



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

Beginning Level (CASAS reading scores of 181-200)

Community: Week 1 of 3

Unit Overview

This is a 3-week unit in which students review addresses, learn the names of some places in the community, practice map reading and giving directions, and begin to form grammatically correct questions.

Focus of Week 1

- **Saying and writing addresses** in a way that could be understood by most native speakers of English.
- Reading, writing, and speaking **community place vocabulary**.

Community Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Identify parts of a complete address</p> <p>Literacy: Recognize and write addresses</p> <p>Listening/speaking: Ask and respond to address questions</p> <p>Transitions: Draw a map of the block that the Learning Center is on and identify correct addresses for different buildings.</p> <p>Grammar: Use possessive pronouns (<i>My, his, her</i>) to write information about addresses.</p>	<ul style="list-style-type: none"> • Activity 1: A Complete Address • Activity 2: What's Your Address? • Activity 3: What's Your Friend's Address? • Activity 4: Paper and markers
Lesson Plan	
<p>Warm up for today's Lesson</p> <p><u>Description:</u> Circle Drill: "Do you live in a house or an apartment?" "I live in a _____."</p> <p><u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Circle Drill instruction, p. 57</p> <p>Activity 1: Life skill</p> <p><u>Description:</u> Learners circle different parts of an address</p> <p><u>Materials/Prep:</u> copies of A Complete Address worksheet</p> <p>Activity 2: Listening/speaking, Literacy</p> <p><u>Description:</u> Mingle Grid activity to practice saying and recording addresses</p> <p><u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Mingle Grid instructions, p. 85</p> <p>Copies of What's Your Address worksheet</p> <p>(optional) a map of nearby street names or access to google maps may help clarify learners' street names if there is confusion.</p> <p>Activity 3: Grammar/literacy</p> <p><u>Description:</u> Learners write sentences using possessive pronouns with the information on their mingle grid, e.g., <i>Her address is 1125 Johnson Street.</i></p> <p><u>Materials/Prep:</u> copies of What's Your Friend's Address? worksheet</p> <p>Activity 4: Transitions: Navigating and Understanding One's Environment</p> <p><u>Description:</u> Learners make a basic map with buildings and addresses of the street the learning center is on</p> <p><u>Materials/Prep:</u> Paper (large if available); markers; research addresses of houses and buildings near the learning center</p>	

Teacher Directions: Activity 1: Life Skills -A Complete Address

Step 1: Introduce context

“Addresses are very important in the United States. Who asks you about your address? Where do people ask for your address? Where do you have to write your address?” Elicit responses from learners.

Step 2: Teacher modeling

Using a marker, make a circle in the air. Say “Circle the word.”

Learners repeat the action and phrase several times.

Using a marker, make a horizontal line in the air. Say “underline the word.”

Learners repeat the action and phrase several times.

Use a projector to show the sample question or copy the sample question on the board.

Model how to circle and underline the appropriate information.

Distribute worksheets.

Complete item 1 as a class.

A Complete Address

1. Circle the first name.
Underline the last name.

Mr. James Monroe
 1116 Lexington Ave.
 St. Paul, MN 55105

2. Circle the building number.
Underline the zip code.

2438 Ardenway St. #202
 St. Paul, Minnesota 55108

3. Circle the street name.
Underline the city.

Hailima Omar
 3523 Minnehaha Ave. Apt. 2
 Minneapolis, MN 55454

4. Circle the apartment number.
Underline the state.

Ms. Emilia Ruiz
 225 Polk Street, #6
 Minneapolis, MN 55115

Step 3: Independent Practice

Learners complete worksheets independently, consulting with other learners in English, as needed

Step 4: Peer Check

Learners compare their answers with a partner.

Teacher floats around offering help only as needed.

Teacher Directions: Activity 2: Listening/Speaking, Literacy -What’s Your Address?

See **Mingle Grid** activity instructions, ESL Volunteer Tutor Manual (New Activity Packet), p. 5

What’s Your Address?

What is your name?	What is your street address?	What is your city?	What is your state?	What is your zip code?
1				
2				
3				
4				
5				
6				
7				

Jessica Grace Jones, Minnesota Literacy Council, ©2012 p. 7 Community Unit 5840P/L2.133014

Teacher Directions: Activity 3: Grammar/Literacy - What's Your Friend's Address

Step 1: The Grammar Pattern

Write on the board:

My name is _____.

