

Teacher's Activity Guide

for

abc

English

BOOK ONE

Teacher's Activity Guide for abc English: Book One

Sample Lesson Outline

abc English: Book One Activities

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APPENDIX

Phonics Foundation Skills Activities:

- A. abc Letter Names and Sounds
- B. 2 Sounds Together and 3 Letter Words
- C. Extra Sounds and Blends
- D. Capital and Small Letters
- E. Short and Long Vowels

Spelling List Activities

Sample Lesson Planning Grid

Sample Lesson Outline

Use this sample lesson outline to plan lessons using *abc English: Book One* and the activities in the *Teacher's Activity Guide*. See the appendix for a sample Lesson Planning Grid.

1. Phonics Review

(15-20 minutes)

Each day, review and recycle one of the following Phonics Foundation Skills. For example:

- Every Monday: review abc Letter Names and Sounds
- Every Tuesday: review 2 Sounds Together and 3 Letter Words
- Every Wednesday: review Extra Sounds and Blends
- Every Thursday: review Capital and Small Letters
- Every Friday: review Long and Short Vowels

See the appendix for a variety of activity ideas for each Phonics Foundation Skill area.

2. Reading and Vocabulary Lesson

(40-60 minutes)

Teach one of the 60 lessons described in the *Teacher's Activity Guide*. Follow this pattern:

- Before Reading -- Spend 20 to 30 minutes on verbal activities to introduce and thoroughly practice using the vocabulary in speaking and listening activities before reading.
- During Reading -- Read the text together as a class. Use a projector to show a large image of the page on the board so students can follow and read together easily. Model reading strategies and techniques for figuring out words.
- After Reading -- Ask students to generate words, phrases, or sentences they remember from the reading. Write them on the board and have students copy in notebooks. Have students open their individual *abc English* books to the appropriate page and give them time to re-read the text in pairs or individually while the teacher circulates and listens.

3. Spelling Practice

(10-15 minutes)

End the lesson with spelling practice to reinforce phonics, reading, and writing concepts.

Teach and practice one spelling list each week (or each four to six times your class meets).

See the appendix for spelling lists and spelling activities.

2. Sight Word - the

Before Reading:

Use one or more of the following activities to introduce the sight word “the”:

Teacher: “What’s missing?”

Student: “the hat”

2.1 Name the Items

You will need: Approximately 15 to 20 small items:

pen	dollar	bag (plastic)
car (toy)	cup	water bottle
big car (toy)	cell phone	banana
book	wallet	shirt
shoe	pencil	notebook
marker	scarf	hat

Place all of the items on a table, lined up in a row. Review and repeat the item names. Teach that when you are talking about a specific item, you often use the word “the” next to the name of the item. Point to each item and name the items again, this time with “the” in front of each item name: “the book”, “the pen”, “the cup”, etc.

2.2 Speak Slow, Medium, and Fast

Lead the class in speaking the following sentences at slow, medium, and fast speeds:

“Give me the pen.”

“Give me the book.”

“Give me the cup.”

“Give me the wallet.”

When speaking slowly, use actions to emphasize the meanings of the words. When speaking fast, model saying the words like a native speaker, as in: “Excuse me, can you gimme th-pen?”.

2.3 What’s Missing?

You will need: A variety of small items from Activity 2.1 and a box to cover an item

Line up all of the 15 to 20 small items in a long row on the table. Practice saying all of the item names in order, starting at one end of the line of items and finishing at the other.

Choose one student to come to the front. Have that student choose a second student and tell him or her to stand up and face the back of the room. While the standing student is looking away, direct the student at the front to place an upside down box over one of the items. Have the standing student turn around and try to remember which item is under the box. Prompt the student to use “the” next to the item name.

Repeat with other pairs of students. For an added challenge, have the student at the front mix up some of the items so they are no longer in order.

2.4 Give Me the _____.

You will need: A variety of small items from Activity 2.1 and a box or bag to hold the items

Place all of the items out on a table. Review and repeat the item names. Choose two students to participate. Have one student stand holding a box or bag and give directions to the other student:

Student 1: “Give me the _____.”

Student 2: (Get the item and place it in the box)

Prompt student to use “the” with each request. Continue until all of the items are in the box. Repeat with other pairs of students.

During Reading:

abc English: Book One, Page 36

- Use a projector to show a large image of the page OR Have all students open books to the appropriate page.
- Call on students to find and circle the word “the” in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some phrases with “the”.
- Write a list of several phrases with “the” on the board.
- Have students copy phrases in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

3. Sight Word - in

Before Reading:

Use one or more of the following activities to introduce the sight word “in”:

3.1 In the Box, Bag, or Trash

You will need: A large bag, a big box, and a trash can and a variety of small items, including some that belong “in the trash”:

pencil	book	pen
cell phone	money	wallet
keys	cup	candy
banana peel (or other trash)		
empty water bottle (or other trash)		
some crumpled up paper (or other trash)		

Lay out all of the small items on one half of a large table. On the other half of the table, place a large bag, a large box, and a trash can. Point, name, and repeat each of the items.

