



Dealing with Emergencies

A CLB 1L-2L Module with Teaching Materials

Classroom-ready Literacy resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Needs assessment and learner reflection tools
- ✓ Reference list of additional resources

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Development Team:

The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled *Dealing with Emergencies*

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Table of Contents

How to Use the Module Package		
Introduction to whole part whole approach 4 Module Plan 5 Delivering the Module 8 Additional Teacher Resources 9 Needs Assessment 10 Vocabulary: A Teacher's Resource 13 Learning Reflection: End of Module 16 Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Worabulary 52 Filling out Forms: Warta's Information 54 Filling out Forms: Beregency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 66 Answering Operator Questions in a 911 Call 66 </td <td>How to Use the Module Package</td> <td>. 1</td>	How to Use the Module Package	. 1
Module Plan 5 Delivering the Module 8 Additional Teacher Resources 9 Needs Assessment 10 Vocabulary: A Teacher's Resource 13 Learning Reflection: End of Module 16 Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 <td>Learners with Literacy Needs</td> <td>. 3</td>	Learners with Literacy Needs	. 3
Delivering the Module 8 Additional Teacher Resources 9 Needs Assessment 10 Vocabulary: A Teacher's Resource 13 Learning Reflection: End of Module 16 Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form <td< td=""><td>Introduction to whole part whole approach</td><td>. 4</td></td<>	Introduction to whole part whole approach	. 4
Additional Teacher Resources 9 Needs Assessment 10 Vocabulary: A Teacher's Resource 13 Learning Reflection: End of Module 16 Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 56 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a	Module Plan	. 5
Needs Assessment 10 Vocabulary: A Teacher's Resource 13 Learning Reflection: End of Module 16 Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 <td>Delivering the Module</td> <td>. 8</td>	Delivering the Module	. 8
Vocabulary: A Teacher's Resource 13 Learning Reflection: End of Module 16 Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 54 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Cal	Additional Teacher Resources	. 9
Learning Reflection: End of Module 16 Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 56 Whole: Building Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89<		
Whole: Developing Context 18 Activating Prior Knowledge 19 Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 <t< td=""><td></td><td></td></t<>		
Activating Prior Knowledge. 19 Building Vocabulary. 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency. 27 Part: Developing Skills. 28 Understanding a 911 Operator's Questions. 29 Describing an Emergency. 35 Pronunciation Practice. 40 Marta's Story: Focussing on Literacy Skills. 44 Marta's Story: Focussing on Sequencing. 45 Reading About an Emergency. 48 Filling out Forms: Vocabulary. 52 Filling out Forms: Marta's Information. 54 Filling out Forms: Personal Information. 56 Filling out Forms: Emergency Contact. 58 Whole: Building Comprehension. 61 Listening to 911 Calls. 62 Answering Operator Questions in a 911 Call. 66 Reading Comprehension: Smoke Detectors. 69 Completing a Form. 75 Asking for Help in an Emergency. 80 Reading: Calling 911. 84 Completing a Form. 89		
Building Vocabulary 21 Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89		
Emergency or Non-Emergency? 24 Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Activating Prior Knowledge	. 19
Reading Text: Marta Has an Emergency 27 Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	,	
Part: Developing Skills 28 Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Emergency or Non-Emergency?	. 24
Understanding a 911 Operator's Questions 29 Describing an Emergency 35 Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Reading Text: Marta Has an Emergency	. 27
Describing an Emergency. 35 Pronunciation Practice. 40 Marta's Story: Focussing on Literacy Skills. 44 Marta's Story: Focussing on Sequencing. 45 Reading About an Emergency. 48 Filling out Forms: Vocabulary. 52 Filling out Forms: Marta's Information. 54 Filling out Forms: Personal Information. 56 Filling out Forms: Emergency Contact. 58 Whole: Building Comprehension. 61 Listening to 911 Calls. 62 Answering Operator Questions in a 911 Call. 66 Reading Comprehension: Smoke Detectors. 69 Completing a Form. 75 Assessment Tasks. 75 Understanding a 911 Call. 76 Asking for Help in an Emergency. 80 Reading: Calling 911. 84 Completing a Form. 89	Part: Developing Skills	. 28
Pronunciation Practice 40 Marta's Story: Focussing on Literacy Skills 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Understanding a 911 Operator's Questions	. 29
Marta's Story: Focussing on Sequencing 44 Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Describing an Emergency	. 35
Marta's Story: Focussing on Sequencing 45 Reading About an Emergency 48 Filling out Forms: Vocabulary 52 Filling out Forms: Marta's Information 54 Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Pronunciation Practice	40
Reading About an Emergency	Marta's Story: Focussing on Literacy Skills	. 44
Filling out Forms: Vocabulary	Marta's Story: Focussing on Sequencing	. 45
Filling out Forms: Marta's Information	Reading About an Emergency	. 48
Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form. 89	Filling out Forms: Vocabulary	. 52
Filling out Forms: Personal Information 56 Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form. 89	Filling out Forms: Marta's Information	. 54
Filling out Forms: Emergency Contact 58 Whole: Building Comprehension 61 Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89		
Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89		
Listening to 911 Calls 62 Answering Operator Questions in a 911 Call 66 Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Whole: Building Comprehension	. 61
Reading Comprehension: Smoke Detectors 69 Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89		
Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Answering Operator Questions in a 911 Call	. 66
Completing a Form 72 Assessment Tasks 75 Understanding a 911 Call 76 Asking for Help in an Emergency 80 Reading: Calling 911 84 Completing a Form 89	Reading Comprehension: Smoke Detectors	. 69
Assessment Tasks		
Understanding a 911 Call	·	
Asking for Help in an Emergency. 80 Reading: Calling 911 84 Completing a Form. 89		
Reading: Calling 911	-	
Completing a Form		
	Annendix: Marta Has an Emergency	93

How to Use the Module Package

This module includes activities for a unit on dealing with emergencies for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for goal setting and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes two-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

- 1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.
- 2. The module is laid out sequentially, but can be adapted and supplemented. The *Additional Instructor Resources* section includes page references to a sample of published resources with activities to support this module.
- 3. Each learner activity/task is identified in the upper right corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios.



4. Learner handouts are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.



5. The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.

- 6. Assessment is embedded into all the activities and incorporates a range of assessment strategies including:
 - In-class contingent assessment: the very informal and spontaneous feedback you give learners while they are doing a task
 - Planned integrated assessment: informal but planned assessment, such as giving descriptive feedback to learners on skill-using activities, focusing on what they are doing well and what they need to do to improve.
 - Formal assessment of learning: assessment that gives learners feedback on task success related to CLB criteria.

For a fuller discussion of assessment strategies, see the current *PBLA Practice Guidelines*: Portfolios: Feedback and Assessment and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

Your feedback:

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at: https://www.surveymonkey.com/r/modulefeedback1

Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

An Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

2. Part: Developing Skills

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

3. Whole: Practising Skills (SU tasks)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

4. Assessment

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills

Module Plan

Theme: Health Topic: Dealing with Emergencies

	Listening CLB Level: 1-2	Speaking CLB Level: 1-2	Reading CLB Level: 1L-2L	Writing CLB Level: 1L-2L	
Real-World Task Goal(s)	CLB 1-2: Understand simple requests for information in an emergency.	CLB 1-2: Respond to questions about an emergency.	CLB 1L-2L: Understand basic details in simple information about emergencies.	CLB 1L: Copy personal information to complete an emergency contact form. CLB 2L: Complete an emergency contact form with personal information.	
Context/ Background Information	Emergency services and procedures in Canada; the difference between non-emergency and urgent emergency situations in terms of services; types of emergencies (e.g., fire, theft, break & enter, major health emergencies); calling 911 and when it is appropriate; emergency response (fire, ambulance, police); 911 services in other languages; emergency contact information, keeping it in a safe place (e.g., wallet or mobile phone), and where it may be required (e.g., schools, workplaces, hospital).				
CLB Competency Area(s) and Statements	Getting Things Done Understand expressions used to request assistance in situations of immediate personal need. Comprehending Information Understand very simple, information about highly familiar, concrete topics	Getting Things Done Make and respond to simple requests related to immediate personal needs. Sharing Information Give basic (expanded for CLB 2) personal information in response to direct questions from a supportive listener. CLB 2: Give basic descriptions in response to questions.	Getting Things Done Get information from very short (short for CLB 2), simple formatted texts. Comprehending Information CLB 1: Recognize names, numbers & some basic details in very simple, short texts related to everyday situations & immediate needs. CLB 2: Understand the purpose and some basic details in very simple short texts related to everyday, situations.	Reproducing Information Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks Getting Things Done Complete very short simple or simplified forms that require only basic personal identification information. CLB 1: Up to 5 personal identification items CLB 2: Up to 10 items	