His name is _____.

Her name is _____.

Gesture to yourself as you say the first phrase. "My name is (Jessica.)"

Ask learners "What's your name?" Encourage them to answer with a full sentence, as in the model above.

Point to the second sentence. Gesture to a man in the class as you say "His name is (Jose)."

Everyone repeats.

Gesture to a woman in the class as you say "Her name is (Amina)."

Everyone repeats.

Ask learners to give other examples until you are confident that everyone associates his and her with male and female subjects.

The worksheet is titled "What's Your Friend's Address?". It features a grid with seven rows. The first row is labeled "My address is" followed by a dashed line. The subsequent rows are numbered 1 through 7. Each row contains a dashed line for a name, followed by "address is" and another dashed line. At the bottom of the page, there is a footer: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 4 Community Unit 3A197.2.13309".

Step 2: Model the Activity

Use a projector to show the first item or copy it on the board.

Model how to use the information gathered on the **What's Your Address?** grid to complete the sentences on the **What's Your Friend's Address?** worksheet.

Step 3: Structured Independent Practice

Learners complete the worksheet.

Step 4: Reporting Out

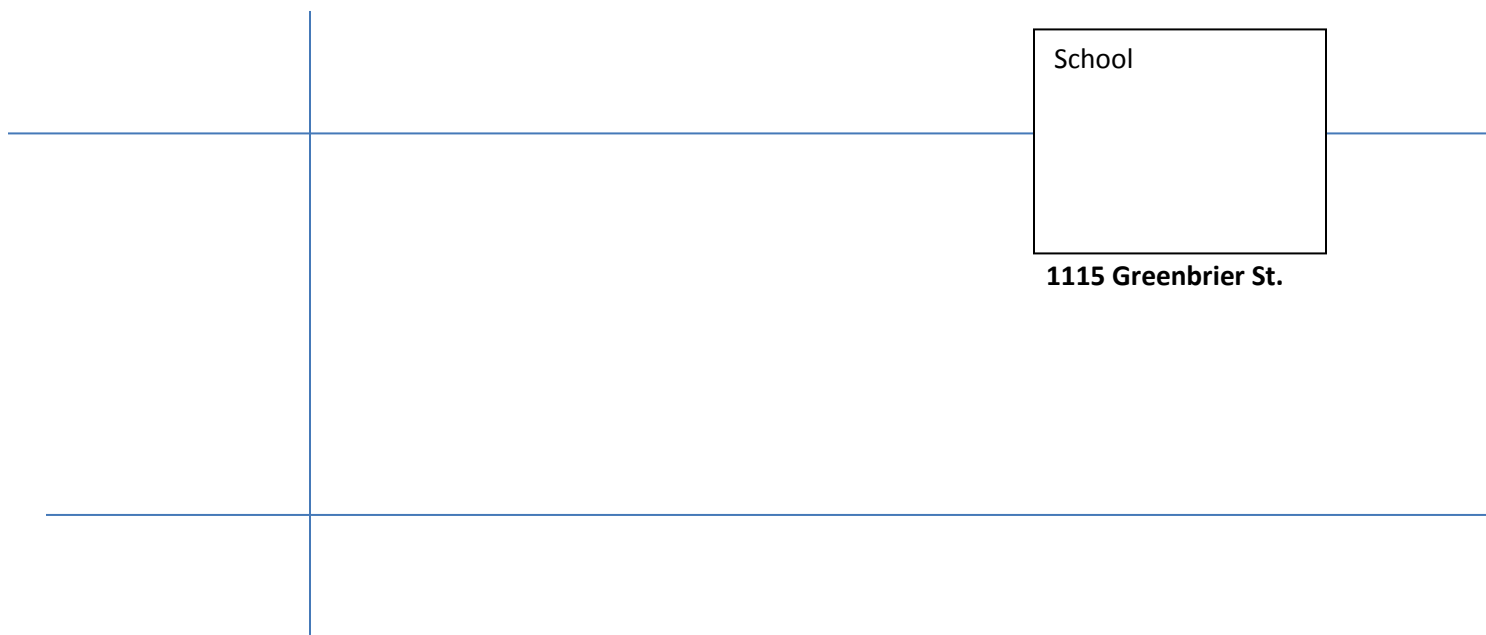
Learners stand up in pairs and report their partner's address to the class using the model "His address is _____."

