



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

294, rue Albert Street, Pâco/Suite 400, Ottawa, Ontario, Canada K1P 6E6
Tel./Tel: 613-230-7729 | Téléc./Fax: 613-230-9305
info@language.ca | www.language.ca



A Child's Education

A CLB 1-2 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learning reflection tools
- ✓ Reference list of additional resources

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Development Team:

Emily Albertsen

Anne Hajer (Reviewer)

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Centre for Canadian Language Benchmarks

294 Albert Street, Suite 400, Ottawa, Ontario, Canada K1P 6E6

613-230-7729 | info@language.ca | www.language.ca

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How to Use the Module Package

This module includes activities for a unit on A Child’s Education for CLB levels 1 and 2. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill Building Activity



Skill-using Task



Assessment Task

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules can include interrelated real-world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 1 and CLB 2 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 1 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 2. You might adjust the expectations and expect learners at CLB 2 to demonstrate greater mastery than learners at CLB 1 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

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>

Module Plan

Theme: Education

Topic: A Child's Education

	Listening CLB Level: 1-2	Speaking CLB Level: 1-2	Reading CLB Level: 1-2	Writing CLB Level: 1-2
Real-World Task Goal(s)	Understand simple locations and directions in a child's school.	Provide information about your child to others at school.	Understand simple information (e.g., notices) from a child's school.	Copy information from a child's schedule.
Context/ Background Information	Public and private school system in Canada; education levels (pre-school, kindergarten, elementary, high school); information/documentation needed to register a child for school; types of programming (core subjects such as math, English, science, etc. and other subjects such as art, gym, music); school routines, expectations for students and parents (e.g., parental involvement in child's education); relationship between teachers and students, teachers and parents; types of notices (e.g. informational, permission, alerts, etc.) that schools send home.			
CLB Competency Area(s) and Statements	Comprehending Instructions Understand short, simple, common instructions, commands, requests and directions related to immediate personal needs.	Sharing Information Give basic (expanded for CLB 2) personal information in response to direct questions from a supportive listener.	Getting Things Done Get information from simple formatted texts. CLB 1: Texts are very short. CLB 2: Texts are short.	Reproducing Information Copy letters, numbers, words for personal use. CLB 1: 5 to 10 items CLB 2: 10 to 15 items

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> Vocabulary for places in a school (e.g., office, gym, classroom, washrooms) Additional vocabulary related to the module (Principal, parent-teacher night, field trip, etc.) Numbers (for building floors, room numbers) Prepositions and phrases for locations (beside, next to, between, etc.) Vocabulary for directions (e.g., on the right/left) 	<ul style="list-style-type: none"> Alphabet to spell own name and street name Pronunciation: chunking when pronouncing telephone numbers, postal code; word stress on two-syllable numbers (e.g., 13/30) 	<ul style="list-style-type: none"> Vocabulary specific to messages from a child's school, including abbreviations Formatting features (e.g. bold, underline) to indicate important information 	<ul style="list-style-type: none"> Some common (or recognizable) abbreviations for copying information onto a calendar (e.g., FT= field trip; PD = professional development; P-T= Parent-Teacher) Writing the time using proper format (including am and pm)
Language and Learning Strategies	<ul style="list-style-type: none"> Asking for repetition to confirm or clarify information 	<ul style="list-style-type: none"> Asking for repetition Speaking clearly 	<ul style="list-style-type: none"> Skimming to determine the purpose of the message Using question words (<i>who, what, when, where, why</i>) to facilitate comprehension Using a bilingual dictionary for unfamiliar words 	<ul style="list-style-type: none"> Copying accurately and legibly
Assessment Tasks	Listen to the locations of rooms in a school.	Respond to questions about personal information when registering a child for school.	Understand information in a simple notice about a school event.	Copy information from a child's school schedule to a home calendar.

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about children's education (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

Additional Teacher Resources

The Language Companion Stage 1:

Education for Children: p. 28



- *LINC Classroom Activities LINC 1*, Algonquin College, 2009.
http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf
 - Education p. 257-284
- *LINC Classroom Activities LINC 2*, Algonquin College, 2009.
http://www.moresettlement.org/LINC1-4/LINC4/LINC_2_Classroom_Activities.pdf
 - Education p. 271-314
- *Oxford Picture Dictionary 2nd Canadian Edition*, Goldstein & Shapiro, 2009.
 - Schools and Subjects p. 188-189
- *Oxford Picture Dictionary Low Intermediate Workbook Canadian Edition*, Fuchs & Bonner, 2010.
 - Schools and Subjects p. 188-189
- *Oxford Picture Dictionary High Beginning Workbook Canadian Edition*, Fuchs, 2010.
 - Schools and Subjects p. 188-189
- *Step Forward Canada 1*, Rajabi & Spigarelli, 2008.
 - In the Classroom p. 4-15

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

Warm-up Questions:

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions can be posted in different areas of the room, with groups assigned to those areas.
 - What does school for children look like in your country?
 - How old are children when they start school?
 - Do you have to pay for school for children in your country?
 - Do children wear uniforms?
 - Do you have any experience with school in Canada?
 - What do you know about elementary school? (or middle/junior high/high school)
 - Have you ever been to a parent-teacher conference?
2. Debrief with the whole class by alternating through each group and having them share their answers for some questions.

Using the Language Companion

After the discussion, follow up with a look at page 28 of the Stage 1 Language Companion. Since CLB 1-2 learners will find the text too challenging to read on their own, consider any of the following approaches:

- Use only small sections of the text, such as the first half of the page or just the information in the blue boxes depending on the abilities of learners in the class.
- Review or teach words and concepts in the text that are new for learners. Distribute the questions on the page that follows and explain any unfamiliar vocabulary in the handout. Have learners engage in a simple guided scanning activity by having them focus on key words/phrases in the questions and matching them to the answers in the text. (For example, the first question is the same as the first line of the text; for the second question, they should scan for numbers that indicate ages, etc.)
- Pair CLB 2 learners with CLB 1 learners and have them work together to find the answers to the questions. Learners can compare their answers to those of another pair of learners before taking up the answers as a class.

Answer Key: Language Companion Search

1. Each province or territory provides public education. **YES**
2. Children have to stay in school until they are 14 years old. **NO** (They have to stay until they are 16 or 18, depending on the province or territory)
3. There are two levels of school. **YES**
4. School is free for children. **YES**
5. Children start school when they are 7 years old. **NO** (they start at 4 to 6 years old)

Language Companion Search: Education for Children (page 28)

Instructions: Look in your Language Companion. Answer the questions.

Question	Answer (check one)
1. Each province or territory provides public education.	<input type="checkbox"/> YES <input type="checkbox"/> NO
2. Children have to stay in school until they are 14 years old.	<input type="checkbox"/> YES <input type="checkbox"/> NO
3. There are two levels of school.	<input type="checkbox"/> YES <input type="checkbox"/> NO
4. School is free for children.	<input type="checkbox"/> YES <input type="checkbox"/> NO
5. Children start school when they are 7 years old.	<input type="checkbox"/> YES <input type="checkbox"/> NO

Goal Setting: A Child's Education

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Post a list of language skills that learners can develop in this module, such as:
 - Building vocabulary to describe locations in a school and directions
 - Listening to locations in a school
 - Answering personal information questions
 - Reading notices about school events
 - Writing school events in a calendar
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: A Child's Education

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I would like to improve the following skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps:		

Vocabulary: A Teacher Resource

The master list below includes words that appear frequently in this module. For skill-building activities, select the words that will be the most useful for the learners in your class.

Directions

- on the left
- on the right
- next to/beside
- between
- at the end of the hall

Locations in a School

- gym
- classroom
- cafeteria
- office
- kindergarten room
- music room
- library
- washroom

School Events

- | | |
|---------------------------------------|---------------------|
| • parent teacher meetings/conferences | • basket ball game |
| • assembly | • spring break |
| • report card | • used book sale |
| • early dismissal | • bake sale |
| • concert | • picture/photo day |
| • field trip | • pizza lunch |
| • holiday | • pajama day |
| • sports day | • exams |
| • soccer practice | • graduation |

Use a variety of vocabulary building activities. Recycle vocabulary many times in many different ways. This will help learners learn and retain new words. The following are possible vocabulary-building activities:

1. Picture Dictionary

As a class activity, create a picture dictionary using concrete nouns from the module. You will need a computer, a projector, and internet access. Project a two two-column table, and type the words in the first column. Then search for images that represent each word, have learners select the one they think best represents the words, and place them in the second column. (Be sure to check copyright on images before using them.) Print copies of the picture dictionary for learners and have them practise saying each word. Continue to add to the dictionary as new words are introduced. Depending on the digital literacy skills of learners, they can also make their own picture dictionaries, either on a computer, or in paper form.

