

UNIT ONE	Writing on a line	Holding a pencil	Dialog	Capital Letters
ALPHABET	<p>HG Copy on a series of lines</p> <p>MG Copy on lined paper</p> <p>LG Copy on big paper using rulers and pencils</p>	<p>HG fine tuning</p> <p>MG Aide assist</p> <p>LG Teacher Model and assist</p>	<p>HG copy a dialog, count how many "A"s "B"s etc.</p> <p>MG Copy a dialog, Highlight first letters</p> <p>LG Copy a dialog onto big lined paper, Point to different letters</p>	<p>HG practice writing complete alphabet, spell names of Ss</p> <p>MG Copy on Lined paper</p> <p>LG Using aids, practice stroke order and direction</p>
FORMS	<p>HG Practice filling out different kinds of forms with blank lines in different places</p> <p>MG Practice filling out a one complete form with different size lines</p> <p>LG Practice with individual parts of forms. E.g. Name:</p>	<p>HG fine tuning</p> <p>MG Aide assist</p> <p>LG Teacher Model and assist</p>	<p>ALL Ss Talk about the form of a dialog and have Ss indicate which line is which speaker and how they know. Model how the form tells you what is happening in the dialog.</p> <p>Write a dialog on the board that T models with aide to demonstrate how it is written.</p>	<p>ALL Ss Write everything in Caps, just to make sure everyone has it</p>
GREETINGS	<p>HG Ss copy a greeting dialog on notebook paper</p> <p>MG Ss copy a greeting on lined paper</p> <p>LG Ss copy a greeting on big lined paper</p>	<p>HG fine tuning</p> <p>MG Aide assist</p> <p>LG Teacher Model and assist</p>	<p>All Ss practice speaking, repeating, listening, writing and reading a dialog every day in class, starting the first UNIT with Greetings</p>	<p>ALL Ss copy the Capital letters they see in the dialog</p>
CLASSROOM VOCAB	<p>HG write a list of classroom items on notebook paper</p> <p>MG Vocab fill in the blank</p> <p>LG Big paper, big lines, fill in the blank. Make big labels</p>	<p>HG make flashcards</p> <p>MG and LG make labels for classroom</p>		<p>HG Make a list of all the letters in the vocab, count them name them, write them on the board</p> <p>MG Have students make flashcards of vocab</p> <p>LG copy copy copy</p>

UNIT TWO	Turn the Page/Open Close	Right/Left	Reading Calendar	Page Number	Other
NUMBERS 1-10	All Ss practice using a picture dictionary, TPR: Turn the page and count aloud how many pages are turned to get to the page with the numbers on it. Review the numbers.	All Ss TPR: Left hand/Right hand Left leg/Right leg Left side/right side. locate numbers on a page, left or right?	All Ss TPR Calendar Find the number one month etc.	All Ss point to the page number in the text book. Say the number aloud. Find page 10	Boyd Book How Many? letter A's in my name? How many Ss here today?
SCHEDULE	HG Using a calendar, turn to this month, find last month, find etc. MG Using a calendar page for the current month on one side and a worksheet on the other, practice turning the page to transfer information LG T works with Ss to understand the columns and rows. One side of a worksheet has the calendar the other has a picture of a single week	All Ss Talk about what days of the week are on the left what days are on the right.	All Ss Open to January, Open to August. etc. Look at Syllabus and calendar for the quarter. Add Ss birthdays to calendar	All Ss What page number in the picture dictionary has the calendar?	ABC: What letters are in each month. Writing on a line Write the date Ss take turns writing the date on the board Calendar Game bring in old calendars, using dice have Ss move through calendar and locate days/dates/months
DAYS OF THE WEEK	LG An activity where Ss have to flip through pages and locate Monday and then Tuesday etc. (HG and MG should grasp this pretty quickly but LG will need more repetition of open/close in varying forms)	All Ss Days of the Week song or Jazz Chant where Ss stand on different sides of the room and do different responses.	All Ss use the Syllabus or book and open to different pages related to days of the week	All Ss What page number in the picture dictionary has the days of the week?	Bingo
OTHER	All Ss Flip book of vocab, turn the page to the next word. Match cards make game with vocab words and pix. Ss have to turn pages in Dictionary to find the vocab word by looking at the picture.	Gap Game with vocab cards, students have to tell each other (or LG tell teacher) how to locate vocabulary on a page	Binders introduce using and organizing binders, put Calendar in binder.	Binders number the pages in the binder and number the vocabulary page, pages for each week.	Binders: As a daily routine, Ss hole punch and put papers in their binder. As a weekly routine, T handout previous week outline for their binder, with vocab words on it.

