

Literacy Teaching Supplement
for Intro Level Curriculum

Neighbor ^{TO} Neighbor

Uniting through English

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MNA
ESL

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Presbyterian Church in America

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Introduction to the Literacy Teaching Supplement

If you are looking through this book, you likely are currently teaching adult literacy learners or are considering doing so. This is not an easy task and can feel daunting, but it is also incredibly rewarding and can be life-changing for your students.

Literacy is a complex process, and most church-based ESL programs do not meet often enough to provide comprehensive literacy instruction that can take a student from zero literacy skills to being able to read. However, this book will provide you with the background knowledge that you need to customize your instruction to help your students gain some foundational skills, advance in their literacy ability, and participate in class. There is also information on how to expand this instruction for those who are interested in and able to offer further literacy training for students.

Section One of this book offers you the background information you need about what literacy is, the different types of literacy learners you may encounter in your program, and their needs. **Section Two** provides information about setting up your classroom, including adaptations and materials suitable for literacy learners. It also includes a photocopiable handout that you can provide to volunteers in your classroom with some basic information about your students. **Section Three** offers methods for teaching the different types of skills which literacy learners need. Finally, **Section Four** goes through each lesson in the Intro Level of *Neighbor to Neighbor* to explain how to modify or replace the Communication Practice Activities so that each student can participate at his or her level.

We pray this book is a support and blessing to you as you learn how best to teach your students. Remember that your encouragement, love, and help are visible signs of the love of Christ to each student you serve!

Part One: Adult English Literacy Learners

What Is Literacy?

Literacy is a skill with a purpose. It includes reading and writing both handwritten and printed material in order to function in society. People also learn to read and write to learn academic and/or life skills to further pursue goals. Literacy allows people to learn information, express opinions, and take action independently.

Take a moment and think of all of the instances in which you read or wrote today. Being able to understand items such as food labels, road signs, or even “This End Up” on a box have a great impact on a person’s ability to participate in society and take care of himself and his family. Although many people may not need to use writing as often as reading, it is still necessary to be able to sign papers, fill out forms, send messages, or hand-write a simple note.

In the United States, being able to read is an enormous part of independence and information access. For example, an illiterate person may have to continue renting, but a literate person can get information on buying a home. An illiterate person may only have access to one medical opinion, but a literate person may seek out other options. The literate person can find out information for herself, while the illiterate person is more dependent on others. For your students who come from societies in which there is no reading and writing, they may have never before found this to be an issue, but now, in the print-saturated environment of the United States, a lack of literacy ability can be a great difficulty. Combine this with the fact that your students may have limited time to attend classes and yet need to be able to read immediately in order to function in society, and you can imagine that this adjustment can come with a lot of stress (Brod 1999, 6).

What Is Required in Learning to Read?

Students must understand some foundational information about written language in order to learn to read. For example, they must understand *Concept of Word*, meaning that each printed word (one or more letters with spaces on either side) represents one spoken word. For learners without this concept, separating out individual words from the stream of speech might seem abstract. In one study of nonliterate adults, the participants thought that “the words in the word group ‘the three goats’ represented respectively a goat, a goat, and a goat,” rather than representing the individual words in the phrase (Kurvers, Van Hout, & Vallen 2008, 18). Helping these students understand that the written word represents the sounds they hear in spoken words is critical to giving them an understanding of literacy. Furthermore, literacy learners need

to understand *Concepts of Print*, including that written material is always written in the same direction (in the case of English, from left to right) and that there are consistent locations for the beginning and end of a book or text and directions that pages are turned.

Along with the concepts of the printed word, students need to learn how sounds may be manipulated, how they correlate to letters, and how to understand what they are reading. Many literacy programs focus on the *Five Pillars of Reading*, which were originally named by the National Reading Panel in the late 1990s (Cassidy, Valadez, and Garrett 2010, 644). The Pillars are:

- 1) Phonological awareness:** The ability to manipulate word parts and sounds in spoken words. For example, “The first sound in ‘bat’ is /b/. If we replace it with /s/, what word do we make? ‘Sat.’” (Think about this skill as something that can be done in the dark, without needing to reference any written words.)
- 2) Phonics:** The understanding that individual letters and combinations of letters represent sounds. For example, “B says /b/.” (This is how early readers learn to “sound it out.”)
- 3) Fluency:** The ability to read smoothly and clearly.
- 4) Vocabulary:** Knowing a variety of words and their meanings.
- 5) Comprehension:** The ability to understand what is being read and connect it to the full context of the text.

Learners must begin to learn phonological awareness first and then may add in phonics. Once a learner has a basic level of phonics ability, s/he may begin to concurrently learn fluency, vocabulary, and comprehension while continuing to build upon phonics knowledge.

Children growing up in the United States begin learning the concept of phonological awareness from a very young age through rhyming games, songs, and wordplay. They also learn the names of the letters of the alphabet through repetition and song and are then taught to connect those letter names to the letter shapes. They must also learn the various sounds that the letters make before beginning reading instruction. In contrast, adult literacy learners must absorb all of these foundational skills at the outset of their journeys to learning to read. These learners also need extra help learning to recognize and differentiate sounds that are not present in their other known language(s) (Brod 1999, 7). While children sometimes practice the concept of letter sounds using both real and made-up words, it is important for adult learners to only practice with real words so that they can comprehend whatever they read (Brod 1999, 7).

Along with learning to sound out words using phonics, learners need to memorize some *sight words*. These are words that learners need to learn to recognize on sight, rather than sounding them out, either because they are used so frequently or because they cannot be easily sounded out, such as *the, and, said, go, name, stop, exit, and open* (Brod 1999, 16, 23).

At the same time as all these reading concepts are being learned, literacy learners also need to acquire skills in writing. They need to learn how to hold a writing instrument, orient

themselves to the table and paper, and make lines, shapes, and patterns (Croydon 2005, 53). Then, they can progress to writing words, sentences, and paragraphs in real-world formats, such as filling out forms or writing notes to teachers. They also need to learn to write numerals and to group them in different formats (e.g., as a phone number, date of birth, or address) (Brod 1999, 17).

Who Are Adult Literacy Learners?

Your students may have a range of first language literacy knowledge, depending on their countries of origin, the other languages they know, their access to written material, and their past opportunities to receive education. The table below outlines the different types of learners who may be present in your classes.

Types and Descriptions of Adult Literacy Learners		
Type	Description	Example
Preliterate	No writing system currently exists for this language, or the system has only been introduced to part of the population.	A Rohingya speaker whose community has never encountered a Rohingya writing system
Nonliterate	A writing system exists for the language, but the learner is not able to use it.	A Dari speaker who was never able to attend formal school due to unrest in the country
Semiliterate	The learner had some formal education but reads only at a low level and lacks confidence.	A Spanish speaker who attended three years of school but then stopped in order to help on the family farm
Non-alphabet literate	The learner is literate in a language that does not use an alphabet.	A Mandarin Chinese speaker who can only read and write using Mandarin Chinese characters

Non-Latin alphabet literate	The learner is able to read and write in a language that uses a different kind of alphabet.	A Ukrainian speaker who can read and write in the Cyrillic alphabet
Latin alphabet literate	The learner is able to read and write in a language that uses the Latin alphabet (the alphabet used for English). <i>This learner is not considered to be a literacy learner.</i>	A Spanish speaker who can read and write in Spanish
Note: The information in the table comes from Center for Adult English Language Acquisition and from Croydon 2005, 49-50.		

For the purposes of this book, we will group these learners as follows:

Group 1 Learners: Preliterate and nonliterate learners

Group 2 Learners: Semiliterate learners

Group 3 Learners: Non-alphabet literate and non-Latin alphabet literate learners

Characteristics and Needs of Adult Literacy Learners

Students with little or no educational background may feel vulnerable and nervous being in a formal educational environment and may be unsure of how to participate in a lesson or assessment. They may feel ashamed of their lack of education and lack confidence in their ability to learn (Brod 1999, 6). They may not have much time to devote to school due to work and family needs. In addition, they may have trauma that affected their past or current ability to learn by impairing short-term or long-term memory (Cunningham Florez and Terrill 2003; Finn 2010, 593). As with all learners, they may be impacted by physical or cognitive disabilities. Finally, it is important to be realistic about the fact that students' educational backgrounds are the biggest factor in how quickly they progress in learning to read and write (Wrigley 2008, 1). Those who have rarely attended school in the past will have much to learn and therefore will need more time.

For these reasons, one of the biggest needs of these students is to have a safe and comfortable learning environment. Building trust with your students and making your classroom feel safe for them will help them feel relaxed and be better prepared for learning (Finn 2010, 591). In addition, being patient, welcoming, and providing plenty of repetition will also help your

students to be more successful (Finn 2010, 593). Taking extra time to introduce each lesson's theme through pictures, video, and hands-on experiences will help students connect to their background knowledge or build new backgrounds and deepen their learning.

In addition to the general needs of students already mentioned, learners will also have varying needs depending on their educational backgrounds. Even if you are only teaching learners of one group, read the descriptions for all three to have an idea of the process through which literacy learners must move.

Group 1 Learners: Preliterate and Nonliterate Learners

While some preliterate adults may have seen others reading and writing in other languages, others may not have had any exposure to written material or even items like drawings, maps, and charts (Brod 1999, 6). Using real objects or photographs as much as possible will help them transition to understanding other types of written material.

These learners may not understand that letters represent sounds and that writing is read in a consistent direction. They may also struggle to understand that anything, whether true or untrue, may be written down (Kurvers, Van Hout, and Vallen 2009, 881) and to distinguish between more and less important points (Brod 1999, 6). They will need repeated exposure to watching someone read, write, and teach these skills to gain these concepts. Nonliterate learners may also struggle to understand these concepts, but they are more likely to have had exposure to the concepts of reading and writing from people around them than preliterate learners will.

Since preliterate and nonliterate learners are not used to separating individual words from full sentences, they may find it difficult to identify individual words to follow along with reading. They may never have thought about the abstract concepts of breaking words into sounds or separating a sentence into each distinct word. All of these factors are part of phonological awareness. Additionally, these learners will need to learn the aforementioned foundational concepts of reading, including *Concept of Word*, *Concept of Print*, and the *Five Pillars of Reading*, to progress further.

Group 1 learners may be stressed or distracted by the printed word being written on the board and focus all their attention on trying to decode it. You may find that it is more beneficial to limit the words that are given in writing at first so that students can turn their attention to listening, repeating, and remembering, rather than trying to decipher the written words before them.

Group 1 learners will need consistent practice and support when beginning to write. They will need to practice holding a writing instrument and will likely need instruction in how to grip it appropriately. They will also need to practice tracing, copying, and then freely writing shapes before they can put those shapes together to form letters. In addition, they will need to know how to orient themselves to the paper on the table, which changes depending on whether the writer is left-handed or right-handed (Croydon, 2005, 53). Activities requiring them to draw

straight lines to match items or to circle words or pictures may need additional demonstration and practice. Learners will also need instruction in reading and writing from left to right and from the top of the page to the bottom of the page (Croydon, 2005, 53).

