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Beginning Level (CASAS reading scores of 181-200)

Talking on the Phone: Week 1 of 1

Unit Overview

This is a 1-week unit in which students practice answering the phone, leaving voicemails, and writing down phone messages.

Focus of Week 1

- **Reading a short story about calling in sick**
- **Answering the phone**
- **Taking a message**
- **Calling in an absence for self or child**

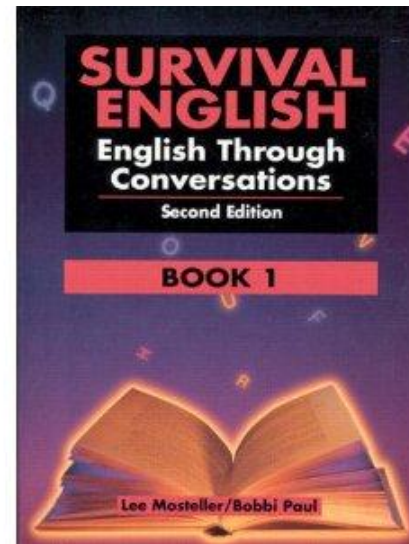
“Talking on the Phone” Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: answer the phone, take a message</p> <p>Literacy: recognize and write telephone numbers; ask and respond to simple written wh-questions.</p> <p>Listening/speaking: Respond to the question “Is _____ there/home?”</p> <p>Listening/speaking: Understand key information in order to take a basic message (ex. name, phone number, etc.)</p> <p>Transition & Critical Thinking:: analyze miscommunications</p> <p>Grammar: Use non-referential “this” to identify self on phone (ex. “This is Jessica”)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Stand Out Basic, 2nd Ed., p.P5-P6</u> • <u>Survival English Book 1: p. 246</u> • Handout: Leaving a Message • Handout: Reading Practice Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p.69-70 • Activity 4 teacher script
Lesson Plan	
<p>Warm up for today’s Lesson</p> <p><u>Description:</u> learners reflect on their English phone skills</p> <p><u>Materials/Prep:</u> Write these questions on the board: 1. Can you say your phone number in English? 2. Who talks to you on the phone in English? 3. Is it easier or more difficult to speak English on the phone? Why?</p> <p>Activity 1: Literacy, Listening & Speaking</p> <p><u>Description:</u> practice saying, listening for, and recording telephone numbers</p> <p><u>Materials/Prep:</u> copies of <i>Stand Out Basic, 2nd Ed., p. P5-P6,</i></p> <p>Activity 2: Life Skill, Listening & Speaking, Grammar</p> <p><u>Description:</u> practice two simple phone dialogues</p> <p><u>Materials/Prep:</u> copies of <i>Survival English Book 1, p. 246, ESL Volunteer Tutor Manual, 2012, Disappearing Dialogue, p. 69-70.</i></p> <p>Activity 3: Life Skill, Listening & Speaking, Literacy, Transitions</p> <p><u>Description:</u> learners will listen to each other role-play leaving a message and record basic information</p> <p><u>Materials/Prep:</u> copies of Leaving a Message</p> <p>Activity 4: Literacy</p> <p><u>Description:</u> practice test taking skills needed for the CASAS Life and Work Reading test.</p> <p><u>Materials/Prep:</u> copies of Reading Practice Test</p> <p>Activity 5: Checking for Understanding</p> <p><u>Description:</u> as learners leave the classroom ask each person to tell you their phone number in English</p> <p><u>Materials/Prep:</u> (none)</p>	

Teacher Directions: Activity 2: Life Skills, Listening & Speaking, Grammar

-Survival English Book 1, p. 246;

Use the instructions in the ESL Volunteer Tutor Manual, 201, **Disappearing Dialogue**, p. 69-70 to practice the dialogue from the textbook.



Teacher Directions: Activity 3: Life Skills, Listening & Speaking, Literacy, Transitions -Leaving a Message

Step 1: Extend the dialogue

Copy the first three lines of the dialogue on p. 246 on the board and add the following lines:

...No, he isn't. He's at school. Can I take a message?

Sure my name is Jessica. J-E-S-S-I-C-A. My phone number is _____.

Step 2: Guided Practice

Practice the dialogue with the new lines several times.

Step 3: Clarification Questions

Handout copies of **Leaving a Message**, practice the clarification questions at the bottom of the page several times.

Leaving a Message	
Listen to other students talk on the phone. Write the caller's name and phone number.	
Caller's Name	Caller's Phone Number

- Can you repeat that?
- Can you say that slowly?
- Can you spell that?
- Let me repeat that phone number: _____

Step 4: Teacher Models

With a student or volunteer model answering the phone, offering to take a message, recording the information in the chart on the handout, and asking for clarification when you don't understand.