Teacher Directions & Sample Map: Activity 4: Transitions: Navigating and Understanding One's Environment

Preparation: research the learner center's address as well as a few addresses of houses and buildings near the learning center.

Create a hand-drawn map with only the school and unmarked cross streets near the school.

- Ask learners, "What is the school address? What streets are near the school? What other buildings are near the school? What are their addresses?" record their answers on the board.
- Show the hand-drawn map of the school using the projector. Identify the school. Copy the school address below the school.
- Point to the lines on the map. Ask "What is this line?" After learners provide input, label the streets.
- *If possible, the class takes a short walk around the neighborhood, collecting addresses, street names, and business names.*
- In pairs, learners work to draw their own map inserting whatever information they know: streets, local businesses, houses, etc.
- If possible, they write corresponding addresses on or above/below those buildings.
- Learners compare maps with another pair. *What is the same? What is different?*
- Teacher leads learners in creating one whole class map that incorporates all the correct information that pairs have written on their maps.



A Complete Address

1. Circle the first name.
Underline the last name.

Mr. James Monroe
1116 Lexington Ave.
St. Paul, MN 55105

2. Circle the building number.
Underline the zip code.

Nya Reh
2435 Arkwright St. #202
St. Paul, Minnesota 55106

3. Circle the street name
Underline the city.

Halima Omar
3523 Minnehaha Ave. Apt. 2
Minneapolis, MN 55454

4. Circle the apartment number.
Underline the state.

Ms. Emilia Ruiz
225 Polk Street, #6
Minneapolis, MN 55115

5. Circle the house number.
Underline the city.

Ms. Jessica Jones
800 Dale Street
St. Paul, MN 55105

6. Circle the first name.
Underline the street name.

Silvia Gardner
6543 Birmingham Ave.
St. Paul, Minnesota 55101

7. Circle the last name.
Underline the state.

Mr. Carl Anderson
2335 Broadway Ave., Apt. 9B
Minneapolis, MN 55415

8. Circle the apartment number.
Underline the zip code.

Jose Chalpa
5210 Arizona Pkwy. Apt. 2B
Columbia Heights, MN 55421

What's Your Address?

What is your name?	What is your street address?	What is your city?	What is your state?	What is your zip code?
1				
2				
3				
4				
5				
6				
7				

What's Your Friend's Address?

My address is _____.

1. _____ address is _____
(His/Her)

2. _____ address is _____
(His/Her)

3. _____ address is _____
(His/Her)

4. _____ address is _____
(His/Her)

5. _____ address is _____
(His/Her)

6. _____ address is _____
(His/Her)

7. _____ address is _____
(His/Her)

Community Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Recognize and write addresses and their components</p> <p>Listening/speaking: Ask and respond to the questions “What is your address?” “Where do you live?” “What city/state do you live in?”</p> <p>Literacy: Read and write the names of 5 community locations they regularly visit</p>	<ul style="list-style-type: none"> • Textbook: <i>Basic Grammar In Action</i>, p. 51 • Activity 3: Community Places Flashcards, Large Community Pictures, tape, scissors • Activity 4: Where is the School? /What Can You Do Here?

Lesson Plan

Warm up for today’s Lesson

Description: **Whispering Game**, “My address is _____.” Learners will try to repeat the same address to each other accurately

Materials/Prep: ESL Volunteer Tutor Manual, 2012, Whispering Game instructions, p. 74

Review of previous lesson

Description: **Circle Drill**, “What’s your address?” “My address is _____.”

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

Activity 1: Life skill

Description: Learners will exchange addresses and practice addressing an envelope

Materials/Prep: copies of **Basic Grammar in Action**, p. 51; additional envelopes for practice (optional)

Activity 2: Listening/speaking

Description: Learners will review the pronunciation of their street names and practice asking each other about their addresses

Materials/Prep: (optional) a map of nearby street (paper or online) may help clarify if there is confusion.

