

# *Ready for the Real Thing:*

## Activity Set



Version 1.1

Updated 3/27/2025



This book was made possible through support from the New York State Education Department, Office of Adult Career and Continuing Education Services. The Activity Set uses a Creative Commons license of Attribution-NonCommercial 4.0 International (CC BY-NC 4.0), which means that they can be shared, copied and redistributed in any form, as long as the document retains attribution to CUNY/NYSED for their creation.



## Table of Contents

Introduction.....	3
Instructional Routines.....	6
Prior to Reading <i>Ready for the Real Thing</i> .....	20
Materials : Prior to Reading.....	27
Chapter 1.....	41
Materials for Chapter 1.....	47
Chapter 2: Pages 5-8.....	53
Materials for Pages 5-8.....	61
Review and Pre-Reading.....	68
Materials for Review and Pre-Reading.....	73
Chapter 2: pages 9-16.....	83
Materials for Pages 9-16.....	88
More Review and Pre-Reading.....	99
Materials: More Review and Pre-Reading.....	109
Chapter 2: Pages 17-24.....	109
Materials for Pages 17-24.....	113
Chapter 2: Pages 25-28.....	117
Materials for Pages 25-28.....	124
Chapter 3: At Home.....	127
Materials for Chapter 3.....	130
Chapter 4: New Baby.....	138
Materials for Chapter 4.....	146

## Introduction

It can be challenging to find quality beginning level reading materials that reflect the lived experience of our adult learners. To solve the issue, we invited New York State Teacher Leaders to choose a true story from one of their student's lives and write a short book. We are happy to add *Ready for the Real Thing* to the field. In it we meet Maria and see firsthand how her English class helps her prepare for an unexpected turn of events.

The accompanying materials demonstrate how beginning level teachers can use a short book like this as the springboard for working on speaking, listening, reading, structured writing, and grammar in engaging, interactive activities. Those unfamiliar with teaching beginning level English learners may be surprised at the number of activities and accompanying materials for such a short book. Experienced teachers of this level know, however, that no language knowledge can be taken for granted. They have to be very intentional about what, when, and how they introduce language and content. They become masters of scaffolding! It's important to activate, and build on, background knowledge at all levels, but especially when there is a limited English foundation.

You will find pre-reading, during reading, and post-reading activities, with a heavy emphasis on the first. Activities model reduced teacher talk: once teachers set up the activities, they can step back to allow students to practice their new language. Teachers also elicit language from students, providing the necessary words only when needed.

### Level

Is this appropriate for my class? A range of learners fall under the category “*beginning level*.” The Activity Set is intended for a low-level ESOL class that has already been meeting for several weeks or months. It's not intended to be a first introduction to the language. If the story *Ready for the Real Thing* is an appropriate **instructional** reading level (a bit too challenging for learners' to fully understand on their own) then these lessons should support them. You can skip pages 2-4 if you feel the text is too advanced; comprehension of the story will not be diminished. Although these pages include words such as *diverse* and *indigenous* as well as pie charts, the activities provide significant scaffolding. If you do omit these pages, skip the first section of lessons (*Prior to Reading*).

### Organization

The set is not divided into clear three or four hour lessons, but rather into corresponding sections of *Ready for the Real Thing*. The length and number of activities each day may vary; you, the teacher, may need to spend time on student-generated topics, preparing for guest

## *Ready for the Real Thing Activity Set: Introduction*

speakers or field trips, spending more (or less) time on specific language skills, etc. Consider your group of students as you choose which activities to incorporate and adapt as needed.

**Materials:** Each activity states the materials needed. Those that were created for this set live in a Google drive folder; some are Google Docs, others are Google Slides. The links in the Activity set will take you to the corresponding Doc or Slide (specific slide within the slide deck for that section of activities.) If you wish to adapt, make a copy and edit as you like. We've also included the page number of where the documents are located within the Activity Set.

**Steps:** The steps outlined may seem overly detailed, but they are intended to help teachers with little experience teaching this level give clear instructions to students with limited English. Experienced teachers will likely skim the suggested teacher language and focus on other aspects of the activity steps.

**Instructional Routines:** The first section describes a number of activities that both work well for this level and can be adapted to various content and skills. The only one that we include in most or all sections of the Activity Set is **Today Is...** We also include various ways to collect class data as students come into class, and then suggest ways to draw out language from the information gathered. One of these versions, class data in a table, is included in the Instructional Routines section.

If you don't already, we encourage you to also try incorporating **Breathing/Mindfulness** and **Exit Tickets** as daily or weekly routines. (*The main character in the book even uses deep breathing before attempting the English she learned in class.*)

**Community Building:** You will not find first week activities here, for example those designed for everyone to learn their classmates' names, to assess needs and learning styles, etc. Community building continues throughout the semester, but is essential during the first weeks. We strongly encourage that you set up students in a semi-circle or U every day if possible, so that they talk to **each other**, not just the teacher. This formation also allows the teacher to circulate easily to assess and support their learners. Group and pair work may change things up, but students learn that the semi-circle is the default.

### **Academic and Career Readiness**

Several activities model specific skills that empower adults in educational and workforce settings. Learners will among other things: cite evidence to support their answers; identify the main idea; compare and contrast; sort and categorize; create and interpret graphs and tables; make predictions; offer opinions, and collaborate with classmates.

### **Vocabulary**

## *Ready for the Real Thing Activity Set: Introduction*

There is so much that is essential at this level. Equally important as the words themselves, however, is spaced repetition of high frequency words. The primary system employed in this Activity Set is the creation and use of vocabulary cards. You can certainly use websites and apps to practice vocabulary in multiple ways, but here you will find good old-fashioned index cards. They are cheap, the tactile nature of manipulating the cards facilitates retention, and there are endless ways to incorporate them into instruction.

### **Acknowledgement**

Thank you to all of the CUNY teachers and professional developers, present and past, whose work informed the Activity Set on many levels. We're also grateful to those whose work is incorporated here: NYS Teacher leaders, The Minnesota Literacy Council, University Settlement, We Speak NYC, and the Toronto Catholic District School Board Adult Education. A special thanks to the New York City College of Technology ESOL students who appear in *Ready for the Real Thing*.

Lastly, a tremendous thank you as well to the author who wrote the original draft of this story. Please note that the names and identifying details of the author and main character have been changed.

Please feel free to contact me with questions or suggestions.

Happy teaching and learning!

Leah Clay-Youman ([leah.clay-youman@cuny.edu](mailto:leah.clay-youman@cuny.edu))

CUNY Adult Literacy Program

## Instructional Routines

### What do we mean by “Instructional Routines”?

Instructional routines are specific and repeatable designs for learning that support both the teacher and students in the classroom. They are not necessarily repeated daily, but rather lend themselves to repetition by inserting different content. Some may take a little more time at the beginning to explain, but the effort is worthwhile! Over time, students become comfortable and clear on what is expected; once this happens, they can focus on the content since they aren’t also trying to understand what they are expected to do. Teachers spend less time in class explaining instructions. They also spend less time outside of class planning, since they can focus more on *what* and less on *how*.

Instructional routines are especially helpful for beginning ESOL learners, as their understanding of English, and thus instructions in our classes, is limited. You will find the selection of routines below at least once in the *Ready for the Real Thing Activities Set*.

1. Clarification Language and Correction Language.....	p. 7
2. Today is.....	p. 7
3. One-Question Interview.....	p. 8
4. Face to Face.....	p. 9
5. Mindfulness / Breathing.....	p. 10
6. Vocabulary Knowledge Rating Chart.....	p. 11
7. Reading Sequence.....	p. 11
8. Vocabulary Cards.....	p. 12
9. Exit Tickets.....	p.13
10. Picture Prompts & Warm Up Dialogues.....	p.14
11. Walk, Talk, Trade.....	p.15
12. Find Your Partner (Get Into Pairs).....	p.15
13. Which Side Are You On? .....	p.16
14. Class Data: (Table).....	p.17

## Instructional Routines: Clarification Language and Correction Language

Before beginning the activities that accompany *Ready for Real Life*, we strongly recommend using these two activities included in the first lesson of [My Name Is: An English Language Literacy Curriculum](#) from We Speak NYC: [Clarification Language \(pp. 12-13\)](#) and [Correction Language \(pp.14-16\)](#). (The lesson also involves community building and review of the alphabet; you're welcome to follow the whole lesson if you wish.) You will see the term *Correction Language* throughout the *Ready for the Real Thing* Activity Set; this refers to the language introduced in the above activity to enable ESOL learners to elicit and provide error correction from and to their classmates.

## Instructional Routine: Today is...

**Materials:** Marker & whiteboard / Chalk & chalkboard

**Steps:**

- The goal is for a student to write a complete, correct sentence that includes the month, day, and year in this format: ***Today is Tuesday, January 12, 2024.***  
How you go about this will depend on the level of your students. If learners have been introduced to English days of the week and months of the year, here is one way to do it:  
Write the following on the board, each day with fewer hints / scaffolding. Each day, give the marker or chalk to a learner and ask them to complete the sentence.

Day 1: T \_ \_ \_ \_ is T \_ \_ \_ d \_ y, J \_ \_ \_ \_ \_ 12, 2024.

Day 2: T \_ \_ \_ \_ \_ W \_ \_ \_ \_ \_ , J \_ \_ \_ \_ \_ 13, \_ \_ \_ \_ \_ .

Day 3: \_ \_ \_ \_ \_ , \_ \_ \_ \_ \_ , \_ \_ \_ \_ \_ .

Day 4: No line, simply hand the marker to a learner, indicate to the board, and say,  
“Today is...?? Before long, all will know the routine and won't need any prompt.

*More accessible:* Have a calendar up in the room. If some students are still mastering numbers and their pronunciation, wait before introducing ordinal numbers. You, as the teacher, can use them (January 12th, since it is how we say it).

*More challenging:* Students say the ordinal number when reading dates aloud. And/or add a sentence about the previous day, for example *Yesterday was Monday, January 11.*

### Instructional Routine: One-Question Interview

Each student in class has one question to ask classmates. Generally, each student has their own unique question; for a class of 25 students, you will prepare a list of 25 questions on a topic. Another variation is for all students to ask the same question. You can make sure that students talk to all students in the class, which can last quite a while. You might have students interview 5 people, or interview as many people as they have time for in 10 minutes.

One-question interviews allow students to gain fluency practice, to interview classmates about their opinions and experiences, or to test classmates on their knowledge. You can use one-question interviews to activate prior knowledge before a unit or to test what students have learned after a unit. The activity is a great example of communicative, student-directed learning that reduces teacher talk and allows students to take responsibility for their own learning.

#### Steps:

- Prepare a list of questions related to a theme. Make sure there is one question for each student. (*Variation: Students all ask the same question.*)
- Cut questions into strips (one question per strip). Place strips in an envelope.
- Distribute the one-question interview template. (One example: [One Question Interview Grid](#)) Review with students how they will use the template: where they will write their name, where they will write their question, where they will record their classmates' names and where they will record their classmates' answers.
- Ask students to draw one question from the envelope. Have students copy their question onto their template. Before the next step, collect the strips for future use.
- The first time you do this activity in class, model to students how to conduct an interview and use the template. You may want to have these or related useful expressions posted in the room:
  - *What is your name? or What's your name?*
  - *How do you spell that?*
  - *Repeat, please.*

Make sure you stand as you model the activity; the activity is most effective when all students stand. Demonstrate to students how to take notes on an answer. It may be helpful for students to have a book or clipboard to use to help them to write as they circulate, so model this.

- Have all students stand. Students circulate and ask classmates the same question until everyone in the class (or the smaller number of students indicated) has been surveyed, or until the teacher calls time. Students record their classmates' answers on the template.
- Students can share their answers to the whole class. You can follow-up on what they learned from their interviews in many ways:
  - a. Students post their templates on the wall and do a "wall walk" to observe one another's answers.
  - b. Students create a chart or graph to record what they learned.
  - c. Students report back on what they learned. For example, you can ask, "What is the most surprising thing you learned?" Or, students can report back using numbers (*2 out of 10 people said...*), fractions (*one fifth of the class thought...*) or quantifiers (*most students said... a few students said...*).
  - d. Students write sentences summarizing what they learned.

*Adapted from a write-up of this activity by Hillary Gardner*

For another version: [One-Question Interview | CollectEdNY](#)

For sample questions, visit "Conversation Questions for the ESL Classroom": <http://iteslj.org/questions/>. *Note: these are **not** limited to beginning level English.*

For a review of quantifiers, here is a [list](#) we developed by level.

### **Instructional Routine: Face-to-Face**

Face-to-Face is a paired activity that gets everyone involved. Students speak in pairs, rotating partners for repeated practice. The interaction allows them to discover more about their classmates.

#### **Steps:**

- Set up the topic and/or language that will be used. (This will vary.)
- Divide the class in half. Point to one group. Say, "You are Group A." Point to the other group and say, "You are Group B."
- Outline what specifically they will speak about during the activity.
- Ask for a volunteer to come to the front of the class. Stand face to face with the volunteer. Model the interaction that will take place between partners. (e.g. If students are asking and answering, make sure both you and the volunteer ask and answer.)

### *Ready for the Real Thing Activity Set: Instructional Routines*

- Say, “Group A, please stand up.” After they stand up, gesture so the students form a line on one side of the room.
- Say, “Group B, please stand up.” After they stand up, gesture to lead them to form a line facing Group A as you say, “Please stand face to face with your partner.”
- If they will need index cards or other materials for the activity, distribute them now.
- Ask, “What are you going to do?” (Elicit answer.)
- Say, “Ready? OK! Please begin.”
- Stop the students after the time needed, not more than a few minutes. (If it’s loud, you can turn off the lights briefly, ring a bell, or otherwise get attention.)
- Say, “Let’s switch partners.” To make new partners, ask the student at one end of the Group A line to walk to the other end of the line. Position the student face-to-face with the Group B person in front of him/her. (People in Group B do not move in this activity. *The key element in switching is that only ONE row moves. The other group remains in the same spot.*)
- Say, “Group A, move to face your new partner. Group B, do NOT move.”
- Say, “Now, repeat. Practice with your new partner. Please begin.”
- Stop the students after 1-3 minutes, depending on the task. Prompt students to switch partners.
- Repeat a few (or several) times.

*There may be confusion the first time, but as with all repeated activities, students will do it more and more quickly with practice.*

#### **Instructional Routine: Mindfulness / Breathing**

Including a “Mindful Moment” in class can help people focus, relax, and be more fully present. These visuals for inhaling/exhaling, each on a Google slide, can be incorporated to your synchronous classes or projected on a screen in-person: [180 Days of Mindfulness](#), created by Emma Pass. In the words of one high beginning ESOL teacher,

*“I practiced the breathing exercise with my students this morning. To my surprise, the only vocabulary they weren’t already familiar with was the word ‘through’. They all knew inhale, exhale, hold your breath, et al. One was even familiar with the exercise as her child had practiced the same exercise in school. They all took it very seriously. We did it together after the break and again at the end of class. It created a nice moment of calm. It was a very nice bonding exercise.”*




See also: [Focus 5: Quick exercises for calmness and focus](#)

### Instructional Routine: Vocabulary Knowledge Rating Chart

**Materials:** Knowledge rating chart that includes key words from a text selected by the teacher (OR blank knowledge rating chart; write the words on the board and students copy onto blank charts.)

**Steps:**

- Project an image of the knowledge rating sheet OR write the list of vocabulary words on the board.
- Read each word out loud, slowly and clearly. Allow time for students to repeat.
- Read each column header aloud and explain the rating scale:

Yes, I know the word. 	Maybe. I'm not sure. 	No, I don't know the word. 
--	---	---

- Distribute the knowledge rating sheets, one per learner.
- Model with the first word, thinking about if you know the word and marking one of the columns.
- Ask students to complete the chart individually. Circulate to note their responses.
- After they finish, have students compare with a partner. If only one student in the pair knows the word, he/she/they tries to explain (or translate). The first few times you do this activity, put pairs together and model this step.
- Either collect, review, and hand back OR ask learners to keep them for future use.

*Alternative: Write the selected words on the board and read them one by one. Students show thumbs up (Yes, I know the word), sideways (Maybe, I'm not sure) or down (No). You and your students look around the room after each word to see how many know the word.*

See [this Irish website](#) for a variety of knowledge rating charts for higher level students.

### Instructional Routine: Reading Sequence

Here are recommended steps for *Ready for the Real Thing*, though your learners may need more, or less, support. These come after the pre-reading activities laid out in the Activity Set.

- Read each page in the section out loud clearly, and fairly slowly. Ask students to follow along with a finger touching each word as it is said. Circulate to see that they understand your instructions and to assess their reading.
- When finished with the section, read it again aloud. This time, read a little faster, with the words in chunks (fewer pauses between words). For example instead of “Ecuador - is - in - South - America.” read “Ecuador - is in - South America.”
- Next, students read to themselves silently, noting words or images they don't understand.

### Instructional Routine: Vocabulary Cards

Learners need to encounter new words several times to recall their meanings, and even more to use them correctly. Spaced repetition is essential. Creating and then reusing vocabulary cards in class, if done on a regular basis, is an effective way to achieve repetition. You can certainly use websites and apps to practice vocabulary in multiple ways, here we use index cards. They are cheap, the tactile nature of manipulating the cards facilitates retention, and there are endless ways to incorporate them into instruction.

#### Creating the cards

There are plenty of ways to create the cards. Depending on the word / phrase and class level, the cards can have on opposite sides: words/words, pictures/pictures, words/pictures, words/sentences. It's a good idea to introduce vocabulary cards by creating them together for words that the whole class has learned. The first ones that you do will take time. Model writing the new word/phrase on one side and however the meaning will be represented on the reverse as students do the same. Here is one possibility for how it might look:



noun? verb?
translation
example sentence Or draw a picture

### Activities with cards

#### **Concentration**

**Materials:** Sets of vocabulary cards (one per group), each with several duplicates. The more challenging the game and the longer it will last.

#### **Steps:**

Each small group has a number of pairs of index cards face down on the table before them in random order. Pairs can be vocabulary word and picture, vocabulary word and definition, opposites, etc. They take turns choosing, viewing, and showing others the two cards. If they choose a pair, they keep them. Whoever has the most pairs wins at the end wins.

See full description: <https://www.literacymn.org/sites/default/files/2019-12/Concentration.pdf>

#### **Face to Face** (see above for how to set up this activity)

Students each have one or more more vocabulary cards and:

- Quiz their partners on meaning
- Quiz their partners on spelling
- Use the word in a sentence
- Say how many syllables
- Etc.!

#### **Walk, Talk, Trade** (See p. 15 for full write up.)

#### **Charades**

Students act out the vocabulary on the cards in pairs or groups.

#### **Sorting**

Pairs / groups sort cards into: Part of speech; Number of syllables; People and places; Fruits and vegetables; Alphabetical order, etc!

*Note: It's also great to have categories without clear correct/incorrect delineation. See [Ready for the Real for the Real Thing](#) for an example in which Maria and her partner determine which medical conditions they think are emergencies.*

### **Instructional Routine: Exit Tickets**

Literacy Minnesota has a nice write-up of exit tickets, adapted slightly here. Check out their video to see a teacher leading students through one version (link below).

