

Overview of 5-week Theme

Housing (Theme 6)

Adult ELL Pathway to Literacy



Guiding principles for ESL Instruction

- View learners holistically
- View learning as a social activity
- Start with oral learning
- Teach thematically
- Create a print-rich environment
- Create a classroom routine
- Make learning concrete
- Respect learners' knowledge while providing them with new understanding
- Focus on learning outcomes
- Provide explicit strategy instruction
- Incorporate technology
- Incorporate numeracy

From Literacy Pittsburgh:

- Focus on Communication & Acculturation
- Start with 3 s's = *Small talk, Social etiquette, Situating*
- "teachers should devote less time to letter-naming and more to teaching learners the phonemes represented by each grapheme" (Pettit & Tarone, 2015)

Key Instructional Techniques:

- *Recycling* (frequent, repeated exposure to new vocabulary, structure, skills)
- *Spiraling* (degree of skill and task complexity is increased over time within levels)
- *Scaffolding* (support provided so that learners can experience success even at lowest levels)
- *Bringing the Outside In and Bringing the Inside Out*
- *Providing Balanced Reading Instruction*
 - a. Top down - whole to part
 - b. Bottom up - part to whole

[HOUSING Theme Bank](#)

[HOUSING Lesson Plan Folder](#)

[Scaffolded Reading Guide](#)

[Phonics for 15-week Program Launch](#)

[Learning Outcomes](#)

Phonics letters ([lowercase](#), [uppercase](#))

[HOUSING Student Practice Videos](#)

[HOUSING Hand-outs & Classroom Activities](#)

[Instructions for Printing Booklets](#)

Housing Theme

Week	Topic in Theme	Learning Outcomes	Materials
1	Kinds of Homes & Rooms in Homes	Oral Learners will be able to understand, respond to, and use vocabulary (using TPR, pictures, and realia) related to rooms in the home, and can answer wh-questions about them. Reading: Learners will be able to follow along, repeat, recognize words/sentences, and answer yes/no and wh- questions of a text related to rooms in the home, using the scaffolded reading approach. Phonics: Learners develop phonological awareness and sound/symbol correspondence within the theme of Housing by choosing 3-4 sounds from the following suggested order, all while letting the reading drive the phonics Level A: Vv, Ww Suggestions for Higher Levels: wh, wr-, open syllables u, i, a; oo (food), ow(snow) <u>Numeracy Slide Bank</u>	<u>Housing Theme Bank</u> Reading: An Apartment for Two Level A An Apartment for Two Level B/C An Apartment for Two Level D (Literacy MN) Printable Versions
2	Household Items: Living	Oral	<u>Housing Theme Bank</u> Reading: A New Table Level A

	Room, Dining Room, Kitchen Learners will be able to understand, respond to, and use vocabulary (using TPR, pictures, and realia) related to household items, and can answer wh- questions about them. Reading .Learners will be able to follow along, repeat, recognize words/sentences, and answer yes/no and wh- questions of a text related to household items, using the scaffolded reading approach. Phonics Learners develop phonological awareness and sound/symbol correspondence within the theme of Housing by choosing 3-4 sounds from the following suggested order, all while letting the reading drive the phonics Level A: Yy, Zz Suggestions for Higher Levels: -zz, -y in 2 syllable word (happy), -y in one syllable word (my), ay (day), oy (boy), uy (buy) Numeracy Slide Bank	A New Table Level B/C A New Table Level D (Pathway to Literacy) Printable Versions
--	---	--

