Curb Appeal
Lesson Three: Walkways

Facilitator Guide

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Lifeskill Objective: Learners will identify types of walkway materials and describe locations at a job site.

EFF Skills: Read with Understanding, Speak So Others Can Understand, Listen Actively, Cooperate with Others, Take Responsibility for Learning

SCANS Skills: Interpersonal (work with others; participate as member of a team; work with diversity) Information (acquire and evaluate information)

Lesson Length: 2 hours

Tools

Realia: Various walkway materials discussed in lesson, e.g., bricks, slate, stone, etc., if available, or pictures showing various walkways from catalogs or brochures

Laying the Foundation: Walkway Pictures--can be copied to overhead if desired

Activity #1: Walkway Pictures Cards--multiple sets for pair activity
Walkway Pictures Handout
Walkway Word Cards
Blank Paper

Activity #2: Vocabulary Handout A
Vocabulary Handout B

Activity #3: Walkway Conversation Handout

Activity #4: Walkway Pictures
Blank Paper
Target Vocabulary

Nouns:

Type
path            sidewalk            walkway
Materials
brick              concrete              flagstone              paver              slate
stone            tile              wood
Patterns
engraved              grooved              herringbone              interlocking              stained

Prepositions:
behind              between              far from              in front of              near
next to
## Laying the Foundation
### Warm-Up / Presentation

<table>
<thead>
<tr>
<th>Actions</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask learners questions to elicit background information, such as:</td>
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</tbody>
</table>
|   - How many students drove to school today?  
   Where did you park? (parking lot)  
   - How many took the bus?  
   - How many walked to school?  
   - When you came from the parking lot or street into the school, what did you walk on? (sidewalk or walkway) | **Markers**  
**Overhead or Whiteboard** |
| 2. Tell learners that today they will learn about walkways/sidewalks/paths. Draw a picture of the school on the board or overhead, indicating where the sidewalk or walkway is located. Label the picture. Include other items in your environment, such as trees, main entrance, bicycle rack, store, bus station, street, shrubs, flowers, etc. | **Markers**  
**Overhead or Whiteboard** |
| 3. Using the picture of the school on the board, introduce prepositions of location such as: next to, between, in front of, behind, near, far from. | **Markers**  
**Overhead or Whiteboard** |

Write them on the board and point to the appropriate preposition as you give an example. For example:

- The school is next to CVS Pharmacy.
- The trees are between the school and the sidewalk.
- The parking lot is in front of the school.
- The playground is behind the school.
- The bicycle rack is near the main entrance.
- The sidewalk is far from the bus stop.
Actions

Practice the prepositions by using objects in the classroom. Ask students:

- Is Victor next to Alfredo?
- Who is sitting between Victor and Alicia?
- Who is sitting in front of the teacher’s desk?
- Who is sitting near the window?

Encourage higher level students to ask questions using the prepositions.

4. Using the visual of the Concrete Walkway from the set of Walkway Pictures, begin to introduce students to the types of materials used in walkways. Show the visual and ask students:

- Where is the man? (He is in front of the garage. He is next to the tree.)
- Where is the house? (It is next to the garage.)

Write the title Walkway on the board. Elicit from students and/or provide other ways to say walkway, e.g., sidewalk or path.

Make a chart on the board labeled Types of Materials. Then, pointing to the walkway in this picture, ask about the types of material used for the sidewalk; e.g., "What kind of walkway is this?" Elicit responses from students. Say, "This is a concrete walkway." Ask students to repeat, "This is a concrete walkway." Write concrete on the board. Show the other Walkway Pictures, and ask students about the walkway materials. Provide the correct responses, write them on the board, and have students repeat each type of material.

Add another column to the chart labeled Patterns. Using the Walkway Pictures and/or realia, introduce the vocabulary for various types of patterns; e.g., grooved, engraved, etc.