	Listening	Speaking	Reading	Writing		
Language Focus	Relevant Vocabulary: Terms for personal information fields in a form (<i>first name, last name, postal code, emergency contact number,</i> etc.)					
	Simple vocabulary to describe a medical emergency (e.g., <i>He isn't breathing</i> .), a property emergency (<i>break in, stolen, damaged, thief</i>), a fire emergency (<i>Help! There is a fire</i> .) Grammar: Positive and negative imperatives; simple past expressions of very common verbs for reporting an emergency, (e.g., He fell. He had an accident.); present tense for an emergency happening in the moment; pronouns					
	Pragmatics: Tone to indicate an emergency/non-emergency; expressions to appeal for help; giving personal information in the typical Canadian way (e.g., first name, last name, phone number with pauses, etc.)					
	Pronunciation: Word stress on	multi-syllable words; saying pho	ne numbers with pauses			
Language and Learning Strategies	 Strategies for: Recognizing requests for repetition and clarification Understanding the typical sequence of questions from a 911 operator 	 Strategies for: Giving personal information slowly and clearly (e.g., chunking phone numbers) Memorizing common formulaic expressions/ phrases to ask for help in an emergency 	 Recognizing basic personal information labels on forms Scanning visuals/headings and to help find specific information Reading several times to build comprehension Self-monitoring for comprehension Using first letter to aid in identifying the word. 	 Writing conventions for address, phone numbers, etc. Writing information in the correct sections of the form Printing legibly Proof-reading to ensure accuracy Copying accurately Using a personal information sheet/ID card to help copy or write accurately 		
				Checking work against the original to ensure accuracy		

	Listening	Speaking	Reading	Writing
Literacy Skills		 Using speaking to assist with writing (recognizing that writing is the same as speech on paper) Saying things orally first to determine what to write Pronouncing words slowly and clearly to aid with spelling and accuracy 	 Decoding letters, words, and numbers. Tracking words and sentences from left to write Using knowledge of sight words to decode simple information about an emergency situation Recognizing format of a personal information form; decoding and comprehending purpose of a form and what is being asked Using pictures to help with comprehension 	 Copying accurately Forming letters and numbers; spacing words Printing legibly Identifying where to write and adjust writing to fit the space Using finger spacing Practicing in pencil first Having extra copies of the form available for fixing mistakes
Assessment Tasks	Listen to a 911 call and identify simple details between the dispatcher and the caller.	Ask for help in an emergency and include a simple description of the problem.	Read an information sheet about calling 911.	Complete an emergency contact form.

Delivering the Module

Module Outline

• Whole: Developing Context

Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text *Marta has an Emergency* and focus on pre-reading strategies and whole-text approaches.

Part: Developing Skills (Skill-Building Activities)

Work on skill-building activities to build literacy skills and strategies for this module. Read *Marta has an Emergency* again and approach specific parts of the text, providing literacy development activities, such as matching words and sequencing the story.

Whole: Practising Skills (Skill-Using Tasks)

Return to whole language tasks and activities and practise skill-using tasks for the module. Continue with *Marta has an Emergency* and re-read for reading comprehension and fluency development.

• Assessment (Assessment Tasks): Complete the assessment tasks for the module.

Considerations for ESL for Adult Literacy Learners (ALL)

- Draw on the learners' own emergency experiences. Build relevant vocabulary (e.g., 911, types of emergencies, such as police, fire or ambulance, location of emergency, emergency contact vocabulary) by first presenting/eliciting it orally, then in writing and through manipulatives.
- Build sight vocabulary by creating card matching activities.
- Create a sight word wall with relevant emergency vocabulary.
- Elicit and record learners' stories/experiences about emergencies (using the Language Experience Approach).
- Use group choral reading of co-created stories and have learners identify target words and phrases.
- Have learners find and identify emergency contacts from the cards in their wallets or purses, or on their phones.
- Use picture/picture, picture/word or word/word matching to practise identifying important information about emergencies vs non-emergencies.
- Practise copying information from personal identification cards onto daily work sheets in varying forms (e.g., line spacing, placements, sizes, and upper/lower case).
- Encourage learners to create and maintain a word bank of new vocabulary.

Additional Teacher Resources

The Language Companion – ESL Literacy:

My Canada: p. 27 Services for Emergencies

p. 28 Services that Protect

Helpful English: p. 29 Immediate Family

pp. 30-31 Extended Family

pp. 32-34 Parts of the Body



CCLB Literacy Resources: https://www.language.ca/resourcesexpertise/for-literacy/

- ESL for Adult Literacy Learners (ALL)
- CLB: ESL for ALL Support Kit

Additional Literacy Resources

 A Practical Guide to Teaching ESL Literacy https://globalaccess.bowvalleycollege.ca/tools/practical-guide-teaching-esl-literacy

Additional Teaching Materials for Emergencies:

- Keeping Safe http://www.bestofthereader.ca/Ebooks/Safety-print.pdf: p. 4-31
- LINC Classroom Activities (LINC 1), Algonquin College http://www.moresettlement.org/LINC1-4/LINC 1 Classroom Activities.pdf:
 - Problems and Emergencies: pp. 149-151
 - At the Police Station: pp. 156-158
 - Asking for Help: pp. 162-165
 - Contacting Community & Government Services: p. 248
 - Who Can Help?: pp. 249-251
- Accessing Community Health Services: Video Calling 911 ELSA Level 1 Teaching Resource, ELSA Net: https://www.amssa.org/wp-content/uploads/2015/05/9-1-1-Video-Teachers-Guide.pdf
- Goldstein & Shapiro (2009). Oxford Picture Dictionary 2nd Canadian Edition, Oxford
 University Press. Vocabulary topics include Personal Information, Symptoms and Injuries,
 Illnesses and Medical Conditions, Medical Emergencies, First Aid, Hospital/Emergency Room
 Entrance, Emergencies and Natural Disasters, Emergency Procedures.

Needs Assessment

Teaching Notes: Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to guide their learning.

It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting needs assessment that require writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

- In a class discussion, talk about the kinds of things learners would need English for in an emergency. Their responses will form your needs assessment activity. Write their responses on the board.
- 2. Arrange learners in pairs. Cut up and distribute a set of strip sentences (on the page that follows). As a class, ask volunteers to describe the pictures. Choral read the sentences. Have learners practise reading the sentences to their partners.
- 3. In pairs, have learners discuss the five options and pick two that are most important to them. Ask them to post their choices on the board. Review the responses with the class and ask everyone to vote by raising their hands for each response.
- 4. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge class interest in each of the topics.
- 5. Give each learner a copy of the *My Needs Assessment* handout. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.
- 6. Help them to file their needs assessment in the correct place in their portfolios.





I need English to listen to a 911 operator's questions.



I need English to call 911.



I need English to answer the operator's questions.



I need English to read about an emergency.

Person	al Information Form
Name:	
Address:	
City:	Province:
Postal Code:	
Phone Number:	

I need English to fill out a form.

Name:	Date:
My Needs Assessment	
I need English to	
I need English to	
I need English to	

Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

Emergency Vocabulary	Non-emergency Vocabulary
emergency	• bite
• non-emergency	• cut
• police	earache
ambulance	sore throat
• fire	• fever
hospital	
accident	
heart attack	
• fall	
• conscious	
• unconscious	
breaking in	
• bleeding	
chest pain	

Expressions

- 911, for which city?
- Do you need police, fire or ambulance?
- What is the address of the emergency?
- What is the emergency?
- Is he breathing?
- Stay on the line.
- Help is on the way.
- There is a fire.

- He is having a heart attack
- Someone is breaking into a car

Vocabulary for Filling in Forms	Vocabulary for Relationships
first nameaddress	emergency contactmother
last name	• father
cityprovince	brothersister
postal code	• wife
telephone	• friend

The following are some common verbs used in the module.

Present	Past
Is (injured)	• fell
break (into)	• bit
• have	• lost
• hurt	damaged
breathe	• went
• need	• was
• fall	• robbed
• stay	• fell
• call	• took
	• called

Vocabulary-Building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are possible vocabulary-building activities that can be used with the vocabulary cards in this module.

