



# A Child's Education

A CLB 1L-2L Module with Teaching Materials

# Classroom-ready Literacy resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Needs assessment and learner reflection tools
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Assessment tasks at two levels
- ✓ 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 A Child's Education

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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 1L and 2L. There are suggestions for introducing the topic, and handouts for needs assessment 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.
- 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.

### How to Use the Module Package, continued

- 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.

### 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.

### 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: Education Topic: A Child's Education

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)	<u>CLB 1-2:</u> Understand simple locations and directions in a child's school.	<u>CLB 1-2:</u> Provide information about your child to others at school.	<u>CLB 1L-2L:</u> Understand simple information (e.g., notices) from a child's school.	CLB 1L-2L: Copy information from a child's school schedule.		
Context/ Background Information	information/documentation r English, science, and other su parental involvement in child'	needed to register a child for sc bjects such as art, gym, music) s education); relationship betw	ada; education levels (pre-school, kindergarten, elementary, high school); register a child for school; types of programming (core subjects such as math, h as art, gym, music); school routines, expectations for students and parents (e.g., on); relationship between teachers and students, teachers and parents; types of alerts) that schools send home.			
CLB Competency Areas 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 1L: Texts are very short.  • CLB 2L: Texts are short.	Reproducing Information Copy letters, numbers, words for personal use.  • CLB 1L: 5 to 10 items • CLB 2L: 10 to 15 items		
Language Focus Items	<ul> <li>Vocabulary for places in a school (e.g., office, gym, classroom, washrooms)</li> <li>Additional vocabulary related to the module (Principal, parent-teacher night, field trip, etc.)</li> </ul>	<ul> <li>Alphabet to spell own name and street name</li> <li>Pronunciation: chunking when pronouncing telephone numbers, postal code; word stress on two-syllable numbers (e.g., 13/30)</li> </ul>	<ul> <li>Vocabulary specific to messages from a child's school, including abbreviations</li> <li>Formatting features (e.g., bold, underline) to indicate important information</li> </ul>	Writing the time using proper format (including am and pm)		

	Listening Speaking		Reading	Writing	
Language Focus Items, continued	<ul> <li>Prepositions and phrases for locations (beside, next to, between, etc.)</li> <li>Vocabulary for directions (e.g., on the right/left)</li> <li>Listening to the initial</li> </ul>	Using speaking to assist	Decoding letters, words,	Copying accurately	
•	sounds of words  • Using clapping to identify syllables in a word	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	and numbers. Tracking words and sentences from left to write  Using knowledge of sight words to decode simple information about a child's school  Recognizing format of a school notice; decoding and comprehending purpose of a notice and what is being asked  Using pictures to help with comprehension	<ul> <li>Forming letters and numbers; spacing words</li> <li>Printing legibly</li> <li>Identifying where to write and adjusting writing to fit</li> </ul>	
Assessment Tasks	Understand information about 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 on to a home calendar.	

### 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 "Ali's School" 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 "Ali's School" 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 "Ali's School" 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 school experiences. Build relevant vocabulary (e.g., locations in a school, directions, names and types of school events and school job title 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 school vocabulary.
- Elicit and record learners' stories/experiences about their children's schools or their own childhood schools (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 the names of their children's schools 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 children's schools.
- Practise copying information from personal identification cards onto daily work sheets in varying forms (e.g., line spacing, placements, sizes, and upper/lower case).
- Practise copying monthly important school dates at adult school onto blank monthly calendars (e.g., Appropriate box, accurate copying, time with colon)
- Encourage learners to create and maintain a word bank of new vocabulary.

### Additional Teacher Resources

The Language Companion – ESL Literacy:

My Canada: p. 23 Education in Canada

p. 24 Education for Children

Helpful English: p. 10 Days and Months

p. 11 The Date

pp. 38-39 Where is it?



CCLB Literacy Resources: <a href="https://www.language.ca/resourcesexpertise/for-literacy/">https://www.language.ca/resourcesexpertise/for-literacy/</a>

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/blog/english-language-learning/practical-guide-teaching-esl-literacy
- LINC Classroom Activities LINC 1, Algonquin College, 2009.
   <a href="http://www.moresettlement.org/LINC1-4/LINC4/LINC">http://www.moresettlement.org/LINC1-4/LINC4/LINC</a> 1 Classroom Activities.pdf
  - Education p. 257-284
- LINC Classroom Activities LINC 2, Algonquin College, 2009.
   <a href="http://www.moresettlement.org/LINC1-4/LINC4/LINC">http://www.moresettlement.org/LINC1-4/LINC4/LINC</a> 2 Classroom Activities.pdf
  - Education p. 271-314
- Oxford Picture Dictionary 2<sup>nd</sup> Canadian Edition, Goldstein & Shapiro, 2009.
  - 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

### **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.

### Set Up:

- 1. In a class discussion, elicit the kinds of things learners would need English for, to be involved with a child's education. 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 on the strip sentences 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 understand simple locations and directions in child's school.



I need English to give information about my child at school.



I need English to answer questions about my child.



I need English to read notes from my child's school.



I need English to copy information on a calendar.

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 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.

Directions	Locations in a School
<ul> <li>on the left</li> <li>on the right</li> <li>next to/beside</li> <li>between</li> <li>at the end of the hall</li> </ul>	<ul> <li>gym</li> <li>classroom</li> <li>cafeteria</li> <li>office</li> <li>kindergarten room</li> <li>music room</li> <li>library</li> </ul>
	• washroom
School Events	
<ul> <li>parent teacher meetings/conferences</li> <li>report card</li> <li>early dismissal</li> <li>concert</li> <li>field trip</li> <li>holiday</li> <li>sports day</li> <li>soccer practice</li> </ul>	<ul> <li>basket ball game</li> <li>spring break</li> <li>used book sale</li> <li>bake sale</li> <li>picture/photo day</li> <li>pizza lunch</li> <li>pajama day</li> <li>exams</li> <li>graduation</li> </ul>

### Vocabulary Building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are possible 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...a classroom?"; 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 locations in a school/school events)
- Sorting word cards by number of syllables in each word
- Sorting word cards by first vowel sound of each word

<sup>\*</sup>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.

