



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

What is the 'ESL Story Bank'?

The story bank is a collection of short stories written specifically for adult ESL learners as part of the Minnesota Literacy Council's Adult ESL Curriculum with Transitions Skills. For more information on the curriculum, which is available for free, visit mnliteracy.org/educators.

As part of a larger curriculum, these stories were written to align with specific themes and objectives of the lessons in which they are embedded. Many of these themes are common across adult ESL classrooms, such as healthcare and work. Others draw directly from content on the CASAS Life and Work reading tests.

Ideas for using the 'ESL Story Bank'

The stories in the *Pre-Beginning ESL Story Bank* were designed to be used as a 'story of the week'. Learners re-visit the story every day throughout the week. On each day they practice different skills with the text and deepen their understanding of the meaning. A sample [story of the week lesson plan](#) is included at the end of this document.

How to navigate the 'ESL Story Bank'

On the following page is a table listing possible unit themes for adult ESL and corresponding stories. Some stories have both a pre-beginning (low literacy) version as well as a beginning (CASAS/SPL level 2-3) version.

Where you see blue hyperlinks, you can click on the story title to jump directly to that story and corresponding worksheets. All pre-beginning stories are in the *Pre-Beginning ESL Story Bank* and all beginning level stories are in the *Beginning ESL Story Bank*.

In the table, under the title of each story, there are suggestions for possible phonics instruction on individual phonemes or spelling patterns. For more information, see the sample [story of the week lesson plan](#) at the end of this document.

Unit/Themes	Pre-Beginning	Beginning
Looking for Work Work History On-the-job instructions Work safety	Max Has a Job Word Family: -an (man, can, ran, fan)	
	Max's Many Jobs Word Family: -ook (look, took, book, cook) Word Family: -uck (truck, buck, luck, stuck) Target Letter/Sound: T or /k/ -multiple spellings (c, k, -ck) with exceptions <i>school</i> and <i>office</i>	Max Works Hard Target Phonemes: letter x /ks/
	Did you Clock In? Target Letter/Sound: D	Did You Clock Out?
Talking on the Phone Health Family	My Daughter is Sick Target Letters/Sounds: L	My Daughter is Sick
Health Body parts Going to the clinic	Mr. White is Sick Word family: -ick (sick, lick, quick, pick) Target Letters/Sounds: H or S	
	Mr. White Goes to the Clinic Word family: -ee (see, tree, three, bee) Target Letters/Sounds: D, H, S, or W	Ralph Goes to the Clinic Target Letters/Sounds: PH -/f/

Family Emotions	Lora's Family Target Letters/Sounds: er spelling	
	Lora's Pictures Word Family: -ay (day, pay, lay, say) Target Letters/Sounds: L, M, D, S (not sh), TH	
Shopping Family Clothing Colors	Where Is My Shirt? Word Family: -ish (fish, dish, wish) Work family: -ook (look, book, took, cook) Target Letter/Sound: SH	
	The Perfect Dress Word family: -ack (black, back, sack, pack, rack) Target Letter/Sound: B	
Housing Family Fire Safety	An Apartment for Two Word family: -an (man, van, ran, can) Target Letters/Sounds: B, M, and TH	
	I Can't Sleep Word family: -all (call, hall, mall, ball) Target Letters/Sounds: M, L or N	
School Family Emergency contact Health	Hurt at School Word Family: -un (run, bun, fun, sun) Target Letters/Sounds: Spellings of /ɜ:/: (ir, er, ur)	Hurt at School Target Letters/Sounds: Spellings of /ɜ:/: (ir, er, ur)
Transportation	Car Problems Word Family: -old (cold, old, fold, told, sold) Target Letters/Sounds: -ING	Car Problems Target Letters/Sounds: -ING
	The Right Bus Word Family: -et (get, let, jet, pet) Word Family: -it (sit, fit, hit, zit)	The Right Bus Target Letters/Sounds: ch/-tch

	<p>Word Family: -ot (not, got, hot, pot) Target Letters/Sounds: P or S</p>	
<p>Money Shopping Home</p>	<p>A New Bed</p> <p>Word Family: (small, fall, tall, wall) Word Family: (man, pan, fan, ran) Word Family: (king, ring, sing, wing) Target Letters/ Sounds: N, T, W or B</p>	
	<p>A Problem at the Store</p> <p>Word Family (day, pay, say, way) Word Family (truck, duck, suck, yuck) Word Family (wrong, long, song, gong) Target Letters/Sounds: G, N, or T</p>	<p>A Problem at the Store</p> <p>Target Letters/Sounds: multiple spellings of /k/ (c, k, -ck)</p>
<p>Daily Activities Work Time Schedules</p>	<p>Rachel is Busy</p> <p>Word Family (old, cold, told, sold) Word Family (all, call, fall, tall) Word Family (talk, walk, chalk) Word Family (day, pay, stay, way) Target Letters/Sounds: /f/ -exception "of" /r/ -NOT r-controlled vowels (ir, er, ar, ur, or) /t/ -watch out for TH exceptions /w/ /th/</p>	<p>Rachel's Week</p> <p>Target Letters/Sounds: R</p>
<p>Community Work Directions Maps</p>	<p>Fresh Fish</p> <p>Word Family (smells, sells, tells, bells) Target Letter/Sound: SH</p>	<p>Fresh Fish</p> <p>Target Letter/Sound: SH</p>
	<p>Places in the City</p> <p>Word Family (bank, tank, sank, thank) Word Family (far, bar, car, jar) Word Family (park, dark, bark, shark) Target Letters/Sounds: K, L, N, S (watch out for some words with SH)</p>	<p>A Wrong Turn</p> <p>Target Letters/Sound: UR</p>
<p>Signs Community</p>	<p>Seeing Signs</p>	

	<p>Word Family (tells, bells, fell, sell) Word Family (stop, cop, pop, mop) Target Letters/Sounds: D, M, P, T, W</p>	
Food Cooking	<p>The Kitchen Is Busy</p> <p>Word Family (cook, look, book, took) Word Family (beans, jeans, means, cleans) Word Family (can, man, ran, van) Target Letters/Sounds: Contrasting sounds /p/ and /b/</p>	The Kitchen Is Busy

Max Has a Job

Look at the pictures. What do you see?

Read the words. Write the words under the pictures.

man

money

happy



Practice the days of the week.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Max Has a Job

1. This is Max.
2. Max is a man.
3. Max is happy.
4. Max has a job.
5. Max goes to work.



6. Max works Monday to Friday.
7. Max works five days a week.
8. Max likes his job.
9. His job is good.

JANUARY 2013							www.9calendar.com
SUN	MON	TUE	WED	THU	FRI	SAT	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

10. Max makes money.
11. Max gets money on Fridays.
12. Max is very happy on Fridays.



Max Has a Job

Write YES or NO.