2. Total Physical Response

To practise prepositions of location, have learners position themselves in relation to others in the class according to verbal instructions from the instructor (e.g., *Amina, please stand next to Shilpa.*)



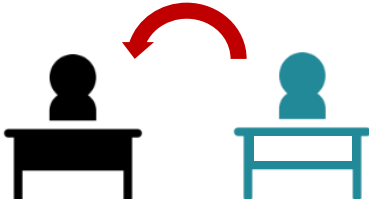
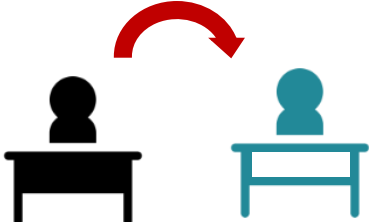
3. Scrambled Letters

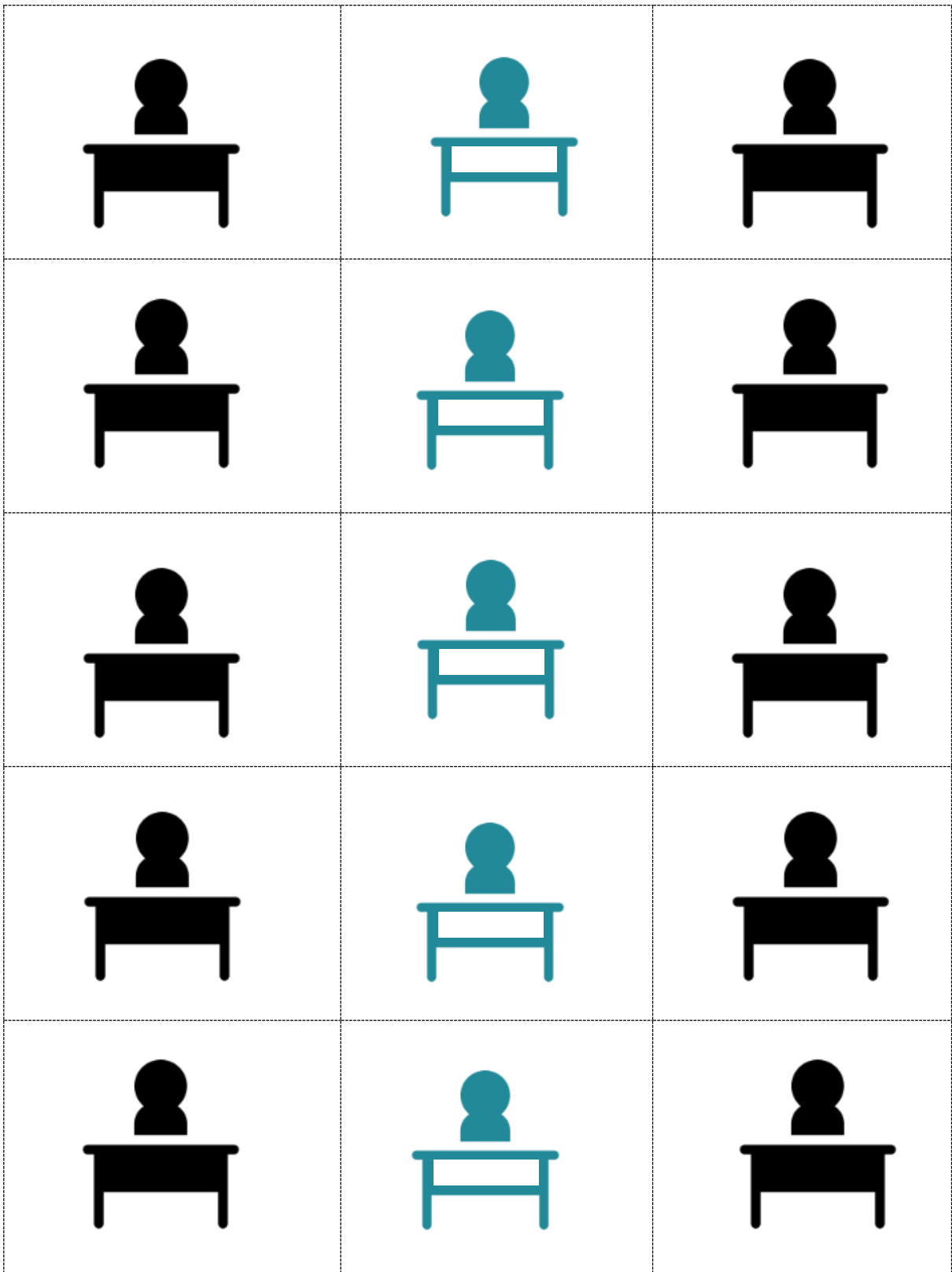
Use a short list of words that students have recently learned and write a scrambled version of each word on the board (e.g., loscosarm, for classroom). Have learners work with a partner to unscramble the letters. You can set a time limit, or facilitate the activity as a contest where the first pair of learners to decipher the word wins, to help motivate the class.

4. Matching

Using the picture cards that follow, learners match the picture to the sentences. Alternatively, learners can position the picture cards on the subsequent page according to verbal instructions (e.g., *Put one student beside another; Now put a student on the right.*)

Matching Activity

<p>between</p> <p>Marco is between Mohamed and Olga.</p>	
<p>next to/beside</p> <p>Marco is next to Olga.</p>	
<p>on the left</p> <p>Olga is on the left.</p>	
<p>on the right</p> <p>Marco is on the right.</p>	



Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Need more practice.	This is hard!
I can use school words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen and understand where rooms are in a school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can answer personal information questions (name, address, phone number).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a notice about a school event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can copy school events in a calendar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most useful thing you learned in this module?

Which activity was the most difficult for you? How can you practise this skill more?



Listening

Skill-Building and Skill-Using Activities

Understanding Locations.....	17
Understanding Descriptions of Locations	19
Finding Rooms in a School	21

Teaching Notes: This activity introduces language for describing the locations of rooms in a school. Vary the activities (e.g., using picture cards, total physical response to verbal instructions, or scavenger hunts) to provide multiple opportunities for learners to practise understanding locations.

Set Up:

1. Introduce the phrases *on the left*, *on the right*, *beside*, *next to*, *between*, *at the end of the hall*. Arrange objects on a table to illustrate language for locations (e.g., *The cup is next to the pencil. The notebook is on the left.*) Say or demonstrate what is meant by *at the end of the hall*.
2. Have learners practise the phrases by asking them to position themselves in relation to others and having the class repeat sentences, such as *Sanjay is on the left, Margaret is between Ming and Dawit*. Learners could also use the word cards in the *Vocabulary Building Activities* section of this module to practise locations.
3. Teach/review vocabulary for various rooms in a school (e.g., office, washrooms, gym, library, classrooms, cafeteria, kindergarten room, music room, hallway).
4. Provide practice describing locations within your own school or building: *The office is next to the front door. Our room is on the right.*
5. Hand out the activity on the page that follows. Read the transcript slowly (or play the audio recording) and have learners circle the correct answer. Read the transcript as many times as needed.

Additional Practice Suggestions:

- Create a scavenger hunt within the building. Before class, post small signs with information on them, and give learners simple descriptions of different locations. Ask them to note and report back what was on the sign at each location.
- Depending on the set up of your school, walk learners into the hallway to practise the phrase “*at the end of the hall.*” Ask learners what is at the end of the hall. If possible, take learners on a tour of the building and have them describe the locations of various rooms by responding to questions such as, *Whose classroom is next to the office?*

Transcript

Welcome to our school! It is easy to find rooms in our school.

1. The office is on the left.
2. The kindergarten room is on the right.
3. The gym is next to the office.
4. The music room is between the grade 1 room and the washroom.
5. The cafeteria is at the end of the hall.

Instructions: Listen to the locations. Circle the correct answer.

