

iSOSY English Packet

Lessons for Beginner Level English Language Learners



New York State Migrant Education Program
Updated March 2025



Table of Contents



| | |
|----------------------------------------------------------------------------------------------------------|---------|
| Lesson 1- Identifying Numbers and Money / <i>Identificar números y dinero</i> | 1-22 |
| Lesson 2- Days of the Week and Telling Time / <i>Días de la semana y como decir la hora</i> | 23-32 |
| Lesson 3- Food and Groceries / <i>Comida y comestibles</i> | 33-49 |
| Lesson 4- Question Words / <i>Palabras interrogativas</i> | 50-59 |
| Lesson 5- Parts of the Body / <i>Partes del cuerpo</i> | 60-74 |
| Lesson 6- Working on a Dairy Farm / <i>Trabajar en una lechería</i> | 75-86 |
| Lesson 7- At Work / <i>En el trabajo</i> | 87-96 |
| Lesson 8- At the Convenience Store / <i>En la tienda de conveniencia</i> | 97-107 |
| Lesson 9- Following Directions / <i>Siguiendo instrucciones</i> | 108-117 |
| Lesson 10- Fast Food / <i>Comida rápida</i> | 118-130 |

Lesson Plan for English Language Learners

Identifying Numbers and Money- *Identificar números y dinero*

Lesson Duration: 60-90 minutes

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson Objectives |
| As a result of participating in this lesson, the student will be able to: <ul style="list-style-type: none">• Use target vocabulary related to identifying English numbers and values of US currency.• Use common English phrases related to the cost of different items.• Match numerical symbols with the correct English number. |
| Lesson Instructions |
| Materials Needed <ul style="list-style-type: none">• Identifying Numbers and Money Pre/Post-Test• Numbers and money flashcards• Identifying Numbers and Money Student Vocabulary Sheet• Identifying Numbers and Money Student Worksheet <p>Supplemental Online Materials (Optional)</p> <ul style="list-style-type: none">• Online flashcards• Online worksheets• Audio clips of vocabulary sheet |
| Introduction/Activate Prior Knowledge |
| <ul style="list-style-type: none">• Take out a copy of the Identifying Numbers and Money Pre/Post Test. Ask each student the five questions on the test, then record their pre-test score at the top of the page. Each question is worth 20%. For example, if the student answers three questions correctly, their pre-test score will be 60%.• Ask your students how high they can count in English. Where are they already using English numbers in their daily lives?• Preview the money flashcards with your students, or see if anyone has any US currency on them. Look at the flashcards or the physical coins/bills together. Do your students know the English names/values of the money that is in front of you? |
| Introduce Key Vocabulary and Phrases |
| <ul style="list-style-type: none">• Give each student a copy of the Identifying Numbers and Money Student Vocabulary Sheet. Have the numbers and money flashcards printed and cut out. Use both the vocabulary sheet and the flashcard as you introduce each vocabulary word.<ul style="list-style-type: none">○ Say each number/value in English while pointing to the word on the vocabulary sheet and showing the flashcard that corresponds to that word. Ask students to repeat.○ Give students feedback on pronunciation.○ Repeat the term as needed until students are able to closely mimic pronunciation.○ If English numbers are new to your student, you do not need to introduce every number during a single class session. Break the vocabulary list down into smaller chunks, and introduce more numbers during your next class.○ Tip: Refer to the Numbers lesson (pages 9-10) in the <i>Simply Speaking</i> book to find a list of numbers with pronunciations. Students can use the written pronunciation guide to practice after class. They can also refer to the online audio clips on the |

iSOSY website, or use the Google Translate app to listen to the correct pronunciation of words from this lesson.

- Review the English phrases following the vocabulary section. Ask students to repeat each one in English until they are able to closely mimic pronunciation.
- Read the conversation aloud to students two times. Ask them to follow along on their worksheet. Then, ask the five questions related to the conversation. Give students feedback on their answers.

Activities

- Give each student a copy of the Identifying Numbers and Money worksheet.
 - In Parts A through J, ask the student to match each number with its corresponding written word by writing the correct numerical symbol above each number. Only complete the parts that correspond with the numbers that you taught during that class session.
 - In Part K, ask the student to match each picture of a bill or coin with its corresponding written value, by writing the correct value below each picture.

Optional Extension Activities

- Look around the room where you are conducting the class and ask students how much they think different items cost. For example: *How much did those peppers cost? How much did your phone cost? Etc.* Ask your students to answer with the estimated cost in English.
- Write down a price on a white board or on a piece of paper. Ask your students to say the price out loud in English. Then, ask them to use the flashcards to represent which bills/coins they would use to pay for an item of that price. Would they receive any change? How much change would they receive?
- Share links to the online resources with your students so that they can use the virtual flashcards, worksheets, and audio clips to study on their own.

Wrap-Up and Post-Test

- Ask the students what questions they have about the content of today's lesson. Consider asking some additional questions to check for comprehension before giving the post-test.
- Take out the **Identifying Numbers and Money Pre/Post Test**, which should already have the student's pre-test score listed at the top. Ask each student the same five questions again, then record their post-test score at the top of the page. Each question is worth 20%. For example, if the student answers four questions correctly, their post-test score will be 80%.
- Review any post-test questions that the student answered incorrectly, making sure that the student understands what the correct answers are before ending the class.

Identifying Numbers and Money- *Identificar números y dinero*

Pre/Post-Test- *Evaluación previa y posterior*

Name-*Nombre* _____ Date-*Fecha* _____

METS _____

Pre-Test Score _____ Post-Test Score _____

1. What is the value of a quarter? *¿Cuál es el valor de la moneda que se llama quarter?*
 - a. one cent
 - b. five cents
 - c. ten cents
 - d. twenty-five cents

2. Which of the following is the correct way to say 18 in English? *¿Cuál de las siguientes es la forma correcta de decir 18 en inglés?*
 - a. eighty
 - b. eighteen
 - c. ninety
 - d. nineteen

3. What is the correct way to ask the price of something in English? *¿Cuál es la forma correcta de preguntar el precio de algo en inglés?*
 - a. How many does it cost?
 - b. How much does it cost?
 - c. How high does it cost?
 - d. How does it cost?

4. How do you say this number in English: 58? *¿Como se dice este número en inglés: 58?*

5. How do you say this price in English: \$10.75? *¿Como se dice este precio en inglés: \$10.75?*



\$.01
a penny- one cent



\$.02
two cents



\$.03
three cents



\$.04
four cents



\$.05
a nickel- five cents



\$.06
six cents



\$.07
seven cents



\$.08
eight cents



\$.09
nine cents



\$.10
a dime- ten cents



\$.11
eleven cents



\$.12
twelve cents



\$.13
thirteen cents



\$.14
fourteen cents



\$.15
fifteen cents



\$.16
sixteen cents



\$0.17
seventeen cents



\$0.18
eighteen cents



\$0.19
nineteen cents



\$0.20
twenty cents



\$0.25
a quarter- twenty-five cents



\$0.30
thirty cents



\$0.40
forty cents



\$0.45
forty-five cents



\$0.50
fifty cents



\$0.60
sixty cents



\$0.75
seventy-five cents



\$0.85
eighty-five cents



\$1
One dollar



\$2
Two dollars



\$3
Three dollars



\$4
Four dollars



\$5
Five dollars



\$6
Six dollars



\$7
Seven dollars



\$8
Eight dollars



\$9
Nine dollars



\$10
Ten dollars



\$11
Eleven dollars



\$12
Twelve dollars



\$13
Thirteen dollars



\$14
Fourteen dollars



\$15
Fifteen dollars



\$16
Sixteen dollars



\$17
Seventeen dollars



\$18
Eighteen dollars



\$19
Nineteen dollars



\$20
Twenty dollars



\$21
Twenty-one dollars



\$22
Twenty-two dollars



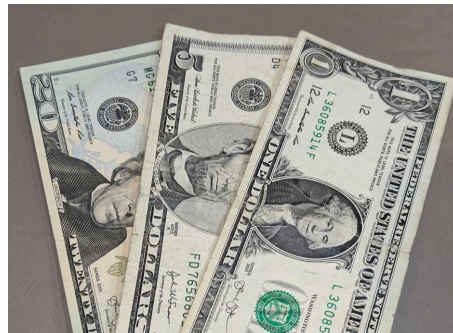
\$23
Twenty-three dollars



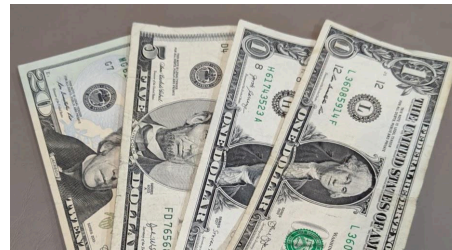
\$24
Twenty-four dollars



\$25
Twenty-five dollars



\$26
Twenty-six dollars



\$27
Twenty-seven dollars



\$28
Twenty-eight dollars



\$29
Twenty-nine dollars



\$30
Thirty dollars



\$40
Forty dollars



\$50
Fifty dollars



\$60
Sixty dollars



\$70
Seventy dollars



\$80
Eighty dollars



\$90
Ninety dollars



\$100
One hundred dollars



\$200
Two hundred dollars



\$300
Three hundred dollars



\$400
Four hundred dollars



\$500
Five hundred dollars



\$600
Six hundred dollars



\$700
Seven hundred dollars



\$800
Eight hundred dollars

Banking & Numbers: Identifying Numbers & Money

Student Vocabulary Sheet

Identifying Numbers and Money

| | | | |
|-----------------------------|--------|----------------------|---------|
| zero | 0 | | |
| a penny/one cent | \$0.01 | one dollar | \$1.00 |
| two cents | \$0.02 | two dollars | \$2.00 |
| three cents | \$0.03 | three dollars | \$3.00 |
| four cents | \$0.04 | four dollars | \$4.00 |
| a nickel/five cents | \$0.05 | five dollars | \$5.00 |
| six cents | \$0.06 | six dollars | \$6.00 |
| seven cents | \$0.07 | seven dollars | \$7.00 |
| eight cents | \$0.08 | eight dollars | \$8.00 |
| nine cents | \$0.09 | nine dollars | \$9.00 |
| | | | |
| a dime/ten cents | \$0.10 | ten dollars | \$10.00 |
| eleven cents | \$0.11 | eleven dollars | \$11.00 |
| twelve cents | \$0.12 | twelve dollars | \$12.00 |
| thirteen cents | \$0.13 | thirteen dollars | \$13.00 |
| fourteen cents | \$0.14 | fourteen dollars | \$14.00 |
| fifteen cents | \$0.15 | fifteen dollars | \$15.00 |
| sixteen cents | \$0.16 | sixteen dollars | \$16.00 |
| seventeen cents | \$0.17 | seventeen dollars | \$17.00 |
| eighteen cents | \$0.18 | eighteen dollars | \$18.00 |
| nineteen cents | \$0.19 | nineteen dollars | \$19.00 |
| twenty cents | \$0.20 | twenty dollars | \$20.00 |
| | | | |
| twenty-one cents | \$0.21 | twenty-one dollars | \$21.00 |
| twenty-two cents | \$0.22 | twenty-two dollars | \$22.00 |
| twenty-three cents | \$0.23 | twenty-three dollars | \$23.00 |
| twenty-four cents | \$0.24 | twenty-four dollars | \$24.00 |
| a quarter/twenty-five cents | \$0.25 | twenty-five dollars | \$25.00 |
| twenty-six cents | \$0.26 | twenty-six dollars | \$26.00 |
| twenty-seven cents | \$0.27 | twenty-seven dollars | \$27.00 |
| twenty-eight cents | \$0.28 | twenty-eight dollars | \$28.00 |
| twenty-nine cents | \$0.29 | twenty-nine dollars | \$29.00 |
| thirty cents | \$0.30 | thirty dollars | \$30.00 |
| | | | |
| forty cents | \$0.40 | forty dollars | \$40.00 |
| fifty cents | \$0.50 | fifty dollars | \$50.00 |
| sixty cents | \$0.60 | sixty dollars | \$60.00 |
| seventy cents | \$0.70 | seventy dollars | \$70.00 |

eighty cents \$0.80
 ninety cents \$0.90
 one hundred dollars \$100.00

eighty dollars \$80.00
 ninety dollars \$90.00
 two hundred dollars \$200.00

1-Dollar



\$20- Twenty Dollars



\$5- Five Dollars



\$50- Fifty Dollars



\$10- Ten Dollars



\$100- One Hundred Dollars



Values of coins



penny
 1 cent
 \$0.01



nickel
 5 cents
 \$0.05



dime
 10 cents
 \$0.10



quarter
 25 cents
 \$0.25



Beginner

- [Quizlet Flashcards Bills & Coins](#)
- [Quizlet Flashcards Numbers 0 - 9 \(English\)](#)
- [Quizlet Flashcards Number 0 - 9 \(English & Spanish\)](#)
- [Quizlet Flashcards Numbers 10-20 \(English\)](#)
- [Quizlet Flashcards Numbers 10-20 \(English & Spanish\)](#)
- [Quizlet Flashcards Numbers 21-30 \(English\)](#)
- [Quizlet Flashcards Numbers 21-30 \(English & Spanish\)](#)
- [Quizlet Flashcards Numbers 0-30 \(English\)](#)
- [Quizlet Flashcards Numbers 0-30 \(English & Spanish\)](#)
- [Quizlet Flashcards Numbers 30-40 \(English\)](#)
- [Quizlet Flashcards Numbers 30-40 \(English & Spanish\)](#)
- [Quizlet Flashcards Numbers 40-50 \(English\)](#)
- [Quizlet Flashcards Numbers 40-50 \(English & Spanish\)](#)
- [Quizlet Flashcards Numbers 0-50 \(English\)](#)
- [Quizlet Flashcards Numbers 0-50 \(English & Spanish\)](#)
- [Quizlet Flashcards Numbers 30-100 \(English\) Beginner](#)
- [Quizlet Flashcards Numbers 30-100 \(English & Spanish\) Beginner](#)
- [Quizlet Flashcards Numbers 0-100 \(English\) Beginner](#)
- [Quizlet Flashcards Numbers 0-100 \(English & Spanish\) Beginner](#)

Questions

-How much does it cost?/¿Cuánto cuesta?

-It costs.../Cuesta...

-How much is in my account?/¿Cuánto hay en mi cuenta?

-There is.../Hay...

Banking & Numbers: Identify Money and Numbers Conversation Comprehension
Student Version: Beginner

Listen to the conversation and answer the questions./Escuche la conversación y conteste las preguntas.

[Recording of Money and Numbers Conversation](#)

Person 1: -How much does the bread cost?

Person 2: :The loaf of bread costs two dollars and five cents.

Person 1: Ok. I have five dollars.

Person 2: Here is two dollars and ninety-five cents for your change.

Person 1: Thank you.

Person 2: Have a nice day!

1. How much does it cost?/¿Cuánto cuesta?
 - a. \$0.25
 - b. \$2.05
 - c. \$5.02

2. How much does he give to the cashier?/¿Cuánto dinero le da al cajero?
 - a. \$2.05
 - b. \$2.95
 - c. \$5.00

3. How much money does the cashier return to the customer?/¿Cuánto dinero le devuelve el cajero al cliente?
 - a. \$2.05
 - b. \$2.95
 - c. \$5.00

4. He owes more money to the cashier./Le debe más dinero al cajero.
 - a. True/Cierto
 - b. False/Falso

5. He gives the cashier enough money to buy the bread./Le da al cajero bastante dinero para comprar el pan.
 - a. True/Cierto
 - b. Falso/False

Banking & Numbers: Identify Numbers & Money Vocabulary Practice Sheet: Beginner Student Version

Part A. Write the number above the written word for numbers 0-9./

Parte A. Escriba los números arriba de la palabra escrita para los números 0-9.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| three | nine | seven | four | one | five | eight | zero | two | six |

Part B. Write the number above the written word for numbers 10-20./

Parte B. Escriba los números arriba de la palabra escrita para los números 10-20.

