



# Survival Kit

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. They are not meant to be used as standalone lessons, rather 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 **survival skills**. 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:

- Personal Information
- Essential Language Basics
- Basic Internet Skills
- Emergency Services
- Date & Time

# Personal Information

## Skills related to personal information:

- ☐ Read and write name, address, and any other contact information
- ☐ Respond to oral inquiries about personal information
- ☐ Fill out basic forms both online and on paper

## Ideas for practicing these skills:

- Match personal info data to labels (e.g. the words “zip code” to their own zip code)
- Filling out a short form on paper and typing it into an example online form
- Asking each other for personal information, dictating answers, writing them down, and checking the information
- Fill out an “in case of emergency” card for their wallet, or an electronic version to keep on their phone

## Resources:

1. Use Google Forms to create simple online forms to help your learner practice filling out information online using any device:
  - a. [Google Forms](#)
  - b. [How Create Contact Information Form \(Video\)](#)
2. [Card matching activity for name and address](#)
  - a. Study the terms on the cards with your learner and write their answers in the matching blank box
  - b. Cut up the cards and match them
  - c. This page can also be used for dictation activities
3. [An example of a paper form template to use with learners](#)

# Essential Language Basics

## Skills related to essential language basics:

- ☐ Pronounce and write the letters of the alphabet
- ☐ Speak and write numbers

## Ideas for practicing these skills:

- Ask the learner to spell out the names of everyone in their family
- Practice dictation and strategies for spelling words clearly, especially over the phone
- Exchange telephone numbers, zip codes, and birthdates
- Create number cards and put together numbers of various sizes to practice reading out loud

## Resources:

1. [Handwriting worksheet generator](#)
  - a. Use this website to make lettering practice relevant to your learner by creating traceable worksheets with words they need to know how to write (names, address, etc.)
2. [How to Teach the Alphabet to Adults](#)
  - a. Many of us are familiar with methods and activities for teaching the alphabet to children, but we can't apply the exact same thing to adult learners. This article has great recommendations for helping adult learners use the alphabet, as well as a list of materials and helpful activities
3. [What's the Number for...? Activity](#)
  - a. Use this activity with your learner to practice writing and speaking phone numbers clearly.
  - b. You may wish to make a version of this activity with real numbers from around your learner's community.

# Basic Internet Skills

## Skills related to basic internet skills:

- ☐ Creating and using an email address
- ☐ Creating and keeping track of secure passwords
- ☐ Using a browser and searching by keyword
- ☐ Using a GPS map to get directions to a location
- ☐ Getting basic information (hours for a business, community events, library website) from an internet search

## Ideas for practicing these skills:

- Create an email account with a strong password
- Send an email to your learner with information about your next session
- Do an internet scavenger hunt on a website of interest to your learner
- Identify a community location to search for on a maps app or website and read through directions from your learner's house to this location

## Online resources:

1. [Email Lesson Plan Ideas](#)
  - a. Many students need a hands-on walkthrough of how to create an email address and send basic emails. This article has ideas on how to move past simple how-tos and get into the language of emails. This would be best for more advanced ESL or ABE students, but these ideas can be helpful for any level.
2. [NorthStar Digital Literacy](#)
  - a. Free assessments and lots of lesson plans and checklists to help students build digital literacy skills, especially in the areas of basic computer skills, email, internet basics, Microsoft Word, and career search skills
3. [Internet Scavenger Hunt](#)
  - a. A collection of worksheets and answer keys to use for an internet scavenger hunt with your student. All worksheets have an example website to access to find the information. [Here is an example on the 4 seasons.](#)
  - b. You can adapt this idea to create scavenger hunts for helpful community websites that your students need to visit.