Materials

Markers
Overhead or Whiteboard
Walkway Pictures–Concrete Walkway
Walkway Pictures
Realia
Building on the Foundation  
Practicing the New Language

<table>
<thead>
<tr>
<th>Actions</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity #1: Walkway Materials</strong></td>
<td><strong>Walkway Picture Cards</strong></td>
</tr>
<tr>
<td>In this activity, students practice the walkway vocabulary in pairs.</td>
<td><strong>Walkway Word Cards</strong></td>
</tr>
<tr>
<td>Put students in like-ability pairs, e.g., beginners with beginners, intermediate with intermediate.</td>
<td><strong>Walkway Pictures Handout</strong></td>
</tr>
<tr>
<td>Easy:</td>
<td><strong>Blank Paper</strong></td>
</tr>
<tr>
<td>Give each pair of students a set of the Walkway Picture Cards and the Walkway Word Cards. In pairs, students match the walkway material word with the correct picture. When students finish, they complete the Walkway Picture Handout and correct it by comparing it to the pair activity set.</td>
<td></td>
</tr>
<tr>
<td>Difficult:</td>
<td></td>
</tr>
<tr>
<td>In pairs, students write a short description of each type of walkway using the Walkway Picture Handout and a blank piece of paper. For example, students may write, &quot;This is a concrete walkway. There is a house next to the garage.&quot;</td>
<td></td>
</tr>
<tr>
<td>Circulate and assist. To complete lesson, re-group and conduct a whole group review of the types of walkways.</td>
<td></td>
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</tbody>
</table>
### Actions

**Activity #2: Vocabulary**

In this activity, learners practice writing the new vocabulary. Tell students they will work on spelling, alphabetical order, and using the words in sentences.

<table>
<thead>
<tr>
<th>Easy:</th>
<th></th>
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</thead>
</table>

Learners work individually to complete **Vocabulary Handout A**. Anyone who finishes early can try to complete **Vocabulary Handout B**.

<table>
<thead>
<tr>
<th>Difficult:</th>
<th></th>
</tr>
</thead>
</table>

Learners work individually to complete **Vocabulary Handout B**.

When finished, as a whole group, ask for volunteers to come to the board or overhead to put the words from **Handout A** in alphabetical order. Ask the higher level students to check the spelling. Then, ask for volunteers from the higher level student group to write a sentence from **Handout B** on the board. Repeat the sentences with the whole class.

**Activity #3: Walkway Conversation**

In this activity, students practice using the walkway vocabulary and prepositions at a jobsite.

Introduce the conversation by telling students they will practice a conversation between Joe, the worker, and Mrs. Sun, the homeowner. Read the **Walkway Conversation Handout** while students listen. Ask comprehension questions, such as:

- What does Mrs. Sun want Joe to build?
- Where does Mrs. Sun want it built?
- What kind of walkway does she want?
- When will Joe finish the job?
### Actions

Read the conversation again as students listen. Check comprehension again, if necessary. Then, distribute a copy of the **Conversation Handout** to students. Read the conversation again as students follow along and/or listen. Divide the class in half, and ask one half to say Joe's part and the other half to say Mrs. Sun's part of the conversation. Practice again as a whole class if necessary. Then, put students in like-ability pairs to practice the conversation again.

#### Easy:

In pairs, students practice the conversation. When finished, they switch roles so each student practices the entire conversation.

#### Difficult:

In pairs, students practice the conversation. They should switch roles so they practice the entire conversation. Then, encourage students to write a new conversation by substituting the underlined words with new ones from vocabulary practiced today. For example, Mrs. Sun might want a slate walkway next to the garage and behind the tree.

Circulate to provide assistance as needed. When finished, re-group. Ask for volunteers to present the conversation to the entire class, either the same conversation (for lower level learners) or a new conversation (higher level learners).

### Materials

**Walkway Conversation Handout**
### Actions

**Activity #4: Describing a Picture**

In this activity, students describe one of the Walkway Pictures using prepositions.

Show the Walkway Picture of the *crushed stone walkway* and demonstrate the activity for students. Ask them to describe the picture using the prepositions while you write down their descriptions on the board.

Then, show the Picture of the *grooved concrete walkway*. Learners write a description using prepositions.

#### Easy:

Learners write one word or fragments. Or, you may want to pair students and have them work together. Students may want to consult the handouts they completed.

#### Difficult:

Learners work individually to write a description.

