



## **Curb Appeal Lesson Three: Walkways**

### **Facilitator Guide**

*Building Basics was paid for under an EL Civics grant from the U. S. Department of Education administered by the Virginia Department of Education. It was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred. This document was designed and created by the Virginia Adult Learning Resource Center at Virginia Commonwealth University, 817 West Franklin Street, Suite 221, P.O. Box 842037, Richmond, VA 23284-2020. It may be reproduced for nonprofit, educational purposes only.*

## Curb Appeal Walkways



### Building Plan / Blue Prints / Specs (Getting Ready to Teach)

- 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



Actions	Materials
<p>1. Ask learners questions to elicit background information, such as:</p> <ul style="list-style-type: none"> <li>➤ How many students drove to school today? Where did you park? (parking lot)</li> <li>➤ How many took the bus?</li> <li>➤ How many walked to school?</li> <li>➤ When you came from the parking lot or street into the school, what did you walk on? (sidewalk or walkway)</li> </ul>	
<p>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.</p>	<p><b>Markers</b></p> <p><b>Overhead or Whiteboard</b></p>
<p>3. Using the picture of the school on the board, introduce prepositions of location such as: <i>next to, between, in front of, behind, near, far from</i>.</p> <p>Write them on the board and point to the appropriate preposition as you give an example. For example:</p> <ul style="list-style-type: none"> <li>➤ The school is <u>next to</u> CVS Pharmacy.</li> <li>➤ The trees are <u>between</u> the school and the sidewalk.</li> <li>➤ The parking lot is <u>in front of</u> the school.</li> <li>➤ The playground is <u>behind</u> the school.</li> <li>➤ The bicycle rack is <u>near</u> the main entrance.</li> <li>➤ The sidewalk is <u>far from</u> the bus stop.</li> </ul>	<p><b>Markers</b></p> <p><b>Overhead or Whiteboard</b></p>

<b>Actions</b>	<b>Materials</b>
<p>Practice the prepositions by using objects in the classroom. Ask students:</p> <ul style="list-style-type: none"> <li>➤ Is Victor <u>next</u> to Alfredo?</li> <li>➤ Who is sitting <u>between</u> Victor and Alicia?</li> <li>➤ Who is sitting <u>in front of</u> the teacher's desk?</li> <li>➤ Who is sitting <u>near</u> the window?</li> </ul> <p>Encourage higher level students to ask questions using the prepositions.</p>	
<p>4. Using the visual of the <b>Concrete Walkway</b> from the set of <b>Walkway Pictures</b>, begin to introduce students to the types of materials used in walkways. Show the visual and ask students:</p> <ul style="list-style-type: none"> <li>➤ Where is the man? (He is in front of the garage. He is next to the tree.)</li> <li>➤ Where is the house? (It is next to the garage.)</li> </ul> <p>Write the title <b>Walkway</b> on the board. Elicit from students and/or provide other ways to say <b>walkway</b>; e.g., <b>sidewalk</b> or <b>path</b>.</p> <p>Make a chart on the board labeled <b>Types of Materials</b>. 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 <b>concrete</b> on the board. Show the other <b>Walkway Pictures</b>, and ask students about the walkway materials. Provide the correct responses, write them on the board, and have students repeat each type of material.</p> <p>Add another column to the chart labeled <b>Patterns</b>. Using the <b>Walkway Pictures</b> and/or realia, introduce the vocabulary for various types of patterns; e.g., <b>grooved</b>, <b>engraved</b>, etc.</p>	<p><b>Markers</b></p> <p><b>Overhead or Whiteboard</b></p> <p><b>Walkway Pictures–Concrete Walkway</b></p> <p><b>Walkway Pictures</b></p> <p><b>Realia</b></p>

## Building on the Foundation Practicing the New Language



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

<b>Actions</b>	<b>Materials</b>
<p><b>Activity #2: Vocabulary</b></p> <p>In this activity, learners practice writing the new vocabulary. Tell students they will work on spelling, alphabetical order, and using the words in sentences.</p> <p><b>Easy:</b> </p> <p>Learners work individually to complete <b>Vocabulary Handout A</b>. Anyone who finishes early can try to complete <b>Vocabulary Handout B</b>.</p> <p><b>Difficult:</b> </p> <p>Learners work individually to complete <b>Vocabulary Handout B</b>.</p> <p>When finished, as a whole group, ask for volunteers to come to the board or overhead to put the words from <b>Handout A</b> 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 <b>Handout B</b> on the board. Repeat the sentences with the whole class.</p>	<p><b>Vocabulary Handout A</b></p> <p><b>Vocabulary Handout B</b></p>
<p><b>Activity #3: Walkway Conversation</b></p> <p>In this activity, students practice using the walkway vocabulary and prepositions at a jobsite.</p> <p>Introduce the conversation by telling students they will practice a conversation between Joe, the worker, and Mrs. Sun, the homeowner. Read the <b>Walkway Conversation Handout</b> while students listen. Ask comprehension questions, such as:</p> <ul style="list-style-type: none"> <li>➤ What does Mrs. Sun want Joe to build?</li> <li>➤ Where does Mrs. Sun want it built?</li> <li>➤ What kind of walkway does she want?</li> <li>➤ When will Joe finish the job?</li> </ul>	<p><b>Walkway Conversation Handout</b></p>