1. Card Matching: Matching pictures with words

2. Games:

- Memory: Print two sets of picture cards (i.e., without words). Instruct learners to place all cards face down on the desk. With a partner, they take turns flipping two cards face up in an attempt to find a pair. If the first learner does not find a matching pair, he/she flips the cards face down and the second learner takes a turn. When they find a pair, they say what is in the picture.
- Which One is Missing? Using one set of picture cards in a pile, one learner turns his or her back while the other learner removes one card from the pile. The first learner looks through the pile and attempts to guess which card is missing.
- Go Fish: Arrange the class into pairs. Provide each pair with two sets of picture cards. Instruct pairs to choose one learner (the dealer) to deal three cards to themself and their partner and place the rest of the cards face down in a pile on the table. Learners hold their cards so that their partner cannot see them. Tell learners that the goal of the game is to collect as many matching pairs of cards as they can. Learners take turns asking each other questions. For example, learner A asks "Do you have...an ambulance?"; if learner B has that card, he/she puts it on the table, and learner A makes a pair face up in front of him or her and says what is in the picture. If learner B does not have the card, learner A draws a card from the pile. Learners continue until all cards are matched and they have named each picture.

3. Sorting Activities:

- Putting picture or word cards into alphabetical order
- Sorting cards into categories (such as emergencies/non-emergencies)
- Sorting word cards by number of syllables in each word
- Sorting word cards by first vowel sound of each word

^{*}Note: The vocabulary associated with each picture card can be printed on the back of the picture if that is useful for learners.

Learning Reflection: End of Module

Teaching Notes: At the end of the module, conduct a learning reflection. Conduct the learning reflection orally before having learners do it in writing. This learning reflection is a chart, which may be an unfamiliar format for literacy learners. Be prepared to support learners as they complete it. Depending how long the class takes to work through the module, it may be helpful to reflect at the end of each week.

- 1. Elicit from learners the tasks they have done during the module. Write them on the board. Elicit: say emergency words, read a story about Marta, listen to a 911 operator, answer a 911 operator's questions, read about an emergency, and fill in a form.
- 2. Draw or project a large version of the chart on the board. Complete it together as a class.
- 3. Hand out the learning reflections and support learners to complete their own reflections.
- 4. Help learners file their learning reflection in the appropriate section of their portfolio.

Name:	Date:		
		I can	I need help
EMERGENCY	I can say emergency words.		
Marta has an Emergency	l can read a story about Marta.		
	I understand a 911 operator.		
	I can answer a 911 operator's questions.		
Personal Information Form			

I can fill in a form.

Whole: Developing Context

Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing

Activating Prior Knowledge	19
Building Vocabulary	21
Emergency or Non-Emergency	24
Reading Text: Marta Has an Emergency	27

Skills: Listening, Speaking

Teaching Notes: When introducing the module to the class, begin with drawing on learners' knowledge. Brainstorm with the class about types of emergencies and who (what services) can help in an emergency. Draw on their experiences of emergencies, if they are comfortable sharing.

- 1. On the board, post pictures of a fire truck, ambulance and police car (provided on the page that follows). Engage learners in a discussion about different types of emergencies. Then write *Emergency* and *911* on the board. Ask several leading questions, such as:
 - Have you ever had an emergency? What was it?
 - What did you do?
 - Has a fire truck/ambulance/police ever come to your home/building?
 - Was there an emergency number to call in your previous country?
- 2. Using the Language Experience Approach, draw on learners' stories/experiences with an emergency situation. Act as a scribe by recording one of the stories for the class to see. You can use your own experience (real or fictional) if learners have never experienced an emergency situation, or are reluctant to share their experience.
- 3. Once the story is written on the board, facilitate activities to build understanding and literacy skills. For example:
 - Read the story aloud to the class.
 - Read the story again, pointing to words as you read.
 - Choral read the story aloud together with the class.
 - Echo read by reading a specific line, and having learners repeat it.
 - Highlight target words. For example, key vocabulary words, words that start with a target sound, words that belong to a target word family or follow a target pattern, names, and so on.
 - Write target words on a sticky note and ask learners to match their words to the words on the board.
 - Have learners read the story together with a partner.
 - Ask comprehension questions orally.









Skills: Listening, Speaking, Reading

Teaching Notes: Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize the words. introduce new words slowly and incrementally through a variety of different activities.

Work on developing vocabulary *orally* before having learners attempt to read and write the words. Learners can use the vocabulary cards to support their reading and writing activities and tasks throughout this unit.

Encourage learners to create a word bank (or list) of new words and help them add words to their lists as new vocabulary is presented.

- Arrange learners in pairs. Distribute a set of picture cards for Emergency (Call 911) on the
 following page to each pair. (Do not include the word cards). Hold up each picture card one
 by one, (or project onto a screen) and have learners find the same card in their pile.
 Identify what the problem is on each card, and ask learners to repeat. Write the words on
 the board and have learners repeat them again.
- 2. Instruct learners to shuffle the set of picture cards. Inform them that you will describe each picture and they need to choose the right picture card based on what they hear (e.g., *He is having a heart attack.*).
- 3. Have learners shuffle the picture cards again and turn them face down. Ask each person to draw a card, one at a time, and tell their partner what the problem is.
- 4. Distribute the three picture cards for *Police, Ambulance, Fire* (from the previous page). Ask each pair to lay the three pictures side by side on the desk. Have learners sort the *Emergency Situation* pictures under the correct *Police, Ambulance, Fire* picture. Take up the answers as a class.
- 5. Once learners have some familiarity with the vocabulary, distribute some or all of the word cards (one set per pair of learners). Read the words on the cards together, sounding out initial sounds and clapping out syllables as needed. Repeat multiple times until learners have memorized the words.
- 6. With their partner, learners try to match the word card with the correct picture card. Take up the answers as a class. Ask them to repeat each word.



Emergency (Call 911)



fire



heart attack



fall





Skills: Listening, Speaking

Teaching Notes: This activity introduces vocabulary for non-emergency situations so that learners are able to identify and differentiate between an emergency and a non-emergency situation. Help learners add new vocabulary from this activity to their word bank by writing words on the board (or projecting onto a screen) and having learners copy them onto their own lists.

- 1. On the board, create a chart with the headings **Emergency** and **Non-Emergency**. Explain the difference between the two. Review the vocabulary for emergency situations from the previous activity and add them to the chart. As a class, talk about possible situations that would not be considered emergencies (i.e., would not warrant a 911 call).
- 2. Follow the same procedures as the previous vocabulary building activity by distributing a set of *Non-Emergency (Do Not Call 911)* picture cards to each pair of learners. Use as few or as many cards as appropriate for the class. (Do not include the word cards). Hold up each picture card one by one, (or project onto a screen) and have learners find the same card in their pile. Identify what the problem is on each card, ask learners to repeat. Write the words on the board and have learners repeat again.
- 3. Instruct learners to shuffle the set of picture cards. Describe each picture and have learners choose the right picture card based on what they hear (e.g., dog bite.). Give sentences for each picture (*He has a dog bite.*) and have learners repeat.
- 4. Instruct learners to shuffle the picture cards again and turn them face down. They take turns drawing a card and telling their partner what the problem is. Alternatively, engage the class in a game of charades, where one learner blindly chooses one of the pictures from a basket and acts out the problem for the class.
- 5. When learners have enough familiarity with the vocabulary, distribute a set of word cards to each pair of learners. Read the words on the cards together as a class, sounding out initial sounds and clapping out syllables as needed. Then, with their partner, have learners try to match the word card with the correct picture card. Take up the answers as a class.
- 6. Distribute the *Emergency (Call 911)* picture cards from the previous activity and ask learners to add them to their *non-emergency* cards. Learners shuffle all of the picture cards and turn them face down. Each person draws a card, one at a time, and tells their partner what the problem is and whether the situation is an emergency. Take up the answers as a class.



Non-Emergency (Do Not Call 911)



dog bite



bleeding



fever





ear ache



sore wrist



sore throat

Skills: Listening, Speaking, Reading

Teaching Notes: The text, *Marta Has an Emergency*, (in the appendix) is the central text for this module. It provides an opportunity to develop reading skills and strategies, as well as concepts and vocabulary related to this module. Keep in mind that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences.



Note: When you print *Marta Has an Emergency*, select **print double-sided**, **flip on short edge** on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.

