

**Calgary Immigrant Women's  
Association**

# **KNOWING YOUR LITERACY STUDENTS PROJECT**

**Curriculum Guidelines and  
Cultural Manual**



# KNOWING YOUR LITERACY STUDENTS

## Curriculum Guidelines and a Cultural Manual

A Resource Manual for ESL and Literacy  
Instructors Working with Low-Literate Learners

**Calgary Immigrant Women's Association**

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**"Knowing Your Literacy Students" project was funded by:**  
**Alberta Employment, Immigration & Industry**



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## INTRODUCTION AND ACKNOWLEDGMENTS

In 1999, Calgary Immigrant Women's Association (CIWA) started a pilot literacy project called Pebbles in the Sand that was designed to help women from all religious and cultural backgrounds, that had very little or no education in their native countries, increase their literacy skills and integrate into Canada. The success of the project turned it into a program that has been running for eight years in nine classes throughout Calgary.

The *Knowing Your Literacy Students* project was initiated to help the women transitioning from Pebbles in the Sand into the Language Instruction for Newcomers to Canada (LINC) program. New customized curriculum guidelines and the cultural manual were put together to test innovative teaching techniques and materials never used for teaching adults before. The project was a success: eight of the participants in the pilot class moved up into the LINC programming at CIWA.

This project would have not been possible without the help of literacy teachers from a number of immigrant serving agencies in Calgary and without the financial support from Alberta Employment Immigration and Industry. We also want to thank Immigrant Language and Vocational Assessment and Referral Centre (ILVARC) for their help recruiting the pilot class participants.

We want to express special thanks to the Pebbles in the Sand facilitators Linda Faulkner, Ute Holewa and Kari Cheyne for their help in selecting and referring students for the pilot class.

We also want to acknowledge the help of the Advisory Committee members:

- Cindy Coleman – Centre for Newcomers (CFN)
- Eva Su – Calgary Immigrant Education Society (CIES)
- Diane Hardy – Bow Valley College (BVC)
- Tamara Jorgic – Calgary Immigrant Women's Association
- Kam Purewal – Calgary Catholic Immigration Society (CCIS)

We want to thank all the teachers involved in the focus groups at CCIS, CIWA, CFN and BVC. We appreciate their ideas for the curriculum activities and feedback in the questionnaires.

Our appreciation also goes to Janet Alonso, Manager of the Volunteer Program at CIWA for helping us find volunteers and interpreters for the pilot class, as well as to our volunteer Instructional Assistants Erika Ojamaa, Adrielle Soriano and Abir Elteghelob.

## INTRODUCTION TO THE “KNOWING YOUR LITERACY STUDENTS” PROJECT: PREMISE AND RATIONALE

The Calgary Immigrant Women’s Association’s mission is to deliver professional services that facilitate the integration and full participation of women and their families in the community. CIWA’s vision is to empower women from diverse backgrounds to reach their goals and dreams as equal and contributing members of Canadian society. CIWA’s values include:

**EQUALITY** – We treat our clients, partners, each other and ourselves with fairness.

We work to promote equal opportunities for women, as an extension of the principle of fairness.

**EMPATHY** – Our support for immigrant women and each other stems from a sincere attempt to understand the experience of others. We work to broaden societal awareness of the varied experiences and perspectives of immigrant women.

**INCLUSIVENESS** – We celebrate the diversity of CIWA’s staff and recognize that employees at all levels contribute knowledge and ideas that make the organization thrive. We work to promote the inclusion of immigrant women from diverse backgrounds in all areas of society.

**INTEGRITY** – We maintain consistency between our values and our actions. In our work and with each other we act ethically and responsibly.

CIWA has five core service areas:

- Intake, Settlement and Integration Services provide for the immediate basic needs of clients as well as support for women dealing with family violence and abuse. We also provide immigrant women the opportunity to volunteer and gain valuable experience in the Canadian workplace.
- Language Training and Childcare Services provide language and literacy classes to clients in order to help them achieve proficiency in English at any level. Childcare is provided for our students’ children, which facilitates their access to these classes.
- Employment Skills Services offer counseling and workshops for women searching for meaningful jobs in our community
- Volunteer Training provides an opportunity for immigrant women to participate in various aspects of the agency. Not only they give their time, but they also acquire skills that will benefit them in their job search.
- Family Services provide support for parents and families adjusting to a new culture and life in a new country.

The *Knowing Your Literacy Students* project was designed to help immigrant women who are falling behind in the process of learning English, and transition up into the regular LINC stream. In order to accomplish this CIWA wanted to create an alternative curriculum that would target the barriers LINC teachers and our research identified.

The project manual consists of two main sections: a discussion on how culture may influence the learning process for literacy learners and the curriculum guidelines. The manual also has Appendices which includes the following:

- cultural profiles of countries that possess a higher level of low literate learners; the cultural profiles provide literacy teachers, both new and experienced, an overview of the social, political and educational environment of the countries our participants came from

- materials and resources list that were used for the pilot class
- bibliography

## INTRODUCTION TO LITERACY LEARNERS

The Centre for Canadian Language Benchmarks (CCLB's) defines ESL Literacy as "a program for individuals who are learning English as a second language and who are not functionally literate in their own language for a variety of reasons".<sup>1</sup>

According to CCLB there are four main types of literacy learners:

- pre-literate learners
- non-literate learners
- semi-literate learners
- non-Roman alphabet learners

The **pre-literate literacy learners** come from oral cultures, where there is no written form of their language. These learners have no reading and writing skills at all. They have difficulty understanding that pictures represent real-life objects. This term may apply to Somali or Ethiopian students whose first language has no written form.

The **non-literate learners** come from societies that have a language with a written form, but the learners do not read or write at all. This would describe an individual who grew up and lived in a remote rural area, with no school available, all her life and did not need to read and write until coming to Canada.

**Semi-literate learners** have had some formal education in their own language, but not enough to become literate. They may understand that written text relates to spoken language, but their reading and writing skills are too limited to put this understanding to use with new words. This would describe someone coming from a South American country, who learned to read and write to some degree but the education process was interrupted many times.

The **non-Roman alphabet learners** come from cultures with languages that do not use the Roman alphabet: China, Russia (Cyrillic derived from Greek and also used in Bulgarian), Punjabi, Arab countries. This learner could be a combination of a non-Roman alphabet learner and any of the types listed above. A non-Roman alphabet learner who had some literacy skills in the first language may be able to apply the learning strategies used in acquiring the first language to English.

English as a Second Language (ESL) learners that fall under the categories listed above encounter, along with the lack of reading and writing skills, other issues and barriers that prevent them from progressing in their English language learning process. Both men and women in the pre- and non-literate categories lack study skills necessary to perform well in school. They have difficulty connecting written words to real life objects. Some need to learn the left to right and up-down directionality of writing.

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<sup>1</sup> Canadian Language Benchmarks 2000: ESL For Literacy Learners, page II

## THE CULTURAL BARRIER: HOW CULTURE INFLUENCES LEARNING FOR LITERACY LEARNERS

According to a document published by the Canadian Heritage Ministry, Canada is a country whose “30 million inhabitants reflect a cultural, ethnic and linguistic makeup found nowhere else on earth.”<sup>2</sup> According to the same source, Canada welcomes approximately 200,000 immigrants every year. Statistics published by Citizenship and Immigration Canada show that in 2006 more than 250,000 immigrants received the permanent resident status. Of these about 129,000 were women. In 2006 over 20,000 people chose Alberta for their residence, and almost 12,000 of them came to Calgary.<sup>3</sup>

Immigrants to Canada come from all continents and the culture related to learning and education in general is different on each continent. Although, it can be said that there are many common values, education opens people’s minds and allows better communication between races.

Around the world, there are countries where education is not available to everybody. In Afghanistan, under the Taliban regime, women were not allowed to go to school; sometimes they were even punished for trying to learn to read and write. In poor countries, children have no choice but to help provide for the family by working the land or hard-labour jobs. In remote areas in some countries, the closest school is kilometers away, so children cannot attend school on a regular basis if they can attend at all.

People who come to Canada have different perceptions towards learning. Some consider learning as an opportunity to communicate with other nationalities or races. Others think of learning the language of the land as an opportunity to find a good job. Others learn the language to be able to read about the Canadian culture and customs and help themselves integrate in the Canadian lifestyle.

On the other hand, there are people coming to Canada who do not think of learning, of the English language, and of the Canadian customs and culture as a means of integrating and becoming an active member of the Canadian society. In the culture of their native countries, education is only for a privileged category of people or only for men. Education is perceived as important only if it provides for the family and puts food on the table. They continue to live their lives based on the idea of “knowing to read and write is not as important as knowing how to work the land or how to raise a family”. Unfortunately, these ideas are promoted after they move to Canada, because they may not fully realize that Canadian society is a literate one: you cannot find a good job unless you are able to read, write and understand the language; you cannot provide for the family if you cannot speak the language.

In 1999, CIWA started a pilot literacy program, *Pebbles in the Sand*, which was designed to help immigrant and refugee women coming from patriarchal societies learn about Canadian culture and to help them find their identity. The ages of these women range from early 20’s to the late 70’s. The success of the project turned it into a program and ever since its creation women participating in the program have gained self confidence and developed their self-esteem.

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<sup>2</sup> Source: “Canadian Diversity: Respecting our Differences” on [http://www.canadianheritage.gc.ca/progs/ai-ia/rir-iro/global/divers/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/ai-ia/rir-iro/global/divers/index_e.cfm)

<sup>3</sup> Source: CIC, Facts and Figures 2006, Immigration Overview: Permanent Residents

Many of the immigrant women in the *Pebbles in the Sand* program were ready to move into the LINC mainstream, but they lacked the skills required to transition to a more structured learning environment. Study skills and lack of learning strategies were the most important barriers these women had to overcome. They were willing to learn and their motivation was very high, but not having these skills kept them behind and perpetuated their frustration. Consequently, their allotted LINC hours were gradually used but their progress was minimal. Thus the idea of a bridging program came along, a “stepping stone”, for these women who are keen to learn but lack some of the necessary skills to keep up with the other learners.

Research showed that these women’s motivation was very high and the skills they gained in the *Pebbles in the Sand* program, such as basic English, writing skills and fine motor skills or other pre-literacy programs were still there, but they were not able to progress within LINC.

Discussions with the *Pebbles in the Sand* program facilitators and observations of the higher level classes revealed a variety of impediments to the successful transition into the LINC mainstream. The following are the barriers identified by the facilitators and instructors:

- **Lack of study skills caused by a lack of formal education.** Not knowing how to study, how to organize the notes and information they receive, prevents them from making good use of the information received in class. Compared to literacy learners with high school degrees or higher levels of education, non-literate learners find it very difficult to make connections between material learned in class and the real world.
- **Age of the learner** is another important factor in the learning process. Younger women in this category learn easier and faster than older ones and adapt easier to a classroom setting and to following instructions. Older learners appear to have fossilized in some of their competencies.
- **Motivation** is another factor in the success of these learners. Women with young children who go to school are more interested in learning English for the purpose of helping them in school. They also realize that learning the language is a way of going out and socializing. Others see the learning of the English language as the opportunity to find a well paid job and provide for their families.
- **Family or health issues** prevent these women from coming to school on a regular basis. Missing a lot of the learning process results in educational gaps that are very seldom filled.
- **The family’s attitude** towards the mother going to school is partially based on culture and customs. Older children sometimes find it difficult to accept that the mother is not home all the time to prepare the meals and look after the family. Other times the husband is not supportive of the wife going to school and/or socializing.
- **Learning disabilities** are often the hidden enemy of these women. Never diagnosed with these disabilities, the women continue to struggle and cannot find the real reason behind their lack of success. The disability could have been caused by a variety of factors: severe trauma experienced in their native country caused by war or abuse; a life lived under a lot of stress: i.e. war, family violence, lack of resources, perpetual health problems never addressed because of lack of medical assistance, separation from family members due to war, etc.

Taking into consideration all of the barriers listed above, the *Knowing Your Literacy Students* project assembled a set of lessons designed to help these women transition to and progress through LINC programming.



One of the hypotheses at the beginning of the project was that **culture** was a significant barrier that prevented these women from moving up in the LINC program and impeded their learning process. In order to test this assumption several focus groups were organized where LINC and literacy teachers from a variety of institutions throughout Calgary shared their opinions and perceptions of the barriers and were asked if culture was one of the barriers. The LINC and Literacy teachers identified the following barriers:

- **Lack of study skills:** these women have never been to school before coming to Canada or they had a very limited exposure to schooling, not enough to teach them the skills or strategies necessary to be successful.
- **Age:** older women had more difficulty progressing than the younger ones. The younger ones most of the times had young children that were going to school and this was a very good reason for them to learn English – helping them with school work.
- **Health problems:** some of these women had poor health that prevented them from going to school on a regular basis. When children or another family member had health problems it was their responsibility to look after them, so their attendance was becoming inconsistent.
- **Self-esteem issues:** women coming from cultures where men were encouraged to go to school or where women were prevented all together from going to school were not considering education important or they did not think of themselves capable of learning.
- **Attitude towards education and motivation:** even after joining *Pebbles in the Sand* and taking the program for some time, some women thought of education as means of socializing and not as means of learning the language or the Canadian culture and customs. Exchanging recipes and doing crafts with other women, preferably who spoke the same language, was enjoyable for them and they did not feel the need to expand their knowledge beyond that.
- **Family situation and childcare related issues:** women in this group usually have young children and the childcare problem that Calgary is facing prevented them from going to school. Although the *Pebbles in the Sand* program provides child minding services, when these women are ready to move up to the LINC mainstream there are often no places available in the childcare. Also, these women come from families with limited income and paying for childcare is not an option for them.
- **Learning disabilities:** many women in this group come from war-torn countries or from refugee camps where they spent many years and witnessed violence or were subject to violence when their families were separated or family members killed. Studies proved that trauma caused by this type of stress has a negative influence on peoples' lives and abilities.
- **Lack of knowledge of what the Canadian society can offer:** after many years of living in refugee camps or on the run, women who arrive in Canada do not learn about the opportunities the Canadian society offers. They do not go out of the house to find out about what is available for them in terms of education, socialization, sharing experiences or to learn about new things.

Culture includes language, ideas, beliefs, customs, codes, institutions, tools, techniques, works of art, rituals, and ceremonies, among other elements.”<sup>4</sup> Most definitions of culture

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<sup>4</sup> Encyclopedia Britannica, on **Britannica.Com**

talk about the sum of different activities and learning experiences a person or society accumulates over years including values, attitudes, experiences, religion, beliefs about time, conceptions about the world around them, accumulation of goods and resources, spatial relations and so on. However, these basic definitions do not necessarily lend to a deeper understanding of ourselves, others, or provide a comprehensive framework in which our interaction with other cultures can be effective. There are many theorists, including Oberg, Hofstede and Trompenaars and Storti, who address the complexities of intercultural communications and provide constructs that enable us to better understand culture on an individual, group and national level. However, what we have ascertained and have had corroborated is that each learner is unique and should be treated as such. Understanding of the specific learning barriers that are faced by literacy learners is valuable, understanding the national culture that they come from is valuable, but recognizing that through the process of immigration, settlement and integration into a new country their individual culture will be in a state of transition and change is invaluable. In other words, literacy instructors' most valuable tool is cultural sensitivity for each individual student. Working with literacy, or even ESL learners, requires a balance between respect for individual culture and acknowledging the prevalent culture and beliefs towards education in their home countries.

### **PILOT CLASS PARTICIPANTS**

The target group was made of women with no education or with very limited education in their native countries. The initial criteria of selecting these women in the pilot class were:

- zero to six years of education in their first language
- permanent residents, who lived up to 1 year in Canada
- pre-benchmark CLB levels in reading and writing and benchmark 1 in listening and speaking
- learner had no childcare needs

After initiating the recruitment process it was determined that the number of candidates who would fit this profile was somewhat limited: most of the women contacted or who had been referred and had the targeted CLB levels and level of education, had been in Canada longer than one year, some were even Canadian citizens. Most of the referrals coming from Pebbles in the Sand and the Immigrant Language and Vocational Assessment-Referral Centre (ILVARC) had childcare needs. Taking into consideration these issues, it was necessary to adapt the admission criteria to meet the demographics available in the communities:

- zero to six years of education in their first language
- permanent residents, but not Canadian citizens (Canadian citizens are not accepted in the LINC program, so participants could not have transitioned into the LINC as a possible outcome); the time they could have lived in Canada was extended to four years.
- pre-benchmark CLB levels in reading and writing and benchmark 1 in listening and speaking
- limited childcare placements in CIWA's daycare

The most important reason behind these changes was the very limited number of women who would have fit **all** the criteria of the original target profile.

As a result ten women enrolled in the pilot class representing the following countries:

- Afghanistan

- Burma (Myanmar)
- Colombia
- Eritrea
- Iran
- Pakistan
- Somalia
- Sudan

Nine of the women in the pilot class came from the higher level *Pebbles in the Sand* classes, and one woman was an ILVARC referral. The benchmark levels for most of these women were Pre-benchmark for reading and writing as well as for speaking and listening. Two of the women's listening/speaking skills were at a CLB 1 level. Only three women who required childcare were accepted due to the difficulty of finding suitable childcare arrangements.

## INSTRUCTIONAL APPROACH AND STRATEGIES

The curriculum is intended to address the needs of non-literate and pre-literate learners. Specifically, the goal was to help women who were struggling in the Literacy Program for many semesters and seemed to be graduating prematurely to LINC level 1. As a result, these women would repeat this pattern throughout their LINC journey. They were not effectively nor efficiently utilizing the language training programming provided by the government.

The curriculum guidelines can be implemented for any of the literacy learners mentioned at the beginning with the necessary changes in themes and topics.

The curriculum is designed to help instructors understand the barriers that non-literate and pre-literate immigrant learners face and offers ideas on how to provide a more efficient and effective learning environment for these learners.

The curriculum was developed using a combination of instructional approaches and strategies. The instructional approaches and strategies analyzed and used are the following:

**Competency Based Instruction** is focused on functional literacy and life skills. The needs of the learner are identified in the pre-assessment process. Instruction is based on this set of needs. At the end of the program, the learner is evaluated based on her performance in the class by comparing the pre-assessment results and the objectives set at the beginning of the session to the outcomes and post-assessment tests.

**Whole Language Instruction** approach is based on the idea that in order to be understood, language should not be broken down into parts (grammar, writing, vocabulary) but taught as a whole. The components of Whole Language Instruction are: daily reading and writing, prepared oral reading as a social activity; language experience texts; reading, re-reading and retelling of published texts; strategy instruction based on reading, speaking and listening activities, self-evaluation.

**Participatory Instruction (Freirian)** is a type of instruction based on the idea that people learn best when learning starts with what they already know, builds on their existing skills, which engages them in the learning process and enables them to accomplish the targeted

skills. Participatory Instruction revolves around the learner's personal life, experiences and issues for the contents of the lessons.

**ESL Literacy Learning: stages of learning** describes the five steps of literacy development: mechanical skills, connecting oral language with written language, obtaining meaning from print, obtaining meaning from a variety of print materials, independent reading and writing.

#### **CURRICULUM GUIDELINES AND LESSON ORGANIZATION RATIONALE**

During lesson planning, consideration was given to the two sets of learning barriers discussed in the previous sections as well as at the instructional approaches listed above. The curriculum design addresses the most important barriers and the target outcome of the entire course. ESL and Literacy literature was consulted and reviewed for ideas to help address these specific barriers.

The initial premise for the project was that these women's learning levels were similar to preschool children but still needed to be treated as adults with the wisdom and knowledge that comes from their life experiences. Observations of the women in the Pebbles in the Sand classes demonstrated that these women had some fine motor skills problems, were not able to connect between real life objects and 2-D pictures, and had little to no study skills. In addition, their vocabulary was extremely low as it was limited to day to day life activities, some very common verbs, and greetings.

Pre-assessments of the pilot class participants revealed that some had acceptable fine motor skills, they were comfortable holding a pencil, but they could not use a ruler to draw a straight line. After modeling, they were able to match uppercase letters to lowercase letters, and were able to count to ten, and some even to twelve. Some of the women knew the days of the week or the months, but were not able to work by themselves to fill in missing items or numbers in a sequence of three. Participants were also tested in their ability to recognize the same sequence of letters in a matching exercise. However, with assistance and the use of familiar words the women were able to correctly match most of the words.

The same pre-assessment test was used on a sample group of women in the Pebbles in the Sand program in the classes that cater to higher competency levels. The results were comparable; some of these women were able to do the tests without too much coaching, whereas some needed much more guidance.

Based on these results, the focus of the curriculum and lesson plans were changed to a slightly lower competency level. At that point in the curriculum development and lesson planning, the level of the lessons would be too high for some of the participants. Lesson plans were also organized to give the learners more time to learn and practice the targeted skills.

When putting together the activities consideration was given to the fact that these women needed to practice similar skills to a child in preschool and elementary. The activities used in the pilot class focused on the following techniques and skills:

- fine motor skills
- memorization by making connections to real life objects
- repetition of concepts through different types of activities with the same objective

- introduction of abstract concepts one at a time with lots of examples and activities connected to real life activities and objects

A wide variety of ESL web sites were reviewed for ideas of children's activities that could be used for teaching adults. A list of these web sites is included in the appendices. A set of preschool, kindergarten and grade one workbooks that taught similar skills were purchased, specifically the ones that had a large number of activities on the same theme or concept organized in different types of activities. During the selection of workbooks the goal was to ensure the activities were not very childish so to not offend the adult learners. The complete list of these workbooks is included in the appendices.

Again, based on the pre-assessment results a series of materials from the teachers' store were purchased and/or produced in house. Lined printing journals, similar to the ones used by children when they start printing in school, teacher made booklets only used in class, purchased lined homework books, and teacher made homework booklets were all utilized in the pilot class.