UNIT THREE	Stand up/ Up / Sit Down	Up/Down	Front/Back	Sequencing	Other
WHO WE ARE	<p>TPR T ask students to stand up/sit down if they fit a category:</p> <p>Genders Names Countres of origin</p>	<p>All Ss Using a list of students, talk about page location</p>	<p>All Ss Talk about Classroom location of objects and students.</p>	<p>All Ss Picture Dictionary and worksheets</p>	<p>All Ss Have Ss help with attendance. Have an attendance chart in the room Review names everyday this way.</p>
DATES	<p>All Ss Intro birthdates, model, ask Ss to stand up/sit down if their birthday is the month of _____</p> <p>Ask a different student everyday to stand up and write the date.</p>	<p>All Ss Put months in a vertical list, point and have students tell you up or down for their birthday month or for the date today</p>	<p>All Ss Write the date on a page on both sides</p>	<p>All Ss Using binders, have students organize their pages by the day they got them, use T's pages as a master, have students fill in missing dates</p>	<p>Calendar Bingo Cut up calendar pieces matching game</p> <p>Find the holiday (see calendar game week two)</p>
PERSONAL INFORMATION	<p>All Ss Stand up/sit down if you live in Kent etc.</p>	<p>HG Gap Game, Ss pairs one tells the other how to locate personal information on a form</p> <p>MG/LG work with teacher and each other to do the same</p>	<p>All Ss When Ss are in order (see sequencing) have them talk about who is in front and back of them.</p>	<p>All Ss Have Ss line up in order of height, who is in front of you, who is in back. Order by age etc.</p> <p>Students write names in ABC order.</p>	<p>Grids make grids (Literacy Now) with pictures and words for students to interview each other. T ask Ss questions about info they have gathered.</p>
OTHER	<p>TPR Simon Says Physical Games or chants</p>	<p>Games: Hide objects in the room, Ss have to verbally tell each other or T where to look.</p>		<p>Lining up Give groups of students different sets of objects to put in sequence, numerical, size, abc.</p>	

UNIT FOUR	Clock Faces	Page Margins	Dates on a page	Spaces between words	Other
TIME	<p>LG: Basic hours and corresponding digital numbers for time and time of day. Lots of pictures, hands on clock face work, flash cards</p> <p>MG: Hours and half hours, analog and digital. What time is it?</p> <p>HG: Smaller increments of time, What time do you?</p>	<p>All Ss Have Students write in the left margin of a piece of paper, the digital time that they start an activity, and then on the right margin, the time they stop.</p>		<p>HG Write out what sentences about time</p> <p>MG Copy sentences about time using a clock.</p> <p>LG Using cut up sentence cards, have students copy one word at a time then using a clock tell them the time have them write the numbers.</p>	<p>Clock Flash cards, Have Ss practice saying and writing the time.</p> <p>Clock Games: First team to write the correct time.</p> <p>Circle game: What time is it? It is ____</p>
MONTHS	<p>All Ss Use a circle divided into 4 parts to talk about the four seasons, four groups of months, to build on the idea of using a circle to talk about time and dividing up that circle into equally sized parts. Introduce ideas of Half and Quarter.</p>	<p>Locate the red left margin line on a piece of notebook paper. Have Ss write/copy the names of the months.</p> <p>HG/MG Using cards with months, put in order and then copy</p> <p>LG copy from dictionary</p>	<p>All Ss Take the daily routine of writing date on the white board in the same place and translate month into number, model writing the date on a page of paper for Ss to practice</p>	<p>HG May not need help</p> <p>MG May need fine tuning</p> <p>LG work with using a pencil space or finger space between words. Start with their own names, and move to the list of months model using whiteboard.</p>	<p>Songs, chants, matching games with full word and abbreviations.</p> <p>Calendar Game from Week Two.</p>
OTHER	<p>Binder page with a clock face</p> <p>Binder page with arrows indicating "Left margin" and "Right margin"</p>	<p>Big paper for Low group with rulers, have them draw their own margins with a red pen</p>	<p>Overhead copy of a sheet of notebook paper to model</p>	<p>LG Computer keyboard space key, work with Ss one at a time, to use the space bar and see the space. Type words together then put the space in to illustrate.</p>	<p>Keep reviewing ABC and numbers and Page numbers, Binders and sequencing work with Time and months.</p>

