\_\_\_\_

## Transportation Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Give and follow directions based on a basic street map</p> <p><b>Literacy:</b> identify landmarks on a basic map; read and interpret simple directions on a map.</p> <p><b>Listening/speaking:</b> Listen for and understand basic walking/driving directions to a nearby location</p> <p><b>Transition &amp; Critical Thinking:</b> use a basic map of a familiar area to identify familiar locations</p> <p><b>Technology:</b> interpret locations and directions on a simple online map.</p> <p><b>Grammar:</b> use the simple present tense with adverbs of frequency to describe typical modes of transportation (ex. I usually walk to school. Sometimes I take the bus.)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Survival English</i>, p. 131</li> <li>• Handout: <b>How often do you take the bus?</b></li> <li>• Handout: <b>Car Problems</b> (from yesterday)</li> <li>• Handout: <b>Reading Test Practice</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 85</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• search for directions from nearby location to the learning center using Google Maps or MapQuest, print copies of the resulting directions and map.</li> </ul>

### Lesson Plan

#### Warm up and review of previous lessons

Description: mingle grid to practice adverbs of frequency (sometimes, always, never)

Materials/Prep: copies of **How often do you take the bus?**, ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 85.

#### Activity 1: Life skill, Literacy, Technology

Description: practice reading directions generated by an online map service

Materials/Prep: search for directions from nearby location to the learning center using Google Maps or MapQuest, print copies of the resulting directions and map.

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

Description: practice reading fluency and reading with expression

Materials/Prep: copies of **Car Problems**

#### Activity 3: Life Skill, Literacy

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

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

#### Activity 4: Grammar, literacy

Description: practice giving and following directions

Materials/Prep: copies of *Survival English*, p. 131

#### Activity 5: Checking for Understanding

Description: learners write 3 sentences using usually, sometimes, never.

Materials/Prep: (none)



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

Before class, use [maps.Google.com](http://maps.Google.com) (or another online mapping service) to search for directions from the learning center to a nearby landmark (a major grocery store, park, shopping mall, etc.). Print the turn by turn directions and the map with the highlighted route and make copies for the learners.

### Step 1: Context

As you hand out the maps, describe how you created the map (opened the Internet, went to a special maps website, typed the address of the school). Talk about why you created the map (ex. I want to go shopping after school. My friend said this is a good store. I don't know how to drive there.)

Ask if any learners use maps or directions on the Internet? When? How? Why?

Look at the map with the highlighted route. Point out the starting point and end of the route. Talk about the turns (right turn, left turn, go straight).

Learners practice saying the directions with a partner.

Look at the turn-by-turn instructions. Learners circle the direction words they know (turn right, turn left, go straight) and the street names they recognize. Don't spend a lot of time explaining new vocabulary that is found in these directions. They should become familiar with the elements of online directions but don't need to master them at this level.

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

*Good readers read with fluency (they don't have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading.*

*This activity is designed to help learners revisit a reading with greater fluency and expression.*

### Step 1: read it again.

Distribute story copies and/or ask learners to find their copy from yesterday

Allow 5 minutes for silent reading.

Teacher reads aloud while learners follow.

### Step 2: adding expression

Show the story on the projector .

Highlight a sentence in the story that is particularly expressive or emotional.

Janet likes her job but it is a lot of work.

**Sometimes it's dirty and smelly work.** She stands all day. Sometimes her feet hurt. She wishes she had better shoes. Maybe when she gets paid she will use the cash to buy some new shoes.

Say the sentence with two or three different "feelings" (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. –get into it! The more over-dramatic the better at this stage.


Repeat with several phrases in the story.

Teacher reads the story again –learners focus on the expression in the voice.

Learners read in pairs –focusing on expression.

### Car Problems

Look at the picture.  
What do you see?  
What happened?  
Did this happen to you before?



Today Marcos is driving to work. He usually walks to work but today he is driving his friend's car because it is very cold outside. Marcos is warm in the car. Marcos is thinking "Driving is great. Driving is much better than walking."