Instead of choosing only one of the strategies described above, this curriculum looked for those strategies and approaches that seemed the most beneficial for the target group. Once those approaches were identified, the activities were modeled according to the needs of the learner.

Instruction focused on the four competencies listed by the CLB documents: reading, writing, speaking and listening. These competencies were also used to assess the learners both at the beginning and at the end of the pilot class.

The lessons follow a holistic approach. The learners in the pilot class have rich life experiences and they see life as a whole. Their understanding of the oral language is related back to the daily activities they perform and we found this approach helped them easily understand the relationship between oral and written language. The lessons also emphasized the development of mechanical skills, fine motor skills, and helping the learner understand the connection between 2-dimensional diagrams or pictures and the real, life size objects.

## **GENERAL PRESENTATION OF THE CURRICULUM GUIDELINES**

The attached curriculum guidelines introduce eight customized units based on eight of the twelve themes proposed by the LINC Curriculum Guidelines. Each unit has a rubric that consolidates the teaching objectives and the competencies that the lessons focus on and a detailed teaching notes section. The handouts used in class are included.

## **THEMES OF THE INSTRUCTIONAL UNITS**

The **units** are the main sections of the curriculum guidelines that group the lessons according to the LINC themes. They are:

- Unit 1 - Family Life
- Unit 2 - Homes
- Unit 3 - Shopping
- Unit 4 - Making an Appointment
- Unit 5 - Public transportation

Unit 6 - At the Doctor's Office  
Unit 7 - In the Community  
Unit 8 - Education

Each unit has an introduction that briefly presents the rationale and the objectives of the unit. The introduction is followed by a rubric that consolidates the objectives, materials, vocabulary, homework and activities done, grouped by CLB competencies. The rubric also includes a review line where the educators can see the review activities and what the objectives for the unit were.

The most comprehensive part of the curriculum guidelines are the Teaching Notes. They are organized by the four CLB competencies: speaking/listening, vocabulary building through speaking, reading and writing activities, numeracy review activities and testing, homework, extra activities and outcomes. Each section describes in detail the objectives, the activities and refers to the handouts used. The handouts for each unit are included. At the end of the unit is a sample lesson plan.

### **ACTIVITIES USED IN THE PILOT CLASS**

The activities prepared for the pilot class were based on the four CLB competencies: reading and writing and speaking and listening. In order for teachers to have a clearer image of the skills we focused on in the lesson planning a list of activities used in the pilot class are included and are grouped by competency.

The **reading** activities focused on:

- learning the letters of the English alphabet
- pronunciation
- greetings
- common everyday instructions
- signs
- reading maps
- lists (shopping lists, etc.)
- other materials

The **writing** activities focused on:

- spelling
- punctuation
- correctly forming the letters of the alphabet
- filling in simple forms.

The **speaking** activities focused on:

- pronunciation
- correct word order
- face-to-face conversation
- courtesy
- verbal and non-verbal communication
- requesting assistance
- answering basic questions
- providing basic personal information

The **listening** activities focused on:

- greetings and simple instructions
- speed of speech
- face-to-face communication
- audio mediated messages
- body language
- gestures
- non-verbal communication
- identifying key components of the spoken message

The **numeracy** activities focused on:

- names of numbers
- sequences
- written form of the numbers
- comparative forms
- money
- names of the coins and bills
- recognizing and reading money symbols
- reading the price of an item
- pronunciation of numbers (i.e. 18 – 80)
- vocabulary related to measurement

## **OUTCOMES**

The particular themes were chosen based research that suggests these particular themes provide the learners with the basic skills and vocabulary required for daily activities. The objective of the pilot class was to work through all eight units and as such handouts and lesson plans were prepared. However, after the first unit the pace was adapted to allow for more time to address certain topics, especially the new skills, such as: grouping, abstract concepts, matching, etc.

At the end of the 12 weeks the pilot class completed five units and had started on the sixth. Due to time constraints only three lessons from Unit 6 - At the Doctor's Office were completed. However, we have included suggested activities and a curriculum guideline for the remaining units.

## **POST- ASSESSMENT RESULTS**

The primary objective of the pilot class was to teach the students the necessary skills to help them perform better in a LINC class. In order to determine if the materials, handouts, teaching techniques and activities used the most in class improved the students' knowledge students were tested on all of the skills addressed in class: printing, matching numbers and number words and uppercase and lowercase letters, counting and addition, recognition of money, telling time, the concepts of same and different. The results of the tests were very good: most of our students passed the tests with 100%.

The objective of the curriculum was to help these women transition into the LINC program. Each student underwent a Benchmark LINC 1 exit test as well. The results showed that except for one student, all the women were ready to move up. Before referring the students

to continue the instruction student observation notes that were compiled during the class were reviewed to confirm their individual readiness. As a result five of the participants were referred to the LINC 1 class, three to the Literacy support class (LINC 0), while two participants went back to Pebbles in the Sand program into the higher level classes.

For a comprehensive breakdown of the pre and post assessments please see the appendices.

### **PARTICIPANT SATISFACTION SURVEY**

During the wrap up of the pilot class each student was interviewed to ascertain their impressions of the lessons and instructional methods. Interpreters were used for the interviews as the students' speaking skills were still very low. All the students reported that they learned something new and that they felt they improved at least in one of the four CLB competencies. They liked the workbooks and materials used in class. They felt that they were better prepared for the LINC program than they were before the class started.

Because the LINC session started right after our pilot class finished, we also had a chance to talk to the LINC teachers and ask about the performance of our students. We were very pleased to hear that they are doing well in class and that they are very comfortable with the activities they have to do. They all had the skills they needed to learn and thrive in the LINC environment. The LINC teachers felt that our pilot class helped the students gain confidence and the skills necessary for them to perform well in their class.

### **CONCLUSION**

When we set out to design the curriculum and to teach the pilot class we expected to use most of the materials we prepared. We expected that the twelve weeks would be enough to cover all eight units. As presented before we had to change the pace and adapt to the learners' needs and requests.

We now feel that a longer session would have benefited the students by giving them more time to practice some of the new skills we introduced. A session of 16 to 18 weeks would have provided the necessary time to support the students and allow for review of the skills they learned. None the less, we think that the curriculum was designed well and met the expectations of the students. It helped them gain the confidence they needed and improved their self-esteem.

We also started from the premise that using some of the techniques used for teaching children can be applied to teaching adults, if the materials used are age appropriate. Although some of the teachers in the surveys disagreed with the idea of using "children's books" we felt that it was the best way for these women to learn new concepts because of the easy and friendly way they were presented in. We made sure, though, that the materials used were not too childish and they served the purpose of learning the targeted skills.

In conclusion we believe the curriculum designed met with our targeted objective, giving these women the necessary skills to perform well in the LINC main stream.



# UNIT 1 – FAMILIES

## GENERAL PRESENTATION, RATIONALE AND OBJECTIVES

**Unit 1 – Families** focuses on vocabulary related to family members and family roles. During this unit, students review some of the information they may have received in previous English classes and build on it by learning other words related to the topic. The numeracy activities are also based on and related to the vocabulary learned in the speaking/listening and reading/ writing (vocabulary) building sections.

For the activities in this unit a set of pictures of families were prepared into handouts and class based activities. Some of the pictures are pre-printed, purchased from the teachers' store, and some are downloaded off the internet. The pictures were projected using an LCD projector, posted on the board or in the classroom, or handed out to students to use for matching activities. In addition, two sets of flashcards were prepared, one large and one small, with the vocabulary list and were used throughout the entire unit.

For the printing activities, handouts were created with the strokes the students practiced in class. These teacher made handouts are included at the end of the unit (Handouts 1.5 to 1.10). A purchased workbook, **Lowercase Alphabet**<sup>5</sup>, was used for students to practice tracing and printing the letters as well as new vocabulary starting with the letters assigned for the day.

Based on the pre-assessment tests, it was determined that the students were able to orally count to 10 or 12. They were also able to recognize the numerals 1 to 10. Therefore, the first unit focuses on reviewing the numerals 1 to 12 and learning the corresponding number words. The following units address the sequential components, teens (13, 14, 15, etc.) and tens (20, 30, 40, etc.). The focus of the lessons were given to “eleven” and “twelve” to avoid confusion due to different letter sequencing and the corresponding pronunciation (the focus in the pronunciation activities in the next units is to differentiate between the endings **-teen** and **-ty**).

For the numeracy activities two sets of flashcards were prepared with the numerals 1 to 12 and with the number words one to twelve. One set was larger and was used by the teacher and a class set of smaller sized ones to be used by the students in theme activities. A purchased workbook, **Counting 1-10**<sup>6</sup>, was used for students to practice the strokes for the numbers 1 to 10 and to facilitate the new vocabulary. As part of the workbook the students also learned new concepts: grouping, counting through fun activities (e.g. connecting the dots) and matching numbers to the correct number of objects.

The activities that are presented below are structured by competency for easier reference. In class activities included more than one type of competency and more than one objective. For a clearer picture of the way the lessons were organized please see the attached sample lesson plan for the unit on page 38.

The rubric below consolidates the information that teachers will find useful before reading the more detailed teaching notes.

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<sup>5</sup> See the resource list for publisher information

<sup>6</sup> See the resource list for publisher information

COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>practice speaking and particularly practice talking about their families</li> </ul>	<ul style="list-style-type: none"> <li>flash cards with family members names</li> <li>pictures of families – teacher made or pre-printed photographic materials</li> </ul>	<ul style="list-style-type: none"> <li>boy, son, grandson, brother, man, husband, father;</li> <li>girl, daughter, granddaughter, sister, woman, wife, mother;</li> <li>child, grandchild, children, grandchildren;</li> <li>grandmother, grandfather, grandparents, parents, family</li> <li>numerals 1 to 12, number words one - twelve</li> </ul>	<ul style="list-style-type: none"> <li>printing in the homework books: family words and number words</li> </ul>	<ul style="list-style-type: none"> <li>print first names using foam letters</li> <li>create a poster with family members' names out of sticky letters and pictures cut out of flyers</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>use the correct spelling and pronunciation of the vocabulary words</li> <li>use the correct spelling of the words and the correct printing strokes</li> <li>recognize words by looking at the letter sequence and then match the words with the pictures</li> </ul>	<ul style="list-style-type: none"> <li>teacher made flashcards</li> <li>pre-printed materials (photographic learning cards)</li> <li>pictures downloaded off the internet</li> <li>printing strips</li> <li>journals</li> <li>lined paper</li> <li>flipchart paper</li> <li>foam letters</li> </ul>			
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>correct pronunciation of the numerals</li> <li>use the correct printing strokes of the numerals</li> <li>recognize words by looking at the letter sequence and then match the number words with the numerals</li> </ul>	<ul style="list-style-type: none"> <li>teacher made flashcards</li> <li>pre-printed materials (photographic learning cards)</li> <li>printing strips</li> <li>journals</li> <li>lined paper</li> <li>flipchart paper</li> </ul>			
<b>ALL COMPETENCIES (REVIEW)</b>	<ul style="list-style-type: none"> <li>review the information received by doing hands-on activities</li> </ul>	<ul style="list-style-type: none"> <li>construction paper</li> <li>coloured pencils</li> <li>bundles of differently coloured Popsicle sticks</li> <li>flashcards with the number words and numerals</li> </ul>	<ul style="list-style-type: none"> <li>numerals 1 to 12, number words one – twelve</li> <li>vocabulary related to following instructions: find, put together, draw, print</li> </ul>		<ul style="list-style-type: none"> <li>identify connections between family members' words and the letter sequencing; matching pictures with words</li> <li>identify connections between number words, numerals and counting different objects</li> </ul>

# TEACHING notes

## **A. ACTIVITIES FOR THE SPEAKING AND LISTENING**

Discussion about a nuclear family (mother, father and children) and a simple extended family (mother, father and children and one set of grandparents)

The unit began with the students reviewing the family related vocabulary they were already familiar with. The teacher asked questions prompting the students to name the people in the pictures. We projected the picture and then labelled the people in it. For the new vocabulary we repeated the words and then spelled each word separately. The family picture used is included in Handout 1.1.

The objective of the discussions was to have students practice speaking and particularly practice talking about their families. The focus of the discussions was to have students practice the vocabulary and listen to and follow instructions. When the students became comfortable with the names of the family members, the instructor moved on to discussing family roles: parents, grandparents, husband, wife, son, daughter, grandson, granddaughter, and then generic names of the people in families: man, woman, boy, girl.

## **B. ACTIVITIES FOR READING AND WRITING**

The reading and writing activities enrich students' vocabulary through integrated activities that focus on more than one competency. For example, activities may combine reading, spelling and pronunciation in a reading activity and spelling and printing in a writing activity.

Lesson organization:

### **1. Vocabulary building activities that focus on the competencies listening and speaking**

For the beginning of the vocabulary building activities the lessons focused on improving the students' oral skills. Students first practiced the words and their spelling orally. The objective was to have the students use the correct spelling and pronunciation of the words in the word list. Pre-printed purchased pictures and the pictures downloaded off the internet were used.

Lesson sequence:

- teacher introduced each word naming the family members in the picture projected on the white board and printed the word beside each one on;
- next, she pointed at each letter in each word and spelled the word orally;
- next, the students practiced spelling and pronunciation repeating after the teacher and then individually; to make sure that the students' pronunciation is correct the teacher randomly asked the students to say words on the board

### **2. Vocabulary building activities that focus on the competencies reading and writing**

Students practiced reading and printing the selected vocabulary. The first objective was for students to learn the correct spelling of the words and the corresponding printing strokes. The second objective was students correctly read and pronounce the words. For this part,

handouts 1.2-1, 1.2-2, 1.2-3 were used. For the printing activities, individual journals in which the students printed selected words and the handouts 1.2-1, 1.2-2, 1.2-3 on which the students had to copy the pre-printed words were utilized.

Lesson sequence:

- orally reviewed the spelling of the words taught in the previous set of activities; for this we used the projection of the family pictures used during the first lesson
- for the printing activity we modelled the correct printing strokes on flip chart paper
- next, students practiced the letters and the words in their journals; they started with the strokes they need to know for printing the letters (see handouts 1.5 to 1.10); then they worked on printing the letters and after that they printed words

As a review and depending on the level of the class, the teacher could organize a dictation activity where students listen to the teacher saying the words which they would have to print on paper. This activity could be done in different ways, again depending on the level of the class.

- use handouts with pictures; the students will print the words beside each picture; the pictures help students connect the written letter sequence with the spoken words
- use lined paper with no corresponding pictures

### **3. Vocabulary building activities that focus on the listening, reading, and writing**

The last set of proposed activities for this section focuses on teaching the students matching pictures with words. The objective for this activity is to have students recognize words by looking at the letter sequence and then match the words with the pictures. The handout used for this activity is included at the end of the unit (Handout 1.3).

Lesson organization:

- reviewed the techniques used in the previous two types of activities where students had to recognize words by looking at the letter sequence in each word
- using Handout 1.3 the students drew lines to connect the words and the pictures; students used rulers to draw the lines in order to enhance their fine motor skills

Additional matching activities:

- match the names of the family members in the family picture in 1.1 with the small sized flashcards
- post the pre-printed flashcards around the classroom and have the students match the correct flashcards under each individual picture; this activity could be organized as a pair activity

## **C. ACTIVITIES FOR NUMERACY**

Numeracy is another of the skills that the literacy learners have difficulties with when moving up in the LINC main stream. Although some learners are comfortable with the numerals and are able to count and do basic addition and subtraction (mostly with single digit numbers), they are not able to write the number words. Many of them do not know how to correctly print the numerals either.

Lesson organization:

### **1. Numeracy activities that focus on the listening and speaking**

At first the activities will focus on improving the students' oral skills. The objective of these activities is to teach the students the correct pronunciation of the numerals.

Lesson sequence:

- Students practiced counting orally from 1 to 12 using the flashcards and available objects in the classroom; students also numbered people in the different family pictures. Sample questions asked:
  - How many people are in the picture?
  - How many children are in the picture?
  - How many adults are in the picture?
  - How many girls?
  - How many boys?
- After the students practiced saying the numbers, they worked on pronunciation; the focus was on the **th-** sound and the initial consonants **t** and **f**.

### **2. Numeracy activities that focus on reading and writing**

The next set of activities focused on improving the students' writing and reading skills. Students practiced reading the numerals and printing them. The objective of this lesson was to teach the students the correct printing strokes. The students worked in the **Counting 1-10** workbook. For the printing activity the proper strokes and the numbers were modelled on lined flip chart paper.

### **3. Numeracy activities that focus on listening, reading, and writing**

The third set of activities focused on teaching the students to match the numerals with the number words. The objective was to have students recognize words by looking at the letter sequence and then match the words with the numerals. The handout used for this activity is handout 1.4.

Additional matching activities:

- match the numerals with pictures showing the corresponding quantities
- match the number words with pictures showing the corresponding quantities
- match the numerals with the number words

## ***D. REVIEW OF THE UNIT***

### **Vocabulary review activity:**

Create a poster with family members' names out of foam letters and with pictures cut out of flyers. Materials used for this activity: construction paper, foam letters, rulers, pencils, glue, store flyers. This activity is in two parts.

First:

- instructor gathered the letters necessary to put together the words for each student and placed them in a bag
- students received a piece of construction paper that they had to split into four equal parts using the ruler and the pencil

- students were given a word list and a bag with letters; students had to find the letters and stick them on the construction paper in each of the four sections

Second:

- instructor selected pages from store flyers that had pictures of the people included in the word lists of the previous day's activity
- students had to look through the flyers and find pictures corresponding to the words printed the previous day then cut them out and glue them on the construction paper in the correct place

### **Numeracy review activity:**

Materials used for the review activity: construction paper, coloured pencils, bundles of different coloured Popsicle sticks, flashcards with the number words and numerals.

Lesson sequence:

- instructor prompts the students to find both flashcards (number word and numeral) for number two
- students counts the popsicle sticks to match the number on the flashcards and to also match the colour prompted by the teacher
- students print the number word on construction paper using matching coloured pencils and draw the corresponding number of lines to match the number word and the number of sticks
- continue the activity with the instructor prompting for other numbers randomly

## ***E. SUGGESTED EXTRA ACTIVITIES***

When preparing activities for the “families” unit, teachers can integrate information on the difference between Canadian families and families in other parts of the world, represented in the class. Depending on the level of the students and on the time available, the teacher can work on comparing a Canadian family structure and family structures from the cultures represented in the class. Again, depending on the time available, the teacher can organize an activity which builds family tree/family album activity. This provides the opportunity for students to review the names of the immediate family members and practice talking about their own families.

Although the vocabulary used in our pilot class for this unit was that of the immediate family, some of the students were also familiar with names for extended family members (example: brother-in-law, niece, cousin, etc.) so the family tree can include these members as well, provided that the students are helped in correct spelling. For this activity the students do not have to use actual pictures of their family members, but pictures cut out from flyers or other resources. This activity will reinforce the connection between words and pictures.

## ***F. HOMEWORK***

The objective of homework for this unit is for students to practice and reinforce the printing strokes required for the words in the word list as well as of other words not printed in class but learned there. Students had homework books where they practiced and reinforced the strokes practised in class. Homework load increased in the following units.

## ***G. OUTCOMES***

At the end of this unit students were able to correctly match the names of the family members to the pictures in the handouts and in the pre-printed materials. They were able to identify words naming the family members by looking at the letter sequence. The students were also able to correctly match the numerals to the number words and identify the number words by looking at the letter sequencing.

## Handout 1.1



Source: <http://office.microsoft.com>



## Handout 1.2



brother



sister



father



mother



family

Source: <http://office.microsoft.com>

## Handout 1.3



son



daughter



husband



wife



parents



grandparents



grandson



granddaughter

Source: <http://office.microsoft.com>

## Handout 1.4



boy



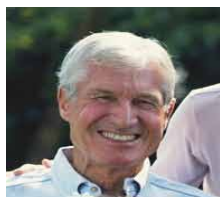
girl



man



woman



man



woman

Source: <http://office.microsoft.com>

## Handout 1.5

Match the pictures with the words.



father



mother



boy



parents



family



girl

Source: <http://office.microsoft.com>

## Handout 1.6

Match the numbers to the words.