Teach students that there are many different words people might use for “trash can”, such as garbage can, waste bin, waste basket, or rubbish bin. For the activity, use the word that you think students will most typically hear in your region.

Demonstrate the word “in” by placing an object “in the bag”, “in the box”, and “in the trash”. Have students repeat the phrases after you.

Call on a student to come to the front. Hold up an item and prompt the student to give you directions to put the item in the bag, in the box, or in the trash:

Teacher: (holding book) “Where should I put this?”

Student: “in the bag”

Continue until all of the items are in the box, bag, or trash.

3.2 Line Up Game

You will need: Same items from Activity 3.1

Set up all of the small items on the table as in Activity 3.1. Split the class into two groups and have each group form a line on either side of the table. Direct the first person in one line to give instructions to the first person in the other line:

Student 1: “Put the ____ in the _____”.

Student 2: (Follow the directions)

After following the directions, have the two students sit down. Continue with the next students in each line until all have participated.

3.3 In the Office, Cafeteria, Restroom

You will need: Three printed signs for an OFFICE, CAFETERIA, and RESTROOM. Use Google Images to search “office sign”, “restroom sign”, and “cafeteria sign”. Print page-sized images of each.

Print or make three signs: OFFICE, CAFETERIA, and RESTROOM. Hang each sign in a separate corner of the room. Explain each sign. Talk about the different words people might use for “restroom”, such as bathroom, washroom, men’s room, women’s room, or ladies’ room.

Ask two or three students to come stand next to each sign. Point to each standing student and lead the class in making sentences such as:

“Joh is in the office.”

“Ulukeya is in the restroom.”

“Madina is in the cafeteria.”

Emphasize “in” in each sentence. Follow up by asking questions about the standing students:

Teacher: “Where is Madina?”

Students: “In the cafeteria”

During Reading:

abc English: Book One, Page 37

- Use a projector to show a large image of the page OR Have all students open books to the appropriate page.
- Call on students to find and circle the word “in” in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some phrases with “in”.
- Write a list of several phrases with “in” on the board.
- Have students copy phrases in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

7. Subject Pronoun Chart

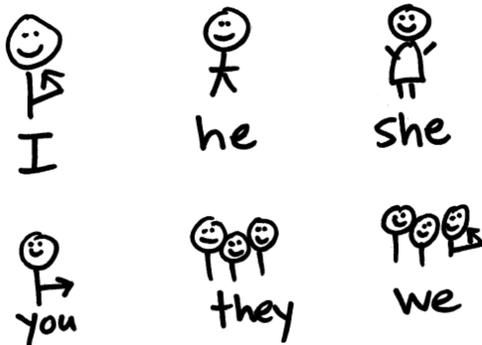
Before Reading:

Use one or more of the following activities to introduce Subject Pronouns:

7.1 Drawing Time

You will need: Whiteboard and markers

Draw the following pictures on the board:



Explain and label the pictures. Point to each picture, say the word, and have students repeat after you. Have individual students come to the board to point to and say all of the pronouns. Have students copy the pictures and labels in their notebooks.

7.2 Speak Loud and Louder

Lead students in saying the following sentences. Point to self or others for an example of the pronoun for each.

- "I go to English class."
- "You go to English class."
- "He goes to English class."
- "She goes to English class."
- "They go to English class."
- "We go to English class."

Have all of the students stand. Repeat the sentences again, this time a little louder. Have all of the students do five jumping jacks. Repeat the sentences one more time, even more loudly.

7.3 People as Props

Arrange seven students in the following manner:

- Student 1: Stand in the front center of the room.
- Student 2: Stand facing Student 1 and shake his hand.

Student 3 (male) and Student 4 (female): stand separately on one side of the room.

Students 5, 6, and 7: stand in a small group on the other side of the room.

Tell the class that Student 1 will speak and all of the other students should be quiet. Teach Student 1 to say:

- "I go to English class." - point to self
- "You go to English class." - point to Student 2
- "He goes to English class." - point to male Student 3
- "She goes to English class." - point to female Student 4
- "They go to English class." - point to Students 5, 6, and 7.
- "We go to English class." - wave hand around to indicate "everybody"

Replace Student 1 with a different person and repeat the activity several times.

7.4 Look, Remember, Write

You will need: Whiteboard and markers

Draw the six pronoun pictures and labels on the board, as in Activity 7.1. Choose a student to come to the front. Point to one of the words and tell the student to look at it and memorize it. After a minute, erase the word. Ask the student to write the word in the same place where you just erased it. Continue with other words and students.

Conclude by asking a more advanced student to come to the board. Give the student a few seconds to look at the words, then erase all of the words and have the student try to write them back where they belong.

During Reading:

abc English: Book One, Page 41

- Use a projector to show a large image of the page OR Have all students open books to the appropriate page.
- Read the entire page together as a class.
- Call on individual students to read each word.
- Talk about example sentences with each of the subject pronouns. For example, "I go to English class."