*Sometimes you leave the classroom wondering, "Did the learners really get what we talked about today? I wonder what they remembered about this lesson?" This short wrap-up activity is a great*

*way to gauge learner comprehension, gather information about student perceptions, or get learners thinking about next steps for applying what they learned.*

**Steps:**

- Decide what you want to accomplish with this activity.

Some possibilities:

- Find out how learners feel about their own understanding of the day's lesson.
- Help learners plan how to practice the lesson content outside the classroom.
- Assess learners' ability to read, write, or say something related to the lesson.
- Choose a task you will have each learner do before they leave. It should be something simple and something they've already covered in class that day. It should take a minute or less for them to complete.
- Stand at the door and ask each person to perform the task (if you've chosen a verbal task) or hand you in the note card (if you've chosen a brief writing task) before they leave the classroom. Some possibilities:
  - Write a sentence about \_\_\_\_ on a note card.
  - Read a word from a stack of flashcards.
  - Respond to a simple question / or statement that you say, for example:
    - "What is this number in English?" (Show one number to each student. They say the number in English.)
    - "Name one way you're going to study English tonight."
    - "How well did you understand class today: very well, so-so, a little?"
    - "How do you spell your last name?" (to practice the alphabet)
    - "Tell me what you're going to do after school."
    - "Tell me one thing you learned today."
    - "Where will you speak English this weekend? Tell me one place."

Write-up: <https://www.literacymn.org/sites/default/files/2019-12/Exit%20Ticket.pdf>

Video: [Adult ESL Exit Ticket \(full version\)](#)

**Instructional Routine:** [Picture Prompts and Warm Up Dialogues: Two Routines for Beginning Level ESOL Students](#) (developed by Jessica McMakin, NYSED Teacher Leader)

The above links to a folder that includes:

**Picture Prompts:** Each day students view a photo with the prompt, "Tell me about this picture." Students speak and write about what they see, think about, and wonder. 28 content-rich photos are included, centering around various aspects of daily life. Question

prompts using the 5W/H question words are included to facilitate discussion and draw out responses from students. Suggested questions [here](#).

**Warm Up Dialogues:** Each day students receive a short, written dialogue about topics from beginner curricula. They practice these short conversations in pairs, adding personal information to complete the dialogue. Students can copy the conversation to practice writing, or simply use it as a prompt.

**Suggested Pairings:** Picture Prompts and Warm Up Dialogues that can be used together as a warm-up routine.

### Instructional Routine: Walk, Talk, Trade

This activity reinforces the students' familiarity with vocabulary through interactions with classmates. Pictures or words can be used, depending on the class level.

**Materials:** Cards with pictures or words of vocabulary to review

**Steps:**

- Review the vocabulary words that will be used during the activity.
- As a class, practice the language that the students will use to interact during the activity (e.g. What is this? How do you spell it?)
- Give each student a picture card or a word card. Some students may have the same picture or word.
- Model asking a student what is on their card, responding to their question, then swapping cards and moving on to a new partner.
- Students mingle in the classroom asking and answering questions about what is on their cards. At the end of each interaction, students swap cards and find a new partner.

From [Minnesota Literacy's full write up](#). Watch a teacher leading students in the activity [here](#).

### Instructional Routine: Find Your Partner (Get Into Pairs)

Yes, you can certainly count off by 2s. You can also have learners stay with their partners after a Face to Face, or other activity in which they mingle. With just a little more effort, however, putting learners into pairs can be a short activity in and of itself that helps review subject matter, vocabulary, grammar, even pronunciation. You just need a little creativity.

**Materials:** Several matching words or phrases. Some possibilities: opposites; days of the week (or months, US states, etc) and their abbreviations; numbers in both number and word form (24 and twenty-four); words and definitions; vocabulary words and images to represent them; common acronyms and what they stand for; verb forms of the same verb (this can work to form groups of three or more if you include the base form, past form, participle, etc.). The options for pairs of cards are endless.

**Steps:**

- Distribute the index cards or slips of paper. Save an extra pair of matching cards.
- Introduce language you want students to use, for example, “What is on your card?”
- With the extra matching cards, model how to find your partner. Give one card to a student; then pantomime looking for a partner and finding the person.
- Tell students to stand up, pencils down.
- Ask them to find their partners. Allow time for this step.
- Ask pairs to share their words/phrases aloud with the rest of the class. Classmates can confirm (or not) that they are indeed a pair.
- They stay in partners for the following activity.

*More accessible: Each card in a pair is a different color, so half of the cards are, say, pink and the other half green. This cuts the number of possible matches in half.*

*Note: Depending on what's on the cards, the teacher may provide sentence frames for asking/answering questions, etc. Students may be instructed to not show other students their papers, relying on verbal communication.*

**Instructional Routine: Which Side Are You On?**

*(You may also hear this called “True/False” or “Barometer Game”)*

In this activity, one side of the room is designated as “Yes” the other is “No” (Or “True” and “False”). Students move to indicate their opinion or answer.

**Materials:** List of statements for the teacher to read  
8x10 paper with words YES and NO to hang on opposite walls

**Steps:**

- Ask students to stand.
- Designate one side of the room “Yes,” the opposite side “No,” and the center “Maybe.” (Variation: one side of the room is “True,” the opposite side is “False,” and the center is

“Not sure”)

- Read a statement and ask students to move to the side of the room that best represents their answer. Make sure to start with a simple statement such as, “I live in Queens,” to confirm that students understand how and where to move.
- For levels other than absolute beginners, discuss student responses. For example, if you are reviewing students’ opinions, pick one or two students to talk about why they moved to where they did. If you are using this activity as a comprehension check, ask students to justify their answers and make sure everyone understands the correct answer.
- Continue with statements related to the lesson’s theme. Examples include learning more about classmates’ experiences, personal goals or goals for the class, background knowledge about a topic before reading/watching, or opinions on current events.

*Other possible variations: Use to review Fact/Opinion exercises. Use to create class polls. Use with Agree/Disagree.*

*Write up by Hillary Gardner*

### Instructional Routine: Class Data (Table)

This opening activity can be easily adapted for different topics and to target various language skills. Students complete the chart as they enter class. In this example we use a simple table with *first name* and *favorite season*. There are three parts to the activity.

1. Students input their info into the table.
2. Students talk (and write) about their classmates.
3. (Optional) Students talk about the class as a whole using the language of quantity.

**Materials:**      Newsprint (or whiteboard / chalkboard)  
                         Markers (or chalk)

#### **Steps:**

Create the blank table: For a full class, you may need two or three identical charts to allow room for all to input their information. The chart includes NAME (first column heading) and one other piece of personal information (second column heading). The teacher fills out the first line as a model.

Name	Favorite Season (Information you are collecting)
(Teacher's name)	(Teacher's information)
<i>Number of rows depends on class size.</i>	

- Students write their information in the table.
- The teacher leads the class in talking about their classmates in any number of ways. Here are a few options for beginning level.
  - Teacher-led questions:** Choose from ONE of the following questions, depending on the English level. Give various students a chance to answer your question before moving to another.

<b>One word answer (about self):</b> T: <u>_(Specific student's name)_</u> , what is your favorite season? S: Winter	<b>Short sentence answer (about self):</b> T: <u>_(Specific student's name)_</u> , what is your favorite season? S: It's winter.
<b>One word (about a classmate):</b> T: <u>_(Specific student's name)_</u> , what is <u>_(classmate)_</u> 's favorite season? S: Winter	<b>Complete sentence answer (about self):</b> T: What is your favorite season? S: My favorite season is _____.

- Student-led Questions:** Teacher begins by asking one student a question, then guides the student to ask a classmate the question.

T: \_(Specific student's name)\_, what is your favorite season?

S: My favorite season is fall.

T: OK, now ask another student. (Points toward the other students and/or the names on the chart)

S: \_(Classmate)\_, what is your favorite season?

Classmate: My favorite season is \_\_\_\_\_.

T: Great. OK (classmate who just answered), ask a different student the question. (etc.)

- Use a sentence frame for visual support. Examples:

\_\_\_\_\_’s favorite season is \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ say their favorite season is \_\_\_\_\_.

\_\_\_\_\_ says his favorite season is fall, but \_\_\_\_\_ says her favorite season is winter.

3. Students use the language of quantity to talk about the whole class.  
Introduce a few key terms that work for count and noncount nouns; encourage use whenever appropriate. Introduce new terms once the others are mastered.

First introduce:

**All**

**No**

Then:

**A lot**

**Not a lot**

Later

**Some**

**Half**

See our related resources: [Quantifiers for ESOL Classrooms](#) and [Graph from class data | CollectEdNY](#)

## Prior to Reading *Ready for the Real Thing*

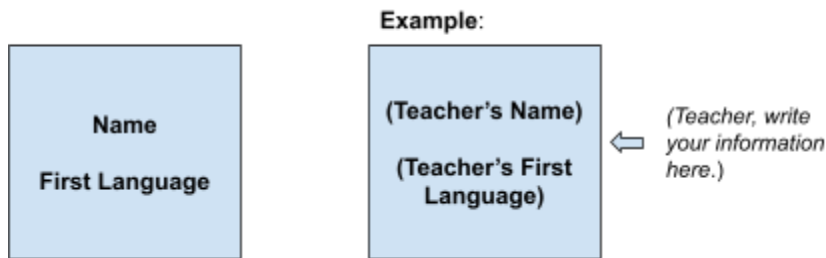
**Activity: Today Is...** (See p. 7 in *Instructional Routines*)

**Activity: Class Data Part 1 (Name and First Language)**

**Materials:** 3"x3" Post-Its sticky note, any color(s)  
Newsprint with a list of the first languages in your class

**Steps:**

- Before class begins, draw on the board:



- Give each student a Post-It sticky as they come in.
- Point to the board. Tell them to write their names and first languages.
- Ask them to put their sticky notes on the board (or newsprint). You'll come back to this later.

**Activity: One Question Interview**

**Materials:** [One Question Interview Grid](#) (one per student)  
The letter **S** written largely on an 8"x11" paper, kept on the wall at all times. (*This is a visual support for 3rd person singular verbs and plural nouns.*)

**Steps:**

- See *Instructional Routines* section for complete teacher instructions.
- Write a question mark on the board. Point to "first language" in the square on the board.  
Ask: *What is the question?*

**Write W \_ \_ \_ i \_ y \_ \_ \_ first language?**

- Write in the words as they say them. (*What is your first language?*) Provide additional letters if they are unable to guess a word.
- After they have guessed it, ask a few individuals the question. They should answer with one word, e.g. "Arabic". If they are not sure how to say it, point to the list of languages on newsprint.

## Ready for the Real Thing Activity Set: Prior to Reading

- Distribute copies of the [One Question Interview Grid](#) and follow One Question Interview write up under Instructional Routines.

### Follow Up (writing)

- Write on the board:  
\_\_\_\_\_ **Chinese.** (←a language at least one student speaks)
- Elicit the words: *(Name of students) speaks Chinese.* (Note: if they miss the S, point to the S on the wall. Make sure they are pronouncing the s, speaks.)
- Write on the board: 1.  
2.
- Ask them to write TWO sentences from the information on their papers.  
(e.g. Sara speaks Russian. Angel speaks Spanish.)
- Circulate as they do this to assess mastery.

*Options: Adapt the number of sentences and/or encourage those who finish early to write more.*

### Activity: Using Class Data Part 2 (Creating a Bar Graph)

**Materials:** Stickies from Part 1 (Name and First Language)  
[Blank Graph Paper](#) (one per student)  
Colored pencils (helpful but optional)

#### Steps:

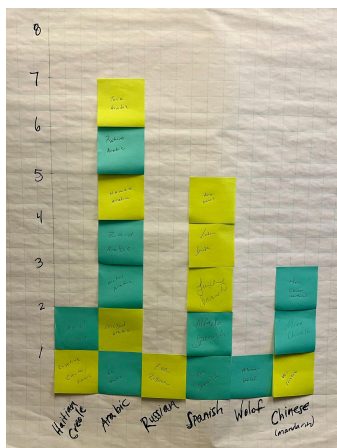
- Draw attention to the stickies from the opening activity. To review the words “same” and “different”, take two stickers that include the same language.
- Ask: *Same? Or different?* (Elicit “Same.”)
- Repeat with stickies that include two different languages and again say, *Same? Or different?* (Elicit “Different.”)
- To support comprehension, you might write on the board:  
**same language    different language**
- Ask a couple of students to organize the sticky notes into columns: one column for each language. They put sticky notes with the *same language* together.
- To the side of this, draw the axis of your bar graph:



## Ready for the Real Thing Activity Set: Prior to Reading

- Ask a student to transfer the columns to this. Afterward, make sure they are in straight lines.
- Ask students for suggestions about labels for each side (vertical and horizontal). *What do I put here? Ideas?* If nobody has a guess, you can write next to it: **Languages**. Whether or not they can indicate the horizontal line, write **Languages** under the horizontal line.
- Put numbers on the vertical (Y) axis, spaced to measure each sticky note height.

It might look like this:



- Ask some basic comprehension questions based on the data presented (ex. *How many students speak Spanish? Do more students speak Chinese or Bengali?*)
- Write **Title** and ask for suggestions. Develop one together, e.g. “First Languages in English Class” or “Languages We Speak”
- Next, distribute the [blank graph paper](#) to all students, and keep one to model the next step.
- Model how to transfer the bar graph to graph paper, including how to count the units on the graph paper. Students then copy the bar graph onto graph paper, including the title and axis labels. If you have colored pencils, students can use them to distinguish the columns.

*\*Adapted from this Literacy Minnesota [activity](#).*

### Activity: Creating a Pie Chart

**Materials:** Post-It stickies from above activity  
[Slide](#) (or hard copy) of pie chart.

**Steps:**

## Ready for the Real Thing Activity Set: Prior to Reading

- Show slide of pie chart (or hold up print). Ask questions such as: What do you see? Ideas? What does it show? (Elicit: Information, etc.) Does anyone know what it is? (Introduce: Pie chart, pie graph, circle chart, circle graph.) Have students repeat these names after you.
- Then ask: How can we make this (point to bar graph) into this (point to pie chart)?
- Model how to do this. Take the stickies from the bar graph and place them in a circle, grouping the same languages next to each other. See image below for example.



The image below from the Minnesota Adult Education Professional Development YouTube video: [Adult ESL Activities: Post-It Chart \(full version\)](#) In the video, you can see a teacher lead this activity. (The topic is methods of transportation to school instead of first languages).

Optional: Students copy (draw) the pie chart in their notebooks.

### Activity: Visual Information Video

**Materials:** YouTube Video: [Introduction to Charts and Graphs](#)

Method of showing YouTube video to the class

[Terms in Chart Video](#) [Terms In Chart Video - Listening- Listening](#) (Enough for each student to have one term. There are two on each page to save paper; make copies and then cut them in half.)

### Steps:

- Cue up [Introduction to Charts and Graphs](#) (Included on Slide #2 of the [Google Slides](#))
- Mute the volume. Watch the video through 1:14.
- Distribute Terms in Chart Video, one per student: pie chart, bar graph, countries, languages, information, (optional: data).

## Ready for the Real Thing Activity Set: Prior to Reading

- Have students read out their words. Briefly clarify pronunciation.
- Tell students to listen for their word in the video. When they hear the word, they hold the paper UP. (Model this.)
- Unmute the video. Play it through 1:14. Repeat as many times as is helpful.
- During the final viewing, pause at pie chart and bar graph to ask questions about the information.

### Activity: Geography In English

**Materials:** [Chapter 1: Geography slides](#) (first slide has a video of rotating earth)  
OR [hard copy](#) of photo

#### Steps:

- Show the [slides with rotating earth](#) (or hold up the [hard copy](#) and p. 35 in this document);
- Ask: What is it? Elicit answers. (They may say planet, earth, circle... If they don't have the language, say and write **PLANET** and/or **EARTH**.)
- Point to land formations on image and elicit more language... they may say countries, water, ocean, continent, etc. If they don't or can't, just move on.
- Write on the board: **CONTINENT** (or **C \_ \_ T \_ \_ N \_ \_ T** and elicit, filling letters until they guess the word).
- Say and write: **How many?**  
*Expect some debate- many consider North and South America as one continent, "The Americas"... the border between Asia and Europe is manmade, etc. Accept all answers without judgment. You can let them know that in most schools in the U.S. we learn that there are 7 continents.*
- Say, *What are the names of the continents?* As students call out the continents, write them as a list. If students are hesitant, start by writing **Europe** or **Africa**. Write all their answers.
- As a group, look at the list and count how many there are. Clarify if there are errors between continents and countries. If there is debate over the number, remind them that in the United States we learn 7 continents. Indicate these (perhaps erasing any others).
- Go over pronunciation of the 7 continents.

**Note:** *In case you forget!*

*North America, South America, Africa, Asia, Europe, Oceania/Australia, Antarctica*

### Activity: Continents (Group Work)

**Materials:** Blank [World Continents](#) Map (1 per group) OR Wipe Off World maps like [these](#)

Optional: [Map with continents labeled](#) (print or project)

**Steps:**

- Have students get into groups of 3.
- Give each group **one** map: Blank World Continents map
- Write on the board: **Name the continents.** Say, *Try to name the continents. It is OK if you don't know. Just guess. Use a pencil.* (Model guessing where a continent is, *Hmmm... Is Africa here? Or here?*) You may want to write

*Is \_\_\_\_\_ here?* on the board.

- Circulate while the groups work, encouraging people to guess and making sure they are speaking English.
- When everyone has finished, project the map of continents so students can check their work.

(Or: put a blank map on the board and have volunteers come up and fill in the names of continents. After each person writes a continent, she should ask the class, "Is this OK?" You can refer to this sentence in the Correction Language on the wall to encourage it. The class will answer in English, correcting if necessary.)

- Take a post-it from the pie chart. Read the name of the country. Ask *Where is it? Which continent?* Put it on the correct continent as they tell you. Ask a volunteer to take over, asking classmates *Where is it?* for each country.

(If students are not sure, you can show an online search: Google Maps or other site.)

**Activity: I Am From**

**Materials:** [Chapter 1: Geography slides](#) (Slides 4 and 5)

OR this [hard copy](#) (Images: City and Village)

Optional: [Graphic: city-state-country-continent](#) (image on Slide 5)

**Steps:**

- Show images from Chapter 1 (slides # 4 or [hard copy](#)) and elicit words:  
city silhouette image (city) houses near lake image (village, town)
- Substitute your information for the words in parenthesis, and write on the board:

**(Teacher's hometown)**

**(Teacher's home state)**

**(Teacher's home country)**

**(Teacher's home continent)**

*Ready for the Real Thing Activity Set: Prior to Reading*

- Elicit the location words as you point to the 4 sentences:  
*village / city, state, country, continent*
- Write on the board: **Where are you from?**
- Ask for a volunteer to ask you this question. Then answer, *I am from (village/city, in state, in country, in (continent)).*
- Ask the volunteer, Student answers, including all locations. (Localities may vary from country to country.)
- Set up Face to Face.

See Instructional Routines for teacher instructions.