**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	Materials
<p><b>Activity #4: Describing a Picture</b></p> <p>In this activity, students describe one of the <b>Walkway Pictures</b> using prepositions.</p> <p>Show the <b>Walkway Picture</b> of the <i>crushed stone walkway</i> and demonstrate the activity for students. Ask them to describe the picture using the prepositions while you write down their descriptions on the board.</p> <p>Then, show the <b>Picture</b> of the <i>grooved concrete walkway</i>. Learners write a description using prepositions.</p> <p><b>Easy:</b> </p> <p>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.</p> <p><b>Difficult:</b> </p> <p>Learners work individually to write a description.</p> <p>Circulate to check comprehension. When learners finish, ask for volunteers to read their description.</p>	<p><b>Walkway Pictures–Grooved Concrete</b></p> <p><b>Walkway Pictures–Crushed Stone</b></p> <p><b>Blank Paper</b></p>

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



<b>Actions</b>	<b>Materials</b>
<ol style="list-style-type: none"><li>1. Take a walk around your school building and discuss the various types of walkways discovered.</li><li>2. Learners describe their classroom or another picture.</li></ol>	

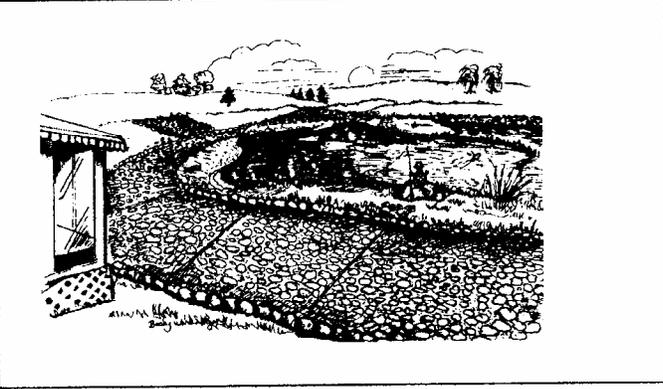
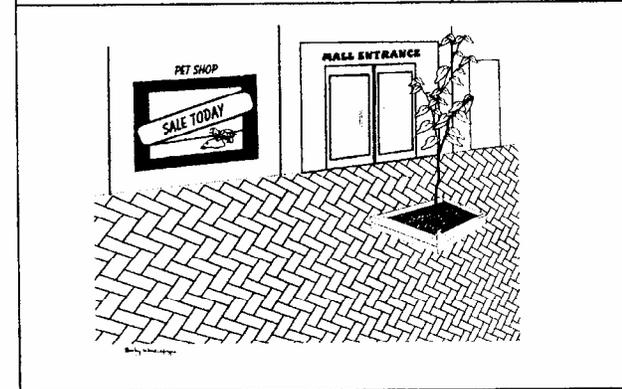
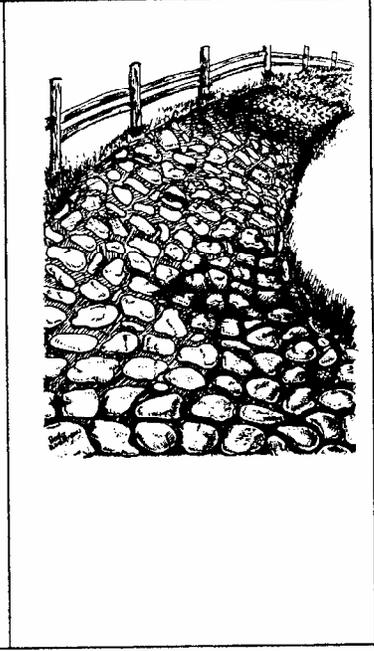
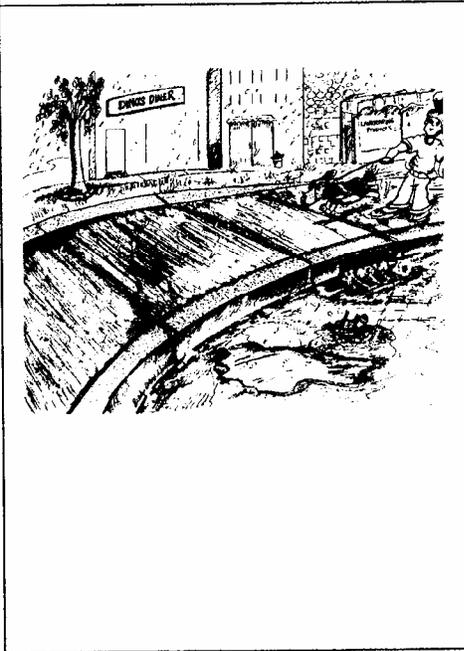
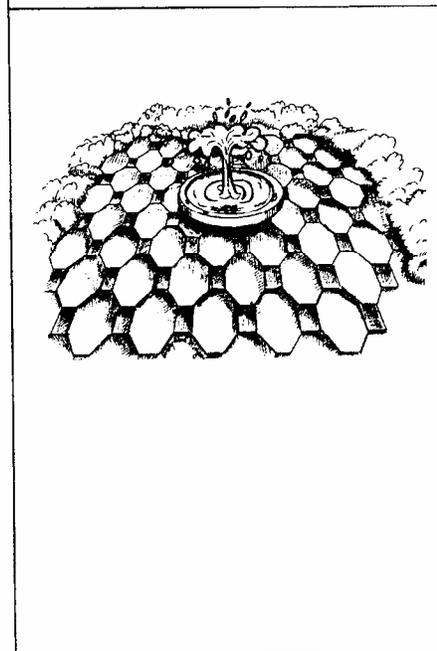
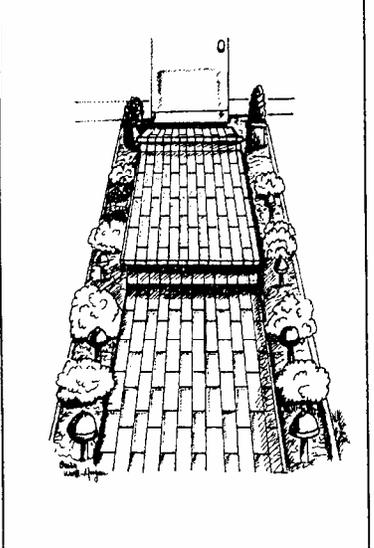
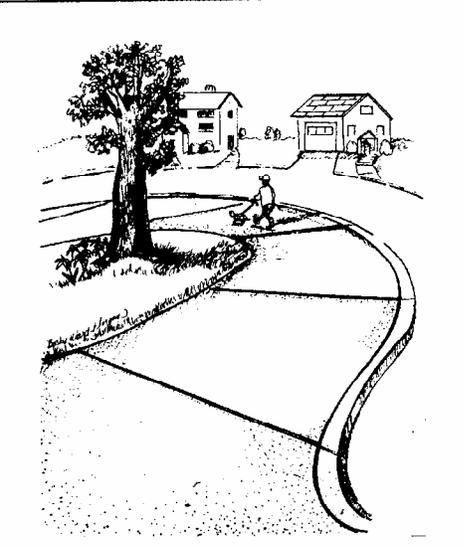
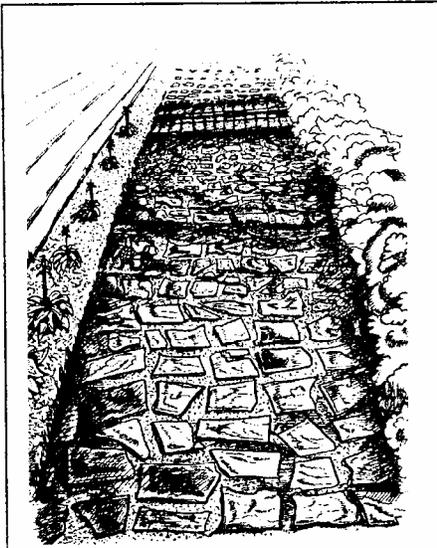