UNIT FIVE	Signs and symbols	Maps	Relative sizes	Other
NUMBERS 11 - 20	<p>HG review numbers 1-10 Write 11 -20 find words in dictionary and copy. Make match card game.</p> <p>MG review numbers 1-10 Write 11 -20 find words in dictionary and copy. Play match card game</p> <p>LG Copy numbers in a column, write on the board, write on big paper</p>	<p>HG Ss locate different numbers on a map, street numbers, keys</p> <p>MG Simple worksheet Ss have to follow directions counting how many streets, corners, buildings to get to somewhere.</p> <p>LG Ss count objects on map, point to street numbers and addresses</p>	<p>All Ss Using numbers 1 – 20 and Cuisinaire rods, model the ideas of Bigger, Smaller, More, Less. The idea is to clarify sizes and quantities, to be able to have language to talk about family, where they live, ages, how long they have lived here etc.</p>	<p>Confusion Pairs this is a good time for the HG to look at more numbers and confusion pairs like 14 and 40.</p> <p>Counting Games Bags of items to count. LG can just count, HG/MG can count, name, describe items, sort them into groups. (paper clips, screws, thumbtacks, blue pens)</p>
FAMILY	<p>All Ss intro to family tree using pictures and stories and introduce the symbols for family and gender.</p> <p>HG Using Picture Dictionary have students create their own family tree</p> <p>MG Using fill in the blank worksheet, make a simple family tree</p> <p>LG Orally review family tree in dictionary pointing and T elicit as much info as possible from students about their family. T draw simple tree with each student.</p>	<p>HG Draw a map of map where they are from, where there family is now. Write about it.</p> <p>MG Locate where they are from and where there family is on a map, Talk about it.</p> <p>LG With T assistance, find their country on a map, talk about their family.</p>	<p>Grid activity All Ss ask each other using words and pictures.</p> <p>How old are you? How many children? How long have you been here?</p>	<p>Family Stories Tie in LEP approach, have students bring in or draw pictures of their family, make a story on the computer with pictures. Have students keep adding information over the quarter and make a book out of it.</p> <p>Game with grids, use the information students gathered in the grid activity to elicit info. "Who has 2 brothers?" "How many students have 3 sisters?"</p>
OTHER	<p>Bathroom gender signs Form language for M/F</p>	<p>Mapquest Ss home addresses and talk about their route to school</p>	<p>Line up in order of age in height order Draw pictures of family with heights proportional to demonstrate ages.</p>	