Before they start the activity, ask the class, *What are you going to do?* (Elicit *Ask and answer "Where are you from?"*)

**Activity: Exit ticket** (See Instructional Routines for teacher instructions.)

# **Materials : Prior to Reading**

Ready for the Real Thing Activity Set:  
Prior to Reading - Materials

One-Question Interview

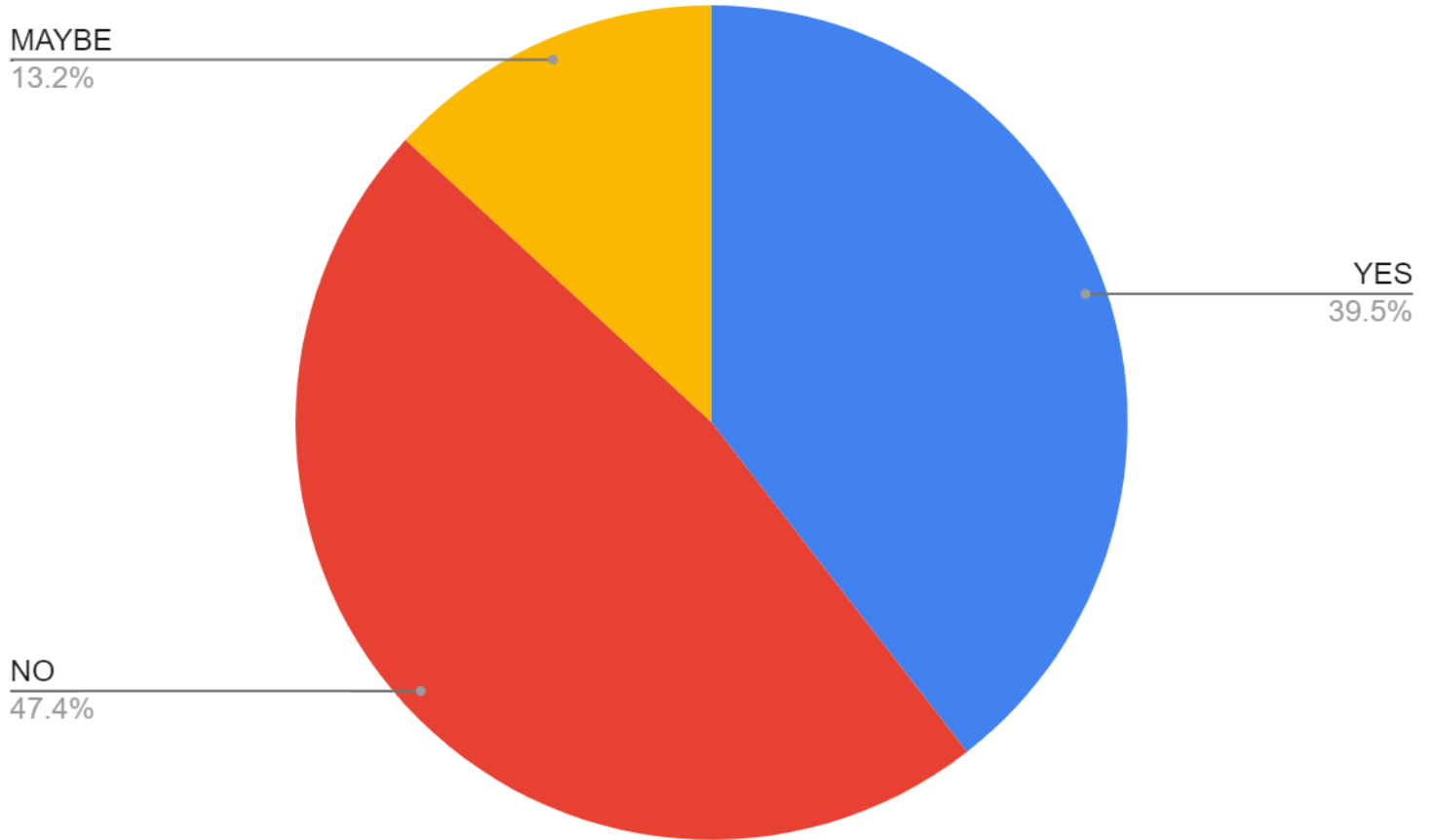
Name: \_\_\_\_\_

Question:

---

Name	Answer

*Ready for the Real Thing Activity Set:  
Prior to Reading - Materials*



# pie chart



# pie chart

# bar graph



# bar graph

# **countries**



# **countries**

# languages



# languages

# information



# information

# data



# data

*Ready for the Real Thing Activity Set:  
Prior to Reading - Materials*



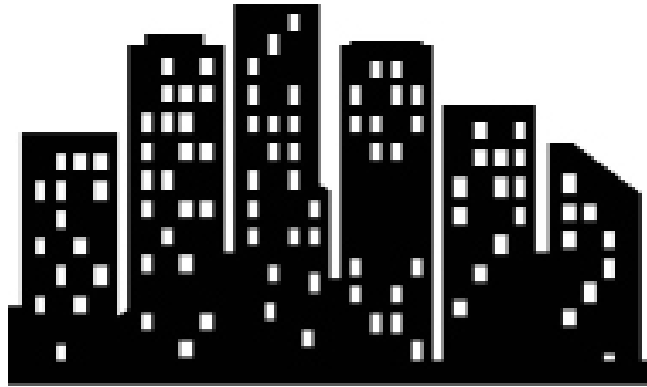
## MAP OF THE WORLD



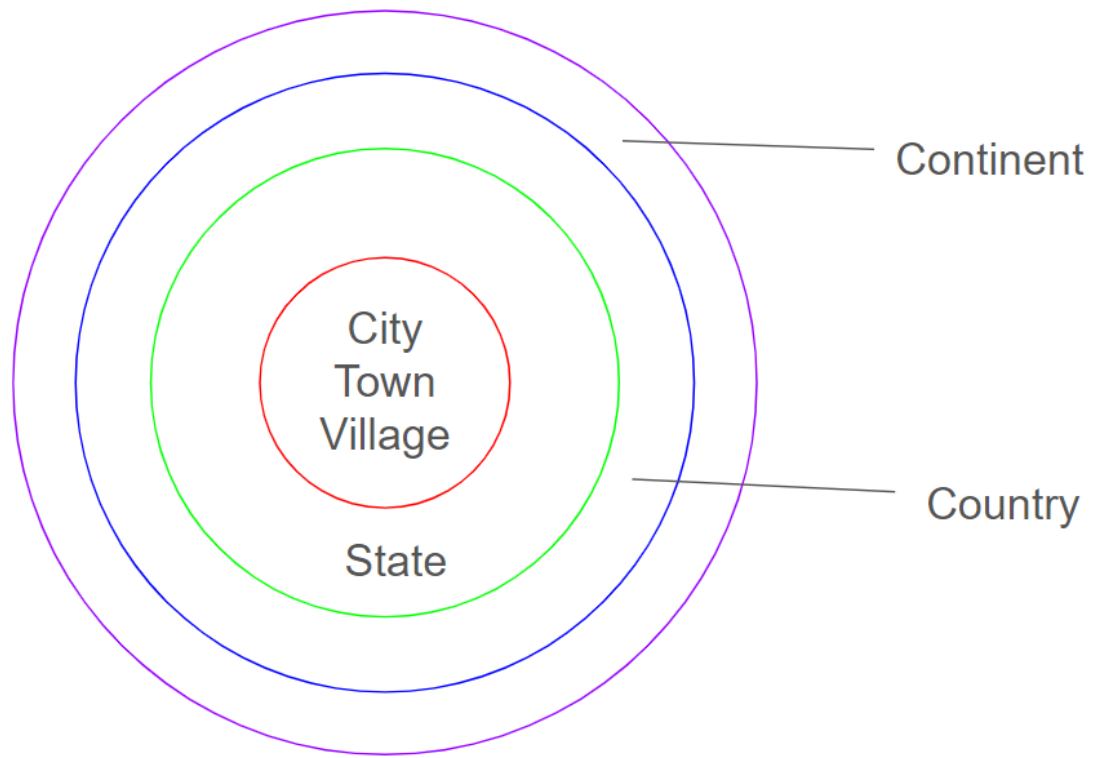
Ready for the Real Thing Activity Set:  
Prior to Reading - Materials



*Ready for the Real Thing Activity Set:  
Prior to Reading - Materials*



*Ready for the Real Thing Activity Set:  
Prior to Reading - Materials*



## Chapter 1

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

**Activity: Class data: Name & Favorite Season**

**Materials:** 3"x3" Post-It Stickies

Visual support for language: Four seasons [Google Slide](#) or [hard copy](#)

**Steps:**

- Post / Project the images of the four seasons.
- Give each student a post-it sticky note as they come in.
- Tell them to write their name and favorite season.
- Ask all students to put their stickies anywhere on the board (or a newsprint).
- Ask students who were present for the last class to create a bar graph with the stickies. See what they remember. You can give hints as needed, e.g. Title?
- Draw out language from the information in the graph. One possibility is using the language of quantity to talk about the whole class. Introduce a few key terms that work for count and noncount nouns; encourage use whenever appropriate after this. Introduce new terms once the others are mastered.

First introduce:

***All***

***No***

Then:

***A lot***

***Not a lot***

Later

***Some***

***Half***

**Activity: Line Up: Alphabetical Order**

**Steps:**

- Before you start, figure out where you can fit the whole class standing up in a line straight. This may be along the side of your classroom or in the hall. (If in the hall, make sure it's not right near another classroom with an open door so as to avoid disrupting your neighbor class.)
- Write on the board \_\_\_\_\_ name?
- Elicit: What is your first name? (If they don't get first, write f \_ \_ \_ , adding letters until they guess correctly.)
- Write H \_ \_ \_ \_ s \_ \_ \_ \_ it? As above, elicit: How do you spell it?
- Write ***alphabetical*** on the board.
- Elicit or explain what this means: by alphabet, by order A to Z.

## Ready for the Real Thing Activity Set: Chapter 1

- Tell (and show) students that they will stand up and make a line. (You could also draw a line on the board if they are unclear, and write LINE.) Ask them *What questions?* (will they ask each other). Elicit *What is your first name?* and *How do you spell it?*
- Ask for a volunteer. Model asking / answering the two questions and figuring out who should be first in the alphabetical line.
- Model just saying your name (and volunteers name) without the questions. Tell them NOT that! They need to USE the two questions: *What is your name? How do you spell it?*
- It can be helpful to say, *Pencils down. Or No pencils, no paper, no books...*
- As students stand up and make a line, remind them to use the two questions. Afterward, students say their names starting at the end of the line and class checks if they are in the correct order.

For more ideas, see: <https://www.collectedny.org/frameworkposts/birthday-lineup/>

### Activity: Book Cover

**Materials:** Real/pretend pizza images (animated [slides](#) or [hard copy](#))  
Books (*Ready for Real the Real Thing*)

#### Steps:

- Explain that the class will read a book. Show the cover image.
- Ask, *What is it? What do you see?* (elicit or provide: *ambulance*)
- Show the title - break it down, explaining:

Ready

Real (true)

Real thing (something true)

- Show the slides: [pizza \(play and real\)](#) to demonstrate.

### Activity: Vocabulary Review - Real or Pretend

*Note: The words will help prepare students reading about, and participating in, role plays. This will be later in the book Ready for the Real Thing. This short activity could also be a homework assignment.*

**Materials:** Smartphones (half the students) OR 1 computer per pair, OR projector  
Internet access  
Chapter 1 Slides ([Slide 4](#))

#### Steps

- Tell students they will practice the words REAL and PRETEND. They will see things like (similar to) the pizza example.

Option 1: Students get into pairs in which at least one person has a cell phone (or they are at a computer). They will use only ONE cell phone per pair.

If possible, show them the website and have everybody choose the first answer together.

Direct students to the website and to work together to complete the quiz.

<https://bit.ly/REAL-OR-NOT>



← This is in the slides, as well as teacher resources to print, so students can scan it with phones.

Option 2: Whole class looks at the projected website. Allow thinking time before eliciting the answer.




### Activity: Vocabulary Knowledge Rating Chart

**Materials:** [Vocabulary Knowledge Rating](#)

[Slides](#) to project (optional)

#### Steps:

- Show slides of the words in the chart: *big, little, black, groups, diverse, continent* OR write the words on the board.
- Read each word out loud, slowly and clearly. Allow time for students to repeat.
- Distribute the Knowledge Rating Sheets, one per learner.
- Read each column header aloud and explain the rating scale:

Yes, I know the word. 	Maybe. I'm not sure. 	No, I don't know the word. 
--	---	---

- Model with the first word, thinking about if you know the word and marking one of the columns.
- Ask students to complete the chart individually. Circulate to note their responses.
- After they finish, have students compare with a partner. If only one student in the pair knows the word, he/she/they tries to explain (or translate). The first few times you do this activity, put pairs together and model this step.
- Either collect, review, and hand back OR ask learners to keep them for future use.

### Activity: Reading Chapter 1

**Materials:** Chapter 1 [Slides](#) (slides 7 & 8) OR page one of *Ready for the Real Thing* (one per student)

#### Steps:

- Show the image from Page 1 (South America).
- Ask the class, *What do you see? Questions? Ideas?* Accept all answers.
- Then show the page including words. Students read the sentences aloud together.
- Distribute books to each student. If they will be keeping them, have them write their names on the cover. (Not if the books will be reused with other students.)

Read Chapter 1. Here are recommended steps for *Ready for the Real Thing*, though your learners may need more, or less, support.

- Read each page in the section out loud clearly, and fairly slowly. Ask students to follow along with a finger touching each word as it is said. Circulate to see that they understand your instructions and to assess their reading.
- When finished with the section, read it again aloud. This time, read a little faster, with the words in chunks (fewer pauses between words). For example instead of “Ecuador - is - in - South - America.” read “Ecuador - is in - South America.”
- Next, students read to themselves silently, noting words or images they don't understand.

### Activity: Creating Vocabulary Cards

**Materials:** [Vocabulary Cards](#) slide (optional visual support)  
Index cards (several per student)  
Rubber bands / paper clips / sandwich bags (to store card sets)

#### Steps:

- See p. 12 under Instructional Routines for instructions.
- Model creating cards for: *real, mestizo, indigenous, line, continent, pretend, diverse*..(together decide if any of the others from the day are new and important to learn: *people, different, speak, real, South America*, etc.)

### Activity: About the Pie Chart

**Materials:** *Ready for the Real Thing* books  
[Slides](#) (optional) or [hard copy](#): large image of pie chart

Image of Individual Student Record Form (ISRF) question about race/ethnic identity (great if you have a copy of the actual ISRF) This is the [image](#) in the slide deck.

**Steps:**

- Draw students' attention to the pie chart on page 3. Possible questions to ask the class: What colors do you see? What are the colors for? (What do they mean / represent?) What is *mestizo*? What is *indigenous*? What is *White*? *Black*? *Other*? What is the biggest section? What is the littlest section? (*Note: Don't teach superlatives here. They can understand meaning without needing to learn the grammar.*) Is there a word for these groups? (*They may come up with "race" or "ethnic group" but no problem if not.*)
- ISRF: If the class is funded through the New York State Education Department, then students have filled out an ISRF. They may have done it in a language other than English. If you have a blank one to show, hold that up and see if they remember it. You might circulate so that they can look at it closely to remember. No problem if some don't recall doing it.
- Show the slide of the question about Race/Ethnic Identity.

Race/Ethnic Identity\* (Required):

Choose ONE:

☐ Hispanic/Latino/a

☐ Non-Hispanic/Latino/a

AND Choose all that apply (Must Choose AT LEAST ONE):

- ☐ Native Hawaiian
- ☐ Native American
- ☐ Alaskan Native
- ☐ Asian
- ☐ Pacific Islander
- ☐ African American
- ☐ Afro-Caribbean
- ☐ African
- ☐ Latino/a
- ☐ White (not Latino/a)

Source: <https://www.acces.nysed.gov/sites/acces/files/aepp/individual-student-record-form.pdf>

Note: the following form (also in the Google Slides to project for the class to see) has explanations of the "races"... The form, including explanations, are available in various other languages: Spanish, Chinese, Bengali, Russian, Urdu, Arabic, Haitian Creole, Korean and French. Students can read the descriptions of the identities listed on the form in these languages.

<https://www.schools.nyc.gov/enrollment/enrollment-help/enrollment-forms>

---

**PARENT OR GUARDIAN: PLEASE COMPLETE THIS SECTION**

Please answer **both** questions 1 and 2. Please read them before you respond.

For question 1, mark the box that best describes your child.

1. **Is the student Hispanic, Latino, or of Spanish origin?** Hispanic, Latino, or of Spanish origin means a person of Cuban, Dominican, Mexican, Puerto Rican, Central or South America, or other Spanish culture or origin, regardless of race.

☐

YES, Hispanic

☐

NO, not Hispanic

For question 2, mark **all** boxes that apply to your child.

2. **Select one or more races from the following five racial groups.**

☐

**AMERICAN INDIAN OR ALASKAN NATIVE:** A person having origins in any of the original peoples of North America and South America (including Central America). (ATS Code: B)

☐

**ASIAN:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Sub-Continent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (ATS Code: C)

☐

**NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER:** A person having origins in any of the original peoples of Hawaii, Guam, or other Pacific Islands. (ATS Code: D)

☐

**BLACK:** A person having origins in any of the Black racial groups of Africa. (ATS Code: E)

☐

**WHITE:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. (ATS Code: F).

---

<https://www.schools.nyc.gov/docs/default-source/default-document-library/pseform-english.pdf>

Collect the books before students leave.

### Activity: Exit Ticket

*Sometimes you leave the classroom wondering, “Did the learners really get what we talked about today? I wonder what they remembered about this lesson?” This short wrap-up activity is a great way to gauge learner comprehension, gather information about student perceptions, or get learners thinking about next steps for applying what they learned.*

#### Steps:

- See p. 13 under Instructional Routines for detailed instructions.
- Possibility for today: **Choose five (5) new words to practice at home.**

#### Learn:

- **Meaning (definition)**
- **Pronunciation (How do you say it?)**
- **Use (Use it in a sentence)**

**Show them to the teacher on your way out the door.**

Additional info for teachers:

[Interesting graphic: What Is Race?](#)

[Changing how U.S. forms ask about race and ethnicity is complicated. Here's why | WUSF](#)

# Materials for Chapter 1

## Seasons in New York

**Spring**

April - May

**Summer**

June-August

**Fall**

September -  
November

**Winter**

December -  
March






REAL?