He is turning left onto Irving Avenue when the car just stops. He turns the key but nothing happens. Other cars are honking and people are getting angry but nobody stops to help him.

Finally another driver stops and helps Marcos move his car to the side of the road. Marcos calls a tow truck. He also calls a taxi so he can go to work. He doesn't think driving is great anymore.

1. What's the problem? \_\_\_\_\_
2. Where is Marcos going? \_\_\_\_\_
3. Why is Marcos driving? \_\_\_\_\_
4. Who does Marcos call? \_\_\_\_\_
5. Do you think Marcos will be late for work? \_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 17 Beginning Transportation Unit

## Teacher Directions: Activity 3: Life Skills, Literacy

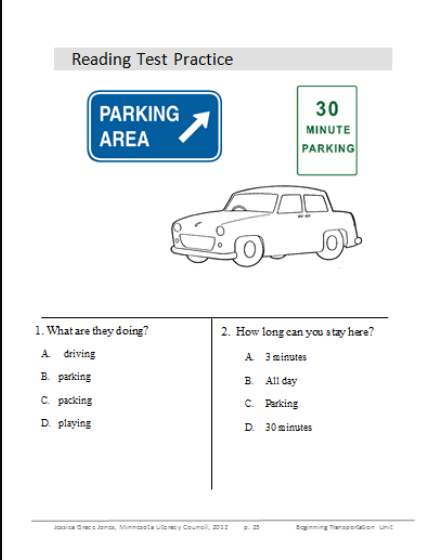
## -Reading Test Practice

### Step 1: Independent Practice

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

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

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



Reading Test Practice

PARKING AREA

30 MINUTE PARKING

1. What are they doing?  
A. driving  
B. parking  
C. packing  
D. playing

2. How long can you stay here?  
A. 3 minutes  
B. All day  
C. Parking  
D. 30 minutes

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 22 Beginning Transportation Unit

### Step 2: Reviewing Answers

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

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

## Teacher Directions: Activity 4: Grammar, Literacy

## -Survival English, p. 131

### Step 1: vocabulary review

Look at the pictures on the map. Review the names of these places.

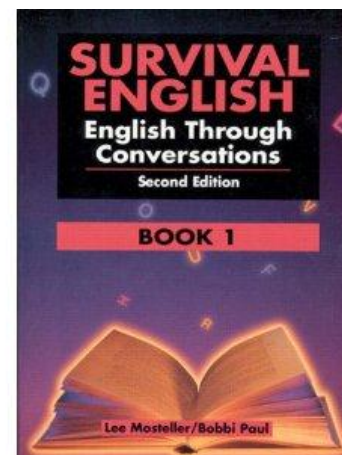
Practice saying the street names.

### Step 2: Teacher Models

Use an overhead projector to show p. 131

Write on the board: **How do you get from the grocery store to the gas station?**

Practice the question as a class several times.



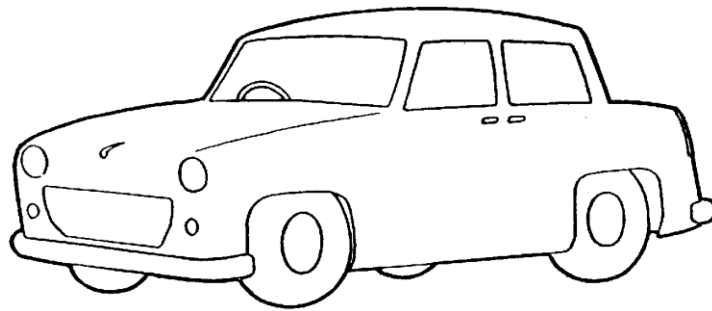
Gesture for one learner to ask you the question. Then slowly give the directions as you trace the route with your finger on the map.

Change the locations in the question. Ask a student to come to the projector. Have the class help the student give directions.

Step 3: Pair Practice

Learners practice giving instructions to a partner, each time changing the locations in the question.

## Reading Test Practice



1. What are they doing?

- A. driving
- B. parking
- C. packing
- D. playing

2. How long can you stay here?

- A. 3 minutes
- B. All day
- C. Parking
- D. 30 minutes