<b>1</b>
<b>2</b>
<b>3</b>
<b>4</b>
<b>5</b>

<b>three</b>
<b>nine</b>
<b>one</b>
<b>six</b>
<b>two</b>

<b>6</b>
<b>7</b>
<b>8</b>
<b>9</b>
<b>10</b>

<b>seven</b>
<b>four</b>
<b>ten</b>
<b>five</b>
<b>eight</b>

## Handout 1.7

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## Handout 1.8

J

C

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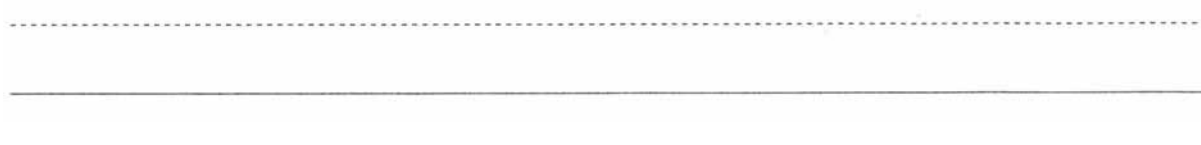
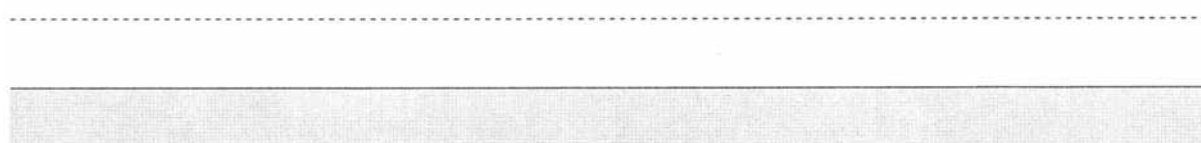
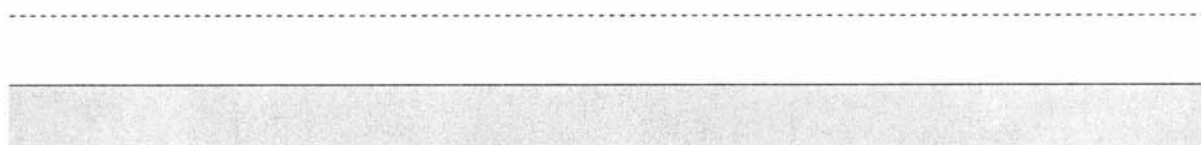
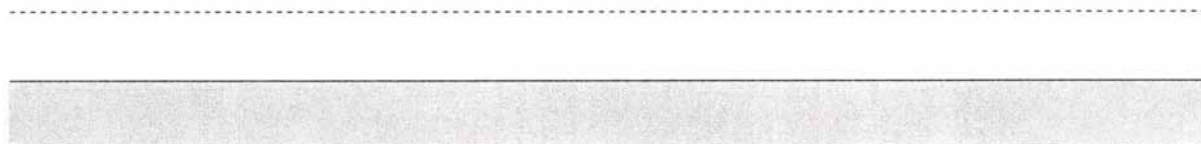
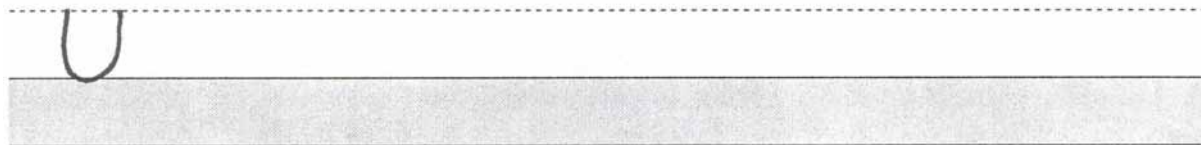
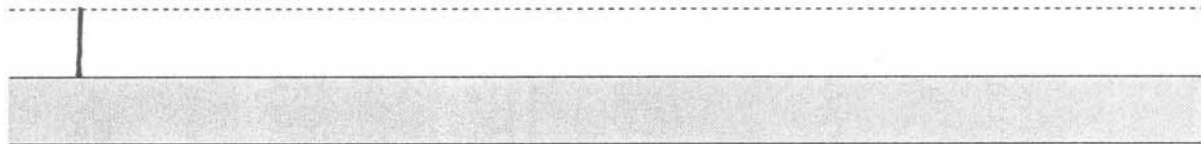
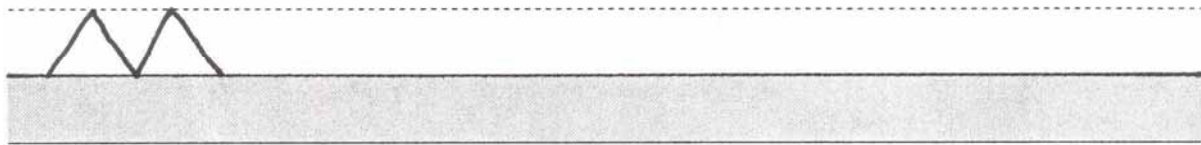
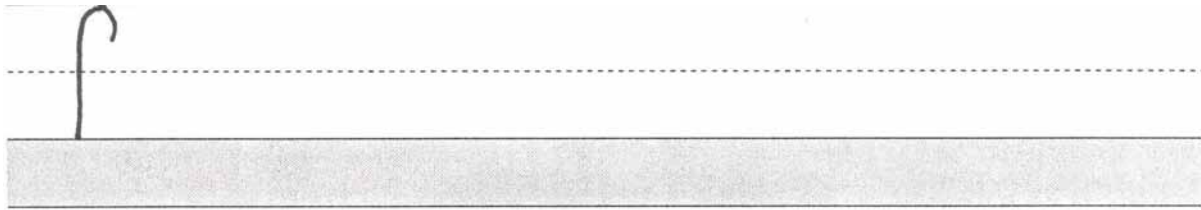
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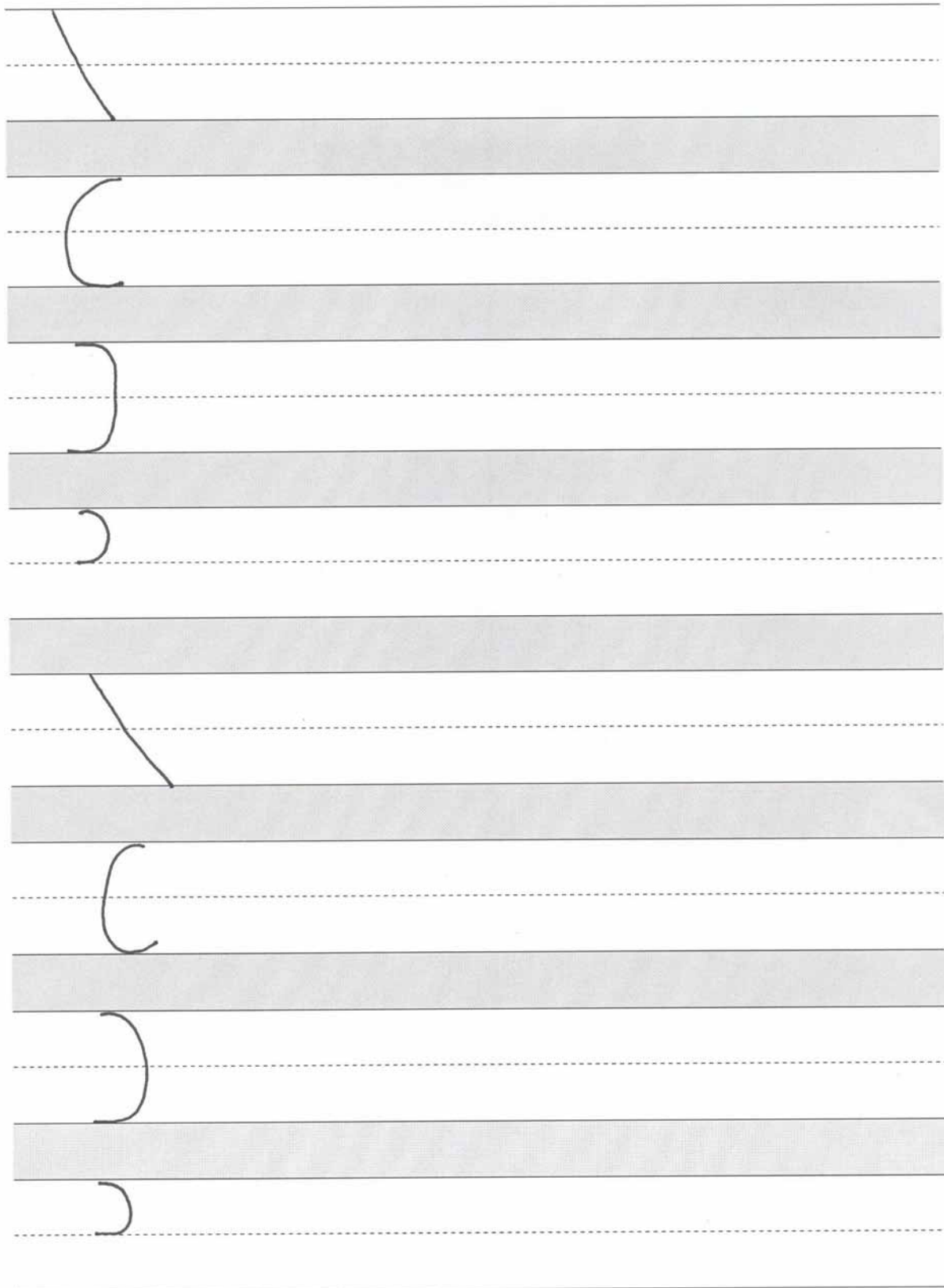
## Handout 1.9



## Handout 1.10

Handwriting practice sheet with four rows of guided lines (solid top and bottom lines, dashed middle line) and shaded writing areas. The first row contains a handwritten number '2'. The second row contains a handwritten number '3'. The third row contains a handwritten number '4'. The fourth row contains a handwritten number '5'. The remaining rows are blank for practice.

## Handout 1.11



## Handout 1.12

Handwriting practice lines with a solid top line, a dashed midline, and a solid bottom line. The area between the midline and the bottom line is shaded gray. The letters are written in the unshaded area above the midline.

Handwritten letters shown:

- First line: A short diagonal stroke starting from the midline and pointing down and to the right.
- Second line: A diagonal stroke starting from the midline and pointing down and to the right, ending at the bottom line.
- Third line: A vertical stroke starting from the midline and pointing down to the bottom line.
- Fourth line: A short diagonal stroke starting from the midline and pointing down and to the right.
- Fifth line: A vertical stroke starting from the midline and pointing down to the bottom line.
- Sixth line: A cursive letter 'J' starting from the midline, curving down and to the left, then back up to the midline.

There are three additional sets of empty handwriting lines at the bottom of the page.

## SAMPLE LESSON PLAN

Task	Objective	Teaching Materials
<b>Vocabulary building</b> <ul style="list-style-type: none"> <li>review of family members names: boy, child, man, sister, girl, mother, daughter, children, family, husband, woman, wife, father</li> </ul>	<ul style="list-style-type: none"> <li>reinforce the names of the family members students new already and of the new ones they learned in class</li> </ul>	<ul style="list-style-type: none"> <li>pre-printed pictures of families</li> <li>pictures downloaded off the internet</li> </ul>
<b>Printing</b> <ul style="list-style-type: none"> <li>review of printing strokes learned in the last lesson: <b>f, w, g, h, n, b, p, d</b></li> <li>print letters <b>f, w, g, h, n, b, p, d</b> in journals:</li> <li>focus on printing above the line for <b>f, h, b,</b> and <b>d</b></li> <li>focus on printing under the line for <b>g</b> and <b>p</b></li> <li>point at correct printing of and identify <b>b</b> and <b>d</b></li> </ul>	<ul style="list-style-type: none"> <li>practice printing on the line, below line and above the line</li> <li>identifying differentiation between printing <b>b</b> and <b>d</b></li> </ul>	<ul style="list-style-type: none"> <li>journals</li> <li>lined flip chart paper</li> </ul>
<ul style="list-style-type: none"> <li>introduce new strokes: uppercase strokes</li> </ul>	<ul style="list-style-type: none"> <li>learn the correct printing strokes for uppercase letters</li> </ul>	<ul style="list-style-type: none"> <li>handout 1.11</li> </ul>
<ul style="list-style-type: none"> <li>print difficult words in journals:</li> <li>family words: daughter, children, family, wife</li> </ul>	<ul style="list-style-type: none"> <li>reinforce printing of difficult letter groups in family words</li> </ul>	<ul style="list-style-type: none"> <li>journals</li> <li>lined flip chart paper</li> </ul>
<b>Pronunciation</b> <ul style="list-style-type: none"> <li>practise spelling words in journals; focus on the <b>long o</b> sound in <b>augh, ch-</b> sound and the <b>w</b> sound</li> </ul>	<ul style="list-style-type: none"> <li>practise spelling orally with focus on difficult sounds</li> <li>identify connections between the sound and the letter sequence</li> </ul>	<ul style="list-style-type: none"> <li>flip chart paper</li> </ul>
<b>Numeracy</b> <ul style="list-style-type: none"> <li>print in the journals: number words three, six, seven; four, five, two; eleven, twelve, zero</li> </ul>	<ul style="list-style-type: none"> <li>review number words</li> </ul>	<ul style="list-style-type: none"> <li>journals</li> </ul>
<ul style="list-style-type: none"> <li>pronunciation for numeracy: practise the spelling of the number words in the journals; focus on the long <b>f</b> sound in <i>four, five</i>; <b>th-</b> sound in <i>three</i> and the <b>tw</b> blend in <i>twelve</i></li> </ul>	<ul style="list-style-type: none"> <li>practise spelling orally with focus on difficult sounds</li> <li>identify connections between the sound and the letter sequence</li> </ul>	<ul style="list-style-type: none"> <li>journals</li> <li>flip chart paper</li> </ul>
Review of family words through art activity		
<ul style="list-style-type: none"> <li>students receive list of words they are going to stick on construction paper; all the letters are mixed in a bag</li> <li>students receive a large piece of construction paper that they split into four equal parts using pencil and ruler</li> <li>students need to write their names on the paper so they continue the activity later</li> <li>activity continues with finding pictures of people in the word list in store flyers and glue them in corresponding box</li> </ul>	<ul style="list-style-type: none"> <li>identify letter sequencing in the words; recreate the words by finding the letters and sticking them on construction paper</li> <li>use a ruler to draw lines; understand the concept of "equal parts".</li> <li>practice printing their names on their work</li> </ul>	<ul style="list-style-type: none"> <li>construction paper</li> <li>rulers</li> <li>pencils</li> <li>sticky foam letters</li> </ul>

# UNIT 2 – HOMES

## GENERAL PRESENTATION, RATIONALE AND OBJECTIVES

This unit continues with homes: house, apartment, and farm

**Unit 2 – Homes** focuses on vocabulary related to dwellings. Similar to Unit 1, students review information from previous English classes and augment it by learning new words related to the topic. The numeracy activities are based on, and related to, the vocabulary learned in the speaking/listening and reading/ writing (vocabulary) building sections.

For the activities in this unit, use pictures of houses, apartment buildings and farms. Also incorporate pictures of rooms in a home, items found in a house, on a farm, and amenities around the house.

Again, two sets of flashcards with the words naming rooms and parts of a house/farm can be used; a larger set for the teacher and the smaller for the students.

For printing activities, students should continue practicing strokes for the uppercase alphabet in journals and activity books. During this unit, students should complete the **Lowercase Alphabet** workbook and start: **Kindergarten Basics**, **Preschool Basics**, and **Same and Different**. These workbooks allow students to learn new concepts and practice them through fun activities. The learning objectives are: sequencing, matching, belonging/not belonging/goes together/does not go together, prepositions of place, same/different, opposites, greater than/less than, more/less, finding the hidden object.

Continue the numeracy activities in the **Counting 1-10** workbook and then move on to learning the teens (13, 14, 15, etc.). Prepare a complete set of flashcards with the numerals and the matching number words. Similar to teaching the single digit numbers, a larger set can be used by the teacher and a smaller set for the students.

COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>practice speaking about different types of dwellings</li> </ul>	<ul style="list-style-type: none"> <li>flashcards with rooms in a home</li> <li>flashcards with parts of a house</li> <li>pictures of homes, apartments and farms</li> </ul>	<ul style="list-style-type: none"> <li>home, house, apartment, room, kitchen, living-room, bedroom, bathroom, dining room, family room, stairs, door, window, floor, ceiling, farm, barn</li> <li>numerals 13 to 19, number words thirteen – nineteen</li> <li>prepositions of place: left, next to, in front of, beside, behind, on, under, between, right, by, up, above, down, below, over, off</li> </ul>	<ul style="list-style-type: none"> <li>printing in activity books: names of rooms, furniture and appliances in different rooms, parts of a farm, parts of a home, objects in different rooms of a home, farm animals, objects on a farm, number words: teens</li> </ul>	<ul style="list-style-type: none"> <li>match pictures of rooms in a house with words</li> <li>spell number words with foam letters</li> <li>find letters to form number words (teens), glue the foam letters on construction paper and spell the corresponding word</li> <li>match teen words with corresponding number of Popsicle sticks and print number words and numerals on lined paper</li> <li>spell single digit and teen numbers with foam letters and print the numerals beside corresponding word</li> <li>fill in missing lowercase letters in a handout</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>correctly spell and pronounce the words in the word list</li> <li>use correct printing strokes</li> <li>recognize words by looking at the letter sequence and match the words with the pictures</li> </ul>	<ul style="list-style-type: none"> <li>flashcards with rooms in a home</li> <li>flashcards with parts of a house</li> <li>pictures of homes, apartments and farms</li> <li>journals</li> <li>lined paper</li> <li>flipchart</li> <li>foam letters</li> </ul>			
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>correctly pronounce numerals</li> <li>use correct printing strokes for the numerals</li> <li>recognize words by looking at a letter sequence and match words with numerals</li> </ul>	<ul style="list-style-type: none"> <li>flashcards</li> <li>journals</li> <li>lined paper</li> <li>flipchart</li> </ul>			
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>review information through hands-on activities</li> </ul>	<ul style="list-style-type: none"> <li>construction paper</li> <li>coloured pencils</li> <li>coloured popsicle sticks</li> <li>flashcards with number words and numerals</li> </ul>	<ul style="list-style-type: none"> <li>numerals 13 to 19, number words thirteen – nineteen</li> <li>vocabulary related to following instructions: find, put together, draw, print</li> <li>prepositions of place (see above)</li> </ul>		<ul style="list-style-type: none"> <li>identify connection between words and pictures by looking at blueprint of a furnished house</li> <li>identify missing prepositions by looking at a picture of a room</li> </ul>

# TEACHING notes

## **A. ACTIVITIES FOR SPEAKING AND LISTENING**

Discussion about different parts of a house, apartment, and farm

Start by having students review the house related vocabulary they are familiar with. Prompt students by asking them to name the objects in pictures.

The homes unit is divided into three modules: house, apartment, and farm. The first unit relates to houses, and students look at pictures of different types of homes (i.e. duplex, single-family and townhouse). The second module is about apartments and the third module is about farms. For each module find pictures that show the parts of a house like, front lawn, back yard, garden, and garage; parts of an apartment like, balcony, balcony door, and floors; and parts of a farm like, farm house, barn, field, and garden.

The objective of the discussions is to have students to talk about their homes, both in Canada and in their native countries. The focus of the discussions should be for students to practice the vocabulary and listen to and follow instructions.

## **B. ACTIVITIES FOR READING AND WRITING**

The vocabulary building activities are organized to enhance the students' existing vocabulary. The focus is on apartment and farm related vocabulary. Use integrated activities that focus on more than one competency. For example, use activities that combine reading, spelling and pronunciation for a reading activity, or spelling and printing in a writing activity.

Lesson organization:

### **1. Vocabulary building activities focusing on listening and speaking**

For the beginning of the vocabulary building activity, prepare activities to improve students' oral skills. Have students practice words and spelling orally. The objective is to have students spell and pronounce the words in the word list correctly.

Lesson sequence:

- introduce each word by naming a room in a home, an object in a house, or an animal on a farm related to a picture being shown with the word written beside it
- students point at each letter in each word and spell the word orally
- students practice spelling and pronunciation by repeating the teacher and then individually

### **2. Vocabulary building activities focusing on reading and writing**

The next set of activities focuses on improving the students' writing and reading skills. Students will practice reading words followed by printing them. The first objective is to have students spell and use printing strokes correctly. The second objective is for students to correctly read and pronounce these words. For the printing activities, have the students use journals to print farm words, farm animal words, and objects in a house like: appliances, furniture, and other common household items.



Lesson sequence:

- orally review the spelling of words taught in previous activities with the assistance of pictures
- model the correct printing strokes on a flipchart;
- students practice writing the words in their journals

Reviewing the vocabulary will depend on the level of the class. A dictation activity could be organized where students listen to the teacher saying the words which they could then print on paper. This activity can be done in different ways to accommodate different class levels.

For example:

- use handouts with pictures and have students will print the words beside each picture
- just use lined paper with no visual cue

### **3. Vocabulary building activities focusing on listening, reading, and writing competencies**

The last set of proposed activities for this section focuses on students matching pictures with words. The objective for this lesson is for students to recognize words by looking at the letter sequence and then matching the words with pictures.

Lesson sequence:

- review the words students have learned throughout the unit
- students read words by looking at the letter sequence and spelling the word
- students find the corresponding picture and draw a line between the word and the matching picture

Or;

- students match pictures of a house, apartment, farm or rooms with small flashcards

## **C. ACTIVITIES FOR NUMERACY**

Continue the numeracy activities by moving on to studying “teens” (13, 14, 15, etc.). While students are learning the teens, they can also review the strokes in numerals by practicing single digit numerals.

In this unit, teach students the letter sequence of the teens (thirteen, fourteen, etc.) and focus on the ending -teen and the long e sound.

Lesson organization:

### **1. Numeracy activities focusing on listening and speaking**

Have students practice the numerals 1 to 9 from the previous unit, until they are comfortable with printing the numeral after dictation. This unit focuses primarily on correct pronunciation of the teens. Students can practice correct numeral pronunciation in a number of ways, such as:

Lesson sequence:

- count objects in the classroom
- count popsicle sticks

- find flashcards with the “teen” showing and then spell the words

## **2. Numeracy activities focusing on reading and writing**

Have students spell the number words using foam letters. The objective of this activity is for students to find the letters corresponding to each number word and then stick them to construction paper.

## ***D. REVIEW OF THE UNIT AND TESTING***

### **Vocabulary review activity**

With a blueprint of a house, have students glue appliances and furniture appropriate to each room. Provide each student with a blueprint and flyers with pictures. Students should look for furniture and appliances needed for each room of the house and glue them to the corresponding space.

### **Prepositions of place review activity**

In pairs, have students fill in the missing prepositions on a handout looking at a picture of a room.

The purpose of this activity is for students to review the prepositions of place learned in this unit and print the words in a specific place. To adequately test their knowledge, do not provide students with a list of prepositions to choose from; they should be able to read a sentence, identify the objects in a picture and print the missing preposition on a line. (Handouts 2.1 and 2.5)

## ***E. EXTRA ACTIVITIES***

Depending on the time available and the level of the students, they can compare and average Canadian home, an apartment, a townhouse, duplex or single family house, to average homes in other countries.