- | | |
|----------|-------------------------------|
| 1. _____ | 1. Max has a job. |
| 2. _____ | 2. Max is sad. |
| 3. _____ | 3. Max is a woman. |
| 4. _____ | 4. Max likes his job. |
| 5. _____ | 5. Max gets money on Mondays. |
| 6. _____ | 6. Max is happy on Fridays. |

Listen. Write the letters.

- | | |
|--------------|--------------|
| 1. _____ax | 6. ma_____ |
| 2. _____appy | 7. jo_____ |
| 3. _____ob | 8. goo_____ |
| 4. _____ood | 9. ge_____ |
| 5. _____ery | 10. wee_____ |

Teacher Dictation Script

1. Max
2. Happy
3. Job
4. Good
5. Very
6. Man
7. Job
8. Good
9. Get
10. week

Sentence Cards

this	work
Max	is
a	man
happy	has
job	likes
his	good
goes	to

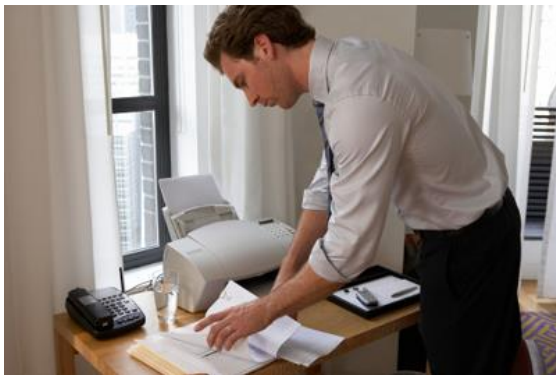
Max Has a Job

This is Max. Max is a man. Max is happy. Max has a job. Max goes to work.

Max works Monday to Friday. Max works five days a week. Max likes his job. His job is good.

Max makes money. Max gets money on Fridays. Max is very happy on Fridays.

Max's Many Jobs



Look at the pictures. What jobs do you see?

Read the words. Write the words under the pictures.

factory

office

school

Max's Many Jobs

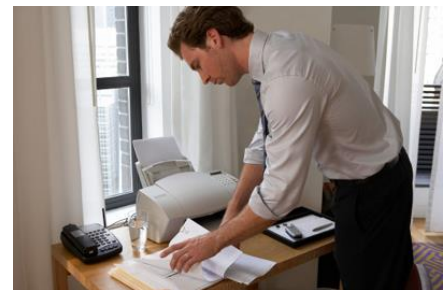
1. Max had many jobs
2. Max worked in a factory.
3. He put food in a box.
4. He put the box on a truck.
5. He worked in the factory from 1996 to 2000.



6. After that he cleaned a school.
7. He cleaned the rooms.
8. He took out the trash.
9. He worked at the school from 2000 to 2008



10. Now he works in an office.
11. He has worked in the office for 2 years.
12. He talks to people.
13. He looks at papers.
14. He likes his job.



Max's Many Jobs

Write YES or NO.

- | | |
|----------|--------------------------------|
| 1. _____ | 1. Max worked in a factory. |
| 2. _____ | 2. Max put food in a bag. |
| 3. _____ | 3. Max cleaned the factory. |
| 4. _____ | 4. Max cleaned the school. |
| 5. _____ | 5. Max likes his job. |
| 6. _____ | 6. Max works in an office now. |

Listen. Write the letters.

- | | |
|--------------|---------------|
| 1. _____ax | 6. ou_____ |
| 2. _____ut | 7. schoo_____ |
| 3. _____ood | 8. fro_____ |
| 4. _____ox | 9. jo_____ |
| 5. _____ooms | 10. clea_____ |

factory



school



office



box



wiseGEEK

trash



paper



Max's Many Jobs

Max had many jobs. Max worked in a factory. He put food in a box. He put the box on a truck. He worked in the factory from 1996 to 2000.

After that he cleaned a school. He cleaned the rooms. He took out the trash. He worked at the school from 2000 to 2008

Now he works in an office. He has worked in the office for two years. He talks to people. He looks at papers. He likes his job.

Did You Clock In?

Look at the picture.

What do you see?

Who is the manager?

Who is the worker?



clock in

manager

wash hands



Did You Clock In?



1. Abdi has a job.
2. Abdi works with food.
3. Abdi cuts food.
4. The manager sees Abdi.
5. The manager talks to Abdi.



6. Did you clock in?



7. Yes, I did.



8. Did you wash your hands?



9. I'm sorry. I don't understand.



10. Did you wash your hands?



11. Yes, I did.

Did You Clock In?

Write YES or NO.

- | | |
|----------|----------------------------|
| 1. _____ | 1. Abdi has a job. |
| 2. _____ | 2. Abdi washed his face. |
| 3. _____ | 3. Abdi washed his hands. |
| 4. _____ | 4. Abdi is a manager. |
| 5. _____ | 5. Abdi clocked in |
| 6. _____ | 6. Abdi works in a clinic. |

Listen. Write the letters.

- | | |
|---------------|--------------|
| 1. ____as | 6. ye____ |
| 2. ____ob | 7. you____ |
| 3. ____orks | 8. han____ |
| 4. ____uts | 9. foo____ |
| 5. ____anager | 10. don'____ |

Teacher Script for dictation:

1. has
2. job
3. works
4. cuts
5. manager
6. yes
7. your
8. hand
9. food
10. don't

Did You Clock In?



Abdi has a job. Abdi works with food. Abdi cuts food. The manager sees Abdi. The manager talks to Abdi.

Did you clock in?

Yes, I did.

Did you wash your hands?

I'm sorry. I don't understand.

Did you wash your hands?

Yes, I did.

My Daughter is Sick



1. The little girl wakes up. She is sick.



2. Today she can't go to school.



3. Her mother calls the school.



4. She says her daughter's name.



5. She says the teacher's name.



6. She says her daughter is sick.

My Daughter is Sick

Write YES or NO.

- | | |
|----------|---|
| 1. _____ | 1. The mother is sick. |
| 2. _____ | 2. The little girl is sick. |
| 3. _____ | 3. The girl calls the school. |
| 4. _____ | 4. The little girl is happy. |
| 5. _____ | 5. The little girls can go to school today. |
| 6. _____ | 6. The mother calls the school. |

Listen. Write the letters.