### Set Up:

- 1. Elicit from learners the tasks they have done during the module. Write them on the board.
- 2. Distribute the learning reflections handout on the page that follows and go through each item with the class.
- 3. Support learners as needed to complete their own reflections.
- 4. Help learners file their learning reflection in the appropriate section of their portfolio.

Name:	Date:
Name.	Daic.

		I can do this	I need help
	I can say school words.		
Ali's School	I can read a story about Ali's school.		
	I understand simple locations in a school.		
	I can answer questions about my child.		
3 6 7 13 14 20 14 27 21 28 2.	I copy information from a school schedule.		

# Whole: Developing Context

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

Activating Prior Knowledge	17
Building Vocabulary: Places in a School	18
Building Vocabulary: Locations	21
Reading Text: Ali's School	24

Skills: Listening, Speaking

**Teaching Notes:** When introducing the module to the class, begin by drawing on learners' knowledge and experiences of going to an event at a child's school or meeting the teacher.

Note: Since some learners may have experienced trauma, it's good practice to ask for volunteers to share their experience, rather than making it a requirement for all learners.

### Set Up:

#### Part 1

- 1. Engage learners in a class discussion using any or all of the following questions as prompts:
  - Do you have or know children that go to school in Canada?
  - What type of school do they go to: elementary, junior high, middle school, high school, university/college?
  - What grade are they in?
  - Who has been inside a child's school in Canada?
  - What are the parts of a school? (e.g., classroom, office, gymnasium, kindergarten room, washrooms)
  - What are some events that happen at schools in Canada? (e.g., parent-teacher night, concerts, pizza day, pyjama day, field trips)
  - What are some of the job titles of people who work in schools? teacher, principal, secretary, custodian, gym teacher, music teacher

#### Part 2

Using the Language Experience Approach, draw on learners' stories/experiences about going to a child's school. Act as a scribe by recording one of the stories for the class to see. 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 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. Some suggestions for vocabulary development activities can be found on page 13.

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.

### Set Up:

### Part 1: Total Physical Response

- 1. Cut out and distribute a set of picture and vocabulary cards for each learner for *Places in a School.* Look at the cards together and name the rooms. Describe each room in language that learners can understand.
- 2. Have learners spread out their cards in front of them. Call out different rooms and ask them to point to the correct picture. More advanced learners can also take turns calling out the words. Slowly increase the number of cards as learners become familiar with them.
- 3. Tape the cards in different places in the classroom and instruct learners to move around the room by saying, "Go to the gym. Go to the office."
- 4. Have learners sort and categorize the vocabulary cards in a variety of ways, for example:
  - by initial sound
  - in alphabetical order
  - by the number of syllables

#### Part 2: Find Your Match

- 5. Once learners are somewhat familiar with the vocabulary, distribute the picture cards to half the class and the vocabulary cards to the other half. Have learners walk around the classroom and ask each other: "Do you have the library?" or "Do you have the classroom?" until they find a match. Post the matched cards on the board (e.g., with tape or magnets).
- 6. Extend the activity by mixing up the matches on the board and having learners come to the board one at a time to find a match. Allow learners to help each other.



# Places in a School



library



washroom



gym



music room





# cafeteria



# classroom



# office



# kindergarten room

Skills: Listening, Speaking, Reading

**Teaching Notes:** Review places in a school and continue engaging learners in vocabulary development activities each day that you work on this unit. Vary the tasks and activities, and slowly increase the number of words learners are working with.

#### Set Up:

- 1. Any of the following strategies could be used to help learners practise location vocabulary, using the card on the following two pages:
  - Demonstrate the prepositions of location by asking for volunteers in the class. 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.)
  - Distribute the *Prepositions of Location* activity on the next page to learners. Read the left column and ask learners to point to, circle, or highlight the right person.
  - Use the handout on the next page as cut out cards. Distribute a set to each learner, read the descriptions, and have learners hold up the correct card.
  - Have learners practise listening to and describing locations using the word and picture cards.
  - Have learners shuffle the cards and then match the picture cards to the words.
- 2. Once learners are comfortable with using the prepositions of location, have them take turns describing each picture to a partner.
- 3. Distribute a set of *Location Cards* to each learner or pair of learners. Call out a location; learners arrange cards according to the instructions they hear.



# Prepositions of Location

### between

Marco is between Mohamed and Olga.



# next to/beside

Marco is next to Olga.



# on the left

Olga is on the left.



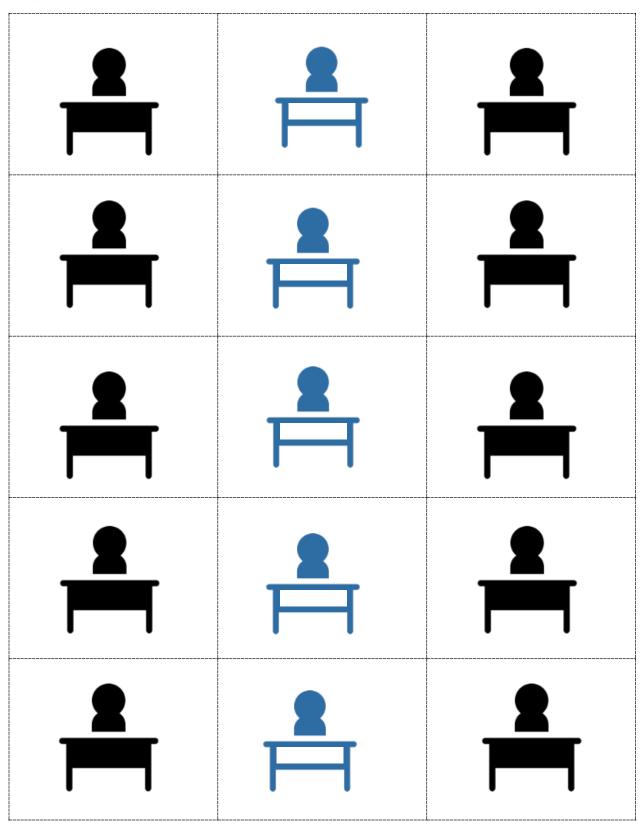
# on the right

Marco is on the right.