1. Where is the office?
 - a. at the end of the hall
 - b. on the right
 - c. on the left

2. Where is the kindergarten room?
 - a. at the end of the hall
 - b. on the right
 - c. on the left

3. Where is the gym?
 - a. next to the office
 - b. next to the music room
 - c. next to the cafeteria

4. Where is the music room?
 - a. between the grade 1 room and the office
 - b. between the grade 1 room and the cafeteria
 - c. between the grade 1 room and the washroom

5. Where is the cafeteria?
 - a. at the end of the hall
 - b. next to the gym
 - c. beside the office

Teaching Notes: This activity involves working with a floorplan. Some learners may struggle with it because of the conceptual challenge of reading or arranging a floor plan. If a learner is having difficulty, simplify the activity by working with only a few cards and providing lots of practice time before extending to the full activity.

Set Up:

1. Review the phrases *on the left*, *on the right*, *beside*, *next to*, and *between* using objects or people in the classroom.
2. Introduce the idea of a floorplan by sketching a plan of your classroom on the board. Ask learners to help you decide where to put things on the plan. Check their understanding of both the vocabulary and the concept of representing a room as a floor plan.
3. Arrange learners in pairs. Hand out the cards and the blank floor plan on the pages that follow. Inform the class that they will be creating a floor plan by listening to a description of each location and placing the correct room card in the correct spot on the floor plan.
4. Read the locations of each room slowly (or play the audio recording) and repeat as needed.
5. Review the completed floor plans by drawing the floor plan on the board and asking learners to tell you where to write in each of the rooms.

Additional Practice Suggestion:

- Many classrooms have a floorplan with emergency exits marked. If there is one for your classroom, examine it with the class.

Transcript:

1. The cafeteria is beside the grade 3 classroom.
2. The kindergarten classroom is between the cafeteria and the grade 1 classroom.
3. The gym is on the right.
4. Find the boys' washroom. The library is on the left.
5. The girls' washroom is on the right.
6. The grade 2 classroom is next to the office.

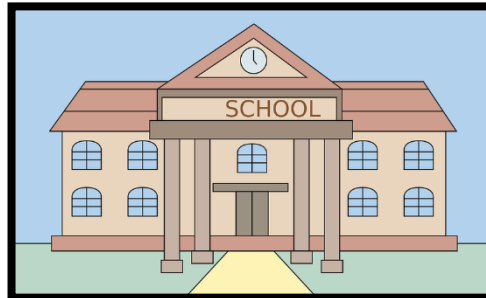
Answer Key

Grade 3 classroom	<u>Cafeteria</u>	<u>Kindergarten classroom</u>	Grade 1 classroom	<u>Gym</u>
<u>Library</u>	Boys' washroom	<u>Girls' washroom</u>	<u>Grade 2 classroom</u>	Office

Understanding Descriptions of Locations, *continued*

SB

Instructions: Cut out the small cards. Listen to the locations. Put the card in the correct place on the floorplan.



Grade 3 classroom			Grade 1 classroom	
	Boys' washroom			Office



Library	Girls' washroom	Cafeteria
Kindergarten classroom	Grade 2 classroom	Gym

Competency Area: Comprehending Instructions

Indicators of Ability: Identifies words or phrases that indicate location

Teaching Notes: Some learners may struggle with this task because of challenges with reading floor plans and orienting themselves to a two-dimensional representation. Ensure that learners have had several opportunities to practise listening to locations over a number of days. Consider having CLB 1 learners identify fewer locations on the map (e.g., three instead of five).

Set Up:

1. Inform learners that they will identify missing rooms on a school map. Review the prepositions of location practised previously, as needed.
2. Hand out the task on the page that follows and explain that some of the labels of the rooms are missing. Tell everyone to start on the red star. You will give them directions and they will write down the missing rooms on the floorplan.
3. Read the transcript slowly (or play the audio recording). Repeat several times if necessary.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Observation: Circulate the classroom while you are giving the directions and provide feedback to learners. Record observations on a simple class observation form.
- Collect the floorplans and mark them.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

Transcript:

You are standing by the red star.

The office is *on the right*.

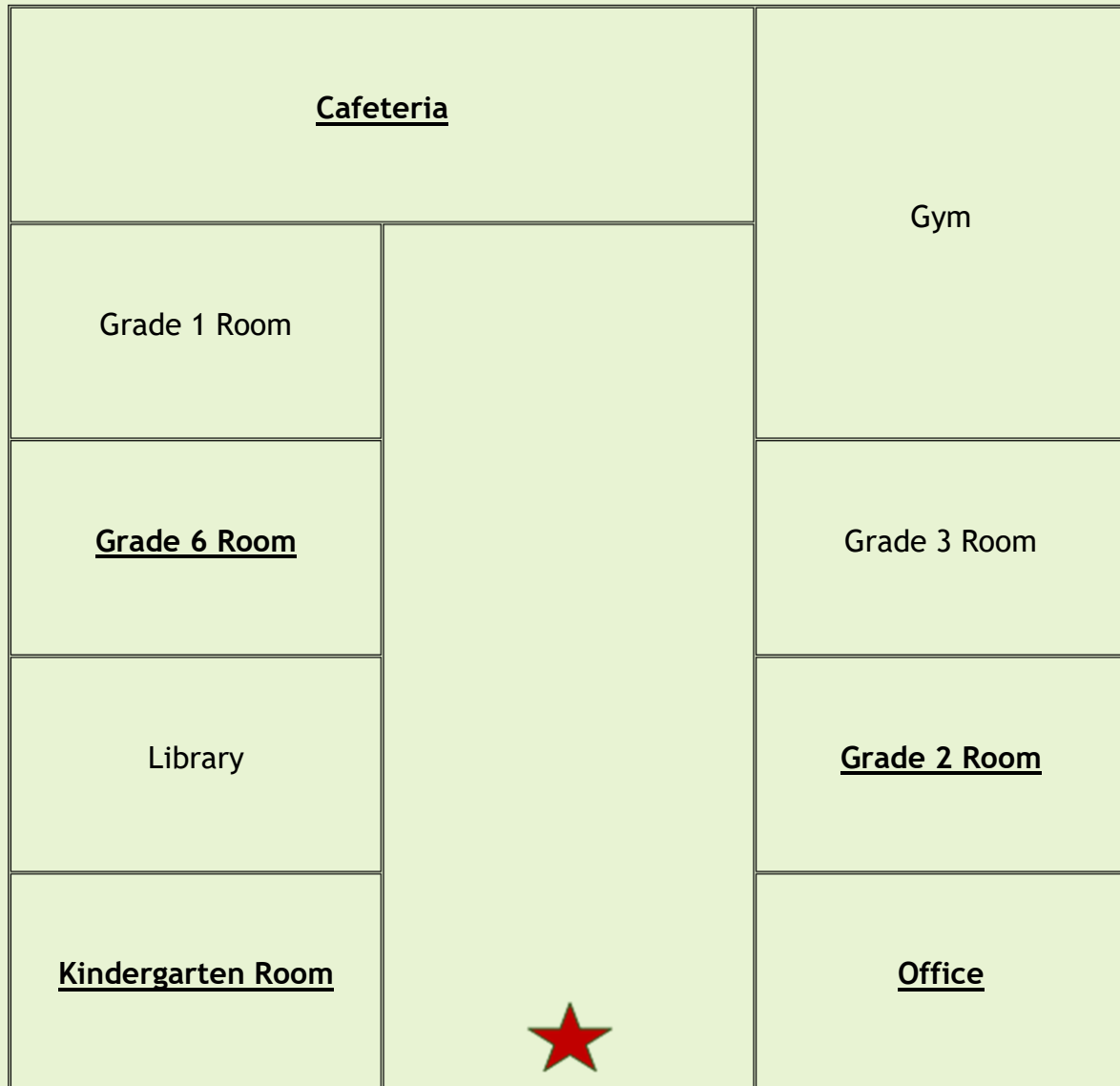
The kindergarten room is *on the left*.

The cafeteria is *at the end of the hall*.

The grade 6 room is *between* the library and the grade 1 room.

The grade 2 room is *next to* the grade 3 room. The grade 2 room is *beside* the grade 3 room.