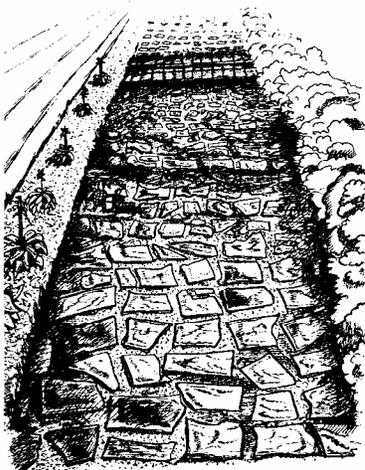
# THE VIRGINIA ADULT LEARNING RESOURCE CENTER

Virginia Commonwealth University

## **Curb Appeal Lesson Three: Walkways Facilitator Materials**

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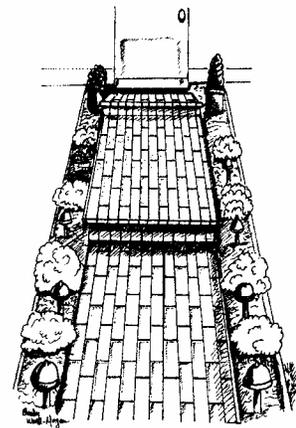




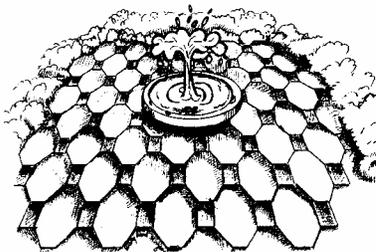