An activity can be organized where students draw and color a picture of their home in Canada and/or in their home in their native country. This way, students can review the vocabulary of the parts of the home and practice talking about their own homes.

Students can also practice printing words from pictures in magazines, newspapers, flyers, etc. which will reinforce the connection between words and pictures.

## ***F. HOMEWORK***

Homework will allow students to practice writing words that are talked about in the classroom when there is not enough time to practice printing during class time.

## ***G. OUTCOMES***

At the end of this unit students should be able to match the names of the parts of a house, apartment, and farm to corresponding pictures. They should be able to identify words from the unit by looking at the letter sequence.

Students should also be able to match numerals to number words and identify the number words by looking at the letter sequence.

As students become more familiar with prepositions of place, they should be able to start making connections between the word and the placement of different objects in the class or in pictures.

## Handout 2.1

Write the correct word on the line.

### BATHROOM

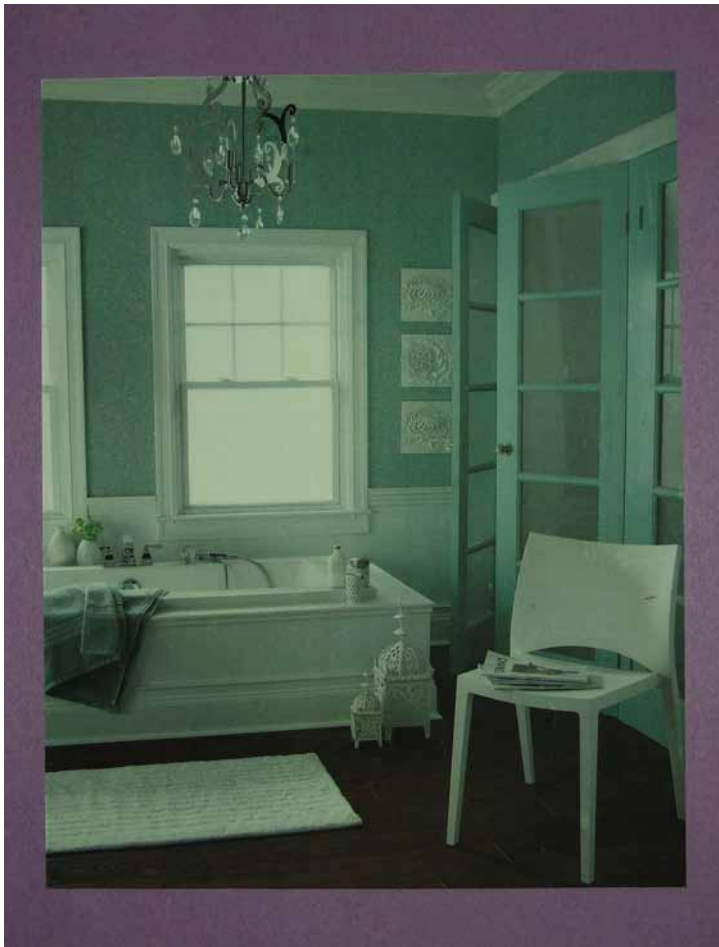
The towel is \_\_\_\_\_ the bathtub.

The shower is \_\_\_\_\_ the bathtub.

The magazines are \_\_\_\_\_ the chair.

The pictures are \_\_\_\_\_ the wall.

The rug is \_\_\_\_\_ the floor.



## Handout 2.2

Write the correct word on the line.

### BEDROOM

The pillows are \_\_\_\_\_ the bed.

The night table is \_\_\_\_\_ the bed.

The flower is \_\_\_\_\_ the vase.

The lamp is \_\_\_\_\_ the bed.

The clock is \_\_\_\_\_ the night table.



## Handout 2.3

Write the correct word on the line.

### FAMILY ROOM

The flowers are \_\_\_\_\_ the vase.

The hat is \_\_\_\_\_ the bookcase.

The lamp is \_\_\_\_\_ the couch.

The chair is \_\_\_\_\_ the couch.

The coffee table is \_\_\_\_\_ the couch.



## Handout 2.4

Write the correct word on the line.

### KITCHEN

The apple is \_\_\_\_ the bowl.

The chair is \_\_\_\_\_ the counter.

The dishes are \_\_\_\_\_ the cupboard.

The kettle is \_\_\_\_ the stove.

The pot is \_\_\_\_\_ the stove.

The pot is \_\_\_\_\_ the hood.





## Handout 2.5

Write the correct word on the line.

### LIVING ROOM

The pillows are \_\_\_\_\_ the couch.

The magazines are \_\_\_\_\_ the table.

The lamp is \_\_\_\_\_ the couch.

The books are \_\_\_\_\_ the bookcase.

The bookcase is \_\_\_\_\_ the sofa.





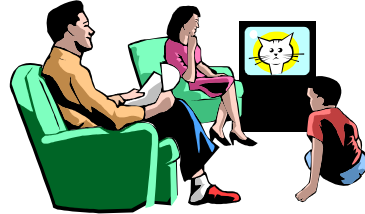
## Handout 2.6

Copy the words on the line.



apartment

---



family room

---



bathroom

---



bedroom

---



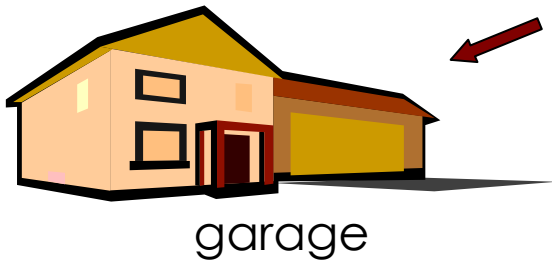
door

---



window

---



garage

---



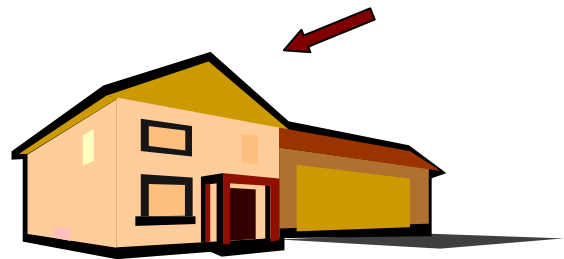
kitchen

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house

---



roof

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## Handout 2.7

Match the pictures to the words.



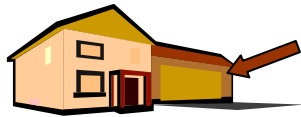
bathroom



kitchen



apartment



house



window



door



garage



family room



bedroom

## Handout 2.8

13

14

15

16

17

18

19

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

## Handout 2.10

Print the missing letters

a	b			e		g
	i		k			n
o		q				u
v			z			

### SAMPLE LESSON PLAN

Task	Objective	Teaching Materials
<b>Vocabulary building</b> <ul style="list-style-type: none"> <li>review the vocabulary: parts of a house, bedroom, living room/family room, kitchen, bathroom, basement, attic</li> </ul>	<ul style="list-style-type: none"> <li>reinforce the vocabulary related to homes and parts of a house</li> </ul>	<ul style="list-style-type: none"> <li><b>Picture Dictionary</b></li> </ul>
<b>Printing</b> <ul style="list-style-type: none"> <li>workbook <b>Lowercase Alphabet</b>: letters <b>t, v, x, z</b></li> </ul>	<ul style="list-style-type: none"> <li>practice printing on the line</li> </ul>	<ul style="list-style-type: none"> <li><b>Lowercase Alphabet</b></li> </ul>
<ul style="list-style-type: none"> <li>initial sounds in the Lowercase Alphabet on pages 58 and 59</li> </ul>	<ul style="list-style-type: none"> <li>identify connection between the letters and the sounds</li> </ul>	<ul style="list-style-type: none"> <li><b>Lowercase Alphabet</b></li> </ul>
<ul style="list-style-type: none"> <li>print lowercase letters – review in workbook, page 54</li> </ul>	<ul style="list-style-type: none"> <li>practice the printing strokes in lowercase alphabet</li> </ul>	<ul style="list-style-type: none"> <li><b>Lowercase Alphabet</b></li> </ul>
<ul style="list-style-type: none"> <li>print in journals: house, room, bedroom, bathroom, living-room</li> </ul>	<ul style="list-style-type: none"> <li>review letter sequencing in words related to parts of a house</li> </ul>	<ul style="list-style-type: none"> <li>journals</li> <li>lined flip chart paper</li> </ul>
<b>Pronunciation</b> <ul style="list-style-type: none"> <li>read the words and focus on the <b>long o sound</b> in <b>oo</b> and the <b>th</b> sound</li> </ul>	<ul style="list-style-type: none"> <li>practise spelling with focus on difficult sounds: <b>oo, th-</b></li> <li>identify connections between the sound and the letter sequence</li> </ul>	<ul style="list-style-type: none"> <li>journals</li> </ul>
<b>Numeracy</b> <ul style="list-style-type: none"> <li><b>Counting 1-10</b> workbook (pages 32-33, 40-41) count objects in the garden, backyard, playground and park</li> <li><b>Kindergarten Basics</b> (pages 41- 43): practice counting of objects and printing the correct number</li> </ul>	<ul style="list-style-type: none"> <li>count the number objects in a picture</li> <li>practise the numerals</li> <li>find and identify objects in a picture</li> </ul>	<ul style="list-style-type: none"> <li><b>Counting 1-10</b></li> <li><b>Kindergarten Basics</b></li> </ul>
<ul style="list-style-type: none"> <li>pronunciation for numeracy: spelling of numbers and objects in the pictures in <b>Kindergarten Basics</b> (pages 41- 43)</li> </ul>	<ul style="list-style-type: none"> <li>practice spelling of number words and the words describing the objects</li> </ul>	<ul style="list-style-type: none"> <li><b>Counting 1-10</b></li> <li><b>Kindergarten Basics</b></li> </ul>
<ul style="list-style-type: none"> <li>copy words in a handout (house/ home related vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>practice printing and working on letter sequence in house related words</li> </ul>	<ul style="list-style-type: none"> <li>Handout 2.6</li> </ul>
<ul style="list-style-type: none"> <li>match vocabulary with pictures</li> </ul>	<ul style="list-style-type: none"> <li>identify connection between the printed word and picture</li> </ul>	<ul style="list-style-type: none"> <li>Handout 2.7</li> </ul>
<b>Arts activity - create a portfolio for the students' work in class</b>		
<ul style="list-style-type: none"> <li>fold a sheet of poster board paper in two</li> <li>use a hand hole punch to punch holes on the sides of the folded board paper</li> <li>thread different coloured yarn through the holes punched in the paper</li> <li>punch two holes on the top part of the folded paper to make handles; twist yarn to make the handles</li> <li>decorate the portfolio</li> </ul>	<ul style="list-style-type: none"> <li>follow verbal instructions</li> <li>learn new vocabulary related to craft: fold, punch, thread, cut, tie</li> </ul>	<ul style="list-style-type: none"> <li>poster board paper</li> <li>markers</li> <li>glue</li> <li>leftovers from the sticky letters</li> <li>yarn</li> <li>hole punch</li> <li>glittery glue</li> </ul>

# UNIT 3 – SHOPPING

## GENERAL PRESENTATION, RATIONALE AND OBJECTIVES

This unit's theme is shopping, money and tens

**Unit 3 – Shopping** focuses on vocabulary related to going shopping, counting and money. Similar to the previous two units, students review information received in previous classes and build on it by learning words related to the topic. The numeracy activities are also related to the vocabulary of the speaking/listening and vocabulary building sections.

For speaking/listening and vocabulary building activities, use posters with fruits and vegetables. Prepare individual pictures of fruits, vegetables, meat, dairy, baked goods, clothing and footwear for men, women, and children, bathroom supplies, kitchenware, appliances and containers.

For printing activities, continue printing words in journals and activity books. Use different booklets for printing strokes of lowercase and uppercase letters. Have students start a new workbook, **Uppercase Alphabet**, in which they can practice uppercase letters and vocabulary for each letter of the alphabet. Continue working with the **Kindergarten Basics**, **Preschool Basics**, and **Same and Different** workbooks. Practice concepts learned in previous units and introduced new concepts of, how much and how many.

Students should complete the **Counting 1-10** workbook and learn the tens (20, 30, 40, etc.). Prepare a set of flashcards with numerals and the matching number words. Have a larger set for the teacher smaller set for the students.

Start teaching students new concepts for vocabulary building. With verbs, name action words to explain their function in a sentence and put words together to make sentences. Also try connecting initial sounds and the first letters in words. This can be done with a booklet of pictures of words starting with each letter of the alphabet. Students can find, cut and paste pictures of things starting with the letter assigned for the day. For numeracy, count by 5's and 10's, compare how much versus how many, add single digit numbers, add numbers on a horizontal and vertical line, and add money using cents and/or dollars.

Continue with a holistic approach by using activities that include more than one type of competency and more than one objective.



COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>talk about shopping, food, money, and activities related to shopping</li> </ul>	<ul style="list-style-type: none"> <li>posters of fruit and vegetables</li> <li>picture dictionary</li> <li>Matching posters</li> </ul>	<ul style="list-style-type: none"> <li>shopping: apple, banana, carrot, grapes, lettuce, onion, orange, peach, pear, potato, bread, butter, cheese, eggs, milk, chicken, fish, couch, chair, bookcase, bed, TV, curtains, coffee maker, stove, microwave, table, chair; soap, toilet paper, towel, toothpaste, toothbrush</li> </ul>	<ul style="list-style-type: none"> <li>print in activity books: shopping verbs; verbs related to dressing and undressing; lowercase and uppercase strokes and letters; names of coins</li> </ul>	<ul style="list-style-type: none"> <li>matching pictures of shopping items with words</li> <li>printing number words with foam letters.</li> <li>matching coins names with stickers</li> <li>matching pictures in a poster with words in a word list</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>correctly spell and pronounce words in the word list</li> <li>recognize words by looking at the letter sequence and then match words with the pictures</li> </ul>	<ul style="list-style-type: none"> <li>posters of fruits and vegetables in different containers</li> <li>construction paper</li> <li>cut-outs from store flyers</li> <li>journals</li> <li>lined paper</li> <li>flipchart</li> <li>foam letters</li> </ul>	<ul style="list-style-type: none"> <li>denominations: penny, nickel, dime, quarter, loonie, toonie</li> <li>numerals: 20 to 90, number words twenty to ninety</li> <li>verbs: choose, cut, glue, add, count (money), pay, buy, cost, pick, try on, return, make, wear, put on, take off, tie, button up, zip up</li> <li>colours: red, yellow, blue, green, purple, orange, violet, black, brown, white</li> <li>shapes: triangle, square, circle, rectangle, star, diamond</li> <li>phrases: how much, how many</li> <li>prepositional phrases: on the ground, in the ground, on a tree</li> </ul>		
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>pronounce numerals</li> <li>recognize words by looking at the letter sequence and matching words with the numerals</li> </ul>	<ul style="list-style-type: none"> <li>flashcards</li> <li>journals</li> <li>lined paper</li> <li>flipchart</li> <li>construction paper</li> </ul>			
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>review information through hands-on activities</li> </ul>	<ul style="list-style-type: none"> <li>construction paper</li> <li>coloured pencils</li> <li>coloured popsicle sticks</li> <li>flashcards with the number words and numerals</li> <li>price stickers</li> </ul>	<ul style="list-style-type: none"> <li>numerals: 20 to 90, number words twenty to ninety</li> <li>vocabulary related to following instructions: find, put together, draw, print, glue, add</li> </ul>		<ul style="list-style-type: none"> <li>write a shopping list for groceries, find the prices of the items, find the matching price stickers, add the prices</li> <li>connect words on printing strips to create sentences</li> </ul>

# TEACHING notes

## **A. ACTIVITIES FOR THE SPEAKING AND LISTENING**

Discuss what people usually shop for: food, clothing, cleaning supplies, grooming, etc.

Start the unit with students reviewing food vocabulary they are already familiar with. Ask questions to prompt students to name objects on posters.

The shopping unit focuses on three main topics: shopping, money and numbers. The unit is organized by items bought for each room in the house. For clothing, talk about women's, men's and children's clothes. Also introduce season-specific clothing vocabulary. For groceries, use posters with pictures of various food items cut-out from flyers.

Students should practice speaking and talking about their shopping habits. Also discuss the different foods they bought in their native country and what they buy here. Focus discussions on getting students to practice the new vocabulary as well as previously learned vocabulary. Also have students practice listening to and following instructions.

## **B. ACTIVITIES FOR READING AND WRITING**

The activities are organized to enhance students' existing vocabulary. There is extensive vocabulary used in this unit as it includes the most common items people shop for. Use integrated activities that focus on more than one competency such as, activities that combine reading, spelling and pronunciation. Also try to integrate new numeracy skills like counting money, names of coins and addition.

Lesson organization:

### **1. Vocabulary building activities focusing on listening and speaking**

For vocabulary building, prepare activities that will improve the students' oral skills. Have students practice the words and spelling orally. Students should be able to spell and pronounce the words from the word list.

Introduce the concept of action words. Talk about activities like writing a shopping list and going shopping. It is important for students to understand the difference between words describing things and words describing something we do. It is also useful to have students learn words that describe the instructions they follow during hands-on activities.

### **2. Vocabulary building activities focusing reading and writing**

These activities focus on improving students' writing and reading skills. Students will practice reading the words and then printing them. The first objective is for students to be able to spell words and use correct printing strokes. The second objective is to have students read and pronounce the words. It might be helpful to use posters displaying the vocabulary items.

Lesson sequence:

- review spelling of the words from the previous activity orally using posters as visual cues
- demonstrate correct printing strokes and have students practice on their own
- practice printing words in activity workbooks

Review of the vocabulary will depend on the level of the class. Students can try listening to the words and then practice printing them on paper.

It is also helpful to discuss the various shapes, containers and packaging such as cans, jars, bags, etc. Using the **Same and Different** workbook, students can work through the handouts.

Practice the names of colours by matching fruits and vegetables with colour names. Students can also colour in pictures of fruits and vegetables by finding the corresponding initial letter for each colour (i.e. Y for yellow, B for blue, etc.). See handout 3.2.

### **3. Vocabulary building activities focusing on listening, reading, and writing**

These activities focus on teaching students to match pictures with words. The objective is for students to be able to recognize words by looking at the letter sequence and then match the words with pictures.

Lesson sequence:

- review the words learned throughout the unit by having students read and spell them
- students match words to pictures by drawing lines between the them

## **C. ACTIVITIES FOR NUMERACY SKILLS**

Continue the numeracy activities by studying the “tens” (20, 30, 40, etc.). While students learn the teens have them review strokes by practicing single digit numerals. At this point, students should be comfortable printing the numerals and number words.

Students should learn letter sequencing for the tens (twenty, thirty, forty, etc.) and focus on the end sounds like -ty and the long e sound.

Canadian monetary denominations should be taught in this unit. Students should learn the names of coins and how to add single digit numbers and currency.

Lesson organization:

### **1. Numeracy activities focusing on listening, speaking, reading and writing**

#### **a) Learning the tens – numerals and number words**

Students should practice the tens and listen to the sounds of the long e in -teen and –ty (see Handouts 3.4 - 3.7). They can repeat words after the teacher, stressing the short sounds in the tens and on the long sounds in the teens. Student can practice correct pronunciation by:

- counting objects in the classroom
- counting popsicle sticks;
- matching flashcards with the teen numeral and spelling

#### **b) Learning about Canadian money and names of coins**

Use posters showing different denominations of Canadian currency then have students match the names of coins to the corresponding value. Students can count by fives, tens and coins of different value and print the answer on paper.

#### **c) Learning addition of single digit numbers**

Students can practice addition on handouts showing numbers lined up horizontally or vertically.

## **2. Numeracy activities focusing reading and writing competencies**

Use handouts that students can copy the numerals and number words. (Handouts 3.5 and 3.5)

### ***D. REVIEW OF THE UNIT/TESTING***

#### **Vocabulary review activity**

Using posters showing items like fruits, vegetables, meat, dairy, baked goods, clothing and footwear for men, women and children, bathroom supplies, kitchenware and appliances and containers and have students identify each picture. They can then print the name of each item on lined paper. Teachers may want to provide students with a word list to refer to.

The objective of this activity is for students to be able to identify objects on a poster and print the corresponding name on a numbered list.

#### **Names of coins review activity**

Review the names and values of coins taught in class by having students spell the names of coins with foam letters and stickers. Students can find the letters for each name of the coin (e.g. penny, nickel, etc.) and match a sticker with the corresponding value.

The objective is for students to be able to spell the names of coins and match the names to the correct value.

#### **Making a shopping list activity**

This activity reviews the fruit, vegetable, money and adding vocabulary. Using construction paper, lined paper, store flyers, money stickers, glue, scissors and pencils, have students make a shopping list.

Lesson sequence:

- create a grocery shopping list by printing the words on lined paper
- use flyers to find the items from their lists and cut them out
- on construction paper, students glue the pictures in the order of their shopping list
- provide students with money stickers and have them place the corresponding price next to the picture
- students write the prices next to the items on their paper list and add them up

#### **Prepositions of place**

Review the prepositions of place through two activities:

- students look at a poster with various fruits and vegetables in a basket and in a bowl, then get them to write the colour and missing preposition on a hand out
- filling in the missing preposition about where fruits and vegetables grow (i.e. on a tree, in the ground, on the ground, and on a vine), on a handout

### ***E. EXTRA ACTIVITIES***

Depending on the level of the students, they can compare Canadian foods and foods common to other cultures. Be aware when working with students from diverse backgrounds that there will

be foods identified that are acceptable to some cultures and not others. For example, there are foods enjoyed by Canadians that are prohibited by some cultures.

#### ***F. HOMEWORK***

The objective is to have students practice writing the vocabulary discussed in the class in their journal at home on their own.