- | | |
|---------------|-------------|
| 1. ___ittle | 6. u___ |
| 2. ___aughter | 7. can'___ |
| 3. ___akes | 8. schoo___ |
| 4. ___ick | 9. say___ |
| 5. ___oday | 10. gir___ |

Teacher Script for dictation:

1. little
2. daughter
3. wakes
4. sick
5. today
6. up
7. can't
8. school
9. says
- 10.girl

My Daughter Is Sick

The girl wakes up.

The girl is sick.

Her mother calls the school.

Her mother says, “My daughter is sick today.”

My Daughter is Sick



The little girl wakes up. She is sick. Today she can't go to school.

Her mother calls the school. She says her daughter's name. She says the teacher's name. She says, "My daughter is sick today."

Mr. White is Sick



Look at the pictures.

What's the problem?

Does your head hurt sometimes?

1. This is Mr. White.
2. Mr. White is a man.
3. He is not happy.
4. He is sick.
5. His head hurts.
6. His neck hurts.
7. He is tired but he can't sleep.
8. He goes home.
9. His son asks "What's the matter?"
10. He says, "My head and neck really hurt."
11. "Dad, you need to see a doctor."



Mr. White is Sick

Write YES or NO.

- | | |
|----------|-------------------------|
| 1. _____ | 1. His back hurts. |
| 2. _____ | 2. His head hurts. |
| 3. _____ | 3. He has a son. |
| 4. _____ | 4. He sleeps a lot. |
| 5. _____ | 5. He talks to his son. |
| 6. _____ | 6. He is happy. |

Listen. Write the letters.

- | | |
|---------------|---------------|
| 1. _____ ick | 6. thi_____ |
| 2. _____ is | 7. ma_____ |
| 3. _____ urts | 8. no_____ |
| 4. _____ ired | 9. hea_____ |
| 5. _____ an't | 10. slee_____ |

Teacher dictation script:

1. sick
2. his
3. hurts
4. tired
5. can't
6. this
7. man
8. not
9. head
- 10.sleep**

What's the Matter?

What's the matter?

My head really hurts.

You need to see a doctor.

What's the problem?

My foot hurts.

My back hurts.

My stomach hurts a lot.

You need to sleep.

You need to stay home.

You need medicine.

Mr. White is Sick



This is Mr. White. Mr. White is a man. He is not happy.

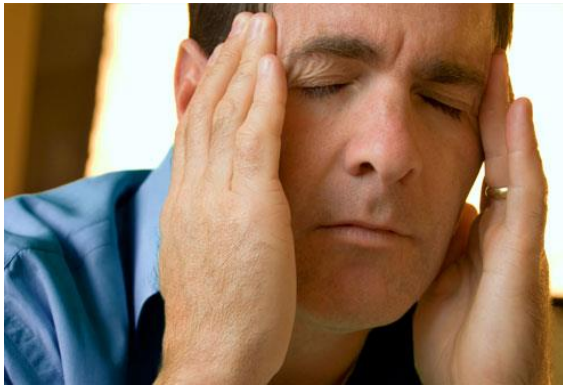
He is sick. His head hurts. His neck hurts. He is tired but he can't sleep.

He goes home. His son asks "What's the matter?"

He says, "My head and neck really hurt."

"Dad, you need to see a doctor."

Mr. White Goes to the Clinic



Look at the pictures.

What are they doing? Where are they?

Do you go to the clinic? Why do you go to the clinic?

1. Mr. White is sick.
2. His head hurts.
3. He can't sleep.
4. He goes to the clinic.
5. He opens the door.
6. He talks to a woman at a desk.
7. He says his name.
8. Then he waits.
9. After a long time, he sees the doctor.
10. The doctor talks to him.
11. The doctor checks his body.
12. The doctor says, "you need medicine every day."



Mr. White Goes to the Clinic

Write YES or NO.

- | | |
|----------|--------------------------|
| 1. _____ | 1. He goes to the park. |
| 2. _____ | 2. He waits a long time. |
| 3. _____ | 3. He sees the doctor. |
| 4. _____ | 4. He needs medicine. |
| 5. _____ | 5. He talks to his son. |
| 6. _____ | 6. His stomach hurts. |

Listen. Write the letters.

- | | |
|--------------|---------------|
| 1. _____ead | 6. hurt_____ |
| 2. _____leep | 7. can'_____ |
| 3. _____oes | 8. clini_____ |
| 4. _____oor | 9. des_____ |
| 5. _____aits | 10. hi_____ |

Teacher dictation script:

1. head
2. sleep
3. goes
4. door
5. waits
6. hurts
7. can't
8. clinic
9. desk
10. him

Mr. White Goes to the Clinic

Cut the sentences. Put in order.

The doctor checks his body.

He goes to the clinic.

He talks to a woman at a desk.

He opens the door

He waits a long time.

He sees the doctor.

The doctor says, "You need medicine."

Where Is My Shirt?

1. This is Blanca.
2. Blanca has a green shirt.
3. There is a fish on the shirt.
4. She likes this shirt.
5. She likes it a lot.
6. In the morning, Blanca gets dressed.
7. She looks for her shirt.
8. She can't find her shirt.
9. "Where is my shirt?" she says.
10. "I washed it," says her mother.
11. Blanca gets the shirt.
12. She puts it on.
13. "Now, where are my shoes?"



Where Is My Shirt?

Write YES or NO.

- | | |
|----------|----------------------------------|
| 1. _____ | 1. Blanca has a red shirt. |
| 2. _____ | 2. There is a fish on the shirt. |
| 3. _____ | 3. She can't find her pants. |
| 4. _____ | 4. Her mother washed her shirt. |
| 5. _____ | 5. Blanca likes her green shirt. |
| 6. _____ | 6. She can't find her shoes. |

Listen. Write the letters.

- | | |
|----------------|---------------|
| 1. _____reen | 6. thi_____ |
| 2. _____ike | 7. shir_____ |
| 3. _____orning | 8. fin_____ |
| 4. _____uts | 9. mothe_____ |
| 5. _____ash | 10. shoe_____ |

Teacher Script for dictation:

1. green
2. like
3. morning
4. puts
5. wash
6. this
7. shirt
8. find
9. mother
10. shoes

Where Is My Shirt?



This is Blanca. Blanca has a green shirt. There is a fish on the shirt. She likes this shirt. She likes it a lot.

In the morning, Blanca gets dressed. She looks for her shirt. She can't find her shirt.

"Where is my shirt?" she says.

"I washed it," says her mother.

Blanca gets the shirt. She puts it on. "Now, where are my shoes?"