Activity 3: literacy

Description: students will make their own set of flashcards of community places vocabulary

Materials/Prep: copies of **Community Places Flashcards**, scissors, tape, teacher copy of **large community pictures**

Activity 4: literacy

Description: Learners will write names of community locations and activities next to pictures

Materials/Prep: copies of **Where is the School & What Can You Do Here** worksheets

Teacher Directions: Activity 1: Life Skills -Textbook: Basic Grammar in Action, p. 51

Step 1: Teacher modeling

Show the worksheet using the projector. Model how to fill out the grid by asking the questions to learners in the class and recording their responses.

Step 2: Rehearse the target language

Learners repeat the questions in the chart several times to practice pronunciation and fluency.

Ask: "What do you say if you don't understand?" Write student responses on the board. If necessary, add the following: *Can you please repeat? Please speak slowly? Can you spell that?*

Learners repeat the phrases several times to practice pronunciation and fluency.

Remind learners to use these clarification sentences as they work with other students in the class.

Step 3: Learners complete the grid

This is a good opportunity for informal assessment. Watch to see how difficult this is for different learners in the class. If they are having trouble, what is the problem (pronunciation? Knowledge of number? Spelling aloud? Listening to their peers?).

Make a plan to address any remaining problems through more practice.

Step 4: Set the context

Ask: "Do you get mail/letters at home? Who are they from? Who brings them to you?"

Point out the location of the to and from addresses.

Step 5: Learners complete part B.

If this task is difficult or confusing, consider adding more practice with real envelopes.

Teacher Directions: Activity 2: Listening and Speaking

Step 1: Teacher modeling

Write on the board: "225 Birmingham Street"

Say the address, learners repeat

Put your hand along your lower jaw as you say "Birmingham" slowly

Ask learners to watch and count how many times your mouth opens (3)

Say "Birmingham has 3 syllables"

Draw vertical lines over the word indicating the syllable breaks.

Everyone practices saying Birmingham with their hand on their jaw.

Step 2: More practice

Repeat the process with street names from several learners in the class.

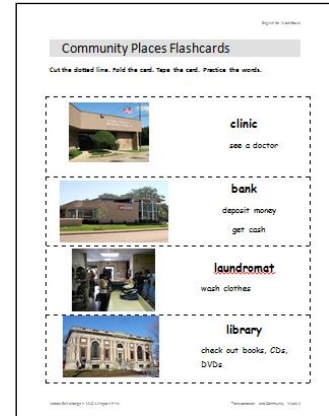
Point out that saying every syllable helps American's understand their pronunciation

Learners stand up and mingle asking each other "What's your address?" or "Where do you live?"

Teacher Directions: Activity 3: Literacy -Community Places Flashcards

Step 1: Vocabulary Introduction

Hold or use a projector to show each of the **Large Community Pictures**.
 Ask learners for words they know.
 Say the name of the place using the vocabulary provided on the flashcards.
 Learners repeat several times.
 Ask “What can you do here?”
 Say the activities listed on the flashcards.
 Learners repeat several times.



Step 2: Learners create flashcards

Distribute **Community Places Flashcards**
 Read the directions together.
 Model the directions.
 Repeat the directions as the whole class acts them out.
 Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

Step 3: Partner practice

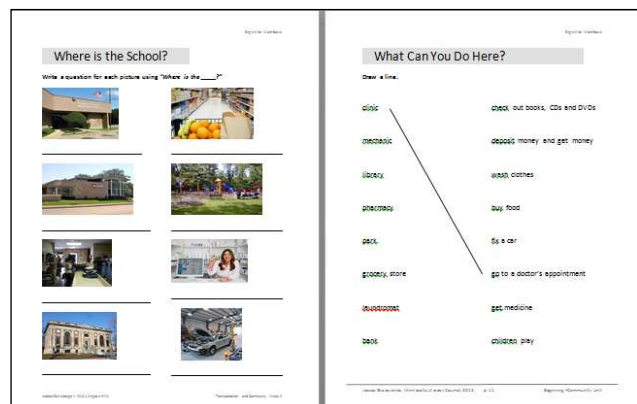
With another volunteer or learner model the following:
 One person in each pair is the “teacher”, one is the “student”
 The teacher holds the flashcard with the picture facing the student.
 Teacher asks: “What is this.” Student responds with the name of the place (if he/she can).
 They repeat the name together.
 Teacher asks: “What can you do here?” Student responds with one or two words about activities.
 Both read the activities on the back of the flashcard together.
 After several minutes, they switch roles.
 (ask learners to bring their flashcards back to class every day!)