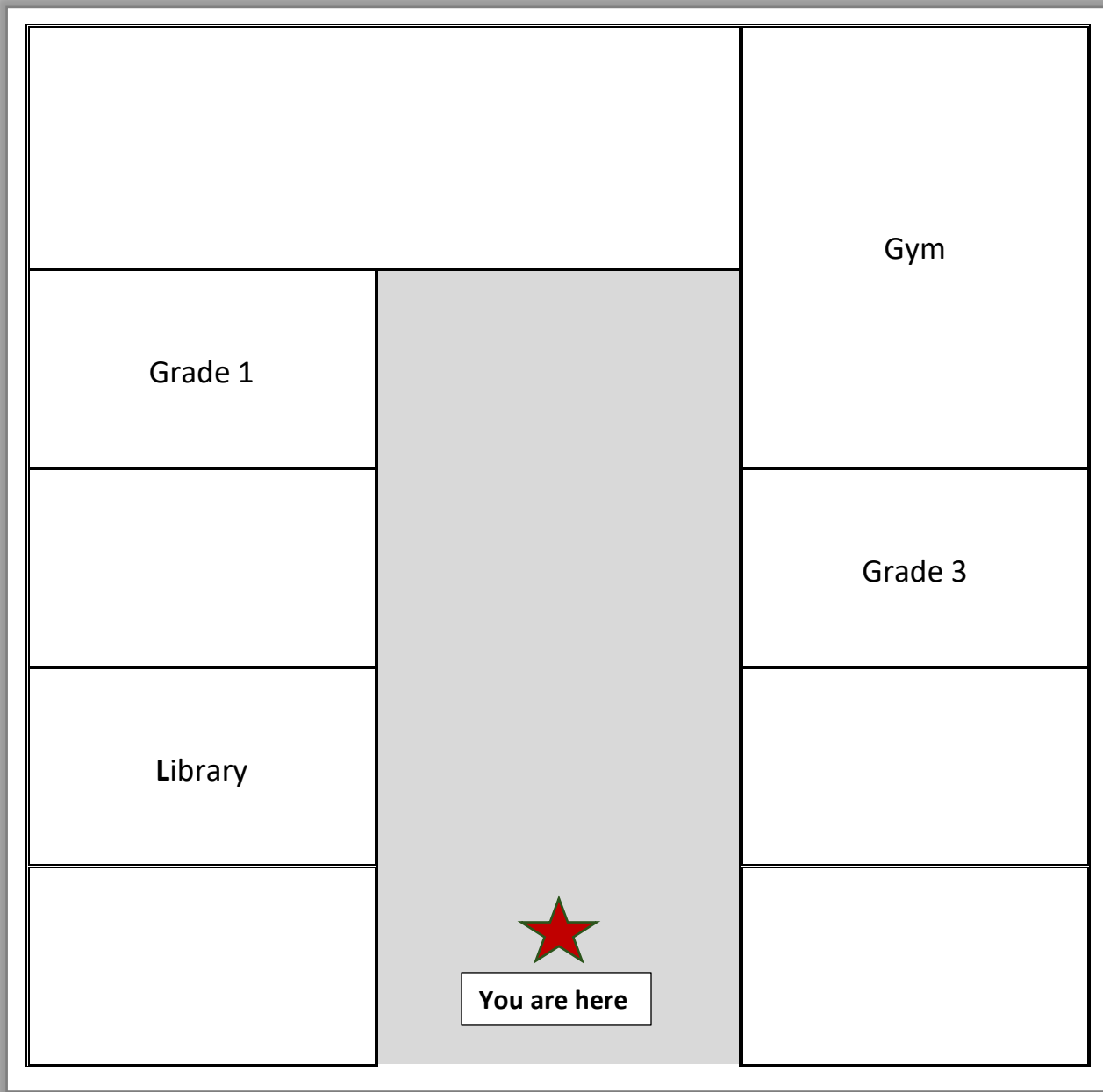
Answer Key



Name: _____ Date: _____ ☐ CLB 1
☐ CLB 2

This is a map of a school. Listen to the locations. Write the places on the map.

Kindergarten Room ♦ Office ♦ Cafeteria ♦ Grade 6 ♦ Grade 2





Speaking

Skill-Building and Skill-Using Activities

Answering Personal Information Questions	25
Personal Information Board Game	26
Personal Information Interviews	29

Teaching Notes: This activity helps build familiarity with answering basic personal information questions in the context of registering a child for school. Learners can use their own information if they are comfortable doing so. Learners who do not have a school-aged child or who do not wish to talk about their own children can use a fictional child.

Note that learners may find it easier to respond to questions about personal information if they have first seen the questions in writing. You may want to have learners fill out a simple personal information form before engaging in the Speaking activities.

Set Up:

1. Engage learners in a class discussion using any or all of the following questions: *Do you have children? How old are they? Do they go to school? What grade are they in?*
2. Tell the class about a fictionalized child (or your own child). Write details on the board. For example:
 - Maria Smith
 - 9 years old
 - April 10, 2011
 - 123 Main Street
 - 403-555-1234
 - T3A 1A2
3. Ask the class questions about the fictionalized child. Write them on the board and have learners copy them. For example:
 - What is her name? How do you spell that?
 - How old is she?
 - What is her date of birth?
 - What is her address? How do you spell that?
 - What is her phone number?
 - What is her postal code?
4. Practise pronunciation where needed. Have learners practise the rhythm pattern of phone numbers and grouping numbers (222 – 222 – 2222) so that the telephone number is easier to understand. Do the same for the postal code. Write a few other phone numbers and postal codes on the board and have learners practise saying them.
5. Working with a partner, have learners take turns asking and answering the questions about Maria. Ask pairs of learners to demonstrate their questions and answers for the class
6. Have learners ask each other the personal information questions in pairs by changing the pronouns in the questions. (e.g., What is your name? What is your child's name?)

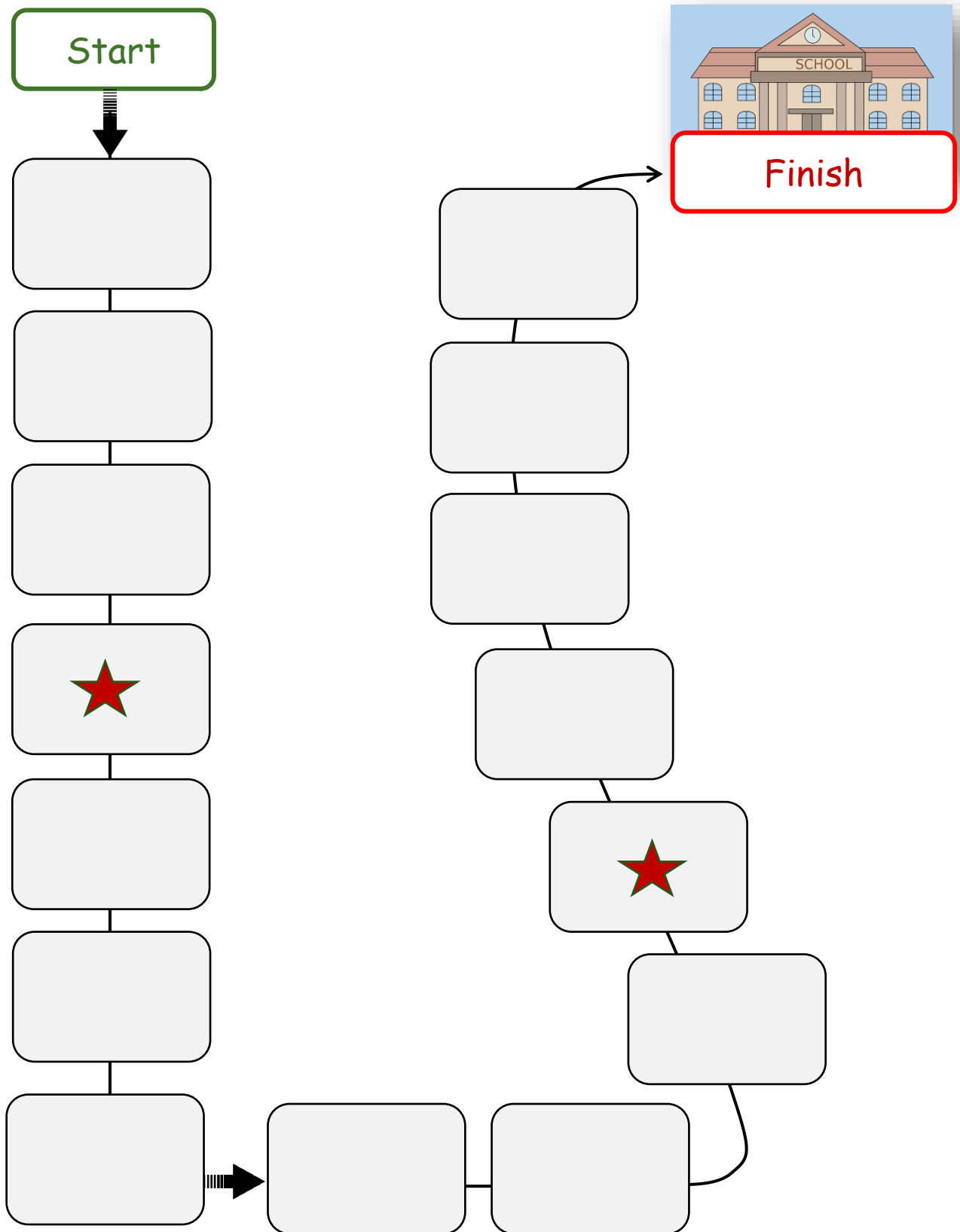
Teaching Notes: In this activity, learners play a game to practise personal information questions. The game board and questions are provided on the pages that follow. Game pieces can be borrowed from board games at home, or use small objects (e.g., the tops from spent whiteboard markers that are a variety of colours).