- 1. Look at the text as a class. Have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:
 - Who is Marta? (a student)
 - Why does she have her hand here? (Point to the cover picture of Marta's hand on her chest)
 - Why do you think the teacher called 911? (Point to the picture on page 3.)
 - What will happen to Marta? (She will go to the hospital.)
- Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate. Read the text aloud again; allow learners to ask questions if there are unfamiliar words.
- 2. Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:
 - Choral read the text (learners and instructor read aloud together at the same time)
 - Echo read the text (instructor reads a line aloud, then learners repeat it)
 - Have learners read the text in pairs
 - Have learners read the text independently
 - Sit with individual learners and read the text together
- 3. Draw a "Story Train" on the board similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train."



Part: Developing Skills

Skill-Building Activities for Listening, Speaking, Reading, and Writing

Understanding a 911 Operator's Questions	.29
Describing an Emergency	.35
Pronunciation Practice	.40
Marta's Story: Focussing on Literacy Skills	.44
Marta's Story: Focussing on Sequencing	.45
Reading About an Emergency	.48
Filling out Forms: Vocabulary	.52
Filling out Forms: Marta's Information	.54
Filling out Forms: Personal Information	.56
Filling out Forms: Emergency Contact	.58

Skills: Listening, Reading

Teaching Notes: This skill-building activity helps learners recognize typical questions a 911 operator asks during an emergency call. Instructors may wish to call their local non-emergency police number to find out the exact script for their area.

Set Up:

- 1. Show the class an enlarged picture of the house on fire (from the *Building Vocabulary* activity) and have learners imagine that it is their neighbour's house. Elicit what they would do. The intention is for learners to say they would call 911.
- 2. Inform the class that they will listen to a 911 call.
- 3. Review the vocabulary *breathing/not-breathing, conscious/unconscious*. Remind learners that these are important words they need to understand because an operator will ask about them during a 911 call. Also mention that the operator will tell the caller to 'stay on the line'. Ask if they understand what that means and provide an explanation if necessary.
- 4. Organize the class into pairs. Distribute the sentence strips for the 911 call so that each pair receives a set of sentence strips. Read the sentences together as often as necessary until learners are comfortable with it. Sound out initial letters and syllables; answer questions about unfamiliar words as needed.
- 5. Play the audio. In pairs, have learners listen and order the strips to reconstruct the dialogue. Circulate and help where necessary. Have learners compare their sequenced dialogue with others, then take up as a class.
- 6. Elicit from the class what questions the operator asks. Draw a chart on the board with the headings QUESTION and ANSWER. Elicit answers and fill in the chart together. Ensure that learners understand what information is being asked for with each question.
- 7. Distribute the blank *Questions and Answers* chart and *Answer Cut Outs* on pages 33-34. Have learners cut and paste the correct answers next to the questions in the chart and keep it in their notes for future reference.

Additional Practise Suggestions:

8. Learners could practise the dialogue in pairs to further support vocabulary development. When confident, they can present the dialogue to the instructor and fellow learners.

Transcript

Operator: 911. For which city?

Caller: Calgary

Operator: Do you need Police, Fire or Ambulance?

Caller: Fire.

Operator: What is the address of the emergency?

Caller: 92 Main Street.

Operator: What is the emergency?

Caller: There is a fire at my neighbour's house. A boy is unconscious.

Operator: Is he breathing?

Caller: Yes.

Operator: Okay, stay on the line. Help is on the way.

Sentence Strips



Operator: 911. For which city?

Caller: Calgary.

Operator: Do you need Police, Fire or

Ambulance?

Caller: Fire.



Operator: What is the address of the

emergency?



Caller: 92 Main Street.

Operator: What is the emergency?

Caller: There is a fire at

my neighbour's

house.



Operator: Okay. Help is on the way.

Questions	Answers
911, for which city?	
Do you need police, fire or ambulance?	
What is the address of the emergency?	
What is the emergency?	
Is he breathing?	

Answer Cut Outs



Answers
Calgary
Fire
92 Main Street
There is a fire at my neighbour's house. A boy is unconscious.
Yes

Skills: Speaking, Writing

Teaching Notes: This activity involves describing three emergency situations. Consider delivering a lesson to teach or review vocabulary for parts of the body and health symptoms prior to these activities. Start with Emergency 1 and add as many emergency situations as is appropriate, based on the level of learners. The situations may be spread out over a number of lessons.

Set Up:

- 1. Distribute the worksheet for *Emergency 1* (on the page that follows). As a class, talk about what is happening in the picture using questions a 911 operator would ask:
 - Do you need police, fire or ambulance?
 - What is the emergency?
 - Is she breathing? Is she conscious? (Review *bleeding/breathing*, if needed.)

Write vocabulary on the board and have learners copy it in their word banks for future use.

- 2. In pairs or small groups, have learners help each other complete the sentences on the worksheet about the pictures. Take up the answers as a class.
- 3. In pairs, have learners take turns playing the role of the operator (asking the questions) and the caller (giving the description) by reading the sentences on their worksheets.
- 4. When learners are comfortable with the dialogue, regroup them so that learners are with a new partner and have them role play the 911 call again. Learners playing the operator role can read the questions on the worksheet; learners playing the caller role should try answering the questions using just the picture. Circulate and provide feedback as required.

Additional Practise Suggestion:

See the worksheets for Emergencies 2, 3 and 4 for additional practice. Provide multiple opportunities for practice, so that learners will feel comfortable describing various emergency situations in a 911 call.

Answer Key (possible answers):	
Emergency 1	Emergency 3
There was an <u>accident</u> .	I think my husband is having a heart attack.
A woman is <u>injured</u> .	No (he is unconscious)
She is <u>bleeding</u> .	
Emergency 2	Emergency 4
A car is <u>on fire</u> .	A man is <u>injured</u> .
No. No one is injured/hurt.	I think he <u>hurt/hit</u> his head.
	He <u>hurt</u> his back.
	No (he is unconscious)

Emergency 1



Operator:	Police, Fire or Ambulance?
Caller:	
Operator:	What is the emergency?
Caller:	There was an
	A woman is
	She is
Operator:	Is she breathing?
Caller:	I don't know.
Operator:	Is she conscious?
Caller:	

Emergency 2



Operator: Police, Fire or Ambulance?

Caller:

Operator: What is the emergency?

Caller: A car is ______.

Operator: Is anyone injured?

Caller: No. No one is ______.





Operator: Police, Fire or Ambulance?

Caller:

Operator: What is the emergency?

Caller: I think my husband is having a

_____•

Operator: Is he breathing?

Caller: Yes.

Operator: Is he conscious?

Caller:

Emergency 4



Operator:	Police, Fire or Ambulance?
Caller:	
Operator:	What is the emergency?
Caller:	A man is
	I think he his head.
	He his back.
Operator:	Is he breathing?
Caller:	Yes.
Operator:	Is he conscious?
Caller:	

Skills: Speaking

Teaching Notes: If possible, have learners record their pronunciation during these activities. Provide time for them to play back the recordings and compare the teacher's pronunciation with their own. Any or all of these pronunciation activities can be used with learners depending on their needs.

Set Up:

- 1. Distribute the first worksheet (Word Stress) on the page that follows. Inform learners that words consist of syllables (e.g., hurt is a one-syllable word; attack is a two-syllable word; accident is a three-syllable word). In English, words that are more than one syllable carry stress on one of the syllables (i.e. the sound is louder and longer). Stressing the wrong syllable can cause misunderstandings or confusion. Write sample two- and three-syllable words on the board using words from the module to illustrate (e.g., attack, police, address, problem, hospital, operator). Have learners count the number of syllables and say where they think the stress is.
- 2. Using the worksheet, say each word aloud as you clap out the syllable sounds, and have learners underline the stressed syllable. Then have them repeat the word with the correct stress. Take up the answers and ask the class to repeat. Learners can also practise saying each word with a partner.
- 3. Depending on the needs of learners, continue with the second worksheet (Sentence Stress). Inform learners that certain words (content words) in a sentence are stressed. Use the first sentence (My wife is having a heart attack) to illustrate. Say each of the remaining sentences, have learners underline the stressed words, and then ask them to repeat each sentence.
- 4. Continue with the third worksheet (*Practise Intonation*), if appropriate. Explain that in an emergency situation, tone is used to convey a sense of urgency. Say each of the sentences for the six pictures using an urgent tone and have learners repeat. Learners can practise saying each sentence with a partner. Circulate and provide feedback on word and sentence stress as well as their tone of voice, as needed.