Step 5: Independent Practice

Pairs of learners take turns coming to the front of the room and completing the dialogue on the board. The rest of the class listens carefully and records the information in the grid.

Need a challenge?: erase the dialogue from the board and ask learners to role-play in their own words. OR Instead of learners at the front of the classroom, everyone mingles around the room completing the dialogue and recording the message info.

Teacher Directions: Activity 4: Literacy -Reading Practice Test

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice			
Message			
To:	Gabriel		
Date:	8/14/12	Time:	
WHILE YOU WERE OUT			
Caller Name:	Kim Lee		
Phone Number:	313- 255 -3923		
Hi	I missed your call	Stop at:	By
Message:			
She has a question for you.			
Name:	Amber		
By:			

1. Why did Kim Lee call?	2. What information is missing?
A. Amber	A. The reason for the call
B. On August 14th	B. The phone number
C. Because she has a question	C. The date
D. While you were out	D. The time

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 6 Beginning Phone Unit

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Leaving a Message

Listen to other students talk on the phone. Write the caller's name and phone number.

Caller's Name	Caller's Phone Number

- Can you repeat that?
- Can you say that slowly?
- Can you spell that?
- Let me repeat that phone number: _____

Reading Test Practice

Message			
To: Gabriel			
Date: 8/14/12		Time:	
WHILE YOU WERE OUT			
Callers Name: Kim Lee			
Phone Number:		319-	255 -3923
x	Please return call		Stopped By
	Will call again		Rush
Message: She has a question for you.			
Taken by: Amber			

1. Why did Kim Lee call?

- A. Amber
- B. On August 14th
- C. Because she has a question
- D. While you were out

2. What information is missing?

- A. The reason for the call
- B. The phone number
- C. The date
- D. The time

“Talking on the Phone” Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: answer the phone; read a short story about talking on the phone; call in an absence for self or child</p> <p>Literacy: recognize and write phone numbers; recognize key words for leaving messages (ex. phone number, reason, absence, date)</p> <p>Listening/speaking: respond to the question “Is _____ there/home?”, Ask and respond to simple oral wh- questions</p> <p>Technology: leave a voicemail, check voicemail on a cell phone</p> <p>Grammar: Use non-referential “this” to identify self on phone (ex. “This is Jessica.”)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Basic Grammar in Action</i>, p. 15 • Handout: My Daughter is Sick (3 pgs.) –leave extra copies for tomorrow’s teacher • Handout: I Can’t Come to School Today • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Response Cards • She is Sick –picture cards (11) –leave copies for tomorrow’s <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A cell phone (for demonstration purposes)

Lesson Plan

Warm up for today’s Lesson

Description: learners mingle practicing different responses to the question “Is Jessica there?”

Materials/Prep: copies of **Response Cards** (enough for each learner to have **one card**), cut apart cards.

Review of Previous Lessons

Description: practice writing phone numbers in different types of forms

Materials/Prep: copies of *Basic Grammar in Action*, p. 15

Activity 1: Life skill, Listening & Speaking, Literacy

Description: make predictions, read a story, and answer comprehension questions

Materials/Prep: single copies of **She is Sick pictures (1-11)**, student copies of **My Daughter is Sick** story (3 pgs.)

Activity 2: Life skills, Listening & Speaking, Technology

Description: practice calling in an absence for self or a child

Materials/Prep: copies of **I Can’t Come to School Today** handout

Activity 3: Literacy

Description: practice test taking skills needed for the CASAS Life and Work Reading test.

Materials/Prep: copies of **Reading Test Practice**

Activity 4: Technology

Description: discuss and explain steps for checking voicemail and setting cell phones to vibrate

Materials/Prep: (none)

Activity 5: Checking for Understanding

Description: learners finish this sentence in their notebook: *I can’t come to school today because...*

Teacher Directions: Warm-Up/Review

-Response Cards

Step 1: Prep

On the board write:

Hello. Is Jessica there?

Step 2: Teacher Models

With a learner or volunteer (each has one of the response cards)

-Hello. Is Jessica there?

-(reads the response on the card)

-(offers an appropriate response, if possible)

After each person has played both roles, they switch cards and find a different partner.

Response Cards
Sorry. I think you have the wrong number.
No, she's not home right now.
No, she'll be home at 4:00
She's not here. Can I take a message?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 12 Beginning Phone Unit

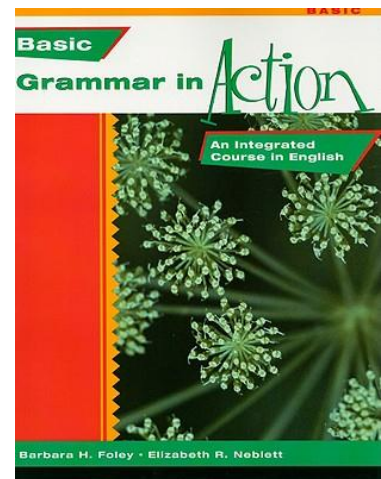
Step 3: Independent Practice

Distribute response cards. Learners mingle and complete the activity as modeled.