Group 2 Learners: Semiliterate Learners

Semiliterate adults, having had some education, will likely understand some of the aforementioned foundational concepts of literacy but may lack confidence in their abilities to use their literacy skills in any language. Their needs will vary widely based on their past educational experiences. They may struggle with following words on a page and connecting sounds and letters, especially if they are unfamiliar with both uppercase and lowercase letters. They also may need a lot of practice in writing, beginning with the writing concepts mentioned for Group 1 Learners.

Semiliterate learners who have literacy experience in a language using the Latin alphabet, such as Spanish, will need additional help with practicing the English alphabet sounds to differentiate them from the sounds that they make in their first languages. They will also need to learn the English letter names to be able to give and take dictation. Semiliterate learners who are coming from non-Latin alphabet language backgrounds will be able to build upon their knowledge of how the written word conveys meaning, but will have a significant amount to learn, as is outlined in the following section.

It is important to keep in mind that semiliterate learners are a quite diverse group with varying needs and abilities. Gather as much information as you can about each semiliterate learner's knowledge and needs to determine what each student can do and where he/she should go next with learning literacy. If you find that a semiliterate learner has little phonemic awareness, *Concept of Word*, *Concept of Print*, or other foundational literacy understanding, you may wish to categorize him/her as a Group 1 learner to make sure he/she is exposed to the basic information needed.

Group 3 Learners: Non-Alphabet Literate and Non-Latin Alphabet Literate Learners

Since Group 3 learners have the most educational experience, they will generally be expected to progress more easily and quickly than the other two groups of learners. Some learners may have had some exposure to the Latin alphabet, while others may not have had any. Group 3 learners will need to learn the English alphabet, including uppercase and lowercase letters, and the names of the letters. Then, they will work on learning not only the sounds that letters make, but also patterns for pairs of consonants and vowels (e.g., *oo*, *ai*, *ch*, *sh*). They will find it helpful to learn the rules of phonics with spelling patterns and their exceptions.

Keep in mind that the writing systems of these learners' first languages may function very differently than English and therefore require additional explanation and practice in certain areas. Learners who are non-alphabet literate (e.g., literate in Mandarin Chinese) may need

additional help with sounding out words if they are unfamiliar with any other alphabet systems. Learners who are literate in alphabets that have some shared symbols with the alphabet in English (e.g., Cyrillic, Greek) may need additional practice to learn those symbols' sounds in English. Learners whose first languages are usually written right to left (e.g., Arabic, Hebrew) will need to practice reading and writing from left to right. Some languages do not have names for the letters; learners from those language backgrounds might struggle with the concept of spelling out a word by saying the letter names, rather than saying the sound that each letter makes.

Although Group 3 learners will have had experience writing in the past, they, too, will need instruction and practice in English letter formation and, in some cases, the direction of writing.

What Are Some Strengths of Adult Literacy Learners?

Teachers should bear in mind, first and foremost, that a lack of literacy ability does not equal a lack of intelligence. Literacy is a skill that takes time and practice to develop, and there are a variety of reasons, such as war, health problems, or a first language lacking a writing system, that cause people to miss the opportunity to learn to read and write.

Imagine, in your student's home country, he/she may have gone from home, to work, to the market, using a different language in each location. Because of a lack of literacy ability, she kept lists in her head for what she needed to buy, do, or discuss with others, navigating different languages as she did so. Pretty amazing, right? Students without reading and writing abilities often have very strong oral language and memory skills because they have become accustomed to listening carefully and repeating; this is a wonderful asset for any learner! For this reason, your students will be able to leverage their abilities to listen, repeat, and remember (Brod 1999, 6). However, keep in mind that trauma, age, health, and other factors may impact memory. In addition, preliterate and nonliterate learners are accustomed to learning by watching others and through hands-on activities (Brod 1999, 6). This will prepare them to participate in class to learn new skills.

Although children do have some physiological advantages in language learning, adults have some advantages over children as learners that can be leveraged. Adults have abstract thinking and reasoning skills that children lack, meaning adults are more able to take in, weigh, and accept or reject new information than children are. Adults also have mature problem-solving skills which have come from life experience. Keep these factors in mind as you prepare your lessons with materials and activities appropriate for adults.

A vital factor in language learning ability is the motivation to learn. If they are attending your class, your students likely already have that! Your students have a host of reasons for wanting to learn to read and write since, in their lives in the United States, they need literacy every day. All adult learners, regardless of literacy ability, learn best when they can see how what they are learning is relevant to their lives (Brod 1999, 6). This is why *Neighbor to Neighbor's* lessons are

built around life skills topics that students will encounter in their daily lives. Your students likely will not need to be convinced about the need for literacy, though you may occasionally have to help them draw specific connections from activities to their purposes.

Realistic Expectations of Progress

It is important to note that literacy is a skill which takes a long time to develop and requires hours upon hours of targeted instruction and practice. Unfortunately, a two-hour class meeting once per week will not teach an adult literacy learner everything he needs to know. As you work with your students, consider the following:

- Are there other programs in your region which offer more intensive literacy instruction for adult English learners? If so, can you help break down barriers to attendance (e.g., registration, transportation, etc.) and support your students in attending those classes in addition to your program?
- Can your program offer additional literacy instruction for students who are interested? For example, are there volunteers who can work a few times a week at the library or literacy learners' homes?

See the Resource Appendix on pp. 89-90 and on the N2N website for some suggested materials for additional instruction.

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Part Two: Setting Up Your Class

Assessing Your Students' Needs

The first step in serving each literacy learner is to learn as much as you can about him/her. During placement interviews, collect as much information about each learner as possible, using an interpreter if possible. Some sample questions might include:

- What languages do you speak?
- In what languages can you read and write?
- Did you go to school? (If yes) For how long?
- Have you studied English before? (If yes) Where? For how long?

Once a student has been determined to be a literacy learner because of his/her placement interview results, take time to do some research on the language(s) that s/he speaks. Keep in mind, even if you read that a writing system has been created for a language, the learner may have had little or no exposure to it. In addition, it is not uncommon for countries to use different languages for educational instruction than the ones which are commonly spoken at home, so a learner may be most comfortable speaking in one language (e.g., Moroccan Arabic) but able to read and write in another (e.g., French). Consider all of a student's languages while estimating his/her needs. Be aware that sometimes, students may leave out those languages they do not know perfectly or those considered to have a lower status in their culture. As you get to know a student, you may find out he/she can converse in more languages than you realized.

If you will be working more intensively with a student, such as in a one-on-one setting, you may want to give a more thorough placement assessment. The Beginning Alphabetics Tests and Tools (BATT) assessment battery is available as a free download and provides a variety of assessments which can be given separately, as well as tools and lessons for teaching phonics (Frank and Perry, 2015). See the Resource Appendix for information on accessing this resource.

Planning for the School Year

Using the information you have gathered, place each student in Group 1, Group 2, or Group 3, and then decide how to structure your class. Whether your class will be a combination of literacy and literate learners, or whether all your students will be literacy learners, it will be helpful to have assistants so that you can divide students into groups based upon their learning needs. Bilingual assistants who are literate in both English and the students' first languages can be highly effective in helping bridge students' skills gaps (Tshabangu-Soko and Caron 2011, 430).

Keep your focus on skill mastery, rather than getting through material. Each week, notice your students' progress in literacy tasks to determine whether they are ready to move to a more

difficult task or need more time on the current task. Notice, as well, their participation in class and ask your co-teachers and assistants for their observations too.

You may decide to split each lesson into two class sessions in order to offer further repetition and foundational skills practice. Students will benefit from having double the exposure to the vocabulary, sentences, and dialogue. If you are in a larger program, you might choose to offer a “Part A” and “Part B” class each year so that students can continue to progress through the Intro Level. Each lesson may include the following:

- Review of previously taught letters, numbers, and foundational skills
- Introduction of vocabulary
- Sentences
- Dialogue
- 3-5 Communication Practice Activities (may be repeated or changed for each lesson as desired)
- Additional reading and/or writing skill activities
- Closure

You can plan to “stack” CPAs so that learners can stay in the same small groups for longer periods of time. For example, after doing the dialogue and a few orally based CPAs as a whole class, a teacher might divide students into smaller, assistant-led groups based on literacy level to work on appropriate activities. Students would stay in these groups, working on relevant CPAs, until coming back together for the closure. You may find that putting small groups in separate rooms is beneficial for avoiding distractions.

Keep in mind that some of your students have had little to no classroom experience. Even in an informal English program, they will still have classroom norms to learn, such as sitting at a desk, raising a hand, or organizing materials. Before each activity, slowly and clearly demonstrate what you want your students to do, narrating your directions with the same language each time. Remember that keeping a regular routine will help students feel safe and know what to expect. This will help them learn more effectively.

Adapting Your Classroom Routine

Consider adding the following steps to each lesson to serve the unique needs of literacy learners.

- As they enter the classroom, have them find their name tents on a table to practice identifying their names in writing.
- Include a warm-up activity with a review of previously taught information, e.g., a few letters, a few sight words, counting from 1 to 20, etc.

- Use the suggested order for teaching the alphabet, explained on pages 14 and 15 in the Intro Level Teacher's Guide, to introduce a few letters each week. This order was designed with literacy learners in mind, because the letters are grouped by similar types of formation (e.g., straight lines to curves to a combination of the two).
- Provide ample wait time. When you ask a question, silently and slowly count to ten (or even fifteen!) before calling on a student who is volunteering or rephrasing the question. This gives students a low-pressure chance to think through the question and potential answers. Encourage students to turn and share answers with partners to give everyone an opportunity to speak in a more comfortable environment.
- Encourage students to make video or audio recordings of the vocabulary, sentences, and dialogue in the class in order to review them during the week. Demonstrate how they can play back the video and quiz themselves to help themselves learn. Students may find this empowering when they realize that they can study without needing to read and write the words.
- Be aware that worksheet pages can feel overwhelming to literacy learners and especially Group 1 learners who may have never encountered them before. They may struggle with focusing on one item at a time or feel overwhelmed by the text and/or pictures. If you are creating a worksheet, try to make it as simple as possible with plenty of white space. You could also try cutting a worksheet into strips or sections or folding or covering lines so that learners view just one task at a time. For example, the worksheets in this book's handouts that ask learners to identify the shape, letter, or number that is different in each row could easily be folded, covered, or cut into strips so learners can focus on just one segment at a time.

Materials

The following materials may be beneficial for your learners.

1. Large alphabet chart on the wall. Choose or create one with both uppercase and lowercase letters that generally matches the chart in the N2N Intro Level Student Book. Avoid cursive.
2. A word wall. This is already suggested in the introduction to the Teacher's Guide, but it will be even more beneficial for students who are just beginning to recognize words. If possible, attach a picture next to each word for students to recognize. If you are working one-on-one, you might help your student make a ring or box of index cards with words and pictures, instead.
3. Letter cards. Create separate sets of individual uppercase and lowercase letter cards, with at least one complete set per student. Put colored markings on the tops and bottoms of the cards (e.g., a red line on top and a black line on the bottom) so

students can identify the directionality of the letter. Put the same lines on the top and bottom of the class alphabet chart for students' reference. As the students learn longer words, you may wish to add duplicate cards to each set for more frequently used letters (i.e., a, e, i, l, n, o, r, s, t, u).