Answer Key:

Two syllables: <u>breathing</u>, <u>husband</u>, <u>injured</u>, <u>bleeding</u>, <u>wo</u>man

Three+ syllables: <u>am</u>b lance, un<u>con</u>scious, e<u>mergency, a</u>ccident, <u>hos</u>pital

Sentence stress: • My wife is having a <u>heart</u> attack. • A <u>car</u> is on <u>fire</u>.

He isn't <u>breathing</u>.
 There was an <u>accident</u>.

I think he hurt his head.
 She is <u>bleeding</u>.

Dealing with Emergencies: A CLB 1L-2L Module with Teaching Materials

Word Stress Instructions: Listen to your teacher.

Clap out the sounds of the syllables.

Repeat the stressed syllable.

Listen again and repeat.

Practise with a partner.

Two Syllables	Three or more Syllables
brea thing	am bu lance
hus band	un con scious
in jured	e mer gen cy
blee ding	a cci dent
wo man	hos pi tal

Sentence Stress Instructions: Listen to your teacher.

In each sentence, repeat the words that are stressed. Listen again and repeat.

Practise with a partner.

- My wife is having a heart attack.
- He isn't breathing.
- I think he hurt his head.
- A car is on fire.
- There was an accident.
- She is bleeding.

Practise Intonation: Listen to your teacher.

Look at each picture. Practise saying each sentence.



He is having a heart attack.



Someone is breaking into a car.



He fell down the stairs.



She was hit by a car.



He is unconscious.



A house is on fire.

Skill: Reading

Teaching Notes: The purpose of returning to the text *Marta Has an Emergency* in this section of the module is to help learners develop individual literacy skills and strategies.

Set Up:

1. Have learners get out their copies of *Marta Has an Emergency*. (See the printing instructions for the booklet on page 27.) Read the story aloud to the class.



- 2. Choral or echo read the story together.
- 3. Recreate the "Story Train" on the board, similar to the image below. Help learners retell the story and put key words into the boxes of the "train" in the correct sequence. Retell the story for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train."



- 4. Use the story to focus on specific language and literacy skill-building activities, such as:
 - finding words that begin with target sounds
 - matching vocabulary cards to words in the text
 - circling all of the action words (verbs) in the text
 - finding words begin with -s

Skills: Reading

Teaching Notes: In this activity, learners practise sequencing the story about Marta in the correct order.

Set Up:

- 1. Have learners get out their copies of *Marta Has an Emergency*.
- 2. Read the story aloud to the class.
- 3. Choral or echo read the story together.
- 4. Recreate the "Story Train" on the board. Have learners retell the story to a partner using the key words in the story train.
- 5. Shuffle and hand out the story strips. You can either cut the strips yourself, or ask learners to cut them; cutting accurately is a good literacy skill.
- 6. Ask learners to work in pairs to arrange the strips in the order of the story.
- 7. Have learners retell the story to each other.
- 8. Once learners have sequenced the story correctly, ask them to identify different parts of the story. For example, ask them to:
 - Point to the page where Marta is a student.
 - Point to the page where Marta felt sick at school.
 - Point to the page where Marta had a pain in her chest.
 - Point to the page where the teacher called 911.
 - Point to the page where the ambulance came to the school.
 - Point to the page where Marta goes to the hospital.



This is Marta.

She is a student.

She goes to English school.



Last week she had pain in her chest.



The teacher called 911.



The ambulance came to school.



Marta went to the hospital.



The school phoned Marta's husband.



Her husband's name is Kin.



Kin went to the hospital to meet Marta.



Marta got medicine.



She is feeling better now.



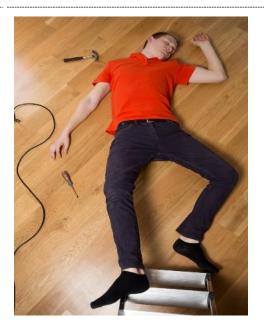
Skills: Reading,

Teaching Notes: Part of this reading activity includes learners making predictions about a text and re-telling the story orally using picture cards. It is important not to correct learners' grammar or sentence structure during the re-telling of the story. Instead, focus on the content of their predictions or of their retelling of the story

Set Up:

- 1. Organize the class into pairs or groups of three. Give each pair or group a set of the four picture cards on the next page. Inform learners that the cards tell a story about an emergency situation. Have them put the pictures in a logical order. Ask them to tell each other what they think the story is about using the pictures to guide them.
- 2. Have learners compare their picture sequence with another pair or group and discuss any differences in their predictions. Have them come to a group consensus and ask a learner from each group to place the pictures in order on the board.
- 3. Distribute the reading *A Trip to the Emergency Department*. Read it out loud as learners follow along. Then ask learners to listen to the text and check the sequence of the pictures their group agreed to put up on the board. Ask learners to confirm that the story/picture order they placed on the board matches the reading of the story. If not, have them re-order the pictures. Alternatively, you could read the first sentence of the story to the class, and have learners hold up the corresponding picture, and continue reading until all pictures have been held up.
- 4. Distribute the worksheet for *A Trip to the Emergency Department* and have learners fill in the blanks with the missing words. Take up the answers as a class.
- 5. As a final activity, hold up each picture and elicit the story from the class. Choral read or echo read the story together once more. Then ask learners to volunteer to try reading it out loud.











A Trip to the Emergency Department



- 1. Yesterday my son, Igor, fell in our house.
- 2. He hit his head on the floor.
- 3. I called 911 right away.
- 4. The ambulance came quickly.
- 5. Igor went to the emergency department at the hospital.

Name:	Date:
-------	-------

Read the story. Write the word.

A Trip to the Emergency Department



Igor _____ in our house.



I called _____ right away.



The _____ came quickly.



It took Igor to the emergency department at the _____.

Skills: Reading, Writing

Teaching Notes: The purpose of this activity is to help learners recognize the fields in a simple form and understand the kind of information being asked for.

This activity may be broken down into steps and recycled over a number of days. Throughout the activity, provide the following tips for filling out forms:

- Read before writing
- Print clearly
- Write on the line
- Check for spelling mistakes
- Put capital letters at the beginning of each word

Set Up:

- 1. Show learners a sample personal information form. Have them brainstorm what information is typically asked for on a form. (e.g., First name, last name, address, city, province, postal code, phone number). Write these words on the board.
- 2. Depending on the literacy level of learners, use different strategies (below) for reading these words. The goal is for learners to build their sight word vocabulary.
 - Read each word slowly. Point to the word. Point to the initial letter and have learners identify it. Recall what sound that letter makes. Point to the final letter and have learners identify it. Recall what sound that letter makes.
 - Read each word slowly. Point to the word. Point to each of the letters. Have learners identify the letters. Show learners how you blend the sounds together.
 - Read each word slowly. Have learners read each word. Help where needed.
 - Read each word slowly. Point to each of the vowels. Have learners identify the vowel and the sound it makes. Try saying the words with a focus on that vowel sound.
- 3. Use Total Physical Response (TPR) to practise reading these words (e.g., Point to "First name.", Point to "Last name.", Point to "Address.")
- 4. Distribute the worksheet on the page that follows, and have learners copy their own information from a personal information card.

Last name	
First name	
Address	
City	
,	
Province	
Postal Code	

Skills: Reading, Writing

Teaching Notes: In this activity, learners practise filling in a form using information for Marta from the core reading text. Remind learners of the previous tips for filling out forms (reading before writing, printing clearly, etc.)

Set Up:

- Distribute the worksheet on the following page that includes Marta's personal information.
 Have learners take turns echo reading the sentences (i.e., read a sentence, and have a learner repeat it).
- 2. To build familiarity with the field names on forms, consider asking learners to circle, underline and highlight specific fields in the form (e.g., *Please highlight First Name, circle Last Name, underline Province*).
- 3. Create a form on the board that is similar to the one on the next page. As a class, complete the form together, having learners come to the board and complete the fields using Marta's personal information.
- 4. Ask learners to copy Marta's personal information from the board into the worksheet. Remind learners to write as neatly as they can and on the lines. Circulate and provide feedback as needed.
- 5. When learners have completed the form, they can compare their work with that of a partner or to what is on the board. Take up the answers as a class.

Name:	Date:	
-------	-------	--

Instructions: Read about Marta. Fill in her Personal Information Form.



- 1. This is Marta Ruiz.
- 2. Her address is 67 Queen Street.
- 3. She lives in Ottawa, Ontario.
- 4. Her postal code is E1M 9C9.
- 5. Her phone number is 555-213-9876.