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|--------|---------|--------|-----------|----------|---------|--------|----------|----------|----------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| twenty | fifteen | twelve | seventeen | thirteen | sixteen | eleven | eighteen | nineteen | fourteen | ten |

Part C. Write the number above the written word for numbers 20-30./

Parte C. Escriba los números arriba de la palabra escrita para los números 20-30.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 21 | 25 | 23 | 30 | 28 | 29 | 22 | 26 | 30 | 24 | 27 | 20 |
|----|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|--------|-------------|------------|--------|------------|-------------|--------------|------------|--------------|-------------|--------------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| twenty | twenty-four | twenty-six | thirty | twenty-two | twenty-nine | twenty-seven | twenty-one | twenty-eight | twenty-five | twenty-three |

Part D. Write the number above the written word for numbers 30-40./

Parte D. Escriba los números arriba de la palabra escrita para los números 30-40.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 33 | 31 | 35 | 30 | 37 | 30 | 38 | 40 | 34 | 36 | 39 | 32 |
|----|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|--------------|------------|------------|-------|--------------|-------------|-------------|--------|--------------|-------------|------------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| thirty-three | thirty-six | thirty-one | forty | thirty-seven | thirty-four | thirty-nine | thirty | thirty-eight | thirty-five | thirty-two |

Part E. Write the number above the written word for numbers 40-50./

Parte E. Escriba los números arriba de la palabra escrita para los números 40-50.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 44 | 48 | 41 | 43 | 46 | 49 | 47 | 40 | 50 | 42 | 45 | 40 |
|----|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|-----------|-------------|------------|-------|-------------|-------|-------------|------------|------------|-----------|-----------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| forty-one | forty-seven | forty-five | fifty | forty-three | forty | forty-eight | forty-four | forty-nine | forty-two | forty-six |

Part F. Write the number above the written word for numbers 50-60./

Parte F. Escriba los números arriba de la palabra escrita para los números 50-60.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 50 | 56 | 52 | 58 | 55 | 60 | 59 | 54 | 50 | 51 | 57 | 53 |
|----|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|------------|-------------|-----------|-------|-------------|------------|-------------|-------|------------|-----------|-----------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| fifty-nine | fifty-three | fifty-one | fifty | fifty-eight | fifty-five | fifty-seven | sixty | fifty-four | fifty-six | fifty-two |

Part G. Write the number above the written word for numbers 60-70./

Parte G. Escriba los números arriba de la palabra escrita para los números 60-70.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 65 | 61 | 70 | 63 | 67 | 62 | 59 | 68 | 64 | 69 | 60 | 66 |
|----|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|-----------|-----------|------------|-------------|-------|------------|-------------|---------|------------|-------------|-----------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| sixty-two | sixty-six | sixty-four | sixty-eight | sixty | sixty-nine | sixty-three | seventy | sixty-five | sixty-seven | sixty-one |

Part H. Write the number above the written word for numbers 70-80./

Parte H. Escriba los números arriba de la palabra escrita para los números 70-80.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 71 | 76 | 73 | 79 | 80 | 75 | 77 | 72 | 78 | 74 | 60 | 70 |
|----|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|--------------|-------------|---------|--------|--------------|---------------|-------------|---------------|-------------|--------------|---------------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| seventy-nine | seventy-two | seventy | eighty | seventy-five | seventy-three | seventy-six | seventy-eight | seventy-one | seventy-four | seventy-seven |

Part I. Write the number above the written word for numbers 80-90./

Parte I. Escriba los números arriba de la palabra escrita para los números 80-90.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 83 | 85 | 87 | 81 | 80 | 89 | 84 | 88 | 80 | 90 | 86 | 82 |
|----|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | |
|------------|--------------|-------------|--------|--------------|--------------|--------|------------|-------------|-------------|------------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| eighty-one | eighty-three | eighty-five | eighty | eighty-seven | eighty-eight | ninety | eighty-six | eighty-four | eighty-nine | eighty-two |

Part J. Write the number above the written word for numbers 90-100./

Parte J. Escriba los números arriba de la palabra escrita para los números 90-100.

| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|-----|----|----|----|
| 95 | 91 | 98 | 93 | 99 | 97 | 90 | 96 | 100 | 90 | 92 | 94 |
|----|----|----|----|----|----|----|----|-----|----|----|----|

| | | | | | | | | | | |
|------------|-------------|-------------|--------------|-------------|--------------|--------|-------------|------------|--------------|------------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| ninety-two | ninety-five | one hundred | ninety-seven | ninety-nine | ninety-three | ninety | ninety-four | ninety-six | ninety-eight | ninety-one |

Part K. Write the number represented by the money **in English** below the image./

Parte K. Escriba los números representados por la moneda **en inglés** debajo de la imagen.

twenty dollars

five dollars

one dollar

one hundred dollars

ten dollars

fifty dollars



1. _____

2. _____

3. _____



4. _____

5. _____

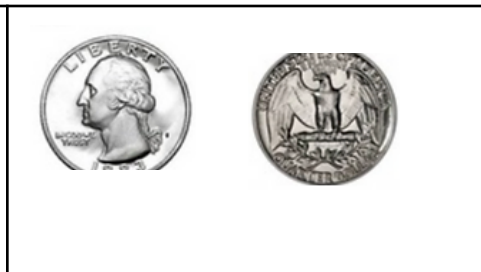
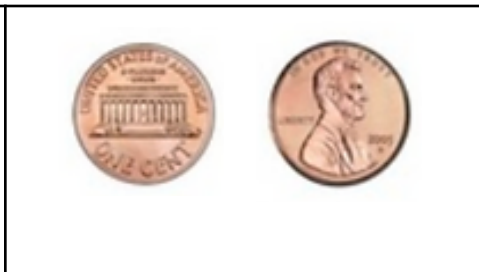
6. _____

nickel/five cents

quarter/twenty-five cents

penny/one cent

dime/ten cents



7. _____

8. _____

9. _____

10. _____

Lesson Plan for English Language Learners

Days of the Week and Telling Time- *Días de la semana y como decir la hora*

Lesson Duration: 60-90 minutes

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson Objectives |
| As a result of participating in this lesson, the student will be able to: <ul style="list-style-type: none">• Use target vocabulary related to days of the week and telling time in English.• Use common English phrases related to talking about their daily and weekly schedule.• Match numerical times with the correct time written in English. |
| Lesson Instructions |
| Materials Needed <ul style="list-style-type: none">• Days of the Week and Telling Time Pre/Post-Test• Days of the Week and Telling Time flashcards• Days of the Week and Telling Time Student Worksheet Supplemental Online Materials (Optional) <ul style="list-style-type: none">• Online flashcards• Online worksheets• Audio clips of vocabulary list |
| Introduction/Activate Prior Knowledge |
| <ul style="list-style-type: none">• Take out a copy of the Days of the Week and Telling Time Pre/Post Test. Ask each student the five questions on the test, then record their pre-test score at the top of the page. Each question is worth 20%. For example, if the student answers three questions correctly, their pre-test score will be 60%.• Ask your students what day is today in English. Then, ask them what time it is.• Talk to your students about how they check the date and time. Do they use their phone, a watch, a calendar, etc.? How do your students keep track of their daily schedules and appointments? |
| Introduce Key Vocabulary and Phrases |
| <ul style="list-style-type: none">• Give each student a blank sheet of paper, or ask them to take out their notebook. Have the Days of the Week and Telling Time flashcards printed and cut out. Use the flashcards as you introduce each vocabulary word.<ul style="list-style-type: none">○ Say each day or time in English while pointing to the word on the flashcard. Ask students to repeat.○ Give students feedback on pronunciation.○ Repeat the term as needed until students are able to closely mimic pronunciation.○ Ask students to copy the English word onto their blank sheet of paper, or into their notebooks. They can also write the Spanish translation to help them remember what each word means. <i>Note: You can also print extra flashcard sheets for each student instead of asking them to write the vocabulary words themselves.</i>○ Tip: Refer to the Telling Time and Calendar lessons in the Simply Speaking book (pages 14-18) to find a list of days of the week and times with pronunciations. Students can use the written pronunciation guide to practice after class. They can also refer to the online audio clips on the iSOSY website, or use the Google Translate app to listen to the correct pronunciation of words from this lesson. |

Activities

- Give each student a copy of the Days of the Week and Telling Time worksheet.
 - On Page 1 Part A, ask the student to draw a line between each Spanish day of the week and its English translation.
 - On Page 1 Part B, help your student think of a way to remember each day of the week. Example: *Friday es el Final de la semana laboral.*
 - On Page 1 Part C, ask your student to complete the calendar with the correct day of the week. Then, ask them to write at least one activity that they associate with each day of the week.
 - On Page 2 Part A, match the numerical and written times by writing the correct time next to its written form.
 - On Page 2 Part B, ask your student to write out the written English time next to each numerical time.

Optional Extension Activities

- Ask your students questions about their regular schedules. For example: *What time do you wake up in the morning? What day of the week is your day off? Etc.*
- Give your students a copy of this month's calendar, or ask them to look at the calendar on their phone. Ask them to tell you what day of the week each date falls on. For example: *What day of the week is the 17th? What day of the week is the 30th? Etc.*
- Share links to the online resources with your students so that they can use the virtual flashcards, worksheets, and audio clips to study on their own.

Wrap-Up and Post-Test

- Ask the students what questions they have about the content of today's lesson. Consider asking some additional questions to check for comprehension before giving the post-test.
- Take out the **Days of the Week and Telling Time Pre/Post Test**, which should already have the student's pre-test score listed at the top. Ask each student the same five questions again, then record their post-test score at the top of the page. Each question is worth 20%. For example, if the student answers four questions correctly, their post-test score will be 80%.
- Review any post-test questions that the student answered incorrectly, making sure that the student understands what the correct answers are before ending the class.

Days of the Week and Telling Time- *Días de la semana y como decir la hora*

Pre/Post-Test- *Evaluación previa y posterior*

Name-*Nombre* _____ Date-*Fecha* _____

METS _____

Pre-Test Score _____ Post-Test Score _____

1. Which are the two days that make up the weekend? *¿Cuáles son los dos días que componen el fin de semana?*
 - a. Sunday and Monday
 - b. Friday and Saturday
 - c. Saturday and Sunday
 - d. Wednesday and Thursday

2. Which of the following is the correct way to say 5:35 in English? *¿Cuál de las siguientes es la forma correcta de decir 5:35 en inglés?*
 - a. four thirty-five
 - b. four forty-five
 - c. five forty-five
 - d. five thirty-five

3. What is the correct way to ask about the time in English? *¿Cuál es la forma correcta de preguntar qué hora es en inglés?*
 - a. How is the time?
 - b. What time is it?
 - c. Where is the time?
 - d. When is the time?

4. How do you say this time in English: 1:15pm? *¿Cómo se dice esta hora en inglés: 1:15pm?*

5. What day of the week is it today? How do you say that day of the week in English? *¿Qué día de la semana es hoy? ¿Cómo se dice ese día de la semana en inglés?*

| S | M | T | W | T | F | S |
|----|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |

↑

Monday

| S | M | T | W | T | F | S |
|----|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |

↑

Tuesday

| S | M | T | W | T | F | S |
|----|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |

↑

Wednesday

| S | M | T | W | T | F | S |
|----|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |

↑

Thursday

| S | M | T | W | T | F | S |
|----|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |

↑

Friday

| S | M | T | W | T | F | S |
|----|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |

↑

Saturday

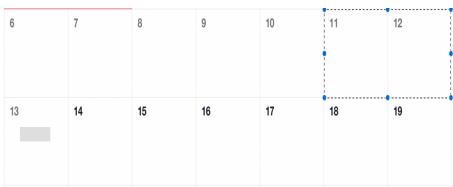
| S | M | T | W | T | F | S |
|----|---|---|---|---|---|---|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |

↑

Sunday



last week



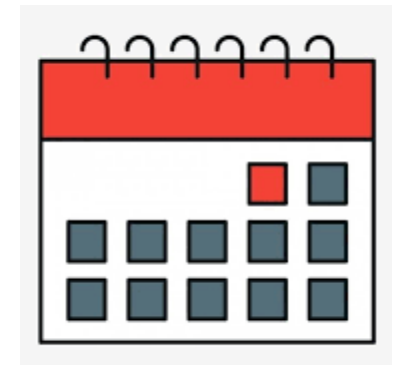
last weekend



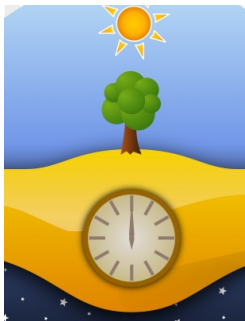
last night



yesterday



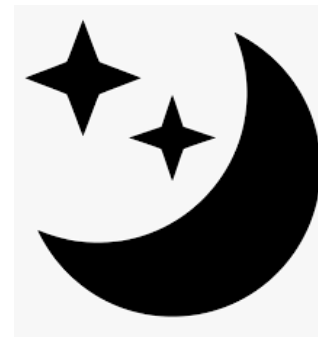
today



in the afternoon



in the morning



in the evening



now



one o'clock



two o'clock



three o'clock



four o'clock



five o'clock



six o'clock



seven o'clock



eight o'clock



nine o'clock



ten o'clock



eleven o'clock



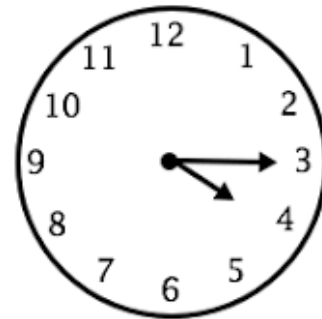
twelve o'clock



two o five; five past two



three ten



four fifteen; quarter past four



five twenty



six twenty-five



seven thirty



eight thirty-five



nine forty



ten forty-five; quarter til eleven



eleven fifty; ten til twelve



twelve fifty-five; five til one

**Days of the Week & Telling Time
Student Worksheet**

Part A. Task: Match each word to its equivalent./Empareja los días.

| | |
|-----------|-----------|
| lunes | Tuesday |
| martes | Friday |
| miércoles | Saturday |
| jueves | Wednesday |
| viernes | Sunday |
| sábado | Monday |
| domingo | Thursday |

Parte B. Brainstorm a way to remember each day of the week./Elabora una manera para recordar cada día.

Friday- _____

Monday- _____

Saturday- _____

Sunday- _____

Thursday- _____

Tuesday- _____

Wednesday- _____

Part C. Task: Complete the calendar with the correct day of the week./Completa el calendario con el día.

| Sunday | | | | | | Saturday |
|--------|--|--|--|--|--|----------|
| | | | | | | |

Extension activity- Write activities you associate with different days of the week./Escribe las actividades asociadas con los días diferentes.

Telling Time/Decir la hora

Part A. Task: Write the time next to its written form./Escribe la hora al lado de su forma escrita.

| | | | | |
|-------|-------|--------------|----------|-------------|
| 1:00 | 2:05 | 3:10 | 4:15 | 5:20 |
| 6:25 | 7:30 | 8:35 | 9:40 | 10:45 |
| 11:50 | 12:55 | 12am-11:59am | 12pm-5pm | 5pm-11:59pm |

| | | | |
|-------------------------------------|-------|-----------------|-------|
| twelve fifty-five; five 'til one | _____ | one o'clock | _____ |
| eight thirty-five | _____ | five twenty | _____ |
| two o five; five past two | _____ | six twenty-five | _____ |
| ten forty-five; quarter 'til eleven | _____ | three ten | _____ |
| seven thirty; half past seven | _____ | nine forty | _____ |
| four fifteen; quarter past four | _____ | eleven fifty | _____ |
| the morning | _____ | the evening | _____ |
| the afternoon | _____ | | |

Part B. Task: Write the time./Escribe la hora.

| | |
|----------|--|
| 8:00 am | |
| 9:05 am | |
| 10:10 am | |
| 11:15 am | |
| 12:20 pm | |
| 1:25 pm | |
| 2:30 pm | |
| 3:35 pm | |
| 4:40 pm | |
| 5:45 pm | |
| 6:50 pm | |
| 7:55 pm | |

Lesson Plan for English Language Learners

Food and Groceries- *Comida y comestibles*

Lesson Duration: 60-90 minutes

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson Objectives |
| As a result of participating in this lesson, the student will be able to: <ul style="list-style-type: none">• Use target vocabulary related to identifying food and grocery items in English.• Use common English phrases related to shopping preferences.• Understand a sample conversation about shopping in English and answer questions based on that conversation. |
| Lesson Instructions |
| Materials Needed <ul style="list-style-type: none">• Food and Groceries Pre/Post-Test• Food and groceries flashcards• Identifying Items in the Grocery Store Vocabulary Sheet• Shopping Preferences Sample Conversation Worksheet Supplemental Online Materials (Optional) <ul style="list-style-type: none">• Online flashcards• Online worksheets• Audio clips of vocabulary sheet |
| Introduction/Activate Prior Knowledge |
| <ul style="list-style-type: none">• Take out a copy of the Food and Groceries Pre/Post Test. Ask each student the five questions on the test, then record their pre-test score at the top of the page. Each question is worth 20%. For example, if the student answers three questions correctly, their pre-test score will be 60%.• Ask your students what their favorite foods are. Do they know the English words for these foods?• Talk about your students' shopping preferences: where do they shop for groceries, and what day of the week and what time do they usually shop? What are some English phrases that they use while shopping, and/or what phrases would they like to learn that would make shopping easier? |
| Introduce Key Vocabulary and Phrases |
| <ul style="list-style-type: none">• Give each student a copy of the Identifying Items in the Grocery Store Vocabulary Sheet. The first three pages of this sheet involve talking to your students about shopping preferences (what day of the week and what time do they prefer to shop?) If you have completed the <i>Days of the Week and Telling Time</i> lesson with your students, use these first pages to introduce the topic of shopping while building from prior knowledge. You may also choose to skip these first three pages, and start by introducing key food and grocery vocabulary and phrases starting on Page 4.• Have the food and grocery flashcards printed and cut out. Use both the vocabulary sheet (starting on Page 4) and the flashcard as you introduce each vocabulary word.<ul style="list-style-type: none">○ Say each word in English while pointing to the word on the vocabulary sheet and showing the flashcard that corresponds to that word. Ask students to repeat.○ Give students feedback on pronunciation. |

- Repeat the term as needed until students are able to closely mimic pronunciation.
- Ask your student to write the Spanish translation of each vocabulary word next to the English word on their worksheet.
- **Tip:** Refer to the Food lesson (pages 24-30) in the *Simply Speaking* book to find a list of food items with pronunciations. Students can use the written pronunciation guide to practice after class. They can also refer to the [online audio clips](#) on the iSOSY website, or use the Google Translate app to listen to the correct pronunciation of words from this lesson.
- Review the English phrases prior to and following the vocabulary section. (What do you need to buy? What are you going to make?) Ask students to repeat each question in English until they are able to closely mimic pronunciation.
- Ask the students to answer the questions with complete sentences in English. Repeat this question-and-answer activity multiple times to give students the chance to practice answering in different ways.