Teacher Directions: Review

-Basic Grammar in Action, p. 15

Complete the worksheet as indicated.



Teacher Directions: Activity 1: Life Skills, Listening & Speaking, Literacy

-She is Sick pictures (1-11) and My Daughter is Sick story

Step 1: Context

"Do you have children?"

"Do they go to school?"

"Do you call the school sometimes?"

"What do you do when they are sick?"

Step 2: Picture Story Elicitation

Show each picture one by one using a projector or passing the picture around the room. Ask the question prompts at the bottom to elicit as much language from the learners as possible. (if your class is quiet you might go through the whole set of pictures twice. The goal of this step is to elicit the vocabulary learners already know and get them to make predictions about the story. Do not worry if their answers do not match the story text they are about to read.

She is sick: picture 1



Step 3: Silent Reading

Handout copies of the story **My Daughter is Sick**. Allow learners 5-10 minutes to read the story silently, circling any words they don't know.

Step 4: Teacher reads, Learners Follow

Step 5: Teacher reads, Learners Repeat

Step 6: Choral Reading

Step 7: Learners Read with a Partner

Step 8: Learners complete comprehension exercises

My Daughter is Sick



The little girl wakes up in the morning.
She has a headache.
She has a stomachache.
Her mom takes her temperature.



The little girl is sick.
She has a fever.
She needs to stay in bed all day.



The little girl goes to Little Elementary School.
She is in third grade.
Today she can't go to school.



Her mother calls the school to leave a message.
She listens. She pushes the button number 1.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 28

Beginning Phone Unit

Teacher Directions: Activity 2: Life Skills, Listening & Speaking, Technology

-I Can't Come to School Today

Step 1: Context

"Sometimes you can't come to school. It is important to call the learning center. If there is no answer, leave a message."

Step 2: Guided Practice

Practice both dialogues several times as a class and in pairs.

Step 3: Independent Practice

Write the learning center's phone number on the board.

Learners use their cell phones or a school phone to practice calling the office and leaving a message.

(if other learners are waiting to use the phone, they may begin the next activity independently)

I Can't Come to School Today

Call YOUR teacher.

Hello, this is _____ I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on _____

Call your CHILD's teacher.

Hello, this is _____ My son/daughter _____ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

_____ will be back on _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 29

Beginning Phone Unit

Teacher Directions: Activity 3: Literacy -Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice

Capitol Hill Elementary School
Emergency Contact Form

Student's First Name: Eh Last Name: Muse
Grade: 5th Teacher: Mrs. Jackson
In case of emergency contact:

1. Name: Thu Bee Phone 1: 651-223-5938
Phone 2: 651-223-3902

2. Name: Wah Say Phone 1: 651-909-2933
Phone 2: 651-909-3924

1. What grade is Eh Muse in?
A. Second grade
B. Third grade
C. Fourth grade
D. Fifth grade

2. Who can you call at 651-909-2933?
A. Eh Muse
B. Mrs. Jackson
C. Wah Say
D. Thu Bee

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 10 Beginning Phone Unit

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 4: Technology

Step 1: Context

“Do you have a cell phone?”

“Do you bring it to school?”

“Does it ring during class?”

“Do you other people leave you messages?”

“Do you check your voicemail?”

Write on the board: “messages” “voicemail” “ring” “vibrate”

Introduce the meanings of these words (tell, don’t ask) in the context of cell phone use.

Step 2: Write the Instructions

As a class, write the instructions for turning a phone from “ring” to “vibrate.”

Since many learners have cell phones, they may be able to tell or demonstrate all the steps. If not, the teacher can demonstrate the steps and ask the learners to come up with the language to describe the steps.

Step 3: Read the instructions together

Step 4: Learners demonstrate the instructions

Using their own phones or the teacher’s phone, learners demonstrate the steps, saying them aloud as they do.

(repeat steps 2-4 for the process of checking voicemail messages)

Response Cards

Sorry. I think you have the
wrong number.

No, she's not home right now.

No, she'll be home at 4:00

She's not here. Can I take a
message?

