

Literacy Volunteers of Maine
ESoL/ EL Civics/ABE Curriculum Development Project

Lesson Title: Ordering and Comparing Numbers

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Literacy Program: Literacy Volunteers-Androscoggin

Program Address: 15 Sacred Heart Place, Auburn, ME 04210

Job Type: Entry level housekeeping, retail, light industry/manufacturing

Overview: This lesson plan is for a segment of a session spent with a workplace literacy student. See full curriculum at:

This is a sample lesson plan of activities to help ESOL students prepare for entry-level jobs in our community. Pick and choose activities suitable to your student's goals and skills. These activities are designed to be adaptable to varying levels and easily modifiable to fit your unique student's skills. Start off each meeting by talking with your student, informally determining how much of the previous meeting they recall and what they want out of that day's meeting. This is also a chance to practice and assess your student's greetings and small talk skills, critical components of getting along with coworkers. This informal "chit-chat" could take anywhere from 5-10 minutes of a one hour meeting.

Each meeting might include two to four topics and should incorporate a variety of activities to develop the student's reading, speaking, and listening skills in English. Be aware that some activities may be tiring because of the amount of language included. It is okay to cover a topic repeatedly for shorter periods of time, ensuring long-term comprehension. Unfortunately some activities are straight memorization and cannot be made as engaging as other topics. Be aware of your student's engagement level and fatigue. If you are having success with an activity, do not feel like you need to stop after a given amount of time. An engaged and happy student will be a better learner!

Basic Materials that may be useful in addition to materials for activities: whiteboard with markers, notebook to take notes during your lesson and to store lesson plans for planning future sessions, index cards (covered in contact paper to preserve them for regular use), baggies, sharpies

Learning Goal(s): Understanding numbers in English. This lesson is to introduce/review American English numerical terms commonly used in the workplace.

Curriculum Area(s): Language, English, Math, Workplace Literacy

Time required: 20 minutes, or as fits the student's needs.

Materials needed: Paper, colored paper, markers, whiteboard, number cards

How will I present the information? Manipulatives, discussion, whiteboard demonstration and practice

As a result of this lesson/unit students will...

Understand number names in English.

Know: Numbers in English and how to sequence numbers.

Do (Skills): Say numbers in English, find correct number when given English name, identify numbers in English.

Pre-Assessment: Ask students to count to a randomly selected number. (Choose a specific number otherwise your student may want to keep counting.) Or, ask your student to count within a certain range such as 23-38). If this is difficult for your student(s), you will need to go back to a basic lesson on numbers in English.

Steps in the Lesson: Students are encouraged to work together in English.

Activity – Ordering Numbers

Write individual numbers up to 50 on cards or print the page that follows and cut and paste the numbers onto cards. Have the student(s) practice saying the numbers aloud. Pull random cards and ask your student to put them in order. If working with a class, give each student a number and ask them to put themselves in order based on their card.

Activity – Comparing Numbers

Write different numbers on a white board to compare them. Example: 236 vs. 263. If necessary, start working with single and double-digit numbers. Have your student tell you if

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the numbers are the same or different, writing the numbers one below the other, making comparison easier. Work your way up to larger numbers containing at least eight digits. If necessary to help your student see numbers more easily, type numbers ahead of time using a font size large enough for students to see.

Wrap up: Express the positives that the student(s) have achieved.

Post-Assessment: Review what the student has learned in these activities. They may need to be reviewed during future meetings.

Additional Resources: *Workplace Literacy Curriculum*; and *Free Math Worksheets* – This website has a variety of worksheets and activities for practicing numbers in different contexts, including time, money, and scheduling: <http://www.freemathworksheets.net>

1 2 3 4 5
6 7 8 9 10
11 12 13 14 15
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21 22 23 24 25
26 27 28 29 30
31 32 33 34 35
36 37 38 39 40
41 42 43 44 45
46 47 48 49 50