#### ***G. OUTCOMES***







At the end of this unit students are able match words learned in the unit with corresponding pictures. Students will also be able to identify words naming the vocabulary related to the shopping unit by looking at the letter sequence.

The students can match numerals to number words and identify number words by looking at the letter sequence.

Students can recognize colours and shapes and are able to spell some of the words.

### Handout 3.1

Look at the colour of the fruit of vegetable. Glue the picture in the right box. Trace the word.

		
Red	Yellow	Blue
red	yellow	blue
		
Green	Purple	Orange
green	purple	orange



## Handout 3.2



Color:

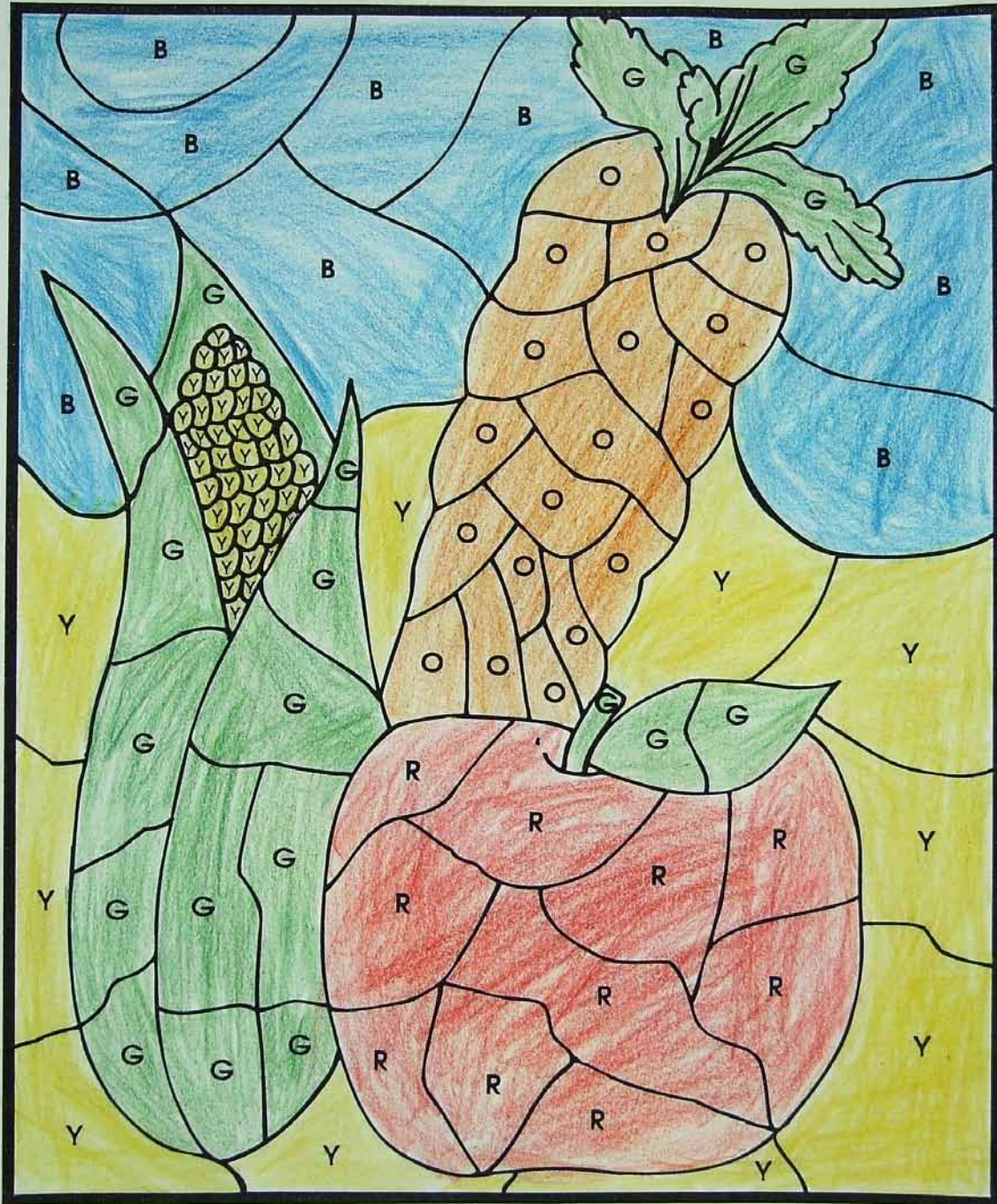
O - Orange

G - Green

R - Red

B - Blue

Y - Yellow



### Handout 3.3

Match the pictures to the words.



pears

cheese

apples

peach

fish

bananas

carrots

grapes

milk

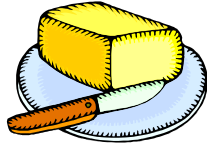




butter



bread



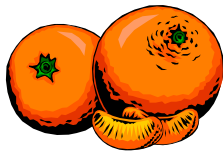
potatoes



oranges



lettuce



chicken



onions



eggs

## Handout 3.4

20

30

40

50

60

70

80

90

### Handout 3.5

twenty

thirty

forty

fifty

sixty

seventy

eighty

ninety

### Handout 3.6

12

13

14

15

16

17

18

19

20

30

40

50

60

70

80

90

Handout 3.7

twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen

twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety

## Action words (1)

choose



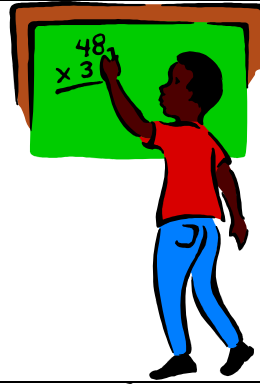
cut



glue



add



count money



pay



## Action words (2)

buy



cost



pick





try on



return



### Handout 3.10

1. The \_\_\_\_\_ apple is in the \_\_\_\_\_.
2. The yellow \_\_\_\_\_ is in the bowl.
3. The green \_\_\_\_\_ is in the basket.
4. The green celery is in the \_\_\_\_\_.
5. The brown potatoes are in the \_\_\_\_\_.
6. The \_\_\_\_\_ banana is \_\_\_\_\_ the bowl.
7. The orange \_\_\_\_\_ is in the basket.
8. The red cherries are \_\_\_\_\_ the \_\_\_\_\_.
9. The green pepper is \_\_\_\_\_ the \_\_\_\_\_.
10. The \_\_\_\_\_ orange is in the \_\_\_\_\_.

### Handout 3.11

1. An apple grows \_\_\_\_\_.
2. A carrot grows \_\_\_\_\_.
3. Grapes grow \_\_\_\_\_.
4. Lettuce grows \_\_\_\_\_.
5. A banana grows \_\_\_\_\_.
6. Tomatoes grow \_\_\_\_\_.
7. Cabbage grows \_\_\_\_\_.
8. Onions grow \_\_\_\_\_.
9. Cherries grow \_\_\_\_\_.
10. Peas grow \_\_\_\_\_.

## SAMPLE LESSON PLAN

Task	Objective	Teaching Materials
<b>Writing a grocery list:</b> <ul style="list-style-type: none"> <li>• write down the shopping list on the lined paper</li> <li>• find the items in the flyer</li> <li>• use the construction paper to glue the items on</li> <li>• use stickers to add prices</li> <li>• add the money and write the total on the lined paper</li> <li>• include on the list: <b>fruits, vegetables, meat, milk and dairy, bread</b></li> </ul>	<ul style="list-style-type: none"> <li>• review the vocabulary of the unit</li> <li>• identify connections between different types of information received during the unit: vocabulary, names of coins, value of coins, addition practise, role and meaning of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• flyers from grocery stores</li> <li>• price stickers</li> <li>• construction paper</li> <li>• lined paper</li> <li>• glue, scissors, markers and pencils</li> </ul>
<ul style="list-style-type: none"> <li>• discuss “action words”: <b>pick, make, cut, glue, add, count, pay</b></li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between the role and the meaning of a verb -“action word” and use in instructions</li> </ul>	<ul style="list-style-type: none"> <li>• handouts with action words</li> </ul>
<b>Printing</b> <ul style="list-style-type: none"> <li>• print: sheets, blanket, pillow, pillow case, pyjamas</li> </ul>	<ul style="list-style-type: none"> <li>• practice printing vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• journals</li> </ul>
<b>Homework</b> <ul style="list-style-type: none"> <li>• penny, nickel, dime, quarter, loonie, toonie, cents, dollars</li> </ul>	<ul style="list-style-type: none"> <li>• practice printing of vocabulary covered in class but did not have time to print in class</li> </ul>	<ul style="list-style-type: none"> <li>• homework books</li> </ul>

# UNIT 4 – MAKING AN APPOINTMENT

## GENERAL PRESENTATION, RATIONALE AND OBJECTIVES

This unit teaches students how to make an appointment.

**Unit 4 – Making an appointment** uses a different approach to learning and focuses on identifying key words in different types of speech, both written and oral. Students learn:

- questions about personal information
- dialogs about time
- dialogs about making an appointment
- days of the week and months

In this unit students spell their names using different combinations of letters: all uppercase letters for first and last name (block letters), or lowercase letters (using uppercase only for the first letter).

The numeracy activities in this unit focus on double-digit numerals and on reading time from an analog or digital clock. Have students practice by reading and printing the time. Prepare questions and explain the question words used so that students learn how to prepare their own questions. This activity will prepare students for Unit 5, in which they will learn how to ask for directions.

Sequencing is also an important part of this unit. Have students look at a number of pictures describing a story and ask them to place the pictures in the correct order. Students can write sentences that describe the pictures used. Students should complete the **Uppercase Alphabet**<sup>7</sup> Workbook.

One of the objectives of this unit is to help students practice their listening skills along with reading and writing. Up until now they will have only listened to the teachers or the volunteers in the class. It will be useful for them to listen to other accents and voices. Find materials at the public library that are related to what the students have already learned. Prepare activities that will further develop their listening skills.

Ask students if there is anything else they would like to learn or to practice. A sample lesson plan for this unit is attached at the end.

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<sup>7</sup>See the resource list for publisher information

COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>listen to dialogs between two people and practice in pairs</li> <li>learn about questions used for making an appointment</li> <li>review sounds: long and short vowels</li> </ul>	<ul style="list-style-type: none"> <li>handouts with dialogs</li> <li>handouts with questions related to appointments</li> <li>pronunciation handouts containing the vocabulary learned in the first three units</li> </ul>	<ul style="list-style-type: none"> <li>months: January, February, March, April, May, June, July, August, September, October, November, December</li> <li>days: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</li> <li>questions: when, what time, where</li> </ul>	<ul style="list-style-type: none"> <li>writing in homework books: uppercase strokes and letters, address related vocabulary, wh-question words</li> </ul>	<ul style="list-style-type: none"> <li>practice introductions</li> <li>practice making an appointment</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>correctly spell and pronounce vocabulary</li> <li>recognize words by looking at the letter sequence and matching the words with the pictures</li> <li>practice the days of the week and the months</li> <li>read time</li> </ul>	<ul style="list-style-type: none"> <li>pictures</li> <li>clock(s)</li> <li>construction paper</li> <li>journals</li> <li>lined paper</li> <li>flipchart</li> </ul>			
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>correctly pronounce double digit numerals</li> <li>read time on an analog and on a digital clock</li> </ul>	<ul style="list-style-type: none"> <li>handouts</li> <li>Journals</li> <li>lined paper</li> <li>Flipchart</li> <li>construction paper</li> </ul>			
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>review time and dates in listening activities</li> </ul>	<ul style="list-style-type: none"> <li>construction paper</li> <li>glue</li> <li>scissors</li> </ul>	<ul style="list-style-type: none"> <li>single digit numbers 1 to 12</li> <li>vocabulary related to following instructions: cut, match, glue</li> </ul>		<ul style="list-style-type: none"> <li>write the days of the week in the correct order</li> </ul>

# TEACHING notes

## **A. ACTIVITIES FOR THE SPEAKING AND LISTENING**

Different types of dialogs

Separate students into pairs and ask them to practice the dialogs they learned. Handouts that can be used for this activity are included (Handouts 4.1, 4.2, 4.3 and 4.4). Review the sounds of the vocabulary learned using handouts from a pronunciation book or related materials.

## **B. ACTIVITIES FOR READING AND WRITING**

The vocabulary building activities consist of learning how to tell time and reviewing question words, days of the week, and months. Use prepared sequencing activities in which students practice reading sentences and connecting them with the pictures.

Lesson organization:

### **1. Vocabulary building activities focusing on listening and speaking**

Students practice their greetings (both for coming and leaving), introductions and the dialogs used for making an appointment. (Handout 4.4)

### **2. Vocabulary building activities focusing on reading and writing**

Students print uppercase letters in the workbook and in the homework booklet. They can practice spelling the months, the days of the week, and the parts of an analog clock.

Teach students the abbreviations for the days of the week and the months. Then ask students to match the name of the day or the month to its abbreviation. (Handouts 4.6 and 4.7)

## **C. ACTIVITIES FOR NUMERACY**

In the previous three units the students have learned single digit numbers, teens and tens (both the numerals and the number words). Now they have used that information to tell time by using only numerals (e.g. 10:00- ten, 10:30- ten-thirty) or by using the word “o’clock” (e.g.10:00 – ten o’clock).

They have also practiced sequencing by putting daily activities in the correct order and noting the time of the day when they would do the activity.

For the listening activities, students listened to recorded materials and wrote the time they heard on the printed handouts or drew the hands on a clock face.

## **D. REVIEW**

Review what the students have learnt in Units 1, 2 and 3. Ask them to tell the time and to practice the dialogs they have learnt for making an appointment. Review the days of the week and the name of the months.

### ***E. EXTRA ACTIVITIES***

Depending on the time available and on the level of the class, the teacher can prepare questions and answers for a dialog involving calling the emergency services (911). The teacher and the students can put together some questions from the emergency operator and some possible answers. Students can act out the questions in front of the class either by using the written questions and answers or they can improvise. After that they can talk about emergency services in their country.

### ***F. HOMEWORK***

The purpose of homework for this target group is for the students to practice other words that they have heard in the classroom but did not have time to practice in class.

### ***G. OUTCOMES***

Students will be more comfortable talking to each other and will know how to make appointments.

After practicing the weekdays and the months students will be able to place them in the correct order.



## Handout 4.1

Hi! My name is Maria.

\*\*\*\*\*

Hello! My name is Maria.

\*\*\*\*\*

Hello! My name is Maria. How are you?

Hello! My name is Jane. I am fine, thank you.

\*\*\*\*\*

Hi! My name is Maria. Nice to meet you!

Hi! My name is Jane. Nice to meet you, too.

## Handout 4.2

Maria: Good morning!

Adrielle: Good morning!

M.: My name is Maria. I want to make an appointment.

A.: O.K. When do you want to come?

M.: Next week.

A.: Is Monday good?

M.: Yes. Can I come in the morning?

A.: Yes. Can you come at 10 am?

M.: Yes, I can.

A.: Very well.

M.: Thank you.

A.: You are welcome. See you on Monday at 10 am.

Correct order:

1. name
2. day for the appointment
3. time for the appointment
4. saying good bye

### Handout 4.3

Maria: Good morning!

Adrielle: Good morning!

M.: I want to make an appointment.

A.: What is your name?

M.: Maria.

A.: How do you spell that?

M.: M-a-r-i-a.

A.: Thank you. Let's see, can you come next Monday?

M.: No, I can't. I can come on Wednesday.

A.: Wednesday is good. What time?

M.: Can I come at 10?

A.: No, 10 is not available. Can you come at 9?

M.: Yes, I can.

A.: O.K. I will see you next Wednesday at 9.

M.: Thank you. Good bye!

A.: You are welcome. Good bye!

Correct order:

1. greeting
2. name – spelling name
3. ask for day for appointment
4. ask for time for appointment
5. saying good bye.

## Handout 4.4

Good bye!

Bye!

Have a nice day!

Have a good day!

See you on Monday.

See you later.

See you soon.

## Handout 4.5

### QUESTIONS

When?



What time?



Where?



### Handout 4.6

Match the names of the days of the week:

Sunday	Mon.
Monday	Wed.
Tuesday	Sun.
Wednesday	Tue.
Thursday	Fri.
Friday	Sat.
Saturday	Thu.

### Handout 4.7

Match the names of the month

January	Feb.
February	May
March	Jun.
April	Jan.
May	Apr.
June	Aug.
July	Mar.
August	Oct.
September	Nov.
October	Jul.
November	Dec.
December	Sep.

## SAMPLE LESSON PLAN

Task	Objective	Teaching Materials
<b>Listening/Speaking activities</b> <ul style="list-style-type: none"> <li>• discuss different types of greetings</li> <li>• people introducing themselves (see handouts with role play)</li> <li>• conversational modeling by instructor(s)</li> <li>• role playing: students to repeat the greetings after the teacher; students take turns and repeat the different types of greetings.</li> </ul>	<ul style="list-style-type: none"> <li>• learn different types of greetings and increase comfort level with speaking with other people</li> </ul>	<ul style="list-style-type: none"> <li>• handouts</li> </ul>
<b>Printing in the journals:</b> <ul style="list-style-type: none"> <li>• <b>Uppercase Alphabet</b> workbook: <b>A, E, I, L, M, T</b></li> <li>• print in journals: first name, last name, family name, surname;</li> <li>• handouts: first names and last names in normal printing</li> </ul>	<ul style="list-style-type: none"> <li>• practice different types of printing of first and last name</li> </ul>	<ul style="list-style-type: none"> <li>• journals</li> <li>• <b>Uppercase Alphabet</b> workbook</li> <li>• handouts</li> </ul>
<b>Introducing time:</b> <ul style="list-style-type: none"> <li>• parts of a clock: hands; big hand shows the minutes; small hand shows the hour; numbers; face; cord plug for electric clocks</li> <li>• discuss the parts and then put the clock together on construction paper; students then to label the parts.</li> </ul> <b>Printing in journals:</b> <ul style="list-style-type: none"> <li>• big hand, small hand, minutes, hour, numbers, face</li> </ul>	<ul style="list-style-type: none"> <li>• students learn the parts of a clock;</li> <li>• cut, glue and label a clock and identify its parts</li> </ul>	<ul style="list-style-type: none"> <li>• clock</li> <li>• handouts</li> <li>• journals</li> </ul>
<b>Homework</b> <ul style="list-style-type: none"> <li>• uppercase booklet</li> </ul>	<ul style="list-style-type: none"> <li>• practice printing of uppercase strokes and letters</li> </ul>	<ul style="list-style-type: none"> <li>• homework booklet</li> </ul>

# UNIT 5 - PUBLIC TRANSPORTATION

## GENERAL PRESENTATION, RATIONALE AND OBJECTIVES

This unit focuses on going to different places using public transportation and talking about different means of transportation. The information in this unit connects to the previous unit, making an appointment.

Review vocabulary about months and talk about double digit numbers. Using handouts, students will combine two single digit numbers to create double digit numbers.

Continue with sequencing activities and begin a new initial consonants booklet.



COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>• talk about types of transportation</li> <li>• ask for, and listen to, directions</li> <li>• talk about traffic signs and signs found around the city</li> <li>• practice pronunciation sounds in class</li> </ul>	<ul style="list-style-type: none"> <li>• flashcards and pictures</li> <li>• handouts with example dialog</li> <li>• handouts showing signs and traffic signs</li> <li>• pronunciation handouts with previously learned vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• car, van, truck, passenger train, freight train, boat, ferry boat, ship; airplane; bicycle, scooter</li> <li>• bus, Calgary Transit, C-Train, bus stop, bus schedule, train schedule, train station, platform, ticket, book of tickets, bus pass, bus schedule, stop, crosswalk, pedestrian, traffic, light, left turn signal, red, yellow, green</li> <li>• verbs: ride, take a bus</li> <li>• questions: when, where, what</li> </ul>	<ul style="list-style-type: none"> <li>• print in activity books: uppercase strokes and letters, -Wh- question words</li> </ul>	<ul style="list-style-type: none"> <li>• practice dialogs asking for directions</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>• correctly spell and pronounce words from the word list</li> <li>• recognize words by looking at the letter sequence</li> <li>• match vocabulary words with pictures</li> </ul>	<ul style="list-style-type: none"> <li>• pictures</li> <li>• bus and train schedules</li> <li>• journals</li> </ul>			
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>• correctly pronounce double digit numerals</li> </ul>	<ul style="list-style-type: none"> <li>• handouts</li> </ul>			
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• review asking for and giving directions</li> </ul>	<ul style="list-style-type: none"> <li>• city maps</li> <li>• handouts</li> </ul>	<ul style="list-style-type: none"> <li>• vocabulary related to giving and asking for directions</li> </ul>		<ul style="list-style-type: none"> <li>• vocabulary review: handout with weekdays and where students had to fill in the missing words in the proper sequencing</li> </ul>

## TEACHING NOTES

### **A. ACTIVITIES FOR SPEAKING AND LISTENING**

Talking about means of transportation

Use flashcards to help students identify different types of transportation: car, van, truck, passenger train, freight train, boat, ferry boat, ship, airplane, bicycle, and scooter. Show the flashcards to students and have them identify how each mode of transportation would travel (i.e. on the ground, in the air, on the water).

Once students are comfortable with the vocabulary, have them practice printing the names of each.

Different types of dialogs: asking for and listening to directions

Pair students and have them practice dialogs written on handouts. Provide example dialogs that involve asking for directions and listening to directions.

Continue reviewing sounds through pronunciation activities.

The objective is for students to listen for key words in directions and have them become more comfortable interacting with people.

### **B. ACTIVITIES FOR READING AND WRITING**

Focus on vocabulary used with transportation types and words involved with giving and receiving directions. Also review days of the week, months and telling time in sequencing activities.

