

**Kathy Sherwick & Rebecca Brahm**  
**No Pets on the Bus! A Family Literacy Experience**

**A. Profile of the Students**

1. Type of ESOL class: family literacy course
2. Age of students: adult mixed
3. Grade level: adult
4. Maryland Content Standards for Adult ESL/ESOL levels – low intermediate
5. Reading level: Beginning

**B. Source of Reading**

University of Pennsylvania, (n.d.). No pets on the bus. In *The reading road. Chapter 2: CVC words*. (Pg. 26-36) Retrieved from:  
<http://www.ling.upenn.edu/pri/pdfs/rr2.pdf>

**C. Background Knowledge**

- Meaning of the word “pet”
- What typical pets are – dogs, cats, rabbits, hamsters, etc.
- Dialogue – a conversation between two or more people
- What a dialogue looks like in text
- Tier 1 vocabulary: gum drop, pocket
- There are rules about riding a school bus

**D. Content Objectives** (write 3-5 objectives)

By the end of the lesson, the students will be able to:

1. Describe typical pets
2. Tell what the rules are about having pets on a school bus
3. Explain what a dialogue is and how to identify it in text
4. Participate in a role play of dialogue from text

**E. Reading Skills**

1. Read with expression and clarity
2. Decodes words phonetically.
3. Scan for specific information.

**F. Word Analysis Skills**

1. Sound and spelling words with short vowel i and compare to long e sound
2. Understand what a consonant digraph is (ck in ba’ck’, ‘pocket’)

**G. Language Objectives**

Per Maryland Content Standards for Adult ESL/ESOL Low Intermediate students.  
(<http://www.dllr.state.md.us/gedmd/cs/eslcs.pdf>).

**Reading:**

Apply sound/symbol relationships to decode new word in context.

**Writing:**

Write simple sentences from dictation.

**Speaking:**

Participate in routine social conversations in familiar contexts (e.g., shopping, employment, school).

**Listening:**

Follow simple two-step directions and instructions with some detail.  
Respond to statements, questions and commands using some expanded vocabulary.

**Grammar:**

Present perfect tense in high frequency situations.

**Pronunciation:**

Intonation difference for questions and sentences.

## H. Teaching the Lesson

### Introduction

**5 minutes**

Teacher 1 (T1) introduces intern-teacher (T2) to class and explains that T2 will be helping to present the lesson that evening. T1 writes on board the plan for the evening [Short /i/, compare to long /e/, digraph /ck/, story -- dialogue, role play] and as she writes says: “We are looking at the short /i/ and compare it with long /e/ sounds tonight and another sound called a consonant digraph. A digraph is when two consonants combine to make one sound, like the /k/ sound in “sock.” [T1 writes ‘sock’ on the board and underlines “ck” as the word is said – stressing the /k/ sound] T1 continues: “We are also going to be reading a short story that has a dialogue and we will be acting it out for the children at the end of this class.”

### A. T1 Presentation (practice – application – activities)

**30 minutes**

1. **Ask** students if they know what a dialogue is.
2. **Ss answer** in complete sentences or utterances.
3. T1: “Ok, let’s look at the story to find examples of the dialogue.” Copies of the story are passed out to the students and teacher **asks** students to identify the dialogue.
4. **Ss answer in complete sentence:** “Dialogue is when people are talking to each other.”
5. T1: “Yes, a dialogue is when people are talking to each other. It’s a conversation. In this story, we have Johnny, Miguel and Linda talking to each other. On the first page of this story Miguel and Johnny are talking to each other as they ride the school bus. T2 and I will read this dialogue while you follow along in your copy.”
6. T1 and T2 **model** reading the dialogue. [explain any unknown vocabulary]