**Slate Walkway**



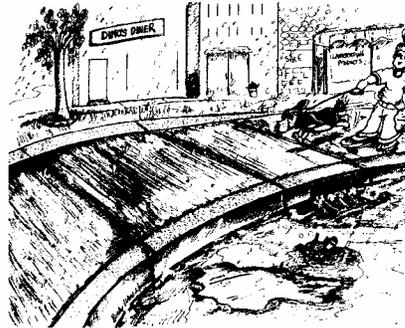
**Concrete Walkway**



**Brick Walkway**



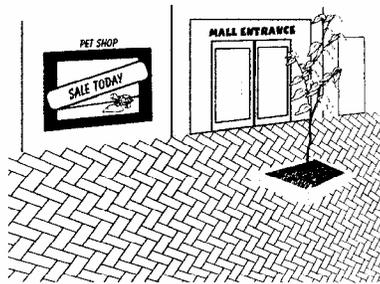
**Interlocking Paver  
Walkway**



**Grooved Concrete  
Walkway**



**Stone Walkway**



**Herringbone Walkway**

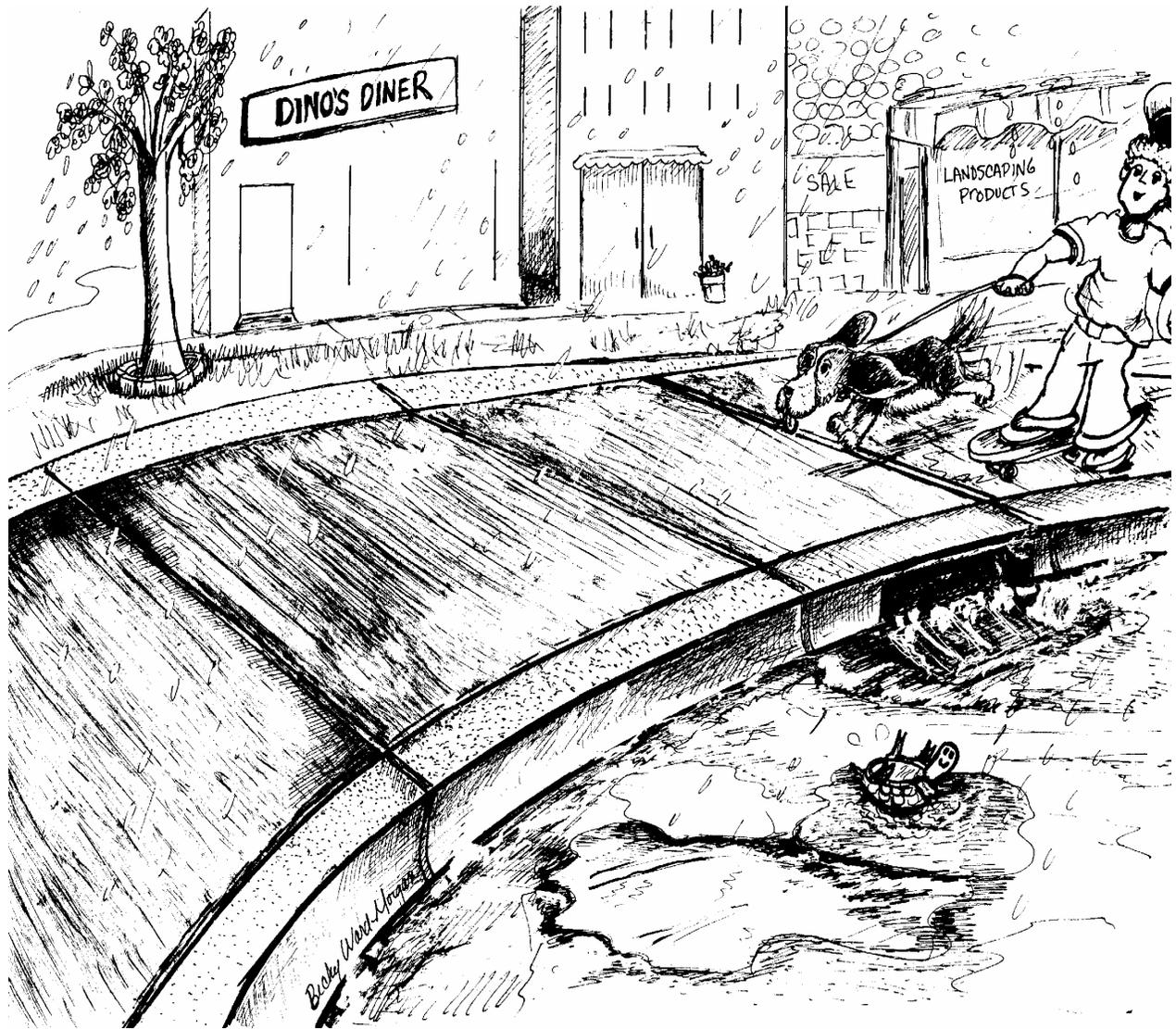


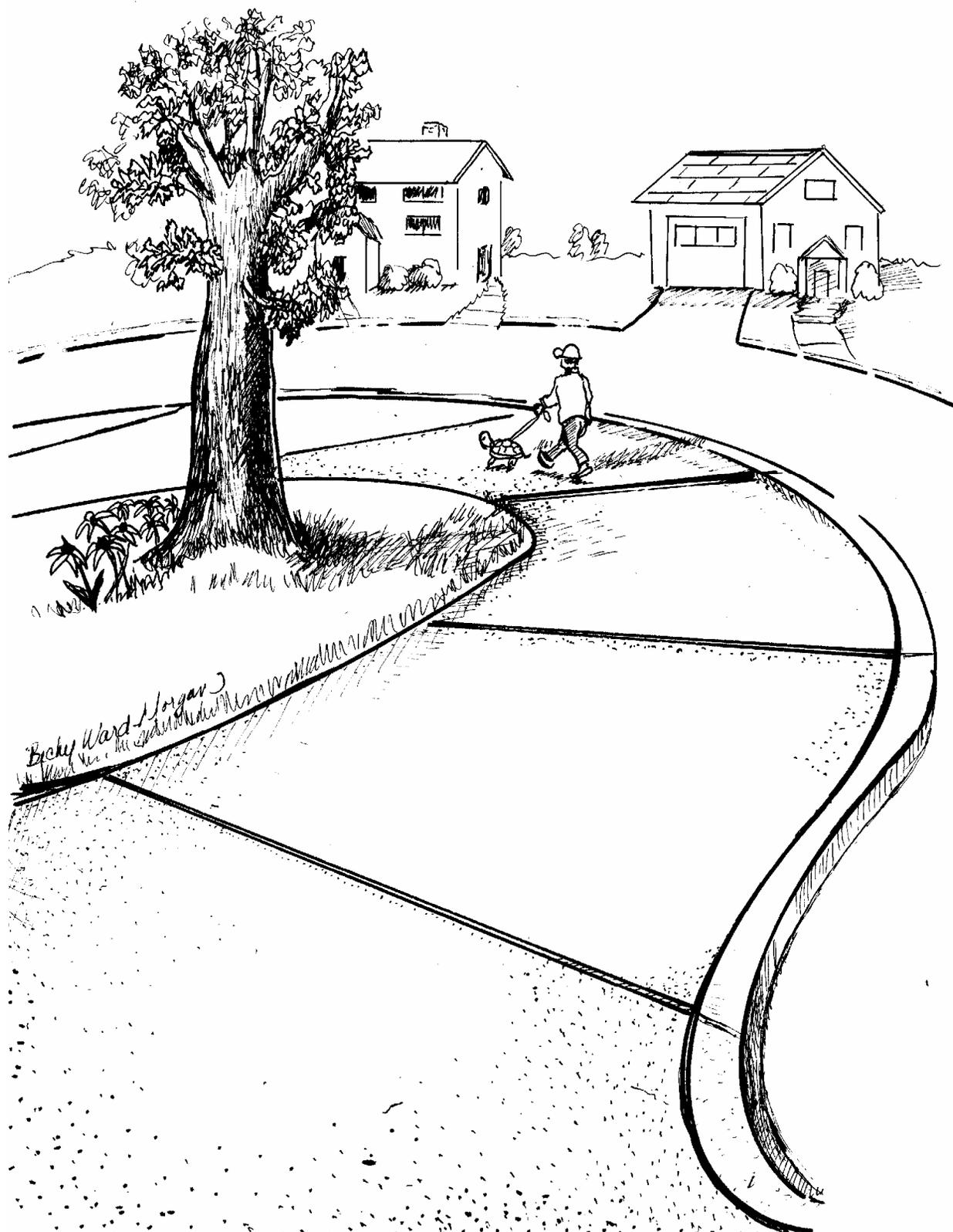
