



# Community

## Literacy DuPage Lesson Plan Packet



# Introduction

Adult learners seek out personal, 1-on-1 tutoring for many reasons. As tutors, it's important to plan lessons around a learner's goals, their level, and what is relevant to their lives. Once you have an idea of your learner's abilities, goals, and use of everyday literacy, lesson planning can begin.

This packet was developed to aid tutors in creating lessons and developing their toolkit of activities. The lessons at the end of this packet may be used as standalone lessons, but the true purpose of the packet is to provide inspiration and resources as you work to plan lessons and activities based on your learner's goals.

This packet covers the topic of **community**. It's meant to help a tutor prepare lessons that help a learner practice language skills for a variety of situations as they navigate the community. Whether your learner is new to the community or has been navigating life in the U.S. for years, practicing survival skills in English is essential.

## List of topics covered in this packet:

- Places around town
- Business hours
- Navigation and maps
- Schools
- Visiting the library

# Places Around Town

## Skills related to places around town:

- ☐ Name common stores and services in the community
- ☐ Identify purposes for visiting places around town
- ☐ Describe locations using prepositions of place
- ☐ Ask where a business is located
- ☐ Look up information about a place in the community
- ☐ Everyday conversations related to accessing community services

## Ideas for practicing these skills:

- Practice reading and writing the names of places in the community, and match written terms with pictures
- Write a paragraph about what places are in their neighborhood
- Practice a dialogue making a simple transaction at the post office
- Peruse the local park's department website for information about current programs

## Resources:

1. Use [this video](#) to see if your learner can guess the place in the community! You can pause the video for further instruction or discussion.
2. Quiz your learner on spelling [with this clue-based worksheet](#).
3. Read [this story](#) about a man who drives all over town.
4. Create a list of conversation cards about their community (Which is your favorite park? What kinds of restaurants are near you? Where is your favorite place to get coffee? Do you like your neighborhood?) and pull them out to ask each other.
5. Use Google to search for places in their neighborhood, and click on "images." For speaking practice, ask your learner to describe each picture. For writing practice, they can write a sentence, or even just a few words, about the places they see on Google Images.

# Business Hours

## Skills related to essential business hours:

- ☐ Read and understand business hour signs on storefronts and online
- ☐ Ask about business hours
- ☐ Describe when businesses and services are open or closed
- ☐ Plan a rough schedule around when places in the community are open

## Ideas for practicing these skills:

- Use Google Search or Google Maps to search for a list of local businesses. Practice asking and giving information about hours of operation from these searches.
- List words used to make sentences about business hours, such as “When does the bank open on Thursday?” or “When does the library open on Tuesday?” Include multiple examples of places in the community, and every day of the week. Cut up the words and have your learner work to create questions with them, then copy the questions onto a piece of paper.
- Take a walk around your local library (if it’s a walkable area) and look for hours of operations signs. Ask your learner questions about the signs you see.
- Give your advanced learner a list of errands to run (theoretically), and give them a time frame (a Saturday morning, for example). Have them look up hours of operation of where they have to go and draw up a schedule of how they’ll use this information to get to all of the places they need to.

## Resources:

1. [Minnesota Literacy Business Hours Activity](#)
  - a. Use this activity to check your learner’s understanding of a series of business hours. Use the example hours pages, the worksheets at the end, or both.
2. Use [this dialogue](#) to practice a conversation about business hours. Expand the activity by writing your own dialogue or doing a role play.
3. Use [Yelp.com](#) to search several businesses in your neighborhood and identify where you can find the business hours on the page.

# Navigation and Maps

## Skills related to navigation and maps:

- ☐ Using an app-based GPS to find places in the community
- ☐ Using an app-based GPS to get directions from their current location to a place in the community
- ☐ Understanding maps of large buildings, including malls, schools, and offices
- ☐ Using prepositions to describe locations on a map

## Ideas for practicing these skills:

- Give your learner a list of places to search on Google Maps, Apple Maps, Waze, or another GPS app. Have them write the time it takes to get to each place and the number of miles.
- Practice giving directions in the library where you meet. Choose a few locations (the children's section, the main desk, the women's bathroom, etc.) and give your learner written or oral directions to each place, and see if they can find it!
- Give your learner a description of a mall or a street. Orally describe where each place is, and have them draw or fill out a map based on your description.