The Perfect Dress

1. This is Gloria.
2. Gloria has a daughter.
3. Her daughter's name is Blanca.
4. Next week is Blanca's birthday.
5. Blanca wants to buy a dress for her birthday.
6. They go shopping.
7. They see many dresses.
8. There is a big yellow dress.
9. But Blanca doesn't like the color.
10. There is a blue dress.
11. But it is very small.
12. There is a white dress with a black belt.
13. Blanca loves it.
14. "This is the perfect dress," she says.



The Perfect Dress

Write YES or NO.

- | | |
|----------|--------------------------------|
| 1. _____ | 1. Gloria has a daughter. |
| 2. _____ | 2. Today is her birthday. |
| 3. _____ | 3. She wants a dress. |
| 4. _____ | 4. She likes the yellow dress. |
| 5. _____ | 5. The blue dress is big. |
| 6. _____ | 6. She likes the white dress. |

Listen. Write the letters.

- | | |
|---------------|-------------|
| 1. _____ress | 6. bi_____ |
| 2. _____hite | 7. nex_____ |
| 3. _____ikes | 8. wee_____ |
| 4. _____lue | 9. bu_____ |
| 5. _____ellow | 10. fo_____ |

Teacher Script for dictation:

1. dress
2. white
3. likes
4. blue
5. yellow
6. big
7. next
8. week
9. but
10. for

The Perfect Dress



This is Gloria. Gloria has a daughter.

Her daughter's name is Blanca.

Next week is Blanca's birthday. Blanca wants to buy a dress for her birthday. They go shopping. They see many dresses.

There is a big yellow dress. But Blanca doesn't like the color. There is a blue dress. But it is very small. There is a white dress with a black belt. Blanca loves it. "This is the perfect dress," she says.



An Apartment for Two

1. Mark is a man.
2. He has a daughter.
3. His daughter's name is Margo.
4. Mark and Margo live in an apartment.



5. There are two bedrooms.
6. There are beds in the bedrooms.
7. There is one bathroom.
8. There is a shower and a bathtub in the bathroom.
9. There is a big kitchen.
10. There is a table and chairs in the kitchen.
11. Mark and Margo like the apartment.

An Apartment for Two

Write YES or NO.

1. _____ 1. They live in a house.
2. _____ 2. There is a table in the bedroom.
3. _____ 3. There is a shower in the bathroom.
4. _____ 4. There is a small kitchen.
5. _____ 5. There are 3 bedrooms.

Listen. Write the letters.

1. _____able
2. _____ive
3. _____ame
4. _____is
5. _____aughter
6. ma_____
7. bathroo_____
8. bathtu_____
9. bi_____
10. apartmen_____

Teacher Script for dictation:

1. table
2. live
3. name
4. his
5. daughter
6. man
7. bathroom
8. bathtub
9. big
10. apartment

An Apartment for Two

Mark is a man. He has a daughter. His daughter's name is Margo.

Mark and Margo live in an apartment. There are two bedrooms. There are beds in the bedrooms.

There is one bathroom. There is a shower and a bathtub in the bathroom.

There is a big kitchen. There is a table and chairs in the kitchen. Mark and Margo like the apartment.



I Can't Sleep



Do you have a smoke alarm?

What sound does it make?

1. Mark and Margo are sleeping.
2. They hear "BEEP, BEEP, BEEP."
3. The bedroom is dark.
4. They can't see.

5. Mark turns on the light.
6. He sees the smoke alarm.
7. It is beeping!
8. But there is no smoke.
9. There is no fire.

10. All night it beeps.
11. They can't sleep.

12. In the morning, Mark calls the apartment manager.

13. "What's the matter?" asks the manager.
14. "My smoke alarm is broken.
15. It is beeping but there is no fire," Mark says.
16. "It needs a new battery," says the manager.
17. "I can come tomorrow."
18. "We can't sleep," says Mark.
19. "Please come today!"

I Can't Sleep

Write YES or NO.

- | | |
|-----------|--------------------------------------|
| 11. _____ | 1. There is a fire in the apartment. |
| 12. _____ | 2. They can't sleep. |
| 13. _____ | 3. Margo calls the manager. |
| 14. _____ | 4. The smoke alarm is beeping. |
| 15. _____ | 5. The manager talks to Mark. |

Listen. Write the letters.

- | | |
|--------------|---------------|
| 16. ____moke | 21. bee ____ |
| 17. ____urns | 22. ligh ____ |
| 18. ____ire | 23. alar ____ |
| 19. ____ight | 24. see ____ |
| 20. ____ear | 25. dar ____ |

Teacher Script for dictation:

1. smoke
2. turns
3. fire
4. night
5. hear
6. beep
7. light
8. alarm
9. sees
10. dark (note: only –k and –ck appear at the end of a word or syllable to make the /k/ sound)

I Can't Sleep

MANAGER: What's the matter?

MARK: My smoke alarm is broken.
It is beeping but there is no fire.

MANAGER: It needs a new battery.
I can come tomorrow.

MARK: We can't sleep.
Please come today!



I Can't Sleep

Mark and Margo are sleeping. They hear “BEEP, BEEP, BEEP.” The bedroom is dark. They can't see.

Mark turns on the light. He sees the smoke alarm. It is beeping! But there is no smoke. There is no fire.

All night it beeps. They can't sleep. In the morning, Mark calls the apartment manager.

“What's the matter?” asks the manager.

“My smoke alarm is broken. It is beeping but there is no fire,” Mark says.

“It needs a new battery,” says the manager. “I can come tomorrow.”

“We can't sleep,” says Mark. “Please come today!”



Lora's Family

Look at the pictures. What do you see?



Read the words. Draw a line from the word to the picture below.

husband

wife

son

daughter



Lora's Family

1. This is Lora's family.
2. Lora is married.
3. She has a husband.
4. Her husband's name is Abdi.
5. Lora is a mother.
6. Lora has two children.
7. She has a daughter.
8. Her daughter's name is Kate.
9. She has a son.
10. Her son's name is Peter.
11. Lora and Abdi are parents.
12. Abdi is a father.
13. They have two children.
14. They have one son and one daughter.
15. They are happy.



Lora's Family

Write YES or NO.

- | | |
|----------|--------------------------------------|
| 1. _____ | 1. Lora has 2 children. |
| 2. _____ | 2. Lora is happy. |
| 3. _____ | 3. Abdi has 2 children. |
| 4. _____ | 4. Lora has 2 sons. |
| 5. _____ | 5. There are 5 people in the family. |
| 6. _____ | 6. Lora has 1 daughter. |

Listen. Write the letters.