Activities

- Give each student a copy of the Shopping Preferences Sample Conversation worksheet.
 - Read the conversation out loud to the students at least two times. Ask them to follow along with their finger while you read each part of the conversation.
 - Ask your students each of the nine following questions about the conversation. If a student is unsure of what the answer to a question is, return to the part of the conversation that contains the answer to that question, and read it again.
 - Explain the answer to any questions that your student is unable to answer correctly.

Optional Extension Activities

- Ask your students some questions about the foods that they normally buy and eat. For example: *What groceries did you buy last week? What will you make for dinner tonight? Etc.* Ask your students to answer in English.
- Write down the name of a popular dish on a white board or on a piece of paper. Ask your students to say the name of the dish out loud in English. Then, ask them to help you create a list of ingredients that you would need to prepare that dish. For example: *Hamburgers- ground beef, buns, tomato, cheese, etc.*
- Share links to the online resources with your students so that they can use the virtual flashcards, worksheets, and audio clips to study on their own.

Wrap-Up and Post-Test

- Ask the students what questions they have about the content of today's lesson. Consider asking some additional questions to check for comprehension before giving the post-test.
- Take out the **Food and Groceries Pre/Post Test**, which should already have the student's pre-test score listed at the top. Ask each student the same five questions again, then record their post-test score at the top of the page. Each question is worth 20%. For example, if the student answers four questions correctly, their post-test score will be 80%.
- Review any post-test questions that the student answered incorrectly, making sure that the student understands what the correct answers are before ending the class.

Food and Groceries- Comida y comestibles

Pre/Post-Test- Evaluación previa y posterior

Name-Nombre _____ Date-Fecha _____

METS _____

Pre-Test Score _____ Post-Test Score _____

1. What are two ingredients that can be found in hamburgers? *¿Cuáles son dos ingredientes que se puede encontrar en las hamburguesas?*
 - a. fish and lemon
 - b. beef and cheese
 - c. chicken and rice
 - d. pork and pineapple

2. Which is the correct English term for food and other items you can buy at the supermarket? *¿Cuál es el termino correcto en inglés para alimentos y otros artículos que puedes comprar en el supermercado (comestibles)?*
 - a. materials
 - b. groceries
 - c. vegetables
 - d. ingredients

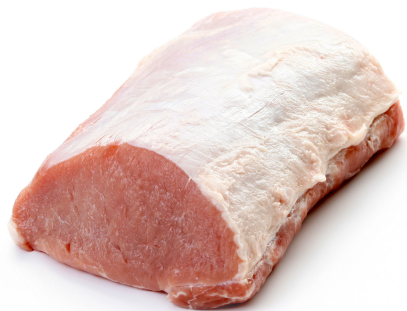
3. What is the correct way to ask someone where they prefer to buy their groceries? *¿Cuál es la forma correcta de preguntarle a alguien donde prefiere comprar sus comestibles?*
 - a. What time do you like to go shopping?
 - b. Where do you like to shop?
 - c. What day of the week do you go shopping?
 - d. What do you need to buy?

4. What is the name of the food in the picture? *¿Cómo se llama la comida de la imagen?*



5. What is the name of the item in the picture? *¿Cuál es el nombre del artículo de la imagen?*





Pork
\$18



Bananas
\$4



Grapes
\$5



Cake
\$22



Bread
\$4



Steak
\$15



Shrimp
\$10



Eggs
\$1



Lettuce
\$3



Hamburgers
\$7



Ground beef
\$6



Fish
\$12



Rolls
\$3



Cupcakes
\$7



Fruit salad
\$8



Salad
\$5



Ham
\$3



Cheese
\$4



Water
\$1



Sausage
\$5



Soup
\$3



Milk
\$3



Soda/Pop
\$2



Juice
\$3



Turkey
\$3



Beef
\$17



Chicken
\$12



Chips
\$3



Carrots
\$2



Pretzels
\$3



Popcorn
\$4



Bacon
\$5



Ice cream
\$4



Dish soap
\$3



Laundry detergent
\$8



Paper towels
\$6



Toilet paper
\$5



Cookies
\$3



Crackers
\$3



Toothpaste
\$2



Floss
\$2



Apples
\$4



a bag of onions
\$3



a toothbrush
\$2

Identifying Items in the Grocery Store and Describing Shopping Habits

Vocabulary Sheet

Shopping Habits

When do you want to go grocery shopping?

I want to shop on _____ (day of the week).

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

When do you prefer to shop?

I prefer to shop on _____ (day of the week).

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

I prefer to go shopping _____.

before...

I go to work.
I have breakfast.
I have lunch
I have dinner.

in...

the morning.
the afternoon.
the evening.

after...

I get home from work.

I shower.

I have breakfast.

I have lunch.

I have dinner

Why?

Because...

I have free time.

I always shop that day.

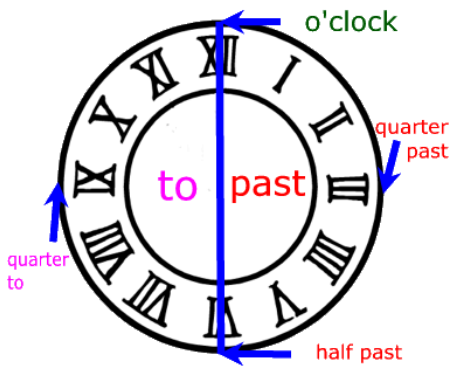
There are better deals.

I don't work as late that day.

There are less people there./It is less crowded.

Other possible ideas?

Time



At what time do you prefer to shop?

I prefer to shop at _____ (time).

1:00 one o'clock

2:05 two o five; five past two

3:10 three ten

4:15 four fifteen; quarter past four

7:30 seven thirty; half past seven

8:35 eight thirty-five

9:40 nine forty

10:45 ten forty-five; quarter til eleven

5:20 five twenty
6:25 six twenty-five

11:50 eleven fifty
12:55 twelve fifty-five; five 'til one

I prefer to shop _____ (time of day).
12am-12pm in the morning
12pm-5pm in the afternoon
5pm-12am in the evening

At what time do you want to shop?

I want to shop at _____ (time).
one, two, three, four, five, etc.

Elaboration:

Why?

Because...

I have free time.
I don't like to shop hungry.
I always shop at that time.
that is when my family goes.
that is when my friends go./that is when my friend goes.
there are less people there./It is less crowded.
Other possible ideas?

Where do you like to shop?

I like to shop at _____ (name of the store).
(Walmart, Market 32, Tops, etc.)

Elaboration: Why?

Because...

I prefer.../I like...
their prices.
their produce.
their customer service.
their hours.
their meats.
their deli.
their bakery.

they have...

good prices.

more options.

better sales.

longer hours.

my favorite brands.

more variety.

everything I need.

-Do you want to shop on _____ (day of the week: Monday, Tuesday, Wednesday, etc.)?

That day works for me.

That day is okay with me.

That day is good for me.

I can't go that day.

How about _____ (Thursday, Friday, Saturday, Sunday)?

-Do you want to shop at _____ (time of day: 1 o'clock, 2 o'clock, 3 o'clock, etc.)?

That time works for me.

That time is okay with me.

That time is good for me.

I can't go at that time.

How about _____ (4 o'clock, 5 o'clock, 6 o'clock)?

Groceries

What do you need to buy?

I need to buy...

fruit.

vegetables.

milk.

cheese.

yogurt.

noodles.

eggs.

soap.
toilet paper.
paper towels.
pork.
grapes.
cake.
bread.
shrimp.
lettuce.
salad.
ham.
water.
sausage.
soup.
beef.
turkey.
chicken.
chips.
popcorn.
bacon.
ice cream.
flour.
sugar.
oil.
cookies.
crackers.
toothpaste.
floss.
hamburgers.
ground beef.
fish.
soda/pop/soft drinks.
juice.
onions.
apples.
a toothbrush.
flowers.

What are you going to make with it?

I am going to buy _____ to make _____.
(item) (meal/recipe)
ground beef hamburgers

Shopping Preferences: Sample Conversation Comprehension

Listen to the conversation and answer the questions./

Escucha la conversación y contesta las preguntas.

Audio Recording: [Shopping Preferences Sample Conversation](#)

Script:

- When do you prefer to shop?
- I prefer to shop on Saturday because I work less hours on Saturday. When do you want to go grocery shopping?
- I want to shop on Friday because it is less crowded.
- Friday is okay with me. At what time do you prefer to shop?
- I prefer to shop after I shower and have dinner.
- When do you like to shop?
- I like to shop after 7 in the evening.
- Where do you prefer to shop?
- I like to shop at Walmart because they have good prices. Where do you like to shop?
- I prefer shopping there too because they have everything I need.
- Do you want to go on Friday at 8 in the evening?
- That sounds good to me.
- See you then!

1. Which day does the first person prefer to shop?/

¿Cuándo prefiere la primera persona hacer la compra? _____

2. Why does she prefer to shop that day?/¿Por qué prefiere hacer la compra ese día?

A. She works fewer hours./Trabaja menos horas.

B. That is her favorite day to go to the grocery store./

Es su día favorito para ir a la tienda de comestibles.

C. She always goes to the store at that time./

Siempre va a la tienda de comestibles a esa hora.

D. That is when her family goes to the store./

Es cuando su familia va a la tienda de comestibles.

3. Which day does the second person prefer to shop?/
¿Cuándo prefiere la segunda persona hacer la compra? _____
4. Why does she prefer to shop that day?/¿Por qué prefiere hacer la compra ese día?
A. There are less people./Hay menos gente.
B. That is her favorite day to go to the grocery store./
Es su día favorito para ir a la tienda de comestibles
C. That is when her friends goes to the store./
Es cuando sus amigos van a la tienda de comestibles.
D. There are more sales./Hay más ventas (rebajas).
5. Put the events in the order she describes her schedule./
Pon los eventos en el orden del horario descrito.
- | | | |
|--------|--------------|-------------|
| Shower | Grocery Shop | Have dinner |
|--------|--------------|-------------|
1. _____ 2. _____ 3. _____
6. Which time does the speaker say she prefers to shop?/
¿A qué hora prefiere hacer la compra la oradora?
A. 5-6 pm
B. 6-7 pm
C. 7-8 pm
7. Both speakers prefer to shop at the same store./Las dos oradoras prefieren hacer la compra en la misma tienda de comestibles.
A. True/Cierto
B. False/Falso
8. Which is NOT a reason they include for liking the store?/¿Cuál NO es una razón que les gusta la tienda de comestibles?
A. The store is open longer./La tienda está abierta por más horas.
B. The store has good prices./La tienda tiene buenos precios.
C. They have their favorite brands.Tiene todas sus marcas favoritas.

9. When do they decide to shop?/¿Cuándo deciden hacer la compra?

A. Saturday at 8pm

B. Friday at 8pm

C. Friday at 8am

D. Saturday at 8am

E. They do not agree./No están de acuerdo.

Lesson Plan for English Language Learners

Question Words- *Palabras interrogativas*

Lesson Duration: 60-90 minutes

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson Objectives |
| As a result of participating in this lesson, the student will be able to: <ul style="list-style-type: none">• Use target vocabulary related to question words and sharing personal information.• Use common English phrases related to answering questions during an emergency.• Understand a sample conversation in English, and answer questions based on that conversation. |
| Lesson Instructions |
| Materials Needed <ul style="list-style-type: none">• Question Words Pre/Post-Test• Answering Questions in an Emergency Vocabulary Sheet• Providing Essential Information Sample Conversation Worksheet <p>Supplemental Online Materials (Optional)</p> <ul style="list-style-type: none">• Online flashcards• Online worksheets• Audio clips of vocabulary sheet |
| Introduction/Activate Prior Knowledge |
| <ul style="list-style-type: none">• Take out a copy of the Question Words Pre/Post Test. Ask each student the five questions on the test, then record their pre-test score at the top of the page. Each question is worth 20%. For example, if the student answers three questions correctly, their pre-test score will be 60%.• Ask your students some basic questions about themselves. What is their name? What is their address? Are they able to answer these questions in English?• Talk to your students about emergency situations. Have they experienced an emergency at work or at home while living in the United States? What did they do? Do they know what phone number to call in case of an emergency? |
| Introduce Key Vocabulary and Phrases |
| <ul style="list-style-type: none">• Give each student a copy of the Answering Questions in an Emergency Vocabulary Sheet. Use the vocabulary sheet as you introduce each vocabulary word.<ul style="list-style-type: none">○ On Page 1, say each personal information and question vocabulary word in English while pointing to the word on the vocabulary sheet. Ask students to repeat.○ Give students feedback on pronunciation.○ Repeat the term as needed until students are able to closely mimic pronunciation.○ Tip: Refer to the Personal Information (first page after cover page) and Calling 911 (pages 66-67) lessons in the <i>Simply Speaking</i> book to find a list of question words and phrases with pronunciations. Students can use the written pronunciation guide to practice after class. They can also refer to the online audio clips on the iSOSY website, or use the Google Translate app to listen to the correct pronunciation of words from this lesson. |

- Review the English question phrases following the first vocabulary section (*What is your address/phone number? How old are you? Etc.*) Ask students to repeat each question in English until they are able to closely mimic pronunciation.
- Some of the question phrases are followed by additional vocabulary words, including number and family vocabulary. Review these vocabulary lists with your students as necessary.
- Ask the students to answer each new question with complete sentences in English. Repeat this question-and-answer activity multiple times to give students the chance to practice answering in different ways.

Activities

- Give each student a copy of the Providing Essential Information Sample Conversation worksheet.
 - Read Conversation #1 out loud to the students at least two times. Ask them to follow along with their finger while you read each part of the conversation.
 - Ask your students each of the five comprehension questions about the first conversation. If a student is unsure of what the answer to a question is, return to the part of the conversation that contains the answer to that question, and read it again.
 - Explain the answer to any questions that your student is unable to answer correctly. Repeat with Conversation #2.

Optional Extension Activities

- Play “Question Popcorn” with your students. Start by asking the first student in the room a question. They must answer your question in English, then ask a different question to another student in the room. For example: *Instructor: What is your name? Student 1: My name is Edgar. Student 1: How old are you? Student 2: I am twenty years old. Etc.* Continue until all students have participated, or until you have had the chance to practice all the questions you learned today.
- Role play making a call to 911. You can do this face to face, or go in a different room and call your students to practice having a conversation by phone. Act as the 911 operator, and ask your students questions about an emergency. They can invent the details as you go, or you can create a scenario together before practicing the call. You can do this activity with other scenarios as well to practice asking and answering questions. For example, act as a receptionist at a doctor’s office, a worker at pizza restaurant, etc.
- Share links to the online resources with your students so that they can use the virtual flashcards, worksheets, and audio clips to study on their own.

Wrap-Up and Post-Test

- Ask the students what questions they have about the content of today’s lesson. Consider asking some additional questions to check for comprehension before giving the post-test.
- Take out the **Question Words Pre/Post Test**, which should already have the student’s pre-test score listed at the top. Ask each student the same five questions again, then record their post-test score at the top of the page. Each question is worth 20%. For example, if the student answers four questions correctly, their post-test score will be 80%.
- Review any post-test questions that the student answered incorrectly, making sure that the student understands what the correct answers are before ending the class.

Question Words- Palabras interrogativas

Pre/Post-Test- Evaluación previa y posterior

Name-Nombre _____ Date-Fecha _____

METS _____

Pre-Test Score _____ Post-Test Score _____

1. How do you ask someone their name? *¿Cómo se dice cuál es tu nombre?*
 - a. How do you call yourself?
 - b. Who is your name?
 - c. What is your name?
 - d. Where are you from?

2. Which of the following is not a word that describes a type of road in English? *¿Cuál de las siguientes palabras no describe un tipo de camino en inglés?*
 - a. road
 - b. street
 - c. avenue
 - d. lake

3. What is the correct way to ask what someone's age is in English? *¿Cuál es la forma correcta en inglés para preguntarle a alguien su edad?*
 - a. How many years do you have?
 - b. How old are you?
 - c. How is your age?
 - d. What age do you have?