**Crushed Stone Walkway**

## **Activity #1: Walkway Pictures Key to Walkway Picture Frames**

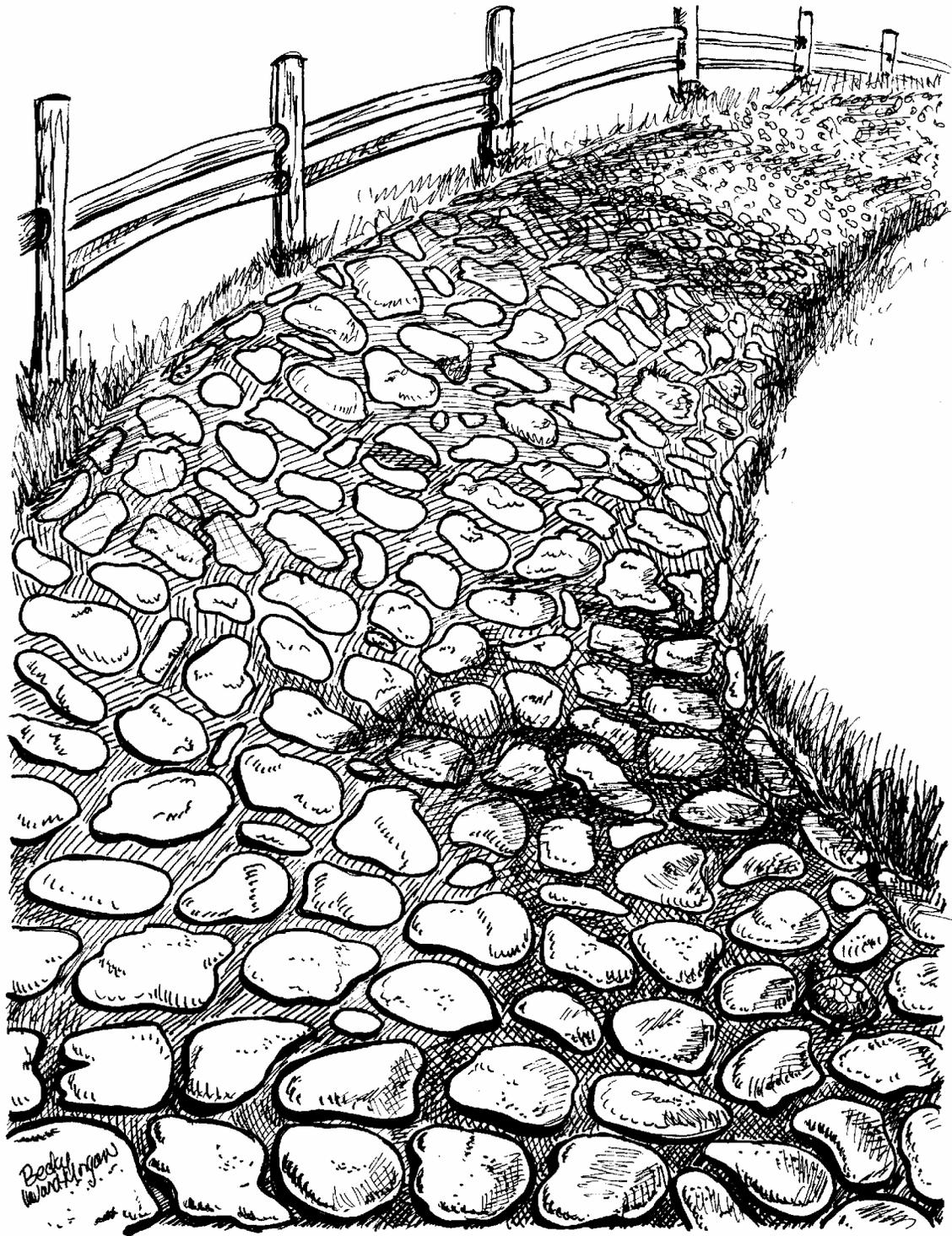
The following large versions of the **Walkway Pictures** are labeled by number only, to make them more useful in classroom activities. The type of walkway depicted in each picture is listed below.