Lesson organization:

#### **1. Vocabulary building activities focusing on listening, speaking, reading and writing competencies**

This unit teaches students how to get to different places by using public transportation and how to ask for directions. This is done primarily through dialog activities. Students will also work with handouts by reading dialogs and underlining key words and questions related to asking for, and listening to directions.

Students will also learn about how to read traffic and other signs visible in the community. Have students identify various signs and print the name of each sign on a handout. Then have them match pictures and words of signs on a separate handout.

#### **2. Vocabulary building activities focusing on writing competency**

Students will continue to practice printing words in activity workbooks.

Provide handouts that students will fill in missing weekdays and months that also practice sequencing.

### ***C. ACTIVITIES FOR NUMERACY SKILLS***

Students will work with two digit numerals (21, 22, 23, etc.) and the corresponding word numbers. Show students how two-digit numerals are formed by using single digit flashcards put together.

### ***D. REVIEW***

To review, use handouts that mix up the numerals (e.g. 31, 41, 51, 61, etc.) and have students practice them orally and in writing.

### ***E. EXTRA ACTIVITIES***

Depending on time available, students can go on a short outing to a bus stop or train station and follow directions that take them from one place to another. During the trip, point out:

- traffic signs: stop, left turn, right turn, one way, yield, merge, etc.
- traffic lights for cars and pedestrians
- crosswalks: signs, road markings and pedestrian crossing buttons at some intersections

Based on activities and sightings from the field trip, students can write an itinerary of directions to where they went and signs they saw.

### ***F. HOMEWORK***

Students can continue to practice printing vocabulary outside of class.

### ***G. OUTCOMES***

Students will be more comfortable talking to one another and will understand the importance of listening to key words in directions.

Students will become more familiar with signs and traffic signs in the community.

Students will be able to write days of the week and months in the correct order by filling in blanks on a handout.

## Handout 5.1

Maria: Hello! Can you tell me where the bus stop for bus number 7 is?

Adrielle: Sorry, I don't know.

M.: Thank you.

A.: No problem.

\*\*\*

Maria: Hello! Can you tell me where the bus stop for bus number 7 is?

Adrielle: It is right there. Cross the street and go left.

M.: Thank you.

A.: You are welcome.

\*\*\*

Maria: Hello! Can you tell me where the bus stop for bus number 7 is?

Adrielle: Yes, Go one block back and then turn right. The bus stop is on the corner.

M.: Thank you.

A.: No problem.

\*\*\*

Adrielle: Excuse me, how can I go downtown?

Maria: You have to take bus number 50 to the train. Then you take the City Centre train downtown.

M.: Thank you very much.

A.: You are welcome.

## Handout 5.2

1. Take bus number 50 to Marlborough train station.  
Take the C-Train downtown.
  
2. Take the Whitehorn train from City Hall.  
Get off at Marlborough station.  
Walk to the bus stop and take bus number 26.
  
3. Take bus number 29 to Anderson station.  
Take the C-Train downtown.
  
4. Take the Somerset-Bridlewood train from City Hall.  
Get off at Anderson station.  
Walk to the bus stop and take bus number 92.
  
5. Take bus number 22 to Dalhousie train station.  
Take the Dalhousie train downtown.
  
6. Take the Dalhousie train from Olympic Plaza and get off at Brentwood.  
Walk to the bus stop and take bus number 72.

## Handout 5.3

Fill in the missing months

January, \_\_\_\_\_, March, \_\_\_\_\_

February, \_\_\_\_\_, \_\_\_\_\_, May, \_\_\_\_\_

April, \_\_\_\_\_, June, \_\_\_\_\_, August





May, \_\_\_\_\_, July \_\_\_\_\_, \_\_\_\_\_

June, July, \_\_\_\_\_, \_\_\_\_\_, October

August, \_\_\_\_\_, October, \_\_\_\_\_

November, \_\_\_\_\_, January, \_\_\_\_\_

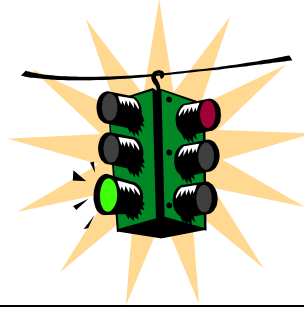
## Handout 5.4

pedestrian crossing – traffic light	
pedestrian crossing – do not cross	
pedestrian crossing – no traffic light	
stop sign	

Source:

[http://www.infratrans.gov.ab.ca/INFTRA\\_Content/docType45/Production/dhfrontcover.htm](http://www.infratrans.gov.ab.ca/INFTRA_Content/docType45/Production/dhfrontcover.htm)

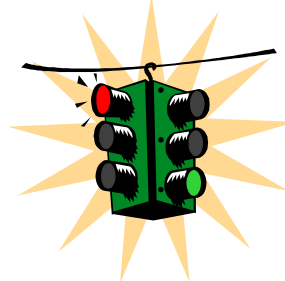
traffic light - green



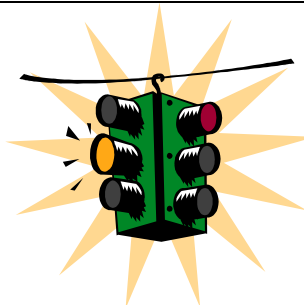
left turn signal



traffic light - red



traffic light - yellow





school zone



end school zone



school crossing



playground zone



end playground zone



maximum speed



people with disabilities



telephone



parking



airport



hospital




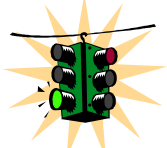
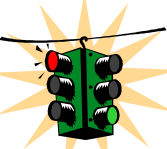
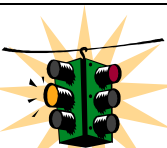








police station



## Handout 5.5

traffic light - green
pedestrian crossing – do not cross
pedestrian crossing – traffic light
traffic light - yellow
end playground zone
traffic light - red
maximum speed
telephone
stop sign
airport
parking
end school zone

## Handout 5.6

**Put the numbers 2 and 1 together and write the new number beside.**

<b>2</b>	<b>1</b>	<b>21</b>
<b>2</b>	<b>2</b>	
<b>2</b>	<b>3</b>	
<b>2</b>	<b>4</b>	
<b>2</b>	<b>5</b>	
<b>2</b>	<b>6</b>	
<b>2</b>	<b>7</b>	
<b>2</b>	<b>8</b>	
<b>2</b>	<b>9</b>	

## Handout 5.7

Write the new word on the line.

<b>twenty</b>	<b>one</b>	<b>twenty-one</b>
<b>twenty</b>	<b>two</b>	
<b>twenty</b>	<b>three</b>	
<b>twenty</b>	<b>four</b>	
<b>twenty</b>	<b>five</b>	
<b>twenty</b>	<b>six</b>	
<b>twenty</b>	<b>seven</b>	
<b>twenty</b>	<b>eight</b>	
<b>twenty</b>	<b>nine</b>	

## Handout 5.8

Put the numbers 3 and 1 together and write the new number beside.

<b>3</b>	<b>1</b>	<b>31</b>
<b>3</b>	<b>2</b>	
<b>3</b>	<b>3</b>	
<b>3</b>	<b>4</b>	
<b>3</b>	<b>5</b>	
<b>3</b>	<b>6</b>	
<b>3</b>	<b>7</b>	
<b>3</b>	<b>8</b>	
<b>3</b>	<b>9</b>	

**Write the new word on the line.**

<b>thirty</b>	<b>one</b>	<b>thirty-one</b>
<b>thirty</b>	<b>two</b>	
<b>thirty</b>	<b>three</b>	
<b>thirty</b>	<b>four</b>	
<b>thirty</b>	<b>five</b>	
<b>thirty</b>	<b>six</b>	
<b>thirty</b>	<b>seven</b>	
<b>thirty</b>	<b>eight</b>	
<b>thirty</b>	<b>nine</b>	



**Handout 5.9**

**Put the numbers 4 and 1 together and write the new number beside.**

<b>4</b>	<b>1</b>	<b>41</b>
<b>4</b>	<b>2</b>	
<b>4</b>	<b>3</b>	
<b>4</b>	<b>4</b>	
<b>4</b>	<b>5</b>	
<b>4</b>	<b>6</b>	
<b>4</b>	<b>7</b>	
<b>4</b>	<b>8</b>	
<b>4</b>	<b>9</b>	

**Write the new word on the line.**

<b>forty</b>	<b>one</b>	<b>forty-one</b>
<b>forty</b>	<b>two</b>	
<b>forty</b>	<b>three</b>	
<b>forty</b>	<b>four</b>	
<b>forty</b>	<b>five</b>	
<b>forty</b>	<b>six</b>	
<b>forty</b>	<b>seven</b>	
<b>forty</b>	<b>eight</b>	
<b>forty</b>	<b>nine</b>	

**Handout 5.10**

**Put the numbers 5 and 1 together and write the new number beside.**

<b>5</b>	<b>1</b>	<b>51</b>
<b>5</b>	<b>2</b>	
<b>5</b>	<b>3</b>	
<b>5</b>	<b>4</b>	
<b>5</b>	<b>5</b>	
<b>5</b>	<b>6</b>	
<b>5</b>	<b>7</b>	
<b>5</b>	<b>8</b>	
<b>5</b>	<b>9</b>	

**Write the new word on the line.**

<b>fifty</b>	<b>one</b>	<b>fifty-one</b>
<b>fifty</b>	<b>two</b>	
<b>fifty</b>	<b>three</b>	
<b>fifty</b>	<b>four</b>	
<b>fifty</b>	<b>five</b>	
<b>fifty</b>	<b>six</b>	
<b>fifty</b>	<b>seven</b>	
<b>fifty</b>	<b>eight</b>	
<b>fifty</b>	<b>nine</b>	

**Handout 5.11**

**Put the numbers 6 and 1 together and write the new number beside.**

<b>6</b>	<b>1</b>	<b>61</b>
<b>6</b>	<b>2</b>	
<b>6</b>	<b>3</b>	
<b>6</b>	<b>4</b>	
<b>6</b>	<b>5</b>	
<b>6</b>	<b>6</b>	
<b>6</b>	<b>7</b>	
<b>6</b>	<b>8</b>	
<b>6</b>	<b>9</b>	

**Write the new word on the line.**

<b>sixty</b>	<b>one</b>	<b>sixty-one</b>
<b>sixty</b>	<b>two</b>	
<b>sixty</b>	<b>three</b>	
<b>sixty</b>	<b>four</b>	
<b>sixty</b>	<b>five</b>	
<b>sixty</b>	<b>six</b>	
<b>sixty</b>	<b>seven</b>	
<b>sixty</b>	<b>eight</b>	
<b>sixty</b>	<b>nine</b>	

**Handout 5.12**

**Put the numbers 7 and 1 together and write the new number beside.**

<b>7</b>	<b>1</b>	<b>71</b>
<b>7</b>	<b>2</b>	
<b>7</b>	<b>3</b>	
<b>7</b>	<b>4</b>	
<b>7</b>	<b>5</b>	
<b>7</b>	<b>6</b>	
<b>7</b>	<b>7</b>	
<b>7</b>	<b>8</b>	
<b>7</b>	<b>9</b>	

**Write the new word on the line.**

<b>seventy</b>	<b>one</b>	<b>seventy-one</b>
<b>seventy</b>	<b>two</b>	
<b>seventy</b>	<b>three</b>	
<b>seventy</b>	<b>four</b>	
<b>seventy</b>	<b>five</b>	
<b>seventy</b>	<b>six</b>	
<b>seventy</b>	<b>seven</b>	
<b>seventy</b>	<b>eight</b>	
<b>seventy</b>	<b>nine</b>	



**Handout 5.13**

**Put the numbers 8 and 1 together and write the new number beside.**

<b>8</b>	<b>1</b>	<b>81</b>
<b>8</b>	<b>2</b>	
<b>8</b>	<b>3</b>	
<b>8</b>	<b>4</b>	
<b>8</b>	<b>5</b>	
<b>8</b>	<b>6</b>	
<b>8</b>	<b>7</b>	
<b>8</b>	<b>8</b>	
<b>8</b>	<b>9</b>	

**Write the new word on the line.**

<b>eighty</b>	<b>one</b>	<b>eighty-one</b>
<b>eighty</b>	<b>two</b>	
<b>eighty</b>	<b>three</b>	
<b>eighty</b>	<b>four</b>	
<b>eighty</b>	<b>five</b>	
<b>eighty</b>	<b>six</b>	
<b>eighty</b>	<b>seven</b>	
<b>eighty</b>	<b>eight</b>	
<b>eighty</b>	<b>nine</b>	

**Handout 5.14**

**Put the numbers 9 and 1 together and write the new number beside.**

<b>9</b>	<b>1</b>	<b>91</b>
<b>9</b>	<b>2</b>	
<b>9</b>	<b>3</b>	
<b>9</b>	<b>4</b>	
<b>9</b>	<b>5</b>	
<b>9</b>	<b>6</b>	
<b>9</b>	<b>7</b>	
<b>9</b>	<b>8</b>	
<b>9</b>	<b>9</b>	

**Write the new word on the line.**

<b>ninety</b>	<b>one</b>	<b>ninety-one</b>
ninety	<b>two</b>	
ninety	<b>three</b>	
ninety	<b>four</b>	
ninety	<b>five</b>	
ninety	<b>six</b>	
ninety	<b>seven</b>	
ninety	<b>eight</b>	
ninety	<b>nine</b>	

## Handout 5.15

Fill in the missing weekdays

Monday, \_\_\_\_\_, Wednesday, \_\_\_\_\_

Tuesday, \_\_\_\_\_, \_\_\_\_\_, Friday, \_\_\_\_\_

Wednesday, \_\_\_\_\_, Friday, \_\_\_\_\_

Thursday, \_\_\_\_\_, Saturday \_\_\_\_\_

Friday, \_\_\_\_\_, \_\_\_\_\_, Monday

Saturday, \_\_\_\_\_, Monday, \_\_\_\_\_

Sunday, \_\_\_\_\_, Tuesday, \_\_\_\_\_

### SAMPLE LESSON PLAN

Task	Objective	Teaching Materials
<b>Listening/Speaking activities:</b> <ul style="list-style-type: none"> <li>identify key words related to asking for directions</li> <li>identify key words in dialogs about receiving directions</li> <li>modeling by play instructor and volunteer</li> <li>familiarization with a map and use it to go to different places practice and learn new vocabulary</li> <li>recognize signs in the city – traffic signs and colours of traffic lights</li> </ul>	<ul style="list-style-type: none"> <li>understand the importance of key words in giving and receiving directions.</li> <li>identify familiar landmarks on the map with minimal help from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>handouts</li> </ul>
<ul style="list-style-type: none"> <li>vocabulary practice</li> <li>review printing of upper and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>use the correct strokes to print upper and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>purchased workbooks</li> </ul>
<ul style="list-style-type: none"> <li>practice pronunciation: listen to the different sounds and be able to hear the difference</li> </ul>	<ul style="list-style-type: none"> <li>review of the sounds learned in previous units</li> </ul>	<ul style="list-style-type: none"> <li>pronunciation workbook</li> </ul>
<ul style="list-style-type: none"> <li>match and find objects in a picture, following instructions</li> <li>review <b>greater</b> and <b>less</b></li> <li>review of grouping; reviewing <b>less</b></li> </ul>	<ul style="list-style-type: none"> <li>review concepts learned in the previous units</li> </ul>	<ul style="list-style-type: none"> <li><b>Counting 1-10</b> workbook (pg. 29, 34, 42, 52-55)</li> <li><b>Preschool Basics</b> workbook (pg. 44, 46, 50-53, 59)</li> </ul>
<ul style="list-style-type: none"> <li>post-assessment: testing the skills taught in previous lessons</li> </ul>	<ul style="list-style-type: none"> <li>practice printing of uppercase strokes and letters</li> </ul>	<ul style="list-style-type: none"> <li>handouts</li> </ul>

# UNIT 6 - AT THE DOCTOR'S OFFICE

## GENERAL PRESENTATION, RATIONALE AND OBJECTIVES

This unit focuses on being at a doctor's office. The information in this unit is related to Unit 4 – Making an Appointment and Unit 5 – Public Transportation.

Ask students to fill their personal information in different forms. This will prepare students for filling out the Patient Registration Form. The handouts used are included at the end of this unit (handouts 6.1 to 6.4).

For this unit:

- put together a form that looks like a patient registration form (see handout 6.6)
- talk to students about body parts and illnesses and aches
- teach students how to write their birthdays and the numbers in their addresses

The chart consolidating information related to the activities of this unit follows.

COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>identify parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>parts of the body poster</li> </ul>	<ul style="list-style-type: none"> <li>arm, back, cold, ear, eye, fever, flu, foot, hand, head, headache, heart, leg, neck, nose, pain, stomach, throat ,</li> <li>verbs: to come in, to sit down, to take</li> <li>adjectives: red, swollen, broken, bad, sick, ill</li> <li>phrases: Sit down!, Come in., How can I help you?, What is the problem?, I feel sick/ill!</li> </ul>	<ul style="list-style-type: none"> <li>no homework assigned for this unit</li> </ul>	<ul style="list-style-type: none"> <li>match body part words with pictures</li> <li>fill in a patient registration form</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>correctly spell and pronounce of the words in the word list</li> <li>match the words in the vocabulary list with the pictures</li> </ul>	<ul style="list-style-type: none"> <li>handouts</li> </ul>			
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>consolidate the information received in the previous units to put together birth dates and addresses and dates</li> </ul>	<ul style="list-style-type: none"> <li>handouts</li> </ul>			
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>no review of the unit was done; focus was on post-assessment</li> </ul>	<ul style="list-style-type: none"> <li>post assessment materials</li> </ul>			



## **TEACHING NOTES**

### ***A. ACTIVITIES FOR THE SPEAKING AND LISTENING***

Discussion about filling in personal information:

- identify the information needed to complete the form
- discuss questions that could be asked by someone filling out their information form

Discussion about body parts and illnesses:

- identify body parts using a purchased poster and/or handouts
- review sounds in pronunciation activities using the pronunciation book

### ***B. ACTIVITIES FOR VOCABULARY BUILDING***

The vocabulary building activities for this unit focus on vocabulary for body parts and names of aches and illnesses. For information on the titles of the books used please see the resource list in the appendices.

#### **Vocabulary building activities**

Use a handout for students to identify the words they learned in the “writing an address” activity. Ask them to match the two words that are the same. Handout 6.5 was used for this activity.

### ***C. ACTIVITIES FOR THE NUMERACY***

Review the numbers that students have practiced by asking them to say and print their addresses, telephone numbers, and birth dates.

### ***D. REVIEW***

Review the days of the week and months that the students need in order to fill out the form. Instruct and practice different ways to write dates.

### ***E. EXTRA ACTIVITIES***

To review the numbers and connect the information to the doctor’s office, organize an activity where students measure their height and weigh themselves. Put this information on a chart like the one in Handout 6.7.

Depending on the time available, the teacher can organize a classroom discussion about medical services in the students’ countries. Students can talk about the different services the family doctor provides in their home countries.

The teacher can bring in pictures of different medical offices, talk about illnesses, and how to make appointments with a specialist.

***F. HOMEWORK***

No homework was assigned for this unit.

***G. OUTCOMES***

Students will be able to name the most common body parts and talk about common aches and illnesses.

Students will be more comfortable with filling different kinds of forms.

## Handout 6.1

What is your first name?

---

How do you spell it?

---

What is your last name?

---

How do you spell it?

---

NAME 

---

   
 FIRST LAST

---

First name Last name

Name 

---

   
 First Last

## Handout 6.2

ADDRESS \_\_\_\_\_  
NUMBER STREET

Address \_\_\_\_\_  
Number Street

Address

--

Number Street

Address \_\_\_\_\_  
Number Street

\_\_\_\_\_  
City Province Postal Code

## Handout 6.3

Telephone number \_\_\_\_\_

Telephone \_\_\_\_\_

Phone number \_\_\_\_\_

## Handout 6.4

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone number \_\_\_\_\_

Name \_\_\_\_\_

Last

First

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

## Handout 6.5

Name	<input type="text"/>
Address	<input type="text"/> <input type="text"/>
Phone	<input type="text"/>

Name	<input type="text"/>		
	First	Last	
Address	<input type="text"/>		
	Number	Street	
	<input type="text"/>		
	City	Province	Postal Code
Telephone	<input type="text"/>		

## Handout 6.6

Find the same word and circle.

address

dress

address

street

straight

street

number

never

number

telephone

telephone

television

city

cereal

city

apartment

apartment

alphabet

postal code

postcard

postal code



## Handout 6.7

### NEW PATIENT REGISTRATION FORM

#### Personal Contact Information

**Name:** \_\_\_\_\_ **AHCIP:** \_\_\_\_\_  
Family Name First Name Alberta Health Care Number

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **Province:** \_\_\_\_\_

**Postal Code:** \_\_\_\_\_

**Phone number:** (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ **Gender:** M F  
YYYY MMM DD

---

#### Emergency Contact Information

**Emergency Contact:** \_\_\_\_\_  
Name Relation

**Phone:** \_\_\_\_\_ - \_\_\_\_\_

---

**Patient Signature:** \_\_\_\_\_ **Print Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Year Month Day

## Handout 6.8

Name	Height (cm)	Weight (lb.)
Adrielle		
Aman Bibi		
Birikti		
Farhiya		
Jane		
Joice		
Maria		
Maria D.		
May		
Najma		
Roghieh		
Sabira		
Sima		

# UNIT 7 – IN THE COMMUNITY AND UNIT 8 - EDUCATION

## GENERAL PRESENTATION, RATIONALE AND OBJECTIVES

Units 7 and 8 are designed to help students review the information received in the previous six units and apply it in different contexts.