# **Location Cards**



Skill: Reading

**Teaching Notes:** The text titled *Ali's School* (in the appendix) is the central text for this module. It provides an opportunity to help learners develop reading skills and strategies, as well as key concepts and vocabulary related to the 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 *Ali's School*, 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.

### Set Up:

- 1. Look at Ali's School 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 Ali? (Point to the picture of the girl.)
  - Why do you think Ali's mother is is going to the school? (Point to the picture of Ali's mother meeting the teacher.)
  - Where do they meet? (Point to the classroom.)
  - What will Ali's mother get at the school? (Point to the calendar.)
  - Does Ali like her school?
- 2. Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate.
- 3. Read the text aloud again; allow learners to ask questions if there are unfamiliar words.
- 4. 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
- 5. 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 Locations	26
Answering Personal Information Questions	28
Personal Information Board Game	31
Ali's Story: Focussing on Literacy Skills	34
Ali's Story: Focussing on Sequencing	35
Reading Strategy: Who, What, When, Where, Why	38
Understanding a School Notice	41
Adding Events to a Calendar	43
Marking a Calendar	51

Skills: Listening, Reading

**Teaching Notes:** Facilitate a variety of activities to practise prepositions of location (e.g., using the picture cards from the activity *Building Vocabulary: Locations*, using total physical response to verbal instructions, or scavenger hunts) to provide multiple opportunities for learners to practise understanding locations.

### Set Up:

- 1. Review the prepositions 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.). Review prepositions by having learners stand and move according to the prepositions they hear. Say and demonstrate what is meant by at the end of the hall. Have the learners to walk the end of the hall.
- 2. Review the vocabulary for rooms in a school using the picture cards from *Places in a School* picture cards.
- 3. Provide practice understanding locations within your own school or building: *The office is next to the front door. Our room is on the right.*
- 4. Distribute the activity on the page that follows. Read the transcript slowly. Then read the statements on the handout aloud. Have learners check the correct answer. Read as many times as needed.

#### **Additional Practice Suggestions:**

1. 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 (for the teacher to read)

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.

#### **Answer Key**

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

Name:		Date:		
Instructions: Listen to the instructions. Check Yes or No.				
1.	The school office is on the right		□ Yes	□No
2.	The Kindergarten room is on the	e left.	□ Yes	□No
3.	They gym is beside the office.		□ Yes	□No
4.	The music room is between the room and the washroom.	e Grade 2	□ Yes	□No
5.	The cafeteria is at the end of th	ne hall.	□ Yes	□No

Skills: Listening, Speaking

**Teaching Notes:** This activity helps build familiarity with 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. The activity involves learners working with a partner to ask and answer the questions. Use the suggestions provided to prepare learners for asking the questions or adapt the activity in a way that works best for the class.

Note that learners may find it easier to respond to questions about personal information if they look at picture cards (with personal information words on them) first to activate prior knowledge (name, phone number, postal code).

### Set Up:

#### **Part 1: Answering Questions**

- 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, T3A 1A2, 555-987-1234. Ask the class questions about the child such as *What is her name? How do you spell that? How old is she? What is her date of birth?*
- 3. Practise pronunciation where needed. Have learners practise the rhythm pattern of grouping numbers in phone 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.

### **Part 2: Asking Questions**

- 4. Leaners work with a partner to ask and answer personal information questions about themselves. Here are some suggestions for preparing them for asking the questions, using the cards on the following two pages:
  - Use the *Personal Information Cards* to review vocabulary related to each question. The cards can be cut in half so that learners can match the word with the correct symbol.
  - Use the *Personal Information Question Cards*, which include the written questions.
  - Teach the questions as rote phrases; have learners repeat them several times until they have memorized them.
- 5. When learners are comfortable with the questions, have them take turns asking and answering the questions with a partner. Pairs of learners can demonstrate in front of the class.

#### **Additional Practice Suggestion:**

Have learners practise spelling their name as a strategy for ensuring the listener understands.



# Personal Information Cards

Name Postal code Telephone Child's name Address Date of birth



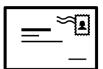
### **Personal Information Question Cards**





### Name

What is your name?



### Postal code

What is your postal code?



# Telephone

What is your telephone number?





# Child's name

What is your child's name?



### Address

What is your address?



### Date of birth

What is your child's date of birth? How old is your child?