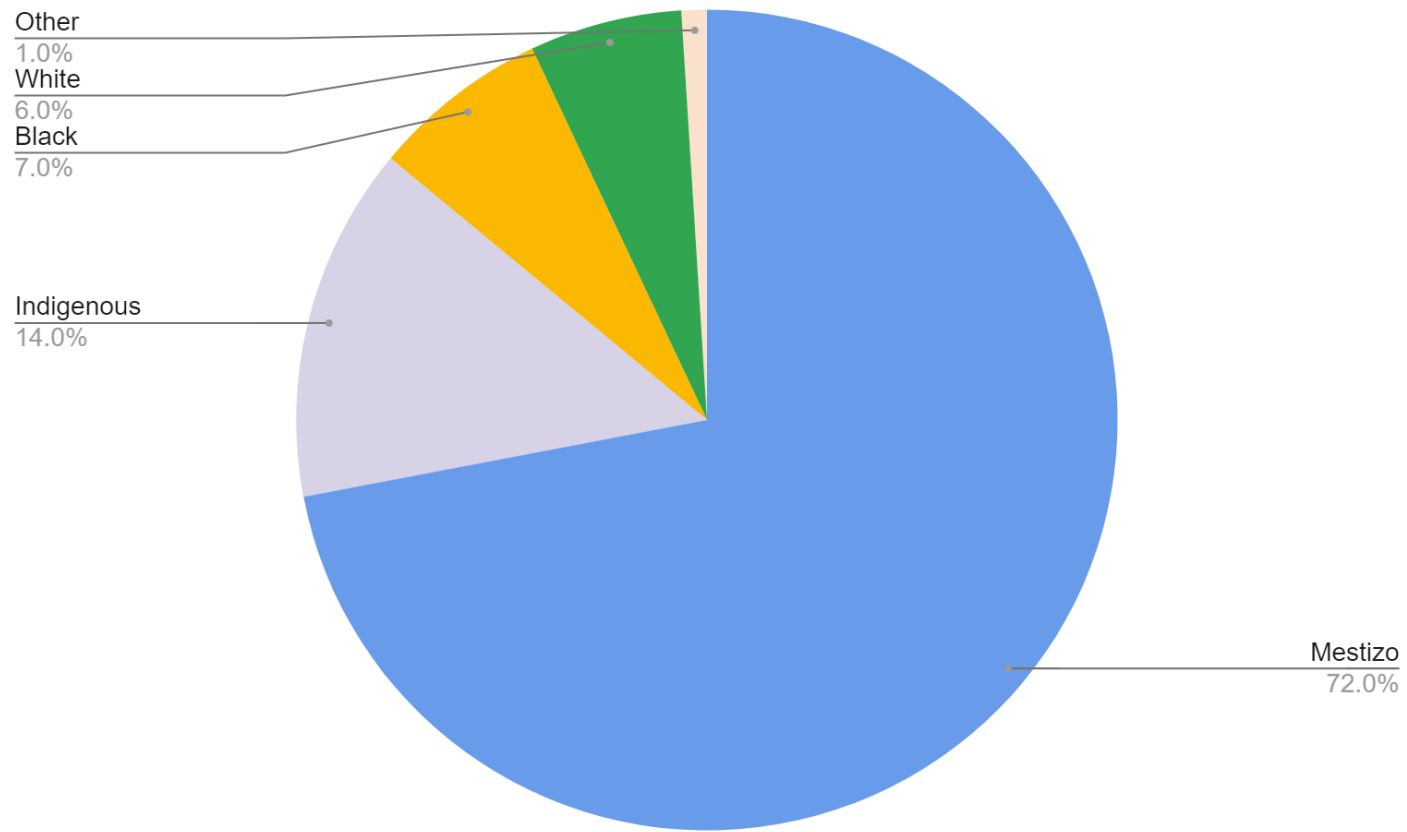
PRETEND?



Ready for the Real Thing Activity Set: Chapter 1 - Materials

English Word	Yes, I know the word. 	Maybe. I'm not sure. 	No, I don't know the word. 
big			
little			
black			
groups			
diverse			

*Ready for the Real Thing Activity Set: Chapter 1 - Materials*





Meaning / Definition
a big land
Translation
continente / 大陸 / মহাদেশ
example sentence OR picture
Africa is a continent.

Meaning / Definition
Translation
example sentence OR picture

## Chapter 2: Pages 5-8

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

**Activity: Class data: How are you today?**

**Steps:**

- Write your name wherever you fall on the line today, for example:

Teacher's name

---

Terrible! Very bad!	Not good	OK	Fine/Good	Excellent! Very good!
------------------------	----------	----	-----------	--------------------------

- Give the markers to students for them to write their names on the line.
- Together look at and talk about the information. *What do you see?* (e.g. Many people are / feel \_\_\_\_.)
- Have students talk briefly with a partner, ask and answer: *How are you today?*

**Activity: Picture Prompt (Tell Me About This Picture)**

Description: Students view a photo with the prompt, “Tell me about this picture.” Students speak and write about what they see, think about, and wonder. Question prompts using the 5W/H question words are included to facilitate discussion and draw out responses from students. Suggested questions [here](#).

**Materials:** Image: [Mom Cooking Dinner Tell Me About This Picture](#)

**Steps:**

- Project or show the hard copy of the image.
- Give students a minute to look at the image, and then say, *Tell me about this picture*.
- Encourage as many students as possible to add onto others’ answers. Use the suggested questions.
- Then introduce “every day?” - *Does she cook every day? (Mon, Tues. Wed...)*

*Note: This phrase is to prepare for the language in Chapter 1.*

See p. 13 in *Instructional Routines* for more about NYSED Teacher Leader Jessica McMakin's Picture Prompts and Warm Up Dialogues.

### Activity: Which Side Are You On?

**Materials:** Two 8x11 papers. One says **YES** the other says **NO**  
Statements for you to read aloud:

*I cook every day.*

*I listen to music every day.*

*I work every day.*

*I drink coffee every day.*

*I take the bus every day.*

*I exercise every day.*

*I study English every day.*

*I take care of my children every day.*

*I use Facebook every day.*

*I text my family every day.*

### Steps:

- See Instructional Routines for instructions.

### Adding: "Like me"

- After reading some, but not all, of the sentences above, write on the board:

\_\_\_\_\_ every day, like me.  
(Name of classmate) (verb)

- Give an example such as: *Cristina cooks every day, like me.* (You might point to yourself as you say *like me.*)
- Ask what *like me* means. (They may say "same" or "similar" - or provide it.)
- After students are on the side of the room that corresponds to their daily activity, ask a student to make the statement:

(Name of classmate near them) verb+s every day, like me.

*Note: Make sure they don't say "same like me" - a common mistake.*

- Repeat for the remaining statements; students create sentences with *like me* after moving to a side of the room.

### Activity: Dialogues

**Materials:** [Handout: Something You Do Every Day](#)  
[Slides](#) (provided) or newsprint with this text:

A: Hi \_\_\_\_\_. How are you today?

B: Hi \_\_\_\_\_. I'm fine.

A: \_\_\_\_\_, are you a busy person?

B: (Yes, I am./No, I'm not.) What about you?

A: (Yes, I am./No, I'm not.) What is something you do every day?

B: Hmm...every day I \_\_\_\_\_.

Image for busy:



### Steps:

#### Speaking

- While students are still standing, bring attention back to the woman in the kitchen.
- Say, *She cooks every day. What other things does she do? She cooks.... What more?* (Elicit other possibilities - accept all ideas.)
- Introduce *BUSY: Is she busy? What is busy?* (A lot of activities to do.) Optional: show the [image](#) of the busy person and call out what makes the woman busy.)
- Show the dialogue on [Google Slides](#) or newsprint. Read through it together.
- Clarify “something you do every day” = one thing you do every day. Pull from examples that they gave about the woman in the photo.
- Model with a volunteer: ask the volunteer the questions. He/she/they answer(s). Then switch. (The volunteer asks and the teacher answers.)
- Distribute dialogues to students. Tell them to think of one activity they do every day.
- Ask *What are you going to do?* (Elicit: *Ask and answer. Use the dialogue. Talk with a partner.*) Ask, *And when you finish?* Elicit: *Change! Find a different student. Repeat.* (This will be mingling, cocktail party style.) Say, *Ready? Go!*
- Circulate to make sure students are practicing without difficulty.

*Alternately, set up Face-to-Face (p. 9 under Instructional Routines).*

#### Writing

- Write **COPY** on the board.
- Ask students to spend a few minutes copying the dialogue into the bottom half of their papers.

### Activity: Chapter 1 Summary Sentences

**Materials:** Images from Chapter 1 ([Slides](#) or hard copies):

map with Ecuador, city, country/village, pie chart,  
speech bubble about indigenous languages

Chapter 1 summary sentences (for teacher):

The book is about Maria.

She is from Ecuador.

She speaks Spanish.

### Steps:

#### Images

- Show each image from Chapter 1 individually. Students (individually or as a class) come up with the language to talk about the images.
- Afterward, ask if they remember a) the title of the book and b) the title of Chapter 1.

#### Summary sentences

- Show the Chapter 1 pages in *Ready for Real Life*. Read Chapter 1 again aloud to the class.
- Explain that the book has a lot of information about Ecuador... but what is the *important information* for Chapter 1? What are 3 *important* things to remember? (You might choose to say *very important*, or *most important*.) Pause and see if a volunteer offers suggestions. Let them know you are going to teach them 3 sentences to remember.
- Say all 3 sentences slowly. Hold one hand up with the number of fingers corresponding to the number of words in the sentence. As you say a word, with your other hand point to a finger:
  - The book is about Maria. (5 words, 5 fingers)
  - She is from Ecuador. (4 words, 4 fingers)
  - She speaks Spanish. (3 words, 3 fingers)
- Say one sentence, and students repeat it. Continue for all three.
- Students say it together without you. Use your fingers to indicate the words as they say them. Repeat this a couple of times so they memorize them.
- Ask for volunteers to say all three sentences.

### Writing:

Depending on the level, here are two options:

- a) Students write the 3 sentences from memory. They then compare with a partner. Three students each write a sentence on the board, and the class uses Correction Language to suggest changes.  
*Optional: project the [sentences](#) or show the newsprint and they check their writing.*
- b) Write the sentences on the board with a few missing words (or project this [slide](#)). Students write the missing words, and then compare with a partner. Volunteers write the words on the board and before sitting down, each asks the class if what they wrote is correct.

## Chapter 2: Pre-Reading

### Activity: Images - Your Turn

**Materials:** [Images for Group Work](#): One image for each group of three.

#### Steps:

##### Part 1: Groups

- Ask students about the previous activity in which they viewed the photo of the woman in the kitchen (Activity: Tell Me About This Picture), *What did you do when we looked at the photo?* (Elicit, e.g. *Say words in the photo.*) Ask, *And what did I do?* (Elicit: *Write the words.*) *Note: Don't teach past tense here! Unnecessary.*
- Tell them that now they will repeat the same activity in groups.
- Put students into groups of 3 or 4 or 5, depending on class size.
- Give each group an image from chapter 2:  
Bar graph - of countries  
Hello in different languages  
Map of colored-in countries  
Students working together
- Elicit instructions: "What are you going to do?" (*Write about the picture. Write words on the paper.*) Show where on the paper they will write the words (below the images).  
*Note: it's helpful to tell them WORDS, not complete sentences. (Those will come later.) And these are IDEAS. No problem if not "correct."*
- Students spend time in groups brainstorming and writing language to describe the pictures.

##### Gallery Walk / Add to It

- After 10 minutes (adapt as you see fit), take the images from groups. Hang them at wide intervals around the room.
- Tell groups that they will look at each picture. They will read the words. They will add any other words about the pictures.
- Model this, *I see (example). I write it on the paper.*
- Groups circulate to read / add language to other groups' work.

*Optional: Each group then gets a different picture (taken down from the wall). They write complete sentences on newsprint using the language their classmates have written under the image. Groups present. Classmates use Correction Language to suggest corrections.*

### **Activity: Matching Sentences with Pictures**

**Materials:** Handout: [Match Sentences with Pictures](#)

#### **Steps:**

- Students take a few minutes to match the correct sentence with the images.

### **Activity: Reading: Pages 5-8**

**Materials:** *Ready for the Real Thing* books

#### **Steps:**

- Distribute books
- Follow instructions for Reading Sequence, p. 11 in Instructional Routines.

### **Activity: Vocabulary Cards**

- Create new cards and/or review previous vocabulary with cards. See p. 12 in Instructional Routines for ideas of activities that will review vocabulary using the cards.

# **Materials for Pages 5-8**

*Ready for Real Life Activity Set:  
Pages 5-8 Materials*



## Warm-Up: Something you do every day

Practice asking these questions and giving the answers with a partner.

A: Hi \_\_\_\_\_. How are you today?

B: Hi \_\_\_\_\_. I'm fine.

A: \_\_\_\_\_, are you a busy person?

B: (Yes, I am./No, I'm not.) What about you?

A: (Yes, I am./No, I'm not.) What is something you do every day?

B: Hmm...every day I

\_\_\_\_\_.

## Warm-Up: Something you do everyday

Now, copy the conversation above:

A: Hi \_\_\_\_\_. How \_\_\_\_\_?

B: Hi \_\_\_\_\_. I'm \_\_\_\_\_.

A: \_\_\_\_\_, are \_\_\_\_\_?

B: Yes/No \_\_\_\_\_. What \_\_\_\_\_?

A: Yes/No \_\_\_\_\_. What \_\_\_\_\_?

B:

Hmm...\_\_\_\_\_.

*Ready for Real Life Activity Set:*  
*Pages 5-8 Materials*

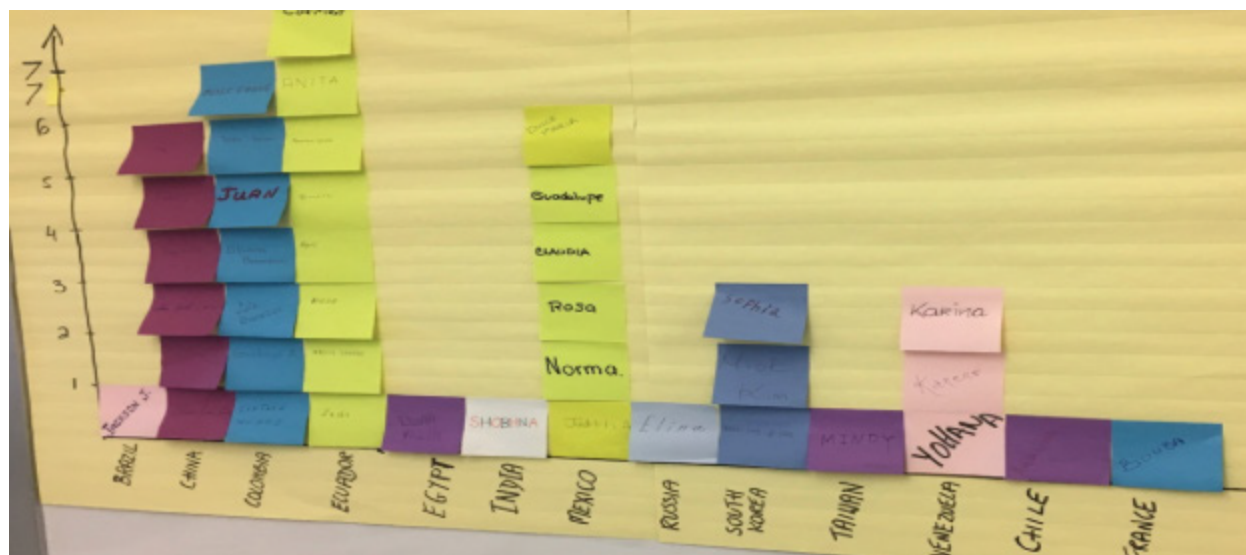
*Ready for Real Life Activity Set:  
Pages 5-8 Materials*



*Ready for Real Life Activity Set:*  
*Pages 5-8 Materials*



*Ready for Real Life Activity Set:  
Pages 5-8 Materials*



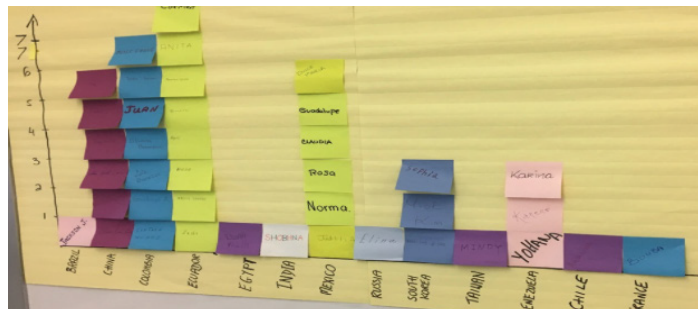


*Ready for Real Life Activity Set:  
Pages 5-8 Materials*



Match the words with a picture.

1) I go to English class every day.



2) We come from many countries.



3) We speak many languages: Spanish, Chinese, Arabic, French and others.



4) My classmates are from Africa, Asia, Central America, Europe, North America and South America.



## Review and Pre-Reading

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

**Activity: Class data: Dot Chart**

**Materials:** Table below drawn on newsprint  
Color coding labels like [these](#)

**Steps:**

- Draw this on newsprint or the board. Feel free to adapt the statements.

	Yes	No
I like to dance.		
I like to listen to jazz music.		
I like to exercise.		
I like to read books.		

- Students put one color coding dot in either the yes or no column for each statement.
- Afterward, talk about quantity. (See p. 19 in *Instructional Routines*)

**Activity: Face-to-Face**

**Steps:**

- Write on the board / newsprint:  
**What is your favorite \_\_\_\_\_ ?** Choose one or more of the following (or others of your choice) and write them under the above question:  
food  
weekend activity  
app on your phone  
TV show
- (See p. 9 in *Instructional Routines* for complete instructions)

Option: Introduce a phrase such as “Me too!” “Interesting!” “Really?”

- After the Face-to-Face activity, students STAY with their last partner for the next activity (pairs).

### Activity: Main Idea

**Materials:** [Main Idea Practice](#) & [Main Idea - Boxes](#) (1 for each for each pair of students)  
Page 2 of Main Idea Practice (sentences for those who finish early)

#### Steps:

- Introduce the concept of the main idea by holding up your hand. Elicit or provide the word *hand*, and then *fingers*, *thumb*, and *palm*. Show that the fingers, etc. are part of the whole hand.
- Make sure students are in pairs (from last activity).
- Distribute 1 copy of Main Idea Practice (page 1) to each pair. Together look through the diagram and examples. Distribute Main Idea - Boxes. Clarify any questions.
- Partners complete the handout.
- Those that finish early can be given a copy of Main Idea Practice page 2 (the full sentences to choose a main idea).

### Activity: Review Book

#### Steps:

- Ask if students remember the 3 sentences about Chapter 1. You can remind them with your hand and 4 fingers to represent words. If needed, remind them of the beginning, “The book is about...”

The book is about Maria.

She is from Ecuador.

She speaks Spanish.

- Re-read the first 4 pages of the book aloud to students.
- Ask for ideas about the important part... not details...

Maria lives in the United States.

She goes to English class every day.

The English class is diverse. (<- from activity above)

You may want to keep these to review later.

### Activity: Matching (Body Parts Review)

**Materials:** [Parts of the Body - Write in Correct Place](#)  
[Parts of the Body - Answers](#) (optional)

**Steps:**

- Distribute Parts of the Body - Write in Correct Place to pairs (same partners as the previous activity).
- Read through the list of body parts. (As you like. Choral response works nicely to practice saying the words.
- Explain that they will write the word a body part from the top of the page next to the corresponding body part. Pairs will work together to do it. Model the first example.
- Say, "Ready? Go!"
- Afterward, review answers with the whole class.

**Activity: Walk / Talk / Trade**

This simple but powerful activity reinforces the students' familiarity with vocabulary through interactions with classmates.