4. Can you tell me your name in English? Use a complete sentence! *¿Me puedes decir tu nombre en inglés? ¡Usa una frase completa!*

5. In the United States, what is the phone number you should call in case of an emergency? *¿En los Estados Unidos, qué número debes llamar en caso de una emergencia?*

Asking Questions in an Emergency
Vocabulary Sheet
Beginner: Student Version

Recording with repetition and time to practice pronunciation of vocabulary words.

In an emergency, call 911.

Personal Information

name

phone number

address

Identification (I.D)

insurance

Who?

What?

Where?

When?

Why?

How?

What is your address?/Where are you?/What is your location?

I am at.../We are at...

zero - 0

one - 1

two - 2

three - 3

four - 4

five - 5

six - 6

seven - 7

eight - 8

nine - 9

avenue - Av.
boulevard - Blvd.
court - Ct.
road - Rd.
street - St.

What is your name?

My name is...

What is your phone number?

My phone number is ____-____-_____. (numbers below)

zero - 0

one - 1

two - 2

three - 3

four - 4

five - 5

six - 6

seven - 7

eight - 8

nine - 9

How old are you?

I am ____ years old.

ten- 10

eleven- 11

twelve- 12

thirteen- 13

fourteen- 14

fifteen- 15

sixteen- 16

seventeen- 17

eighteen- 18

nineteen- 19

twenty- 20

thirty- 30
forty- 40
fifty- 50
sixty- 60
seventy- 70
eighty- 80
ninety- 90
one hundred- 100

Who?

Who is the victim?

my friend
my sister
my brother
my dad
my mom
my child (son/daughter)
my neighbor
my co-worker
my babysitter
the child of...
a stranger

Do they have health insurance?

Yes
I don't know.
No

Do they have identification?

Yes, they have identification.
No, they don't have identification.

Providing Essential Information Conversation Comprehension

Listen to the audio and answer the questions./Escuche el audio y conteste las preguntas.

Sample Conversation During a 911 Call #1

[Recording of Sample Conversation During a 911 Call #1](#)



OPERATOR: -911. Is there an emergency?

CALLER: -Yes.

OPERATOR: -What is the emergency?

CALLER: -Someone fell.

OPERATOR: -What is the address?

CALLER: -I am at 9341 Blue Street.

OPERATOR: -Help is on its way. What is your name?

CALLER: -My name is Ana María González Moreno.

OPERATOR: -Are they breathing?

CALLER: -I don't know.

OPERATOR: -Are they in danger?

CALLER: -No, he is not.

OPERATOR: -What is your relationship to the victim?

CALLER: -He is my dad.

OPERATOR: -What is your phone number?

CALLER: -My phone number is (312) 890-5276.

OPERATOR: -Please stay near them and do not move him.

CALLER: -Thank you.

OPERATOR: -We will be there soon.

Comprehension Questions

1. There is a fire.
 - a. True/Cierto
 - b. False/Falso
2. Where is the emergency?
 - a. 3421 Blue Street
 - b. Ana María González Moreno
 - c. (312) 890-5276
 - d. Her dad.
3. Who needs help?
 - a. 3421 Blue Street
 - b. Ana María González Moreno
 - c. (312) 890-5276
 - d. Her dad.
4. What is her phone number?
 - a. 3421 Blue Street
 - b. Ana María González Moreno
 - c. (312) 890-5276
 - d. Her dad.
5. What is her name?
 - a. 3421 Blue Street
 - b. Ana María González Moreno
 - c. (312) 890-5276
 - d. Her dad.

Sample Conversation During a 911 Call #2

Recording of Sample Conversation During a 911 Call #2

OPERATOR: "Nine-one-one operator. What is your emergency?"

CALLER: I have a medical emergency. My mother is having a heart attack.

OPERATOR: Where is your mother?

CALLER: She is at my home at 110 Bayview Lane in Kirkland. Please send an ambulance!

OPERATOR: What is your name?

CALLER: I am Pedro Oliveras.

OPERATOR: What is your mother's name?

CALLER: Norma Oliveras.

OPERATOR: Don't hang up! Help is on the way!



Comprehension Questions

- Someone has a problem./Alguien tiene un problema.
 - True/Cierto
 - False/Falso
- It is an emergency.
 - True/Cierto
 - False/Falso
- What is the address?
 - 110 Bayview Lane, Kirkland
 - Pedro Oliveras
 - His mother
 - Norma Oliveras
- Who needs help?
 - 110 Bayview Lane, Kirkland
 - Pedro Oliveras
 - Norma Oliveras
- Who is the caller?
 - 110 Bayview Lane, Kirkland
 - Pedro Oliveras
 - His mother
 - Norma Oliveras

6. An ambulance is coming.
 - a. True/Cierto
 - b. False/Falso

Lesson Plan for English Language Learners

Parts of the Body- *Partes del cuerpo*

Lesson Duration: 60-90 minutes

| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson Objectives |
| As a result of participating in this lesson, the student will be able to: <ul style="list-style-type: none">• Use target vocabulary related to identifying English words for different parts of the body.• Use common English phrases related to describing pain or injuries.• Match images of parts of the body with the corresponding English terms. |
| Lesson Instructions |
| Materials Needed <ul style="list-style-type: none">• Parts of the Body Pre/Post-Test• Parts of the body flashcards• Parts of the Body Vocabulary Sheet• Parts of the Body Student Worksheet <p>Supplemental Online Materials (Optional)</p> <ul style="list-style-type: none">• Online flashcards• Online worksheets• Audio clips of vocabulary sheet |
| Introduction/Activate Prior Knowledge |
| <ul style="list-style-type: none">• Take out a copy of the Parts of the Body Pre/Post Test. Ask each student the five questions on the test, then record their pre-test score at the top of the page. Each question is worth 20%. For example, if the student answers three questions correctly, their pre-test score will be 60%.• Ask your students to point to a part of their body that they know the English word for. Say the English word out loud. Point to a part of your body and ask your students how to say that word in English.• Talk to your students about what they do for work. Do they work with animals and need to be able to identify parts of the animal's body in English? Do they work in a physical job where they may need to protect parts of their own body? How may they use English body vocabulary in their daily lives? |
| Introduce Key Vocabulary and Phrases |
| <ul style="list-style-type: none">• Give each student a copy of the Parts of the Body Vocabulary Sheet. Have the parts of the body flashcards printed and cut out. Use both the vocabulary sheet and the flashcard as you introduce each vocabulary word.<ul style="list-style-type: none">○ Say each body part in English while pointing to the word on the vocabulary sheet and showing the flashcard that corresponds to that word. Ask students to repeat.○ Give students feedback on pronunciation.○ Repeat the term as needed until students are able to closely mimic pronunciation.○ Tip: Refer to the Parts of the Body (pages 51-61) and Dairy Cow (pages 49-50) lessons in the <i>Simply Speaking</i> book to find a list of body parts with pronunciations. Students can use the written pronunciation guide to practice after class. They can also refer to the online audio clips on the iSOSY website, or |

use the Google Translate app to listen to the correct pronunciation of words from this lesson.

- Review the English question phrases following the vocabulary section. Ask students to repeat each one in English until they are able to closely mimic pronunciation.
- Practice answering each question with a complete sentence in English. Ask students each question and allow them to answer multiple times in order to practice using various body part vocabulary words.
- Read the conversation aloud to students two times. Ask them to follow along on their worksheet. Then, ask the five questions related to the conversation. Give students feedback on their answers.

Activities

- Give each student a copy of the Parts of the Body worksheet.
 - In Parts 1 through 4, ask the student to match each part of the body with its corresponding written word by writing the correct term on each line.

Optional Extension Activities

- Draw a face or the outline of a human body on a piece of paper. Ask your students to help you label the face or body with as many English body part words as they can remember. Hang the paper up in a location in the student's home where they can see it and continue to practice the vocabulary words.
- Talk to your students about their own bodies using descriptive words. Ask them questions about themselves. For example, "*What color is your hair? What color are your eyes? How many fingers do you have? Etc.*" Encourage your students to ask you questions as well, and/or ask questions to other students in the class.
- Share links to the online resources with your students so that they can use the virtual flashcards, worksheets, and audio clips to study on their own.

Wrap-Up and Post-Test

- Ask the students what questions they have about the content of today's lesson. Consider asking some additional questions to check for comprehension before giving the post-test.
- Take out the **Parts of the Body Pre/Post Test**, which should already have the student's pre-test score listed at the top. Ask each student the same five questions again, then record their post-test score at the top of the page. Each question is worth 20%. For example, if the student answers four questions correctly, their post-test score will be 80%.
- Review any post-test questions that the student answered incorrectly, making sure that the student understands what the correct answers are before ending the class.

Parts of the Body- Partes del cuerpo

Pre/Post-Test- Evaluación previa y posterior

Name-Nombre _____ Date-Fecha _____

METS _____

Pre-Test Score _____ Post-Test Score _____

1. What are two parts of the body that you can find on a human face? *¿Cuáles son dos partes del cuerpo que se encuentran en una cara humana?*
 - a. eyes and nose
 - b. arms and legs
 - c. fingernails and toenails
 - d. lips and stomach

2. Which is the correct English word for when a part of your body is causing you pain? *¿Cuál es el termino correcto en inglés que se usa cuando una parte del cuerpo te causa dolor?*
 - a. feel
 - b. hurt
 - c. tingle
 - d. numb

3. What is the correct way to ask someone what is hurting them? *¿Cuál es la forma correcta de preguntarle a alguien qué le duele?*
 - a. How are you?
 - b. How is it going?
 - c. What are you doing?
 - d. Where does it hurt?

4. What is the name of the body part in the image? *¿Cómo se llama la parte del cuerpo de la imagen?*



5. What is the name of the body part in the image? *¿Cómo se llama la parte del cuerpo de la imagen?*





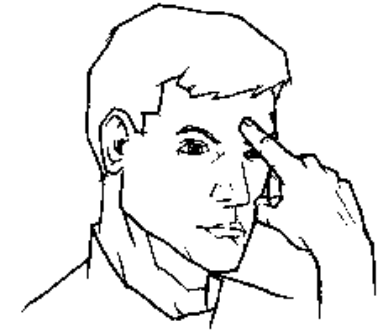
face



skin



hair



forehead



ear



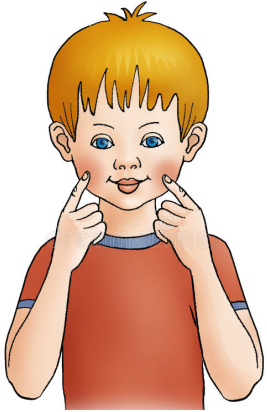
eyebrow



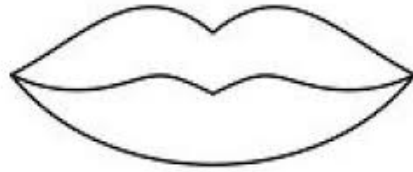
eye



nose



cheek



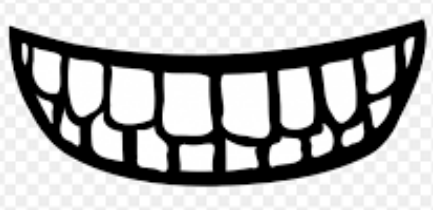
lips



mouth



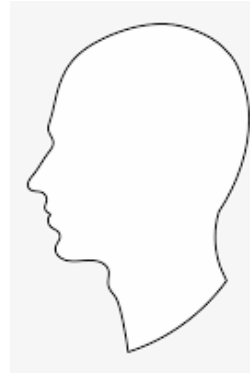
tongue



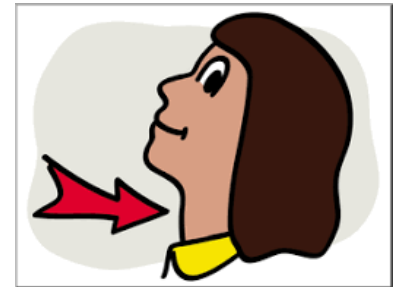
teeth



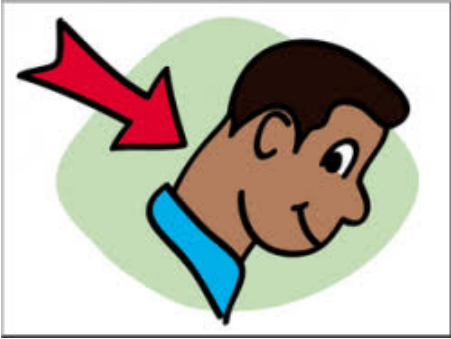
chin



head



throat



neck



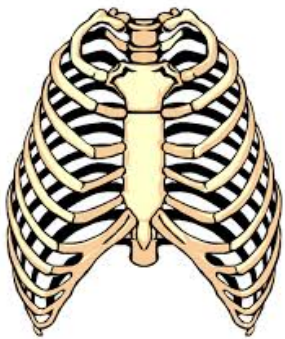
back



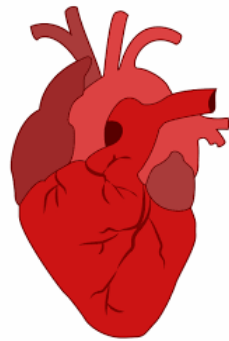
shoulder



chest



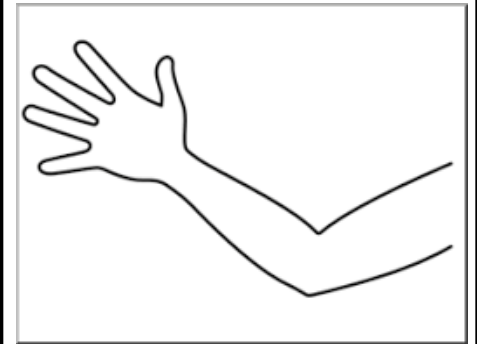
ribs



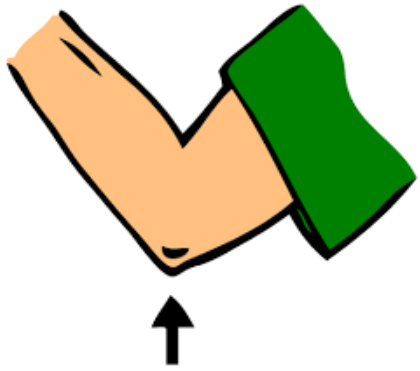
heart



lungs



arm



elbow



wrist



hand



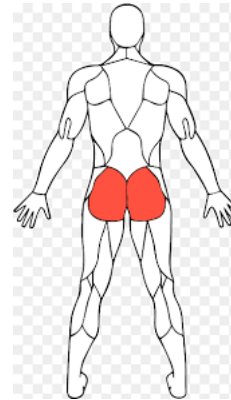
fingers



thumb



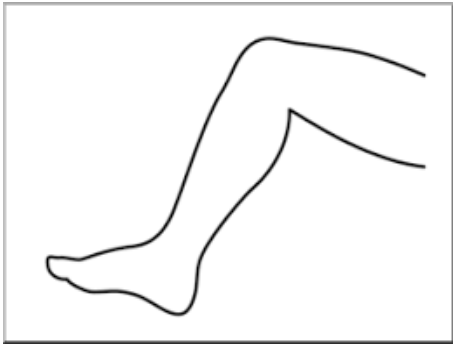
stomach



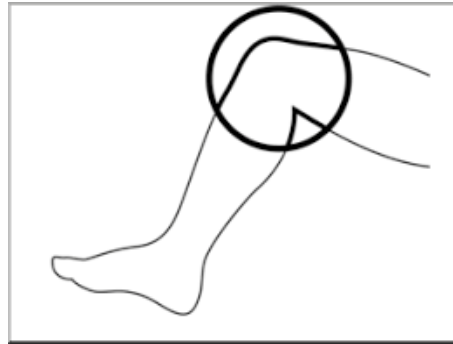
butt/glutes



hip



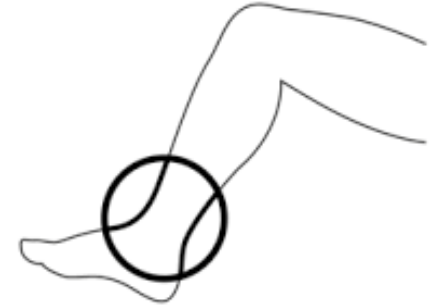
leg



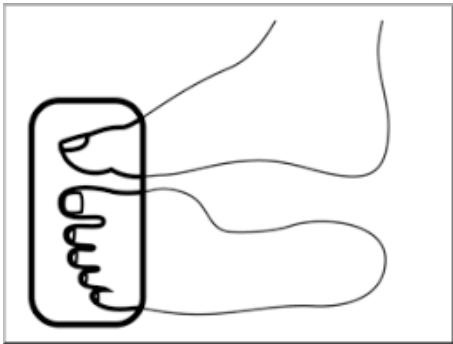
knee



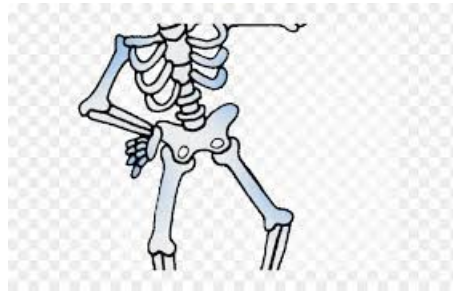
foot



ankle



toes



bones



joints



muscles

Parts of the Body

Vocabulary Sheet

Beginner

[Recording with repeats and time to practice pronunciation of identifying the parts of the body \(Beginner\)](#)

Parts of the Body: Face / Upper Body

head
face
hair
forehead
ear
eyebrow
eye
nose
cheek
lips
tongue
mouth
teeth
chin

Parts of the Body: Mid Body

neck
throat
back (upper back ↑, mid back ↔, lower back ↓)
shoulder
chest
ribs
heart
lungs
arm (upper arm ↑, forearm ↓)
elbow

wrist
hand
fingers
thumb
stomach

Parts of the Body: Lower Body

butt
hip
leg
knee
foot
ankle
toes

Parts of the Body: Throughout the Body

bones
joints
muscles
skin

Beginner Questions:

What is the problem?