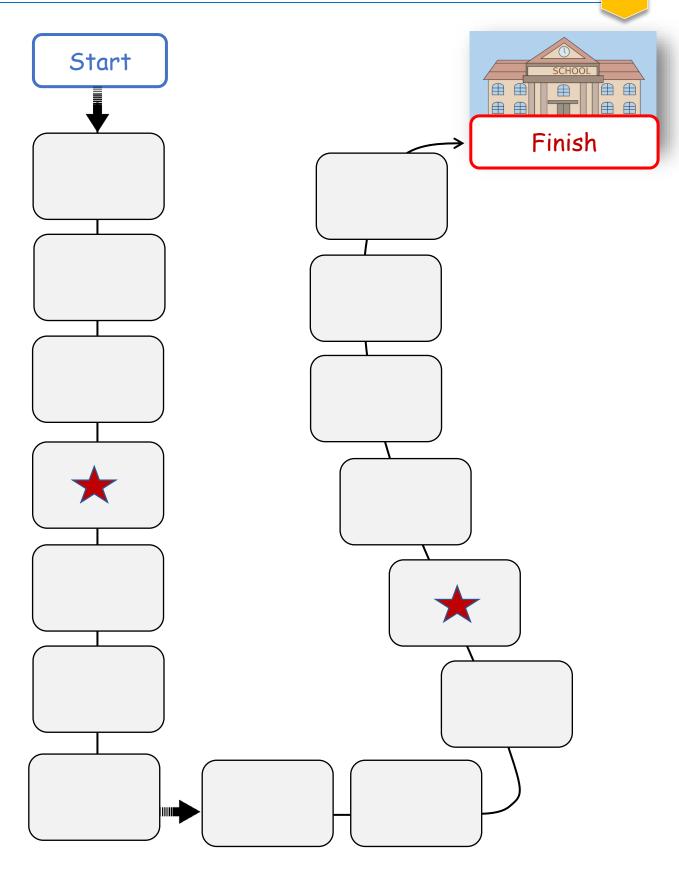
Skills: Speaking, Reading

**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 you can use small objects (e.g., the tops from spent whiteboard markers that are a variety of colours).

Note that if literacy learners find this game challenging, it can be adapted in any way that works for the learners in the class. The goal is to have learners practise answering personal information questions.

### Set Up:

- 1. Before starting the game, ensure that you have the following:
  - Several copies of the game board and the *Personal Information 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. Distribute the personal information game cards. Review the personal information questions as a class. Read each question, and ask learners to hold up specific cards (e.g., hold up the card that says 'What is your name?'). Have learners repeat the question and the answer orally various times until they are comfortable asking the questions. Ask a few learners to say and spell their names.
- 3. Practise the rhythm of phone numbers and postal codes again. Review the pronunciation of letters, if needed. Ask a few learners to say their phone numbers and postal codes.
- 4. Arrange learners into groups of 3 or 4. Distribute one game board and set of question cards per group. Go over each question on the cards and have learners repeat.
- 5. 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.
- 6. Circulate and provide support as needed. Classroom volunteers would be helpful for this game.





### **Personal Information Game Cards**



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?

Skills: Reading, Speaking

**Teaching Notes:** The purpose of returning to the text *Ali's School* 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 *Ali's School*. 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 that end in -s

Skill: Reading

**Teaching Notes:** In this activity, learners practise sequencing the story about Ali's School in the correct order.

#### Set Up:

- 1. Have learners get out their copies of Ali's School.
- 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 cards. 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 cards 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 using their booklets. For example, ask them to:
  - Point to the page with Ali.
  - Point to the page with her school.
  - Point to the page where Ali's mother meets the teacher.
  - Point to the page where the teacher tells parents about the school.
  - Point to the page where the teacher gives Ali's mother a school calendar.
  - Point to the page where Ali's mother copies the important dates on her family calendar.
  - Point to the page where Ali is happy at school.



### **Story Cards**



This is Ali.



This is Ali's school



Ali is in grade 2.



Ali's mother meets the teacher.



The parents meet the teacher in the classroom.



The teacher tells the parents about the school.





The teacher gives the parents a school calendar.



It has important dates about school events.



Ali's mother copies the important dates into the family calendar at home.



Ali loves her school.

Skill: Reading

**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. Give each learner a set of the *Question Cards* on the following page. Go over the meaning of each one (e.g., *who* = person, *where* = place).
- 3. Write the following sentences on the board: Jane teaches English at the school on Mondays. She likes the students. Inform learners that asking questions about a text is a helpful way to help them understand it. Guide learners in identifying the parts of the sentences that answer each question, as below.

- Who: Jane

What: teaches EnglishWhere: at the schoolWhen: on Mondays

- Why: She likes the students.

- 4. Repeat with additional sentences to practise identifying who, what, where, when, why.
- 5. Elicit sentences from learners and write them on the board. (Parts of Ali's story could be used.) Prompt learners to add sentences until there is sufficient information. Ask learners who, what, where, when, and why.
- 6. Distribute the handout on page 40. In a class discussion or in small groups, have learners identify and copy the part of the sentence that answers each question word, similar to the example on the board. The first few are done for learners as examples. Repeat with more sentences, as required.

Answ	ver Key				
1.	Who: What:	students gym class	3.	Who: What:	teacher comes early
	Where: When:	outside at 1:30	_	When: Why:	Fridays meeting
2.	What:	school concert	_	vviiy.	meeting
	When: Where:	7:00 auditorium	_		



**Question Cards** 

Who	What
When	Where
Why	



Who	What
When	Where
Why	

Read the sentences. Copy the words beside each WH word.

1.

	Who: students	
The students have gym class outside at 1:30.	What: gym class	
	Where:	
	When:	

2.

where:	The school concert is at 7:00 in the auditorium.	What: When: Where:
--------	--	--------------------------

3.

The teacher comes early on Fridays. She has a meeting.	Who: What: When:
	Why:

Skill: Reading

**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 offered 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 about an event at a child's school in Canada. Ask what the event was.
- 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? (larger, coloured font). Elicit from learners that a notice usually has information about the event related to what, when, and where.
- 4. Go over the instructions for the activity. Learners will follow instructions for marking specific information on the notice. Then they will answer questions about what, when, and where. Demonstrate how they will mark the information (e.g., circling, underlining, drawing a box around). Have learners follow the instructions:
  - Underline Aspen Grove Elementary School
  - Draw a box around Used Book Sale
  - Draw a box around books for children and adults
  - Circle **Tuesday**, **February 3rd**.
  - Circle 7:00 pm
  - Underline gymnasium

Circulate and check that learners have followed the instructions correctly. When learners are done, ask questions about the text: What is the event? Where is the event? When is it?