Teacher Directions: Activity 4: Literacy -Where is the School? /What can you do here?

Step 1: Teacher modeling

Write on the board: “Where is the _____?”
 Lead a **substitution drill** using the place names from the flashcards
 (instructions ESL Volunteer Tutor Manual, 2011, Substitution Drill, p. 51.

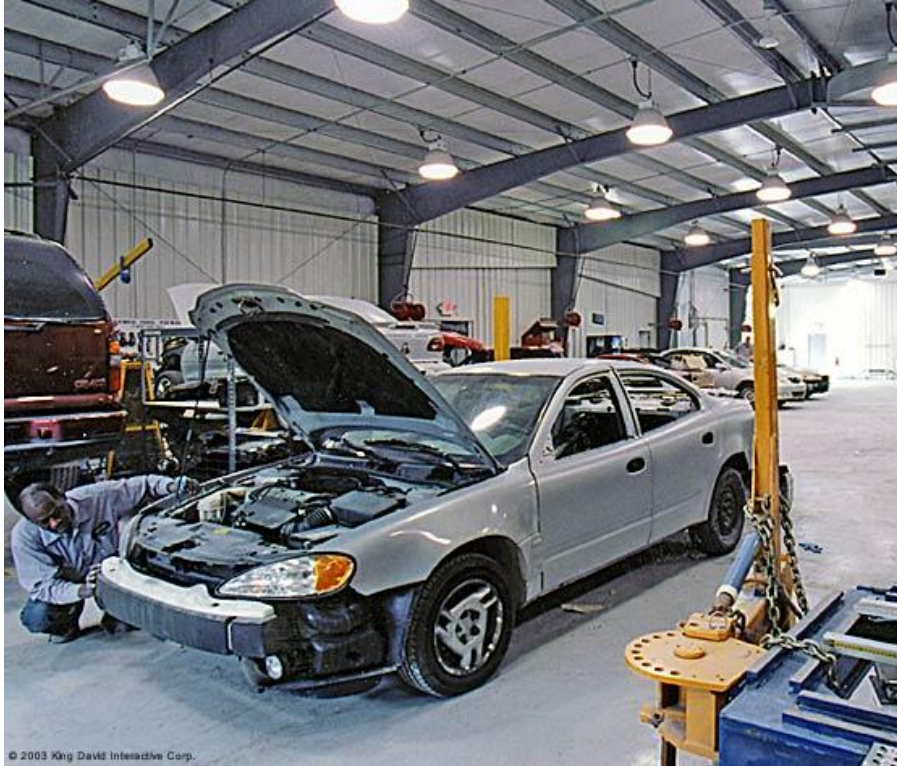
Step 2: Learners complete both worksheets











Community Places Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.



clinic

see a doctor



bank

deposit money

get cash



laundromat

wash clothes



library

check out books, CDs,
DVDs

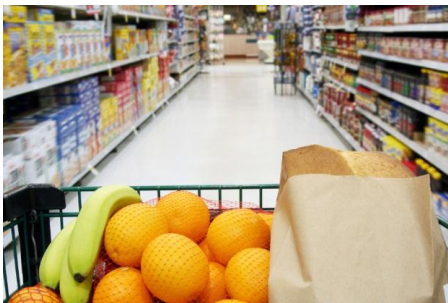
Community Places Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.



pharmacy

get medicine



grocery store

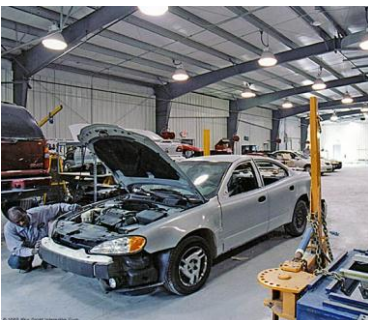
buy food



park

take a walk

take children to play



mechanic

fix a car

Where is the School?

Adapted from Andrea
Echelberger, MLC, 2012

Write a question for each picture using “Where is the _____?”



What Can You Do Here?