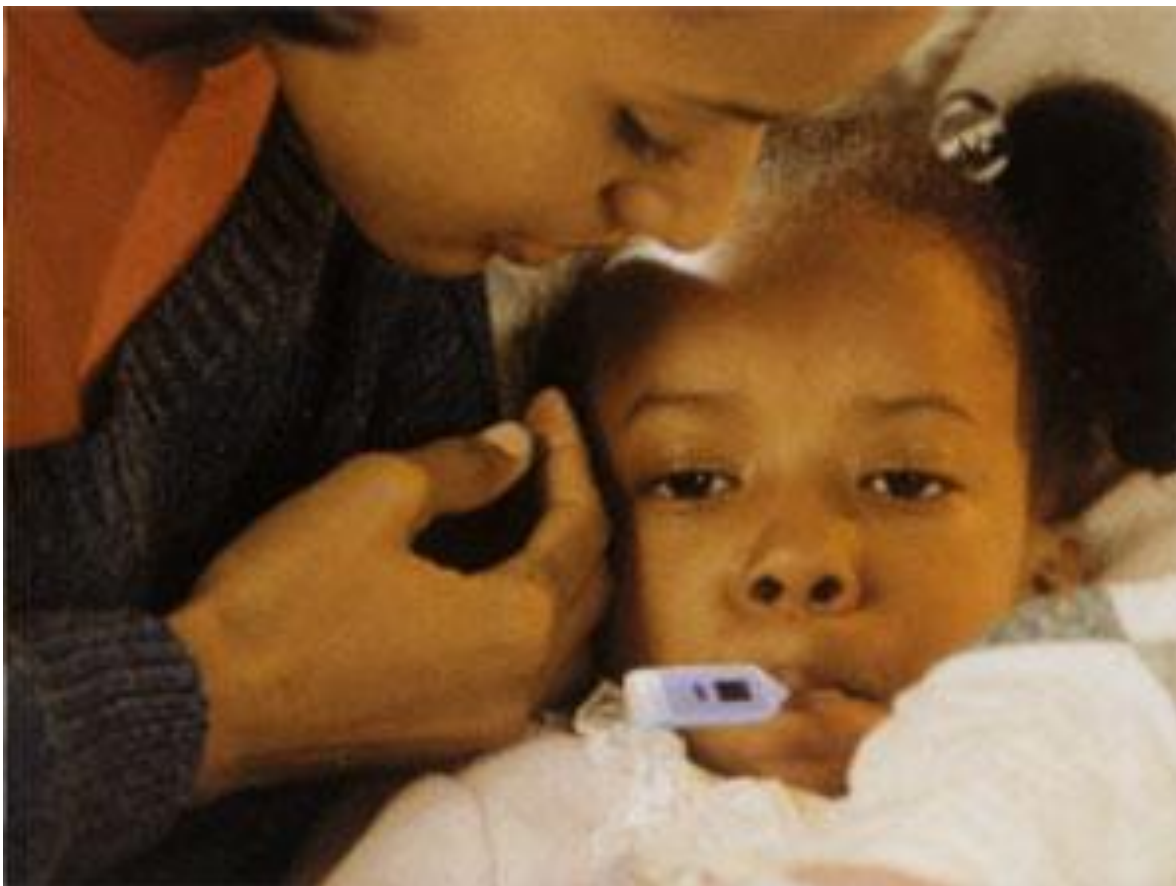
Yes. Just a minute.

Yes, but she can't answer the
phone right now.

Yes, but she can't talk right
now. Can she call you back?

I don't know. Let me see.

She is sick: picture 1



Possible Prompts:

- What's the matter?
- How does the girl feel?
- How does the mother feel?

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 2



- Can the girl go to school?
- What should the mother do?

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 3



- Who does she call?

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 4



- Why does she call?
- What does she say?

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 5



Mother's Name

- What does she say

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 6



Child's Name

- What does she say

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 7



Grade

- What does she say

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 8



Grade

- What does she say

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 9



Teacher

- What does she say

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 10



Problem

- What does she say

Adapted from Andrea
Echelberger, MLC, 2012

She is sick: picture 11



Phone Number

- What does she say

Adapted from Andrea
Echelberger, MLC, 2012

My Daughter is Sick

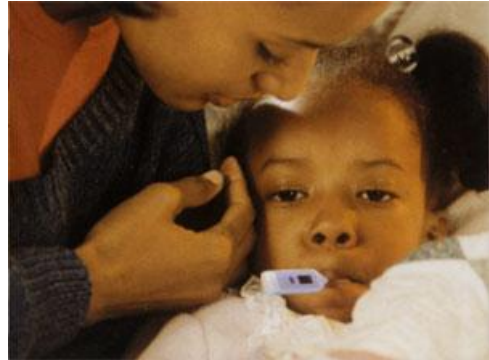


The little girl wakes up in the morning.

She has a headache.

She has a stomachache.

Her mom takes her temperature.



The little girl is sick.

She has a fever.

She needs to stay in bed all day.



The little girl goes to Utica Elementary School.

She is in third grade.

Today she can't go to school.



Her mother calls the school to leave a message.

She listens, then pushes button number 1.

*My name is
Lora Smith.
I am calling
about my
daughter.*



The mother waits for the beep.

Then she says her name.