	Personal Information Form
First Name	Last Name
Address	
City	
Province	
Postal Code	
Telephone _	

Filling Out Forms: Personal Information

Skills: Writing, Reading

Teaching Notes: Inform learners that filling in personal information on forms is a transferrable skill. That is, it is a skill they will need for a number of different purposes, such as applying for housing, for a job, for citizenship, or filling out a form in the doctor's office.

Note that learners may find the checklist on the worksheet to be distracting and/or confusing. To avoid this, consider writing the checklist on the board or having learners fold their papers while they are filling in the form.

Set Up:

- 1. Create a sample form on the board that is the same as the personal information form on the next page. Read it together and review the fields on the form. (The Emergency Contact part of the form is discussed in the next activity of this module.).
- 2. Model how to fill in the form by completing the top part of the form on the board as a class. You can use your own (the instructor's) personal information and the school's address and phone number.
- 3. Distribute the worksheet on the page that follows. Review the information fields and go over the checklist at the bottom of the worksheet. Talk about how to fill in the date of birth and what the abbreviations mean. Instruct learners to fill out the form as best they can on their own or by copying the information from one of their identification cards.
- 4. Circulate while learners are completing their forms and provide in-the-moment feedback. Have learners check their work, first with a partner and then with the instructor using the checklist.

Personal Information Form	
First Name	Last Name
Date of Birth//_	
Address	
City	
Province	
Postal Code	
Telephone	
Did I:	
☐ Read before writing.	
□ Print clearly.	
☐ Write on the line.	
☐ Check for spelling mistakes.	
\square Fill out everything.	

Skills: Writing, Reading

Teaching Notes: Inform learners about the purpose of an emergency contact: to provide the name and contact details of the first person that medical staff should get in touch with in an emergency. Tell learners the person they choose should be over 18, and be able to speak English or French.

Set Up:

- 1. Engage learners in a discussion about who they live with. Brainstorm a list of family members (father/mother; husband/wife; brother/sister, friend, etc.). Write the words on the board.
- 2. Organize the class into pairs or groups of three. Distribute a set of the *Family Word Cards* (on the following page) to each pair/group. Depending on the literacy level of learners, use any/all of the following strategies for reading and sight word development:
 - Read each word slowly. Point to the word. Point to the first or last letter of the word and have learners identify it. Recall what sound the letter makes.
 - Read each word slowly. Point to the word. Point to each of the letters. Have learners identify the letters. Show learners how you blend the sounds together.
 - Read each word slowly. Point to each of the vowels. Have learners identify the vowel and what sound it makes. Try saying the words with a focus on the vowel sound.
 - Choral read the words. Have learners read the words to their partner/group.
 - Incorporate TPR activities by having learners hold up the card for *wife*, *sister*, etc. when you call it out
 - Ask learners to sort the cards into people they live with/do not live with.
- 3. Write "Emergency Contact" on the board and explain who yours (the instructor) is and his/her relationship to you. Ask learners to think about who they think should be called if there is an emergency in their own lives. To check for understanding, ask each learner to say the name and relationship to them (e.g., brother, husband, wife, friend) out loud if they are willing to share. Repeat the word *relationship* multiple times.
- 4. Have learners complete the Emergency Contact section of the form. Circulate while learners are completing this section and provide feedback. Alternatively, this could be assigned for homework if learners don't have the information handy.

Family Word Cards

husband	wife
son	daughter
mother	father
uncle	aunt
friend	relationship



	Emergency Contact
First Name	
Last Name	
Phone _	
Relationship _	
Did I:	
□ Read be	fore writing.
☐ Print cled	arly.
☐ Write on	the line.

 $\hfill\Box$ Check for spelling mistakes.

☐ Fill out everything.

Whole: Practising Skills

Skill-Using Tasks for Listening, Speaking, Reading, and Writing

Listening to 911 Calls	62
Answering Operator Questions on a 911 Call	66
Reading Comprehension: Smoke Detectors	69
Completing a Form	72

Skills: Listening

Competency Area: Comprehending Information

Indicators of Ability: Identifies main idea and specific factual details; makes inferences

Teaching Notes: Review vocabulary and operator questions as needed prior to the listening tasks. Play the dialogues as often as needed for this listening activity. Consider separating the two dialogues over two different days to make it easier for literacy learners.

Set Up:

- 1. Inform learners that they will listen to two dialogues about different emergency situations and they will answer questions about them.
- 2. Distribute the handout with the yes/no questions for Call 1. Review the questions with learners. Explain that there should only be one check mark (one answer) for each question (i.e., either yes or no). Read through the questions and clarify any unknown words.
- 3. After completing the listening tasks, have learners exchange their papers with a partner to check and confirm their answers. Take up the answers as a class. Give in the moment feedback where needed.

Possible Supports

- Read the questions one by one while learners answer yes or no.
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

Additional Practise Suggestions:

4. Consider giving learners the dialogue transcripts and having them practise each call with a partner.

Answer Key:		
911 Call 2		
1. Yes		
2. Yes		
3. No		
4. No		
5. Yes		
6. No		
7. Yes		

Transcripts

Call 1

Operator: 911. For which city?

Caller: Regina

Operator: Do you need Police, Fire or Ambulance?

Caller: Ambulance.

Operator: What's the location?

Caller: In front of the high school on 10th Avenue.

Operator: What is your emergency?

Caller: I had a car accident and my children are hurt.

Operator: Are your children breathing?

Caller: Yes.

Operator: Are they conscious?

Caller: Yes.

Call 2

Operator: 911. For which city?

Caller: Halifax

Operator: Do you need Police, Fire or Ambulance?

Caller: Ambulance.

Operator: What's the location?

Caller: 105 King Street

Operator: What is your emergency?

Caller: My mother fell down the stairs. She hit her head and it's bleeding.

Operator: Is she conscious?

Caller: No.

Operator: Is she breathing?

Caller: Yes.

Operator: Okay. Stay on the line. An ambulance is on its way.

Caller: Thank you.

\land	lame:	Date:		
C	Call 1: Check Yes or No			
1.	The caller is ☐ Yes	s from Ottawa. No		
2.	She needs ☐ Yes			
3.	The womar ☐ Yes	n who had the accident is calling 911.		
4.	The emerg	ency is near a school.		
5.	No one is h ☐ Yes			
6.	The childre ☐ Yes	n are breathing.		
7.	The childre ☐ Yes	n are conscious.		

Name:	Date:
	k Yes or No
 The caller Yes 	is from Halifax. □ No
2. She needs □ Yes	an ambulance.
3. The emerg ☐ Yes	gency is at 100 King St.
4. The woma ☐ Yes	n hurt her hand.
5. She is blee □ Yes	
6. She is cons □ Yes	
7. The opera hang up. Yes	tor says, "Stay on the line." She means don't

Answering Operator Questions in a 911 Call

Skills: Speaking, Listening

Competency Areas: Getting Things Done; Sharing Information

Indicators of Ability: Describes the problem using the correct words; answers the questions correctly; Speaks clearly

Teaching Notes: The pages that follow offer three opportunities for learners to practise 911 calls for three different emergencies. Have learners practise these over a few days. Consider having learners record their role-plays so that they can listen back and self-assess.

Set Up:

- 1. Have learners take out their copies of *Marta Has an Emergency*. Ask learners why the teacher calls an ambulance for Marta.
- 2. Review vocabulary for Marta's emergency (chest pain, conscious, breathing)
- 3. Copy the sample (incomplete) *Operator Script* on the following page on the board. Read the operator's questions in the dialogue out loud to learners and talk about what they mean. Talk about how the teacher might have responded in Marta's emergency. Complete the dialogue on the board by writing possible responses.
- 4. Have learners copy the dialogue in their notebooks. Alternately, provide learners with the handout on the next page, and have them copy the responses to the operator's questions. Ask learners to highlight the operator's questions.
- 5. Choral read the dialogue (that is on the board and that learners copied) with the class, pointing to the words as you read them. Then, arrange learners in pairs and have them role-play the 911 call. Encourage them to give any appropriate response, rather than the word-for-word response in the dialogue.
- 6. When learners are comfortable with the first call, follow the same procedure for the second and third calls, giving learners or displaying the caller 2 and caller 2 picture cards to prompt answers to the operator questions. Remind learners to change the pronoun to *he* for the next two scenarios.

Assessment:

- 1. Have a few (or all) pairs of learners demonstrate their dialogue for the class. Have the rest of the class notice if the caller described the problem using the correct words, answered the questions correctly and spoke clearly.
- 2. Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice.
- 3. In a class discussion, have learners identify specific issues they feel they need more practice with.