UNIT SIX	Reading Labels	Upside down/right side up	Turn around	other
CLOTHING	<p>HG cut out magazine pictures and write descriptive sentences</p> <p>MG Using picture dictionary and catalogs make flash cards</p> <p>LG Using Picture dictionary make collage pages for binder with words and pictures from catalogs.</p>	<p>All Ss Teacher model with real items of clothing then ask S to describe what they see.</p>	<p>All Ss After modeling upside down etc. Model how to give instructions to correct. Then ask students to tell you how to correct.</p>	<p>Paper dolls, or magnetic figures to dress are helpful.</p> <p>Guess who describe what a S is wearing have students guess who you are talking about.</p>
COLORS AND SHAPES	<p>All Ss talk about shapes and colors of classroom objects.</p> <p>Students practice talking about or writing about an object by describing it's size color and shape and other students guess what it is.</p> <p>HG can work on comparatives</p>		<p>All Ss Jigsaw puzzles of varying difficulty where Ss help each other and are prompted to give directions</p> <p>LG work with T and model "turn around"</p>	<p>Binder page with colors and shapes cut from magazines and corresponding name written in. Big classroom model of this is helpful.</p> <p>Guess Who using clothing and color and shape and size.</p>
DIFFERENT SAME	<p>All Ss T model different/same using Cuisinaire rods, colors and clothing</p> <p>Students classroom objects numbers of people in families (from grids)</p>	<p>All Ss Compare objects that are upside down and right side up forwards/backwards and ask students to say "same" or "different" why? and how to change them.</p> <p>pictures that have differences in them, students can locate and describe</p>		<p>Sequencing have Ss sequence groups of things, review Alphabetical order, numerical order and same different groups.</p> <p>HG might be ready for more adjectives to talk about clothing or texture, or the uses of objects to talk about differences.</p>
OTHER	<p>HG might be ready to talk about distances or adjectives to talk about peoples sizes or family sizes</p>			<p>REVIEW Numbers with sizes Writing letters with shapes</p>

UNIT SEVEN	Letter formation and stroke order	Time and Frequency concepts	Capital Vs. Small	other
FOOD	<p>Writing names of food, meals, ingredients, to practice handwriting.</p> <p>LG Use textured cards to learn the stroke order and form</p>	<p>All Ss Grids: Ss interview each other about food they eat for what meal.</p> <p>T synthesize this info and talk about frequency. Pictures of these concepts (See Chalk Talk book) are helpful for all students to understand.</p> <p>Sequence groups of food pictures into meals, into weeks.</p>	<p>HG/MG practice writing brand names of food with capitals</p> <p>LG write names of food in capitals and then in lowercase.</p>	<p>Recipe cards Food Picture cards Have Ss bring food in Pictures of foods Likes and dislikes</p>
DAILY ROUTINES	<p>Using pictures of daily routine verbs (eat, sleep etc.), have students practice writing what they do in day.</p> <p>HG sentences MG Cloze sentences LG verbs only</p>	<p>All Ss using big picture cards, talk about routine verbs and frequency, have Ss repeat</p> <p>Grids Have Ss interview each other about what their routines are and how often they do them. Grids should have pictures and words, students should be able to write words answers or just check a box depending on their level</p>	<p>All Ss using the grids from the previous activity, have students check for capitalizing first letter of first names.</p>	<p>Blue book activity, have Ss write about what they do on the weekend, start this week and continue through the quarter. Don't correct grammar, use is as a dialog journal</p>
LOWERCASE ALPHABET	<p>Binder page with upper and lowercase together.</p> <p>All students practice writing T model on the board, or overhead, the order and shape of each letter.</p>		<p>All Ss introduce rule for capitlizing names and first letter of sentences.</p> <p>HG Capitalize appropriate words in a story that has everything written in lowercase.</p> <p>MG Highlight capital letters in story.</p> <p>LG Highlight words with capital letters, copy them.</p>	

UNIT EIGHT	Inside/outside	Rating feelings (scales)	Using a phone	Other
PARTS OF THE BODY	All Ss 2 diagrams of the body with external and internal parts labeled	All Ss Start with something Ss are familiar with. If you have used a dialog with "how are you?" you can build on the answers of: Not good, Fine, Great, and show how they fall on scale. Add numbers to that.	All Ss Practice using a phone to call a doctor and describe what part of the body hurts.	Songs to learn body parts are great.
HEALTH	All Ss Dialog talking of a patient talking to a nurse describing symptoms	All Ss Build on the above exercise and model pain on a scale of 1 to 5, elicit answers from Ss about pain and have them put it on a scale on the white board. e.g. childbirth, a cold, a headache, cut finger.	Practice using a phone to make an appointment. HG Expand language to asking questions about insurance etc. MG practice using a calendar and writing a note LG making the connection between the phone call and the calendar	Cloze dialogs to talk about different health issues with the same language. e.g. What's wrong? My head hurts. What's wrong? My back hurts.
ASKING FOR HELP	All Ss Dialog of a person calling 911 using language to talk about the body inside and outside, or being located inside or outside a house or car	All Ss Role play asking for help in different situations and talking about how their injury or need fits on a scale.	How to store numbers in your cell phone, and prevent 911 from being accidentally called. Emergency numbers, who to call for what. Practice calling different services. HG/MG could make a list of local services and chart who to contact for what, to share with the class	Set up some activities where students have to ask each other for help.
OTHER	LG Games where Ss put things inside a cup or can, and then take them out, to practice the idea of inside/outside.	Game show rate that feeling, have teams write numbers down on a small whiteboard to hold up, while someone acts out pain.	If you have speaker phone, try to make a real call for students to hear. If need be, set it up in advance with someone you know you can call to model the language for students.	