Unit 7's theme is **In the Community**. Students apply the information learned about filling in a patient registration form to other types of forms like: banking applications, writing cheques, and applying for a library card. The skills they should practice are: printing their first and last name, writing their address and telephone number, writing their birth date, printing number words on the line, etc.

Unit 8's theme is **Education**. Students will learn about different types of educational systems in Calgary, both for children and adults. They will learn some of the vocabulary needed to fill in school registration forms and practice questions useful for parent-teacher interviews.

The pilot class did not reach units seven and eight in the time allotted. However, we have included a sample curriculum chart for each of the units with suggested objectives, vocabulary, materials, homework and activities. Similar types of activities presented in the previous units should be used to reinforce the skills learned. The original intent of these units was to review, however expanding the vocabulary and/ or increasing the complexity of tasks can be incorporated based on the needs of the students.

## SUGGESTED CURRICULUM FOR UNIT 7- IN THE COMMUNITY

COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>• practice asking for forms and asking about community services</li> <li>• practice orally spelling basic personal information</li> <li>• correctly pronounce vocabulary</li> <li>• review correctly saying the date</li> </ul>	<ul style="list-style-type: none"> <li>• prepared conversational prompts to imitate real life situations</li> <li>• flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• application</li> <li>• registration</li> <li>• first/ native/ primary language</li> <li>• titles: Mr., Mrs., Ms.,</li> <li>• signature</li> </ul>	<ul style="list-style-type: none"> <li>• collect names of bills from home to share/discuss in class</li> <li>• complete simple forms on their own at home</li> </ul>	<ul style="list-style-type: none"> <li>• matching company logos to names of companies</li> <li>• matching numerals with written numerals</li> <li>• matching vocabulary words to pictures</li> <li>• ask and answer questions related to completion of forms</li> <li>• field trip: Calgary Public Library</li> <li>• complete progressively more difficult forms</li> <li>• practice writing cheques; write cheques for mock bills</li> <li>• matching bill with prepared cheque</li> <li>• complete actual application forms from the library or related institution with assistance</li> <li>• oral spelling tests and written spelling tests for vocabulary</li> <li>• practice simple conversations using vocabulary</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>• correctly spell basic personal information</li> <li>• practice correct spelling of vocabulary</li> <li>• practice copying and reading simple sentences</li> <li>• review spelling of numerals</li> <li>• review correctly spelling dates (days, months, year)</li> </ul>	<ul style="list-style-type: none"> <li>• cut-out letters/ foam letters</li> <li>• flashcards</li> <li>• pictures of company logos</li> <li>• pictures of identification</li> </ul>	<ul style="list-style-type: none"> <li>• required fields</li> <li>• permanent address</li> <li>• birth date/ date of birth</li> <li>• gender: male, female</li> <li>• identification: Alberta Drivers License, Non-Driver's License, Alberta Health Care Card, Permanent Residence Card, Passport, Social Insurance Number, etc.</li> </ul>		
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>• review numerals 1-100 for the purpose of writing a cheque</li> </ul>	<ul style="list-style-type: none"> <li>• flash cards</li> <li>• blank cheques</li> </ul>	<ul style="list-style-type: none"> <li>• banking: account, financial/ finance, income</li> <li>• names of banks: TD Canada Trust, Bank of Montreal, ATB Financial, CIBC, etc.</li> <li>• bills</li> <li>• company names: Alberta Health Care, City of Calgary, Enmax, Direct Energy, Shaw, Telus, Bell, Fido, etc.</li> </ul>		

### SUGGESTED CIRRICULUM FOR UNIT 8 - EDUCATION

COMPETENCY	OBJECTIVES	MATERIALS	VOCABULARY	HOMEWORK	ACTIVITIES
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>• practice asking basic questions about school and performance</li> <li>• practice orally spelling basic information about children</li> <li>• practice simple sentences using vocabulary</li> <li>• practice proper pronunciation of vocabulary</li> <li>• practice oral spelling of vocabulary</li> <li>• practice using “very” in simple sentences with adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• prepared conversations and conversational prompts about education</li> <li>• flash cards</li> <li>• pictures of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• school: daycare, preschool, kindergarten, elementary (grades 1-6), junior high school(grade 7-9), senior high school (10-12)</li> <li>• subjects: science, language arts/ English, gym/ physical education, social studies/ history, drama, art, music</li> </ul>	<ul style="list-style-type: none"> <li>• bring in children’s timetables and/class schedules/ or list of subjects to discuss in class</li> </ul>	<ul style="list-style-type: none"> <li>• match children ages with appropriate grade level</li> <li>• match grade level with school</li> <li>• matching written date with a variety of written representations (dd/mm/yyyy, y/m/d, etc)</li> </ul>
<b>READING AND WRITING (VOCABULARY)</b>	<ul style="list-style-type: none"> <li>• practice correct spelling of vocabulary</li> <li>• review birthdates: spelling months, days, year</li> <li>• practice copying and reading very simple sentences</li> <li>• review spelling ages (children)</li> </ul>	<ul style="list-style-type: none"> <li>• pictures representing subjects in school</li> <li>• foam letters or letter cut outs</li> <li>• pictures representing vocabulary words</li> <li>• flash cards</li> <li>• lined paper</li> </ul>	<ul style="list-style-type: none"> <li>• timetable, schedule</li> <li>• report card, grade, teachers note, permission form, registration form</li> </ul>		<ul style="list-style-type: none"> <li>• matching school subjects with pictures</li> <li>• fill out progressively more complicated registration forms</li> <li>• give students report cards in order to explain purpose and explore related vocabulary</li> </ul>
<b>NUMERACY</b>	<ul style="list-style-type: none"> <li>• review numerals (ages)</li> <li>• review grade level and correspond with ages</li> </ul>	<ul style="list-style-type: none"> <li>• flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• ESL, LINC CLB’s, listening, speaking, reading, writing, numeracy</li> <li>• adjectives: good, bad, excellent, poor (very)</li> </ul>		<ul style="list-style-type: none"> <li>• practice simple conversations about schooling</li> </ul>

## Handout 7.1

### PERSONAL BANKING ACCOUNT APPLICATION FORM

\_\_\_\_\_  
Title<sup>\*)</sup> First Name Middle Name Last name

\_\_\_\_\_  
Date of Birth (MM/DD/YYYY)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Social Insurance Number

Permanent Address

\_\_\_\_\_  
Street address Apartment #

\_\_\_\_\_  
City Province Postal Code

(\_\_\_\_\_) (\_\_\_\_\_) \_\_\_\_\_  
Home phone number Work phone number

<sup>\*)</sup> Mr./Mrs./Ms.

## Handout 7.2

### LIBRARY CARD APPLICATION

\* LAST Name \_\_\_\_\_ \*MIDDLE Name \_\_\_\_\_

\_\_\_\_\_

\* FIRST Name \_\_\_\_\_

\_\_\_\_\_

\*Address \_\_\_\_\_

\*City \_\_\_\_\_ \*Province \_\_\_\_\_

\*Postal Code \_\_\_\_\_

\*Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

E-mail address \_\_\_\_\_

\_\_\_\_\_

\*Birth date: \_\_\_\_\_  
Year Month Day

Gender: Female Male

Language preference \_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_ Print name \_\_\_\_\_

Date \_\_\_\_\_  
Year Month Day

**Note: Fields marked with \* represent required fields**

## Handout 7.3

### Writing a cheque

Here are the steps to follow when writing a cheque

1. Write the date on which you are issuing the cheque;
2. Write the name of the person or business to whom you are making payment;
3. Write the amount of the payment in numbers;
4. Spell out the number of dollars and write the number of cents in the form of a fraction, e.g., 50/100 means 50 cents.
5. Sign your name to the cheque.

<b>Anna Chiasson</b> <b>500 Beaverbrook Ct</b> <b>Fredericton NB</b> <b>E4B 2H8</b>		<b>Cheque #123</b> <u>September 16</u> 20 <u>01</u>
Pay to the Order of	<u>NBCC Student Bookstore</u>	\$ <u>343.53</u>
<u>Three Hundred and Forty-three</u>		<u>53</u> /100 Dollars
www Bank 123 Waters St. Fredericton NB E2B 4H6		<u>Anna Chiasson</u>
123 456 789 987 654 321		



# KNOWING YOUR LITERACY STUDENTS

## APPENDICES

# AFGHANISTAN

## QUICK FACTS<sup>8</sup>

<b>Population:</b>	31,889,923 (July 2007 est.)
<b>Nationality:</b>	Afghan
<b>Ethnic groups:</b>	Pashtun 42%, Tajik 27% Hazara 9%, Uzbek 9%, Aimak 4%, Turkmen 3%, Baloch 2%, other 4%
<b>Religions:</b>	Sunni Muslim 80%, Shi'a Muslim 19%, other 1%
<b>Languages:</b>	Afghan Persian or Dari (official) 50%, Pashto (official) 35%, Turkic languages (primarily Uzbek and Turkmen) 11%, 30 minor languages 4%
<b>Literacy (age 15 and over can read and write):</b>	Total Population: 28.1% Male: 43.1% Female: 12.6% (2000 est.)



Map of Afghanistan<sup>9</sup>

Afghanistan was founded in 1747. It served as a buffer state between the British and Russian empires until Britain recognized its independence in 1919. Between 1919 and 1929, king Amanullah sought to modernize Afghanistan. However, the opposition did not approve of the reforms introduced by Amanullah and he was forced to resign. His son governed until 1973, when the monarchy was abolished. Another coup took place in 1978 and a Marxist government, supported by the Soviet Union, took leadership of the country. This government collapsed following the dissolution of the Soviet Union. In 1992, Kabul was seized by the Mujahidin who declared Afghanistan an Islamic state. In 1996, the Taliban took control of Kabul and imposed a strict system of fundamentalist Islamic law. Following 9/11 the United States launched a military campaign to destroy the al-Qaeda terrorist training camps inside Afghanistan. The reign of al-Qaeda has ended however the political, social, and economic conditions in Afghanistan are still tumultuous.



Photo by: Afghan Women's Organization<sup>10</sup>

Afghanistan has one of the lowest literacy rates in Asia. For children who live in rural areas or live a nomadic lifestyle, access to school is limited. War is the main reason why Afghanistan does not have the sufficient infrastructure to make education accessible for all. Furthermore, due to the Islamic system enforced by the Taliban, girls over the age of 12 were not allowed to go to school, although this has started to change in the big cities.

<sup>8</sup>Central Intelligence Agency (CIA), *The World Factbook*. Updated in January 2008. Accessed January 2008  
<<https://www.cia.gov/library/publications/the-world-factbook/index.html>>

<sup>9</sup> Ibid.

<sup>10</sup> Gertrud Neuwirth, "Afghanistan". *Cultural Profiles Project*. AMNI Centre, Faculty of Social Work, University of Toronto, 2002. Ed. Swarnalatha Vemuri. 18 Jan. 2008. <[http://www.cp-pc.ca/english/afghanistan/afghanistan\\_eng.pdf](http://www.cp-pc.ca/english/afghanistan/afghanistan_eng.pdf)>

# BURMA (MYANMAR)

## QUICK FACTS<sup>11</sup>

<b>Population:</b>	47,373,958
<b>Nationality:</b>	Burmese
<b>Ethnic groups:</b>	Burman 68%, Shan 9%, Karen 7%, Rakhine 4%, Chinese 3%, Indian 2%, Mon 2%, other 5%
<b>Religions:</b>	Buddhist 89%, Christian 4% (Baptist 3%, Roman Catholic 1%), Muslim 4%, animist 1%, other 2%
<b>Languages:</b>	Burmese, minority ethnic groups have their own languages
<b>Literacy (age 15 and over can read and write):</b>	Total Population: 89.9% Male: 93.9% Female: 86.4% (2000 est.)



Map of Myanmar (Burma)<sup>12</sup>

Burma was part of the British Indian Empire. It became independent in 1948 and was a democratic republic until 1962. The military overthrew the government and since 1962, Burma has been ruled by a military dictatorship. Elections took place in 1990 in an attempt to end military control over the country. The National League for Democracy (NLD), a political party opposing the military regime, was democratically elected. However, the party's victory was not recognized and the country is still under military control. There is international concern regarding human rights violations, which include forced labour and suppression of the opposition. Conflict also exists between ethnic groups, particularly due to the dominance of Burman people over the different minorities present in Burma<sup>13</sup>. In 2007, demonstrations against the government caught the attention of the international community. The government brutally suppressed these protests.



Photo by: Myanmar Embassy<sup>14</sup>

Education is largely controlled by the government. Most universities have been closed, and the ones that remain open have to control the amount of information given to students. Schools' curriculums are thoroughly analyzed. Many teachers have fled the country and others are in jail. As a result, the education system has deteriorated, limiting the number of people who can attend school and the amount of information that is given. Poverty, as well as a lack of learning resources and learning facilities, have all affected the quality of Burma's education system.

<sup>11</sup> CIA, *The World Factbook*

<sup>12</sup> Ibid

<sup>13</sup> *Country Profiles*, BBC News. January 2008. <[http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)>

<sup>14</sup> Swarnalatha Vemuri. "Myanmar". *Cutural Profiles Project*. AMNI Centre, Faculty of Social Work, University of Toronto, 2000. 28 Jan. 2008. <[http://www.cp-pc.ca/english/myanmar/myanmar\\_eng.pdf](http://www.cp-pc.ca/english/myanmar/myanmar_eng.pdf)>

# COLOMBIA

## QUICK FACTS<sup>15</sup>

<b>Population:</b>	44,379,598
<b>Nationality:</b>	Colombian
<b>Ethnic groups:</b>	Mestizo 58%, white 20%, mulatto 14%, black 4%, mixed black-Amerindian 3%, Amerindian 1%
<b>Religions:</b>	Roman Catholic 90%, other 10%
<b>Languages:</b>	Spanish
<b>Literacy (age 15 and over can read and write)</b>	Total Population: 92.8% Male: 92.9% Female: 92.7% (2004 est.)



Map of Colombia<sup>16</sup>

Since the 1950s, Colombia has been in a situation of constant conflict. The first violence outbreak occurred in 1948, when a populist Liberal presidential candidate, Jorge Eliecer Gaitán, was assassinated. Major riots spread into the countryside and led to a period in Colombian history known as “La Violencia” (The Violence), in which thousands of people were killed. Rebellions continued and gave way to two major communist guerrilla movements: the ELN (National Liberation Army) and the FARC (Armed Revolutionary Forces of Colombia). In the 1980s, a paramilitary group called the United Self-Defense Forces of Colombia (AUC) was formed. Violence increased not only because of the appearance of the paramilitary group, but also because of the revenue generated by the guerrillas and the AUC from the drug trade.



School in Soacha, a Bogotá suburb, where many internally displaced Colombians now live. Photo by: US Department of State<sup>18</sup>

The government has made numerous attempts to end conflict but has not had much success. Kidnappings and human rights violations, caused by criminal and political violence, have provoked the displacement of numerous people as well as an outstanding number of deaths. According to the U.S. Department of State, “second only to Sudan, Colombia has one of the world’s largest internally displaced populations”<sup>17</sup>.

The 1991 Colombian constitution requires all children between five and fifteen years old to attend school. There are two school systems in Colombia: public and private. The quality of the education is good in the cities, but it decreases in the countryside where children have difficulties pursuing secondary studies due to the lack of facilities and resources.

<sup>15</sup> CIA, The World Factbook

<sup>16</sup> Ibid.

<sup>17</sup> “Helping the Homeless in Colombia”. United States Department of State: Population, Refugees, and Migration Newsletter. Department of State, 2006. Ed. Susan C. Hovanec. Vol I, Winter 2006-2007. 28 Jan. 2008 <<http://www.state.gov/documents/organization/77949.pdf>>

<sup>18</sup> Ibid.

# ERITREA

## QUICK FACTS<sup>19</sup>

<b>Population:</b>	4,906,585 (July 2007 est.)
<b>Nationality:</b>	Eritrean
<b>Ethnic groups:</b>	Tigrinya 50%, Tigre and Kunama 40%, Afar 4%, Saho (Red Sea coast dwellers) 3%, other 3%
<b>Religions:</b>	Muslim, Coptic Christian, Roman Catholic, Protestant
<b>Languages:</b>	Afar, Arabic, Tigre and Kunama, Tigrinya, other Cushitic languages
<b>Literacy (age 15 and over can read and write)</b>	
	Total Population: 58.6%
	Male: 69.9%
	Female: 47.6% (2003 est.)



Map of Eritrea<sup>20</sup>

Eritrea was an Italian colony until Britain took control of its administration after World War II. In 1952, a UN resolution went into effect, placing Eritrea under Ethiopian rule as part of a federation. In 1962, Ethiopia annexed Eritrea and Eritrea lost its autonomy. This political decision began an armed struggle for independence that lasted 30 years. Eritrea finally obtained its independence in 1993. However, border disputes continued and led to a two-year war that ended with a ceasefire agreement in 2000. Tension between the two countries continued over border demarcation. There is currently a United Nations' peacekeeping operation that seeks to avoid further conflict, but border disputes have not been solved to date.



Boys at school<sup>22</sup>

After independence was achieved, Eritrea focused on improving its education system. The government's goals included making education available for all and improving the quality and efficiency of the school system. Education is compulsory between the ages of 7 and 13. As a result, the literacy rate in Eritrea has increased and education facilities have expanded. However, even if gender equality in education has been promoted, the literacy rate among women remains low, not only due to the belief in male superiority, but also because women make a significant contribution to the household's economy by performing domestic duties and agricultural labour.<sup>21</sup>

<sup>19</sup> CIA, *The World Factbook*.

<sup>20</sup> Ibid.

<sup>21</sup> Temesgen Kiflen. "Educational Gender Gap in Eritrea". Institute for World Economics and International Management, University of Bremen, 2002. 28 Jan. 2008 < <http://www.iwim.uni-bremen.de/publikationen/pdf/b079.pdf> >

<sup>22</sup> Sheetal Karia. "Eritrea". *Cultural Profiles Project*. AMNI Centre, Faculty of Social Work, University of Toronto, 2002. Ed. Sharon English. 28 Jan. 2008. <[http://www.cp-pc.ca/english/eritrea/eritrea\\_eng.pdf](http://www.cp-pc.ca/english/eritrea/eritrea_eng.pdf)>



# IRAN

## QUICK FACTS<sup>23</sup>

<b>Population:</b>	65,397,521 (July 2007 est.)
<b>Nationality:</b>	Iranian
<b>Ethnic groups:</b>	Persian 51%, Azeri 24%, Gilaki and Mazandarani 8%, Kurd 7%, Arab 3%, other 7%
<b>Religions:</b>	Muslim 98% (Shi'a 89%, Sunni 9%), other 2%
<b>Languages:</b>	Persian and Persian dialects 58%, Turkic and Turkic dialects 26%, Kurdish 9%, other 7%
<b>Literacy (age 15 and over can read and write)</b>	Total Population: 77% Male: 83.5% Female: 70.4% (2002 est.)



Map of Iran<sup>24</sup>

Iran, historically known as Persia, was the core of the Persian Empire. In 1921, Reza Khan overthrew the Qajar Dynasty. He became Shah and established the Pahlavi Dynasty. Reza Shah envisioned an industrialized country and initiated various projects designed to modernize Iran. The education and healthcare systems were significantly improved and a railroad system was built. In 1941, Britain and the Soviet Union believed Iran to have close ties to Nazi Germany and sent the Shah into exile. His son took control of the country until 1979, when the Revolution overthrew his government. Iran became the Islamic Republic of Iran. Under the new government, Iran suffered a period of great economic instability. Human rights were ignored and women were forced to wear the veil. From 1980 to 1988, Iran was at war with Iraq, which further damaged Iran's situation. In 2003, a report provided evidence that Iran was engaged in nuclear activities. This strained relations with the United States and tension between the two countries continues to this day.



A grade 1 class, Madhavi Educational Complex<sup>26</sup>

Primary education is compulsory in Iran. Access to school is difficult for children who live in rural areas. However, this issue has been addressed and a special training center was designed for teachers going to rural areas. The constitution states that "literacy is the most evident right of individuals, including women, in the human society".<sup>25</sup> For this reason, the expansion of education facilities and the promotion of equal learning opportunities for women have been undertaken.

<sup>23</sup> CIA, *The World Factbook*

<sup>24</sup> Ibid.

<sup>25</sup> Abbas Sadri. "Islamic Republic of Iran". *EFE 2000 Assessment: Country Reports*. Ministry of Education, 1999. 30 Jan. 2008 <[http://www.unesco.org/education/wef/countryreports/iran/rapport\\_1.html](http://www.unesco.org/education/wef/countryreports/iran/rapport_1.html)>

<sup>26</sup> "Iran". International Institute for Global Education. 30 Jan. 2008 <[http://www.oise.utoronto.ca/ige/partnerships/iran\\_iraq.htm](http://www.oise.utoronto.ca/ige/partnerships/iran_iraq.htm)>

# PAKISTAN

## QUICK FACTS<sup>27</sup>

<b>Population:</b>	164,741,924 (July 2007 est.)
<b>Nationality:</b>	Pakistani
<b>Ethnic groups:</b>	Punjabi, Sindhi, Pashtun (Pathan), Baloch, Muhajir (immigrants from India at the time of partition and their descendants)
<b>Religions:</b>	Muslim 97% (Sunni 77%, Shi'a 20%), other 3%
<b>Languages:</b>	Punjabi 48%, Sindhi 12%, Siraiki (a Punjabi variant) 10%, Pashtu 8%, Urdu (official) 8%, other 14%
<b>Literacy (age 15 and over can read and write)</b>	Total Population: 49.9% Male: 63% Female: 36% (2005 est.)