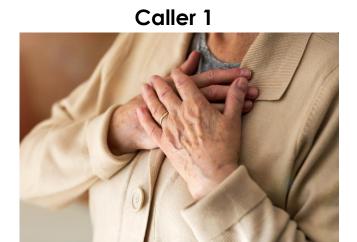
Operator Script

Student 1: You are a 911 operator. Read the questions below. Your partner will answer about Marta's emergency.

Operator:	911. For which city?
Caller:	[your town or city]
Operator:	Do you need Police, Fire or Ambulance?
Caller:	
Operator:	What is the location of the emergency?
Caller:	[your school's address]
Operator:	What is the emergency?
Caller:	
Operator:	Is she breathing?
Caller:	
Operator:	Is she conscious?
Caller:	
Operator:	Okay. Please stay on the line. Help is on the way.

Caller Cards









Skill: Reading

Competency Area: Comprehending Information

Indicators of Ability: Identifies main idea; identifies specific factual details; infers the meaning of unfamiliar words

Teaching Notes: Consider playing a recording of a home smoke detector test sound, a low battery beeping sound, and an alarm going off to familiarize learners with the sounds and to reinforce vocabulary. Alternately, bring in a smoke detector and demonstrate how to use the test button.

Set Up:

- 1. Inform learners that they will focus on how to protect themselves at home if there is a fire. Ask if anyone knows what a smoke detector is. If possible, take a walk around the school building and point out smoke detectors, sprinklers or fire alarms. Ask learners how many smoke detectors they have in their homes.
- 2. Distribute the text and comprehension questions on the following two pages. Go over unfamiliar vocabulary. Encourage learners to work on their own, but to ask questions if they need to. When learners are done, they can compare and discuss their answers with a partner.
- 3. Take up the answers as a class. Elicit a response to question 6 from everyone in the class.

Possible Supports:

- If anyone is struggling to read the questions, consider reading them out one by one and giving learners time to mark their worksheet. Be sure to remind learners not to call out the answers as this task is meant to demonstrate individual comprehension.
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

Assessment:

Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.

Answer Key:

1. No 2. Yes 3. Yes 4. No 5. Yes

Smoke Detectors



- 1. Smoke detectors keep your home safe.
- 2. Every home should have a smoke detector.
- 3. If there is a fire, it will make a loud noise.
- 4. To check if your smoke detector is working, press the test button.
- 5. You should hear a very loud beep.
- 6. If you don't hear anything, tell the landlord right away.

Name:		_ Date:	
Check 🗹 Ye	es or No		
1. Smoke de [.] □ Yes	tectors can stop a f □ No	ire.	
2. You should ☐ Yes		tector in your house.	
3. Tell your la □ Yes	ndlord if you don't □ No	have one.	
4. The smoke working. □ Yes		e a loud noise if it is not	
5. Tell your la □ Yes		e detector isn't working	g.
Do you have	a smoke detector i	n your home?	
CLB 1L: 4 out o	of 5 answers correct	Your Score:	/5

Skill: Writing

Competency Areas: Getting Things Done; Reproducing Information

Indicators of Ability: Print is legible; Information is written in the correct spaces; Information is copied accurately.

Teaching Notes: This task provides additional practice with filling out forms. Since the forms in this skill-using activity are identical to the forms in the assessment task, only one (skill-using or assessment task) should be added to the learners' portfolios.

Set Up:

- 1. Distribute the worksheet *Completing a Form* on the two pages that follow. Note that CLB 1L learners complete a personal information form; CLB 2 L learners complete the same form with the added fields for their emergency contact. Learners will need sufficient time and numerous opportunities to practise in order to fill in the form clearly and completely.
- 2. CLB 2L: Review the abbreviations for date of birth (MM/DD/YY) and remind learners how to fill in this information in a form.
- 3. Review the criteria in the checklist. Encourage learners to check their work using the checklist before submitting it for feedback.

Possible Supports:

- Have learners copy information from a personal identification card to the appropriate blanks on the form.
- After the assessment, help learners file the assessment task and checklist in the appropriate section of their PBLA binders if this task is part of the portfolio.

Assessment:

Circulate and provide in the moment feedback and support as needed. Take note of areas that need further practice and provide additional instruction and practice where needed to prepare learners for the assessment task.



CLB 1L

Personal Information Form				
Name:				
Address:				
City:	Province:			
Postal Code:	_			
Phone Number:	-			

Did I remember to:
\square Read the form before writing.
□ Print clearly.
□ Put capital letters on words.
$\ \square$ Put correct spaces for phone number and postal code.
☐ Fill out everything.

CLB 2L

Personal Information Form				
First Name:	Last Name:			
Date of Birth: / /	-			
Address:				
City:	Province:			
Postal Code:	-			
Phone Number:				
Emergency Contact				
Name: R	elationship:			
Phone:				
Did I remember to:				
□ Read the form before writing.□ Print clearly.				
□ Put capital letters on words.				
☐ Put correct spaces for phone number and postal code.				

 \square Fill out everything.

Assessment Tasks

For Listening, Speaking, Reading and Writing

Understanding a 911 Call	76
Asking for Help in an Emergency	80
Reading: Calling 911	84
Completing a Form	89

Skill: Listening

Competency Areas: Getting Things Done; Comprehending Information

Criteria: Identify factual details; make inferences

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practise with similar skill-using tasks before having learners attempt the assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

The audio file for this task is provided as a separate file.

Set Up:

- 1. Inform learners that they will listen to a 911 call and answer yes/no questions.
- 2. Review what we hear and say when we make a 911 call, if needed. Also review the difference between *breathing* and *bleeding*, since the two words sound very similar.
- 3. Distribute the handout; CLB 1L learners receive the first page of the handout; CLB 2L learners receive both pages. Go over the instructions and the comprehension questions orally with the class.
- 4. Play the audio once to familiarize learners with the content. Then play it as many times as needed and have learners answer the questions.

Possible Assessment Supports:

- Since this is an assessment of listening comprehension skills, learners are not required to
 read the questions or to respond in writing. If they are struggling with the questions, read
 them out loud one question at a time and have learners circle their answers. Tell learners
 not to call out the answers or help one another. Note that it may be difficult for learners to
 follow these instructions; remind them that this is an assessment of their individual
 responses.
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

Feedback:

- To help literacy learners with context, recall, and relevance, provide the feedback (answers) immediately upon completion of the assessment task.
- Provide learners with feedback on any error patterns you notice. Point out any relevant strategies for helping them arrive at the correct answer. Consider doing a *think aloud*, in which you (the instructor) model completing a task while voicing what you are thinking while



completing it. This instructional strategy allows learners to "see" inside the head of someone who is successfully completing the task.

Answer Key:

Part 1: CLB 1L and 2L

1. No

2. Yes

3. Yes

4. No

Part 2: CLB 2L

5. Yes

6. No

7. No

8. Yes

Transcript:

911 Operator: 911. For which city?

Caller: **Toronto**

911 Operator: Do you need police, fire or ambulance?

Caller: **Ambulance**

911 Operator: What is your emergency?

Caller: I think my father is having a heart attack. 911 Operator: What is the address of the emergency?

Caller: 33 Smith Road.

Is your father breathing? 911 Operator:

Caller: Yes.

911 Operator: Is he conscious?

Caller: Yes.

911 Operator: Okay, please stay on the line. Help is on the way!

Caller: Thank you.

Competency Areas: Getting Things Done/Comprehending Information Criteria: Identify factual details; identify key words and numbers; make inferences (CLB 2L)	CLB 1L CLB 2L
Name: Date:	
Instructions: Listen. Circle the correct answer.	
Part 1: CLB 1L and CLB 2L	
 The caller needs police. a. Yes b. No 	
 The man is having a heart attack. a. Yes b. No 	
 The emergency is on 33 Smith Road. a. Yes b. No 	
4. The man is bleeding.a. Yesb. No	

CLB 1L: 3 out of 4 answers correct

Your Score: _____/4

Part 2 (CLB 2L):

- 5. The son is calling 911.
 - a. Yes
 - b. No
- 6. The man is breathing.
 - a. Yes
 - b. No
- 7. The man is **un**conscious.
 - a. Yes
 - b. No
- 8. The operator says "stay on the line". She means don't hang up the phone.
 - a. Yes
 - b. No

CLB 2L 5 out of 8 answers correct

Your score: ____

Asking for Help in an Emergency



Skill: Speaking

Competency Areas: Getting Things Done; Sharing Information

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

Set Up:

- This assessment is a one-on-one conversation between the instructor and learner. The
 instructor plays the role of a 911 operator and learners play the role of a caller in an
 emergency situation. Explain the expectations for the task using the assessment tool. Note
 that the assessment tool is for instructor use only. CLB 1L and CLB 2 L learners may not be
 able to read or understand the criteria as written.
- 2. Distribute one prompt card to the learner you are assessing. There are two cards for CLB 1L and two cards for CLB 2L. Instruct learners to answer the operator's questions using the information on their card. Use the assessment form (for either CLB1L or CLB 2L) to read the operator questions to learners, to check off whether the learner answered each question correctly, and to indicate how well they performed each of the criteria.