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some sentences with subject pronouns and write a few on the board.
- Have students copy sentences in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

8. Pronoun - I

Before Reading:

Use one or more of the following activities to introduce "I":

Not OK - search "boy thumbs down"
sick - search "sick child"
not sick - search "walking for exercise"

8.1 Speak Loud and Louder

Teach students that when you talk about yourself, you use the word "I". Have students repeat the following sentences. Point to yourself each time you say "I", and have students point to themselves:

"I, I, I, I, I" (repeat "I" 5 times and point to self)
"I am a student."
"I go to school."
"I go to _____ (school name)."
"I speak English."
"I read books."
"I like my class!"

Have all of the students stand and repeat everything again, this time a little louder. Have the students turn around five times. Repeat once more, even louder.

8.2 Stopwatch Game: "I am from"

You will need: Stopwatch

If you have a large class, split the students into two teams. Have each team stand in a line on opposite sides of the room. Teach students to say "I am from ____". Emphasize "I". Have students point to themselves when they say "I".

Choose one team to start. Have each student say "I am from ____ (country name)" one at a time all the way down the line, as fast as possible, until the whole team is finished. Use a stopwatch to see which team can finish the fastest.

For a small class, instead of splitting into two teams, play the game as a whole group. Use the stopwatch to try to get faster times each time the group goes down the line.

8.3 Emotions - Pictures

You will need: A collection of images of people expressing a variety of emotions. See below for ideas.

Use Google Images to create a collection of photos of faces expressing the following emotions: happy, sad, OK, not OK, sick, and not sick. Use the following search terms:

happy - search "happy girl african"
sad - search "crying girl african"
OK - search "boy thumbs up"

Talk about each of the photos and teach the vocabulary: happy, sad, OK, not OK, sick, and not sick.

Stand in front of the photo projected on the screen as if you are the person in the picture. Point to yourself and say "I am happy" (or the emotion depicted in the photo). Repeat for all of the other photos of emotions. Choose a student to come stand in front of the photos and practice making sentences such as "I am happy", "I am sad", etc.

8.4 Situation Cards - "I am Happy"

You will need: The Activity 8.4 Situation Cards on the following page, copied and cut apart

Copy the Activity 8.4 Situation Cards on the following page, cut the cards apart, and put them in a small box or cup.

Choose eight students to come to the front and form a line. Have the first student in line choose a Situation Card out of the cup. Read the card to the class and act out the situation. When the class understands the situation, ask the student "How are you?" The student should respond with "I am happy", "I am sad", "I am sick", or "I am OK". Repeat with the rest of the students in line and the rest of the Situation Cards.

During Reading:

abc English: Book One, Page 42

- Use a projector to show a large image of the page OR Have all students open books to the appropriate page.
- Find and circle the word "I" in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some phrases with "I".
- Write a list of several phrases with "I" on the board.
- Have students copy phrases in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">When you were walking outside, you looked down at the sidewalk and found \$50. You are lucky!</p> <p style="text-align: center;">☆ ☆ ☆</p>	<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">You accidentally left your backpack on the bus. You had your ID card, your Social Security card, your green card, and \$500 cash in the backpack. Sorry, you lost everything!</p> <p style="text-align: center;">☆ ☆ ☆</p>
<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">Your sister called you from Africa today. She has a new baby!</p> <p style="text-align: center;">☆ ☆ ☆</p>	<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">Yesterday you got a telephone call from your family in your country. It is very bad news. Your uncle died yesterday.</p> <p style="text-align: center;">☆ ☆ ☆</p>
<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">Last night you couldn't sleep because your nose was stuffed up, you had a very bad headache, a bad sore throat, and you were coughing a lot. You got very little sleep and now you're very tired.</p> <p style="text-align: center;">☆ ☆ ☆</p>	<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">You were very sick for one week. On Monday you were sick. On Tuesday you were sick. On Wednesday, Thursday, Friday, Saturday, and Sunday you were sick. But now it is finished. You are not sick anymore!</p> <p style="text-align: center;">☆ ☆ ☆</p>
<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">Everything is OK for you right now. Your family is OK. School is OK. Work is OK. There are no problems.</p> <p style="text-align: center;">☆ ☆ ☆</p>	<p style="text-align: center;">☆ ☆ ☆</p> <p style="text-align: center;">You got a new job. The job is nice. The people are nice. The supervisor is very nice. The pay is very, very, very good.</p> <p style="text-align: center;">☆ ☆ ☆</p>

9. Pronouns - he, she

Before Reading:

Use one or more of the following activities to introduce “he” and “she”:

9.1 He or She?

You will need: Whiteboard and markers

Draw a male stick figure and a female stick figure on the board, something like this:



Label the drawings with “he” and “she”. Teach students that when you talk about a man, you use “he” and when you talk about a woman, you use “she”.

Point to each person in the class and have the class tell you if the person is a “he” or “she”. Choose a student to stand and point to every person in the class while saying “he” or “she”. Repeat with other students standing and pointing. Have students draw the stick figures and copy the labels into their notebooks.