### Aspen Grove Elementary School

# Used Book Sale

Books for children and adults.



Tuesday, February 3rd

7:00 pm

In the gymnasium

Skills: Writing

**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. Consider having learners add class assignments and events to a monthly calendar as part of their class routines.

#### Set Up:

#### Part 1

- 1. Review the months of the year. Distribute one *Month Word Card* on the next page to twelve learners in the class. Have learners hold up their card and physically line themselves up in the order of the months of the year. Learners without cards can give input and correction. Do the same with the days of the week. Point out that months and days in English always start with a capital letter.
- 2. Ask learners if they have dates that are special to them; write them on the board, e.g., May 10th, Abda's Birthday; October 16th, Julia came to Canada; December 9th, Marco's son's birthday.
- 3. Teach vocabulary for school events. Distribute a set of picture/word cards for *School Events* (pages 47-48) to each learner. Hold up the pictures one at a time, saying the name of the event and having learners repeat. Alternatively, consider engaging learners in a discussion about each picture, asking them what the children are doing. Have learners match the picture with the corresponding word.

#### Part 2

- 4. Distribute the handouts: Event Cards and Calendar (pages 49-50) to each learner along with a pair of scissors and a glue stick. Inform them that they will be cutting out the event cards and gluing them to their March calendars. Before cutting out the cards, go over the different school events. Elicit from learners what each event means. Where needed, explain using the event cards from Part 1.
- 5. Have learners work alone or in groups to cut out the event cards and glue them onto the correct days on their calendar. Remind them that it is not necessary to copy the day or date into the box on a calendar. The name of the event is enough.
- 6. When they are finished, ask learners questions about their calendars: When is pizza day? When is early dismissal? When is the field trip?



Month Word Cards

# January

# February

## March

# **April**

May

### June



# July

# August

# September

## October

## November

## December



# Monday

# Tuesday

# Wednesday

# Thursday

# Friday

# Saturday

# Sunday



### **School Events**



pizza lunch



soccer game





sports day

### School Events



field trip



basketball



PD day (no school)

### **Event Cards**



	<b>March 16</b> Field Trip			
March 19 PD day- no school	<b>March 24</b> Pizza Lunch	March 26 Soccer	March 29 Sports Day	<b>March 4</b> Basketball

MARCH						
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			

Skills: Writing

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

#### Set Up:

- 1. Review the vocabulary for school events using the cards from the previous activity. Introduce the three new school events on the next page by having learners describe what is going on in the pictures, repeat the words, and match the words to the pictures.
- 2. Distribute the calendar on page 53. Look at it together and ask learners questions, such as Why are some squares shaded? What month is the Sunday before June 1<sup>st</sup>? What month is after June? What day of the week is the 16<sup>th</sup>? The 27<sup>th</sup>? 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.
- 3. Review the list of school events above the calendar. Talk about what 'last day' refers to. Have them hold up the pictures for each of the remaining events (pizza lunch, exams, etc.).
- 4. 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.
- 5. 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, using a highlighter to highlight the colons in their notebooks and then review together: 9:00, 11:00, 2:30, 3:00, 4:30.
- 6. Read the transcript below and have learners complete the activity. If the are having difficulty, encourage them to first find the day on the calendar and then write the event. Have them fill in times as a second step.
- 7. Circulate and provide support as needed. Take up as a class.

#### Transcript (for the teacher to read):

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



### School Events



exams



concert



graduation

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				

### Whole: Practising Skills

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

Finding Rooms in a School	55
Personal Information Interviews	59
Reading a School Notice	63
Writing School Events onto a Calendar	67

Skills: Listening, Writing

**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 related to reading floor plans and orienting themselves to a two-dimensional representation. Ensure learners have had several opportunities to practise listening to locations using a floor plan over a number of days.

#### Set Up:

- 1. Inform learners that they will paste missing rooms on a school map. Review the prepositions of location by referring to the picture cards from the vocabulary building activities done previously in the module.
- 2. Distribute a set of *Missing Rooms Cards* to each learner. Review the vocabulary for the missing rooms. Say the name for each room and have learners hold up the appropriate card.
- 3. Distribute the school map on page 58 and glue sticks. Explain that the names of some rooms are missing. Inform learners that you will give them directions. Based on what they hear, they will first point to, then say, and then glue the missing room on the floorplan. Tell everyone to begin by pointing to the red star.
- 4. Read the transcript slowly. Demonstrate the task by reading the first instruction and having everyone find the correct picture and place it in the correct blank on the floorplan. Repeat the transcript several times as necessary.
- 5. After completing the listening task, have learners exchange their papers with a partner to check and confirm their answers. Take up the answers as a class.

#### **Possible Supports:**

- Consider having CLB 1L learners identify fewer locations on the map (e.g., three instead of five).
- Learners can first answer by putting their finger on the correct location for the room before gluing the picture to the floorplan.

#### **Assessment:**

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

- Observation: Circulate 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 finding it easy, ok or difficult? Would they like more practice?

After the assessment, help learners file this skill-using task in the appropriate section of their PBLA binders.



#### Transcript (to be read slowly by the instructor):

Find the red star.