My _____ hurts.
head, neck, back, wrist, hip, etc.

What hurts?

My _____ hurts.
head, neck, back, wrist, hip, etc.

My _____ hurt.
fingers, toes, feet, legs, arms, etc.

Where does it hurt?

It hurts _____.
here, there, above/next to/under my _____ (body part).

MP3 Recording of conversation

Conversation:

Doctor: -Hello. How are you?
Patient: -Hello. Not well.
Doctor: -What is the problem?
Patient: -My back hurts.
Doctor: -Where does it hurt?
Patient: -It hurts here.
Doctor: -Here, in your lower back?
Patient: -Yes, there.
Doctor: -Ok. Let's take a look.
Patient: -Thank you.

Conversation Comprehension:

1. How does the patient feel?/¿Cómo se siente el paciente?

Very well Well So so Not well

2. The patient has pain./El paciente tiene dolor.

True/Cierto False/Falso

3. The patient has a headache./El paciente tiene dolor de cabeza.

True/Cierto False/Falso

4. What hurts the patient?/¿Qué le duele al paciente?

Arm Back Head Nothing

5. Where does it hurt?/¿Dónde le duele?

Upper back Mid back Lower back Nowhere

Parts of the Body Student Worksheet

Parts of the Face

Match the correct term for the face from the list below.

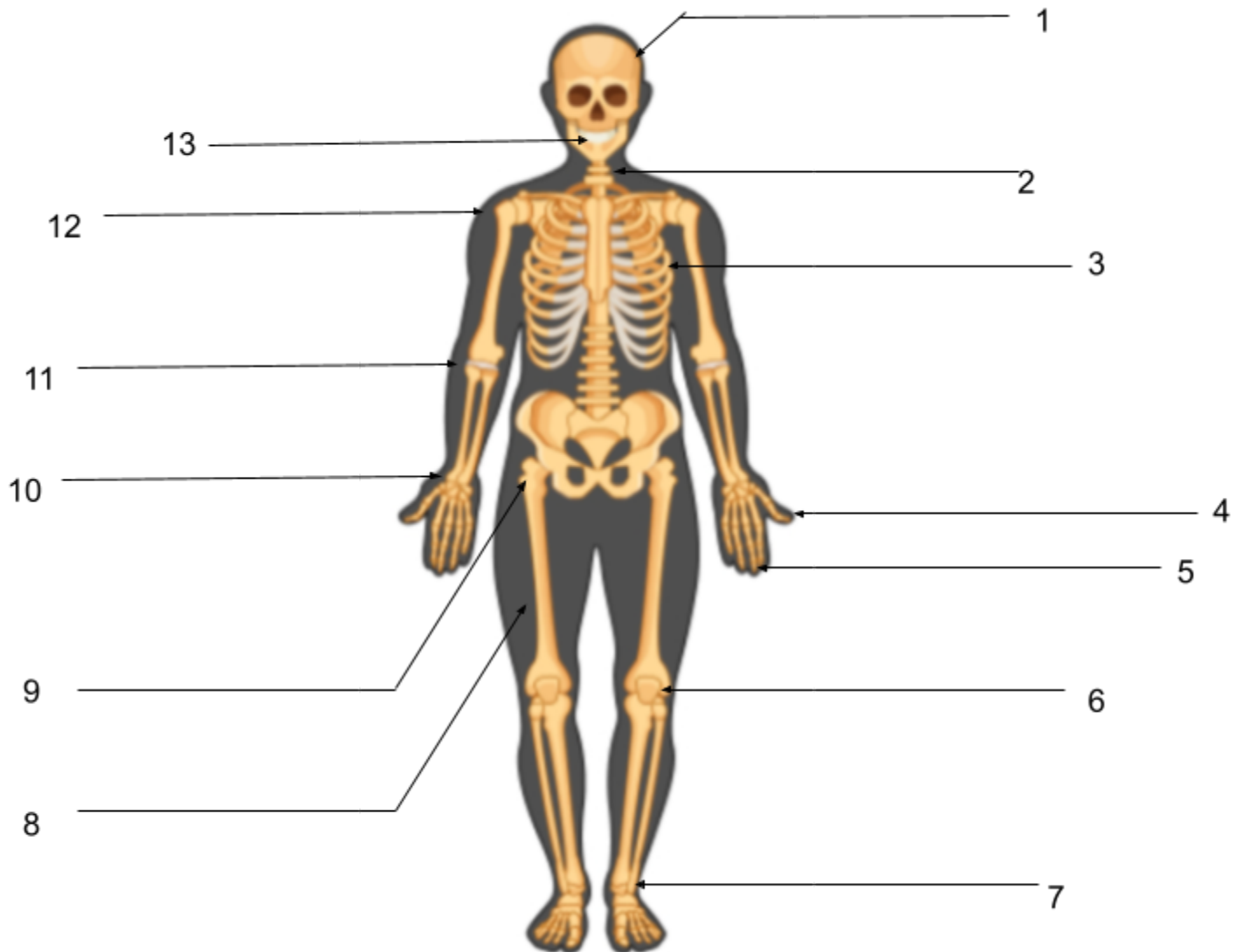
| | | | | | |
|----------|------|-------|------|---------|-------|
| teeth | nose | ear | hair | chin | neck |
| forehead | eye | cheek | skin | eyebrow | mouth |



The Human Body- Beginner

Match the correct body part from the list below.

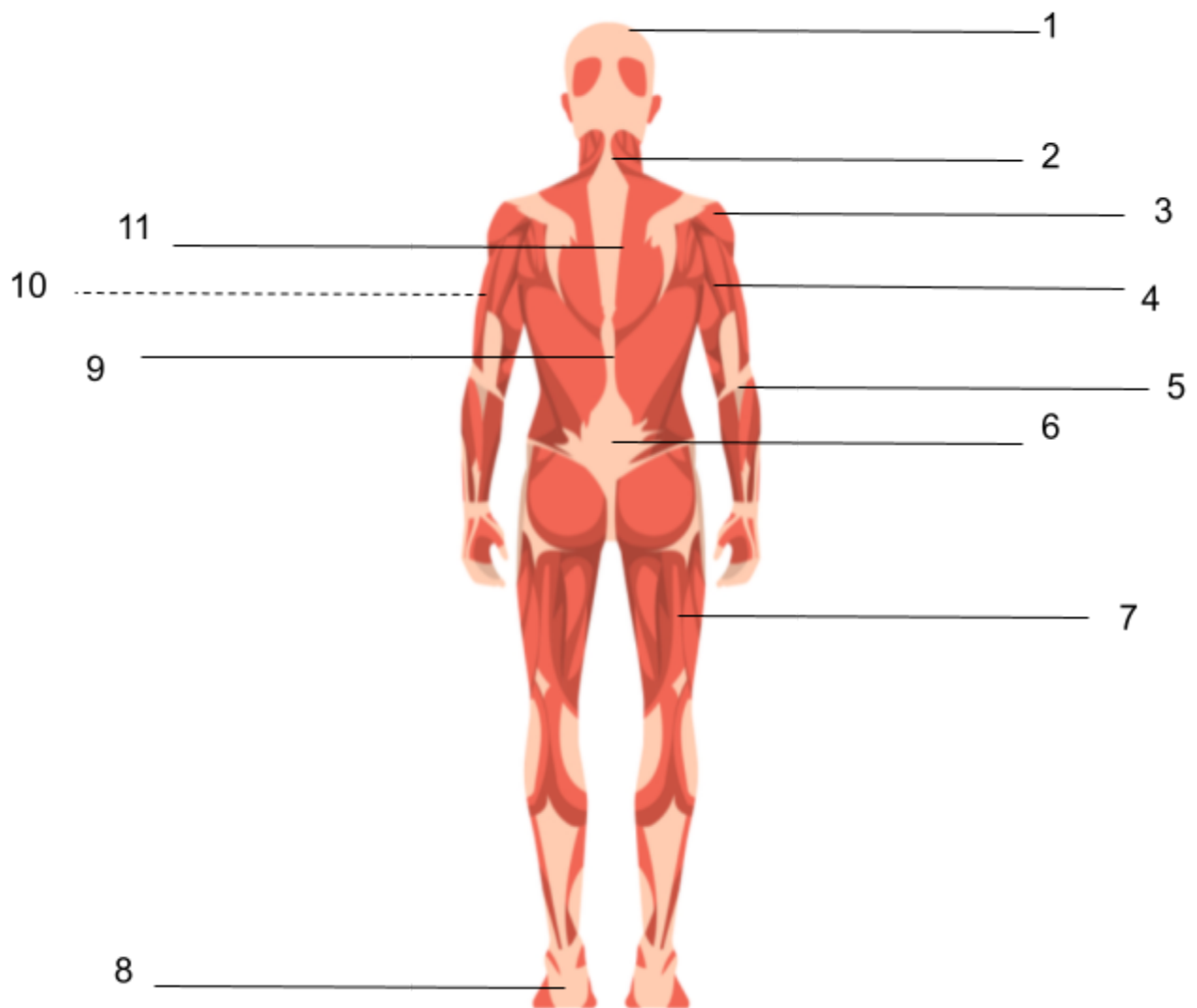
| | | | | | |
|-----------------|--------------|-------------|-------------|----------------|--------------|
| shoulder | ankle | leg | eyes | head | thumb |
| elbow | knee | neck | ribs | fingers | teeth |



The Human Body with Muscles- Beginner

Match the correct body part from the list below.

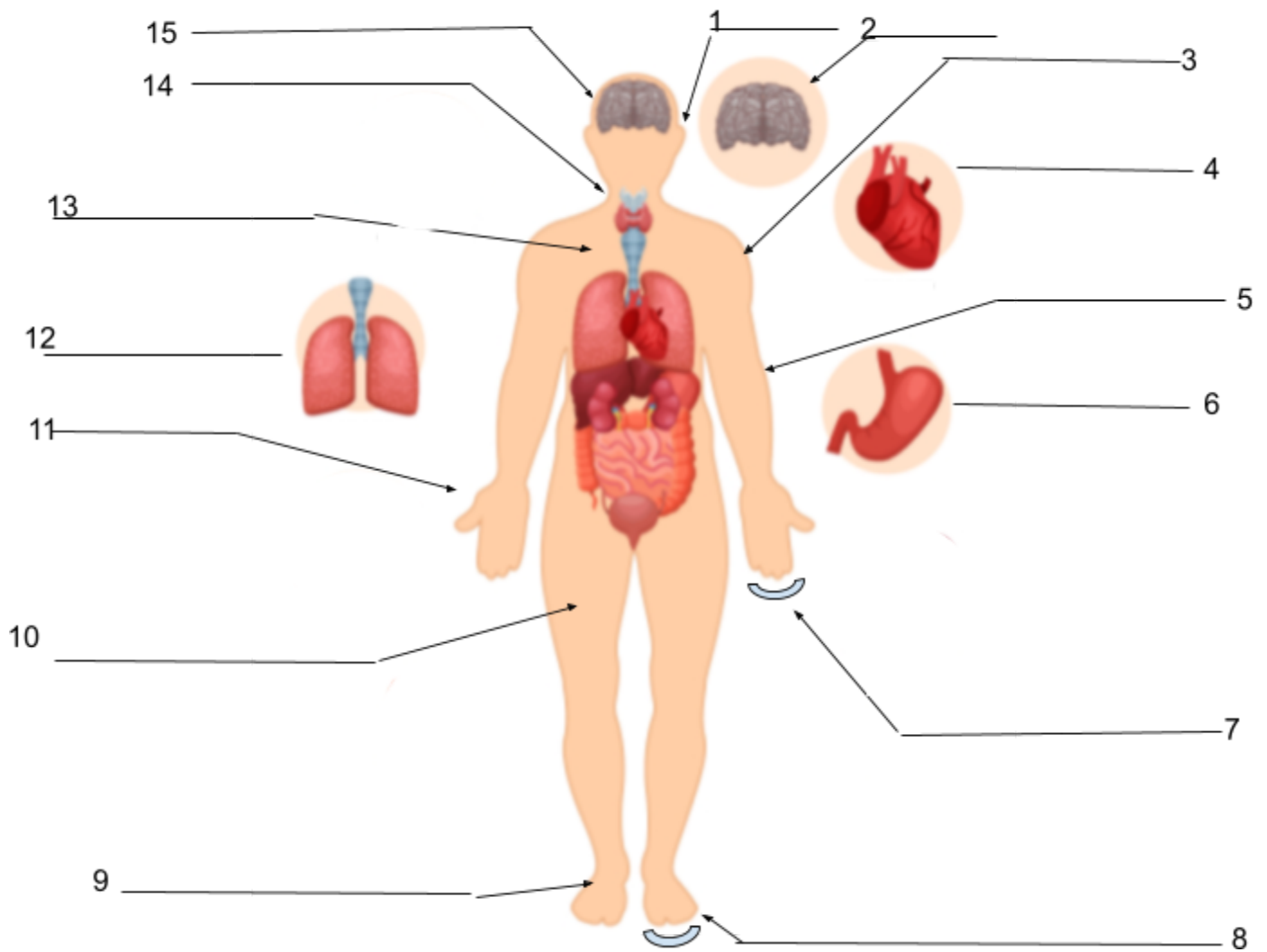
| | | | | |
|-----------|------------|-----------------|----------------|------|
| heel | shoulder | upper back | mid back | neck |
| elbow | lower back | tricep (muscle) | bicep (muscle) | head |
| hamstring | | | | |



The Human Body- Beginner

Match the correct body part from the list below.

| | | | | |
|-----------------|----------------|--------------|--------------|--------------|
| lungs | stomach | toes | brain | heart |
| shoulder | neck | chest | head | arm |
| fingers | hand | foot | ear | leg |





STAT Lesson Plan for English-Language Learners

Working on a Dairy Farm/ Trabajando en una lechería

Lesson Duration: 40-60 minutes

Standards (as needed or required):

Lesson Objectives:

- Student will be able to **use** target vocabulary related to working on a dairy farm.
- *El/la estudiante podrá usar el vocabulario relacionado en un trabajo en la lechería.*
- Student will be able to use **common phrases** related to working on a dairy farm.
- *El/la estudiante podrá usar frases comunes que se usan en una lechería.*
- Student will be able to **match** words given with the correct image.
- *El/la estudiante podrá comparar palabras con la imagen correcta.*

I Can Statements:

- I can use targeted vocabulary related to working on a dairy farm.
- *Puedo usar el vocabulario relacionado en un trabajo en la lechería.*
- I can use common phrases related to working on a dairy farm.
- *Puedo usar frases comunes relacionadas con trabajar en una lechería.*
- I can match words with their correct image.
- *Puedo comparar las palabras con la imagen correcta.*

Lesson Instructions

Language Note: The following lesson is intended to be taught entirely in Spanish for Beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of students. The objective is for students to learn through engaging activities that will enable them to practice what they are learning.

Materials Needed (click on links to open)

- Laptop or other mobile device
- [Vocabulary & Image Worksheet](#)
- [Vocabulary Practice Worksheet & Answer Key](#)
- Quizlet Activities: [Vocabulary](#)
- [Matching game](#)
- Copies of [Pre](#) and [Post](#) Tests & [Answer Key](#)
- [Vocabulary Activity](#)

| Target Vocabulary | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Cow ● Female ● Bull ● Male ● Calf ● Dairy farm ● Farmer ● Worker ● Hay ● Corn ● Milking ● Feeding ● Leg ● Eye ● Hoof ● Mouth ● Udder ● Tail ● Horn | <p><u>Phrases</u></p> <ul style="list-style-type: none"> ● Is sick ● Is hurt ● Is dead ● Is hungry ● Is walking ● Is getting up ● Has mastitis ● Push the cow ● Open the gate ● Close the gate <p><u>Sentence stems</u></p> <ul style="list-style-type: none"> ● The cow/calf is _____ (getting up, walking, sick, hurt, hungry). ● The cow/calf has a ___ problem (hoof, leg, mouth, udder, eye). ● The worker is _____ (milking the cow, feeding the cows). |

Pre-Test Questions- Administer pre-test to students. Record score at top of sheet.