9.2 Color Groups - He is from _____.

You will need: Pieces of colored paper, prepared as described below

Cut colored paper into smaller pieces so that there are four pieces of each color and enough pieces that each student in class will get one. For example, if there are 16 students in your class, create four red pieces, four blue pieces, four green pieces, and four white pieces. Draw a star on one piece of each color.

Put the pieces of paper in a small box or cup and have every student randomly choose a piece of colored paper. Call on one color group to come to the front, for example, all of the people with a blue piece of paper. The student who chose the colored piece with the star will be the speaker.

Teach him or her to point to himself or herself and then each of the others students and say: “I am from Burma, he is from Somalia, she is from Cambodia, she is from Sudan.” Emphasize correct use of “I”, “he” and “she”. Call the next color group to the front and repeat.

9.3 Sentence Sort

You will need: A set of sentence strips, prepared as described below. Whiteboard and markers; tape or magnets.

Write or print the following sentences on paper strips and hang the sentences all over the board.

He is happy.	She is happy.
He is sad.	She is sad.
He is sick.	She is sick.
He is OK.	She is OK.

Read the sentences to the class and have them repeat. Review capital and small “H” and teach students to recognize both “he” and “He”. Point to and have the class read the words “he” and “she” in each sentence.

Draw a male stick figure and a female stick figure on the board. Have students come choose a sentence and place it under the appropriate picture.

During Reading:

abc English: Book One, Pages 43 and 44

- Use a projector to show a large image of the page OR Have all students open books to the appropriate page.
- Find and circle the word “he” and “she” in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some phrases with “he” and “she”.
- Write a list of several phrases with “he” and “she” on the board.
- Have students copy phrases in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

17. Question Word - who

Before Reading:

Use one or more of the following activities to introduce “who”:

17.1 Five “Wh” Question Words

You will need: A projector and a digital copy of *abc English: Book One*; two pointers.

Use a projector to show a large image of page 56 on the screen. Read the words and have the students repeat. Teach the students to say the five wh- question words quickly all in a row: “Who, what, when, where, why!”. Call on individual students to say all five wh- words.

Point out that all of the words start with “wh”. Four of the words start with the sound /w/, but “who” starts with the sound /h/. Review the words again. Point at a word randomly and have the class say the word.

Choose two students to come stand next to the projected image on the screen. Give each student a pointer. Call out a “wh” word and have the students race to point to the word.

17.2 Family Pictures - Who is this?

You will need: A collection of images of your own family

Use a projector to show a large photo of some of your own family members. Choose a student to come to the front. Teach the student to point to a person in the photo and ask you “Who is this?” Have the student ask “Who is this?” about each person in the picture. Repeat with other photos and other students to come point and ask “Who is this?”

Invite students to bring their own family pictures throughout the week. Have students stand at the front and show their photos to the group. Choose other students to point and ask, “Who is this?”

If you have several students bring family pictures on the same day, try setting up “stations”. Designate each student that has family photos to be the leader of a station. Divide the rest of the class into small groups and assign them to a station to see the photos. After five minutes, have the small groups rotate to the next station to see the next set of family photos. Remind the students to use the question “Who is this?”

17.3 Who is your Caseworker?

You will need: Whiteboard and markers

Draw four large stick figures on the board. Label the stick

figures: caseworker, supervisor, doctor, teacher. Point to the first stick figure, read the label, and discuss “caseworker”. For example, “A caseworker helps you when you first come to the United States as a refugee. They help you with housing and school and finding a job. Do you have a caseworker? Who is your caseworker?”

In a similar manner, explain and ask about supervisors, doctors, and teachers. Choose a student to come to the front, and have the class practice asking him or her all four questions:

“Who is your caseworker?”

“Who is your supervisor?”

“Who is your doctor?”

“Who is your teacher?”

17.4 Parent Teacher Conferences

You will need: A collection of images of Parent Teacher Conferences. Use Google Images to search “parent teacher conference” or “parent teacher meeting” or try “refugee parents at parent teacher conference”.

Display the photos on a projector. Ask students to identify the people in the photo. Decide who is the student, who is the parent, and who is the teacher. Teach that the word “parent” means mother or father. Discuss: “Do your children go to school?” “Have you ever been to a Parent Teacher Conference?”

Also ask, “Who is your son’s teacher?” or “Who is your daughter’s teacher?” If students don’t know their child’s teacher’s name, encourage them to go home and ask.

During Reading:

abc English: Book One, Page 57

- Use a projector to show a large image of the pages OR Have all students open books to the appropriate page.
- Find and circle the word “who” in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some questions with “who”.
- Write a list of several questions with “who”.
- Have students copy questions in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

18. Question Word - what

Before Reading:

Use one or more of the following activities to introduce “what”:

18.1 Who vs. What

Pick up a classroom object such as a pencil. Hold it up and ask the students, “Is this a man or a woman?” Students should respond “no”. Repeat with several other classroom objects and have students respond that “no” they are not men or women. Point to a student and ask, “Is this a man or a woman?” Students should respond “yes”.

Teach the class that when you ask a question about a man or a woman, you use the word “who” and that when you ask a question about a thing that is not a man or a woman, you use the word “what”. Point to several objects and then to several people and model asking “What is this?, What is this?, What is this?” and “Who is this?, Who is this?, Who is this?”