Set Up:

1. Before starting the game, ensure that you have the following:
 - Several copies of the game board and the game cards (enough so that learners can play in groups of 3-4)
 - A game piece for each learner (e.g., buttons, spent marker tops, bingo chips)
 - A 6-sided die for each group
2. Review the personal information questions as a class. Practise the rhythm of phone numbers again. Review the pronunciation of letters, if needed. Ask a few learners to say and spell their names.
3. Demonstrate how to play the game by putting your game piece on the START space, then taking a card, reading it out loud and answering the question on it. Inform learners:
 - If they get the answer **wrong**, they stay where they are and the next learner takes a turn.
 - If they get the answer **correct**, they roll the die and advance their piece. If they land on a space with a star, they have to answer another question. If they land on a blank space, the next learner takes a turn.

The first learner to make it to the end wins.

4. Arrange learners into groups of 3 or 4, distribute the materials and have learners play.
5. Circulate and provide support as needed.





What is your name? Can you spell that?	What is your child's name? Can you spell that?
What is your address? Can you spell that?	How old is your child?
What is your phone number?	What is your child's date of birth?
What is your postal code?	What grade is your child in?

Competency Area: Sharing Information

Indicators of Ability: Responds to information questions appropriately; uses alphabet correctly to spell name; speaks clearly

Teaching Notes: This task recycles the questions that are introduced and practised in this module. If helpful, learners can respond to the questions by referring to a personal information form.

Set Up:

1. Write the personal information questions (on the page that follows) on the board. Ask individual learners to read the questions for the class. Ask for volunteers to answer the questions.
2. Review the pronunciation of phone numbers and postal codes as needed.
3. If learners do not have school-aged children or do not want to speak about their own children, write information for a fictional child on the board.
4. Arrange the class so that learners are seated in two rows facing each other according to their CLB level. Note that CLB 2 learners work with more questions.
5. Distribute the personal information questions (on the page that follows) to one row/side of learners only. These learners will be the interviewers and will ask the questions. The facing row of learners will be the interviewees and answer the questions. When everyone is finished, ask the interviewees (i.e., those answering the questions) to stand up and move one place to the right (the learner on the end walks to the front of the row). Learners switch roles so that everyone has a chance to ask and answer all of the questions.

Assessment:

Choose the approach that best suits the needs of learners, for example:

- Peer and self-assessment: Explain the criteria in the peer/self-assessment form (p. 31) to ensure that learners understand the expectations. Provide enough time for peers to share and review feedback. Alternatively, the feedback form can be used for self-assessment.
- Circulate and make observations during the interviews. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

Personal Information Interview Questions



CLB 1:

1. What is your name?
2. How do you spell that?
3. What is your child's name?
4. How do you spell that?
5. How old is he or she?
6. What is your phone number

CLB 2

1. What is your name?
2. How do you spell that?
3. What is your child's name?
4. How do you spell that?
5. How old is he or she?
6. What is your child's date of birth?
7. What is your address?
8. How do you spell that?
9. What is your phone number?

Peer Feedback: Giving Personal Information		SU
Speaker: _____	CLB: <input type="checkbox"/> CLB 1 <input type="checkbox"/> CLB 2	
Peer: _____	Date: _____	
Put a check ✓		
<input type="checkbox"/> Answers questions with correct information.		
<input type="checkbox"/> Uses alphabet correctly to spell name and address.		
<input type="checkbox"/> Says telephone with correct pauses.		
Were the answers clear? Could you understand? Check ✓one		
<input type="checkbox"/> YES <input type="checkbox"/> NEEDS WORK		



Peer Feedback: Giving Personal Information		SU
Speaker: _____	CLB: <input type="checkbox"/> CLB 1 <input type="checkbox"/> CLB 2	
Peer: _____	Date: _____	
Put a check ✓		
<input type="checkbox"/> Answers questions with correct information.		
<input type="checkbox"/> Uses alphabet correctly to spell name and address.		
<input type="checkbox"/> Says telephone with correct pauses.		
Were the answers clear? Could you understand? Check ✓one		
<input type="checkbox"/> YES <input type="checkbox"/> NEEDS WORK		



Reading

Skill-Building and Skill-Using Activities

Reading Strategy: Who, What, When, Where, Why	33
Understanding a School Notice	35
Reading a School Notice	37

Teaching Notes: Use this activity to build familiarity with the reading strategy of asking questions about a text to aid comprehension. Encourage learners to use this strategy whenever they read a text for the first time.

Set Up:

1. Introduce the activity by asking learners what they do when they don't understand information from their child's school. Elicit examples of strategies learners currently use (e.g., looking up words in the dictionary, asking a family member to translate).
2. Write a sentence on the board: *Jane teaches English at the College on Mondays because she likes the students.* Write: *who, what, where, when, why* next to the sentence. Ask learners questions about the sentence using the question words. Inform them that asking questions about a text is a helpful way to help them understand it. Guide learners in identifying the parts of the sentence that answer each question, as below.
 - Who: Jane
 - What: teaches English
 - Where: at the college
 - When: on Mondays
 - Why: because she likes the students
3. Elicit a sentence from learners and write it on the board. Prompt them to add to the sentence until it has sufficient information. Ask learners *who, what, where, when, and why.*
4. Organize learners into pairs and distribute the handout on the following page. For each sentence, learners identify and copy the part that answers each question word, similar to the example on the board.
5. Take up the answers as a class. Have the class practise asking questions (*who, what, when, etc.*) about each sentence.

Answer Key

- | | |
|------------------------------------|---------------------------------------|
| 1. Who: <u>The students</u> | 3. Who: <u>The teacher</u> |
| What: <u>go to gym class</u> | What: <u>comes early</u> |
| Where: <u>outside</u> | When: <u>on Fridays</u> |
| When: <u>at 1:30</u> | Why: <u>because she has a meeting</u> |
| 2. What: <u>The school concert</u> | |
| When: <u>is at 7:00</u> | |
| Where: <u>in the auditorium</u> | |

Read the sentence. Copy the information from the sentence beside each WH word.

1.

The students go to gym class
outside at 1:30.

Who: _____

What: _____

Where: _____

When: _____

2.

The school concert is at 7:00 in the
auditorium.

What: _____

When: _____

Where: _____

3.

The teacher comes early on Fridays
because she has a meeting.

Who: _____

What: _____

When: _____

Why: _____

Teaching Notes: This activity gives learners an opportunity to practise the strategy of asking questions to understand a text.