7. T1 tells class “We will first look at the short /i/ and long /e/ sounds and the digraph /ck/ before you practice with the role play of this story. This will give you more time to become familiar with the story.
8. T1 uses the Color Vowel Chart (Karen Taylor and Shirley Thompson [www.colorvowelchart.org](http://www.colorvowelchart.org)) to introduce the short vowel sound of /i/ and long vowel sound of /e/<http://colorvowelchart.org/index.php/empty-menu/2-sub/76-glancechart>
9. T1 shows Ss flashcards with pictures and words to show short vowel /i/ sound in context and asks Ss to **repeat** the words several times.
10. T1 shows Ss flashcards with pictures and words to show minimal pairs for short vowel /i/ and long vowel /e/ and asks the Ss to **repeat** the words several times.
11. T1 instructs Ss: “It’s important to listen and pronounce these sounds carefully because it’s easy to mix them up when you are speaking.”
12. Practice: T1 writes /it/ on board. “Let’s use our word math skills. If I write just /it/ on the board, can I add another letter before /it/ to make words that have a short /i/ sound? We will just look for CVC words right now.” T1 writes the alphabet on the board. What words can we make?”
13. Ss **answer in utterances**: bit, fit, sit, hit, kit, lit, pit,
14. Practice: Worksheets – p. 21 of Reading Road chapter [**Ss repeat skills taught.**].
15. T1 instructs Ss: “On p. 21 you can see we have /it/ and /ip/, the short vowel /i/ sound when paired with other letters can make more words. First, say /it/. Now say /ip/. Do they sound different or the same?”
16. Ss **reflect and answer**: same, different.
17. T1 assists with any pronunciation or hearing difficulties.
18. T1 instructs Ss: We have already practiced word math with /it/, now read the words you can make with /ip/ with me.” [**T1 models language.**] T1 instructs Ss: Now read the sentence on the bottom silently.” T1 instructs: “Now read the sentence out loud.”
19. T1 instructs Ss: Please scan the words on the first page (p. 26) of the story and tell me which have the short vowel /i/ sound? “I’ll write them on the board.” **T1 does comprehension check.**
20. Ss: **answer in utterances**: is, in, Bip

**B. T2 Presentation (practice – application – activities)**

**30 minutes**

1. T2: “Now we will take a look at the digraph /ck/.”
2. T2: **asks question**: “What did we say a consonant digraph was?” – **T2 does comprehension check.**
3. Ss: **Reflect and Answer in complete sentence**: “A digraph is when two consonants together make one sound.”
4. T2: “Yes, two consonants together make one sound. Other digraphs found in English are: gh, ph, kn, wh, sh, th, ~~th~~, wr. [T2 writes these on the board]. “Words with these digraphs are: ghost, phone, know, who, ship, thin, then, wreck” [T2 writes these words next to associated digraph.] You will learn these in later lessons.
5. T2: “Today we will practice with the digraph ‘ck.’ [Handout “A note about –ck”] In the sheet I just gave you, the words that end in /ck/ have the /k/ sound. T2 writes ‘ck’ on the board. Ss review the handout. T2 **asks question**: “What are the ‘ck’ words?”