Choose a student to come to the front of the room. Direct the student to move around the room pointing to objects or people and asking the class, “What is this?” or “Who is this?”

18.2 “What is this in English?”

You will need: A variety of objects that students probably don’t know how to name in English.

Display a variety of objects that students probably don’t know how to name in English. Some examples might be: 3-hole punch, stapler, remote control, extension cord, paper clip, pin, phone charger, etc.

Pick up an item and ask students, “What is this?” If no one answers, choose a student to come to the front. Give the object to the student and tell the student he needs to go ask someone who speaks better English what it is. Teach the student to say, “Excuse me. What is this in English?” Practice the question several times as a class. Have the student practice the question until he can say it on his own. Then send the student out of the classroom to ask someone what the object is. Tell the student to find out the name of the object and return to tell the rest of the class.

This activity works especially well if you have someone in your building near your classroom that would be willing to be interrupted a few times to answer students’ questions. A neighboring teacher or a staff person in the office would be perfect.

Continue with other students going to ask about the names of other objects. Remind students that they can ask their

teachers, supervisors, or American friends this question any time they want to learn the name of an object in English.

18.3 A Long Line in the Office

Teach students that when you ask a question about addresses, telephone numbers, and other personal information, you usually use the word “what”. Give several examples and have the class repeat after you: “What’s your name?” “What’s your address?” etc.

Choose one student to come to the front and sit in a chair behind a table or desk. Tell the class that this student is a secretary working in an office. Choose 7 or 8 other students to come form a long line behind the secretary’s desk. Prompt the secretary to ask the first person in line questions such as, “What’s your first name?”, “What’s your last name?”, “What’s your address?”, “What’s your telephone?”

The student in line should answer the question, or look at their Personal Information Card for help, or say “I don’t know.” Have the secretary pretend to type the information into a computer. Have the secretary say “Thank you” and “Next!” Repeat with the rest of the students in the line.

During Reading:

abc English: Book One, Page 58

- Use a projector to show a large image of the pages OR Have all students open books to the appropriate page.
- Find and circle the word “what” in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some questions with “what”.
- Write a list of several questions with “what”.
- Have students copy questions in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

22. Question Word - how

Before Reading:

Use one or more of the following activities to introduce “how”:

17.1 Five “How” Questions

You will need: A projector and a digital copy of *abc English: Book One*; two pointers.

Review the five “wh” question words. Have students repeat them all together: “Who, what, when, where, why!” Remind students that all of these words are used for asking questions.

Use a projector to show a large image of page 62 from *abc English: Book One* on the board. Teach five additional question words: “How, how many, how much, how long, how old.” Point and repeat several times. Give two students pointers and have them race to point to the word you dictate.

22.2 Look, Remember, Write

You will need: Small dry-erase boards and markers for each student (see note below)

Write the question, “How are you?” on the board. Point to each word and have students repeat after you. Ask a few students in class, “How are you?” and have them give an appropriate response.

Give each student a small dry-erase board and marker. Point to the first word on the board, “How”. Tell students to look at the word and remember how to write it. After a few seconds, hold up a large piece of paper or a book to cover the word “how”. Ask students to try writing the word without looking. Repeat the same process with the words “are” and “you”. For the final practice, ask students to look at the whole question, then cover it all.

Note: You can make a class set of inexpensive dry-erase boards for under \$20 from a material called “Showerboard” or “White Hardboard Panel Board” available at large home stores such as Home Depot or Lowe’s. Search online for “make your own mini whiteboard” for instructions. You could also use a plain sheet of paper inside a plastic sheet protector for each student to use with a whiteboard marker and eraser.

22.3 Question Marks

You will need: Whiteboard and markers

Write the following questions on the board. Don’t write a question mark at the end:

How are you
What is your name
Where are you from
What is your job

Read the questions together and circle the question word in each one. Teach students that when you write a question in English, you need to finish with a question mark. Teach students how to form a question mark. Ask students to write 20 question marks in a row in their notebooks. Ask for student volunteers to come place a question mark at the end of each question. Read the questions together again.

22.4 Role Play -- Greeting Friends

Choose five students to come to the front. Have Student 1 stand off to the side, and the other four students stand at intervals across the front of the room.

Demonstrate a very friendly greeting with a series of “how” questions. Have Student 1 practice greeting each of the other students at the front with “how” questions such as:

“How are you?”
“How is your family?”
“How is your husband?”
“How are your children?”
“How is your job?”
“How is everything?”
“Good to see you, bye!”

During Reading:

abc English: Book One, Page 63

- Use a projector to show a large image of the pages OR Have all students open books to the appropriate page.
- Find and circle the word “how” in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some questions with “how”.
- Write a list of several questions with “how”.
- Have students copy questions in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

23. Question Word - how many

Before Reading:

Use one or more of the following activities to introduce “how many”:

23.1 A Bag of Beans

You will need: A bag of dry beans or other small, countable objects

Review counting to twenty. Count to twenty as a group. Ask if any students would like to volunteer to stand to model counting to twenty without help.