- | | |
|----------------|----------------|
| 11. ___other | 16. so___ |
| 12. ___ather | 17. childre___ |
| 13. ___amily | 18. thi___ |
| 14. ___aughter | 19. marrie___ |
| 15. ___ame | 20. husban___ |

Teacher Script for dictation:

21.mother

22.father

23.family

24.daughter

25.name

26.son

27.children

28.this

29.married

30.husband

Making Sentences

CUT APART AND PROVIDE EACH STUDENT OR PAIR WITH ONE SET OF WORDS AND A 3 X 3 GRID

husband	wife	son
daughter	He	she
they	I	have
has	a	children
two	mother	father

Making Sentences

1.	2.	3.
4.	5.	6.
7.	8.	9.

Lora's Family



This is Lora's family. Lora is married. She has a husband. Her husband's name is Abdi.

Lora is a mother. Lora has two children. She has a daughter. Her daughter's name is Kate. She has a son. Her son's name is Peter.

Lora and Abdi are parents. Abdi is a father. They have two children. They have one son and one daughter. They are happy.

Lora's Pictures

Look at the pictures.

What do you see?

What are they doing?

How do they feel?



Lora's Pictures

1. This is Lora.
2. Lora is looking at pictures.
3. Lora is talking to her friend.
4. They are talking about the pictures.



5. "Look at this picture!"
6. "My daughter was so little."
7. "I love her smile!"



8. "I like this one."
9. "This is my mother."
10. "She died 2 years ago."
11. "I miss her every day."



12. "This picture is funny."
13. "This is my brother and his wife."
14. "They liked this ride."
15. "I did not like the ride."
16. "I was too scared."



Lora's Pictures

Write YES or NO.

- | | |
|----------|-----------------------------------|
| 1. _____ | 1. Lora has a daughter. |
| 2. _____ | 2. Lora liked the ride. |
| 3. _____ | 3. Her brother liked the ride. |
| 4. _____ | 4. Lora's mother is dead. |
| 5. _____ | 5. Lora is looking at pictures. |
| 6. _____ | 6. She is talking to her husband. |

Listen. Write the letters.

- | | |
|---------------|----------------|
| 1. ___ictures | 6. ___rien___ |
| 2. ___alking | 7. ___oo___ |
| 3. ___er | 8. ___ie___ |
| 4. ___as | 9. ___ear___ |
| 5. ___iss | 10. ___care___ |

Teacher Script for dictation:

1. Pictures
2. Talking
3. Her
4. Was
5. Miss
6. Friend
7. Look
8. Died
9. Years
10. scared

Lora's Pictures

This is Lora. Lora is looking at pictures. Lora is talking to her friend. They are talking about the pictures.



“Look at this picture! My daughter was so little. I love her smile!”

“I like this one. This is my mother. She died 2 years ago. I miss her every day.”

“This picture is funny. This is my brother and his wife. They liked this ride. I did not like the ride. I was too scared.”



Hurt at School

Look at the picture.

Where are the children?

What are they doing?



1. Amber is a little girl.
2. Amber goes to school.
3. Amber likes to play on the playground.
4. She likes to run.
5. Amber falls down.
6. The teacher runs to Amber.
7. Amber is crying.
8. Her shirt and face are dirty.
9. Her arm hurts.
10. The teacher calls her father.
11. Her father comes.
12. Her father takes her to the doctor.

Hurt at School

Write YES or NO.

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

1. Amber is a girl.

2. Amber likes to run.

3. Her leg hurts.

4. The teacher calls her mother.

5. Her father comes.

6. She goes home.

Listen. Write the letters.

11. ___ittle

12. ___oes

13. ___lay

14. ___un

15. ___alls

16. dow___

17. shir___

18. ar___

19. gir___

20. ru___

Teacher Script for dictation:

1. little
2. goes
3. play
4. run
5. falls
6. down
7. shirt
8. arm
9. girl
10. run

What's Next?

Amber goes to school.

Amber falls down.

The teacher runs to Amber.

The teacher calls her father.

Her father comes.

Her father takes her to the doctor.

Hurt at School



Amber is a little girl. Amber goes to school. Amber likes to play on the playground. She likes to run.

Amber falls down. The teacher runs to Amber. Amber is crying. Her shirt and face are dirty. Her arm hurts.

The teacher calls her father. Her father comes. Her father takes her to the doctor.

Car Problems

Look at the picture.

What do you see?

What happened?



1. Today Marcos is driving to work.
2. He is driving his friend's car.
3. It is cold outside.
4. Marcos likes driving.
5. He doesn't like walking.

6. Then the car stops.
7. Marcos turns the key.
8. The car doesn't go.

9. Marcos calls a tow truck.
10. The truck comes and takes the car.
11. Now Marcos doesn't like driving.

Car Problems

Write YES or NO.

- | | |
|----------|--------------------------|
| 1. _____ | 1. He is driving. |
| 2. _____ | 2. It is Marcos's car. |
| 3. _____ | 3. The car stops. |
| 4. _____ | 4. A bus comes. |
| 5. _____ | 5. Marcos likes walking. |
| 6. _____ | 6. It is cold outside. |

Listen. Write the letters.

- | | |
|--------------|-------------|
| 1. ___oday | 6. the___ |
| 2. ___riving | 7. sto___ |
| 3. ___is | 8. wor___ |
| 4. ___ar | 9. frien___ |
| 5. ___alking | 10. take___ |

Teacher Script for dictation:

11.today

12.driving

13.his

14.car

15.walking

16.then

17.stop

18.work (if learners make the mistake of putting “c” for the /k/ sound, tell them that letter C usually doesn’t go at the end of a word)

19.friend

20.takes

Car Problems



Today Marcos is driving to work. He is driving his friend's car. It is cold outside. Marcos likes driving. He doesn't like walking.

Then the car stops. Marcos turns the key. The car doesn't go.

Marcos calls a tow truck. The truck comes and takes the car. Now Marcos doesn't like driving.

The Right Bus

Look at the pictures. What do you see?

Do you ride the bus? What bus numbers do you ride? How much does the bus cost?



The Right Bus

1. Mitch and his children go to church.
2. They wait at the bus stop.
3. They wait for the number 61 bus.
4. Mitch and his children get on the bus.
5. They pay the driver.
6. They sit down.
7. There is a problem.
8. This is not the 61 bus.
9. This is the wrong bus!

10. Mitch pulls the bell.
11. The bus stops.
12. They get off the bus.
13. They wait for the 61 bus.
14. They look for the number.

15. The 61 bus comes.
16. They get on the bus.
17. This is the right bus.
18. But now they are late!

The Right Bus

Write YES or NO.

- | | |
|----------|---------------------------------|
| 1. _____ | 1. They go to church. |
| 2. _____ | 2. Mitch doesn't have children. |
| 3. _____ | 3. They want bus 64. |
| 4. _____ | 4. They are late. |
| 5. _____ | 5. They pay the driver. |
| 6. _____ | 6. They wait for the bus. |

Listen. Write the letters.