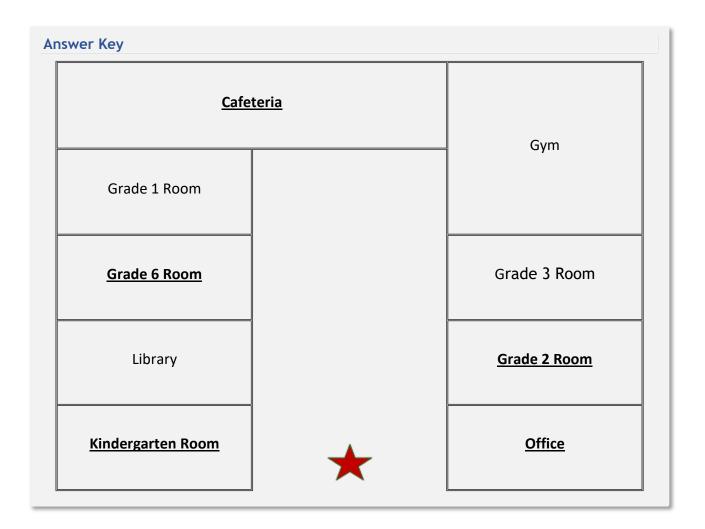
The office is on the right.

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.





### **Missing Rooms Cards**



Name:	Date:

This is a map of a school. Listen to the locations. Glue the pictures of the missing rooms to the map.

		Gym
Grade 1		
		Grade 3
Library		
	*	

Skill: Speaking

**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.

#### Set Up:

- 1. Distribute one *Personal Information Question Strip* on the page that follows to various learners. Ask each learner to read their question for the class. Provide assistance as needed. Ask for volunteers to answer the question. If learners do not have school-aged children or do not want to speak about their own children, write information for Ali from the text *Ali's School* on the board.
- 2. Continue to practise reading all of the questions as many times as needed.
- 3. Review the pronunciation of phone numbers and postal codes as needed.
- 4. Arrange the class so that learners are seated in two rows facing each other according to their CLB level. Note that CLB 2L learners work with more questions.
- 5. Distribute the personal information interview script on pages 61-62 to one row/side of learners only. These learners will be the interviewers and will ask the questions. The facing row of learners will answer the questions. When everyone is finished, ask the learners who answered 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.

#### **Possible Supports:**

 Consider having CLB 1L learners work with fewer questions initially, building up to more over a series of lessons.

#### **Assessment:**

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

- 1. Have a few (or all) pairs of learners demonstrate their interviews for the class. Have the rest of the class notice if the interviewee answered the questions correctly and spoke clearly.
- 2. Circulate and make observations during the interviews. 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 with which they feel they need more practice.



### Personal Information Question Strips: CLB 1L and CLB 2L

- 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 2L

What is your child's date of birth?

What is your address?

How do you spell that?

### CLB 1L: Read the questions. Your partner will answer.

School:	What is your name?
Parent:	
School:	How do you spell that?
Parent	
School:	What is your child's name?
Parent:	
School:	How do you spell that?
Parent:	
School:	How old is he or she?
Parent:	
School:	What is your phone number?
Parent:	



CLB 2L: Read the questions. Your partner will answer.

School: What is your name?

Parent:

**School:** How do you spell that?

Parent:

**School:** What is your child's name?

Parent:

**School:** How do you spell that?

Parent:

**School:** How old is he or she?

Parent:

**School:** What is your child's date of birth?

Parent:

**School:** What is your address?

Parent:

**School:** How do you spell that?

Parent:

**School:** What is your phone number?

Parent:

### Reading Comprehension: Reading a School Notice



Skill: Reading

Competency Area: Getting Things Done

Indicators of Ability: Understands the purpose; identifies specific factual details

**Teaching Notes:** This task builds on the skill-building activities in this module. Ensure learners are familiar with the genre of notices.

#### Set Up:

- 1. Inform learners that they will read a notice about an event at a child's school and answer questions about it. Ask if anyone has received a notice from their child's school recently. Discuss what it was about.
- 2. Distribute the notice on the following page and give learners a few minutes to look it over. Bring out the flash cards with the five information questions (who, what, when, where, why) that were used in the previous skill-building activities. Read them together again and remind them that this is a useful strategy to help them understand written texts.
- 3. Direct learners to look at the visuals on the notice. Talk about what they might mean. Explain any unfamiliar vocabulary. Use the five information questions and have learners highlight the answers on the school notice. Next hand out the Yes or No questions. 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. Take up the answers as a class.

#### **Possible Supports:**

- 1. If learners are struggling to read the yes or no 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.
- 2. Demonstrate how to use a ruler as a guide to ensure learners focus on circling the correct answer for the correct sentence.
- 3. After the assessment, help learners file the skill-using 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 and learn from their errors.

Answer Key					
1. yes	2. no	3. yes	4. no	5. no	
6. no	7. yes	8. yes			

Read the notice. Answer the questions.

### **Art Show**

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:		
Instructions: Read the school notice. Check Yes or No.			
CLB 1 and CLB 2L:			
<ol> <li>This notice tells parents about art show at school.</li> </ol>	an □ Yes □ No		
2. The art show is on December :	22nd. □ Yes □ No		
3. The art show is at 6:00 pm.	□ Yes □ No		
4. The grade 1 class made art al	oout family. 🗆 Yes 🗆 No		
5. The kindergarten class made animals.	art about 🗆 Yes 🗆 No		

CLB 1L: 3 out of 5 answers correct

Your Score: \_\_\_\_\_/5

### **CLB 2L Only**

- 6. The art show is in the gym.  $\Box$  Yes  $\Box$  No
- 7. Rocco is in grade 1. He made art about  $\ \square$  Yes  $\ \square$  No animals.
- 8. Lia is in grade 5. She made art about her  $\square$  Yes  $\square$  No favourite things.

CLB 2L: 5 out of 8 answers correct

Your Score: \_\_\_\_

Skill: Writing

**Competency Areas:** Reproducing Information

**Indicators of Ability:** Copies legibly; copies information accurately

**Teaching Notes:** When facilitating this task, ensure learners understand what they are copying, and that they understand the vocabulary for days of the week and the school activities. Ensure that learners have had multiple opportunities to practise this type of task before doing this skill-using task.