Show students a bag of beans. Take out about 15 to 20 beans in a small handful. Ask the students to guess, “How many?” Write some of the guesses on the board. Together as a class, count how many beans. Congratulate the student with the closest guess. Repeat the game a few more times.

23.2 Ten Fingers Game

Hold up any number of fingers and ask the class to tell you, “How many?” Repeat a few times until students understand the game. Call on a student to come up to be the “teacher”. Have the student stand at the front, hold up any number of fingers and ask the class, “How many?” Have the “teacher” hold up several different numbers of fingers so he can practice asking “How many?” several times. Repeat with other students acting as teacher and asking “How many?”

23.3 Slideshow - Fill in the Chart

You will need: Projector and Internet connection; 3x5 cards or slips of paper

Go to www.teachabcenglish.com, click on Book 1 Activities, and choose Activity 23.3, Fill in the Chart. Use a projector to show the chart on the board and help students read the column headings and row labels.

How many...	Class 1	Class 2
tables		
chairs		
people		
windows		
doors		

Call on individual students to count the items in your room and come write the numbers in the first column on the chart.

If there is a teacher nearby who wouldn't mind being interrupted by your students a few times, partner with a neighboring classroom to fill out the second column too. Teach students to ask, “How many tables?”. Write the question on a 3x5 card, then ask for a volunteer to take the card to the other classroom, ask the question, and return with the information.

23.4 Family Photos

You will need: A collection of images of different families with children. Use Google Images to search “family photo Asia” and “family photo African”.

Use a projector to display the images. Point to each person in the photo and have the class identify the father, mother, sons, and daughters. Have the class practice asking and answering:

- “How many children?”
- “How many sons?”
- “How many daughters?”
- “How many people?”

During Reading:

abc English: Book One, Page 64

- Use a projector to show a large image of the pages OR Have all students open books to the appropriate page.
- Find and circle the word “how many” in each line.
- Model how to sound out phonetic words.
- Read the entire page together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to recall some questions with “how many”.
- Write a list of several questions with “how many”.
- Have students copy questions in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens.

32. Application Words

Before Reading:

Use one or more of the following activities to introduce application words:

32.1 Application Words

You will need: A copy of the application on page 79 of *abc English: Book One*

Make a copy of the application on page 79. Show students the application and discuss situations in which an applications might be necessary, such as a doctor's office, looking for a job, or applying for housing or assistance programs.

Ask students to tell you what information might be on an application. Students should respond with words such as "name", "address", "phone", etc. On the board, write a list of the items the students generate. Read the list again. Point to each word and have the students read and repeat.

32.2 Match the First Sound

You will need: 10 large cards; whiteboard and markers

Prepare large word cards for each of the following words: First, Last, Address, City, State, Zip, Telephone, Birthdate, Signature, Date.

Write the following letters in random places all over the white board: F, L, A, C, St, Z, T, B, S, D. Point to each letter and have students tell you the letter sound.

Choose a student to come to the front. Hold the word cards in your hand and have the student choose a random word card. Have the student find the letter on the board that matches the first letter on the word card and use a piece of tape to tape the card over the letter. Have the class practice reading the word. Continue with other students choosing and matching the rest of the word cards with their first letter sounds.

When a student chooses the word "city", teach students that usually this letter makes the sound /c/ cup, but sometimes it also makes the sound /s/. Practice both sounds.

32.3 Male or Female

You will need: A projector and a digital copy of *abc English: Book One*.

Use a projector to show a large image of the application on page 79 of *abc English: Book One*. Point to each word in the

first section of the application and have students sound out and read the words.

Continue until you get to the "Male" and "Female" section. Point to the "M" and "F". Teach students the words "male" and "female" and that they are the same as "man" and "woman".

Choose 5 or 6 students to come to the front and form a line. Point to each student in the line and have the class tell you if the person is a "man" or a "woman". Review "male" and "female" and again point to each person in line to have the class tell you if the person is "male" or "female".

Give the first student in line a marker or pointer. Direct the student to mark or point to the box he or she would check on the application. Teach students how to make a check mark or "x" in the box. When the first student is finished, erase the mark and repeat with the next student in line. Each person should demonstrate marking the appropriate box.

32.4 Signatures

You will need: Whiteboard and markers

On the whiteboard, write your own name in printed letters. Under it, write your signature. Teach students the phrases "print your name" and "sign your name". If students don't already use a signature, give suggestions on how to write a signature. A simple signature might consist of the first initial of the student's name followed by a scribbled line and a flourish back to the left:



Discuss appropriate times to use a signature: endorsing a check at the bank, signing an apartment lease or other official document, etc. Invite students to the board to practice writing their signatures or have students practice their signatures in their notebooks.

32.5 Social Security Number Safety

Point to the box on the application, "SS#". Teach students that "SS#" refers to "Social Security Number". Tell the class that "Social Security Number" is a very long set of words, and there are several shorter ways to write it that they may see on

applications: SS#, SSN, Soc. Sec. No., etc. Teach students that in the last case, “No.” means “number” not “no”.