1. The cow is sick.
2. A baby cow is called a calf.
3. My job is milking cows.
4. The cow has a leg problem.
5. I work on a dairy farm.

Introduction/Opener/Activate Prior Knowledge

- Ask your students if they have heard the vocabulary words in the past. Were they able to understand those words? Was it easy to use those words with other workers?
- Do you know what your job is on the dairy farm?

Introduce Key Vocabulary

Distribute Vocabulary & Image Guide Sheet. Instructor will go through each word in English, Spanish and practice pronunciation.

- Instructors may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak.
- Say the phrases in English and have students repeat.
- Give students feedback with pronunciation.
- Repeat the term and give feedback until the student closely mimics your pronunciation.
- TPR activities to engage students that involve physical movement
- Paper flashcards
- Flashcards on Quizlet.
 - English-Spanish (students can switch to start with Spanish)
 - English to image
 - English with descriptions
- Conversation comprehension activities.
- Comprehension activities on Quizlet.

Extension Activity/Connections to Other Topics

- Tell students you will describe a targeted word and they must guess the correct word. Teacher says, "Ready? Black, white, animal." Student guesses "Cow"
- Show students a photo (paper-based or digital) and ask students to explain what they see, i.e., The cow is hurt. The cow is sick.
- Ask students to match oral description to vocab word/ photo, e.g., I see a sick cow, This animal is a male, The woman is feeding a cow.

Post-Test Questions- Administer post-test to students. Record score next to pre-test score.

1. The cow is sick.
2. A baby cow is called a calf.
3. My job is milking cows.
4. The cow has a leg problem.
5. I work on a dairy farm.

Bonus: 6. A male cow is called a bull.

Wrap-Up/What Have Students Learned?

- Revisit the "I can" statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

Next Steps for Individual Student Practice

- Students practice using their new vocabulary and phrases in working on a dairy farm.

Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?



Working on a Dairy Farm/*Trabajando en una Lechería*

Pre-Test/ *Pre-Evaluación* _____

Post-Test/ *Post-Evaluación* _____

Name/*Nombre*: _____

Date/*Fecha*: _____

Instructions: Choose the correct answer. *Instrucciones: Escoja la respuesta correcta*

1. The cow is _____.
La vaca está _____.
 - a. open the gate
 - b. leg
 - c. sick
 - d. dairy farm

2. A baby cow is called a _____.
Una vaca bebe se llama _____.
 - a. dairy farm
 - b. eye
 - c. calf
 - d. hurt

3. My job is _____.
Mi trabajo es _____.
 - a. sick
 - b. dead
 - c. milking cows
 - d. close the gate

4. The cow has a _____ problem.
La vaca tiene un problema con su _____.
 - a. has mastitis
 - b. leg
 - c. hurt
 - d. push the cow

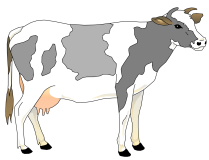

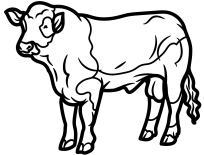

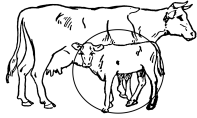
5. I work on a _____.
Yo trabajo en una _____.
 - a. eye
 - b. dairy farm
 - c. getting up
 - d. cow

Pronunciation and Image guide

Lesson: /La lección: Working on a Dairy Farm/ Trabajando en una lechería



The objectives/Los objetivos:

- Student will be able to **use** target vocabulary related to working on a dairy farm.
- *El/la estudiante podrá usar el vocabulario relacionado en un trabajo en la lechería.*
- Student will be able to use **common phrases** related to working on a dairy farm.
- *El/la estudiante podrá usar frases comunes que se usan en una lechería.*
- Student will be able to **match** words given with the correct image.
- *El/la estudiante podrá comparar palabras con la imagen correcta.*

| El inglés | La pronunciación | La pronunciación para hispanohablantes | El español | La foto |
|-----------|------------------|----------------------------------------|------------|---------------------------------------------------------------------------------------|
| Cow | kou | cao | Vaca |  |
| Female | fee-meyl | fimeil | Hembra |  |
| Bull | bool | bul | Toro |  |
| Male | meyl | meil | Macho |  |
| Calf | Kaf | kaf | Becerro |  |


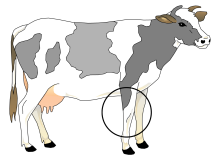

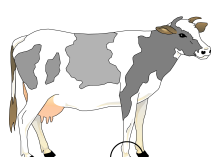

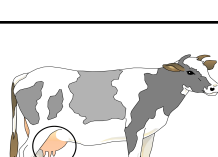
STAT

Short Targeted and Timely

| | | | | |
|------------|---------------|-----------|------------|---------------------------------------------------------------------------------------|
| Dairy farm | Dair-ee fahrm | Deri farm | Lechería |  |
| Farmer | fahrmer | farmer | Agricultor |  |
| Worker | wur-ker | uerker | Trabajador |  |
| Hay | hey | jei | Heno |  |
| Corn | kawrn | korn | Maiz |  |
| Milking | mil-king | melkin | Ordeñando |  |

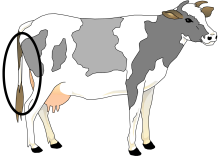




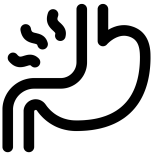
STAT

Short Targeted and Timely

| | | | | |
|---------|----------|-------|-------------|---------------------------------------------------------------------------------------|
| Feeding | fee-ding | fidin | Alimentando |  |
| Leg | leg | leg | Pierna |  |
| Eye | ahy | ai | Ojo |  |
| Hoof | hoof | juf | Pezuña |  |
| Mouth | mouth | maudt | Boca |  |
| Udder | uhder | ader | Ubre |  |

STAT

Short Targeted and Timely

| | | | | |
|-----------|--------------|-----------|-----------------|---------------------------------------------------------------------------------------|
| Tail | teyl | teil | Cola |  |
| Horn | hawrn | jorn | Cuerno |  |
| Is sick | Iz sik | Es sik | Está enfermo |  |
| Is hurt | Iz hurt | Es jert | Está adolorido |  |
| Is dead | Iz ded | Es ded | Está muerto |  |
| Is hungry | Iz huhn-gree | Es jangri | Está hambriento |  |

STAT

Short Targeted and Timely

| | | | | |
|----------------|-------------------|---------------|-------------------|---------------------------------------------------------------------------------------|
| Is walking | Iz waw-king | Es uakin | Está caminando |  |
| Is getting up | Iz getting uhp | Es getin ap | Está levantandose |  |
| Has mastitis | Haz ma-stahy-tis | Jas mastaides | Tiene mastitis |  |
| Push the cow | Poosh thuh kou | Push da cao | Empuja a la vaca |  |
| Open the gate | Oh-puhn thuh geyt | Open da geit | Abre el portón |  |
| Close the gate | Klohzh thuh geyt | Claus da geit | Cierra el portón |  |

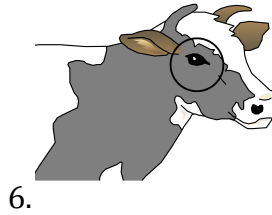
Lesson: Working on a Dairy farm / Lección: Trabajando en la lechería

Vocabulary Practice Worksheet

Part A. Choose the name associated with the image. *Escoja el nombre asociado con la imagen.*



- A. Hay
- B. Corn
- C. Milking
- D. Feeding



- A. Calf
- B. Eye
- C. Hoof
- D. Leg



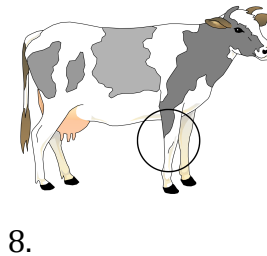
- A. Corn
- B. Hay
- C. Sick
- D. Dairy farm



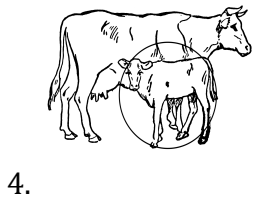
- A. Corn
- B. Bull
- C. Hay
- D. Walking



- A. Udder
- B. Feeding
- C. Tail
- D. Hurt



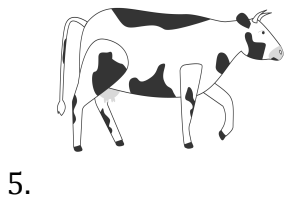
- A. Male
- B. Hoof
- C. Leg
- D. Eye



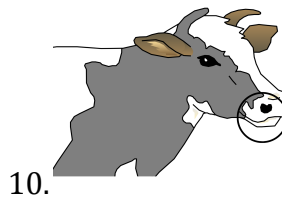
- A. Leg
- B. Milking
- C. Horn
- D. Calf



- A. Hoof
- B. Tail
- C. Sick
- D. Farmer



- A. Worker
- B. Dairy farm
- C. Walking
- D. Corn







- A. Horn
- B. Corn
- C. Mouth
- D. Male





Part B.

Write the phrases below their corresponding images. *Escriba las frases debajo de las imágenes correspondientes.*

| | | | |
|------------------------------------|--------------------|---------------------|----------------------------|
| A. The farmer is pushing the cows. | B. Close the gate. | C. The cow is sick. | D. The calf is getting up. |
|------------------------------------|--------------------|---------------------|----------------------------|

| | | | |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 11.  _____ | 12.  _____ | 13.  _____ | 14.  _____ |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|

| | | | |
|-------------------|---------------------|----------------------|--------------------------------|
| E. Open the gate. | F. The cow is dead. | G. The calf is hurt. | H. The worker is milking cows. |
|-------------------|---------------------|----------------------|--------------------------------|

| | | | |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 15.  _____ _____ | 16.  _____ | 17.  _____ | 18.  _____ |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|



STAT Lesson Plan for English Language Learners

At Work / *En el Trabajo*

Lesson Duration: 30-40 minutes

Standards (as needed or required):

Lesson Objectives:

- Student will be able to **use** target vocabulary related to work.
El estudiante podrá usar vocabulario objetivo relacionado con el trabajo.
- Student will be able to **match** words given with the correct image.
El estudiante podrá emparejar las palabras dadas con la imagen correcta.
- Student will be able to **repeat** commonly used phrases at work.
El estudiante será capaz de repetir frases de uso común en el trabajo.

I Can Statements:

- I can use target vocabulary related to work.
Puedo usar vocabulario objetivo relacionado con el trabajo.
- I can match words with their correct image.
Puedo emparejar las palabras con sus imágenes correspondientes.
- I can use common phrases used at work.
Puedo usar frases comunes mientras trabajo.

Lesson Instructions

Language Note: The following lesson is intended to be taught entirely in Spanish or the students' native language for beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of the students. The objective is for students to practice with engaging activities that will enable them to understand what they are learning.

Materials Needed (Click on links to open)

- Laminated [work images](#) (2 copies of each image)
- Items from list of vocab words if available
- Laptop or other Virtual Device
- [Paper Copy or Virtual Vocabulary & Image Guide Reference Worksheet](#)
- [Paper Copy or Virtual Vocabulary & Image Practice Guide Worksheet](#) [Answer Key](#)
- [Quizlet Activities](#)
- [EdPuzzle Video](#)
- [Copies of Pre-Test/Post-Test](#)



Target Vocabulary/Phrases

- Bag
- Hat
- Shovel
- Water cooler
- Bandana
- Bucket
- Sunscreen
- Hose
- Ladder
- Gloves

Go get, Bring me , Put on, I need the

Pre-Test Questions- Administer pre-test to students. Record score at top of sheet.

1. Which is something you can wear when working outside?
2. Which is an object you can use when you need a drink?
3. Which is an object you can use to work?
4. Which do you use to protect yourself from the sun?
5. What is this a photo of?

Introduction/Opener/Activate Prior Knowledge

- Using a white board ask students as a group to share or shout out words of objects or items they use at work. What tools might you use? What items might you need? Teacher will write a list as students give answers. Using the items on the list, ask if anyone can respond with the English word for an item. Can anyone tell me how to say *gorra* in English?

Introduce Key Vocabulary

Distribute work vocabulary worksheet. Instructor will go through each word in English, Spanish and practice pronunciation.

- *I say: bucket, We say: bucket, You say: bucket.*
- Instructor may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak. Say the words/phrases in English and have students repeat. Continue this method for each vocabulary word chosen.
- Repeat the word *bucket*
 - Look at your big thumb and say *bucket*
 - What is this picture of?



- Yell out the word *bucket*/ whisper the word *bucket* etc.
- Vocabulary words **taught/adjusted** to OSY work environment.

In-person Activity 1: Print out and laminate images/cards of work related items. Place cards in two separate piles. Split the group into two teams. Have one person call out the name of the object while both teams race to the pile to retrieve said item. First team to return the correct image wins a point.

In-Person Activity 2: (Optional) Place items from the list on the ground. Split the group of students into two groups. Instructor will use target phrases and have students respond based on the command. Ex. Go get the hose (student will go to get the hose). Put on the hat (student will pick up the hat and put it on their head).

Virtual Activities:

- Students practice vocabulary using the [Quizlet Activities](#) matching game.
- Quia [with answers/without answers](#)
- [EdPuzzle Video](#)

Extension Activity

- Direct students to the **English for Daily Life Lessons** to extend their learning.
- (Optional) The instructor can voice record all of the vocabulary associated with this lesson. Have the student listen to the recording every day for one week. When the student has memorized the vocabulary, have them send a voice recording to the instructor using either WhatsApp or My Memos.
- **Introduce target phrases:** Instructor will review targeted three phrases related to work. Instructor will go through each phrase in English, Spanish, and pronounce the phrases. Instructor can act out each phrase; for example: Go get (walk over to said item and return back to the group), Put on (open sunscreen and put it on your arm), etc.

Post-Test- Administer post-test to students. Record score next to pre-test score.

1. Which is something you can wear when working outside?
2. Which is an object you can use when you need a drink?
3. Which is an object you can use to work?
4. Which do you use to protect yourself from the sun?
5. What is this a photo of?

BONUS Question: What object can you wear to protect your hands?



Wrap-Up/What Have Students Learned?

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

Next Steps for Individual Student Practice

- Students practice using their new vocabulary and phrases at work.

Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?

At Work Vocabulary - *Vocabulario en el Trabajo*

Name/Nombre: _____

Pre-Test / *Pre-Evaluación* _____

Date/Fecha: _____

Post-Test / *Post-Evaluación* _____

Instrucciones: Escoja la respuesta correcta.

Instructions: Choose the correct answer.





1. Which is something you can wear when working outside?
¿Cuál se puede poner cuando trabaja afuera?
 - A. hose
 - B. bucket
 - C. hat
 - D. bag
2. Which is an object you can use when you need a drink?
¿Cuál se puede usar cuando necesita una bebida?
 - A. water cooler
 - B. hat
 - C. bandana
 - D. sunscreen
3. What is a tool you can use to work?
¿Cuál es una herramienta que se puede utilizar para cumplir el trabajo?
 - A. bandana
 - B. sunscreen
 - C. shovel
 - D. gloves
4. Which do you use to protect yourself from the sun?
¿Cuál se puede usar para protegerse del sol?
 - A. water cooler
 - B. bucket
 - C. hose
 - D. sunscreen
5. What is this a photo of?
¿De qué es esta foto?
 - A. hose
 - B. bucket
 - C. water cooler
 - D. hat





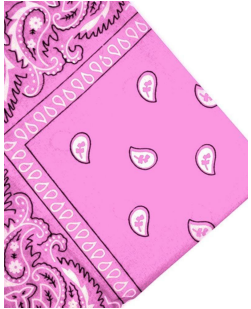


Lesson: At work/La lección: En el Trabajo





The objective/Los objetivos:

1. Learn at least 10 vocabulary words to use at work.
Aprender, por lo menos, 10 palabras del vocabulario para usar en el trabajo.
2. Understand simple commands that have to do with work.
Entender los mandos simples que tienen que ver con el trabajo.

| El inglés | La pronunciación | La pronunciación para hispanohablantes | El español | La foto |
|-----------|------------------|----------------------------------------|------------------|---------------------------------------------------------------------------------------|
| Bucket | Bahquet | baquet | la cubeta |  |
| Shovel | Shovol | shavel | la pala |  |
| Bag | Bag | bag | el bolso/el saco |  |
| Ladder | lader | lader | la escalera |  |

| | | | | |
|--------------|--------------|-------------|------------------------|---------------------------------------------------------------------------------------|
| Hose | Jos | jous | la manguera |  |
| Gloves | Glovs | glavs | los guantes |  |
| Hat | Jat | jat | la gorra |  |
| Water Cooler | Wahtor color | uater culer | el dispensador de agua |  |
| Bandana | Bandena | bendena | el pañuelo |  |
| Sunscreen | Sonscrin | sanscrin | el protector solar |  |

Common Phrases/las frases comunes:

| | | | | |
|--------------|-----------|----------|-------------|---------------------------------------------------------------------------------------|
| Go get ... | Goh get | Gou guet | Consiga... |  |
| Put on ... | Poot on | put an | Póngase... |  |
| Bring me ... | Bring mee | Brin mi | Tráigame... |  |
| I need ... | Ahy need | Ai nid | Necesito... |  |

Lesson: At work/La lección: En el Trabajo

Part A. Choose the name associated with the image. *Escoja el nombre asociado con la imagen.*



- A. shovel
- B. ladder
- C. hose
- D. bucket



- A. sunscreen
- B. gloves
- C. ladder
- D. water cooler



- A. hose
- B. shovel
- C. gloves
- D. bandana



- A. hat
- B. bag
- C. bandana
- D. sunscreen



- A. water cooler
- B. sunscreen
- C. bag
- D. bucket



- A. hose
- B. bag
- C. gloves
- D. shovel



- A. hose
- B. shovel
- C. gloves
- D. bandana



- A. bucket
- B. ladder
- C. bandana
- D. gloves



- A. bag
- B. ladder
- C. water cooler
- D. bucket







- A. shovel
- B. ladder
- C. hose
- D. bucket

Part B.