#### Set Up:

- 1. Distribute the calendars and school schedules on the pages that follow. Note that CLB 1L learners copy the events for the month of November only. CLB 2L learners copy the events for November and December.
- 2. Go through the list of school events in the schedule together and review/explain vocabulary for the various events. Discuss what each one means. Ask learners to highlight or circle the names of events. If needed, review time and abbreviations for the months.
- 3. Have learners copy each event from the school schedule onto the calendar. Remind them that it is not necessary to add the date to the box on the calendar. Remind them to copy accurately and legibly. Note that learners will need sufficient time and numerous opportunities to practise in order to fill in the calendar events clearly and completely.

#### **Possible Supports:**

- If needed, assist learners by indicating where they can find the information they need (school schedule) when they are copying.
- Suggest to learners that they may want to put a checkmark beside the event as they copy it to help them stay on track.
- After the assessment, help learners file the skill-using task 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 to prepare learners for the assessment task.

If additional practice is needed, repeat this task using different months and school activities.

School Schedule: CLB 1L

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 2L

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

S	l	J	

CLD ZL	
CLB 2L	

NOVEMBER						
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	

S	U

		CLB 2L
Name:	Date:	CLB 1L

	DECEMBER					
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					



# For Listening, Speaking, Reading, and Writing

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# Following Directions in a School

Skill: Listening

**Competency Area:** Comprehending Instructions

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

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.

### Set Up:

- 1. Inform learners that they will listen to locations in a school and paste cut-out cards of the missing rooms on a floorplan. Review rooms in a school and prepositions of location using the flashcards from previous activities, if needed.
- 2. Distribute the floorplan. Note that there is a different floorplan for CLB 1L and CLB 2L learners. Give learners a few minutes to look at it before beginning the task. Inform the class that CLB 1L learners will listen to the first three locations; CLB 2L learners will listen to all six. Distribute the location cards. (There are separate location cards for CLB 1L and 2L.)
- 3. Read the transcript once to familiarize learners with the content. Then repeat it as many times as needed and have learners place the cut-out squares on the map.

### **Possible Assessment Supports:**

- If learners struggle with using the cut-out cards, have them point to each room instead of
  using the card. Remind learners not to call out the answers or help one another. Inform
  them that this is an assessment of their individual responses.
- If learners are placing the cut-out cards on the floorplan, ask them to find and show you the correct card before they place it in the appropriate spot on the floorplan.
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

### Feedback:

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



# Transcript: (to be read by the instructor)

# PART 1 (CLB 1L and 2L):

- 1. The gym is straight ahead, at the end of the hall.
- 2. The **grade 3 room** is on the right. It is next to the grade 5 room.
- 3. The **office** is here on the left. It is beside the grade 6 room.

# PART 2 (CLB 2 only):

- 4. The **library** on the right. It is next to the Grade 1 room.
- 5. The **boy's washroom** is at the end of the hall. It's on the left.
- 6. The **grade 4 room** is between the Grade 6 room and the Grade 2 room.

# Gym Boys' Washroom Grade 2 room Grade 4 Room Library Grade 6 room Office Start Grade 5 room

	D	1	•
<b>└</b> I	.D	- 1	L

Name:	Date:	

**Instructions:** Listen to the locations. Put the missing room in the right place on the map.

Boys' washroom Girls' washroom Grade 2 room Grade 1 room Library Grade 4 room Grade 6 room Grade 5 room

CLB 1L: 2 out of 3 answers correct Your Score: \_\_\_\_\_/3

$\sim$ 1	D	21
<b>UL</b>	.D	ZL

Name:	Date:	
·	_	

**Instructions:** Listen to the locations. Put the missing room in the right place on the map.

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

CLB 2L: 4 out of 6 answers correct Your Score: \_\_\_\_\_\_/6



# **Location Cards**

# CLB 1L



# Gym

Grade 3 room

Office

# CLB 2L

Gym

Grade 3 room

Office

Library

Grade 4 room

Boy's washroom

# **Answering Personal Information Questions**



Skill: Speaking

Competency Area: 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:

- 1. This speaking assessment task is done one-on-one between the instructor and a learner. Learners can use their own information or information from one of the *Student Information Cards* that are provided on page 81 to answer the questions.
- 2. Explain the expectations for the task. Use the assessment tool (for either CLB 1L or CLB 2L) to read the questions to learners, to check off whether the learner answered each question correctly, and to indicate how well they performed each of the criteria. Note that the assessment tool is for instructor use only. CLB 1L and CLB 2 L learners will not be able to read or understand the criteria on the form.
- 3. Distribute a Student Information Card to the learner you are assessing (if they are using a card). Note that there are two cards for CLB 1L and two cards for CLB 2L to choose from. Inform the learner that accurate pronunciation of the names and addresses (CLB 2L) is not important or even expected. Learners need to spell out the names as a strategy for being understood.

### Possible Assessment Supports:

- If learners are struggling to read the *Student Information Cards*, read them out loud to them.
- 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.