**Materials:** Cards: Pictures of body part with text (labels) on the back

**Steps:** See p. 15 in *Instructional Routines for teacher instructions*.

**Activity: Hokey Pokey (Jazz Version)**

*Note: This version is much less childish than other versions.)*

**Materials:** Method to play audio: [Jazz Hokey Pokey](#)

Optional [cat doing the hokey pokey](#)

Newsprint with the following words listed:

***foot, arm, elbow, head, hip, whole self,  
backside, turn around, the Hokey Pokey***

**Steps:**

- Students are seated (ideally in a semi-circle or U shape).
- Elicit (or teach directly) LEFT and RIGHT. (You might show that if you hold your left hand up with palm facing away from you, with your thumb and index at right angle, it makes an L. It's a hint to remember the word LEFT, and which hand is which.
- Write the word **SHAKE** on the board and ask if anyone knows it. (They may know a shake from McDonald's, etc.) Shake your arm and hands to demonstrate the word.
- Optional Step (depending on level): Tell students that they will hear a song. When they hear the word LEFT, they should hold up their left arm. When they hear the word

RIGHT, they hold up their right arm. When they hear the word SHAKE, they shake their hands. Ask them to listen for other words they understand. Play the song through once. (You can pause halfway through if it seems like enough raising arms/shaking!) Ask what other words they heard, and write them on the board.

- Put the newsprint with vocabulary from the song, and clarify any they don't know. Add "Turn yourself around" and demonstrate this. (*Yes, backside is just one word for this part of the body! Your discretion whether you elicit/teach any more common ones.*)
- Ask students to stand up and form a circle. Model by saying *right foot in* and putting your right foot into the circle. Go over explicitly that *in* means in the circle. Repeat with *right foot out*.
- Play the song as the class follows along.

*Optional: Show this YouTube Shorts video of a [cat doing the hokey pokey](#).*

### Activity: Writing (Dictation)

#### Steps:

- Ask students to put everything away except for a pen/pencil and notebook.
- Tell students to listen as you read a sentence, and write what they hear.
- Read each sentence slowly. Repeat once or twice.

*OR write on the board \_\_\_\_ hurts. OR give this sentence frame on a paper to students needing extra support.*

Sentences to read (*vary as you see fit*):

1. My leg hurts.
2. My back hurts.
3. My stomach hurts.
4. My throat hurts.
5. My ear hurts.

*Option: Play only the AUDIO of [this](#) song. Listen to the intro and then pause it after each sentence so they can write.*

- Ask students to compare with a partner.
- Either show the words on the board/projected or ask students to write them on the board.

*Variation: Turn this into a Walking Dictation. See p. 136 for an example.*

### Activity: Find Your Partner

**Materials:** Picture Cards / Word Cards (Common Illnesses)

#### Steps:

## Ready for the Real Thing Activity Set: Review and Pre-Reading

- Each person chooses a card. Leave one pair (image and card) separate to demonstrate.
- Model the activity: Give a volunteer one card from the extra pair you kept separate for demonstration (e.g. a symptom picture). Holding up the match (e.g. the symptom text), look around the room and model finding the match that the volunteer is holding. Since some of these words are new, you might model not being sure and asking for help finding the match. Model standing with the partner afterward to wait until everyone is in pairs.
- Tell students to take a pen or pencil (this is for the following activity), stand up, and find their partner.
- Afterward, ask pairs to read and show their words.
- Clarify meanings / pronunciation (e.g. demonstrate coughing for “cough”).

### Activity: Matching

**Materials:** [Cards with images and text](#), one set per pair.

(Alternatively, you can put two pairs of students together for groups of 4.)

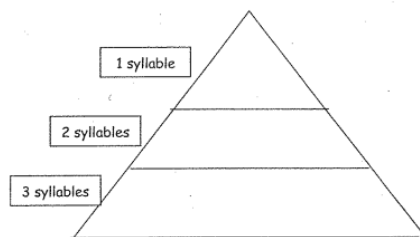
#### Steps:

- Hand out one group of cards to each pair/group.
- Ask “What are you going to do?” (Elicit match / put them together.)
- Write *MATCH*.

### Activity: Pronunciation Pyramid

**Materials:** [Blank pyramid](#)

Example pyramid drawn on board:



#### Steps:

- Review (or teach) syllables. Write **FEVER** on the board. Ask *How many parts? How many sounds?* Model thinking / saying *FE-VER*. (Elicit: *Two*) Write and say **2 syllables**.
- Model writing *fever* in the space for 2 syllables.
- Ask students to do the same with the other phrases/words on the cards in front of them (those that they matched in the previous activity.)

# **Materials for Review and Pre-Reading**

*Ready for Real Life Activity Set:*  
*Review and Pre-Reading Section Materials*



The main idea is the most important idea.

The main idea of a paragraph refers to all the other information.

There are some lists of words on this page.

Work with a partner. Identify which vocabulary word includes the others. Use a dictionary. Copy the words onto the charts on the next page. Put the inclusive word at the top.

**Examples:** A) living room, kitchen, rooms, dining room, bathroom

Rooms
Living room
Kitchen
Dining room
Bathroom

**B) car, bus, train, transportation, ferry boat**

Transportation
Car
Bus
Train
Ferry boat

- 1) salsa, jazz, music, reggae
- 2) Ecuador, Peru, Colombia, South America
- 3) cities, places to live, villages, towns
- 4) colors, red, blue, green
- 5) Monday, Wednesday, days of the week, Thursday
- 6) Sports, tennis, football, soccer
- 7) pie chart, bar graph, dot plot, information
- 8) personal information, name, phone number, address

*Ready for Real Life Activity Set:  
Review and Pre-Reading Section Materials*

Those who finish early:

*Which sentence is the **main idea**?*

Ecuador has big cities and small villages.

Ecuador is diverse.

Ecuador has Mestizo, Black, White, Indigenous, and other people.

People speak many different languages in Ecuador.

The English class has students from many countries.

The English class has students from many continents.

The students speak many languages.

The English class is diverse.



*Which sentence is the **main idea**?*

Ecuador has big cities and small villages.

Ecuador is diverse.

Ecuador has Mestizo, Black, White, Indigenous, and other people.

People speak many different languages in Ecuador.

The English class has students from many countries.

The English class has students from many continents.

The students speak many languages.

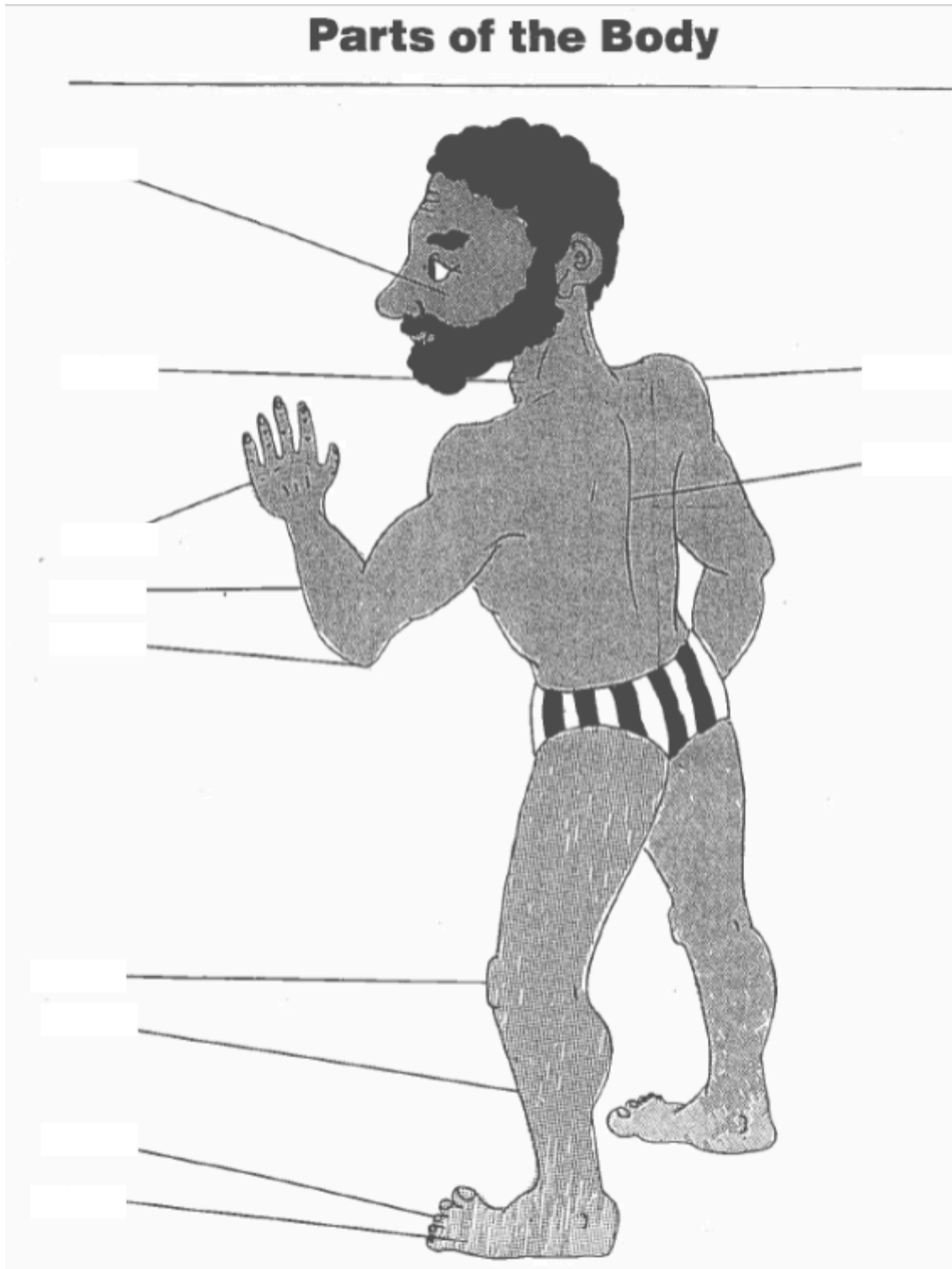
The English class is diverse.

*Ready for Real Life Activity Set:*  
*Review and Pre-Reading Section Materials*

Rooms	Transportation	

Ready for Real Life Activity Set:  
Review and Pre-Reading Section Materials

shoulder back foot knee arm face leg hand toe elbow neck



Cut these into individual squares:

earache






toothache



sore throat



Ready for Real Life Activity Set:  
Review and Pre-Reading Section Materials

<p>cold</p>	 A simple line drawing of a person's head and shoulders. The person has a sad expression, with a small frown and closed eyes. They are holding a rectangular tissue box with a single tissue pulled out. There are three sets of diagonal hatching marks on the person's face (forehead, nose, and cheek) and one on their chest, indicating a cold or flu.
<p>fever</p>	 A large, circular icon of a sad face. The face has a downward-curving mouth and slanted, closed eyes. A thermometer is inserted into the right ear, with a small flame-like shape at the top, indicating a high temperature.
<p>cough</p>	 Two line drawings. The left drawing shows a profile of a person's head and neck, with their mouth open and several small circles representing cough droplets coming out. The right drawing shows a person from the chest up, wearing a shirt and jacket, coughing into their right elbow. Both drawings have small text below them: "Created by Annette Steele from Noun Project" for the left and "Created by May Hoshino from Noun Project" for the right.

Ready for Real Life Activity Set:  
Review and Pre-Reading Section Materials

backache



runny nose

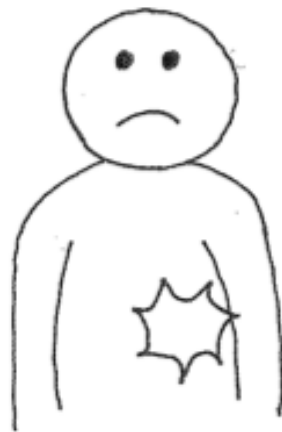


Created by Sinistral  
from Noun Project



Created by Sinistral  
from Noun Project

stomachache



Ready for Real Life Activity Set:  
Review and Pre-Reading Section Materials

dizzy



very tired

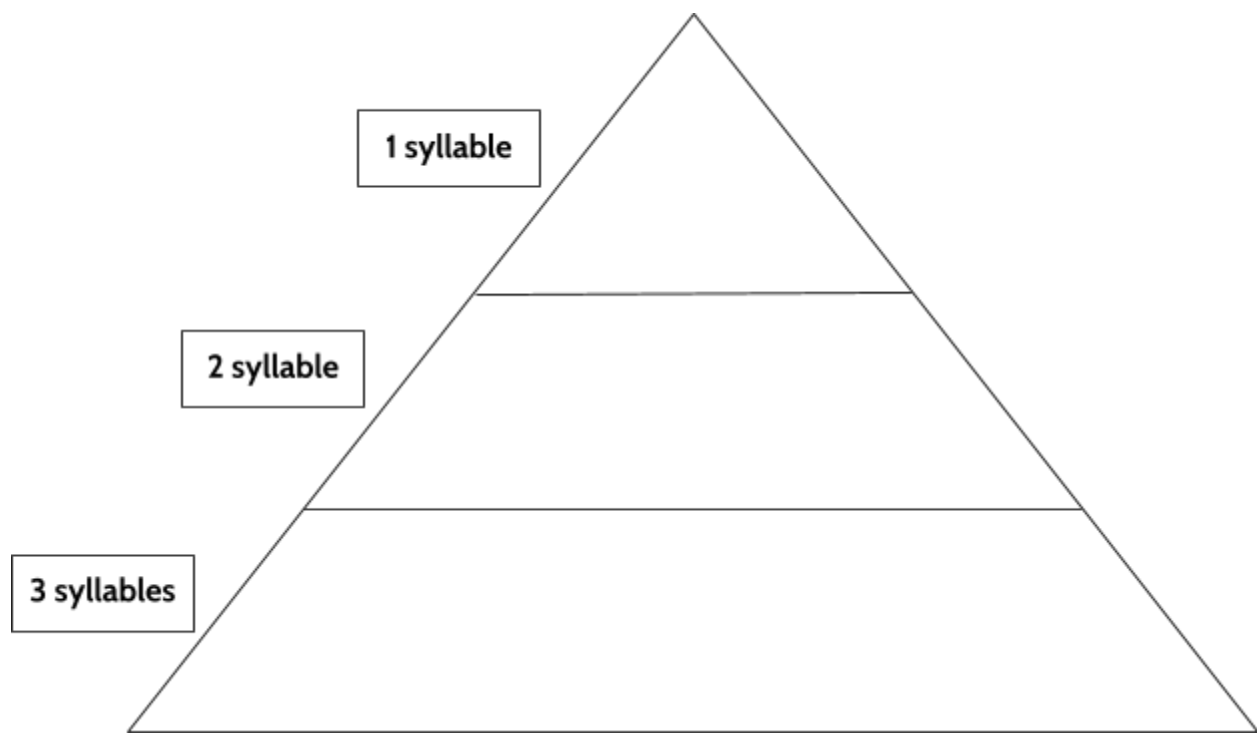


Created by Teewara soonporn  
from Noun Project

headache



*Ready for Real Life Activity Set:*  
*Review and Pre-Reading Section Materials*



## Chapter 2: pages 9-16

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

### Activity: Correcting Sentences

**Materials:** Handout: [Correct the Sentences](#) (Sentences that are in the book in correct form are included here in incorrect form for students to correct.)

#### Steps:

- Write on the board: ***Correct the sentences.***
- Give each student a copy of the incorrect sentences and point to the directions on the board. Circulate to help as needed.
- As students finish, they can compare with a partner and then take turns writing the correct sentences on the board. Afterward, direct students to use Correction Language to check / suggest changes.

### Activity: Parts of Speech: Sorting Nouns and Verbs

**Materials:** Common Illness cards (picture one side / words on reverse; one per student)  
Copies of [Sort: Extra \(Parts of Speech\)](#) for those who finish early  
Newsprint (or [slide](#)) with the following:

<i>live</i>	<i>speak</i>	<i>arm</i>	<i>school</i>
<i>city</i>	<i>Maria</i>	<i>write</i>	<i>book</i>
<i>learn</i>	<i>dance</i>	<i>come</i>	<i>read</i>
<i>go</i>	<i>country</i>	<i>leg</i>	<i>stomachache</i>

And extra words for those that finish early: [Sort: Extra \(Parts of Speech\)](#)

continent	listen	say	word
language	talk	practice	English class
Spanish	breathe	throat	Maria
paper	coffee	map	New York City

#### Steps:

- Write a list of words on the board, such as:

***Go***  
***Write***  
***Book***  
***Teacher***

- Model putting them into two groups by nouns and verbs, but don't say this criteria:

<b>Go</b>	<b>Book</b>
<b>Write</b>	<b>Teacher</b>

- Ask the class what the difference is. Elicit (or teach) the concept of Verbs (actions - physical or inside us) and nouns (people, places / locations, things).

- Add the titles to your columns:

<u><b>Verbs</b></u>	<u><b>Nouns</b></u>
<b>Go</b>	<b>Book</b>
<b>Write</b>	<b>Teacher</b>

- Have students make columns in their notebook, with the titles **Verbs** and **Nouns** as on the board. Circulate to check.
- Put students into pairs or groups of three. They sort the words on newsprint (or Google Slide) into corresponding columns.
- Check: Ask volunteers to write the words on newsprint (or Google Slide) into the corresponding columns and check with classmates to confirm. Clarify any confusion.

### Activity: Find Your Partner

**Materials:** [Picture Cards / Word Cards \(Common Illnesses\)](#)

#### Steps:

- Repeat the *Find Your Partner* activity. (*Students each choose a card and then find their match. See p. 15 in Instructional Routines.*)

### Activity: Creating Sentences: Noun - Verb - Object

**Materials:** Numbered envelopes with sentence parts

[Teacher material](#) includes preparation instructions.

#### Steps:

- Write on the board:

<b>coffee</b>
<b>I</b>
<b>drink</b>
- Make sure that students are in pairs (from last activity).
- Hand a student a marker and ask them to make a sentence with the words. Draw students' attention to the period. Ask what kind of letter is at the beginning of a sentence (*elicit capital letter*).
- Ask all students to take out their notebooks and number lines on a page from 1 to 15.
  - 1.
  - 2.
  - 3.
  - etc.

- Show the envelopes. Explain that each envelope has the parts of sentence such as the example: I drink coffee.
- Write on the board:
  1. **Take 1 envelope.**
  2. **Make a sentence with your partner.**
  3. **Look at the number on the envelope.**
  4. **Write the sentence in your notebooks NEXT to the number.**
  5. **Put the envelope back. Take a different number envelope.**
  6. **Repeat.**
- **MODEL** this whole sequence so they can see it.
- As students complete the activity, circulate to make sure they are writing the sentences next to the corresponding numbers in their notebooks.
- Give pairs who finish each a set of the “extra sentences.”
- Project the correct sentences on the board, or give a hard copy for students to check. (Alternatively, you can ask volunteers to write the sentences on the board for the class to check.)

#### **Activity: Common Illnesses Review (TPR)**

**Materials:** List for teacher: backache, sore throat, stomachache, chest pains, headache, knee hurts, backside hurts (review from Hokey Pokey!), runny nose

#### **Steps:**

- Ask students to stand up (a semicircle is nice, but not essential).
- Tell them to touch / put their hand on the part of the body they hear.
- Say statements and wait for them to touch the corresponding part of their body:

I have a headache.

I have a sore throat.

I have a runny nose.

My knee hurts.

I have a backache.

My backside hurts.

I have chest pains. (this may be new.)

I have a sore arm.

(Alternatively, ask a student/students to lead.)

#### **Activity: Common Illnesses Review: Charades**

**Materials:** Cards with picture and/or text for common illnesses  
A bag/hat/bowl to put the cards in

#### **Steps:**

### Part 1

- Ask for a volunteer start: he/she/they, choose(s) a card, and act(s) out the illness. The class guesses. Take the card and set aside.
- Repeat with different students until all cards are gone.
- (If you're in a semi-circle, have students pass the hat/bowl/bag.)
- Return the cards to the bag/hat/bowl.

