

The Town Unit 4 Li

The Town**Teachers' notes****Overview**

The Town reflects life in the UK and aims to help learners interact with the world around them as well as to develop their English language skills.

Level: Entry 1 (Access 2 in Scotland) ESOL learners with basic literacy needs/A1 CEFR Framework.

Learning hours and delivery context:

Across seven units, the Town provides a minimum of six hours of learning in a classroom context, delivered via linked units. These units may be used independently or as one linked topic over several sessions. Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required. The resource is suitable for community ESOL and ESOL delivered in adult learning or FE. Additionally, the teacher notes provide suggestions on how practitioners can develop further linked learning.

Units 4 - 7 provide illustrations for four distinct narratives featuring characters who live in the town, and teachers' notes which provide ideas and suggest frameworks for developing language skills. Each narrative focuses on developing different skills.

Li's story focuses on reading skills. Amir's story focus takes a whole language approach but focuses on producing a text with low literacy learners. Tom's story focuses on speaking and listening and Leon's story provides an opportunity for learners to discuss and share opinions and points of view.

Unit 4: Li's Story

This unit is most suitable for learners with basic literacy needs but who are consolidating beginners in spoken English.

The focus is on developing learners' skills and confidence in reading a story about Li and her child. Suggestions have been made on how to use the resource with a range of levels, with emergent to confident reading skills, as well as containing resources which allow for differentiation. Learners will have the opportunity to work at a level which challenges and promotes learning, whilst building upon existing skills. The materials have been designed to encourage collaborative learning in a fun, interactive but supportive way. At a later stage, you may wish to edit the story with your learners and adjust significant or relevant errors. In the first stage, the focus is on learners developing Li's story in their own words which will introduce the language they will be reading later on in this resource. The flexible nature of the resource will allow not only reading practise, but could also be used to improve areas of spoken English including, present simple, use of pronouns, phonic awareness.

The rationale behind this is that learners will find it easier to read and recognise familiar words which they will have produced through discussion about Li's story. The story is one which learners should be familiar and identify with.



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Aims: to develop confidence and fluency when reading a story in a familiar context

Objectives:

To listen for details about a story and sequence pictures to display a story

To match familiar words in a story to pictures

To understand/identify and match pronouns to the corresponding person

To read and recognise words in a story

To read and follow a series of events in a story

To spell a range of words from a story accurately

To read and extract information from a story

Some learners:

To use a dictionary to identify a range of words from a story

Preparation

You will need:

- A picture of Li
- Matching sentences to match with Li's pictures
- Matching words to pictures from Li's story
- Listening and recognising individual words in Li's story
- Story Board of Li's story (with and without words)
- Power point of Li's story
- Li's Dominoes
- Spellings from Li's story
- Questions about Li's story
- English dictionaries

Suggested procedure:

1. Learners predicting information about Li.

Show the picture of Li as hard paper copies or on projector/IWB and elicit information from the learners about Li and her life. You could ask some questions to facilitate a discussion such as:

- How old is she?
- Is she married? If yes, what is her husband's name?
- Does she have any children? If yes, how many children does she have? How old are they?
- Does she work?
- What are her hobbies?
- What does she look like?



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While learners are involved in the discussion, if appropriate, write down any mistakes in learners' speech on either separate pieces of paper to hand to learners to correct, or write up on the board for the whole class to correct. Alternately, you could type up the errors and hand out to learners to complete for homework.

If you have used the other 3 units of 'The Town' with your learners, you may wish to show them a picture of the town and point out where Li lives (in the block of flats, opposite the school, near the train station).

2. Learners sequence a series of pictures to tell a story about Li.

Learners can work in small groups or pairs. Hand out Li's story board. Explain the task - to put these pictures into a suitable order to form one story about Li and her child. Model the task with the whole class and check learners understanding of the task. Explain that there is not one correct sequence. Give learners a realistic time frame to carry out this task.

Once learners have completed this activity, encourage groups of learners to share their stories with each other by either:

- Telling the rest of the group what their stories are, or
- Getting learners to circulate around the room and look at other groups' stories.

3. Learners listen and sequence pictures to become familiar with the vocabulary and sentences they will be reading later in the session. Some learners will practise identifying written words.

Print out a copy of the 'Matching sentences to match with Li's story'.

Ask learners to look at Li's story cards from the previous activity. Explain that you are going to read out some sentences which learners are going to match to the correct picture.

Read out each sentence individually, either in sequence or randomly depending upon your class.