- If you will be teaching literacy more intensively, you may later wish to make additional cards for vowel and consonant pairs (e.g., ck, sh, ch, oi, ai, oo).
4. Dry erase sleeves, whiteboard markers, and erasers. Note that students who are just beginning to write may find fat markers easier to hold. Plastic sheet protectors or laminated pages may be used in place of dry erase sleeves.
 5. Small alphabet charts for each student. Have each one laminated or placed in a dry erase sleeve for students to use for tracing practice.
 6. Pencils, pens, and writing grips. Offer both options to students. You may want to gather pencils and pens of varying widths and some different kinds of writing grips to give students options as they learn to hold writing utensils for the first time. Remember that each Group 1 learner will need direct instruction in how to hold a writing utensil.

Additional materials that may be used in the classroom (explained more in Part 3):

1. Wooden, plastic, or cardboard letter shape pieces. These are straight lines and curves of various lengths so that students can place them together to form the shapes of letters. You may create them yourself or purchase them online. See pp. 87-88 as well as the N2N handouts for printable patterns.
2. Magnetic letters. Students can arrange these on desktops, magnetic whiteboards, or large cookie sheets to spell vocabulary words.
3. Tactile materials for practicing letter formation, such as clear plastic trays filled with sand or resealable plastic bags filled with dish soap.

Working with Assistants

As volunteer teachers, we are grateful for the wonderful assistants who help in our classrooms! We know that many of them are busy and are unable to take the time to read this book. So, the following page includes a photocopiable handout you can give to new assistants to understand more about the literacy learners in your classroom and how to help them. It is also available in the downloadable handouts on the N2N website.

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Working with Adult English Literacy Learners

Fact Sheet

Thank you for volunteering your time to support literacy learners! Please take a moment to read over this fact sheet to learn a bit more about this class.

Who Are Literacy Learners?

Some or all of the students in this class are considered **literacy learners**, which means that they cannot read or write in the alphabet we use for English. In some cases, they cannot read or write in any language, although they may speak several languages. Other students may be able to read and write in another language, but it may be one which uses a different alphabet or characters. Remember that the ability to read has nothing to do with intelligence! Many immigrant students have had interrupted education due to war, health, or needing to work, or have had other barriers to attending school.

Some learners may have physical or cognitive difficulties with learning. Some will come with trauma or PTSD that also complicates their learning. Some may be nervous to come to class since they have little or no experience in the classroom. They also may be dealing with ongoing stress from transitioning to U.S. culture.

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What Do Literacy Learners Need to Learn?

Depending on their backgrounds, literacy learners may need to learn . . .

- How the written word works (e.g., that letters stand for sounds and are put together to make words, which match the words that we say).
- How to break apart and put together word sounds (e.g., *bat* without /b/ = *at*; *at* plus /m/ = *mat*).
- Letter names and sounds and how they work together.
- How to hold a pencil or pen, make lines and curves, trace, and write.
- New words and what they mean together.

What Should Volunteers Know?

- Be very patient. Be willing to go slowly and repeat yourself many times. Remember that students who are not able to read anything have to learn by hearing things several times.
- Demonstrate instructions step-by-step, showing each one as you give it.
- Offer plenty of encouragement. God has designed our brains to be able to learn multiple languages, and your students can do it!
- Remember that many concepts which are second nature to you, such as drawing a line, raising a hand, or putting items in order, are new to some students.
- When you ask a question, give a LOT of time for students to answer. Don't be afraid of allowing thirty seconds of silence before speaking again.

Part Three: Methods

How to Use This Section

Now that we have talked about the backgrounds and needs of literacy learners and given some general suggestions for setting up your classroom, this section is intended to give you practical ideas for teaching literacy concepts. The ideas in each subsection are written from simplest to most difficult activities, with each part broken into suggested starting points for Group 1, Group 2, and Group 3 learners. However, you should use activities that you feel your learners need, regardless of what section they are placed in. It may be especially hard to pinpoint the needs of Group 2 learners, so you may want to start with Group 1 skills to be sure they are ready. If you notice that a new skill is too hard for your students, offer a lot of modeling and ongoing practice to help students begin to catch on. If students are still struggling, drop back to a more basic skill.

In Part Four, every Communication Practice Activity in each Intro Level lesson is rated for how appropriate it is for each group of literacy learners. As you plan your lessons, flip back to this section and choose a few appropriate activities to add or substitute according to your learners' needs.

Handouts corresponding with some of these activities are available as a free download on the MNA ESL website. Some of those handouts include one sample and then a blank copy for teachers to make additional, similar handouts for students to practice the same skills multiple times. Enter **UnitingThroughEnglish** on the website.

Reading Activities

Phonological Awareness (Ability to Manipulate Sounds and Words)

Note: These activities should be focused only on *sounds*, not letters. Remember that /sh/, /ch/, /wh/, and /th/ make individual sounds, even though they are made with two letters.

Have students identify individual sounds in words. Note that real words should **always** be used for these activities and that students should **not** be connecting the sounds to the letters at this time. The point is to practice only hearing and saying sounds. Use the following activities:

Group 1:

- Identifying beginning sounds:
 - For example, say, “/b/ is the first sound in *book*. What’s the first sound in *book*? /b/. Repeat it with me. /b/. Now, what is the first sound in *desk*?”

- Identifying ending sounds:
 - Follow the same procedure as above, but with the last sound in a word. Be sure to clearly pronounce each sound.
- Noticing matching sounds:
 - For example, say, “What sound is the same in *bed*, *bookshelf*, and *bathroom*?”
- Adding, changing, or deleting sounds:
 - Give a word, then ask them to add another sound to the end of the word, e.g., “If we add /s/ to the end of *book*, what word do we get? *Book* and /s/ make *books*.”
 - Give a word, then ask them to remove a given sound from that word, e.g., “If we take the sound /m/ away from *man*, what word do we get? *Man* without /m/ makes *an*.”
 - Give a word, then ask them to change a sound in the word to make a new word, e.g., “If we change the /ch/ in *chair* to /h/, what word do we make? *Chair...air...hair*.”
- Blending sounds:
 - Start with two word parts, the *onset* (sounds before the first vowel) and *rime* (all sounds including the first vowel to the end of the word). Give students both word parts and have them blend them to create one word. For example, “What word can we make with /t/ and /able/? T...able...table. Now, what word can we make with /d/ and /esk/?”
 - You may choose to use hand gestures to help students here. Hold up one hand for the onset and the other hand for the rime. Clap your hands together as you say the blended whole word.

Note that being able to break words into onset and rime is a precursor to being able to determine whether words rhyme.
- Concept of Word Activities:
 - Choose one sentence from the lesson dialogue. Count the number of words in the sentence and gather a small item (stone, candy, token, etc.) for each word in the sentence for each student, i.e., if the sentence has five words, gather five stones for each student. Place the stones in a line on the desk in front of each student. Have students point to each stone as you say each word in the sentence. Then, call out one word in the sentence and have them point to the corresponding stone.

Groups 2 and 3:

- Identifying *onset* (sounds before the first vowel) and *rime* (sounds including the first vowel to the end of the word), e.g., “The first part of the word *girl* is /g/. What’s the second part?”

Note that being able to break words into onset and rime is a precursor to being able to determine whether words rhyme.

- Breaking sounds apart:
 - Have students break words apart into syllables, clapping each syllable or placing palms under jaws to feel the downward movement for each syllable, e.g., “Let’s break *bathroom* into parts. *Bath...room*.”
 - Have students count the syllables they hear in each word, using their fingers or counters to represent each sound (Literacy Minnesota 2019, 4). For example, “Let’s count the parts in *table*. *Ta...ble*. Two parts.”

- Rhyming:
 - Have students repeat pairs of real words and identify whether or not each set of words rhymes. For example, “Here are two words. Let’s see if they rhyme. That means, if the end sound in each word is the same. *Cat...mat*. I hear the *at* sound at the end of both words. *Cat...mat*. Yes, they rhyme. Now, let’s try another pair of words. *Door...book*. Do they have the same ending sound? Do they rhyme?”

Remember that students should **not** see the word—just hear it. Students do not need to know all these words, but you should use only real words.

- Find the Sound:
 - Print one copy of Handout 1 for each student and draw the same chart on the board. Gather a coin or token for each student. Create a list of words that have the same common sound, though that sound should be found in different places in the words (e.g., pen, lamp, apple). Tell students which sound they will be listening for and model repeating the word and pointing to the box that corresponds to where the sound is found. For example, for *pen*, /p/ is found in the beginning of the word, but for *lamp*, /p/ is found at the end (Literacy Minnesota 2019, 8).

Phonics

A Few Notes about Phonics Instruction

If you are providing one-on-one or small-group intensive literacy instruction for learners with more frequent classes, it is highly recommended to provide a full program of systematic phonics instruction for students, teaching them the various vowel and consonant sounds, blends, and patterns. That kind of instruction is beyond the scope of this text, but your students will be grateful for this help to be able to truly master the English literacy system. See the References on p. 34 for suggested materials.

Some research says that, for Group 1 learners, it is best to start with teaching only uppercase letters first (Brod 1999, 10). However, other teachers start with only lowercase letters. If you will be teaching phonics more intensively to your students using additional resources, follow those resources' plans for teaching letters to be consistent. If you are using only *Neighbor to Neighbor*, however, you may want to teach both together, since the materials are written in both uppercase and lowercase letters and you will only be with students once or twice per week. Be sure to pay special attention to those letters that look quite different between uppercase and lowercase and to continually refer students back to their alphabet charts. Do NOT use cursive.

When you do introduce the alphabet, make use of the alphabet chart in the Student Book. Be sure to point out those letters that differ between the handwritten and printed styles (e.g., the lowercase *a* has a cap in the printed style but does not have it in most handwriting).

Group 1:

- Concept of Word Activities:
 - Have students turn to the dialogue in their books while you write or project it on the board. Read the dialogue slowly, pointing to each word as you read, and have students point to each word as they listen. It may be helpful to print the dialogue on handouts in even larger text for learners to follow along.
- Pre-Alphabet Activities:
 - Shape discrimination:
 - Shape sorting: Give a bag with various shape pictures to each pair of students. You may use the shapes in Handout 2 or create your own. Have them sort the pictures into piles based on matching shapes.
 - Identifying unlike shapes: Print a copy of Handout 3a for each student. Have students circle the shape that is different in a line of shapes or circle the shape that matches the first shape. If desired, use Handout 4b to create similar handouts for ongoing practice.

- Identifying unlike shapes: Draw four shapes on the board; three are the same and one is different. Have students identify the shape that does not match.
- Identifying matching shapes: Place a different shape on each wall. Draw one of those shapes on the board. Have students walk to the wall with the matching shape.
- Create a set of 20 cards for each pair of students, with each set including two copies of ten different uppercase letters. Have students match the letters by their shapes. Do not identify the letter names in this activity but emphasize the shapes of the letters. Alternatively, give each student one card and have them find a student with a matching card.