6. Ss **answer in utterances**: “sick, kick, back, sock” [T2 writes these words on the board in 3 columns – for /i/, /a/ and /o/ sounds.]
7. T2 directs Ss: “Now, scan through “No Pets on the Bus” and find words that have ‘ck’ in them. Not every word will have the ‘ck’ at the end of the word, but most will. Tell me the words and I will write them on the board.”
8. Students **answer** with the words they find: bick, tick, vick, pocket, nick, zick, back. [T2 writes words on board under correct column.]
9. T2: “Write the words on the board into your notebook. Do you notice that I have placed the words in 3 columns on the board? Can anyone tell me what is same and what is different about these words?” **T2 does comprehension check.**
10. Ss: **Reflect and answer in complete sentences**: “The words are the same because they all have ‘ck.’ The words are different because they have different vowels - /i/, /a/, /o/.
11. T2: “Yes, you are right. They have same digraph, ‘ck,’ but some words have a different vowel. Listen as I read the words [**T2 models language.**] Now, repeat the words with me. [Ss **repeat** words with T2 - **repeat skills** (pronunciation) **taught**]
12. T2 **asks question**: “Do you understand the meaning of these words? Some of these words are called ‘nonsense words.’ Does anyone know what I mean by “nonsense words?” **T2 does comprehension check.**
13. Ss: **reflect and answer in utterances**: “words are made up and don’t have a real meaning”
14. T2: “Yes, you won’t find the words in the dictionary. They are the imagined or made-up sounds that the rat makes. Now, let’s practice making some words with the digraph /ck/, other consonants and short vowels /a/, /e/, /i/, and /o/.”
15. T2 Hands out a set of digraph /ck/, vowel and consonant cards to pairs of students. **T2 models language** by creating a few different words using the cards (via the projector) and phonetically sounding out word as it is formed. Instructs Ss to work in pairs [**use different task to communicate**] to form the words spoken by T2, sounding out the word as they create it [Ss listen to T2 say the word and then **repeat** the word aloud while **repeating skill taught** of forming the word with the cards].
16. T2: “Now change partners and we will make a few more words.” Ss **repeat skill taught**, working with a new partner.
17. T2: “Ok, great. Now that you have practiced putting the words together with the cards, let’s now use our pencil and paper to use some of these words to make sentences.” T2 directs Ss to take out a piece of paper and pencil so they can write (**communicate**) a few sentences. T2 dictates the following sentences:

Get back in the seat.  
He is in your pocket.  
Bip is on the rock.

18. T2: Asks for volunteers to write the sentences on the board. Reviews sentences with the Ss by reading aloud [**T2 models language**] and asking Ss to **repeat** the sentence aloud. T2 and class correct sentences for spelling and punctuation .
19. T2: Hands out to students: Cloze activity for /ck/. Collects when done. (**T2 does comprehension check**).

**C. T1 & T2 Presentation (practice – application – activities)**

**45 minutes**

1. T1: Now we will perform the role play that you will act out at the end of this class for your children. [T1, T2, and two student aides dramatically read and act out the story – **model language**]
2. T2: **Asks question**: “Can you think of two to three sentences to summarize this story? Write your sentences and share [**communicate**] with a partner.” Ss **reflect** and then write two or three sentences that **summarize** the story and share their summary with a partner. Have a volunteer from each group **narrate** the story to class. [**T1&2 do comprehension check**].
3. T2 asks students: “Please get in groups of 4 and choose which role you want in the story. Whichever role you choose, you will need to read the lines for that role. The lines are the sentences that each character reads in the story. Practice reading your lines while you act out the story. Each group will have a rehearsal before the class. Then, when your children come in, you will act out the story for them.”
4. Ss: **Ask questions** about how to perform role-play.
5. **Ss use different tasks to communicate**: get in groups and discuss which character they will role-play. Ss read out loud their lines in their group practice. Each group rehearses before the class. T1 and T2 circulate to assist.

**Conclusion:**

1. T1: “Today we have looked at the short vowel /i/, long /e/ sound and the digraph /ck/. We also have read a dialogue and learned about rules for pets on a school bus. You have practiced your acting skills and your reading, speaking and listening skills as you role played the story. After you act out the story for the children, take the story home with you and help your child practice role playing this story with you. As you leave, make sure you take some gum drops – kids eat gum drops, but maybe not in your car!
2. Role Play for Children [Parents use role play to **communicate** the story to the children.]
3. If there is time, allow the children to perform role play for the parents.

**Assessment/Evaluation:**

Dictation of sentences with short vowel /i/, long /e/ and digraph /ck/ (informal)  
Cloze activity for /ck/ digraph (formal)  
Ss ability to perform role play (informal)

**Materials – visuals – handouts**

Copy of story for each student

White board/markers/eraser

Projector

Gum Drops

Box, stuffed animal rat

Sort cards for short /i/, long /e/

Sort cards for /ck/

A Note about –ck handout; Cloze activity for /ck/