Once each sentence has been read, ask the learners to identify which picture it relates to. If necessary, confident learners could repeat your sentence.

It might also be useful to get learners to count how many words are in each sentence and repeat the sentence back to you whilst counting the words on fingers or Cuisenaire rods.

You may wish to focus on any grammatical areas which need improving. This can be done by asking learners to repeat sentences you have read out each time a picture has been sequenced. Remember each time you add the next picture to the sequence, to go over all the previous pictures in the story to consolidate any vocabulary or grammatical structures.

For confident learners, who might not benefit from this activity, you could print out 'Matching words to pictures from Li's story' and 'Listening and recognising individual words in Li's story'. Allow learners time to carry out the matching activity and offer assistance if required. Learners can then complete the listening activity. When you are reading out the sentences, learners can circle or number words they hear.

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Encourage learners to check their progress with their peers as well as with the teacher to reinforce collaborative learning.

4. This section contains a range of activities to use with a variety of levels of reading ability to develop confidence, consolidate reading skills and encourage fluency.

Learners can work in pairs or small groups for the following activities.

a) Emergent readers.

You will need a copy of Li's Story Board with attached sentences.

- Ensure all learners are familiar with the story. You could even run through the questions from the first activity again to check understanding.
- Place the pictures on the table in random order.
- Read out a sentence at random and ask learners to repeat it after you.
- Learners identify which sentence has been read out.
- Once a sentence has been identified, you could model the sentence again and ask learners to repeat the sentence after you as they and/or you follow each word with a finger or pointer. This could be done individually, in pairs or even chorally as a whole group.
- Allow time to read each sentence then if possible, identify which order the story should be in.
- Once learners have identified the correct order of the story, take time to read through the sentences. You can either:
 - Read and learners repeat you
 - Read together as you / learners follow the words
 - Read in pairs

Continue with Li's story board on the table, ask learners some questions about the story, for example, 'Who is this?' (whilst pointing at Li), when learners give you the answer, ask learners to find that word in each sentence. If you laminate the picture cards, learners will be able to use a whiteboard pen to underline each word they identify. This activity can be made as long or short as you wish.

b) Activities for more confident readers:

Learners will need a copy of 'Matching sentences to match with Li's pictures'

NB. Some of the sentences are statements and some are spoken. If learners will find this too confusing, the spoken sentences can be left out. Li's story pictures should be displayed upon the IWB / whiteboard or on the classroom walls.

You could use this resource in a number of ways.

Show Li's sentences upon the IWB / whiteboard and check learners' understanding of the sentences and reading skills by:

- Asking individuals to read



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- Asking pairs of learners to read
- Reading together as a group.

Following this activity, ask learners some comprehension questions to gauge understanding.

- Give learners a set of cut up sentences and place learners in pairs. Learners can read each sentence together or individually and match the sentences to the pictures on display.
- Alternatively, learners could read the sentences and place them in order of the story. If you have access to a SMART board, you could use the uncover curtain to reveal the correct order once learners have completed the activity. To consolidate, learners could repeat the choral reading activity. This can be carried out as many times as needed to achieve fluency.

As the learners become more confident reading individual sentences, give one sentence or picture with sentence attached to each learner to read. The aim is for learners to assemble themselves in the correct order of Li's story through reading their sentence to the group. Ask the learners to stand up, one by one read their sentence to the group, and then stand in the correct order of Li's story. Once learners are confident they are standing in the correct order, learners can place their sentences or pictures with sentences in order to check if they are correct.

Working on checking pronouns

Display the power point of Li's story upon an IWB or projector and refer to the last slide which shows the complete story of Li and her daughter with written sentences attached. Ask learners to read sentences out one by one. Draw learner's attention to the pronouns included in the text. Nominate learners to come and underline the pronoun words on the board if the facilities allow them to do so. Ask learners to count how many pronouns are being used in the whole story.

By using arrows to link the pronoun to the person, model the task of drawing a line between the pronoun and the person who it relates to. If learners are able to follow on from you, allow learners to complete the activity collaboratively.

Word dominoes to construct sentences game.

Learners can work in pairs or small groups to play a game of word dominoes.

Emergent readers could work on individual sentences whilst more confident readers could have a mixture of sentences.

Divide a set of Li's Dominoes between the learners and check all learners are able to read the words written on their dominoes. Ask one learner to place down their dominoes card which they could read out loud to the other learner / rest of the group. Taking turns, learners identify whether they have a word which could follow the previously placed domino. Carry this on until the whole sentence(s) has been completed. To encourage fluency, you could get learners to read the correctly placed domino pieces together each time a domino is added to the sentence.