Groups 2 and 3:

- Introducing the Alphabet

Follow the suggested order for teaching the alphabet laid out in the Introduction of the Intro Level Teacher's Guide on pages 14 and 15, unless you are using another resource. It is not necessary to teach the letters in the order of the alphabet song, since students will not be able to sing the song until they know all of the letters.

- Letter Introduction:

- As you introduce each new letter, when possible, show students words they already know that have the same beginning sound. This might be a teacher's or student's name, a well-known location, or a previous vocabulary word. Line the words up vertically on the board to highlight the shared letter (Brod 1999, 16). Let students know when a letter makes more than one sound in different contexts (e.g., soft c in *city* vs. hard c in *cup*).
- Have students list other words they know that have the same beginning letters as a given word (Literacy Minnesota 2019, 6).
- Have students find each letter on the alphabet chart in their Student Books (also available in this book's online handouts).

- Letter Identification Activities:

- Letter sorting: Give each pair a bag with a few sets of letters. Have students sort the letters into piles by matching letters and name each letter as they work. Then, go over all of the letter names. (These should be all uppercase or all lowercase to start. Later on, when students are familiar with both, they may be mixed.)
- Worksheets: Print a copy of Handout 5a and Handout 6a for each student. Have students circle the letter that is different in a group of letters or circle the letter that matches the given letter. If desired, use Handout 5b and Handout 6b to create similar handouts for ongoing practice.

- Identifying unlike letters: Draw four letters on the board; three are the same and one is different. Have students identify the letter that does not match.
- Identifying matching letters: Place a different letter on each wall. Draw one of those letters on the board. Have students walk to the wall with the matching letter.

More Advanced Phonics Activities

- As you teach each vocabulary word, point to the first letter and ask what sound it makes. Later, move on asking students to identify ending sounds and then middle sounds.
- Sound Blending Using Letters:
 - Place a set of letter cards face-up on a table, making sure that there are enough letters to spell each word in the vocabulary list (e.g., if a word has two e's, make sure you have two e cards). Mentally choose a vocabulary word, count the number of letters, and call that number of students to the front. Say the word and have each student select a card with a letter in that word. Have the students line up in front of the classroom and say their letter sounds, blending them together into the word (Literacy Minnesota 2023).

You may also give each student a few letter cards and then call out each vocabulary word, having students work together to spell the word (Literacy Minnesota 2019).

This activity may also be done in assistant-led small groups.

- Have students look at the vocabulary list from the lesson in their books. Choose a word from the vocabulary list and slowly sound it out. Have students point to the word they hear (Literacy Minnesota 2019).
- Working on the concept of spelling:
 - Students will need to be able to orally spell their names and often their addresses or other information for paperwork. Review and demonstrate the concept of spelling (i.e., giving the name of each letter so that someone can write the word down correctly) and have students practice orally spelling their names, personal information, and vocabulary words.

Fluency, Comprehension, and Vocabulary Activities

Note: These activities often have overlap in their functions and thus are listed together.

Groups 1, 2, and 3:

- Language Experience Approach: Have an interactive experience with your students and then write about it together, having students dictate phrases and sentences that you correct as you write. Have students copy the text, or print it out yourself, and keep it in the classroom to be used for reading practice (Croydon, 2005, 61; New American Horizons).

For example, in Lesson 11, if you visited a kitchen, have students form sentences about what they did in the kitchen, incorporating vocabulary words from the lesson. You can correct students' sentences to be more grammatically correct but make sure to keep the sentences as simple as possible. For example, "The kitchen has an oven and a refrigerator. Mary turns on the oven. Joram turns off the oven."

- Read each dialogue many times. (If your class is fairly consistent in attendance, you may also review previously used dialogues.)
 - Have students point to, and then later say, the words with you as you read.
 - Assign parts of the class to play different roles in each dialogue.
 - Ask simple questions about what happened in the dialogue.
 - If you have a few minutes of extra time, have students work in partners to reread dialogues together.
- Working on sight words:
 - Take a walk around your community and look for words that your students may often see: *school*, *restroom*, *bus stop*, *hospital*, and proper names of locations such as major grocery stores. Print photos of signs or well-known logos with the words as large as possible. This helps students learn to recognize the words and symbols in their daily contexts and attach meaning to them (Lee 2025).
 - Sight words also include commonly used words that cannot be sounded out, such as *the*, *said*, and *go*. Point these words out often.
 - Play games, such as bingo, memory, or board games, to help students quickly recognize sight words.

Groups 2 and 3:

- Reading leveled readers:
 - There are a few beginning reading series available online for adult beginning readers, also called emergent readers. These books have simple photos and text that are relevant to adults' needs and interests and also align well with the lesson topics of *Neighbor to Neighbor*. Some books are available in a few different levels, as well, making them useful for mixed-ability classrooms. The books may be projected to read together in class and/or printed and offered to students for practice inside or outside of the classroom. One such series is linked in the resource appendix on the *Neighbor to Neighbor* website.

Teaching Numbers

Learners from any group may be unfamiliar with the numerals that are used in the United States (known as Arabic numerals). This may be because the learners have limited or interrupted formal education, limited experience with numbers, or knowledge of a different writing system for numerals. If you realize that many of your students do not know the numerals, you may wish to begin teaching numerals early, teaching a few every lesson, and to break Lessons 6, 18, and 25 into a few parts to take them more slowly.

Be aware that some of your students may be used to writing the numerals in different ways. For example, in some countries, the numeral 1 is handwritten with an angled line on the top, as it is typed here. Additionally, the numeral 7 is sometimes handwritten with a line through the middle of the vertical segment to differentiate it from the numeral 1. With your students, take time to go over how each numeral is formed, referring to the written numerals on the Alphabet and Number Chart in the Student Book. If you tend to write a numeral in a different way than is shown on the chart (e.g., writing 2 with a loop on the bottom), you may show this to students. Point out how the handwritten and typed numerals differ as well.

The following activities may be used to help students learn to read and recognize numbers.

- Create large cards for the numbers zero through nine. On each card, show the numeral and the corresponding number of dots, as shown in the vocabulary illustrations in Lesson 6. You may also decide to make each dot raised, using puffy paint or other means, to allow students to touch them for additional sensory input.
- Worksheets: Print a copy of Handout 7a and Handout 8a for each student. Have students circle the number that is different in a group of numbers or circle the number that matches the given number. If desired, use Handout 7b and Handout 8b to create similar handouts for ongoing practice.
- Make a video recording of yourself counting while pointing to the number cards and send it to your students, or have them record you on their phones. Encourage them

to watch the video and repeat the numbers multiple times per day. When students are ready for more difficulty, record yourself pointing to number cards that are out of order, leaving a space of a few seconds between when you point to each card and when you say the number so that students can practice saying the words aloud and then listen to find out if they were correct.

- Play simple games with number recognition, adding just a few numbers at a time. For example, teach the numbers one through six and then have students practice rolling dice and matching a numeral card to the number of dots on the die.
- Practice with the hundreds chart (found in the back of the Student Book or in this book's handouts) by having students touch and say each number. Make this part of your regular classroom routine, saying just a few numbers at first, and then building on them. Each week, add a few more numbers.
- Do a simple calendar routine in every class and point out the numbers in the calendar. Be sure to use the cardinal numbers (e.g., "thirty"), rather than the ordinal numbers (e.g., "thirtieth") in this level. Students will learn ordinal numbers later.
- Play games like the Flyswatter Game (Lesson 6, CPA3) and I Have, Who Has? (Lesson 6, CPA4).

Writing

Tactile Experiences

Group 1 (though some Group 2 and 3 learners may benefit):

These activities help students get the feel for creating the shapes of letters.

- Shape tracing
 - Worksheet: Print a copy of Handout 9 for each student (or enough for a few students at a station). Attach each handout to the bottom of a clear-bottomed tray with sand or a reclosable bag filled with liquid soap. Have students use their hands to trace each shape at first, and then later move on to using capped markers or wooden dowels.
- Letter pieces
 - Buy or create curved and straight pieces that can be put together to form the shapes of letters. These pieces may be made of plastic, wood, or cardboard. (See Appendix pp. 87-88 or N2N handouts for printable patterns.) Create large letters on individual sheets of paper that match the size of the pieces. Have students choose the shapes and put them together to form each letter.

Worksheet Practice

For some learners, doing activities on paper may be a completely new experience and may require significant modeling in whole-group practice. Before having students complete worksheets or the textbook exercises, show each activity on a screen or on the board and model how to respond to each part. You may also create similar types of activities, as suggested below, and have students work on them in pairs. Each time, have students say each word.

Groups 1 and 2:

- Drawing a line to match
 - Have students practice tracing lines and shapes.
 - Have students draw lines to match photos and drawings of vocabulary words. (This is also helpful for those who struggle to recognize drawings.)
 - Have students draw lines to match letters. Start with matching the exact same letter and later, when students have learned both sets of letters, move on to matching uppercase and lowercase letters.
 - Have students match the vocabulary words and drawings in the book. Model the strategy of referring to each vocabulary picture and word.
- Drawing a circle to choose an answer
 - Have students circle the shapes, letters, or numbers that match a given shape, letter, or number, as in Handouts 4a, 6a, and 8a.

Beginning Tracing Practice

Group 1:

- Print copies of Handout 9 and place them inside dry erase sleeves. Have students trace the shapes with wide-tipped whiteboard markers. Later, give students copies of the handouts and have them trace on the papers with pencils or pens.
- Print copies of Handout 10a and place them inside dry erase sleeves. Have students trace the letters with wide-tipped whiteboard markers. Later, give students copies of the handouts and have them trace on the papers with pencils or pens. If desired, use Handout 10b to make additional, similar practice sheets.

Letters and Numbers

Groups 2 and 3:

- Show students the order and direction of strokes to form each letter and number. You may wish to create a small poster for each letter and number with arrows to show the directionality of the strokes.
- If you are teaching letters and numbers in class, have students practice tracing, then copying each of the featured letters or numbers that day. Remember that you do not have to teach letters in the order of the alphabet. Consider having students follow the same procedure as in the activity above using Handouts 10a/b.

Words

Groups 1, 2, and 3:

The first word that students should learn to write should be their first names. After that, students should learn their last names, then addresses, phone numbers, and other important information (e.g., names, birthdates, and phone numbers of family members).

- For example, give each student a worksheet with his/her first name on it. Individually show students how to form the letters in their names and have them practice tracing their names. Do an internet search for “name tracing worksheets” to find free, printable forms.
- Each time students learn to write a new item from the list above, have them start with tracing worksheets and then move on to copying. This may happen over one or several sessions.
- Later, use these items to create sample forms for students to fill out, using words throughout the vocabulary (e.g., name, phone number, address, etc.)
 - Consider writing words in different ways on different forms (e.g., Name, name, NAME, etc.) to familiarize students with different ways they are written (Brod 1999, 16).

Groups 2 and 3:

Along with the procedure above for learning to write personal information, add the following:

- Writing vocabulary words: dictation
 - Students write words on whiteboards as you write them on the board. Once they have finished writing, have everyone name the letters and words together.
 - Give students worksheets with each vocabulary word and a horizontal line next to it for them to copy the words.