Instructions: Write the phrases below their corresponding images.

Instrucciones: Escriba las frases debajo de las imágenes correspondientes.

| | | | |
|--------------|--------------|--------------|----------------|
| A. Put on... | B. I need... | C. Go get... | D. Bring me... |
|--------------|--------------|--------------|----------------|

| | | | |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 11.  _____ | 12.  _____ | 13.  _____ | 14.  _____ |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|



STAT Lesson Plan for English-Language Learners

At the Convenience Store/ En la tienda de conveniencia

Lesson Duration: 30-60 minutes

Standards (as needed or required):

Lesson Objectives:

- Student will be able to use the target vocabulary in a convenience store.
- *El/la estudiante podrá usar el vocabulario en una tienda de conveniencia.*
- Student will be able to use common phrases used in a convenience store.
- *El/la estudiante podrá usar las frases comunes que se usan en una tienda de conveniencia.*
- Student will be able to ask for help with making purchases at a convenience store.
- *El/la estudiante podrá pedir ayuda para hacer compras en una tienda de conveniencia.*

I Can Statements:

- I can use the target vocabulary in a convenience store.
- *Puedo usar el vocabulario en una tienda de conveniencia.*
- I can use common phrases used in a convenience store.
- *Puedo usar frases comunes que se usan en una tienda de conveniencia.*
- I can ask for help with making purchases at a convenience store.
- *Puedo pedir ayuda con las compras en una tienda de conveniencia.*

Lesson Instructions

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of the students. The objective is for students to practice with engaging activities that will enable them to practice what they are learning.

Materials Needed

- Laptop or other mobile device
- [Vocabulary & Image Guide Sheet](#)
- [Vocabulary Practice Worksheet](#) & [Answer Key](#)
- Quizlet Activities: [Vocabulary](#)
- [Matching Game](#)
- [Video & Questions](#)
- Copies of [Pre](#) and [Post](#) Tests & [Answer Key](#)

Target Vocabulary

Food/Store Vocabulary

- Food
- Drinks
- Bread
- Milk
- Sodas
- Chips
- Water
- Candy
- Toilet paper
- Chicken
- Leg (chicken)
- Thigh (chicken)
- Breast (chicken)
- Wings (chicken)
- Pizza
- Cheese Pizza
- Meat Pizza
- Veggie Pizza

Services Vocabulary

- Bathroom
- Key
- Receipt
- Change

Phrases

- Doesn't work
- Out of order
- To pay
- How much?
- I need
- Thank you
- Where is?
- You're welcome
- Please

Pre-Test Questions- Administer pre-test to students. Record score at top of sheet.

1. If it is out of order, it doesn't work.
2. The following is a type of pizza: meat
3. The following is not a part of the chicken: cheese
4. If you give the cashier ten dollars and he gives you five, that is called your change.
5. What is this photo? (receipt)

Introduction/Opener/Activate Prior Knowledge

Introduction/Opener/Activate Prior Knowledge

- Show a photo of a local convenience chain store.
- Ideas for questions to begin discussion:
 - Have you ever visited a store like this?
 - Why did you go?
 - What did you buy?
 - Did the store have food?
 - What other items did the store have?

Introduce Key Vocabulary

Distribute vocabulary worksheet. Instructor will go through each word in English, Spanish and practice pronunciation.

- *I say: pizza You Say: pizza They Say: pizza We say: pizza*
- Instructor may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak. Say the words/phrases in English and have students repeat. Continue this method for each vocabulary word chosen.
- Repeat the word *pizza*.
 - Look at your big thumb and say “*pizza*.”
 - What is this picture of?
 - Yell out the word “*pizza*”/ whisper the word “*pizza*” etc.
- Introduce the key vocabulary:
 - Practice out loud as a group.
 - Say the phrases in English and have students repeat.
 - Give students feedback with pronunciation.
 - Repeat the term and give feedback until the student closely mimics your pronunciation.
- TPR activities to engage students that involve physical movement
- Paper flashcards
- Flashcards on Quizlet that match the paper flashcards
 - English-Spanish (students can switch to start with Spanish)
 - English to image
 - English with descriptions
- Sample conversations and conversation comprehension activities

Extension Activity/Connections to Other Topics

Show students a photo and ask students to describe what they see, i.e., *“I see a man paying at the store. The woman gives him change.”*

Use simple dialogue scripts to role play. Learners read a role.

Person 1: May I take your order?

Person 2: Yes, I would like a(n) _____. (cheese pizza)

Person 1: Okay, that is \$5.

Person 2: Sure, I have a \$10

Person 1: Ok, here is \$5 change.

Person 2: Thank you.

Direct students to the English for Daily Life Lessons for topics and sub-topics to extend their learning: **numbers and banking (money) and asking questions.**

Post-Test- Administer post-test to students. Record score next to pre-test score.

1. If it is out of order, it doesn't work.
2. The following is a type of pizza: meat
3. The following is not a part of the chicken: cheese
4. If you give the cashier ten dollars and he gives you five, that is called your change.
5. What is this photo? (receipt)

Bonus: Underline something that is not bought in a convenience store: tire

Wrap-Up/What Have Students Learned?

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

Next Steps for Individual Student Practice

- Students practice using their new vocabulary and phrases in the real world.

Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?



At the Convenience Store/*En la tienda de conveniencia*

Pre-Test/ Pre-Evaluación- _____

Post-Test/ Post-Evaluación- _____

Name/Nombre: _____

Date/Fecha: _____

Instructions: Choose the correct answer. *Instrucciones: Escoja la respuesta correcta.*

1. If it is out of order, it doesn't _____.
Si esta fuera de orden, no _____.
 - a. meat
 - b. work
 - c. chips
 - d. water

2. The following is a type of pizza:
El siguiente es un tipo de pizza:
 - a. leg
 - b. sodas
 - c. meat
 - d. wing

3. The following item is not a part of the chicken:
El siguiente ítem no es una parte de un pollo:
 - a. cheese
 - b. thigh
 - c. leg
 - d. breast

4. If you give the cashier ten dollars and he gives you five, that is called your _____.
Si le das al cajero diez dólares, y le debe cinco, eso se llama su _____.
 - a. thigh
 - b. wing
 - c. cheese
 - d. change





5. What is this photo?
¿De qué es esta foto?
 - a. receipt
 - b. change
 - c. candy
 - d. breast

















Lesson: At the Convenience Store/ En la tienda de conveniencia
 Vocabulary & Image Guide Sheet







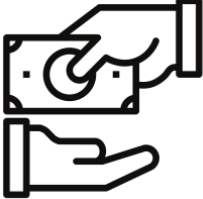
The objectives/Los objetivos:







- Student will be able to use the target vocabulary in a convenience store.
- *El/la estudiante podrá usar el vocabulario en una tienda de conveniencia.*
- Student will be able to use common phrases used in a convenience store.
- *El/la estudiante podrá usar las frases comunes que se usan en una tienda de conveniencia.*
- Student will be able to ask for help with making purchases at a convenience store.
- *El/la estudiante podrá pedir ayuda para hacer compras en una tienda de conveniencia.*

| El inglés | La pronunciación | La pronunciación para hispanohablantes | El español | La foto |
|-----------|------------------|----------------------------------------|-------------|---------------------------------------------------------------------------------------|
| Food | food | fud | la comida |  |
| Drinks | dringks | drincs | las bebidas |  |
| Bread | bred | bred | el pan |  |
| Milk | melk | milk | la leche |  |

| | | | | |
|--------------|-----------------|---------------|--------------------|---------------------------------------------------------------------------------------|
| Sodas | soduh | sodas | los refrescos |  |
| Chips | chips | chips | las crispitas |  |
| Water | wah-ter | uater | el agua |  |
| Candy | kan-dee | candi | el caramelo |  |
| Toilet Paper | toy-lit pae-per | toilet peiper | el papel higiénico |  |
| Chicken | chikn | chiquen | el pollo |  |
| Leg | leg | leg | la pierna |  |


| | | | | |
|--------------|-----------------|-------------|-----------------------|---------------------------------------------------------------------------------------|
| Thigh | thay | dai | el muslo |  |
| Breast | brest | brest | la pechuga |  |
| Wings | wingz | uins | las alas |  |
| Pizza | peet-suh | pitsa | la pizza |  |
| Cheese Pizza | cheez peet-suh | chis pitsa | la pizza de queso |  |
| Meat Pizza | meet peet-suh | mit pitsa | la pizza de carne |  |
| Veggie Pizza | vej-ee peet-suh | belli pitsa | la pizza de vegetales |  |

| | | | | |
|------------------------------------------|---------------|--------------|----------------|---------------------------------------------------------------------------------------|
| Bathroom | bath-room | badrum | el baño |  |
| Key | kee | qui | la llave |  |
| Receipt | ri-seet | ricit | el recibo |  |
| Change | cheynj | cheinch | el cambio |  |
| Common phrases/Las frases comunes | | | | |
| Doesn't work | duh-znt wur-k | dasent uerk | no funciona |  |
| Out of order | out ov or-dur | aut av order | fuera de orden |  |
| To Pay | too pae | tu pei | pagar |  |

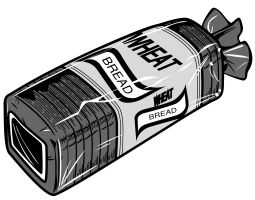
| | | | | |
|----------------|---------------|------------|-------------|---------------------------------------------------------------------------------------|
| How Much? | hou muhch | jao mach | ¿Cuanto? |  |
| I need | ai ni-d | ai nid | yo necesito |  |
| Thank you | Thangk yoo | denk iu | Gracias |  |
| Where is? | Wair iz | Uer es | Dónde está |  |
| You're welcome | Yu ar wel kum | Ior uelkam | de nada |  |
| Please | Pleez | Plis | Por favor |  |

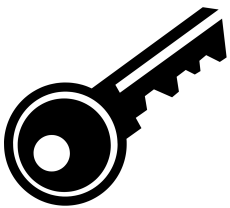
Lesson: At the Convenience Store/Lección: En la tienda de conveniencia
 Vocabulary Practice Worksheet

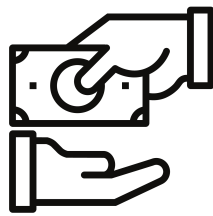
Instructions: Choose the name associated with the image. *Escoja el nombre asociado con la imagen.*


1.  A. Leg
 B. Thigh
 C. Cheese pizza
 D. Candy

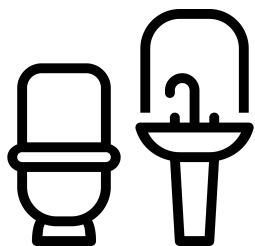
6.  A. Sodas
 B. Breast
 C. Drinks
 D. I Need


2.  A. Chips
 B. Water
 C. Bread
 D. Chicken


7.  A. Candy
 B. Meat Pizza
 C. Key
 D. Cheese Pizza


3.  A. Toilet Paper
 B. Wings
 C. To Pay
 D. Where is?

8.  A. Out of Order
 B. Thigh
 C. Receipt
 D. Milk

4.  A. Bathroom
 B. Sodas
 C. Chips
 D. Veggie Pizza

9.  A. Doesn't Work
 B. Toilet Paper
 C. I need
 D. Change

5.  A. Sodas
 B. Doesn't Work
 C. Receipt
 D. Thank you

10.  A. Sodas
 B. Pizza
 C. Milk
 D. Water



STAT Lesson Plan for English Language Learners
Following Directions/Siguiendo Instrucciones

Lesson Duration: 30-40 minutes

Standards (as needed or required):

Lesson Objectives:

- Student will be able to **use** target vocabulary to give and receive directions.
El estudiante podrá usar el vocabulario para dar y recibir instrucciones.
- Student will be able to **match** vocabulary words given with their correct image.
El estudiante podrá emparejar las palabras dadas con la imagen correcta.
- Student will be able to **complete** an obstacle course or dance the Cha Cha Slide.
El estudiante podrá completar una carrera de obstáculos o bailar el Cha Cha Slide.

I Can Statements:

- I can **use** target vocabulary to give and receive directions.
Puedo usar vocabulario objetivo para dar y recibir instrucciones.
- I can **match** vocabulary words with their correct image.
Puedo emparejar las palabras dadas con la imagen correcta.
- I can **complete** an obstacle course or dance the Cha Cha Slide.
Puedo completar una carrera de obstáculos o bailar el Cha Cha Slide.

Lesson Instructions

Language Note: *The following lesson is intended to be taught entirely in Spanish or the student's native language for beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.*

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of the students. The objective is for students to understand, with engaging activities that will enable them to practice what they are learning.

Materials Needed (Click on links to open)

- Large sticky note board
- Bluetooth speaker/[Song Download](#) (optional)
- Items to place on the ground as obstacles (optional)
- Bandana or blindfold
- Mobile device
- Vocabulary flashcards ([QUIZLET](#))
- [EdPuzzle](#) (Cha Cha Slide)



- Copies of [Pre-Test](#) and [Post-Test](#)
- [Vocabulary Image Guide Sheet](#)
- [Vocabulary Practice Sheet Answer Key](#)

Target Vocabulary: *Words adjusted to fit each activity*

| Obstacle Course | Cha Cha Slide (additional) |
|------------------|----------------------------|
| Left | Slide |
| Right | Criss Cross |
| Reverse/Backward | Hands on your knees |
| Forward/Straight | Clap your hands |
| Stop | Freeze |
| Go | Cha Cha real smooth |
| Turn | Hop |
| | Stomp |
| | Turn Around |

Pre-Test Questions- Administer pre-test to students. Record score at top of sheet.

1. What direction is the arrow pointing?
2. What direction is the arrow pointing?
3. What does this sign mean?
4. What direction are they walking?
5. What word means to go straight?

Introduction/Opener/Activate Prior Knowledge

- In a group ask your students if they have ever had to give someone directions. What or where were they trying to give directions? Were they directions to find something in a store? Were they directions to drive to a new place?
- After students have responded, ask them to repeat or share some of the words they may have used. The instructor may write words/responses given by students on the large sticky note board and share the English/Spanish or other language equivalent.
- Instructor may use a toy car to model its navigation from point A to point B, demonstrating the need to give it directions.



Introduce Key Vocabulary

Distribute work vocabulary worksheet. Instructor will go through each word in English, Spanish, and practice pronunciation.

- *I say: left, We say: left, You say: left.*
- Instructor may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak. Say the words/phrases in English and have students repeat. Continue this method for each vocabulary word chosen.
- Repeat the word *left*.
 - Look at your big thumb and say *left*.
 - What is this picture of?
 - Yell out the word *left*/ whisper the word *left* etc.
- Vocabulary words **taught/adjusted** to OSY work environment.

In-Person Activity: Instructions for Completing an Obstacle Course

Set up obstacles found around the home, camp, or car and place them on the ground. Have students split into two teams with a start and finish point. One student on each team will call out the directions while the other student will be blindfolded and led through verbal instructions to the end of the course. Students will practice using the vocabulary terms they have just learned to maneuver to the end of the course.

In-Person Activity: Instructions for Teaching the Cha Cha Slide

Instructor can provide a bluetooth speaker and song download to have students listen one time to the song. Instructor can then explain this is a song that will require listening and following directions. It is a song often played at birthdays and weddings in America. The instructor may then list each phrase/vocabulary word on a large sticky note board and teach each phrase by its physical movement. Students will repeat, practice, and follow each given instruction. The instructor may choose to break the song into parts to repeat and or lead the group before allowing them to follow on their own.

Extension Activity/Connections to Other Topics

- Direct students to the **English for Daily Life Lessons** to extend their learning.



Post-Test- Administer post-test to students. Record score next to pre-test score.

1. What direction is the arrow pointing?
2. What direction is the arrow pointing?
3. What does this sign mean?
4. What direction are they walking?
5. What word means to go straight?

BONUS Question: What is another word for backward?

Wrap-Up/What Have Students Learned?

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

Next Steps for Individual Student Practice

- [Quizlet](#)
- [EdPuzzle](#) for Cha Cha Slide

Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?