3	Household Items: Bedroom, Bathroom, Office	Oral Learners will be able to understand, respond to, and use vocabulary (using TPR, pictures, and realia) related to household items, and can answer wh-questions about them. Reading .Learners will be able to follow along, repeat, recognize words/sentences, and answer yes/no and wh- questions of a text related to household items, using the scaffolded reading approach. Phonics Learners develop phonological awareness and sound/symbol correspondence within the theme of Housing by choosing 3-4 sounds from the following suggested order, all while letting the reading drive the phonics Level A: Ck, Xx Suggestions for Higher Levels: x (fix), soft C, ea (bread) Numeracy Slide Bank	Housing Theme Bank Reading: Moving Level A Moving Level B/C Moving Level D (Pathway to Literacy) Printable Versions
4	Problems at Home	Oral Learners will be able to understand, respond to, and use vocabulary (using TPR, pictures, and realia) related to problems at home, and can answer wh-questions about them. Reading Learners will be able to follow along, repeat, recognize words/sentences, and answer yes/no and wh- questions of a text related to problems at home, using the scaffolded reading approach. Phonics Learners develop phonological awareness and sound/symbol correspondence within the theme of Housing by choosing 3-4 sounds from the following suggested order, all while letting the reading drive the phonics Level A: Ch, Th	Housing Theme Bank Reading: Leaky Water Pipe Level A Leaky Water Pipe Level B/C Leaky Water Pipe Level D (Pathway to Literacy) Printable Versions

		Suggestions for Higher Levels: -old, -ost, soft g, oo (book) Numeracy Slide Bank	
5	Our Stories	Oral Learners will be able to understand, respond to, and use vocabulary (using TPR, pictures, and realia) related to problems at home, and can answer wh-questions about them. Reading Learners will be able to follow along, repeat, recognize words/sentences, and answer yes/no and wh- questions of a text related to problems at home, using the scaffolded reading approach. Phonics Learners develop phonological awareness and sound/symbol correspondence within the theme of Housing by choosing 3-4 sounds from the following suggested order, all while letting the reading drive the phonics Level A: Qu, Wh Suggestions for Higher Levels: Review short vowels and long VC-e Numeracy Slide Bank	Housing Theme Bank Reading: LEA Stories And/or Washing Machine Repair Level A Washing Machine Repair Level B/C Washing Machine Repair Level D (Pathway to Literacy) Printable Versions

	Additional Topics: Looking for Housing: Finding an Apartment Lesson Plan Looking for Housing: Renting an Apartment Lesson Plan Looking for Housing: Buying a House Lesson Plan		Other Available Resources Finding an Apartment Level A-B Finding an Apartment Level C-D (Pathway to Literacy) Printable Versions Renting an Apartment Level A Renting an Apartment Level B-C Renting an Apartment Level D (Pathway to Literacy) Printable Versions Buying a House Level A-B Buying a House Level C-D (Pathway to Literacy) Printable Versions Perminder's Cleaning Day (Bow Valley) Audio Version Printable Versions (available on Bow Valley website) Perminder Looks for a Home (Bow Valley - Level E) A Home of Their Own (Bow Valley - Level G)
--	---	--	--

Writing : Writing Goals for the 5 weeks are as follows:

1. Copy words into notebooks (if they're able to)
2. Use Literacy MN Phonics Workbook hand-outs
3. Orally compose 1 LEA story, and (if able) copy a word, sentence or more from the story.

Technology: Technology Goals for the 5-weeks are as follows:

1. With assistance, join online class from his/her device and use microphone and video options in online class.
2. With assistance, communicate with teacher orally or through messages.
3. Identify 2 pictures of a computer part or device based on an oral vocabulary word.

Language Experience Approach (LEA)

1. Teacher elicits statements from students about an experience.
 2. Teacher writes students' statements verbatim.
 3. Teacher reads the story aloud as students read it silently. Ask if students have anything to add or correct.
(Teacher may also ask clarifying questions if the meaning is not clear.)
 4. Students read the story several times.
 5. Students copy the story and write down new words.
 6. Vocabulary and comprehension activities follow.
- (Huang, 2013; Bell & Dy, 1980; Nessel & Nixon, 2008)

Sources:

Huang, J. (2013). *Bridging Authentic Experiences and Literacy Skills Through the Language Experience Approach*.
Journal of Adult Education: Volume 42, Number 1, 2013.

Bell, A., & Dy, S. (1980). Tales from the homeland: Developing the Language Experience Approach. Tacoma, WA: Bureau of Refugee Assistance, Department of Social and Health Services, State of Washington.

Nessel, D., & Dixon, C. (2008). Using the Language Experience Approach with English language learners: Strategies for engaging students and developing literacy. Thousand Oaks, CA: Crowing Press.