# Emergency Services

## Skills related to emergency services:

- ☐ Identifying services available in the community and their emergency and non-emergency phone numbers
- ☐ Accessing information about weather-related emergencies and closures
- ☐ Calling 911 and giving basic information
- ☐ Understanding home safety (alarms, detectors, fire escape plan, etc.)
- ☐ Reading safety signs in the community and at work

## Ideas for practicing these skills:

- Listen to example 911 calls
- Practice dialogues related to 911 calls
- Fill out a card with emergency and non-emergency service numbers and an emergency contact
- Internet search for local emergency information, such as school closures
- Matching safety signs to their meaning
- Reading a story or fire department website about home fire safety

## Online resources:

1. Example 911 Calls (Listening activity)
  - a. [Medical Emergency](#)
  - b. [Police Emergency](#)
  - c. [Fire Emergency](#)
2. Use a worksheet like [this](#) to help your student learn a variety of safety signs, particularly for a work-based setting.
3. Plan a lesson on home fire safety. Study an infographic like [this one](#) as a reading activity.

# Date & Time

## Skills related to date and time:

- ☐ Ask for and give time (analog and digital)
- ☐ Read and write the days of the week and months of the year
- ☐ Write the date in a variety of formats
- ☐ Use a paper and electronic calendar

## Ideas for practicing these skills:

- Fill out a calendar with your meeting times and other important dates
- Create word cards with day and month names and place them in order
- Read the time in a variety of formats (3:15, three fifteen, quarter after three, etc.)
- Create a paper calendar together, filling in the numbers and names
- Place a marker on a random calendar day and have the learner write the date in different format

## Online resources:

1. [Simple calendar month template](#). Create one of these on the first tutoring session of every month. The learner needs to fill in the dates, days of the week, month, and any important dates coming up. You can also use this time to put your upcoming tutoring sessions on the schedule.
2. If your learner would like to practice telling time, they may prefer to learn to read digital clocks, analog clocks, or both. Repetitive worksheets like [this](#) can help them practice reading analog time.
3. [This page](#) has a lot of helpful materials on learning to write and say the date in English.

# One-Page Lesson Plans

## Levels 0-2 ESL - Emergency Services

Student will be able to answer 3 basic questions about a car accident.

	Activity	Materials
<b>Warm-up</b>	Show student photo of car accident. Elicit any English to describe the photo. Ask questions about their experience. Tell them the topic of the lesson.	<a href="#">Photo of accident</a>
<b>Presentation</b>	Teach vocabulary. Model and explain the words, using photos. Eventually, have student repeat after you.	Vocabulary list and pictures (from Oxford Picture Dictionary or Google Images): <i>Car, accident, driver, hurt, ambulance, 911</i>
<b>Vocabulary Practice</b>	Orally prompt the student to match the vocabulary to the photos. Change the order, cut them out and mix them up, and ask them to identify the photos using a variety of sentence stems, e.g. "There is a _____ (car, accident, driver, ambulance)" or "She is _____ (hurt)"	Vocabulary list and pictures
<b>Picture Scene</b>	Look at the picture scene together. See what vocabulary or sentences the student can identify in the picture	<a href="#">Picture scene</a>
<b>Question Practice</b>	Model asking and answering these questions: <i>How many cars are in the accident? (2)</i> <i>Is a driver hurt? (yes)</i> <i>Is an ambulance there? (yes)</i> Have learner answer the questions. Expand practice by asking other questions and/or having the learner give more detailed answers.	<a href="#">Picture scene</a>
<b>Wrap-up</b>	Discuss calling 911. Does the learner know they can ask for an interpreter? Review, recycle, and repeat vocabulary and language scene in next session, adding to the vocabulary list and the detail.	



# One-Page Lesson Plans

## Levels 3-4 ESL - Emergency Services

Student will be able to understand questions and vocabulary in a phone call to 911 about a house fire.