Following Directions/*Siguiendo Instrucciones*

Name/*Nombre*: _____

Pre-Test/*Pre-Evaluación*- _____

Date/*Fecha*: _____

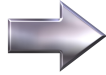
Post-Test/*Post-Evaluación*- _____

Instructions: Choose the correct answer.

Instrucciones: Elige la respuesta correcta.

1. What does this sign mean? / *¿Qué significa este signo?*

- A. Left
- B. Right
- C. Stop
- D. Go



1. What does this sign mean? / *¿Qué significa este signo?*

- A. Left
- B. Right
- C. Turn
- D. Stop



1. What does this sign mean? / *¿Qué significa este signo?*

- A. Go
- B. Forward
- C. Stop
- D. Turn



4. What direction are they walking?

¿En qué dirección están caminando?

- A. Forward
- B. Backward
- C. Right
- D. Stop



5. What word means to go straight?

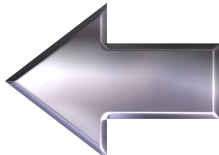
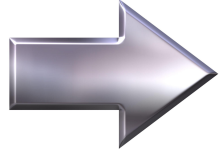



¿Qué palabra significa ir derecho?

- A. Backward
- B. Stop
- C. Turn
- D. Forward

Lesson: Following Directions/ Lección: Siguiendo Instrucciones






The objective/Los objetivos:

1. Learn at least 10 vocabulary words to give directions. / *Aprender, por lo menos, 10 palabras del vocabulario para dar y recibir instrucciones.*
2. Understand simple commands that complete an obstacle course or dance the Cha Cha Slide. / *Entender los mandos simples que completan una carrera de obstáculos o bailar el Cha Cha.*

| El inglés | La pronunciación | La pronunciación para hispanohablantes | El español | La foto |
|----------------------|--------------------|----------------------------------------|-----------------|---------------------------------------------------------------------------------------|
| Left | Leh ft | left | izquierda |  |
| Right | Rite | rait | derecha |  |
| Reverse/ Backward | Ree-verss | rivurs bakuard | Voltee |  |
| Forward/ Straight | For-word Strayt | Foruard Streit | Siga derecho |  |
| Stop | stahp | stap | Pare |  |



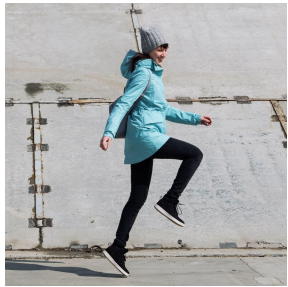


STAT

Short Targeted and Timely

| | | | | |
|---------------------|-------------------|------------------|-----------------------|---------------------------------------------------------------------------------------|
| Go | goh | gou | Vaya |  |
| Slide | Sl-eyed | slaid | Deslice |  |
| Criss cross | krihs-kraws | Kres kras | Entrecruce |  |
| Hands on your knees | handz on yur neez | jands on ior nis | Manos en sus rodillas |  |
| Clap your hands | clap yur handz | klap ior jands | Aplauda sus manos |  |

STAT

Short Targeted and Timely

| | | | | |
|---------------------|------------------------|------------------|---------------------------|---------------------------------------------------------------------------------------|
| Freeze | freez | friz | Alto |  |
| Cha Cha real smooth | chaw chaw reel smoo-th | Cha cha ril smud | Baile chachachá tan suave |  |
| Hop | hawp | Jap | Salte |  |
| Stomp | stawmp | stamp | Pisotee |  |
| Turn around | tern uh-rownd | tern araud | Dese vuelta |  |

Lesson: Following Directions *Lección: Siguiendo Instrucciones*

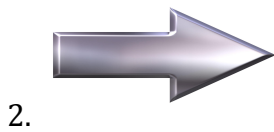
Part A

Instructions: Choose the name associated with the image.

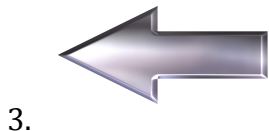
Instrucciones: Escoja el nombre asociado con la imagen.



- A. Left
- B. Right
- C. Reverse
- D. Forward



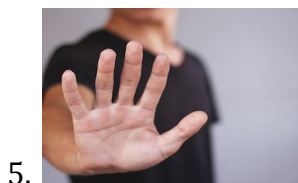
- A. Stop
- B. Go
- C. Left
- D. Right



- A. Right
- B. Left
- C. Forward
- D. Stop



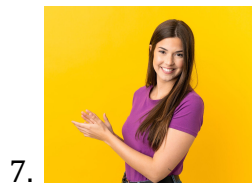
- A. Right
- B. Stop
- C. Forward
- D. Slide



- A. Left
- B. Stop
- C. Go
- D. Slide



- A. Slide
- B. Criss cross
- C. Hands on your knees
- D. Hop



- A. Hop
- B. Slide
- C. Clap your hands
- D. Freeze



- A. Criss cross
- B. Freeze
- C. Slide
- D. Hop



- A. Stomp
- B. Turn around
- C. Freeze
- D. Criss cross



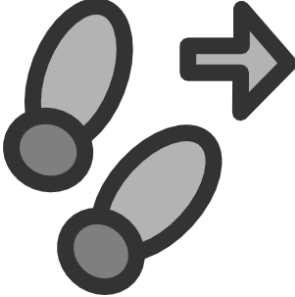

- A. Hop
- B. Stomp
- C. Slide
- D. Clap your hands

Part B

Instructions: Write the phrases below their corresponding images.

Escriba las frases debajo de sus imágenes correspondientes.

| | | | |
|---------------------|-----------------|-------------------|--------------------|
| Cha Cha real smooth | Clap your hands | One hop this time | Slide to the right |
|---------------------|-----------------|-------------------|--------------------|

| | | | |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <p>11.</p>  <hr/> | <p>12.</p>  <hr/> | <p>13.</p>  <hr/> | <p>14.</p>  <hr/> |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|



STAT Lesson Plan for English Language Learners

Fast Food Lesson/ Lección de Comida Rápida

Lesson Duration: 30-40 minutes

Standards (as needed or required):

Lesson Objectives

- Student will be able to **use** the target vocabulary in fast food restaurants.
El estudiante podrá utilizar el vocabulario particular en restaurantes de comida rápida.
- Student will be able to **use** common phrases used in fast food restaurants.
El estudiante podrá utilizar frases comunes de restaurantes de comida rápida.
- Student will be able to **answer** basic questions related to placing a fast food order.
El estudiante podrá responder a las preguntas básicas relacionadas con el pedido de comida rápida .

I Can Statements:

- I can use the target vocabulary of fast food restaurants.
Puedo usar el vocabulario particular de restaurantes de comida rápida.
- I can use common phrases used in fast food restaurants.
Puedo usar frases comunes de restaurantes de comida rápida.
- I can answer basic questions asked when ordering food in a restaurant.
Puedo responder a preguntas básicas que se hacen al pedir comida en un restaurante.

Lesson Instructions

Language Note: *The following lesson is intended to be taught entirely in Spanish for beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.*

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of students. The objective is for students to learn through engaging activities that will enable them to practice what they are learning.



Materials Needed (Click on links to open)

- Laptop or other mobile device
- [Edpuzzle](#)
- Fast food menu (optional)
- [Vocabulary Pronunciation and Image Guide](#)
- [Vocabulary Images](#)
- [Vocabulary Practice Worksheet/Answer Key](#)
- [Quizlet Vocabulary Flashcards](#)
- Copies of [Pre-Test](#) and [Post-Test](#)

Target Vocabulary

- Hamburger
- Cheeseburger
- Double cheeseburger
- French fries
- Potatoes
- Tater tots
- Fish sandwich
- Chicken sandwich
- Milkshake
- Soda/pop
- With cheese
- With bacon
- Small
- Medium
- Large
- Size

Target Phrases

- Welcome to
- May I take your order?
- For here or to go?
- I would like
- Please
- Thank you
- What size?



Pre-Test Questions- Administer pre-test to students. Record score at top of sheet.

1. Which is NOT associated with a potato?
2. Which is NOT at a fast food restaurant?
3. Which is NOT a drink size?
4. Which should NOT be said when ordering?
5. What is this a photo of?

Introduction/Opener/Activate Prior Knowledge

- How many of you go to fast food restaurants?
- Can you name some of the menu choices?
- What are some of the items you like best?
- Do you want to learn what some of the other items are?

Introduce Key Vocabulary

Distribute vocabulary worksheet. Instructor will go through each word in English, Spanish, and practice pronunciation.

- *I say: hamburger, We say: hamburger, You say: hamburger.*
- Instructor may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak. Say the words/phrases in English and have students repeat. Continue this method for each vocabulary word chosen.
- Repeat the word *hamburger*.
 - Look at your big thumb and say *hamburger*.
 - What is this picture of?
 - Yell out the word *hamburger*/ whisper the word *hamburger* etc.
- Vocabulary words **taught/adjusted** to OSY work environment.
- [\[Order\] May I take your order? Anything else? For here or to go? - English for Kids](#) (1min. 45 sec. video)

Role play #1: Ordering at a restaurant. Students choose an item and order it with the instructor or another student playing the part of the restaurant employee. Students might write their order on paper first to help prepare them.

Employee: *Welcome to May I take your order?*

Customer: *Thank you, I would like...a cheeseburger and fries with Coke.*

Employee: *Would you like that for here or to go?*

Customer: *I would like that to go, please.*



Customer: Thank you.

Employee: You are welcome.

Role play #2: Paying at the counter. Students role play paying for their order at the counter and receiving the proper change from the employee.

Employee: Is that for here or to go?

Customer: To go, please.

Employee: That will be \$7.95.

Customer: I have a \$10 bill.

Employee: Here is your change of \$2.05.

Customer: Thank you.

Extension Activity/Connections to Other Topics

- Direct students to the **English for Daily Life Lessons**, specifically **Describing Items in a Grocery Store** and **Asking Questions** under **Your Community** and **Prices of Groceries** under **Grocery Stores and Shopping**.
- (Optional) The instructor can voice record all of the vocabulary associated with this lesson. Have the student listen to the recording every day for one week. When the student has memorized the vocabulary, have him/her send a voice recording to the teacher using either WhatsApp or My Memos.
- [Quizlet Matching Game](#)
- [Edpuzzle](#)

Post-Test- Administer post-test to students. Record score next to pre-test score.

1. Which is NOT associated with a potato?
2. Which is NOT at a fast food restaurant?
3. Which is NOT a drink size?
4. Which should NOT be said when ordering?
5. What is this a photo of?

BONUS: What can you put on your french fries?



Wrap-Up/What Have Students Learned?

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

Next Steps for Individual Student Practice

- Students visit a fast food restaurant and place an order for a meal.

Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?

Fast Food Vocabulary - *Vocabulario de Comida Rápida* Name/Nombre: _____
Pre-Test/ *Pre-Evaluación* _____ Date/Fecha: _____
Post-Test/ *Post-Evaluación* _____

Instructions: Choose the correct answer. *Instrucciones: Escoja la respuesta correcta.*

1. Which is NOT associated with a potato?
¿Cuál de estos no está asociado con una papa?
 - A. chips
 - B. tater tots
 - C. french fries
 - D. onion rings
2. Which is NOT at a fast food restaurant?
¿Cuál no está en un restaurante de comida rápida?
 - A. candy
 - B. sodas
 - C. tater tots
 - D. french fries
3. Which is NOT a drink size?
¿Cuál no es el tamaño de una bebida?
 - A. tiny
 - B. small
 - C. medium
 - D. large
4. Which should NOT be said when ordering?
¿Qué no se debe decir al hacer el pedido?
 - A. Please
 - B. I would like...
 - C. Thank you
 - D. I need it now.
5. What is this a photo of?
¿De qué es esta foto?
 - A. fish
 - B. sodas
 - C. hamburger
 - D. french fries








Lesson: Fast Food/La lección: Comida rápida

The objective/Los objetivos:

1. Learn at least 10 vocabulary words used in a fast food restaurant.
Aprender, por lo menos, 10 palabras del vocabulario que se usan en un restaurante de comida rápida.
2. Understand simple phrases used in a fast food restaurant.
Entender las frases simples que se usan en un restaurante de comida rápida.

Meal/La comida





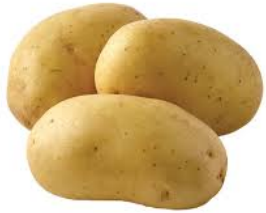

| El inglés | La pronunciación | La pronunciación para hispanohablantes | El español | La foto |
|---------------------|-----------------------|----------------------------------------|--------------------------------|---------------------------------------------------------------------------------------|
| Hamburger | ham brr gur | jamberguer | la hamburguesa |  |
| Cheeseburger | cheez brr gur | chisberguer | la hamburguesa con queso |  |
| Double cheeseburger | duh ble cheez brr gur | dabol chisberguer | el doble hamburguesa con queso |  |
| Fish sandwich | fihsh sand wich | fish sanuich | el sándwich de pescado |  |
| Chicken sandwich | chikn sand wich | chiquen sanuich | el sándwich de pollo |  |

STAT

Short Targeted and Timely



| | | | | |
|--------------|---------------|------------|---------------|---------------------------------------------------------------------------------------|
| Number one | num brr whon | number uan | número uno |  |
| Number two | num brr tu | number tu | número dos |  |
| Number three | num brr three | number dri | número tres |  |
| Small | sm ahl | smal | chica/pequeña |  |
| Medium | mee dee um | midiam | mediana |  |
| Large | larh j | larch | grande |  |


Sides and condiments/Los acompañamientos y los condimentos

| | | | | |
|-------------------|----------------|--------------|-----------------------------|---------------------------------------------------------------------------------------|
| Soda/Pop | so duh pawp | soda/pap | el refresco la gaseosa |  |
| Milkshake | melk-shae k | milksheic | el batido |  |
| Ice cream cone | Eys kreem kohn | ais crim con | el cono de helado |  |
| French fries | fren ch freyez | french frais | las papas fritas |  |
| Potatoes | po tay toz | poteitos | las papas |  |
| Tater tots | tay ter tawts | teitur tats | las croquetas de papa |  |




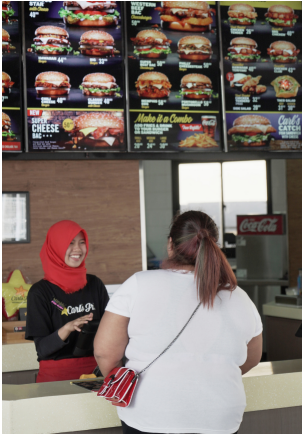
STAT

Short Targeted and Timely

| | | | | |
|---------------|-------------------|----------------|--------------------|---------------------------------------------------------------------------------------|
| with cheese | wihth cheez | uid chis | con queso |  |
| without bacon | wihth owt bae kun | uid aut beican | sin tocino |  |
| ketchup | kehch up | quetchap | la salsa de tomate |  |
| mustard | muhs terd | masterd | la mostaza |  |
| onions | un yins | añon | las cebollas |  |
| lettuce | let tis | letas | la lechuga |  |

| | | | | |
|--------|--------|-------|--------------|-------------------------------------------------------------------------------------|
| pickle | pic el | pecol | el pepinillo |  |
|--------|--------|-------|--------------|-------------------------------------------------------------------------------------|

Common phrases/Las frases comunes

| El inglés | La pronunciación | | El español | La foto |
|------------------------|-----------------------|-----------------------|---------------------------|---------------------------------------------------------------------------------------|
| Welcome to... | wel kum to | uelkam tu | Bienvenido s a... |  |
| May I take your order? | meh eye taek ur ordur | mei ai teik ior order | ¿Puedo tomar su orden? |  |
| For here or to go? | fohr hir ohr tuh goh | for jier or tu gou | ¿Para aquí o para llevar? |  |
| I would like... | eye wouhd lik | ai uod laik | Me gustaría... |  |

STAT

Short Targeted and Timely

| | | | | |
|------------|-------------|----------|-----------------|--------------------------------------------------------------------------------------|
| Please | pl eez | plis | Por favor |  |
| Thank you | th angk yoo | denk iu | Gracias |  |
| What size? | whuht cieZ | uat sais | ¿De qué tamaño? |  |

Lesson: Fast Food/Lección de Comida Rápida

Instructions: Choose the name associated with the image. *Escoja el nombre asociado con la imagen.*



- A. Hamburger
- B. French fries
- C. Number one
- D. Medium



- A. Soda
- B. Fish sandwich
- C. Onion
- D. Milkshake



- A. Fish sandwich
- B. French fries
- C. Hamburger
- D. Number two



- A. Milkshake
- B. Pickle
- C. Onion
- D. Cheeseburger



- A. Number one
- B. Onion
- C. Chicken sandwich
- D. Fish sandwich



- A. Onion
- B. Cheeseburger
- C. Ketchup
- D. Pickle



- A. Onion
- B. Pickle
- C. Chicken sandwich
- D. French fries



- A. Cheeseburger
- B. Onion
- C. Pickle
- D. Milkshake



- A. Soda
- B. Pickle
- C. French fries
- D. Onion



- A. Soda
- B. Number one
- C. Soda
- D. French fries