Draw a line.

clinic

check out books, CDs and DVDs

mechanic

deposit money and get money

library

wash clothes

pharmacy

buy food

park

fix a car

grocery store

go to a doctor's appointment

laundromat

get medicine

bank

children play

Adapted from Andrea
Echelberger, MLC, 2012

Community Unit: Week 1, Wednesday

Objectives Learners will be able to...	Materials
<p>Life skill: Read a short story about work and community</p> <p>Literacy: read and write 5 places in their community</p> <p>speaking: say their address with understandable pronunciation</p> <p>Listening/speaking: Ask and respond to the question “What can you do here?”</p> <p>Grammar: speak in full sentences using the phrase “I can _____ at the _____.”</p>	<ul style="list-style-type: none"> • Activity 1: rubber bands • Activity 2: Community Places Flashcards • Activity 3: Fresh Fish, highlighters or colored pencils
<h3>Lesson Plan</h3>	
<p>Warm up for today’s Lesson <u>Description:</u> students will use new community vocabulary to determine which sentence is false <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Three Truths and a False, p. 76. See community places flashcards student handout for vocabulary to include. (ex. “You can buy food at a grocery store.”)</p> <p>Review of Previous Lesson <u>Description:</u> Learners will write their own address and a partner’s address in their notebook. <u>Materials/Prep:</u> none</p> <p>Activity 1: Listening/speaking <u>Description:</u> Learners will practice counting syllables and syllable stress to improve pronunciation of their own addresses <u>Materials/Prep:</u> a rubber band for each learner</p> <p>Activity 2: Listening/speaking, Literacy, Grammar <u>Description:</u> learners will practice using community vocabulary in full sentences with their flashcards <u>Materials/Prep:</u> a few copies of Community Places Flashcards for learner who were absent (others should have copies from yesterday)</p> <p>Activity 3: literacy/listening and speaking <u>Description:</u> learners will read a story about someone working in her community <u>Materials/Prep:</u> copies of Fresh Fish story and comprehension questions, colored pencils or thin highlighters, ESL Volunteer Tutor Manual, 2012, Letter/Sound Drill, p. 113</p> <p>Activity 4: listening and speaking <u>Description:</u> learners will demonstrate their ability to say their address intelligibly <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, Exit Ticket, p. 45. Ask each learner to quickly tell you their address. Write their response. Report to tomorrow’s teacher if more practice is needed.</p>	

Teacher Directions: Activity 1: Listening and Speaking

English numbers can be easily confused. The difference between thirteen and thirty from a pronunciation standpoint is where you place the stress. In the word “Thirteen.” TEEN is emphasized by saying it louder and longer. This can be demonstrated by stretching a rubber band as you say the second syllable. In the word “thirty” the first syllable is stressed (longer and louder).

Step 1: Teacher modeling

Write on the board:

13	30
14	40
15	50
16	60
17	70
18	80
19	90

Say the numbers as learners repeat.

Note that 13 and 30 sound similar. Many people learning English think this is difficult.

Using a rubber band, model how the stress is different for thirteen and thirty. Stress means that part is longer and louder.

Step 2: All Together Now!

Give everyone a rubber band.

Repeat the numbers several times with everyone stretching the rubber band on the stressed syllable (the rubber band should be loose on the unstressed syllable).

Step 3: Did you say 30?

Learners pair up. One says a number on the board. The other writes the number they hear. They check together if the number matches what the learner wanted to say. The learner writing can ask “Did you say 30?”

Teacher Directions: Activity 2: Listening and Speaking, Literacy, Grammar

-Community Places Flashcards

Step 1: Review: Partner practice

Learners who were absent yesterday or forgot their flashcards should cut and tape their own set of flashcards.

With another volunteer or learner model the following:

One person in each pair is the “teacher”, one is the “student”

The teacher holds the flashcard with the picture facing the student.

Teacher asks: “What is this.” Student responds with the name of the place (if he/she can).

They repeat the name together.

Teacher asks: “What can you do here?” Student responds with one or two words about activities.

Both read the activities on the back of the flashcard together.

After several minutes, they switch roles.

Step 2: Adding Complexity

Write on the board:

What is this?

This is a library.

What can you do here?

You can check out books.

Practice the phrases several times.

Hold up a different picture and ask learners to change the underlined part of the sentence.

Learners switch partners.

Practice again with a partner, this time answering with full sentences.