Sentences

Group 3:

- Dictation
 - Follow the same steps as for dictation with vocabulary words.
- Free Writing
 - As students grow in their abilities to write more, model writing in complete sentences and encourage them to do the same. You may have pairs write sentences together then trade with other pairs to share what they have written. Consider adapting the Language Experience Approach, explained earlier, for this kind of activity. This can also work well in assistant-led small groups.

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Part Four: Adapting Intro Level N2N Lessons for Literacy Learners

How to Use This Section

This section lists each Communication Practice Activity (CPA), excluding CPA1, the Role Play, since modifications for that are explained below. Each CPA listed below includes information about which groups of learners it is appropriate for. Some CPAs also include suggested modifications. Remember that you will likely need to replace some CPAs in each lesson with a few reading and writing activities, such as those described in Part 3. Remember, also, that as their teacher, you will have the best insights into what your students know and are able to do. If you feel that a learner is capable of trying a more challenging activity, consider supports that you can put in place, such as modeling the activity as a whole group first, and then give it a try.

General Suggestions for Modifications

Modifying Role Plays

- Before going over each role play, take additional time to activate students' prior knowledge about the topic. Show pictures, video clips, or real-life objects, allowing students to use their senses to feel, see—and even smell and taste, when applicable—items related to the lesson's topic.
- When introducing each role play, use the vocabulary cards and the lesson illustration to highlight the action involved. Have students chorally repeat the lines of the role play several times before attempting it in pairs.

Modifying Communication Practice Activities

- Re-order the Communication Practice Activities to fit the needs of the classroom. If you will be placing students into groups based upon literacy level at some point, consider “stacking” a few CPAs that the class can do together at the beginning of the lesson, breaking the class into smaller groups for literacy activities, and finally bringing the class together again at the end for the lesson closure.
- When having students complete the exercises in the Student Book, first model the whole activity on the board and then have students complete the activity in pairs.

Unit 1: Nice to Meet You!

Lesson 1: What's Your Name?

CPA2: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA3: Game – Order the Dialogue

- Appropriate for learners in Groups 2 and 3. Repeat the word on the card several times as you hand it to each student.
- If your class includes only a few students in Group 1, you may pair them with stronger students for this activity. If the class has a significant number of Group 1 learners, you may wish to have the non-Group 1 learners complete this activity in small groups or simply skip the activity altogether.

CPA4: Game – First Name/Last Name

- Appropriate for learners in Groups 1, 2, and 3. Be sure to differentiate the first and last name cards by color.
- For Group 1 students, put more emphasis on having students say their first or last names and less emphasis on holding up the correct cards. Hold up your own card to give them a color cue each time.

CPA5: Game – Chain Drill Game

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Please Spell That

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills.
- Consider returning to this activity once learners are ready to learn the concept of spelling.

CPA7: Game – Who Are You?

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills.

CPA8: Textbook Exercise 1

- Appropriate for learners in Groups 2 and 3 with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA9: Textbook Exercise 2

- At this point, this activity may not be appropriate for literacy learners, unless your students have already had practice with writing their names. You may wish to substitute this activity by giving students name-tracing worksheets. If possible, have assistants demonstrate one-on-one how to trace each student's name.

CPA10: Textbook Exercise 3

- Appropriate for learners in Groups 2 and 3 who have some familiarity with the Latin alphabet.
- You may also simply demonstrate this activity in front of the class and have them copy your circling and underlining. Group 1 learners, especially, may need additional practice with circling and underlining skills.

Lesson 2: Welcome to the Classroom!

CPA2: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – Find the Word Card

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Activity – Partner Spelling

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills.

CPA7: Game – What’s in the Bag?

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list on the previous page.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3 with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list on the previous page.

Lesson 3: Excuse Me, Who Is That?

CPA2: Game – Sorry, Could You Repeat That?

- Appropriate for learners in Groups 1, 2, and 3
- Demonstrate the activity with just your assistant for a few rounds before including the whole class to make sure they understand the idea.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – Who’s That Man/Woman?

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity, especially since you want to clarify that this dialogue will include the teacher’s name.

CPA6: Activity – Partner Spelling

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills.

CPA7: Game – Who’s That?

- Appropriate for learners in Groups 1, 2, and 3
- Model this activity with your assistant several times, showing all four possible options (man, woman, boy, girl) before giving pairs their pictures.

CPA8: Textbook Exercise 1

- The oral activity is appropriate for learners in Groups 1, 2, and 3
- The written activity is appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list on the previous page and crossing off each word from the Word Box as it is used.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3 with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list and in drawing a line to connect the words and pictures.

Unit 1 Review Activity

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word lists in Lessons 2 and 3 and crossing off each word from the Word Box as it is used.

Unit 2: Tell Me about Yourself.

Lesson 4: Where Are You From?

CPA2: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.
- Be aware that Group 1 learners may be unfamiliar with maps or feel nervous about being asked to locate a place on a map. If you're concerned that this may be the case, locate each country, point to it, and allow each student to mark the place where you point.

CPA3: Activity – Guided Chain Drill

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – Musical Chairs

- Appropriate for learners in Groups 1, 2, and 3. However, for a large and very diverse class, you may need to give additional prompts for each student's country, since literacy learners will not be able to read country names.

CPA5: Interview – Student Self-Introductions

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Game – Country of Origin Game

- Appropriate for learners in Groups 1, 2, and 3

CPA7: Game – Stand Up, Sit Down

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for learners in Groups 2 and 3 with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA9: Textbook Exercise 2

- The oral activity is appropriate for learners in Groups 1, 2, and 3
- Learners in Groups 2 and 3 may also be able to do this activity in writing by matching the words “he” and “she” to the vocabulary list. Be sure to explain the sound of the “sh” pair of letters to help them read “she.”

CPA10: Textbook Exercise 3

- At this point, this activity may not be appropriate for literacy learners, but CPA5 includes these questions given orally, which is appropriate.

Lesson 5: What Languages Do You Speak?

CPA2: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA3: Game – This and That

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – Yes or No

- Appropriate for learners in Groups 1, 2, and 3
- You may wish to add pictures of smiling (“yes”) or frowning (“no”) faces to the posters to help students remember what they say.

CPA5: Game – Musical Chairs

- Appropriate for learners in Groups 1, 2, and 3. However, for a large and very diverse class, you may need to give additional prompts for students’ languages, since literacy learners will not be able to read the languages from cards.

CPA6: Game – Board Game

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills.

CPA7: Activity – Circle Interview

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for learners in Groups 2 and 3, with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA9: Textbook Exercise 2

- The oral activity is appropriate for learners in Groups 1, 2, and 3
- See the Teacher Tip for a modification for literacy learners.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Demonstrate on the board with several examples before having students complete the activity on their own.
- For Group 1 learners, complete orally as a class by showing each picture and eliciting “he speaks” or “she speaks” from students.

Lesson 6: What’s Your Phone Number?

Note: *For students who do not yet have numeracy (number) skills, consider adding a routine to each class in which you review numbers and play simple games to familiarize students with number words and symbols. If students show mastery of the numbers zero through nine, slowly add on 10-19 to prepare them for Lesson 18, in which they will learn those numbers.*

CPA2: Game – Number Line-Up

- Appropriate for learners in Groups 2 and 3 who have experience with these numerals
- For Group 1 learners or for learners in Groups 2 and 3 who are unfamiliar with these numerals, replace this activity with one practicing recognizing or writing numbers.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – I Have, Who Has?

- Appropriate for learners in Groups 1, 2, and 3. Note that you may need to prompt the “I have” and “Who has” parts of the sentences each time for literacy learners.
- For learners who are new to these numerals, you may also give cards to pairs, rather than individuals, so that they can help each other.

CPA5: Interview – Facing Lines

- Appropriate for learners in Groups 2 and 3 who have experience with these numerals
- For Group 1 learners or for learners in Groups 2 and 3 who are unfamiliar with these numerals, replace this activity with one to practice recognizing or writing numbers.

CPA6: Game – Collect the Phone Numbers

- Appropriate for Groups 2 and 3 learners who have experience with these numerals
- For Group 1 learners or for learners in Groups 2 and 3 who are unfamiliar with these numerals, replace this activity with one to practice recognizing or writing numbers.

CPA7: Activity – Partner Spelling

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy or numeracy skills.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the words to the vocabulary word list on the previous page.
- You may also make this a dictation exercise, saying each number word as you write that numeral on the board while students copy it.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3. Explicitly model first how to draw a line to match, going over the whole exercise on the board. Have numerals and number words visible and have students complete the exercise in their books.
- For Group 1 learners, you may also choose to give each student a card with both a digit and the number word and have him/her find another student with a matching card.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the words to the vocabulary word list on the previous page.

Lesson 7: What's Your Address?

CPA2: Activity – What's in an Address?

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the words to the address parts.
- For Group 1 learners, go over the sample address, pointing out the parts, but do not ask students to identify parts on used envelopes. You may, instead, show the used envelopes or other sample addresses and read them, pointing out the parts, to help students get used to familiar words and the cadence of an address (name, street, apartment/house, city, state, zip code).

CPA3: Activity – Address Puzzle

- At this point, this activity may not be appropriate for literacy learners, although some Group 3 learners may be ready. If needed, replace this activity with one focusing on literacy skills or helping students memorize their own addresses.

CPA4: Interview – Facing Lines

- Modify this activity to be appropriate for learners in Groups 1, 2, and 3:
 - If your students are using their own addresses, help them memorize their own addresses, but begin with just the street address. You can later repeat the activity with the city, state, and zip code, or, if students are from one or a few localities, have them learn the latter part of their addresses in assistant-led small groups.
 - If your students are using a sample address, have the class repeat the address many times until they have it memorized and then use that for the activity.

CPA5: Game – Flyswatter Game

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with Arabic numerals.
- Modification for learners in Groups 1, 2, and 3 who need more practice with numerals: Create small, identical grids with two-, three-, or four-digit numbers on each space and give them to pairs or individual students to point to the numbers when you call them out.

CPA6: Activity – Partner Spelling

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills or memorizing addresses.

CPA7: Game – Collect the Addresses

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills or memorizing addresses.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the words to the address parts and to the vocabulary words and pictures.
- This activity may also be done as a whole-group or small-group activity.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in copying their addresses.

CPA10: Textbook Exercise 3

- Appropriate for learners in Groups 2 and 3 learners. Explicitly model first how to draw a line to match, showing the whole exercise on the board, and then have students complete the exercise in their books.

Unit 2 Review Activity

- Appropriate for some learners in Groups 2 and 3 who can copy the appropriate answers. First, read each question aloud and help learners answer it orally. Then, for students who are able to copy words, help them find the associated answers in the lessons in Unit 2 so that they know from where to copy the words.
- For Group 1 learners, practice asking and answering each question orally.

Unit 3: At Home with My Family

Lesson 8: Do You Have a Sister?

CPA2: Partner Activity – Family Picture

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Partner Activity – I Have...

- Appropriate for learners in Groups 1, 2, and 3; however, you may need to omit the last part of the activity with the question cards or pair literacy learners with literate students.
- For a class of all Group 1 learners, make sure the vocabulary word/picture cards are visible so that students can point to them to receive cues if they forget the words. Take extra time to demonstrate the plural -s form.