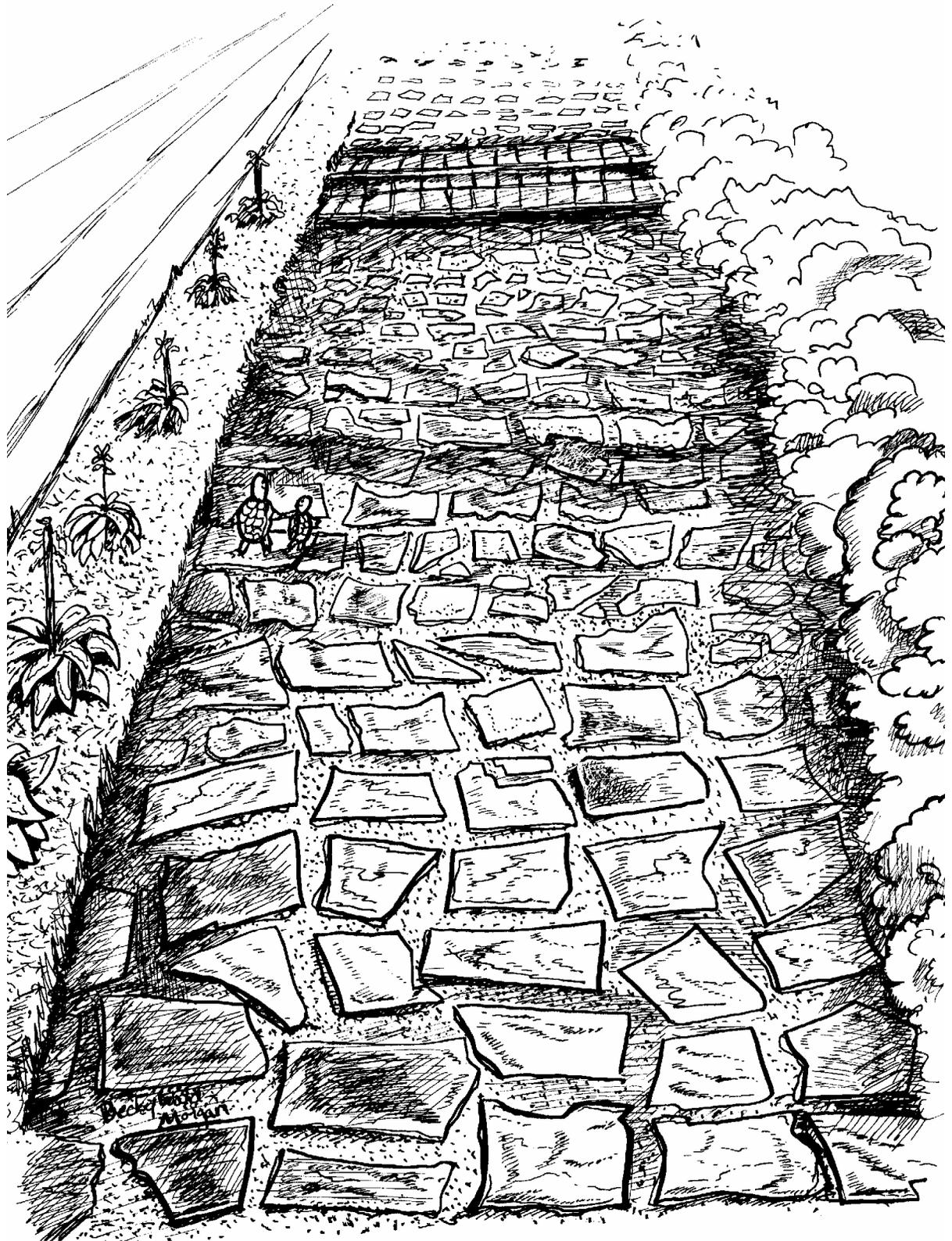
- Frame #1**      **Grooved Concrete Walkway**
- Frame #2**      **Concrete Walkway**
- Frame #3**      **Stone Walkway**
- Frame #4**      **Slate Walkway**
- Frame #5**      **Interlocking Paver Walkway**
- Frame #6**      **Crushed Stone Walkway**
- Frame #7**      **Herringbone Walkway**
- Frame #8**      **Brick Walkway**