Teacher Directions: Activity 3: Literacy -Fresh Fish

Step 1: Context

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

Step 2: Silent Reading

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

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Learners who finish quickly should check answers with a partner.

Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012, Letter/Sound Drill, p. 113

The target spelling/sound for this story is “sh,” as in “shoe”

Community Places Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.

Adapted from Andrea
Echelberger, MLC, 2012



clinic

see a doctor



bank

deposit money

get cash



laundromat

wash clothes



library

check out books, CDs,
DVDs

Community Places Flashcards

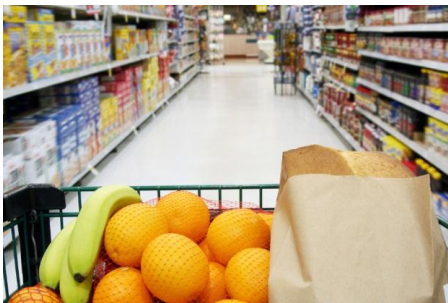
Cut the dotted line. Fold the card. Tape the card. Practice the words.

Adapted from Andrea
Echelberger, MLC, 2012



pharmacy

get medicine



grocery store

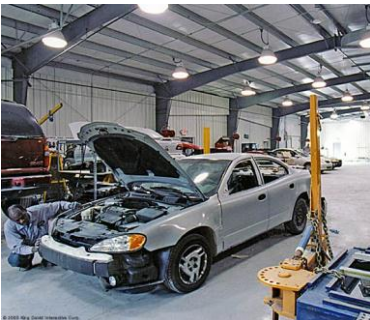
buy food



park

take a walk

take children to play



mechanic

fix a car

Fresh Fish

Look at the picture.

What do you see?

What can you do here?

Do you shop in a store like this?



Janet works at a grocery store. She sells fresh fish. She can wash and cut the fish. Customers shop at this store because they have very fresh fish. The fish tastes good and doesn't smell bad.

Janet likes her job but it is a lot of work. Sometimes it's dirty and smelly work. She stands all day. Sometimes her feet hurt. She wishes she had better shoes. Maybe when she gets paid she will use the cash to buy some new shoes.

. Words I don't understand:

WORD:	MEANING/PICTURE:

Write YES or NO.

- _____ 1. Janet cleans fish.
- _____ 2. Janet has a job.
- _____ 3. The customers like smelly fish.
- _____ 4. Janet's job is easy.
- _____ 5. Janet has good shoes.
- _____ 6. Janet wants better shoes.

Talk about the questions with a partner. Write your answers.

- 1. Where does Janet work?
- 2. How does Janet feel about her job?
- 3. Why do customers come to this store?
- 4. Why does she want to buy new shoes?
- 5. When will she buy new shoes?

Community Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: write their own and others addresses</p> <p>Life skill: read a short story about activities in a community</p> <p>Literacy: recognize and write addresses and their components (street, apt., city, state)</p> <p>Literacy: read and understand the words shop, wash, fix, see a doctor, get gas, buy, take a class, get cash.</p> <p>Listening/speaking: ask and respond to the questions “Where do you (buy food)?” and “What can you do at a _____?”</p> <p>Transitions: Complete a “problems” and “solutions” T-chart using problems that can be solved through community services.</p>	<ul style="list-style-type: none"> • Activity 1: Basic Form • Activity 2: Fresh Fish • Activity 3: blank BINGO grids, bingo chips or markers • Activity 4: Community Problems and Solutions, scissors for learners

Lesson Plan

Warm up for today’s Lesson & Review of Previous Lesson

Description: learners and teachers will act out things they can do at different community locations

Materials/Prep: ESL Volunteer Tutor Manual, 2012, Charades/Pictionary, p. 147. *See handouts for vocabulary.*

Activity 1: Life skill

Description: learners will find and relay address information to a partner who will record it in a simple form.

Materials/Prep: copies of **Basic Form** and teacher instructions, ESL Volunteer Tutor Manual, 2012, Walking Dictation, p. 59

Activity 2: Life Skill

Description: learners will re-read a story, focusing on reading fluency and reading with expression.

Materials/Prep: a few copies of **Fresh Fish** for learners who were absent yesterday, Activity 2 Teacher Instructions.

Activity 3: listening and speaking/literacy

Description: learners will play BINGO with community vocabulary, listening to full sentence clues.