Map of Pakistan<sup>28</sup>

Pakistan separated from India and became the Islamic Republic of Pakistan in 1947. Muslims sought to live separately from Hindus, but tensions between both countries did not cease. In 1947, a war between Pakistan and India, caused by territorial disputes involving Kashmir, broke out. This first war ended in 1948 with a ceasefire agreement. However, the territorial dispute could not be solved and in 1965 and 1999, two more wars took place. Although both countries have agreed to respect the terms of the 1948 ceasefire agreement, tensions over Kashmir have not yet been resolved. Pakistan's social and economic situation has been deeply affected by the number of deaths and displacements caused by wars and insurgencies. A devastating earthquake in 2005 further damaged the country's stability. In November 2007, the government declared a state of emergency in the country. The government has been accused by international organizations of committing human rights violations and of breaking international law.



UNAID's ESRA's Program in a Pakistani school<sup>30</sup>

Literacy levels are low in Pakistan. According to USAID, This is due to: "limited access to education, teacher absenteeism, low quality of education, poverty, corporal punishment, and a high student to teacher ratio".<sup>29</sup> The poor level of education has affected the country; a large percentage of the population does not have the skills or the capacity to contribute to the country's economic growth. USAID is investing in Pakistan's education system in order to improve its quality and to provide more education opportunities for children.

<sup>27</sup> CIA, *The World Factbook*

<sup>28</sup> Ibid.

<sup>29</sup> "USAID/Pakistan: Education" *USAID*. 10 Jan. 2008. 30 Jan. 2008 < <http://www.usaid.gov/pk/education/index.htm> >

<sup>30</sup> Ibid.

# SOMALIA

## QUICK FACTS<sup>31</sup>

<b>Population:</b>	9,118,773 (July 2007 est.)
<b>Nationality:</b>	Somali
<b>Ethnic groups:</b>	Somali 85%, Bantu and other non-Somali 15%
<b>Religions:</b>	Sunni Muslim
<b>Languages:</b>	Somali (official), Arabic, Italian, English
<b>Literacy (age 15 and over can read and write)</b>	
	Total Population: 37.8%
	Male: 49.7%
	Female: 25.8% (2001 est.)



Map of Somalia<sup>32</sup>

Somalia was a colony divided between Italy, Britain and France. During World War II, Italy lost its part of the colony to Britain. In 1950 however, Italy was allowed to return to Somalia under UN trusteeship, with the condition that it would grant independence to Somalia within ten years. In 1960, British and Italian Somaliland joined to form independent Somalia. In 1969, a coup took place and Mohamed Siad Barre established a Marxist dictatorship. Somalia's various clans were against Siad's regime and made various attempts to overthrow his government. This led to a full-scale civil war in 1988. In 1991, Siad was finally ousted, but conflict continued in Somalia. War affected the production of crops and a widespread famine hit the country in 1992. The United Nations made an attempt to bring peace to the country, but violence continued to escalate. Transitional governments were appointed in 2000 and 2004, but little progress was made to solve the conflict. In 2006, Islamists took control of the South of Somalia but were defeated by supporters of the government and by Ethiopian troops. Conflict between the Islamist rebels and the Somali government, supported by Ethiopian troops, continues to this day.



Photo by: Mohamed Diriye Abdullahi<sup>34</sup>

As with other war-torn countries, the education system in Somalia experiences many challenges. The literacy rate is around 37% and according to UNICEF, the percentage of enrolment in primary schools in Somalia is among the lowest in the world.<sup>33</sup> The literacy rate among women is lowest as women are not expected to go to school due to traditional beliefs and the necessary contribution of women to the household's economy. Efforts are being made by international organizations to improve the education system and to expand access to school for children, but the nature of the current conflict has slowed this process.

<sup>31</sup> CIA, *The World Factbook*

<sup>32</sup> Ibid.

<sup>33</sup> "Somalia: Education" UNICEF, 30 Jan. 2008 <[http://www.unicef.org/somalia/education\\_56.html](http://www.unicef.org/somalia/education_56.html)>

<sup>34</sup> Maureen Kellerman "Somalia" *Cultural Profiles Project*. AMNI Centre, Faculty of Social Work, University of Toronto, 2002. Ed. Swarnalatha Vemuri. 30 Jan. 2008. <[http://www.cp-pc.ca/english/somalia/somalia\\_eng.pdf](http://www.cp-pc.ca/english/somalia/somalia_eng.pdf)>



# SUDAN

## QUICK FACTS<sup>35</sup>

<b>Population:</b>	39,379,358 (July 2007 est.)
<b>Nationality:</b>	Sudanese
<b>Ethnic groups:</b>	Black 52%, Arab 39%, Beja 6%, Other 3%
<b>Religions:</b>	Sunni Muslim 70% (in north), Christian 5% (mostly in south and Khartoum), indigenous beliefs 25%
<b>Languages:</b>	Arabic (official), Nubian, Ta Bedawie, diverse dialects of Nilotic, Nilo-Hamitic, Sudanic languages, English
<b>Literacy (age 15 and over can read and write)</b>	Total Population: 61.1% Male: 71.8% Female: 50.5% (2003 est.)



Map of Sudan<sup>36</sup>

Sudan became independent in 1956 after a civil war broke out in the country. Political and civil unrest continued as the North tried to impose Islam on the South. A military coup took place in 1969 and Nimeiri seized power. The Southern Sudan Liberation Movement fought for the autonomy of the South, which was granted in 1972. However, conflict between the North and the South resumed with the discovery of oil in the South. Nimeiri turned his regime into a dictatorship suppressing any opposition, instituting Shari'a law across Sudan, and revoking the accords that had granted autonomy to the south. Unrest in the south led to a civil war in which Nimeiri was replaced. The economy continued to deteriorate and the intensity of the conflict increased in Darfur. In 2004, it was declared that genocide was taking place in Darfur. In 2005, negotiations promoting peace between the North and the South were made and autonomy for the South was once again recognized. However, conflict in Darfur continues as not all parties involved in the conflict were represented when the peace agreement was signed<sup>37</sup>.



Photo by: CIDA<sup>38</sup>

The education system has been devastated by decades of war. Most schools are located in the North in the area of Khartoum and utilize a Muslim curriculum. There are also schools in refugee camps, but the quality of the education is not sufficient as there is a lack of teachers and infrastructure. The South has been most affected by the war and most children have no access to education in that region.

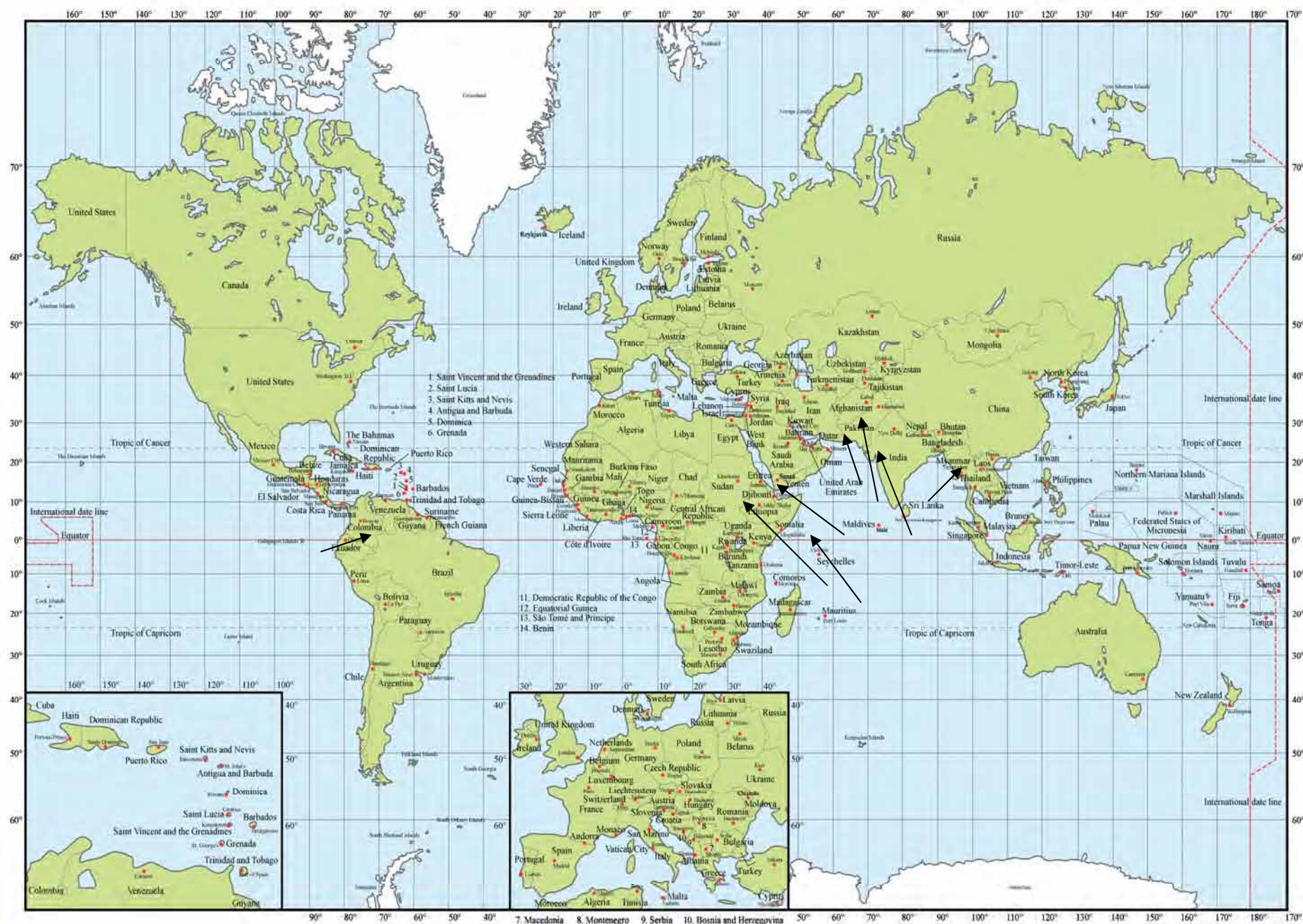
<sup>35</sup> CIA, *The World Factbook*

<sup>36</sup> Ibid.

<sup>37</sup> Ryan Holliday, "Sudan/Darfur/Chad" Country Watch. Ed. Denise Y. Coleman. 30 Jan. 2008.

<[http://www.countrywatch.com/facts/facts\\_default.aspx?type=text&topic=SESDC](http://www.countrywatch.com/facts/facts_default.aspx?type=text&topic=SESDC)>

<sup>38</sup> Laura Simich. "Sudan" *Cultural Profiles Project*. AMNI Centre, Faculty of Social Work, University of Toronto, 2002. Ed. Cecilia Lee. 30 Jan. 2008. <[http://www.cp-pc.ca/english/sudan/sudan\\_eng.pdf](http://www.cp-pc.ca/english/sudan/sudan_eng.pdf)>



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## **SUMMARY OF PRE AND POST- ASSESSMENTS FOR THE KNOWING YOUR LITERACY STUDENTS PROJECT**

### **PRE-ASSESSMENT**

The focus of the pre-assessment was to determine which skills and competencies needed to be addressed during the pilot class and to provide a better understanding of the participants language proficiency levels. The participants were tested on matching uppercase to lowercase letters and numbers with the corresponding quantity of objects, months sequencing, same and different in shapes and uppercase letters and matching words by looking at the letter sequence.

The pre-assessment results of the pilot class participants showed that some had acceptable fine motor skills, they were comfortable holding a pencil, but could not use a ruler to draw a straight line. After modeling, they were able to match uppercase letters to lowercase letters, some knew the days of the week, but were not able to work by themselves to fill in the missing one in a sequence of three, nor knew the months. Participants were also tested on recognizing the same sequence of letters in a matching exercise. Students were able to correctly match most of the words they were presented with provided they were familiar with the vocabulary; however, they required a lot of help and prompting. The same pre-assessment test was given to a sample group of women in the *Pebbles in the Sand* program, in the higher level classes.

The results of the *Pebbles in the Sand* and the pilot class participants' tests were comparable: some of these women were able to do the tests without too much coaching, whereas some needed a lot of guidance.

### **POST-ASSESSMENT**

For the pilot class participants 11 different tests were administered over a period of two weeks. The focus of the testing was on the skills competencies taught in class: printing, matching numbers and number words and uppercase and lowercase letters, counting and addition, recognition of money, telling time, the concepts of same and different and following instructions.

The post-assessment of the sample group included three tests which incorporated the following skills: number sequencing, counting, same and different for upper and lowercase letters, printing and following instructions.

The results of the tests for the pilot class are included in tables 1 to 4.

**TABLE 1 - PRE-ASSESSMENT OF THE PILOT CLASS STUDENTS**

	Match big letters with small letters	Put an X on the different shape	Circle the same shape	Calendar fill in the missing days	Circle the same letters	Put an X on the different letter	Circle the same word	Match the numbers to the same quantity of dots	%
Client 1	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>
Client 2	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>
Client 3	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>
Client 4	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>
Client 5	10/10	3/3	3/3	3/3	3/3	3/3	5/6	6/6	<b>97</b>
Client 6	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>
Client 7	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>
Client 8	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>
Client 9	10/10	1/3	3/3	3/3	3/3	3/3	5/6	6/6	<b>100</b>
Client 10	10/10	3/3	3/3	3/3	3/3	3/3	6/6	6/6	<b>100</b>

**TABLE 2 - PRE-ASSESSMENT OF THE PEBBLES IN THE SAND STUDENTS – THE SAMPLE GROUP**

	Matching big letters with small letters	Put an X on the different letter	Circle the same letters	Circle the same shape	Put an X on the different shape	Circle the same word	Calendar Fill in the missing days	Matching numbers with quantity of dots	%
Client 1	10/10	3/3	3/3	3/3	3/3	6/6	3/3	6/6	<b>100</b>
Client 2	10/10	3/3	3/3	3/3	3/3	5/6	3/3	6/6	<b>97</b>
Client 3	10/10	3/3	3/3	3/3	3/3	5/6	3/3	6/6	<b>97</b>
Client 4	10/10	3/3	3/3	3/3	3/3	5/6	3/3	6/6	<b>97</b>
Client 5	10/10	3/3	3/3	3/3	3/3	6/6	3/3	6/6	<b>100</b>
Client 6	10/10	3/3	3/3	3/3	3/3	5/6	3/3	6/6	<b>97</b>
Client 7	10/10	3/3	3/3	3/3	3/3	6/6	3/3	6/6	<b>97</b>
Client 8	10/10	3/3	3/3	3/3	3/3	3/6	3/3	6/6	<b>97</b>
Client 9	10/10	1/3	3/3	3/3	0/3	5/6	1/3	6/6	<b>76</b>

**TABLE 3 - POST-ASSESSMENT OF THE PILOT CLASS STUDENTS**

	Print the missing letters	Matching coins and values	Time – full hours and half hours	Match the big letters w/ the small	Before, After, and Between	Circle the same number	Print the missing numbers	Circle the different letter	Write the missing letter on the line	Write the missing letter on the line	Write the missing letter on the line
Client 1	26/26 7/14	5/5	12/12 12/12	3/5 6/6 4/6 7/7	7/8 7/8 6/6	5/7	62/62	23/27	1/5	2/5	1/5
Client 2	26/26 13/14	5/5	12/12 12/12	absent	absent	absent	62/62	27/27	5/5	5/5	5/5
Client 3	23/26 11/14	3/5	12/12 6/12	5/5 6/6 6/6 7/7	7/8 1/8 5/6	6/7	60/62	27/27	4/5	5/5	4/5
Client 4	26/26 11/14	5/5	12/12 10/12	5/5 6/6 5/6 7/7	8/8 8/8 6/6	6/7	absent	absent	absent	absent	absent
Client 5	22/26 7/14	2/5	12/12 10/12	absent	absent	absent	absent	absent	absent	absent	absent
Client 6	25/26 12/14	5/5	11/12 8/12	5/5 6/6 5/6 7/7	8/8 5/8 6/6	7/7	60/62	27/27	5/5	4/5	5/5
Client 7	24/26 14/14	5/5	12/12 12/12	5/5 5/6 5/6 7/7	8/8 8/8 6/6	4/7	62/62	27/27	2/5	3/5	3/5
Client 8	26/26 14/14	5/5	12/12 12/12	5/5 6/6 6/6 7/7	8/8 6/8 6/6	7/7	62/62	27/27	5/5	5/5	5/5
Client 9	26/26 13/14	5/5	12/12 12/12	5/5 6/6 6/6 7/7	8/8 8/8 6/6	7/7	60/62	27/27	5/5	5/5	5/5
Client 10	26/26 13/14	5/5	11/12 10/12	3/5 6/6 6/6 7/7	3/8 5/8 6/6	6/7	55/62	27/27	5/5	5/5	5/5

**TABLE 4 - POST-ASSESSMENT OF THE PEBBLES IN THE SAND STUDENTS – THE SAMPLE GROUP**

	Circle the same letters	Make a box around the same letters	Print the missing numbers
Client 1	11/11	3/11	10/13 11/11
Client 2	11/11	11/11	13/13 11/11
Client 3	withdrew	withdrew	withdrew
Client 4	absent	absent	absent
Client 5	1/11	11/11	13/13 11/11
Client 6	11/11	11/11	12/13 8/11

Note: due to time constraints 3 of the initial participants in the pre-assessment testing were not included. One of them withdrew and one was absent on the date of testing.

## **CONCLUSION**

The results of the pre-assessment test are comparable. At the beginning of the pilot class all the participants had a similar level of competency. The testing administered to the pilot class participants was more detailed and the tests targeted most of the skills addressed in the pilot class. The testing administered to the sample group integrated many of the skills that were tested on the pilot class participants.

The results of the testing are again comparable, but are limited to the number of women that were tested. The significant difference between testing of the two groups is that the students in the pilot class took less time to finish the test than the sample group. The pilot class participants needed less coaching and fewer instructional prompts to complete the tests than the sample group participants.



## RESOURCES

### WORK BOOKS PURCHASED

Counting 1-10 workbook Deluxe Edition	School Zone Publishing Company ISBN 1- 58947-348-5
Preschool Basics workbook	School Zone Publishing Company ISBN 978-1- 58947- 035 - 4
Same or Different workbook Deluxe Edition	School Zone Publishing Company ISBN 1- 58947-356- 6
Kindergarten Basics workbook	School Zone Publishing Company ISBN 978 – 1- 58947- 036 - 1
Lowercase Alphabet workbook – Deluxe Edition	School Zone Publishing Company ISBN 1 – 58947 – 345 - 0
Uppercase Alphabet workbook – Deluxe Edition (School Zone)	School Zone Publishing Company ISBN 1- 58947 – 344 - 2
The Oxford Picture Dictionary Canadian Edition	ISBN 0 – 19 – 435270 - 6
Canadian Money (A Resource Book for school and Home)	Benchmark Press ISBN 0 – 9682758 – 9 - 3
Canadian Basic Skill Drills (Addition and Subtraction)	Benchmark Press ISBN 0 – 9685880 – 5 - 0

### WEBSITES FOR ESL RESOURCES AND MATERIALS

[HTTP://LITERACY.KENT.EDU/MIDWEST/MATERIALS/NDAKOTA/SOUP/](http://LITERACY.KENT.EDU/MIDWEST/MATERIALS/NDAKOTA/SOUP/)

[HTTP://WWW.ENGLISHRAVEN.COM/MAIN.HTML](http://WWW.ENGLISHRAVEN.COM/MAIN.HTML)

[HTTP://ESL.ABOUT.COM/OD/ENGLISHGRAMMAR/ENGLISH GRAMMAR HELP RULES WORKSHEETS GAMES QUIZZES EXERCISES.HTM](http://ESL.ABOUT.COM/OD/ENGLISHGRAMMAR/ENGLISH GRAMMAR HELP RULES WORKSHEETS GAMES QUIZZES EXERCISES.HTM)

[HTTP://WWW.ESLMANIA.COM/](http://WWW.ESLMANIA.COM/)

[HTTP://WWW.MRSHURLEYSESL.COM/](http://WWW.MRSHURLEYSESL.COM/)

[HTTP://WWW.SCHOOLZONE.COM/](http://WWW.SCHOOLZONE.COM/)

[HTTP://WWW.STARFALL.COM/N/N-INFO/SCOPE.HTM#TOP](http://WWW.STARFALL.COM/N/N-INFO/SCOPE.HTM#TOP)

[HTTP://WWW.STARFALL.COM/](http://WWW.STARFALL.COM/)

[HTTP://STORE.ATOZTEACHERSTUFF.COM/DOWNLOAD-NOW/CHARTS.HTML](http://STORE.ATOZTEACHERSTUFF.COM/DOWNLOAD-NOW/CHARTS.HTML)

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5. Virginia Nelson, **Learning to Listen in English** (Beginning Level)
6. Elizabeth Minicz and Marcia L. Taylor, **English, no Problem!** (Literacy book - Language for Home, School, Work and Community )
7. Elizabeth Minicz and Marcia L. Taylor, **English, no Problem!** (Literacy workbook - Language for Home, School, Work and Community )
8. **CLB 2000 – ESL for Literacy Learners**
9. **Literacy Placement Tool**, vol. 1 and vol. 2
10. **Summative Assessment Manual** (SAM), vol. 1 and vol. 2
11. **The Directory of Canadian Adult Literacy Research in English** – on [www.nald.ca](http://www.nald.ca)
12. **LINC Curriculum Guidelines**
13. **Demographics, Needs and Programming for ESL Literacy Learners**, prepared for Alberta Learning by Bow Valley College, June 2000
14. **The revised LINC Literacy Component**, 1997, a project sponsored by Citizenship and Immigration Canada
15. **A Newcomers' Introduction to Canada**, on [www.cic.gc.ca](http://www.cic.gc.ca)
16. **Workshop Forum #2**, ESL Literacy, University of Alberta
17. **CLBA Projects, Benchmark Competency Assessment Training**, on [www.cic.gc.ca](http://www.cic.gc.ca)