## Online resources:

1. [Beginning level places around town map with true/false questions](#)
2. [Ideas on how to use Google Maps in class](#)
3. [This activity](#) from <https://en.islcollective.com/> has a brief picture dictionary with directions, a map to practice giving directions, and prepositions review. You can use the map (or any other map!) as a board game, and move a small object around it as you describe the directions.
4. [This page](#) from Teach This has a lot of great interactive materials and ideas for teaching with maps and directions.

# Schools

## Skills related to schools:

- ☐ Filling out a registration form for their child
- ☐ Locating the district where they live
- ☐ Naming levels of schooling and grades in the US system
- ☐ Identifying the purpose of higher education
- ☐ Reading communication from their child's school, such as flyers or emails
- ☐ Asking and answering questions during a parent-teacher conference

## Ideas for practicing these skills:

- Practicing a dialogue appropriate for a parent-teacher conference
- Creating cards with ordinal numbers for each grade, and putting them in order
- Researching job openings on the internet, and identifying what schooling is required for the positions
- Writing simple sentences about their children's grades and schools and/or their own educational history

## Online resources:

1. [Video lesson on US school system](#) - listening comprehension with quiz questions
2. [A live worksheet](#) with a video lesson and drag-and-drop activities
3. [A story](#) about a child starting school
4. [A story](#) about an adult going to school
5. [An example school registration form](#) your student can fill out online
6. [A printable example school registration form](#)

# Visiting the Library

## Skills related to visiting the library:

- ☐ Locating their local library
- ☐ Completing an online or paper application for a library card
- ☐ Finding materials at the library
- ☐ Listing services and materials available at the library
- ☐ Navigating the library website and e-materials

## Ideas for practicing these skills:

- Fill out an example library card application
- Brainstorm questions to ask the librarian at the library where you meet, and practice a dialogue or role play
- Do a scavenger hunt around the library
- Have your learner practice reserving a room for your sessions every week
- Learn verbs for common actions at the library

## Online resources:

1. [Library Checkout Dialogues](#) from the IDEA curriculum
2. [Example library card application form](#) (online version)
3. [Example library card application form](#) (paper version)
4. [Library scene picture dictionary](#)
5. [Library Scavenger Hunt worksheet](#)
6. [“Library” article from EL Civics](#)

# One-Page Lesson Plans

## Levels 0-2 ESL - Business Hours

Student will be able to ask and answer questions about the library's weekly hours.

	Activity	Materials
<b>Warm-up</b>	Show student photo of closed library doors (or go to the front of the library where you are meeting and look at the hours sign on the doors!) Ask: "Is it open?" and "Tell me about this picture."	<a href="#">Photo of Library Doors</a>
<b>Presentation</b>	Show a copy of the business hour sign. Model asking and answering questions like "When does the library open on Tuesday?" and "When does the library close on Friday?" and point out the answers.	<a href="#">Library Hours Sign</a> , or something you make yourself, or the sign outside of your own library.
<b>Making Questions</b>	Model making some questions with the word cards, and switching out words like "open" and "close" and the days of the week to show the sentence structure. Dictate some questions while the learner puts them together with the cards. Ask the learner to make questions on their own. Copy some questions onto paper.	<a href="#">Library Hours Word Cards</a> <i>Cut up ahead of time, or write them on notecards.</i>
<b>Library Hours Info Gap</b>	Keep page 1 of the info gap activity for yourself, giving your learner page 2. Ask each other questions to find out the missing hours on your sheets, and write down the answers. Check with each other to make sure your notes are correct!	<a href="#">Library Hours Info Gap</a>
<b>Library Website Hours Search</b>	Use page 3 of the info gap activity document. Use Google to look up the website for your library. Locate where the hours are listed, and have the learner fill out the page with the daily hours.	<a href="#">Library Hours Info Gap</a>
<b>Wrap-up</b>	What other places in the community do you need to ask for the hours? Where can you find the hours for other places? How can they use what we practiced in the next week?	



# One-Page Lesson Plans

## Levels 3-4 ESL - Places Around Town

Student will be able to speak and read about activities at common places in town.