# Answering Personal Information Questions, continued



Module Topic: A Child's Education  Competency Area: Sharing Information				
Instructions: Answer	questions to register a chi	ld at school.		
Name: Date:				
			_	
Speaking CLB 1L				
Script/Questions	✓	Criteria:	Yes	Not yet
<ol> <li>Greet the learner/pa</li> <li>What is your nam</li> <li>Can you spell that</li> <li>What is your child</li> </ol>	t, please?	*Overall: Can be understood  Answers all questions  Uses alphabet to spell names		
4. Can you spell that, please?  5. How old is she/he?		Uses basic vocabulary for the task		
TASK SUCCESS:	Overall = Yes  Meets 2 out of 3 remaini	☐ Yes ☐ No ing criteria. Score:/3		
Doing well:		Next time:		

# Answering Personal Information Questions, continued



Module Topic: A Child's Education  Competency Area: Sharing Information	CLB 21	. 🗆	
Instructions: Answer questions to register	r a child at school.		
Name:	Date:		
Speaking CLB 2L			
Script/Questions ✓	Criteria:	Yes	Not yet
Greet the learner/parent.  1. What is your name?  2. Can you spell that, please?  3. What is your child's name?  4. Can you spell that please?  5. How old is she/he?  6. What is her/his date of birth?  7. What is your street address?  8. Can you spell that?  9. What is your phone number?	*Overall: Can be understood Answers all questions Uses alphabet to spell name and address Uses basic vocabulary for the task Clearly states phone number using proper pausing		
TASK SUCCESS: Overall = Yes  Meets 3 out of remainir	☐ Yes ☐ No ng <b>4</b> criteria. <b>Score:</b> /4		
Doing well:	Next time:		



# **CLB 1L Student Information Cards**



# Child's Information



Name: Lisa Tam



Age: 8 years old



# Child's Information



Name: Ivan Novak



Age: 7 years old



# **CLB 2L Student Information Cards**



Child's Information

Name: Eduardo Lopez

Age: 8 years old

Date of birth: October 23, 2012

公

Address: 98 Church Street

٠

Phone number: 555-789-6633



Child's Information

Name: Sylvia Dasha

Age: 7 years old



Date of birth: June 3, 2013



Address: 24 King Street



Phone number: 555-987-3366

# Reading a School Notice

Skill: Reading

**Competency Area:** Getting Things Done

Criteria: Understands the purpose; understands factual 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 notice and comprehension questions to each learner. Give them time to read the notice silently.
- 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 it.
- Demonstrate how to use a ruler as a guide to ensure learners focus on checking 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:**

1. Yes 2. No 3. Yes 4. Yes 5. No 6. No 7. Yes 8. Yes

September 22, 2021

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



Thank you

Mary Chan



$\Lambda$ $T$	
$\mathbf{A}\mathbf{I}$	

Name:	Date:	
CLB 1L:		
CLD 1L.		
Instructions: Read the school no	otice. Check Yes	or No.
1. The letter is about a school to	rip.	Yes □ No
2. The trip is on September 22.		Yes □ No
·		
3. The class will go by school bu	US.	Yes □ No
4. There will be one class on the	e trip.	Yes □ No
5. The cost is \$9.00.		Yes □ No

CLB 1L: 3 out of 5 answers correct

Your Score: \_\_\_\_

# CLB 2L

6. Mary Chan is a student. □ Yes □ No
7. Children will be at the farm in the morning. □ Yes □ No

8. Children should wear the right clothes  $\Box$  Yes  $\Box$  No for the weather.

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

# Copying Information from a School Schedule



Skill: Writing

**Competency Area:** Reproducing Information

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

### Set Up:

- 1. Distribute the appropriate assessment task to learners (either CLB 1L or CLB 2L). CLB 2L learners should receive both calendars.
- 2. Review the instructions orally. Explain expectations using the criteria in the assessment tool. Note that the tool is intended for instructor use; literacy learners will probably not be able to read or understand the criteria as written.
- 3. Read through the school events lists together, looking at the school event picture cards from earlier lessons. Explain that learners will have to copy the correct event into the corresponding calendar box. Review abbreviations for the months. Remind learners that they don't have to re-write the date in the calendar box.
- 4. Review time if needed. Remind learners about the correct way to copy times, including the colon.

# **Possible Supports:**

- If needed, assist learners by indicating where they can find the information they need when they are copying. Suggest to learners that they may want to put a checkmark beside the event as they copy it to help them stay on track.
- 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 in the area that learners are having difficulty with.



# CLB 1L

**Instructions:** Read the schedule. Copy the events onto the calendar.

Wes	stlea School Schedule
Sep 9	Pizza lunch
Sep 16	Meet teacher - 7:00 pm to 9:00 pm
Sep 22	Soccer - 4:00 pm
Sep 26	Field trip
Sep 30	No school (PD day)



# CLB 2L

**Instructions:** Read the schedule. Copy the events onto the calendar.

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



# Copying Information from a School Schedule

$A^{-}$	

Name:	Date:

Copy information from the school schedule to the calendar below.

# SEPTEMBER Friday Sunday Monday Tuesday Wednesday Thursday Saturday



# Copying Information from a School Schedule

A	T

Name:	Date:	

Copy information from the school schedule to the calendar below.

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

Name \_\_\_\_\_

Date \_\_\_\_

nstructions:	nstructions: Copy information from a school schedule to a personal calendar.				
Writing:	CLB 1L	CLB 2L		Yes	Not Yet
• Copies	words:				
CLB	<b>1L</b> : with some er	rors			
CLB	<b>2L:</b> with few erro	ors			
• Copies	time correctly:				
CLB	<b>1L:</b> with some er	rors in formatting			
CLB	<b>2L:</b> with no erro	rs in formatting			
• Printing	g is neat and clea	ır.			
• Writes	in the correct pla	aces on the calendar(s	).		
You did wel	II:	N	lext time:		
		I			
TASK SUCCE	ESS			Your sc	ore
Yes on 3 out	t of 4 on all crite	ria		/4	

# Acknowledgements:

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Ali's School



This is Ali.



Ali loves her school.



Ali's mother copies the important dates into the family calendar at home.



This is Ali's school.



Ali is in grade 2.



It has important dates about school events.





The teacher gives the parents a school calendar.

Today Ali's mother is meeting the teacher.

Page 7 Page 4





The parents meet the teacher in the classroom.

The teacher tells the parents about the school.