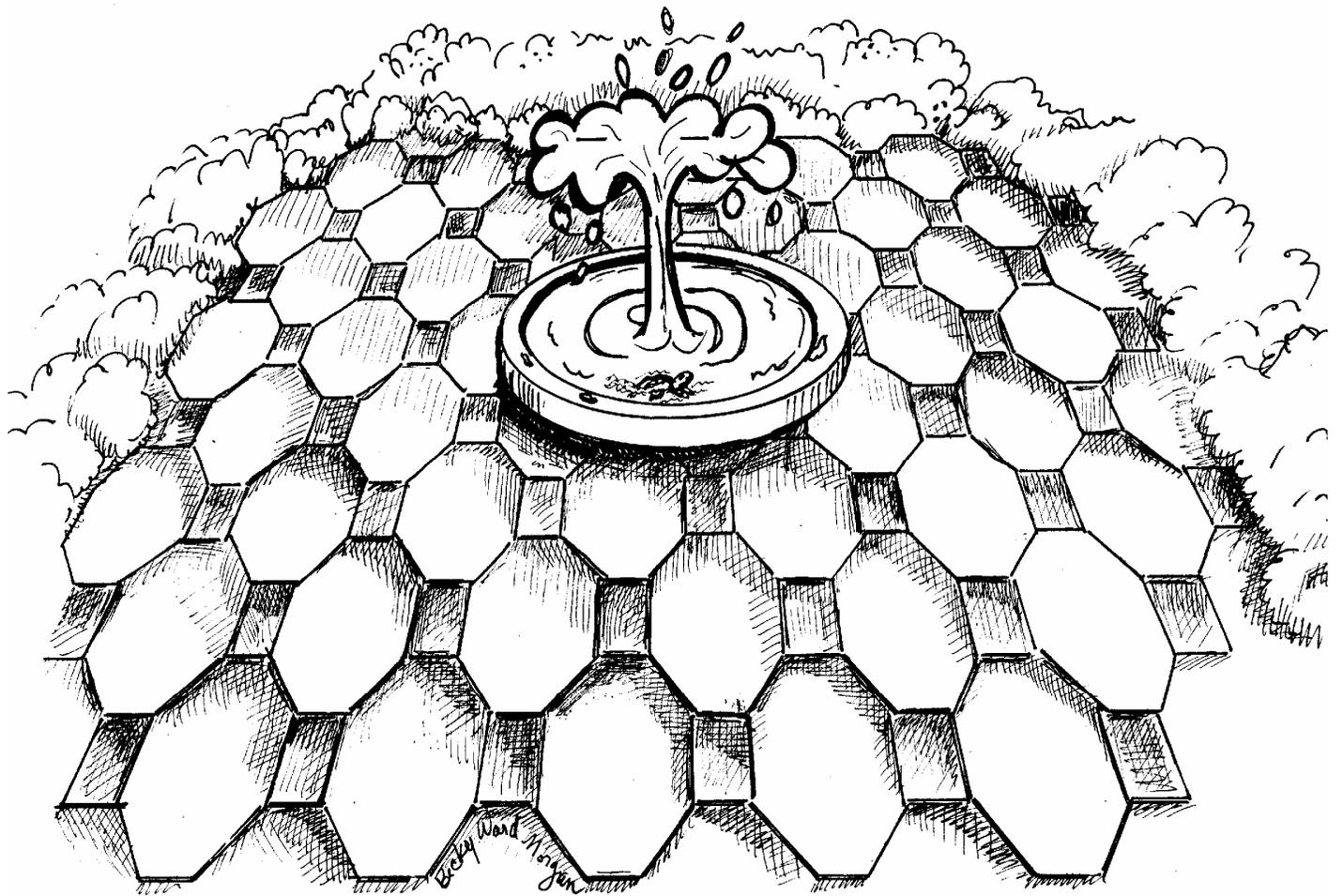


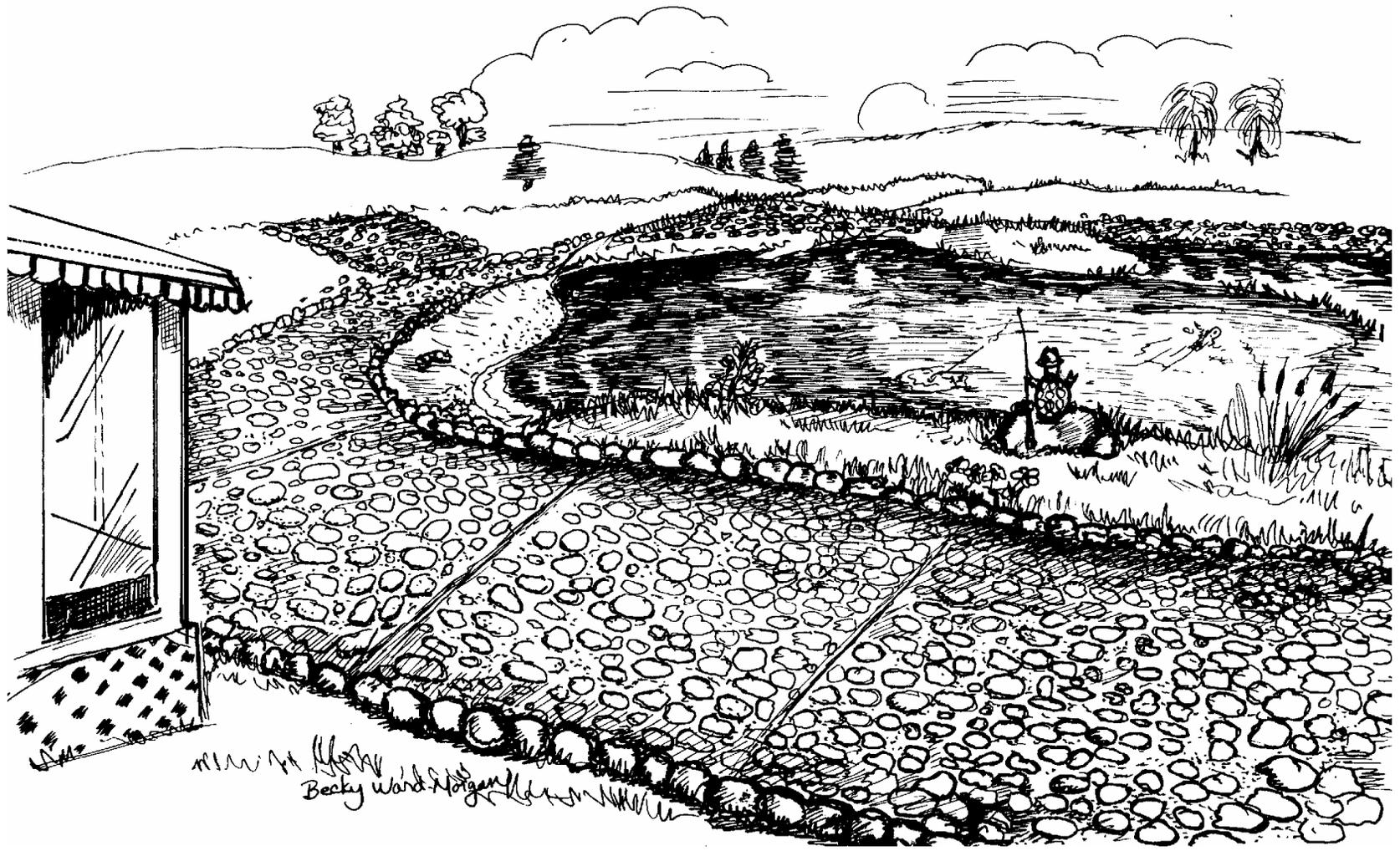


*Betsy Ward Morgan*  
*© 2008*



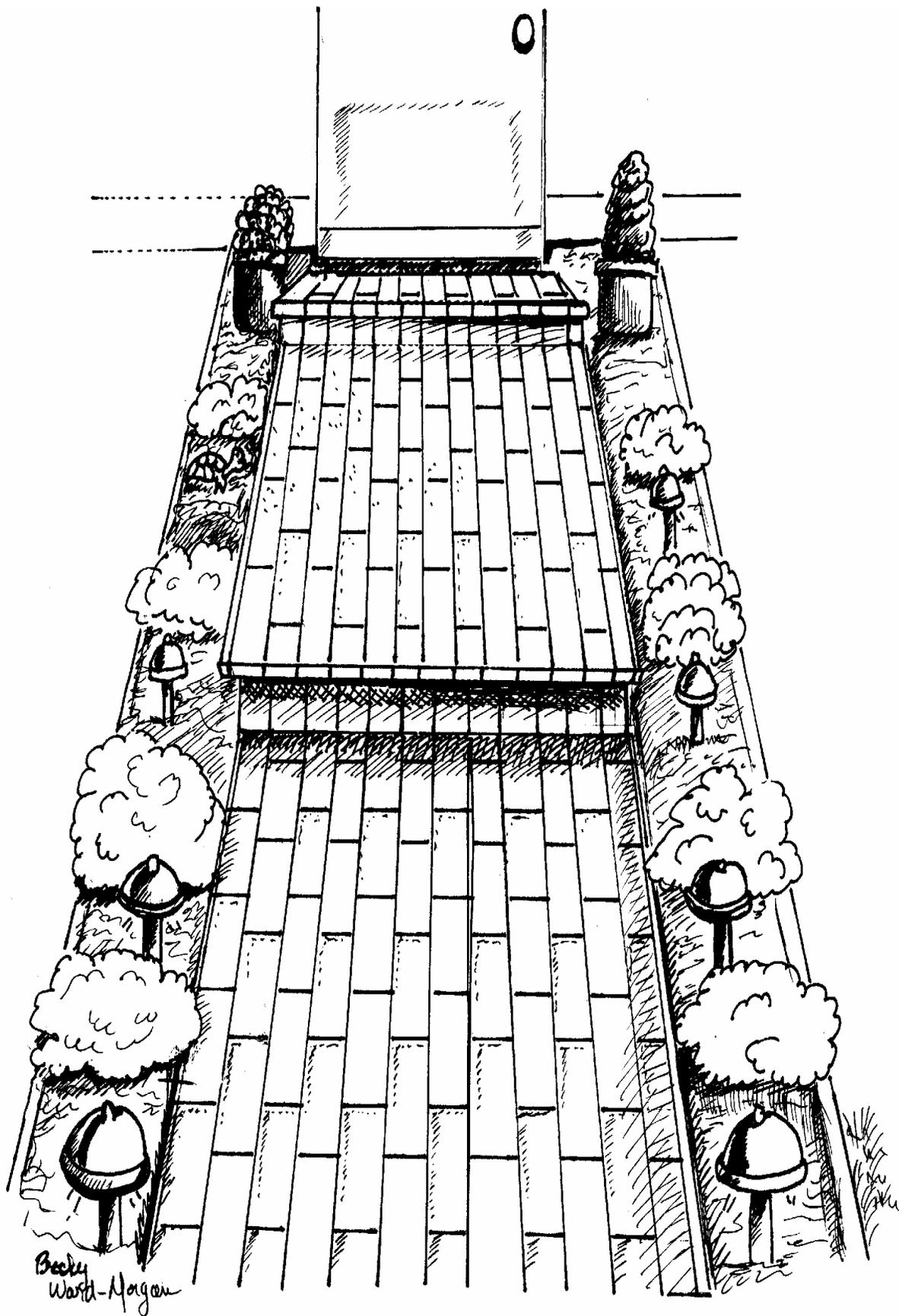








*Becky Ward-Morgan*



Activity #2: Walkway Word Cards

**concrete**

**grooved concrete**

**slate**

**brick**

**stone**

**crushed stone**

**herringbone**

**interlocking paver**

---

**concrete**

**grooved concrete**

**slate**

**brick**

**stone**

**crushed stone**

**herringbone**

**interlocking paver**

## 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	sidewalk
concrete	slate
grooved	stone
nterlocking	tile
path	walkway
paver	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.