Discuss Social Security Number safety. Role play writing your Social Security Number on a piece of paper, then throwing it into a trash can. Role play another “bad person” coming and taking the paper out of the trash can, and using the Social Security Number to apply for a credit card under that person’s name and make fraudulent purchases. Teach students to shred, burn, or otherwise destroy papers that have sensitive information such as Social Security Numbers.

Also teach students not to give their Social Security Numbers, bank account numbers or other personal information to people over the phone that have called them that they don’t know. Tell students that they should not let their children enter Social Security, credit card, or bank information into forms on the Internet unless they trust the site. Teach students to be aware that scams are prevalent.

32.6 Asking for an Application

You will need: Copies for each student of the application on page 79 of *abc English: Book One*

Choose one student to come to the front of the room and sit in a chair. Tell the class that the student is the manager of a big hotel. The hotel has a lot of jobs. They have housekeeping jobs and laundry jobs and kitchen jobs.

Give the “manager” a stack of applications. Call on 6 or 7 students to come form a line in front of the manager’s chair. Teach the students in line to say:

“Hello. My name is _____.”
“I’m looking for a job.”
“Can you give me an application?”

Have each student in line go up to the “manager” and ask for an application. Repeat with other groups of students. When finished, have students return to their seats and get ready to fill out the application.

32.7 Fill Out an Application

You will need: Copies for each student of the application on page 79 of *abc English: Book One*; Projector and digital copy of *abc English: Book One*.

Use a projector to show a large image of page 79 on the board. Point to each box in the first section and have the students sound out the word.

Talk about the different options for “Marital Status”. Teach that “Place of Birth” is the country you are from, or where you were born. Read the questions at the end and have students give examples of appropriate answers.

Have students fill out as much of the application as they can on their own. Remind students that they can refer to their State ID cards or the Personal Information Card in their notebooks to copy information (see Activity 15.2).

Give students a time limit to work on the application, such as ten minutes. Tell students it is OK if they don’t finish but to complete as much as they can. After ten minutes, ask students to take the application home and have a friend or family member help them complete it.

Note: Filling out applications is a difficult but important task for Literacy Level students to practice. Make application practice a regular routine in class. For example, plan a time once a week that you will practice filling out applications with the class. Use a variety of simple applications including the application on page 79 of *abc English: Book One*, as well as others readily available in Beginning Level ESL textbooks and simple teacher-made applications.

During Reading:

abc English: Book One, Pages 78 and 79

- Use a projector to show a large image of the pages OR Have all students open books to the appropriate page.
- Circle the first letter in each application word.
- Model how to sound out phonetic words.
- Read the list of application words together as a class.
- Read the application together as a class.
- Call on individual students to read each line.

After Reading:

- Turn off the projector or turn books upside down.
- Ask students to tell you words that are found on an application.
- Write a list of application words on the board.
- Have students copy the words in their notebooks.
- Give students time to re-read the material in the book as individuals or in pairs while teacher circulates and listens

Phonics Foundation Skills

abc Letter Names and Sounds

Use the following activities to regularly teach and review abc letter names and sounds. Repeat and recycle phonics foundation skills by completing one or more of these activities every week.

A.1 Letter Names and Sounds

abc English: Book One, pages 2-11

You will need: Projector and digital copy of *abc English: Book One* and/or copies of *abc English: Book One* for each student

Use a projector to show a large image of page 2 on the screen (or open books to page 2). Explain that abc letters have both a name and a sound. Repeat the names of the letters in the first group: b, c, d, f, g, h. Repeat the sounds and their picture words: /b/ baby, /c/ cup, /d/ door, /f/ fish, /g/ glasses, /h/ hand.

Practice the sounds on page 3 by calling on individual students or small groups of students to complete each line. Point to each letter and have students tell you the letter sound (not the letter name).

A.2 abc Sounds Slideshow

You will need: Projector and Internet connection

Go to www.teachabcenglish.com, click on Book 1 Activities, and choose Activity A.2, abc Sounds. Use a projector to show the slideshow on the board. For each image, chant the letter sound and the picture name:

“a, a, apple. a, a, a.”
“b, b, baby. b, b, b.”
“c, c, cup. c, c, c.”
“d, d, door. d, d, d.”
etc.

A.3 Slideshow - Letter Formation

You will need: Projector and Internet connection; If possible, project the slideshow onto a whiteboard.

Go to www.teachabcenglish.com, click on Book 1 Activities, and choose Activity A.2, abc Sounds.

Use the images to teach proper letter formation. Choose one of the slides in the slideshow and demonstrate tracing over

the letters in the image with proper letter formation, starting at the top and moving to the bottom. If you have a whiteboard, trace over the letters with markers. If you can't project onto a whiteboard, trace with a finger. Choose individual students to come up to demonstrate tracing the letters using proper letter formation.

A.4 abc Chart - Pointing Game

You will need: An abc Alphabet Chart for each student (free download available at www.teachabcenglish.com). Cover in plastic sleeves for repeated use.