Predicting what is going to be in each picture then reading (or finding) the corresponding sentence / summarising what they have already read in the story.



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Once learners are confident in reading each sentence, you could ask learners to summarise what they have read and refer back to the previous picture in the sequence. Alternatively you could get learners to predict what is going to happen in the next picture.

To formulate and develop vocabulary which could be used when writing / reading about Li's story. (This can be an extra activity on OHP/IWB/whiteboard)

Initiate a discussion about Li's story. The aim of this part of the lesson is to explore, extract and develop language which could be used when reading (or writing) a story about Li. You will know your groups so will be able to tailor this part of the session to reflect the knowledge and level of your class. To do this you could ask learners some leading questions about the story, which could include:

- Who is telephoning Li?
- What is Li wearing?
- Where do Li and her daughter's teacher talk? Where is her daughter?
- What does the doctor give Li's daughter?

As each question gets answered, you can either get learners to come and scribe the answers on the board. If learners are not confident doing this, you can scribe for them. As you work through each question, remember to look back over the previous words scribed on the board and repeat reading the individual words. This activity could be linked with the optional activity 9 – Dictionary work.

5. Learners identify the correct spelling of words taken from Li's story.

This activity can be carried out as a whole group activity, pair work, individually or even for homework. It can also be used as a standalone activity or as an extension from the previous task.

As a whole group task:

Show the document, 'Spellings for Li's story' on the OHP, IWB or projector. Individuals or small groups of learners read and repeat the words they can see on the worksheet. Check learners understanding by referring to Li's pictures and identifying which picture the word belongs to. Learners identify the correct spelling of each word by circling the correct word.

As a pair or individual activity:

Print out copies of 'Spellings for Li's story' for each pair or individual learner. Make dictionaries available to the group if learners are confident to use these. Give learners a time limit to identify the correct spelling of words. When complete, you could set up the worksheet as suggested for a whole group task (above).

More confident readers answer a range of comprehension questions about Li's story.

To check learners are familiar with the story you could ask them some questions about Li's story and make sure they are able to answer the questions verbally.



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Learners can either carry out this activity individually, in small groups or for homework. If carried out in class, print out copies of 'Questions about Li's Story' and fold over the answers as directed on the worksheet. It may be a good idea to project the resource upon the IWB or OHP (making sure the answers are not in view) in order to refer to it and check learners' reading skills. To do this, you can either let learners read through individually or, by using a pointer, follow words projected on the board.

Once learners have finished, encourage them to peer assess each other's work and discuss their answers. As a final activity, learners can unfold the worksheet to reveal the answers which, if possible, they can check themselves, or you can show on the IWB or OHP.

Learners identify words beginning with specific letters of the alphabet.

This activity could be used if learners are emergent readers or need practise identifying initial phonic sounds. You will need 'Li's matching sentences' for learners to read, in a hard copy or projected upon the board.

Focus on appropriate sounds for your learners. Highlight a sound and ask learners to think of words which begin with that sound. Learners should be familiar with Li's story from previous activities, so you could ask some questions to gain information about the story, aiming the answers to begin with the target sound. Make sure all learners are familiar with the formation of the letter.

Learners can work individually or in small groups to identify a series of words from the story. To check progress you could ask learners to come and underline words which are projected on the board. If this is not possible, you could stick copies of the 'matching sentences for Li's story' on the walls and learners could underline the correct word(s).

Additional Activities

6. Dictionary work (if applicable with learners).

Elicit from learners how and why we use a dictionary and introduce the words 'alphabetical order' to the class. You or a learner can scribe the alphabet upon the board and refer to it throughout in this section.

If learners are new to dictionaries you could carry out an activity to familiarise learners. Here is a suggestion:

Learners can work in small groups. State some CVC words and get learners to identify which part of the dictionary that word would be found in. Once the word has been found, allow time for learners to explore the definition, how many definitions are there, what is the next word.

Once learners gain confidence in identifying words in the dictionary, you can move onto identifying words with the same initial letter but different second letter (pat, pit).

Draw learner's attention to the words which were scribed on the board in the previous activity and make sure that the correct spelling is displayed. You can either get learners to look up each word in turn, or nominate pairs of learners to identify a particular word. Give a suitable time limit to complete this activity.



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Learners could also be encouraged to use their phones which may have dictionaries or internet access to connect to an online dictionary to check spellings, or if computers are available you could direct them to online dictionaries.