- | | |
|--------------|----------------|
| 1. ___ome___ | 6. ___e___ |
| 2. ___u___ | 7. ___i___ |
| 3. ___ai___ | 8. ___ow___ |
| 4. ___u___ | 9. ___roble___ |
| 5. ___to___ | 10. ___oo___ |

Teacher Script for dictation:

1. Comes
2. But
3. Wait
4. Bus
5. Stop
6. Get
7. Sit
8. Down
9. Problem
10. look

The Right Bus



Mitch and his children go to church. They wait at the bus stop. They wait for the number 61 bus.

Mitch and his children get on the bus. They pay the driver. They sit down. There is a problem. This is not the 61 bus. This is the wrong bus!

Mitch pulls the bell. The bus stops. They get off the bus. They wait for the 61 bus. They look for the number.

The 61 bus comes. They get on the bus. This is the right bus.
But now they are late!

A New Bed

Mattress Size Guide



Single (twin)



Double (full)



Queen



King

Look at the picture. What do you see?

Do you have a bed? What size?

What size mattress do you like? Why?

A New Bed

1. Kim wanted a new bed.
2. Her bed was too small.
3. Her husband is a big man.
4. They needed a bigger bed.



5. Kim went to the mattress store.
6. She saw the king sized bed.
7. She liked the very big bed.
8. But their house is too small for big bed.
9. The queen bed was not too big and not too small.
10. It was perfect!

11. Kim got the queen mattress.
12. It was a lot of money.
13. It was \$250.



A New Bed

Write YES or NO.

- | | |
|----------|------------------------------|
| 1. _____ | 1. Kim is married. |
| 2. _____ | 2. Kim wanted a new bed. |
| 3. _____ | 3. Kim got a new bed. |
| 4. _____ | 4. Kim paid \$200. |
| 5. _____ | 5. Kim got a king bed. |
| 6. _____ | 6. The king bed was too big. |

Listen. Write the letters.

- | | |
|---------------|----------------|
| 1. ___ew | 6. wen___ |
| 2. ___as | 7. Ki___ |
| 3. ___mall | 8. ___i___ |
| 4. ___tore | 9. ___usban___ |
| 5. ___attress | 10. ___e___ |

Teacher Script for dictation:

1. New
2. Was
3. Small
4. Store
5. Mattress
6. Went
7. Kim
8. Big
9. Husband
10. bed

A New Bed



Kim wanted a new bed. Her bed was too small. Her husband is a big man. They needed a bigger bed.

Kim went to the mattress store. She saw the king sized bed. She liked the very big bed. But their house is too small for big bed. The queen bed was not too big and not too small. It was perfect!

Kim got the queen mattress. It was a lot of money. It was \$250.



A Problem at the Store

1. Kim got a new mattress.
2. She got a queen sized mattress at the store.
3. The next day, the men from the store came to her house.
4. They got the mattress out of the truck.
5. They took the bed to the bedroom.
6. They took the bed up the stairs.
7. But the bed did not go.
8. It was stuck.
9. The bed was too big.
10. The men got the wrong size!
11. "I'm sorry," said the worker.
12. We will come back tomorrow.
13. We will get the right bed tomorrow.



A Problem at the Store

Write YES or NO.

- | | |
|----------|---|
| 1. _____ | 1. The bed is too small. |
| 2. _____ | 2. The bed was stuck. |
| 3. _____ | 3. The workers will come back tomorrow. |
| 4. _____ | 4. They took the bed to the bathroom. |
| 5. _____ | 5. The men came in a truck. |
| 6. _____ | 6. The men got the wrong bed. |

Listen. Write the letters.

- | | |
|-------------|----------------|
| 1. ___ ized | 6. ou ___ |
| 2. ___ ay | 7. ___ o ___ |
| 3. ___ ouse | 8. ___ ro ___ |
| 4. ___ ruck | 9. ___ e ___ |
| 5. quee ___ | 10. ___ ex ___ |

Teacher Script for dictation:

1. Sized
2. Day
3. House
4. Truck
5. Queen
6. Out
7. Got
8. From
9. Men
10. Next

A Problem at the Store

Kim got a new mattress. She got a queen sized mattress at the store.

The next day, the men from the store came to her house. They got the mattress out of the truck. They took the bed to the bedroom. They took the bed up the stairs.

But the bed did not go. It was stuck. The bed was too big. The men got the wrong size!

“I’m sorry,” said the worker. We will come back tomorrow. We will get the right bed tomorrow.



Rachel is Busy

Look at the pictures.

What are they doing?

What do you do every day?

Are you busy?



Rachel is Busy

1. Rachel is very busy.
2. She has three children and she has a job.
3. She wakes up at 6:00 a.m.
4. She helps her children before school.
5. At 7:30 they wait for the school bus.
6. Then, she goes to English class.
7. She reads and writes in class.
8. At 12:00, Rachel goes to work.
9. She works for 4 hours.
10. She takes care of old people at home.
11. She is a PCA.
12. At 4:30 Rachel gets her kids.
13. They go home and cook food.
14. They all eat and talk about their busy day.

Rachel Is Busy

Write YES or NO.

- | | |
|----------|--------------------------------|
| 1. _____ | 1. Rachel works. |
| 2. _____ | 2. Rachel goes to school. |
| 3. _____ | 3. Rachel works in a hospital. |
| 4. _____ | 4. Rachel has 4 children. |
| 5. _____ | 5. Rachel can drive. |

Listen. Write the letters.

- | | |
|--------------|------------------|
| 1. ____ery | 6. schoo____ |
| 2. ____akes | 7. the ____ |
| 3. ____oes | 8. ol ____ |
| 4. ____eople | 9. ____ o ____ |
| 5. ____ome | 10. ____ el ____ |

Teacher Script for dictation:

1. very
2. wakes
3. goes
4. people
5. home
6. school
7. then
8. old
9. job
10. help

Rachel Is Busy

Rachel is very busy. She has three children and she has a job.

She wakes up at 6:00 a.m. She helps her children before school. At 7:30 they wait for the school bus. Then, she goes to English class. She reads and writes in class.



At 12:00, Rachel goes to work. She works for 4 hours. She takes care of old people at home. She is a PCA.

At 4:30 Rachel gets her kids. They go home and cook food. They all eat and talk about their busy day.



Fresh Fish

Look at the picture.

What do you see?

What can you do here?

Do you shop in a store like this?



1. Janet works at a grocery store.
2. She sells fresh fish.
3. She can wash and cut the fish.
4. People like this store.
5. The fish tastes good and doesn't smell bad.
6. Janet likes her job.
7. She works hard.
8. Sometimes it's dirty and smelly work.