Set Up:

1. Introduce the activity by asking learners about the types of school events in their countries and how parents find out about them (e.g., posters, notices sent home with children, email, other ways). Ask them if they have ever received a notice from a child's school about an event. What it was the event?
2. Brainstorm a list of typical events that schools might send notices about, such as bake sales, music nights, art shows, field trips, school dances, and so on.
3. Distribute the school notice on the next page. Talk about the format of the notice. Does it use complete sentences? How can you tell what the event is? (bold, larger font). Elicit from learners that a notice usually has information about the event related to who, what, when, where and why.
4. Go over the instructions for the activity. Learners will respond to questions about the notice by locating the information on the notice and marking it. Demonstrate how they will mark the information (e.g., circling, underlining, drawing a box around) on the board if needed. Begin with the easier questions (when and where) before moving onto more challenging questions (what and why). Have learners follow the instructions:
 - Circle **when** the event is.
 - Underline **where** the event is.
 - Draw a box around **what** the event is.
 - Draw two lines under **why** the event is happening.
 - Draw two circles around **who** the books are for.
5. Ask the questions again and have learners answer orally.
6. Group learners in pairs and have them ask each other questions about the notice and respond to the questions.

Aspen Grove Elementary School

Used Book Sale

Books for children and adults.

All money is for new books for the school library.

All books under \$1.



Tuesday, February 3rd

7:00 pm

In the gymnasium

Competency Area: Getting Things Done

Indicators of Ability: Understands the purpose; understands factual details; infers meaning (Q. 9)

Set Up:

1. Inform learners that they will be reading a notice about a school event and answering questions.
2. Distribute the notice on the following page and give learners a few minutes to quickly look over it and think about the five information questions (who, what, when, where, why) that they talked about in the previous activities. Remind them that this is a useful strategy to help them understand written texts.
3. Distribute the comprehension questions and have learners answer them. When they are done, they can compare and discuss their answers with a partner. Take up the answers as a class.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- 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.
- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? What made it easy or difficult?

Answer Key

- | | | |
|------------|--------------|---------------------|
| 1. b | 4. b | 7. Animals |
| 2. a | 5. a | 8. Favourite things |
| 3. 6:00 pm | 6. Cafeteria | 9. Kindergarten |

Read the notice. Answer the questions.

Come and celebrate our artwork!

Grades K to 6 will present their art.



Date: Thursday, December 2nd

Time: 6:00 pm

Location: In the cafeteria

Kindergarten: Art about family

Grades 1-3: Art about animals

Grades 4-6: Art about their favourite things

Name: _____

Date: _____

Read the notice. Answer the questions.

CLB 1 and 2

1. What is the notice for?

- a. to sell art
- b. to see an art show
- c. to do art

2. When is the art show?

- a. Thursday, December 2nd
- b. In the cafeteria
- c. Family, animals and favourite things

3. What time is the art show?

4. Who made art about animals?

- a. Kindergarten students
- b. Grades 1-3
- c. Grades 4-6

5. What did kindergarten students make art about?

- a. family
- b. animals
- c. their favourite things

6. Where is the event?

CLB 2 Only

7. Rocco is in grade 1. What did he make art about?

8. Lia is in grade 5. What did she make art about?

9. The notice says Grades K to 6. What word does **K** mean?



Writing

Skill-Building and Skill-Using Activities

Adding Events to a Calendar	41
Marking a Calendar	43
Writing School Events on to a Calendar	45

Teaching Notes: Use this activity to provide practice with adding information to a calendar, building vocabulary, and increasing familiarity with typical events at Canadian schools.

Set Up:

1. Write the names of the months on the board. Point out that months in English always start with a capital letter. Review the months together. An effective way to do this is through chants or songs. Do the same with the days of the week. Ask learners if they have dates that are special to them and add these to the board, e.g. *May 10th, Abda's Birthday; October 16th, Julia came to Canada; December 9th, Marco's son's birthday.*
2. Ask learners how they keep track of meetings, appointments, and so on. Some learners may have a day planner, a calendar, an app on their phone, or other means.
3. Project, post, or draw a calendar page on the board. Ask learners to come to the board and write down events on the calendar. It is best if these are actual events for the class, e.g. *reading assessment, field trip, or class picnic.*
4. Review the relevant vocabulary for the activity.
5. Introduce the activity: learners will be cutting out the event cards and gluing them to their calendars. Before cutting out the cards, go over the different school events. Elicit from learners what each event means and explain, where necessary.
6. Have learners work alone or in groups to cut out the event cards and glue them on to the correct days on their calendar.
7. When they are finished, ask learners questions about their calendars: *When is pizza day? When is early dismissal? When is the field trip?*

Additional Practice Suggestion:

- Consider teaching short forms for writing events on the calendar. For example; PJ (pajama) Day, F T (for field trip), etc. Inform learners that we often write shorter versions of event names to save time and space.

Cut out the event cards. Glue each card to the right place on the calendar.

Event Cards



Mon March 1 Music Night 7:00 p.m.	March 8-12 *****Spring Break - No School*****			Tues March 16 Field Trip: Museum
Fri March 19 Early Dismissal	Wed March 24 Pizza Lunch	Fri March 26 Pajama Day	Mon March 29 Sports Day	Thurs March 4 Picture Day

Calendar

M A R C H						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Teaching Notes: In this activity, learners work on copying accurately and legibly. They also practise using school-related vocabulary.

Set Up:

1. Distribute the calendar on the page that follows. Look at it together and ask learners questions, such as *Why are some squares shaded? What month is the Sunday before June 1st? What month is after June? What day of the week is the 16th? The 27th?* etc. Mention that June is the end of the elementary/secondary school year in Canada. Ask learners if this is the same in their previous countries.
2. Elicit different kinds of school events from learners. Teach/review the vocabulary for the six school events listed at the top of the calendar.
3. Inform learners that you will tell them when each of the six events will happen in June. They will copy the words from the word bank onto the calendar on the dates they hear.
4. Two of the events take place at specific times. Remind learners about how to write the time using a colon. Practise by writing the current time on the board. Elicit from learners what time the class starts and ends and write these on the board. Ask learners to write the following times in their notebooks and then review together:
 - a. 9:00
 - b. 11:30
 - c. 2:45
 - d. 3:15
5. Read the transcript below and have learners complete the activity. Encourage them to use short forms if appropriate. Circulate and support as necessary.
6. Have learners review the activity together with a partner and then take up as a class.

Transcript

1. The **pizza lunch** is on June 5th.
2. **Exams** are from June 8 to June 12th.
3. **Sports Day** is on June 15th.
4. The **concert** is on June 17th at 1:00.
5. Grade 8 **graduation** is on June 26th at 2:00.
6. The **last day** of school is June 29th.

Listen. Copy the events to the calendar on the date you hear.



Events

Pizza Lunch ♦ Exams ♦ Sports Day
Concert ♦ Graduation ♦ Last Day

JUNE						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Competency Area: Reproducing Information

Indicators of Ability: Copies legibly; copies information accurately

Teaching Notes: As you facilitate this task, make sure that learners comprehend what they are copying, and they understand the vocabulary for days of the week and school activities.

Set Up:

1. Distribute the calendars and school schedules on the pages that follow. Note that CLB 1 learners copy the events for the month of November only. CLB 2 learners can copy the events for November and December. Go through the list of school events in the schedule together. Discuss what each one means.
2. Have learners copy each event from the school schedule onto the calendar. Remind them to write legibly.

Assessment:

When learners have completed their calendars, they can exchange their work with a partner for peer feedback using the peer checklist. Alternatively, they could assess their own work by using the feedback form for self-assessment.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is needed, repeat this task using different months and activities.

School Schedule: CLB 1

Read the schedule. Copy the events on to the calendar.



Aspen Middle School

Days to Remember:

Nov 2	Sports Day
Nov 14	Field Trip: Zoo
Nov 19	Early Dismissal -- 2:30 pm
Nov 23	Pajama Day
Nov 28	School Concert -- 7:00 pm



School Schedule: CLB 2

Read the schedule. Copy the events on to the calendar.



Aspen Middle School

Days to Remember:

Nov 2	Sports Day
Nov 14	Field Trip: Zoo
Nov 19	Early Dismissal -- 2:30 pm
Nov 23	Pajama Day
Nov 28	School Concert -- 7:00 pm
Dec 5	Parent Teacher Meetings
Dec 12	Pizza Lunch
Dec 14	Last day of school

Name: _____ Date: _____

Instructions: Copy information from the school schedule to a personal calendar.