Possible Assessment Supports:

- If the learner is struggling to read the prompt card, read it out loud to the learner.
- If the learner's pronunciation is not clear, ask the learner to repeat him or herself.
- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

Feedback:

- Provide feedback to the learner immediately after the assessment. Be sure to keep it simple and direct. Focus on what the learner is doing well and areas that can be improved.
- Give the feedback orally as CLB 1L and 2L learners may not have sufficient literacy skills to read the assessment tool or written comments.



Prompt Picture Cards: CLB 1L





St. John's Queen and Main Streets



Ottawa 133 King Street

Prompt Picture Cards: CLB 2L



Ottawa 133 King Street



St. John's Queen and Main Streets

Module Topic: Dealing with Emergencies Competency Areas: Getting Things Done; Sharing Information			CLB 1L □		
Instructions: Look at your picture	nstructions: Look at your picture. Answer the operator's questions in a 911 call.				
Name:		Date:			
Speaking CLB 1L					
Script/Questions	✓	Criteria:	Yes	Not yet	
 911. For which city? Do you need police, fire, or 		Overall: Speaks clearly and can be understood			
ambulance? 3. What is the address?		Answers questions with correct information			
 What is the address? Please stay on the line. Help is on the way. 		Says what the emergency is			
·		Uses basic vocabulary for the task			
TASK SUCCESS: Meets 3 out of 4	criteria.	Score:/4			
Doing well:		Next time:			



Module Topic: Dealing with Emergencies Competency Areas: Getting Things Done; Sharing Information			CLB 2L	. 🗆
Instructions: Look at your picture. Answer the operator's questions in a 911 call.				
Name: Date:				
Speaking CLB 2L				
Script/Questions	✓	Criteria:	Yes	Not yet
 911. For which city? Do you need police, fire, or 		Overall: Speaks clearly and can be understood		
ambulance?3. What is your emergency?4. What is the address?		Answers questions with correct information		
5. Is the person breathing?		Says what the emergency is		
6. Is the person conscious? Help is on the way. Please stay of until I tell you to hang up.	on the line	Uses basic vocabulary for the task		
TASK SUCCESS: Meets 3 out of 4	4 criteria.	Score:/4		
Doing well:		Next time:		

Skill: Reading

Competency Area: Comprehending Information

Criteria: Identify the purpose; identify details

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently.

Set Up:

- 1. Distribute the appropriate assessment handouts to each learner:
 - For CLB 1L, distribute pages 85-86
 - For CLB 2L, distribute pages 87-88
- 2. Read the questions out loud, and review the instructions orally. Remind learners not to shout out the answers as this is an assessment of individual comprehension.
- 3. Ensure learners understand that they should only select one answer for each question either yes or no.

Possible Supports:

- Learners may need to read the text out loud to themselves to try and understand.
- Demonstrate how to use a ruler as a guide to ensure learners focus on circling the correct answer for the correct sentence.
- Allow learners to respond orally (CLB 1L and CLB 2L) or to point to the answers in the text if necessary (CLB 1L), rather than checking off the answers on the worksheet.
- After the assessment, help learners file the assessment task and text in the appropriate section of their PBLA binders.

Feedback: Provide learners with feedback on any error patterns you notice. Review the assessment task as a class, in small groups, or individually, and identify not only the correct answer, but also strategies for how the learners can arrive at the correct answer.

Answer Key:		
CLB 1L	CLB 2L	
1. Yes	1. Yes	5. Yes
2. No	2. Yes	6. Yes
3. Yes	3. No	7. Yes
4. Yes	4. No	8. Yes
5. No		
	· ·	

CLB 1L

Call 911 when you have an emergency and you need police, fire or an ambulance.

Call 911 for police when:

- You see a crime.
- You see a serious accident.



Call 911 for the fire department when:

• You see a fire.



Call 911 for an ambulance when:

- Someone can't breathe.
- Someone is bleeding a lot.



Na	me:	Date:			
Ins	Instructions: Read about calling 911. Check Yes or No. CLB 1L:				
Yo	u should call 911 if:				
1.	Someone is stealing a car.		□ Yes □	No	
2.	You see a very small car accid	dent.	□ Yes □	No	
3.	Someone is not breathing.		□ Yes □	No	
4.	There is a fire in your home.		□ Yes □	No	
5.	Someone is bleeding a little.		□ Yes □	No	

CLB 1L: 3 out of 5 answers correct

Your Score: ____

/5

CLB 2L

Calling 911

Call 911 when you have an emergency and you need police, fire or an ambulance.

Call 911 for police when:

- You see a crime.
- You see a serious accident.



Call 911 for the fire department when:

- You see a fire.
- You smell smoke or gas.



Call 911 for an ambulance when:

- Someone can't breathe.
- Someone is bleeding a lot.
- Someone has chest pains.



Name:	Date:	
Instructions: Read about calling	911. Check Yes o	or No.
CLB 2L:		
You should call 911 if:		
1. Someone is stealing a car.	□ Ye	s □ No
2. Someone is not breathing.	□ Ye	s □ No
3. Someone is bleeding a little.	□ Ye	s □ No
4. You see an accident. No one	is hurt. □ Ye	s □ No
5. There is a fire in someone's ca	ır. 🗆 Ye	s □ No
6. Someone is having a heart at	tack. 🗆 Ye	s □ No
7. You see a fire in a building.	□ Ye	s □ No
8. You smell gas in your house.	□ Ye	s □ No

CLB 2L: 5 out of 8 answers correct Your Score: _____/8

Skill: Writing

Competency Areas: Reproducing Information, Getting Things Done

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

Set Up:

- 1. Distribute the appropriate assessment task to learners (for either CLB 1L or CLB 2L).
- 2. Review the instructions orally. Explain the expectations for the task using the criteria in the assessment tool. Note that the tool is intended for instructor use; literacy learners may not be able to read or understand the criteria as written.
- 3. Remind CLB 1L learners where they can find personal identification information and have them get out their personal ID cards.
- 4. CLB 1L learners are copying information; CLB 2L learners are writing their information (if possible). If CLB 2L learners struggle to write the information independently, modify the task so that they are copying as well.

Possible Supports:

- If needed, assist learners by indicating where they can find the information they need when they are copying.
- After the assessment, help learners file the assessment task and tool in the appropriate section of their PBLA binders.

Feedback:

- Provide feedback to learners orally immediately after the assessment. Be sure to keep it simple and direct. Focus on what learners are doing well and areas where they can improve.
- Provide class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with. Note that it is usually more effective to teach grammar orally, through chants and dialogues, then to give a formal grammar lesson to literacy learners.

CLB 1L \square

Instructions: Fill out a Personal Information form for your English class. Please print clearly.

	Personal Information Form	
Name		
Address		
City		
Province		
Postal Code		

CLB 2L □

Instructions: Fill out a Personal Information form for your English class. Please print clearly.

Personal Information Form		
Name:		
Address:		
City:	Province:	
Postal Code:		
Phone Number:		
Date of Birth: / / MM/ DD/YY		
Emergency Contact		
Name:		
Relationship:		
Phone Number:		



AT

Name	Date				
Instructions: Fill out the form for your English class registration. Use your own personal information.					
Writing: CLB 1L CLB 2L		Yes	Not Yet		
*The form is complete.					
The correct information is in the right places.					
Uses proper conventions for address and telep CLB 2: Uses capital letters for names and street					
CLB 1: Some spelling mistakes CLB 2: No spelling mistakes (if copying)					
Printing is neat and clear.					
You did well:	Next time:				
TASK SUCCESS CLB 1L and 2L: Yes on the first criteria (*)	Your sco				
Yes on 3 out of 4 of the remaining criteria	/4				