

Language Skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	NOTES
• Alphabet Uppercase	X					How are you? I'm fine and you? My Name is table, chair etc. First Person TO BE
• Forms	X					
• Greetings	X					
• Classroom Vocab	X					
• Numbers 1-10		X				What day is it? Today is. Parts of the calendar, School calendar TO BE expand
• Calendar		X				
• Days of the week		X				
• Who are We			X			Who is? I am, She is, we are Dates in numbers and words and form vocabulary TO BE expand
• Writing Dates			X			
• Personal Information			X			
• Time				X		What time is it? It is. Clock words, Months TO BE with time
• Months				X		
• Numbers 11 - 20					X	Where are you from? Where do you live? I am from/Ilive. / Family words
• Family					X	
Basic Literacy Skills						
• Write on a line	X					This is the time to assess how students can be grouped for writing skills
• Hold a pencil	X					
• Cap letter formation	X					
• How a dialog looks	X					
• Turn the page Open/Close		X				TPR Write page numbers on board for students to get used to finding this information in the same place
• Right/left		X				
• School Schedule		X				
• Page Number		X				
• Stand up/ sit down			X			TPR Physical games to repeat body movement and directions are good ways to reinforce language
• Up/down			X			
• front/back			X			
• Sequencing			X			
• Clock faces				X		For some Clock faces will be too hard, digital time should be reinforced, but use the clock faces so that all Ss get exposure even if they don't seem to completely grasp it.
• Page margins				X		
• Dates on a page				X		
• Space betwn words				X		
• Signs and Symbols					X	Encourage all Ss to draw as much as possible, model this, even if T has trouble drawing, the idea is to stretch here, and communicate bigger concepts.
• Maps					X	
• Relative Sizes					X	

English Skills	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	NOTES
Clothing	X					What color/size/clothing item is this? This is.
Colors and Shapes	X					Color and clothing words
Different Same	X					This is/These are
Food		X				I eat _____, Do you eat? (like, cook, buy)
Daily Routines		X				Routine verbs
Alphabet Lowercase		X				Present tense statements and questions
Parts of the body			X			Can you help me? My _____ hurts.
Health			X			Body part names
Asking for Medical Help			X			Modal Can
Emergency preparedness				X		Help! I need _____. Do not _____
What NOT to do				X		Emergency kit words
Asking for emergency help				X		I need _____. I don't need
Telling Stories					X	Synthesis of what individual Ss have learned
Self Assessment					X	
Basic Literacy Skills						
• Reading Labels	X					Realia clothing, paper dolls, catalogs Internet Window shopping Great opportunity to talk about Ss lives
• Upside down/Right side up	X					
• Turn around	X					
• Letter formation and stroke order		X				There are great textured cards for beginning writers to practice stroke order. Chalk Talk (Shapiro) has great pictures to talk about time/frequency concepts.
• Time and Frequency		X				
• Captial vs. Small		X				
• Inside/Outside			X			Role play phone calls Dialog phone calls Create a "scale" for a classroom visual aid
• Scales			X			
• Using a phone			X			
• Information management				X		File folders, phone books, the computer, examples of emergency plans. Have Red Cross come in and talk, show a movie
• Planning				X		
• Prioritizing				X		
• Sentence formation					X	End of term project. Ideally the more advanced Ss will have been writing on the computer earlier in the quarter but this is an opportunity for the Ss to create something to take with them.
• Writing on a computer					X	
• Evaluate Progress					X	

Functional Language Suggestions	Vocabulary Suggestions	Grammar Suggestions	Theme Suggestions
How many? How much? What is your name? My name is First name, Last name Last name, First name How old are you? (personal info questions) What is your _____ (name, age, etc) I am _____ (name, age, married, etc.) Where are you from? I am from. How are you? What is the date? Today is? Can you help? Where is the?	Classroom items Personal information Body and health Computer Terms Family Words Food Clothing Time words Number Words Medical supplies Emergency supplies Basic signs Colors Sizes Housing words Calendar words	To Be Asking Questions Present tense verbs about daily routines Comparatives (difference between home country and USA) The modal Can Pronouns: I You We He/She They It This is/These are There is/There are	Going to School Who are you Where are you From Who is your Family? What do you do on the weekend? Finding Help What is different here?
Basic Literacy Activity Suggestions		Targeted Skill	
Games with magnetic ABC letters <i>Find a p</i> Teams race to the board with the letter p (add colors when colors are introduced, add sight words as they learn them)		You can play games the whole quarter they are great filler activities or for to take a break in the computer lab to wake Ss up. Levels the playing field for different levels of Ss and provides needed repetition.	
Songs, chants, games like <i>Simon Says</i>		These allow language to be acquired through the body and through the right brain, helps teach rhythm of English and again breaks up monotony of simple repetition. Some Ss are able to memorize the names for the days of the week more easily in song form.	
Textured letter cards		Tactile method for students who have never written a western alphabet before and have no familiarity with the directions or order that letters are most easily written in.	
Class Binder		Sequencing, tracking information, page location, page numbering ownership and responsibility.	
Manipulatives and games (rods, clocks, money, matching cards, gap games)		Another tool for providing simple repetition and practice using language in a new an interesting way. Because it is visual and kinesthetic, these activities support a wide variety of learners.	

Realia (magazines, pictures, plastic food, table settings, clothing, medical supplies, money, cleaning supplies, furniture catalogs)	Context, low literacy learners need lots of context, real objects that Ss are familiar with don't require translating vocabulary, names can be learned more immediately.
Using maps	Spatial skills, relationships between real life and drawings, language to talk about great distances
Underlining, highlighting letters and words in a story	Building micro language skills in a context. Allows different levels of students to build different skills. All Ss are getting to listen to a story, but they don't all have to be able to know what all the words mean.
Scrambled sentences and dialogs	Understanding patterns of language and forms
Big picture cards	Using pictures to illustrate verbs bypasses the need to translate, again, students are able to associate the English word with something they can look at and relate to in their own life. Levels the playing field, creates activities that all Ss can participate in together.
Line making tools (rulers, guides, cards, lined paper, overhead sheets)	Teaching Ss to see lines, understand the relationship of lines on a page and their use.
Picture stories	Supports the meaning of a story for students who have little literacy and allows them to understand a whole story without having to understand all the words. Higher level students can use the same story and practice expanding their vocabulary.
Computer	With lots of pictures and modeling at the beginning, Ss can use the computers to explore English at their own pace.
Boyd Workbook	Numbers, alphabet, pictures, has great flash cards sets for each student to cut out, has great exercises, that build on skills.
Movies: Moonstruck	Family words, clothing, household, problem solving, uses simple vocabulary and sentence structure, talks about family relationships and drama. Easy to grasp plot.

The above is a chart for a 10 unit course in Basic Literacy and English.

Each unit has a set of English Language skills and a set of Basic Literacy skills that are suggested. These suggestions are based on what skills sets seem to have a natural affinity for each other. The Basic Literacy Skills are noted by when they should be introduced. Once introduced, they should be practiced for the rest of the quarter as needed. Each unit has some suggested other language skills to teach that tie into the two skill sets.

At the back of this section is a list of Basic Literacy activities and what skill set they address.