She says that she is calling about her
daughter.

*Her name is
Kate Smith.
It is spelled
K-A-T-E*



The mother says her daughter's
name.

She spells her daughter's name.

She speaks loudly and slowly.

*She is in
third grade.
Her teacher
is Mrs. Lee.*



The mother says her daughter's
grade.

She says her daughter's teacher.

*Today she
has a fever.
She will go
to school
tomorrow if
she feels*



The mother says her daughter's
problem.

She says when she will come back to
school.



The mother says her phone number.

She says thank you, and hangs up the phone.

The school office will tell the teacher that Kate Smith is sick today.

Answer the questions about the story.

1. What is the daughter's name? _____
 2. What is the mother's phone number? _____
 3. Where does Kate go to school? _____
 4. What is her teacher's name? _____
 5. Why will Kate stay home today? _____
 6. Do you think it's good for parents to call their child's school? _____
- Why? _____

Adapted from Andrea
Echelberger, MLC, 2012

I Can't Come to School Today

Call YOUR teacher.

Hello. This is _____. I can't come to school today.

- My child is sick.
- I am sick.
- I have an appointment.
- I don't have transportation.
- I'm working today.

I will be back on _____.

Call your CHILD's teacher.

Hello. This is _____. My son/daughter _____ can't come to school today.

- My child is sick.
- She has an appointment.
- Her bus didn't come.
- She missed the bus.

_____ will be back on _____.

Reading Test Practice

Capitol Hill Elementary School

Emergency Contact Form

Student's First Name: Eh Last Name: Mwee

Grade: 5th Teacher: Mrs. Jackson

In case of emergency contact.

1. Name Thu Bee Phone 1: 651-223-5938

Phone 2: 651-223-3902

2. Name: Wah Say Phone 1: 651-909-2933

Phone 2: 651-909-3924

1. What grade is Eh Mwee in?

- A. Second grade
- B. Third grade
- C. Fourth grade
- D. Fifth grade

2. Who can you call at 651-909-2933?

- A. Eh Mwee
- B. Mrs. Jackson
- C. Wah Say
- D. Thu Bee

“Talking on the Phone” Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: take a message, leave a message, read a short story about talking on the phone</p> <p>Literacy: recognize and write phone numbers; recognize key words for leave messages (ex. phone number, reason, absence, date)</p> <p>Listening/speaking: Understand key information in order to take a basic message (ex. name, phone number); Listen for and record key information, ask the speaker to repeat information; ask clarification questions</p> <p>Transition & Critical Thinking:: seek clarification in spoken communication</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 9 • Handout: My Daughter is Sick (3 pgs.) –see if copies were left yesterday • <u>Textbook:</u> <i>Stand Out 1, 2nd Ed</i>, p. 91 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 74, 113, 57 • Teacher script: I Can’t Come to School Today • She is Sick picture prompts (1-11) –see if copies were left yesterday
Lesson Plan	
<p>Warm up for today’s Lesson <u>Description:</u> practice careful listening and pronunciation in the “Whispering Game” <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, p. 74</p> <p>Review of Previous Lessons <u>Description:</u> practice saying and writing telephone numbers <u>Materials/Prep:</u> copies of <i>Basic Grammar in Action</i>, p. 9</p> <p>Activity 1: Listening and Speaking, Literacy <u>Description:</u> learners record key information from phone messages <u>Materials/Prep:</u> 1 copy of teacher script “I can’t come to school today.”</p> <p>Activity 2: Life skill, Literacy, Listening and Speaking <u>Description:</u> recall details from yesterday’s story and build awareness of letter/sound relationships <u>Materials/Prep:</u> copies of My Daughter is Sick for learners who were absent yesterday, single copies of She is Sick pictures prompts (1-11), ESL Volunteer Tutor Manual, 2012, p. 113.</p> <p>Activity 3: Life Skill, Literacy, Listening & Speaking, Transitions <u>Description:</u> leaving and recording messages <u>Materials/Prep:</u> copies of <i>Stand Out 1, 2nd Ed.</i>, p. 91</p> <p>Activity 4: Checking for Understanding <u>Description:</u> circle drill in which learners ask and answer the question, “What did you learn today?” <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, p. 57</p>	

Teacher Directions: Activity 1: Listening & Speaking, Literacy

-I can't come to school today (teacher listening script)

Step 1: Context

"Sometimes you can't come to school. Why?"

"Do you call your school? What do you say?"

Step 2: Listening for Specific Information

Write on the board: **Student's Name**

"I am going to read a telephone message. Listen for the student's name. Write the student's name in your notebook. If you don't know the spelling, don't worry, just write what you think."

Read the script for number one (repeat if necessary)

Learners check with a partner.

Teacher confirms the correct answer.