9. She stands all day.
10. Her feet hurt.
11. She needs new shoes.
12. When she gets paid she will go to the shoe store.
13. She can buy new shoes.

Fresh Fish

Write YES or NO.

- _____ 1. Janet washes fish.
- _____ 2. Janet has a job.
- _____ 3. The fish is not good.
- _____ 4. Janet cooks fish.
- _____ 5. Janet has good shoes.
- _____ 6. Janet needs new shoes.

Listen. Write the letters.

1. ____tore
2. ____resh
3. ____eople
4. ____irty
5. ____ew
6. goo____
7. doesn' ____
8. jo ____
9. ____ e ____
10. ____ ee ____

Teacher Script for dictation:

1. store
2. fresh
3. people
4. dirty
5. new
6. good
7. doesn't
8. job
9. get
10. feet

Fresh Fish



Janet works at a grocery store. She sells fresh fish. She can wash and cut the fish. People like this store. The fish tastes good and doesn't smell bad.

Janet likes her job. She works hard. Sometimes it's dirty and smelly work.

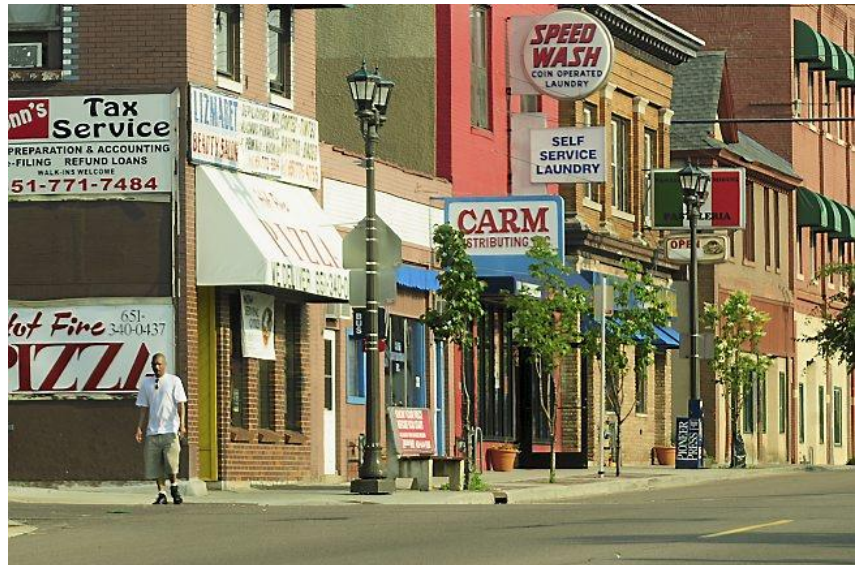
She stands all day. Her feet hurt. She needs new shoes. When she gets paid she will go to the shoe store. She can buy new shoes.

Places in the City

What do you see?

What places are close to your home?

Where do you walk to?



1. Janet lives in the city.
2. She lives in a house.
3. There are many places close to her house.
4. There is a bank.
5. There are two Laundromats.
6. There is a big park.
7. But there is no grocery store.
8. She wants a grocery store.
9. There is no clinic.
10. The clinic is far.
11. She takes the bus to the clinic.

Places in the City

Write YES or NO.

- _____ 1. Janet lives in the city.
_____ 2. She walks to the clinic.
_____ 3. There is no park.
_____ 4. There is a bank.
_____ 5. There is a grocery store.
_____ 6. There are two laundromats

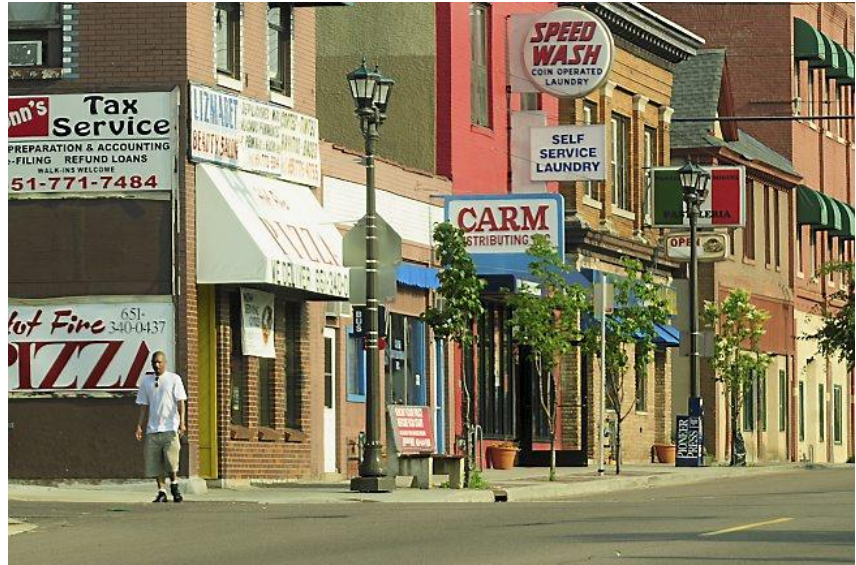
Listen. Write the letters.

- | | |
|--------------|---------------|
| 1. ____ouse | 6. live____ |
| 2. ____any | 7. par ____ |
| 3. ____laces | 8. bi ____ |
| 4. ____ank | 9. bu ____ |
| 5. ____wo | 10. want ____ |

Teacher Script for dictation:

1. house
2. many
3. places
4. bank
5. two
6. lives
7. park
8. big
9. bus
- 10.wants

Places in the City



Janet lives in the city. She lives in a house. There are many places close to her house.

There is a bank. There are two Laundromats. There is a big park. But there is no grocery store. She wants a grocery store. There is no clinic. The clinic is far. She takes the bus to the clinic.

Seeing Signs

Look at the signs.

Where do you see these signs?

What do they mean?

When you see this sign, what do you do?



Seeing Signs

1. Janet lives in the city.
2. She walks to work.
3. Every day she sees many signs.
4. On the street, she looks up.
5. She sees “don’t walk.”
6. So she waits.
7. At work, she sees “entrance” on the door.
8. So she goes in.



9. In the park, she sees “no smoking”.
10. She tells her friend to stop smoking.
11. Sometimes, Janet sees a sign she doesn’t know.
12. She asks her friend, “What does this mean?”



Seeing Signs

Janet lives in the city. She walks to work. Every day she sees many signs.



On the street, she looks up. She sees “don’t walk.” So she waits.

At work, she sees “entrance” on the door. So she goes in.