CPA4: Interview – Partner Interviews

- Appropriate for learners in Groups 1, 2, and 3. Hold up vocabulary cards as you change each underlined word to help students grasp the meaning. Be sure to call out each question clearly so that students can repeat them to their partners. You may want to call out the sentence starters for the answers each time as well.

CPA5: Game – Stand Up If...

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- At this point, this activity may not be appropriate for literacy learners. Replace this activity with one focusing on literacy skills.

CPA7: Game – Family Labeling

- Modify this activity for learners in Groups 1, 2, and 3 in one of the following ways:
 - Rather than sticky labels with words, give teams small vocabulary cards with words and pictures to match to their family pictures.
 - Have literacy learners come up with a few sentences to talk about the pictures instead.
 - Place literacy learners in groups with learners who already have some reading skills.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list on the previous page.
- For Group 1 learners, point to each picture and have students name each person represented or point to the vocabulary word card that matches the picture.

CPA9: Textbook Exercise 2

- Appropriate for Groups 2 and 3 with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance and practice in forming the plurals.
- For Group 1 learners or learners in Groups 2 and 3 who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 9: I'll Fix It!

CPA2: Game – Find Your Match

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – Fixing Relay

- Appropriate for learners in Groups 1, 2, and 3. Repeat each person's statement multiple times before beginning the game.

CPA5: Activity – Describing Pictures

- Appropriate for learners in Groups 1, 2, and 3. You may need to provide a few additional examples before having students work in partners.

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA8: Textbook Exercise 1

- Appropriate for learners in Groups 2 and 3 with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list on the previous page.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the words to the vocabulary word list on the previous page.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

Lesson 10: Where's My Pencil?

CPA2: Game – Following Directions

- Appropriate for learners in Groups 1, 2, and 3
- For Group 1 learners, the words and blanks on the board may cause more distraction and confusion than assistance in remembering the phrase. Consider simply offering additional modeling and prompting, if necessary.

CPA3: Activity – Where Is It?

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Partner Activity – What's in a Room?

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Activity – Show Us Your Room

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for learners in Groups 2 and 3 with the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3
- For Group 1 learners, complete the exercise orally as a whole class or in small groups. If your students struggle to understand line drawings, you may choose to have them identify the items in a photo of a bedroom instead.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

Lesson 11: Please Turn Off the Stove.

CPA2: Activity – What Are You Doing in the Kitchen?

- Appropriate for learners in Groups 1, 2, and 3
- Instead of having Group 1 learners label the pictures, call out each part of the kitchen and have them point to it and repeat the word.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA5: Game – Following Directions

- Appropriate for learners in Groups 1, 2, and 3
- To take pressure off teams, have teams take turns doing the activities rather than awarding points to students who answer first.

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Activity – What’s in Your House?

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list on the previous page.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list on the previous page.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

Unit 3 Review Activity

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word lists.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

Unit 4: Let's Go Outside!

Lesson 12: We're Playing Soccer!

CPA2: Activity – What Are We Doing?

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Activity – What Are You Doing?

- Appropriate for learners in Groups 1, 2, and 3
- For Group 1 learners, the words and blank on the board may cause more distraction and confusion than assistance in remembering the phrase. Consider simply offering additional modeling and prompting, if necessary.

CPA4: Activity – Pronoun Shuffle

- Appropriate for learners in Groups 1, 2, and 3
- For Group 1 learners, keep the focus on the words being spoken, rather than the word cards, in case the written word becomes a distraction.

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Partner Drawing – A Day at the Park

- Appropriate for learners in Groups 1, 2, and 3
- If needed, write down students' narration as they talk to you in small groups and use the narrations to prompt students as they share their pictures with the class.

CPA7: Activity – What Are You Doing? (Extension)

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- For learners in Groups 1, 2, and 3, complete the exercise orally as a whole class or in small groups.
- Learners in Groups 2 and 3 may then copy the words as you write them on the board.

Lesson 13: It's Windy!

CPA2: Game – Is It Warm?

- Appropriate for learners in Groups 1, 2, and 3
- Be sure that vocabulary word/picture cards are visible to point at the words in case students need a reminder of a word.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – Find Your Match

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional cues and support for reading students' cards

CPA5: Activity – Stand Up If You're...

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- For learners in Groups 1, 2, and 3, complete the exercise orally as a whole class or in small groups.
- Learners in Groups 2 and 3 may then copy the words “yes” and “no” for each answer.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list. Consider modeling the whole activity as a class before having students complete it on their own.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

Lesson 14: Can I Help You?

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Activity – Where Are the...?

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Partner Activity – Dressing for Winter

- Appropriate for learners in Groups 1, 2, and 3
- Pair Group 1 learners with literate students to label their drawings or omit that step of the activity.

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Activity – They’re Over Here

- Appropriate for learners in Groups 1, 2, and 3
- You may wish to do a Facing Lines activity or similar repetitive activity with the dialogue before having students complete this activity to make sure they know their sentences.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups, looking at the picture and identifying how many of each item there are.

CPA10: Textbook Exercise 3

- Appropriate for learners in Groups 2 and 3
- If needed, consider using the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

Lesson 15: It's Raining.

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Activity – What Should She or He Wear?

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Activity – Take the Shoes!

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Activity – Dress Your Friend

- Appropriate for learners in Groups 1, 2, and 3. Offer additional support with the sentence starters for these learners.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for learners in Groups 1, 2, and 3 (orally) and some learners in Groups 2 and 3 (written)
- Note that this activity is more abstract, since students must determine clothing items based upon the picture, but neither a person nor clothing is shown in the picture itself. Do the activity orally as a whole class using picture cards from CPA3 and vocabulary cards or real clothing items. Then, you may have some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.

Lesson 16: I Like Rainy Weather.

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Activity – Season/Weather Match

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Activity – What Do You Like?

- Appropriate for learners in Groups 1, 2, and 3
- For Group 1 learners, the words and blanks on the board may cause more distraction and confusion than assistance in remembering the phrase. Consider simply offering additional modeling and prompting, if necessary.

CPA5: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before doing this activity.

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Activity – What’s the Season? What’s the Weather?

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners or those in Groups 2 and 3 who are not yet ready for this activity, create two posters, one with “like” and a happy face, and one with “don’t like” and a sad face. Put one on each side of the room. Call out each type of weather and have students walk to the side that matches their feelings. Then, have each group say a sentence out loud matching their feeling about that weather.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

Unit 4 Review Activity

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word lists.
- For Group 1 learners, complete the exercise orally as a whole class or in small groups.

Unit 5: Plants and Animals

Lesson 17: What's Growing in Sara's Garden?

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Garden Relay

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Activity – What's Growing in His/Her Garden?

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Activity – What's in This Garden?

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- If you have been able to go over all of the letters, some learners in Groups 2 and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Activity – Make Your Garden

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in copying the names from the name box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 18: How Many Tomatoes Are in Your Garden?

CPA2: Activity – What’s That Number?

- Appropriate for learners in Groups 1, 2, and 3
- For Group 1 learners with low numeracy skills, repeat this activity a few times or do additional activities to help them practice these numbers.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3
- For Group 1 learners with low numeracy skills, consider giving each student a board with each number and a set of dots on it, as in the vocabulary illustrations, and having them individually point to the numbers when called.

CPA4: Activity – There Is/There Are Draw

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional whole-group practice before placing students in pairs for this activity. You may also have students complete the activity in small groups led by assistants.

CPA5: Activity – How Many?

- Appropriate for learners in Groups 2 and 3
- For Group 1 learners, have students complete the activity in small groups, but have them orally count only, without recording numbers on the counting sheets.

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Game – Number Relay

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups using real beans, if possible.
- For all groups, be sure to highlight “There is” for singular and “There are” for plural amounts.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.
- For all groups, be sure to highlight “There is” for singular and “There are” for plural amounts.

Lesson 19: Here You Go!

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Stand Up If You’re Wearing...

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Listening Game – How Many Do I Have?

- Appropriate for learners in Groups 1, 2, and 3
- For students without numeracy skills, do not have pairs write their answers on whiteboards.
- If needed, pair students without numeracy skills with others who have stronger skills.

CPA5: Game – Food Relay

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA7: Activity – What’s in Your Garden?

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 20: I Have a Blue Fish.

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Description Relay

- Appropriate for learners in Groups 1, 2, and 3. Plan to demonstrate the activity several more times before having students play on their teams and emphasize the size of the words “big” and “small” using hand gestures to help students remember their meanings.
- If you are not sure if your literacy learners are ready for this activity, have pairs work together to choose the right cards, rather than individual students.

CPA4: Activity – He Has, She Has, They Have

- Appropriate for learners in Groups 1, 2, and 3
- For Group 1 learners, the words and blanks on the board may cause more distraction and confusion than assistance in remembering the phrase. Consider simply offering additional modeling and prompting, if necessary.

CPA5: Partner Activity – Draw a...

- Appropriate for most learners in Groups 1, 2, and 3
- For Group 1 learners who are just beginning to write, allow them to choose from picture cards (such as from those in CPA3) rather than having them draw pictures.

CPA6: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Provide additional practice of the new dialogue before beginning Facing Lines.

CPA7: Partner Activity – Tell Me about...

- Appropriate for learners in Groups 1, 2, and 3
- For learners who are just beginning to learn to write, do not require them to write their lists of words down, or place them with partners who have literacy skills.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word lists in this and the previous lesson.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Unit 5 Review Activity

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with Arabic numerals and the Latin alphabet. Offer extra guidance in matching the words to the vocabulary word list in Lesson 18.

Unit 6: How Do You Feel?

Lesson 21: Are You Okay?

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Charades

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Game – How Do You Feel?

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Game – People Bingo

- For learners in Groups 2 and 3, have students keep their books open to the vocabulary pages while they play the bingo game.
- For Group 1 learners, either create bingo cards using the vocabulary images or replace this activity with a literacy activity.

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Activity – Partner Drawing

- Appropriate for learners in Groups 2 and 3
- Group 1 learners who are new to writing may struggle to draw faces. Consider having them make the expressions on their own faces instead of drawing them.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have beginning reading skills.
- For learners in Group 1, 2, or 3 who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 22: Who's That Tall Man?

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Charades

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Partner Activity – Tell Me about...

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Game – Guess Who?

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Activity – Partner Drawing

- Appropriate for learners in Groups 2 and 3
- Modify for Group 1 learners with one or more of the following ideas:
 - Pair Group 1 learners with those who are already literate. Have the Group 1 learner call out the characteristics and the literate learner make the drawing.
 - Play the game in small groups, with an assistant drawing, while learners work together to call out the characteristics.
 - Have pairs use the cards to play the game from CPA5 in pairs rather than drawing.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3
- If needed, consider using the following modification: before, or instead of, having students complete this exercise in the book, write the words on cards, mix them up on a desk, and have students place the cards in the correct order, referring to the dialogue for the correct placement. You may also make multiple sets of cards for small groups to complete together, each led by an assistant.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 23: I Bumped My Arm!

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA4: Game – Charades

- Appropriate for learners in Groups 1, 2, and 3
- You may need to provide additional support for Group 1 learners to use the correct pronouns.