For CLB 1 and 2: November calendar

N O V E M B E R						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

For CLB 2: December calendar

D E C E M B E R						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Writing School Events on to a Calendar, *continued*

FEEDBACK FORM: Writing school events on to a calendar			
Name of writer: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Copies accurately	<input type="checkbox"/>	<input type="checkbox"/>	
Writes in the correct place on the calendar	<input type="checkbox"/>	<input type="checkbox"/>	
Writes neatly and inside the box	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing school events on to a calendar			
Name of writer: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Copies accurately	<input type="checkbox"/>	<input type="checkbox"/>	
Writes in the correct place on the calendar	<input type="checkbox"/>	<input type="checkbox"/>	
Writes neatly and inside the box	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks.....	51
Following Directions in a School	54
Answering Personal Information Questions	56
Reading a School Notice.....	59
Copying Information from a School Schedule	62

Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion and criteria for success when introducing the task to learners.

- *Listening:* Distribute the floorplan and give learners a few minutes to look at it before beginning the task. Inform the class that CLB 1 learners will listen to the directions in the first dialogue and locate the places on the floorplan; CLB 2 learners will listen to both dialogues. Be sure to pause the audio between each set of directions and repeat (up to two times) as necessary. Note that there are separate handouts for CLB 1 and CLB 2.
- *Speaking:* The speaking assessment is done one-on-one with the instructor. Learners can use their own information or the *Student Information Cards* that are provided to answer the questions. If they are using the information cards, inform them that accurate pronunciation of the names and address (CLB 2) is not important or even expected. Learners need to spell out the names as a strategy for being understood. They also need to use the proper pausing when saying the telephone number.
- *Reading:* Learners read a permission form for a school trip and answer comprehension questions.
- *Writing:* CLB 1 learners copy information for 1 month (September) while CLB 2 learners copy the schedule for two months (September and October). The information learners copy does not have to be exact. They can use abbreviations that may have been practised in class.

Feedback:

- *Productive Tasks (speaking and writing):*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing 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.

Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (meets/not yet) beside each criterion, or write “not sure” if appropriate.

- *Receptive Tasks (listening and reading):*

When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the learner needs, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Transcripts: Listening Assessment Task

PART 1 (CLB 1 and 2):

Ms. Wall is the school principal. She meets new parents at the door. She gives them directions. Listen to the directions. Mark the places on the map.

Ms. Wall: Welcome to our school!

Parent 1: Thank you. Where is the **gym**?

Ms. Wall: It's straight ahead, at the end of the hall.

Parent 1: Thank you.

Parent 2: Excuse me. Where is the **grade 3 room**?

Ms. Wall: It's on the right. It's next to the grade 5 room.

Parent 2: Thank you.

Parent 3: Excuse me. Where is the **office**?

Ms. Wall: It's here on the left.

Parent 3: Okay. Thanks.

PART 2 (CLB 2 only):

Parent 4: Excuse me. Where is the **library**?

Ms. Wall: It's on the right. It's next to the Grade 1 room.

Parent 4: Thank you.

Parent 5: Where is the **boys' washroom**?

Ms. Wall: Go to the end of the hall. It's on the left.

Parent 5: Thanks.

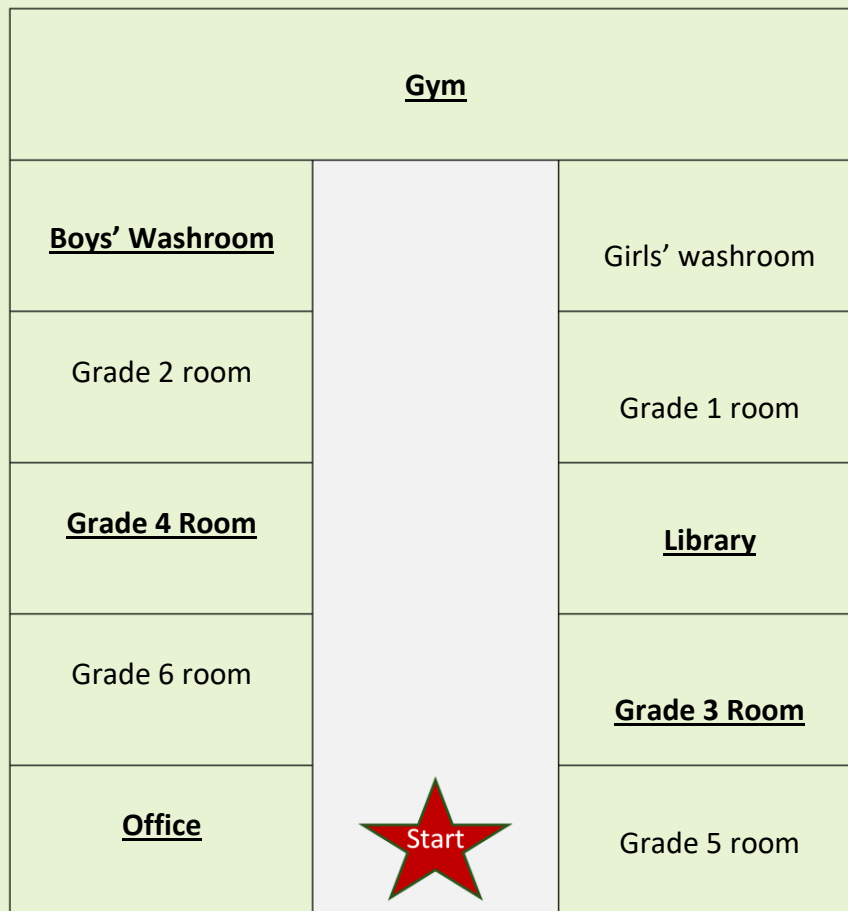
Parent 6: Excuse me. Where is the **grade 4 room**?

Ms. Wall: It's on the left. It's between the Grade 6 room and the Grade 2 room.

Parent 6: Thank you very much!

Ms. Wall: You're welcome!

Answer Key: Listening Assessment Task



Answer Key: Reading Assessment Task

1. c 2. b 3. a 4. c 5. \$5.00 6. b 7. a 8. c

Module Topic: A Child's Education

CLB 1 ☐

Competency Area: Comprehending Instructions

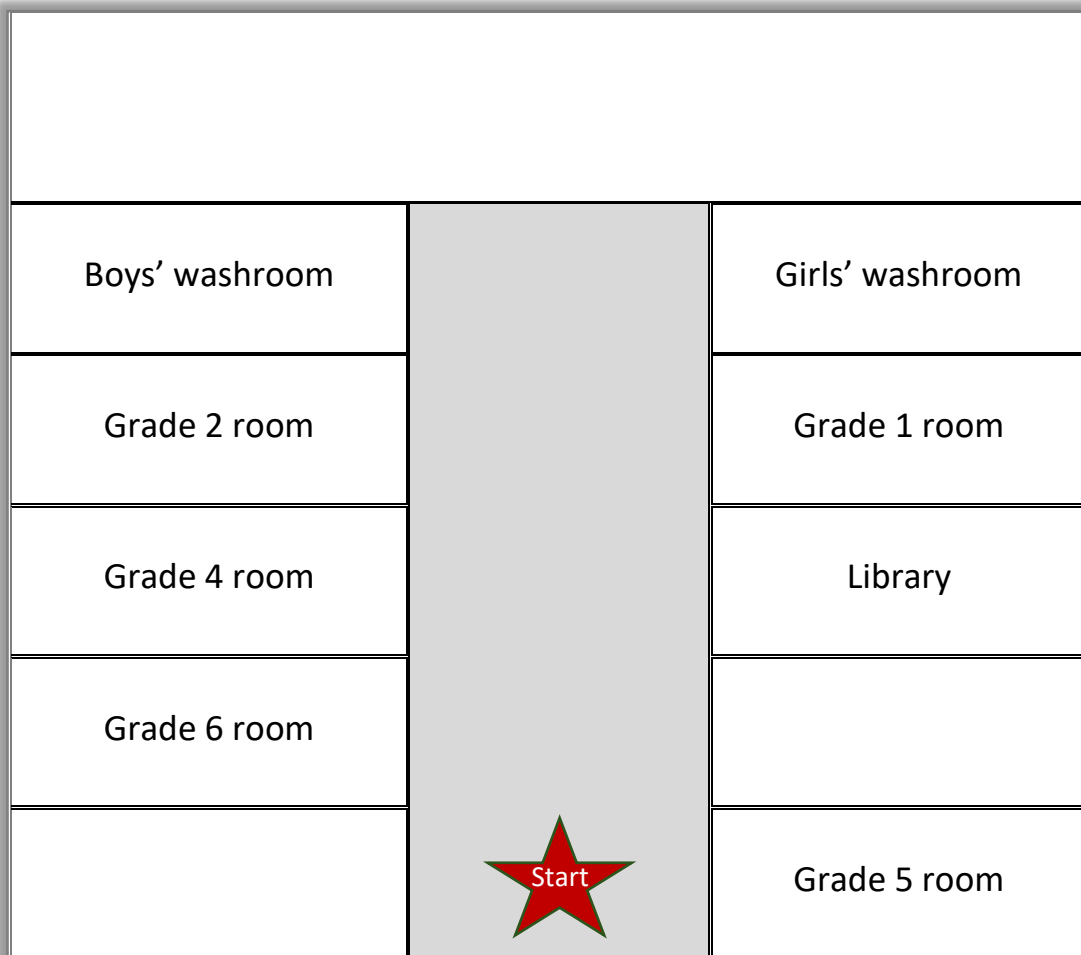
Criteria: Understands details; follows directions to correct locations on a map

Name: _____

Date: _____

Listen to the directions. Write the names of the missing rooms on the map.