	Activity	Materials
<b>Warm-up</b>	Ask student a few conversation questions to activate background knowledge and see what they know about places around town. Examples: What city do you live in? What do you like about living in ____? What businesses and places do you have in your neighborhood? Where do you go grocery shopping? Etc.	Conversation cards (optional: write conversation questions on notecards to pick from a pile and read to each other)
<b>Presentation</b>	Tell the learner that you're going to practice talking and writing about places in the community. Read each of the 16 clues from the worksheet to them out loud, asking them to guess which place you're describing.	<a href="#">16 Clues Spelling Activity</a> (don't give the learner a copy yet)
<b>Spelling Practice</b>	Give student a copy of the 16 Clues worksheet. Prompt them to read through the worksheet and write out the answers by filling in the missing letters. Support as needed.	<a href="#">16 Clues Spelling Activity</a>
<b>LEA</b>	Ask your learner to choose 5 places from the Clues activity (or any other places around town they wish to write about). Start with the first place they chose. Have them tell you what activities they do there, how often they go, how far away it is from their house, or whatever else they'd like to communicate. Write down exactly what they say, not correcting grammar as you write. Do this for each place they picked.	<a href="#">16 Clues Spelling Activity</a> Notebook
<b>Reading</b>	Read your learner what they told you, and then ask them to read to/with you a few times. If they notice anything they'd like to change, add, or correct, help them do that.  To tack on a writing activity, ask them to copy the writing into their notebook, making any corrections they'd like to.	Tutor's writing from previous activity
<b>Wrap-up</b>	Encourage them to write some sentences about other places around town for practice. ASk them what other places in the community they want to learn about or practice next session.	

# One-Page Lesson Plans

## Levels 5-6 ESL - Education in Their Life

Student will be able to read and answer comprehension questions about a personal story about education, and write their own version of the story.

	Activity	Materials
<b>Warm-up</b>	Chat with your learner about your educational journey, highlighting aspects that are the norm for the U.S. school system. Ask them if they'd like to share about their education or their children's.	
<b>Pre-reading Questions</b>	Tell your learner that today you're going to read a story about someone's education. Preview the story, going over the 2 pre-questions and the vocabulary list. Use a phone or other internet-connected device to practice the vocab with e-flashcards.	<a href="#">Education in my Life Story</a> <a href="#">E-flashcards for the vocab words</a>
<b>Reading</b>	Model reading the story to your learner as they listen. Next, read together and/or have them read the story to you. Invite them to ask any questions, and ask a few comprehension questions in between readings.	<a href="#">Education in my Life Story</a>
<b>Post-reading questions</b>	Review the post-reading questions. Ask the learner to identify exactly where in the story they found these answers.	<a href="#">Education in my Life Post-reading Questions</a>
<b>Writing</b>	Take a look at the two writing questions on the Post-Reading document. Have your learner choose one of the prompts, and write a story on the paper or in their notebook. Review and edit together.	<a href="#">Education in my Life Post-reading Questions</a>
<b>Wrap-up</b>	Ask your learner what goals they have for their own education, or their children's. See what other topics related to education they'd like to practice for the next session.	

# One-Page Lesson Plans

## ABE - School Pressures

Student will be able to identify pros and cons of schooling, read a story about pressures on adults in school, and write a short essay on a related topic.

	Activity	Materials
<b>Warm-up</b>	Talk about the positives and negatives of education. This can include schooling in any country they're familiar with, and at any level. Make a pros and cons chart	Notebook
<b>Pre-Reading</b>	Introduce your learner to this story about pressure on adult students. Preview the story, going over the 2 pre-questions and the vocabulary list. Use a phone or other internet-connected device to practice the vocab with e-flashcards.	<a href="#">Pressure of an Adult Student</a> (Online copy) <a href="#">Pre-Reading Questions</a> <a href="#">E-flashcards of vocab words</a>
<b>Reading</b>	Model reading the story to your learner as they listen. Next, read together and/or have them read the story to you. Invite them to ask any questions, and ask a few comprehension questions in between readings.	<a href="#">Pressures of an Adult Student</a>
<b>Post-reading</b>	Take a look at the two writing questions on the Post-Reading document. Have your learner choose one of the prompts, and write a story on the paper or in their notebook. Review and edit together.	<a href="#">Post-Reading Questions</a>
<b>Wrap-up</b>	Expand the conversation. Ask your learner what would help provide solutions to the pressure they or their children might feel with schooling. Take notes to generate ideas for a writing prompt for next session.	