Write on the board: **class/grade**

"I'm going to read the same message again. Listen for the class or grade. Write it in your notebook."

Read the script for number one (repeat if necessary)

Learners check with a partner.

Teacher confirms the correct answer.

Write on the board: **Reason**

"Reason means WHY you can't come to school. I'm going to read the same message again. Listen for the reason, write it in your notebook."

Repeat with messages 2-5

Need a challenge?: Instead of listening for each piece of information separately, learners listen for all three. Set a limit as to how many times you will repeat each message. Increase the speed of your reading. Read as authentically as possible and challenge learners to keep up.

Teacher Directions: Activity 2: Life skill, Literacy, Listening & Speaking

-She is Sick (picture prompts 1-11)

-My Daughter is Sick (learner copies –may have copies from yesterday)

Step 1: Review

(without the story in front of them) show each of the picture prompts and ask “What did you read yesterday? What do you remember about the story?”

Elicit as much language as possible.

Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don’t understand

Step 3: Teacher reads, Learners Follow

Step 4: Learners Read with a Partner

Step 5: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual Letter/Sound Drill, p. 113

The target spelling/sound for this story is “er,” as in “her”

Teacher note: There are many different spellings of this sound in English. The most common spelling is ER. Do not introduce or point out additional spellings of this sound. If learners identify other spellings of the sound, acknowledge them but let them know that we’re only practicing the spelling “er” today.

Teacher Directions: Activity 3: Life Skills, Literacy, Listening & Speaking,

Transitions **-Stand Out 1, 2nd Ed. P. 91**

Step 1: Context

“Sometimes you call. There is no answer. Do you leave a message?”

“Who do you leave messages for?”

“What information do you say?”

Step 2: Guided Practice

Complete p. 91 as indicated.

“I can’t come to school today”

She is sick: picture 1



My Daughter is Sick



The little girl wakes up in the morning.
She has a headache.
She has a stomachache.
Her mom takes her temperature.



The little girl is sick.
She has a fever.
She needs to stay in bed all day.



The little girl goes to Ulice Elementary School.
She is in third grade.
Today she can't go to school.



Her mother calls the school to leave a message.
She listens. She pushes button number 1.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 38

Beginning Phone Unit

LISTENING SCRIPT

Students record in notebooks:

- **Student's name**
- **Class/grade**
- **Reason for absence**

1. (beep!) Hi This is Anna Sanchez. I'm in the level C class. I can't come to school today because I have a meeting with my job counselor. I'll be back in school tomorrow. If you have any questions you can call me at 651-889-3429.
2. (beep!) Good morning. My name is Min Tin. I'm sorry my son, Eric Paw, can't come to school this morning. He has a dentist appointment. His teacher's name is Mr. Jones. He's in 3rd grade. He will come back to school after lunch.
3. (beep!) Hello. I'm calling about my daughter, May Yang. She has a fever this morning so she is staying at home. She's in Mrs. Lee's kindergarten class. If you have any questions my number is 651-330-4493.
4. (beep!) Hi, can you please tell Mr. Daniels that my son Jason Paul cannot come to school today. Jason is a senior and he is going to a college meeting today.
5. (beep!) Hello, my name is Tim Carlos. I don't have any childcare today so I have to stay home with my children. Hopefully I will come back to school on Monday. I'm in Level A. My teacher is Andrea. Thank you. Have a good day.

“Talking on the Phone” Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Take a message</p> <p>Literacy: fill out a simple message form, including reason for the call, caller’s phone number, caller’s name and “taken by”, time of message</p> <p>Listening/speaking: listen for and record key information,</p> <p>Transition & Critical Thinking: Analyze miscommunications</p> <p>Grammar: Distinguish subject and object pronouns (ex. “She called.” “She wants you to call her back.”)</p> <p>Grammar: Use the separable transitive phrasal verbs look up and call back with an object (ex. “Look up the number/Look it up” and “Call your teacher back/Call back your teacher.”)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: My Daughter Is Sick -see if copies were left yesterday • Handout: While You Were Out • Handout: Call Him Back <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p.148 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Post-It notes • <i>Stand Out 1, 2nd Ed</i> –CD 2, Track 11 • CD Player • See activity 2 instructions

Lesson Plan

Warm up for today’s Lesson

Description: respond to the question “How many times do you speak English on the phone each day?”

Materials/Prep: post-it notes, ESL Volunteer Tutor Manual, 2012, **Post-It Chart**, p. 148.