Gym ♦ Grade 3 room ♦ Office



TASK SUCCESS

Your Score

CLB 1: 2 out of 3

/3

Module Topic: A Child's Education

CLB 2 ☐

Competency Area: Comprehending Instructions

Criteria: Understands details; follows directions to correct locations on a map

Name: _____

Date: _____

Instructions: Listen to the directions. Write the names of the missing rooms on the map.

Gym ♦ Grade 3 room ♦ Office ♦ Library ♦ Boys' washroom ♦ Grade 4 room

		Girls' washroom
Grade 2 room		Grade 1 room
Grade 6 room		
		Grade 5 room



TASK SUCCESS

Your Score

CLB 2: 4 out of 6

/6

Answering Personal Information Questions

AT

Module Topic: A Child's Education

CLB 1 ☐

Competency Area: Sharing Information

Name: _____

Date: _____

Instructions: Answer questions to register a child at school.

SPEAKING: CLB 1													
SCRIPT/QUESTIONS	✓	CRITERIA	<table border="1"> <thead> <tr> <th>Yes</th> <th>Not yet</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	Not yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	Not yet												
<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	<input type="checkbox"/>												
Greet the learner/parent.		*Overall: Can be understood											
1. What is your name?	<input type="checkbox"/>	Answers all questions											
2. Can you spell that, please?	<input type="checkbox"/>	Uses alphabet to spell names											
3. What is your child's name?	<input type="checkbox"/>	Uses basic vocabulary for the task											
4. Can you spell that, please?	<input type="checkbox"/>												
5. How old is she/he?	<input type="checkbox"/>												
TASK SUCCESS: Overall = Yes <input type="checkbox"/> Yes <input type="checkbox"/> No Meets 2 out of remaining 3 criteria. Score: ____/3													
Doing well:		Next time:											

Module Topic: A Child's Education

CLB 2 ☐

Competency Area: Sharing Information

Name: _____

Date: _____

Instructions: Answer questions to register a child at school.

SPEAKING: CLB 2			
SCRIPT/QUESTIONS	✓	CRITERIA	Yes Not yet
Greet the learner/parent.		*Overall: Can be understood	<input type="checkbox"/> <input type="checkbox"/>
1. What is your name?	<input type="checkbox"/>	Answers all questions	<input type="checkbox"/> <input type="checkbox"/>
2. Can you spell that, please?	<input type="checkbox"/>	Uses alphabet to spell names and address	<input type="checkbox"/> <input type="checkbox"/>
3. What is your child's name?	<input type="checkbox"/>	Uses basic vocabulary for the task	<input type="checkbox"/> <input type="checkbox"/>
4. Can you spell that, please?	<input type="checkbox"/>	Clearly states phone number using proper pausing	<input type="checkbox"/> <input type="checkbox"/>
5. How old is she/he?	<input type="checkbox"/>		
6. What is her/his date of birth?	<input type="checkbox"/>		
7. What is your street address?	<input type="checkbox"/>		
8. Can you spell that?	<input type="checkbox"/>		
9. What is your phone number?			
TASK SUCCESS: Overall = Yes <input type="checkbox"/> Yes <input type="checkbox"/> No Meets 3 out of remaining 4 criteria. Score: ____/4			
Doing well:		Next time:	

CLB 1 Student Information Cards



CLB 1: Child's Information	
Name:	Lisa Tam
Age:	8 years old
CLB 1: Child's Information	
Name:	Ivan Novak
Age:	7 years old

CLB 2 Student Information Cards



CLB 2: Child's Information	
Name:	Eduardo Lopez
Age:	8 years old
Date of birth:	October 23, 2013
Address:	98 Church Street
Phone number:	555-789 6633
CLB 2: Child's Information	
Name:	Sylvia Dasha
Age:	7 years old
Date of birth:	June 3, 2014
Address:	24 Harmon Street
Phone number:	555-987 3366

Instructions: Read the school notice. Answer the questions.

September 22, 2021

Re: Apple Picking Field Trip, **Tuesday, September 29th**

To: Parents/Guardians

Our class is going to Smither's Apple Farm.

We will be outside all morning. Please dress for the weather.

Time: 9:00 am to 12:00 pm

How: By school bus

Cost: \$5.00



Sincerely,

Mary Chan

Module Topic: A Child's Education		Competency Area: Getting Things Done	CLB 1 <input type="checkbox"/>
Criteria: Understands the purpose; understands factual details; (CLB 2) makes inferences			CLB 2 <input type="checkbox"/>

Name: _____

Date: _____

Instructions: Read the school notice. Answer the questions.

CLB 1 and CLB 2

1. What is the letter for?
 - a. To tell parents about apples
 - b. To tell parents about the school bus
 - c. To tell parents about a school trip
2. When is the trip?
 - a. September 22
 - b. September 29
 - c. September 21
3. How will they get to the apple farm?
 - a. By school bus
 - b. By car
 - c. By public bus
4. How many classes are going on the trip?
 - a. 3
 - b. 2
 - c. 1
5. How much do parents pay for the trip? _____

TASK SUCCESS	Your Score
CLB 1: 3 out of 5	/5

CLB 2 only

6. Who is Mary Chan?
 - a. The principal
 - b. The teacher
 - c. A parent

7. Lunchtime at school is 12:00 to 1:00. Where will the children have lunch?
 - a. At school
 - b. At the farm

8. What should students wear?
 - a. A dress
 - b. Warm clothes
 - c. The right clothes for the weather

TASK SUCCESS		Your Score
CLB 2	5 out of 8	/8

CLB 1: Copy information from the schedule to the calendar.



Westlea School Schedule

Sep 9	Pizza lunch
Sep 16	Meet the teacher - 7:00 pm to 9:00 pm
Sep 22	Soccer practice - 4:00 pm
Sep 26	Field Trip
Sep 30	PD Day (No school)



CLB 2: Copy information from the schedule to the calendar.



Westlea School Schedule

Sep 9	Pizza lunch
Sep 16	Meet the teacher - 7:00 pm to 9:00 pm
Sep 22	Soccer practice - 4:00 pm
Sep 26	Field Trip
Sep 30	PD Day (No school)
Oct 7	Basketball - 4:00 pm
Oct 10	No school
Oct 28	Report cards

Module Topic: A Child's Education

CLB 1 ☐

Competency Area: Reproducing Information

CLB 2 ☐

Name: _____

Date: _____

Instructions: Copy information from the school schedule to the calendar below.

S E P T E M B E R						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Module Topic: A Child's Education

CLB 2, continued ☐

Competency Area: Reproducing Information

OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 THANKSGIVING	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Copying Information from a School Schedule, *continued*

AT

Module Topic: A Child's Education
Competency Area: Reproducing Information

Name _____ **Date** _____

Instructions: Copy information from a school schedule to a personal calendar.

WRITING: CLB 1 or CLB 2	Yes	Not Yet
<ul style="list-style-type: none"> Copies words <ul style="list-style-type: none"> CLB 1: with some errors CLB 2: with few errors 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Copies time correctly <ul style="list-style-type: none"> CLB 1: with some errors in formatting CLB 2: with no errors in formatting 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Writes in the correct places on the calendar 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Writing is legible 	<input type="checkbox"/>	<input type="checkbox"/>
Doing well: 	Next time: 	

TASK SUCCESS	Your score
3/4 on all criteria	____/4

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