### Part 2: Severity Adjectives

- Put the cards back in the hat.
- Write on the board: **a headache**
- Ask, *Is this a noun or a verb?* (noun).
- Write: **a bad headache**
- Ask, *Is BAD a noun or a verb?*
- Explain that “bad” tells about the headache. It describes the headache.

Write **adjective** on the board and say that these words are called adjectives.

- Ask: *Do we say ‘a headache bad’?* (No, in English the adjective is first.)
- Write a few other examples: from recent classes: big city, small village, sore throat, sore leg. Point to each word and let them say *adjective* or *noun*.
- Demonstrate the word *very*. Model choosing a card (e.g. stomachache). Act it out and they guess the word. Exaggerate somewhat, and elicit *a bad stomachache*. Finally, exaggerated even more, and really ham it up. If nobody knows, write **a very bad stomachache**.
- Students take turns again choosing an illness from the bag/hat/bowl. This time they do it three times: a little, more, and finally like it's a very bad illness. Encourage them to have fun with it.

*Note: when students choose fever, you can introduce **high** fever and **very high** fever.*

### Activity: Review Book: Line Up

**Materials:** [Summary sentences](#) from book, each on 8x11 paper

#### Steps:

- Show students the book and let them know they will continue to read it today, but first they will remember what happened in the book.

- Ask for 6 volunteers to come to the front of the room and make a line facing the class. Give each volunteer a summary sentence - not in order. Have the class read the sentences aloud.
- Write on the board:  
Move  
Between  
After  
*Optional: Before (if the others are not all new)*
- If necessary, clarify these words.
- Ask the students to raise their hands when they are ready to give a suggestion. When the first suggests (for example, “Lisette, move between Carlos and Muhammad) make sure they use the language on the board. Repeat until the sentences are in the correct order.
- Variation: Have a teacher come to the front and call on students who raise their hand.

**Activity: Reading** through page 16

**Steps:**

- Teacher reads, and the students listen.
- Teacher reads, students follow with pencils.
- Students re-read individually, circle words they don't understand.
- New words chart: Word, page, the sentence in the book with the word.
- Create vocabulary cards

# Materials for Pages 9-16

Find the errors. Write the CORRECT sentence.

**Example:** *My name Maria.* → *My name is Maria.*

1. My from is Ecuador. \_\_\_\_\_

2. Ecuador in South Amerca. \_\_\_\_\_

3. Ecuador is a country diverse. \_\_\_\_\_

4. There are cities big and villages little. \_\_\_\_\_

5. I speaks Spanish. \_\_\_\_\_



-----

Find the errors. Write the CORRECT sentence.

**Example:** *My name Maria.* → *My name is Maria.*

1. My from is Ecuador. \_\_\_\_\_

2. Ecuador in South Amerca. \_\_\_\_\_

3. Ecuador is a country diverse. \_\_\_\_\_

4. There are cities big and villages little. \_\_\_\_\_

5. I speaks Spanish. \_\_\_\_\_

Ready for Real Life Activity Set:  
Pages 9-16 Materials

continent	listen	say	word
language	talk	practice	English class
Spanish	breathe	throat	Maria
paper	coffee	map	New York City



-----

continent	listen	say	word
language	talk	practice	English class
Spanish	breathe	throat	Maria
paper	coffee	map	New York City



-----

continent	listen	say	word
language	talk	practice	English class
Spanish	breathe	throat	Maria
paper	coffee	map	New York City

Create Sentences: Cut Into Sentence Parts

1. Make sure you have enough envelopes: one envelope per sentence.
2. First, cut this paper into strips with one sentence per strip.
3. Then cut each sentence into three (or four) parts:

subject, verb, object

*Note: some of the objects include prepositions and/or adjectives.*

4. Put the three parts for each sentence into its own envelope.
5. Number the envelopes (#1, #2, #3, etc.)
6. Bring the envelopes to class for the **Create Sentences** activity.

*Option: If your students are comfortable with subject / verb agreement, you can change the sentences to include only the base form of the regular verbs. They will need to add an s to agree with third person singular subjects.*

**My friend comes to my house. (put into envelope #1)**

**We speak many languages. (put into envelope #2)**

**She speaks three languages. (put into envelope #3)**

**He comes from Bangladesh. (put into envelope #4)**

**My son has a stomachache. (put into envelope #5)**

**Many immigrants live in the United States. (put into envelope #6)**

**My partner and I practice new words. (put into envelope #7)**

**They are from Africa. (put into envelope #8)**

**Africa has 54 countries. (put into envelope #9)**

**New York is a very big city. (put into envelope #10)**

**My daughter loves the color green. (put into envelope #11)**

**Her father works in a supermarket. (put into envelope #12)**

**English is a difficult language. (put into envelope #13)**

**My friend and I walk in the park. (put into envelope #14)**

**September is my favorite month. (put into envelope #15)**

The following are extra for those that finish early. These have four parts to each sentence: subject, verb, object, everything else.

**My teacher eats lunch at 1:00 PM.**

**I go to school every day.**

**I read English at school.**

**I talk with my family on the weekend.**

**I use the toilet in the bathroom.**

**We have fun in English class!**

**Ten students take the bus to school.**

**My friend and I eat dinner in my apartment.**

**The book is about  
Maria.**

# She is from Ecuador.

# **She speaks Spanish.**

# **Maria lives in the United States.**

**She goes to English class  
every day.**

**The English class is  
diverse.**

## More Review and Pre-Reading

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

**Activity: Which Side Are You On? (True / False)**

**Materials:** 2 8x11 papers with **TRUE** and **FALSE**, large print  
Statements to read aloud

**Steps:**

- See *Instructional Routines*.

**Activity: Find Your Partner**

**Materials:** [Get Into Pairs](#)

Slips of paper with part of these pairs ➡

**Steps:**

- Write on the board:  
***What is on your paper?***
- See repeated activities for teacher instructions.  
Depending on your students, you can opt for students to hold their papers so that others cannot see them, to rely on verbal communication. In this case, make sure to model this and monitor the activity to ensure this happens. They will ask the question on the board, listening to answers to find their match.
- Students stay with their match for the next activity.

For pairs:

Country - Ecuador  
Continent - Asia  
Feeling - Happy  
Language - English  
Date - January 3, 2020  
Color - Red  
Illness - A cold  
101°F or 38°C - Fever  
Month - November  
Day - Wednesday  
Time - 11:00 AM  
Question - What?  
Verb - Go (or easier one?)  
Weather - Sunny  
Season - winter  
Number - 25  
Age - 16 years old  
Sport - basketball

**Activity: Reread Chapter 1**

**Materials:**

**Steps:**

- Hand out books.
- Ask students to first reread Chapter 1 silently for a few minutes.
- Review pronunciation of: *indigenous, diverse, villages, different, Spanish*
- Ask pairs to read the chapter aloud to each other. (*You might let them know that pronunciation doesn't need to be perfect!*)

**Activity: Evidence: True / False / Proof**

**Materials:** [True / False / Proof handout](#)

**Steps:**

- Write on the board and ask the class to read aloud together:  
***Maria is from Asia.***
- Write and ask aloud: ***True or false?***  
***I think this is \_\_\_\_\_.***
- Elicit “False” and then “I think this is false.”
- Write and say: ***Why? Show me.***
- Encourage students to find the place in the book with the information. They may point to the sentence *I am from Ecuador* or the map of South America.
- Confirm that this is correct, perhaps, *Ah yes, Maria is from Ecuador. Ecuador is in South America. We know “Maria is from Asia” is FALSE because the sentence “I am from Ecuador” and the picture of South America are the evidence.*
- Write the word **EVIDENCE** on the board.
- Distribute ONE copy of [True / False / Proof](#) to each pair of students.
- Read the instructions aloud (or have an more advanced student read them).
- Read the example, ***Maria is from Asia.*** Write FALSE under the sentence.
- Write on the board **FIND THE EVIDENCE**. Model looking through the book and finding the evidence, *Ah ha! Here!*
- Ask: *What are you going to do?* (Elicit: *Read the sentences. Find the evidence.*)
- After students complete the activity, go over the answers together as a class. (As pairs finish early, they can compare with another pair that’s finished.)

**Chapter 2 (through p. 16) Review**

**Activity: Reread pages 5-16**

**Materials:** *Ready for the Real Thing* books

**Steps:**

- Teacher reads the pages. Since this is the second day, read at a faster pace than during the previous class.

**Activity: Parts of speech**

**Materials:** *Ready for the Real Thing* books

**Steps:**

- Write the word **VERB** on the board. Review parts of speech (nouns, verbs, adjectives). Write on the board: **Can you circle the verbs?**
- Ask students to individually find the verbs in pages 5-8. When two students finish, ask them to compare. The first pair finished writes the verbs on board.
- Bring the class together to compare / check.

**Activity: Subject Verb Agreement - Homework or in class**

**Materials:** Handout: [Change the Sentences](#)

**Steps:**

- Go over the Instructions on the handout. Model, whether students will complete in class or for homework.

**Activity: Summary Practice: Sentence Sort**

**Steps:**

- Write the sentences on the board:  
*I have a toothache.*  
*I have a sore throat.*  
*We learn words for common illnesses and medical emergencies.*  
*My father has an asthma attack.*  
*They practice parts of the body.*  
*We all put our hands on our heads.*

Make a T chart, and ask students to do the same in their notebook:

Main idea	Details

- Ask for volunteers to read the sentences aloud.
- Model with the first sentence: read it aloud and ask the class which column to write it in. Model writing it in the “details” column.
- Ask, “What are you going to do?” (Elicit: Write the sentences on the chart...etc.)
- Review together.

### **Activity: Which Are Medical Emergencies?**

**Materials:** Handout: [You Decide: Medical Emergency?](#) (1 per pair)

#### **Steps:**

- Write on the board:  

<b>1. dizzy</b>	<b>2. the flu</b>	<b>3. unconscious</b>
<b>4. poison</b>	<b>5. swallow</b>	<b>6. exhausted</b>
- First go over pronunciation of each word. (e.g. Say the word with stress on the appropriate syllable, they repeat, ask how many syllables...)
- Call on a student to say a number. For example, “Slava, what is #3?” Slava says “unconscious”. Assess pronunciation as you go.
- Distribute copies of [You Decide: Medical Emergency?](#)
- Using the visuals as support, go over the meanings of the words in the first column.
- Explain that pairs will think about if each problem is a medical emergency. There are no right or wrong answers. Do the first one together.
- Circulate as partners complete the chart.
- Afterward, compare answers. (One nice option is to have a student tally the number of pairs that think YES, NO, and MAYBE for each problem. Then the class can talk about numbers, and use the language of quantity, e.g. “Most people think an asthma attack is MAYBE a medical emergency.”)

### **Activity: Vocabulary Cards**

Create cards for new words. *See p. 12 in Instructional Routines.*

### **Activity: Exit Ticket**

*See page. 13 in Instructional Routines.*

# **Materials: More Review and Pre-Reading**

*Ready For the Real Thing Activity Set:  
More Review and Pre-Reading: Materials*

Cut these into separate words / phrases. Put in an envelope, and have everyone choose one. They stand up and find their partner. (Model first.) Feel free to adapt these to your needs.

*To make it less challenging, make each column different colored ink (or write the words/phrases on 2 colors of index cards). Learners will need to find their match of a different color than theirs. They thus have half the options when looking for a match.*

<b>Country</b>	<b>Ecuador</b>
<b>Continent</b>	<b>Asia</b>
<b>Feeling</b>	<b>Happy</b>
<b>Language</b>	<b>English</b>
<b>Date</b>	<b>January 3, 2015</b>
<b>Color</b>	<b>Red</b>
<b>Illness</b>	<b>COVID</b>
<b>101°F or 38°C</b>	<b>Fever</b>

*Ready For the Real Thing Activity Set:  
More Review and Pre-Reading: Materials*

<b>Month</b>	<b>November</b>
<b>Day</b>	<b>Wednesday</b>
<b>Time</b>	<b>11:00 AM</b>
<b>Question</b>	<b>What?</b>
<b>Verb</b>	<b>Go</b>
<b>Weather</b>	<b>Sunny</b>
<b>Season</b>	<b>Winter</b>
<b>Number</b>	<b>Twenty-five</b>
<b>Age</b>	<b>16 years old</b>
<b>Sport</b>	<b>Basketball</b>

**Read the sentence.**

a) Is it TRUE or FALSE?

Say, "I think this is \_\_\_\_\_."

b) **Why?**



**Point to the evidence. Talk with your partner.**

c) Write TRUE or FALSE

***Example: Maria is from Asia.***

1. Maria speaks Spanish.
2. Ecuador has more mestizo people than white people.
3. Ecuador is similar to the United States.
4. People speak 5 indigenous languages in Ecuador.
5. The United States has big cities and little villages.

**Change the sentences.**

Example: Now I live in the United States. (he)

*Now **he lives** in the United States.*


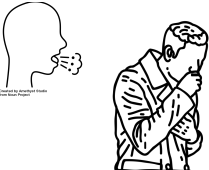




- 1) I go to English class every day. (my sister and I)
- 2) We come from many countries. (they)
- 3) We speak many languages. (she)
- 4) We all need to learn English! (I)
- 5) We match words with pictures. (my teacher)
- 6) We practice the new words. (Luisa)
- 7) Then we talk about medical emergencies. (he)
- 8) My friend has a broken arm. (I)
- 9) I have chest pains. (her brother)
- 10) We review the new vocabulary. (she)

*Ready For the Real Thing Activity Set:  
More Review and Pre-Reading: Materials*

11) Our teacher says, “I have a headache.” (I)

**Look at the problem. Is it a medical emergency? Talk with your partner.**

**Check (✓) Yes, Maybe, or No.**

Problem	Yes	Maybe	No
<b>heart attack</b>  <small>Created by Eucalypto from Noun Project</small>			
<b>cough</b>  <small>Created by Vasy Rastan from Noun Project</small>			
<b>swallow poison</b> 			
<b>Dizzy</b> 			
<b>exhausted</b>  <small>Created by Glen Brown Lay from Noun Project</small>			
<b>asthma attack</b>  <small>Created by Andrew Jones from Noun Project</small>			

## Chapter 2: Pages 17-24

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

**Activity: Class Data (Table)**

**Steps:**

- Write on board the following table. Include enough rows for all students to write their names and one activity they do on the weekend.

Name	On the weekend I...(one activity)
(write teacher's name)	(teacher's weekend activity)

- See p. 17 in *Instructional Routines* for teacher instructions.

**Activity: Face to Face:**

**Materials:** [Slides](#) (optional: links to slide with the questions below if you want to project)

**Steps:**

- Write on the board (or project):

<b>What city are you from?</b>	<b>What continent are you from?</b>
<b>What is your first language?</b>	<b>What is your last name?</b>
<b>What country are you from?</b>	
<b>What continent are you from?</b>	<b>Are you from a big city?</b>
<b>How do you spell your country?</b>	<b>Do you have children?</b>
<b>How many languages do you speak?</b>	<b>Are you from a small village?</b>
<b>What is your first name? How do you spell it?</b>	

- See p. 9 in *Instructional Routines* for setting up Face-to-Face.
- Model with a volunteer: Choose random questions to ask and answer.  
*Optional: Then model asking other questions not on the list to encourage that.*

- Tell students the most important thing for now is to talk, talk, talk! Don't worry about correct, perfect English.

**Activity: Picture Prompt (Tell Me About This Picture)**

**Materials:** [EMT Photo](#)

**Steps:**

- See Picture Prompts and Warm Up Dialogues: Two Routines for Beginning Level ESOL Students on p. 14 in Instructional Routines.
- For this picture, also introduce (or review) the word WHY.

*Ask, Why is she in bed?*

Elicit answers, provide an if needed: *Maybe she is sick...*encourage use of vocabulary learned in previous lessons. (e.g. *Maybe she is exhausted, (was) unconscious, too hot, too much exercise, pregnant...* see what students come up with and encourage imagination.)

**Activity: Flyswatter Game (Vocabulary Review)**

**Materials:** Pictures of common illnesses and medical emergencies  
2 Flyswatters

**Steps:**

- Post 10 - 20 images of common illnesses and medical emergencies.
- Divide the class into two teams.
- One person from each team comes up to the front. Give each a flyswatter.
- Say one of the words. The first person to hit the correct image with a fly swatter wins a point.
- These students then give their flyswatter to a teammate.
- Repeat until either everyone has had a turn (or more, if they are having fun and can use the practice)!

*Variation: A student takes over calling out the vocabulary, or students take turns in this role.*

**Activity: Reading Sequence**

**Materials:** *Ready for Real the Real Thing* books

**Steps:**

- See p. 11 *Instructional Routines* for teacher instructions.
- Students read through page 22.

Notes on new words:

**condition:** (other examples: *work conditions, living conditions, weather conditions, road conditions, travel conditions*)

**Imagine:** connect this with *pretend* (e.g. imaginary friend = not real, pretend)

**Activity: Agree / Disagree**

**Materials:** *Ready for Real the Real Thing* books (or [optional slides](#))

**Steps:**

- As a class, look at the way Maria and her partner grouped the medical emergencies on pages 19-21. Look at the first image and text, *These common illnesses are not emergencies*. Do the students agree? Write the word **WHY** on the board. Ask students to try to say **why** they think Maria is correct or not.
- Repeat with p. 20 image and text: *These medical conditions may be emergencies*.
- Lastly, repeat with p. 21: *These medical conditions are emergencies*.

**Activity: Your Turn: A Personal Emergency**

**Materials:** Handout: [What's Your Emergency?](#) (Blank table, as below)  
Maria's complete table (in the book or on [Google Slide](#))

**Steps:**

- Let students know that now they will do as Maria did: imagine a medical emergency and then write in a similar chart. First, they should think of the person (a friend, family member, person at work; it can also be somebody they do not know).
- Write on the board:  

<i>Person</i>	<i>Medical emergency</i>
---------------	--------------------------
- Give students time to imagine an emergency.
- Project (or have students look at their books) to view Maria's personal chart. Read through the column headers, which are questions.
- Distribute [What's Your Emergency?](#) to each student, which looks like this:

What's your emergency?	What's your name?	What's your phone number?	What's the location/address of an emergency?

(Note: there are suggestions for adapting in the Google Doc.)

- Give students time to fill in theirs.

- Have students share with a partner. Afterwards, a few can share with the class.

### Activity: Pre-Reading: Scrambled Sentences

**Materials:** The following sentences split into words/ phrases:

She - says - her information - slowly - and clearly.

We - repeat - with - many partners.

We - speak - slowly - and - clearly.

We - practice - with - different - partners.

*If doing Option A below, write each word/phrase on an 8x11 paper. Tip: So they don't get mixed up, use a different color for each sentence or paperclip sentence parts.*

*If doing Option B below, print the handout [Scrambled Sentences: Option B](#). Print enough for everyone or for each pair.*

#### Steps:

- **Option A** (whole class activity): Each word / phrase on an 8x11 piece of paper. For each sentence, give segments to various students (one per student) in random order. They all hold their segments to their chests with words facing out, so the class can see. The class directs them how to get into order to make a complete sentence.
- **Option B** (individually or in pairs): Students get the [sentence segments](#) and put them into order. Correct together as a class.
- **Option C** (whole class dictation): Dictate the segments in random order. Students write them down, check their spelling, and then put them into correct order (individually or in pairs).