CPA5: Game – TPR Preposition Review

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Activity – Partner Drawing

- Appropriate for learners in Groups 2 and 3
- Modify for Group 1 learners with one or more of the following ideas:
 - Pair Group 1 learners with those who are already literate. Have the Group 1 learner call out the body part and the literate learner make the drawing.
 - Play the game in small groups, with an assistant drawing while learners work together to call out the characteristics.
 - Replace this activity with Memory Match.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3
- For Group 1 learners, complete the activity orally in small groups, holding up a picture of a man or a woman with each statement.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 24: My Leg Hurts!

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA4: Game – Charades

- Appropriate for learners in Groups 1, 2, and 3
- Students may need additional assistance with using the pronouns correctly.

CPA5: Partner Activity – Where Is It?

- Appropriate for learners in Groups 1, 2, and 3
- At the beginning of the activity, point to the correct envelope when you say the preposition for learners who are unable to read it. As students learn the words, give more and more wait time before pointing, eventually stopping, if students are ready.

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Activity – Make a Person

- Appropriate for learners in Groups 1, 2, and 3
- Pair Group 1 learners with literate students for help with labeling their pictures.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Unit 6 Review Activity

- Since this activity is not in the context of a dialogue, most literacy learners will find it extremely challenging.
- For Group 1 learners, replace this activity with a literacy activity.
- For learners in Groups 2 and 3, modify the activity by creating eight stations, one for each sentence. At each station, have cards with each word on them. Have students go to the station in pairs or small groups, put the words in order, show their answer to a teacher, and then mix up the cards for the next students.

Unit 7: Our Routines

Lesson 25: What Time Is It?

Note: As discussed previously, students with low numeracy skills may find this lesson extremely challenging. Consider your students' levels and needs as you plan. Take extra time to go over these concepts and incorporate the numbers up to one hundred into each class from now on.

CPA2: Whole-Class Activity – Making Numbers

- Appropriate for learners in Groups 1, 2, and 3
- Some Group 1 learners may find this activity overwhelming. You may wish to show them numbers only up to 50 in this class session and then continue in the following class. Also, for Group 1 learners who do not yet feel comfortable writing, it may be best to pair them with higher-level learners during this activity.

CPA3: Activity – A Look at the Digital Clock

- Appropriate for learners in Groups 2 and 3
- Learners in Group 1 and some in Groups 2 and 3 may find this activity overwhelming. If needed, replace it with a numeracy activity.

CPA4: Game – AM or PM?

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.
- For learners with low numeracy skills, provide cards with very simple times on them and read each student's card aloud before beginning the activity.

CPA6: Activity – Hundreds Chart Puzzle

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with and background knowledge of numbers.
- For Group 1 learners and those in Groups 2 and 3 who are not yet ready, replace this activity with another one (see Part 3 for ideas) to help them practice numbers. You may want to have them work on a smaller range of numbers (e.g., from 10 to 30, rather than from 10 to 100).

CPA7: Activity – Number Line-Up

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with and background knowledge of numbers. See the first Teacher Tip for a suggested modification.
- For Group 1 learners and those in Groups 2 and 3 who are not yet ready, replace this activity with another one (see Part 3 for ideas) to help them practice numbers. You may want to have them work on a smaller range of numbers (e.g., from 10 to 30, rather than from 10 to 100).

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the clock times to the words in the word box.
- For Group 1 learners, complete the activity orally in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the numbers to the words in the word box.
- For Group 1 learners, complete the activity orally in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numerals. Offer extra guidance in matching the clock times to the words in the word box.
- For Group 1 learners, complete the activity orally in small groups.

Lesson 26: How Much Is This?

CPA2: Activity – Exploring Money

- Appropriate for learners in Groups 1, 2, and 3
- Group 1 learners with low numeracy skills may not be ready to add up amounts. Consider pairing them with higher-level learners or skipping that part of the activity.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity and make sure learners know what is written on their cards before beginning the activity.

CPA5: Partner Activity – How Much Is This?

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with and background knowledge of numbers.
- For Group 1 learners and those in Groups 2 and 3 who are not yet ready, replace this activity with another one to help them practice prices. You may want to have them work on a smaller range of numbers (e.g., prices that are simpler numbers: \$3, \$5.50, etc.)

CPA6: Small Group Activity – How Many Ways Can You Make...?

- Appropriate for learners in Groups 2 and 3 who exhibit strong numeracy skills
- For all other learners, replace this activity with one helping them practice recognizing and valuing money.

CPA7: Activity – Going to a Yard Sale!

- Appropriate for learners in Groups 1, 2, and 3. Pair any learners with low numeracy skills with others with stronger skills to participate in this activity.
- For Group 1 learners, provide additional repetition in the statements written on the board.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning reading skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3 who have exhibited strong numeracy skills
- Students who are struggling may appreciate receiving real coins to help them do this activity.
- For Group 1 learners for whom this activity would be too abstract, omit this activity.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some reading and numeracy skills. Offer extra guidance in matching the words to the hundreds chart.

Lesson 27: What Day Is It?

CPA2: Activity – Daily Line-Up

- Appropriate for learners in Groups 1, 2, and 3 with beginning literacy skills. Allow them to refer to a calendar or days of the week word list as they complete this activity.
- For learners who are not yet ready for this activity, do a song or chant to help them memorize the days of the week in order.

CPA3: Game – I Have, Who Has?

- Appropriate for learners in Groups 2 and 3 with beginning literacy skills. Allow them to refer to a calendar or days of the week word list as they play this game.
- Pair learners who are not yet ready for this activity with learners with stronger literacy skills, or replace this activity with another that helps students learn the days of the week orally.

CPA4: Game – Flyswatter Calendar Edition

- Appropriate for learners in Groups 2 and 3 with some numeracy skills.
- For learners just beginning to learn numbers, give each pair of students a page of that month's calendar. Together, read each number on the calendar out loud several times. Then, call out a number and have pairs try to locate that number.

CPA5: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Make sure you tell each learner his/her birthday and have him/her practice it out loud before beginning the Facing Lines activity.

CPA6: Partner Activity – What Day Is...?

- Appropriate for learners in Groups 1, 2, and 3 with beginning literacy skills
- For Group 1 learners who find this difficult, complete the activity together, repeating the days of the week as a class and pointing as you determine when the day is.

CPA7: Partner Activity – Calendar Match

- Appropriate for learners in Groups 1, 2, and 3 with beginning literacy and numeracy skills
- For Group 1 learners who may find this difficult, complete the activity together, repeating the days of the week as a class and pointing as you determine when the day is.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet. Offer extra guidance in matching the words to the word box.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with numbers. If needed, encourage students to look at the hundreds charts in their Student Books.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numbers. Offer extra guidance in matching the words to the word box.
- For other learners who are not yet ready to complete this on their own, go over this activity in small groups or omit the activity.

Unit 7 Review Activity

- Appropriate for some learners in Groups 2 and 3 who have some familiarity with the Latin alphabet and Arabic numbers.
- For other learners who are not yet ready to complete this on their own, go over this activity in small groups or omit the activity.

Unit 8: I'm on My Way!

Lesson 28: You Can Take a Bus.

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Activity – Can You Do It?

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA5: Activity – How Can You Go...?

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Drawing – How Do You Travel?

- Appropriate for learners in Groups 1, 2, and 3
- If possible, place Group 1 learners in pairs with students with higher literacy abilities.
- For a class of all Group 1 learners, have pairs take turns pointing to different modes of transportation, using the images from CPA5 and making their sentences about what they can do.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 29: How Do I Get to the Hospital?

CPA2: Activity – Let’s Go to the...

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Left, Right, Straight

- Appropriate for learners in Groups 1, 2, and 3
- If you choose to increase the complexity of this activity, take a moment to teach the word “step.”

CPA4: Game – Maze!

- Appropriate for learners in Groups 1, 2, and 3

CPA5: Partner Activity – How Do They Get to the...?

- Appropriate for learners in Groups 1, 2, and 3
- For learners who cannot read the long question on the board, have them work in pairs with others who can or provide plenty of repetition of that question before starting the activity.

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Activity – Make a Map

- Appropriate for learners in Groups 2 and 3
- Place Group 1 learners in groups with students with more advanced literacy abilities.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list and word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 30: What Do You Do?

CPA2: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Game – Who Am I?

- Appropriate for learners in Groups 1, 2, and 3
- To help literacy learners, give each group vocabulary cards with both the word and the picture on them.

CPA4: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- If assigning occupations to students, hand out vocabulary cards with both the word and picture shown on each.

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Game – Musical Chairs

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list and word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for learners in Groups 2 and 3
- Have Group 1 learners complete the exercise orally in small groups.

Unit 8 Review Activity

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word lists.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Unit 9: What Do You Like to Eat?

Lesson 31: It's on Aisle Six.

CPA2: Activity – What Is It?

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA4: Activity – At the Store

- Appropriate for learners in Groups 2 and 3
- Modify this activity to help Group 1 learners by pairing them with learners with stronger literacy skills or by creating shopping lists with both pictures and words on them.

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Drawing – How Do You Make...?

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for learners in Groups 2 and 3. Offer extra guidance in reading the boxes and deciding which numbers to write.
- For Group 1 learners, complete this activity in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 32: May I Have Pasta?

CPA2: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA3: Game – Flyswatter Game

- Appropriate for learners in Group 1, 2, and 3

CPA4: Game – Picture/Word Match

- Appropriate for learners in Groups 2 and 3
- For Group 1 learners, modify this activity by handing out a set of picture cards to each pair. Call out each vocabulary word and have pairs identify and hold up the correct picture. Then, make a sentence with that word.

CPA5: Activity – Do You Like...?

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Game – Restaurant Relay

- Appropriate for learners in Groups 1, 2, and 3
- Consider having only teachers or assistants serve as waiters or choosing only very strong students to play that role.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list and word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for learners in Groups 2 and 3. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners, complete in small groups or as a whole class.

Lesson 33: What Do You Drink at Breakfast?

CPA2: Activity – I Like...But I Don't Like...

- Appropriate for learners in Groups 1, 2, and 3

CPA3: Partner Activity – “But...”

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA5: Game – Memory Match

- Modify this activity to make it appropriate for learners in Groups 1, 2, and 3 by having the Memory Match cards show each picture and word on the same card rather than on separate cards.

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Drawing – What’s for Breakfast?

- Appropriate for learners in Groups 2 and 3
- Some Group 1 learners may be ready for this activity, while others may feel uncomfortable with drawing. If needed, pair them with students with more confidence in drawing for this activity.

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups. You may decide to use props to help show the distinction between “milk” and “water” in the pictures.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the word box.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

Lesson 34: What Do You Eat for Lunch?

CPA2: Activity – Food Categories

- Appropriate for learners in Groups 1, 2, and 3
- Be aware that students with less formal education may not have distinct categories for fruits and vegetables. Follow the Teacher Tip for a suggestion to modify the activity if you think it may be needed.

CPA3: Activity – Breakfast, Lunch, Dinner

- Appropriate for learners in Groups 1, 2, and 3

CPA4: Interview – Facing Lines

- Appropriate for learners in Groups 1, 2, and 3
- Offer additional repetition of the dialogue before this activity.