UNIT NINE	Information Management	How to plan	Prioritize	Other
EMERGENCY PREPAREDNESS	All Ss make an emergency note card with family names and numbers, doctors etc.	All Ss Using a calendar talk about the seasons and what kinds of emergencies happen. Talk about previous discussion of routines, what would you need to do your routines if you lost power. What supplies would you buy and why. Where would you keep them.	HG Have students look at pictures of emergencies and list which ones they would respond to first. Make a scale. MG Using cut out pictures, have students arrange emergencies in a sequence of response. What would you do first? LG Using pictures and elicit information about those pictures, what do you do when this happens? First? Second?	
WHAT NOT TO DO	All Ss Make lists with pictures for Ss binders, have students talk about and role play cooking inside on a BBQ and what happens.	All Ss List common daily routines that Ss have, use pictures if you can. Talk about what supplies you need, and what things might be dangerous to do in an emergency.	All Ss Using previous activity, make index cards of things you need in an emergency, and have students arrange them in order of necessity. Groups by level could do this, or mixed groups at a table.	
HOW TO ASK FOR HELP	HG/MG Use phone books and have students locate page titles and brainstorm where they would get information about getting help LG have students talk about a page in the picture dictionary and what the different emergencies are and who they should ask for help	All Ss make a page of things to say when they ask for help, common questions, and things they need to remember to ask about. HG this should be detailed with phone numbers and priorities MG This should be clear and easy to read LG a simple list of questions with a corresponding information source	All Ss This is a good time to talk about the non-emergency police number. How to tell what is an emergency and what is something that you just need help with. Who do you call, for which, how do you know if it is an emergency or not?	

UNIT TEN	Sentence Formation	Using a Computer to write	Evaluate progress	Other
TELLING STORIES	<p>HG Students write a story about themselves synthesizing everything they have learned over the quarter. T edits and suggests changes</p> <p>MG Students using prompts and models, writes a short story about themselves as above.</p> <p>LG Students with the help of a T copies a story about themselves that they tell the T.</p>	<p>HG Ss type story they have written into the computer to further edit and add pictures.</p> <p>MG Students type story as above with some examples from the T.</p> <p>LG Student and teacher work together to type in a simple story.</p>	<p>Students compare writing from the beginning of their binder to the now.</p> <p>HG Look at handwriting and spacing and vocabulary and rate improvement on a scale</p> <p>MG Look at handwriting, spacing, ability to write on a line, and vocabulary and talk about what they think they have improved, with help from T come up with a scale.</p> <p>LG Same as MG only using fewer examples and less language to talk about it.</p>	
SELF ASSESSMENT	<p>All Ss Take what Ss learned from evaluating their writing stories, and apply to their other skills. E.g. ABC, have students look at pre and post test and notice improvement. Talk about it, or create a chart for them to indicate progress.</p>	<p>HG Students could make a table in Word or Excell and create their own assessment</p> <p>MG Could fill in the blank on a created table</p> <p>LG type in examples of what the T has shown them that they improved on.</p>	<p>All Ss As a class it might be helpful to go over in a chart form, everything you have learned and what things you think Ss in general did well on and could work on. Then have students do this for themselves on the board or on paper or discuss in a group.</p>	

The following are 10 Unit Outlines

Each outline has activities to address the intersection of specific language and basic literacy skills. Some of these activities are further broken down into high, medium and low literacy groups to address the range of possible student abilities.