### Activity: Pre-Reading: Images

**Materials:** Images from the book (on slides or hard copies)

#### Steps:

- As you show each image, elicit language to describe it.  
911 on phone: medical emergency; teach *report a medical emergency*
- Face to face: elicit vocabulary such as *partners*, etc. Give the word *pretend*, a review from when talking about the book cover: *pretend v. real*.

### Activity: Reading

**Materials:** Slides (or hard copies of books)

**Steps:** As a whole class, read through two more pages of the book through p. 24 (We repeat with many partners.)

# **Materials for Pages 17-24**



## Tell me about this picture

photo by Pavel Danilyuk, found on Pexels

*Ready for Real Life Activity Set:  
Pages 17-24 Materials*

Cut these so that each learner gets a table. You can also project / draw this and have them copy into their notebooks.  
For less challenging, make a copy for yourself and delete the last column.  
For more challenging, add columns such as: Why is it an emergency? How old is the person? Etc.

What is your emergency?	What is your name?	What is your phone number?	What is the location/address of the emergency?	What happened?

What is your emergency?	What is your name?	What is your phone number?	What is the location/address of the emergency?	What happened?

***Use the words to make correct sentences. Write the sentences on the lines.***

1. says she and clearly. She her information slowly

---

2. repeat We many partners. with

---

3. We slowly speak clearly. and

---

4. practice different We with partners.

---

## Chapter 2: Pages 25-28

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

**Activity: Find the Person**

**Materials:** Index cards, one per student

*Make one card with information of an imaginary student to use when modeling.*

**Steps:**

- Draw / write on board:

I am from _____.
I live on _____.
Who am I? _____

- Have students copy this onto an index card. They should complete the first two statements, and leave the answer to the question blank. (I am from Yemen. I live on 39th Street. Who am I? \_\_\_\_\_) **Make sure they don't write their name on the card!**
- Collect cards from everyone, checking to make sure the information is clear and complete.
- Have each student then choose a card (face down, as you would a deck of cards) or pass out cards randomly. Make sure no students have the cards they made.
- Write on the board:

***Where are you from?***

***Where do you live?***

- Model the activity: Choose one person or ask for a volunteer to come to the front. Holding the index card you made, ask the person the question: *Where are you from?* After the student answers, say *Aha! That is on my card.* Then ask, *Where do you live?* After the response, indicate to the class that it's not the address on your card. Have the student ask you the questions that correspond to the information on their card. When you are finished, go to another person and repeat the dialogue. Tell people they will continue until they find the person who wrote the information on their cards.

- All students stand up. They mingle, repeating what they have just seen you model. When all have found the card's author), the activity is finished.

*(Variation: For a more advanced class, have students also include the cross streets of their addresses: e.g. I live on Fort Hamilton Parkway between 38th and 39th Streets.)*

*Credit to Jenny Kim for this activity.*

### **Activity: Vanishing Text**

#### **Steps:**

- Ask the class what has happened so far in the story. As the students talk, write it on the board, leaving blanks and having them correct as you go along.
- When the story is done, (it's best not to make it too long, i.e., not more than 7 sentences), have the students read it chorally once or twice with the teacher pointing to the words.
- Erase some words from the text (one from each sentence?). Put an underline where the word was as an indicator.
- Students read chorally with the teacher pointing to the words/text.
- Erase more words and have students 'read' chorally again.
- Continue until there are no more words on the board. Students still 'read' the text.
- \*\*Individually or in pairs students write the exact same story.
- Pairs share with other pairs to complete their versions.
- Possibly have someone read the story or do whole class choral reading as a final check.

*\*\*Less challenging variation: After they have 'read' the whole vanished text, and before they write from memory, provide words that you think will be most challenging. These might be words with challenging spelling, for example, or any words you think some might not remember. The number of words you provide will depend on the class level.*

#### video

*More challenging variation: Do not put lines for words you erase. Without the lines as visual support, it's much more difficult to remember each word. Even with more advanced students, it's best to use the lines at least the first time you do this activity.*

*\*Adapted slightly from Kyra Cubukcuoglu's write up of this activity.*

**Activity: 911 Video (Listening)**

**Materials:** Method of showing [this](#) from The Toronto Catholic District School Board Adult Education YouTube Channel (projector, internet)  
Handout: 911 [Cloze Exercise](#)

**Steps:**

a) Viewing the Video

- With the volume muted, play the video for students to view.
- Afterward, ask the class Wh questions: *Who (what people) were in the video? Where was this (location)? What happened?* Encourage inclusion of vocabulary related to the book that they have used recently. Lastly, *What questions do they have?* You might write their questions on the board, correcting as necessary. No problem if they don't have the language to create questions at this point.
- Unmute the volume, and play the video again.
- Afterward, compare: *What information did they learn?* Play again as needed.
- Return to 0:53. Either watch one more time through and ask the questions to check comprehension: *How old is he? Is he **conscious**? What does **conscious** mean? What is **awake**? What is his problem?*

*Note: If you have chosen to do regular breathing activities in class, this will help with the question "Is she breathing?" See Mindfulness / Breathing, p. 10 in Instructional Routines.*

- Write on the board: **Stay on the line.** Ask if anyone knows what this means. Check to see if anyone knows the opposite. (*Hang up.*) Model hanging up a phone, ending a call, and write **hang up.**

**Stay on the line. = Don't hang up.**

Explain that it is very important to continue the 911 phone call. Don't hang up!

- View the video one more time all the way through.

b) Cloze

- Distribute copies of the cloze, one per student.
- Ask students to listen to the video and write in the missing words as they hear them. Play through 1:03.
- After playing the section of the video (repeating as many times as you deem helpful) project the correct version for students to check.

c) Pretend and Real

**Materials:** Equipment to show a YouTube video, similar to previous activity.

**Steps:**

- Ask if the video they saw was *pretend* or *real*. (*Pretend*. They should remember these words from previous activities.)
- Show one of the following videos about various 4-year-olds calling 911 to report a mom who needs help.

*Note: They are all short and we can hear parts of the 911 recording.*

Tell students they will not understand every word, but ask them to try to understand the main idea. You might write **4-year-old** on the board.

- Follow up with a comprehension check and get reactions to video.
  - Girl meets the 911 dispatcher and EMTs who helped her.  
[https://www.youtube.com/watch?v=g2UrD\\_x2xl4](https://www.youtube.com/watch?v=g2UrD_x2xl4)  
This one has the dispatcher saying “Don’t hang up”.
  - Before you watch, teach “pass out” (go unconscious)  
<https://www.youtube.com/watch?v=jERxN45ISYI>
  - More challenging language:  
<https://www.youtube.com/watch?v=q1H-voa0OBc>

*Note: You could save this for the last class activity of the day.*

**Personal Emergency Chart (follow up)**

*Note: This activity has two separate but simultaneous activities, to allow time for those who were absent during part 1 to catch up.*

**Materials:** Personal Emergency Charts that students previously completed  
[Blank Emergency Charts](#)

**Steps:**

- Assess who was absent and did not complete a chart. (If nobody was absent, then you can opt to skip this whole activity, or activity or all do the alternate activity.) Ask these students to convene in one section of the classroom.
- While they are moving, put the remaining students in groups of three. Distribute one blank chart to each group, and give one to each individual in the first group (those who were absent).

- Instruct the groups to choose one of the videos (pretend or real-life) and complete the chart with corresponding information. If helpful, write on the board:

**Groups**

***Choose a video (pretend or real)***

***Use the information in the video.***

***Write in in the chart.***

- With the first group (those who were previously absent), read them the part of the book that includes Maria's chart. Explain that they will imagine an emergency and complete the chart.
- Circulate among all students to help guide as needed. Afterward, have a few people share their work (groups and individuals) before moving on.

**Activity: 911 Dialogues - Personal Emergencies**

**Materials:** Handout: [911 Dialogues](#) (Personal Emergencies)

**Steps:**

a) Creating dialogues

- Distribute the handout to each student.
- Model completing the dialogue with Maria's personal emergency chart. Elicit the language to use in the blank lines of the dialogue. Make sure to practice saying the phone number in conventional groups:

3 digits - 3 digits - 4 digits: \_ \_ \_ - \_ \_ \_ - \_ \_ \_ \_

(for native English speakers to follow most easily)

- Students then complete their dialogues. Those that finish early can share with a partner.

b) Practice

- To prepare for practicing the dialogue on their own, help students learn the 911 operator role. First, review the stress of the word "emergency" (eMERgency). Do the same with "ambulance" (AMbulance). Next, read each 911 line as they listen and read. Then choral repetition: You say a line, they repeat.
- Model with a student: First you are the 911 operator, then switch. (Use the dialogue that the class created for Maria earlier as your dialogue, or one of your own.)
- Set up Face to Face. (See Instructional Routines) Students practice the dialogues with multiple partners, allowing for plenty of practice.

### Activity: Pre-Reading: Photos

**Materials:** The 3 images of role-plays in the book (on slides or hard copies)

**Steps:**

- Show the first photo of two students role-playing a 911 emergency. Elicit what students see - who, where, what, etc. Elicit questions (but don't give answers).
- Next, show the second photo of the two students role-playing. *What is different? What is the same?* They will likely notice the position of the papers, so help them to articulate the change. *The women don't read the papers in this photo. The papers are by their legs.* Don't worry about correct sentences as they speak - it's more important that they communicate their ideas.
- Now show students the last image of the role-plays. Again, together explore what is different, what is the same, what is happening, and any questions.

### Activity: Reading

**Materials:** *Ready for the Real Thing* books (or slides with book pages to view as a whole class)

**Steps:**

- Together, read through the three pages that accompany the images they just read. You can read it to them, read with choral repetition, or take turns reading. After the text on each page, clarify any meanings. Words that may be new: *role-play, follow, script, with / without, steps*

### Activity: Your Turn (Acting)

**Materials:** Dialogues that students completed in previous activity

**Steps:**

- Have students get into pairs.
- Students practice their dialogues like the students in the book. Write on the board:

***Step 1: Read the 2 scripts (dialogues)***

***Step 2: Choose one dialogue.***

***Step 3: Practice with the script.***

***Step 4: Practice without the script.***

***Step 5: Show the class!***

- Circulate as people are practicing. Make sure all pairs choose one to perform for the class. Give students plenty of time to memorize the dialogues as best they can.

- Pairs perform for their classmates.

**Activity: 911.gov (Online Resources)**

Depending on students' level, consider reading through this [adapted version of information from 911.gov](https://www.911.gov/calling-911/) (Page 1 is the adapted text. Page 2 includes the original text from <https://www.911.gov/calling-911/> )

# **Materials for Pages 25–28**

*Ready For the Real Thing Activity Set:  
At School, pages 25-28 Materials*

Dad!

Are you OK?

Help.

My chest.

Call 9-1-1.

Emergency.

Do you require Police, Fire or Ambulance?

Ambulance.

Where are \_\_\_\_\_?

I'm at 523 Kent \_\_\_\_\_.

Please repeat your address.

I'm at 523 Kent \_\_\_\_\_.

What's your phone \_\_\_\_\_?

My number is 555-82\_\_-918\_\_.

Please repeat your phone \_\_\_\_\_.

It's 555-82\_\_-918\_\_.

Tell \_\_\_\_\_ what happened.

*Ready For the Real Thing Activity Set:  
At School, pages 25-28 Materials*

**Use your personal emergency chart. Complete the dialogue.**

**911 Operator:** What's the emergency?

**Me:** \_\_\_\_\_.

(Describe the symptoms in your own words)

**911 Operator:** Where are you?

**Me:** \_\_\_\_\_.

**911 Operator:** What's your phone number?

What is the phone number you're calling from?

**Me:** \_\_\_\_\_

**911 Operator:** Is \_\_\_\_ breathing?

**Me:** \_\_\_\_\_.

**911 Operator:** What's your name?

**Me:** My name is \_\_\_\_\_.

**911:** Can you spell it?

**Me:** Yes. \_\_\_\_\_.

**911 Operator:** Stay on the line. The ambulance is coming.

**Me:** OK. Thank you.

## Chapter 3: At Home

**Activity: Today Is...** (See p. 7 in *Instructional Routines*.)

**Activity: Class data: Dot Plot / Data Table**

**Materials:** Chart below on newsprint  
Color coding labels like [these](#)

**Steps:**

- Write this on newsprint or the board:  
(As always, feel free to omit / add others according to vocabulary knowledge.)

	Yes	No
I have children.		
I have grandchildren.		
I take care of children.		
I have great-grandchildren.		

- See *Instructional Routines* for teacher instructions.
- Teach or review the words *child* and *children*.

**Activity: Find Your Partner**

**Materials:** [Get Into Pairs \(Matching Vocabulary\)](#) Pairs (one card with picture, one with text)

**Steps:**

- Distribute one card to each student.
- Write on the board: ***What is your word or picture?***
- Students must ask, “What is your word or picture?” until they find their match.
- Afterwards, students stay with partners for the next activity.

**Activity: Use the Words**

**Materials:** Handout: [Chapter 3 Vocabulary Practice](#)

**Steps:**

- Write on the board:  
***I think it is this word.***  
***Optional: I think it's this word.***

- Distribute 1 copy of the handout to each pair.
- Model reading the first sentence with a volunteer, and saying *I think it's this word*, pointing to a word. Underline *it* in the sentence on the board. Ask what *it* means here. (Provide that *it* means *the answer, the word to use in the sentence*, if nobody is able to offer this.)
- Pairs work together to complete the sentences. Ensure they are using English, and preferably the phrase *I think it is this word*. Then go over the answers together.

### Activity: Small Talk: Practice

**Materials:** [Warm-Up: Do You Have Children?](#)

#### Steps:

- Distribute one copy of the dialogue
- Students practice the conversation first with the same partner as with the activity above.
- Afterward, explain that students will put pencils down, stand up, and walk around to repeat the conversation with different classmates. (They mingle, cocktail party style.) Allow time for students to speak with many classmates.

\*Thanks to *NYSED Teacher Leader* Jessica McMakin for this and the following activity, written as part of her [mini-grant project](#).

### Activity: Pre-Reading: Photo

**Materials:** [Image of pregnant woman](#) from p. 28 (Hard copy) or Google [slide](#)

#### Steps:

- Display the image of the pregnant woman from page 28.
- Write the word **prepare** on the board. Ask students what she needs to prepare before the baby comes, to get ready. (Maybe they will say *clothes, diapers, go to the doctor*, maybe things related to prenatal care such as eating well, etc.) Encourage all answers. Provide one to start them off if they are unsure, e.g. “Maybe... diapers? Pampers?”) They may say that she needs to prepare baby names! If they don't come up with that, there's no need to include baby names.
- Show the last page that they previously read, page 27. Review the text:  
***Can I do it? Can I call 911?***
- Underline *it* and ask what *it* means. Elicit or provide: *Call 911*.
- Show page 28, the image of the pregnant woman. Read the text together. ***What does pregnant mean?***

### Activity: Reading Sequence

**Materials:** Ready for the Real Thing books

**Steps:**

- See p. 11 in Instructional Routines

*Note: Be prepared to act out the word SUDDENLY. This can be done by walking and then stopping suddenly. Then say “I stop suddenly.”*

### Activity: Hurry Up! (Jazz Chant)

**Materials:** Copies of [“Panic on Being Late” lyrics](#) (one per student) or [Google Slide “Panic on Being Late” audio file](#) and method to play it  
Method to show a YouTube video (Choose which video(s) beforehand)  
Tambourine, drum or other method of providing rhythm (optional)

**Steps:**

- Distribute a copy of the jazz chant lyrics to each students
- Clarify the meaning of the title. (Ask what time English class starts. Then say a time 15 minutes after the start of class. When people come at that time, they are **late**. (e.g. Say and write on the board **9:00 AM - good! 9:15 AM - LATE.**)
- Give them time to read the chant silently.
- Read one line and have them repeat chorally. Continue until students have a grasp of the pronunciation and intonation.
- Briefly explain that “going to” means future: hurry up to NOT be late.
- If possible, play just the audio of the jazz chant.
- Split the class into two groups, with half on one side of the room and half on the other. Assign one side of the group the words aligned left, and the others the indented lines. Instead of using this language “aligned left” and “indented”, simply play the role of the conductor to indicate which side speaks/chants.
- Repeat a couple of times.
- Show that there are people doing this around the world, kids and adults!
  - <https://www.youtube.com/watch?v=vpDlmakvnF4> (boys and girls)
  - <https://www.youtube.com/watch?app=desktop&v=oZsVeWlptl4> (1:00ish starts - uniformed HS kids)
  - <https://www.youtube.com/watch?v=AeqAyzNmCRI>
  - <https://www.youtube.com/watch?app=desktop&v=rGpszcXNvN4> Starting at 1:00 (Muslim women)

# Materials for Chapter 3

## Chapter 3

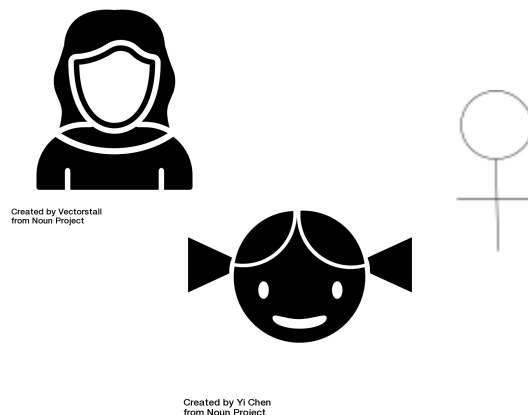
girl	boy	husband	vacation	maybe
alone	neighbors	pain	special	remember

Use the words in the box to complete the sentences.

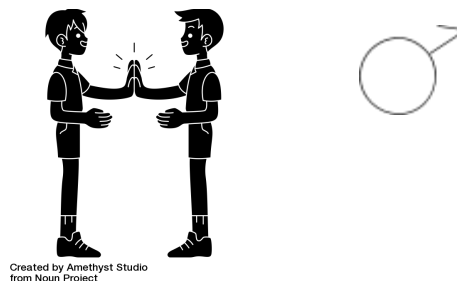
- 1) I am at home \_\_\_\_\_.
- 2) I don't know. \_\_\_\_\_ I will name my baby Jose.  
Or \_\_\_\_\_ I will name my baby Mateo.
- 3) I \_\_\_\_\_ my doctor said, "If you feel \_\_\_\_\_, call 911."
- 4) My \_\_\_\_\_ is at work.
- 5) My \_\_\_\_\_ are on \_\_\_\_\_.
- 6) She has two children, one \_\_\_\_\_ and one \_\_\_\_\_.
- 7) I have a \_\_\_\_\_ medical condition.