Circulate to check comprehension. When learners finish, ask for volunteers to read their description.

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<tr>
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<tbody>
<tr>
<td><strong>Activity #4: Describing a Picture</strong></td>
<td><strong>Walkway Pictures</strong>– <em>Grooved Concrete</em></td>
</tr>
<tr>
<td></td>
<td><strong>Walkway Pictures</strong>– <em>Crushed Stone</em></td>
</tr>
<tr>
<td>In this activity, students describe one of the Walkway Pictures using prepositions.</td>
<td><strong>Blank Paper</strong></td>
</tr>
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</table>
## Finishing Work

**Extension or Out-of-Class Practice**

<table>
<thead>
<tr>
<th>Actions</th>
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<tbody>
<tr>
<td>1. Take a walk around your school building and discuss the various types of walkways discovered.</td>
<td></td>
</tr>
<tr>
<td>2. Learners describe their classroom or another picture.</td>
<td></td>
</tr>
</tbody>
</table>
Slate Walkway  Concrete Walkway  Brick Walkway

Interlocking Paver Walkway  Grooved Concrete Walkway  Stone Walkway

Herringbone Walkway  Crushed Stone Walkway
### Activity #1: Walkway Pictures
#### Key to Walkway Picture Frames

The following large versions of the Walkway Pictures are labeled by number only, to make them more useful in classroom activities. The type of walkway depicted in each picture is listed below.

<table>
<thead>
<tr>
<th>Frame #1</th>
<th>Grooved Concrete Walkway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame #2</td>
<td>Concrete Walkway</td>
</tr>
<tr>
<td>Frame #3</td>
<td>Stone Walkway</td>
</tr>
<tr>
<td>Frame #4</td>
<td>Slate Walkway</td>
</tr>
<tr>
<td>Frame #5</td>
<td>Interlocking Paver Walkway</td>
</tr>
<tr>
<td>Frame #6</td>
<td>Crushed Stone Walkway</td>
</tr>
<tr>
<td>Frame #7</td>
<td>Herringbone Walkway</td>
</tr>
<tr>
<td>Frame #8</td>
<td>Brick Walkway</td>
</tr>
<tr>
<td>concrete</td>
<td>grooved concrete</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>slate</td>
<td>brick</td>
</tr>
<tr>
<td>stone</td>
<td>crushed stone</td>
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<td>herringbone</td>
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<tr>
<td>herringbone</td>
<td>interlocking paver</td>
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Activity #2: Vocabulary

Handout A

Unscramble the letters to form a word.

1. vpaer  paver
2. wwkylaa  walkway
3. nesot  stone
4. eilt  tile
5. crkbi  brick
6. ngiitretlckon  interlocking
7. voogder  grooved
8. dsiwekal  sidewalk
9. hapt  path
10. steal  slate
11. tncocree  concrete
12. doow  wood

Put the words in alphabetical order:

brick  concrete  grooved  nterlocking  path  paver
sidewalk  slate  stone  tile  walkway  wood
Activity #2: Vocabulary

Handout B

Put the words in the correct order to make a complete sentence.

1. The is sidewalk next to road the .
   The sidewalk is next to the road.

2. walkways Stone nice are .
   Stone walkways are nice.

3. Concrete cement made is with .
   Concrete is made with cement.

4. Pavers used for pattern herringbone are a .
   Pavers are used for a herringbone pattern.

5. Slate thin a material is .
   Slate is a thin material.

6. Mrs. Sun stone a path wants behind house her .
   Mrs. Sun wants a stone path behind her house.

Write 3 new sentences using the walkway vocabulary.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________
Activity #3: Walkway Conversation

Joe: Hello. I'm Joe. Are you Mrs. Sun?

Mrs. Sun: Yes. Thanks for coming by. I want a walkway.

Joe: OK. Where do you want it built?

Mrs. Sun: Behind the garden and next to the shrubs.

Joe: OK. Do you want a cement or brick walkway?

Mrs. Sun: I want a walkway built with interlocking pavers.

Joe: I will finish the job by Friday.

Mrs. Sun: Thank you.

Joe: You're welcome.