CPA5: Game – Flyswatter Game

- Appropriate for learners in Groups 1, 2, and 3

CPA6: Activity – Partner Spelling

- Some learners from Groups 1, 2, and 3 may be ready for this activity. Take extra time to model it and have them complete it in small, assistant-led groups.
- For learners who are not ready for this activity, replace it with one focusing on literacy skills.

CPA7: Partner Activity – Finding Foods

- Appropriate for learners in Groups 1, 2, and 3

CPA8: Textbook Exercise 1

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning reading skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA9: Textbook Exercise 2

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

CPA10: Textbook Exercise 3

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning writing skills. Offer extra guidance in matching the words to the vocabulary word list.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

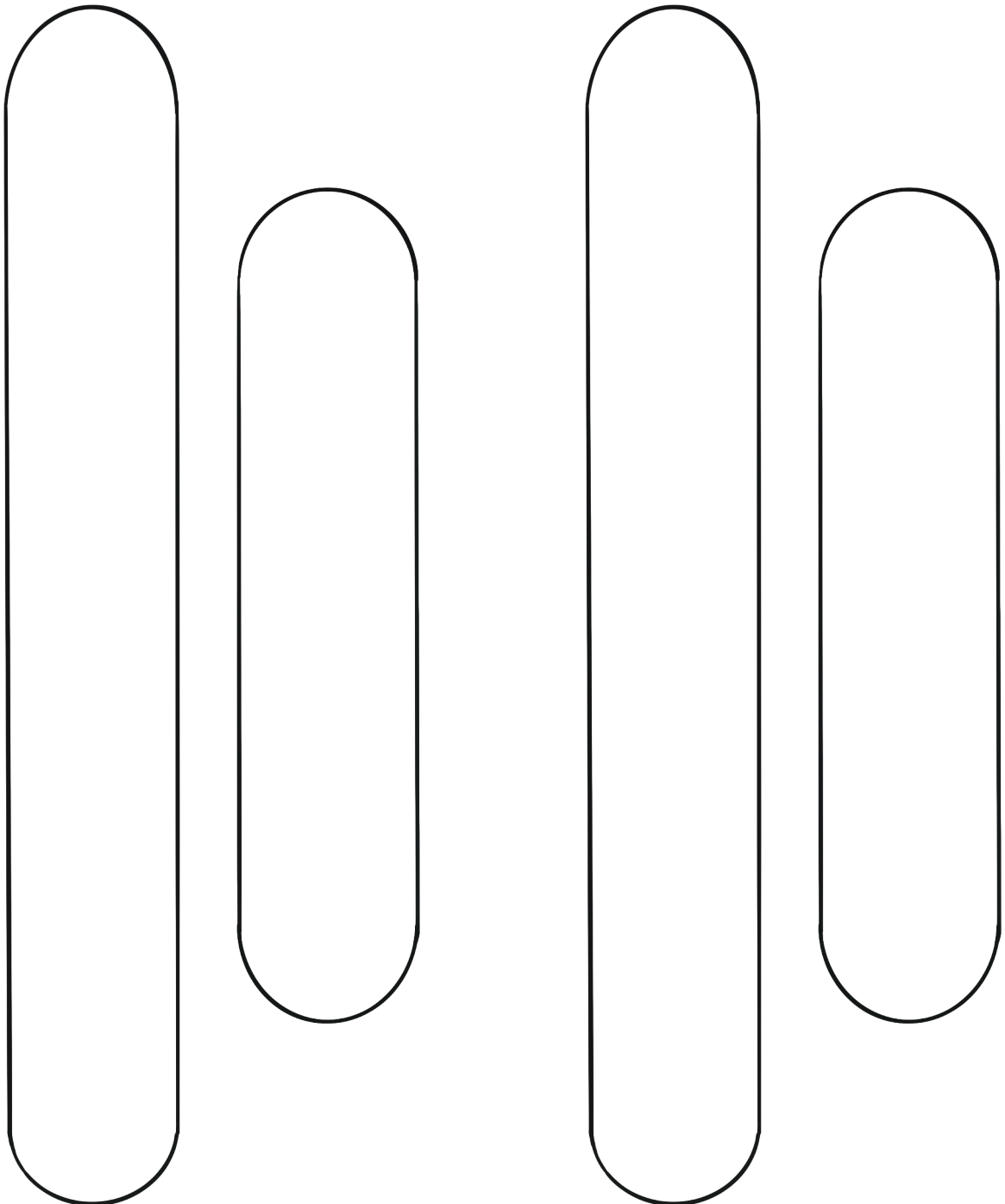
Unit 9 Review Activity

- Appropriate for some learners in Groups 1, 2, and 3 who have beginning reading skills. Offer extra guidance in matching the words to the vocabulary word lists.
- For Group 1 learners who are not yet ready for this activity, complete the exercise orally as a whole class or in small groups.

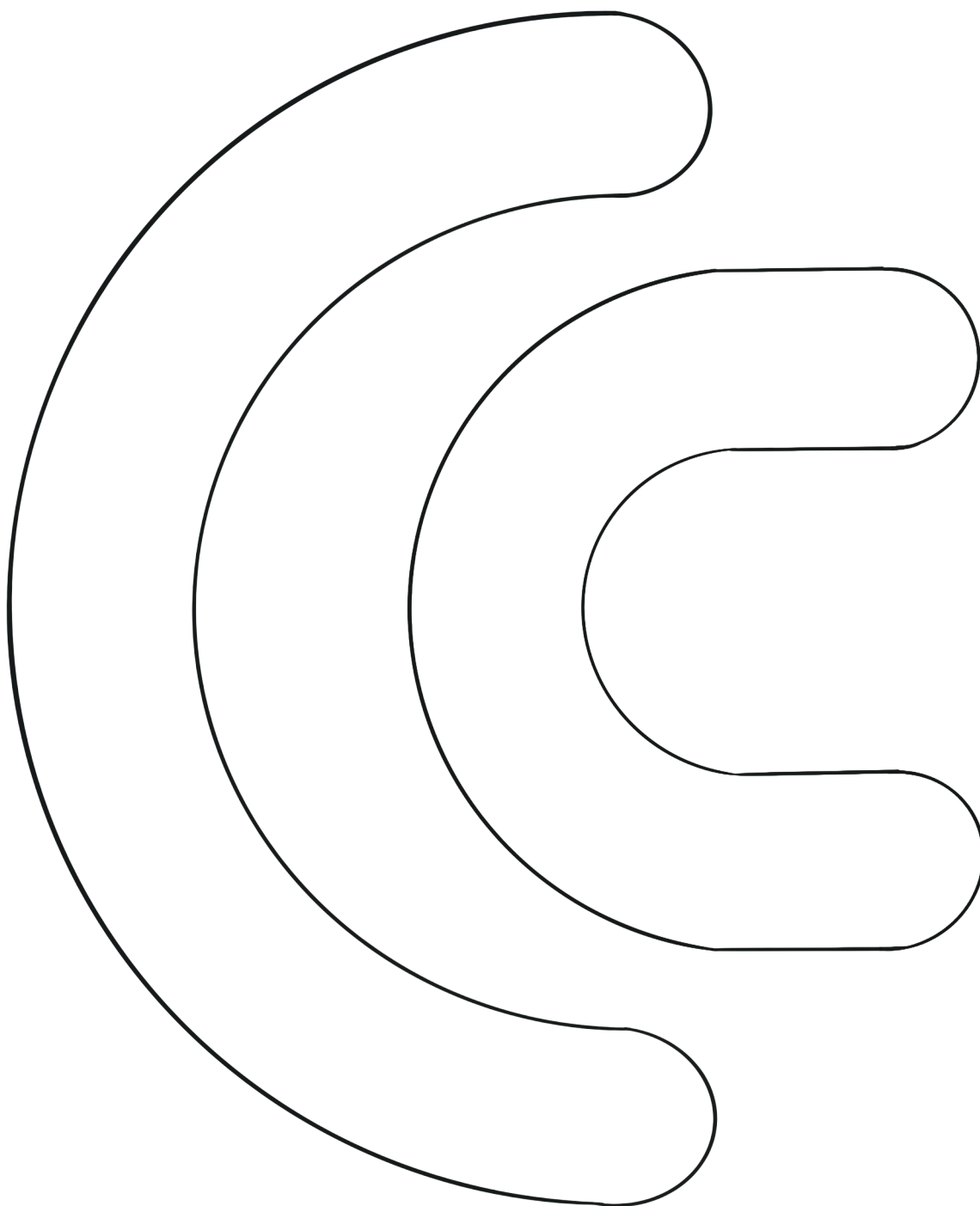
Appendix

Letter Part Patterns as described on page 20

Make four long and four short line shapes for each student.



Make two large and two small curved shapes for each student.



Resource Appendix

Disclaimer: These URLs are to external non-MNA websites. MNA has no control over the content and recommends only what is found on the page.

Detailed Student Assessment

Frank, Marn, and Kristin Perry, “Beginning Alphabetics Tests and Tools (BATT),” ATLAS, September 2015. PDF posted on the N2N website with permission.

This document provides a number of types of assessment to get more detailed information about what literacy learners know and are able to do, along with instructions for administration, student pages, and answer keys. It also includes tools such as lesson plans, instructional activities, and resources for teaching beginning literacy learners.

A Complete Literacy Curriculum for Adult Learners

Shelley Hale Lee’s *At the River, At the Lake*, and companion readers are designed for adult literacy learners and are highly recommended for teachers who have more concentrated time each week to work with literacy learners. The books are low-cost and the teacher’s guides are free. All of these resources, plus additional information for teachers, may be found at <https://www.emergentreaders.org/>

Resources for Teachers to Supplement Literacy Lessons

Adults Learn to Print Capitals Resources: Videos, workbooks, flashcards, and a letter sound board created for adults learning to print with capital letters for the first time. <https://literacycentre.immigrant-education.ca/adultslearntoprint-capitals/>

Adult ELL Pathway to Literacy Theme-Based Stories: Free, simple, short books designed for adult learners with themes relevant to adult life (many of which also go along with the lesson themes in *Neighbor to Neighbor*). Some books are available in a few different levels, as well, making them useful for mixed-ability classrooms. The stories may be used in powerpoint or printable form and include instructions for use in class. <https://www.pathwaytoliteracy.org/theme-based-stories/>

Beginning ESL Literacy Resource Library from ATLAS: Links to numerous websites, videos, articles, assessments, teaching tools, lesson plans, and other resources for teachers of ESL literacy learners. <https://atlasabe.org/resources/esl/beginning-esl-literacy/>

Phonics and Phonemic Awareness ESL Instructional Support Kit. PDF document created by Literacy Minnesota. Available for free download at <https://www.literacymn.org/phonics-phonemic-awareness-esl-instructional-support-kit/>

Resources for Teachers to Learn More about Teaching Literacy

Scarborough's Reading Rope: A model that shows the various skills needed to be able to read with fluency and comprehension. Can be found by internet search.

The Sequence of Teaching Phonics and the 44 Sounds of English. Document created by Shelley Hale Lee, www.emergentreaders.org. Posted on the N2N website with permission.