Ready for the Real Thing Activity Set:  
Chapter 3 Activities Materials

girls



boys



child

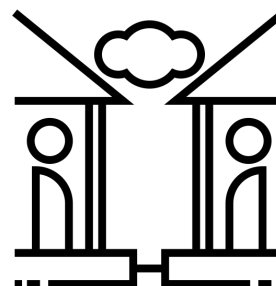


**husband**



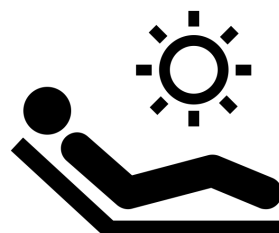
Created by Tatyana  
from Noun Project

**neighbors**



Created by Creative Mania  
from Noun Project

**vacation**



Created by Aneeqe Ahmed  
from Noun Project

**remember**



Ready for the Real Thing Activity Set:  
Chapter 3 Activities Materials

**maybe**



Created by Andrew Doane  
from Noun Project

**pain**



**alone**



## Warm-Up: Do You Have Children?

**Practice asking these questions and giving the answers with a partner:**

A: My name is \_\_\_\_\_. What is your name?

B: My name is \_\_\_\_\_. Nice to meet you.

A: Nice to meet you, too. Do you have children?

B: (Yes, I do/No, I don't). I have \_\_\_\_\_ (number) child/children.  
What about you?

A: I have \_\_\_\_\_ (number) child/children.

## Warm-Up: Do You Have Children?

**Now, copy the conversation above.**

A: My \_\_\_\_\_. What \_\_\_\_\_?

B: My \_\_\_\_\_. Nice \_\_\_\_\_.

A: Nice \_\_\_\_\_. Do \_\_\_\_\_

\_\_\_\_\_?

B: \_\_\_\_\_. I have \_\_\_\_\_.

\_\_\_\_\_?

A: I \_\_\_\_\_.

*Ready for the Real Thing Activity Set:*  
*Chapter 3 Activities Materials*



## Panic on Being Late

by Carolyn Graham

What time is it?

What time is it?

Hurry up! Hurry up!

Hurry up! Hurry up!

What time is it?

What time is it?

Please hurry up!

We're going to be late!

Oh, I don't have time

to talk to you now

I'm late, I'm late, I'm terribly late.

Hurry up! Hurry up!

What time is it?

Hurry up! Hurry up!

What time is it?

Hurry up!

What time is it?

Hurry up!

From *Jazz Chants Old and New*

[https://www.pinterest.com/pin/jazz-chant-what-time-is-it-hurry-up-more-mp3-httpwwwmrtzcmp3netjazz\\_chants\\_1shtml--394205773606845864/](https://www.pinterest.com/pin/jazz-chant-what-time-is-it-hurry-up-more-mp3-httpwwwmrtzcmp3netjazz_chants_1shtml--394205773606845864/)

## Chapter 4: New Baby

**Activity:** Today Is... (See p. 7 in *Instructional Routines*.)

### Retell the Story:

**Activity:** Pages 1-21: Walking Dictation

**Materials:** [Walking Dictation](#) (large print sentences to post on wall)

### **Steps:**

- Tape the Running Dictation sentences in the hallway (or a wall in your classroom).
- Review Classroom Language sentences: *Can you repeat? How do you spell that?*
- Divide learners into pairs. Assign one person in each pair to be the “walker,” the other will be the “writer.” (Or groups of 3 or 4: a writer, a walker, and the rest helping the writer.)
- Walkers will go out into the hallway and read the first sentence. They should try to remember as much as they can.
- Walkers will then repeat the sentence to their partner.
- The writer will listen and write what the walker says.
- The walker may return to the hallway as many times as necessary. He/she/they may not write anything. Encourage the writers to ask for clarification or help with spelling.
- Let learners know how many sentences they should complete before switching roles.

Note: It’s helpful to offer guidance both in the hallway (to help learners read words correctly) and in the classroom (to reinforce good clarification strategies).

The above write up is adapted slightly from this [Minnesota Literacy Council document](#).  
[Watch a teacher setting up the activity and his students in action.](#)

**Activity:** Pages 22-38: Sort the Sentences

**Materials:** Handout: [Sort the Sentences](#)

### **Steps:**

- Distribute *Sort the Sentences* worksheet, one per student.
- Together, read through the two Main Idea sentences. Next, read through the sentences in the box. Explain that they must choose which sentences fall under each of the main idea sentences.
- Do the first one together.
- As students finish, they compare with others who are finished.

- Lastly, go over the answers together.

*Variation: Give one worksheet per pair of students, who work together to complete it.*

### Activity: Vocabulary Review: Parts of Speech Sort

**Materials:** Newsprint (or slide) with the following:

*diverse*  
*little*  
*groups*  
*imagine*  
*condition*

*swallow*  
*dizzy*  
*nose*  
*throat*  
*sore*

*speak*  
*different*  
*fever*  
*toothache*  
*Asia*

#### Steps:

- Ask students if they remember putting words into two groups, and see if they remember the different kinds of words. If they don't, you can write:

NOUNS \_\_\_\_\_

- If they don't remember, write in VERBS on the line above.
- Ask if they remember the third kind of word. Write on the board:

*I have a bad headache.*

- Ask them to quietly think: *What word in the sentence is a **noun**? What word is a **verb**? What word is an **adjective**?* Make sure they stay quiet so everyone can think!
- Then ask what word is a noun. If they say *headache* or *I*, write an N over those words.
- Ask a volunteer to write a V over the verb A over the adjective. Clarify any confusion.
- Write on the board:

NOUNS

VERBS

ADJECTIVES

- Ask students to copy this into their notebooks so that they have three columns.
- Project the list of 14 words, or hang the newsprint so all can see it.
- Model the first word, and do the following two together. These three provide examples of an adjective, a noun (plural) and a verb.
- Students continue until complete. Afterward, ask that volunteers who finish early write their words in the columns at the front of the room. Clarify any confusion.

*Variation: This is a nice activity to do in pairs or groups of three.*

**Activity: Pre-Reading: Images**

**Materials:** 1 Photo from Chapter 2: P. 27 (role playing image)

2 Photos from Chapter 3: Mom with baby, and classmates clapping

**Steps:**

- As you show the role playing photo, ask students the following questions:
  - *What do they practice?* (Answer: *How to call 911, calling 911*, etc. Don't worry about the grammar of their response.)
  - *What is the name of the activity?* (*Role-play*. Provide this if they don't remember.)
  - *Did the practice help Maria?* (Yes)
  - *Why? How? What happened?* (*She did it in real-life, She called 911*. Students may provide more details of Chapter 3. Again, don't worry about their using correct grammar, as the meaning is what's important here. It's easy to get side-tracked and teach grammar.) That said, next is a very brief grammar interlude.

Very brief grammar interlude

Briefly introduce “-ed” past tense for regular verbs. Write on the board:

***It helped Maria.***

Review that ***it*** = *English class practice*.

Underline the -ed: ***It helped Maria.*** Ask if anyone knows why there is ***ed***.

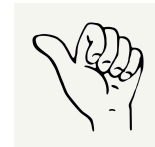
Use your thumb pointing backward to indicate past tense.

Write:

***Today it helps Maria.***

***Yesterday it helped Maria.***

(Let students know that they will practice saying and writing this more later. Now they just need to understand when they read.)



- Show the photo of the classmates clapping and ask, *Who are the people?* Show the photo of the woman with her baby and ask, *How does she feel? How do they feel? What do they say?* Encourage guessing, and accept all possibilities.

**Pre- Reading: Vocabulary**

**Activity: Knowledge Rating Sheet**

**Materials:** [Knowledge Rating Sheet](#)

**Steps:**

- See p. 11 in *Instructional Routines* for directions.

**Activity: Pronunciation Pyramid**

**Materials:** Pronunciation Pyramid (1 per small group)

Newsprint (or Google Slide) with the following words:

<i>bank</i>	<i>experience</i>	<i>situation</i>
<i>future</i>	<i>apartment</i>	<i>share</i>
<i>vocabulary</i>	<i>landlord</i>	<i>beautiful</i>
<i>give</i>	<i>excited</i>	<i>condition</i>

**Steps:**

- See *Instructional Routines* for further instructions.

*Note: This pronunciation pyramid has 5 tiers, since vocabulary has five syllables.*

**Activity: New Phrase: “How About” (Jazz Chants)**

**Materials:** [Jazz Chant 2 lyrics](#): When Can We Meet?

**Steps:**

- If you generally take a break, about 20 minutes beforehand, write on the board:  
***How about a break?***
- Ask, *What is **how about?*** If students are not sure, you can say / write ***Do you want...?*** and ***Maybe....?*** indicating a question / suggestion / possibility with your expression and gestures.
- Tell students that they will now see examples to understand better.
- Distribute Jazz Chant 1 lyrics (*What Food?*).
- See *Instructional Routines* for teacher instructions for leading a Jazz Chant.
- Repeat with Jazz Chant 2 (*When Can We Meet?*).

**Activity: Pre-Reading: Key Sentence**

**Steps:**

- Write on the board:

***I practiced calling 911 and it helped me to do it in real life.***

- Underline the word ***it*** both times it appears in the sentence. Point to the first ***it***; ask what ***it*** means here. *What helped me (Maria)?* (Provide that ***it*** means practice calling 911, the classroom practice, if no students are able to offer this.)
- Point to the second ***it***; ask what ***it*** means here. (If needed, provide that ***it*** again means practice calling 911 in English class.)

**Activity: Pre-Reading: Sentence Stems Match**

**Materials:** Handout: [Sentence Stems Match](#) (or Google slide to project)

**Steps:**

- Distribute Sentence Stems Match.
- Explain that there are two parts of a sentence. They need to match a part 1 and a part 2 to make a complete sentence. They will make 5 complete sentences.
- Model with the first sentence part 1, ***If we can do it in the classroom.*** Read that aloud with each of the list of part 2 options following it. Ask which one makes sense, and write the complete sentence next to **1**.

*These are the sentences in the activity. The second column is in different order on their copy.*

If we can do it in the classroom,	we can do it in real life.
I visit our English school	with my son.
Everybody is excited	to see my baby boy!
I share with the class	my emergency experience.
I practiced calling 911 and it	helped me to do it in real life.

- Before moving on from this activity, review what ***it*** means in the sentence:

***If we can do it in the classroom, we can do it in real life.***

*Variations: For more of a challenge, provide one list with sentence stems mixed up. Students must combine two stems to complete a sentence, for a total of five sentences. To make it more challenging still, remove periods and capital letters.*

**Activity: Read Chapter 4**

**Materials:** *Ready for the Real Thing*

**Steps:**

- See repeated activities for instructions.
- How did you feel?

### Activity: Post-Reading: About City Council (Elected Officials)

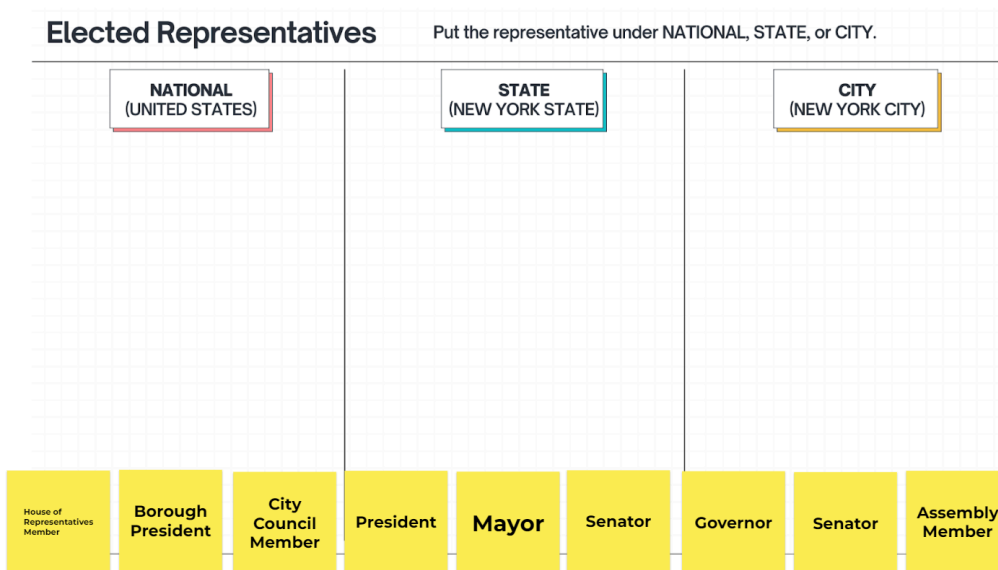
**Materials:** [Levels of Government graphic](#) to display (hard copy or via projector).  
Alternatively, you can draw it on the board.

Either a) Method of projecting [this Jamboard](#) (The Jamboard looks like the image below with three columns). You will be asked to make a copy of the Jamboard, which will be saved to your own Google Drive. With this method, during the activity YOU will move the yellow stickies according to your students' suggestions.

OR

b) newsprint with three columns as below (one per group) and nine 3"x3" Post-It sticky notes with the tiles of elected officials written on them in marker. With this method LEARNERS move the stickies into the columns. Groups of 4 or 5 students work well. If groups, each group needs a newsprint with columns and Post-it notes.

*Note: If your students are not in New York City, change this to represent the city or town where students attend class. Delete "Borough President". Add other local elected officials.*



#### Steps:

- Refer to page 41, the class brainstorm on newsprint ***We need English to:***
- Look at the idea: **call my City Council Member**
- Ask if anybody knows what a City Council Member is.

- Whether or not they do, write on the board **ELECTION. What is an election?**
- After responses, you can say something like *Who do we vote for?* and list responses, for example:

***President***

***City Council Member***

***???***

(You might need to give hints, such as *The President is the leader of the country, the United States. Who is the leader of New York State? Who is the leader of the city?*) List the titles of elected officials that they call out on the board. Don't write any that are not elected officials.

- Show the Levels of Government Graphic. Go over the words: *federal* (national, the whole country), *state*, and *local*. (If they are in New York City, they may know “local” and “express” trains.) Review the names of the country (United States), State (New York), and City (where your English class is.)
- Display the Jamboard. Read the yellow stickies aloud together as you point to each.
- Read through them again, asking, *Which column? National, state, or city?* Move the sticky to where they say. Continue with all stickies.

*Note: There are two senators, so they'll see there are both U.S. and NY State Senators.*

- Afterward, correct / clarify anything.

### **Activity: About City Council: What does it do? How can it help me?**

**Materials:** Method to show two short YouTube videos:

#### **Steps:**

- Again, refer to page 41, the class brainstorm on newsprint ***We need English to: and*** look at the idea: **call my City Council Member**
- Ask, *Why CALL a City Council Member?*
- Tell students they will watch a short video. Write the first column below on the board and review the three question words.

***Who? (What people?)***

***Why? (What reason?)***

***What?***

***Who calls? Who answers the phone?***

***Why do they call?***

***What do they say?***

- Then add the second column. Explain they will listen for this information in the video. No problem if they don't understand everything in the video!
- Play the video: [Make the Call for Adult Literacy \(youtube.com\)](https://www.youtube.com/watch?v=...)

## Ready for the Real Thing Activity Set: Chapter 4 Activities

- Ask learners to turn to a partner and answer the questions in the right column.
- Replay the video.
- Again, they turn and talk with their partner. Then share out with the whole class.

Optional: Repeat with [a similar video of ESOL students calling City Council about funding for afterschool programs](#)

*\*Thanks to University Settlement for these great videos!*

Optional: Ask students, *What are the TWO main responsibilities of the City Council?*

Let them know:

**1) The city council makes the laws.**

**2) The city council approves the budget.**

(It says “OK” to where city money goes. Education, cleaning the city, libraries, etc.)

*For more on elections government, the [We Speak NYC episode “Shola’s Voice”](#) is wonderful. Beyond what is on the We Speak NYC website, here is [a set of resources](#) to help make selections of the episode accessible for high beginners (Google Slides with Presentation Notes).*

# Materials for Chapter 4

## Walking Dictation

### Chapter 1:

- 1) The book is about Maria.
- 2) She is from Ecuador.
- 3) She speaks Spanish.

## Chapter 2:

- 1) Maria lives in the United States.
- 2) She goes to English class every day.
- 3) The English class is diverse.
- 4) They practice parts of the body in English.
- 5) They learn words for common illnesses.
- 6) They learn words for medical emergencies.

*Ready for the Real Thing Activity Set:*  
*Chapter 4 Activities Materials*

Sort the Sentences

She has a lot of pain.  
They imagine a medical emergency.  
She calls 911.  
They write dialogues.  
They role-play the dialogues.  
The 911 operator understands.

**The students practice how to call 911.**

- 1.
- 2.
- 3.

**Chapter 3**

**English class helps Maria in real life!**

- 1.
- 2.
- 3.



*Ready for the Real Thing Activity Set:*  
*Chapter 4 Activities Materials*



*Ready for the Real Thing Activity Set:  
Chapter 4 Activities Materials*



*Ready for the Real Thing Activity Set:*  
Chapter 4 Activities Materials

English Word	Yes, I know the word. 	Maybe. I'm not sure. 	No, I don't know the word.
apartment			
give			
beautiful			
excited			
vocabulary			
future			
landlord			
share			
situation			
bank			
experience			

## **When Can We Meet?**

How about Monday?

No, I'm busy.

How about Tuesday?

No, I'm busy.

How about Wednesday?

How about Thursday?

How about Friday?

No, I'm busy.

How about Saturday?

Yes, I can!

How about Sunday?

Yes, I can!

Weekend mornings?

Weekend afternoons?

Weekend nights?

Yes, I can!

Ready for the Real Thing Activity Set:  
Chapter 4 Activities Materials

**Part 1**

***If we can do it in the classroom,***

***I visit our English school***

***Everybody is excited***

***I share with the class***

***I practiced calling 911 and it***

**Part 2**

***to see my baby boy!***

***helped me to do it in real life.***

***with my son.***

***my emergency experience.***

***we can do it in real life.***

1. \_\_\_\_\_

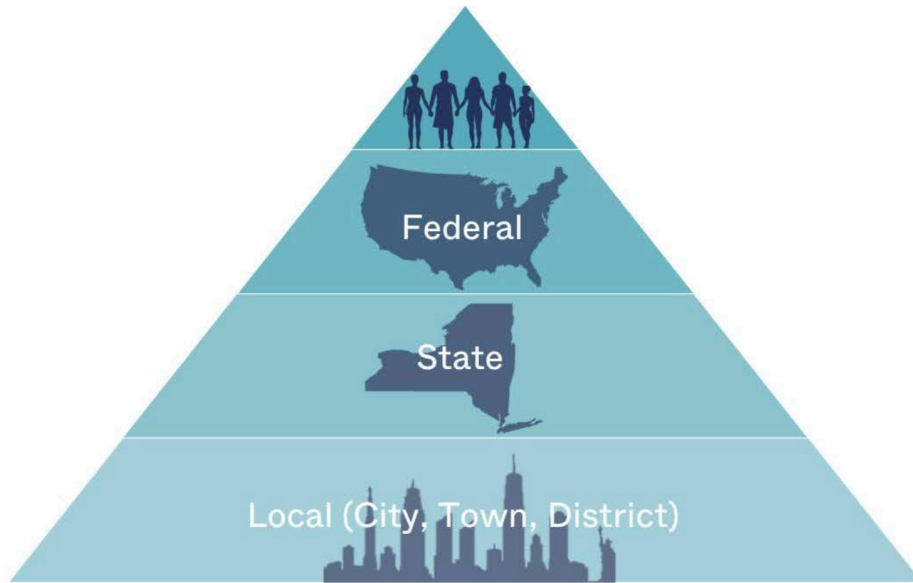
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Levels of Government



NYC  
VOTES