In the park, she sees “no smoking”. She tells her friend to stop smoking.



Sometimes, Janet sees a sign she doesn’t know. She asks her friend, “What does this mean?”

The Kitchen is Busy

Look at the pictures.

What do you see?

What is his job?

Where does he work?



1. This is Tim.
2. Tim is a cook.
3. Tim works in a restaurant.
4. He works in the kitchen.
5. Today, Tim is making pork.

6. Rob is a prep cook.
7. Rob helps in the kitchen.
8. It is very busy.

9. Tim says, "I need more rice."
10. "Please get a bag of rice."

11. Rob looks at the shelf.
12. He sees cans of green beans.
13. He sees bags of onions.
14. He sees bags of rice.

15. He gets a bag of rice.
16. He gives the rice to Tim.
17. "Here is the rice," Rob says.
18. "Good. Now go cut the pork," says Tim.

The Kitchen is Busy

Write YES or NO.

- _____ 1. Tim is a cook.
_____ 2. Rob gets onions.
_____ 3. Tim cuts pork.
_____ 4. Rob sees green beans.
_____ 5. Rob gets rice
_____ 6. Rob gives the rice to Tim.

Listen. Write the letters.

1. ____ oo ____ 6. ____ a ____
2. ____ ee ____ 7. ____ u ____
3. ____ e ____ 8. ____ ree ____
4. ____ a ____ 9. ____ ea ____
5. ____ ook ____ 10. shel ____

Teacher Script for dictation:

1. good
2. need
3. get
4. bag
5. looks
6. can
7. cut
8. green
9. bean
10. shelf

The Kitchen is Busy

This is Tim. Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork.

Rob is a prep cook. Rob helps in the kitchen. It is very busy.

Tim says, "I need more rice." "Please get a bag of rice."

Rob looks at the shelf. He sees cans of green beans. He sees bags of onions. He sees bags of rice.

He gets a bag of rice. He gives the rice to Tim. "Here is the rice," Rob says. "Good. Now go cut the pork," says Tim.



Story of the Week Lesson Plan

MONDAY Teacher Directions: Story of the Week: Literacy

-Materials: copies of **Mr. White Goes to the Clinic**

Step 1: Context

1. Distribute the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”
2. Read aloud the **questions next to the pictures**. Elicit answers from learners. If no one is able to answer after several attempts, model a simple answer (ie. “I see a man. The man is sick. His head hurts.”) Ask the questions again to the learners.
3. Pre-teach the word ***hurts*** using pictures or pantomime.
4. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text

5. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
7. **Teacher reads and learners repeat** each line of the story.
8. **Practice the text again** with choral reading, partnered reading, or individual reading of separate lines of the text.

Step 3: assess comprehension

9. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
10. **Complete yes/no comprehension questions**. If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
11. **Complete the dictation exercise**. The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in

this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.

12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

TUESDAY Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Review the word ***hurts***.
3. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This "pre-reading" of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Learners practice changing the first sound to create new words (word families)**. Together find the word "**sees**". Each learner copies the word in their notebook (instruct them to drop the 's' to

form **see**). The teacher leads students in copying the word ending three times below the word and saying the resulting sound (“**ee**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:

- tree
- three
- bee

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete or review yes/no questions and dictation, as needed.** Re-read the yes/no questions and dictation words as a group.
10. **Learners underline and circle key words.** This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. Circle the words **sick, hurts, checks**. Underline the words **head, body, medicine**.
11. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

WEDNESDAY Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"
2. Review the word **hurts**.
3. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This "pre-reading" of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = "so-so," thumbs down=I don't understand. Practice the gestures together. Ask all learners: "Do you understand this story?" Learners choose a gesture to describe their level of understanding.

Step 4: Practice Sound/Spelling Correspondence

10. **Lead a [Letter/Sound Drill](#)** (see last page). The target letter/sound for this story is **D**.
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

THURSDAY Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **Mr. White Goes to the Clinic** (paragraph text)

Step 1: Context

1. Distribute new copies of **Mr. White Goes to the Clinic** story. This version is written in paragraph format, instead of list format.
2. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.
3. Ask: **“How many paragraphs?”** Model how to identify and count the paragraphs.
4. Point to paragraph 1. Ask **“How many sentences?”** Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.

Step 2: Practice the Text

5. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
7. **Teacher reads and learners repeat** each line of the story.
8. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

Ask inference questions. Based on the text, ask questions such as “How does he/she feel? What will happen next?” Encourage learners to guess, even if it is not explicit in the text.

9. **Learners evaluate their own comprehension.**

Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

Step 4: Practice Reading Fluency

Write two or three sentences from the story on the board in paragraph form (not a list).

Read the sentence aloud. Read it again in a “robotic” voice. Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

Step 2: Introduce the words **period** and **question mark**

Circle the periods and question marks. Read the sentence again, drawing attention to the way we pause for each period and question mark.

Step 3: Practice with this week’s story

Read the story aloud while learners follow. Ask them to listen for pauses and look for periods and question marks.

Ask learners to read out loud to themselves, practicing the pauses. Learners practice reading out loud with a partner. The partner should listen for pauses and look for periods and question marks.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads.

Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.

Letter/Sound Drill

Learners at all levels of English language learning struggle with the letter sound correspondence in English. At low levels this interferes with their reading because they can't sound out new words. At higher levels it makes spelling a challenge. This drill, when used regularly, can help learners develop a better understanding of letter sound correspondence.

Objective: to reinforce letter sound correspondence in the context of a broader lesson

Materials:

- Colored pencils or thin-tipped highlighters.

Description:

1. Choose a spelling pattern that occurs several times in a previously taught story or worksheet.
 2. Write the letter or letters on the board (ex. Sh)
 3. Tutor repeats the spelling and sound several times (ex. "S-H says /sh/")
 4. Tutor models writing the letters 5 times while repeating the spelling and sound (ex. "S-H says /sh/")
 5. Learners trace the letters on the table 5 times with their finger while repeating the spelling and sound.
 6. Learners write the letters in their notebook 5 times while repeating the spelling and sound.
 7. Learners use colored pencils or highlighters to trace the letters where they appear in the story or worksheet.
1. Review responses as a class.
 2. Learners copy words with the correct sound in their notebook.
 3. Learners practice reading the copied words with a partner.

Suggestions:

- Begin with consonants that have only one sound and work into spellings that have multiple sounds (ex. G as in *giraffe* or *girl*)
- When working with a spelling that has multiple sounds, introduce only one sound at a time. Learners should only highlight words with that *sound*. (ex. If you are teaching that "G says /g/ [like goat]" learners would highlight the G in *girl* and *garden* but not the Gs in *laughing*.)