Review of Previous Lessons

Description: learners sequence details from yesterday’s story and role-play parts of the story

Materials/Prep: copies of **My Daughter is Sick** for learners who were absent yesterday

Activity 1: Life skill, Listening & Speaking, Literacy

Description: record phone messages on a message form

Materials/Prep: *Stand Out 1, 2nd Ed.* –CD 2, Track 11 or script for page 97. Copies of **While You Were Out**

Activity 1: Grammar

Description: learners practice using object pronouns with “call back”

Materials/Prep: Copies of **Call Him Back**

Activity 3: Technology

Description: look for telephone numbers online

Materials/Prep: see activity instructions for options, discuss available technology with your Coordinator

Activity 4: Checking for Understanding

Description: recall each of the activities you did today. Everyone in the class rates their understanding of the activity with simple hand gestures

Materials/Prep: (none)

Teacher Directions: Review of Previous Lesson -My Daughter is Sick

Step 1: Review

Ask learners to take out copies of “My Daughter is Sick” –from Tuesday and Wednesday’s lessons.

Teacher reads and learners follow.


Learners read with a partner.

Step 2: Role-Play


Role play the action in the story. 1 person is the mother and 1 person is the school receptionist. For added drama you can even ask 1 person to be the daughter.

Learners may read from the dialogue portions of the story or act out the situation in their own words for added challenge.


My Daughter is Sick




The little girl wakes up in the morning.
She has a headache.
She has a stomachache.
Her mom takes her temperature.



The little girl is sick.
She has a fever.
She needs to stay in bed all day.



The little girl goes to school.
She is in third grade.
Today she can't go to school.



Her mother calls the school to leave a message.
She listens, pushes buttons number 1.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 28 Beginning Phone Unit

Teacher Directions: Activity 1: Life skills, Listening & Speaking, Literacy

-While You Were Out and *Stand Out 1, 2nd Ed.* –CD2, Track 11

Step 1: Context

“At work, sometimes people write messages on special forms.”

Look at the message form as a class. Call out specific pieces of information and have everyone point to that part of the form. (ex. “Where do you write today’s date?” “Where do you write the reason.”)

Step 2: Structured Practice

Play track 11 from CD 2 or read the teacher script. Learners will record the information in the message form. Plan to play the message more than once.

Do the first message together as a class using a projector to model how to fill out the form.

After they have recorded the information from the CD. Make sure everyone fills in the date, time, taken by, and checks the action needed (ex. return call) on each form.

While You Were Out

Listen to the CD. Write the messages on the form.

Message			
To:	Time:		
Date:	WHILE YOU WERE OUT		
Caller Name:			
Phone Number:	Please return call	Should be:	Run
	100 call again		
Message:			
Taken By:			

Message			
To:	Time:		
Date:	WHILE YOU WERE OUT		
Caller Name:			
Phone Number:	Please return call	Should be:	Run
	100 call again		
Message:			
Taken By:			

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 40 Beginning Phone Unit

Teacher Directions: Activity 2: Grammar

-Call Him Back

Step 1: Context

Write on the board: **call back**

Discuss meaning (in the context of phone messages)

Step 2: Guided Practice

Read the example sentences in the box. (you may want to draw pictures or have students act out each person calling and leaving a message to illustrate the sentence).

Teacher reads the words in the chart and learners repeat.

Complete the fill-in-the-blank activity independently, in groups, or as a class depending on level.

Step 3: Independent Practice

Write on the board: You need to call _____ back.

Ask 2 learners to come to the front of the room. Give one a telephone prop. Ask that learner to “call” one of the other learners. He/she only needs to give their name and phone number. The learner answering the phone takes a message (writes down the name and phone number).

Ask the “caller” to sit down. Call a third learner to the front of the room. Have the message taker give the message to that person. They should say the sentence on the board, filling in he/she depending on the gender of the caller.

Repeat several times with different learners.

Call Him Back

Call back is a verb with two words. When someone calls you and leaves a message you usually call back. Read the examples below with your teacher.

Anita is not home? Okay. I will call back later.

David called. He wants you to call him back.

Amy called. You need to call her back.

This is Jessica. My number is 651-793-4423. Can you call me back?

I	me
he	him
she	her
we	us
they	them

Write the correct word in the sentences below.

- I called you three times. Please call _____ back.
- Mary called yesterday. She wants you to call _____ back.
- Your mother and father called. They are worried. Call _____ back.
- We called you but you didn't call _____ back.
- Mr. Johnson called. Did you call _____ back?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 44 Beginning Phone Unit

Teacher Directions: Activity 3: Technology

Access to computers, Internet, and printing varies by learning center. The goal of this activity is to familiarize learners with searching for organizations or businesses contact information online.

Talk with your Learning Center Coordinator about technology access where you teach and then choose from the options below.

OPTION 1: (if you have access to a computer lab or computers in the classroom)

Step 1: Context and Teacher Modeling

Suggest a scenario: You want to call the library to know what times it is open.

Where do you look for the telephone number? (in a phone book, call information, look on the Internet)

Model how to open the Internet, type “library Minneapolis” (or other city depending on learning center), and click on links to find the phone number of the library near your location. As you do each step, say aloud what you are doing and **why**.