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Vocabulary Bingo**, p. 61-62. Bingo chips or markers, copies of blank BINGO grid.

Activity 4: Transitions: Navigating and Understanding One's Environment

Description: learners will match tasks or “problems” with locations that offer “solutions”

Materials/Prep: copies of **Community Problems and Solutions**, scissors for learners

Teacher Directions: Activity 1: Life Skills -Basic Form

*This is a modified version of the activity **Walking Dictation** (see ESL Volunteer Tutor Manual, 2012, Walking Dictation, p. 59)*

In this version, you will post full names and addresses in the hallway (of your choosing)

For example:

John Doe

1429 Arlington Ave., Apt #4B

Maplewood, MN 55203

The learner who stays in the classroom and does the writing will record the information they hear from their partner into the **Basic Form** instead of recording it in their notebook.

Teacher Directions: Activity 2: Life Skills -Fresh Fish

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

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

Step 1: read it again.

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

Allow 5 minutes for silent reading.

Teacher reads aloud while learners follow.

Step 2: adding expression

Show the story on the projector .

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

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

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

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

Repeat with several phrases in the story.

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

Learners read in pairs –focusing on expression.

Teacher Directions: Activity 3: Listening and Speaking/Literacy -BINGO!

See instructions in ESL Volunteer Tutor Manual, 2012, Vocabulary Bingo, p. 61-62

Learners Struggling?: just read the words and learners will look for an cover the word.

Need a challenge?: Offer more complicated clues for each word. (ex. *If your car doesn't start in the morning, where will you take it? –MECHANIC*)

Teacher Directions: Activity 4: Transitions: Navigating and Understanding One's Environment -Community Problems and Solutions

Step 1: Teacher modeling

Cut apart one set of cards for yourself ahead of time.

Show the "Problems and Solutions T-Chart"

Ask "What does problem mean?" "Can you say an example?"

List a couple of examples

Discuss possible "Solutions" to those problems.

Now show the cards.

Note how the problems usually start with the words "you need..."

Show how you can separate the cards into problems and solutions.

Now choose one problem.

Ask if anyone sees a solution card that matches this problem.

Show how to place the problem and solution across from each other but in the correct column.

Step 2: Separate Problems and Solutions

Learners cut apart cards and sort into problems and solutions

Learners work pairs to match problems with solutions and place the correct cards in their own copy of the chart.

Basic Form

Listen to your partner. Write the information in the form.

First Name: _____ Last Name _____

Address _____ Apt. # _____

City _____ State _____ Zip _____

(Last Name, First Name)

(Address)

(City, State)

(Zip Code)

Full Name _____

Address _____

City, State, Zip _____

Fresh Fish

Look at the picture.

What do you see?

What can you do here?

Do you shop in a store like this?



Janet works at a grocery store. She sells fresh fish. She can wash and cut the fish. Customers shop at this store because they have very fresh fish. The fish tastes good and doesn't smell bad.

Janet likes her job but it is a lot of work. Sometimes it's dirty and smelly work. She stands all day. Sometimes her feet hurt. She wishes she had better shoes. Maybe when she gets paid she will use the cash to buy some new shoes.

Write YES or NO.

- _____ 1. Janet cleans fish.
- _____ 2. Janet has a job.
- _____ 3. The customers like smelly fish.
- _____ 4. Janet's job is easy.
- _____ 5. Janet has good shoes.
- _____ 6. Janet wants better shoes.

Talk about the questions with a partner. Write your answers.

- 6. Where does Janet work?
- 7. How does Janet feel about her job?
- 8. Why do customers come to this store?
- 9. Why does she want to buy new shoes?
- 10. When will she buy new shoes?

Problems and Solutions

Problems	Solutions

Problems and Solutions

Cut the cards. Put the cards in the chart.

Go to the mechanic.	You need to get some medicine for a headache.
Ask for help at the library.	Your car doesn't work sometimes.
Go to the grocery store.	Your child needs to find information to do her homework.
Go to the gas station.	You need more rice.
Make an appointment at the clinic.	Your children need exercise.
Deposit a check in the bank.	Your car needs gas.
Take your children to the park.	Your child needs shots and a check-up.
Talk to someone who works at the pharmacy.	You need more money in your account.