	Activity	Materials
<b>Warm-up</b>	Show student photo of a home on fire. Elicit any English to describe the photo. Ask questions about their experience. Tell them the topic of the lesson.	<a href="#">Photo of house fire</a>
<b>Presentation</b>	Teach vocabulary. Model and explain the words, using photos. Eventually, have student repeat after you.	Vocabulary list and pictures (from Oxford Picture Dictionary or Google Images): <i>Fire, burning, address, firefighter, inside, outside, fire truck</i>
<b>Vocabulary Practice</b>	Orally prompt the student to match the vocabulary to the photos. Change the order, cut them out and mix them up, and ask them to identify the photos using a variety of sentence stems.	Vocabulary list and pictures
<b>Listening Video</b>	Play the video for the student and listen to the video together a few times. Ask comprehension questions to listen for what the learner has understood. Ask learner to listen specifically for what questions the dispatcher asks. Ask learner to identify any new vocabulary. You may wish to expand this activity by providing a transcript of the video and leaving some sections blank for learners to fill in.	<a href="#">House Fire Video</a>
<b>Dialogue</b>	Present a short dialogue (see suggestions to the right) and practice it with your learner several times, switching roles.  For higher learners, write a dialogue together and/or role play.	You may use: <ul style="list-style-type: none"> <li>- A transcript from the house fire video</li> <li>- A dialogue you prepare ahead of time using the vocabulary above or from a picture like <a href="#">this</a>.</li> <li>- A dialogue you and your learner write together</li> </ul>
<b>Wrap-up</b>	Discuss calling 911. Does the learner know they can ask for an interpreter? Review, recycle, and repeat in the next session. Repeat with other 911 listening videos (see right)	<a href="#">Medical emergency video</a> <a href="#">Police emergency video</a>

# One-Page Lesson Plans

## Levels 5-6 ESL - Emergency Services

Student will be able to answer questions about a video on fire prevention in the kitchen.

	Activity	Materials
<b>Warm-up</b>	Show student photo of a kitchen fire. Elicit any English to describe the photo. Ask questions about their experience. Tell them the topic of the lesson.	<a href="#">Photo of kitchen fire</a>
<b>Vocabulary</b>	Teach vocabulary. Model and explain the words, using photos if needed. Have student repeat after you. You may wish to include fill-in-the-blank, using the words in sentences, etc. for extra practice	Vocabulary list and pictures if needed: <i>Kitchen, grease fire, smother, stove, burner, broiler</i>
<b>Video Presentation</b>	Watch the video, starting at 1:20 and ending at 4:25. Have the learner listen and watch as many times as they'd like.	<a href="#">Kitchen fire prevention video (start at 1:20 and end at 4:25)</a>
<b>Video Worksheet</b>	Give the student questions from the video. Read the questions together. If they can answer them now, they can write their answers. Re-watch to find any answers they need, and to check their answers. Go over it together.	<a href="#">Video worksheet (page 26 of this document) and teacher answer key (page 25)</a>
<b>Should/Shouldn't with fire rules</b>	Go over the Should and Shouldn't worksheet. Have the learner fill in the vocabulary and answer with should or shouldn't.	<a href="#">Should or Shouldn't activity (page 28 of this document) and teacher answer key (page 27)</a>
<b>Wrap-up</b>	Ask learner to write down three rules they want to remember about kitchen fire safety (this can also be done as homework).	

# One-Page Lesson Plans

## ABE - Emergency Services

Student will read about family safety plans and create one.

	Activity	Materials
<b>Warm-up</b>	Show learner emergency contact form. Ask if they have ever filled one out for themselves or someone else. Discuss why it's important to be prepared in the event of an emergency. If learner has not filled out the form before, practice together.	<a href="#">Emergency contact form</a>
<b>Presentation</b>	Read about making an emergency plan from Ready.gov. Practice echo, choral, or diad reading depending on your learner's level and comfort. Have them identify any vocabulary that is new to them. Follow up with comprehension questions.	<a href="#">Making an emergency plan article</a>
<b>Review the communication plan</b>	Ask if your learner has a plan for their family in any emergencies. Discuss this and perhaps share your own experience. Take a look at the Family Communications Plan. Decide what it is useful for. Cross out any information that is unavailable or not relevant for them.	<a href="#">Family communication plan</a>
<b>Make a communication plan</b>	Fill out the communication plan together. Locate information they don't know off the top of their head on their phone or another internet device.	<a href="#">Family Communication Plan</a>
<b>Wrap-up</b>	<p>If there was any information in the plan that they did not find, have them find it before their next session.</p> <p>Their homework could be to discuss emergency plans and the communication plan with their family (in English if possible).</p>	