Give each student an abc Alphabet Chart. Review all of the abc letter names and sounds. Dictate a sound and have students find the correct sound on the chart. Have students point with a finger or with the eraser end of a pencil.

A.5 Reverse Drill

When students have become familiar with the abc picture words, reinforce letter sounds by practicing a “reverse drill”. Say a picture word, and have the students respond with the first letter sound:

Teacher: “glasses”
Students: /g/
Teacher: “nose”
Students: /n/

A.6 Reverse Reverse Drill

When students have become familiar with the abc picture words, use this activity to reinforce first letter sounds and picture words. Say a letter sound and have students respond with the picture word that starts with that letter sound:

Teacher: /d/
Students: “door”
Teacher: /m/
Students: “mama”

A.7 abc Dictation Activity

You will need: Whiteboard and markers

Have 3 or 4 students come to board and give each a marker. Dictate an abc letter sound and have students write the appropriate letter on the board. Continue dictating 3 or 4 other sounds. Have students write their list of letter sounds

from top to bottom in a column. When finished, have the students read the letter sounds back to you. Repeat the activity with other groups of students and other sounds.

A.8 Whack Game

You will need: Whiteboard and markers, two pointers

Write a variety of abc letters on the board in random places. Choose two students to come to the front. Give each student a fly swatter, a paper towel tube, or a piece of rolled up paper to use as a pointer. When the teacher calls out a letter sound, have the students race to “whack” the appropriate letter on the board. When students understand the game, choose a student to “be the teacher” and call out the sounds. Erase the letters and write up a new set of letters. Repeat with other students pointing and calling out sounds until all have participated.

A.9 “One Minute Club”

You will need: One set of abc flashcards (free download available at www.teachabcenglish.com)

Download and print the free abc flashcards from www.teachabcenglish.com. Choose a student to come to the front of the room. Show the student the letter side of the flashcards. Prompt the student to tell you the sound the letter makes (not the name). Make two piles of cards - one pile of correctly answered cards and one pile of incorrectly answered cards. Teach, practice, and repeat the incorrectly answered cards.

Challenge students to race a timer to complete the entire set of flashcards correctly in under one minute. Keep a checklist or poster of students who have completed the challenge.

A.10 Flashcards Pair Practice Game

You will need: A set of abc flashcards for every pair of students in your class (free download available at www.teachabcenglish.com). If possible, print flashcard sets on several different colors of paper so pairs sitting near each other don't get their flashcard sets mixed up. Store each flashcard set in a ziplock bag.

Use one pair of students to demonstrate an abc flashcard game while the whole class watches.

Have the first student lay out 9 abc cards in a 3x3 grid on the table so you can see them all at the same time (either the picture side or the letter side is fine). Have the first student tell the second student a simple instruction to get one of the cards -- “get /b/”. Have the second student follow the directions and pick up the appropriate card. Have the first student continue giving directions until all of the cards have

been picked up off the table. Have the two students switch roles and repeat the activity with 9 more cards

After demonstrating with one pair of students, divide the class into pairs and give each pair of students a set of abc flashcards to play the game.

A.11 abc Wall Chart

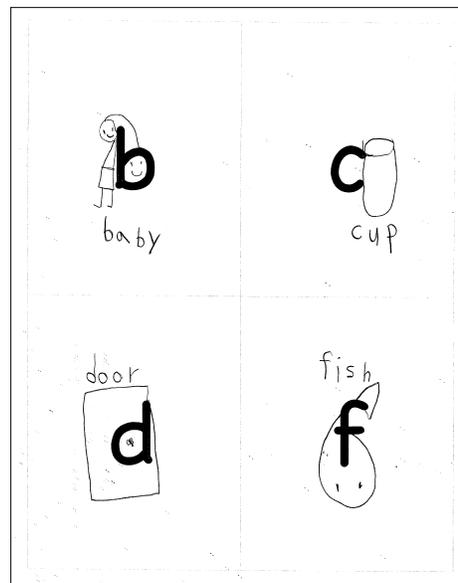
You will need: Two pointers and an abc Wall Chart posted in the classroom (free download available at www.teachabcenglish.com).

Hang the abc Wall Chart above the board or along a wall in your classroom. Use the chart to review abc letter names and sounds. Choose two students to come to the front and give each a pointer. Say a sound and have the students find and point to the letter on the wall chart with a pointer.

A.12 abc Drawings

You will need: Copies for each student of the letter side (not the picture side) of the abc flashcards available at www.teachabcenglish.com. Projector and Internet connection; whiteboard and markers; scissors and ziplock bags or paper clips for each student.

Use a projector to project one page of letters onto a white board. Use whiteboard markers to give a step by step demonstration of how to draw the letter sound pictures by adding lines and shapes to the letter. Have students copy pictures onto their own papers and write the picture words at the bottom of each card.



Complete one page of letters each day over a period of time until students have created a complete set of flashcards for themselves. Have students cut the cards apart and store in a ziplock bag or with a paper clip.

www.teachabcenglish.com

*Teacher's Activity Guide
for abc English: Book One*

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