For example: “I type library and then I type Minneapolis because I don’t want information about libraries in other cities. I press the Enter key so the computer knows that I am finished typing. Now I see a lot of information but I don’t see a phone number. I’m going to click on the first link (the blue words are links). I still don’t see a phone number. I want more information. I’m going to click on “Library Information” etc.

If your learners have very low listening comprehension, plan to show the same example multiple times.

Step 2: Independent Practice

In pairs learners practice searching for locations that may be of interest to them. Here are some ideas:

- Libraries
- Como zoo
- A local swimming pool
- Stores they visit regularly or are near the learning center
- Government or non-profit agencies they work with
- Solicit additional ideas from learners

OPTION2: (if you have access to a single computer with Internet in the classroom)

Complete the steps described above but do step 2 as a class, possibly inviting learners to the front of the room to lead some parts of the process.

OPTION 3: (if you have no access to computers during class time).

Before class, do an Internet search such as “Target Store Saint Paul” that will yield a list of locations on the first page. Something like this...

[Target : Store Locator : State Results](#)
sites.target.com/site/en/spot/state_results.jsp?state=MN
70+ items – find a **store** · Weekly Ad · GiftCards · registries. **Target** Wedding ...

Store Name	Address	City/State/ZIP	Phone
Alexandria	4404 Highway 29 S	Alexandria, MN 56308	(320) 763-6661
Bemidji	2100 Paul Bunyan Dr NW	Bemidji, MN 56601	(218) 759-0820

[Places for target store near St Paul, MN](#)

[Target Clinic](#)
www.target.com
Google+ page

[Target](#)
www.target.com
Score: **18** / 30 - 13 Google reviews

[Target](#)
www.target.com
3 Google reviews

More results near **St Paul, MN** »

[Target : Store Locator : Store Details](#)
sites.target.com/site/en/spot/store_details.jsp?storeNumber...
Target Home Page ... **St Paul** Midway SuperTarget. 1300 University Ave W **Saint Paul, MN** ... A complete grocery **store** including a full-service deli and bakery.

A 7200 Valley Creek Plz
Woodbury
(651) 735-7083

B 1300 University Avenue
West
Saint Paul
(651) 642-1146

C 2199 Minnesota 38
Saint Paul
(651) 779-5986

Print copies of 2-3 search pages like this.

Distribute copies to learners, explaining how you created these papers (ie. I opened the Internet and typed the words “Target Store Saint Paul.”)

Call out specific information for the learners to find.

Learners circle the information on their paper.

My Daughter is Sick



The little girl wakes up in the morning.

She has a headache.

She has a stomachache.

Her mom takes her temperature.



The little girl is sick.

She has a fever.

She needs to stay in bed all day.



The little girl goes to Utica Elementary School.

She is in third grade.

Today she can't go to school.



Her mother calls the school to leave a message.

She listens, then pushes button number 1.

*My name is
Lora Smith.
I am calling
about my
daughter.*



The mother waits for the beep.

Then she says her name.

She says that she is calling about her
daughter.

*Her name is
Kate Smith.
It is spelled
K-A-T-E*



The mother says her daughter's
name.

She spells her daughter's name.

She speaks loudly and slowly.

*She is in
third grade.
Her teacher
is Mrs. Lee.*



The mother says her daughter's
grade.

She says her daughter's teacher.

*Today she
has a fever.
She will go
to school
tomorrow if
she feels*



The mother says her daughter's
problem.

She says when she will come back to
school.

*My phone
number is
(651)397-
2296.
Thank you.*



The mother says her phone number.

She says thank you, and hangs up the phone.

The school office will tell the teacher that Kate Smith is sick today.

Answer the questions about the story.

7. What is the daughter's name? _____
8. What is the mother's phone number? _____
9. Where does Kate go to school? _____
10. What is her teacher's name? _____
11. Why will Kate stay home today? _____
12. Do you think it's good for parents to call their child's school? _____

Adapted from Andrea
Echelberger, MLC, 2012

While You Were Out

Listen to the CD. Write the messages on the form.

Message			
To:			
Date:		Time:	
<i>WHILE YOU WERE OUT</i>			
Callers Name:			
Phone Number:			
	Please return call		Stopped By
	Will call again		Rush
Message:			
Taken by:			

Message			
To:			
Date:		Time:	
<i>WHILE YOU WERE OUT</i>			
Callers Name:			
Phone Number:			
	Please return call		Stopped By
	Will call again		Rush
Message:			
Taken by:			

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Taken by:			

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2. Mary called yesterday. She wants you to call _____ back.
3. Your mother and father called. They are worried. Call _____ back.
4. We called you but you didn't call _____ back.
5. Mr. Johnson called. Did you call _____ back?